



Foundations of Freedom

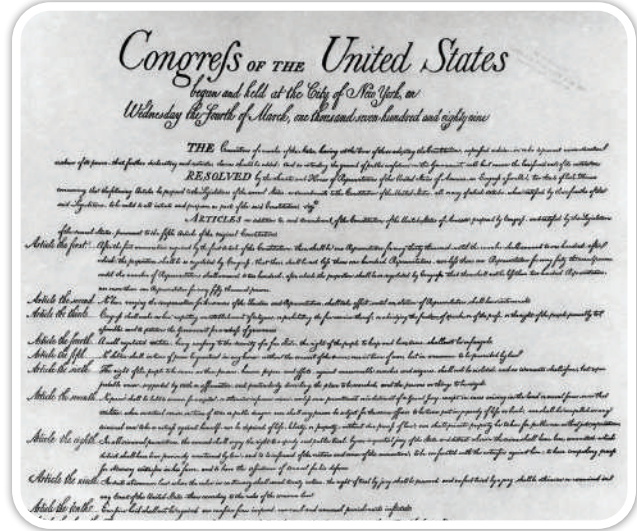


Teacher Guide, Volume 2

Voting



Bill of Rights



Port of New Orleans

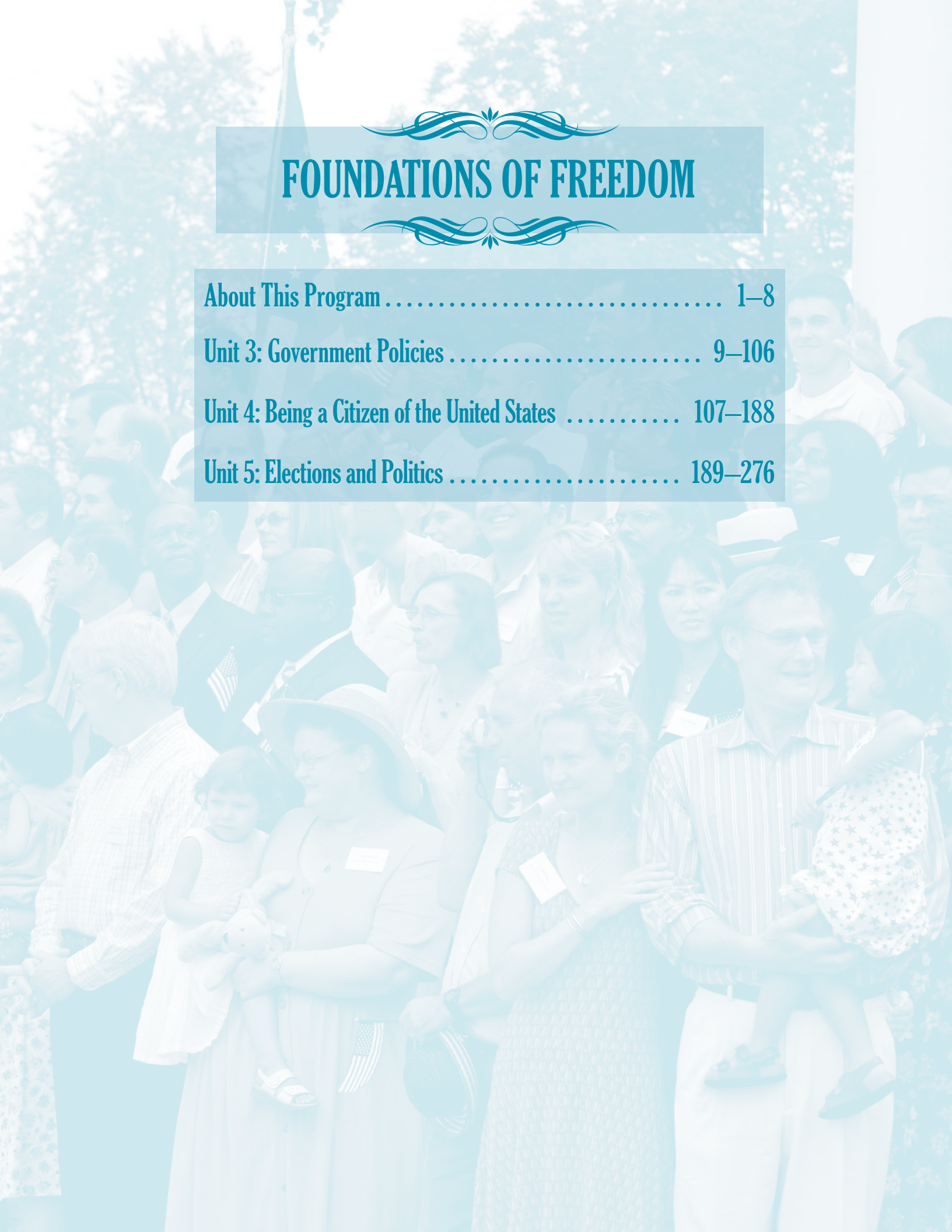




FOUNDATIONS OF FREEDOM



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Introduction

ABOUT THIS PROGRAM

Big Idea

Policymaking and the protection of civil rights and civil liberties are among the key responsibilities of the U.S. government, many of whose leaders are determined through an election process that has developed over time.

The U.S. government undertakes domestic, foreign, fiscal, and monetary policy in many ways that affect people's everyday lives. In the United States, the government is also responsible for interpreting and applying people's civil rights and civil liberties as guaranteed by the Constitution. U.S. citizens participate in the political process to elect—and hold accountable—those who will represent them in this government.

AT A GLANCE

The most important ideas in Volume 2 are:

- The U.S. government undertakes both domestic and foreign policy; it also plays a regulatory role in the country's mixed economy to encourage competition, raise funds for federal programs, and stabilize economic factors like prices, taxes, and employment.
- Both federal and state governments put domestic policy into action, including in the major policy areas of health care, social welfare, education, and naturalization and immigration.
- The federal government has changed the way it approaches foreign policy, moving from an isolationist stance to an interventionist stance that includes involvement in global conflicts, a major role in the global economy, expanded diplomacy and humanitarian aid, and membership in several international and supranational programs.
- Civil rights and civil liberties in the United States have been expanded and protected by the U.S. government over time; landmark Supreme Court cases and amendments to the Constitution have played a pivotal role in expanding civil rights and strengthening civil liberties protections.
- Citizenship in the United States comes with many duties and responsibilities, including paying taxes, serving on a jury, and voting; the concept of citizenship has developed over time and is available to immigrants through naturalization.
- Elections in the United States are a vital part of the political process and public participation within government.
- Political parties play a major role in the political process, as do special interest groups, public opinion, and the media.

NOTE: The content provided in this program is meant as a jumping-off point, a beginning point, for a deeper understanding of American government. These materials are meant not as an end but as a beginning.

PROGRAM RESOURCES

Student Components

Foundations of Freedom, Student Volumes 1 and 2—five units (two in Volume 1, three in Volume 2)

The Student Volumes provide traditional narrative text and high-quality images that explain and discuss the foundations, development, structure, responsibilities, and processes of American government. Interspersed with the text and images are Primary Source Features Think Twice boxes, which pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. Possible responses to the Think Twice questions are provided in the topic-level support in the Teacher Guide. Each Student Volume also includes a glossary of vocabulary terms and an appendix of the U.S. Supreme Court cases discussed in the text.

Foundations of Freedom DBQ Workbook Student Edition

The DBQ workbook that accompanies this program provides additional primary and secondary sources related to content in the Student Volume, including text excerpts, photographs, graphs and charts, and political cartoons. These supplementary sources build upon essential ideas within each unit. Each source in the workbook is followed by a set of questions designed to inspire students to apply their knowledge of civics to better analyze the source.

Teacher Components

Foundations of Freedom Teacher Guide, Volumes 1 and 2—five units (two in Volume 1, three in Volume 2)

The guide includes topic-level lessons aligned to each unit of the *Foundations of Freedom* Student Volumes that contain background and support notes, student activities, primary source analyses, discussion prompts, and questions designed to reinforce the topic content. Topic assessments, a document-based Performance Task Assessment, and activity pages are included in the Teacher Resources at the end of every unit.

- The topic assessments test knowledge of each topic using standard testing formats.
- The Performance Task requires students to apply the knowledge learned during the unit by responding in writing to a claim and supporting their answer with details from primary sources and their unit reading.
- The activity pages are designed to support, reinforce, and extend content and activities presented in the unit.

Foundations of Freedom DBQ Workbook Teacher Edition

The DBQ Workbook that accompanies this program provides additional primary and secondary sources related to content in the Student Volume, including text excerpts, photographs, graphs and charts, and political cartoons. These supplementary sources build upon essential ideas within each unit. Each source in the workbook is followed by a set of questions designed to inspire students to apply their knowledge of civics to better analyze the source. The Teacher Edition provides answers to these questions and prompts for class discussion and debate, as well as an optional Primary Source Analysis Activity Page and suggestions for implementation.

Foundations of Freedom Instructional Slide Deck—These individual images reinforce key concepts from the Student Volume. In addition to an image, each slide contains a caption, the Framing Question, and speaker notes designed to guide the teacher as they and students progress through a topic.

Online Resources



Use this link to download the Foundations of Freedom Online Resources, where the specific links to the Instructional Slide Decks may be found:

<https://www.coreknowledge.org/foundations-of-freedom>

The Online Resources for each unit also include links to resources mentioned in the topic-level support in the Teacher Guide, including maps, diagrams, images, and videos. You should check the links prior to using them in class to assess their suitability.

Pacing Guide

Foundations of Freedom can be implemented as a semester course or a full-year course. We have provided general pacing guides as guidance on how to use both volumes of *Foundations of Freedom* in a semester or full school year. You will find the Sample Pacing Guides in the Foundations of Freedom Online Resources. We recommend that you do not deviate from the number of instructional days indicated in the Pacing Guides to ensure that you have sufficient instructional time to complete all units and provide a review before the LEAP civics assessment. There are many options and ways that you may choose to individualize this program for your students based on their interests and needs. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview the entire program and create your pacing guide before teaching the first unit.

Online Resources



To find the Sample Pacing Guides, download the Foundations of Freedom Online Resources:

<https://www.coreknowledge.org/foundations-of-freedom>

What Teachers Need to Know

Each topic of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the topic content. The background information will summarize the topic content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning.

To find the What Teachers Need to Know documents, look for the link to download the Foundations of Freedom Online Resources at the beginning of each topic.

Talk It Over

Each topic includes multiple opportunities for discussion or debate in the Guided Reading and the DBQ Workbook. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

Online Resources



For more about classroom discussions and debates, including an evaluation rubric, download the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

Framing Questions

At the beginning of each Teacher Guide topic, you will find a Framing Question, also found at the beginning of each Student Volume topic. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the topic. The Framing Questions in Volume 2, by topic, are:

Topic	Framing Questions
Unit 3	
1	How do government policies affect the daily lives and well-being of American citizens and people around the world?
2	What is the role of the government in domestic affairs?
3	How have foreign policy decisions affected the United States at home and abroad?
Unit 4	
1	What are civil rights and civil liberties, and how have they been interpreted and applied over time?
2	How is U.S. citizenship acquired, and what are the responsibilities of a U.S. citizen?
Unit 5	
1	How are U.S. elections conducted and regulated?
2	How do political parties, special interest groups, and the media affect how people participate in government?

Core Vocabulary

Domain-specific vocabulary and phrases highlighted in each topic of the Student Volume are listed at the beginning of each Teacher Guide topic, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary terms in Volume 2, by topic, are:

Topic	Core Vocabulary
Unit 3	
1	domestic policy, foreign policy, diplomacy, economic policy, constituent, lobbyist, special interest group, isolationism, interventionism, imperialist, fiscal policy, monetary policy, factor of production, monopoly, competition, mandatory program, discretionary program, surplus, deficit, national debt, interest, inflation, “dual mandate,” expansionary, contractionary
2	subsidize, social welfare, visa, asylum, oligopoly, monopolistic competition, perfect competition, antitrust
3	trade, export, import, globalization, service economy, protectionist, tariff, free trade, comparative advantage, quota, embargo, superpower, proxy war, foreign aid, supranational, international law, nongovernmental organization (NGO), intergovernmental organization (IGO), sanction
Unit 4	
1	communist, anarchist, civil right, civil liberty, poll tax, freedom of expression, pacifist, incorporation, capital offense
2	citizen, naturalization, nativism, visa, pluralism, draft

Unit 5

- | | |
|---|---|
| 1 | dark horse, primary election, general election, special election, precinct, popular vote, gubernatorial, incumbent, ballot measure, initiative, referendum, recall, voter turnout, gerrymandering, at-large |
| 2 | public opinion, minor party, exit poll, platform, ideology, moderate, polarization, bipartisan, political action committee, campaign finance |
-

Activity Pages

The following activity pages can be found in the Teacher Resources for each unit. They are to be used with the topic specified either as reference, for additional classwork, or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

Activity Pages



AP 1.1
AP 1.2
AP 1.3
AP 3.1

Unit 3

- Topics 1–3—Primary Source Analysis (AP 1.1)
- Topic 1—Venn Diagram (AP 1.2)
- Topic 1—Domain Vocabulary: Topic 1 (AP 1.3)
- Topic 3—Domain Vocabulary: Topics 2–3 (AP 3.1)

Activity Pages



AP 1.1
AP 2.1

Unit 4

- Topics 1 and 2—Primary Source Analysis (AP 1.1)
- Topic 2—Domain Vocabulary: Unit 4 (AP 2.1)

Activity Pages



AP 1.1
AP 1.2
AP 1.3
AP 2.1
AP 2.2

Unit 5

- Topics 1 and 2—Primary Source Analysis (AP 1.1)
- Topic 1—Venn Diagram (AP 1.2)
- Topic 1—Elected State Officials (1.3)
- Topic 2—Excerpt from George Washington’s Farewell Address, 1796 (2.1)
- Topic 2—Domain Vocabulary: Unit 5 (AP 2.2)

Goldstone, Lawrence. *Separate No More: The Long Road to Brown v. Board of Education*. Scholastic, 2021.

Leavitt, Hannalora. *The Disability Experience: Working Toward Belonging*. Illustrated by Belle Wuthrich. Orca Book Publishers, 2021.

Maier, Pauline. *American Scripture: Making the Declaration of Independence*. Vintage Books, 1998.

Maier, Pauline. *Ratification: The People Debate the Constitution, 1787–1788*. Simon & Schuster, 2011.

Powell, Patricia Hruby. *Loving vs. Virginia: A Documentary Novel of the Landmark Civil Rights Case*. Illustrated by Shadra Strickland. Chronicle Books, 2017.



Unit 3: Government Policies



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TOPIC 1: Government Policy and Spending

Framing Question: How do government policies affect the daily lives and well-being of American citizens and people around the world?

Primary Focus Objectives

- ✓ Distinguish the goals and concerns of foreign, domestic, and economic policies. (C.9, C.12.a)
- ✓ Explain how United States foreign policy developed between the country's founding and the early twentieth century. (C.1, C.2, C.12.b)
- ✓ Analyze the role of government involvement in the economy. (C.13.d)
- ✓ Describe the main functions of fiscal and monetary policy and the decision-makers responsible for each. (C.13.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *domestic policy, foreign policy, diplomacy, economic policy, constituent, lobbyist, special interest group, isolationism, interventionism, imperialist, fiscal policy, monetary policy, factor of production, monopoly, competition, mandatory program, discretionary program, surplus, deficit, national debt, interest, inflation, "dual mandate," expansionary, and contractionary.*

What Teachers Need to Know

Online Resources For background information, download the Foundations of Freedom Online Resource "About Government Policy and Spending":



www.coreknowledge.org/foundations-of-freedom

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 1.3

- individual student copies of Primary Source Analysis (AP 1.1), Venn Diagram (AP 1.2), and Domain Vocabulary: Topic 1 (AP 1.3)
- lesson "Upton Sinclair's *The Jungle*: Muckraking the Meat-Packing Industry" from Teach Democracy
- map of westward expansion from PBS LearningMedia
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- video "What Is Supply and Demand?" from International Monetary Fund
- website of the Federal Reserve Bank of Dallas
- website of the Federal Reserve Bank of Atlanta

- animated graphs “Making Sense of the Federal Reserve: Expansionary and Contractionary Monetary Policy” from the St. Louis Fed

Online Resources



Use this link to download the Foundations of Freedom Online Resources for this unit, where the specific links to the online lesson, map, worksheet, video, websites, and graphs may be found:

www.coreknowledge.org/foundations-of-freedom

Core Vocabulary (Student Volume page numbers listed below)

domestic policy, n. a government’s decisions and actions relating to issues that affect people living within the country (4)

Example: Access to health care is an important area of domestic policy in the United States.

foreign policy, n. a government’s strategies and actions when engaging with other countries (4)

Example: The prime minister’s aggressive foreign policy worried the leaders of neighboring countries.

diplomacy, n. the cultivation of peaceful relationships between countries through communication and negotiation (4)

Example: The rival nations sought to solve their problems through diplomacy rather than resorting to military action.

Variations: diplomat (n.), diplomatic (adj.), diplomatically (adv.)

economic policy, n. a government’s decisions and actions to influence and regulate the economy (4)

Example: Setting an annual budget is an important part of the U.S. government’s economic policy.

constituent, n. a person represented by a specific elected official (5)

Example: The senator argued that her constituents needed federal funding to help protect local wildlife in the state’s many forests.

Variations: constituency (n.)

lobbyist, n. a person who works to influence lawmakers’ decisions (5)

Example: The lobbyist invited the senator to a meeting in hopes of discussing his employers’ proposal for a new tax cut.

Variations: lobbying (n.), lobby (v.)

special interest group, n. a group of people or organizations with common political goals (5)

Example: A special interest group representing the sugar industry urged Congress to reject a proposed tax on soft drinks.

isolationism, n. an approach to foreign policy in which a country avoids political or economic entanglements with other countries (9)

Example: Recognizing the risk of being pulled into foreign wars, George Washington urged future leaders to take a stance of isolationism in world affairs.

Variations: isolationist (n.), isolation (n.), isolate (v.)

interventionism, n. an approach to foreign policy in which a country becomes involved in the political or economic affairs of other countries (9)

Example: The public belief that the United States had a duty to enter World War II led the country further toward interventionism.

Variations: interventionist (n.), intervention (n.), intervene (v.)

imperialist, adj. relating to the extension of a country's power through acquisition of territory and involvement in that territory's economy or government (13)

Example: When the United States occupied the Philippines, critics argued that the American government was developing imperialist ambitions.

Variations: imperialistic (adj.), imperial (adj.), imperialism (n.)

fiscal policy, n. the part of economic policy concerned with raising tax revenue to spend on government programs (15)

Example: Few issues in fiscal policy attract as much criticism as the rising national debt.

monetary policy, n. the part of economic policy concerned with the management of interest rates, inflation, and the money supply (15)

Example: There are many nuances to U.S. monetary policy other than printing money and manipulating interest rates.

factor of production, n. a good or service used in the process of production, such as land, labor, or capital (15)

Example: In the manufacturing sector, factories and industrial equipment are important factors of production.

monopoly, n. exclusive control over a product or service by a company or other entity, eliminating competition (17)

Example: The company held a monopoly on its new drug until the patent expired and other companies were allowed to manufacture it.

Variations: monopolist (n.), monopolistic (adj.)

competition, n. in economics, rivalry between producers who seek consumers for their goods or services (17)

Example: The competition between the two potato chip manufacturers led to a host of new flavors and several advertising campaigns.

Variations: competitor (n.), compete (v.), competitive (adj.)

mandatory program, n. a government program whose spending is set in advance and can only be changed by the passage of new laws (19)

Example: Social Security is a mandatory program and thus does not need an annual appropriation each fiscal year.

discretionary program, n. a government program whose budget can be changed from year to year as determined by Congress (19)

Example: The congressional budget debate involved much give-and-take over the amounts to be spent on various discretionary programs.

surplus, n. the money left over when revenue exceeds spending (19)

Example: The town voted to use its budget surplus to pay for the cost of revitalizing a disused lakefront park.

deficit, n. the shortfall when spending exceeds the amount of money brought in (19)

Example: The government had to borrow money to make up the deficit in its budget.

national debt, n. the sum of money that a government has borrowed to make up deficits and has yet to pay back (19)

Example: When the national debt rises, critics often accuse the government of spending irresponsibly.

interest, n. a charge for borrowed money that is typically a percentage of the amount borrowed (20)

Example: Accumulating for years, the interest ultimately doubled the amount that the couple paid on their mortgage.

inflation, n. the general increase in prices over time (22)

Example: As inflation spiked, consumers noticed everyday goods becoming more expensive.

Variations: inflate (v.), inflationary (adj.)

“dual mandate” (phrase) the requirement that the Federal Reserve work to maximize employment and keep prices stable in order to also regulate interest rates (22)

Example: Fulfilling the dual mandate is challenging because policies that are good for job growth often promote inflation, while those that control inflation often lower employment.

expansionary, adj. in monetary policy, tending to promote spending and increase employment with the side effect of driving up inflation (22)

Example: Faced with unacceptably high unemployment numbers, the Fed opted to pursue an expansionary policy until job growth resumed.

Variations: expansion (n.), expand (v.)

contractionary, adj. in monetary policy, tending to suppress spending and slow inflation with the side effect of increasing unemployment (23)

Example: With inflation drastically increasing as employment and wages grew rapidly, the Fed contemplated steps toward a contractionary policy.

Variations: contraction (n.), contract (v.)

THE CORE LESSON

Introduce *Government Policies*

Have students examine the unit opener image, and point out that it is a view of the Port of New Orleans. (The same photo can be found on page 36 of Unit 3.) Explain that ports on Louisiana’s rivers and the Gulf serve a variety of purposes: Goods are imported and exported there, and passengers (historically, many passengers) embark and disembark. Ask students to speculate about the connection that cargo and passenger ports have to the U.S. government. (*The United States regulates which goods and people can enter the country; the government plays a large role in managing the economy; the government sets rules about trade with other countries.*)

Introduce “Government Policy and Spending”

Call students’ attention to the Framing Question. As they read, tell students to look for examples of different areas in which government policy is active, from the federal down to the city or parish level. Encourage students to keep the potential cost of these policies in the back of their minds as they read.

Guided Reading Supports for “Government Policy and Spending”



“Conservation: A Team Effort,” pages 2–3

Scaffold understanding as follows:

Have students read the section on pages 2–3.

SUPPORT—Invite students to examine the photo of the bayou landscape on pages 2–3. Explain that bayou ecosystems are fragile and easily harmed by pollution in the water or surrounding soil. Once such harm is done, it can take an extensive effort over many years

to set things right, as happened at Bayou Bonfouca. Ask students to brainstorm ways that federal, state, or local government can prevent such problems from arising in the first place. What kinds of rules or policies could they make, and who would enforce them? **(C.1)** (Possible responses: A state government might set rules about how close to the bayou industrial plants can be built and require builders to register somehow to make sure the rules are followed. Federal or state governments could set standards for water purity and send scientists to test that those standards are being upheld.)

After students read the text, ask the following questions:

ANALYTICAL—Why was Bayou Bonfouca such a dangerous place decades ago? **(C.6.a)**

- » The bayou was dangerous because it had been polluted by chemicals from a wood treatment plant. The chemicals were released both when the plant was operating and after it burned down. This made the water and soil toxic.

ANALYTICAL—How does the story of cleaning up Bayou Bonfouca show different levels of government in action? **(C.6.a, C.9)**

- » Different levels of government—federal, state, and local—all played a role in cleaning up the bayou and making sure that the cleanup was effective. The federal government, through the EPA, provided money and other resources through the Superfund program. The LDEQ, Louisiana’s environmental agency, participated in the work of removing pollutants from the soil and water. The city kept the public safe and informed and then built a park so people could enjoy the newly remediated site.

“U.S. Domestic Policy: An Overview,” “Policymaking: Why and How,” and “Money in Politics,” pages 4–6


Scaffold understanding as follows:

Have students read the sections “U.S. Domestic Policy: An Overview” and “Policymaking: Why and How” on pages 4–6.

CORE VOCABULARY—Point out the vocabulary terms *domestic policy*, *foreign policy*, *diplomacy*, *economic policy*, *constituent*, *lobbyist*, and *special interest group*, and explain their meanings.

SUPPORT—Read the first sentence of the section “U.S. Domestic Policy: An Overview” aloud and help students understand the distinction between “making and carrying out policy” and politics. Explain that politics are efforts to gain and retain favor with the electorate—the people who vote for elected government leaders—and *policy* refers to a course of action that a government ultimately decides to take. In one sense, policies are an outcome of the political process: Candidates usually campaign by promising to enact certain policies, and those who are elected win the power to decide which policies are adopted.

ACTIVITY—Have students choose a policy area and research the top lobbying organizations related to that legislative focus in a given year, such as those in health care, health insurance, or telecommunications. Ask students to report back to the class what they notice about who is spending the most money to influence legislators and what this indicates about those organizations’ goals and priorities.

 **TALK IT OVER**—Have students discuss the following: Choose a group listed in the discussion of special interest groups on page 5, such as those that represent retirees or sectors of the restaurant industry, or think of your own group of citizens with shared interests or common needs. What policies might members of this group want to promote, and why? **(C.4, C.9)**



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

Have students read the sidebar “Money in Politics” on page 6.

SUPPORT—The goal of lobbyists is to influence the legislation passed by people who are already in office. A different kind of organization known as a political action committee, or PAC, works to elect candidates favorable to specific policies or principles. In other words, one is legislation-focused, while the other is election-focused. Special interest groups often work through both lobbyists and PACs to influence legislation in both current and future congressional terms. (Students will read more about PACs in Unit 5.)

After students read the text, ask the following questions:

LITERAL—Who decides the details of government policy in most cases? (C.9, C.12.a)


- » The details of government policy are usually decided by executive agencies, such as the Environmental Protection Agency (EPA). The laws made by legislators give each agency broad authority over a policy area, and the people in that agency then make the more detailed day-to-day decisions.

LITERAL—What is one reason that lobbying is a controversial part of American politics? (C.9, C.12.a)

- » One reason lobbying can be controversial is that lobbyists spend money to influence legislators. Without careful oversight and regulation, this can turn into bribery, or the “buying” of votes in Congress.

ANALYTICAL—Why does economic policy combine aspects of domestic and foreign policy? (C.9, C.12.a)

- » Economic policy involves both how the United States manages its own economy and how it interacts with other countries. Issues like promoting employment and curbing inflation are usually considered domestic, while issues such as global trade are related to foreign policy.

 **THINK TWICE**—What are the various groups that can impact domestic policy?

- » Many groups affect domestic policy. Legislators create the laws that determine what policies will be enacted, and officials of various government agencies make detailed decisions about how to carry out those policies. Citizens shape policies by sharing their opinions with legislators, either directly or through interest groups and voting. Organizations and businesses also lobby the government to promote certain policies and oppose others.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in these sections helps answer the Framing Question, “How do government policies affect the daily lives and well-being of American citizens and people around the world?” (C.12, C.13.d)

“Areas of Domestic Policy,” pages 6–9

Scaffold understanding as follows:

Have students read the section on pages 6–9.

SUPPORT—Clarify if needed that *domestic* simply means within the United States, as opposed to foreign or international. Explain that the term comes from the Latin word for house (*domus*) and literally refers to household things, such as chores or family relationships. Thus, in writing on politics and history, *domestic* carries the sense of “here at home.”

SUPPORT—Have students recall from Unit 2 how *Gibbons v. Ogden* (1824) confirmed Congress’s power to regulate interstate commerce under the commerce clause of the Constitution.

After students read the text, ask the following questions:

ANALYTICAL—Who decides on domestic policy in the United States? How does this contrast with how foreign policy is decided? (C.9, C.12.a)

- » Decisions on domestic policy in the United States might be made at any level of government: federal, state, or local. In contrast, foreign policy is almost exclusively determined by the federal government.

INFERENTIAL—Why do federal and state responsibilities for domestic policy change over time? In other words, why can’t they be decided permanently? (C.9, C.9.h, C.12.a)

- » As times change, new policy issues arise that may require a rethinking of federal and state responsibilities. New technologies are developed, for instance, or new wars break out, and policy arrangements that once seemed wise may no longer make sense.

 **THINK TWICE**—What are some domestic policy issues that the government must resolve?

- » Domestic policy includes issues related to education, health care, the natural environment, business and industry, and transportation, among others. In the United States, immigration is also considered a domestic policy issue.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do government policies affect the daily lives and well-being of American citizens and people around the world?” (C.12a, C.12.b)

Primary Source Features: “*The Jungle*, Upton Sinclair, 1906” and “*The Pure Food and Drug Act, 1906*,” page 8

Scaffold understanding as follows:

Direct students to the Primary Source Features on page 8.

Introduce the sources to students by reading the introductory text before the excerpt from *The Jungle*.

ACTIVITY—You may wish to share with students more of the historical context surrounding *The Jungle* and the controversies it wrought. Display the online lesson “Upton Sinclair’s *The Jungle*: Muckraking the Meat-Packing Industry” from Teach Democracy, which explores the state of American politics and the meatpacking industry at the time Sinclair wrote the novel and the public reaction once the novel was published. Discussion questions are included at the end of the lesson.

Note: As with Sinclair’s novel itself, this resource uses graphic imagery to describe conditions in the meatpacking industry circa 1905.

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the lesson:
www.coreknowledge.org/foundations-of-freedom

Have students read the excerpt from *The Jungle*, then the excerpt from the Pure Food and Drug Act.

Activity Page



AP 1.1

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner. You may also choose to have students complete a separate activity page for each source or analyze the sources collectively.

SUPPORT—As they read, invite students to reflect on how *The Jungle* influenced the passage of the Pure Food and Drug Act. Prompt them to consider the following questions as they read: Was the Pure Food and Drug Act a reasonable response to the information revealed in Sinclair’s novel? Why or why not? (*Answers will vary. Those arguing that the act was reasonable may note that the conditions Sinclair described were dangerous for both workers and consumers. Those who consider the act unreasonable may argue that Sinclair didn’t make it clear whether all, most, or even many food producers had these problems; hence, from The Jungle excerpt alone, it’s unclear how widespread the food safety and worker rights issues were.*) (C.1, C.2, C.6.c)

After students have read the sources, ask the following questions:

INFERENCE—Upton Sinclair famously quipped that he “aimed at the public’s heart and . . . hit it in the stomach.” What does this statement mean in the context of this excerpt from *The Jungle*? (C.6.a)

- » Possible response: Sinclair meant that he wanted people to feel pity for the workers, but instead they felt disgust at the unsanitary conditions under which their food was being produced. Shocking details like the ones in this excerpt led to public demand for laws to make the food supply safer and more hygienic.

ANALYTICAL—How does the language of the Pure Food and Drug Act reflect specific details that were revealed in Sinclair’s novel? (C.6.a, C.6.b, C.6.c)

- » The Pure Food and Drug Act bans food that is “adulterated or misbranded.” Sinclair describes food that is adulterated in the extreme with dangerous and unsanitary substances.

INFERENCE—Sinclair wrote a book that drew popular support for a change made by Congress. What media might someone use today to raise awareness of a social issue and call on the government to change it? (C.6.a, C.6.b, C.6.c)

- » Possible responses: newspaper editorials, blog posts, social media posts (including social video), podcasts, and online petitions

“U.S. Foreign Policy: An Overview,” pages 9–10

Scaffold understanding as follows:

Have students read the section on pages 9–10.

CORE VOCABULARY—Point out the vocabulary terms *isolationism* and *interventionism*, and explain their meanings.

SUPPORT—Note that for simplicity’s sake, the discussion of isolationism and interventionism in the Student Volume describes a back-and-forth between two distinct stances. Emphasize for students that isolationism and interventionism are options along a continuum of possible policy stances. Countries can become more or less interventionist over time, or they can be interventionist in some ways (for example, with trade and/or diplomacy) but not others. Likewise, no country is totally isolationist.

After students read the text, ask the following questions:

LITERAL—What are some examples of foreign policy issues that the U.S. government must address? **(C.12.b)**

- » Foreign policy issues include diplomatic relationships with other countries, aid to countries affected by disasters, the promotion of human rights abroad, and national defense, among others.

LITERAL—What is isolationism? What is interventionism? **(C.12.b)**


- » Isolationism is a foreign policy stance in which a country tries to limit or avoid relationships, such as political or military alliances, with other countries. Interventionism is a foreign policy stance in which a country actively forms such relationships.

INFERENTIAL—Why might a country move from an isolationist toward a more interventionist foreign policy stance? **(C.12.b)**

- » Possible response: A country might face a threat that requires international cooperation to solve; a country’s leaders might decide that intervening to solve a problem abroad—such as a war or an economic crisis—will prevent the problem from spreading and becoming an issue at home.

INFERENTIAL—What effects might a country expect from providing humanitarian aid abroad? **(C.12.b)**

- » A country that provides humanitarian aid might expect stronger diplomatic and trade ties with the countries it is helping. By providing humanitarian aid, a country might seek to promote political stability and economic growth in different regions of the world.

 **THINK TWICE**—How would a country’s approach to foreign policy differ under isolationism and under interventionism?

- » In general, under isolationism, a country would refrain from becoming overly involved in the political or economic affairs of other countries; under interventionism, a country would become involved in such affairs to serve its own interests in some way.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do government policies affect the daily lives and well-being of American citizens and people around the world?” (C.12.a, C.12.b)

“Early Isolationism” and “The Monroe Doctrine: A Turn Toward Interventionism,” pages 10–12

Scaffold understanding as follows:

Have students read the sections on pages 10–12.

SUPPORT—When reading about George Washington’s view that the United States should strive to build commercial relations with other countries without becoming politically entangled with them, some students may have difficulty imagining that commercial relations between countries could possibly be conducted without an extensive and ongoing political connection. Explain that many of the policies that govern global trade today did not exist in Washington’s time. Free trade agreements—perhaps the paramount example of a political instrument affecting commercial relations—were not widespread in Europe until the late nineteenth century and did not arise in U.S. politics until the late twentieth century. The World Trade Organization, discussed later in this unit, was founded only in 1995.



ACTIVITY—Display the PBS LearningMedia map of westward expansion, and step through the different decade milestones. Invite students to consider how the progress of westward expansion influenced U.S. foreign policy, including how the United States may have had to adjust diplomatic relations with nations that at one time claimed territory in the present-day United States. (C.12.b)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the map: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

ANALYTICAL—Why did George Washington argue that the United States should follow an isolationist foreign policy? (C.12.b)

- » George Washington thought that the United States’ most likely allies were in Europe, and he considered European issues to be too “remote” to affect U.S. interests.

INFERENTIAL—In what sense was the Monroe Doctrine “a step toward interventionism”? (C.12.b)

- » The Monroe Doctrine stated that the United States would intervene in Latin American politics under specific circumstances. Prior to the Monroe Doctrine, there were no conditions at all in which the United States was inclined or expected to intervene in any foreign country’s affairs. Even though this policy was described as a defense against future problems, it committed the United States to supporting other countries in a military conflict.



THINK TWICE—How did the independence of former colonies in the Americas influence U.S. foreign policy?

- » As former European colonies in the Americas gained their independence, the United States began to regard these new countries as valuable allies that may need to be protected from future European intervention. This led to the Monroe Doctrine, which stated that the Western Hemisphere was off-limits to European powers.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in these sections helps answer the Framing Question, “How do government policies affect the daily lives and well-being of American citizens and people around the world?” (C.12.a, C.12.b, C.12.c)


Primary Source Feature: “Farewell Address, President George Washington, 1796,” page 10

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 10.

Introduce the source to students by reminding them that they read in Unit 2 that when the United States was founded, there were no term limits for presidents. George Washington introduced the custom that a president would serve no more than two terms in office, but his decision not to seek reelection was voluntary.

Have students read the source.

 **TALK IT OVER**—Highlight for students that Washington argues that if a nation “indulges . . . an habitual hatred, or a habitual fondness,” toward another country, it will be “[led] astray from its duty and its interest.” Invite students to debate the following question: Leaders who came after Washington have believed that long-lasting military and trade alliances are in the interest of the United States and that sometimes our country has a duty to form them. Who is right, and why? (C.7.a, C.7.b, C.12)

Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—What words did Washington use to state his position on U.S. interventionism and isolationism? (C.12.b)

- » Washington called for the United States to “steer clear of permanent alliances” with foreign countries.

ANALYTICAL—Washington uses the phrase “good faith” multiple times in his address. What does this mean in the context of foreign policy? (C.12.b)

- » “Good faith” in general means sincerity and truthfulness. Washington is urging honesty and transparency with other countries in trade and diplomacy.

Primary Source Feature: “The Monroe Doctrine, President James Monroe, 1823,” page 12

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 12.

Online Resources



Activity Page



AP 1.1

Introduce the source to students by explaining that the American Revolution came at the beginning of an “Age of Revolutions” that lasted for the next seventy-five years or so. In Europe, the French Revolution, the Irish Rebellion, and many other revolutions and revolts occurred between the late 1700s and the middle of the 1800s. In the Americas, there was the Haitian Revolution (1791–1804), followed by numerous Latin American revolutions between 1808 and 1826. By the end of that period, only Cuba and Puerto Rico remained Spanish possessions. The Monroe Doctrine was a response to these revolutionary developments, which dramatically altered the geopolitical configuration of the Western Hemisphere.

Have students read the source.

SUPPORT—Point out that the first half of this excerpt takes a firm isolationist stance toward Europe, which Monroe later repeats. He says, “We have never taken any part [in European wars], nor does it comport with our policy to do so.” In other words, Monroe was trying to frame the doctrine he proposed as a continuation of American isolationism, not a break from it.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

ANALYTICAL—What is the “system” that Monroe speaks of in the second half of this excerpt when he uses the phrase “to extend their system to any portion of this hemisphere”? (C.12.b, C.12.c)

- » The word *system* here means a way of governing or a network for organizing political relationships. Monroe is demanding that European countries stop trying to rebuild or add to their empires in the Americas.

INFERENTIAL—What might be some reasons that Monroe considered it important to protect the newly independent Latin American countries? (C.12.b, C.12.c)

- » These new countries had become trade partners and strategic allies of the United States. Their independence also diminished the threat of European rivalry in the Western Hemisphere.

“The Spanish-American War” and “The Roosevelt Corollary,” pages 12–15

Scaffold understanding as follows:

Have students read the sections on pages 12–15.

CORE VOCABULARY—Point out the vocabulary term *imperialist*, and explain its meaning.

SUPPORT—Students may have some questions about how the United States came to be at war with Spain. Briefly, the war arose as Cubans sought independence from Spain and were violently repressed by Spanish colonial forces. The Spanish government’s treatment of Cubans provoked international concern, including in the United States. However, American leaders continued to avoid direct intervention until, in 1898, a battleship sent to Havana to guard U.S. assets was sunk—allegedly by Spanish saboteurs. Almost overnight, both Congress and the American public came to support war with Spain. Grossly outmatched by the U.S. Navy, Spain lost the war on both the Cuban and Philippine fronts in less than three months.

Activity Page



AP 1.1

SUPPORT—Call attention to the Uncle Sam political cartoon on page 11. Invite students to examine the image and note both its overall tone and individual details. Point out that some of the children represent places outside the Western Hemisphere, such as the Philippines and the Mariana Islands.

Share that the figure at the lower right wears a hat labeled “Monroe Doctrine.” In the caption originally accompanying the cartoon, the person is worrying about whether the cart can hold that many children. Uncle Sam reassures him: “No, Gran’pa; I reckon this team [of horses] will be strong enough for them all!” Ask: Why do you think the cartoonist portrayed the United States as an adult but depicted the other nations and territories as children? *(Answers will vary. The cartoonist may have felt that the United States, as the more powerful country in these relationships, had the right (or even the duty) to be protective and paternalistic toward smaller countries and territories.)* (C.6.a, C.7.a)

Note: You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish.

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the worksheet: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—What are some ways in which acquiring former Spanish territories served American commercial and military interests? (C.12.b, C.12.c)

- » When the United States acquired former Spanish territories as possessions, American commercial interests benefited from new ports for importing and exporting goods and from new sources of trade products, and American military interests benefited because the possessions could house military bases far from the U.S. mainland.

EVALUATIVE—Why is the Roosevelt Corollary considered a corollary of the Monroe Doctrine? (C.12.b, C.12.c)

- » A corollary is something that follows from an already proven fact. The Roosevelt Corollary “follows from” the Monroe Doctrine in a way. The Monroe Doctrine commits the United States to preventing European recolonization of Latin America. The Roosevelt Corollary says that if the United States is serious about keeping this commitment, it must act to prevent conditions that make recolonization likely.

✓ **THINK TWICE**—Why did the acquisition of overseas territories offend many Americans?

- » Many Americans felt that having overseas territories was a move toward imperialism, which to them was contrary to U.S. values of democracy and independence.

✓ **THINK TWICE**—What is foreign policy, and what are some different approaches?

- » Foreign policy is the actions and statements a country makes to manage its relationships with other countries. In general, it includes trade, diplomacy, and warfare. The two main approaches to foreign policy in U.S. history have been isolationism and interventionism.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in these sections helps answer the Framing Question, “How do government policies affect the daily lives and well-being of American citizens and people around the world?” (C.12.a, C.12.b, C.12.c.)

Primary Source Feature: “The Corollary to the Monroe Doctrine, President Theodore Roosevelt, 1904,” page 14

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 14.

Introduce the source to students by reminding students of Roosevelt’s approach to international affairs—the “big stick” principle. The full maxim that Roosevelt liked to cite was “Speak softly and carry a big stick; you will go far.” By this, he meant that one should negotiate in friendly terms while retaining the ability to resort to force if needed. Prompt students to consider as they read how the Roosevelt Corollary exemplifies this tenet of his political philosophy.

Have students read the excerpt.

SUPPORT—The history of U.S. foreign policy is resumed in Topic 3 of this unit. For now, point out that the Roosevelt Corollary is no longer in effect. Its official demise is often dated to the establishment of the Good Neighbor Policy (1934) under President Franklin D. Roosevelt. The broader Monroe Doctrine is said by some to have expired at the same time and by others with the end of the Cold War, while still others claim that it remains an ongoing part of American foreign policy.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

ANALYTICAL—Did the Roosevelt Corollary make the United States more or less interventionist? How? (C.12.b, C.12.c)

- » The Roosevelt Corollary made the United States more interventionist. It declared that the United States would proactively *intervene* if other nations in the Americas showed “chronic wrongdoing,” disorder, or even lack of “efficiency,” not just if European countries tried to colonize them again.

ANALYTICAL—Was Roosevelt’s maxim “Speak softly and carry a big stick” consistent with the Roosevelt Corollary? Explain. (C.12.b, C.12.c)

- » Possible response: Yes, the Roosevelt Corollary demonstrates the “Speak softly and carry a big stick” policy. It promises friendship and states the United States’s benevolent wishes for other countries in the Western Hemisphere and the intention of to leave them alone, but it also warns that the United States will be prepared to use force in response to violations of the Monroe Doctrine.

ANALYTICAL—What actions and behaviors counted as a “loosening of the ties of civilized society” for Roosevelt? (C.12.b, C.12.c)

- » “Loosening of the ties of civilized society” is a very broad and vague phrase, but one thing Roosevelt likely had in mind was a failure to repay international debts. Financial obligations and their repayment are definitely “ties” that bind people and countries, and in the Venezuelan crisis of 1901–3, such ties had certainly weakened.

Activity Page



AP 1.1

Primary Source Feature: “Big Stick’ Cartoon, 1904,” page 14

Scaffold understanding as follows:

Direct students to the cartoon in the Primary Source Feature on page 14.

Introduce the cartoon to students by pointing out key details, including that the toy boats are U.S. warships labeled with different responsibilities: Sheriff, Tax Receiver, and Debt Collector. Observe that enforcing the law, levying taxes, and ensuring that people keep their agreements are all jobs that we normally associate with a government. Here, Theodore Roosevelt seems to be credited with exercising these duties outside the United States as well.

Most of the geographic names in the cartoon are still used today and will likely be familiar to students. “Santo Domingo” at the lower left is an old name that was once applied to the entire island of Hispaniola and later to what is now the Dominican Republic. It survives as the name of the Dominican capital.

Have students examine the cartoon.

ACTIVITY—You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the political cartoon. The worksheet is available in English and in Spanish.

See the Foundations of Freedom Online Resources for this unit for the link to the worksheet: www.coreknowledge.org/foundations-of-freedom

Online Resources



After students have examined the source, ask the following questions:

LITERAL—Describe what is happening in the cartoon. (C.12.b, C.12.c)

- » Roosevelt is wading barefoot through the Caribbean Sea, pulling a line of warships behind him. He is pictured not far from Mexico, Panama, and Venezuela and is heading toward Santo Domingo and Cuba. He is carrying a “Big Stick” firmly against his shoulder.

INFERENTIAL—What is the cartoonist trying to communicate about Roosevelt’s intentions for foreign policy? (C.12.b, C.12.c)

- » The cartoonist indicates that Roosevelt is comfortable policing and becoming involved in regions south of the United States via a variety of economic, political, and military means.



TALK IT OVER—Have students discuss these questions: Does the political cartoon reflect the Roosevelt Corollary? Does the cartoonist support or oppose the corollary? How do you know?

Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

Online Resources



“U.S. Economic Policy: An Overview,” “Economic Systems,” and “Adam Smith and the Invisible Hand,” pages 15–16

Scaffold understanding as follows:

Have students read the sections “U.S. Economic Policy: An Overview” and “Economic Systems” on page 15.

CORE VOCABULARY—Point out the vocabulary terms *fiscal policy*, *monetary policy*, and *factor of production*, and explain their meanings.

SUPPORT—Note that fiscal policy and monetary policy, briefly introduced in these sections, are explained in more detail later in the topic.

SUPPORT—To help students gain a concrete understanding of factors of production, guide them in listing such factors within a specific context. For example, you might ask: What are some factors of production that might be important in a dairy farming community? In the gas industry? (*Factors of production for dairy farmers might include the dairy cattle themselves, the land on which the cattle graze, the food and water they are given, and the barns used to house them. Factors of production in the gas industry could include access to reservoirs, wells, and pipelines; drilling and refining equipment; and the many kinds of labor that are needed to locate, refine, transport, store, and sell gas.*) **(C.13.b)**

Activity Page



AP 1.2

ACTIVITY—Invite students to recall what they learned in Unit 1 about the differences between capitalism and socialism. Build up from these simple questions:

- What role does the government play in each system? (*In capitalism, the government plays a smaller or secondary role; in socialism, the government is the primary decision-maker.*)
- What role do firms play in each system? (*In capitalism, firms are the dominant decision-makers; in socialism, firms are state-run enterprises.*)
- What productive assets are used in each system? (*The two systems use the same basic assets, such as land, industrial infrastructure, labor, and money.*)

Then have students complete a Venn diagram (AP 1.2), combining their recollections with information from the brief summary on page 15. **(C.13.b)**

Have students read the sidebar “Adam Smith and the Invisible Hand” on page 16.

ACTIVITY—Students may benefit from a brief introduction to supply and demand curves (and the related economic principle of equilibrium). Show the International Monetary Fund video “What Is Supply and Demand?” to illustrate these concepts.

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video: www.coreknowledge.org/foundations-of-freedom

To check understanding, ask: What could cause the demand curve for a food product to shift to the left, and how would that affect the equilibrium price? What could cause the supply curve to shift to the right, and what effect would that have on the equilibrium price? (*Something that makes a product less desirable, such as a popular belief that it is unhealthy, could shift demand left, lowering the equilibrium price. Favorable growing conditions or cheaper supplies could shift the supply of a food product to the right, which would also lower the equilibrium price.*) **(C.13.e)**

After students read the text, ask the following questions:

LITERAL—What do the terms *supply* and *demand* mean in an economic context? **(C.13.b)**

- » *Supply* refers to how much and what kinds of goods and services get produced.
Demand is the amount of those goods and services consumers are willing to buy.

INFERENTIAL—Why is the U.S. economy considered to be more of a capitalist than a socialist economy? **(C.13.b, C.13.e)**

- » In the U.S. economy, private companies make most of the decisions about what goods and services will be offered to the public. They decide what and how much to make and sell and what price to charge. The government intervenes with regulations and incentives rather than by issuing commands.

LITERAL—In *The Wealth of Nations*, what does Adam Smith mean by the phrase “invisible hand”? (C.13.a)


- » In *The Wealth of Nations*, Adam Smith uses the invisible hand as a metaphor for market forces.

ANALYTICAL—Does the invisible hand belong to any specific person or group? Why or why not? (C.13.a)

- » In Smith’s explanation, the invisible hand does not belong to anyone in particular. It represents the workings of the entire market rather than those of any one producer or consumer.

INFERENTIAL—What does the invisible hand accomplish in the theory of a market economy presented in *The Wealth of Nations*? (C.13.a)

- » In *The Wealth of Nations*, Adam Smith says that people and companies will create an orderly economy simply by buying, selling, and making the things that are in their own best interests. He says that it is as if an invisible hand allocates resources in the most effective way overall.

 **THINK TWICE**—Explain the differences between a capitalist economy and a socialist economy.

- » In a capitalist economy, private businesses are the main decision-makers. They create the goods and services they expect to be able to sell at a profit. Competition between companies is the main way of ensuring that the goods and services people want are produced. In a socialist economy, the government is the main decision-maker. It works to determine what individuals want and need and directs resources toward producing those things.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in these sections helps answer the Framing Question, “How do government policies affect the daily lives and well-being of American citizens and people around the world?” (C.13.a, C.13.b, C.13.c, C.13.d)

“The Government’s Role in a Mixed Economy,” pages 15–18

Scaffold understanding as follows:

Have students read the section on pages 15–18.

CORE VOCABULARY—Point out the vocabulary terms *monopoly* and *competition*, and explain their meanings.

SUPPORT—The concepts of *monopoly* and *competition* may need to be reviewed in further detail. In particular, students may need clarification that a monopoly is not always, legally speaking, one company; a group of companies (e.g., a trust) can cooperate to control a market. What counts above all is the lack of competition and benefits that competition is thought to bring.

Competition itself has a specific meaning in classical economics, related but not identical to the commonsense notion of rivalry. It refers to activities such as producing new and/or better products, lowering production costs, and making products available to more

consumers through distribution and promotion. Crucially, one company does not have to “beat” another in terms of overall size, market share, or prestige to be competitive. It might outperform its rivals in a specific product category, market segment, or region.

For instance, several of the largest electronics companies make wireless headphones of one kind or another. These are widely distributed and heavily marketed, and they generally sell well. However, these firms face competition from smaller companies that serve specialty markets, such as audiophiles (hobbyists who seek out the highest-quality audio equipment they can afford) or parents of young children (who may be more concerned about safety and comfort than most buyers).

To get at both concepts, consider asking: Why are monopolies considered anticompetitive? (*Monopolies are anticompetitive because under a monopoly, companies no longer have the incentive to compete—to make better products, sell them for less, or get them into the hands of more buyers.*) (C.13.e)

SUPPORT—Ask students to recall what they learned about the U.S. mixed economy in Unit 1: that it is a blend of free enterprise and government oversight, balancing the benefits of capitalism with the social goals of regulation. Explain that although almost all countries have mixed economies, they do not all have the *same* kind of mix as the United States. For instance, the Scandinavian and other Nordic countries—Norway and Sweden as well as Denmark, Finland, and Iceland—have economies that involve much more extensive social spending by the government and, relatedly, high taxes. Other countries, such as Singapore, have freer markets, lower taxes, and less regulatory oversight of businesses than the United States does.

After students read the text, ask the following questions:

LITERAL—What is a mixed economy a “mix” of? (C.13.b, C.13.c)


- » A mixed economy is a mix of capitalist and socialist market principles.

LITERAL—What is an example of U.S. government intervention in the economy? (C.13.b, C.13.c)

- » Possible response: The U.S. government intervenes on an ongoing basis by preventing monopolies, redistributing wealth through taxes, and providing credit to individuals and institutions. In extraordinary circumstances such as a war, the government intervenes even more heavily via measures such as rationing.

ANALYTICAL—Who is in charge of a mixed economy? (C.13.b, C.13.c, C.13.d)

- » In a mixed economy, no one person or group—neither the government nor private industry—is in charge. Most economic decisions are made by individuals and individual businesses acting in their self-interest. The national government establishes a base of rules and practices that govern and enable transactions—for instance, it produces money, regulates banks, and constrains monopolistic behavior—and it intervenes in various other ways, but it does not decide what is produced, how it is produced, or who gets it.

 **THINK TWICE**—In what sense is the United States a mixed economy?

- » The United States is a mixed economy in that it has elements of a capitalist economy and elements of a socialist economy. The U.S. economy not only encourages and protects competition but also regulates certain economic sectors; both the government and private firms play substantial roles in guiding economic activity.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do government policies affect the daily lives and well-being of American citizens and people around the world?” (C.13.c, C.13.d, C.13.e)

Primary Source Feature: “U.S. Constitution, Article I, Section 8,” page 18

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 18.

Introduce the source to students by reading the introductory text.

Have students read the source.

SUPPORT—Although this excerpt from the Constitution is brief, it is dense with potentially unfamiliar terms. Students may have heard of *duties*—a general term for import and export taxes—in the context of a duty-free shop at an airport. *Imposts* are taxes specifically on imports; hence, they are a type of duty. *Excises* are typically understood as taxes on the consumption of goods; their application to whiskey was the main cause of the Whiskey Rebellion of 1794, and in American usage, they remain widely associated with alcohol and tobacco.

The history of these terms in both legal and common usage is long and complex; the exact types of activities intended to be covered by these terms—and hence the scope of Congress’s powers of taxation—have been heavily debated through the centuries.

After students have read the source, ask the following questions:

LITERAL—What reasons does this section give for granting Congress the power of taxation? (C.13.c)

- » In this section of the Constitution, Congress’s tax powers are justified as a way to “provide for the common Defence and general Welfare of the United States.” In other words, taxes help fund the military and keep the government running.

ANALYTICAL—With your previous answer in mind, think back to the origins of the U.S. government that you learned about in Unit 1. What events convinced the framers to authorize Congress to collect taxes? (C.13.c)

- » The rebellions of the 1780s, including Shays’s Rebellion and the Philadelphia Mutiny, helped convince the framers of the Constitution that taxes were necessary for the country’s “Defence and general Welfare.”

ANALYTICAL—Now recall what you read in Unit 1 about the Articles of Confederation and their eventual replacement by the U.S. Constitution. Why was it important that Congress have the ability “To lay and collect Taxes”? (C.13.c, C.13.d)

- » Under the Articles of Confederation, Congress did not have the ability to raise money to support an army. This left it unable to deal effectively with the rebellions mentioned above. Therefore, when the Constitution was drafted, the framers understood that it was important to clearly state that Congress, which is representative of and composed of citizens, could collect taxes.

Note: For more primary source work related to this topic, see the Foundations of Freedom DBQ workbook.

“Fiscal Policy,” pages 18–20

Scaffold understanding as follows:

Have students read the section on pages 18–20.

CORE VOCABULARY—Point out the vocabulary terms *mandatory program*, *discretionary program*, *surplus*, *deficit*, and *national debt*, and explain their meanings.

ACTIVITY—Have students work in pairs to create a diagram that illustrates the relationship among surplus, deficit, and the national debt. For example, a diagram could show a seesaw between expenditures and revenues, with “Surplus” where the revenues “outweigh” the expenditures and “Deficit” in the opposite situation, and a national debt clock counting down or up, respectively. **(C.13.d)**

SUPPORT—There is a total of twelve appropriations bills in the annual congressional budget process, each produced by its own subcommittee and handling its own set of discretionary programs. The subcommittees are as follows:

- Agriculture, Rural Development, FDA, and Related Agencies
- Commerce, Justice, Science, and Related Agencies
- Defense
- Energy and Water Development
- Financial Services and General Government
- Homeland Security
- Interior, Environment, and Related Agencies
- Labor, Health and Human Services, Education, and Related Agencies
- Legislative Branch
- Military Construction, Veterans Affairs, and Related Agencies
- State, Foreign Operations, and Related Programs
- Transportation, Housing and Urban Development, and Related Agencies

After students read the text, ask the following questions:

LITERAL—What makes a program mandatory or discretionary for purposes of the federal budget? **(C.9.h, C.13.d)**

- » The terms *mandatory* and *discretionary*, in the context of the federal budget, refer to the laws that govern spending on different programs. A mandatory program has its own legislation that keeps it funded without an annual bill being passed. A discretionary program is one for which Congress has discretion, or freedom, to allocate funding every year.

INFERENTIAL—What are two ways the federal budget process resembles a household budget, and what are two ways in which it differs? (C.9.h, C.13.d)

- » Possible response: As in a household, the people making the federal budget must decide how to spend a limited amount of money. They may also change their priorities from year to year, as a household does when children grow up or adults retire. Unlike a private household, however, the federal government has extensive power to borrow money, probably at better interest rates than a consumer credit card or loan. It also has more control, though not total control, over how much money it makes through taxation.

 **THINK TWICE**—How does the government spend and collect revenue?

- » The government collects revenue mainly through taxes, with income and payroll taxes being the most important. It spends that revenue on a wide range of programs, from social welfare and roadwork to national defense and disaster response.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do government policies affect the daily lives and well-being of American citizens and people around the world?” (C.9.h, C.13.d)

“Monetary Policy,” pages 20–23

Scaffold understanding as follows:

Have students read the section on pages 20–23.

CORE VOCABULARY—Point out the vocabulary terms *interest*, *inflation*, “dual mandate,” *expansionary*, and *contractionary*, and explain their meanings.

SUPPORT—Remind students of what they read about Andrew Jackson and the Bank of the United States in Unit 2.

SUPPORT—To check students’ understanding of the Federal Reserve as they read, ask: Where does the dual mandate get its name from? Why is it important to manage inflation in addition to the employment rate? (*The dual mandate is so called because it is an obligation to do two things at once—keep inflation low while maximizing employment. If the Fed only focused on minimizing unemployment, it would simply work to increase the money supply and drive up inflation in the process, making things less affordable and eroding people’s savings.*) (C.13.e)

SUPPORT—Students may wonder why banks are borrowing from each other in the first place, and hence why the federal funds rate is useful as a policy tool. Explain that banks keep only a percentage of their deposits on hand. The rest they lend back out. Banks can do this because depositors do not come to ask for their deposits back all at once. When a bank does experience a sudden demand for cash from its depositors, it seeks a short-term loan from other banks.



SUPPORT—Direct students to the map of Federal Reserve banks and districts on page 21. Have students identify their Federal Reserve district. Depending on the parish in which you are teaching, this could be the Eleventh District (northern Louisiana) or the Sixth District (southern Louisiana):

- Eleventh District: serves Bienville, Bossier, Caddo, Caldwell, Catahoula, Claiborne, Concordia, DeSoto, E. Carroll, Franklin, Grant, Jackson, LaSalle, Lincoln, Madison, Morehouse, Natchitoches, Ouachita, Red River, Richland, Sabine, Tensas, Union, Webster, W. Carroll, and Winn Parishes

- Sixth District: serves Acadia, Allen, Ascension, Assumption, Avoyelles, Beauregard, Calcasieu, Cameron, E. Baton Rouge, E. Feliciana, Evangeline, Iberia, Iberville, Jefferson, Jefferson Davis, Lafayette, Lafourche, Livingston, Orleans, Plaquemines, Pointe Coupee, Rapides, St. Bernard, St. Charles, St. Helena, St. James, St. John the Baptist, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, Vermilion, Vernon, Washington, W. Baton Rouge, and W. Feliciana Parishes

Lead students in exploring the websites of the Federal Reserve Bank of Dallas and the Federal Reserve Bank of Atlanta to help them get a sense of how the Fed interacts with the public and other stakeholders. **(C.5, C.6, C.13.d)**

Online Resources



See the Foundations of Freedom Online Resources for this unit for the links to the websites: www.coreknowledge.org/foundations-of-freedom

SUPPORT—Walk students through the diagram of expansionary and contractionary policy on page 23. Explain how each step in the diagram leads to an “expansion” or “contraction” in the availability of money for lending and purchasing: Lower rates make borrowing less expensive for financial institutions, and thus for businesses, and therefore make money more available overall, leading to more consumer buying and more business investment in growth and in hiring workers. Higher rates make money less available to these same groups, with the effects proceeding in the same order.

ACTIVITY—For an alternative visualization of expansionary and contractionary policy, display the St. Louis Fed’s “Making Sense of the Federal Reserve.” The page on expansionary and contractionary monetary policy includes animated graphs that present the two types of monetary policy in terms of supply and demand.

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the graphs: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—What “expands” and “contracts” under expansionary and contractionary monetary policies? **(C.13.c., C.13.d)**


- » These policies aim to expand or contract the supply of money—the amount of money that is available for banks, other businesses, and people to lend, borrow, and spend.

ANALYTICAL—How do lower interest rates lead to job growth? **(C.13.c., C.13.d)**

- » Lower interest rates encourage business owners to borrow more money, which they use to make purchases that grow their businesses. Lower rates also encourage consumers to borrow and spend more, creating more demand for goods and services. Thus businesses have more money available to hire employees, and there is more demand for the things that people are hired to make.

INFERENTIAL—The Federal Reserve banks are sometimes called “bankers’ banks.” Why? **(C.13.d)**

- » The Federal Reserve banks are “bankers’ banks” in that they provide banking services to banks—they lend money to private banks and store reserve funds, helping those banks provide their services to ordinary customers such as individuals and businesses. In other words, private banks are the Fed’s customers.

 **THINK TWICE**—What are the roles of fiscal and monetary policy in the economy of the United States?

- » Fiscal policy controls how much money is raised from taxpayers and how much money is spent on the various government programs and services. Through fiscal policy, the government decides what is most important to fund and what services are worth raising taxes to pay for. Monetary policy controls how expensive it is to borrow money, which affects the banking industry as well as businesses, consumers, and job seekers. Those who set monetary policy are making big-picture decisions about the health of the economy in terms of inflation and employment.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do government policies affect the daily lives and well-being of American citizens and people around the world?” (C.13., C.13.d., C.13.f)



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Framing Question: “How do government policies affect the daily lives and well-being of American citizens and people around the world?”
 - » Key points students should cite include: coordination of federal/state/local governments to solve environmental problems like those at Bayou Bonfouca; domestic policy programs that affect daily life in a variety of ways (for example, monitoring of roads, railways, and airlines); fiscal policies that affect what taxes people pay and what government services are available; monetary policies that affect the availability of jobs and the costs of daily necessities such as food and housing.
- Choose three Core Vocabulary words (*domestic policy, foreign policy, diplomacy, economic policy, constituent, lobbyist, special interest group, isolationism, interventionism, imperialist, fiscal policy, monetary policy, factor of production, monopoly, competition, mandatory program, discretionary program, surplus, deficit, national debt, interest, inflation, “dual mandate,” expansionary, contractionary*) and explain how they are related to each other.

To wrap up the lesson, invite several students to share their responses.

Activity Page

NOTE: You may wish to assign Domain Vocabulary: Topic 1 (AP 1.3) for homework.



AP 1.3

TOPIC 2: The Role of the Government in Domestic Affairs

Framing Question: What is the role of the government in domestic affairs?

Primary Focus Objectives

- ✓ Describe how the U.S. Constitution and judicial actions have established the relationship between federal and state governments. (C.2, C.9.a)
- ✓ Identify key areas of domestic policy in which federal and state governments are active. (C.9.a, C.9.h, C.12.a)
- ✓ Explain how the scope of domestic policymaking in the United States has changed over the past century. (C.2, C.3, C.12.b)
- ✓ Outline major ways, other than monetary and fiscal policy, in which the U.S. government intervenes in the national economy. (C.13.c, C.13.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *subsidize, social welfare, visa, asylum, oligopoly, monopolistic competition, perfect competition, and antitrust.*

What Teachers Need to Know

Online Resources For background information, download the Foundations of Freedom Online Resource “About The Role of the Government in Domestic Affairs”:



www.coreknowledge.org/foundations-of-freedom

Materials Needed

Activity Page



AP 1.1

- individual student copies of Primary Source Analysis (AP 1.1)
- online listing of K–12 Louisiana Student Standards for Social Studies
- images from the Internet of monopoly octopus cartoons
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)

Online Resources



Use this link to download the Foundations of Freedom Online Resources for this unit, where the specific links to the standards, cartoons, and worksheet may be found:

www.coreknowledge.org/foundations-of-freedom

Core Vocabulary (Student Volume page numbers listed below)

subsidize, v. to financially support with public money (30)

Example: The government subsidizes milk production by offering to buy cheese and butter from dairy processors at a fixed price.

Variations: subsidy (n.)

social welfare, n. programs and support focused on helping people meet basic needs, such as securing food, housing, and health care (32)

Example: SNAP, which aims to ensure that people can feed their families, is a major example of a social welfare program.

visa, n. approval by an authority that shows a person may legally enter, stay in, or leave a country for a given period of time (36)

Example: She visited the United States for a month on a tourist visa.

asylum, n. protection from persecution, especially political persecution in one's country of origin (36)

Example: After the fall of the monarchy, supporters of the deposed king sought asylum overseas.

oligopoly, n. a market in which a few producers dominate (37)

Example: The American film and TV industry is an oligopoly dominated by just five enormous companies.

