



Grade 12

principles
of american
democracy

Civic education content and skills in the California History-Social Science Standards include

- Philosophical foundations of American democracy (Standards 12.1.1, 12.1.2, 12.1.3, 12.1.4, 12.1.5, 12.1.6, 12.2.1, and 12.2.2)
- Structure of government under the Constitution (Standards 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5, 12.4.6, and 12.7.8)
- The judicial branch of government (Standards 12.5.1, 12.5.2, 12.5.3, and 12.5.4)
- Political parties and the media (Standards 12.6.1, 12.6.2, 12.6.3, 12.6.6, 12.8.1, 12.8.2, and 12.8.3)
- Comparative political systems (Standards 12.3.4, 12.9.1, 12.9.2, 12.9.3, 12.9.4, 12.9.5, 12.9.7, and 12.9.8)
- Tensions within our constitutional democracy (Standard 12.10)
- State and local government (Standards 12.6.5, 12.7.1, 12.7.2, 12.7.3, 12.7.4, 12.7.5, 12.7.6, and 12.7.7)
- Civic participation in a constitutional democracy (Standards 12.2.3, 12.2.4, 12.2.5, 12.2.6, 12.3.1, 12.3.2, and 12.6.4)

Overview drawn from the California History-Social Science Framework

Principles of American Democracy is a one-semester course at grade twelve. In this course students build on the intellectual and participatory skills gained in previous years of study. They deepen their understanding of political and governmental institutions. In addition, they draw on their studies of United States and world history to compare different systems of government in the world today. This capstone course also explores local government and emphasizes the importance of civic participation in community affairs. The course is designed to equip students with the knowledge, skills, and dispositions necessary to assume their responsibilities as participating citizens in our democracy.

PHILOSOPHICAL FOUNDATIONS OF AMERICAN DEMOCRACY

The American system of constitutional democracy relies on its citizens' commitment to the values and principles set forth in the Declaration of Independence, the U.S. Constitution, and other writings. These values and principles provide the foundation for the establishment, in James Madison's words, of an "energetic" and effective government, one capable of fulfilling the purposes for which it was created—to protect the inalienable rights of the individual to life, liberty, and property and to promote the common good. Students should be able to identify and explain the importance of the basic rights guaranteed in the Constitution and Bill of Rights and their importance to the maintenance of our constitutional democracy.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.</p> <ol style="list-style-type: none"> Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as self-evident truths. 	<p>I.A.3 Evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society.</p> <p>I.C.2 Explain the various purposes served by constitutions.</p> <p>I.C.3 Evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government.</p> <p>II.A.1 Explain the central ideas of American constitutional government and their history.</p> <p>III.A.1 Explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power.</p> <p>III.A.2 Evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system.</p> <p>III.C.1 Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards</p> <p>Reading Comprehension</p> <p>2.1 Analyze features and rhetorical devices of different types of public documents....</p> <p>2.3 Verify and clarify facts presented in expository texts....</p> <p>2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>2.6 Critique the power, validity, and truthfulness of arguments....</p> <p>Literary Response and Analysis</p> <p>3.8 Analyze the clarity and consistency of political assumptions in a selection of...essays on a topic....</p> <p>History-Social Science Analysis Skill Standards</p> <p>Historical Research, Evidence, and Point of View</p> <p>1. Distinguish valid arguments from fallacious arguments in historical interpretations.</p> <p>Historical Interpretation</p> <p>2. Recognize the complexity of historical causes and effects....</p> <p>3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p>

SAMPLE CLASSROOM APPLICATIONS

Explain how the Founders were influenced by ancient Greek philosophers and political institutions of the Roman Republic.

Students create charts illustrating the differences between natural rights and classical republicanism. They explain the tensions between these two philosophical beliefs. Each student assumes the role of one of the Framers of the Constitution and explains how he or she would reconcile the differences between natural rights and classical republicanism. Ask: Which ideas would you choose to emphasize? What problems might you encounter in transferring some of the ideas of classical republicanism to American society?

Have students assume the roles of Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and Thomas Jefferson and, in a “meeting of the minds” panel discuss the source of law and the social contract. Compare and contrast the views of these four political philosophers.

List the basic freedoms and rights specified in the body of the United States Constitution. Explain the probable reasons for the inclusion of these rights in the body of the Constitution.

Students develop charts illustrating how the Framers separated powers and incorporated a system of checks and balances in the Constitution. They explain why the Framers organized the government into separate branches with shared and divided powers.

Alexander Hamilton in *Federalist No. 84* wrote, “I...affirm that bills or rights...are not only unnecessary in the proposed Constitution but would even be dangerous. They would contain various exceptions to powers which are not granted; and, on this very account, would afford a colorable pretext to claim more than were granted...” James Madison argued that a bill of rights was no more than a “parchment barrier” protecting rights that could easily be violated by government. Hamilton and Madison both claimed that the separation of powers, checks and balances, and the federal system were a better protection of rights. Each student writes a position paper expressing his or her views in agreement with, or in opposition to, those expressed by Hamilton and Madison.

SAMPLE RESOURCES

Print

Challenge of Governance. Constitutional Rights Foundation, 2001. This supplemental text of readings and interactive activities supports civics instruction and critical thinking skills. The text is linked to national standards.

Foundations of Freedom. Constitutional Rights Foundation, 1991. This text provides student readings and interactive activities on a variety of civic education topics. Chapter 4, “New Order of the Ages,” describes how the body of the Constitution was designed to limit the powers of the government. Chapter 5, “The Bill of Rights,” examines James Madison’s work in the First Congress to secure a bill of rights and features an activity on judicial review.

Rhodehamel, John H. *Letters of Liberty: A Documentary History of the U.S. Constitution*. Constitutional Rights Foundation, 1997. This collection of seminal documents in American constitutional history includes brief narratives that place the primary sources in historical context. The teacher’s guide provides directed discussion and activities for evaluating both the primary and secondary materials.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995; This complete instructional program on civics and government consists of 40 short lessons each focusing on a key question related to the theme of the unit. Lesson 3, “What did the Founders learn about republican government from the ancient world?” Lesson 4, “How did modern ideas of individual rights develop?” and Lesson 5, “What were the British origins of American constitutionalism?” specifically address the philosophical foundations of American constitutional democracy.

Internet

Center for Civic Education. *How Does Government Secure Natural Rights?* http://www.civiced.org/wtp_hs02_sb.html
This web lesson is an online version of Lesson 2 in *We the People: The Citizen and the Constitution*.

Growth of Democratic Tradition: Age of Enlightenment. SCORE. http://rims.k12.ca.us/score_lessons/growth_of_democratic/
This teacher-created lesson compares and contrasts the ideas of the Enlightened philosophers and explores their development in time.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>4. Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the <i>Federalist Papers</i>.</p> <p>5. Describe the system of separated and shared powers, the role of organized interests (<i>Federalist Paper Number 10</i>), checks and balances (<i>Federalist Paper Number 51</i>), the importance of an independent judiciary (<i>Federalist Paper Number 78</i>), enumerated powers, rule of law, federalism, and civilian control of the military.</p> <p>6. Understand that the Bill of Rights limits the power of the federal government and state governments.</p> <p>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</p> <p>1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).</p> <p>2. Explain how economic rights are secured and their importance to the individual and to society.</p>	<p>III.C.2 Evaluate, take, and defend positions on issues regarding the relationships between state and local governments and citizen access to those governments.</p>	<p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Writing Strategies</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.6 Develop presentations by using clear research questions and critical research strategies....</p> <p>1.7 Use systematic strategies to organize and record information....</p> <p>History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Listening and Speaking Strategies</p> <p>1.12 Identify logical fallacies used in oral addresses....</p> <p>Speaking Applications</p> <p>2.2 Deliver oral reports on historical investigations.</p> <p>History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <p>3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.</p>

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

Library of Congress, American Digital Library. *In Congress Assembled: Continuity and Change in the Governing of the United States.*

<http://memory.loc.gov/ammem/ndlpedu/lessons/constitu/const-11.html>

This site provides a complete teaching unit based on documents from the Library of Congress. Lessons 1 and 2 focus on the drafting of the Constitution and the Bill of Rights.

Yale Law School Avalon Project.

<http://www.yale.edu/lawweb/avalon/federal/fed.htm>

Library of Congress, American Digital Library.

http://lcweb2.loc.gov/const/fed/fed_01.html

The *Federalist Papers* by Alexander Hamilton, James Madison, and John Jay are available online at both of these sites.