Variations: oligopolies, oligopolistic (adj.)

monopolistic competition, n. competition among many firms producing similar but not identical products (37)

Example: The numerous downtown coffee shops engage in monopolistic competition—they all serve coffee, but everyone seems to have their favorite.

perfect competition, n. an economic concept in which a market operating under idealized conditions leads to a situation where no single consumer or producer has the power to influence the price of goods or services (37)

Example: Because perfect competition is impossible, governments work to ensure that companies do not abuse their power over consumers.

antitrust, adj. relating to legislation designed to prevent companies from monopolizing an industry, whether individually or by agreeing not to compete with each other (38)

Example: The first American antitrust law was passed in 1890 to break up monopolies in the steel and oil industries.

THE CORE LESSON

Introduce “The Role of the Government in Domestic Affairs”

Call students' attention to the Framing Question. Tell students to keep an eye out for examples of domestic policy issues in which the government has the power to intervene and does so widely.

Guided Reading Supports for “The Role of the Government in Domestic Affairs”




“Federal Investment and Involvement,” pages 24–25

Scaffold understanding as follows:

Have students read the section on pages 24–25.

SUPPORT—To help students appreciate the scale of the Hoover Dam, call their attention to the trucks at the bottom of the image—the minuscule white objects on either side of the waterway.

 **TALK IT OVER**—Have students debate or discuss the following question: Should the federal government undertake projects that benefit only one part of the country? Why or why not?

Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—What were the major benefits of the Hoover Dam? (C.2, C.6.a)

- » The Hoover Dam became a source of electricity, a supply of water, and a means of flood control for a large number of Americans. The construction of the dam also provided employment to many people who were out of work because of the Great Depression.

INFERENTIAL—How does the Hoover Dam illustrate the need for government involvement in domestic affairs? (C.2, C.12)

- » The Hoover Dam provides essential benefits for a great many people, yet it would not have been constructed if left to the market because the project was too large and expensive for any private company to undertake.

“Federalism: A Continuous Balancing Act,” pages 26–28

Scaffold understanding as follows:

Have students read the section on pages 26–28.

SUPPORT—Remind students that in Unit 2, they saw a more “zoomed-out” view of the Constitution as they studied it article by article. They learned about the necessary and proper clause (and learned why it is also called the elastic clause) when they studied the powers and responsibilities of Congress. The supremacy clause was introduced as part of a larger discussion of Articles IV through VII, and the commerce clause was described in a discussion on changes to legislative power over the centuries. Explain that in this topic, students will look at how the application and interpretation of these clauses have continued to evolve.

SUPPORT—Recall that students also learned about the Tenth Amendment as part of an overview of the Bill of Rights in Unit 2. Remind them that this amendment has been interpreted differently in various Supreme Court cases and that, based on those court decisions, it may not limit federal power as much as it seems to.

SUPPORT—Students may wonder why the formation of the Confederacy was considered a challenge to federalism (and not just to the existing federal government). Clarify as needed that the Confederacy’s founders wanted the states to be substantially more independent than they were under federalism. They did not believe that a central government should hold any kind of “supremacy” over the decisions made by states.


After students read the text, ask the following questions:

LITERAL—Which parts of the Constitution form the basis for federalism?

- » Several different parts of the Constitution help define federalism, including the necessary and proper clause, the commerce clause, the supremacy clause, and the Tenth Amendment.

INFERENTIAL—How do you think federalism will continue to change in the twenty-first century?

- » Answers will vary. Some students may argue that federalism will shift to devolve more powers to the states (for example, because many states now have their own large populations and economies). Others may argue that decision-making power will continue to centralize (for example, because the office of the presidency is becoming more powerful).

 **THINK TWICE**—How have changes in federalism in the United States affected the distribution of power between the federal government and the states?

- » For much of U.S. history, federalism has shifted toward increased power for the federal government. There has been some more recent movement back toward allocating powers to the states, but overall, the federal government has expanded its role in the past 250 years.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What is the role of the government in domestic affairs?” (C.9b, C.9.c, C.9.g)

“Domestic Policy in Action” and “Example 1: Health Care,” pages 28–32

Scaffold understanding as follows:

Have students read the sections on pages 28–32.

CORE VOCABULARY—Point out the vocabulary term *subsidize*, and explain its meaning.

SUPPORT—Help students clarify the differences between Medicare and Medicaid. Medicare is primarily for older Americans and those with certain disabilities or chronic health conditions. Health care expenses, including medication costs, tend to grow with age. A major purpose of Medicare is to help older Americans with the variety of common medical costs, including hospital coverage (Medicare’s Part A), medical coverage that includes outpatient care (Part B), and prescription drugs (Part D). Medicaid serves those with limited income.

Both programs are federally funded and governed. Medicare is federally administered, while Medicaid is administered by the individual states. Medicaid goes by different names in many states. Additionally, the Children’s Health Insurance Program (CHIP)—also administered by states—provides health coverage to children whose family income is too high to qualify for Medicaid.

One thing that Medicare and Medicaid have in common is their enormous scale. Medicare has more than sixty-seven million enrollees, roughly one-fifth of the United States population, and Medicaid has nearly seventy-four million. Some twelve million people, known as “dual eligibles,” are enrolled in both.

SUPPORT—Prompt students to describe how they interpret the Federal Government Spending by Category pie chart on page 30, which shows approximate distributions in 2023. Clarify if needed that the exact numbers vary from year to year, but a large amount is always spent on health care and Social Security, while defense is typically the largest discretionary item. Remind students that they learned about the national debt in the previous topic, and highlight how this graph shows one reason that some politicians are eager to limit government spending: One-tenth of the federal budget goes to interest payments. (Note also that because the percentages are rounded, the individual categories do not add up exactly to 100 percent, but to 101 percent.) (C.12.b)

SUPPORT—Share further details about the Affordable Care Act as needed. Clarify to students that although the most notable effect of the act was to extend health insurance coverage through both the subsidization of private insurance (via health insurance marketplaces) and the extension of Medicaid, it also banned certain limits on coverage, such as denial of coverage to those with preexisting conditions. Other parts of the act helped fund programs to expand the availability of care, especially in underserved communities.

One controversial aspect of the ACA was its since-repealed “individual mandate”: the requirement that Americans either obtain health insurance or pay a tax penalty. The mandate’s main goal was to encourage more people to enroll in health insurance. Another goal was to make sure that healthier Americans, who tended to seek insurance coverage at lower rates, would enroll as often as those with greater medical costs and risks.

For a more extensive explanation of the Affordable Care Act, see “About The Role of the Government in Domestic Affairs” in the Foundations of Freedom Online Resources for this unit:

www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—What were the goals of Medicare and Medicaid when they were created in the 1960s? (C.9, C.12)

- » The goals of these programs were to secure access to health care for older Americans and those with disabilities (Medicare) and for people with limited income (Medicaid).

ANALYTICAL—Refer students back to the cartoon illustrating the “fewer services/ more services” tug-of-war on page 5 of Unit 1. Ask them to describe what the cartoon communicates about the role of government. Then ask: How do health care policy measures reflect this conflict? (C.1, C.9, C.12)

- » The health care programs that exist today are among the biggest government initiatives ever created in the United States. They affect many millions of people and command a large share of the federal government’s budget each year. The debate over any changes to health care policy is often a debate between those who feel that the government can and should provide a better safety net for people and those who feel that the government has neither the right nor the responsibility to spend taxpayer dollars in this way.


INFERENTIAL—In the pie chart Federal Government Spending by Category on page 30, do the sizes of the categories show how important the different policy areas are? Why or why not? (C.1, C.9, C.12)

- » Answers will vary. Those answering yes may offer that when the government spends more on something, it shows that the government places a higher value on that thing. Those answering no may argue that some necessities, like clean drinking water, are

Online Resources



not at all expensive in most parts of the United States, so people do not spend much money on them—but that doesn't mean they are not important.


 **TALK IT OVER**—Share with students that government leaders who promote health care reform often argue that health care is a unique area of policy where the government has special responsibilities to its citizens. Have students debate or discuss this question: How is health care different from other major areas of U.S. domestic policy? How should these differences inform the way the government regulates health care?

Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

 **THINK TWICE**—What are the purpose and role of the federal government in American health care?

- » The purpose of federal government involvement in health care is to increase the distribution of adequate health care by making high-quality health insurance more affordable and accessible. The government provides some people with health insurance, but it also expects most people to obtain health insurance through their or a family member's employer.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in these sections helps answer the Framing Question, “What is the role of the government in domestic affairs?” (C.12.a, C.12.b)

Primary Source Feature: “Speech on the Affordable Care Act, President Barack Obama, 2009,” page 31

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 31.

Introduce the source to students by reading the introductory text.

Have students read the source.

SUPPORT—Point out the reference to people “denied insurance due to previous illnesses or conditions that insurance companies decide are too risky or expensive to cover.” Some students may be familiar with what are commonly known as *preexisting conditions*—a major reason that people had their health insurance coverage denied or limited prior to the passage of the Affordable Care Act. The ACA prohibits insurance companies from denying coverage to people because of preexisting conditions, some of which—such as asthma and diabetes—are extremely widespread.

Activity Page



AP 1.1

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—What problems did President Obama identify with the American health care system that led him to promote the Affordable Care Act? (C.12.b)

- » Obama felt that too many Americans either lacked health insurance or were at risk of losing their insurance. He considered these gaps in coverage to be a “problem that plague[d] the health care system” of the United States.

ANALYTICAL—How is the ACA similar to Medicare and Medicaid? (C.12.b)

- » All three programs aim to make health insurance more accessible to large segments of the population.

“Example 2: Social Welfare,” pages 32–34

Scaffold understanding as follows:

Have students read the section on pages 32–34.

CORE VOCABULARY—Point out the vocabulary term *social welfare*, and explain its meaning.

SUPPORT—Point out to students that whether or not health care is included, social welfare programs make up a huge portion of the U.S. government budget. Have them revisit the pie chart on page 30. Discuss how, after health insurance (which includes Medicare and Medicaid and ACA premium subsidies), Social Security is the next-largest category of spending by the federal government.

SUPPORT—Students may wonder what measures were in place to protect Americans from poverty prior to Social Security. From the turn of the century onward, there were a variety of programs at the state and municipal levels, such as workers’ compensation and pension plans. Similar programs existed at the federal level, but only for federal employees and veterans. Although these social welfare programs helped millions of Americans, none were as comprehensive as Social Security.

SUPPORT—Explain where the money for Social Security comes from. Everyone who works pays a tax called FICA. It is automatically deducted from their paycheck. That money goes into a pool that funds Social Security and Medicare. When someone meets the established age and employment requirements, they can draw Social Security funds from that pool.

SUPPORT—As the caption to the photo on page 34 states, Social Security numbers (SSNs) were not originally intended to be used for identification. The expansion of the SSN to serve this purpose began in the 1940s but only gained traction in the 1960s. During that decade, the Civil Service Commission, the IRS, Medicare, and the Department of Defense, among other agencies, adopted the SSN as an identification number. Beginning in the 1970s, many federal programs made having an SSN a condition of eligibility. By 1987, SSNs were so widely used for tax, health insurance, and banking purposes (including opening accounts on a child’s behalf) that the Social Security Administration (SSA) began assigning them at birth. Today, as SSNs are often used as a form of unique personal identification, they need to be carefully guarded to prevent identity theft.

After students read the text, ask the following questions:


ANALYTICAL—How did the Great Depression influence social welfare policy in the United States? (C.1, C.2, C.12)

- » The New Deal, President Franklin D. Roosevelt’s response to the social ills caused by the Great Depression, included numerous federally sponsored social welfare programs and greatly increased the role of the federal government in promoting social welfare.

ANALYTICAL—What is one possible benefit of having states, rather than the federal government, administer SNAP? (C.1, C.9, C.12)

- » Possible responses: closer coordination with state social welfare services; the ability to expand eligibility or create supplemental programs; the ability to help decide what can

be purchased with SNAP benefits. For example, some states price-match locally grown produce purchased with SNAP with the aim of supporting both local agriculture and a healthier diet for participants.

 **THINK TWICE**—What are the purpose and role of the federal government in social welfare?

- » The federal government administers Social Security and a variety of other programs that provide funds to retirees, families with limited income, and others in need. It operates some programs directly at the federal level and delegates others, such as SNAP, to the states.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What is the role of the government in domestic affairs?” (C.12.a, C.12.b)

Primary Source Feature: “‘Social Welfare in the United States,’ Arthur J. Altmeyer, 1964,” page 33

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 33.

Introduce the source to students by reading the introductory text.

Have students read the source.

SUPPORT—Students may be familiar with a much narrower definition of *welfare* than Altmeyer uses here. In the broadest sense, *social welfare* programs are any programs that protect people from economic loss and insecurity, whether due to age, illness, injury, bereavement, unemployment, or other causes. Often, however, the term *welfare* is used to refer specifically to means-based programs such as SNAP that provide ongoing support in obtaining basic necessities. Be prepared to clarify that Altmeyer is discussing a wide range of programs, including Social Security, that might not be thought of as “welfare” the way the word is used today. Additionally, some programs that would usually be considered part of “welfare” today, such as Medicaid, did not exist at the time Altmeyer was writing.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—What are some examples of social welfare programs? (C.12)

- » Some examples are unemployment benefits for federal workers and veterans and workers’ compensation.

INFERENTIAL—How does this source contribute to your understanding of the history of social welfare programs in the United States? (C.12)

- » Possible response: This source shows that even for an expert who spent much of his career managing the Social Security Administration, social welfare policy in the United States is “varied and complex”; it underscores that social welfare programs affect a wide range of Americans, including people with disabilities, children, and retirees.

Activity Page



AP 1.1

“Example 3: Education,” pages 34–35

Scaffold understanding as follows:

Have students read the section on pages 34–35.

SUPPORT—Refer students to the Public Education: Where Does the Money Come From? pie chart on page 35, and ask them to describe what they see. (*State and local funding for education is much greater than federal funding.*) Explain that although federal funding makes up a minority of states’ (including Louisiana’s) education budgets, these funds are crucial. While the U.S. Department of Education cannot mandate a national curriculum, it can make some federal funding contingent on states meeting certain milestones or implementing certain programs. Thus, the federal government has some say, albeit indirectly, in state education policy. For example, No Child Left Behind and its successor, the Every Student Succeeds Act, both required states to submit accountability plans to the Department of Education and implement standardized testing. (C.12.a)

SUPPORT—The Student Volume mentions that variations in property tax revenue can contribute to neighboring school districts being very differently funded. The importance of local property taxes in funding public schools also varies considerably among states. Many New England states derive more than half of their public school funds from property taxes, but there are few clear regional patterns across the continental United States. Hawaii, a state noted for its low property tax rates and high property values, does not use such taxes to fund its schools.

ACTIVITY—Display the online list of K–12 Louisiana Student Standards for Social Studies for students to examine. Explain that these are goals for Louisiana’s students throughout their elementary, middle school, and secondary career. (The high school civics standards, aligned to this program, begin on page 42 of the PDF.) Ask: Why might some states, including Louisiana, want to set their own standards? (*Possible response: A state’s educators and politicians believe specific subjects should be prioritized or are of special interest to residents of their state.*) (C.12.a, C.12.b)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the standards: www.coreknowledge.org/foundations-of-freedom



TALK IT OVER—Ask students to recall what they read about the federal funding–state administration relationship when it comes to education. Then have students debate or discuss this question: How much say should the federal government have in education policy, and why?

Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—Who is in charge of funding education and implementing education policy in the United States? (C.12.a, C.12.b)

- » In the United States, funds for education come mostly from state and local governments; a little more than 10 percent comes from the federal government. Individual states bear the primary responsibility for implementing education policy.

✓ **THINK TWICE**—What are the purpose and role of the federal government in education?

- » The federal government’s main role in education is providing funds for specific programs. It also enforces some policies nationwide, including those that prohibit discrimination in schools, but it does not enforce a national curriculum.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What is the role of the government in domestic affairs?” (C.12.a, C.12.b)

“Example 4: Immigration and Naturalization,” pages 35–37

Scaffold understanding as follows:

Have students read the section on pages 35–37.

CORE VOCABULARY—Point out the vocabulary terms *visa* and *asylum*, and explain their meanings.

SUPPORT—Students will learn much more about immigration and naturalization in Unit 4. For now, review the meaning of *naturalization*: the process by which someone from another country becomes a citizen. Students may be curious as to why New Orleans is no longer a major port of entry for immigration. In the nineteenth century, three main factors contributed to this change: the blockade of the port during the Civil War, the rise of railroads as a means of migrating west from ports on the Atlantic coast, and a shift toward larger ships that required deeper ports. With the end of the war and engineering improvements to the port, the first and third of these problems were solved, leading to a rebound in cargo—but not passenger—traffic.

After students read the text, ask the following questions:

LITERAL—Who controls immigration policy in the United States? (C.12.a, C.12.b)

- » In the United States, immigration is a federal issue. The federal government regulates immigration through three different agencies of the Department of Homeland Security.

LITERAL—What effect did the September 11 attacks have on U.S. immigration policy? (C.12.a, C.12.b)

- » In response to the September 11 attacks, propositions to tighten immigration policy became popular, leading to a surge in enforcement funding and activity.

✓ **THINK TWICE**—What are the purpose and role of the federal government in immigration and naturalization?

- » The federal government carries out immigration policy in several ways. U.S. Citizenship and Immigration Services (USCIS) provides a structured way for people to enter the country as visitors, immigrants, or refugees and to become citizens through the process of naturalization. In addition, Customs and Border Protection (CBP) keeps unauthorized immigrants out of the country, and Immigration and Customs Enforcement (ICE) captures and removes unauthorized immigrants.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What is the role of the government in domestic affairs?” (C.12.a, C.12.b)

“U.S. Domestic Policy and the Economy” and “Preventing Monopolies,” pages 37–40

Scaffold understanding as follows:

Have students read the sections on pages 37–40.

CORE VOCABULARY—Point out the vocabulary terms *oligopoly*, *monopolistic competition*, *perfect competition*, and *antitrust*, and explain their meanings.

SUPPORT—Explain to students that *oligo*– means few, as in “a few companies.” They may recall from Unit 1 that an oligarchy is a society ruled by a few individuals.

SUPPORT—Call attention to the octopus cartoon on page 38, and read the caption aloud. Explain that the octopus was a popular symbol for monopolies in this era. Show other examples of monopoly cartoons—one published in 1899 and another in 1904—from the Internet. Have students look for similarities between the cartoons. Ask: Why is the octopus an appropriate symbol for monopolies? (*Answers will vary but may include: Monopolies have many parts, like arms. The cartoons show the octopus strangling industry and government, much like monopolies do to their competition.*) If necessary, encourage students to make more modern connections by mentioning specific industries in which notable monopolies have arisen over the years, such as telecommunications and web browsers. (C.6.a, C.7.a, C.13.e., C.13.f)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the links to the cartoons: www.coreknowledge.org/foundations-of-freedom

ACTIVITY—You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the political cartoon. The worksheet is available in English and in Spanish. See the Foundations of Freedom Online Resources for this unit for the links to the worksheets: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

ANALYTICAL—Why does the government enact laws and policies to prevent monopolies? (C.13.a, C.13.e, C.13.f)


- » The government tries to prevent monopolies because they are generally harmful to consumers.

LITERAL—In what ways are monopolies harmful? (C.13.a, C.13.e, C.13.f)

- » Monopolies are harmful in that they limit consumer choice, reduce product quality, and force consumers to pay artificially high prices.

INFERENTIAL—Why are there no perfectly competitive markets in real life? (C.13.a, C.13.e, C.13.f)

- » Perfect competition means everyone is on an even playing field and nobody has an advantage they can exploit. But in real life, some firms will always have an advantage for any number of reasons. Even in the farmers’ market example, some growers will have richer soil, more land, better weather, or better luck with pests and diseases. They will have more produce to sell as a result and can drive prices down for others. Firms, because they are run by people, also have relationships that are not purely competitive. A grower might be friends with a local restaurant owner, who thus has an advantage over a regular buyer.

 **THINK TWICE**—Why is the prevention of monopolies a part of U.S. economic policy?

- » The prevention of monopolies is one way that the federal government is involved in the national economy due to the need for oversight. Monopolies might impact consumers—and producers—negatively, which can have a ripple effect on other areas of U.S. economic growth. The federal government, through the legislative powers of Congress, has the ability to limit how companies conduct business and manipulate competition in specific markets.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in these sections helps answer the Framing Question, “What is the role of the government in domestic affairs?” (C.13.d, C.13.e, C.13.f)

Primary Source Feature: “The Sherman Antitrust Act, 1890,” page 39

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 39.

Introduce the source to students by reading the introductory text.

Have students read the source.

SUPPORT—Explain that John D. Rockefeller’s Standard Oil Trust, a major target of the Sherman Act, is an example of how a trust works. At the time of its formation in 1882, state laws were the primary restraint preventing the formation of nationwide monopolies—for instance, by taxing out-of-state corporations at a higher rate. In response, shareholders of the companies that made up Standard Oil secretly transferred their shares to a group of trustees that would make decisions for the entire organization. This enabled the companies to remain nominally separate and pay the lower in-state taxes while acting in perfect coordination to squelch competition as if they were parts of a single company. This arrangement of a single small group controlling many legally distinct companies became the blueprint for other trusts before the advent of the Sherman Act and later trust-busting measures.

SUPPORT—The Sherman Antitrust Act regulates trade among the states and with foreign countries but not commerce within individual states. Remind students of why this is: Under the commerce clause, Congress has the ability to regulate interstate commerce, but it does not have the authority to regulate commercial activity that takes place strictly within one state.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—What kind of “combination” was Congress trying to prevent with this law? (C.13, C.13.c, C.13.d, C.13.e, C.13.f)

- » Congress was trying to keep companies from combining their forces to block competition.

Activity Page



AP 1.1

INFERENTIAL—Why did Congress wish to prevent actions “in restraint of trade”? (C.13, C.13.c, C.13.d, C.13.e, C.13.f)


- » Capitalism assumes that in a competitive market, companies try to attract buyers and turn a profit by keeping their prices as low as possible and producing the best products possible. Thus, market competition is presumed to be in consumers’ best interests. Actions in restraint of trade reduce competition, which leads to lower-quality products and higher prices. That is why Congress sought to prevent anticompetitive activity.

“Stimulating Economic Growth,” pages 40–42

Scaffold understanding as follows:

Have students read the section on pages 40–42.

SUPPORT—Students may need additional background on the Great Recession (2007–9). Share that this was the most significant economic downturn that the United States, and many other countries, had experienced since the Great Depression. As time and interest permit, explain further that the immediate cause was the housing bubble that formed when cheap and widely available mortgages drove up home prices in the early to mid-2000s. Then, in 2005, interest rates rose and home prices fell, leaving many borrowers with more expensive mortgages on less valuable properties. A wave of foreclosures followed, destabilizing the banks that owned the debt and causing other businesses, such as automakers, to go bankrupt or seek government bailouts. Unemployment more than doubled, and many households lost a sizable fraction of their net worth.

 **TALK IT OVER**—Have students debate or discuss these questions: What measures are appropriate for the federal government to take during an economic crisis? Why does the government have an interest in stimulating the national economy in times of crisis and otherwise?

Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

ANALYTICAL—Why were the PWA and WPA established? (C.1, C.2, C.13.c)

- » These programs were established to combat the effects of the Great Depression by providing employment to many Americans. Labor that could not find a “buyer” in the private sector was put to use constructing public works such as roads, hospitals, and dams. These New Deal programs aimed to offer immediate relief to workers while constructing things of value for American society.

 **THINK TWICE**—Explain two ways the federal government stimulates economic growth.

- » The federal government stimulates growth by providing employment opportunities and offering certain relief programs, including unemployment payments and income tax reductions, during economic crises.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What is the role of the government in domestic affairs?” (C.13.d, C.13.f)

Primary Source Feature: “Two New Deal Speeches by Franklin D. Roosevelt,” page 41

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 41.

Introduce the source to students by reading the introductory text.

Have students read the excerpts.

SUPPORT—The Agricultural Adjustment Act, or Farm Relief Bill, was the predecessor of the Farm Bill legislation that has become a mainstay of American agricultural policy. This is a good opportunity to point out to students that often, when the government responds to a crisis by expanding its scope of action, it paves the way for continued, long-term expansion. This pattern can be seen in the expansion of federal powers during Reconstruction with the passage of the Fourteenth Amendment and related legislation, as well as in the expansion of federal power in the Progressive Era with the creation of the Food and Drug Administration.

SUPPORT—Explain that Roosevelt’s phrase “bally-ho ourselves” is a version of *ballyhoo*, a noun meaning excited, noisy talk.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner. You may choose to have students complete a Primary Source Analysis (AP 1.1) for both excerpts collectively or a separate activity page for each excerpt.

Activity Page



AP 1.1

After students have read the source, ask the following questions:

LITERAL—In the first excerpt, what solution does Roosevelt propose to alleviate the problem of mass unemployment? (C.1, C.6.a, C.12)

- » Roosevelt proposes to create temporary jobs for Americans to improve waterways, dams, and other public works.

ANALYTICAL—In the second excerpt, Roosevelt insists that his programs do not represent “Government control” of agriculture and industry. Why might his critics have argued that this was the case? (C.1, C.2, C.6.a)

- » Under the New Deal, the U.S. government took an unprecedented role in regulating and promoting American industries, including agriculture, and in employing American workers on various projects. Critics of Roosevelt’s policies may well have seen the government as exercising too much power over these areas of the nation’s economy.

“Subsidizing Infrastructure and Industries,” pages 42–43

Scaffold understanding as follows:

Have students read the section on pages 42–43.

SUPPORT—Emphasize for students that there are often costs to major government projects designed to energize economic life. For example, there were costs to the development of the interstate highway system. In many places, African American and Latino neighborhoods

were destroyed to make room for the new highways. The highways also directed traffic and business away from many small towns, creating financial difficulties in those towns.

SUPPORT—Explain to students that not all subsidies are as prominent or persistent as the Farm Bill. Other examples of subsidized industries in the United States include passenger rail (Amtrak receives billions in federal grants each year), oil and energy, and automobile manufacturing. Historically, the United States Postal Service (USPS) was subsidized, but since the 1980s it has been self-funding for its day-to-day operations. (The USPS does, however, occasionally receive emergency loans and grants from the federal government.)

Some programs whose primary goal is to benefit individuals, such as Medicare and Medicaid, can also be viewed as subsidies. Ordinarily, the government is viewed as subsidizing the health care costs of individuals, yet in doing so, it also becomes a major and reliable buyer of health care services.


After students read the text, ask the following questions:

ANALYTICAL—In what sense can government spending on highways and railways be said to subsidize American industry? (C.1, C.2, C.13.c, C.13.d)

- » This spending subsidizes American industry in that it helps pay for an important factor of production: roads and railways to transport goods. Government provision and maintenance of an efficient transportation system reduce transportation costs for the businesses that use it to ship raw materials and finished goods.

LITERAL—What are some key goals of the Farm Bill? (C.13)

- » The Farm Bill provides economic security to American farmers by subsidizing farm products and assisting with disaster insurance and farm loans. It also promotes U.S. food security by encouraging and stabilizing farm production.

 **THINK TWICE**—What is the role of the federal government in regulating and influencing the national economy, and how has this role changed over time?

- » The federal government’s role in the economy has expanded over time. Since its early days, it has set fiscal policy, which includes taxation and spending on various government programs. For more than a century, the Federal Reserve has also enacted monetary policy to control inflation and curb unemployment. Government programs and regulations also prevent monopolies, subsidize key industries, and provide people with work and financial support during major crises like the Great Depression.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What is the role of the government in domestic affairs?” (C.13.c, C.13.d)

Primary Source Feature: “American Recovery and Reinvestment Act, 2009,” page 43

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 43.

Introduce the source to students by reminding them what they learned about the Great Recession and government responses to it earlier in the topic.

Have students read the source.

SUPPORT—Refer students back to the discussion of the Great Recession in “Stimulating Economic Growth” (page 42), and clarify how the subprime mortgage crisis led to job losses, and hence to the incentive to pass the American Recovery and Reinvestment Act (ARRA). Explain that as lenders foreclosed on “underwater” mortgages, the supply of homes available for sale increased rapidly; meanwhile, the number of people who could afford these homes was decreasing. The oversupply of homes harmed the construction industry. Commercial banking also suffered: Instead of receiving regular mortgage payments, banks amassed properties they could not sell. Other industries, such as automaking, suffered collateral damage from the suddenly restricted supply of consumer credit, as people typically take out loans to buy cars.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

Activity Page



AP 1.1

After students have read the source, ask the following questions:

ANALYTICAL—How were the goals of the American Recovery and Reinvestment Act similar to those of the New Deal? (C.1, C.2, C.6.a, C.12.a)

- » Both the American Recovery and Reinvestment Act and the New Deal aimed to stimulate the economy with a mixture of job creation, infrastructure improvement, and direct relief payments.

ANALYTICAL—What are some differences between the stated goals of the American Recovery and Reinvestment Act and those of the New Deal? (C.1, C.2, C.6.a, C.12.a)

- » Possible response: The American Recovery and Reinvestment Act emphasized investment in technology. Although some New Deal projects, such as the Hoover Dam, were unquestionably feats of engineering, promoting technological advances as such was not a major goal of the New Deal.

Note: For more primary source work related to this topic, see the Foundations of Freedom DBQ workbook.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Framing Question: “What is the role of the government in domestic affairs?”
 - » Key points students should cite include: sharing of power between federal and state governments; government policies in areas such as health care, social welfare, education, and immigration; government intervention in the economy through antitrust laws, economic stimulus projects (e.g., WPA, PWA), and subsidies.
- Choose three Core Vocabulary words (*subsidize, social welfare, visa, asylum, oligopoly, monopolistic competition, perfect competition, antitrust*) and write a paragraph using the words.

To wrap up the lesson, invite several students to share their responses.

TOPIC 3: The United States in World Affairs

Framing Question: How have foreign policy decisions affected the United States at home and abroad?

Primary Focus Objectives

- ✓ Identify major ways in which the United States participates in the global economy. (C.13, C.13.g)
- ✓ Characterize the United States' free trade policies, including NAFTA and USMCA, and explain pros and cons of free trade. (C.13, C.13.g)
- ✓ Describe the evolution of U.S. foreign policy since the beginning of the twentieth century. (C.1, C.2, C.3)
- ✓ Explain the roles of international and supranational organizations and their relationships to U.S. foreign policy. (C.12.c, C.12.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *trade, export, import, globalization, service economy, protectionist, tariff, free trade, comparative advantage, quota, embargo, blockade, superpower, proxy war, foreign aid, supranational, international law, nongovernmental organization (NGO), intergovernmental organization (IGO), and sanction.*

What Teachers Need to Know

Online Resources For background information, download the Foundations of Freedom Online Resource “About The United States in World Affairs”:



www.coreknowledge.org/foundations-of-freedom

Materials Needed

Activity Pages



AP 1.1
AP 3.1

- individual student copies of Primary Source Analysis (AP 1.1) and Domain Vocabulary: Topics 2–3 (AP 3.1)
- video “What is GDP?” from the International Monetary Fund
- list of commodities subject to import quotas from U.S. Customs and Border Protection
- Zimmermann Telegram
- Decode Worksheet for the Zimmermann Telegram from the National Archives
- website of the United States Holocaust Memorial Museum (optional)

Online Resources



Use this link to download the Foundations of Freedom Online Resources for this unit, where the specific links to the video, list, telegram, worksheet, and website may be found:

www.coreknowledge.org/foundations-of-freedom

Core Vocabulary (Student Volume page numbers listed below)

trade, n. the buying and selling of goods (46)

Example: Cars, electronics, and petroleum are important goods in the United States' extensive trade with Mexico.

Variations: trade (v.)

export, n. a good or service that is produced in one country and sold to buyers in another country (46)

Example: Gold, mined throughout Canada and sold abroad, is a Canadian mineral export.

Variations: export (v.), exporter (n.)

import, n. a good or service that is bought in one country after being produced in another country (46)

Example: Avocados grown in Mexico are a major import in the United States, where the climate is often not as amenable to growing the fruit.

Variations: import (v.), importer (n.)

globalization, n. the process of developing increasingly integrated economic, technological, and cultural connections among people and countries worldwide (46)

Example: Communications technologies such as the Internet are one major driver of globalization.

Variations: globalize (v.), globalized (adj.)

service economy, n. an economy in which most activity is focused on providing services rather than manufacturing physical goods (48)

Example: Health care, finance, and education are all important sectors within a service economy.

protectionist, adj. focused on protecting a country's domestic industries and producers by restricting foreign competition (48)

Example: The country's protectionist trade policy imposed strict limits on the import of goods.

Variations: protectionism (n.)

tariff, n. a tax on goods imported to or exported from a country (49)

Example: Tariffs increase prices for consumers by making imported goods more expensive for importers and retailers.

free trade, n. trade between countries with few or no restrictions (50)

Example: The United States, Canada, and Mexico have made free trade agreements to provide each country a wider market for its goods.

comparative advantage, n. the ability of a country to produce a good or service at a lower cost relative to other products than other countries can (52)

Example: Tropical countries enjoy a comparative advantage in growing crops such as coffee and cacao.

quota, n. in trade, a restriction put in place by a government to limit the quantity or value of goods that a country can export or import during a specific time period; in immigration, the number of immigrants who may be admitted into a country annually (54)

Example: To protect its manufacturing industries, the United States imposes a quota on steel products as well as one on certain chemicals.

embargo, n. a legal prohibition on doing business or conducting trade with a certain country (54)

Example: The United States has had an embargo against Cuba for more than sixty years, curtailing the island nation's ability to find buyers for its products.

Variations: embargo (v.)

superpower, n. a nation with an exceptionally great ability to project its economic, political, and military influence worldwide (59)

Example: With its tremendous economic and military growth in the twenty-first century, China is sometimes described as the world's newest superpower.

proxy war, n. a conflict fought with the support of other, usually more powerful countries that do not themselves take part in the fighting (60)

Example: The Vietnam War is seen by many historians as a proxy war between the United States and the Soviet Union.

foreign aid, n. assistance given by one country to another in the form of money, goods, or credit (61)

Example: Congress authorized foreign aid to help keep the drought-stricken republic supplied with food and water.

supranational, adj. having authority that transcends individual national governments (62)

Example: The European Union is a supranational government with individual European countries as members.

international law, n. the set of laws that countries recognize in their dealings with one another (63)

Example: The nation's sudden invasion of its smaller neighbor was decried as a violation of international law.

nongovernmental organization (NGO), n. a nonprofit organization that functions independently of governments (63)

Example: The nongovernmental organization vowed to provide medical aid neutrally to all civilians affected by the war.

intergovernmental organization (IGO), n. an organization through which multiple countries' governments coordinate their activities in some areas of policy (63)

Example: The North Atlantic Treaty Organization, or NATO, is an important intergovernmental organization for the United States' national defense policy.

sanction, n. an economic or political restriction placed by one or more countries on another country as punishment for not complying with international law or policy (65)

Example: Nations around the world responded to the country's secret nuclear weapons program with heavy sanctions.

Variations: sanction (v.)

THE CORE LESSON

Introduce “The United States in World Affairs”

Call students' attention to the Framing Question. Tell students to look for ways in which the United States interacts with other countries in matters of trade, diplomacy, and defense.

Guided Reading Supports for “The United States in World Affairs”



“Global Cooperation,” pages 44–45

Scaffold understanding as follows:

Have students read the section on pages 44–45.

SUPPORT—Explain that NATO was founded soon after the Second World War as an alliance to protect against the perceived threat of communist aggression. It remains one of the United States’ most important military alliances. Its membership consists of the United States, Canada, and (as of 2024) thirty European countries, all of which have committed to defending each other against enemy attacks. NATO is an example of an intergovernmental organization, or IGO, a concept students will explore at the end of this topic.

After students read the text, ask the following questions:

LITERAL—Why are U.S. soldiers stationed in the small southeastern European country of Kosovo? (C.12.c, C.12.d)

- » The United States is part of a military alliance called NATO that has taken on the responsibility of peacekeeping in Kosovo.

ANALYTICAL—What three types of goals guide U.S. foreign policy? (C.12.b, C.12.c)

- » In setting foreign policy, U.S. policymakers are guided by ideals, such as encouraging and supporting democratic government; by commitments and responsibilities, such as those undertaken by signing treaties; and by the United States’ political and economic interests.

“The United States in the Global Economy” and “Globalization,” pages 46–48

Scaffold understanding as follows:

Have students read the sections on pages 46–48.

CORE VOCABULARY—Point out the vocabulary terms *trade*, *export*, *import*, *globalization*, and *service economy*, and explain their meanings.

ACTIVITY—Invite students to examine the Top Ten U.S. Trading Partners, 2022 bar graph on page 46. Ask them to consider why the United States often imports more—sometimes much more—than it exports to specific countries. Have students choose one country listed in the graph and research that country’s major exports to and imports from the United States. Invite volunteers to share their findings with the class. (C.5, C.13, C.13.g)

After students read the text, ask the following questions:

ANALYTICAL—In what ways is globalization a continuation of long-standing cultural practices, and in what ways is today’s globalization unique? (C.1, C.2)

- » Some of the practices that led to globalization, such as international trade and cultural contact, date back to ancient times. However, globalization today involves modern technologies that not only transport goods and ideas (sometimes instantly) but also unite economies and cultures worldwide.

LITERAL—What does it mean to characterize the United States as a service economy? (C.13, C.13.e)

- » The United States is a service economy because it derives much of its wealth from services. Finance and technology are examples of industries where much of the value is provided in the form of services; others include health care and education. This does not mean, though, that the United States does not have important agricultural or manufacturing sectors—just that the service sector accounts for most of the economic activity.

✓ **THINK TWICE**—How has globalization evolved over time, and what role has technology played in this process?

- » Ancient peoples traveled land and sea routes to trade goods and, in the process, brought people and ideas to different countries; this pattern continued with established routes like the Silk Road. The development of transoceanic travel and technologies like combustion engines helped create a much denser and more immediate network of connections among countries and cultures. Information and communications technologies, such as the Internet and mobile phones, have been especially important in promoting globalization.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How have foreign policy decisions affected the United States at home and abroad?” (C.12.b, C.12.c, C.13.f)

“Free Trade” and “Free Trade and the Law,” pages 48–53

Scaffold understanding as follows:

Have students read the section “Free Trade” on pages 48–53.

CORE VOCABULARY—Point out the vocabulary terms *protectionist*, *tariff*, *free trade*, and *comparative advantage*, and explain their meanings.

SUPPORT—Walk students through the Tariffs Versus Free Trade diagram on page 49. Describe how under the tariff scenario, Chinese companies will shift toward using Chinese-grown (or at least non-U.S.-grown) cotton that is now less expensive by comparison. In principle, this will create demand for domestically grown cotton in China and decrease demand for its U.S.-grown counterpart. Step through other parts of the diagram in similar detail to confirm students’ understanding. Acknowledge that the diagram presents a simplification of a complex set of policies, but it underscores an important truth: Tariffs protect domestic industry by making imported goods more expensive.

Once students understand the basic function of tariffs, ask them to identify specific groups that might be helped or harmed by the tariffs shown—for example, the people growing the cotton, those buying it to manufacture textiles, and those buying the finished product (clothes). Ask: What will the effect be on each of these groups: cotton growers in the United States and China, Chinese garment manufacturers, and U.S. consumers? (*Cotton growers in China will be able to obtain a higher price for their crop because more of it will be demanded locally. American cotton growers may have to settle for a lower price because fewer companies will be buying their crop overseas. Chinese garment manufacturers will lose some American customers and may have to sell less or at a lower price. American consumers will end up paying more for cotton garments like T-shirts because the price of Chinese-made shirts will go up in the United States.*) (C.13.d, C.13.g)

SUPPORT—Explain that when imported goods are taxed, such as by tariffs, consumers—not the originating country—pay the tax through an increase in price.

SUPPORT—In reviewing the graph of U.S. imports and exports on page 50, call attention to the fact that imports are consistently higher than exports, which corroborates a point made by the Top Ten U.S. Trading Partners, 2022 graph on page 46. It may also be necessary to clarify what gross domestic product (GDP) does and does not measure. Show the brief video “What is GDP?” from the International Monetary Fund to underscore the relevance and limitations of this key economic indicator.



See the Foundations of Freedom Online Resources for this unit for the link to the video:
www.coreknowledge.org/foundations-of-freedom

Have students read the sidebar “Free Trade and the Law” on page 50.

After students read the text, ask the following questions:

LITERAL—Why do governments impose tariffs? (C.1, C.2, C.13.g)

- » Governments set tariffs to protect industries in their country from foreign competition. By making foreign goods more expensive, they aim to encourage businesses and consumers to buy domestically made ones instead.

ANALYTICAL—Does free trade mean that there are no rules about what can be sold across national borders? Why, or why not? (C.1, C.2, C.13.g)

- » Free trade is not a free-for-all. Countries still set their own regulations on matters such as product safety, food purity, and which pharmaceuticals can be prescribed. However, free trade does mean that a product made in a partner country is treated the same as an equivalent one made domestically.



TALK IT OVER—Have students debate or discuss this question: When is it most important for the federal government to place restrictions on trade with other countries? Why?

Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom



THINK TWICE—What are some potential advantages of participating in free trade agreements?

- » Potential advantages include the availability of a wider variety of goods at lower cost to consumers, faster overall growth of the national economy, and closer political ties to partner countries.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in these sections helps answer the Framing Question, “How have foreign policy decisions affected the United States at home and abroad?” (C.12.c, C.12.e, C.13.g)

Primary Source Features: “North American Free Trade Agreement, Article 102, 1992” and “United States–Mexico–Canada Agreement, Preamble, 2018,” pages 51–52

Scaffold understanding as follows:

Direct students to the Primary Source Features on pages 51–52.

Introduce the sources to students by reading the introductory text.

Have students read the sources.

SUPPORT—Help students understand intellectual property by explaining that *intellectual* refers to people’s minds and ideas, so intellectual property includes ideas, inventions, writings, and artistic works that people and businesses create. Such creations are protected by copyrights, patents, and trademarks—legal devices that acknowledge an individual’s



intellectual products and their exclusive right to determine how their creations are used. A key goal of NAFTA was to protect holders of intellectual property rights in each country from having their goods, brands, or written or recorded works pirated by people in partner countries.

Activity Page



AP 1.1

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner. You may also choose to have students complete a separate activity page for each source or analyze the sources collectively.

After students have read the sources, ask the following questions:

ANALYTICAL—Based on the wording of these agreements, what concerns did the parties likely have as they were negotiating? (C.6.a, C.12, C.13)

- » One phrase that appears in both agreements is “fair competition”; all three parties were likely concerned about making sure that their products could compete fairly with one another’s in local markets. The mention of intellectual property protection in NAFTA suggests that at least some of the parties were concerned about unauthorized or “knock-off” versions of their products being produced in the other countries. In the United States–Mexico–Canada Agreement, there is a reference to bribery and corruption, which may point to a worry that customs officials were not enforcing the rules fairly under NAFTA.

INFERENTIAL—What are some reasons that a free trade agreement with Mexico and Canada specifically is desirable for the United States? (C.12, C.13)

- » Mexico and Canada are both major trade partners and neighbors of the United States. Goods can be shipped over land in large quantities between the United States and these other countries. In addition, Mexico and Canada enjoy different climates and distributions of natural resources from the United States, so manufactured goods and raw materials from each would be beneficial to U.S. industries and consumers.

“Barriers to Trade,” pages 53–54

Scaffold understanding as follows:

Have students read the section on pages 53–54.

CORE VOCABULARY—Point out the vocabulary terms *quota* and *embargo*, and explain their meanings.

SUPPORT—Explain to students that the Cuban embargo was not an abrupt or arbitrary decision on the part of U.S. policymakers. Rather, Cuba’s nationalization of U.S. oil industry assets was the “last straw” amid growing tensions between the two countries. Since the rise of Fidel Castro in 1959, Cuba had been cultivating closer ties to the Soviet Union, leading many Americans to fear that communism was now virtually on their doorstep. Moreover, the nationalization of American assets went hand in hand with punitive taxes on U.S. imports. It was in this climate of Cold War anxiety and stalled economic relations that the embargo was imposed.

ACTIVITY—Display the list of commodities subject to import quotas from U.S. Customs and Border Protection, and browse it with students. Point out that a wide range of products—some of them seemingly very specific, such as mandarin oranges—are covered by different quota policies. Ask students to speculate as to why certain goods are targeted, from

both a consumer and a producer perspective. (Answers will vary. In the case of mandarins, possible explanations involve the facts that U.S. farmers grow them in many Southern states—including Louisiana—and that they are a popular fruit domestically that many Americans buy and consume.) Then have students research the history behind the quota on one specific commodity and summarize their findings for the class. (C.12.c, C.13.g)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the list: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—What are two reasons that a country might impose barriers to trade? (C.13)

- » A country might impose trade barriers to protect domestic industries that its policymakers think are important. It might also impose barriers to signal disapproval of another country's policies or actions.

ANALYTICAL—Should “Buy American” and other buy-national schemes be considered a kind of trade barrier? Why or why not? (C.13)

- » Buy-national schemes do function as trade barriers, at least indirectly, in that they reduce the amount of imported goods purchased and used in the United States. At the same time, they are not generally barriers against any one country, and they tend to apply to a wide range of products.



TALK IT OVER—Have students debate or discuss this question: Are trade barriers an appropriate way for a country to send a political message? Why or why not?

Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom



THINK TWICE—Why might a country impose barriers to free trade?

- » A country might impose trade barriers to protect domestic industry from foreign competition, to defend strategic interests (e.g., energy independence or food security), or to protest the policies of another country.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How have foreign policy decisions affected the United States at home and abroad?” (C.12.c, C.12.e, C.13.g)

“Free Trade: Benefits and Drawbacks,” pages 54–55

Scaffold understanding as follows:

Have students read the section on pages 54–55.

SUPPORT—Discuss with students how trade relationships can help cultivate political relationships by inviting them to think about the various events and interactions that may ensue when two countries trade extensively. Propose the following scenarios to spark a wider discussion:

- Individuals and companies from Country A invest money in Country B. What happens if war breaks out between the two countries? (*That money will likely be lost—the assets might get appropriated by Country B, or if they are physical assets such as buildings, they could be destroyed.*)
- The industry of Country A adapts to serve markets in Country B. What if hostilities then ensue between the two nations? (*If war breaks out, companies in Country A will lose customers they were counting on and may not readily be able to make up their losses.*)
- Nationals of Country A relocate to Country B for business purposes. What if an economic crisis in Country B leads to a sudden increase in “Country B First” economic policies? (*People from Country A might then have a hard time finding work or selling their products in Country B.*)


After students read the text, ask the following questions:

INFERENTIAL—Think back on what you read earlier about comparative advantage. How does comparative advantage imply an argument for free trade? **(C.13.f, C.13.g)**

- » Comparative advantage implies that countries should focus their economies on doing what they do best relative to the options available to them. They will produce only one or a few goods for export and will have to trade for everything else they need. If every country pursues its comparative advantage and produces only a few goods for export, they will all need to trade with many, many countries. Thus, the worldwide pursuit of comparative advantage is only feasible if there is free trade or something close to it.

LITERAL—What are some potential drawbacks of free trade? **(C.13.g)**

- » Negative impact on the environment, loss of jobs, and economic and political overdependence on a trade partner are potential drawbacks of free trade.

 **THINK TWICE**—What is the impact of tariffs and trade policies on the United States’ relationships with other countries and its position in the global economy?

- » Tariffs and subsidies can protect U.S. industries from foreign competition but can lead to retaliatory policies that weaken U.S. trade. Depending on how they are carried out and how other countries respond, these policies can either help (by preserving American industries’ independence) or hinder (by isolating American industries) the United States’ position in the global economy.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How have foreign policy decisions affected the United States at home and abroad?” **(C.12.c, C.13.f, C.13.g)**

“The United States and Foreign Policy” and “The World Wars,” pages 55–59

Scaffold understanding as follows:

Have students read the sections on pages 55–59.

ACTIVITY—The importance of the Zimmermann Telegram in inciting the United States to enter World War I is indicated in the political cartoon on page 56. Display the original telegram and the decrypted, translated version from the National Archives. Have students work in pairs to share their observations on the contents and purpose of the telegram. **(C.12.b)**



See the Foundations of Freedom Online Resources for this unit for the links to the telegram and Decode Worksheet: www.coreknowledge.org/foundations-of-freedom

SUPPORT—Explain that the economic sanctions that the United States imposed on Axis powers were a response to Axis aggression. The sanctions are an example of an attempt to use economic policy to achieve a political goal—in this case, an effort by the United States to end Axis aggression without getting involved militarily in World War II.

SUPPORT—Following World War II, the United States, France, Great Britain, and the Soviet Union agreed to form the International Military Tribunal (IMT) to try Nazi leaders for a series of offenses, including crimes against humanity. The series of thirteen trials, known as the Nuremberg Trials, were an example of post–World War II international law. An excerpt from an opening statement by Robert H. Jackson, a Supreme Court justice whom President Harry S. Truman appointed as the chief U.S. prosecutor in the trials, is included in the Foundations of Freedom DBQ Workbook.


After students read the text, ask the following questions:

LITERAL—What are some factors that led the United States to get involved in World War I? (C.12.b, C.12.c)

- » Two factors that led the United States to enter World War I were the growing toll of German submarine warfare in the Atlantic and the Zimmermann Telegram, which suggested the possibility of an eventual invasion of the southwestern United States.

ANALYTICAL—Were Americans eager to get involved in the world wars? Why or why not? (C.12.b, C.12.c)

- » In both cases, Americans were reluctant to enter war. Regarding World War I, many Americans believed that war in Europe did not concern them. Regarding World War II, many believed that the Allies could win the war with American financial and material support and without risking American lives.

 **THINK TWICE**—How did the world wars reshape U.S. foreign policy during the early twentieth century?

- » The two world wars had the overall effect of making the United States more interventionist. In both cases, Americans were reluctant to get involved in what they initially saw as a foreign conflict, but U.S. leaders eventually concluded that they had no choice but to enter the war. The postwar political order made a return to isolationism impractical.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in these sections helps answer the Framing Question, “How have foreign policy decisions affected the United States at home and abroad?” (C.12.b)

Primary Source Feature: “Conflicting Views Toward Arming the Allies,” pages 57–58

Scaffold understanding as follows:

Direct students to the Primary Source Feature on pages 57–58.

Introduce the sources to students by reading the introductory text.

Have students read the sources.

SUPPORT—Students may already know how this story turns out: A year after these speeches were given, Japan’s attack on Pearl Harbor made them largely irrelevant; whether for pride or revenge or national security, entering the war came to be seen as a clear imperative. Invite students to put themselves in the mindset of people in 1940 who did not yet see Japan as a direct military threat and who were primarily worried about the encroachment of Nazi Germany. Ask them what economic concerns these Americans might have had about the war and about getting involved in the war, especially as the effects of the Great Depression lingered for many. Ask also how memories of World War I, just two decades prior, might have affected American attitudes toward the war.

Remind students as needed that U.S. involvement in World War II was not an all-or-nothing decision; the United States was already taking measures to help the Allies and hinder the Axis. The question of the time was how *far* these measures could or should go without war becoming inevitable. (C.12.b, C.12.c)

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner. You may also choose to have students complete a separate activity page for each source or analyze the sources collectively.

Activity Page



AP 1.1

After students have read the sources, ask the following questions:

ANALYTICAL—What is the key point on which Roosevelt and Wheeler differ? (C.6.a, C.7.a, C.12)

- » Roosevelt thinks that providing armaments to the Allies will allow them to win the war without the United States ever having to commit soldiers to fight in Europe. Wheeler believes that lending or leasing arms to the Allies is a slippery slope that will make U.S. troop deployments more likely or even inevitable.

ANALYTICAL—What does Wheeler mean to demonstrate when he says, “If Hitler’s army can’t cross the narrow English Channel in 7 months, his bombers won’t fly across the Rockies to bomb Denver tomorrow”? (C.6.a, C.12)

- » Wheeler’s assertion is meant to demonstrate that a German attack on or invasion of the United States is not possible. He says that the Germans have already tried and failed to invade Britain. To do that, they only needed to cross the English Channel, whereas to invade the United States they would have to cross the North Atlantic, a much more distant and difficult journey.

Note: For more primary source work related to this topic, see the Foundations of Freedom DBQ workbook.

“The Cold War,” pages 59–61

Scaffold understanding as follows:

Have students read the section on pages 59–61.

CORE VOCABULARY—Point out the vocabulary terms *superpower* and *proxy war*, and explain their meanings.

SUPPORT—Point out to students that although a single term, *Cold War* is used to define an era that lasted close to forty-five years. There were many changes during this time, including significant changes in leadership in both countries. Ask why we use this single term to refer

to a long and multifaceted era. (Possible response: During this time, the U.S.–Soviet rivalry remained a defining aspect of both sides’ foreign policy.) (C.12.b, C.12.c)

SUPPORT—Using the U.S. Military Interventions by Period and Region, 1776–2017 histogram on page 60, point out to students the growing involvement in Latin America in the periods before 1917. The period including World Wars I and II shows a much smaller number of military interventions, consistent with the isolationist attitude of those decades. Finally, in the period corresponding to the Cold War, there was a virtual explosion of U.S. military activity, much of which involved countering Soviet proxies in various conflicts.

After students read the text, ask the following questions:

LITERAL—True or false: The Cold War did not involve any actual fighting. Explain your answer. (C.12.b, C.12.c)

- » The claim that the Cold War did not involve any actual fighting is false. While the Cold War did not involve any direct fighting between the United States and the Soviet Union, the two countries did back opposing factions in proxy wars around the world, such as the Vietnam War. (Note: Some students may also mention military conflicts and interventions on the Korean Peninsula and in Afghanistan.)

ANALYTICAL—What principles came to direct American foreign policy in the decades after World War II? (C.12.b, C.12.c)

- » The main postwar principles involved countering the perceived Soviet threat and halting the spread of communism. President Truman called this “containment,” and President Eisenhower described it in terms of preventing the fall of a series of dominoes.

 **THINK TWICE**—What were the foreign policy implications of the Cold War?

- » For the United States, the Cold War came to define a foreign policy of containment against the Soviet Union. For many other countries, a major foreign policy question was whether to align themselves with the United States and its allies or with the Soviet Union.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How have foreign policy decisions affected the United States at home and abroad?” (C.12.b, C.12.c, C.12.e)

“U.S. Foreign Policy Today,” pages 61–62

Scaffold understanding as follows:

Have students read the section on pages 61–62.


CORE VOCABULARY—Point out the vocabulary term *foreign aid*, and explain its meaning.

SUPPORT—Remind students that they read about the terrorist attacks of September 11, 2001, in Unit 2.

SUPPORT—Use the histogram of U.S. military interventions on page 60 as an opportunity to discuss data literacy practices. Explain that by looking just at the size of the bars, it would be possible to get the impression that the U.S. military was in some sense more “active” during the Cold War than during World War II. Point out to students that the graph

shows the simple number of incidents; these numbers do not reflect the size, scale, or duration of individual interventions. Contrast these two interventions: In World War II, which is counted as one incident in 1918–45, more than sixteen million service members were deployed over a period of several years; the 1989 invasion of Panama, which lasted about two weeks and involved some twenty-seven thousand troops, is also counted as one incident.

Also invite students to consider the changes not just in the number of interventions but in the world regions that are represented. Point out the rise in Middle Eastern and African interventions toward the end of the twentieth century. Explain that these trends have continued since the time depicted in the histogram, while interventions have dropped in East Asia and the Pacific. Ask students how, based on current events, they would expect the graph to look today. (C.12.a, C.12.c)

 **TALK IT OVER**—Have students debate or discuss this question: When is it acceptable for a country to use military interventions to further its policy goals?

Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:


www.coreknowledge.org/foundations-of-freedom

SUPPORT—Draw students’ attention to the photo of a bag of yellow peas stamped with “USAID” on page 61. Share that while the United States is the leading state provider of humanitarian and economic aid worldwide, the total amount spent on foreign aid is a little more than 1 percent of the federal budget.

After students read the text, ask the following questions:

LITERAL—Why does the United States give foreign aid? (C.12.b, C.12.c)

- » U.S. foreign aid is given to help with humanitarian crises and disaster relief and to aid countries in building their economies. This is done in part so the United States can build political relationships and gain potential allies.

 **THINK TWICE**—What factors led to the transition of U.S. foreign policy from isolationism to interventionism, and how did this change shape the country’s current role in international affairs?

- » The demands of the two world wars, the threats posed by the Cold War, and the emergence of a highly interdependent postwar world order all led the United States toward a more interventionist policy stance. This helped the United States establish and maintain its status as a superpower but has also drawn criticism from many quarters when the interventions have involved the use of military force.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How have foreign policy decisions affected the United States at home and abroad?” (C.12.b, C.12.c)

“International and Supranational Organizations” and “The League of Nations and International Law,” pages 62–63

Scaffold understanding as follows:

Have students read the sections on pages 62–63.

Online Resources



CORE VOCABULARY—Point out the vocabulary terms *supranational* and *international law*, and explain their meanings.

SUPPORT—A handful of prominent international organizations have missions that focus on the global economy. Two of these, the World Bank and the International Monetary Fund (IMF), came out of 1944 negotiations about the future of the global financial system following World War II. The World Bank lends money to countries with still-developing economies to help with building and infrastructure projects. The IMF, which is part of the United Nations, monitors economic development and assists struggling countries through advice and emergency loans. The terms of the loans have sometimes been criticized as harsh, but they have helped countries such as Brazil and Mexico recover from economic decline. The World Trade Organization (WTO), founded in 1995 as the successor to the 1947 General Agreement on Tariffs and Trade (GATT), serves to enforce the rules of international trade and to mediate between countries in commercial matters. Its members include most of the world’s nations, together representing the vast majority of the world’s economic activity.


SUPPORT—NATO, the North Atlantic Treaty Organization, was founded in 1949, just a few years after the end of the Second World War. True to its name, its original membership included countries on both sides of the North Atlantic: the United States and Canada, as well as ten European countries. Among the latter were France, Norway, the United Kingdom, and Italy—in other words, a mixture of former Axis and Allied powers. The immediate impetus for NATO’s creation was growing European concern about the postwar stability of the region amid regional conflicts in Greece, Turkey, and elsewhere. Meanwhile, Soviet encroachments—most notably the overthrow of Czechoslovakia and the blockade of Berlin—led American politicians to worry that the U.S.S.R., not the United States, would become the dominant player in European foreign policy. Thus, NATO came about to assuage security concerns in Western Europe while preserving American influence on the continent.

Share these additional details of NATO’s origins and history as time permits. Then ask: How does the story of NATO show the ways in which the United States cooperates with its allies? (*NATO’s origins show that the United States sometimes forms alliances not only to aid allies but also to preempt rivals. With NATO, the United States contributed military assistance in the belief that keeping European countries independent of Soviet influence would serve American interests.*) (C.12.d, C.12.e)

SUPPORT—One reason that the world’s nations were so eager to prevent another global war was the immense human toll of World War II. Remind students that the war involved not only many military and civilian casualties and much famine and poverty but also a systematic program of mass murder under the Nazis.

Between 1933 and 1945, the Nazi regime murdered more than eleven million people. Six million of these people were Jews, whose elimination as a people was an explicit goal of the Nazis. Millions more were targeted because of their ethnicity, religion, disabilities, or alleged political affiliations or sexual orientation. Some historians use the term *Holocaust* to refer specifically to the genocide perpetuated against European Jews, while others use it as a collective term for Nazi acts of mass murder. (You may wish to share information from the United States Holocaust Memorial Museum website with students. Its page “What Groups of People Did the Nazis Target?” is a good starting point for learning more about the specific topics mentioned above. Preview materials from the site before sharing them in the classroom, as the museum presents disturbing imagery in the course of documenting the Nazis’ actions.)

After providing students with background on the Holocaust, ask a series of questions to help them relate this historical event to global foreign policy. Ask: How did Nazi atrocities affect the creation of the United Nations? What are some other ways in which history affects the creation of alliances, treaties, and international organizations? How might current events influence international politics and the organizations that mediate it? (*Answers will vary. Possible response: The Nazis' atrocities made it evident that another world war was a dire humanitarian risk and that something stronger than the League of Nations was needed to stop it. Historical events can change how the people of a country feel about their political, economic, and physical security, leading them to seek alliances for protection from aggression. Current events, such as wars and terrorist incidents, might lead supranational organizations to further grow in importance and membership.*) (C.12.e)

 You may wish to have students debate the question “What is the responsibility of the United States regarding atrocities in other countries?”

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the website: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:




ANALYTICAL—Look at the map of the League of Nations in 1925 on page 63. How does it help explain why the League of Nations failed? (C.12.d)

- » Possible answer: As the map shows, neither the United States nor the Soviet Union was a member. Without the participation of these two powers, the League lacked the ability to enforce its rulings on member countries.

ANALYTICAL—Why is international law difficult to enforce? (C.12.d)

- » International law is difficult to enforce because there is no supranational enforcement agency with sufficient power. The enforcement of international law relies primarily on countries' voluntary cooperation and participation.

 **THINK TWICE**—What were the goals of the League of Nations, and to what extent did it achieve them?

- » The League of Nations set out to promote world peace in the hope of preventing another Great War. It gradually but completely failed in this purpose in the years leading up to World War II.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in these sections helps answer the Framing Question, “How have foreign policy decisions affected the United States at home and abroad?” (C.12.d, C.12.e)

“NGOs and IGOs,” pages 63–64

Scaffold understanding as follows:

Have students read the section on pages 63–64.

CORE VOCABULARY—Point out the vocabulary terms *nongovernmental organization (NGO)* and *intergovernmental organization (IGO)*, and explain their meanings.

SUPPORT—Students may be somewhat familiar with the Red Cross but less so with the Red Crescent and Red Crystal. Explain that because the cross has historically been a Christian symbol, countries with a predominantly Muslim population have preferred to use a crescent,

which is already widely used to symbolize Islam. The Red Crystal, a symbol without religious overtones, was later approved as an alternative for countries wishing to avoid identification with either Christian or Muslim symbolism. Regardless of the name it goes by, each group is a humanitarian organization dedicated to providing aid and support to people suffering during armed conflicts, natural disasters, or other crises in which individuals' health and safety are at risk. In addition to providing medical care, the Red Cross, Red Crescent, and Red Crystal work to reconnect families separated by crisis, assist detainees, and combat shortages of clean water, shelter, and electricity.

SUPPORT—Explain that IGOs and NGOs accomplish projects that may require political independence from specific countries. For instance, humanitarian organizations like Doctors Without Borders may offer medical help to people in a combat zone, in which case it would be dangerous to be associated with either side of the conflict. IGOs and NGOs also pursue goals that no one country could afford, economically or politically, to accomplish alone. The organizations that govern international scientific research are good examples.


After students read the text, ask the following questions:

ANALYTICAL—The World Health Organization has 194 member states and coordinates public health projects such as the prevention of disease and the provision of nutrition to at-risk populations. Based on this description, is it an NGO or an IGO? **(C.12.d)**

- » The WHO is an example of an IGO because its members are states and because its function is to coordinate those countries in pursuing a policy goal.

ANALYTICAL—Why is it in a country's interest to cooperate politically and economically with other countries? **(C.12.d)**

- » Cooperating with other countries is a way of pursuing security and prosperity. These two goals go hand in hand, but some organizations, such as the UN and NATO, focus more on security, while others (IMF, World Bank, and WTO) focus on prosperity and economic growth.

 **THINK TWICE**—How do NGOs differ from IGOs, and what role does each type of organization play?

- » The members of IGOs are governments, while the members of NGOs are individuals or service organizations. The function of an IGO is to coordinate the member states' work in a specific policy area, while NGOs are formed to promote specific social or political causes.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How have foreign policy decisions affected the United States at home and abroad?" **(C.12.d)**

"Supranational Organizations" and "Global Trade and Finance," pages 64–66

Scaffold understanding as follows:

Have students read the section "Supranational Organizations" on pages 64–66.

CORE VOCABULARY—Point out the vocabulary term *sanction*, and explain its meaning.

SUPPORT—Students may be aware of the other, more positive meanings of the word *sanction* (noun: agreement or approval; verb: to approve or agree). Some students may be

interested in knowing that both the permissive and the prohibitive senses of the word stem from its sixteenth-century origin as a term for Church decrees (from the Latin *sanctio*). Those decrees sometimes served to punish or prohibit and sometimes to endorse or approve.

SUPPORT—Students may be curious as to what sanctions “look like” in practice. In fact, they have already read about one comprehensive example of sanctions—the Cuban embargo. Others are less comprehensive and can include the following:

- travel bans on individuals associated with a particular regime
- the blocking of financial transactions that involve U.S. companies or systems
- the freezing of financial assets held in the United States
- reductions in foreign aid to countries that formerly received it
- trade barriers, like those discussed earlier in this unit

In general, sanctions—especially in the twenty-first century—aim to make it difficult for specific foreign governments and their leaders to conduct business as usual and to finance activities that the United States (or the UN, or the EU) condemns.

Have students read the sidebar “Global Trade and Finance” on page 66.

SUPPORT—The International Monetary Fund (IMF), which is part of the United Nations, makes loans using funds derived from member quotas and various borrowing agreements. Each IMF member country is expected to contribute financial resources at a quota based on its current position in the world economy; a country’s voting power within the IMF is tied to the relative amount of its quota.


After students read the text, ask the following questions:

ANALYTICAL—The Student Volume states that the United Nations is “sometimes considered a supranational organization.” Why are there different opinions about whether the UN meets this definition? **(C.12.d)**

- » To be supranational, an organization must have authority that places it “above” nations in some way. The UN expresses opinions and makes decisions on behalf of its member states, but it often has little or no power to compel any country to act in accord with its judgments.

LITERAL—In what ways does the United States participate in the United Nations? **(C.12.d)**

- » As a member of the United Nations Security Council, the United States has an ongoing role in making decisions about the deployment of UN peacekeeping missions and the imposition of sanctions. And like any other member of the UN, the United States contributes to the work of UN agencies such as the World Health Organization.

 **THINK TWICE**—What are international and supranational organizations, and what is their role in the global community?

- » International and supranational organizations are groups like the EU or the UN that mediate disputes and coordinate policy between countries. By providing an avenue for negotiation and cooperation, they help improve international relationships and bring stability to the global community.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in these sections helps answer the Framing Question, “How have foreign policy decisions affected the United States at home and abroad?” (C.12.d)



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Framing Question: “How have foreign policy decisions affected the United States at home and abroad?”
 - » Key points students should cite include: benefits and challenges of U.S. trade policy, including free trade agreements; U.S. involvement in the world wars and the postwar geopolitical order; the United States’ current and historical role with respect to international and supranational organizations (NATO, the League of Nations, the UN, etc.).
- Choose three Core Vocabulary words (*trade, export, import, globalization, service economy, protectionist, tariff, free trade, comparative advantage, quota, embargo, superpower, proxy war, foreign aid, supranational, international law, nongovernmental organization (NGO), intergovernmental organization (IGO), sanction*) and draw the meaning of each word.

To wrap up the lesson, invite several students to share their responses.

Activity Page

NOTE: You may wish to assign Domain Vocabulary: Topics 2–3 (AP 3.1) for homework.



AP 3.1

Teacher Resources

Topic Assessments: Unit 3

- Topic 1: Government Policy and Spending **68**
- Topic 2: The Role of the Government in Domestic Affairs **73**
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Performance Task: Unit 3

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Activity Pages

- Primary Source Analysis (AP 1.1) **92**
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- Domain Vocabulary: Topics 2–3 (AP 3.1) **95**

Answer Key: Unit 3 **97**

Assessment: Topic 1—Government Policy and Spending

A. On your own paper, write the letter that provides the best answer.

Use the following quotation to answer questions 1–3.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That it shall be unlawful for any person to manufacture within any Territory or the District of Columbia any article of food or drug which is adulterated [impure] or misbranded, within the meaning of this Act; and any person who shall violate any of the provisions of this section shall be guilty of a misdemeanor [minor offense].

—Pure Food and Drug Act, 1906

1. This law was enacted by the U.S. legislature in response to _____. (C.1, C.2)
 - a) recent revelations about the meatpacking industry
 - b) disputes among states over food safety regulations
 - c) a scandal at the Food and Drug Administration
 - d) an increase in prosecution of food manufacturers
2. Which agency of the federal government was created to monitor the products covered by this law? (C.1, C.9, C.12.a)
 - a) the Bureau of Food Safety
 - b) the Food and Drug Administration
 - c) the U.S. Department of Agriculture
 - d) the Federal Pure Food and Drug Agency
3. Which section of the Constitution is considered to authorize the regulatory activities of this agency? (C.9, C.12.a)
 - a) the petition clause
 - b) the commerce clause
 - c) the due process clause
 - d) the equal protection clause

Use the following quotation to answer questions 4–6.

The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop.

—George Washington, Farewell Address, 1796

4. Which sorts of “engagements” was Washington primarily concerned about? (C.12.b)
 - a) growing commercial relationships with East Asian powers
 - b) formation of military alliances with European countries
 - c) purchase of territory on the American mainland
 - d) colonial exploitation of sub-Saharan Africa
5. Which term is now used to describe the foreign policy stance that Washington is advocating? (C.12.b)
 - a) isolationism
 - b) mercantilism
 - c) protectionism
 - d) interventionism

6. Which statement best describes how Washington’s advice was applied over the next century? (C.12.b)
- U.S. officials consistently adhered to this advice.
 - U.S. officials gradually became stricter in applying this advice.
 - U.S. officials increasingly departed from this advice as time passed.
 - U.S. officials almost immediately rejected this advice in favor of a new foreign policy stance.

Use the following image to answer questions 7 and 8.

A.



7. In this cartoon, the children being helped by Uncle Sam represent _____. (C.1, C.2)
- American families
 - former Spanish colonial possessions
 - newly independent Pacific island nations
 - descendants of various immigrant groups
8. Which idea does the figure at the lower right, whose hat reads “Monroe Doctrine,” represent? (C.12.a, C.12.b, C.12.c)
- The United States is becoming dangerously isolationist.
 - U.S. diplomacy is not accomplishing enough.
 - The “cart” of U.S. foreign policy is headed in the wrong direction.
 - The United States is becoming too expansive in its foreign policy.

Use the following image to answer questions 9 and 10.

B.



9. The object wielded by the figure in this cartoon represents _____. (C.1, C.12.a, C.12.b, C.12.c)
- a) the economic clout of the U.S. timber industry
 - b) the president's fondness for big game hunting
 - c) the willingness and ability to exercise military force
 - d) the "club" of nations that the United States formed in the Americas
10. Which two situations, one real and one hypothetical, best correspond to the policy stance exemplified by this cartoon? Select the **two** correct answers. (C.1, C.12.a, C.12.b, C.12.c)
- a) a sovereign debt crisis in Venezuela
 - b) ongoing disputes with China over the textile trade
 - c) a war between neighboring West African republics
 - d) the rise of a corrupt government in a South American state
 - e) European nations' "scramble" to colonize various parts of Africa

Compare images A and B above to answer question 11.

11. Cartoons A and B are similar in that they both describe _____. (C.1, C.12.b)
- a) a gradual narrowing of the Monroe Doctrine.
 - b) the expansion of U.S. foreign policy concerns in Asia.
 - c) the growing threat of military intervention in neighboring nations.
 - d) steps toward interventionism in the history of U.S. foreign policy.

Use the T-chart to answer question 12.

Cartoon A	Cartoon B

- A. refers to the Monroe Doctrine
- B. illustrates the Roosevelt Corollary
- C. shows a somewhat earlier time period
- D. shows an expansion of U.S. “police power” in the Americas
- E. shows the expansion of U.S. influence beyond the Americas

12. Which answer shows the correct distribution of statements to complete the chart? (C.1, C.3, C.12.b)

- a) Cartoon A: B, D; Cartoon B: A, C, E
- b) Cartoon A: A, C; Cartoon B: B, D, E
- c) Cartoon A: A, C, E; Cartoon B: B, D
- d) Cartoon A: A, D; Cartoon B: B, C, E

Use the following quotation to answer questions 13 and 14.

As every individual, therefore, endeavours as much as he can, both to employ his capital in the support of domestic industry, and so to direct that industry that its produce may be of the greatest value; every individual necessarily labours to render the annual revenue of the society as great as he can. . . . By directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain; and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention.

—Adam Smith, *The Wealth of Nations*, 1776

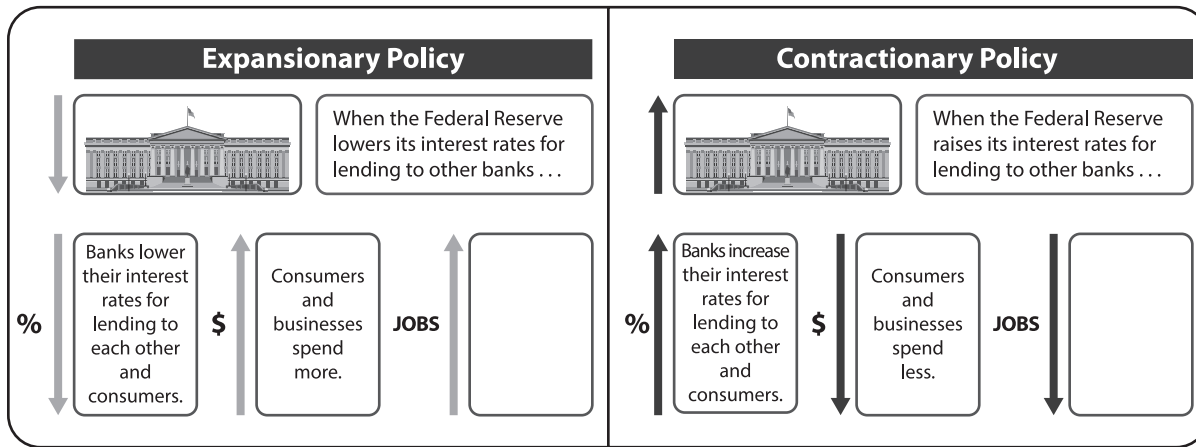
13. Which of the following best describes the “end” of which Smith speaks in this paragraph? (C.13.a)

- a) promoting foreign industry at the expense of domestic industry
- b) encouraging others to enter the market
- c) increasing society’s wealth in general
- d) forcing competitors out of the market

14. The “invisible hand” to which Smith refers can be thought of as a symbol for _____. (C.13.a)

- a) the collective forces of the market
- b) natural conditions such as weather
- c) laws imposed from above by kings and parliaments
- d) individuals’ deliberate efforts to improve their financial position

Use the following image to answer questions 15 and 16.



15. The policies described in this image fall under the broader category of _____. (C.13.d)

- a) tax policy
- b) fiscal policy
- c) monetary policy
- d) budgetary policy

16. The expected result of the policy shown on the left is to _____. (C.13.d)

- a) slow inflation with no effect on employment
- b) slow inflation at the cost of decreasing employment
- c) increase employment with no effect on inflation
- d) increase employment at the cost of increasing inflation

B. On your own paper, write a well-organized paragraph in response to the following prompt. Be sure to include evidence from the reading and activities to support your claim.

Evaluate this statement: Up until about 1900, the expansion of U.S. domestic policy concerns was more remarkable than the expansion of U.S. foreign policy interests. (C.1, C.12)

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Assessment: Topic 2—The Role of the Government in Domestic Affairs

A. On your own paper, write the letter that provides the best answer.

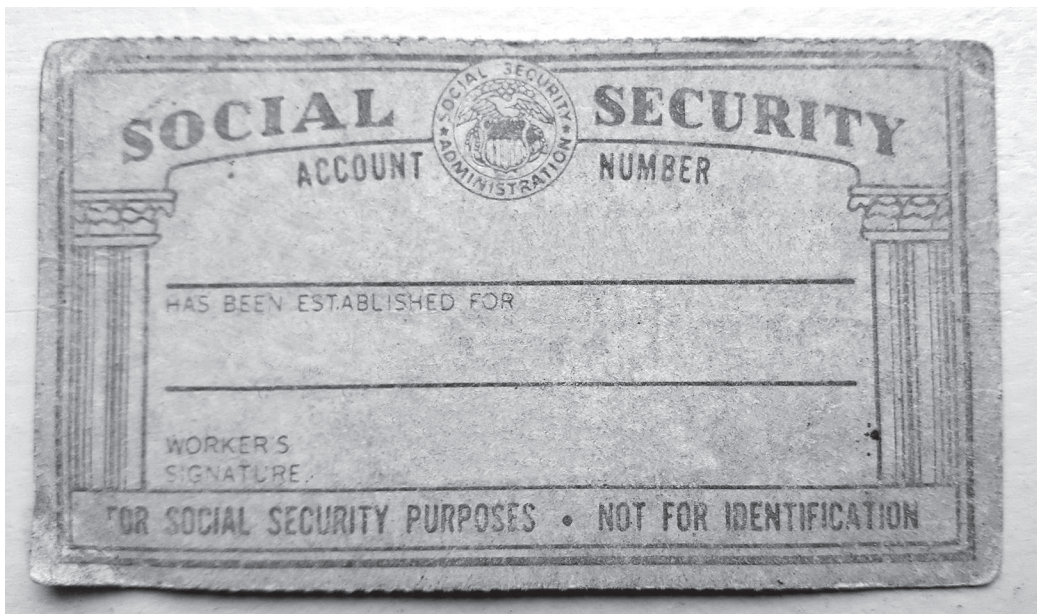
Use the following quotation to answer questions 1–3.

Everyone understands the extraordinary hardships that are placed on the uninsured, who live every day just one accident or illness away from bankruptcy. . . . Some can't get insurance on the job. Others are self-employed, and can't afford it, since buying insurance on your own costs you three times as much as the coverage you get from your employer. Many other Americans who are willing and able to pay are still denied insurance due to previous illnesses or conditions that insurance companies decide are too risky or expensive to cover.

—President Barack Obama, 2009

1. At the time that President Obama delivered this speech, what measures were already in place to mitigate the problem he describes? (C.1, C.6.a, C.12.a)
 - a) TANF
 - b) Social Security
 - c) Medicare and Medicaid
 - d) workers' compensation
2. What proposed solution is Obama advocating for? (C.1, C.6.a, C.12.a)
 - a) passage of the Affordable Care Act
 - b) repeal of existing health care protections
 - c) expanding Medicare to cover all people over fifty
 - d) combining Medicare and Medicaid into a single system
3. The measures ultimately adopted to solve this problem are an example of _____. (C.1, C.2, C.12.a)
 - a) dissolving an existing federal department
 - b) state governments setting their own policies
 - c) expanding federal involvement in an existing policy area
 - d) the federal government setting limits on its involvement in a policy area

Use the following image to answer questions 4 and 5.



4. This document relates to a federal program that, when created, aimed to _____. (C.1, C.2, C.12.a)
- grant health insurance to lower-income families
 - give every American citizen a unique identification number
 - ensure the availability of nutritious school lunches to all children
 - provide economic stability to older Americans and those with disabilities
5. Which term is typically used for the policy area that includes this program? (C.1, C.12.a)
- social welfare
 - hardship relief
 - market socialism
 - economic stimulus

Use the following image and quotation to answer questions 6–8.



Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

Sec. 1. Every contract, combination in the form of trust or otherwise, or conspiracy, in restraint of trade or commerce among the several States, or with foreign nations, is hereby declared to be illegal. . . .

Sec. 2. Every person who shall monopolize, or attempt to monopolize, or combine or conspire with any other person or persons, to monopolize any part of the trade or commerce among the several States, or with foreign nations, shall be deemed guilty of a misdemeanor. . . .

Sec. 3. Every contract, combination in form of trust or otherwise, or conspiracy, in restraint of trade or commerce in any Territory of the United States or of the District of Columbia, . . . or with foreign nations, . . . is hereby declared illegal. . . .

Sec. 6. Any property owned under any contract or by any combination, or pursuant to any conspiracy . . . mentioned in section one of this act, . . . shall be forfeited to the United States, and may be seized and condemned.

—United States Congress

6. This cartoon illustrates a situation that Congress aimed to resolve by passing the quoted law. The law itself was the _____. (C.1, C.6.a, C.13.d)
- Presidential Succession Act (1886)
 - Sherman Antitrust Act (1890)
 - Pure Food and Drug Act (1906)
 - Social Security Act (1935)
7. Which concept from the law does the main figure in the cartoon represent? (C.1, C.6.a, C.13.d)
- a “person who shall monopolize . . . trade or commerce”
 - a “combination . . . or conspiracy, in restraint of trade”
 - “the Senate and House of Representatives . . . in Congress assembled”
 - “the District of Columbia”
8. Which two reasons best explain why the cartoonist chose an octopus to express the cartoon’s main idea? Select the **two** correct answers. (C.1, C.6.a, C.13.d)
- Eight key American industries were involved in the scandal.
 - The main problem was seen as extending into all areas of American life.
 - Certain organizations were seen as “tightening their grip” on American politics.
 - American shipping and shipbuilding concerns were hit hardest by the issue being referred to.
 - A foreign power, often depicted as an octopus in other political cartoons of the day, was deemed responsible.

Use the following quotation to answer questions 9–11.

We have two problems: first, to meet the immediate distress; second, to build up a basis of permanent employment. As to “immediate relief,” the first principle is that this nation . . . owes a positive duty that no citizen shall be permitted to starve. . . . In addition to providing emergency relief, the Federal Government should and must provide temporary work wherever that is possible. You and I know that in the national forests, on flood prevention, and on the development of waterway projects . . . , tens of thousands, and even hundreds of thousands of our unemployed citizens can be given at least temporary employment.

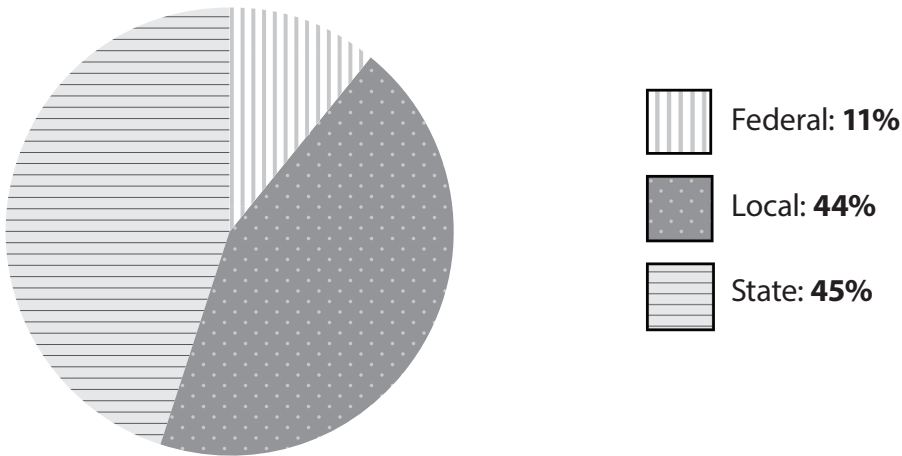
—Franklin D. Roosevelt, 1932

9. The slate of programs that Roosevelt argues for in this passage became known collectively as the _____. (C.1, C.6.a, C.12)
- New Deal
 - Invisible Hand
 - Progressive Era
 - Roosevelt Corollary
10. In this speech, Roosevelt mentions the provision of “temporary work” on construction projects of public value and interest. Which programs from the following list aimed to fulfill this policy goal? Select the **two** correct answers. (C.1, C.6.a, C.12.a)
- American Recovery and Reinvestment Act
 - Works Progress Administration
 - Public Works Administration
 - Agricultural Adjustment Act
 - Social Security

11. Which phrase best describes the set of measures that Roosevelt calls for here and largely enacted while in office? (C.1, C.6.a, C.12.a)
- a) a short-lived series of hardship relief programs
 - b) a transfer of federal responsibilities to individual states
 - c) a much-touted set of programs that ultimately had little impact
 - d) a lasting expansion of the federal government's role in social welfare

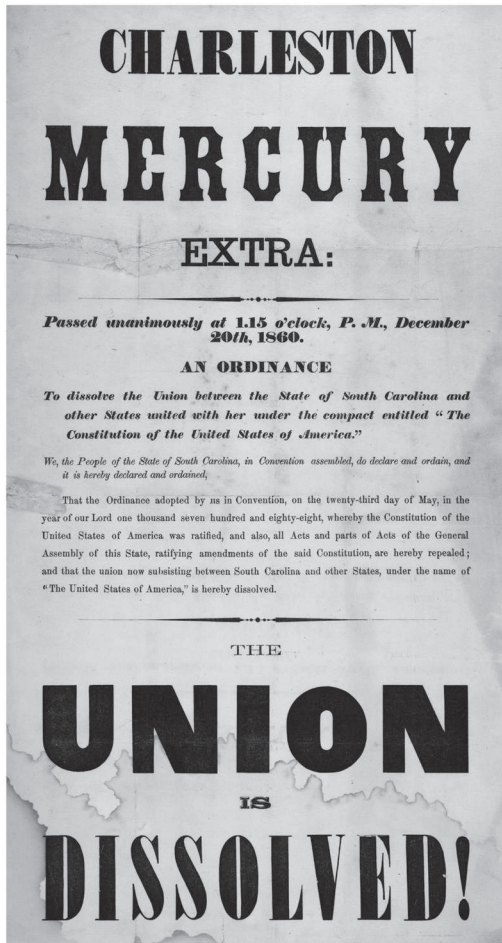
Use the following image to answer questions 12 and 13.

**Public Education:
Where Does the Money Come From?**



12. In this graph, the two largest "slices of the pie" are _____. (C.12.a)
- a) state and local governments
 - b) local and federal governments
 - c) state and federal governments
 - d) school districts and municipalities
13. Which statement best describes the relationship between the funding sources shown in the graph and education policymaking? (C.12.a)
- a) The sources that contribute the most funding also have the greatest say in policy.
 - b) The source that contributes the least funding nonetheless controls education policy.
 - c) Although they contribute unequally, all levels of government share equally in education policy decisions.
 - d) Constitutionally, only one level of government has any influence on education policy decisions.

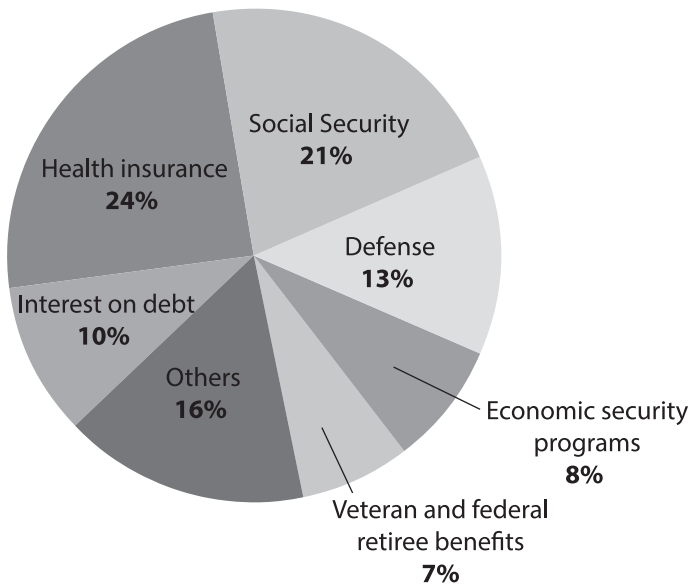
Use the following image to answer questions 14 and 15.



14. The event described in this newspaper headline was a challenge to _____. (C.9, C.9.b)
- a) the necessary and proper clause
 - b) freedom of the press
 - c) states' rights
 - d) federalism
15. Ultimately, the events of the subsequent five years _____. (C.9, C.9.b)
- a) led to a shift from federal to unitary government
 - b) limited the role of the federal government
 - c) weakened the state sovereignty theory
 - d) firmly reestablished state sovereignty

Use the following image to answer question 16.

Federal Government Spending by Category



16. Which statement best describes the relationship between fiscal policy and the policy areas shown in the graph? (C.9.h, C.12.a)

- a) The revenue generated by appropriations bills funds both mandatory and discretionary programs in these areas.
- b) The revenue generated by payroll and income taxes funds both mandatory and discretionary programs in these areas.
- c) The revenue generated by the federal funds rate makes up almost all funding for mandatory and discretionary programs in these areas.
- d) The revenue generated by state and local taxes makes up almost all funding for mandatory and discretionary programs in these areas.

B. On your own paper, write a well-organized paragraph in response to the following prompt. Be sure to include evidence from the reading and activities to support your claim.

Analyze this claim: The overarching historical trend in U.S. domestic policy has been the expansion of the federal government into more areas of American life. (C.1, C.12)

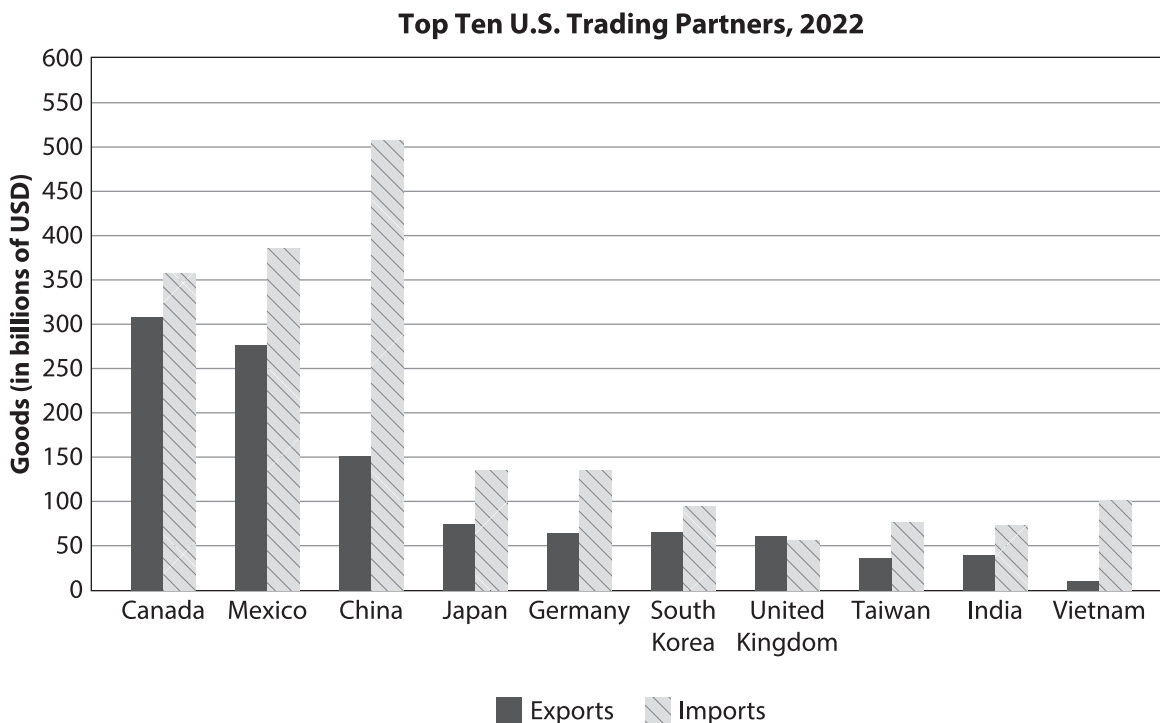
As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Assessment: Topic 3—The United States in World Affairs

A. On your own paper, write the letter that provides the best answer.

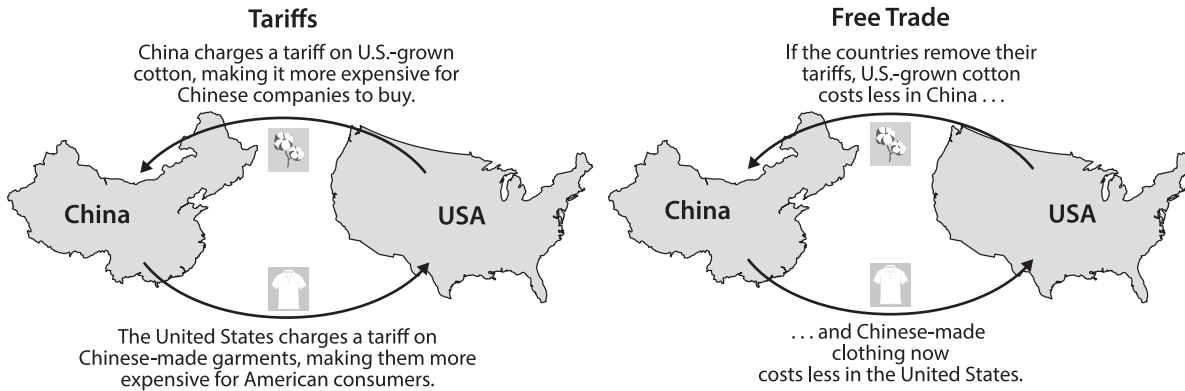
Use the following image to answer questions 1 and 2.



- Based on this image, the United States _____ in 2022. **(C.5, C.13)**
 - bought more goods from other countries than it sold abroad
 - sold more goods abroad than it bought from other countries
 - bought and sold about the same value of goods internationally
 - sold no more than \$300 billion worth of goods to any country
- Which pieces of legislation enacted trade agreements with two countries represented here? Select the **two** correct answers. **(C.13.g)**
 - the PATRIOT Act
 - USMCA
 - NAFTA
 - FOIA
 - FISA

Use the following image to answer questions 3 and 4.

Tariffs Versus Free Trade



3. From this image, it can be concluded that tariffs generally _____. (C.5, C.13.d)
- a) lower costs for companies buying foreign goods
 - b) promote an environment of free trade
 - c) drive up costs for consumers
 - d) apply only to raw materials
4. Which statement best explains why Chinese and U.S. officials might **not** remove tariffs? (C.13.d)
- a) Removing tariffs could decrease the volume of trade between the two countries.
 - b) Removing tariffs could harm diplomatic relations between the two nations.
 - c) Removing tariffs could increase the price of cotton from other countries.
 - d) Removing tariffs could undermine domestic industry in each country.

Use information from the previous graph and the above diagram to answer question 5.

5. A "trade war" of reciprocal tariff hikes with China would likely have _____. (C.5, C.6.c., C.13.d)
- a) significant effects because the two countries are major trade partners
 - b) significant effects because China imports more U.S. goods than it exports
 - c) negligible effects because the two countries do not have a high trade volume
 - d) negligible effects because tariffs seldom affect prices of finished goods

Use the following image to answer questions 6 and 7.



6. This cartoon refers to which development in twentieth-century history? (C.1, C.2, C.6.a, C.12.c)
- a) the Triple Entente
 - b) the Mexican Revolution
 - c) the attack on Pearl Harbor
 - d) the Zimmermann Telegram
7. A consequence of the event shown in this cartoon was that _____. (C.1, C.2, C.6.a, C.12.c)
- a) the U.S. president persuaded Congress to join the League of Nations
 - b) U.S. leaders were able to persuade the public to go to war with Mexico
 - c) through secret communications, the United States narrowly avoided a war
 - d) isolationist leaders in the United States reluctantly agreed to enter a war

Use the following quotations to answer questions 8–10.

We must be the great arsenal of democracy. For us this is an emergency as serious as war itself. We must apply ourselves to our task with the same resolution, the same sense of urgency, the same spirit of patriotism and sacrifice as we would show were we at war.

—Franklin D. Roosevelt, 1940

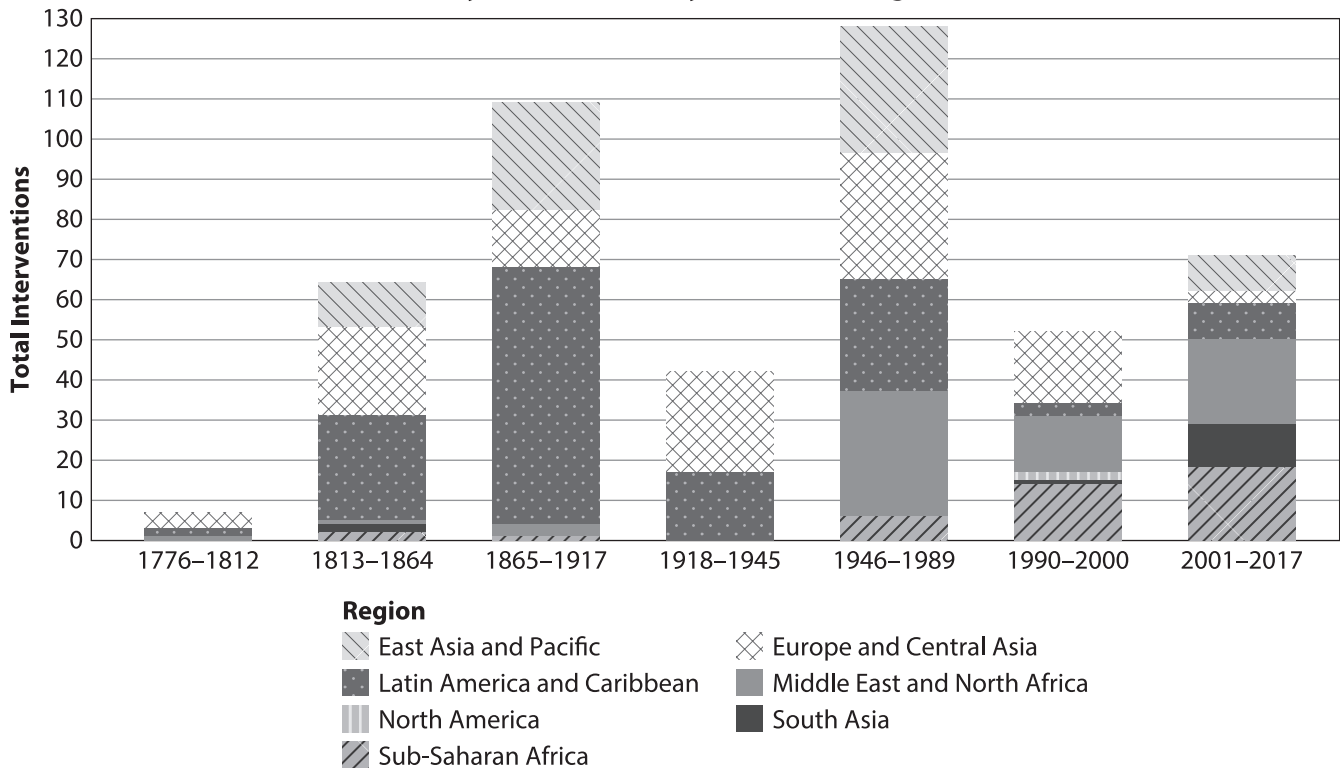
Remember, if we lease war materials today, we will lend or lease American boys tomorrow. Last night we heard the President promise that there would be no American expeditionary force, but we received no promise that our ships and sailors and our planes and pilots might not at some time within the near future be cast into the cauldron of blood and hate that is Europe today.

—Burton K. Wheeler, 1940

8. By “the great arsenal of democracy,” President Roosevelt means _____. (C.1, C.2, C.6.a, C.12.c)
- a) providers of materials, though not personnel, to the Allies
 - b) earnest advocates for democracy in diplomatic channels
 - c) suppliers of ammunition, funds, and troops to the Allied forces
 - d) protectors of a democratic tradition for other countries to follow
9. Wheeler uses the phrase “lend or lease” primarily to _____. (C.1, C.2, C.6.a, C.12.c)
- a) refer to a specific measure that he opposed
 - b) highlight the impossibility of “lending” a person
 - c) show his confidence that the troops would return home
 - d) liken American troops to equipment “leased out” for a fee
10. The viewpoints of these two sources, when compared, illustrate _____. (C.1, C.2, C.6.a, C.7.b, C.12.c)
- a) pro- versus anti-European political rhetoric
 - b) militant interventionism versus total isolationism
 - c) differing views on the acceptable degree of interventionism
 - d) a debate over lending war materials versus selling them outright

Use the following image to answer both parts of question 11.

U.S. Military Interventions by Period and Region, 1776–2017



11. Part A

Which of the following claims about U.S. foreign policy are supported by this graph? Select the **two** correct answers. (C.5, C.12.c)

- a) The largest single U.S. military engagement in Europe was during the years 1946–89.
- b) The United States became strongly interventionist almost immediately after it was founded.
- c) Few military interventions came about as a result of the Monroe Doctrine.
- d) Military interventionism was a major aspect of the Truman Doctrine.
- e) The Roosevelt Corollary coincided with a period of extensive military engagements in the Americas.

Part B

Which of the following statements accurately explains the surge in total interventions shown after 1945? (C.5, C.12.c)

- a) World War II had not yet ended, and the U.S. military was active on numerous fronts.
- b) During the Cold War, the United States was involved in many regional conflicts and proxy wars.
- c) U.S. and Soviet troops clashed directly in several distinct theaters of war.
- d) Conflicts in sub-Saharan Africa became a preoccupation of U.S. peacekeeping efforts.

B. On your own paper, write a well-organized paragraph in response to the following prompt. Be sure to include evidence from the reading and activities to support your claim.

Evaluate this statement: In the twentieth century, the United States repeatedly sought opportunities to expand its interventionist foreign policy. (C.1, C.2, C.12)

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Performance Task: Government Policies

Teacher Directions: The foreign, domestic, and economic policies of the United States have all evolved dramatically since the country's founding. Foreign policy has become more interventionist, federal responsibilities on the domestic front have multiplied, and the economy has grown and changed tremendously.

Ask students to respond to the following prompt. Encourage students to use information from the Student Volume in their responses.

Prompt:

Evaluate the following statement: Although U.S. government policy has changed markedly since the Constitution was drafted, the changes have for the most part been appropriate responses to historical events and developments. **(C.1, C.2, C.12)**

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample claim:	I disagree; the changes to U.S. policy have often been disproportionate and unwise.
Reason:	Even if the individual changes were well-intentioned, overall they have led the government to overcommit itself to too many domestic policy areas and too many international responsibilities.
Evidence:	<p>On the domestic policy front, expanding federalism likely seemed wise because of the demands of Reconstruction. However, it has morphed to give the federal government excessive power over the states.</p> <p>On the economic policy front, the growing national debt shows that the government has not been selective enough in what programs it funds and how much it spends on them.</p> <p>On the foreign policy front, the United States now commits itself to sending soldiers to places that are far away and not particularly promising allies or trade partners.</p>
Counterclaim and answer:	Some might argue that the United States has faced crises such as the Pearl Harbor attack that forced it to become more interventionist abroad. It's true that at times, there seems to be no choice but to get involved in foreign affairs. However, history shows that once the United States intervenes in this way, it keeps intervening—for a long time, even permanently—rather than returning to its previous policies once the crisis is resolved.

Name _____

Date _____

Performance Task Activity: *Government Policies*

Evaluate the following statement: Although U.S. government policy has changed markedly since the Constitution was drafted, the changes have for the most part been appropriate responses to historical events and developments.

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Write your answer on separate sheets of paper.

Source 1

Farewell Address, President George Washington, 1796

Observe good faith and justice towards all nations; cultivate peace and harmony with all. . . .

In the execution of such a plan nothing is more essential than that . . . just and amicable feelings towards all should be cultivated. The nation which indulges towards another an habitual [repeated] hatred, or an habitual fondness, is in some degree a slave. It is a slave to its animosity or to its affection, either of which is sufficient to lead it astray from its duty and its interest. . . .

The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop.

Europe has a set of primary interests, which to us have none or a very remote relation. . . .

It is our true policy to steer clear of permanent alliances with any portion of the foreign world.

Source 2

The Corollary to the Monroe Doctrine, President Theodore Roosevelt, 1904

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant [obvious] cases of such wrongdoing or impotence, to the exercise of an international police power.

Source 3

Conflicting Views Toward Arming the Allies

from Fireside Chat, President Franklin D. Roosevelt, December 29, 1940

The people of Europe who are defending themselves do not ask us to do their fighting. They ask us for the implements of war . . . which will enable them to fight for their liberty and for our security. Emphatically we must get these weapons to them . . . in sufficient volume and quickly enough, so that we and our children will be saved the agony and suffering of war which others have had to endure. . . .

If we are to be completely honest with ourselves, we must admit that there is risk in any course we may take. But I deeply believe that the great majority of our people agree that the course that I advocate involves the least risk now and the greatest hope for world peace in the future. . . .

We must be the great arsenal of democracy. For us this is an emergency as serious as war itself. We must apply ourselves to our task with the same resolution, the same sense of urgency, the same spirit of patriotism and sacrifice as we would show were we at war.

from Address, Senator Burton K. Wheeler, December 30, 1940

Just as I love the United States so do I dislike Hitler and all that he symbolizes. My sympathy for the British is both deep and genuine, and is exceeded only by the depth and sincerity of my Americanism. No anti-British feeling dictates my opposition to the evasion or repeal of the Johnson and Neutrality Acts. . . . I oppose all these because they lead us down that road with only one ending—total, complete, and futile war. . . .

Remember, if we lease war materials today, we will lend or lease American boys tomorrow. Last night we heard the President promise that there would be no American expeditionary force, but we received no promise that our ships and sailors and our planes and pilots might not at some time within the near future be cast into the cauldron of blood and hate that is Europe today.

Our independence can only be lost or compromised if Germany invades the Western Hemisphere north of the equator. . . . This would require two or three thousand transports plus a fleet larger than our Navy, plus thousands of fighter-escorted bombers. Such a fleet cannot possibly be available. . . . If Hitler's army can't cross the narrow English Channel in 7 months, his bombers won't fly across the Rockies to bomb Denver tomorrow.

Source 4

“Social Welfare in the United States,” Arthur J. Altmeyer, 1964

It is difficult to fix limits to a discussion of social welfare in the United States. This is primarily because . . . the application of this concept in a pluralistic society and a Federal-State system of government, such as we have in the United States, is so varied and complex. . . .

In this discussion, we shall not attempt to cover all programs that may indirectly contribute to social welfare, but only those programs which are directly concerned with the economic and social well-being of individuals and families. . . .

The term “social security” has sometimes been used synonymously with “social welfare” in its widest sense. It is also used in a more restricted sense to mean a government program designed to prevent destitution by providing protection against major personal economic hazards such as unemployment, sickness, invalidity, old age, and the death of the breadwinner. . . .

“Social security,” as used with reference to the Social Security Act in the United States, also encompasses some of what we call “welfare” or “needs” or “assistance” programs. These are programs of grants to States for aid and services to needy families with children, maternal and child welfare, aid to the blind, aid to the permanently and totally disabled, and medical assistance to the aged. The term also encompasses programs of unemployment benefits to be administered by the States, and unemployment benefits for Federal employees and ex-servicemen. In addition, the term is frequently used in referring to programs not encompassed by the Social Security Act such as Workmen’s Compensation (Employment Accident Insurance) administered by every State and at the Federal level.

Performance Task Scoring Rubric

Note: Student essays should be evaluated on the basis of the rubric.

Score	Scoring Description
4	Response includes a correct claim about the trajectory of U.S. policy. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.
3	Response includes a correct claim about the trajectory of U.S. policy. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given sources, but not both. OR Response includes a correct claim about the trajectory of U.S. policy. Response includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source, but does not explain the evidence. OR Response includes a correct explanation to address U.S. policy changes over time. The explanation includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.
2	Response includes a correct claim about the trajectory of U.S. policy with at least one reference to a given source or relevant content knowledge that is not directly provided in the given source. OR Response includes a correct explanation to address U.S. policy changes. The explanation includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given source.
1	Response includes a correct claim about the trajectory of U.S. policy. OR Response includes correct information that is not directly relevant to the prompt but that demonstrates some student content knowledge about the trajectory of U.S. policy.
0	Response does not include any elements described above.

Name _____

Date _____

Activity Page 1.1

Primary Source Analysis

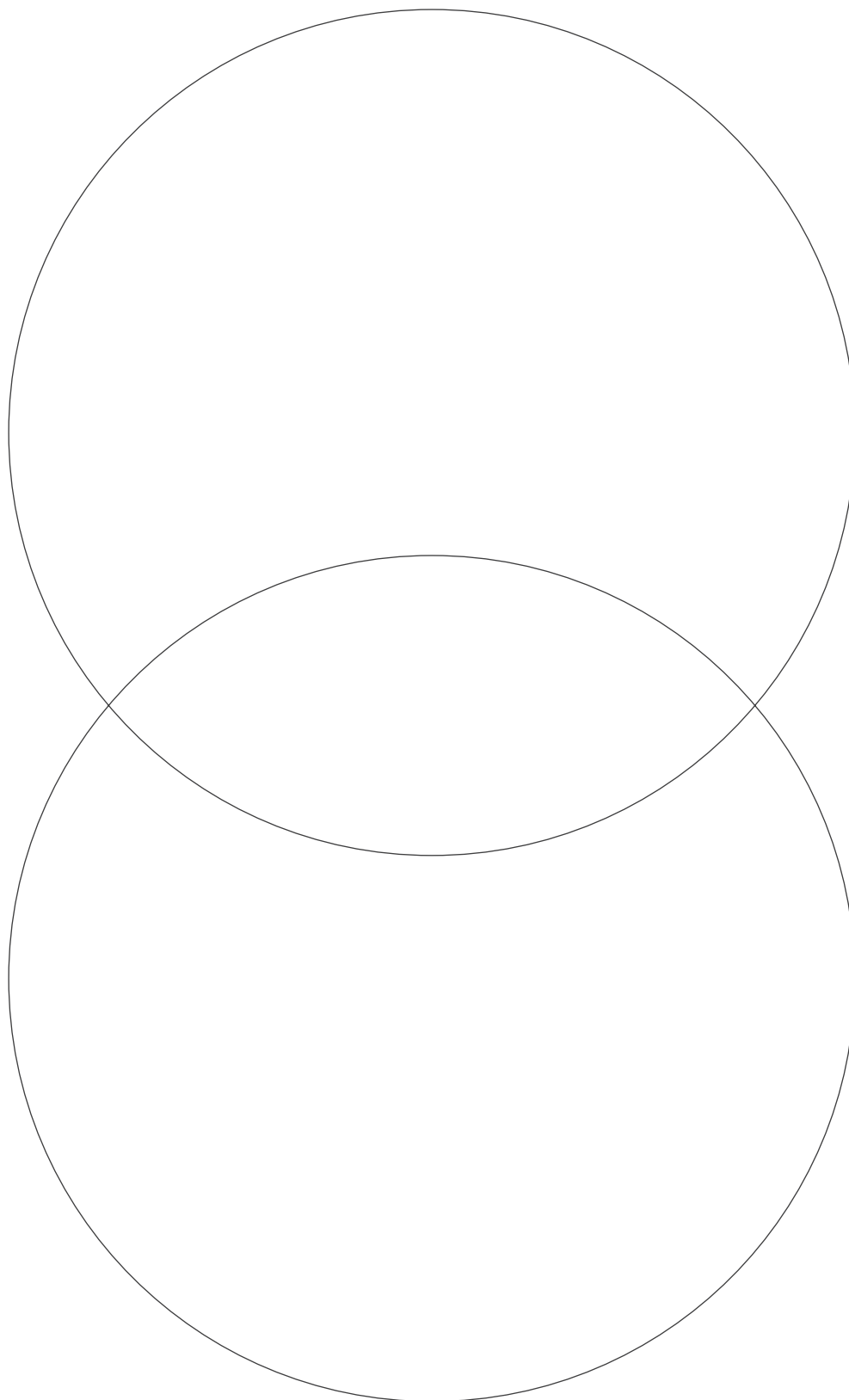
SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Name _____

Date _____

Activity Page 1.2

Venn Diagram



Activity Page 1.3**Domain Vocabulary: Topic 1**

On your own paper, write the term from the word bank that correctly completes each sentence.

diplomacy	constituent	lobbyist	special interest group
isolationism	interventionism	imperialist	fiscal policy
monetary policy	factor of production	monopoly	competition
surplus	deficit	national debt	expansionary
contractionary			

1. Congress agreed to incur a(n) _____ to keep important programs funded.
2. President Theodore Roosevelt argued that the United States should lead with _____ but be ready to use force if necessary.
3. Costs turned out to be less than expected, resulting in a budget _____.
4. Sheep pastures are an important _____ in the textile industry.
5. The representative's office tried to answer letters from every _____.
6. The United States' _____ was gradually relaxed in favor of a more proactive foreign policy stance.
7. One main mission of the Federal Reserve is to shape _____.
8. The Federal Reserve's _____ policy promoted employment but caused prices to rise.
9. Much of the _____ is held by private individuals and firms who hold Treasury bonds.
10. Advocates of free market systems argue that _____ between firms benefits consumers.
11. After the Spanish-American War, some government critics said that in becoming a(n) _____ nation, the United States would betray its founding principles.
12. The _____ prepared reports showing the benefits of policies and legislation that favored her industry.
13. The _____ hired people to advocate for its interests in Washington.
14. The Federal Reserve attempted a(n) _____ policy to ease rapid inflation.
15. The conglomerate held a(n) _____ on the production of oil in the United States.
16. For many historians, the Monroe Doctrine marks a step toward _____ in U.S. history.
17. Taxing and spending are the two most basic components of _____.

Activity Page 3.1**Domain Vocabulary: Topics 2–3**

Use the words in the word bank to complete the crossword puzzle. Leave out the space in two-word terms.

subsidize	visa	asylum	oligopoly
trade	export	import	protectionist
tariff	embargo	sanction	quota
superpower	supranational		

Across

5. protection from political persecution
8. limit on the amount of a good that may be imported or exported
9. focused on protecting domestic industries from foreign competition
11. economic or political restriction imposed by one or more countries to punish another
14. good or service produced in one country and sold to buyers in another

Down

1. a nation with an exceptional ability to project its influence worldwide
2. having authority that transcends individual national governments
3. formal ban on trade with a certain country
4. market in which a few producers dominate
6. approval to enter, stay in, or leave a country temporarily
7. support with public money
10. tax on imported or exported goods
12. good or service bought in one country after being produced in another
13. the buying and selling of goods

Name _____

Date _____

Activity Page 3.1 (Continued)

Domain Vocabulary: Topics 2-3

A crossword puzzle grid consisting of 14 numbered starting points for words. The grid is composed of empty rectangular boxes. The numbers are placed in the top-left corner of the starting cell for each word. The numbers and their orientations are: 1 (vertical, 7 cells), 2 (vertical, 6 cells), 3 (vertical, 5 cells), 4 (vertical, 6 cells), 5 (horizontal, 6 cells), 6 (vertical, 4 cells), 7 (vertical, 3 cells), 8 (horizontal, 5 cells), 9 (horizontal, 8 cells), 10 (vertical, 3 cells), 11 (horizontal, 5 cells), 12 (vertical, 5 cells), 13 (vertical, 3 cells), and 14 (horizontal, 5 cells).

Answer Key: Government Policies

Topic Assessments

Topic 1

A. 1. a 2. b 3. b 4. b 5. a 6. c 7. b 8. d 9. c
10. a, d 11. d 12. c 13. c 14. a 15. c 16. d

B.

Score	Scoring Description
4	Response includes a correct claim about U.S. domestic policy as compared to foreign policy. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.
3	Response includes a correct claim about U.S. domestic policy as compared to foreign policy. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given sources, but not both. OR Response includes a correct claim about U.S. domestic policy as compared to foreign policy. Response includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source, but does not explain the evidence. OR Response includes a correct explanation about U.S. domestic policy as compared to foreign policy. The explanation includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.

2	Response includes a correct claim about U.S. domestic policy as compared to foreign policy with at least one reference to a given source or relevant content knowledge that is not directly provided in the given source. OR Response includes a correct explanation about U.S. domestic policy as compared to foreign policy. The explanation includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given source.
1	Response includes a correct claim about U.S. domestic policy as compared to foreign policy. OR Response includes correct information that is not directly relevant to the prompt but that demonstrates some student content knowledge about U.S. domestic policy as compared to foreign policy.
0	Response does not include any elements described above.

Topic 2

A. 1. c 2. a 3. c 4. d 5. a 6. b 7. a 8. b, c 9. a
10. b, c 11. d 12. a 13. a 14. d 15. c 16. b

B.

Score	Scoring Description
4	Response includes a correct claim about the expansion of the federal government into more areas of American life. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.

3	<p>Response includes a correct claim about the expansion of the federal government into more areas of American life. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given sources, but not both.</p> <p>OR</p> <p>Response includes a correct claim about the expansion of the federal government into more areas of American life. Response includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source, but does not explain the evidence.</p> <p>OR</p> <p>Response includes a correct explanation about the expansion of the federal government into more areas of American life. The explanation includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.</p>
2	<p>Response includes a correct claim about the expansion of the federal government into more areas of American life with at least one reference to a given source or relevant content knowledge that is not directly provided in the given source.</p> <p>OR</p> <p>Response includes a correct explanation about the expansion of the federal government into more areas of American life. The explanation includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given source.</p>
1	<p>Response includes a correct claim about the expansion of the federal government into more areas of American life.</p> <p>OR</p> <p>Response includes correct information that is not directly relevant to the prompt</p>

	but that demonstrates some student content knowledge about the expansion of the federal government into more areas of American life.
0	Response does not include any elements described above.

Topic 3

A. 1. a 2. b, c 3. c 4. d 5. a 6. d 7. d 8. a 9. a
10. c 11. d, e; b 12. a 13. b 14. a 15. a

B.

Score	Scoring Description
4	<p>Response includes a correct claim about twentieth-century U.S. interventionism. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.</p>
3	<p>Response includes a correct claim about twentieth-century U.S. interventionism. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given sources, but not both.</p> <p>OR</p> <p>Response includes a correct claim about twentieth-century U.S. interventionism. Response includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source, but does not explain the evidence.</p> <p>OR</p> <p>Response includes a correct explanation about twentieth-century U.S. interventionism. The explanation includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.</p>

2	<p>Response includes a correct claim about twentieth-century U.S. interventionism with at least one reference to a given source or relevant content knowledge that is not directly provided in the given source.</p> <p>OR</p> <p>Response includes a correct explanation about twentieth-century U.S. interventionism. The explanation includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given source.</p>
1	<p>Response includes a correct claim about twentieth-century U.S. interventionism.</p> <p>OR</p> <p>Response includes correct information that is not directly relevant to the prompt but that demonstrates some student content knowledge about twentieth-century U.S. interventionism.</p>
0	Response does not include any elements described above.

Connection: This source documents the health and safety problems in the American food industry in a shocking way that would upset readers and motivate them to demand change. I know that a law was passed to regulate food safety soon after this novel was published, and I can see why people were so eager for a solution to the problem.

Consideration: Sinclair doesn't hold back in showing how awful, unsafe, and unsanitary these meatpacking plants were. He was definitely trying to persuade people that this was a huge problem, and as it turns out, he succeeded. However, his readers ended up being more upset about food safety than about the treatment of the workers.

Conclusion: This source is a reminder of how public scandals—like the one Sinclair helped bring to light—can lead to demands for government action. This helps explain how the government gets involved in different policy areas. It also shows me that in some ways, the reach of government policy has expanded over the years; back then, food companies could get away with some pretty horrible things that would not be allowed today.

Primary Source Analysis (AP 1.1): The Pure Food and Drug Act, 1906

Content: This is part of a U.S. federal law regulating the purity of food and drugs. It makes it a crime to manufacture food or drugs that are “adulterated or misbranded.”

Creation: Congress created this law in 1906.

Communication: This law was meant to prohibit certain actions that led to tainted food and drugs being sold around the country and to prescribe punishments for those acts. Its intended audience was the whole United States, but especially people involved in the legal system (lawyers, judges, etc.) and food manufacturers.

Context: This law came out during a big public uproar over food safety. The controversy was caused in part by Upton Sinclair's novel *The Jungle*, which showed how unsafe and unsanitary meatpacking plants were.

Connection: This source shows that Congress took the problem seriously, possibly because the American public demanded action. I know the FDA still exists today and still plays a major role in regulating food and drugs. Other federal agencies, like the USDA,

Activity Pages

Topic 1

Primary Source Analysis (AP 1.1): *The Jungle*, Upton Sinclair, 1906

Content: This is a passage from a novel. It describes the disgusting conditions in the meatpacking industry at the beginning of the twentieth century.

Creation: Upton Sinclair wrote this novel and published it in 1906.

Communication: Sinclair was trying to show people how pitiful the conditions were for workers in the meatpacking industry. His audience was the American public.

Context: When the novel was published, the regulations around the production of food either hadn't been created or were not being enforced. Thus, there was a lot of contaminated meat and other foods being produced and sold. Workers were treated very poorly and, as Sinclair says, often got injured.

must also play a part because various meat and dairy products have USDA labels.

Consideration: This is the text of a law, so it doesn't have a point of view the same way an essay or a speech might. However, I can tell that Congress considered food safety a serious problem because it was and is willing to fine and imprison people who threaten it.

Conclusion: This source shows that at some times in the past, creating a controversy has been an effective way to spur the government to take action and solve a problem. It shows that the government can respond to what people protest or complain about.

Primary Source Analysis (AP 1.1): Farewell Address, President George Washington, 1796

Content: This is part of George Washington's speech when he "retired" from the presidency by deciding not to run for a third term. It explains how Washington thought foreign policy should be conducted.

Creation: Washington presumably wrote his own speech or at least had control over its contents. It was created in 1796 as he neared the end of his second term.

Communication: Washington wanted to convince other Americans to favor an isolationist approach to foreign policy. His audience was the people of the United States.

Context: When Washington gave his speech, the United States was still a very young country. It did not yet have a tradition of policymaking or an established set of allies, though France and other European countries had helped the Americans in the Revolutionary War. Also, travel and communication across the Atlantic were much more of an obstacle to international relationships than they are today.

Connection: Washington was trying to help establish the direction of American foreign policy from the get-go. He knew, and most Americans probably knew, that there had been many wars fought due to different alliances in Europe, and he didn't want the United States to get dragged into those.

Consideration: Washington takes a strong isolationist stance in this speech. He emphasizes how "remote" European troubles are to Americans and does not say much about potential benefits of alliances with foreign countries.

Conclusion: This source helps explain why American foreign policy started off in an isolationist direction. Washington was respected and perhaps even revered, so his advice would have had a lot of weight. Later presidents had to overcome isolationist sentiment when they wanted to take an interventionist approach. Americans of that time did not widely believe that getting more involved in world affairs would improve their day-to-day lives.

Primary Source Analysis (AP 1.1): The Monroe Doctrine, President James Monroe, 1823

Content: This is part of a speech that President James Monroe made to Congress. In this excerpt, Monroe lays out his foreign policy stance toward other countries in the Americas.

Creation: The speech was created in 1823 and delivered by Monroe in December of that year.

Communication: Monroe wanted to explain what is now called the Monroe Doctrine: that other countries in the Western Hemisphere were not "open" for European countries to colonize. He was addressing Congress, but the speech might have been published in newspapers throughout the United States and even in Europe.

Context: By 1823, most countries in Latin America either had gained independence (mainly from Spain and Portugal) or were on their way to doing so. These newly independent countries were generally friendly toward the United States. However, there was the possibility that European countries would try to reclaim them as colonies.

Connection: Monroe considered it in the United States' best interests to prevent any European recolonization in the Americas. Thus, he stated publicly that the country was opposed to any attempt of that sort. I know this doctrine formed the basis for an even more interventionist policy under President Theodore Roosevelt.

Consideration: Monroe sounds like he is trying to be diplomatic yet firm with the leaders of European countries. He leads with a very strict-sounding statement: The Americas are basically closed for business to European colonial powers. But he then says that he wants to "cultivate friendly relations" with European countries and will not interfere in their internal affairs.

Conclusion: This source shows how the United States began to gradually turn away from its isolationist policy and become open to more interventions overseas. It is a milestone in the history of U.S. foreign relations. As the Monroe Doctrine played out, Americans debated whether intervention in the affairs of other countries would benefit both the United States and the people living there in political, economic, and humanitarian terms.

Primary Source Analysis (AP 1.1): The Corollary to the Monroe Doctrine, President Theodore Roosevelt, 1904

Content: In President Theodore Roosevelt’s 1904 annual address to Congress, he suggests that the United States may need to exercise “police power” over other countries in the Western Hemisphere whose people do not “conduct themselves well.”

Creation: This speech was written by or for Roosevelt in 1904 and delivered to Congress in December of that year.

Communication: Roosevelt wanted to declare and justify his willingness to actively intervene in crises anywhere in the Americas. He was addressing Congress, but the speech may also have been printed in newspapers and circulated across the United States and internationally.

Context: Under the Monroe Doctrine, the United States claimed the right—and the duty—to protect the independence of other countries in the Americas. However, some developments in Latin America, like Venezuela’s failure to repay its debts, made the Monroe Doctrine challenging to enforce.

Connection: Roosevelt cites the Monroe Doctrine directly and says that his plan is necessary to uphold it. His plan clearly follows from Monroe’s idea that the United States should be the protector of the Western Hemisphere.

Consideration: Roosevelt sounds very confident that the United States can and should police other countries in this way. He shows potential bias when he argues that “civilized” countries can judge whether the others are behaving appropriately.

Conclusion: This source shows the United States moving even further toward interventionism as the twentieth century began. It seems to foreshadow further intervention during and after the world wars.

In the coming decades, Americans would still resist interventionist ideas, but they would come to see some interventions as necessary to protect both the United States and friendly nations overseas. They showed this attitude to some degree during the Spanish-American War, which was framed in part as saving Cubans from Spanish oppression.

Topic 2

Primary Source Analysis (AP 1.1): Speech on the Affordable Care Act, President Barack Obama, 2009

Content: This is part of a speech made to Congress by President Barack Obama. In it, Obama explains the hardships faced by Americans who either lack health insurance or have problems getting their insurance companies to cover their costs.

Creation: This speech was written by or for Obama in 2009 and delivered to Congress in September of that year.

Communication: Obama wanted to justify the proposed law that is now known as the Affordable Care Act, or ACA. He was addressing Congress, but the speech was also printed in *The New York Times* and shared online. Therefore, its wider audience was all Americans and people abroad who were interested in U.S. policy issues.

Context: Expanding health care under the ACA was a major policy goal of Obama’s, but there was debate in Congress and among the public about what, if any, changes to health care policy were appropriate.

Connection: With this speech, Obama made his case directly and intervened in the ongoing debate over the ACA. I know that the act ultimately passed and that many of its provisions remain in force today.

Consideration: During his presidency, Obama was a strong proponent of expanding health care access, so his speech focuses on the problems caused by limited access to health insurance. He does not mention the costs or other drawbacks associated with implementing the ACA.

Conclusion: This source documents an important change in U.S. domestic policy. That the ACA also became known as Obamacare shows that its passage was one of the most noteworthy developments of the Obama administration.

Primary Source Analysis (AP 1.1): “Social Welfare in the United States,” Arthur J. Altmeyer, 1964

Content: This is part of an essay in which Arthur Altmeyer, one of the people who helped create Social Security, reflects on social welfare policies in the United States.

Creation: Altmeyer wrote this essay in 1964, about a decade after he had finished his term as the Social Security commissioner and thirty years after Social Security was first proposed.

Communication: Altmeyer’s main goal here seems to be to explain the different meanings of social welfare in the context of U.S. policy. He assumes that his readers are familiar with these programs, so his audience may have been other federal officials or policy experts.

Context: A year after this essay, the United States made another major expansion to the country’s social welfare safety net in the form of Medicare and Medicaid.

Connection: Altmeyer specifies that his piece is limited to programs “directly concerned with the economic and social well-being of individuals and families,” making clear that it does not bear on other social programs, such as health insurance.

Consideration: Altmeyer seems neutral and even academic in the way he talks about social welfare policies. His purpose, at least in this excerpt, is simply to describe the programs, not to justify them.

Conclusion: This source helps sum up a category of social welfare programs, a major area of domestic policy, created since the time of the New Deal. It shows that there were several—and that the government had become more involved in promoting social welfare than it had been thirty years earlier.

Primary Source Analysis (AP 1.1): The Sherman Antitrust Act, 1890

Content: This is the first part of a law whose goal is to prevent monopolies. It declares monopolies illegal and promises that the government will seize the property of firms that are found to engage in monopolistic behavior.

Creation: This law was created by Congress in 1890.

Communication: The language of the law makes it clear that trusts will no longer be allowed to act as monopolies and prescribes a harsh penalty for any monopolistic actions. The audience includes people involved in the legal system, U.S. companies, and Americans in general.

Context: In the late nineteenth century, monopolies were a major problem in key U.S. industries, such as oil and steel. Political commentators held that the owners of these monopolies were getting unfairly rich at the expense of all Americans.

Connection: The law addresses the trust crisis directly and outlaws all forms of collusion in restraint of trade and all attempts to monopolize any segment of interstate commerce. I know that while the law worked to some extent, some forms of monopoly were and still are tolerated.

Consideration: Because this is a law, it doesn’t state a personal opinion, but it does show that Congress considered monopolies an important problem to solve and wanted to be very strict in how it prohibited them.

Conclusion: This source illustrates one role that the government has in managing the economy—namely, preventing monopolistic practices—and that this role expanded greatly in the late nineteenth century.

Primary Source Analysis (AP 1.1): Two New Deal Speeches by Franklin D. Roosevelt

Content: These are excerpts from two speeches that President Franklin D. Roosevelt gave to explain elements of the New Deal, his set of Great Depression relief measures.

Creation: The speeches were written by or for President Roosevelt in the early 1930s.

Communication: In the first speech, Roosevelt argues that the federal government has a responsibility to protect Americans from extreme poverty. In the second, he touts the success of early New Deal measures and explains that government involvement is a partnership, not overreach. Both speeches were aimed at the American people—especially voters, in the case of the first speech.

Context: When these speeches were given, the United States was still suffering the effects of the Great Depression. Roosevelt had campaigned on a promise to reduce poverty and unemployment.

Connection: These speeches detail specific measures intended to combat the Great Depression. I know that the New Deal, which these speeches refer to indirectly, was widely considered a success and a major achievement of the Roosevelt administration.

Consideration: Roosevelt makes it clear that he thinks it is the government’s job to solve problems of severe poverty and widespread unemployment. He argues that the measures the government is passing are “a partnership in planning”—an assessment with which his political opponents may have disagreed.