STRUCTURE OF GOVERNMENT UNDER THE CONSTITUTION

The Framers of the U.S. Constitution separated and limited powers of government to ensure that the basic rights of the people would not be infringed. A Bill of Rights, added to the Constitution to clarify and strengthen limitations on the powers of the national government, has become central to the American idea of constitutional government. Students should understand the rationale for separating powers among the branches of government and the institution of a system of checks and balances. They should examine selected portions of the *Federalist Papers* to analyze how the political philosophy of the Framers was put into practice in the Constitution. Students should also be able to describe how rights are secured and evaluate, take, and defend positions on the scope and limits of rights.

CALIFORNIA HISTORY–SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</p> <ol style="list-style-type: none"> 1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. 2. Explain the process through which the Constitution can be amended. 3. Identify their current representatives in the legislative branch of the national government. 	<p>I.D.2 Explain the advantages and disadvantages of federal, confederal, and unitary systems of government.</p> <p>III.A.1 Explain how the United States Constitution grants and distributes power to national and state governments and how it seeks to prevent the abuse of power.</p> <p>III.A.2 Evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system.</p> <p>III.B.1 Evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government.</p> <p>III.B.2 Evaluate, take, and defend positions on issues regarding the major responsibilities of the national government for domestic and foreign policy.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Reading Comprehension</p> <p>2.1 Analyze both the features and the rhetorical devices of different types of public documents....</p> <p>2.3 Verify and clarify facts presented in expository texts....</p> <p>2.4 Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.</p> <p>2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>History-Social Science Analysis Skill Standards Research, Evidence, and Point of View</p> <p>2. Identify bias and prejudice in historical interpretations.</p> <p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>

SAMPLE CLASSROOM APPLICATIONS

Students read excerpts from *Federalist Nos. 47, 48, and 51* for James Madison's defense of the constitutional provisions for separation of powers, checks and balances, and limited government. They debate Madison's assertion, "The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elected, may justly be pronounced the very definition of tyranny..." (*Federalist 47*).

Students create charts showing the powers of the legislative, executive, and judicial branches of government.

Use a Venn diagram to illustrate national powers, state powers, and concurrent powers.

Describe the differences between the House of Representatives and the Senate. Ask: What accounts for these differences?

Students list in order of priority the five powers of the U.S. Congress they deem most important and, in short essays, defend their choices.

Students debate the need to reform the Electoral College. Ask questions such as: Why did the Framers establish an Electoral College? What are some of the plans that have been proposed over the years to change the method of electing the president? Why are states with a relatively small population likely to oppose any tampering with the Electoral College?

Evaluate the extent to which law can correct injustice in American society. Ask: How can citizens effect change in laws that they oppose? When, if ever, is civil disobedience justified?

Each student writes a position paper on the scope of presidential power in contemporary American society. Explain restrictions that have been placed on the power of the executive branch such as the War Powers Act (1973).

Students research *Schechter Poultry Corporation v. United States* (1935). Explain Chief Justice Charles Evans Hughes's opinion that Congress had unconstitutionally delegated legislative power to the president. Ask: In your opinion, did the New Deal's National Industrial Recovery Act (NIRA) give the executive branch excessive powers, thus violating the constitutional guarantee of a separation of powers?

SAMPLE RESOURCES

Print

The Challenge of Governance. Constitutional Rights Foundation, 2001. This collection of readings and interactive activities supplements a study of civics and government. Lesson 2, "Constitutional Limitations on Government," specifically addresses California Standard 12.4. The text and critical thinking activities are linked to the *National Standards for Civics and Government*. The handbook section of the teacher's guide is particularly valuable.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995. Unit Two is devoted to the framing of the Constitution, Unit Three to the values and principles embodied in the Constitution, and Units Five and Six to a study of the Bill of Rights.

Internet

Administrative Offices of the U.S. Courts. *Function of and Qualifications for Jury Service*.

<http://www.uscourts.gov/outreach/lessonplans/juryduty.pdf>

In this activity students learn the distinction between a grand jury and a trial jury.

Constitution Society. *Liberty Library of Constitutional Classics*.

<http://www.constitution.org/liberlib.htm>

A collection of primary documents including the Declaration of Independence, the Articles of Confederation, Debates at the Federal Convention, and the *Federalist* and *Anti-Federalist Papers*.

The Dirksen Center, Congressional Link. *What Every Student Should Know About Congress*.

<http://www.congresslink.org/actfour.html>

The Dirksen Congressional Center asked leading American political scientist Charles O. Jones to identify the ten most important points that a high school student should know about Congress. Lessons are presented on each of the ten points.

Link to Learn, Classroom Activities. *Grading the Electoral College*.

<http://L2L.org/pd/success/lessons/lesson10/hssi1%5F1.htm>

Students scrutinize this key aspect of U.S. presidential elections and organize a class debate on the topic of election reform.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.</p> <p>5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.</p> <p>6. Explain the processes of selection and confirmation of Supreme Court justices.</p> <p>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</p> <p>8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.</p>	<p>III.C.1 Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments.</p> <p>III.D.1 Evaluate, take, and defend positions on the role and importance of law in the American political system.</p>	<p>Historical Interpretation</p> <p>1. Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Writing Strategies</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.7 Use systematic strategies to organize and record information....</p> <p>Writing Applications</p> <p>2.4 Write historical investigation reports.</p> <p>History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Listening and Speaking Strategies</p> <p>1.3 Interpret and evaluate the various ways in which events are presented and information is communicated....</p> <p>1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.</p> <p>1.8 Use effective and interesting language.</p> <p>1.12 Identify logical fallacies used in oral addresses....</p> <p>Speaking Applications</p> <p>2.1 Deliver reflective presentations.</p> <p>2.2 Deliver oral reports on historical investigations.</p> <p>2.4 Deliver multimedia presentations.</p>

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

Media

The Bill of Rights and You. Bill of Rights Institute, 2002. This set of resources includes video with accompanying lessons with up-to-date information. *The Bill of Rights and You* is a flexible curriculum complete with teacher's guide and video set.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
		<p>History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Distinguish valid arguments from fallacious arguments.... 3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

THE JUDICIAL BRANCH OF GOVERNMENT

Article III, Section 1 of the U.S. Constitution vested the judicial power of the United States “in one Supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish.” Although the Supreme Court has original jurisdiction in specified cases, its principal function is to hear cases in appeal and is the final arbitrator. Many of the Framers of the Constitution assumed that the Supreme Court also held the right to review and nullify acts of Congress considered to be unconstitutional. Alexander Hamilton in *Federalist 78* assumed that the federal judiciary had such power. In 1796, the Supreme Court rendered a decision on a case questioning the constitutionality of a tax law passed by Congress (*Hylton v. United States*). Since the Court upheld the congressional tax law, the case received little notoriety. However, in the celebrated *Marbury v. Madison* decision (1803), the Court declared a section of the Judiciary Act of 1789 unconstitutional. The Court in a series of decisions between 1810 and 1824 invalidated state laws. Students should be able to explain the importance of judicial review. They should analyze arguments for and against judicial review and judicial activism and be able to evaluate, take, and defend positions on landmark decisions of the Supreme Court.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.</p> <ol style="list-style-type: none"> 1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment. 2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts). 	<p>III.A.1 Explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power.</p> <p>III.A.2 Evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system.</p> <p>III.B.1 Evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government.</p> <p>III.C.1 Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Reading Comprehension</p> <p>2.1 Analyze features and rhetorical devices of different types of public documents....</p> <p>2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>Literary Response and Analysis</p> <p>3.8 Analyze the clarity and consistency of political assumptions in a selection of...essays on a topic....</p> <p>History-Social Science Analysis Skill Standards Research, Evidence, and Point of View</p> <p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>

SAMPLE CLASSROOM APPLICATIONS

Students explain the issue before the Supreme Court in *Marbury v. Madison*. They read Alexander Hamilton's *Federalist 78* to determine his arguments favoring judicial review of the legislative branch of government. Ask: What are the arguments for and against judicial review?

Students examine Chief Justice John Marshall's decision in *McCulloch v. Maryland*. Ask: How did the Court interpret the "necessary and proper" clause (the "elastic clause," Article I, Section 8, Clause 18) in the case? Why is this case important in constitutional law?

Students create visuals demonstrating the scope of the Supreme Court's authority. Should the Supreme Court have the right to declare acts of the president and Congress unconstitutional?

Students read personal reflections on the civil rights movement. Ask: How did the Congress of Racial Equality (CORE) and the National Association for the Advancement of Colored People (NAACP) use the judiciary to break down Jim Crow laws in the South? Each student writes an article explaining how the civil rights movement used the U.S. Constitution to achieve its goals.