Conclusion: This source shows how the federal government, as led by Roosevelt, expanded its involvement in providing social welfare services. The New Deal was one of the biggest such expansions in U.S. history and changed how people viewed the role of the government.

Primary Source Analysis (AP 1.1): American Recovery and Reinvestment Act, 2009

Content: This is a section of the American Recovery and Reinvestment Act (ARRA)—a law passed in 2009 to mitigate the effects of the Great Recession—that explains the act’s purpose.

Creation: The law was created and passed by Congress in 2009.

Communication: This section of the ARRA explains the law’s priorities, such as helping “those most impacted by the recession” and investing in infrastructure and technology. Its audience was the American people in general, who were facing a variety of hardships as a result of the recession.

Context: The Great Recession began in 2007 with a crisis in the housing market. It spread throughout the world and harmed the economies of the United States and many other nations. Unemployment was widespread, though not as bad as during the Great Depression.

Connection: The ARRA was clearly aimed at fixing problems brought by the Great Recession. Like the New Deal, it contained elements that would put people to work building infrastructure, thus putting tax dollars to use while giving people jobs.

Consideration: This part of the law is presented in a neutral tone and uses very general language that

the public can easily follow. I assume that the rest of the law goes into the technical details of the ARRA, like how much money will be distributed to different programs and what other changes will be made.

Conclusion: This source shows how the federal government continued to expand its role in social welfare in the early twenty-first century. That this law passed indicates that there was still widespread support for large government interventions during an economic crisis.

Topic 3

Primary Source Analysis (AP 1.1): North American Free Trade Agreement, Article 102, 1992

Content: This is part of the North American Free Trade Agreement, or NAFTA, which governed trade relations among the United States, Canada, and Mexico from 1994 to 2020. This part states the goals of the agreement.

Creation: NAFTA was negotiated by representatives of the United States and its partner countries in 1992.

Communication: This part of the agreement explains very broadly what NAFTA was intended to do. It was likely meant for a wider audience, while the technical details of the agreement were mainly of interest to policymakers.

Context: In the early 1990s, the United States and its two largest neighbors sought to improve trade relations so that (1) Mexico could have better access to the large, lucrative U.S. and Canadian markets for its products and (2) U.S. and Canadian businesses could invest in Mexico’s growing economy.

Connection: This excerpt shows some of the issues that the policymakers deemed important, such as “fair competition” (presumably meaning that each country would treat both partners the same) and “investment opportunities” (probably of interest to American and Canadian investors seeking opportunities in Mexico).

Consideration: The language here is simple, direct, and not very technical. It states what the agreement is supposed to do without a lot of obvious “spin.”

Conclusion: This source shows what the United States and its neighbors hoped to get out of an important trade agreement at the end of the twentieth century.

Primary Source Analysis (AP 1.1): United States–Mexico–Canada Agreement, Preamble, 2018

Content: This is part of the United States–Mexico–Canada Agreement, or USMCA, which replaced NAFTA in 2020 to govern trade relations among the United States, Canada, and Mexico. This section lays out the agreement’s goals.

Creation: The USMCA was negotiated by representatives of the United States, Canada, and Mexico in 2020.

Communication: This part of the USMCA explains the goals of the agreement in a very broad and general way. Thus, it was probably intended for a wide audience. The details of the new trade policy, for legislators and government officials, likely appear later on.

Context: By 2020, there must have been concerns and controversies surrounding NAFTA. Some U.S. leaders may have felt that the United States was not benefiting fairly from NAFTA and should therefore renegotiate the agreement.

Connection: This section of the USMCA states some of the same goals as NAFTA did. However, it adds objectives regarding intellectual property, bribery and corruption, and customs procedures. This may indicate that these had become issues in the years since NAFTA. Unlike NAFTA, it does not mention dispute resolution.

Consideration: The language here is much like that of NAFTA but more positive in tone, speaking of “longstanding friendship” between the partner countries and promising “freer, fairer markets” and “robust economic growth.”

Conclusion: This source shows that the United States continued to negotiate, and renegotiate, free trade agreements in the early twenty-first century.

Primary Source Analysis (AP 1.1): Conflicting Views Toward Arming the Allies

Content: These are excerpts from two speeches given in 1940 to argue for different courses of action in World War II.

Creation: One speech is by President Franklin D. Roosevelt, and the other is by Senator Burton K.

Wheeler. Both were created in late 1940 and delivered in late December of that year.

Communication: Roosevelt’s speech calls for continuing to arm the Allies so as to avoid getting involved in the war more directly. Wheeler’s speech argues that providing arms to the Allies is a slippery slope that will eventually lead to sending American troops to fight. Both were addressed to Congress specifically and the American people more generally.

Context: In late 1940, World War II had been underway for more than a year, but the United States was not directly involved. It did supply arms to the Allies and participate in economic sanctions against the Axis powers.

Connection: These speeches show that the United States was weighing its next steps carefully. Leaders desperately hoped to avoid committing U.S. troops—though many would later change their minds as soon as Japan attacked Pearl Harbor.

Consideration: Each speaker argues for his own point of view. Roosevelt takes a reassuring tone and only briefly addresses the risk involved in sending arms to the Allies. Wheeler warns sternly that the end of such a policy is “total, complete, and futile war.”

Conclusion: This source shows that, at least prior to Pearl Harbor, the nature and extent of U.S. involvement in World War II was by no means settled. Instead, there was an ongoing and passionate debate about whether the United States should even be sending weapons to Europe.

Domain Vocabulary: Topic 1 (AP 1.3)

- | | |
|-------------------------|----------------------------|
| 1. deficit | 10. competition |
| 2. diplomacy | 11. imperialist |
| 3. surplus | 12. lobbyist |
| 4. factor of production | 13. special interest group |
| 5. constituent | 14. contractionary |
| 6. isolationism | 15. monopoly |
| 7. monetary policy | 16. interventionism |
| 8. expansionary | 17. fiscal policy |
| 9. national debt | |

Domain Vocabulary: Topics 2–3 (AP 3.1)

Across

- 5. asylum
- 8. quota
- 9. protectionist
- 11. sanction
- 14. export

Down

- 1. superpower
- 2. supranational
- 3. embargo
- 4. oligopoly
- 6. visa
- 7. subsidize
- 10. tariff
- 12. import
- 13. trade



Unit 4: Being a Citizen of the United States



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TOPIC 1: Civil Rights and Civil Liberties

Framing Question: What are civil rights and civil liberties, and how have they been interpreted and applied over time?

Primary Focus Objectives

- ✓ Evaluate the reasoning and impact of Supreme Court decisions. (C.9.f)
- ✓ Evaluate how civil rights and civil liberties have developed and been protected over time. (C.10.a)
- ✓ Explain the role of the legislative, executive, and judicial branches in restricting and expanding civil rights and liberties in the United States. (C.10.c)
- ✓ Understand the meaning of the following domain-specific vocabulary: *communist, anarchist, civil right, civil liberty, poll tax, freedom of expression, pacifist, incorporation, and capital offense.*

What Teachers Need to Know

Online Resources For background information, download the Foundations of Freedom Online Resource “About Civil Rights and Civil Liberties”:



www.coreknowledge.org/foundations-of-freedom

Materials Needed

Activity Page



AP 1.1

- individual student copies of Primary Source Analysis (AP 1.1)
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- video “Korematsu v. United States: Was Internment Legal?” from Untold History
- video “Dred Scott v. Sandford”
- data about African American officeholders in the South during Reconstruction Facing History and Ourselves
- individual student copies of the National Archives Analyze a Photograph worksheet (optional)
- video “Engel v. Vitale” from Bill of Rights Institute
- video “Wisconsin v. Yoder” from Bill of Rights Institute
- video “Tinker v. Des Moines” from Bill of Rights Institute
- video “Schenck v. United States” from Bill of Rights Institute
- video “McDonald v. Chicago” from Bill of Rights Institute

- video “Griswold v. Connecticut” from Bill of Rights Institute
- video “Miranda v. Arizona” from Bill of Rights Institute
- video “Gideon v. Wainwright” from Bill of Rights Institute

Online Resources



Use this link to download the Foundations of Freedom Online Resources for this unit, where the specific links to the worksheets, videos, and data may be found:

www.coreknowledge.org/foundations-of-freedom

Core Vocabulary (Student Volume page numbers listed below)

communist, n. a person who supports an economic system based on community ownership of property and industry (68)

Example: During the Red Scare, the U.S. government arrested and deported suspected communists.

Variations: communism (n.), communist (adj.)

anarchist, n. a person who rebels against or works to disrupt an established authority, usually a government or an economic system (69)

Example: The anarchist developed a plot to undermine the government’s authority.

Variations: anarchy (n.), anarchist (adj.)

civil right, n. any of the liberties, freedoms, and entitlements that are guaranteed to citizens by their government through legislation or other government action (70)

Example: Through legislation, the U.S. government has guaranteed that the civil right of voting is guaranteed to all citizens who are at least eighteen years old.

civil liberty, n. freedom from excessive or unwarranted interference by the government (70)

Example: The U.S. government cannot interfere with free exercise of religion, a civil liberty protected by the Constitution.

poll tax, n. a fee that a person has to pay before they can vote (80)

Example: The precinct imposed a poll tax of five dollars, a sum that prevented poor voters from participating in the election.

freedom of expression, n. the right to express one’s opinions freely without interference from the government (94)

Example: The journalist challenged the government’s new libel laws, claiming that they unfairly infringed on her freedom of expression.

pacifist, n. a person who opposes war and violence as a way to resolve conflict (99)

Example: The pacifist advocated for peace negotiations between the warring countries to bring the conflict to a swift end.

Variations: pacifism (n.)

incorporation, n. the process by which restrictions on the federal government in the Bill of Rights are made applicable to the states (100)

Example: Because of incorporation, states and local governments are limited in their ability to regulate rights such as the right to keep and bear arms.

capital offense, n. a crime that can be punished with the death penalty (105)

Example: In the state of Louisiana, aggravated kidnapping is considered a capital offense that is punishable by death.

THE CORE LESSON

Introduce *Being a Citizen of the United States*

Have students turn to the unit Table of Contents on page 67 and review the opening image and unit and topic titles. Students can see the image in full color by looking at the title page at the beginning of the Student Volume. Invite students to share what they notice; you may choose to record this information in a list on the board or chart paper. Students will likely mention the diversity of the people in the image and the American flags that some of the people are holding.

Introduce “Civil Rights and Civil Liberties”

Ask students to generate a list of what they know about civil rights and civil liberties in the United States. What actions are people in the United States free to take? What actions or freedoms are protected by the government? Confirm or clarify statements offered by students.

Emphasize that while the Bill of Rights has been in effect since 1789, the application and existence of civil rights and liberties have changed over time. Sometimes the government has restricted rights, and other times, it has worked to expand them.

Call students’ attention to the Framing Question. Tell students to look for what civil rights and civil liberties are and how they have been interpreted and applied over time as they read the text.

Guided Reading Supports for “Civil Rights and Civil Liberties”



“The Palmer Raids,” pages 68–69

Scaffold understanding as follows:

Have students read the section on pages 68–69.

CORE VOCABULARY—Point out the vocabulary terms *communist* and *anarchist*, and explain their meanings.

SUPPORT—Reiterate that the Palmer Raids were a part of the first Red Scare; the country experienced a second Red Scare during the 1950s, largely instigated by Senator Joseph McCarthy of Wisconsin. As with the first Red Scare, the government also violated civil liberties during the second Red Scare. Note that students will read more about this event in Unit 5.

SUPPORT—Direct students to the political cartoon on pages 68–69 and read the caption aloud. Point out the label to the left of the man in the image; explain that a Bolshevik was a member of the Russian political party that seized power during the Russian Revolution of October 1917. The Bolsheviks came to power seven months after the czar was deposed, and

they instituted a communist government. Note that the label “Reds” on the man’s hat is a reference to the Bolsheviks’ Red Army; make the connection that this is where the term “Red Scare” comes from. Invite volunteers to describe the action happening in the cartoon. Ask: What action is happening in the cartoon? What message does this communicate? (*Possible response: A communist is sneaking under the American flag and carrying a torch labeled “Anarchy.” The cartoon is saying that the United States is in danger and that communism poses a threat to the United States.*) (C.4, C.6, C.6.a)

Online Resources



ACTIVITY—You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the chapter opener political cartoon. The worksheet is available in English and in Spanish. Links to the worksheet can be found in the Foundations of Freedom Online Resources for this unit: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—How did the U.S. government restrict civil rights during the first Red Scare? (C.10.c)

- » The U.S. government restricted civil rights during the first Red Scare by arresting and detaining thousands of people and seizing their property without a warrant.

LITERAL—How did the U.S. government justify its actions? (C.10.c)

- » The U.S. government justified its actions by claiming they were necessary to protect national security.

“Civil Liberties and Civil Rights” and “The Importance of Civil Rights and Civil Liberties,” pages 70–71

Scaffold understanding as follows:

Have students read the section “Civil Liberties and Civil Rights” on page 70.

CORE VOCABULARY—Point out the vocabulary terms *civil right* and *civil liberty*, and explain their meanings.

SUPPORT—Direct students to the last line of the second paragraph. Provide students with an example of what this looks like in action. For example, under the Fair Housing Act (FHA), people may file complaints against individuals and businesses for discrimination. The Department of Housing and Urban Development can investigate claims and complaints, while the Department of Justice can bring civil lawsuits against people and businesses who demonstrate a pattern of discrimination.

SUPPORT—Explain to students that the Ninth Amendment to the Constitution specifies that the Bill of Rights is not an exhaustive list; in other words, there are more liberties than what the Founders wrote down.

Have students read the section “The Importance of Civil Rights and Civil Liberties” on pages 70–71.

SUPPORT—Explain to students that natural rights are *inherent*, meaning that everyone is born with them. As a result, our laws do not *provide* civil rights and civil liberties; instead, our laws *protect* them.

SUPPORT—Direct students to the images on page 71 and read the caption aloud. Ask: Why is public education considered a right and not a liberty? (*Possible response: Public education is considered a right because it's something the government is obligated to protect.*) (C.10, C.10.a)

After students read the text, ask the following questions:

ANALYTICAL—How are civil rights and civil liberties similar? How are they different? (C.10.a)

- » Both civil rights and civil liberties provide protections for individuals. Civil rights describe government obligations—in other words, things that the government must do to protect the rights of citizens; by contrast, civil liberties are things that the government must not do.

ANALYTICAL—Why is the use of the word *persons* significant in the Bill of Rights? (C.10.a, C.10.b)

- » The use of the word *persons* in the Bill of Rights implies that civil liberties are held by all people, regardless of their age, gender, race, citizenship, immigration status, or criminal history.

LITERAL—What role do civil rights and civil liberties play in the United States? (C.10.a)

- » Civil rights and civil liberties play many roles in the United States, including protecting our freedoms of speech and religion. They protect our natural right to the pursuit of happiness. They allow us to pursue different opportunities and promote equality by making discrimination illegal. They also hold people accountable to the laws of the country and uphold democracy.

 **THINK TWICE**—What are civil rights and civil liberties? (C.10)

- » Civil rights are government obligations to protect people against discrimination. Civil liberties are individual freedoms from excessive or unwarranted action by the government.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What are civil rights and civil liberties, and how have they been interpreted and applied over time?” (C.10, C.10.a, C.10.b)

“Restricting Civil Liberties,” pages 71–77

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on pages 71–72.

SUPPORT—Explain to students that *habeas corpus* is a Latin phrase meaning “that you have the body.” The writ of habeas corpus is essentially a way to determine if the government has valid reasons for arresting, detaining, and imprisoning someone. In addition to protecting against unlawful detention, the writ also protects a person’s rights to a fair trial, due process, judicial oversight, and knowledge of the charges being brought against them.

Have students read the next three paragraphs of the section on pages 74–77.

SUPPORT—Note that the Department of Justice raised constitutional concerns about Japanese internment, but President Franklin D. Roosevelt ignored them.

Have students read the remainder of the section on pages 75–77.



SUPPORT—Direct students to the Japanese Internment During World War II map on page 75 and read the caption aloud. Ask: Where were most internment camps located? (*Most internment camps were located in the western United States.*) Why do you think this was the case? (*Possible responses: These areas had large pieces of land where camps could be constructed. The places from which people of Japanese descent were being evacuated were closer to the West Coast.*) **(C.5, C.6.a)**

SUPPORT—Congressional investigations during the 1980s revealed that internment under Executive Order 9066 cost people of Japanese descent billions of dollars in property and income loss, adjusted for inflation over time. While the Japanese American Evacuation Claims Act of 1948 provided some small payments for property loss, the government did not formally apologize for the unconstitutional imprisonment until 1988. Fred Korematsu’s conviction was overturned in the federal district court in San Francisco in 1983, after a team of mostly Japanese American attorneys petitioned to reopen the case. The Supreme Court’s decision, however, was not overturned.

ACTIVITY—Show the video “Korematsu v. United States: Was Internment Legal?” from Untold History. After, remind students that the Fourteenth Amendment states, “Nor shall any state deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.” Discuss with students why the Supreme Court eventually determined that the government had violated Korematsu’s Fourteenth Amendment rights. Then ask partners to consider this idea while researching the 1983 case that overturned Fred Korematsu’s conviction. Have students report their findings and interpretations back to the class. **(C.9, C.9.f, C.10.c)**

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—How did the Alien and Sedition Acts restrict civil liberties? **(C.1, C.10)**

- » The Alien and Sedition Acts restricted civil liberties by giving the president broad powers to deport noncitizens and by preventing newspapers from criticizing the government.

ANALYTICAL—How were Lincoln’s and Roosevelt’s actions during times of war similar? **(C.3)**

- » Both presidents restricted civil liberties of people living in the United States in the name of national defense and public safety.

ANALYTICAL—What was the Supreme Court’s ruling in *Korematsu v. United States*, and why was it significant? **(C.9, C.9.f, C.10.c)**

- » In *Korematsu v. United States*, the Supreme Court upheld Executive Order 9066 on the grounds that it was a “military necessity” and that it was not racially motivated. This ruling was significant because it justified the government’s restriction of the civil liberties of citizens.



THINK TWICE—How did Executive Order 9066 deprive people of Japanese descent of their civil liberties? **(C.10.c)**

- » Executive Order 9066 deprived people of Japanese descent of their civil liberties by forcing them to leave their homes and businesses to relocate to internment camps, where they were held without formal charges or due process for the duration of World War II.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What are civil rights and civil liberties, and how have they been interpreted and applied over time?” (C.10, C.10.a, C.10.c)

Primary Source Feature: “Executive Order 9066, 1942,” page 73

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 73.

Introduce the source to students by reminding them that up until December 8, 1941, the United States was officially neutral in World War II. The Japanese attack on Pearl Harbor on December 7 changed this position. Note that President Franklin D. Roosevelt issued Executive Order 9066 on February 19, 1942, two months after the attack.

Have students read the source.

SUPPORT—Direct students to the image of the Manzanar internment camp on page 73 and read the caption aloud. Note that Manzanar was one of ten facilities around the United States to which people of Japanese descent were forcibly relocated during the war.

SUPPORT—Remind students that the secretary of war is known today as the secretary of defense.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—Which event contributed to the creation of this document? (C.2)

- » The Japanese attack on Pearl Harbor contributed to the creation of this document.

ANALYTICAL—What is the purpose of the first paragraph of the excerpt? (C.6, C.6.a, C.6.b)

- » The purpose of the first paragraph is to justify the issuance of Executive Order 9066.

LITERAL—What does Executive Order 9066 authorize the secretary of war to do? (C.6, C.6.a, C.6.b)

- » Executive Order 9066 authorizes the secretary of war to create military areas from which certain people “may be excluded.” It also gives the secretary of war the power to provide excluded people with “transportation, food, shelter, and other accommodations” as needed to implement the order.

INFERENTIAL—Why do you think the executive order “supersede[s] the responsibility and authority of the Attorney General” in the military areas designated by the secretary of war? (C.7, C.7.a, C.7.c)

- » Possible response: The attorney general is the head of the Department of Justice, and members of the Department of Justice raised constitutional concerns about Executive Order 9066. Roosevelt likely wanted to prevent the attorney general and the Department of Justice from interfering with his order.

Activity Page



AP 1.1

INFERENTIAL—How do you think the rapid sequence of events between the attack on Pearl Harbor on December 7, 1941, and the issuance of this order on February 19, 1942, affected the ability of the public to consider its drawbacks?

- » Possible response: Because events occurred so quickly, there was no opportunity for people to debate the decision on radio, in newspapers, and in public spaces. The public, shocked by the attack, likely wanted the president to take quick action and did not have the collective presence of mind to push back and ask questions about the harms his decision could cause.

Primary Source Feature: “Japanese Internment Exclusion Order,” page 74

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 74.

Introduce the source to students by reminding them that when the president of the United States gives an order, the bureaucracy of the federal government executes that instruction. The Wartime Civil Control Administration was established on March 11, 1942, to manage the removal of Japanese Americans from the West Coast.

Have students read the text of the image.

SUPPORT—Explain to students that the Presidio of San Francisco was once a U.S. Army post but is today part of the Golden Gate National Recreation Area.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—Which action contributed to the creation of this document? **(C.2)**

- » The issuing of Executive Order 9066 by President Franklin D. Roosevelt led to this document.

LITERAL—According to the poster, who is responsible for overseeing the evacuation order? **(C.6.a, C.12.a)**

- » According to the poster, the Western Defense Command and Fourth Army Wartime Civil Control Administration is responsible for overseeing the order.

INFERENTIAL—How might the tone of the order be described, and why was it written that way? **(C.6, C.6.a, C.6.b)**

- » The tone could be described as flat and to the point. It was likely written that way to provide clarity and to minimize the gravity of what the government was ordering.

INFERENTIAL—How might a Japanese American who saw this order posted in public have reacted? **(C.6, C.6.a, C.6.b)**

- » Possible response: A Japanese American who saw this order might have felt afraid and wondered why they were about to be sent to an internment camp despite not having committed a crime.

Activity Page



AP 1.1

“Equal Protection Under the Law” and “Slavery in the United States,” pages 77–79

Scaffold understanding as follows:

Have students read the section “Equal Protection Under the Law” on page 77.

SUPPORT—Explain to students that Frederick Douglass, an abolitionist and formerly enslaved man, praised the principles of the Declaration of Independence and asked for African American people to be granted the same liberties extolled in the document. On July 5, 1852, Douglass gave a rousing speech titled “What, to the Slave, Is the Fourth of July?” He explained that the principles outlined in the Declaration of Independence “are saving principles” but noted that they were not enjoyed universally, explaining, “The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me.”

Have students read the section “Slavery in the United States” on pages 77–79.

SUPPORT—Note that the first enslaved Africans—a group of about twenty people captured first by Portuguese traders and then by English pirates—arrived in the English colonies in 1619. Over the course of the next century, the number of enslaved people grew exponentially, with more than 1.5 million enslaved people counted in the 1820 census. The vast majority of this population lived in the South, where slavery underpinned the region’s economy.

SUPPORT—Explain that when Congress began to form new territories in the Louisiana Territory, it failed to make any laws about slavery; as a result, Southern slaveholders moved there with their enslaved workers. The first of these new territories to become a state was Louisiana, which entered the Union in 1812 as a slave state. Seven years later, the Missouri Territory was ready for statehood and asked to join the Union as a slave state. At that time, there were eleven slave states and eleven free states in the Union.

SUPPORT—Direct students to the image of Dred and Harriet Scott on page 78 and read the caption aloud. Note that these images appeared in a newspaper in 1857 after the Supreme Court’s ruling, underscoring just how important this case was to the nation.

ACTIVITY—Show the video “Dred Scott v. Sandford” from Bill of Rights Institute. After, ask students for their reactions to what the video described, including Chief Justice Roger Taney’s decision to try to settle the issue of slavery rather than leaving it up to Congress. Guide the class in a discussion about the role of the Supreme Court in determining whether laws are constitutional and Congress’s duty to pass laws. **(C.7, C.9.f, C.10.c)**

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video:
www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—Who were Dred and Harriet Scott? **(C.9.f, C.10.c)**

- » Dred and Harriet Scott were two enslaved people who sued for their freedom in 1846.

LITERAL—How did Dred and Harriet Scott justify their lawsuit? **(C.9.f, C.10.c)**

- » Dred and Harriet Scott justified their lawsuit on the grounds that even though they had been born into slavery, they’d lived in free territories with their enslaver. If slavery was prohibited in these areas, that meant that living there made the Scotts free.

 **THINK TWICE**—What was the significance of the *Dred Scott* decision? (C.9.f)

- » The *Dred Scott* decision ruled that even free African Americans were not considered citizens and had no rights under the Constitution. It also ruled that Congress did not have the power to restrict slavery in federal territories.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What are civil rights and civil liberties, and how have they been interpreted and applied over time?” (C.10, C.10.c)

“Reconstruction,” pages 79–82

Scaffold understanding as follows:

Have students read the first two paragraphs of the section on page 79.

SUPPORT—Remind students that at the founding of the country, only white male landowners could vote; Andrew Jackson extended suffrage to include all white men during his presidency.

Have students read the remainder of the section on pages 79–82.

CORE VOCABULARY—Point out the vocabulary term *poll tax*, and explain its meaning.

ACTIVITY—Share with students the information Facing History and Ourselves about African American officeholders in the South during Reconstruction. Invite students to share their observations and impressions about the number of officeholders in each state, the types of offices that African Americans held, and their backgrounds prior to Reconstruction. Then have students research how these numbers changed after Reconstruction ended. Ask students to consider how these changes likely affected the priorities of government at the federal, state, and local levels. (C.2, C.6, C.6.a, C.6.b, C.10)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the information: www.coreknowledge.org/foundations-of-freedom

SUPPORT—Explain to students that political violence played a role in ending Reconstruction. Many were outraged that people who were once enslaved were now voting, holding office, and making laws. A number of people formed secret societies, such as the Ku Klux Klan. Wearing white sheets and hoods, members of the Ku Klux Klan rode through the countryside on horseback, terrorizing African Americans, often with extreme violence. In the late 1860s and early 1870s, the federal government sent troops to stop the Ku Klux Klan and other secret groups like it. While the government temporarily ended the influence of the Klan, it did not stop white resistance to Congressional Reconstruction. Some Southerners formed other groups that operated in the open to deter African Americans from voting by threatening economic consequences and violence. Note that Reconstruction came to an end after the presidential election of 1876. Controversy over election results in some Southern states forced Congress to decide the election. Congress made a deal to give the presidency to the Republican candidate. As part of the deal, the U.S. government removed the last troops from the South.

SUPPORT—Explain that the term *Jim Crow* refers to a character made up by an actor named Thomas Dartmouth Rice during the 1820s. Rice, a white actor, wore black face paint and used exaggerated speech and movements to portray Jim Crow, a fictional and highly stereotypical version of an enslaved man, in minstrel shows around the United States. At

first, *Jim Crow* was associated with racist perceptions of African American culture; after Reconstruction, it came to mean the policies that restricted African Americans in public life.

After students read the text, ask the following questions:

ANALYTICAL—How did Radical Reconstruction differ from Reconstruction under President Johnson? (C.1, C.3, C.10.c)

- » Radical Reconstruction was much stricter than Reconstruction under Johnson. Under Johnson, Southern states had few requirements to rejoin the Union, voting rights were restored to most white males, and states could pass Black Codes that restricted the movements of formerly enslaved people. By contrast, Radical Reconstruction introduced legislation that protected the rights of African Americans, required the ratification of the Fourteenth and Fifteenth Amendments, and required states to hold new constitutional conventions that included African American delegates.

LITERAL—How did Southern states subvert the equal protection clause after Reconstruction? (C.10.d)

- » Southern states subverted the equal protection clause after Reconstruction by creating “separate but equal” facilities for African Americans, which resulted in segregation in the South.

 **THINK TWICE**—How did Southern legislatures undermine the Fifteenth Amendment? (C.10.c, C.10.d)

- » Southern legislatures undermined the Fifteenth Amendment by instituting poll taxes and literacy tests that unfairly targeted African American voters and poor people.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What are civil rights and civil liberties, and how have they been interpreted and applied over time?” (C.10, C.10.a, C.10.c)

Primary Source Feature: “Fifteenth Amendment to the U.S. Constitution,” page 81

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 81.

Introduce the source to students by reminding them that the Fifteenth Amendment was the last of the Reconstruction Amendments.

Have students read the source.

SUPPORT—Point out the phrase “previous condition of servitude.” Note that this meant states could not deny voting rights to people because they were once enslaved. Remind students that chattel slavery was abolished by the Thirteenth Amendment.

SUPPORT—Direct students to the image of President Ulysses S. Grant signing the Fifteenth Amendment on page 81 and read the caption aloud. Call attention to the portrait at the top center of the image; explain that this is John Brown, a prominent abolitionist who fought to end slavery before the Civil War.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.



After students have read and examined the source, ask the following questions:

LITERAL—How does the Fifteenth Amendment protect civil rights? (C.6, C.6.a, C.10.c)

- » The Fifteenth Amendment protects civil rights by giving all citizens (except for women at the time of its ratification) the right to vote regardless of “race, color, or previous condition of servitude.” This gave African American men the right to vote.

ANALYTICAL—Why was this amendment necessary to protect the civil rights and civil liberties of citizens? (C.2, C.4, C.6, C.6.a, C.10.c, C.10.d)

- » The Constitution did not prevent Southern states from passing laws that restricted the rights of African Americans. This amendment was necessary to include groups not in the original interpretation of the Constitution.

ANALYTICAL—Examine the image of the signing of the Fifteenth Amendment. Why is the depiction at the center of the image significant? (C.1, C.6.a, C.6.b)

- » The depiction at the center of the image shows white and African American men working together to pass a law; previously, African Americans would have been excluded from this type of event.

“Civil Rights Legislation” and “Free and Appropriate Public Education,” pages 82–86

Scaffold understanding as follows:

ACTIVITY—Before students begin reading, explain that this section focuses on the Civil Rights Movement of the 1950s and 1960s. Note that the fight for civil rights, however, did not take a break in the sixty years following the Supreme Court’s decision in *Plessy v. Ferguson* (1896). Organize students into small groups and have each group research one of the following topics:

- Niagara Movement
- formation of the National Association for the Advancement of Colored People (NAACP)
- Ida B. Wells-Barnett
- W. E. B. Du Bois and Booker T. Washington
- Double V campaign

Have groups give brief presentations to share their findings with the class. Encourage students to identify and analyze the ways each of these events, movements, or individuals viewed or impacted the fight for civil rights. (C.2, C.6, C.6.a, C.6.b, C.10)

Have students read the first six paragraphs of the section “Civil Rights Legislation” on pages 82–84.

SUPPORT—Direct students to the image of protestors on page 83 and read the caption aloud. Explain that the march culminated at the Lincoln Memorial in Washington, D.C., where Dr. Martin Luther King Jr. gave his famous “I Have a Dream” speech. During his speech, King explained that the Declaration of Independence was “a promissory note to which every American was to fall heir.” In other words, this document promised the same natural rights to all Americans, regardless of who they were.



ACTIVITY—You may wish to have students complete a National Archives Analyze a Photograph worksheet about the image. The worksheet is available in English and in Spanish. Links to both versions can be found in the Foundations of Freedom Online Resources for this unit: www.coreknowledge.org/foundations-of-freedom

SUPPORT—Explain that the Congress of Racial Equality (CORE) helped organize the Freedom Riders in 1961. The Freedom Riders were groups of African American and white civil rights activists who rode buses together into the South to test whether Southern states were complying with two Supreme Court rulings. One had made segregation on interstate transportation illegal, and the other said that segregation in facilities for interstate travel was also illegal. At bus terminals from South Carolina to Alabama, riders were brutally beaten, at times with baseball bats. In one instance, a bus on which Freedom Riders were traveling was firebombed. The violence became so intense that Attorney General Robert Kennedy, the brother of John F. Kennedy, sent federal marshals to protect them. John Lewis, a young African American man and member of the Student Nonviolent Coordinating Committee (SNCC), was one of the original thirteen Freedom Riders. Many years later, Lewis served in the U.S. Congress.

Have students read the remainder of the section on pages 84–86.

SUPPORT—Explain that in 1975, Congress enacted the Education for All Handicapped Children Act; this law was later renamed the Individuals with Disabilities Education Act (IDEA) in 1990. Note that the term *handicapped* is no longer considered appropriate.

Have students read the sidebar “Free and Appropriate Public Education” on page 84.

SUPPORT—The right to a free and appropriate public education was guaranteed by the passage of the Education for All Handicapped Children Act. Affected students have the right to special education and other services that help meet a student’s individual needs. The law requires students with disabilities to have the same education.

After students read the text, ask the following questions:

LITERAL—How did organizations like the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), and the Congress of Racial Equality (CORE) work to expand civil rights? (**C.10, C.10.c**)

- » These organizations used protests, boycotts, sit-ins, and other nonviolent demonstrations to demand desegregation and call national attention to institutional inequalities, especially in the South.

ANALYTICAL—How are the Civil Rights Act of 1964 and the Voting Rights Act of 1965 similar? (**C.3, C.10, C.10.c**)

- » Both the Civil Rights Act of 1964 and the Voting Rights Act of 1965 increased protections for civil rights, and both addressed voting rights.

 **THINK TWICE**—How did the Civil Rights Act of 1964 expand equal protection under the law?


- » The Civil Rights Act of 1964 expanded equal protection under the law by prohibiting employment discrimination based on race, color, religion, sex, or national origin; by establishing the Equal Employment Opportunity Commission to enforce the law; and by giving the federal government the power to desegregate public spaces.

LITERAL—Which group of people was protected by the legislation enacted in 1975 that guaranteed all Americans access to a “free and appropriate public education?” (C.10)

- » Students of all needs and abilities were protected by this law.

INFERENTIAL—Why might students who have special needs fail to receive an appropriate education without legislation to guarantee it?

- » Without legislation, students with typical abilities would receive all the attention in a classroom because they form the majority. Children who are not part of the majority might be neglected because they don’t receive the support that legislation provides.

 **TALK IT OVER**—Have students discuss or debate the following question: What other groups might need legislation to support their unique needs? Why?

Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What are civil rights and civil liberties, and how have they been interpreted and applied over time?” (C.10.c)

Online Resources



Primary Source Feature: “Civil Rights Act of 1964,” page 85

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 85.

Introduce the source to students by explaining that the Civil Rights Act of 1964 is widely recognized as one of the landmark pieces of legislation of the twentieth century. While the federal government had passed a variety of other civil rights laws since Reconstruction, none of them adequately protected African Americans from discrimination and segregation.

Have students read the source.

SUPPORT—Direct students to the image of President Lyndon B. Johnson signing the Civil Rights Act of 1964 on page 85 and read the caption aloud. Note the presence of civil rights leaders in the image, including Dr. Martin Luther King Jr. standing directly behind Johnson.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

Activity Page



AP 1.1

After students have read the source, ask the following questions:

LITERAL—What does Title I, Section 2(C), prohibit? (C.6, C.6.a, C.6.b)

- » Title I, Section 2(C), prohibits the use of literacy tests to restrict voting rights.

LITERAL—Which doctrine does Title II put an end to? (C.6, C.6.a, C.6.b)

- » Title II puts an end to the doctrine of “separate but equal” by making segregation in public spaces illegal.

INFERENTIAL—Based on your civics knowledge and the source, why was the Civil Rights Act of 1964 necessary? (C.2, C.4, C.6, C.6.a)

- » The Civil Rights Act of 1964 was necessary because African Americans did not enjoy the same rights and privileges as other citizens, despite the ratification of the Fourteenth and Fifteenth Amendments. Southern states used loopholes in the amendments to enact segregation laws that kept African Americans from enjoying their civil rights.

ANALYTICAL—How does the Civil Rights Act of 1964 represent the idea of equal protection under the law? (C.6, C.6.a, C.10.d)

- » Equal protection under the law can be defined as people being treated the same under the law or before the court. The Civil Rights Act of 1964 represents the idea of equal protection under the law because it eliminated barriers that African Americans faced in trying to exercise their rights in the South. It created specific language and protections to guarantee that African Americans were treated equally under the law.

“Other Voting Rights,” pages 86–90

Scaffold understanding as follows:

Have students read the first five paragraphs of the section on pages 86–88.

SUPPORT—Note that Wyoming was the first state to legalize women’s suffrage, in 1869. By 1913, nine states in the West had enacted women’s suffrage laws. The first female legislator at the federal level was Jeannette Rankin of Montana, who was elected to Congress in 1916, before the Nineteenth Amendment was ratified.



SUPPORT—Direct students to the Women’s Suffrage in 1920, Before Ratification of the Nineteenth Amendment map on page 88 and read the caption aloud. Ask: What type of suffrage did women have in Louisiana before ratification of the Nineteenth Amendment? (*school, bond, or tax suffrage*) In which part of the country were women least likely to have suffrage? (*East Coast*) (C.5, C.6, C.6.a)

SUPPORT—Note that the push to lower the voting age began during the 1940s; First Lady Eleanor Roosevelt supported proposed legislation to lower the voting age to eighteen, while President Dwight D. Eisenhower became the first president to publicly support such a measure in 1954.

Have students read the remainder of the section on pages 88–90.


After students read the text, ask the following questions:

LITERAL—How did members of the women’s suffrage movement work to expand civil rights? (C.10, C.10.c)

- » Some members of the women’s suffrage movement worked to expand civil rights by using the courts to challenge laws that limited voting rights to men, while others organized marches, picket lines, and hunger strikes.

ANALYTICAL—How are the Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments similar and different? (C.10, C.10.c)

- » All three amendments pertain to voting rights. The Nineteenth and Twenty-Sixth Amendments expanded suffrage to specific groups, while the Twenty-Fourth Amendment outlawed barriers to suffrage.

 **THINK TWICE**—How has the understanding of “equal protection under the law” changed over time? (C.10, C.10.c)

- » “Equal protection under the law” has changed over time to include more Americans than just white males. The Civil Rights Act of 1964 helped expand equal protection by making it illegal to discriminate in employment based on race, color, gender, or national origin, while the Voting Rights Act of 1965 banned barriers to voting. The Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments included more Americans in the democratic process by expanding suffrage to women, banning poll taxes that unfairly targeted African Americans, and expanding suffrage to people ages eighteen and over.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What are civil rights and civil liberties, and how have they been interpreted and applied over time?” (C.10, C.10.c)

Primary Source Feature: “Voting Rights Act of 1965,” page 87

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 87.

Introduce the source to students by explaining that Congress passed the Voting Rights Act of 1965 in response to civil rights demonstrations by African Americans and their supporters across the nation. The Voting Rights Act combatted many of the legal tools Southern states used to deny African Americans their constitutional rights.

Have students read the source.

SUPPORT—Call attention to the phrase “political subdivision” in Section 2. Explain that a political subdivision is a region of local government where people vote, like a precinct or ward.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—According to the source, which executive department is responsible for enforcing the Voting Rights Act of 1965? (C.6, C.6.a, C.6.b)

- » The source explains that the attorney general is responsible for enforcing the Voting Rights Act; the attorney general is the head of the Department of Justice.

LITERAL—Which types of elections does the Voting Rights Act of 1965 apply to? (C.6, C.6.a, C.6.b)

- » According to the source, the Voting Rights Act of 1965 applies to “any Federal, State, or local election.”

INFERENTIAL—Based on your civics knowledge and the source, what barriers to voting did the Voting Rights Act of 1965 eliminate? (C.6, C.6.a, C.6.b, C.10, C.10.c)

- » The Voting Rights Act of 1965 explicitly eliminated the use of “any test or device,” such as literacy tests, and of poll taxes, which were used to prevent African Americans from voting.

Activity Page



AP 1.1

Primary Source Features: “Twenty-Fourth Amendment to the U.S. Constitution” and “Twenty-Sixth Amendment to the U.S. Constitution,” pages 89–90

Scaffold understanding as follows:

Direct students to the Primary Source Features on pages 89–90.

Introduce the sources to students by reiterating that the Twenty-Fourth Amendment was ratified on January 23, 1964, and the Twenty-Sixth Amendment was ratified seven years later, in 1971.

Have students read the sources.

SUPPORT—Direct students to the image of the poll tax receipt on page 89. Ask: Why did governments issue receipts to people who had paid poll taxes? How might this have affected the right to vote? (*Responses will vary. Possible response: Governments issued poll tax receipts so that people who had paid their poll taxes would be able to vote. If someone couldn't afford to pay a poll tax, they wouldn't receive a receipt and would therefore be unable to exercise their right to vote.*) (C.6, C.6.a, C.6.b, C.10.c, C.10.d)

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner. You may also choose to have students complete a separate activity page for each source or analyze the sources collectively.

After students have read the sources, ask the following questions:

LITERAL—According to the source, what types of elections does the Twenty-Fourth Amendment apply to? (C.6, C.6.a, C.6.b, C.10.c)

- » The Twenty-Fourth Amendment applies to primary and general elections “for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress.”

INFERENTIAL—What was a likely impact of the Twenty-Sixth Amendment? (C.1, C.2, C.6, C.6.a, C.10.c)

- » Possible response: A likely impact of the Twenty-Sixth Amendment was that more young people participated in elections, which influenced the priorities of Congress.

ANALYTICAL—In what ways are the two amendments similar? (C.6, C.6.c, C.7, C.7.b, C.10.c)

- » Both amendments pertain to voting rights. They also use similar language. For example, in Section 1 of each amendment, the sources use the phrases “The right of citizens of the United States,” “to vote,” and “shall not be denied or abridged by the United States or [by] any State.” Both amendments use identical language in Section 2.

INFERENTIAL—Why do you think both amendments include the provision in Section 2? (C.6, C.6.c, C.7, C.7.b, C.10.c)

- » Possible response: The federal government wanted to make sure it could enforce the protections outlined in Section 1 of each amendment because the amendments themselves weren't the law.

Activity Page



AP 1.1


“Freedoms of Speech and Religion” and “Protecting Religious Freedom,” pages 90–94

Scaffold understanding as follows:

Have students read the section “Freedoms of Speech and Religion” and the first four paragraphs of the section “Protecting Religious Freedom” on pages 90–92.

SUPPORT—Note to students that some of the earliest European settlers in North America were seeking religious freedom, including the Pilgrims and Puritans in New England, the Quakers in Pennsylvania, and Catholics in Maryland. That spirit of religious freedom influenced the First Amendment.

SUPPORT—Call attention to the reference to “national days of thanksgiving” in the fourth paragraph. Note that these are not the same as the Thanksgiving holiday we celebrate in November each year. The custom of “days of thanksgiving” originated in the New England colonies, where people set aside days of prayer to thank God for their good fortune. Congress called a national day of thanksgiving to mark the adoption of the Constitution; however, it stopped this practice in 1798 for several reasons. People living in other regions were unaccustomed to the practice. Others believed that the federal government was violating the First Amendment by declaring days of national prayer, while others still were upset that days dedicated to prayer were often used for political gain. Thanksgiving was not designated a federal holiday until 1863, when Abraham Lincoln issued his first Thanksgiving Proclamation.

 **TALK IT OVER**—Have students debate or discuss the following question with a partner: Do you believe declaring a national day of thanksgiving for the purpose of prayer is a violation of the establishment clause? Then invite partners to share their views with the class. (C.7, C.7.a, C.7.d, C.9.g)

Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

Have students read the remainder of the section on pages 92–94.

ACTIVITY—Show the video “Engel v. Vitale” from Bill of Rights Institute. After, have students work in pairs to create a podcast discussion between Justice Hugo Black, who wrote the majority opinion, and Justice Potter Stewart, the writer of the lone dissent. Students should include the arguments the justices made in their opinions and the rationales they used. Encourage the pairs to share the main points of the discussion they wrote. (C.7, C.9.f, C.9.g)

ACTIVITY—Show the video “Wisconsin v. Yoder” from Bill of Rights Institute. After, discuss with students why a state would have a compelling interest in having an educated citizenry. Then have pairs take on the perspectives of Yoder and the state of Wisconsin and hone their arguments by debating the two points of view. Have volunteers present their arguments to the class, and ask students to vote on which argument was strongest. (C.7, C.9.f, C.9.g)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video:
www.coreknowledge.org/foundations-of-freedom

Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—What is the purpose of the establishment clause? (C.10.b)

- » The establishment clause prevents the government from establishing an official state religion.

LITERAL—What does it mean to have freedom of conscience? (C.10.b)


- » Freedom of conscience is the right that people have to determine what they believe is moral and to express those beliefs.

LITERAL—What issue was central to the case *Engel v. Vitale*? (C.9, C.9.f)

- » The issue central to the case *Engel v. Vitale* was whether voluntary school prayer violated the First Amendment.

ANALYTICAL—How were the cases *Engel v. Vitale* and *Wisconsin v. Yoder* similar and different? (C.3, C.9, C.9.f)

- » Both cases were concerned with First Amendment rights as they relate to public schools. In *Engel*, the Supreme Court ruled in favor of people who wanted to limit the influence of religion in schools, while in *Wisconsin v. Yoder*, the court ruled in favor of individuals exercising their religious beliefs.

 **THINK TWICE**—How has the First Amendment’s protection of religion been interpreted over time? (C.10)

- » The First Amendment’s protection of religion has been interpreted in different ways over time. In the case *Engel v. Vitale*, the Supreme Court upheld the separation of church and state by ruling that voluntary school prayer in New York public schools violated the establishment clause and the free exercise clause of the First Amendment. In *Wisconsin v. Yoder*, the court interpreted the free exercise clause in favor of the plaintiff, ruling that the state of Wisconsin could not compel students to attend public school if it violated their religious beliefs.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What are civil rights and civil liberties, and how have they been interpreted and applied over time?” (C.1, C.10, C.10.c)

Primary Source Feature: “First Amendment to the U.S. Constitution,” page 91

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 91.

Introduce the source to students by reiterating that the Bill of Rights is part of the Constitution and was ratified in 1791. Initially, it was the third of the twelve amendments that were to compose the Bill of Rights.

Have students read the source.

SUPPORT—Invite a volunteer to read the source aloud. Have students identify the five freedoms that this amendment protects: freedom of religion, freedom of speech, freedom of the press, freedom to assemble, and freedom to petition the government. Invite students

to share what they understand each of these protections to mean, then signal that they will learn more about the First Amendment in the coming sections.

SUPPORT—Note that the First Amendment applies to public actions; the right to free speech does not apply to private businesses or institutions.



TALK IT OVER—Have students debate or discuss the following question with a partner: How has the First Amendment benefited or impacted our lives? Invite students to share their responses with the class. Then lead a brief discussion with students about which First Amendment protection they believe to be the most significant and why. (C.7, C.7.a, C.7.c, C.10, C.10.a)

Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

“Protecting Freedom of Expression and Democracy,” pages 94–99

Scaffold understanding as follows:

CORE VOCABULARY—Point out the vocabulary term *freedom of expression*, and explain its meaning.

Have students read the first five paragraphs of the section on pages 94–95.

ACTIVITY—Explain to students that freedom of association (choosing who to spend your time with) has led to the formation of groups that have advocated for legislation that eventually passed through Congress. For example, in 2011, President Obama signed the James Zadroga 9/11 Health and Compensation Act of 2010, which provided funding for survivors, first responders, and volunteers affected by the terrorist attacks of September 11, 2001. The original bill provided funding for five years. In 2015, groups organized and lobbied the government to extend funding for another five years with the James Zadroga 9/11 Health and Compensation Reauthorization Act. Have students research other examples of how people have used freedom of association to influence the passage of legislation in the United States. (C.2, C.6, C.6.a, C.6.b, C.10)

SUPPORT—Emphasize that the First Amendment protects *peaceably* assembling; this means gathering to share or spread an idea without breaking the law or using violence. During the Civil Rights Movement, organizers and participants used peaceable tactics such as sit-ins, protests, marches, boycotts, and meetings to advance their goals.

SUPPORT—Invite students to recall the details of *New York Times Co. v. United States*, which they read about in Unit 2. Remind students that this 1971 Supreme Court case centered on whether the federal government had the authority to use prior restraint to stop newspapers from printing classified information that the Nixon administration claimed posed a threat to national security. In this instance, the court ruled in favor of the newspapers’ right to publish the Pentagon Papers, representing an important instance of the press acting as a government watchdog. (C.9.f)

SUPPORT—Explain that “the press” is made up of media that publishes or broadcasts the news. At first, this referred to newspapers and other printed publications like magazines and periodicals. Over time, the press has grown to include radio, television, and Internet media outlets.

SUPPORT—Explain that freedom of expression does not guarantee an audience for our views and opinions. We are free to express our opinions, but other people are free to disagree with us, not listen to us, or not pay attention to us at all.

Have students read the next two paragraphs of the section on page 95.

SUPPORT—Explain to students that while the Supreme Court ruled in favor of the students in *Tinker v. Des Moines*, it has restricted the First Amendment rights of students in other cases. In *Hazelwood School District v. Kuhlmeier* (1988), the court ruled that school leadership could censor the student newspaper to remove content that they felt was inappropriate. **(C.9.f)**

ACTIVITY—Before showing the video “Tinker v. Des Moines,” have students create and begin filling out a K-W-L chart. Instruct them to complete the first two columns (K: What I Know; W: What I Want to Know) before the video starts to play. After they’ve finished watching the video, students should complete the final column (L: What I Learned). Ask volunteers to share with the class what they learned that they found most interesting. **(C.7, C.9.f, C.9.g)**

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video: www.coreknowledge.org/foundations-of-freedom

Have students read the remainder of the section on pages 95–99.

CORE VOCABULARY—Point out the vocabulary term *pacifist*, and explain its meaning.

SUPPORT—Robert M. La Follette, known as “Fighting Bob,” was a governor of and U.S. senator from Wisconsin. In Wisconsin, La Follette fought for increased democracy through the initiative, the referendum, and the recall. Initiatives empower voters to use a petition to propose legislation rather than relying on legislators to do it. Referendums empower voters to petition to repeal existing legislation. Recalls empower voters to petition to remove elected officials from office. Students will learn more about the initiative, referendum, and recall in Unit 5. On the national level, La Follette became synonymous with the Progressive movement. While in the U.S. Senate, he supported labor reforms, women’s suffrage, the direct election of U.S. senators, and greater restrictions on railroads and corporations.

ACTIVITY—Show the video “Schenck v. United States” from Bill of Rights Institute. After, have students complete a 3-2-1 activity. They should write down three things they learned, two interesting facts, and one question they still have. Then have students conduct research to find the answer to their question and report the answer back to the class. **(C.7, C.9.a, C.9.f, C.9.g, C.10.c)**

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—How does the First Amendment protect freedom of expression? **(C.10.a, C.10.b)**

- » The First Amendment protects freedom of expression by allowing people to publish their views, gather peacefully, promote ideas (including those the government may disagree with), and petition the government.

LITERAL—What kinds of actions does free speech include? **(C.10.a, C.10.b)**

- » Free speech includes what we say aloud and write down, as well as things like campaign contributions, artistic creations, advertisements, and symbolic actions—including what we choose to wear.

INFERENCE—Why do you think American leaders were so concerned about disloyalty to the government during World War I? (C.10.c)

- » Possible response: The government feared the rise of communism and other anti-democracy and anti-capitalism movements that could undermine the war effort.

✔ **THINK TWICE**—How has the First Amendment’s protection of free speech been interpreted over time? (C.10)

- » The First Amendment’s protection of free speech has been interpreted in different ways over time. For example, in *Schenck v. United States*, the Supreme Court ruled that free speech could be restricted during times of war to protect national security. By contrast, in *Tinker v. Des Moines*, the court upheld the right of students to wear armbands in protest of the Vietnam War, explaining that the symbolic act constituted “pure speech.”

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What are civil rights and civil liberties, and how have they been interpreted and applied over time?” (C.10, C.10.a, C.10.c)

Primary Source Feature: “Tinker v. Des Moines Independent Community School District, Justice Abe Fortas, 1969,” pages 96–97

Scaffold understanding as follows:

Direct students to the Primary Source Feature on pages 96–97.

Have students read the source.

SUPPORT—Direct students to the image of students displaying their armbands on page 96. Ask: Why might school leaders have been concerned about this symbolic act? Do you agree with their concerns? Why or why not? (*Responses will vary. Possible response: School leaders supported the Vietnam War and disagreed with the students’ views. School leaders may have worried that the symbolic act would cause conflict at school with other students.*) (C.7, C.7.a, C.7.b)

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—According to Justice Fortas, why did the policy against students wearing black armbands violate the First Amendment? (C.6, C.6.a, C.6.b, C.9.f)

- » According to Justice Fortas, “It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.” While the Supreme Court recognizes that school is a special environment, Fortas argues that students still have constitutional rights even within that special environment.

ANALYTICAL—Under what circumstances does Fortas argue that speech may be limited in schools? (C.6, C.6.a, C.6.b, C.9.f)

- » Fortas argues that limitations on speech might be permissible when it can be proven that the speech would interfere with the rights or safety of other students or disrupt normal school operations.

Activity Page



AP 1.1

INFERENTIAL—Based on your civics knowledge and the source, what implications does this ruling have for both students and teachers regarding freedom of speech and expression? (C.1, C.2, C.4, C.6, C.6.a, C.6.b, C.9.f)

- » The ruling emphasizes that students do not forfeit their constitutional rights upon entering the school setting and that schools cannot unreasonably restrict students' freedom of expression without valid reasons. This expansion of First Amendment rights applied not only to students but also to teachers, recognizing that they, too, have the right to freedom of speech and expression within the school setting.

Primary Source Feature: “Schenck v. United States, Justice Oliver Wendell Holmes, 1919,” page 98

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 98.

Introduce the source to students by reading the introductory text.

Have students read the source.

SUPPORT—Direct students to the image of Oliver Wendell Holmes on page 98 and read the caption aloud. Ask: What does Holmes mean by “clear and present danger”? (Possible response: He means something that is immediate that can negatively impact public safety.)

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—What examples of limitations on free speech does Justice Holmes note? (C.6, C.6.a, C.6.b, C.9.f)

- » Justice Holmes notes that free speech would not protect people in “falsely shouting fire in a theatre and causing a panic.” He also explains that people are not protected in using “words that may have all the effect of force”—in other words, threatening or violent speech.

ANALYTICAL—What does Holmes mean when he says, “It is a question of proximity and degree”? (C.6, C.6.a, C.6.b, C.9.f)

- » Holmes means that when weighing whether free speech is harmful, the Supreme Court has to look at when and where the threat could occur and how threatening it actually is.

INFERENTIAL—Holmes writes, “When a nation is at war many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight.” What inference does this support about the Supreme Court’s views on the nature of free speech? (C.6, C.6.a, C.6.b, C.9.f)

- » Possible response: The Supreme Court views the extent of free speech protections as expanding and contracting based on what is happening within the country and beyond its borders.

Activity Page



AP 1.1

“Due Process and Rights of the Accused” and “Due Process,” pages 99–101

Scaffold understanding as follows:

Have students read “Due Process and Rights of the Accused” on page 99.

SUPPORT—Explain that the federal government has a great deal of power it could wield, but ensuring that due process is followed is a way to limit this power.

Have students read “Due Process” on pages 99–101.

CORE VOCABULARY—Point out the vocabulary term *incorporation*, and explain its meaning.

SUPPORT—Reiterate to students that the Fourteenth Amendment was a direct response to the passage of Black Codes by Southern legislatures during Presidential Reconstruction. The goal of the Fourteenth Amendment was to extend due process and equal protection to the states, not just the federal government.

SUPPORT—Direct students to the bulleted list of requirements for due process on page 100. Explain to students that this is referred to as *procedural due process* because it includes the procedures or steps that should be followed before, during, and after a trial.

ACTIVITY—Show the video “McDonald v. Chicago” from Bill of Rights Institute. After, discuss with students the idea that rights protected by the Constitution apply to the states through the process of incorporation. Present the following question to students: What impact might the failure to incorporate rights have on the country? Allow students a few minutes to consider the benefits and potential drawbacks of incorporation. (C.7, C.9.f, C.9.g)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video: www.coreknowledge.org/foundations-of-freedom

ACTIVITY—Show the video “Griswold v. Connecticut” from Bill of Rights Institute. After, have students work in small groups to research other Supreme Court cases that were affected by the expansion of the right to privacy and create a table that summarizes each of these cases. (C.7, C.9.f, C.9.g)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

ANALYTICAL—How does the Fourteenth Amendment differ from the Fifth Amendment? (C.10.a, C.10.b, C.10.d)


- » While both amendments protect due process, the Fourteenth Amendment explicitly prohibits the states from violating due process rights.

LITERAL—What does it mean to be protected from ex post facto laws? (C.10, C.10.c, C.10.d)

- » Protection from ex post facto laws means that individuals cannot be punished for something they did in the past that violates a new law.

ANALYTICAL—What is incorporation, and how has it expanded civil rights and civil liberties? (C.10, C.10.a, C.10.b, C.10.c)

- » Incorporation occurs when courts decide that the states, like the federal government, are prohibited from violating certain rights. This has expanded civil rights and civil liberties by applying most rights in the Bill of Rights to the states.

 **THINK TWICE**—How has the understanding of due process changed over time? (C.1, C.10)

- » At first, due process was limited to the federal government. The Fourteenth Amendment, however, applied due process to the states. Over time, the Supreme Court has expanded due process beyond the right to a fair trial to include things like adequate notice, fair opportunity to be heard, the right to an impartial tribunal, and protection from self-incrimination and ex post facto laws. The Supreme Court has also expanded due process to apply other amendments to the states and to include protections for unenumerated rights.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What are civil rights and civil liberties, and how have they been interpreted and applied over time?” (C.1, C.10, C.10.c, C.10.d)

“Rights of the Accused” and “You Have the Right . . .,” pages 102–107

Scaffold understanding as follows:

Have students read the first five paragraphs of the section “Rights of the Accused” on pages 102–103.

SUPPORT—Explain that Fifth Amendment rights are very important because they prohibit abusive practices by law enforcement. For example, the Fifth Amendment protects against indefinite detention; in other words, law enforcement and the government are prohibited from detaining or imprisoning someone without demonstrating sufficient evidence, charging them with a crime, or giving them a fair trial. The Fifth Amendment also protects against malicious prosecution, or the act of bringing a lawsuit against someone without probable cause.

Read the sidebar “You Have the Right . . .” on page 105 aloud.

SUPPORT—Explain to students that the phrase “plead the Fifth” is directly related to Miranda rights. To “plead the Fifth” means to invoke your Fifth Amendment right not to testify against yourself by refusing to answer questions asked by law enforcement or during a trial that would incriminate you or lead you to admit you committed the crime.

ACTIVITY—Show the video “Miranda v. Arizona” from Bill of Rights Institute. After, discuss with students the idea that suspects who are not informed of their rights might not be aware of them or have the ability in the moment to consider them. Ask: To what extent do individuals have a responsibility to understand their rights, and to what extent should the government remind them of their rights? Allow students a few minutes to consider the question, and then call on volunteers. (C.7, C.9.f, C.9.g)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video:
www.coreknowledge.org/foundations-of-freedom

Have students read the remainder of the section on pages 103–105.

SUPPORT—Direct students to the Sixth Amendment Protections graphic on page 105 and read the caption aloud. Explain that the Sixth Amendment, like the Fifth Amendment, includes important rights that protect citizens from abuse of power by the government and law enforcement.

CORE VOCABULARY—Point out the vocabulary term *capital offense*, and explain its meaning.



ACTIVITY—Show the video “Gideon v. Wainwright” from Bill of Rights Institute. After, write Clarence Gideon’s gravestone quote on the board or a large sheet of paper: “Each era finds an improvement in law for the benefit of mankind.” Ask partners to consider this observation and discuss laws they have learned about that they think have improved people’s lives. Then hold a class discussion about new laws that could be created and disagreements people might have about these proposed laws. (C.7, C.9.f, C.9.g)

See the Foundations of Freedom Online Resources for this unit for the link to the video: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—What rights does the Fifth Amendment protect? (C.10.a, C.10.b)

- » The Fifth Amendment guarantees the rights to due process and an indictment and protects against double jeopardy, self-incrimination, and eminent domain without fair payment.

ANALYTICAL—Why did Ernesto Miranda’s attorneys argue that his confession was not admissible in court? (C.9.f, C.10.c)


- » They argued that Miranda was not made aware of his Fifth Amendment protection from self-incrimination.

ANALYTICAL—Why was the ruling in *Gideon v. Wainwright* significant? (C.9.f, C.10.c)

- » The ruling in *Gideon v. Wainwright* was significant because it incorporated the Sixth Amendment right to an attorney to state criminal cases, not just federal trials.

ANALYTICAL—Does the ruling in *Gideon v. Wainwright* reflect a loose or strict constructionist interpretation of the Constitution? Explain your reasoning. (C.9.f, C.9.g, C.10.c)

- » The ruling in *Gideon v. Wainwright* reflects a loose constructionist interpretation of the Constitution because the Supreme Court used its understanding of the Fourteenth Amendment to apply an aspect of the Bill of Rights—a set of amendments originally intended to curb the power of the federal government—to the states.

 **THINK TWICE**—How has the understanding of rights of the accused changed over time? (C.1, C.10)

- » The understanding of rights of the accused has changed over time to provide more protections for people in the United States. For example, the case *Miranda v. Arizona* required law enforcement to make sure people suspected of crimes are aware of their Fifth Amendment rights. The ruling also upheld protection from self-incrimination during interrogations, not just during trials. The case *Gideon v. Wainwright* incorporated the Sixth Amendment right to an attorney to state criminal cases.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “What are civil rights and civil liberties, and how have they been interpreted and applied over time?” (C.1, C.10, C.10.b, C.10.c)

Primary Source Feature: “*Miranda v. Arizona*, Chief Justice Earl Warren, 1966,” page 104

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 104.

Introduce the source to students by inviting them to recall basic facts of the case from the text. Note that three similar cases were also appealed to the Supreme Court, which the justices heard as a single case, *Miranda v. United States*, in 1966.

Have students read the source.

SUPPORT—Provide vocabulary support for the following terms in the source:

- **exculpatory, adj.** tending to clear someone from an alleged crime
- **inculpatory, adj.** implying that someone is guilty
- **“custodial interrogation” (phrase)** the process of asking someone questions in a facility where their freedom is limited (e.g., a police station)
- **stratagem, n.** a trick or scheme used to deceive or fool someone

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—What claims does Chief Justice Warren make in the majority opinion for *Miranda v. Arizona*? (C.6, C.6.a, C.6.b, C.9.f, C.10.b)

- » Chief Justice Warren claims that people have constitutional rights even if they don’t know those rights. Because those rights exist, people are entitled to be informed of their rights because these rights are so important to our system of government. In this specific case, Warren argues that because of the nature of the interrogation process, a person who is unaware of their rights might be coerced or pressured into making uninformed choices that violate their rights.

INFERENTIAL—Based on your civics knowledge and the source, how does the Supreme Court’s ruling in *Miranda v. Arizona* expand civil rights and civil liberties? (C.1, C.2, C.9.f, C.10.b)

- » The Supreme Court’s ruling in *Miranda v. Arizona* expands civil rights and civil liberties because it guarantees the rights and liberties in the Constitution and Bill of Rights to citizens accused of a crime. Acknowledging that people must be informed of their rights in order to make decisions while under interrogation helps guarantee that the government upholds the rights of the accused. Thus, those accused of a crime can make more informed decisions when faced with the power of government.

INFERENTIAL—Based on your civics knowledge and the source, how did the Supreme Court’s decision change the interpretation of the Constitution? (C.1, C.2, C.9.f, C.10.b)

- » The Supreme Court’s ruling changed the interpretation of the Constitution because it created a responsibility on the part of the government to inform people of their rights. These specific instructions aren’t written in the Constitution but rather stem from the court’s interpretation.

Activity Page



AP 1.1

Primary Source Feature: “*Gideon v. Wainwright*, Justice Hugo Lafayette Black, 1963,” page 107

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 107.

Introduce the source to students by inviting them to recall basic facts of the case from the text.

Have students read the source.

Activity Page



AP 1.1

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—Which amendment does Justice Black use to justify its extension of Sixth Amendment rights to the states? (C.6, C.6.a, C.6.b)

- » Justice Black explains that “a provision of the Bill of Rights which is ‘fundamental and essential to a fair trial’ is made obligatory upon the States by the Fourteenth Amendment.”

INFERENTIAL—Based on your civics knowledge and the source, how does the Supreme Court’s ruling in *Gideon v. Wainwright* reflect the idea of due process? (C.10.a, C.10.d)

- » Due process is the requirement that the government uphold the rights of its citizens before taking action that would deprive those citizens of their inalienable right to life, liberty, or property. In the case of *Gideon v. Wainwright*, the requirement in question is a person’s right to an attorney. Without an attorney, a person’s likelihood of being convicted increases, whether they are guilty or innocent. In this case, if the government does not provide an attorney to those who cannot afford one, it is not abiding by the requirement for due process.

INFERENTIAL—Based on your civics knowledge and the source, how does the Supreme Court’s ruling in *Gideon v. Wainwright* reflect changes in the interpretation of rights of the accused over the course of the nation’s history? (C.1, C.10.d)

- » Prior to the ruling, states made their own laws regarding who was provided with an attorney. The ruling in *Gideon v. Wainwright* represents a change in this interpretation, stating that regardless of the circumstances, a person must be provided with an attorney if they can’t afford one. In this case, the state law allowed Florida to deny that right if the accused wasn’t facing the death penalty, thereby denying the accused due process.