Using Lesson 21 in *We the People: The Citizen and the Constitution* (Center for Civic Education), divide the class into four groups and have each group present arguments reflecting a method justices of the Supreme Court might follow in interpreting the U.S. Constitution (e.g., literal meaning of the Constitution, original intent of the Framers, principles and values in the perspective of history, contemporary social values in terms of current needs).

Students explain the meaning of judicial activism and judicial restraint. Each student writes a position paper expressing personal convictions regarding these two philosophies.

Explain what is meant by "incorporation" and describe the arguments over the incorporation of the Bill of Rights. Ask: What has been the effect that incorporation has had on the federal system and the power of the states? What positions have Supreme Court justices taken since the ratification of the Fourteenth Amendment regarding incorporation?

Students research the Supreme Court cases *Gitlow v. New York* (1925), *Powell v. Alabama* (1932), and *Griswold v. Connecticut* (1965) and report on how the decisions in these three cases expanded individual rights.

SAMPLE RESOURCES

Print

Bartholomew, Paul C., and Joseph F. Menez. *Summaries of Leading Cases on the Constitution*. Rowman & Littlefield, 1990. This resource provides clear and concise summaries of landmark Supreme Court cases.

Foundations of Freedom. Constitutional Rights Foundation, 1991. This book consists of student readings and interactive activities on a variety of civic education topics. Virtually every chapter includes an activity focusing on a landmark Supreme Court decision (e.g., *Marbury v. Madison*, *Yick Wo v. Hopkins*, *Gitlow v. New York*, *Mapp v. Ohio*).

Hall, Kermit L. (editor). *The Oxford Companion to the Supreme Court of the United States*. Oxford University Press, 1992. This desk reference to Supreme Court decisions includes biographical sketches of justices from John Jay to William Rehnquist.

Irons, Peter. *The Courage of Their Convictions: Sixteen Americans Who Fought Their Way to the Supreme Court*. Free Press, 1988. The author introduces 16 Americans who took their cases through the court system to the U.S. Supreme Court from the 1930s to the 1980s.

Joseph, Joel D. *Black Mondays: Worst Decisions of the Supreme Court*. Zenith National Press, 1990. This resource examines approximately 20 decisions considered to have been the Court's worst mistakes. *Dred Scott v. Sandford*, *Plessy v. Ferguson*, and *Hirabayashi v. United States* are among the cases included in the text.

Patrick, John J. *The Supreme Court of the United States: A Student Companion*. Oxford University Press, 2001. This student reference book includes articles on core concepts and controversial issues as well as landmark Supreme Court cases.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995. Lessons 21 and 22 on judicial review and the division of powers, and Lessons 25 and 26 on the doctrine of incorporation and the Fourteenth Amendment specifically address issues relative to the California Standards.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>3. Explain the effects of the Court’s interpretations of the Constitution in <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>United States v. Nixon</i>, with emphasis on the arguments espoused by each side in these cases.</p> <p>4. Explain controversies that have resulted over changing interpretations of civil rights, including those in <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Miranda v. Arizona</i>, <i>Regents of the University of California v. Bakke</i>, <i>Adarand Constructors, Inc. v. Pena</i>, and <i>United States v. Virginia (VMI)</i>.</p>	<p>III.D.1 Evaluate, take, and defend positions on the role and importance of law in the American political system.</p> <p>III.D.2 Evaluate, take, and defend positions on current issues regarding the judicial protection of individual rights.</p> <p>V.B.5 Evaluate, take, and defend positions on issues regarding the proper scope and limits of rights.</p>	<p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Writing Strategies</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.6 Develop presentations by using clear research questions and critical research strategies....</p> <p>Writing Applications</p> <p>2.3 Write reflective compositions.</p> <p>History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Listening and Speaking Strategies</p> <p>1.3 Interpret and evaluate the various ways in which events are presented and information is communicated....</p> <p>1.12 Identify logical fallacies used in oral addresses....</p> <p>Speaking Applications</p> <p>2.2 Deliver oral reports on historical investigations.</p> <p>History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <p>3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.</p>

SAMPLE CLASSROOM APPLICATIONS

Students examine the issues in *Nixon v. United States* (1974). As a class, conduct a moot court using arguments presented before the Supreme Court. Ask: As members of the Court, how would you respond to the argument that under the doctrine of separation of powers the president has an “absolute” executive privilege and may withhold information that he considers sensitive? Debrief the activity and compare or contrast the decision of the moot court to that of the 8–0 decision of the Supreme Court in the case. Have students explain the constitutional issues in the case.

SAMPLE RESOURCES

Internet

Dunn, Agnes, and Eric Powell. *From Jim Crow to Linda Brown*. National Digital Library, Library of Congress.

<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/97/crow/crowhome.html>

This teacher-developed lesson provides a retrospective of the African-American Experience from 1897 to 1953 using documents from the Library of Congress.

Northwestern University. *The Oyez Project*.

www.oyez.org

A website on the U.S. Supreme Court allows students to search by case names, view the current term docket, or take a virtual tour of the Supreme Court building.

POLITICAL PARTIES AND THE MEDIA

The American political system provides citizens with opportunities for choice and participation. The formal institutions and processes of government such as political parties, campaigns, and elections are important avenues for choice and citizen participation. Another equally important avenue is the many associations and groups that constitute civil society. All provide ways for citizens to monitor and influence the political process (*National Standards for Civics and Government*, p. 117). The media also play a major role in the American political system and influence the way citizens respond to the public agenda. Students should be able to evaluate the role and functions of political parties in contemporary American society. They should understand how political parties help set the public agenda and how citizens can influence the platforms of political parties through participation in the political process. Students also should be able to evaluate the role and functions of the media in a constitutional democracy.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.</p> <ol style="list-style-type: none"> Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College. 	<p>III.E.1 Evaluate, take, and defend positions about how the public agenda is set.</p> <p>III.E.2 Evaluate, take, and defend positions about the role of public opinion in American politics.</p> <p>III.E.3 Evaluate, take, and defend positions on the influence of the media on American political life.</p> <p>III.E.4 Evaluate, take, and defend positions about the roles of political parties, campaigns, and election in American politics.</p> <p>III.E.5 Evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics.</p> <p>III.E.6 Evaluate, take, and defend positions about the formation and implementation of public policy.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Reading Comprehension</p> <p>2.1 Analyze features and rhetorical devices of different types of public documents....</p> <p>2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Distinguish valid arguments from fallacious arguments in historical interpretations. Identify bias and prejudice in historical interpretations. <p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Writing Strategies</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p>

SAMPLE CLASSROOM APPLICATIONS

Explain the advantages and disadvantages of a two-party system as opposed to multi-party systems that exist in most parliamentary democracies. Ask: How effective have “third” parties been in the American political system?

It has been argued that “In democracies, [political] parties are probably the most comprehensive and effective means for integrating political beliefs and behavior into government policy.” Students evaluate that argument and provide historical and contemporary examples to buttress their positions.

Students research campaign financing laws, current legislative attempts to regulate spending on political campaigns, and recent Supreme Court decisions on issues relating to campaign contributions. They debate the issue that limiting political contributions is a violation of the First Amendment’s guarantee of free speech.

Students compare and contrast state laws regulating voter registration. Ask: What are the arguments for and against permitting voters to register to vote on election day?

Students consult research that has been done regarding voting records of 18 to 25 year olds. Ask: What efforts should be taken to encourage eligible voters in this age group to register and vote in local, state, and national elections?

Each student writes a pamphlet explaining the reasons behind the establishment of the Electoral College, how it operates, and the methods, over time, that have been proposed to alter the system of electing the president. Students should include original political cartoons to express different views of the Electoral College.

Students research reapportionment cases that have come before the U.S. Supreme Court (e.g., *Baker v. Carr*, *Gary v. Sanders*, *Reynolds v. Sims*). Ask: How has the majority of the Court ruled in these cases? Students evaluate, take, and defend a position on the Court’s opinions in these cases.

Students develop a set of criteria for selecting a candidate for a political office in their community.

Prior to a local election, organize and conduct a forum for candidates to express their views. (Service-Learning Activity)

Students evaluate the strengths and weaknesses of television as a medium for news about issues. They compare and contrast news coverage of a contemporary issue in a local newspaper and on local television and radio stations.

SAMPLE RESOURCES

Print

The Challenge of Information. Constitutional Rights Foundation, 1998. This is an appraisal of the role of the media in society and in the political process and includes activities that explore various public policy issues related to freedom of the press.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice (High School edition). Center for Civic Education, 1994. Lessons 4–7 in Unit Two explore how we can evaluate laws and political candidates.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995. Lesson 27, “How has the right to vote expanded since the adoption of the Constitution?” examines the extension of suffrage over time and delves into issues relating to low voter turn out in American elections.

Internet

California Secretary of State, Election Division. *Voter Registration*.

<http://www.ss.ca.gov/elections/votereg1.html>

The website lists the requirements for registering to vote in California and provides online voter registration.

Common Cause. *Campaign Finance Reform*.

<http://www.commoncause.org/>

Common Cause, a public interest lobby, is an advocate of campaign finance reform. The website provides current information on the status of campaign reform legislation.

Politics1.com. *Directory of U.S. Political Parties*.

<http://www.politics1.com/parties.htm>

This site contains a complete directory of current political parties operating in the United States with links to party leaders.

Project Vote Smart. *Issues—Campaign Finance*.

http://www.vote-smart.org/issues/CAMPAIGN_FINANCE/

This website includes general background on issues relating to campaign finance and multiple links to organizations that have an interest in the subject. The site also links to Cornell University’s Legal Information Institute which has a searchable index to identify campaign finance cases heard by the U.S. Supreme Court.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>12.8 Students evaluate, take, and defend positions on the influence of the media on American political life.</p> <ol style="list-style-type: none"> 1. Discuss the meaning and importance of a free and responsible press. 2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. 3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion. 		<p>1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p> <p>History-Social Science Analysis Skill Standards Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 2. Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and that change is complicated and affects not only technology and politics but also values and beliefs. <p>Historical Interpretation</p> <ol style="list-style-type: none"> 3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Listening and Speaking Strategies</p> <ol style="list-style-type: none"> 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture.... 1.2 Analyze the impact of the media on the democratic process.... 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated.... 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.... <p>Speaking Applications</p> <ol style="list-style-type: none"> 2.4 Deliver multimedia presentations. <p>History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Distinguish valid arguments from fallacious arguments.... 3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

Project Vote Smart. *Political Parties.*

http://www.vote-smart.org/organizations/POLITICAL_PARTIES/

This site includes a brief description of current American political parties.

Yahoo Directory. *U.S. Political Parties.*

http://dir.yahoo.com/Government/U_S_Government/Politics/Parties/

This directory of U.S. political parties includes multiple links to individual parties.

Search *California Registrar of Voters* for local county registrar of voters websites.

COMPARATIVE POLITICAL SYSTEMS

To be an informed citizen and to make reasoned judgments about the role of the United States in the world today, citizens need to understand how different political ideologies influence the structure and operation of governments. Students need to understand the concept of national interests and how they are affected by world affairs. They should distinguish between limited and unlimited power, and recognize the fundamental differences among authoritarian, totalitarian, and democratic governments. They should also be able to make reasoned judgments about the role of the United States in the world today and what course American foreign policy should take. Students also should explore the origins, fundamental tenets, and characteristics of different political systems.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</p> <p>4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.</p> <p>12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.</p> <p>1. Explain how different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.</p>	<p>I.C.1 Explain different uses of the term “constitution” and distinguish between governments with a constitution and a constitutional government.</p> <p>I.D.1 Describe the major characteristics of systems of shared powers and of parliamentary systems.</p> <p>I.D.2 Explain the advantages and disadvantages of federal, confederal, and unitary systems of government.</p> <p>II.B.1 Explain how distinctive characteristics tend to distinguish American society from most other societies.</p> <p>IV.A.1 Explain how the world is organized politically.</p> <p>IV.A.2 Explain how nation-states interact with each other.</p> <p>IV.A.3 Evaluate, take, and defend positions on the purposes and functions of international organizations in the world today.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Reading Comprehension</p> <p>2.3 Verify and clarify facts presented in expository texts....</p> <p>2.4 Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.</p> <p>2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents....</p> <p>History-Social Science Analysis Skill Standards Research, Evidence, and Point of View</p> <p>2. Identify bias and prejudice in historical interpretations.</p> <p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Writing Strategies</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.6 Develop presentations by using clear research questions and critical research strategies....</p>

SAMPLE CLASSROOM APPLICATIONS

Students compare and contrast the powers of the chief executive in the United States and in a parliamentary democracy.

In oral reports, students explore ways in which totalitarian regimes come to power and their efforts to maintain control.

Students examine the movements to overthrow dictatorial regimes and the methods employed by individuals and groups to achieve democratic governments.

Ask: What arguments are used to support socialist, fascist, or communist regimes? In essays, students explore the fundamental philosophical differences between democracies and dictatorships.

Explain the differences between dictatorships of the right and left.

Students select one of the former communist nations of Eastern Europe and analyze that nation's efforts to establish viable democratic institutions.

Students list and examine the basic challenges facing established democratic governments today. Ask: To what extent are these challenges greater for developing democracies?

Students analyze the Universal Declaration of Human Rights. Ask: What rights in the Universal Declaration of Human Rights are guaranteed in the United States Constitution and Bill of Rights? What rights are not included? Should they be included?

Debate the proposition, "Do Americans have a responsibility to promote representative democracy and constitutional government in other nations?"

Students conduct research on the work of nongovernmental organizations (e.g., Amnesty International, International Red Cross, Freedom House) regarding their roles in the advancement of human rights issues.

Students create multimedia reports highlighting the role artists have played in advocating and promoting human rights and making others aware of violations of these rights.

"America's constitutional ideals are our country's greatest contribution to the world." Each student writes an essay agreeing or disagreeing with this assertion. Students should explain their positions and support them with evidence from history and from current events.

SAMPLE RESOURCES

Print

California Department of Education. *Model Curriculum for Human Rights and Genocide*. California Department of Education, 1987. This teacher's guide, aligned with the History-Social Science Framework, contains a model for developing lessons on human rights issues and recommended curriculum resources.

Challenge of Governance. Constitutional Rights Foundation, 2001. A supplemental text of readings and interactive activities supports civics instruction and critical thinking skills. Chapters 13 and 14 explore American foreign policy and global realities of the modern world. The text is linked to national standards.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. Center for Civic Education, 1995. Unit Four, "What should be the scope and limits of authority?" includes several lessons that explore the scope and limits of authority and the usurpation of power by unlimited government systems. Chapter 4, "New order of the ages," describes how the body of the Constitution was designed to limit the powers of the government. Chapter 5, "The Bill of Rights," examines James Madison's work in the First Congress to secure a bill of rights and features an activity on judicial review.

Nixon, Richard M. *Seize the Moment: America's Challenges in a One Superpower World*. Simon & Schuster, 1992. Former President Nixon explores the foreign policy challenges facing the United States.

Principles of American Democracy. California Department of Education, 1994. Unit V of this California course model for American Government provides a sample lesson on dictatorships and human rights violations associated with these autocratic regimes. The course model includes extensive resources that may be used to develop lessons on comparative political systems.

Revel, Jean-Francois. *How Democracies Perish*. Harper & Row, 1985. This provocative book explores the threats to democracies in the modern world by a celebrated French intellectual.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995. Lesson 38, "What can American citizens learn about constitutionalism from other countries?" helps students understand the differences between the constitutional rights guaranteed in the United States and rights guaranteed in other parts of the world. The lesson also examines the subject of human rights and its increasing importance in current international affairs.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders.</p> <p>3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.</p> <p>4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).</p> <p>5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.</p> <p>7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).</p> <p>8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.</p>		<p>1.7 Use systematic strategies to organize and record information....</p> <p>Writing Applications</p> <p>2.3 Write reflective compositions.</p> <p>2.4 Write historical investigation reports.</p> <p>History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>Historical Interpretation</p> <p>4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p> <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Listening and Speaking Strategies</p> <p>1.3 Interpret and evaluate the various ways in which events are presented and information is communicated....</p> <p>1.12 Identify logical fallacies used in oral addresses....</p> <p>Speaking Applications</p> <p>2.2 Deliver oral reports on historical investigations.</p> <p>History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <p>1. Distinguish valid arguments from fallacious arguments in historical interpretations.</p> <p>3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.</p> <p>VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS</p> <p>Visual Arts Standards Creative Expression</p> <p>2.6 Create a two- or three-dimensional work of art that addresses a social issue. (Proficient)</p>