Note: For more primary source work related to this topic, see the Foundations of Freedom DBQ workbook.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Framing Question: “What are civil rights and civil liberties, and how have they been interpreted and applied over time?”
 - » Key points students should cite include: Civil rights are government obligations to protect people against discrimination, while civil liberties are individual freedoms from excessive or unwarranted action by the government; the government has restricted civil rights and civil liberties during times of war, including by suspending the writ of habeas corpus during the Civil War and interning people of Japanese descent during World War II; during the 1850s, the Supreme Court ruled in the *Dred Scott* decision that free and enslaved African Americans did not have equal protection under the law, but the Fourteenth Amendment reversed this position by prohibiting the states from restricting due process and equal protection; during the Civil Rights Movement, Congress enacted the Civil Rights Act of 1964 to make employment discrimination and segregation in public places and in places of business illegal and the Voting Rights Act of 1965 to protect the voting rights of African Americans and others; over time, due process has expanded to include a variety of procedures and to protect unenumerated rights; the Supreme Court expanded the rights of the accused in *Miranda v. Arizona* by ruling that law enforcement must make suspects aware of their Fifth Amendment rights before questioning and in *Gideon v. Wainwright* by extending the Sixth Amendment right to an attorney to the states.
- Choose three Core Vocabulary words (*communist, anarchist, civil right, civil liberty, poll tax, freedom of expression, pacifist, incorporation, capital offense*) and explain how they are related to each other.

To wrap up the lesson, invite several students to share their responses.

TOPIC 2: Citizenship

Framing Question: How is U.S. citizenship acquired, and what are the responsibilities of a U.S. citizen?

Primary Focus Objectives

- ✓ Describe citizenship requirements in the United States. (C.11.b)
- ✓ Discuss the naturalization process and naturalization policies in the United States. (C.11.b, C.12.a, C.12.b)
- ✓ Analyze the duties and responsibilities of U.S. citizens. (C.11.a)
- ✓ Understand the meaning of the following domain-specific vocabulary: *citizen*, *naturalization*, *nativism*, *visa*, *pluralism*, and *draft*.

What Teachers Need to Know

Online Resources For background information, download the Foundations of Freedom Online Resource “About Citizenship”:



www.coreknowledge.org/foundations-of-freedom

Materials Needed

Activity Pages



AP 1.1
AP 2.1

- individual student copies of Primary Source Analysis (AP 1.1) and Domain Vocabulary: Unit 4 (AP 2.1)
- questions from the 2008 Civics Practice Test from U.S. Citizenship and Immigration Services
- individual student copies of the National Archives Analyze a Cartoon Worksheet (optional)

Online Resources



Use this link to download the Foundations of Freedom Online Resources for this unit, where the specific links to the questions and worksheet may be found:

www.coreknowledge.org/foundations-of-freedom

Core Vocabulary (Student Volume page numbers listed below)

citizen, n. a person who is legally recognized as a member or subject of a country or state (110)

Example: Every citizen who has turned eighteen years old has the right to vote.

Variations: citizenship (n.)

naturalization, n. the process of becoming a citizen of a country if born a noncitizen outside of that country (110)

Example: After living in the United States for five years, the woman decided to begin the naturalization process to gain the full rights of citizenship.

Variations: naturalize (v.), naturalized (adj.)

nativism, n. a preference for people born in a country over immigrants to that country (123)

Example: Growing feelings of nativism contributed to anti-immigrant discrimination during the 1800s and early 1900s.

Variations: nativist (n.), nativist (adj.)

visa, n. approval by an authority that shows a person may legally enter, stay in, or leave a country for a given period of time (125)

Example: The visa permitted the student to live and study in the United States for the duration of her degree program.

pluralism, n. the existence of diverse groups that maintain their distinct identities within a society while working together to benefit the society as a whole (131)

Example: Pluralism is a central feature of U.S. society; people can organize themselves into different groups based on preferences, cultures, and beliefs while still belonging to the larger American culture.

Variations: pluralist (n.), pluralistic (adj.)

draft, n. a system that requires individuals to serve in the military (132)

Example: During the draft, the U.S. government called upon men between the ages of eighteen and twenty-five to enlist in the armed forces.

Variations: draft (v.)

THE CORE LESSON

Introduce “Citizenship”

Introduce the topic by reviewing some of the civil rights and civil liberties that people living in the United States enjoy. Explain to students that these civil rights and liberties are a major reason why people immigrate to the United States and seek U.S. citizenship. Note that in this topic, they will read about how people can become citizens, the history of U.S. citizenship, and the rights and responsibilities of U.S. citizens.

Call students’ attention to the Framing Question. Tell students to look for how U.S. citizenship is acquired and the responsibilities of U.S. citizens as they read the text.

Guided Reading Supports for “Citizenship”



“I’m an American,” pages 108–109

Scaffold understanding as follows:

Have students read the section on pages 108–109.

SUPPORT—Direct students to the quote from Albert Einstein in the second-to-last paragraph, noting the word *toleration*. Explain that *toleration* broadly describes the act of letting something happen without interference. In this context, it refers to religious toleration, or the First Amendment right to practice one’s beliefs freely without interference from the government.



TALK IT OVER—Have students debate or discuss the following question with a partner or small group: Why would toleration be important to a free society? (C.4, C.7, C.7.a)



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

SUPPORT—Note that Frank Capra directed many films during his career, including the Christmas classic *It’s a Wonderful Life*.

After students read the text, ask the following questions:

LITERAL—What were the goals of the *I’m an American* radio show? (C.11, C.11.b)

- » The show’s goals were to encourage patriotism among American citizens and promote the benefits of U.S. citizenship to immigrants.

LITERAL—Who did the *I’m an American* show feature? (C.11, C.11.b)

- » The show featured famous people who had become U.S. citizens, including Thomas Mann, Frank Capra, and Albert Einstein.

INFERENTIAL—Why do you think the show chose to highlight these individuals? (C.11, C.11.b)

- » Possible response: They were individuals that many Americans and possibly people from other countries were familiar with. They exemplified the positive contributions that immigrants could make to U.S. society.

LITERAL—Why did Albert Einstein decide to become a U.S. citizen? (C.11, C.11.b)

- » According to Einstein, he became a citizen because he would only live “in a country where political liberty, toleration, and equality of all citizens before the law is the rule.”

“U.S. Citizenship” and “Developing a Concept of Citizenship,” pages 110–111

Scaffold understanding as follows:

Have students read the section “U.S. Citizenship” on page 110.

CORE VOCABULARY—Point out the vocabulary term *citizen*, and explain its meaning.

SUPPORT—Explain to students that the Constitution is a framework for our country’s laws, called the U.S. Code of Laws, enacted by Congress. The U.S. Code of Laws is significantly longer than the U.S. Constitution—about 22 million words, compared to the Constitution’s 4,543 words.

Have students read the section “Developing a Concept of Citizenship” on pages 110–111.

CORE VOCABULARY—Point out the vocabulary term *naturalization*, and explain its meaning.

SUPPORT—Direct students to the Latin phrases *jus soli* (/yoos/soh*lee/) and *jus sanguinis* (/yoos/sahn*gwuh*niss/) and reiterate their meanings. Invite students to identify other words that use the Latin root *jus*. (Possible responses: *just*, *unjust*, *justice*, *adjust*) (C.4, C.7)

After students read the text, ask the following questions:

LITERAL—What are the two ways people become citizens of the United States? (C.11.b)


- » People become citizens of the United States through birth or through naturalization.

LITERAL—What were the consequences of the citizenship clause of the Fourteenth Amendment? (C.11.b, C.12.a)

- » The citizenship clause overturned the *Dred Scott* decision and defined two pathways for modern citizenship.

LITERAL—What requirements do children born outside of the United States have to meet to gain birthright citizenship? (C.11.b)

- » Children born outside of the United States may become a U.S. citizen at birth if at least one of their parents is a U.S. citizen and if the parent meets certain requirements, like having lived in the United States or one of its jurisdictions before the child was born.

 **THINK TWICE**—How are *jus soli* and *jus sanguinis* similar and different?

- » *Jus soli* means right of the soil; in other words, people who are born in the United States have citizenship through being born in a certain place. *Jus sanguinis* means right of blood; this describes the idea that citizenship is acquired through one or both parents.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How is U.S. citizenship acquired, and what are the responsibilities of a U.S. citizen?” (C.11, C.11.b)

“Naturalization,” pages 111–115

Scaffold understanding as follows:

Have students read the section on pages 111–115.

SUPPORT—Explain that U.S. Citizenship and Immigration Services (USCIS) is part of the Department of Homeland Security (DHS). Ask: Which branch of government does the Department of Homeland Security belong to? (*the executive branch*) Remind students that the executive branch of government is responsible for enforcing and carrying out the laws of the country; DHS and USCIS were created to support that end. (C.9)



SUPPORT—Direct students to the Top Cities and States Where Naturalized Citizens Live (2023) map on page 113 and read the caption aloud. Ask: According to the map, what percentage of naturalized citizens live in Texas? (*11.4 percent*) Which U.S. city or borough has the highest percentage of naturalized citizens? (*Brooklyn, New York*) What inferences can you make based on the map? (*Possible response: More naturalized citizens tend to settle in the West and South compared to other parts of the country.*) (C.5)

SUPPORT—Direct students to the Requirements for Naturalization chart on page 114 and read the caption aloud. Ask: Why do you think there are fewer requirements for veterans and military personnel compared to other categories of prospective citizens? (*Possible response: Veterans and military personnel have demonstrated dedication to the United States through their service.*) (C.11.b)

SUPPORT—Note that one of the last steps in the naturalization process is taking an English test and a civics test. The English test requires prospective citizens to speak and read English aloud and correctly write one of three sentences in English. During the civics test, applicants may be asked up to ten questions out of an available one hundred test questions. Share with students the questions from the 2008 Civics Practice Test from U.S. Citizenship and

Immigration Services. You may choose to have students navigate the module independently or display the questions for students to answer as a class. (C.11.b)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the test: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—Which eligibility requirements apply to all prospective citizens? (C.11.b)

- » All prospective citizens must be at least eighteen years old, lawfully reside in the United States, show good moral character, and read, write, and speak basic English.

LITERAL—How long must spouses of U.S. citizens live in the United States before they can apply for citizenship? (C.11.b)

- » Spouses of U.S. citizens must live in the United States for at least three years and be present in the country for at least eighteen months during that period to apply for citizenship.

LITERAL—What is dual citizenship? (C.11.b)

- » Dual citizenship means being a citizen of two countries simultaneously.

 **THINK TWICE**—How does a person become a citizen of the United States?

- » A person becomes a citizen of the United States by following a multistep process. First, individuals determine whether they are eligible for citizenship before submitting an application for naturalization and paying a fee. Some applicants must schedule an appointment to collect information. Then prospective citizens complete an interview with a USCIS officer in which they answer questions about their background and take English and civics tests. If citizenship is granted, prospective citizens attend a naturalization ceremony and swear the Oath of Allegiance to the United States.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How is U.S. citizenship acquired, and what are the responsibilities of a U.S. citizen?” (C.11.b)

Primary Source Feature: “Immigration and Nationality Act,” page 112

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 112.

Introduce the source to students by reading the introductory text aloud.

Have students read the source.

SUPPORT—Call attention to the phrase “good moral character.” Explain that USCIS defines good moral character as behavior that “measures up to the standards of average citizens of the community in which the applicant resides.” To assess good moral character, USCIS officers consider the prospective citizen’s record (whether they have committed any crimes), how they answer questions on their naturalization application, and how they answer questions during their interview.



ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—According to the source, how does a person become a naturalized citizen of the United States? (C.6, C.6.a, C.6.b, C.11.b)

- » To become a naturalized citizen, a person must have lived in the United States for at least five years and have been present in the United States at least half of the time. They also have to live in the state or territory of the United States where they are applying for citizenship for at least three months. They have to live in the United States from the time they apply for citizenship to the time they are admitted. They have to be a person of “good moral character.” A person can also become a naturalized citizen by contributing to the nation’s national security interests.

LITERAL—According to the source, who is responsible for determining if an applicant is eligible for an exception to the standard naturalization process? (C.6, C.6.a, C.6.b, C.11.b)

- » The source specifies that the director of central intelligence, the attorney general, and the commissioner of immigration may determine exceptions.

ANALYTICAL—Why does the law make some exceptions to requirements for naturalization? (C.6, C.6.a, C.6.b, C.11.b)

- » The law makes an exception to the naturalization process for people who make “an extraordinary contribution to the national security of the United States or to the conduct of United States intelligence activities.” This exception is made in order to help noncitizens who contribute to the United States but may not be able to meet the normal conditions for naturalization because of their service.

Primary Source Feature: “Naturalization Oath of Allegiance to the United States of America,” page 115

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 115.

Introduce the source to students by reading the introductory material and sharing the following background information: Prospective citizens have been required to swear an oath to the U.S. Constitution since 1790; however, the government did not specify what should be included in the oath. In the past, the judicial branch was responsible for naturalization. There were about five thousand courts across the country with this power in the early 1900s, and each had its own method of giving the oath of allegiance, including different wording in the oath. The first standardized oath of allegiance was developed in 1929. The oath of allegiance used today has been in effect since 1952.

Have students read the source.

SUPPORT—Provide vocabulary support for the following words:

- **abjure, v.** to reject
- **potentate, n.** a ruler or sovereign



ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—What is the first promise that prospective citizens make when swearing the Naturalization Oath of Allegiance to the United States of America? (C.6, C.6.a, C.11.b)

- » Prospective citizens swear to “absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty” they had previously been a subject or citizen of.

INFERENTIAL—Why do you think this content appears first in the oath? (C.6, C.6.a, C.7, C.7.a, C.11.b)

- » Possible response: This content likely appears first because the U.S. government wants to ensure that new citizens are allegiant to this country over all others.

LITERAL—As a part of the oath, what do newly created citizens promise to do? (C.6, C.6.a, C.11.b)

- » They promise to defend the Constitution and the country’s laws against foreign and domestic enemies, serve in the military when called upon, and “perform work of national importance” when required.

ANALYTICAL—Consider the last clause of the oath. What does it mean to “take this obligation freely, without any mental reservation or purpose of evasion”? (C.6, C.6.a, C.11.b)

- » This means that people choose to become citizens because they want to, not because they have to. It also means that people are sure that they want to become citizens and not hesitant about their decision.

“Citizenship in Other Countries,” pages 115–116

Scaffold understanding as follows:

Have students read the section on pages 115–116.



SUPPORT—Direct students to the Birthright Citizenship Around the World map on page 116, and read the caption aloud. Ask: What is the primary form of citizenship policy in Asia? (*jus sanguinis*) (C.5)

SUPPORT—Explain that Great Britain is made up of England, Scotland, and Wales and the surrounding islands. The United Kingdom is made up of Great Britain and Northern Ireland.



ACTIVITY—Have students work with partners to research the citizenship policies of one of the countries shown on the map. Invite them to share their findings with the class. Lead students in a discussion about why they think citizenship laws are so different in the Western Hemisphere compared to the rest of the world. (Possible response: Countries in the Western Hemisphere are influenced by the United States and its policies.) (C.5, C.11.b, C.12.a, C.12.b)

After students read the text, ask the following questions:

ANALYTICAL—How do citizenship policies in the Western Hemisphere compare to policies in most other parts of the world? (C.11.b, C.12.a)


- » Most countries in the Western Hemisphere have *jus soli* citizenship policies, while most other countries around the world have *jus sanguinis* policies.

LITERAL—Which legal system included *jus sanguinis*? (C.12.a)

- » The Napoleonic Code included *jus sanguinis*.

LITERAL—How is citizenship determined in the United Kingdom today? (C.12.a)

- » British citizenship is given at birth if at least one parent is a British citizen or if at least one parent permanently resides in the United Kingdom.

 **THINK TWICE**—How do other countries determine citizenship?

- » About thirty countries around the world, mostly in the Western Hemisphere, have *jus soli* citizenship. A few dozen countries around the world have developed different qualifications for granting citizenship based on birth. For example, France, the Democratic Republic of Congo, and Yemen use a combination of age and residency status to extend citizenship to children. Other countries rely primarily on *jus sanguinis* to determine citizenship.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How is U.S. citizenship acquired, and what are the responsibilities of a U.S. citizen?” (C.11.b)

“Changing Policies on Immigration and Naturalization” and “Early Naturalization Laws,” pages 117–119

Scaffold understanding as follows:

Have students read the section “Changing Policies on Immigration and Naturalization” on page 117.

SUPPORT—Direct students to the U.S. Immigration and Naturalization Laws, 1790–1996 timeline on page 119 and read the caption aloud. Encourage students to refer back to the timeline as they read the following sections to help contextualize the development of various events.

Have students read the section “Early Naturalization Laws” on pages 117–119.

SUPPORT—Note that the Alien and Sedition Acts contributed to Thomas Jefferson’s victory over John Adams in the presidential election of 1800. Jefferson opted not to renew the acts while in office.

After students read the text, ask the following questions:

LITERAL—When was the first set of naturalization rules adopted, and who did they apply to? (C.11.b)


- » The first set of naturalization rules was adopted in 1790. They applied to free white people.

ANALYTICAL—Why did Congress establish residency requirements for prospective citizens? (C.11.b)

- » Congress wanted to ensure that prospective citizens would have enough time to familiarize themselves with the United States and its government before becoming citizens.

ANALYTICAL—How did the naturalization process change in 1824? (C.1, C.11.b)

- » In 1824, Congress passed a law that permitted children born outside of the United States to become citizens at the age of twenty-one if they lived in the country for at least five years.

 **THINK TWICE**—How did the Alien and Sedition Acts impact naturalization policy in the United States?

- » The Alien and Sedition Acts impacted naturalization policy in the United States by extending the residency requirement from two years to fourteen years and requiring prospective citizens to file a declaration of intent to become a citizen five years in advance of applying for naturalization. The acts also prevented people from countries at war with the United States from becoming citizens.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How is U.S. citizenship acquired, and what are the responsibilities of a U.S. citizen?” (C.1, C.11.b)

Primary Source Features: “Naturalization Act of 1790” and “Naturalization Act of 1802,” pages 117 and 118

Scaffold understanding as follows:

Direct students to the Primary Source Features on pages 117 and 118.

Introduce the sources to students by sharing the following background information: These excerpts are from the first iterations of naturalization laws in the United States. The laws reflect Congress’s constitutional responsibility to create a uniform procedure of naturalization, as well as the challenges of incorporating new people as the young country grew.

Have students read the sources.

SUPPORT—Direct students to the phrase “hereditary title” in the second source. Note that this refers to titles of nobility that are passed from one person to the next by birth.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner. You might have students complete a separate activity page for each source or analyze the sources collectively on one activity page.

After students have read the sources, ask the following questions:

LITERAL—How were the naturalization requirements in 1790 and 1802 similar? (C.6, C.6.a, C.6.b, C.7.b, C.11.b)

- » Both documents specify that naturalization was only available to free white people. They specify that prospective citizens had to live in the United States for a certain period of time before naturalizing and had to take an oath of allegiance to the Constitution.

Activity Page



AP 1.1

ANALYTICAL—What new naturalization requirements were introduced in 1802? (C.6, C.6.a, C.6.b, C.7.b, C.11.b)

- » In 1802, Congress began requiring prospective citizens to declare their intention to become a U.S. citizen, renounce their “allegiance and fidelity to any foreign . . . state or sovereignty,” and give up “any hereditary title.”


INFERENTIAL—Based on your knowledge of history, why do you think Congress began requiring prospective citizens to renounce their allegiance to foreign countries and rulers and give up “any hereditary title”? (C.2, C.6, C.11.b, C.12, C.12.a, C.12.b)

- » Possible response: In 1802, Congress added the requirement that foreign allegiances and titles of nobility be renounced. This was done in response to the growing number of people coming to the United States in the wake of the French Revolution.

“Naturalization and Women” and “Who Oversees the Immigration and Naturalization Process?” pages 120–121

Scaffold understanding as follows:

Have students read the section “Naturalization and Women” on pages 120–121.

 **TALK IT OVER**—Direct students to the image of the naturalization class on page 120 and read the caption aloud. Then have students debate or discuss the following question with a partner or in small groups: How would a naturalization class look similar or different today? Invite groups to share their responses with the class. (C.1, C.11.b)

Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—Why were there few benefits for women to naturalize until the early 1900s? (C.11.b)

- » Women, regardless of their citizenship status, were denied the right to vote and had limited property rights.

ANALYTICAL—Why were there few naturalization records for women before 1906? (C.11.b)

- » Various laws excluded women from the declaration of intent and formal naturalization paperwork. This meant that if a woman’s husband naturalized before 1906, there was likely no record of whether the woman had naturalized too.

ANALYTICAL—How did the ratification of the Nineteenth Amendment influence naturalization laws? (C.1, C.2, C.11.b, C.12, C.12.a, C.12.b)

- » The ratification of the Nineteenth Amendment prohibited states from denying women the right to vote; as a result, some judges blocked immigrant men from naturalizing to prevent their wives from gaining automatic citizenship and voting rights by extension. Congress repealed the laws granting wives automatic citizenship to prevent similar actions by judges in the future.

Online Resources



Have students read the sidebar “Who Oversees the Immigration and Naturalization Process?” on page 121.

SUPPORT—Refer students back to the timeline on page 119, and note that the Bureau of Immigration and Naturalization was established in 1906. Explain that this development helped standardize the immigration and naturalization process, including the paperwork that recent immigrants and prospective citizens completed. As a result, the government had more details about the people immigrating to the United States.

SUPPORT—Note that starting in 1906, any common-law court had the ability to naturalize citizens. Ask: How would this have impacted naturalization in Louisiana? (*Civil courts in Louisiana would not have been able to naturalize citizens.*) (C.2)


After students read the text, ask the following questions:

LITERAL—How did the U.S. government respond to the rapid growth of immigration in the late nineteenth and early twentieth centuries? (C.1, C.11.b)

- » It created an Office of Immigration within the Treasury Department in 1891, and in 1906, the Bureau of Immigration and Naturalization was established within the Department of Commerce and Labor.

ANALYTICAL—Why did the U.S. government think it was important to create an immigration and naturalization process that was more standardized and organized than it had been? (C.1, C.9, C.11.b)

- » Without an organized process that ensured standardization, the government would not have been able to manage the inflow of immigrants very well. By having a strong process in place, the government could better help immigrants get settled in the United States.

 **THINK TWICE**—How did naturalization laws affect women in the United States?

- » From 1804 to 1922, women’s ability to naturalize was tied to their marital status. In 1804, Congress passed a law that specified that if a man died after making his declaration of intent to become a citizen but before he was naturalized, his widow and surviving children could gain citizenship by taking an oath of allegiance and renouncing their country of origin in court. In 1855, a woman born in a foreign country automatically became a citizen when she married a U.S. citizen or when her foreign-born husband was naturalized. Women were often excluded from naturalization paperwork, which meant they often had to prove their citizenship with their marriage license and their husband’s naturalization records. In 1907, Congress passed a law that forced female U.S. citizens who married noncitizens to forfeit their U.S. citizenship. This policy was ended in 1922 with the Cable Act.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How is U.S. citizenship acquired, and what are the responsibilities of a U.S. citizen?” (C.1, C.11.b, C.12.a)

“Naturalization of Excluded Groups,” pages 121–123

Scaffold understanding as follows:

Have students read the section on pages 121–123.

SUPPORT—Reiterate to students that the Fourteenth Amendment overturned the *Dred Scott* decision, which had determined that free and enslaved African American people were not citizens.

SUPPORT—Note to students that the Chinese population in 1880, two years before the Chinese Exclusion Act was passed, was 105,465. This number rose to 107,488 in the 1890 census, then dropped to 61,639 in 1920. The Chinese population of the United States was 77,504 in 1940 and grew to 117,629 in the seven years after the act was repealed in 1943.

SUPPORT—Remind students that Chinese people were not the only people of Asian descent who experienced discrimination. Invite students to share what they recall about the Gentlemen’s Agreement, Japanese internment during World War II, and *Korematsu v. United States*.

SUPPORT—Provide students with greater context for the Dawes Act. Beginning in 1887, some Native Americans gained citizenship when they agreed to accept—as individuals rather than tribes or nations—portions of Native American reservation land under the Dawes Act. The purpose of this program was to encourage Native Americans to become farmers and give up their traditional ways of life.

SUPPORT—Direct students to the image of Calvin Coolidge and Native American leaders on page 123 and read the caption aloud. Ask: What do you notice about the varying appearances of the men in the photo? Why are these differences in appearance significant? (Possible response: Three of the four Native American leaders are dressed in traditional attire. This choice is significant because it reflects Native Americans’ commitment to preserving their traditional ways of life while still being a part of U.S. society.) (C.6, C.6.a, C.6.b)

After students read the text, ask the following questions:

ANALYTICAL—Why did Congress pass the Naturalization Act of 1870? (C.11.b)


- » Congress passed the Naturalization Act of 1870 to clarify who the citizenship clause of the Fourteenth Amendment applied to.

LITERAL—What did the Chinese Exclusion Act do? (C.11.b)

- » The Chinese Exclusion Act completely banned the immigration of Chinese laborers for a period of ten years and required non-laborers, such as diplomats, to get special documentation from the Chinese government to prove their status. The law also made it difficult for people of Chinese descent who left the United States to return.

ANALYTICAL—Consider the Supreme Court’s interpretation of Article I of the Constitution when restricting citizenship for Native Americans. Do you think this was a loose or strict constructionist interpretation of the Constitution? (C.9.g)

- » Possible response: The Supreme Court’s interpretation of Article I to limit Native American citizenship represents a strict constructionist interpretation because it takes the document as it is written literally.

 **THINK TWICE**—How did the Naturalization Act of 1870 expand and limit who could become a naturalized citizen?

- » The Naturalization Act of 1870 expanded who could become a naturalized citizen to include African Americans and people who immigrated from Africa. It excluded people from other racial groups, especially people who immigrated from Asia.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How is U.S. citizenship acquired, and what are the responsibilities of a U.S. citizen?” (C.1, C.2, C.11.b)

“Immigration Quotas,” pages 123–125

Scaffold understanding as follows:

Have students read the section on pages 123–125.

CORE VOCABULARY—Point out the vocabulary term *nativism*, and explain its meaning.

SUPPORT—Explain to students that the Sacco and Vanzetti trial reflected anti-immigrant sentiments during the 1920s. In 1921, Italian immigrants Nicola Sacco and Bartolomeo Vanzetti were convicted and sentenced to death for the murders of a guard and a paymaster that occurred during an armed robbery in Braintree, Massachusetts. Sacco and Vanzetti were known anarchists, but many people thought the evidence that they had murdered the two victims was unconvincing. For the next six years, protests in support of Sacco and Vanzetti took place around the world. But in 1927, after exhausting their legal appeals, Sacco and Vanzetti were executed. Today, their case remains a symbol of the tensions surrounding issues of radicalism and immigration in the 1920s.

SUPPORT—Direct students to the charts of immigration quotas under the Emergency Quota Act of 1921 and the Immigration Act of 1924 on page 124. Ask: Based on this data, how did the Immigration Act of 1924 impact immigration to the United States? (*The Immigration Act of 1924 severely limited the number of people from different countries who could come to the United States; for example, the quota for Italian immigrants decreased from more than 40,000 in 1921 to just 3,652 in 1924.*) (C.1, C.5, C.6, C.6.a)

CORE VOCABULARY—Point out the vocabulary term *visa*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What is nativism? (C.6, C.6.a, C.7, C.7.a)

- » Nativism is a preference for people born in a country rather than immigrants to that country.

ANALYTICAL—How did nativism shape immigration policy during the 1920s? (C.6, C.6.a, C.7, C.7.a, C.7.c)

- » During the 1920s, nativists worried that immigrants were hurting native-born Americans by taking “their” jobs and lowering wages. As immigration from Europe had increased after World War I, Congress passed restrictive, prejudiced, quota-based immigration laws to “protect” the interests of American workers.

ANALYTICAL—How were the Emergency Quota Act of 1921 and the Immigration Act of 1924 similar and different? (C.6, C.6.a, C.7, C.7.a, C.7.b)

- » Both acts used nationality quotas based on population data from previous censuses to limit immigration to the United States. Compared to the 1921 law, the 1924 act was much more restrictive.

 **THINK TWICE**—What was the purpose of quota-based immigration laws?

- » The purpose of quota-based immigration laws was to limit the number of people who could immigrate to the United States from countries in the Eastern Hemisphere.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How is U.S. citizenship acquired, and what are the responsibilities of a U.S. citizen?” (C.1, C.11.b)

Primary Source Feature: “Political Cartoon About Emergency Quota Act of 1921,” page 124

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 124.

Introduce the source by reminding students that Uncle Sam is often used to represent the United States or its government.

Have students look at the source.

SUPPORT—Ask: What is depicted in the political cartoon? (*Uncle Sam is shown acting as a gatekeeper who limits immigration from Europe to the United States.*) Based on this depiction, do you think the cartoonist agrees with the policy? Why or why not? (*Possible response: I think the cartoonist disagrees with the policy because the cartoon is satirizing Congress’s efforts to restrict immigration.*) What inferences can you make from the cartoon? (*Possible response: A significant number of people wanted to leave Europe to immigrate to the United States.*) (C.6, C.6.a, C.6.b, C.7, C.7.b)

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner. As an alternative, you may wish to have students complete the National Archives Analyze a Cartoon worksheet instead. The worksheet is available in English and in Spanish. Links to both versions of the worksheet can be found in the Foundations of Freedom Online Resources for this unit: www.coreknowledge.org/foundations-of-freedom

Activity Page



AP 1.1

Online Resources



After students look at the source, ask the following questions:

LITERAL—What object does the artist of this political cartoon use as a metaphor to represent the new immigration policies? (C.6, C.6.a, C.6.b)

- » The artist uses a funnel.

ANALYTICAL—How does the political cartoon illustrate the changes the U.S. government has made to its immigration system? (C.6, C.6.a, C.6.b)

- » The cartoon shows that a great number of immigrants are trying to enter the funnel but only a small number of people are getting through. Uncle Sam is inserting a gate toward the bottom of the funnel, indicating that only 3 percent of the people trying to enter the United States will be allowed in.

INFERENTIAL—Based on your knowledge of history and the source, what does the number of people trying to enter the funnel suggest about the conditions at the time in Europe? (C.6, C.6.a, C.6.b, C.7.c)

- » Possible answer: The conditions in Europe were poor after World War I, which is why many people were trying to enter the United States.

“Modern Immigration Policies,” pages 125–127

Scaffold understanding as follows:

Have students read the section on pages 125–127.

SUPPORT—Direct students to the U.S. Immigration Preference Categories chart on page 125 and read the caption aloud. Ask: Why do you think the United States has employment-based preferences for immigration? What are the benefits of this type of policy? (*Possible response: The government wants to attract talented individuals from around the world to the United States. This type of policy can make the United States more competitive with other countries and strengthen its economy.*) (C.11.b)

SUPPORT—Direct students to the Percent of U.S. Population That Is Foreign-Born (1850–2022) graph on page 126 and read the caption aloud. Ask: Around what year did the foreign-born population start to significantly decline? (1920) In what year did the foreign-born population reach its peak? (1890) (C.5)

SUPPORT—Students with after-school or part-time jobs may be familiar with Form I-9, a document used to verify whether a person is eligible for employment in the United States. Employers in the United States are required to fill out Form I-9 for each person they hire; employees must also complete the form. Employees have to attest that the information on the form is correct, and they must also provide two forms of documentation that prove their identification and their eligibility to work, like a U.S. passport, permanent resident card, employment authorization document, birth certificate, or Social Security card.

After students read the text, ask the following questions:

ANALYTICAL—How did the Immigration and Nationality Act of 1965 differ from earlier immigration laws? (C.1, C.11.b)

- » This act abandoned the discriminatory policy of using national origin to determine immigration and instead opened immigration to “those who can contribute most to this country—to its growth, to its strength, to its spirit.”

ANALYTICAL—How did the Immigration and Nationality Act of 1965 affect the demographics of immigrants coming to the United States? (C.1, C.11.b)

- » As a result of the Immigration and Nationality Act of 1965, the percentage of immigrants from Europe dropped by around 50 percent, while immigration from regions like Latin America, Asia, and Africa grew significantly.

LITERAL—What percentage of visas are reserved for refugees each year? (C.11.b)

- » Five percent of visas are reserved for refugees each year.

ANALYTICAL—What were the effects of the Immigration Reform and Control Act of 1986? (C.2, C.11.b)

- » The Immigration Reform and Control Act of 1986 made it illegal for employers to hire people who entered the country without legal permission. Employers were also required to verify their employees’ identity and eligibility to work in the country. The law also created a pathway for some people without legal status to become citizens, resulting in three million people obtaining permanent resident status.

 **THINK TWICE**—How has the naturalization process changed over time?

- » The immigration and naturalization process has changed over time to be more inclusive and less discriminatory. Congress passed the Immigration and Nationality Act of 1965, which ended immigration quotas and opened immigration to “those who can contribute most to this country—to its growth, to its strength, to its spirit.” Today, immigration is based on different categories of would-be immigrants: family reunification, employment-based, and refugees.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How is U.S. citizenship acquired, and what are the responsibilities of a U.S. citizen?” (C.1, C.11.b)

“Rights and Responsibilities of Citizenship,” pages 127–132


Scaffold understanding as follows:

Have students read the section on pages 127–132.

CORE VOCABULARY—Point out the vocabulary terms *pluralism* and *draft*, and explain their meanings.

SUPPORT—Direct students to the image of the National Park Service patch on page 127 and read the caption aloud. Explain that one of the benefits of citizenship is the opportunity to work for a federal department or agency such as the NPS.

SUPPORT—Direct students to the image of jury duty on page 131 and read the caption aloud. Explain that there are other qualifications to serve on a jury beyond being a U.S. citizen. Some qualifications to serve on a federal jury include being at least eighteen years old, having lived in your judicial district for at least a year, and being able to read, write, and speak English.

 **TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: What rights and responsibilities of citizenship do you most appreciate? What rights and responsibilities of citizenship do you believe are most important? Invite groups to share their responses with the class.

Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

ANALYTICAL—Why is voting considered both a right and a responsibility? (C.1, C.2, C.11, C.11.a)

- » Voting is considered a right because it’s something citizens are permitted and entitled to do. It’s also considered a responsibility because it’s something citizens should do to keep the government accountable to the people.

LITERAL—What are some ways that citizens can stay informed? (C.1, C.2, C.11, C.11.a)

- » Citizens can stay informed by keeping up with local, state, and national news; attending and participating in public meetings; advocating for a particular cause; working on a campaign; or running for political office.

ANALYTICAL—Why is it important for all people in the United States to pay taxes? (C.1, C.2, C.11, C.11.a)

- » Taxes are a major way that governments at all levels generate revenue. Tax dollars pay for services that benefit people of all ages, including services that citizens cannot provide for themselves, like national defense, highways, and public schools.

 **THINK TWICE**—What are the rights and responsibilities of citizenship?

- » Rights of citizenship include running for elected office, working for the federal government, and voting in elections. Responsibilities of citizenship include voting and serving on a jury. All people in the United States, both citizens and noncitizens, are responsible for being informed, paying taxes, obeying the country’s laws, and respecting the liberties and choices of others. Most male citizens and noncitizen legal residents have the responsibility to register for the draft.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How is U.S. citizenship acquired, and what are the responsibilities of a U.S. citizen?” (C.11, C.11.a)

Primary Source Feature: “Should I Consider U.S. Citizenship?,” pages 128–129

Scaffold understanding as follows:

Direct students to the Primary Source Feature on pages 128–129.

Introduce the source to students by reading the introductory text aloud.

Have students read the source.

Activity Page



AP 1.1

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—According to the source, what common values bind Americans together as citizens? (C.6, C.6.a)

- » According to the source, “the shared values of freedom, liberty, and equality” bind Americans together as citizens.

LITERAL—What are the privileges and benefits of citizenship? (C.6, C.6.a, C.11, C.11.a)

- » According to the source, privileges and benefits of citizenship include voting in elections, serving on a jury, traveling with a U.S. passport, bringing family members to the United States, obtaining citizenship for children under eighteen years of age, applying for government jobs, becoming an elected official, keeping residency, becoming eligible for federal grants and scholarships, and obtaining government benefits.

INFERENTIAL—Why do you think USCIS lists the benefits of citizenship? (C.6, C.6.a, C.11, C.11.a)

- » Possible response: USCIS wants to encourage qualified people to become citizens so they can contribute to the country in different ways.

LITERAL—What are some rights U.S. citizens have regarding their expression and beliefs? (C.6, C.6.a, C.11, C.11.a)

- » U.S. citizens may express themselves and worship as they please.

LITERAL—What are some responsibilities of U.S. citizens listed in the text? (C.6, C.6.a, C.11, C.11.a)

- » Some responsibilities of U.S. citizens listed in the text include defending the Constitution, respecting and obeying laws, serving on a jury when called upon, and respecting the rights, beliefs, and opinions of others.

Note: For more primary source work related to this topic, see the Foundations of Freedom DBQ workbook.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Framing Question: “How is U.S. citizenship acquired, and what are the responsibilities of a U.S. citizen?”
 - » Key points students should cite include: In the United States, citizenship is acquired by birth (either *jus soli* or *jus sanguinis*) or through naturalization; U.S. citizens are responsible for supporting and defending the Constitution, staying informed, voting in elections, obeying the law, respecting the rights and choices of others, defending the country if needed, and serving on juries.
- Choose one Core Vocabulary word (*citizen, naturalization, nativism, visa, pluralism, draft*) and identify three other words that have the same root, prefix, or suffix.

To wrap up the lesson, invite several students to share their responses.

Activity Page



AP 2.1

NOTE: You may wish to assign Domain Vocabulary: Unit 4 (AP 2.1) for homework.

Teacher Resources

Topic Assessments: Unit 4

- Topic 1: Civil Rights and Civil Liberties **156**
- Topic 2: Citizenship **162**

Performance Task: Unit 4

- Performance Task Activity **171**
- Performance Task Scoring Rubric **176**

Activity Pages

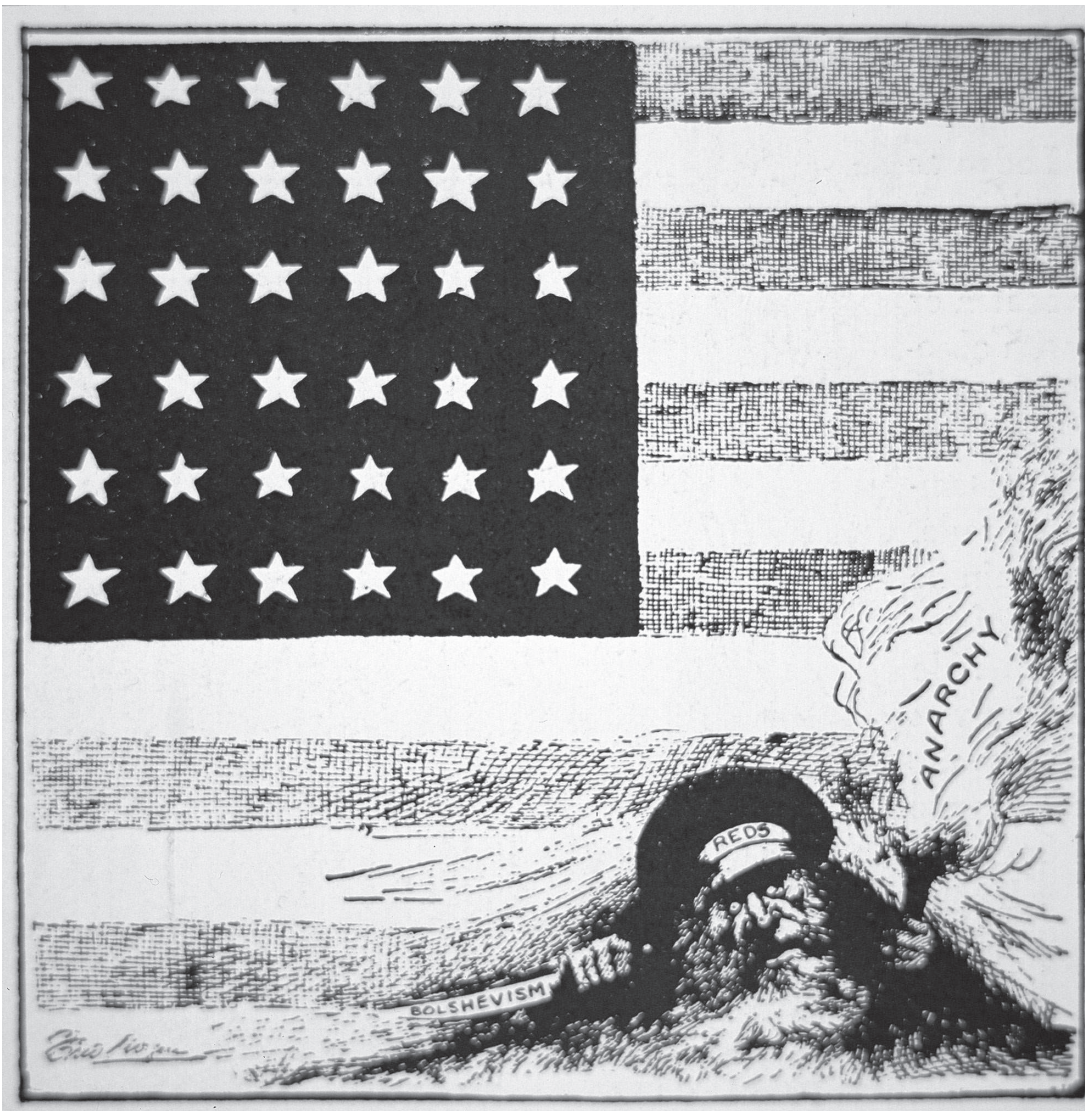
- Primary Source Analysis (AP 1.1) **177**
- Domain Vocabulary: Unit 4 (AP 2.1) **178**

Answer Key: Unit 4 **180**

Assessment: Topic 1—Civil Rights and Civil Liberties

A. On your own paper, write the letter that provides the best answer.

Use the political cartoon from 1919 to answer the question.



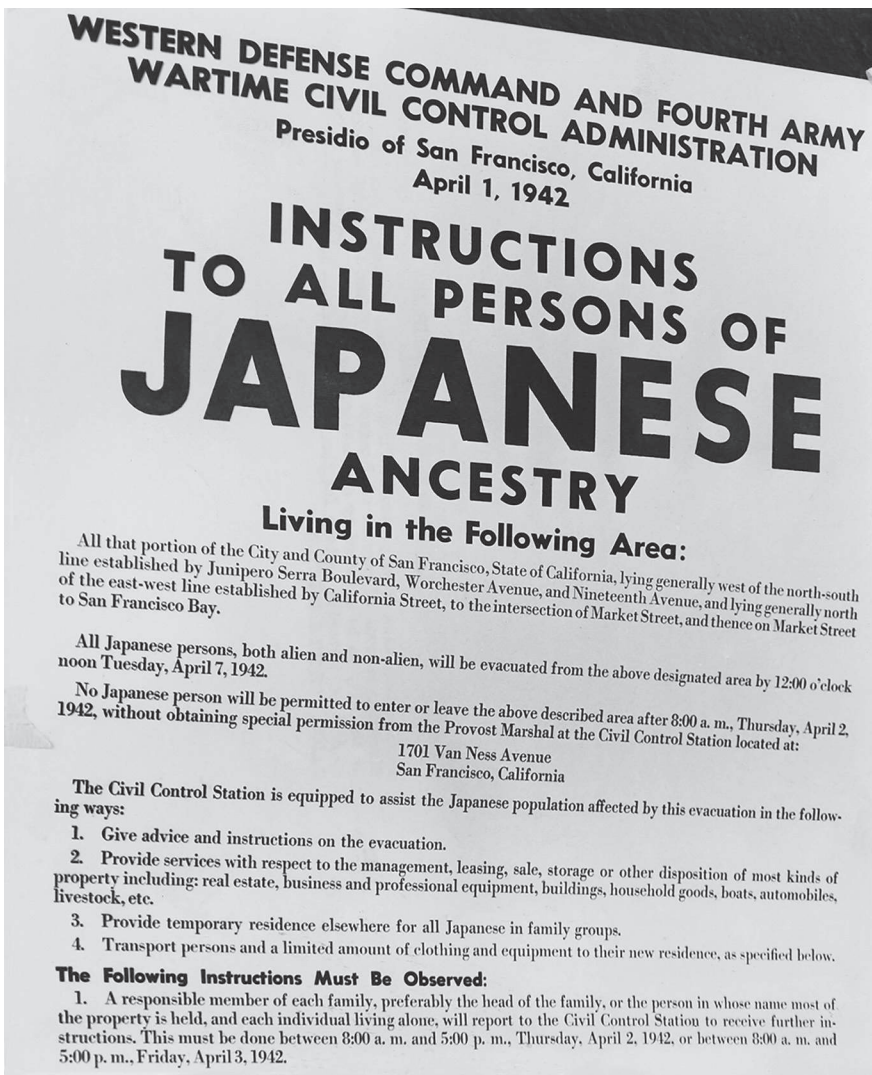
1. How did the U.S. government respond to the concerns shown in the political cartoon? (C.2, C.6.a, C.10.c)
 - a) by making a declaration of war to protect national security
 - b) by increasing support for the growing labor movement
 - c) by violating protections against warrantless seizures
 - d) by limiting the free speech rights of newspapers

2. Use the list to answer the question.

<p style="text-align: center;">Importance of Civil Rights and Liberties</p> <p>Protect natural rights identified in the Declaration of Independence</p> <p>Protect the ability to pursue different opportunities</p> <p>?</p> <p>?</p>

Which phrases complete the list? Select the **two** correct answers. (C.6.a, C.10, C.10.a)

- a) Promote equality across society
 - b) Help the people defend democracy
 - c) Tell the government what it should do
 - d) Keep government leaders accountable to themselves
 - e) Guarantee the freedoms of businesses and corporations
3. Use the poster and excerpt from Executive Order 9066 to answer the question.



Now, therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War . . . to prescribe military

areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion.

Which constitutional question is associated with the event shown in the poster? (C.6.a, C.9.f, C.10.c)

- a) Do mass evacuations threaten the safety and economic well-being of citizens?
- b) Does the president have the authority to establish military zones during a time of war?
- c) Can the U.S. government deny rights to certain racial groups to protect national security?
- d) Is Congress responsible for paying reparations to individuals who were denied their property?

4. Use this excerpt from a Supreme Court decision to answer the question.

And upon a full and careful consideration of the subject, the court is of opinion, that, upon the facts stated in the plea in abatement, Dred Scott was not a citizen of Missouri within the meaning of the Constitution of the United States, and not entitled as such to sue in its courts; and, consequently, that the Circuit Court had no jurisdiction of the case, and that the judgment on the plea in abatement is erroneous. . . .

Which of the following was an effect of this decision? (C.6.a, C.10.c)

- a) Native Americans were forced to attend separate schools.
- b) African Americans were denied constitutional rights.
- c) Women were prevented from voting in elections.
- d) Certain groups were barred from immigrating.

Use this excerpt from a constitutional amendment to answer questions 5 and 6.

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

5. Which group was this amendment intended to benefit? (C.6.a, C.10.c)

- a) African American men
- b) Native American men
- c) Asian women
- d) white women

6. How did Southern states work to subvert this amendment? Select the **two** correct answers. (C.6.a, C.10.c)

- a) by allowing equal access to all facilities
- b) by enforcing “grandfather clauses”
- c) by eliminating literacy tests
- d) by repealing Black Codes
- e) by instituting poll taxes

7. Use the excerpts from laws enacted by U.S. Congress to answer the question.

Source 1: SEC. 201. (a) All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation . . . without discrimination or segregation on the ground of race, color, religion, or national origin . . .

Source 2: SEC. 2. No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.

Which is a similarity between these two laws? (C.6.a, C.6.c, C.7.b, C.10.c)

- a) They increased federal oversight to protect civil rights.
- b) They addressed unpopular Supreme Court decisions.
- c) They only applied to certain parts of the country.
- d) They extended the Bill of Rights to the states.

8. Use the image to answer the question.

ORIGINAL

POLL TAX RECEIPT

STATE OF TEXAS
COUNTY OF BEXAR

No. 45073

San Antonio, Texas, 1931

PRECINCT 11 PAGE _____
LINE _____

RECEIVED OF Ms. Carrie Turk
the sum of One and 50/100 Dollars in payment of Poll Tax for the year 1931

1931 ADDRESS 2154 First City Rd.

AGE	LENGTH OF RESIDENCE		
	State	County	City
40	20	20	20

Native Born } Citizen of United States and
Naturalized } was born in Kansas

Occupation Housewife Where Issued OK

Race - White - Colored Sex - Male - Female

The said Tax Payer being duly sworn by me says that the above is correct. All of which I Certify.

By E. F. Moore Deputy. Maurice Maverick
Tax Collector, Bexar County, Texas.

Which constitutional amendment is associated with the policy shown in this image? (C.6.a, C.10.c)

- a) Thirteenth Amendment
- b) Fourteenth Amendment
- c) Twenty-Fourth Amendment
- d) Twenty-Fifth Amendment

9. Use this excerpt from the Twenty-Sixth Amendment to answer the question.

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Which other amendment expands protections for the same civil right addressed in this excerpt? (C.3, C.4, C.6.a, C.10.c)

- a) Sixteenth Amendment
- b) Seventeenth Amendment
- c) Eighteenth Amendment
- d) Nineteenth Amendment

Use this excerpt from *Engel v. Vitale* to answer questions 10 and 11.

We think that, by using its public school system to encourage recitation of the Regents' prayer, the State of New York has adopted a practice wholly inconsistent with the Establishment Clause. There can, of course, be no doubt that New York's program of daily classroom invocation of God's blessings as prescribed in the Regents' prayer is a religious activity. It is a solemn avowal of divine faith and supplication for the blessings of the Almighty.

10. Why was this decision significant? (C.2, C.6.a, C.9.f, C.10.b, C.10.c)
- a) It validated the tradition of declaring national days of thanksgiving.
 - b) It undermined the protection of freedom of conscience.
 - c) It reinforced the separation of church and state.
 - d) It weakened the application of due process.
11. Which Supreme Court case addressed the same constitutional rights described in the excerpt? (C.3, C.6.a, C.6.c, C.9.f, C.10.b, C.10.c)
- a) *Wisconsin v. Yoder*
 - b) *Plessy v. Ferguson*
 - c) *Schenck v. United States*
 - d) *Brown v. Board of Education*

Use this excerpt from *Tinker v. Des Moines* to answer questions 12 and 13.

In our system, state-operated schools may not be enclaves of totalitarianism. School officials do not possess absolute authority over their students. Students in school, as well as out of school, are "persons" under our Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves must respect their obligations to the State. In our system, students may not be regarded as closed-circuit recipients of only that which the State chooses to communicate. They may not be confined to the expression of those sentiments that are officially approved. In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views.

12. Which constitutional amendment does this Supreme Court decision pertain to? (C.6.a, C.10.a, C.10.b)
- a) First Amendment
 - b) Second Amendment
 - c) Third Amendment
 - d) Fourth Amendment
13. Which phrase from the excerpt supports your answer in Question 12? (C.6.a, C.6.b, C.10.b)
- a) "schools may not be enclaves of totalitarianism"
 - b) "they themselves must respect their obligations to the State"
 - c) "students may not be regarded as closed-circuit recipients"
 - d) "students are entitled to freedom of expression of their views"

14. Use the list to answer the question.

Adequate notice
Fair opportunity to be heard
Impartial tribunal
Protection from self-incrimination
Protection from ex post facto laws

Which constitutional right is described by the list? (C.6.a, C.10.a, C.10.b, C.10.c, C.10.d)

- a) equal protection
- b) due process
- c) suffrage
- d) privacy

15. Use the image to answer the question.



Which constitutional amendment protects the rights shown in the image? (C.6.a, C.10.a, C.10.b)

- a) Fourth Amendment
- b) Fifth Amendment
- c) Sixth Amendment
- d) Seventh Amendment

B. On your own paper, write a well-organized paragraph in response to the following prompt. Be sure to include evidence from the reading and activities to support your claim.

Why were the Supreme Court cases *Miranda v. Arizona* and *Gideon v. Wainwright* significant? Support your answer with two details and/or examples from the text. (C.1, C.3, C.4, C.6, C.6.a, C.6.b, C.6.c, C.7, C.7.a, C.7.b, C.7.c, C.9.f, C.10, C.10.a, C.10.b, C.10.c)

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics and evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Assessment: Topic 2—Citizenship

A. On your own paper, write the letter that provides the best answer.

1. Use the excerpt from a clause of a constitutional amendment to answer the question.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.

What were the consequences of this clause? Select the **two** correct answers. (C.2, C.6.a, C.10.c, C.11.b)

- a) It abolished the slave trade.
- b) It established *jus soli* citizenship.
- c) It overturned the *Dred Scott* decision.
- d) It recognized *jus sanguinis* citizenship.
- e) It created protections for Asian Americans.

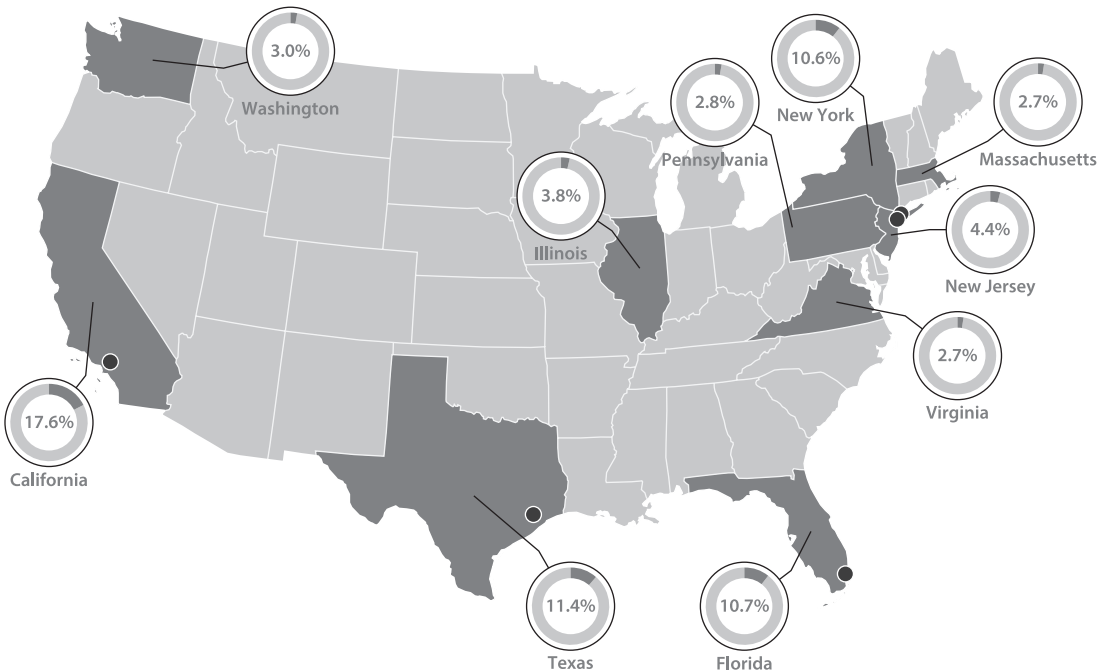
Use the excerpt from a U.S. law to answer questions 2 and 3.

No person, except as otherwise provided in this subchapter, shall be naturalized unless such applicant, (1) immediately preceding the date of filing his application . . . has resided continuously, after being lawfully admitted for permanent residence, within the United States for at least five years and during the five years immediately preceding the date of filing his application has been physically present therein for periods totaling at least half of that time, and who has resided within the State or within the district of the Service in the United States in which the applicant filed the application for at least three months, (2) has resided continuously within the United States from the date of the application up to the time of admission to citizenship, and (3) during all the periods referred to in this subsection has been and still is a person of good moral character, attached to the principles of the Constitution of the United States, and well disposed to the good order and happiness of the United States.

2. Which process is described in the excerpt? (C.6.a, C.11.b)
- a) adoption
 - b) assimilation
 - c) immigration
 - d) naturalization
3. According to the excerpt, how long must a person reside in the United States before applying for citizenship? (C.6.a, C.11.b)
- a) three months
 - b) five months
 - c) three years
 - d) five years
4. What requirements must a person meet to become a naturalized citizen of the United States? Select the **two** correct answers.
- a) renounce citizenship to another country
 - b) demonstrate knowledge of U.S. history
 - c) be married to a citizen of the United States
 - d) serve in the U.S. military for at least one year
 - e) swear an oath of allegiance to the United States

5. Use the map of U.S. Citizenship and Immigration Services statistics to answer the question.

Top Cities and States Where Naturalized Citizens Live (2023)

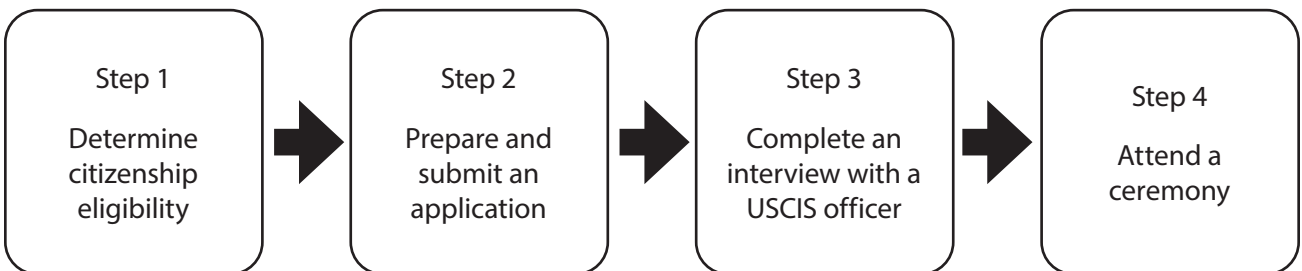


Map Information		
 Top Ten States	 Top Five Cities and Boroughs	
• California	• Illinois	Brooklyn, NY—2.2%
• Texas	• Washington	Miami, FL—1.8%
• Florida	• Pennsylvania	Houston, TX—1.8%
• New York	• Massachusetts	Bronx, NY—1.5%
• New Jersey	• Virginia	Los Angeles, CA—1.1%

According to the map, in which state does the largest percentage of naturalized citizens reside? (C.5)

- a) California
- b) Florida
- c) New York
- d) Texas

6. Use the flowchart to answer the question.

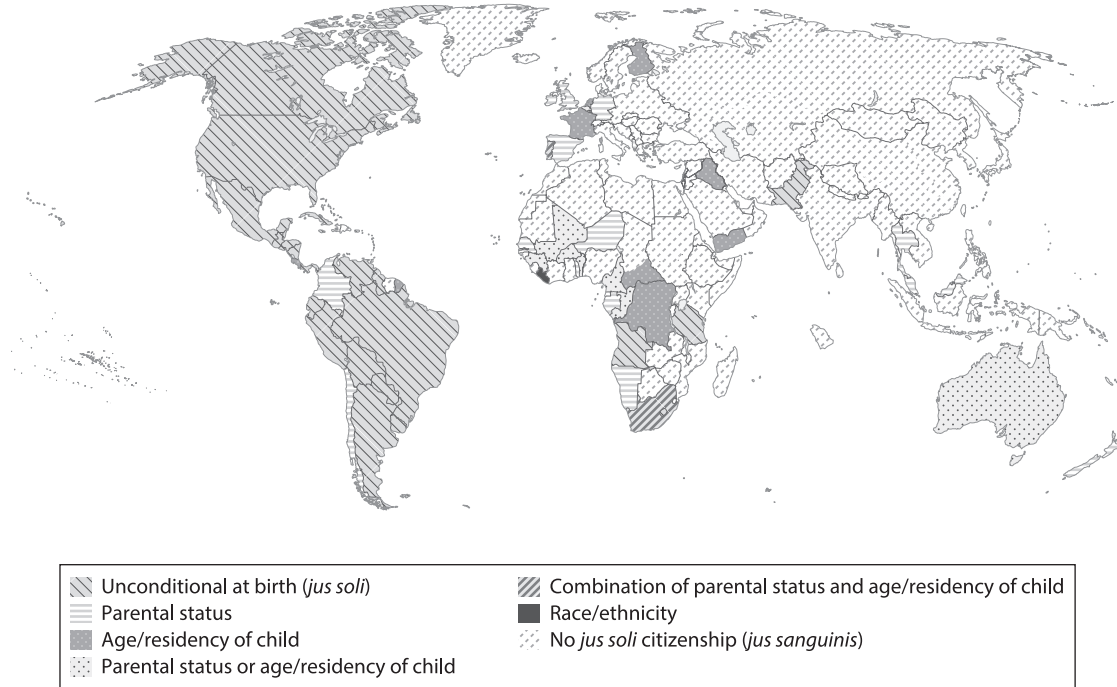


Which task is completed during Step 3 of the process shown in the flowchart? (C.6.a, C.11.b)

- a) pay a fee
- b) take a civics test
- c) swear an oath of allegiance
- d) provide fingerprints and signatures

7. Use the map of citizenship policies around the world to answer the question.

Birthright Citizenship Around the World



According to the map, how is citizenship determined in **most** countries in the Western Hemisphere? (C.5, C.11.b)

- a) by age
- b) by birthright
- c) by status of a parent
- d) by status of a grandparent

Use these excerpts from early U.S. citizenship laws to answer questions 8 and 9.

Source 1 (1790): Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That any alien [noncitizen], being a free white person, who shall have resided within the limits and under the jurisdiction of the United States for the term of two years, may be admitted to become a citizen thereof, on . . . making proof . . . that he is a person of good character, and taking the oath or affirmation prescribed by law to support the Constitution of the United States . . . shall be considered as a citizen of the United States. And the children of such person so naturalized, dwelling within the United States, being under the age of twenty-one years at the time of such naturalization, shall also be considered as citizens of the United States. And the children of citizens of the United States, that may be born beyond the sea, or out of the limits of the United States, shall be considered as natural born citizens . . .

Source 2 (1802): Any alien, being a free white person, may be admitted to become a citizen of the United States, or any of them, on the following conditions . . . :

First, That he shall have declared, on oath or affirmation, . . . three years at least, before his admission, that it was . . . his intention to become a citizen of the United States, and to renounce for ever all allegiance and fidelity to any foreign . . . state or sovereignty. . . .

Secondly, That he shall . . . declare on oath or affirmation . . . that he will support the constitution of the United States. . . .

Thirdly, That . . . he has resided within the United States for five years at least, and . . . that during that time, he has behaved as a man of good moral character. . . .

Fourthly, That in case the alien . . . shall have borne any hereditary title, . . . he shall . . . make an express renunciation of his title. . . .

SEC. 4 . . . That the children of persons duly naturalized under any of the laws of the United States, . . . being under the age of twenty-one years, . . . shall, if dwelling in the United States, be considered as citizens . . .

8. Which requirement from these early laws is still in effect today? **(C.1, C.6.a, C.11.b)**
 - a) showing “good moral character”
 - b) renouncing “any hereditary title”
 - c) declaring an “intention” of citizenship three years in advance
 - d) extending citizenship to children “under the age of twenty-one years”
9. Which factor influenced the changes shown between 1790 and 1802? **(C.2, C.6.a, C.11.b)**
 - a) a potential war with France
 - b) a growing fear of communism
 - c) a sudden decline in immigration
 - d) a struggle between federal and state courts
10. Use this photograph of a class taught by the U.S. Department of Labor to answer the question.



What was a purpose of this and similar classes? **(C.6.a, C.11.b)**

- a) to issue visas to prospective citizens
- b) to help immigrants find homes and jobs
- c) to teach immigrants about U.S. government
- d) to explain affirmation to prospective citizens

Use the tables to answer questions 11 and 12.