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

TENSIONS WITHIN OUR CONSTITUTIONAL DEMOCRACY

Values and principles of American constitutional democracy are sometimes in conflict, and their very meaning and application are often disputed. In order to participate constructively in public debate on important issues, citizens need to have a sufficient understanding of the values and principles underlying the issues. Citizens need to understand that American society is perpetually “unfinished” and that each generation must devise ways to narrow the disparities between democratic ideals and realities. They should be willing to listen to different points of view and to benefit from engaging in democratic deliberation. They should then be able to evaluate, take, and defend positions on contemporary issues.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.</p>	<p>II.D.3 Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy.</p> <p>II.D.4 Evaluate, take, and defend positions on issues in which fundamental values and principles may be in conflict.</p> <p>II.D.5 Evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards</p> <p>Reading Comprehension</p> <p>2.1 Analyze features and rhetorical devices of different types of public documents....</p> <p>2.4 Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.</p> <p>2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>2.6 Critique the power, validity, and truthfulness of arguments....</p> <p>Literary Response and Analysis</p> <p>3.8 Analyze the clarity and consistency of political assumptions in a selection of...essays on a topic....</p> <p>History-Social Science Analysis Skill Standards</p> <p>Chronological and Spatial Thinking</p> <p>2. Analyze how change happens at different rates at different times; understand that some aspects can change while other remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p>

SAMPLE CLASSROOM APPLICATIONS

Each student selects a national issue and evaluates, takes, and defends a position on a policy that he or she believes will effectively address the issue. For example:

- Desecration of the flag
- Affirmative action
- Restrictions on immigration
- Gun control
- Death penalty

Students identify the responsibilities that the U.S. Constitution confers on the president and the Congress in the area of foreign affairs, particularly in respect to committing the United States to armed conflict. They evaluate, take, and defend positions on how effectively the president and/or the Congress are carrying out these responsibilities.

Students examine a current issue regarding the balance between national security and personal liberty.

Debate whether “hate speech” should be protected by the First Amendment.

Students compare and contrast forms of resistance to a perceived social injustice in the history of the United States (e.g., limited franchise, gender inequities, racial discrimination). Ask: How have Americans organized in attempts to redress these grievances? What have been the costs and benefits to American society of these attempts?

SAMPLE RESOURCES

Print

Criminal Justice in America. Constitutional Rights Foundation, 2000. This book focuses on the legal, constitutional, and political awareness of criminal law, procedures, and public policy issues.

Immigration Debate. Constitutional Rights Foundation, 2000. This overview of U.S. immigration policy includes interactive lessons on undocumented workers, California Proposition 187, and a moot court simulation.

We the People: The Citizen and the Constitution. Center for Civic Education, 1995. Lesson 39, “What are some constitutional issues facing United States citizens in the nation’s third century?” explores how changes in our society have raised new political issues.

Internet

Ballard, Michael. *Future of Affirmative Action*. SCORE.

<http://score.rims.k12.ca.us/activity/lbj/index.html>

Students represent different interest groups before a Senate subcommittee charged to determine the future of federal affirmative action programs.

CloseUp. *U.S. Immigration Policy*.

<http://www.closeup.org/immigrat.htm>

The website provides a complete lesson on U.S. immigration policy.

Constitutional Rights Foundation. *American Response to Terrorism*.

www.crf-usa.org

This series of online lessons explores the response to terrorists’ attacks of September 11 and provides links to online resources.

McDonald, David. *Burning Desire: A Focus Group Turns Its Attention to Old Glory*. SCORE.

<http://score.rims.k12.ca.us/activity/burningdesire/>

This simulation has students become aides to a U.S. senator and assemble a diverse focus group to provide input on the flag burning issue so the senator will be prepared when a vote arises in Congress. The senator expects aides to solicit as many differing opinions within the state as possible so that he can be certain that he represents his constituents on this controversial issue.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
		<p>Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Distinguish valid arguments from fallacious arguments in historical interpretations. 2. Identify bias and prejudice in historical interpretations. <p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards</p> <p>Writing Strategies</p> <ol style="list-style-type: none"> 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. 1.6 Develop presentations by using clear research questions and creative and critical research strategies.... <p>Writing Applications</p> <ol style="list-style-type: none"> 2.4 Write historical investigation reports. <p>History-Social Science Analysis Skill Standards</p> <p>Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards</p> <p>Listening and Speaking Strategies</p> <ol style="list-style-type: none"> 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. 1.12 Identify logical fallacies used in oral addresses.... <p>Speaking Applications</p> <ol style="list-style-type: none"> 2.1 Deliver reflective presentations. <p>History-Social Science Analysis Skill Standards</p> <p>Historical Interpretation</p> <ol style="list-style-type: none"> 4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

National Issues.

http://www.nationalissues.com/about_us/index.html

National Issues is a non-partisan, issue-oriented research website that provides information to individuals, voters, and students who are interested in understanding the major issues facing our nation today. It presents summary information on issues as well as a compilation of experts' views on each of the issues.

SCORE. Terrorism.

<http://score.rims.k12.ca.us/activity/terrorism/index.html>

This SCORE site reviews a number of curriculum resources and materials to help students comprehend and respond to the terrorist attack on the World Trade Center and the Pentagon on September 11, 2001. This site provides a brief annotation of each lesson and links to the respective sites.

Social Studies School Service. Death Penalty: Just Punishment?

http://catalog.socialstudies.com/c/@Wmpv2OzYB_jKE/Pages/article.html?article@penalty

The activities in this lesson are designed to help students evaluate the death penalty in order to determine if it is an appropriate and just punishment for capital crime.

WNET, New York. On the Edge and Under the Gun.

http://www.thirteen.org/wnetschool/origlessons/under_gun/index.html

This lesson will expose students to the issues of gun control, the right to bear arms, and gun-related violence.

STATE AND LOCAL GOVERNMENT

The Constitution of the United States established a federal system recognizing dual levels of government—national and state. Under the Constitution, states have certain “reserved powers” and share other powers (concurrent powers) with the central government. The Framers recognized the need to separate and share powers between the central and state governments. State and local governments are closest to the people and have a direct and immediate impact on the lives of citizens. Students should understand the roles and functions of state and local governments. They should become familiar with local and state government agencies and ways in which citizens can influence public policy decisions. Students should recognize that local government often provides the most accessible and immediate opportunities for civic participation.

CALIFORNIA HISTORY–SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.</p> <p>5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).</p> <p>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</p> <p>1. Explain how conflicts between levels of government and branches of government are resolved.</p> <p>2. Identify the major responsibilities and sources of revenue for state and local governments.</p> <p>3. Discuss reserved powers and concurrent powers of state governments.</p>	<p>III.A.1 Explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power.</p> <p>III.A.2 Evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system.</p> <p>III.C.1 Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments.</p> <p>III.C.2 Evaluate, take, and defend positions on issues regarding the relationships between state and local governments and citizen access to those governments.</p> <p>III.C.3 Identify the major responsibilities of their state and local governments and evaluate how well they are being fulfilled.</p> <p>V.C.1 Evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Reading Comprehension</p> <p>2.4 Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.</p> <p>Literary Response and Analysis</p> <p>3.8 Analyze the clarity and consistency of political assumptions in a selection of...essays on a topic....</p> <p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Writing Strategies</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.6 Develop presentations by using clear research questions and critical research strategies.</p> <p>1.7 Use systematic strategies to organize and record information.</p>

SAMPLE CLASSROOM APPLICATIONS

Students research the reform efforts by the Progressives in the first part of the twentieth century. They explain the reasons underlying the call for states to incorporate the initiative, referendum, and recall in state constitutions. Each student writes a position paper supporting or opposing one or more of these instruments of direct democracy in contemporary society.

Students examine a campaign to recall a public office holder in your locale. They explain the issues that lead to the recall campaign and the process of recalling the official. Ask: How important is it that citizens have the right of recall?

Students evaluate the qualifications for jury duty in California. They conduct a survey to determine public opinion relating to jury service. They also research the jury selection process in your community and consult with the local jury commissioner. Working in groups, students devise a public service announcement or a short video on a citizen's responsibility to serve on juries. (Service-Learning Activity)

Invite representatives of the local bar association to explain the organization and jurisdiction of the courts. Encourage students to observe trials in municipal or superior courts.

Students identify a local problem (e.g., public safety, environmental issues, crime, vandalism). They conduct research about the problem and alternative solutions by accessing written material and interviewing local legislators, officials, citizens, and others. They develop a public policy that could effectively address the identified problem. Students should be sure the proposed policy does not infringe upon the constitutional rights of any individual or group. Encourage students to propose the policy to the appropriate legislative body for adoption or conduct an alternative service-learning project to address the problem. (Service-Learning Activity)

Alexis de Tocqueville in his book *Democracy in America* wrote of the importance of citizen participation in local affairs. At a New England town meeting, he observed that a citizen "...takes part in every affair of the place; he practices the art of government in the small sphere within his reach...and collects clear practical notions on the nature of his duties and the extent of his rights." Considering Tocqueville's remarks, each student writes an editorial encouraging citizen participation in local government in contemporary America.

SAMPLE RESOURCES

Print

California Department of Education. *Principles of American Democracy*. California Department of Education, 1994. This course model supports the California History-Social Science Framework. Unit IV includes a lesson focused on issues involving local government.

The Challenge of Governance. Constitutional Rights Foundation, 2001. This is a supplemental text of 16 readings and interactive activities to supplement civics instruction. Lesson 8 focuses on state and local government.

City Works. Constitutional Rights Foundation, 2001. This supplement aligns the study of local government to a standard government course emphasizing issues of federalism, public policy analysis, and civic action projects.

CRF Mock Trial Series. Constitutional Rights Foundation. Each mock trial packet includes a hypothetical case, witness statements, legal authorities, trial instructions, and procedural guidelines. It also includes a pretrial motion, designed to deepen student understanding of constitutional issues related to criminal trials.

Participating in Local Government: A Guide for Teaching Local Government. Institute for Local Self Government, 1994. This guide includes basic information about local government in California and three-week curriculum units appropriate for different grade levels.

We the People: Project Citizen (High School edition). Center for Civic Education and the National Conference of State Legislatures, 2004. *Project Citizen* provides an outline for addressing a public policy issue. Steps assist students in identifying an issue, gathering information, and developing a viable means of addressing the issue to promote change.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<ul style="list-style-type: none"> 4. Discuss the Ninth and Tenth Amendments and interpretations of the federal government’s power. 5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders. 6. Compare the processes of law-making at each of the three levels of government, including the role of lobbying and the media. 7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them. 	<ul style="list-style-type: none"> V.C.2 Evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy. V.D.1 Evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that lead individuals to become independent members of society. 	<p>History-Social Science Analysis Skill Standards</p> <ul style="list-style-type: none"> 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Listening and Speaking Strategies</p> <ul style="list-style-type: none"> 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated... 1.8 Use effective and interesting language. <p>Speaking Applications</p> <ul style="list-style-type: none"> 2.1 Deliver reflective presentations.

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

CIVIC PARTICIPATION IN A CONSTITUTIONAL DEMOCRACY

“The ultimate goal of civic education is the widespread participation in the governance of the groups to which they belong by citizens who are knowledgeable, competent, and committed to the realization of the fundamental values and principles of our constitutional democracy” (*Civitas: A Framework for Civic Education*, p. 38). American constitutional democracy is dynamic and complex. Citizens, acting individually or in groups, attempt to influence the opinions of those in positions of power. In turn, those in power attempt to influence public opinion. In this process, the public agenda is set, and public opinion regarding issues is formed. An understanding of the political process is a prerequisite to effective and responsible participation in the making of public policy. Citizens who fail to understand how government works and how to participate effectively may become alienated from the political process. Students need to acquire the knowledge and skills necessary for them to assume effective roles in society at local, state, and national levels. Intellectual and participatory skills enable students to learn and apply civic knowledge as active participants capable of monitoring and influencing public policy, particularly at the local level.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</p> <p>3. Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.</p> <p>4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p> <p>5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one’s rights entails respect for the rights of others.</p>	<p>II.B.2 Evaluate, take, and defend positions on the importance of voluntarism in American society.</p> <p>II.C.1 Explain the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an increasingly diverse American society.</p> <p>V.A.1 Explain the meaning of citizenship in the United States.</p> <p>V.C.2 Evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy.</p> <p>V.D.1 Evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that lead individuals to become independent members of society.</p>	<p>READING ACTIVITIES AND APPLICATIONS English-Language Arts Standards Reading Comprehension</p> <p>2.1 Analyze features and rhetorical devices of different types of public documents....</p> <p>2.3 Verify and clarify facts presented in expository texts....</p> <p>2.6 Critique the power, validity, and truthfulness of arguments....</p> <p>History-Social Science Analysis Skills Standards Historical Research, Evidence, and Point of View</p> <p>1. Distinguish valid arguments from fallacious arguments in historical interpretations.</p> <p>2. Identify bias and prejudice in historical interpretations.</p> <p>WRITING ACTIVITIES AND APPLICATIONS English-Language Arts Standards Writing Strategies</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>Writing Applications</p> <p>2.4 Write historical investigation reports.</p>

SAMPLE CLASSROOM APPLICATIONS

Students research and evaluate issues related to immigration.

Students take the naturalization test to find out if their knowledge is sufficient to become a U.S. citizen through the naturalization process.

Students tutor candidates for citizenship in preparation for the United States naturalization exam. They develop questions and answers to prepare candidates for the citizenship exam, and they assist candidates throughout the naturalization process. (Service-Learning Activity)

Students evaluate the importance of registering to vote and voting. They work with the League of Women Voters, political parties, voter registration agencies, and other civic/governmental agencies to increase voter awareness of the election process and voter turnout in local, state, and national elections. Services may include: assisting with voter registration, organizing a “Get Out the Vote” campaign, facilitating a forum to educate the public about election issues, volunteering at polling booths on election day, and/or helping transport seniors/disabled individuals to polls on election day. (Service-Learning Activity)

Those students qualified to vote should complete and file a voter registration form.

Organize a panel discussion on ways students can participate in civic life.

Ask: How well do your elected officials at local, state, and national levels represent your positions on important issues? Have students create “report cards” in a graphic format.

Ask: What is the most critical equal protection issue facing our nation today? What should be done to address it?

SAMPLE RESOURCES

Print

Active Citizenship Today: Field Guide. Close Up Foundation and Constitutional Rights Foundation, 1999. This guide helps students and teachers identify and analyze local issues and design and implement civic action projects.

California Department of Education. *Principles of American Democracy*. California Department of Education, 1994. This course model supports the California History-Social Science Framework. Unit VI provides a culminating activity based on active civic participation to address a local, state, or national issue.

We the People: The Citizen and the Constitution. Center for Civic Education, 1995. Lesson 35, “What does it mean to be a U.S. citizen?” and Lesson 36, “How do we use our citizenship?” are directly related to civic participation.

We the People: Project Citizen (High School edition). Center for Civic Education and the National Conference of State Legislatures, 2003. *Project Citizen* provides an outline for addressing a public policy issue. Steps assist students in identifying an issue, gathering information, and developing a viable means of addressing the issue to promote change.

Internet

California League of Women Voters. *How to Judge a Candidate*.

<http://www.smartvoter.org/voter/judgecan.html>

The website provides seven steps that are designed to help judge a candidate running for public office.

Constitutional Rights Foundation. *Election Update: Issues Facing America*.

http://www.crf-usa.org/youthvoice/YouthVoice_Intro.htm

This is a two-part lesson online. Lesson one introduces high school students to critical election-year issues and lesson two gives students an opportunity to build their own Youth Platform.

Economic Landscapes. *Fostering Change: Civic Participation*.

http://www.humboldt.edu/~economic/landscapes/lessonsix_11.html

Students are introduced to the concept of “social capital” as a distinct measure of community wealth and why it is important.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).</p> <p>12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</p> <p>1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.</p> <p>2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.</p> <p>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.</p> <p>4. Describe the means that citizens use to participate in the political process.</p>	<p>V.D.2 Evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity.</p> <p>V.D.3 Evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that incline citizens to public affairs.</p> <p>V.D.4 Evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that facilitate thoughtful and effective participation in public affairs.</p> <p>V.E.1 Evaluate, take, and defend positions on the relationship between politics and the attainment of individual and public goals.</p> <p>V.E.2 Explain the difference between political and social participation.</p> <p>V.E.3 Evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.</p> <p>V.E.4 Evaluate, take, and defend positions about the functions of leadership in an American constitutional democracy.</p> <p>V.E.5 Explain the importance of knowledge to competent and responsible participation in American democracy.</p>	<p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS English-Language Arts Standards Listening and Speaking Strategies</p> <p>1.3 Interpret and evaluate the various ways in which events are presented and information is communicated....</p> <p>1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.</p> <p>1.12 Identify logical fallacies used in oral addresses....</p> <p>Speaking Applications</p> <p>2.1 Deliver reflective presentations.</p> <p>2.2 Deliver oral reports on historical investigations.</p> <p>2.4 Deliver multimedia presentations.</p> <p>History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <p>1. Distinguish valid arguments from fallacious arguments in historical interpretations.</p> <p>3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.</p> <p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS Visual Arts Standards Creative Expression</p> <p>2.1 Create original works of art...in a variety of media that reflect...[a student's] feelings and points of view. (Advanced)</p> <p>2.4 Demonstrate...a personal style and an advanced proficiency in communicating an idea, theme, or emotion. (Advanced)</p> <p>Historical and Cultural Context</p> <p>3.1 ...Discuss the diverse social, economic, and political developments reflected in the works of art examined. (Advanced)</p>

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

Hizal, Kris. *In Praise of Political Parties*. SCORE.