Immigration Quotas, Emergency Quota Act of 1921

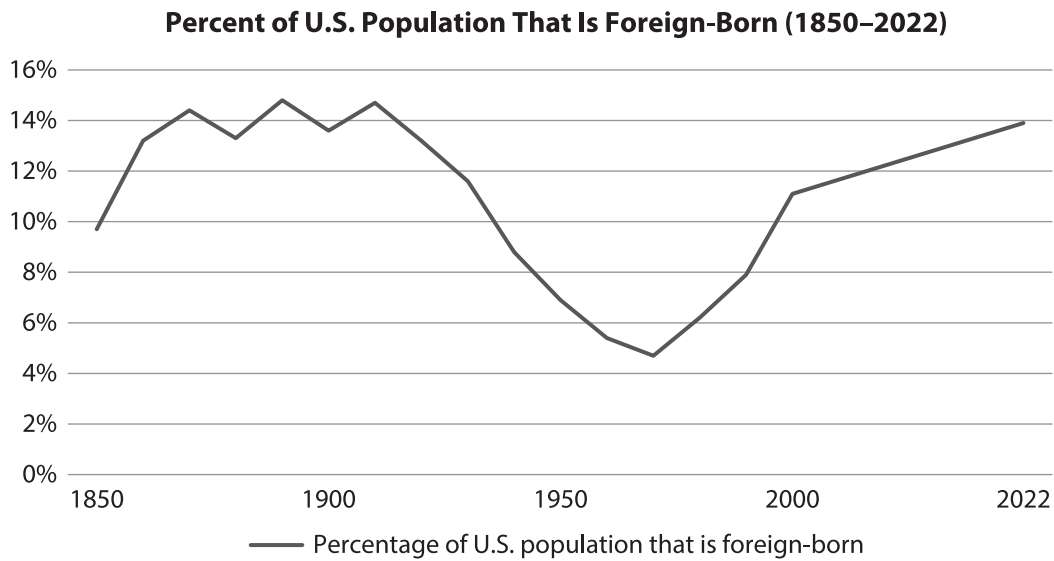
Country of Origin	1910 Population	Quota (three percent)
Italy	1,343,125	40,294
Russia	1,602,782	48,063
Greece	101,282	3,038
Africa	3,992	120

Immigration Quotas, Immigration Act of 1924

Country of Origin	1890 Population	Quota (two percent)
Italy	182,580	3,652
Russia	182,644	3,653
Greece	1,887	38
Africa	2,207	44

11. Which factors contributed to the policies shown in the tables? Select the **two** correct answers. (C.2, C.6.a, C.6.c, C.11.b, C.12, C.12.a)
- a) civil wars
 - b) tariff disputes
 - c) jurisdiction issues
 - d) nativist sentiments
 - e) economic concerns
12. Which statement is supported by the information in the tables? (C.2, C.6.a, C.6.c, C.11.b)
- a) The 1924 act was more restrictive than the 1921 act.
 - b) The 1921 act was more restrictive than the 1924 act.
 - c) The 1921 act had a greater impact on immigration from Africa.
 - d) The 1924 act had a greater impact on immigration from Eastern Europe.

13. Use the graph to answer the question.



Which policy contributed to the increase in the foreign-born population beginning in 1970? (C.1, C.5, C.11.b, C.12, C.12.a)

- a) the adoption of national origin quotas
- b) the creation of a priority-based visa system
- c) the adoption of waiting periods for people without legal status to reenter the country
- d) the creation of pathways for people without legal status to become permanent residents

Use the T-chart to answer questions 14 and 15.

Rights of Citizens	Responsibilities of Citizens

- A. Paying income and other taxes
- B. Worshipping as you please
- C. Expressing yourself freely
- D. Applying for federal employment
- E. Defending the Constitution

14. Which answer shows the correct distribution of statements to complete the chart? (C.11, C.11.a)

- a) Rights of Citizens: A, B, C; Responsibilities of Citizens: D, E
- b) Rights of Citizens: A, D, E; Responsibilities of Citizens: B, C
- c) Rights of Citizens: B, C, D; Responsibilities of Citizens: A, E
- d) Rights of Citizens: C, D, E; Responsibilities of Citizens: A, B

15. Which action may appear on both sides of the T-chart? (C.11, C.11.a)

- a) voting in elections
- b) running for elected office
- c) staying informed on issues
- d) serving in the military when called upon

16. Use the image to answer the question.



Which benefit of citizenship is shown in the image? (C.6.a, C.11, C.11.a)

- a) participating in your local community
- b) working for the federal government
- c) respecting the beliefs of others
- d) serving on a jury

B. On your own paper, write a well-organized paragraph in response to the following prompt. Be sure to include evidence from the reading and activities to support your claim.

What is the most important responsibility of citizens in the United States? Make a claim that answers the question, and support it with two pieces of evidence from the topic. (C.6, C.6.a, C.6.b, C.6.c, C.7, C.7.a, C.7.b, C.7.c, C.11, C.11.a)

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics and evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Performance Task: *Being a Citizen of the United States*

Teacher Directions: Since the adoption of the U.S. Constitution, the federal government has defined, restricted, and expanded the civil liberties and civil rights of people living in the United States.

Ask students to respond to the following prompt. Encourage students to use information from the sources provided and the Student Volume in their responses.

Prompt:

Evaluate the expansion of civil liberties and civil rights in the United States. Has the federal government responded effectively to protect these liberties and rights? (C.1, C.2, C.3, C.4, C.5, C.6, C.6.a, C.6.b, C.6.c, C.6.d, C.7, C.7.a, C.7.b, C.7.c, C.7.d, C.9.f, C.9.g, C.10, C.10.a, C.10.b, C.10.d, C.12, C.12.a, C.12.b)

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics and evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample claim:	Through the country's history, the federal government has responded effectively to protect the civil liberties and civil rights of people living in the United States.
Reason:	Constitutional interpretation and amendments, as well as new legislation enacted by Congress, have reinforced and expanded protections of individual rights and freedoms, expanding equality and justice for people over time.
Evidence:	<p>The Fourteenth Amendment (1868) and the Fifteenth Amendment (1870) guaranteed citizenship rights and equal protection under the law and prohibited states from denying citizens the right to vote based on "race, color, or previous condition of servitude."</p> <p>In <i>Brown v. Board of Education</i> (1954), the Supreme Court ruled that segregation in public schools violated the equal protection clause of the Fourteenth Amendment.</p> <p>The Civil Rights Act of 1964 prohibited discrimination based on race, color, religion, sex, or national origin, enforcing the constitutional right to equality.</p> <p>The Voting Rights Act of 1965 worked to eliminate legal barriers that prevented African Americans from exercising their Fifteenth Amendment right to vote.</p> <p>The Nineteenth Amendment prohibited the states from denying voting rights to women, further extending civil rights and liberties to all citizens regardless of gender.</p>

	<p>In <i>Gideon v. Wainwright</i> (1963), the Supreme Court ruled that states must provide legal counsel to defendants in criminal cases who cannot afford their own attorneys, expanding the Sixth Amendment right to a fair trial.</p> <p>In <i>Miranda v. Arizona</i> (1966), the Supreme Court ruled that criminal suspects must be informed of their rights to an attorney and against self-incrimination before police questioning, reinforcing Fifth and Sixth Amendment protections.</p> <p>In <i>Tinker v. Des Moines</i> (1969), the Supreme Court upheld students' First Amendment rights, ruling that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."</p>
<p>Counterclaim and answer:</p>	<p>The federal government has often failed to protect the civil liberties and civil rights of people living in the United States, especially during times of national crisis.</p> <p>While there have been times when civil rights and liberties were restricted—for example, suspending <i>habeas corpus</i> during the Civil War, limiting free speech and protections from illegal searches and seizures during World War I, and the internment of people of Japanese descent during World War II—there is a more significant trend toward protecting, rather than restricting, civil liberties and civil rights, including landmark Supreme Court decisions like <i>Brown v. Board of Education</i>, which ruled segregation in public schools was unconstitutional, and key legislation like the Civil Rights Act of 1964, which took significant strides to end discrimination based on "race, color, religion, sex, or national origin."</p>

Name _____

Date _____

Performance Task Activity: *Being a Citizen of the United States*

Since the adoption of the U.S. Constitution, the federal government has defined, restricted, and expanded the civil liberties and civil rights of people living in the United States.

Use your civics knowledge and at least one source to answer the following question:

Evaluate the expansion of civil liberties and civil rights in the United States. Has the federal government responded effectively to protect these liberties and rights?

Write your answer on separate sheets of paper.

Evacuation Notice, 1942

Following the Japanese attack on Pearl Harbor, President Franklin D. Roosevelt issued Executive Order 9066, which led to the mass evacuation of Japanese immigrants and Japanese Americans from the West Coast and other parts of the country.

**WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION**
Presidio of San Francisco, California
April 1, 1942

**INSTRUCTIONS
TO ALL PERSONS OF
JAPANESE
ANCESTRY**
Living in the Following Area:

All that portion of the City and County of San Francisco, State of California, lying generally west of the north-south line established by Junipero Serra Boulevard, Worchester Avenue, and Nineteenth Avenue, and lying generally north of the east-west line established by California Street, to the intersection of Market Street, and thence on Market Street to San Francisco Bay.

All Japanese persons, both alien and non-alien, will be evacuated from the above designated area by 12:00 o'clock noon Tuesday, April 7, 1942.

No Japanese person will be permitted to enter or leave the above described area after 8:00 a. m., Thursday, April 2, 1942, without obtaining special permission from the Provost Marshal at the Civil Control Station located at:

1701 Van Ness Avenue
San Francisco, California

The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property including: real estate, business and professional equipment, buildings, household goods, boats, automobiles, livestock, etc.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence, as specified below.

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 a. m. and 5:00 p. m., Thursday, April 2, 1942, or between 8:00 a. m. and 5:00 p. m., Friday, April 3, 1942.

Source 2

Fourteenth and Fifteenth Amendments to the Constitution

The Fourteenth and Fifteenth Amendments were ratified during Reconstruction to protect the civil rights of formerly enslaved people in the United States.

Fourteenth Amendment

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Fifteenth Amendment

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Source 3

Tinker v. Des Moines Independent Community School District, 1969

In 1965, students in Des Moines, Iowa, protested the Vietnam War by wearing black armbands to class. After the school suspended the students for their silent protest, their parents sued the school district for violating their children's First Amendment rights, ultimately appealing their case to the Supreme Court.

First Amendment rights, applied in light of the special characteristics of the school environment, are available to teachers and students. It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. This has been the unmistakable holding of this Court for almost 50 years. . . .

The problem posed by the present case does not relate to regulation of the length of skirts or the type of clothing, to hair style, or deportment. It does not concern aggressive, disruptive action or even group demonstrations. Our problem involves direct, primary First Amendment rights akin to "pure speech." . . .

In order for the State in the person of school officials to justify prohibition of a particular expression of opinion, it must be able to show that its action was caused by something more than a mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint. . . .

On the contrary, the action of the school authorities appears to have been based upon an urgent wish to avoid the controversy which might result from the expression, even by the silent symbol of armbands, of opposition to this Nation's part in the conflagration in Vietnam. . . .

It is also relevant that the school authorities did not purport to prohibit the wearing of all symbols of political or controversial significance. The record shows that students in some of the schools wore buttons relating to national political campaigns The order prohibiting the wearing of armbands did not extend to these. Instead, a particular symbol—black armbands worn to exhibit opposition to this Nation's involvement in Vietnam—was singled out for prohibition. Clearly, the prohibition of expression of one particular opinion, at least without evidence that it is necessary to avoid material and substantial interference with schoolwork or discipline, is not constitutionally permissible.

In our system, state-operated schools may not be enclaves of totalitarianism. School officials do not possess absolute authority over their students. Students in school as well as out of school are "persons" under our Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves must respect their obligations to the State. In our system, students may not be regarded as closed-circuit recipients of only that which the State chooses to communicate. They may not be confined to the expression of those sentiments that are officially approved. In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views.

Source 4

“You Have the Right to Remain Silent . . .”

In 1966, the Supreme Court ruled in *Miranda v. Arizona* that Fifth Amendment protections from self-incrimination applied to interrogations and that law enforcement was required to make suspects aware of this right.



Performance Task Scoring Rubric

Note: Student essays should be evaluated on the basis of the rubric.

Score	Scoring Description
4	Response includes a correct claim about the effectiveness of the federal government in protecting civil liberties and civil rights. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.
3	Response includes a correct claim about the effectiveness of the federal government in protecting civil liberties and civil rights. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given sources but not both. OR Response includes a correct claim about the effectiveness of the federal government in protecting civil liberties and civil rights. Response includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source but does not explain the evidence. OR Response includes a correct explanation to address the effectiveness of the federal government in protecting civil liberties and civil rights. The explanation includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.
2	Response includes a correct claim about the effectiveness of the federal government in protecting civil liberties and civil rights with at least one reference to a given source or relevant content knowledge that is not directly provided in the given source. OR Response includes a correct explanation to address the effectiveness of the federal government in protecting civil liberties and civil rights. The explanation includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given source.
1	Response includes a correct claim about the effectiveness of the federal government in protecting civil liberties and civil rights. OR Response includes correct information that is not directly relevant to the prompt but that demonstrates some student content knowledge about the effectiveness of the federal government in protecting civil liberties and civil rights.
0	Response does not include any elements described above.

Activity Page 1.1

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Activity Page 2.1**Domain Vocabulary: Unit 4**

Use the words in the word bank to complete the crossword puzzle. Leave out the space in multiple-word terms.

communist	anarchist	poll tax	freedom of expression
citizen	civil liberty	pacifist	civil right
capital offense	incorporation	naturalization	nativism
visa	pluralism	draft	

Across:

2. a person who opposes war and violence as a way to resolve conflict
5. a person who is legally recognized as a member or subject of a country or state
7. freedom from excessive or unwarranted interference by the government
10. a system that requires individuals to serve in the military
12. a person who rebels against or works to disrupt an established authority, usually a government or an economic system
15. a crime that can be punished with the death penalty

Down:

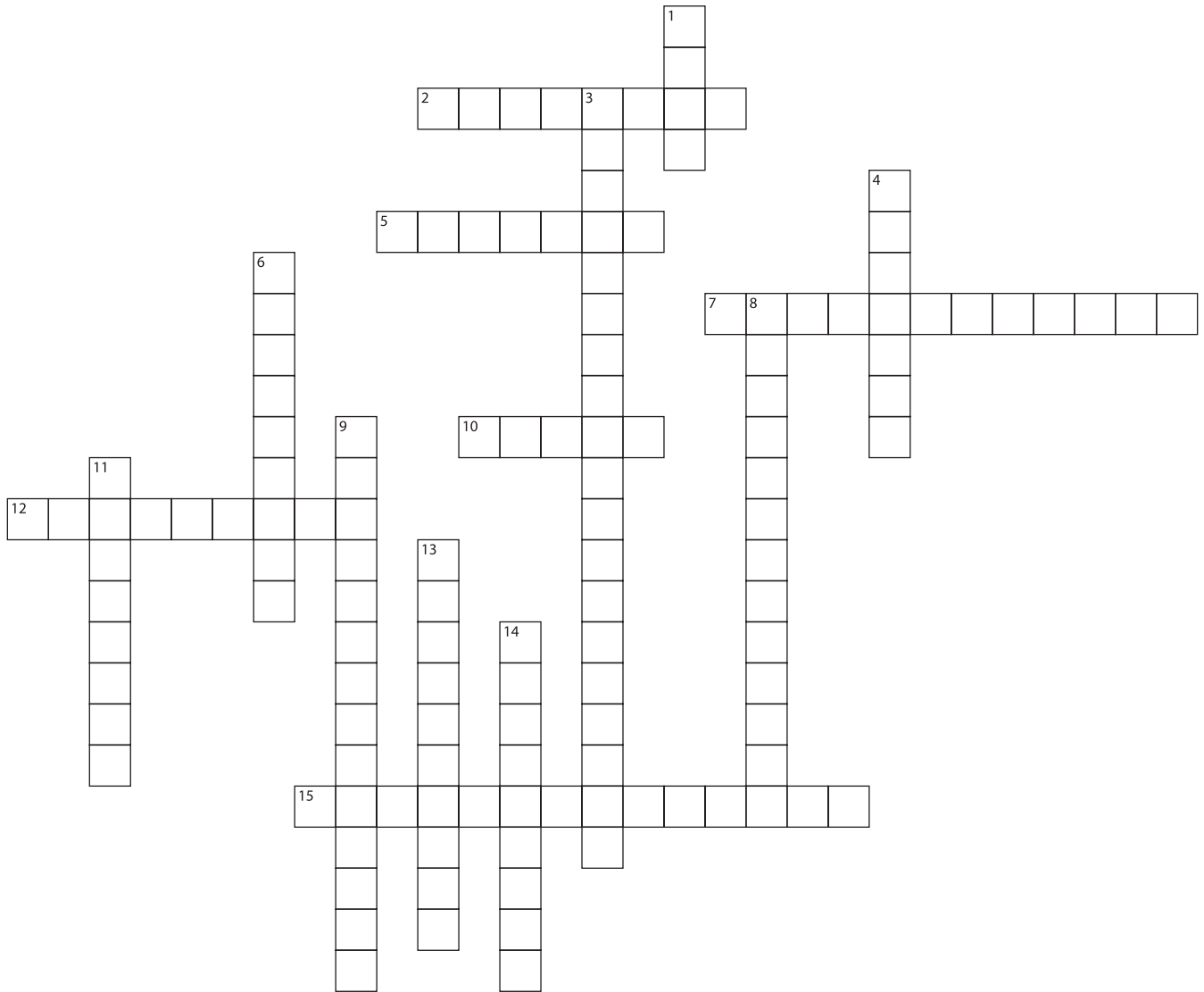
1. approval by an authority that shows a person may legally enter, stay in, or leave a country for a given period of time
3. the right to express one's opinions freely without interference from the government
4. a fee that a person has to pay before they can vote
6. a person who supports an economic system based on community ownership of property and industry
8. the process by which restrictions on the federal government in the Bill of Rights are made applicable to the states
9. the process by which someone from another country becomes a citizen
11. a preference for people born in a country rather than immigrants
13. any of the liberties, freedoms, and entitlements that are guaranteed to citizens by their government through legislation or other government action
14. the existence of diverse groups who maintain their distinct identities within a society while working together to benefit the society as a whole

Name _____

Date _____

Activity Page 2.1 (Continued)

Domain Vocabulary: Unit 4



Answer Key: Being a Citizen of the United States

Topic Assessments

Topic 1

A. 1. c 2. a, b 3. c 4. b 5. a 6. b, e 7. a 8. c 9. d
10. c 11. a 12. a 13. d 14. b 15. b

B.

Score	Scoring Description
4	Student makes a claim about the significance of <i>Miranda v. Arizona</i> and <i>Gideon v. Wainwright</i> and correctly supports it with an explanation of two different pieces of evidence.
3	Student makes a claim about the significance of <i>Miranda v. Arizona</i> and <i>Gideon v. Wainwright</i> and correctly supports it with an explanation of one piece of evidence. AND Student correctly identifies a second piece of evidence without explaining it.
2	Student makes a claim about the significance of <i>Miranda v. Arizona</i> and <i>Gideon v. Wainwright</i> and identifies two different pieces of evidence without explaining either. OR Student makes a claim about the significance of <i>Miranda v. Arizona</i> and <i>Gideon v. Wainwright</i> and correctly explains one piece of evidence.
1	Student makes a claim about the significance of <i>Miranda v. Arizona</i> and <i>Gideon v. Wainwright</i> and correctly identifies one piece of evidence. OR Student includes correct information related to the prompt that demonstrates some student content knowledge about <i>Miranda v. Arizona</i> and <i>Gideon v. Wainwright</i> .
0	The response contained only incorrect or irrelevant information or the item is left blank.

Topic 2

A. 1. b, c 2. d 3. d 4. b, e 5. a 6. b 7. b 8. a 9. a
10. c 11. d, e 12. a 13. b 14. c 15. a 16. b

B.

Score	Scoring Description
4	Student makes a claim about the most important responsibility of citizens in the United States and correctly supports it with an explanation of two different pieces of evidence.
3	Student makes a claim about the most important responsibility of citizens in the United States and correctly supports it with an explanation of one piece of evidence. AND Student correctly identifies a second piece of evidence without explaining it.
2	Student makes a claim about the most important responsibility of citizens in the United States and identifies two different pieces of evidence without explaining either. OR Student makes a claim about the most important responsibility of citizens in the United States and correctly explains one piece of evidence.
1	Student makes a claim about the most important responsibility of citizens in the United States and correctly identifies one piece of evidence. OR Student includes correct information related to the prompt that demonstrates some student content knowledge about the most important responsibility of citizens in the United States.
0	The response contained only incorrect or irrelevant information or the item is left blank.

Activity Pages

Primary Source Analysis (AP 1.1): Executive Order 9066, 1942

Content: This source is from an executive order issued by President Franklin D. Roosevelt. It authorizes the Secretary of War and military commanders to take “such action necessary or desirable” to exclude certain groups from military zones on the West Coast. It also authorizes these individuals to provide “transportation, food, shelter, and other accommodations” needed to carry out the order.

Creation: This source was created by Franklin D. Roosevelt in 1942.

Communication: The purpose of the source is to authorize the military to take extraordinary action during a time of war. The intended audience includes federal agencies, the military, local law enforcement, and groups designated for exclusion from the military zones.

Context: The Japanese bombed Pearl Harbor in December 1941, leading the United States to formally enter World War II. For decades, people of Japanese descent were subject to racism and discriminatory practices. Government leaders and others feared that people of Japanese descent on the West Coast would act as spies or undermine the U.S. war effort to help Japan.

Connection: The source relates to the context because it enabled military leaders to force people of Japanese descent from their homes and into internment camps, where they were denied due process and equal protection.

Consideration: This document expresses the point of view that some groups pose a threat to national security. While it does not mention people of Japanese descent by name, it implies bias against this group.

Conclusion: Executive Order 9066 severely restricted the civil rights of U.S. citizens. It helps me answer the Framing Question and contributes to my understanding of civics by showing a way the federal government took action to restrict civil rights during a time of war.

Primary Source Analysis (AP 1.1): Japanese Internment Exclusion Order

Content: This source is an order telling people of Japanese descent—both Americans and

non-Americans—living in a certain portion of San Francisco, California, that they need to leave their homes by April 7, 1942. It explains that nobody of Japanese descent would be able to enter that area unless they received special permission. The order also explains what the Wartime Civil Control Administration will do to facilitate the evacuation.

Creation: This source was created by the Wartime Civil Control Administration on April 1, 1942.

Communication: The purpose of the source is to tell the Japanese people who lived in San Francisco that they need to leave their homes, and it explains how their removal from their neighborhoods would be conducted.

Context: President Franklin D. Roosevelt had signed Executive Order 9066 two months earlier, which set into motion the establishment of a bureaucracy that would facilitate moving people of Japanese descent to internment camps.

Connection: The source relates to the context because it put into action the order that people of Japanese descent be sent to internment camps.

Consideration: This document presents the point of the view of the government and implicitly suggests that the instructions in the order are appropriate.

Conclusion: The Japanese internment exclusion order carried out the severe restrictions on civil rights that Executive Order 9066 required. It helps me answer the Framing Question and contributes to my understanding of civics by showing a way the federal government took action to restrict civil rights during a time of war.

Primary Source Analysis (AP 1.1): Fifteenth Amendment to the U.S. Constitution

Content: This source is an amendment to the Constitution that guarantees that the right to vote will not be denied or abridged by the United States or any state due to race or having been enslaved.

Creation: The Fifteenth Amendment was created by Congress after the Civil War and was ratified by the states in 1870.

Communication: The purpose of the source is to ensure that nobody can be denied their right to vote due to being African American or any race or because they were enslaved.

Context: The Confederacy had recently lost the Civil War, and African Americans who had been enslaved were set free. Republicans in Congress wanted to ensure that freedoms were expanded to more people.

Connection: The source relates to the context because by adding this amendment to the Constitution, it would be more difficult for the government to prevent people from voting due to the color of their skin.

Consideration: The point of view being expressed is that the right to vote is very important and that it is wrong to prevent people from voting because of their race.

Conclusion: The Fifteenth Amendment was a significant addition to the Constitution because it expanded the right to vote to people who had previously been denied that right. However, white Southerners soon found ways to work around the Fifteenth Amendment. It helps answer the Framing Question by showing what the government did to expand the right to vote.

Primary Source Analysis (AP 1.1): Civil Rights Act of 1964

Content: This source is from legislation enacted by Congress. It makes literacy tests to restrict voting rights illegal and prohibits segregation in public places.

Creation: This act was created by Congress and signed into law by the president in 1964.

Communication: The purpose of the source is to define actions that are now illegal. The intended audience includes federal agencies, the states, local election authorities, law enforcement, business owners, and individuals.

Context: After Reconstruction, states passed Jim Crow laws that restricted the movement of African Americans and enforced segregation in public spaces; these laws were upheld by the Supreme Court's decision in *Plessy v. Ferguson* in 1896. During the Civil Rights Movement, activists fought against segregation and other discriminatory laws and practices, including during the March on Washington for Jobs and Freedom in 1963.

Connection: The source relates to the context because it was enacted as a result of the Civil Rights Movement and the March on Washington for Jobs and Freedom. It relates to what I already know about the

Civil Rights Movement by showing how it helped push the federal government to expand civil rights.

Consideration: This document expresses the point of view that discriminatory practices that limit civil rights, including segregation, are inherently wrong.

Conclusion: This source marked a major breakthrough in the push for civil rights. It helps answer the Framing Question and contributes to my understanding of civics by showing how the federal government has interpreted constitutional amendments and then passed new laws to better apply and protect the civil rights of Americans.

Primary Source Analysis (AP 1.1): Voting Rights Act of 1965

Content: This source is from legislation enacted by Congress. It gives the federal government the power to enforce the Fifteenth Amendment. It also prohibits states from restricting or denying voting rights to people using things like literacy tests and poll taxes.

Creation: This act was created by Congress and signed into law by the president in 1965.

Communication: The purpose of the source is to define actions that are considered illegal. The intended audience includes federal agencies, the states, and local election authorities.

Context: After Reconstruction, states found ways to deny voting rights to African American voters. During the Civil Rights Movement, activists, including participants in the Selma March, fought to end discrimination against African American voters.

Connection: This source relates to the context because it was enacted as a result of the Selma March. It relates to what I already know about the Civil Rights Movement by showing how it helped push the federal government to expand civil rights.

Consideration: The document expresses the point of view that literacy tests, poll taxes, and other ways of limiting voting rights are inherently wrong.

Conclusion: This source marked a major breakthrough in the push for civil rights. It helps answer the Framing Question and contributes to my understanding of civics by showing how the federal government has interpreted constitutional amendments and then passed new laws to better apply and protect the civil rights of Americans.

Primary Source Analysis (AP 1.1): Twenty-Fourth and Twenty-Sixth Amendments to the U.S. Constitution

Content: These sources are amendments to the Constitution that protect and expand the right to vote. The Twenty-Fourth Amendment bans the use of poll taxes to prevent people from voting. The Twenty-Sixth Amendment lowered the voting age to eighteen. The poll tax receipt was used by people to prove they had paid their tax and could vote.

Creation: The Twenty-Fourth Amendment was created by Congress and then ratified in 1964 during the Civil Rights Movement, and the Twenty-Sixth Amendment was created by Congress and ratified in 1971. The poll tax receipt was created in 1932 to prove that the poll tax had been paid in 1931.

Communication: The purpose of these sources is to ensure that states cannot use poll taxes to circumvent the Fifteenth Amendment and to give people who are old enough to fight in wars the right to also vote. The poll tax receipt was used to allow people to vote, but if someone didn't have a receipt because they couldn't pay the tax, they couldn't vote.

Context: The Civil Rights Movement had raised a great deal of awareness of how terribly African Americans were being treated in the South. Because so many eighteen-, nineteen-, and twenty-year-olds had fought and died in the Vietnam War, more people demanded that they have the right to vote. Poll tax receipts were used for many years in the Jim Crow, until poll taxes were banned.

Connection: The source relates to the context because by adding these amendments to the Constitution, the rights of African Americans and younger people were protected and expanded.

Consideration: The point of view being expressed is that because actions taken by Southern governments had denied some people the right to vote, it was necessary to add the Twenty-Fourth Amendment to ban poll taxes. Also, it was understood that since people under the age of twenty-one could fight and die in wars, they should also be able to vote.

Conclusion: The Twenty-Fourth and Twenty-Sixth Amendments were significant additions to the Constitution because they helped make it possible for more people to vote. It helps answer the Framing Question by showing what the government has done to continue to protect voting rights.

Primary Source Analysis (AP 1.1): First Amendment to the U.S. Constitution

Content: This source is an amendment to the Constitution that guarantees that the government will not abridge freedom of religion, freedom of speech, freedom of the press, or the right of the people to assemble and petition the government.

Creation: The First Amendment was created by James Madison as part of the Bill of Rights in 1791.

Communication: The purpose of the source is to protect what the Framers believed were some of the most important liberties.

Context: The United States had recently become an independent country, and the Framers wanted to protect Americans from a government that infringed on their freedoms.

Connection: The source relates to the context because by articulating in the Bill of Rights liberties such as the freedoms of speech and religion, it would be much more difficult for the government to not protect them.

Consideration: The point of view being expressed is that the civil liberties protected in this amendment are so essential that no law can be passed that abridges or prohibits them.

Conclusion: The First Amendment is one of the most significant parts of the Constitution because it ensures that people are able to speak their mind or practice their religion without fear that the government will stop them. It helps answer the Framing Question and contributes to my understanding of civics by showing what the Framers did to protect these important liberties around the time of the founding of the country.

Primary Source Analysis (AP 1.1): *Tinker v. Des Moines Independent Community School District*, Justice Abe Fortas, 1969

Content: This source is a Supreme Court majority opinion. It claims that students maintain their First Amendment right to free speech in the school setting.

Creation: This source was created by the Supreme Court Justice Abe Fortas in 1969.

Communication: The purpose of the source is to rule on a case that was appealed to the Supreme Court.

The intended audience includes the plaintiff, the defendant, and other courts that will use this ruling as a precedent for future cases.

Context: Mary Beth Tinker and Christopher Eckhardt were students who opposed the Vietnam War, a conflict that grew increasingly unpopular during the 1960s and early 1970s. Tinker and Eckhardt showed their opposition by wearing black armbands to school. The school district banned their protest and suspended the students when they decided to wear the armbands anyway. The students' parents sued the school district on the grounds that the school had violated the First Amendment right to free speech.

Connection: The source relates to the context because many people were expressing their opinions about the Vietnam War at this time. The ruling explains that wearing armbands is a form of pure speech, meaning that the symbolic act of wearing the armbands was the same as if the students had shared their opinions out loud.

Consideration: The ruling expresses the point of view that people cannot limit First Amendment rights just because they dislike what others have to say. It also expresses the point of view that civil rights apply to students, not just the adults in charge.

Conclusion: This was a significant case because it reinforced First Amendment rights to free speech. It helps answer the Framing Question and contributes to my understanding of civics by showing how civil rights, specifically the right to free speech, were interpreted and upheld in the past.

Primary Source Analysis (AP 1.1): *Schenck v. United States*, Justice Oliver Wendall Holmes, 1919

Content: This source is a Supreme Court majority opinion. It says that during times of war, Congress has the power to restrict First Amendment rights in the interest of national security.

Creation: This source was created by the Supreme Court Justice Oliver Wendall Holmes in 1919.

Communication: The purpose of the source is to rule on a case that was appealed to the Supreme Court. The intended audience includes the plaintiff, the defendant, and other courts that will use this ruling as a precedent for future cases.

Context: Charles Schenck and Elizabeth Baer were socialists convicted under the Espionage Act of

1917 after they were caught distributing pamphlets criticizing the draft and encouraging people to resist. This event took place during World War I. At the time, the U.S. government was concerned about communists and anarchists undermining the country.

Connection: This source relates to the context because the Supreme Court ruled that under normal circumstances, the Espionage Act would be a violation of Schenck's and Baer's First Amendment rights, but because the country was at war, the law and its effects were justified.

Consideration: The point of view being expressed is that sometimes the government should be allowed to restrict the civil rights and civil liberties of citizens. It is biased in favor of government action over individual rights.

Conclusion: The source played an important role in establishing acceptable circumstances when the government may infringe on civil rights and liberties. It helps answer the Framing Question by showing how civil rights and civil liberties have been interpreted over time. It contributes to my understanding of civics by showing how sometimes civil rights and liberties are subject to interpretation.

Primary Source Analysis (AP 1.1): *Miranda v. Arizona*, Chief Justice Earl Warren, 1966

Content: This source is a Supreme Court majority opinion. It says that before people are questioned by law enforcement, they must be made aware of their Fifth Amendment protection against self-incrimination.

Creation: This source was created by the chief justice of the Supreme Court, Earl Warren, in 1966.

Communication: The purpose of the source is to rule on a case that was appealed to the Supreme Court. The intended audience includes the plaintiff, the defendant, and other courts that will use this ruling as a precedent for future cases.

Context: Ernesto Miranda was arrested at his home and brought to a police station, where he was interrogated by police officers. Miranda wrote and signed a confession after two hours of intense questioning. The confession was then used as evidence against him during his trial.

Connection: This source relates to the context because the Supreme Court ruled that because Miranda was not made aware of his Fifth Amendment rights, the confession could not be used as evidence against him in court.

Consideration: The source expresses the point of view that an important part of due process is understanding your Fifth Amendment rights.

Conclusion: The source played an important role in expanding civil rights in the United States. It helps answer the Framing Question and contributes to my understanding of civics by showing how civil rights in the United States have changed over time.

Primary Source Analysis (AP 1.1): *Gideon v. Wainwright*, Justice Hugo Lafayette Black, 1963

Content: This source is a Supreme Court majority opinion. It says that the Fourteenth Amendment extends the Sixth Amendment right to an attorney in criminal cases to the states.

Creation: This source was created by the Supreme Court Justice Hugo Lafayette Black in 1963.

Communication: The purpose of the source is to rule on a case that was appealed to the Supreme Court. The intended audience includes the plaintiff, the defendant, and other courts that will use this ruling as a precedent for future cases.

Context: Clarence Gideon was charged with breaking and entering in Florida in 1961, but he was not provided an attorney because he did not commit a capital offense. Gideon appealed his conviction to the Supreme Court.

Connection: This source relates to the context because the Supreme Court overturned Gideon's conviction on the grounds that he was denied his civil rights.

Consideration: The source expresses the point of view that the right to an attorney is an important part of a fair trial and making sure that due process is upheld.

Conclusion: The source played an important role in expanding civil rights in the United States. It helps answer the Framing Question and contributes to my understanding of civics by showing how civil rights in the United States have changed over time.

Primary Source Analysis (AP 1.1): *Immigration and Nationality Act*

Content: This is an excerpt from a law passed by Congress. It explains the requirements to become a naturalized citizen, including living in the country for at least five years and being physically present for at least half that time, residing continuously in the country from the time of application to the time of naturalization, and having good moral character. The source also explains exceptions to naturalization requirements for people who serve in the military.

Creation: This source was created by the U.S. Congress in 1952 and was most recently updated in 2005.

Communication: The purpose of the source is to set guidelines for naturalization. The intended audience is prospective citizens.

Context: The United States was growing after World War II and continued to grow into the twenty-first century.

Connection: This source relates to the context by establishing requirements for naturalization that better meet the needs of the country.

Consideration: The source does not share a point of view or judgment. It may be considered biased in favor of prospective citizens who have served in the U.S. military.

Conclusion: This source helps me answer the Framing Question and contributes to my understanding of civics by showing what some of the naturalization requirements are today.

Primary Source Analysis (AP 1.1): *Naturalization Oath of Allegiance to the United States of America*

Content: This is the oath to the United States that people not born in the country say when they become a citizen of the country.

Creation: The source was written by the government of the United States.

Communication: The purpose of the source is to ensure that new citizens to the United States are loyal to their new country and not the country where they immigrated from and that they will embrace the values of the United States.

Context: People not born in the United States might not feel as supportive or connected to the country as those who are born in the United States.

Connection: This source relates to the context because the oath helps ensure that new citizens are committed to strengthening the country.

Consideration: The oath presents the point of view of a government that wants the United States to be a cohesive nation.

Conclusion: The naturalization oath of allegiance is the final stage of becoming a citizen of the United States. It helps me answer the Framing Question by showing one of the steps that people need to take to become an American, and it explains some of the responsibilities of citizenship.

Primary Source Analysis (AP 1.1): Naturalization Act of 1790

Content: This is an excerpt from a law passed by Congress. It explains the requirements to become a naturalized citizen, including being a free white person, living in the United States for at least two years, showing good moral character, and taking an oath to support the Constitution.

Creation: This source was created by Congress in 1790.

Communication: The purpose of the source is to set guidelines for naturalization. The intended audience is prospective citizens.

Context: The United States was growing quickly during this period and needed a way to naturalize people who wanted to become citizens.

Connection: This source relates to the context by establishing requirements for naturalization. It relates to what I already know about Congress having the power to determine rules for naturalization.

Consideration: The source does not share a point of view. The source shows bias against non-white people.

Conclusion: This source helps me answer the Framing Question by showing how naturalization requirements have changed over time. It contributes to my understanding of civics by showing how naturalization rules were influenced by events happening in the United States at different periods in history.

Primary Source Analysis (AP 1.1): Naturalization Act of 1802

Content: This is an excerpt from a law passed by Congress. It explains the requirements to become

a naturalized citizen, including being a free white person, living in the United States for at least five years, announcing the intention to become a citizen at least three years before naturalization, renouncing allegiance to foreign countries and leaders, renouncing noble titles, showing good moral character, and taking an oath to support the Constitution.

Creation: This source was created by Congress in 1802.

Communication: The purpose of the source is to set guidelines for naturalization. The intended audience is prospective citizens.

Context: Many people were immigrating to the United States as a result of the French Revolution.

Connection: The government wanted to make sure that these people were loyal to the United States when they became citizens.

Consideration: The source does not share a point of view. The source shows bias against non-white people.

Conclusion: This source helps me answer the Framing Question by showing how naturalization requirements have changed over time. It contributes to my understanding of civics by showing how naturalization rules were influenced by events happening in the United States at different periods in history.

Primary Source Analysis (AP 1.1): Political Cartoon About Emergency Quota Act of 1921

Content: This political cartoon is commentary about how the Emergency Quota Act of 1921 reduced the number of people who were allowed to enter the United States from Europe.

Creation: The cartoon was created by a political cartoonist after the law was passed.

Communication: The purpose of this source is to provide commentary on the effect of the Emergency Quota Act of 1921. The audience is readers of a newspaper who are interested in learning about the effects of the law.

Context: The Emergency Quota Act of 1921 was created because nativists believed that native-born Americans were losing jobs to immigrants and suffering reduced wages. When soldiers returned from World War I, they entered a competitive job market.

Connection: The source relates to the context because it's a cartoon about the law that was passed.

Consideration: The point of view being expressed is that the Emergency Quota Act would have a significant impact on the rates of immigration and that the United States was no longer going to welcome as many immigrants as it had.

Conclusion: The cartoonist did not think the Emergency Quota Act was a good idea because so many people wanted to come in from Europe. It helps answer the Framing Question by showing what the government will do to restrict immigration when nativist sentiment is high.

Primary Source Analysis (AP 1.1): Should I Consider U.S. Citizenship?

Content: This is a government publication. It explains the significance of U.S. citizenship, the reasons to consider U.S. citizenship, and the responsibilities of U.S. citizens.

Creation: U.S. Citizenship and Immigration Services (USCIS) created this document. It is unclear when the source was created.

Communication: The purpose of the source is to explain to prospective citizens why they should consider naturalizing and becoming a U.S. citizen. The intended audience is prospective citizens.

Context: N/A

Connection: This source relates to what I already know by explaining different responsibilities and rights of U.S. citizens.

Consideration: The source expresses the point of view that naturalizing and becoming a U.S. citizen is beneficial. It is biased in favor of U.S. citizenship and does not include any judgments.

Conclusion: This source is a helpful resource for people who are unsure about whether they should become a U.S. citizen. It helps answer the Framing Question by listing some of the responsibilities of citizens. It contributes to my understanding of civics by showing why naturalization and citizenship are important.

Domain Vocabulary: Unit 4 (AP 2.1)

Across

2. pacifist
5. citizen
7. civil liberty
10. draft
12. anarchist
15. capital offense

Down

1. visa
3. freedom of expression
4. poll tax
6. communist
8. incorporation
9. naturalization
11. nativism
13. civil right
14. pluralism



Unit 5: Elections and Politics



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TOPIC 1: Elections, Voting, and Representation

Framing Question: How are U.S. elections conducted and regulated?

Primary Focus Objectives

- ✓ Explain the election processes at the local, state, and federal levels. (C.11.e)
- ✓ Describe the qualifications for voting and for running for office. (C.11.e)
- ✓ Evaluate the purpose, structure, and function of the Electoral College. (C.11.f)
- ✓ Analyze the process of redistricting, including the impacts of gerrymandering. (C.11.g, C.11.j)
- ✓ Understand the meaning of the following domain-specific vocabulary: *dark horse, primary election, general election, special election, precinct, popular vote, gubernatorial, incumbent, ballot measure, initiative, referendum, recall, voter turnout, gerrymandering, and at-large.*

What Teachers Need to Know

Online Resources For background information, download the Foundations of Freedom Online Resource “About Elections, Voting, and Representation”:



www.coreknowledge.org/foundations-of-freedom

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 1.3

- individual student copies of Primary Source Analysis (AP 1.1), Venn Diagram (AP 1.2), and Elected State Officials (AP 1.3)
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- video “The Difference Between a Primary and Caucus, Explained” from Encyclopedia Britannica
- sample ballot from St. Francois County
- Louisiana GeauxVote Voter Portal sample ballot
- map of Washington, D.C. (national)
- map of Washington, D.C. (regional)
- video “Voter ID” from the National Conference of State Legislatures
- map of voter identification laws from the National Conference of State Legislatures
- video “Shelby County v. Holder” from the Bill of Rights Institute
- activity “Can You Gerrymander Your Party to Power?” from *The New York Times*
- voting determination letters for Louisiana from the U.S. Attorney General’s Office

- video “Baker v. Carr” from the Bill of Rights Institute
- images of gerrymandering by packing and cracking from the Brennan Center for Justice
- video “Shaw v. Reno” from the Center for Civic Education

Online Resources



Use this link to download the Foundations of Freedom Online Resources for this unit, where the specific links to the worksheet, videos, sample ballot, portal, maps, activity, letters, and images may be found:

www.coreknowledge.org/foundations-of-freedom

Core Vocabulary (Student Volume page numbers listed below)

dark horse, n. a political candidate who receives an unexpected nomination (135)

Example: After delegates were deadlocked on their fifth ballot, an unforeseen dark horse emerged and secured the party’s nomination for president.

primary election, n. an election in which voters select candidates to compete in a general election (136)

Example: During the primary election, voters chose from three candidates to represent the party in the race for governor.

general election, n. an election held at regularly scheduled intervals in which candidates are elected to the majority of positions in a country or state (136)

Example: During the general election in November, voters cast their ballots for state leadership as well as for the president and some members of Congress.

special election, n. an election that happens outside of a regularly scheduled election cycle (136)

Example: After Senator Smith unexpectedly resigned from office, the state held a special election to fill his position in Congress.

precinct, n. a division of municipal government used for administrative and voting purposes (141)

Example: The major city is divided into 1,290 precincts, each with approximately 1,100 voters.

popular vote, n. the results of an election based on individual ballots cast by citizens (145)

Example: The candidate for state senate won 80 percent of the popular vote, thereby securing her victory.

gubernatorial, adj. relating to a governor (153)

Example: In most U.S. states, one gubernatorial power is the authority to appoint someone to fill a vacant Senate seat until an election for that office can be held.

incumbent, adj. currently holding a position or political office (156)

Example: Senator Ramirez held the office for three terms, making her a popular incumbent candidate.

Variations: incumbent (n.), incumbency (n.)

ballot measure, n. an issue or topic that is placed on a ballot for voters to decide (158)

Example: Through a ballot measure, the Louisiana State Legislature referred a constitutional amendment to voters to decide during the upcoming election.

initiative, n. a process that allows citizens to propose and enact new laws through petition and popular vote (158)

Example: During the general election, voters cast their ballots on an initiative that would raise the state’s minimum wage.

Variations: initiate (v.)

referendum, n. a process that allows citizens to uphold or overturn existing legislation through a popular vote (158)

Example: During the general election, voters cast their ballots on a referendum to repeal a state law that prevented people from mowing their lawns on Sundays.

recall, n. a process that allows citizens to remove public officials through a popular vote (159)

Example: Following allegations of misconduct and misappropriation of state funds, citizens petitioned for a recall to remove the governor from office.

Variations: recall (v.)

voter turnout, n. the number of people who participate in an election, presented as a percentage of different populations, including total population, voting-age population, voting-eligible population, and registered voting population (160)

Example: When analyzing participation in the recent election, political scientists determined that voter turnout was especially high in the voting-eligible population and the registered voting population.

gerrymandering, n. the practice of manipulating the boundaries of an electoral constituency so as to favor one party (168)

Example: The majority party in the state legislature used gerrymandering to create voting districts that would favor its candidates' success in future elections.

Variations: gerrymander (v.)

at-large, adj. relating to an elected official who represents an entire area instead of its subdivisions, such as a city instead of a precinct (169)

Example: In the city's at-large election system, voters in each district select leaders to represent the entire city, not the districts where they come from.

THE CORE LESSON

Introduce *Elections and Politics*

Have students turn to the unit opener on page 133, and direct them to take a few minutes to review the opening image of people casting their ballots and the unit and topic titles. For a clearer view of the unit opener image, direct students to the bottom of page 137. Then have students browse Topic 1, paying attention to the headings, sidebars, images, and primary source features. Invite students to share what they notice; you may choose to record this information in a list on the board or chart paper. Students will likely mention the different types of elections, the process of electing the president and Congress, and primary sources like *Federalist* No. 68, the Twenty-Third Amendment to the U.S. Constitution, and Supreme Court opinions.

Introduce “Elections, Voting, and Representation”

Introduce the topic by reminding students that voting in elections is a cornerstone of American democracy. It is the primary way citizens hold the elected officials who represent them and the government accountable to the will and needs of the people. Note that the unit opening image and the Topic 1 opening image show different aspects of the elections process: casting ballots in an election and the campaigns leading up to an election. Remind students that the U.S. Constitution gives the states the power to oversee elections; however, the federal government has significant sway over this process, too.

Call students' attention to the Framing Question. Tell students to look for ways in which U.S. elections are conducted and regulated as they read the text.

Guided Reading Supports for “Elections, Voting, and Representation”



“The First Dark Horse Candidate,” pages 134–135

Scaffold understanding as follows:

Have students read the section on pages 134–135.

CORE VOCABULARY—Point out the vocabulary term *dark horse*, and explain its meaning.

SUPPORT—Explain that the House Ways and Means Committee is the oldest committee in the U.S. Congress. It has initial jurisdiction in the House of Representatives over bills relating to taxes, tariffs, and appropriations.

SUPPORT—Explain that the term *dark horse* comes from the sport of horse racing. Some trainers would try to keep the speed of their horses a secret before a race, leading them to practice and train in the figurative “dark,” where others were unlikely to see them.

SUPPORT—Direct students to the political cartoon on pages 134–135 and read the caption aloud. Invite volunteers to read the thought bubbles in the cartoon aloud. Explain that steeplechase is a horse race in which riders and their mounts jump over different obstacles. Give students a few moments to study the cartoon, including its use of symbols and animals. Ask: Why do you think the cartoonist depicted the presidential race as a steeplechase? (*Possible response: The race for president is often challenging and has many obstacles that candidates must overcome to win the election.*) What do you think the cartoonist’s use of different animals is meant to represent? (*Possible response: The animals depict the perceived qualities of the different candidates or their popularity in the race. For example, Martin Van Buren may be seen as sly as a fox, whereas James K. Polk is seen as stubborn as a donkey.*) **(C.6.a, C.6.b)**

Online Resources



ACTIVITY—You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish. The link to the worksheet can be found in the Foundations of Freedom Online Resources for this unit: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—Who was James K. Polk? **(C.11)**

- » James K. Polk was a career politician from Tennessee. He had served in the state legislature and in the U.S. House of Representatives, including serving as Speaker of the House.

ANALYTICAL—Why was Polk considered a dark horse candidate? **(C.11)**

- » Polk was considered a dark horse candidate because he was a favorite for vice president, not president. Four other candidates were vying for the Democratic Party’s presidential nomination, so it was a surprise when Polk’s name appeared on the eighth ballot and he won on the ninth ballot.

LITERAL—Which other presidential candidates are considered dark horses? **(C.11)**

- » Other dark horse presidential candidates include Abraham Lincoln and Jimmy Carter.


“U.S. Elections” and “Substance over Style!” pages 136–138

Scaffold understanding as follows:

Have students read the section “U.S. Elections” on pages 136–138.

CORE VOCABULARY—Point out the vocabulary terms *primary election*, *general election*, and *special election*, and explain their meanings.

SUPPORT—Direct students to the image of the polling place on page 137 and read the caption aloud. Note that each polling place may be slightly different, including whether it uses voting machines or paper ballots. Regardless of how the ballot is completed, voters are guaranteed privacy at the polling place.

 **TALK IT OVER**—Remind students that most elections in the United States are held on weekdays, when many people are working or attending school. Have students debate or discuss this question: If voting is a responsibility of citizens, should Election Day be a federal holiday? (C.7, C.7.a, C.7.b, C.7.d)

Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom


SUPPORT—Share with students the sample ballot from St. Francois County. Have students identify the various positions up for election, the way the ballot is organized, and the different parties represented. Explain to students that local voting authorities determine how to organize the information on the ballot. If there is an upcoming election in Louisiana, you may choose to have students visit the GeauxVote Voter Portal to preview the candidates and issues that will appear on the ballot in their precinct. (C.6, C.6.a, C.11.c)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the links to the sample ballot and portal: www.coreknowledge.org/foundations-of-freedom

Have students read the sidebar “Substance over Style!” on page 136.

 **TALK IT OVER**—Ask volunteers to paraphrase the information in the sidebar. Then have students debate or discuss this question: Why is it important for elections to be competitive? (C.7, C.7.a, C.7.b, C.7.d)

Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

ANALYTICAL—How do special elections differ from general elections? (C.11.e)


- » General elections are held at regular intervals; by contrast, special elections happen outside of a regularly scheduled election cycle.

ANALYTICAL—Why is voter registration important? (C.11.e)

- » Voter registration is a way to make sure that people are eligible to vote in elections; this helps keep elections both fair and credible.

LITERAL—How far in advance do people in Louisiana have to register to vote before an election? (C.11.e)

- » To vote on Election Day in Louisiana, people must register to vote in person or by mail thirty days in advance or online three weeks in advance.

 **THINK TWICE**—What requirements must voters meet to vote in federal elections in Louisiana?

- » To vote in federal elections in Louisiana, voters must be a U.S. citizen, be at least eighteen years old on the day of the election, live in Louisiana, and live in the parish where they are registered to vote; voters must also not be imprisoned for a felony or otherwise prohibited from voting, such as by reason of mental incompetence.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)


“Federal Election Process: The President” and “Qualifications and Terms of the President,” pages 138–140

Scaffold understanding as follows:

Have students read the sections on pages 138–140.

SUPPORT—Remind students that in Unit 4 they read about the different forms of citizenship in the United States. *Jus soli*, acknowledged by the Fourteenth Amendment, means right of the soil. People who are born in the United States (with some exceptions) are automatically U.S. citizens, regardless of the citizenship status of their parents. *Jus sanguinis* means right of blood. This is the legal concept that citizenship is acquired through one or both parents, an idea acknowledged by naturalization laws enacted by Congress in 1952. Remind students that naturalized citizens are people who were born in another country and become U.S. citizens.

SUPPORT—Explain to students that while the Twenty-Second Amendment limits presidents to two terms in office, a partial term by way of succession does not “count” toward a full term if less than half the predecessor’s term remains. This means that a president can technically be in office for ten years.

 **TALK IT OVER**—Review the explanation of birthright citizenship in the Student Volume. Then have students debate or discuss this question: Is the rule that the president must be a natural-born citizen still necessary in a modern, highly globalized world? Is it *more* necessary? (C.7, C.7.a, C.7.b, C.7.d)

Online Resources



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www.coreknowledge.org/foundations-of-freedom

SUPPORT—Have students look for more instances of term limits—or lack thereof—as they continue reading the topic. Have them consider the significance of consecutive terms, as well as the significance of term limits versus mandatory retirement.

After students read the text, ask the following questions:

ANALYTICAL—Why does the Constitution require that the president be at least thirty-five years old and have lived in the United States for at least fourteen years? (C.11.e)


- » The Constitution includes these requirements to make sure that presidential candidates are mature enough for a significant office and are familiar with civic life and important issues facing the country.

ANALYTICAL—How has the presidential eligibility clause impacted ideas about citizenship in the past and present? (C.11.e)

- » The presidential eligibility clause, specifically the requirement that the president be a natural-born citizen, shaped the idea of birthright citizenship that was specified in the Fourteenth Amendment. This remains an important element of citizenship today.

LITERAL—What are the term limits for president? (C.11.e)

- » A presidential term is four years; the Twenty-Second Amendment, ratified in 1951, limits the president to two terms.

 **THINK TWICE**—Why does the Constitution require the president to be a natural-born citizen?

- » The Constitution requires that the president be a natural-born citizen to make sure that the country's executive leader is loyal to the United States and not to another country of origin.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

“Nominating Presidential Candidates,” pages 140–141

Scaffold understanding as follows:

Have students read the section on pages 140–141.

SUPPORT—In 1789, George Washington became the first president, and John Adams became the first vice president. The voting procedure used in this first election was different from the procedures used today. The Constitution, in Article II, Section 1, originally allowed state legislatures to appoint electors in whatever manner they chose. All sixty-nine electors voted unanimously for Washington in 1789 and again four years later. The Twelfth Amendment to the Constitution was passed in 1804, providing for the Electoral College as it now functions. Remind students that they read a bit about the Electoral College in Unit 1, and tell them they will read more about it later in this topic.

SUPPORT—Direct students to the images of the 1860 party conventions on page 139 and read the captions aloud. Ask: How are the depictions of these events similar and different? (Possible response: *The Democratic Party convention appears to be more formal than the Republican Party convention; only the image of the Republican Party convention depicts women. Both conventions show large crowds of people.*) (C.3, C.6, C.6.a, C.6.c, C.7, C.7.b)

ACTIVITY—Guide students in creating a diagram or flowchart that illustrates the presidential election process, starting with the process of nominating presidential candidates. Create a classroom diagram that students can update as they progress through the remainder of the topic. (C.4, C.11, C.11.e)

After students read the text, ask the following questions:

LITERAL—How did the presidential nomination process change in 1804? (C.1, C.11.e)

- » Congressional caucuses, instead of electors chosen by the states, were given the task of choosing the presidential and vice presidential candidates for their parties.

ANALYTICAL—How did the national nominating convention system differ from congressional caucuses? What was the effect of this shift? (C.1, C.2, C.3, C.11.e)

- » The national nominating convention system gave state party leaders control over the nomination process instead of elected leaders in Congress. While this shift was theoretically more democratic, it contributed to corruption by giving state party leaders and political bosses the power to choose delegates and influence the outcomes of the convention without taking voters' interests into account.

 **THINK TWICE**—Why did states begin holding primary elections in the 1900s?

- » States began holding primary elections in the 1900s to curb corruption. Voters, rather than party leaders, chose who would represent them at the national nominating convention.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

“Primaries and Caucuses” pages 141–142

Scaffold understanding as follows:

Have students read the section on pages 141–142.

CORE VOCABULARY—Point out the vocabulary term *precinct*, and explain its meaning.

SUPPORT—Highlight for students that the caucuses described in this section are different from the congressional caucuses—meetings of congresspeople of the same party—mentioned during the topic’s earlier discussion of presidential candidate selection and during Unit 2’s discussion of congressional leadership. Explain that primaries and caucuses share the same purpose: to choose a political party’s candidate for president. Most states use primary elections to do this; only a few states use caucuses as described in the Student Volume. For those states, one party often uses a caucus to determine their candidate while the other party uses a primary to do so. This is true of Alaska, Hawaii, and Missouri, which have Republican caucuses and Democratic primaries. In Idaho, Iowa, and Wyoming, both parties use caucuses.

SUPPORT—Direct students to the Types of Primaries and Caucuses table on page 141 and read the caption aloud. Guide students through the content in each cell of the table. Note the references to “party” in the table, explaining that this refers to the two-party system in the United States. Our country has two major parties—the Democratic Party and Republican Party—and other minor parties. Explain that students will read more about this later in the unit.



ACTIVITY—Show the video “The Difference Between a Primary and Caucus, Explained” from Encyclopedia Britannica. Then distribute the Venn Diagram (AP 1.2) and have students compare and contrast the two methods of selecting candidates for election. Once students are finished, ask volunteers to share what they consider the pros and cons of each method. (Possible response: Primaries can be more efficient in states with large populations but offer less opportunity for personal debate; caucuses inspire more dynamic debate at the beginning stages of an election cycle but may be more difficult to organize.) (C.11.e)



See the Foundations of Freedom Online Resources for this unit for the link to the video: www.coreknowledge.org/foundations-of-freedom

SUPPORT—Direct students to the paragraph about Louisiana’s presidential preference primary on page 142. Note that parties with more than forty thousand registered voters can hold a primary. Recognized parties without forty thousand registered voters are required to submit affidavits of candidacy. Other parties have to pay a fee or collect signatures on a petition to hold a primary.

SUPPORT—Explain that the term “Super Tuesday” was first used during the 1976 election, when six states held their primaries on Tuesday, May 25. By 1984, states began “frontloading” primaries and caucuses earlier in the campaign season, with nine states holding their primaries on Tuesday, March 13. In 1988, Super Tuesday—held on March 8—featured primaries and caucuses in twenty-one states.

After students read the text, ask the following questions:

LITERAL—What happens during a caucus? (C.11.e)

- » During a caucus, supporters of different candidates have an opportunity to give speeches; these speeches may highlight the qualities and policies of one candidate over another with the goal of influencing how other caucus attendees vote. Depending on the caucus, participants may cast ballots for their preferred candidate, or they may be asked to divide themselves into groups based on their preferred candidate.

LITERAL—How are delegates awarded during primaries and caucuses? (C.11.e)


- » During both primaries and caucuses, delegates to the national nominating convention are awarded based on the number of votes each candidate receives.

LITERAL—What are the pros and cons of a closed primary? (C.11.e)

- » Closed primaries encourage strong party organization; however, they prevent independent voters from participating in the primary election.

ANALYTICAL—How does Louisiana’s presidential preference primary differ from primaries and caucuses in other states? (C.11.e)

- » Unlike other states, Louisiana only allows parties with forty thousand or more registered voters to hold primaries. Candidates whose parties lack the required number of voters and those who are unaffiliated with recognized parties must file certain paperwork or pay fees to qualify.

 **THINK TWICE**—How are primaries and caucuses similar? How are they different?

- » Both primaries and caucuses are used to nominate presidential candidates. Unlike primaries, which are run by state and local governments, caucuses are run by political parties and are held at the county, district, or precinct level. During a primary, voters

cast their ballots, but during a caucus, supporters of different candidates have an opportunity to give speeches with the goal of influencing other voters.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

“National Party Conventions” and “Superdelegates,” pages 142–144


Scaffold understanding as follows:

Have students read the section “National Party Conventions” on pages 142–144.

SUPPORT—Remind students that they read about the Twelfth Amendment in Unit 1. Before it was ratified in 1804, the candidate with the most votes became president and the runner-up became vice president. As a result of the Twelfth Amendment, presidential candidates now choose a running mate (a vice presidential candidate) whom they campaign with and hope to serve with.

SUPPORT—Direct students to the image of the 1976 Democratic Party convention on page 143 and read the caption aloud. Ask: How does this image compare to the party convention images from 1860? (Possible responses: This image is a photograph, whereas the other two are illustrations. The 1976 image emphasizes the role of the states and state delegations in choosing the president, which is not present in the 1860 images.) (C.6.a, C.6.c, C.7.b)

Have students read the sidebar “Superdelegates” on page 144.

 **TALK IT OVER**—Ask volunteers to paraphrase information in the sidebar and nearby text about the selection, role, and actions of each party’s superdelegates. Then have students debate or discuss this question: Do you support the freedom that political parties grant their superdelegates? Why or why not? (C.11.e)

Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

ANALYTICAL—How do modern national party conventions differ from conventions of the past? (C.3, C.11.e)

- » In the past, delegates to national nominating conventions voted for any party candidate they wanted. Today, delegates to modern conventions nominate candidates based on the outcomes of the primaries or caucuses in their state.

LITERAL—What are pledged delegates? (C.11.e)

- » Pledged delegates are delegates to national party conventions who are required to vote for the candidate who won the primary or caucus in their state.

LITERAL—What happens during a brokered convention? (C.11.e)

- » A brokered convention happens when a candidate fails to win a majority of votes on the first ballot. When this happens, pledged delegates cast their ballots for the candidate they are bound to on the first round of voting, while unpledged delegates may vote for the candidate of their choosing. If a nominee fails to win enough votes in

Online Resources



the first round, pledged delegates are free in subsequent rounds to vote for whichever candidate they choose. Voting continues until a candidate wins a majority of votes.

INFERENTIAL—Why do you think conventions since 1952 have only taken one ballot, whereas earlier conventions took multiple ballots to determine a presidential nominee? (C.11.e)

- » Possible response: Through the twentieth century, voters played a greater role in the nomination process. At the same time, state delegations to nominating conventions were increasingly required to vote based on the results of primary elections. This eliminated the political infighting and bargaining among party leaders that existed previously.

 **THINK TWICE**—What role do national party conventions play in the presidential election process?

- » National party conventions are responsible for formally nominating a presidential candidate to run in the general election.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

“Electing the President,” pages 144–148

Scaffold understanding as follows:

Have students read the section on pages 144–148.

ACTIVITY—Ask: Why do you think voters who did not participate in the primary election can still vote in the general election? (*Possible response: Voting is an important right of every citizen; even if they do not choose to participate in all elections, they should still have the option to participate in all elections.*) Have students predict how the number of voters who participate in primary elections compares to the general election. Then have students work with partners to research voter turnout in past election cycles. Note that students will learn more about voter turnout later in the unit. (C.6, C.6.a, C.11, C.11.e)

SUPPORT—Explain that people who will not be in their home precinct on Election Day may apply for an absentee ballot. Absentee ballots are paper ballots that are sent to a person’s place of residence before the election to be filled out and sent back to the voting authority. Absentee ballots have the same information that Election Day ballots have, including candidates and issues that voters may decide on.

CORE VOCABULARY—Point out the vocabulary term *popular vote*, and explain its meaning.


SUPPORT—Explain that Article II, Section 1, of the Constitution states that “no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.” This means that sitting members of Congress and people appointed to federal positions may not serve as electors in the Electoral College. The Fourteenth Amendment, ratified in 1868, also excludes state leaders who “have engaged in insurrection or rebellion against the [United States], or given aid or comfort to [its] enemies.” Ask: Why do you think those who ratified the Constitution and the Fourteenth Amendment supported these exclusions? (*Possible response: Sitting members of Congress and other officials in the government may have a vested interest in influencing the outcome of an election. Excluding these people from being electors helps them focus on their job at hand instead of on an election.*) (C.11.f)

SUPPORT—Explain that a “lame duck” is an incumbent elected official who was not reelected but continues to hold the office from the end of the election until the next leader is sworn in. These leaders, including presidents, may try to tie up loose ends during the remainder of their term but are typically considered no longer as effective because their time in office is coming to an end.

SUPPORT—Explain that in Louisiana, voters cast their ballots for slates of electors for president and vice president by a plurality vote, meaning the slate with the most votes is elected. If two or more slates are tied for the most votes, the slate of candidates is chosen at random by a public drawing of lots. This is done by the state board of election supervisors at the state capitol within a week following the release of the official election results. The electors chosen during the drawing are certified by the governor and authorized to cast ballots for president and vice president on behalf of the state in the Electoral College.

SUPPORT—Share that the Constitution does not require electors to cast their ballots based on the popular vote in their home state. Depending on the state, electors may be required to follow the popular vote, either by state law or by a pledge they make to their respective political party. If an elector violates the state law or pledge—earning the designation of a “faithless elector”—they may be replaced and/or have to pay fines. Louisiana does not have a state law requiring its electors to follow the results of the popular vote.

SUPPORT—Direct students to the timeline of events in the Electoral College on page 147 and read the caption aloud. Note the time between the popular vote and certification. Explain that initially, the presidential inauguration was in March because it used to take longer to travel and to communicate results across the country. The long certification period also provides sufficient time for recounts and challenges, or formal complaints made about the legality of an election and/or the outcome of a vote (typically made by the losing candidate or representatives on their behalf). Louisiana has a nine-day requirement for initiating a challenge.

 **TALK IT OVER**—Have students debate or discuss these questions: Do you think the Electoral College is still a relevant institution today? Why or why not? Are there changes that could be made to the presidential election process to better reflect the will of citizens? (C.7, C.7.a, C.7.b, C.7.d)

Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

ANALYTICAL—How does the general election differ from closed primaries and caucuses? (C.11.e)

- » During the general election, anyone can cast their ballot for any candidate, regardless of the political party they are registered with. This differs from closed primaries, where only registered members of a party can cast their vote for that party’s election.

LITERAL—When does most voting for president occur? (C.11.e)


- » Most voting for president occurs on Election Day; however, some people may vote early or cast absentee ballots by mail.

LITERAL—How many votes in the Electoral College does a presidential candidate need to win the election? (C.11.f)

- » A presidential candidate needs 270 votes in the Electoral College to win the election.

LITERAL—How are electors of the Electoral College chosen? (C.11.f)

- » Electors of the Electoral College are chosen in a two-part process: political parties suggest a slate of electors, then voters choose electors during the general election.

 **THINK TWICE**—Explain the relationship between the popular vote and the Electoral College.

- » The popular vote in each state is used to determine which candidate wins the state's votes in the Electoral College. In forty-eight states, the candidate with the most votes wins all of the state's electoral votes. The remaining two states award electoral votes proportionally.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

Primary Source Feature: “Federalist No. 68, 1788,” page 145

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 145.

Introduce the source to students by reading the introductory text.

Have students read the source.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—According to the source, who does Hamilton believe should be responsible for the election of the president? (C.6.a, C.11.f)

- » Hamilton believes that a small number of people, selected by their fellow citizens, should be responsible for electing the president.

ANALYTICAL—What advantages does Hamilton suggest are achieved by having a small number of people involved in the election process? (C.6.a, C.11.f)

- » Hamilton suggests that having a small number of people involved in the election process is advantageous because these people are most likely to have the information and judgment required for the complex task of choosing the president of the United States.

ANALYTICAL—In Hamilton's opinion, what qualities are important for those involved in the election of the president? (C.6.a, C.11.f)

- » Hamilton does not explicitly list the qualities, but he implies that the selected individuals should be capable of analyzing the qualities necessary for the position of president.

LITERAL—According to Hamilton, how are electors chosen to elect the president? (C.6.a, C.11.f)

- » A small number of electors are chosen by their fellow citizens in their respective states, thus providing the people within each state a role in the outcome of the election.

Activity Page



AP 1.1

INFERENTIAL—Why might the Electoral College have been a better idea in 1788 than today? (C.6.a, C.11.f)

- » In 1788, limited communication favored the Electoral College as a means to ensure a more informed choice. Today, with advanced communication, direct elections could be considered more feasible; however, debates about the Electoral College’s relevance continue.

Primary Source Feature: “Twenty-Third Amendment to the U.S. Constitution,” page 146

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 146.

Introduce the source to students by reading the introductory text.

Have students read the source.

SUPPORT—Direct students to the image of the Washington, D.C., license plate on page 146. Ask: What historical issue that you learned about in Unit 1 does this license plate refer to? (*It refers to the American colonists’ complaint that they were subject to British taxes but did not have representation in Parliament, the body that levied the taxes.*) (C.8)

SUPPORT—Explain that the Twenty-Third Amendment states that Washington, D.C., can have the same number of electors as the least populous state. Alaska, Delaware, North Dakota, South Dakota, Vermont, and Wyoming each have three electors—the combined total of each state’s seats in the U.S. House of Representatives (one) and its two U.S. senators. That means that Washington, D.C., will never have fewer than three electors; however, its number of electors could increase if the number of electors in the least populous state increases.



SUPPORT—Share with students the maps of Washington, D.C., and point out the small size of the District of Columbia relative to surrounding states. Note that even though Washington, D.C., is small, its population is still greater than the country’s least populous state of Wyoming. (C.5)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the links to the maps: www.coreknowledge.org/foundations-of-freedom



TALK IT OVER—Have students debate or discuss this question: Should residents of Washington, D.C., have the same type of representation in Congress as the fifty states? Why or why not? (C.7, C.7.a, C.7.b, C.7.d)

Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

After students have read the source, ask the following questions:

LITERAL—According to the source, what does the Twenty-Third Amendment do? (C.6.a, C.11.f)

- » The Twenty-Third Amendment permits voters in Washington, D.C., to cast ballots in presidential elections and awards them “a number of electors of President and Vice President” as if the district were a state.

ANALYTICAL—How is the Twenty-Third Amendment similar to and different from the Fifteenth, Nineteenth, and Twenty-Sixth Amendments? (C.3, C.6.a, C.6.c, C.7.b, C.11.f)

- » Possible response: All four amendments expand suffrage in the United States. The Twenty-Third Amendment differs from the other three amendments because suffrage in presidential elections was denied to people living in Washington, D.C., based on their geography, not on specific demographic details such as race, sex, or age.

“Federal Election Process: Congress” and “Drawing Louisiana’s Congressional Districts,” pages 148–150

Scaffold understanding as follows:

Have students read the sections on pages 148–150.

SUPPORT—Explain that the process of electing members of the U.S. Congress is simpler than the presidential election process. While there are primary elections and caucuses before the general election, members of Congress are elected simply by popular vote.

SUPPORT—Direct students to the Before and After Redistricting graphic on page 149 and read the caption aloud. Point out the diagram on the left. Note that most voters in District C are registered Democrats, indicated by light green, while a very small percentage are registered Republicans. District D is made up entirely of Republican voters, indicated by dark green. However, the populations of both districts are the same. Under these districts, District C is most likely to elect a Democratic candidate, while District D is most likely to elect a Republican candidate; this reflects the roughly one-to-one distribution of voters registered with each party. Then point out the diagram on the right. Note that the districts still have the same size populations; however, by redistricting in this way, both districts now have a Republican majority—three Republicans for every two Democrats. As a result, the two districts are now more likely to elect two Republican candidates instead of a Republican candidate and a Democratic candidate. This means that the Democratic voters—who make up a considerable portion of the population—now lack representation in government. Ask: How might redistricting in this way across an entire state affect the government? (*Redistricting in this way across an entire state could give one party disproportionate control over the government relative to its share of voters in the general population.*) (C.5, C.11.g, C.11.j)

After students read the text, ask the following questions:

ANALYTICAL—How can redistricting impact statewide and national elections? (C.11.j)


- » Redistricting can impact statewide and national elections by shifting or diluting political priorities and by changing the composition of voters.

INFERENTIAL—Why do you think the Louisiana State Legislature encourages Louisianans to participate in the redistricting process? (C.11.j)

- » Possible response: Redistricting has a direct effect on voters in Louisiana; by encouraging Louisianans to participate in the redistricting process, the state legislature is giving them a say in the larger election process.

LITERAL—What criteria must redistricting plans follow in Louisiana? (C.11.j)

- » Redistricting plans in Louisiana must comply with laws like the Fourteenth and Fifteenth Amendments and the Voting Rights Act of 1965, plans must have contiguous geography and roughly equal populations, and all parts of the state have to be included.

 **THINK TWICE**—What is the purpose of redistricting?

- » The purpose of redistricting is to account for changes in population that are recorded every ten years following the decennial census.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

“Qualifications and Terms of Members of Congress,” pages 150–151

Scaffold understanding as follows:

Have students read the section on pages 150–151.

SUPPORT—Direct students to the image of a person signing a petition on page 151 and read the caption aloud. Ask: Why would a candidate running for governor of Louisiana need to collect more signatures than a candidate running for president? (*Possible response: If elected, the candidate running for governor would likely have more of a direct impact on the state and therefore require more support from Louisianans than a presidential candidate.*)

SUPPORT—Note that seats in the Senate are broken into three parts called *classes*. Every two years, the seats in one Senate class are up for election, while the other two-thirds of senators have two or four years remaining of their terms. The idea for staggered elections came from similar systems used in the states. The Founders thought that staggered elections would make the Senate a stable part of the federal government.

SUPPORT—Remind students that, similar to the federal government, the Louisiana State Legislature is made up of a Senate and a House of Representatives. There are 39 members in the Senate and 105 members in the House.

SUPPORT—Reiterate that there are no term limits for members of Congress. Note that as of 2024, Democrat Robert C. Byrd of West Virginia holds the record for longest-serving member of the Senate (1959–2010), at fifty-one years. Republican Don Young of Alaska holds the record for longest-serving member of the House of Representatives (1973–2022), at forty-nine years.

After students read the text, ask the following questions:

LITERAL—What are the qualifications for candidates for the House of Representatives? (C.11.e)

- » Candidates for the House must be at least twenty-five years old, have been a citizen of the United States for at least seven years, and live in the state they hope to represent.

LITERAL—Why are the requirements for candidates for the Senate different from those for the House of Representatives? (C.11.e)

- » The Founders viewed the Senate as the “upper” house of Congress; as a result, the Founders believed that senators should have a higher level of maturity and experience than their peers in the other chamber.

✓ **THINK TWICE**—How are qualifications for candidates for the U.S. House of Representatives and the U.S. Senate similar and different?

- » Members in each chamber of Congress must be of a certain age, have been U.S. citizens for a certain period of time, and live in the district or state that they are running to represent. The age and citizenship requirements for the U.S. Senate are longer than those for the House of Representatives.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

“Electing Members of the U.S. Congress,” pages 151–152

Scaffold understanding as follows:

Have students read the section on pages 151–152.

SUPPORT—Reiterate that House races are limited to eligible voters living in a candidate’s congressional district. This means that the ballot will look different from one district to another.



SUPPORT—Direct students to the Congressional Primary Election Method by State map on page 152 and read the caption aloud. Reiterate the information in the map key and guide students to identify the areas with mixed systems (states where the Democratic Party uses semi-closed primaries and the Republican Party uses closed primaries). Connect the information in the map to the descriptions of the primary and caucus types in the table on page 141. Then direct students to the states that use alternative methods of primaries (California, Washington, Louisiana, and Alaska). Students will learn more about Louisiana’s primary system as they continue reading the topic; note that Louisiana changed from the “Cajun” primary to closed party primaries followed by a general election for congressional elections as of 2026. Ask: According to the map, which type of primary is most common? (*open primary*) (C.5)

After students read the text, ask the following questions:

LITERAL—What is a midterm election? (C.11.e)

- » A midterm election is an election that takes place in even years when there is no presidential election, or the midterm of a president.

ANALYTICAL—How are congressional primaries similar to presidential primaries? (C.11.e)

- » Like presidential primaries, congressional primaries may be open or closed or have features of both.

✓ **THINK TWICE**—What is the process for electing members of the U.S. Congress?

- » Parties hold primary elections to choose a candidate for the general election. During the general election, members of Congress are elected by popular vote.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

“State and Local Elections in Louisiana” and “Qualifications and Terms of Office in Louisiana,” pages 152–156

Scaffold understanding as follows:

Have students read the sections on pages 152–156.

CORE VOCABULARY—Point out the vocabulary terms *gubernatorial* and *incumbent*, and explain their meanings.

SUPPORT—Explain that Louisiana’s state constitution limits the governor to two consecutive terms; this means that the governor could serve two terms, not serve for at least the next term, and then run again later. For example, Edwin Edwards served four terms as the state’s chief executive: 1972–76, 1976–80, 1984–88, and 1992–96.

SUPPORT—Remind students of what they learned in Unit 2 about the terms of federal judges: They, unlike the state judges described in this section, are appointed for life.

ACTIVITY—Point out the table of Louisiana elected officials on page 155, highlighting the differences among offices. Then have students work in pairs to complete Elected State Officials (AP 1.3). (C.11.e)

Activity Page



AP 1.3

After students read the text, ask the following questions:

LITERAL—What are the qualifications to run for governor in Louisiana? (C.11.e)

- » Candidates for governor in Louisiana must be at least twenty-five years old and have been a citizen of the United States and of Louisiana for a minimum of five years before the election. They must also be qualified electors, meaning they must be eligible to vote in Louisiana.

LITERAL—Besides the governor, which six elected officials make up the executive branch? (C.11.e)


- » The six elected officials who make up the executive branch are the lieutenant governor, the secretary of state, the treasurer, the commissioner of agriculture, the commissioner of insurance, and the attorney general.

ANALYTICAL—How do the qualifications and terms for the Louisiana State Legislature differ from the U.S. Congress? (C.11.e)

- » Unlike members of the U.S. Congress, Louisiana state legislators only need to be eighteen years old to run for office. State legislators also serve four-year terms, compared to two years in the U.S. House of Representatives and six years in the U.S. Senate. State legislators also have a limit of three consecutive terms, which is not the case in Congress.

INFERENTIAL—Why do you think the state of Louisiana imposes an age limit for members of its judicial branch? (C.11.e)

- » Possible response: The state may want to ensure that justices and judges are of an age that reflects the age ranges of the people involved in the proceedings they oversee.

 **THINK TWICE**—How do the terms of office for the governor, members of the state legislature, and the state judiciary compare?

- » The governor and members of the state legislature serve four-year terms, while the terms of state judges are longer—six years for district, parish, and city courts and ten years for the Louisiana Supreme Court and the state courts of appeals.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

“Louisiana’s Open Primary System,” pages 156–157

Scaffold understanding as follows:


Have students read the section on pages 156–157.

SUPPORT—Explain that Louisiana’s unique open primary system is called a “Cajun” primary or a “jungle” primary. It may also be referred to as the “Louisiana majority vote system.”

Note: As of 2026, elections for congressional office, the state supreme court, the Louisiana Public Service Commission (LPSC), and the eight elected seats on the Board of Elementary and Secondary Education (BESE) follow a party primary–general election process. However, many elections, including those for governor, attorney general, and secretary of state, continue to follow the Cajun primary process.

SUPPORT—Explain that Louisiana’s primary takes place on Election Day (the Tuesday after the first Monday of November) during even-numbered years for federal, state, and local elections. The primary takes place on a Saturday in October during odd-numbered years for all levels of government, including the race for governor.

SUPPORT—Direct students to the Louisiana November 2014 Election Results graphs on page 156 and read the caption aloud. Call attention to the parentheses next to each candidate’s name; explain that these refer to each candidate’s political party. *D* is short for Democrat, *R* is short for Republican, and *L* is short for Libertarian. Ask: Why were only “Bill” Cassidy and Mary L. Landrieu included in a runoff election? (*These candidates received the greatest portion of the votes relative to the other candidates, but neither received a majority.*) (C.11.e)

 **TALK IT OVER**—Have partners research arguments for and against maintaining Louisiana’s use of Cajun primaries. Then have students use their research to inform a class discussion or debate. (C.11.e)

Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—Who appears on the ballot during a Cajun primary? (C.11.e)

- » All qualified candidates appear on the ballot during a Cajun primary.

LITERAL—How is the Cajun primary similar to other open primaries? (C.11.e)

- » All registered voters, regardless of their political party, may participate in the primary.

 **THINK TWICE**—How is Louisiana’s open primary system unique compared to other states?

- » Unlike other states’ open primaries, in Louisiana, if a candidate receives a majority of the votes (half of the votes plus one), they win the election outright, and there is no general election.

Online Resources



CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

“Public Hearings and Forums,” page 157

Scaffold understanding as follows:

Have students read the section on page 157.

ACTIVITY—Have students work independently or with a partner to research public hearings in their community, parish, or state. Invite students to share the topics of the different public hearings they found. (C.6, C.6.a, C.6.c, C.11.e)

After students read the text, ask the following questions:

LITERAL—What is a public hearing? (C.4, C.11.e)


- » A public hearing is a meeting held by a government authority in which all members of the community are invited to learn about and weigh in on a proposed policy or action.

LITERAL—What is a public forum? (C.4, C.11.e)

- » A public forum is an event that allows candidates to share their stances on issues in a community setting. Depending on the format, attendees may submit questions in advance or during the event for the candidates to answer.

INFERENTIAL—Think about your own community. What potential changes might require a public hearing? (C.4, C.11.e)

- » Possible response: If my town was considering the construction of new office or apartment buildings in an already busy neighborhood, a public hearing might be held to gather residents’ concerns over increased traffic, construction noise, the environmental impact of the project, and so on.

 **THINK TWICE**—Why are public hearings and public forums important?

- » Public hearings and public forums are important because they are a way for citizens to remain informed about issues facing their community.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

“Ballot Measures,” pages 157–159

Scaffold understanding as follows:

Have students read the section on pages 157–159.

CORE VOCABULARY—Point out the vocabulary terms *ballot measure*, *initiative*, *referendum*, and *recall*, and explain their meanings.

SUPPORT—Explain that many states added the initiative, referendum, and recall during the Progressive Era in the early 1900s. Remind students that Robert La Follette (who they

learned about briefly in Unit 4) was a champion of ballot measures during this time to increase democracy and combat government corruption.



SUPPORT—Direct students to the States with Ballot Measures map on page 158 and read the caption aloud. Ask: Where are most states with amendment, statute, and veto referendums located? (*in the West*) How many states allow for veto referendums? (*two*) (C.5)

ACTIVITY—Direct students to the Louisiana Requirements to Initiate a Recall table on page 159 and read the caption aloud. Have students research the populations of their voting areas; then have them determine what percentage of eligible voters is required to initiate a recall where they live. (C.6, C.6.a, C.6.c, C.11.e)

After students read the text, ask the following questions:

LITERAL—What is a ballot measure? (C.11.e)

- » A ballot measure is an issue or topic that is placed on a ballot for voters to decide.

ANALYTICAL—How do initiatives differ from referendums? (C.11.e)

- » Initiatives are laws or changes to laws proposed by citizens, while referendums are opportunities for citizens to uphold or overturn existing laws.

LITERAL—When are recalls typically initiated? (C.11.e)

- » Recalls are typically initiated when a public official has broken the law, has failed to meet the obligations of their office, or shows a lack of competence.



THINK TWICE—How do ballot measures influence the legislative process?

- » Ballot measures influence the legislative process by allowing citizens to directly weigh in on and affect changes in government independent of or hand in hand with the legislature, including proposing new legislation, proposing amendments to existing legislation, reaffirming or overturning existing legislation, and removing elected officials from office.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

“Issues and Challenges of the Election Process,” “Voter Turnout,” and “Voting: Right, Responsibility . . . Requirement?,” pages 159–163

Scaffold understanding as follows:

Have students read the sections “Issues and Challenges of the Election Process” and “Voter Turnout” on pages 159–163.

Online Resources



CORE VOCABULARY—Point out the vocabulary term *voter turnout*, and explain its meaning.

SUPPORT—Direct students to the Voter Turnout in the 2020 Presidential Election by Population table on page 160 and read the caption aloud. Explain that during the 2020 presidential election, the turnout of eligible voters in Louisiana was about 64 percent. Ask: How does this figure compare to eligible voter turnout on a national level? (*Turnout in Louisiana was very close to the national percentage.*) Invite students to speculate why turnout in the state was not higher. What are some ways to encourage better turnout? (C.11.g)

SUPPORT—Note that weather can also play a factor in elections; voter turnout tends to be lower if it is rainy or stormy on Election Day.

SUPPORT—Direct students to the Voting Rates by Age Group (1964–2020) graph on page 162 and read the caption aloud. Ask: What method of calculating voter turnout is shown in the graph? How might this impact how the data about the election looks? (*Voter turnout was calculated against the total voting-age population for each group. The turnout percentage would likely appear higher if it were represented as a function of the voting-eligible population or the registered voter population.*) What trends in voter turnout do you notice? (*Possible response: Since 1992, people aged sixty-five and older are more likely to vote than other groups, while people aged eighteen to twenty-four are less likely to vote than any other age group. Overall voting rates across all age groups have decreased since 1964.*) (C.5, C.11.g)

ACTIVITY—Have students work independently, with a partner, or in small groups to research the history of youth voter turnout, including how youth voter registration and turnout have changed over time and the impacts of voter registration and get-out-the-vote drives. Tell students to organize their findings and observations in a slideshow or a poster they present to the class. (C.6, C.6.a, C.6.c)

SUPPORT—Note that voters are less likely to participate in local elections. Ask: Based on what you’ve learned in this civics course, why is this significant? (*Possible response: Local governments play an important role in citizens’ daily lives, typically more so than other levels of government. By not participating in local elections, voters are missing out on influencing the direction of the government that impacts them most.*) (C.9, C.11.g)



SUPPORT—Share with students the National Conference of State Legislatures (NCSL) video about voter ID laws. Then display the NCSL map of voting ID requirements across the country. Ask: How many states require photo identification without exceptions? (*four*) What type of photo identification policy does Louisiana have? (*Photo identification is required, with exceptions.*) How would you characterize the prevalence of voter identification laws in the United States? (*More than half of states have some form of voter identification law.*) (C.5)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the links to the video and map: www.coreknowledge.org/foundations-of-freedom

Have students read the sidebar “Voting: Right, Responsibility . . . Requirement?” on page 163.



TALK IT OVER—Reiterate for students that while voting is a civic responsibility, U.S. citizens also have the right *not* to vote. Then have students debate or discuss this question: Should the United States institute mandatory voting? Why or why not? What might *not* voting signal? (C.7, C.7.a, C.7.b, C.7.d, C.11.e)

Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—How is voter turnout determined? (C.11.g)

- » Voter turnout is determined by counting the number of on-time ballots and dividing that number by different populations, including the country’s total population, the voting-age population, the voting-eligible population, and the registered voting population.

ANALYTICAL—Why is calculating voter turnout against the total population less accurate than using the voting-eligible population? (C.11.g)

- » Calculating voter turnout against the total population is less accurate than using the voting-eligible population because not all people in the total population are qualified to vote, including people under age eighteen.

ANALYTICAL—Why is age a strong predictor of who will vote in elections? (C.11.g)

- » Voters aged eighteen to twenty-five are the least likely to vote. One reason for this is that younger voters pay lower taxes and receive fewer government benefits than their older counterparts, making the government a less tangible part of their lives. Younger people may be more likely to experience obstacles like voter registration, knowing where to vote, and finding the time to vote.

INFERENTIAL—Historically, young voters are the least likely to vote. Knowing this, why do you think some organizations continue to try to increase the turnout of voters aged eighteen to twenty-five?

- » Possible response: Campaigns are eager to increase turnout of voters who will support their candidate, so they are probably willing to target even age groups that do not vote as often or regularly as other groups. Also, many organizations must recognize that young voters will eventually become older voters who are more likely to vote; these groups may want to “lock in” younger voters earlier than usual or at least educate young potential voters on issues that are important to the organization.

LITERAL—How can voter ID laws create obstacles to voting? (C.11.g)

- » Some studies show that voter ID laws prevent some people—especially minorities and people of lower economic status—from voting because these groups are less likely to have the accepted forms of identification used by other voters.

 **THINK TWICE**—What factors affect how and when citizens vote?

- » A variety of factors affect how and when citizens vote, including whether they have voted in past elections; demographics like age, socioeconomic status, education level, race, and gender; voter apathy and voter fatigue; convenience and access to polling places on Election Day; and the existence of laws that restrict voting or make it more difficult.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

“Voting Reforms” and “Register Early, Vote Later,” pages 163–168

Scaffold understanding as follows:

Have students read the section “Voting Reforms” on pages 163–168.

SUPPORT—Remind students that during Presidential Reconstruction, Southern states enacted Black Codes that restricted the movements and rights of African Americans. These laws were taken off the books during Radical Reconstruction. When Reconstruction ended, Southern states enacted Jim Crow laws that enforced racial segregation and deprived

African Americans of voting rights through devices like literacy tests, poll taxes, and grandfather clauses.

SUPPORT—Note that voter turnout as a percentage of the voting-age population was 61.4 percent in 1964; states with turnout below 50 percent were well below the national average, and there was documented proof of voter suppression. As a result, the federal government could assume that measures were being taken to prevent parts of the population from participating. Explain that the Voting Rights Act of 1965 made it illegal to use any existing discriminatory tactics; the preclearance requirement was designed to prevent the states from developing new tactics.

SUPPORT—Direct students to the Voter Registration Before and After the Voting Rights Act of 1965 graph on page 164 and read the caption aloud. Ask: Which state saw the greatest increase in non-white voter registration as a result of the act? (*Mississippi*) How did the act impact voter registration in Louisiana? (*Louisiana saw an increase in both white and non-white voter registration. Non-white voter registration increased by more than 20 percent.*) (C.1, C.2, C.3, C.5)

ACTIVITY—Play the brief video “Shelby County v. Holder” from the Center for Civic Education. Then have students work in pairs to make a top-three list of what they feel were the three biggest effects of the *Shelby County* decision. Allow students time to compare their lists. (C.11.g)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video: www.coreknowledge.org/foundations-of-freedom

SUPPORT—Reinforce the connection among the Voting Rights Act of 1965, voter ID laws, and the impact of *Shelby County v. Holder*. Reiterate that the federal government challenged a voter ID law in Texas on the grounds that it did not receive preclearance under the Voting Rights Act. The Supreme Court’s ruling in *Shelby County v. Holder* not only made Texas’s law legal but also, by striking down parts of the Voting Rights Act of 1965, opened the door for similar laws across the country, especially in Southern states that had a history of disenfranchising voters.

Have students read the sidebar “Register Early, Vote Later” on page 168.

SUPPORT—Note that Louisiana has voter ID laws in place. However, a provision allows people to vote without an ID if they sign a voter affidavit at the polls. People aged sixty and older are also eligible to receive a free ID from the Office of Motor Vehicles. (C.9, C.11.g)

After students read the text, ask the following questions:

ANALYTICAL—What was the purpose of Section 4(b) of the Voting Rights Act of 1965? Why was this subsection important? (C.11.g)

- » Section 4(b) gave the federal government the power to intervene in a voting district if the district used a method to restrict voting on or before November 1, 1964, and if the district had a voter turnout of below 50 percent in the presidential election of 1964. It enabled the federal government to prevent future instances of discrimination in states with a record of restricting voting rights.

LITERAL—What was the purpose of the preclearance list? (C.11.g)

- » The purpose of the preclearance list was to prevent districts from enacting discriminatory laws by requiring them to get approval from either the attorney general of the United States or a district court in Washington, D.C., to make changes to their voter registration or election process.

 **THINK TWICE**—Why was the Supreme Court decision in *Shelby County v. Holder* significant?

- » The Supreme Court decision in *Shelby County v. Holder* was significant because it struck down significant portions of the Voting Rights Act of 1965. This reduced federal oversight of state elections, paving the way for states to pass discriminatory or restrictive voting laws that could reduce participation in elections at all levels of government.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

Primary Source Feature: “Shelby County v. Holder (Majority Opinion), Chief Justice John Roberts, 2013,” page 166

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 166.

Introduce the source to students by reviewing the context, facts, and outcome of the case with students.

Have students read the source.

SUPPORT—Remind students about the role of precedent and *stare decisis*; justices look at past decisions, even ones that may not outwardly look like they align with the facts of the current case. In this source, written by Chief Justice John Roberts, the quote that appears in the first sentence is from *Blodgett v. Holden*, a 1927 case about federal taxation, while the quote in the last paragraph is from *Presley v. Etoway County Commission*, a 1992 case about whether changes to the way funds were distributed by a county commission violated the preclearance rule of the Voting Rights Act of 1965.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

ANALYTICAL—Why did the Supreme Court “avoid ruling on the constitutionality of the Voting Rights Act” in 2009? What changed to lead the justices to do so now? (C.6.a, C.6.b, C.7.a, C.9.g)

- » Roberts explains that the court avoided ruling in 2009 because “striking down an Act of Congress ‘is the gravest and most delicate duty’” the justices perform. He explains that they’ve decided to issue a decision on the constitutionality of the Voting Rights Act in this decision because Congress failed to address the court’s concerns from the earlier case.

ANALYTICAL—How does Roberts justify the Supreme Court’s ruling in the second paragraph? (C.6.a, C.6.b, C.7.a, C.9.g)

- » Roberts justifies the court’s ruling in the second paragraph by explaining that by striking down part of the Voting Rights Act, the court is not changing the bans on discrimination. He explains that the law no longer applies the way that it used to because the country has changed so much.

Activity Page



AP 1.1

Primary Source Feature: “*Shelby County v. Holder* (Dissenting Opinion), Justice Ruth Bader Ginsburg, 2013,” page 167

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 167.

Again, introduce the source to students by reviewing the context, facts, and outcome of the case with students.

Have students read the source.

SUPPORT—Explain to students that this source is written by Justice Ruth Bader Ginsburg as a dissenting opinion to Chief Justice John Roberts’s majority opinion in the previous source. Both opinions pertain to the *Shelby County v. Holder* decision. Direct students to the quote in the second paragraph. Note that in this instance, Bader Ginsburg is quoting Roberts and the majority opinion. The third paragraph of this source is a direct quote from the findings of Congress.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

ANALYTICAL—Compared to Justice John Roberts, how does Justice Ruth Bader Ginsburg view Section 4(b) and Section 5 of the Voting Rights Act of 1965? What is her justification for this view? (C.6.a, C.6.b, C.6.c, C.7.b, C.7.d, C.9.g)

- » Compared to Roberts, Ginsburg believes that these portions of the Voting Rights Act of 1965 are still enforceable and constitutional. She justifies this belief by explaining that Congress has not only found sufficient evidence that these sections should still be in effect but also overwhelmingly supported their extension.

ANALYTICAL—Compared to Roberts, how would you characterize Ginsburg’s view of Congress? (C.6.a, C.6.b, C.6.c, C.7.b, C.9.g)

- » Compared to Roberts, Ginsburg views Congress as the authority on the Voting Rights Act and its enforcement. Ginsburg feels that, as the body that initially passed the Voting Rights Act and continues to assess its need, Congress is better positioned to determine whether the act is still necessary.

“Gerrymandering,” pages 168–169

Scaffold understanding as follows:

Have students read the section on pages 168–169.

CORE VOCABULARY—Point out the vocabulary term *gerrymandering*, and explain its meaning.

SUPPORT—While *gerrymandering* is often pronounced with an initial soft *g* sound today (/jahr*ee*man*der*ing/), it was originally pronounced with a hard *g* (/gahr*ee*man*der*ing/), per the same sound in Elbridge Gerry’s last name.

Activity Page



AP 1.1

SUPPORT—Direct students to the cartoon of the Gerrymander on page 169 and read the caption aloud. Remind students that they read briefly about Elbridge Gerry in Unit 2; he was a delegate to the Constitutional Convention and pushed for the addition of a bill of rights before the document was sent to the states for ratification. Ask: How does the cartoon illustrate the manipulation of electoral district boundaries to favor a specific political party? (*The cartoon illustrates the manipulation of electoral district boundaries through distorted shapes to benefit the Democratic-Republican Party, showcasing the practice of gerrymandering for political advantage.*) Based on the cartoon, draw a conclusion about the illustrator. (*Possible response: The illustrator opposed the Democratic-Republican Party and resented its efforts to consolidate power through redistricting.*) (C.6.a, C.6.b, C.7.a)

ACTIVITY—You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the political cartoon. The worksheet is available in English and in Spanish.

Online Resources



See the Foundations of Freedom Online Resources for this unit for the links to the worksheet: www.coreknowledge.org/foundations-of-freedom

SUPPORT—Guide students through the *New York Times* activity “Can You Gerrymander Your Party to Power?” Begin by introducing the activity using the warm-up in the lesson plan. Then have students work in pairs or small groups to complete the game, accessed under the Activity heading. After, lead a class discussion using the Questions for Writing and Discussion at the bottom of the lesson plan. (C.6, C.6.a, C.6.b, C.7, C.7.a, C.11.g)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the activity: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—Where does the term *gerrymander* come from? (C.11.g)

- » The term *gerrymander* was first used in a political cartoon published by the *Boston Gazette* in 1812 in response to a Massachusetts redistricting map signed into law by Governor Elbridge Gerry. The *-mander* part of *gerrymander* referred to the salamander-like appearance of one of the newly formed districts.

ANALYTICAL—How is gerrymandering different now than in the past? (C.11.g)

- » In the past, parties could gerrymander along racial lines. Today, political gerrymandering is legal, but the equal protection clause of the Fourteenth Amendment makes redistricting to reduce the power of racial groups illegal. A Supreme Court decision in the 1960s also made it unconstitutional for states to create districts that had vastly unequal populations.

ANALYTICAL—What is a “safe seat”? What are the impacts of creating safe seats? (C.11.g)

- » Safe seats are districts where a controlling political party can be confident that at least half of the population will vote for their candidate. Creating safe seats reduces the power of competing parties, increases partisanship, and diminishes political compromise.

 **THINK TWICE**—How does gerrymandering pose a challenge to the election process?

- » Gerrymandering poses a challenge to the election process by giving one political party a disproportionate advantage in winning elections. This happens when a party is able to redistrict to dilute the power of opposing parties or to create districts that minimize their influence on the election.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

“At-Large Voting” and “Packing and Cracking,” pages 169–171

Scaffold understanding as follows:

Have students read the section “At-Large Voting” on pages 169–171.

CORE VOCABULARY—Point out the vocabulary term *at-large*, and explain its meaning.

ACTIVITY—Remind students that Section 5 of the Voting Rights Act of 1965 stated that districts who had restricted voting rights on or before November 1, 1964, were subject to a preclearance list and were required to get approval to make changes to their voter registration or election process. This included districts in Louisiana. During the late 1960s and early 1970s, many Louisiana districts attempted to adopt at-large voting systems; however, the U.S. attorney general blocked these efforts. Share with students the 1971 voting determination letters for Louisiana from the U.S. Attorney General’s Office to the Twentieth, Twenty-First, and Twenty-Ninth Judicial Districts in Louisiana. Then lead students in a brief discussion about the similarities and differences between the letters, the concerns raised by the federal government, and the tone of the responses. (C.11.g)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the links to the letters: www.coreknowledge.org/foundations-of-freedom

SUPPORT—Note that each state has two at-large presidential electors, representing membership in the Senate, who cast ballots in the Electoral College.

ACTIVITY—Show the video “Baker v. Carr” from the Bill of Rights Institute. After, review with students that a “political question” is an issue left to voters to decide. Then have students use this knowledge as well as their understanding of checks and balances and the Fourteenth Amendment to debate whether the court overstepped its powers by establishing new jurisdiction for itself in the area of apportionment. (C.11.g)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video: www.coreknowledge.org/foundations-of-freedom

Have students read the sidebar “Packing and Cracking” on page 169.

SUPPORT—Share with students the illustrations of packing and cracking from the Brennan Center for Justice. Walk students through each illustration, reiterating how *packing* means consolidating individuals into a few districts, while *cracking* means diluting the influence of a group by spreading it out across districts.

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the illustrations: www.coreknowledge.org/foundations-of-freedom


After students read the text, ask the following questions:

LITERAL—How do at-large election systems work? (C.11.g)

- » In an at-large election system, at-large seats represent an entire jurisdiction rather than smaller areas within the jurisdiction.

LITERAL—How can at-large voting result in discrimination? (C.11.g)

- » At-large voting can result in discrimination by making it more difficult for minority voters to elect their preferred candidates.

 **THINK TWICE**—How does at-large voting pose a challenge to the election process?

- » At-large voting poses a challenge to the election process by reducing the voting power of minority voters.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How are U.S. elections conducted and regulated?” (C.11, C.11.e)

Primary Source Feature: “Shaw v. Reno, Justice Sandra Day O’Connor, 1993,” page 170

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 170.

Introduce the source to students by reading the introductory text aloud. Explain that this majority opinion was written by Sandra Day O’Connor, who served on the Supreme Court from 1981 until 2006 and was the first female justice appointed to the court.

Invite volunteers to read the source aloud.

Activity Page



AP 1.1

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

ACTIVITY—Play the video “Shaw v. Reno” from the Bill of Rights Institute. After, have students work in small groups to learn more about one of the dissenting opinions issued in *Shaw v. Reno*. Ask students to report back to the class on what they learned about their assigned dissent and how that opinion counters what they know about the majority opinion from the Primary Source Feature and the video.

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video: www.coreknowledge.org/foundations-of-freedom

After students have read the source, ask the following questions:

ANALYTICAL—Why did the majority of justices oppose North Carolina’s redistricting plan? (C.6.a, C.6.b, C.9.g)

- » The redistricting plan seemed like “political apartheid” because the district grouped people based on the color of their skin, not necessarily according to their shared geography or their political interests.

ANALYTICAL—Based on the source, what is a consequence of this ruling? (C.6.a, C.6.b, C.9.g)

- » A consequence of this ruling is that people may challenge reapportionment if they believe it favors one racial group over another, even if the original plan was intended to uphold the equal protection clause.

INFERENTIAL—Think back on what you read about loose and strict constructionist views of the Constitution. Do you think this ruling constitutes a loose or strict constructionist view? Explain your reasoning. (C.6.a, C.6.b, C.7, C.7.a, C.9.g)

- » Possible response: This ruling constitutes a loose constructionist view of the Constitution because it relies heavily on the facts and context of the case, not just a reading of the Fourteenth Amendment.

Note: For more primary source work related to this topic, see the Foundations of Freedom DBQ workbook.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Framing Question: “How are U.S. elections conducted and regulated?”
 - » Key points students should cite include: Presidential and congressional elections begin with primaries or caucuses, in which parties select their candidate for the general election; during a presidential general election, voters cast their ballots for their preferred candidate, then the popular vote in each state is used to determine how many votes each candidate receives in the Electoral College; members of Congress are elected during the general election by popular vote; during Louisiana’s Cajun primary, candidates who receive a majority of the votes win the election outright, otherwise the top two candidates participate in a runoff election.
- Choose four Core Vocabulary words (*dark horse, primary election, general election, special election, precinct, popular vote, gubernatorial, incumbent, ballot measure, initiative, referendum, recall, voter turnout, gerrymandering, at-large*) and draw the meaning of each word.

To wrap up the lesson, invite several students to share their responses.

TOPIC 2: Political Parties and Political Influences

Framing Question: How do political parties, special interest groups, and the media affect how people participate in government?

Primary Focus Objectives

- ✓ Explain the roles of political parties, special interest groups, lobbyists, and associations in the past and present. (C.11, C.11.c)
- ✓ Explain the rules that govern campaign finance and spending. (C.11, C.11.d)
- ✓ Evaluate the effects of media and technology on politics and public opinion. (C.11, C.11.h, C.11.i)
- ✓ Understand the meaning of the following domain-specific vocabulary: *public opinion*, *minor party*, *exit poll*, *platform*, *ideology*, *moderate*, *polarization*, *bipartisan*, *political action committee*, and *campaign finance*.

What Teachers Need to Know

Online Resources For background information, download the Foundations of Freedom Online Resource “About Political Parties and Political Influences”:



www.coreknowledge.org/foundations-of-freedom

Materials Needed

Activity Pages



AP 1.1
AP 2.1
AP 2.2

- individual student copies of Primary Source Analysis (AP 1.1), Excerpt from George Washington’s Farewell Address, 1796 (AP 2.1), and Domain Vocabulary: Unit 5 (AP 2.2)
- video clips of the Kennedy-Nixon debate, the 2008 Barack Obama campaign ad, the 2008 John McCain campaign ad, and the “Daisy” ad
- individual student copies of the National Archives Analyze a Poster worksheet (optional)
- diagram from the Internet of ranked-choice voting
- video “Buckley v. Valeo Summary” from Quimbee
- video “Citizens United v. Federal Election Commission Case Brief Summary” from Quimbee
- video “Pros and Cons of Public Opinion Polls” from TED-Ed
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- image from the Internet of Richard Nixon and his dog

Online Resources



Use this link to download the Foundations of Freedom Online Resources for this unit, where the specific links to the videos, worksheets, diagram, and image may be found:

www.coreknowledge.org/foundations-of-freedom

Core Vocabulary (Student Volume page numbers listed below)

public opinion, n. the views held by the majority of a community about a specific topic, issue, or event (173)

Example: Following the Watergate scandal, public opinion of President Richard Nixon and his administration dropped, revealing the widespread disapproval of the American people.

minor party, n. in a two-party system, a political party that forms for a limited time to compete with the major parties; also called a third party (180)

Example: During the general election, the candidate from the minor party captured approximately 20 percent of the vote.

exit poll, n. questions asked of voters as they leave a polling place after casting their ballots (183)

Example: After casting their ballots, voters answered questions during an exit poll about their preferred candidate.

Variations: exit polling (n.)

platform, n. the policies supported by a political party (184)

Example: The platform explained the political party's ideologies and its specific plans to address issues facing the country.

ideology, n. a set of beliefs that support a political system, party, or group (185)

Example: Compared to the Republican ideology, which favors a smaller federal government, the Democratic ideology favors a more active federal government.

Variations: ideological (adj.), ideologically (adv.)

moderate, n. a person who holds political beliefs toward the middle of the ideological spectrum (186)

Example: As a moderate, she favored many of the fiscal policies of the Republican Party while preferring the social policies of the Democratic Party.

Variations: moderate (adj.), moderation (n.)

polarization, n. the process of dividing into two distinctly opposite groups (187)

Example: A variety of factors, including gerrymandering and the media, increased polarization in the United States, creating a growing divide.

Variations: polarize (v.), polarized (adj.)

bipartisan, adj. involving two political parties (187)

Example: Members of both parties worked together in Congress to pass bipartisan legislation that reformed campaign fundraising.

Variations: bipartisanship (n.)

political action committee, n. an organization that raises money and distributes funds to political campaigns with the goal of advancing their interests and policy goals (190)

Example: Supporters formed a political action committee to fundraise for the candidate's campaign.

Variation: PAC (n.)

campaign finance, n. the process of raising and spending money for use during political campaigns (190)

Example: Candidates are required to disclose information about their campaign finance so that the government and voters can know where the campaign's funds come from and how they are being used.

Introduce “Political Parties and Political Influences”

Introduce the topic by briefly reviewing with students what they have read about political parties in this course so far, including the role of political parties in expanding executive power and the part they play in selecting candidates to run for office. As students begin the topic by reading about a consequential debate between the two major parties’ candidates in the 1960 presidential election, explain that while political parties influence the political process, they’re just one of many factors that shape the outcomes of elections.

Call students’ attention to the Framing Question. Tell students to look for how political parties, special interest groups, and the media affect how people participate in government.

Guided Reading Supports for “Political Parties and Political Influences”



“The First Kennedy-Nixon Debate,” pages 172–173

Scaffold understanding as follows:

Have students read the section on pages 172–173.

CORE VOCABULARY—Point out the vocabulary term *public opinion*, and explain its meaning.

SUPPORT—Direct students to the images of the debate on pages 172–173 and read the caption aloud. Note that the debate was aired on CBS, a major television network that still exists today.

SUPPORT—Share with students video clips from the opening statements of Senator John F. Kennedy (0:57–01:40) and Vice President Richard M. Nixon (08:13–09:10). Ask: What differences, if any, do you notice between the two candidates? (*Possible response: Kennedy appears a little more vibrant than Nixon.*) Do you agree with the perceptions of the American public when the debate first aired? Why or why not? (*Possible response: I do not agree with the perceptions at the time; Nixon does not appear as tired or as unwell as the American public thought at the time.*) (C.6, C.6.a, C.11.h)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video:
www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

ANALYTICAL—How was the first Kennedy-Nixon debate significant? (C.11.h)

- » It was the first time a presidential debate had been televised; as a result, millions of Americans could see, not just hear, the candidates as they spoke.

LITERAL—What factors influenced the perceptions of viewers during the debate? (C.11.h)

- » Nixon had been sick before the debate and had sustained an injury; he had stubble on his face and declined to wear stage makeup. By contrast, Kennedy was tan from campaigning outdoors and wore stage makeup, making him appear healthy and vigorous.

ANALYTICAL—How did the medium where the debate was broadcast affect perceptions of who won? (C.11.h, C.11.i)

- » People who watched the debate on television were more likely to think that Kennedy won because they were influenced by his and Nixon’s appearance. By contrast, people who listened to the debate on the radio believed Nixon had won because they were more focused on the merits of the arguments.

“Historical Roles of Political Parties,” page 174

Scaffold understanding as follows:

Have students read the section on page 174.

Activity Page



AP 2.1

ACTIVITY—Remind students that they read a brief excerpt from George Washington’s Farewell Address in Unit 2. Note that Washington dedicated a considerable portion of his address to warning against political parties. Share with students Excerpt from George Washington’s Farewell Address, 1796 (AP 2.1), then lead a brief discussion on whether students agree with Washington’s views and predictions. (C.7, C.11.c)

After students read the text, ask the following questions:

LITERAL—What two pieces of advice did Washington give Americans in his Farewell Address? (C.11.c)

- » Washington advised Americans to avoid foreign entanglements and to not form political parties.

ANALYTICAL—How did James Madison’s views on political parties differ from Washington’s? (C.11.c)

- » Unlike Washington, who believed that parties were necessarily harmful, Madison argued that political factions were inevitable and a way for people to work collaboratively to advance their shared interests.

 **THINK TWICE**—Why did George Washington oppose the formation of political parties?

- » George Washington opposed the formation of political parties because they could weaken the government and contribute to unnecessary conflict.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“How Political Parties Formed,” pages 174–176

Scaffold understanding as follows:

Have students read the section on pages 174–176.

SUPPORT—Explain that Federalists called Thomas Jefferson’s supporters Democratic-Republicans, but members of the actual party referred to themselves as simply Republicans. Note that the Student Volume uses the term *Democratic-Republicans* to avoid confusion with the Republican Party that emerged during the 1850s and still exists today.



SUPPORT—Direct students to the Presidential Elections of 1796 and 1800 maps on page 176 and read the caption aloud. Explain that in the 1796 election, one of Pennsylvania’s electoral votes went to the Federalists, and fourteen went to the Democratic-Republicans. Similarly, one of North Carolina’s electoral votes went to the Federalists, and eleven went to the Democratic-Republicans. This distribution changed in 1800, with Federalists taking seven out of fifteen electoral votes in Pennsylvania and four out of twelve electoral votes in North Carolina. Ask: How would you characterize the support for each party based on the information in the map? (*The Democratic-Republicans were more likely to be supported by states in the South, while Federalists were more likely to be supported by states in the Northeast.*) What conclusions can you draw about the economic activities of most people living in states like Kentucky, Tennessee, and Georgia? (*People in these states were mostly farmers.*) (C.5)

After students read the text, ask the following questions:

ANALYTICAL—How did the first political parties differ from the parties that exist today? (C.11.c)

- » Parties in the past were more focused on what was happening within their states, compared to modern parties that also focus on politics at a national level.

LITERAL—What types of policies did Federalists support? (C.11.c)

- » Federalists supported policies that benefited people living in urban areas, such as investing in infrastructure and advancing American industries.

ANALYTICAL—Why was the presidential election of 1796 significant? (C.11.c)

- » Both Federalists and Democratic-Republicans recognized that it was a chance for their party to choose candidates that represented their interests and vision for the country; this helped strengthen the development of political parties in the country.



THINK TWICE—How did the first political parties in the United States form?

- » The first political parties in the United States began to form before the Constitution was ratified. The Anti-Federalists emphasized the power and autonomy of the states, while the Federalists favored a strong central government.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

Primary Source Feature: “Letter from Thomas Jefferson to Henry Lee, August 10, 1824,” page 175

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 175.

Introduce the source to students by reading the introductory text. Note that this letter was sent fifteen years after Jefferson had served as president. Then refer students back to the Presidential Elections of 1824 and 1828 maps on page 119 of Unit 2 to provide historical context for Jefferson’s letter. (Students will read more about these elections in the next section.)



Invite volunteers to read the source aloud.

SUPPORT—Explain that “2^{dly}” means secondly.

SUPPORT—Explain that the last sentence of the source references political parties from other countries. “Jacobins and Ultras” refers to political parties during the French Revolution, while “whigs and tories” refers to British political parties.

ACTIVITY—You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—According to Jefferson, what is his stance on the “amalgamation,” or combination, of political parties? (C.6.a, C.11.c)

- » Jefferson is not a believer in the merger or combination of political parties and does not find it useful for the public.

LITERAL/INFERENCE—What role does Jefferson ascribe to political parties when he says that “they are censors of the conduct of each other”? How does Jefferson seem to feel about this role of parties? (C.6.a, C.11.c)

- » According to Jefferson, political parties act as strict monitors, evaluating each other’s conduct. Jefferson seems to appreciate this “watchmen” role of parties, implying that they have the public’s interest at heart; he later confirms this by writing that a vigilant party will “identify themselves with the people.”

ANALYTICAL—Explain Jefferson’s perspective on the relationship between political parties and the freedom to express one’s thoughts. (C.6.a, C.11.c)

- » Jefferson believes that in countries where people “are free to think, speak, and write,” political parties “will declare themselves,” reflecting the natural divisions among people.

“Historic Major Parties,” pages 176–179

Scaffold understanding as follows:

Have students read the section on pages 176–179.

SUPPORT—Direct students to the Presidential Election Winners by Political Party, 1789–2024 timeline on page 177 and read the caption aloud. Ask: Which political party dominated presidential elections from 1800 to 1824? (*Democratic-Republican*) Which two major parties have dominated American politics since the 1850s? (*Republican and Democrat*) Prompt students to share any other observations they have made. (C.11.c, C.6.a)

SUPPORT—Note that Martin Van Buren had political aspirations of his own. He served as secretary of state and then vice president under Andrew Jackson. He was later elected the country’s eighth president and served from 1837 to 1841. Van Buren was defeated in the 1840 presidential election, then ran unsuccessfully for president again in 1848.

SUPPORT—Direct students to the campaign poster on page 179 and read the caption aloud. Ask: How is this poster similar to and different from modern political campaign posters you see today? (*Possible response: This poster is very formal and ornate compared to modern posters. Like this poster, some modern campaign posters use symbols of the United States, like the bald eagle and the American flag.*) (C.6.a, C.6.c)



ACTIVITY—You may wish to have students complete a National Archives Analyze a Poster worksheet about the campaign poster. The worksheet is available in English and in Spanish. See the Foundations of Freedom Online Resources for this unit for the links to the worksheet: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

ANALYTICAL—Why did the Federalist and Democratic-Republican Parties ultimately come to an end? (C.11.c)

- » The Federalist Party fell apart due to political infighting and unpopular policies. Meanwhile, the Democratic-Republican Party struggled to represent the varied interests of the growing country.

INFERENTIAL—Do you think Senator Martin Van Buren can be considered the father of the modern party system? Why or why not? (C.11.c)

- » Possible response: Van Buren can be considered the father of the modern party system because the actions he took reformed parties in a significant way. Many of the methods he implemented created order on a national level, not just a regional one. He also helped unite political leaders and voters from a wide range of backgrounds, just like modern parties do today.

ANALYTICAL—How did the presidential election of 1828 contribute to the formation of the two-party system? (C.11.c)

- » After the election, Jackson and his supporters accused John Quincy Adams and Henry Clay of making a “corrupt bargain.” Van Buren capitalized on this controversy to help form the Jacksonian-Democratic Party, which elected Andrew Jackson to the presidency in 1832.

 **THINK TWICE**—What roles did political parties begin to take on during the 1820s and 1830s?

- » During the 1820s and 1830s, political parties began to provide order and advance regional interests on a national level. They began recruiting candidates and mobilizing voters at all levels of government.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“Historic Minor Parties,” pages 179–181

Scaffold understanding as follows:

Have students read the section on pages 179–181.

CORE VOCABULARY—Point out the vocabulary term *minor party*, and explain its meaning.

SUPPORT—Direct students to the Historic Minor Parties in Presidential Elections, 1832–1912 table on page 178 and read the caption aloud. As you guide students through the table, encourage them to note the shift in focus of the parties from single issues (e.g., slavery) to a wider range of issues related to reform. Point out the listing for the Socialist Party and remind students of what they read about socialist economic and government systems in Units 1 and 3.

SUPPORT—Explain that the American Party began as a secret society. When its members were asked about the society and its activities, they were told to say that they knew nothing. This eventually led to the name Know-Nothing Party.

SUPPORT—Direct students to the political cartoon on page 180 and read the caption aloud. Note that there were thirty-three states in the Union at the time this cartoon was created. Explain that Abraham Lincoln, the Republican candidate, is shown twisting the Northwestern (now Upper Midwestern) states away from the other candidates; Stephen Douglas, the Democratic candidate, clings to a few states on the border between the Northwest and the South; John C. Breckenridge, the Southern Democratic candidate, rips the South away from the rest of the Union; and John Bell, the Constitutional Union Party candidate, attempts to glue the states back together.

ACTIVITY—You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the political cartoon. The worksheet is available in English and in Spanish.

Online Resources



See the Foundations of Freedom Online Resources for this unit for the links to the worksheet: www.coreknowledge.org/foundations-of-freedom

SUPPORT—Direct students to the last paragraph in the section. Explain that the Prohibition Party is one example of a minor party that faded away from public attention. The Prohibition Party formed in 1869 with the goal of making the manufacture and sale of alcoholic beverages illegal. Remind students that this goal was achieved with the ratification of the Eighteenth Amendment and that the prohibition on alcohol was later repealed by the ratification of the Twenty-First Amendment.

SUPPORT—Explain that minor-party candidates can get on the ballot in Louisiana in a few different ways:

- by securing at least a thousand registered voters ninety days before the candidate qualifying period
- by receiving a minimum of 5 percent of the vote in a previous primary or general election
- by collecting at least five thousand signatures on a petition
- by paying a fee to the state


After students read the text, ask the following questions:

ANALYTICAL—How are minor parties similar to major parties? (C.11.c)

- » Like major parties, minor parties have ideologies, run political campaigns, and work to mobilize voters.

INFERENTIAL—What often happens to minor parties? Why do you think this is? (C.11.c)

- » Minor parties are often short-lived; they either disappear or are absorbed into major parties. Those that are absorbed into the major parties probably highlight an issue that gradually becomes more important to more voters; those that disappear may focus on an issue that does not remain current or timely, or they may alienate potential supporters through the messaging they use.

 **THINK TWICE**—Why do people form minor parties?

- » People form minor parties as alternatives to major parties. They are often reactionary and formed in response to a specific event or developing issue.


CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“Modern Political Parties,” “Why Two Parties?,” “Independent Voters,” and “The Green Party,” pages 181–183

Scaffold understanding as follows:

Have students read the sections “Modern Political Parties” and “Why Two Parties?” on pages 181–183.

CORE VOCABULARY—Point out the vocabulary term *exit poll*, and explain its meaning.

 **TALK IT OVER**—Remind students that minor-party candidates can affect the results of a presidential election, resulting in close margins in the popular vote between major-party candidates. Have students debate or discuss this question: Given the history of popular votes in the United States, does the Electoral College remain the best choice for determining the outcomes of presidential elections today? (C.7, C.7.a, C.7.b, C.7.d, C.11.c)

Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:


www.coreknowledge.org/foundations-of-freedom

SUPPORT—Direct students to the second-to-last paragraph in the section “Why Two Parties?”. Remind them that the United States has single-member districts. This means that only one candidate can be elected, further reinforcing the winner-takes-all system. Discuss with students the proportional system example in the text. Ask: What would be the outcome of this election if it occurred in the United States? (*Using the same numbers under our winner-takes-all system, Party B would not get any government representation.*) (C.11.c)

SUPPORT—Explain that another method of choosing leaders is ranked-choice voting. Instead of voting for a single candidate for an office, voters rank *all* of the candidates by order of preference. For example, voters rank Candidates A, B, C, and D by marking their first choice for office, second choice, third choice, and fourth choice. If a candidate receives a majority of first-choice votes, they win the election. If none of the candidates receives a majority of first-choice votes, then the candidate with the fewest supporters is eliminated from the race, and the second-choice votes from those ballots are given to the other candidates. This process repeats until a candidate has a majority of the votes. Share with students the ranked-choice voting diagram from the Brennan Center for Justice to illustrate the process.

See the Foundations of Freedom Online Resources for this unit for the link to the diagram:

www.coreknowledge.org/foundations-of-freedom

 **TALK IT OVER**—Have students debate or discuss this question: How does the winner-takes-all system affect representation in government in the United States? (C.7, C.7.a, C.7.b, C.7.d, C.11.c)

Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

Online Resources



Online Resources



Online Resources



Have students read the sidebar “Independent Voters” on page 182.

SUPPORT—Ask: What are some of the pros and cons of identifying as an independent voter? (*Possible response: One pro of registering as an independent voter is not being tied to a particular candidate or party platform. Another pro is being able to cast ballots for any candidate in an open primary. This becomes a con, however, when a state has a closed primary.*) (C.11.c)

Have students read the sidebar “The Green Party” on page 182.

SUPPORT—Direct students to the images of Ross Perot and Ralph Nader at the bottom of page 183. Explain that many voters perceive that casting their ballots for minor-party candidates siphons votes from major-party candidates. This can prevent people from voting for minor-party candidates with whom they agree. At the same time, other voters may vote for a minor-party candidate as a statement *against* the two-party system.

Minor parties can influence elections, but it is not always certain to what degree. Many people believed that H. Ross Perot, head of the Reform Party, cost Republican George H. W. Bush the presidential election in 1992; however, exit polls showed that Perot cost the third major candidate, Bill Clinton, a win by a wider margin. In the 2000 election, Ralph Nader ran for president as the candidate for the Green Party. Nader, a longtime consumer activist concerned with environmental issues and social justice, attracted many votes from people who usually voted for Democratic candidates. This has caused some to claim that Democratic nominee Al Gore lost the 2000 election to Republican George W. Bush because Nader took Democratic votes in Florida that might otherwise have gone to Gore.

After students read the text, ask the following questions:

LITERAL—How does the winner-takes-all system work? (C.11.c)


- » In the winner-takes-all system, the candidate with the plurality of votes wins the election.

ANALYTICAL—How does the winner-takes-all system differ from a proportional voting system? (C.11.c)

- » Unlike in the winner-takes-all system, where only a single candidate wins the election, under the proportional system, seats in government are awarded to parties based on the proportion they receive of the total number of votes.

INFERENTIAL—What is an advantage of the majority voting system used in the Cajun primary over the plurality method used in the winner-takes-all system? (C.11.c)

- » The majority voting system used in the Cajun primary helps guarantee that elected officials are preferred by *most* voters, not just *more* voters than the other candidates.

 **THINK TWICE**—Which factors contribute to the two-party system in the United States?

- » Several factors contribute to the two-party system in the United States, including the winner-takes-all system of election and the perception that minor parties cannot win or that they siphon votes from major-party candidates.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“Modern Political Party Organization,” pages 184–185

Scaffold understanding as follows:

Have students read the section on pages 184–185.

CORE VOCABULARY—Point out the vocabulary term *platform*, and explain its meaning.

ACTIVITY—Direct students to the Political Party Organization chart on page 184 and read the caption aloud. Guide students to identify that the organization in the chart is similar to the federal system in the United States: national at the top, states in the middle, and local governments at the bottom. Encourage students to identify the ways in which the responsibilities of each level of party organization mirrors the connections between the levels of government and citizens’ lives. Next, remind students of what they read earlier in the topic about grassroots efforts. Then have partners work to identify examples of grassroots campaign activities in their region of Louisiana. **(C.11.c)**

After students read the text, ask the following questions:

LITERAL—What are the responsibilities of local party organizations? **(C.11.c)**

- » Local party organizations mobilize voters, recruit new party members, and fundraise. They also identify candidates for local office, coordinate local campaign strategies, organize candidate events, and work at the polls on Election Day.

ANALYTICAL—How are state and national party organizations similar? **(C.11.c)**

- » Both state and national party organizations draft platforms, hold conventions, fundraise, and recruit candidates.

ANALYTICAL—Which levels of political party organization have the greatest responsibilities? Why do you think this is the case? **(C.11.c)**

- » Local and state party organizations have the greatest responsibilities compared to the national party organization. This is likely because they have the most contact with citizens, including active party members, volunteers, and prospective voters.

 **THINK TWICE**—How have political parties continued to shape our national and state governments?

- » Political parties have continued to shape our national and state governments by mobilizing voters, recruiting candidates and running their campaigns, and setting the platforms that guide elected officials while in office.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” **(C.11.c, C.11.h)**

“Ideologies of the Two Major Political Parties,” pages 185–187

Scaffold understanding as follows:

Have students read the section on pages 185–187.

CORE VOCABULARY—Point out the vocabulary terms *ideology* and *moderate*, and explain their meanings.

SUPPORT—Direct students to the political cartoon on page 186 and read the caption aloud. Explain that Andrew Jackson—founder of the Democratic Party—was the first to be associated with the donkey, an initially negative association that he later embraced. The symbol later extended to the entire Democratic Party. The Republican Party became associated with the elephant during the Civil War; Union troops referred to fighting in the war as “seeing the elephant.” Cartoonist Thomas Nast solidified the connection with his artwork during the 1870s.

ACTIVITY—You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the political cartoon. The worksheet is available in English and in Spanish.

Online Resources



See the Foundations of Freedom Online Resources for this unit for the links to the worksheet: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL—Where does the term *right wing* come from? What does *left wing* describe today? (C.11.c)

- » *Right wing* dates to the French Revolution (1789), when conservative or tradition-minded members of the country’s National Assembly sat on the right side of the room. Today, *left wing* describes the Democratic ideology.

ANALYTICAL—How does the ideology of many Republicans differ from that of many modern Democrats? (C.11.c)

- » Possible response: Some Republicans believe the government should use legislation to encourage traditional views of morality, compared to some Democrats, who generally do not support government legislation concerning private behaviors.

ANALYTICAL—Why is political ideology considered a spectrum? (C.11.c)

- » Many people tend to land somewhere between Republican ideology and Democratic ideology, some left of center and others leaning more to the right. It is also possible for voters to have Democratic views on one issue and more Republican views on another.

 **THINK TWICE**—How do Republicans and Democrats each view the role of government?

- » Republicans believe that the government should play a limited role in regulating the economy, especially the actions of businesses and industries. By contrast, Democrats typically favor a larger, more active federal government that regulates the economy and promotes equality and the general well-being of citizens through various programs.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“Polarization,” page 187

Scaffold understanding as follows:

Have students read the section on page 187.

CORE VOCABULARY—Point out the vocabulary term *polarization*, and explain its meaning.

SUPPORT—As students read about the “binary between two parties” in the Student Volume, remind them that the United States has a two-party system dominated by two major parties. Sometimes the policies of these parties overlap, especially if most citizens favor one outcome over another. Otherwise, it is in the interest of a major party to set distinct policy goals to appeal to voters and set itself apart from the competing party.

CORE VOCABULARY—Point out the vocabulary term *bipartisan*, and explain its meaning.

SUPPORT—Explain that whereas *bipartisan* refers to two political parties, *nonpartisan* means unaffiliated or unrelated to a political party. For example, *bipartisan legislation* describes a bill or law that is created with the input of both major political parties, like the Bipartisan Campaign Reform Act of 2002 (BCRA). A nonprofit organization dedicated to supporting the National Park Service would be considered nonpartisan.

After students read the text, ask the following questions:

LITERAL—Which factors contribute to polarization? (C.11.c)


- » Factors like the development of far-right- and far-left wing movements, the media, and gerrymandering can contribute to polarization.

ANALYTICAL—Why are government shutdowns more likely to occur today than in the past? (C.11.c)

- » Polarization makes it more likely for elected leaders to vote along party lines than to work together to pass bipartisan legislation. As a result, when the government is divided, it’s harder to pass things like spending bills to keep the government running.

INFERENTIAL—How do you think gerrymandering contributes to polarization? (C.11.c)

- » Possible response: Gerrymandering helps one political party win more elections in state legislatures and the U.S. House of Representatives. As a result, candidates have less incentive to be politically moderate to appeal to a wider range of voters.

 **THINK TWICE**—What is polarization, and how does it affect the political process?

- » Polarization is the process of dividing into two distinctly opposite groups. In the United States, Democrats and Republicans in office have less and less in common and tend toward the edges of the ideological spectrum. This affects the political process by reducing bipartisan legislation, contributing to government shutdowns, discouraging moderate voters from participating in elections, and lowering public confidence in government institutions.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“Special Interest Groups, Associations, and PACs,” pages 188–190

Scaffold understanding as follows:

Have students read the section on pages 188–190.

SUPPORT—Direct students to the Types of Special Interest Groups table on page 188 and read the caption aloud. Explain that governments often need special interest groups to

influence other government bodies for funding or to pass certain legislation. For example, the Department of Education is a part of the executive branch; it cannot pass laws or allocate resources for its initiatives. As the table shows, it uses a special interest group to influence Congress. The National Conference of Mayors represents local government leaders. Remind students that local governments receive funding from the federal and state governments.

SUPPORT—Explain that the American Association of Retired Persons, now simply known as AARP, was founded in 1958 to advocate on behalf of retired Americans. Today, it represents the interests of older Americans in general, including protecting Social Security benefits, improving health care, reducing the cost of prescription drugs, and fighting age discrimination. Have students recall or refer back to the Voting Rates by Age Group (1964–2020) graph on page 162. Remind students that people aged sixty-five and older are more likely to vote than other groups; this means that AARP members can and do play a big role in determining the outcomes of elections in the United States.

CORE VOCABULARY—Point out the vocabulary term *political action committee*, and explain its meaning.

SUPPORT—Direct students to the Contributions Made by PACs graph on page 189 and read the caption aloud. Note that a contribution is a payment made into a fund (such as a PAC) or directly to a candidate’s campaign. A disbursement is a payment from a fund that is made up of members’ contributions. Ask: How much did PAC contributions increase from 2015–16 to 2021–22? (*PAC contributions more than doubled, from around \$2.2 billion to close to \$4.6 billion.*) (C.11.c)

SUPPORT—Note that while special interest groups often have PACs, the election-influence arm of a special interest group is different from the election-influence focus of a PAC. Special interest groups work to influence candidates and their policies, while PACs work to get candidates elected by raising and spending money.

After students read the text, ask the following questions:

ANALYTICAL—How are special interest groups similar to and different from political parties? (C.11.c)


- » Like political parties, special interest groups are not mentioned in the Constitution but play an important role in elections. Unlike political parties, special interest groups only focus on one or a few causes.

ANALYTICAL—Why do special interest groups fundraise for candidates? (C.11.c)

- » Fundraising increases a special interest group’s chance of influencing public policy by helping the candidates they endorse get elected to office.

INFERENTIAL—How do connected and nonconnected committees differ? Why do you think this difference exists? (C.11.c)

- » Connected committees are organized by special interest groups and may only accept funds from their members or other people who are linked with their organization. By contrast, nonconnected committees are not associated with a special interest group and can raise funds from anyone. This difference may exist so that people from all backgrounds with a shared interest—not necessarily a shared affiliation—can work to get specific candidates elected.