<http://score.rims.k12.ca.us/activity/parties/index.html>

Although the lesson focuses on a California primary election, it can be used to examine contemporary political parties. Students analyze a current political party and make a presentation to the class about this party's solutions for the problems that confront the U.S. today.

On Common Ground. *Project VoteSmart*.

<http://www.vote-smart.org/>

This non-partisan website contains current information on congressional representatives, candidates' stands on issues, and presidential public statements. The site also includes online voter registration.

Political Information.com.

<http://www.politicalinformation.com>

This is a useful search tool for political campaigns, party organizations, and issues.

Social Studies School Service. *Political Advertising*.

<http://catalog.socialstudies.com/c/@xn.xwskVYoAIM/Pages/article.html?article@PolAdv>

This site includes an activity that explores some common persuasion techniques and propaganda strategies used in political advertisements. The lesson culminates by having students create their own political campaign commercial.

Washington Post. *US Citizenship Test*.

<http://www.washingtonpost.com/wp-srv/national/longterm/citizen/citizen.htm>

The site contains the 100 questions on the U.S. citizenship test (1998) along with answers.

What Kids Can Do.

www.whatkidscando.org

What Kids Can Do (WKCD) is a national nonprofit organization founded in 2001 to document the value of young people working with teachers and other adults on projects that combine learning with a public purpose. Student work on various projects is accessible online.

Media

First Vote. Close Up Foundation. This is a 14-minute video dramatizing the power of voting and citizen participation.

Grade 12

economics

Civic education content and skills in the California History-Social Science Standards include

- The American market economy (Standards 12.1.4, 12.1.5, 12.3.1, 12.3.2, 12.3.3, and 12.4.1)
- America's market economy in a global setting (Standards 12.2.3, 12.2.6, 12.4.2, 12.6.1, 12.6.2, and 12.6.3)

Overview drawn from the California History-Social Science Framework

The one-semester course in economics is designed to broaden students' understanding of economics and result in a capacity to deal competently with economic issues. In the course of study, students examine the relationship of the American political system and the workings of the American market economy. They evaluate, take, and defend positions relating to the proper role of government in the economic sphere. Students should be able to evaluate political decisions that affect the economy.

THE AMERICAN MARKET ECONOMY

The Constitution of the United States delegates certain basic economic powers to the federal government, such as the regulation of interstate and foreign commerce, the establishment of a uniform system of weights and measures, and the power to levy and collect taxes. The Constitution also specifies that states reserve the power to tax and to regulate intrastate commerce. The economic policies of the United States have been influenced by John Locke’s ideas about natural rights to liberty and property and Adam Smith’s concept of natural liberty—an individual’s right to pursue gain free of political restraints. These ideas led to the concept of a “free market economy,” that is, an economy largely free of government control.

Today, the American economic system is regarded as a “mixed system” rather than a totally free market economy. Students should examine the occasions in which government has placed regulations on the market economy and evaluate the appropriateness of these regulations. They should be able to analyze how the American economic system preserves personal liberty. Students should be able to evaluate, take, and defend positions regarding issues involving economic rights, as well as economic policies.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>12.1 Students understand common economic terms and concepts and economic reasoning.</p> <p>4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.</p> <p>5. Analyze the role of the market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).</p>	<p>III.B.1 Evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government.</p> <p>III.B.3 Evaluate, take, and defend positions on issues regarding how government should raise money to pay for its operations and services.</p> <p>IV.C.3 Evaluate, take, and defend positions about the effects of significant economic, technological, and cultural developments in the United States and other nations.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Reading Comprehension</p> <p>2.1 Analyze both the features and the rhetorical devices of different types of public documents....</p> <p>2.3 Verify and clarify facts presented in expository texts....</p> <p>2.4 Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.</p> <p>2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents....</p> <p>History-Social Studies Analysis Skill Standards Research, Evidence, and Point of View</p> <p>2. Identify bias and prejudice in historical interpretations.</p>

SAMPLE CLASSROOM APPLICATIONS

In a panel discussion, students consider a specific regulation of the economy by the federal government (e.g., minimum wage, consumer product safety, affirmative action). Students evaluate, take, and defend positions on the regulation.

In essays, students describe how the recognition of property rights, competition, or the profit motive affects the American economic system.

Students find examples from a newspaper of the six characteristics of a market economy identified by the National Council on Economic Education:

1. maintaining legal and social framework,
2. providing public goods and services,
3. maintaining competition,
4. redistributing income,
5. correcting for externalities,
6. stabilizing the economy.

Students illustrate on charts how the U.S. Constitution supports these characteristics.

Students analyze Supreme Court decisions regarding property rights (e.g., *Fletcher v. Peck*, 1810; *West River Bridge v. Dix*, 1848; *Munn v. Illinois*, 1877; *Lochner v. New York*, 1905; *Carolene Products Co. v. United States*, 1944; *Penn Central Transportation Co. v. New York City*, 1978).

Students analyze a local public policy issue with a clearly conflicting issue over the right of eminent domain. They evaluate, take, and defend a position based on the constitutional recognition of the right of individuals to own property versus the common good.

Students investigate how monetary and fiscal policies affect the economy. Ask: What role should government play in regulating monetary policy? Students should be able to explain reasons for their positions.

Students evaluate labor's contributions to the political, cultural, and economic development of the state of California and the nation. Ask: What regulations, if any, should government place on labor unions?

SAMPLE RESOURCES

Internet

Federal Reserve Bank of New York. *Federal Monetary Policy*.

<http://www.ny.frb.org/pihome/educator/fomcsim.html>

This is a simulation of a meeting of the Federal Open Market Committee (FOMC), the Fed's most powerful monetary policymaking group. The lesson is designed to help students understand the FOMC's decision-making process.

National Council on Economic Education. *Economic Freedom, Political Freedom: Their Meaning, Their Results*.

<http://www.econedlink.org/lessons/index.cfm?lesson=EM35>

This site examines the relation between measures of economic freedom, political freedom, and social well-being.

National Council on Economic Education. *How Has the Constitution Shaped the Economic System of the United States?*

<http://ecedweb.unomaha.edu/lessons/fecg1.htm>

Students provide their own examples of the six characteristics of a market economy as they exist in the United States today. Then they see how the U.S. Constitution supports those characteristics by reading relevant portions of the Constitution and matching these provisions with the six characteristics of a market economy.

National Council on Economic Education. *Market Failures and Government Regulation: Is the Cure Worse than the Disease?*

<http://www.econedlink.org/lessons/index.cfm?lesson=EM40>

This lesson focuses on regulatory issues. Specifically, it is concerned with the costs and benefits associated with economic and social regulation. It provides information about the costs and benefits of regulatory programs and explains how government imposes hidden taxes on consumers through its regulation of businesses.

National Council on Economic Education. *What Are the Economic Functions of Government?*

<http://ecedweb.unomaha.edu/lessons/fecga.htm>

The six economic functions of government are presented to students. Students categorize a series of newspaper headlines as examples of each of the six functions and locate additional examples in current newspapers and news magazines. The lesson concludes with a discussion of how limited the economic functions of government should be.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>12.3 Students analyze the influence of the federal government on the American economy.</p> <ol style="list-style-type: none"> 1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights. 2. Identify the factors that may cause the costs of government actions to outweigh the benefits. 3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels. <p>12.4 Students analyze the elements of the U.S. labor market in a global setting.</p> <ol style="list-style-type: none"> 1. Understand the operations of the labor market, including the circumstances surrounding establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance. 	<p>V.B.3 Evaluate, take, and defend positions on issues involving economic rights. Examples of those rights are the right to acquire, use, transfer, and dispose of property; choose one's work, change employment; join labor unions and professional associations; establish and operate a business; copyright and patent; enter into lawful contracts.</p> <p>V.B.4 Evaluate, take, and defend positions on the relationships among personal, political, and economic rights.</p>	<p>Historical Interpretation</p> <ol style="list-style-type: none"> 3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day values. 6. Conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy. <p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Writing Strategies</p> <ol style="list-style-type: none"> 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. 1.6 Develop presentations by using clear research questions and critical research strategies.... 1.7 Use systematic strategies to organize and record information.... <p>Writing Applications</p> <ol style="list-style-type: none"> 2.4 Write historical investigation reports. <p>History-Social Studies Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Listening and Speaking Strategies</p> <ol style="list-style-type: none"> 1.12 Identify logical fallacies used in oral addresses.... <p>Speaking Applications</p> <ol style="list-style-type: none"> 2.1 Deliver reflective presentations. 2.2 Deliver oral reports on historical investigations.

SAMPLE CLASSROOM APPLICATIONS

Students identify and analyze an economic issue in their community (e.g., housing, hunger, under-employment). They evaluate local initiatives addressing the problem. Students work with local policy makers to address the problem. (Service-Learning Activity)

Explain and give examples of situations in which personal, political, or economic rights are in conflict.

Students evaluate, take, and defend positions on a contemporary issue that involves economic rights (e.g., minimum wages, consumer product safety, taxation, affirmative action, eminent domain, zoning, copyright, patents).

Students identify major documentary statements of economic rights as expressed in the Declaration of Independence, the United States Constitution, and the California Constitution. They explain the importance of these rights to the individual and society.

Students evaluate, take, and defend positions on issues regarding the proper scope and limit of economic rights such as the relationship between the economic right to acquire, use, transfer, and dispose of property to political rights.

SAMPLE RESOURCES

Media

The Bill of Rights and You. Bill of Rights Institute, 2002. This is a set of resources on video with accompanying lessons and up-to-date information. *The Bill of Rights and You* is a flexible curriculum complete with a teacher's guide and video set.

Golden Lands, Working Hands. California Federation of Teachers. This ten-part, three-hour video series, introduces students, union members, and the general public to California labor history in order to encourage understanding of the state's diverse working populations and their efforts to find common ground in struggles for social justice. See www.cft.org for a synopsis of each video.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
		<p>History-Social Studies Analysis Skill Standards Historical Research, Evidence, and Point of View 3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.</p>

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

AMERICA'S MARKET ECONOMY IN A GLOBAL SETTING

International trade has been a primary concern over the course of American history. During the early republic, treaties involving trade and commerce were of paramount importance. As the United States became a world power, international trade became one of the mainstays of our economic system. Today, the United States has established trade agreements with most nations of the world and both major political parties have endorsed a policy of free trade. Students should be able to explain how tariffs are used in an effort to encourage and promote American industry and how they have affected international trade. They should be able to evaluate the arguments both favoring and opposing free trade policies and international agreements such as NAFTA and GATT. Students should understand how domestic economic policies influence the global economy.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>12.2 Students analyze the elements of America's market economy in a global setting.</p> <p>3. Explain the role of property rights, competition, and profit in a market economy.</p> <p>6. Describe the effect of price controls on buyers and sellers.</p> <p>12.4 Students analyze the elements of the U.S. labor market in a global setting.</p> <p>2. Describe the current economy and labor markets, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.</p>	<p>IV.B.3 Evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.</p> <p>IV.C.3 Evaluate, take, and defend positions about the effects of significant economic, technological, and cultural developments in the United States and other nations.</p> <p>IV.C.5 Evaluate, take, and defend positions about what the relationship of the United States should be to international organizations.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards</p> <p>Reading Comprehension</p> <p>2.3 Verify and clarify facts presented in expository texts....</p> <p>2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.</p> <p>2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents....</p> <p>History-Social Studies Analysis Skill Standards</p> <p>Historical Research, Evidence, and Point of View</p> <p>1. Distinguish valid arguments from fallacious arguments in historical interpretations.</p> <p>Historical Interpretation</p> <p>3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p>

SAMPLE CLASSROOM APPLICATIONS

Students evaluate the arguments for and against the imposition of restrictive tariffs. Ask: Historically, what have been the costs and benefits of tariffs?

Students evaluate the arguments for and against a free trade policy.

Debate the proposition that NAFTA has been beneficial to the American economy. Ask: What have been its effects on the economies of other North American nations?

Students assume the roles of American business leaders wishing to relocate plants abroad and labor union presidents opposed to any such transfer. They prepare presentations to support their interests at a mock White House Conference. Students explain the basic arguments presented on behalf of their interests.

Students create business brochures inviting a foreign manufacturing plant to locate in your community or state. Ask: What public and private policies would you emphasize to encourage foreign investment?

Students explain ways in which American businesses compete in international markets. Ask: What measures might the United States government take to help secure an American firm's ability to compete?

Students explain the importance to American business of the "most favored nation" status given to foreign trading partners.

Students describe the effect of price controls on buyers and sellers. Ask: Under what circumstances, if any, should the U.S. government impose price controls? Explain the effect of price controls on American foreign trade.

Students list ways in which changing international political borders and territorial sovereignty affect international trade.

Ask: What steps, if any, should the United States government take to support American business ventures in nations that threaten to seize foreign interests?

Students explain the influence of political events on the international economic order.

SAMPLE RESOURCES

Print

Ackerman, Bruce, and David Golove (editors). *Is NAFTA Constitutional?* Harvard University Press, 1995. The editors explain the politics of securing passage of NAFTA and conclude that NAFTA and other recent free trade initiatives are constitutional.

Bigelow, Bill, and Bob Peterson (editors). *Rethinking Globalization: Teaching for Justice in an Unjust World*. Rethinking Schools, Ltd., 2002. This book presents thought-provoking readings and may be used to stimulate student discussion on issues of globalization.

The Challenge of Governance. Constitutional Rights Foundation, 2001. A reading on the debate over the World Trade Organization and NAFTA includes both critical thinking and writing activities. The text is linked to the National Standards for Civics and Government.

"Globalization and Workers' Rights." *Bill of Rights in Action*. Constitutional Rights Foundation, 2001. This is a reading and role-play on the debate over extending U.S. worker protection to foreign workers employed by U.S. companies.

Irwin, Douglas A. *Free Trade Under Fire*. Princeton University Press, 2002. The author examines the positions of proponents and critics of free trade.

Nader, Ralph (editor). *The Case Against Free Trade: GATT, NAFTA and the Globalization of Corporate Power*. North Atlantic Books, 1993. A collection of essays stating the case against free trade associations.

Wren, Christopher S. *The End of the Line: The Failure of Communism in the Soviet Union and China*. Simon & Schuster, 1990. This study focuses on the inability of the Soviet Union and China to address pressing economic issues.

Internet

Canadian Department of Foreign Affairs and International Trade. *The North American Free Trade Agreement*.

<http://www.dfait-maeci.gc.ca/nafta-alena/menu.asp>

This website provides a general overview of NAFTA and the text of the agreement.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States’ borders.</p> <ol style="list-style-type: none"> 1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere. 2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans. 3. Understand the changing role of international political borders and territorial sovereignty in the global economy. 		<p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Writing Strategies</p> <ol style="list-style-type: none"> 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. 1.6 Develop presentations by using clear research questions and creative and critical research strategies. 1.7 Use systematic strategies to organize and record information.... <p>Writing Applications</p> <ol style="list-style-type: none"> 2.4 Write historical investigation reports. <p>History-Social Studies Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Listening and Speaking Strategies</p> <ol style="list-style-type: none"> 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated.... 1.12 Identify logical fallacies used in oral addresses.... <p>Speaking Applications</p> <ol style="list-style-type: none"> 2.2 Deliver oral reports on historical investigations. <p>History-Social Studies Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.

SAMPLE CLASSROOM APPLICATIONS

Students list basic restraints placed on the U.S. economy in the world economy of the twenty-first century. Conversely, they explain the opportunities afforded the United States in the current world economy.

SAMPLE RESOURCES

Harris, Judy, and Edy Jacobson. *Fixitup Faucet Company's Overseas Move*. SCORE.

<http://score.rims.k12.ca.us/activity/faucet/>

A simulation focused on the risks and opportunities of foreign investment.

New York Times Learning Network. *Crude Awakenings: An Economics Lesson on Setting World Oil Prices*.

<http://www.nytimes.com/learning/teachers/lessons/20000920wednesday.html>

In this lesson, students discover the tensions that have recently caused the price of crude oil to skyrocket, and they explore the ways in which oil prices are determined, investigating both free market and oligopoly conditions.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
		<p>VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS</p> <p>Visual Arts Standards Creative Expression 2.6 Create a two- or three-dimensional work of art that addresses a social issue. (Proficient)</p>

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