 **THINK TWICE**—How do special interest groups participate in and influence elections?

- » Special interest groups participate in and influence elections by mobilizing voters within their membership, endorsing candidates for office, and fundraising and making campaign contributions.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“Federal Campaign Finance and Spending” and “History of Campaign Finance Laws,” pages 190–192

Scaffold understanding as follows:

Have students read the sections on pages 190–192.

CORE VOCABULARY—Point out the vocabulary term *campaign finance*, and explain its meaning.

SUPPORT—Explain that the term *election cycle* can have slightly different meanings depending on the source. People typically define an election cycle as the period of time from when candidates begin campaigning for office to the general election. From a legal standpoint, the Federal Election Commission defines an election cycle for a political office as the period of time spanning from the day *after* a general election all the way through the next general election. According to this definition, the election cycle is two years for members of the House of Representatives, six years for members of the Senate, and four years for the president.

SUPPORT—Explain that corporations and unions make large campaign contributions to get their preferred candidates elected and to help ensure that their preferred policies are enacted if their candidate is elected. For example, corporations may back candidates who will reduce or remove environmental regulations that impact manufacturing or reduce corporate taxes. Unions, on the other hand, may back candidates who are pro-labor or who will enact policies that benefit the industries where union members work. Corporations and unions typically have significant sums of money that they can contribute to campaigns; the Bipartisan Campaign Reform Act targeted these types of contributions to limit the influence that this money has over the election process and outcome.

SUPPORT—Share with students video clips of campaign ads with candidate endorsements, including from Barack Obama’s and John McCain’s 2008 campaigns. Reiterate that the Bipartisan Campaign Reform Act required candidates to take credit for their ads as a way to increase transparency during the election process. Also confirm for students that the Senator McCain who cosponsored the Bipartisan Campaign Reform Act is the same John McCain featured in the 2008 ad.

Online Resources



See the Foundations of Freedom Online Resources for this unit for the links to the videos: www.coreknowledge.org/foundations-of-freedom

SUPPORT—Direct students to the image of Senators John McCain and Russ Feingold on page 191 and read the caption aloud. Reiterate that the Bipartisan Campaign Reform Act was a bipartisan effort, meaning that it was the product of members of both major parties working together.

After students read the text, ask the following questions:

LITERAL—What was the purpose of the 1907 Tillman Act? (C.11.d)


- » The purpose of the Tillman Act was to reduce campaign corruption by prohibiting corporations from making contributions to federal election campaigns.

ANALYTICAL—Why was the passage of the Bipartisan Campaign Reform Act of 2002 necessary? (C.11.d)

- » While the Federal Election Campaign Act was stronger than past campaign finance laws, it still had many loopholes that let parties and PACs make large contributions to political campaigns.

LITERAL—How did the Bipartisan Campaign Reform Act change campaign finance regulations? (C.11.d)

- » The Bipartisan Campaign Reform Act restricted how much money corporations and PACs could give to political parties. This was a way to prevent groups from getting around the individual campaign contribution limits by giving money to parties so they could distribute the funds to individual campaigns. It also prevented candidates and PACs from working together and limited how early in the election cycle unions and corporations could begin running political ads.

 **THINK TWICE**—What changed with the passage of the Federal Election Campaign Act (FECA)?

- » The Federal Election Campaign Act strengthened federal oversight over campaign finance by including new reporting requirements for contributions and expenditures and allowing groups and corporations to use funds from their treasuries to form PACs.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“Fundraising,” pages 192–193

Scaffold understanding as follows:


Have students read the section on pages 192–193.

SUPPORT—Direct students to the Contribution Limits for 2023–24 Federal Elections table on page 192 and read the caption aloud. Explain that “unlimited transfers” means that state, district, and local party committees and the national party committee can move an unlimited amount of money between one another. Explain that a candidate committee is the group formally responsible for getting a candidate elected. Invite volunteers to recall the purpose and responsibilities of PACs and different levels of political party organizations in the election process. (C.7, C.7.a)

After students read the text, ask the following questions:

LITERAL—Under the Federal Election Campaign Act, what information do candidates have to disclose publicly?

- » Candidates must disclose which individuals and organizations contributed to their campaigns and how much, as well as what they have spent contributions on and the amount of that spending.

 **THINK TWICE**—From what sources do candidates receive campaign contributions?

- » Candidates receive campaign contributions from small individual donors, large individual donors, PACs, and political parties. Wealthy candidates may also contribute their own funds to their campaigns.


CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“The Presidential Election Campaign Fund” and “Public Campaign Funds Programs,” pages 193–195

Scaffold understanding as follows:

Have students read the section “The Presidential Election Campaign Fund” on pages 193–195.

SUPPORT—Direct students to the Percentage of Taxpayers Contributing to the Presidential Election Campaign Fund over Time graph on page 194. Ask: What trend is shown in the graph? (*Contributions to the PEF have steadily declined.*) What do you think has contributed to this trend? (*Possible response: People are unaware of the Presidential Election Campaign Fund’s purpose. They do not want to use their money to help pay for a candidate’s election.*) (C.1, C.2, C.5, C.6.a)

 **TALK IT OVER**—Have students debate or discuss this question: Should Congress end the Presidential Election Campaign Fund or update the program to be more appealing to presidential candidates? Why? If the latter, how might Congress update the program to reflect contemporary elections? (C.7, C.7.a, C.7.b, C.7.d, C.11.c)


Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource “About Class Discussions and Debates”:

www.coreknowledge.org/foundations-of-freedom

Have students read the sidebar “Public Campaign Funds Programs” on page 195.

 **TALK IT OVER**—Have students debate or discuss this question: Should Louisiana offer public funding for campaigns? Why or why not? (C.7, C.7.a, C.7.b, C.7.d, C.11.d)

Online Resources



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SUPPORT—Direct students to the last paragraph of the section. Help students understand public funding for a minority party by using simple math. For example, a minority party received 10 percent of the vote in the previous election, and the average of the major party’s popular votes was fifty million. This means that the minor-party candidate’s funds would be based on a one-to-five ratio, or 20 percent of the funds the major-party candidates qualify for.

After students read the text, ask the following questions:

LITERAL—When was the Presidential Election Campaign Fund created? (C.11.d)


- » The Presidential Election Campaign Fund was created in 1966.

LITERAL—What qualifications did the Presidential Election Campaign Fund originally set for candidates to receive public funds? (C.11.d)

- » Originally, the law required that a candidate’s party receive at least five million votes in the past presidential election. They also had to spend a minimum of \$5 million before they could receive reimbursement for expenses above that amount.

LITERAL—How does funding for the Presidential Election Campaign Fund work today? (C.11.d)

- » Today, candidates can receive up to \$250 in matching funds for individual campaign contributions during the primary if they raise \$5,000 or more in twenty different states, receive contributions in each state from at least twenty different contributors, agree to caps on both total campaign spending and campaign spending in each state during the primary, and agree to limit spending their personal funds on the campaign.

 **THINK TWICE**—What is the purpose of the PECF?

- » The purpose of the PECF is to reduce campaign finance corruption by reducing presidential candidates’ reliance on funding from corporations and wealthy donors and by setting strict standards for how public funding is spent.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“The Supreme Court and Campaign Finance,” pages 195–196

Scaffold understanding as follows:

Have students read the section on pages 195–196.

SUPPORT—Explain that the decision in *Buckley v. Valeo* was a *per curiam* opinion, or an opinion issued by the court as a whole, rather than an opinion issued and signed by one or more specific justices. *Per curiam* opinions are often issued in cases the court decides without hearing oral arguments. *Bush v. Gore*, which students read about in Unit 2, was also a *per curiam* opinion.

ACTIVITY—Show the video “Buckley v. Valeo Summary” from Quimbee. After, ask volunteers to state their opinions on whether limiting the amount a person can contribute to a candidate’s campaign is also limiting their First Amendment freedoms. Remind students that the First Amendment reads, “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.” As students listen to each other’s opinions, encourage them to raise their hand if they hear something that has changed their own opinion and explain what it was. (C.9.g, C.11.d)

See the Foundations of Freedom Online Resources for this unit for the link to the video:
www.coreknowledge.org/foundations-of-freedom

Online Resources



SUPPORT—Explain that the appellant in *McConnell v. Federal Election Commission* was U.S. senator Mitch McConnell; however, other similar challenges to the BCRA were also made and consolidated in this single case.

ACTIVITY—Show the video “Citizens United v. Federal Election Commission Case Brief Summary” from Quimbee.

Then read students the following quotation from President Obama’s 2010 State of the Union address, referenced at the end of the video:

With all due deference to separation of powers, last week the Supreme Court reversed a century of law that I believe will open the floodgates for special interests—including foreign corporations—to spend without limit in our elections. I don’t think American elections should be bankrolled by America’s most powerful interests, or worse, by foreign entities. They should be decided by the American people. And I’d urge Democrats and Republicans to pass a bill that helps to correct some of these problems.

Tell students to imagine that they have one minute to respond to President Obama. Using what they have learned in Unit 5 about the election process and campaign finance, students should write a one-paragraph response, including details from the video and unit to support their argument. (C.9.f, C.9.g, C.11.d)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video: www.coreknowledge.org/foundations-of-freedom

After students read the text, ask the following questions:

LITERAL/ANALYTICAL—What was the Supreme Court’s ruling in *Buckley v. Valeo*? Would this ruling be considered a loose or strict constructionist interpretation of the Constitution? Why? (C.9.f, C.9.g, C.11.d)

- » The Supreme Court determined that limiting how much an individual contributes is constitutional; however, limiting how much an individual spends violates the First Amendment right to free speech. This would be considered a loose constructionist interpretation because the First Amendment refers to speech and does not explicitly state that spending money is a part of free speech.

ANALYTICAL—How do super PACs differ from PACs? (C.11.d)

- » Unlike regular PACs, super PACs are prohibited from making campaign contributions, but there are no restrictions on how much money they can raise and spend to promote one candidate or tear another candidate down.

 **THINK TWICE**—How has the Supreme Court reinforced or reshaped campaign finance laws?

- » The Supreme Court reinforced campaign finance laws by upholding the BCRA in *McConnell v. Federal Election Commission* in 2003. It later reshaped campaign finance laws by overturning parts of the BCRA in *Citizens United v. Federal Election Commission* in 2010, leading to the creation of super PACs.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“The Effects of Changing Campaign Finance,” pages 196–197

Scaffold understanding as follows:

Have students read the section on pages 196–197.

SUPPORT—Direct students to the last paragraph of the section; note that super PACs are not included in filing requirements. Ask: How might this exception affect voters and elections in the United States? (*Possible response: Not including super PACs in filing requirements might make elections less transparent, leaving voters less informed and educated about the actions of candidates and campaigns.*) (C.11.d)


After students read the text, ask the following questions:

LITERAL—What campaign finance laws do states and the federal government have regarding candidates? (C.11.d)

- » States and the federal government have laws that require candidates to file campaign finance disclosures.

INFERENCE—Given that campaign finance disclosures are available to the public, what can citizens do? (C.11.d)

- » Citizens can investigate trends in groups that are making contributions to state and local campaigns. They can also investigate how candidates are spending those contributions to target certain issues or voting populations. Citizens might choose to do either or both of these things in order to better understand candidates for whom they may vote and those candidates’ priorities.

 **THINK TWICE**—How might campaign finance and spending rules affect the outcomes of local, state, and federal elections?

- » Campaign finance and spending rules might affect the outcomes of local, state, and federal elections by giving one candidate an advantage in disseminating information, encouraging voters to turn out to the polls, or giving candidates more exposure. They can also increase or decrease transparency in elections.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“Public Opinion,” pages 197–199

Scaffold understanding as follows:

Have students read the section on pages 197–199.

SUPPORT—Reiterate the definition of *public opinion*.

SUPPORT—Share with students the TED-Ed video about public opinion polls. Ask: What are some of the pros of public opinion polls? (*Possible response: They help government officials make policies.*) What are some of the cons of public opinion polls? (*Possible response: They can be inaccurate or misleading.*) How can polls be made more accurate? (*by including a large enough sample with sufficient diversity, asking questions that are not too complicated, and avoiding interviewer bias*) (C.11)



See the Foundations of Freedom Online Resources for this unit for the link to the video:
www.coreknowledge.org/foundations-of-freedom

SUPPORT—Direct students to the Public Opinion on the Use of the Electoral College, 2000–2024 graph on page 198 and read the caption aloud. Guide students through the information in the graph. Ask: In general, what does this graph indicate about how people have felt in recent years about the use of the Electoral College to choose the president? (Possible response: Over the past twenty-five or so years, most people have believed that the popular vote is preferable to the Electoral College as a way to choose the president. However, the level of support for the Electoral College has remained consistent, even increasing in 2016 and again four years later.) (C.11.g, C.11.i)

After students read the text, ask the following questions:

LITERAL—How do political scientists define “the public”? (C.11.h)

- » Political scientists define “the public” in different ways. For example, the *attentive public* is made up of people who are generally aware of politics and government policy, while an *issue public* is made up of people who focus on specific public policies, like health care or education.

LITERAL—How does the media influence public opinion? (C.11.h, C.11.i)

- » Thanks to modern technology, media makes it possible for people to have unlimited access to news sources and to social media; this makes it easier for information and disinformation to travel quickly. Targeted content can also reinforce consumers’ beliefs.

ANALYTICAL—What effect does public opinion have on the government? (C.11.h)

- » Because voters cast their ballots to keep leaders in office or replace them, leaders have a vested interest in considering public opinion when they make policy decisions. Candidates running for office may also tailor their messages or presentation based on public opinion so that they appeal to more voters.

 **THINK TWICE**—How is public opinion formed, and how can it change over time?

- » Public opinion is formed by internal factors such as what we value, our interests, and what we know and believe. It’s also formed by external factors such as our family and friends, where we go to school, the communities we belong to, and the media. Public opinion can change over time in response to major events, changing circumstances, and increased exposure to alternate viewpoints.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“The Media’s Effect on Politics” and “Roles of the Media,” pages 199–200

Scaffold understanding as follows:


Have students read the sections on pages 199–200.

SUPPORT—Emphasize that the Student Volume discusses *news* media, though there are many other forms of media that can discuss politics, including entertainment media. Explain to students that ideally, news media should be objective, but it often is not. Media outlets

may show bias in favor of one ideology, political party, candidate, or policy over another. When researching information, it's important to identify whether the sources you are working with show bias and in what way.

SUPPORT—Remind students that they read about the Pentagon Papers and the response of the Nixon administration in Unit 2. Invite volunteers to share what they recall about the Pentagon Papers, the Nixon administration's use of prior restraint, and the Supreme Court's ruling in *New York Times Co. v. United States*. (C.7, C.7.a, C.7.b, C.7.d, C.11.h, C.11.i)

ACTIVITY—Have students work individually or with partners to research horse race journalism. Students should identify what it is, why it is so popular, and its effects on elections. Invite volunteers to share their findings with the class. (*Students should identify horse race journalism as a way that the media often presents the progress of an election cycle, such as by using percentages and odds to indicate candidates who appear to be "in the lead." Students may discuss that this kind of reporting has the potential to influence voters who are willing to accept the coverage at face value or who are more likely to vote for a candidate based on perceived popularity or support.*) (C.7, C.7.a, C.7.b, C.7.d, C.11.h, C.11.i)

 **TALK IT OVER**—Explain that some candidate debates include live fact-checking that is conducted by hosts, unaffiliated media organizations, special interest groups, and others. Have students debate or discuss this question: Should live fact-checking be a mandatory part of televised candidate debates for high-profile elections? Why or why not? (C.7, C.7.a, C.7.b, C.7.d, C.11.h, C.11.i)

Online Resources



Note: For tips about organizing and managing class discussions and debates, see the Foundations of Freedom Online Resource "About Class Discussions and Debates":

www.coreknowledge.org/foundations-of-freedom

SUPPORT—Direct students to the image of social media on page 200 and read the caption aloud. Ask: What are some of the pros and cons of candidates interacting directly with followers on social media? (*Possible response: Social media allows candidates to connect directly with followers, making government and the election process more accessible. At the same time, social media can be used to share misinformation; for example, a candidate may intentionally defame another candidate online.*) (C.7, C.7.a, C.11.h, C.11.i)


After students read the text, ask the following questions:

ANALYTICAL—Why did the Founders see a free press as an active participant in the democratic process? (C.11.h)

- » The Founders believed that the media holds the government accountable by reporting on policies and actions that an informed public needs to know about.

ANALYTICAL—How does the media influence the public agenda? (C.11.h)

- » Media influences the public agenda by choosing what to cover, which affects what people learn about and discuss.

 **THINK TWICE**—What purposes does the media serve in the democratic process?

- » The media reports on government policies and actions to the public, helps set the public agenda through coverage of certain issues, and offers a place for public discourse and debate.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“Example of the Media’s Impact on Policy and Perception,” pages 200–202

Scaffold understanding as follows:

Have students read the section on pages 200–202.

SUPPORT—Direct students to the image of Walter Cronkite in Vietnam on page 202 and read the caption aloud. Explain that Cronkite was such a revered and influential figure in the media that after he expressed his views that the war could not be won, President Lyndon B. Johnson reportedly said, “If I’ve lost Cronkite, I’ve lost Middle America.”

SUPPORT—Share with students the “Daisy” ad created for Lyndon B. Johnson’s presidential campaign in 1964. Explain that the ad emphasizes the threat communism posed to the United States in the form of a nuclear war with the Soviet Union. Ask: How does the end of this ad differ from the modern ads you viewed earlier in the topic? (*President Johnson does not endorse the ad at the end the way candidates endorse campaign ads today.*) Note that the voiceover was done by Johnson. Ask: Why do you think he made this choice? (*Possible response: He wanted to connect the threats in the ad with his policies toward communism.*) (C.6.a, C.6.c)

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the video: www.coreknowledge.org/foundations-of-freedom

SUPPORT—In March 1968, U.S. soldiers killed around five hundred Vietnamese civilians in what became known as the My Lai Massacre. The massacre was documented by a U.S. Army photographer. When his photographs appeared in American newspapers, they strengthened the growing anti-war movement in the United States. The images remain some of the most iconic ones of the war.

SUPPORT—Share with students the image from the Internet of President Nixon with his dog Checkers. Explain that history has proven again and again that the media has the power to shape election outcomes. Recall from the beginning of this topic that the first televised presidential debates skewed public opinion in favor of John F. Kennedy. Kennedy was perceived as younger, stronger, and more vibrant than Richard Nixon. The irony is that Nixon had used television media to rehabilitate his image in 1952 after he was accused of using campaign funds illegally. The speech he delivered was known as the Checkers Speech because it discussed his family pet, Checkers, who was given to him as a campaign gift. Nixon also overcame his 1960 debate fumble to win the presidency in 1968 and again in 1972.

Online Resources



See the Foundations of Freedom Online Resources for this unit for the link to the image: www.coreknowledge.org/foundations-of-freedom


After students read the text, ask the following questions:

LITERAL—How did the media help end the Second Red Scare? (C.11.h)

- » During the Second Red Scare, Senator Joseph McCarthy held televised hearings in which he made baseless accusations and damaged the reputations of government employees. His tactics caused his popularity to plummet and led many Americans to question the validity of the communist witch hunt.

ANALYTICAL—What set the Vietnam War apart from earlier conflicts? (C.11.h)

- » The Vietnam War was the “first television war,” meaning that Americans watched the conflict unfold in real time. By contrast, earlier conflicts were heavily censored, and coverage was designed to bolster and maintain American morale.

 **THINK TWICE**—How does the media affect the actions of politicians?

- » The media can sway public opinion against politicians, leading them not to seek reelection. This was the case when Walter Cronkite, a popular television news anchor during the 1960s and 1970s, reported that the Vietnam War was “mired in stalemate.” His lack of confidence in an American victory—along with other pressures—led President Lyndon B. Johnson not to seek reelection in 1968.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)

“Technology’s Influence on Politics and Government,” pages 202–204

Scaffold understanding as follows:

Have students read the section on pages 202–204.

SUPPORT—Direct students to the image of President Barack Obama on page 203 and read the caption aloud. Explain that when President Obama became president, he wanted to keep using his Blackberry—an early type of smartphone. Unfortunately for the president, his Blackberry was not easily modified to make it more secure. That meant he had to use a flip phone instead.

After students read the text, ask the following questions:

ANALYTICAL—What are the pros and cons of the 24-hour news cycle and the Internet? (C.11.i)

- » A pro of the 24-hour news cycle and the Internet is that they give people instant access to information with the click of a button on computers, tablets, and smartphones. Cons include media saturation, people becoming overwhelmed by the volume of content, and media outlets having difficulty reaching their target audience.

ANALYTICAL—How has the Internet contributed to polarization in the media? (C.11.i)

- » The Internet has contributed to polarization by changing how news organizations make money. News organizations are now more likely to develop splashy headlines to drive traffic to their sites and gain subscribers. At the same time, media outlets are more likely to write for a specific audience—their core subscribers and visitors—rather than present information objectively.

LITERAL—What are some downsides of social media in politics? (C.11.i)

- » Algorithms used by social media can create information bubbles that influence what people see and think. Social media posts are short by nature, which means that posts can oversimplify news stories or create misleading headlines.

ANALYTICAL—How has the Internet contributed to civic discourse? How is this connected to the sharing of misinformation and disinformation? (C.11.i)

- » The Internet has contributed to civic discourse by creating new forums for people to engage in discussions about public policy and government. People can more easily connect with like-minded individuals and find more opportunities for civic engagement. This is connected to the sharing of misinformation and disinformation because nonfactual content can easily spread online. As a result, this can negatively impact or shift public discourse.

 **THINK TWICE**—How has technology affected politics and government?

- » Technology has affected politics and government by allowing the government to connect and communicate more quickly and easily with citizens, creating new forums where people can engage in civic discourse, and making more information (such as historic documents and labor statistics) available to users.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, “How do political parties, special interest groups, and the media affect how people participate in government?” (C.11.c, C.11.h)



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Framing Question: “How do political parties, special interest groups, and the media affect how people participate in government?”
 - » Key points students should cite include: Political parties affect how people participate in government by mobilizing voters, recruiting candidates, running campaigns for office, and setting policies; special interest groups affect how people participate in government by mobilizing members, endorsing candidates, and fundraising to influence the outcomes of elections and help enact their preferred policies; the media affects how people participate in government by shaping public opinion, reporting on important stories, serving as a forum for civic debate, and acting as a government watchdog.
- Choose three Core Vocabulary words (*public opinion, minor party, exit poll, platform, ideology, moderate, polarization, bipartisan, political action committee, campaign finance*) and write a paragraph using the words.

To wrap up the lesson, invite several students to share their responses.

Activity Page



AP 2.2

NOTE: You may wish to assign Domain Vocabulary: Unit 5 (AP 2.2) for homework.

Teacher Resources

Topic Assessments: Unit 5

- Topic 1: Elections, Voting, and Representation **246**
- Topic 2: Political Parties and Political Influences **254**

Performance Task: Unit 5

- Performance Task Activity **264**
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Activity Pages

- Primary Source Analysis (AP 1.1) **268**
- Venn Diagram (AP 1.2) **269**
- Elected State Officials (AP 1.3) **270**
- Excerpt from George Washington’s Farewell Address, 1796 (AP 2.1) **271**
- Domain Vocabulary: Unit 5 (AP 2.2) **272**

- Answer Key: Unit 5** **273**

Assessment: Topic 1—Elections, Voting, and Representation

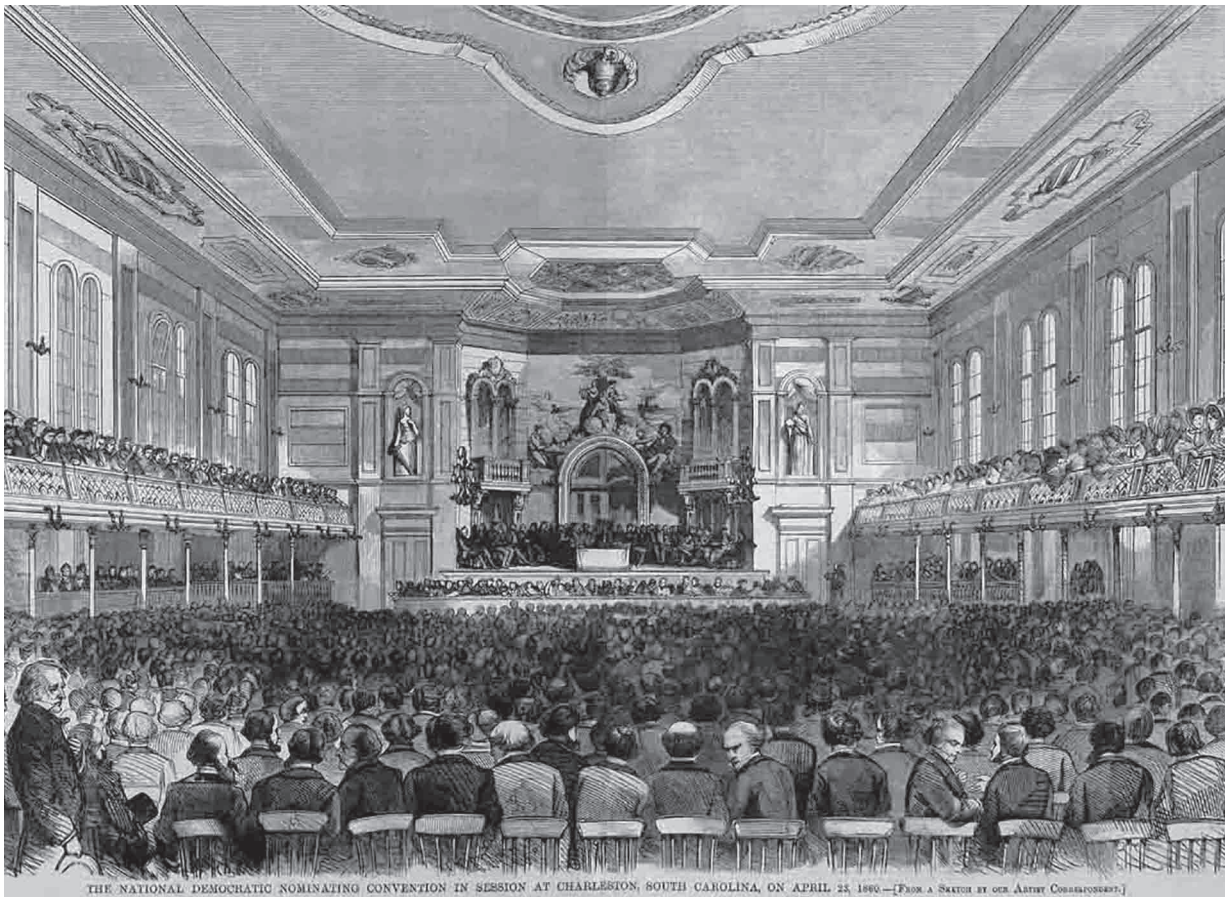
A. On your own paper, write the letter that provides the best answer.

1. Use the excerpt from the U.S. Constitution to answer the question.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of _____.

Which government position does this requirement apply to? (C.6.a, C.9.b, C.11.e)

- a) president
 - b) U.S. senator
 - c) federal judge
 - d) U.S. representative
2. Use the image of a nominating convention held by the Democratic Party in 1860 to answer the question.



How did the purpose of the attendees of the event shown in the image vary from that of attendees of similar events held by the two major political parties today? (C.6.a, C.11.e)

- a) The 1860 attendees were typically expected to nominate state party leadership, whereas convention attendees today are often state leaders themselves.
- b) The 1860 attendees were typically expected to choose delegates to write a campaign platform, whereas convention attendees today create the platform themselves.
- c) The 1860 attendees were typically expected to debate major national issues, whereas convention attendees today avoid discussing issues that will be on the campaign platform.
- d) The 1860 attendees were typically expected to vote for a candidate supported by state party leaders and bosses, whereas convention attendees today are expected to vote for the winner of their state's primary.

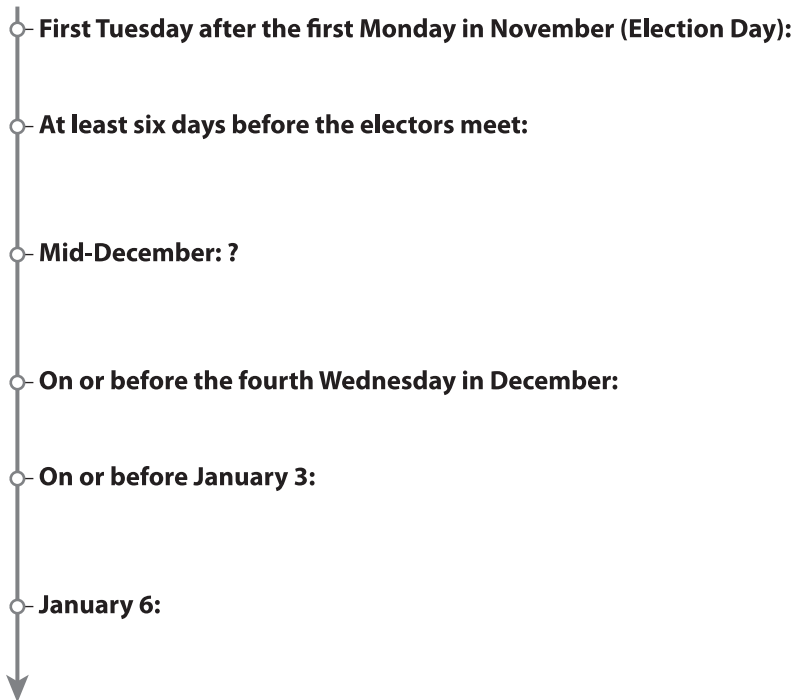
Use the T-chart to answer questions 3 and 4.

Open Primary or Caucus	Closed Primary or Caucus

- A. Voters may vote in any party’s primary or caucus, regardless of which party they belong to.
 - B. Voters must be registered party members to vote in a primary or caucus.
 - C. Voters are allowed to cast ballots across party lines.
 - D. Voters are limited to voting for candidates from their own party.
3. Which answer shows the correct distribution of statements to complete the chart? (C.6.a, C.11.e)
- a) Open Primary or Caucus: A, C; Closed Primary or Caucus: B, D
 - b) Open Primary or Caucus: A, B; Closed Primary or Caucus: C, D
 - c) Open Primary or Caucus: B, C; Closed Primary or Caucus: A, D
 - d) Open Primary or Caucus: C, D; Closed Primary or Caucus: A, B
4. Which statement below describes an advantage of a closed primary or caucus? (C.6.a, C.11.e)
- a) Independent voters may participate.
 - b) It encourages strong party organization.
 - c) More voters can participate in the candidate selection process.
 - d) Parties have the flexibility to make their own rules from year to year.
5. Use the excerpt from *Federalist* No. 68 to answer the question.
- THE mode of appointment of the Chief Magistrate [president] of the United States is almost the only part of the system . . . which has received the slightest mark of approbation from its opponents. The most plausible of these . . . has even deigned to admit that the election of the President is pretty well guarded. I venture somewhat further, and hesitate not to affirm, that if the manner of it be not perfect, it is at least excellent. It unites in an eminent degree all the advantages, the union of which was to be wished for. . . .
- It was . . . desirable, that the immediate election should be made by men most capable of analyzing the qualities adapted to the station, and acting under circumstances favorable to deliberation, and to a judicious combination of all the reasons and inducements which were proper to govern their choice. A small number of persons, selected by their fellow-citizens from the general mass, will be most likely to possess the information and discernment requisite to such complicated investigations.
- According to the source, what did Alexander Hamilton believe? (C.6.a, C.6.b, C.7.a, C.11.f)
- a) He understood the popular vote was essential to the democratic process.
 - b) He thought the federal government was unlikely to change over time.
 - c) He worried about the influence of educated elites.
 - d) He distrusted the judgment of the general public.

6. Use the timeline to answer the question.

Timeline of Events in the Electoral College



Which events replace the question mark next to “Mid-December”? Select the **two** correct answers. (C.6.a, C.11.f)

- a) The new Congress starts.
- b) Voters cast ballots in the general election.
- c) Certificates of vote are signed and sealed.
- d) A joint session of Congress counts the votes.
- e) Electors vote for the president and vice president in their states.

7. Use the list of redistricting criteria to answer the question.

Plans must comply with certain laws, including the _____.

Plans must have contiguous geography, meaning all parts of a proposed district must be connected.

The population in each proposed district must be as equal as possible.

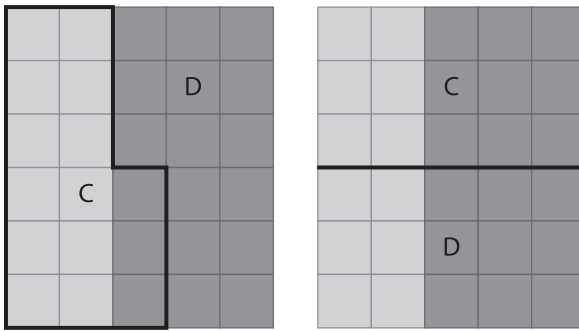
All parts of the state must be included.

Which laws **best** complete the first item in this list? Select the **three** correct answers. (C.6.a, C.11.j)

- a) Fourteenth Amendment
- b) Fifteenth Amendment
- c) Nineteenth Amendment
- d) Civil Rights Act of 1866
- e) Civil Rights Act of 1964
- f) Voting Rights Act of 1965

8. Use the diagrams to answer the question.

Before and After Redistricting

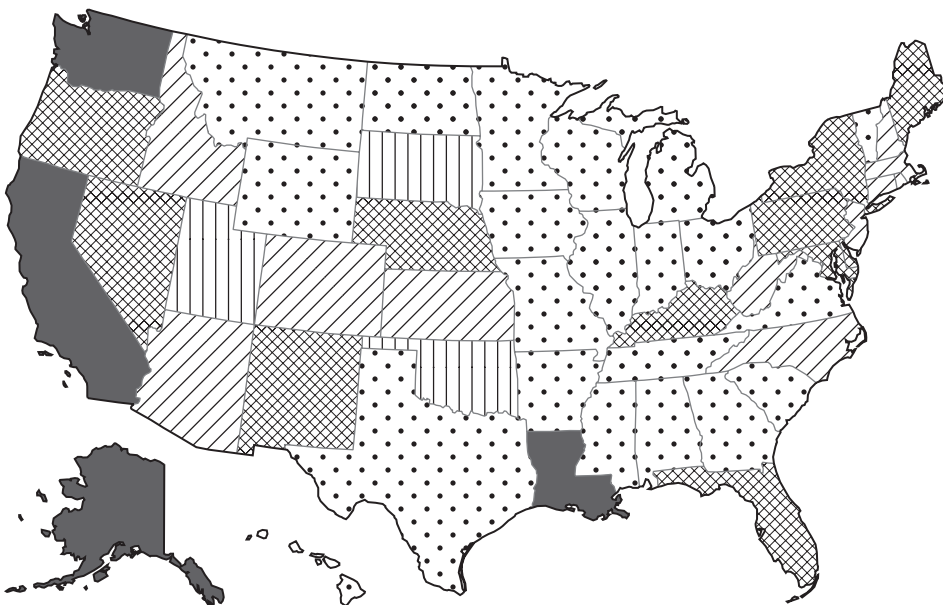


■ Democratic Party ■ Republican Party

Which statement explains the effects of redistricting shown in these diagrams? (C.5, C.6.a, C.11.g, C.11.j)

- a) The political power of both parties increased slightly.
 - b) The political power of both parties stayed roughly the same.
 - c) The Democratic Party became more likely to win both districts.
 - d) The Republican Party became more likely to win both districts.
9. Use the map to answer the question.

Primary Election Method by State



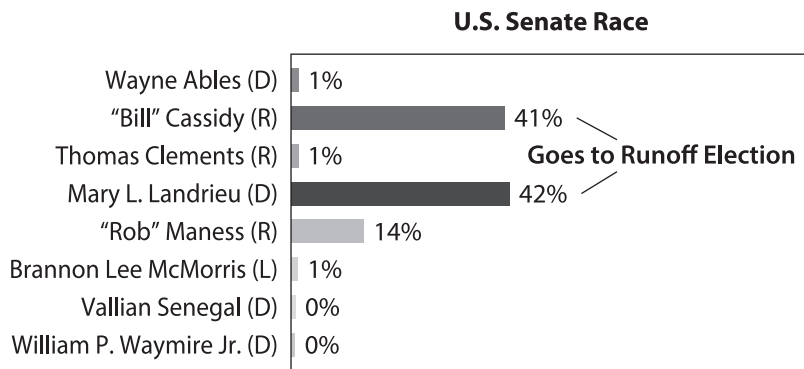
□ Open □ Closed ■ Other
 □ Semi-closed □ Mixed

Based on the map, which type of election method is **most** common across the country? (C.5, C.11.e)

- a) closed
- b) mixture
- c) open
- d) semi-closed

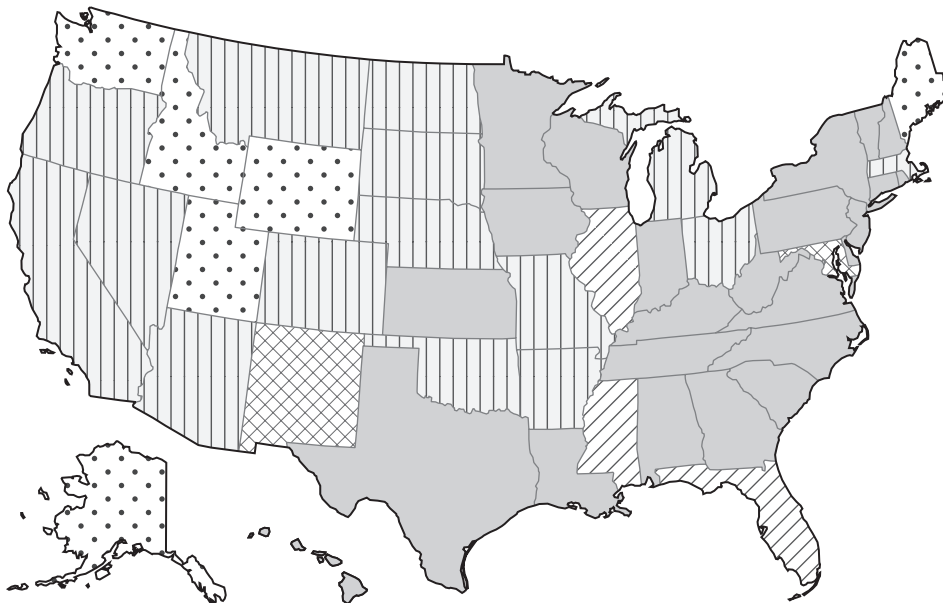
Use the graph to answer questions 10 and 11.

Louisiana November 2014 Election Results



10. Which statement explains why "Bill" Cassidy and Mary L. Landrieu participated in a runoff election? (C.6.a, C.11.e)
- Both candidates were from the same parish.
 - Neither candidate received a majority of votes.
 - Both candidates had significant support from voters.
 - Neither candidate collected enough signatures on their petitions.
11. Which phrase **best** describes the system shown in the graph? (C.6.a, C.11.e)
- Cajun primary
 - Catahoula primary
 - central primary
 - contested primary
12. Use the map and the table to answer the question.

States with Ballot Measures



- | | | |
|-----------------------------|---|-----------------|
| None | Amendment | Veto referendum |
| Statute and veto referendum | Amendment, statute, and veto referendum | |

Louisiana Requirements to Initiate a Recall

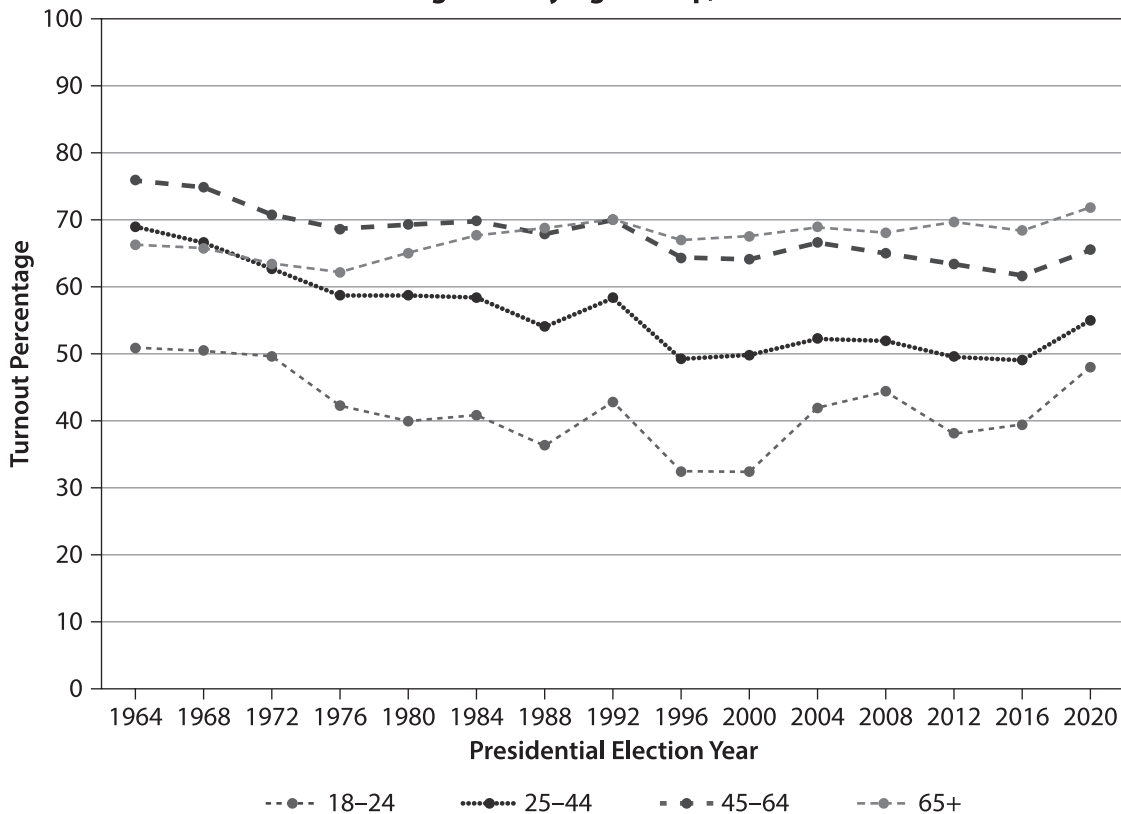
Population of Voting Area	Percentage of Eligible Voters Who Must Sign Recall Petition
1,000 people or less	40 percent
1,000 to 24,999 people	33 and 1/3 percent
25,000 to 99,999 people	25 percent
100,000 or more people	20 percent

Why are the measures represented in the sources significant? (C.5, C.6)

- a) They protect the First Amendment right to petition.
- b) They enable voters to propose new national laws.
- c) They allow citizens to directly influence legislative action.
- d) They influence the opinions and policies of elected leaders.

Use the graph to answer questions 13 and 14.

Voting Rates by Age Group, 1964–2020



13. According to the graph, which age group is **least likely** to participate in presidential elections? (C.5, C.6.a, C.11.g)
- a) 18 to 24 years
 - b) 25 to 44 years
 - c) 45 to 64 years
 - d) 65 years and older

14. Using your answer to question 13, in what four-year period did turnout for this group reach its lowest point? (C.5, C.6.a, C.11.g)
- a) 1964–68
 - b) 1972–76
 - c) 1988–92
 - d) 1996–2000

Use the excerpts from a 2013 Supreme Court decision to answer questions 15 and 16.

Excerpt 1: Our decision in no way affects the permanent, nationwide ban on racial discrimination in voting found in §2. We issue no holding on §5 itself, only on the coverage formula. Congress may draft another formula based on current conditions. Such a formula is an initial prerequisite to a determination that exceptional conditions still exist justifying such an “extraordinary departure from the traditional course of relations between the States and the Federal Government.” . . . Our country has changed, and while any racial discrimination in voting is too much, Congress must ensure that the legislation it passes to remedy that problem speaks to current conditions.

Excerpt 2: Recognizing that large progress has been made, Congress determined, based on a voluminous record, that the scourge of discrimination was not yet extirpated. The question this case presents is who decides whether, as currently operative, §5 remains justifiable, this Court, or a Congress charged with the obligation to enforce the post-Civil War Amendments “by appropriate legislation.” With overwhelming support in both Houses, Congress concluded that, for two prime reasons, §5 should continue in force, unabated. First, continuance would facilitate completion of the impressive gains thus far made; and second, continuance would guard against backsliding. Those assessments were well within Congress’ province to make. . . .

“[V]oting discrimination still exists; no one doubts that.” . . . But the Court today terminates the remedy that proved to be best suited to block that discrimination. . . .

. . . But despite this progress, “second generation barriers constructed to prevent minority voters from fully participating in the electoral process” continued to exist, as well as racially polarized voting in the covered jurisdictions, which increased the political vulnerability of racial and language minorities in those jurisdictions. . . . Extensive “[e]vidence of continued discrimination,” Congress concluded, “clearly show[ed] the continued need for Federal oversight” in covered jurisdictions.

15. Based on the excerpts, which piece of legislation is central to the Supreme Court decision? (C.6, C.6.c, C.9.g)
- a) Voting Rights Act of 1965
 - b) Fourteenth Amendment
 - c) Civil Rights Act of 1964
 - d) Fifteenth Amendment
16. In contrast to the author of Excerpt 1, with which statement would the author of Excerpt 2 agree? (C.6, C.6.c, C.9.g)
- a) Congress has exceeded the limits of its constitutional powers.
 - b) The Supreme Court has a duty to prevent congressional overreach.
 - c) Congress showed sufficient cause to continue enforcement of the law.
 - d) The Supreme Court is best positioned to respond to issues of discrimination.

B. On your own paper, write a well-organized paragraph in response to the following prompt. Be sure to include evidence from the reading and activities to support your claims.

Explain one negative aspect of Louisiana's primary system and one positive aspect of Louisiana's primary system. (C.6, C.6.a, C.7, C.7.a, C.7.b, C.7.d, C.11.e)

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Assessment: Topic 2—Political Parties and Political Influences

A. On your own paper, write the letter that provides the best answer.

1. Use the image of Senator John F. Kennedy (far left) and Vice President Richard Nixon (far right) in 1960 to answer the question.



How did the televised nature of this event affect the presidential election of 1960? (C.6.a, C.11.h, C.11.i)

- a) It increased positive perceptions of Nixon.
 - b) It reduced the importance of campaign ads.
 - c) It shifted public opinion in favor of Kennedy.
 - d) It encouraged more voters to listen to the radio.
2. Use the excerpt from a letter written by Thomas Jefferson in 1824 to answer the question.

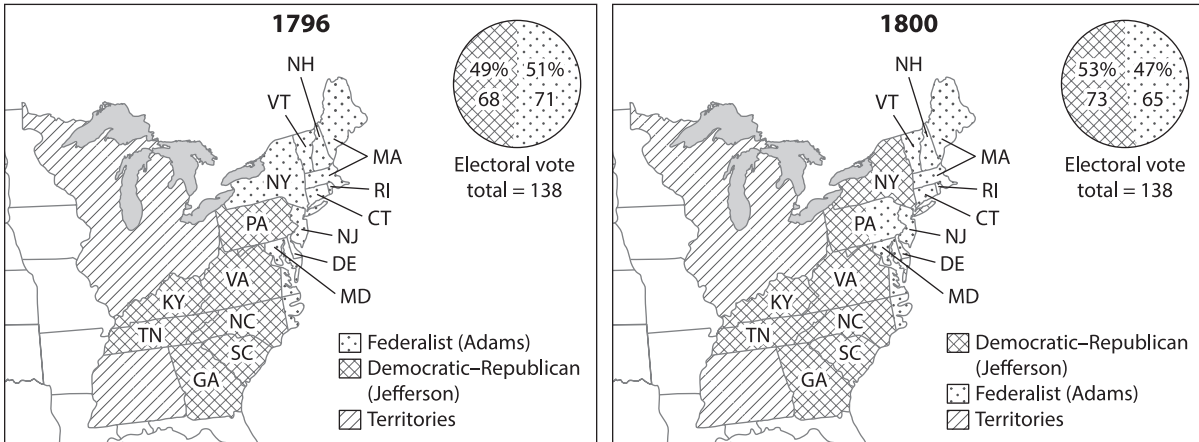
I am no believer in the amalgamation of parties, nor do I consider it as either desirable or useful for the public; but only that, like religious differences, a difference in politics should never be permitted to enter into social intercourse, or to disturb its friendships, its charities or justice. In that form, they are censors of the conduct of each other, and useful watchmen for the public. men by their constitutions are naturally divided into two parties. 1. those who fear and distrust the people, and wish to draw all powers from them into the hands of the higher classes. 2^{dly} those who identify themselves with the people, have confidence in them cherish and consider them as the most honest & safe. . . . in every country these two parties exist, and in every one where they are free to think, speak, and write, they will declare themselves. call them therefore liberals and serviles, Jacobins and Ultras, whigs and Tories, republicans and federalists, aristocrats and democrats or by whatever name you please; they are the same parties still and pursue the same object.

Which line from the excerpt supports the conclusion that Jefferson believed that the two-party system contributes to balanced competition? (C.6.a, C.6.b, C.7, C.7.a, C.11.c)

- a) "I am no believer in the amalgamation of parties, nor do I consider it as either desirable or useful for the public."
- b) "Like religious differences, a difference in politics should never be permitted to enter into social intercourse."
- c) "In that form, they are censors of the conduct of each other, and useful watchmen for the public."
- d) "Men by their constitutions are naturally divided into two parties."

3. Use the maps to answer the question.

Presidential Elections of 1796 and 1800

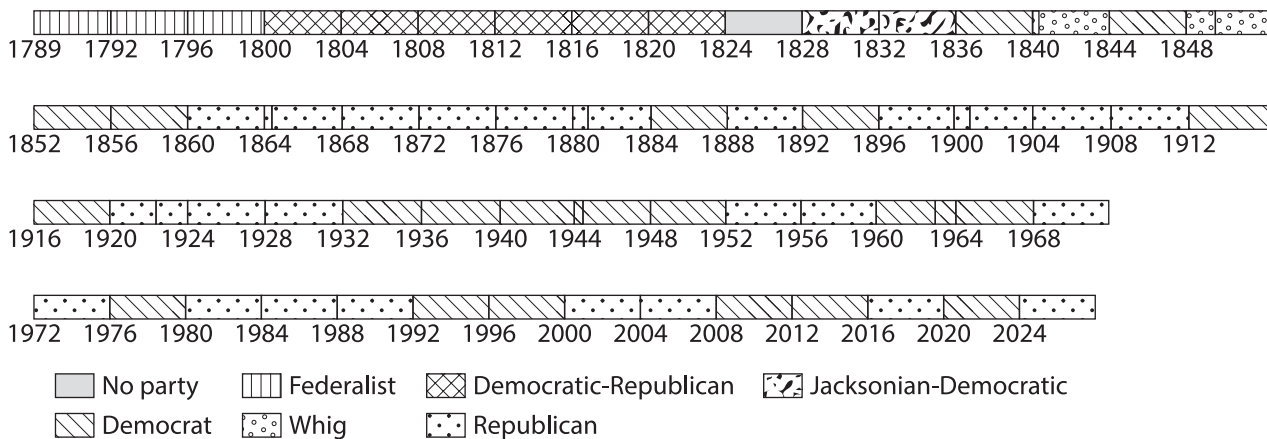


Which statement is supported by the maps? (C.5, C.6.a, C.11.c)

- a) The Federalist Party was most popular with small farmers.
- b) Support for the two major parties was divided along regional lines.
- c) Support for the two major parties shifted significantly in four years.
- d) The Democratic-Republican Party was most popular with industrialists.

Use the timeline to answer questions 4 and 5.

Presidential Election Winners by Political Party, 1789–2024



4. According to the timeline, which two major parties have existed the longest? Select the **two** correct answers. (C.1, C.6.a, C.11.c)

- a) Federalist
- b) Democrat
- c) Democratic-Republican
- d) Republican
- e) Whig

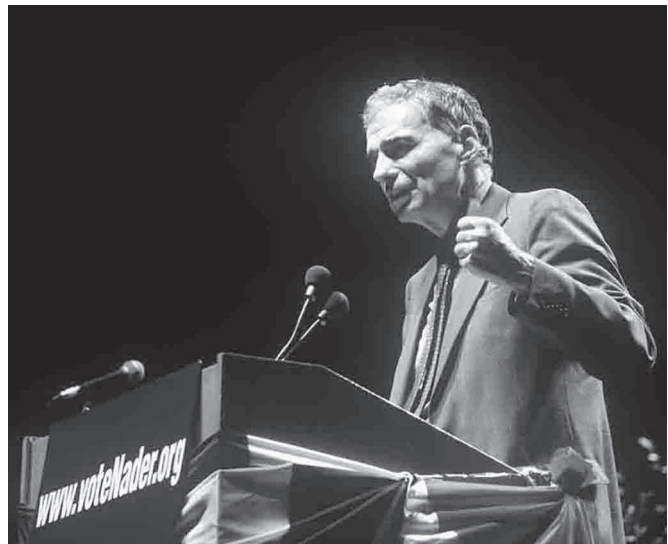
5. Which two parties have been the shortest-lived? Select the **two** correct answers. (C.1, C.2, C.6.a, C.11.c)
- a) Federalist
 - b) Democratic-Republican
 - c) Jacksonian-Democrat
 - d) Republican
 - e) Whig
6. Use the list to answer the question.

Formed in response to growing wealth and influence of corporations and industrialists

Advocated replacing private enterprise with collective ownership of businesses

Which historic minor party is described by the list? (C.6.a, C.11.c)

- a) American (Know-Nothing)
 - b) Southern Democrats
 - c) People's (Populist)
 - d) Socialist
7. Use the images to answer the question.

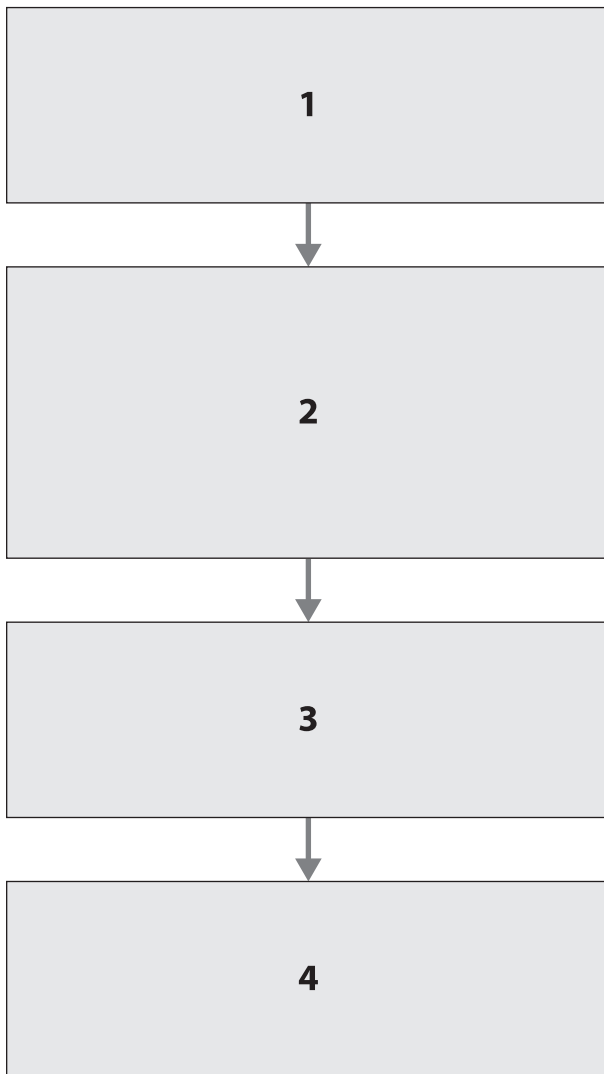


How are the individuals shown in the images similar? Select the **two** correct answers. (C.3, C.6.a, C.11.c)

- a) They drew voters from major parties during presidential elections.
- b) They advocated for environmentalism and world peace.
- c) They were popular incumbents in congressional races.
- d) They benefited from the winner-takes-all model.
- e) They represented reactionary movements.

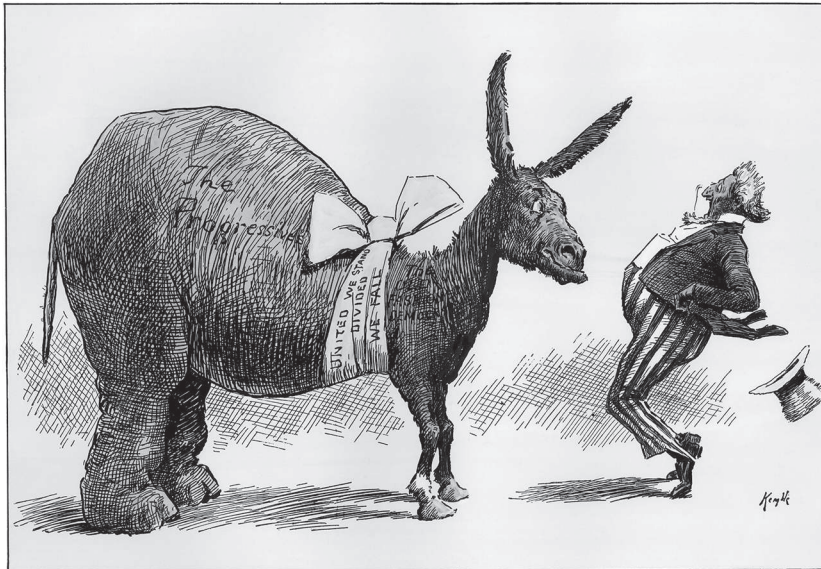
Use the diagram to answer questions 8 and 9.

Political Party Organization



8. Which level of political party organization belongs in box 3? (C.6.a, C.11.e)
- a) national committee
 - b) precinct organization
 - c) local committee
 - d) state committee
9. Using your answer in question 8, which is a **primary** responsibility of this level of political party organization? (C.6.a, C.11.e)
- a) recruiting new party members
 - b) working at the polls on Election Day
 - c) identifying candidates for local office
 - d) running campaigns for U.S. congressional races

10. Use the image to answer the question.

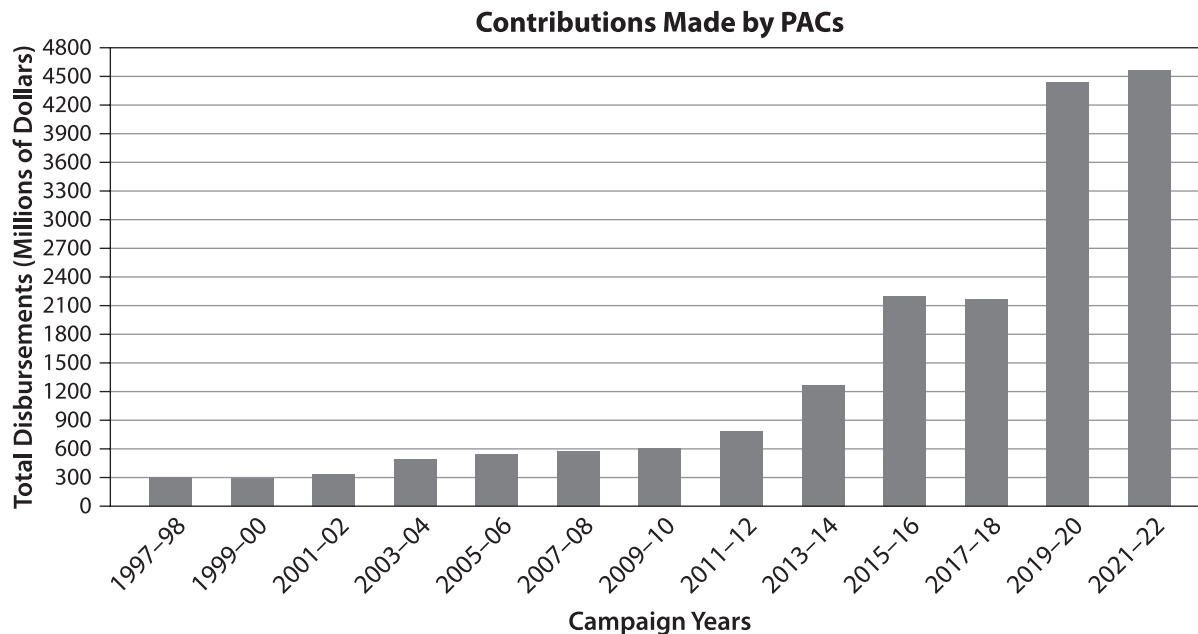


"SAY, UNCLE, WE'VE CUT LOOSE FROM THE OLD PARTIES, AND DECIDED TO COME TOGETHER AND FORM A NEW PARTY. CAN YOU SUGGEST A NAME?"

What idea does this political cartoon seem to support? (C.1, C.4, C.5, C.6.a, C.11.c)

- a) increased polarization
- b) increased bipartisanship
- c) increased isolationism
- d) increased role of political parties

11. Use the graph to answer the question.



Which campaign years experienced the greatest spike in contributions made by PACs? (C.1, C.2, C.4, C.6.a, C.11.d)

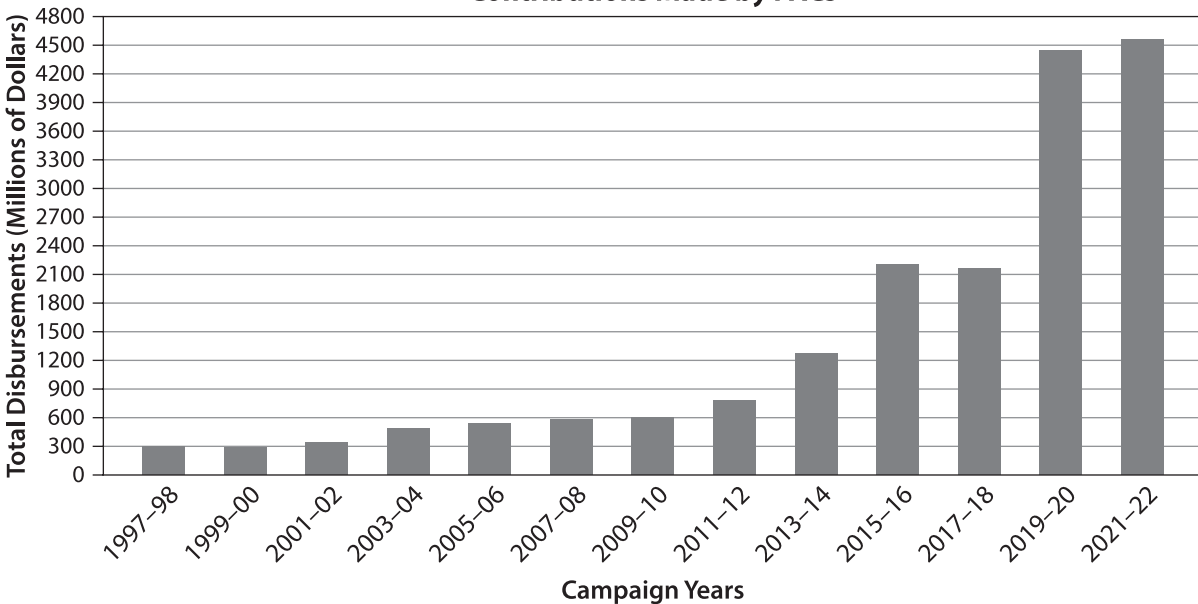
- a) between 2001-2 and 2003-4
- b) between 2013-14 and 2015-16
- c) between 2017-18 and 2019-20
- d) between 2019-20 and 2021-22

12. Use the table and the graph to answer the question.

Contribution Limits for 2023–24 Federal Elections

Donors	Recipients				
	Candidate Committee	PAC (SSF and Nonconnected)	State/District/Local Party Committee	National Party Committee	Additional National Party Committee Accounts
Individual	\$3,300 per election	\$5,000 per year	\$10,000 per year (combined)	\$41,300 per year	\$123,900 per account per year
Candidate Committee	\$2,000 per election	\$5,000 per year	Unlimited transfers	Unlimited transfers	
PAC (Multicandidate)	\$5,000 per election	\$5,000 per year	\$5,000 per year (combined)	\$15,000 per year	\$45,000 per account per year
PAC (Non-multicandidate)	\$3,300 per election	\$5,000 per year	\$10,000 per year (combined)	\$41,300 per year	\$123,900 per account per year
State/District/Local Party Committee	\$5,000 per election	\$5,000 per year	Unlimited transfers		
National Party Committee	\$5,000 per election	\$5,000 per year			

Contributions Made by PACs



Which federal law influences and governs the information shown in the sources? (C.6.a, C.11.c, C.11.d)

- a) Tillman Act
- b) Federal Election Campaign Act
- c) Bipartisan Campaign Reform Act
- d) Presidential Election Campaign Fund Act

13. Use the excerpt below to answer the question.

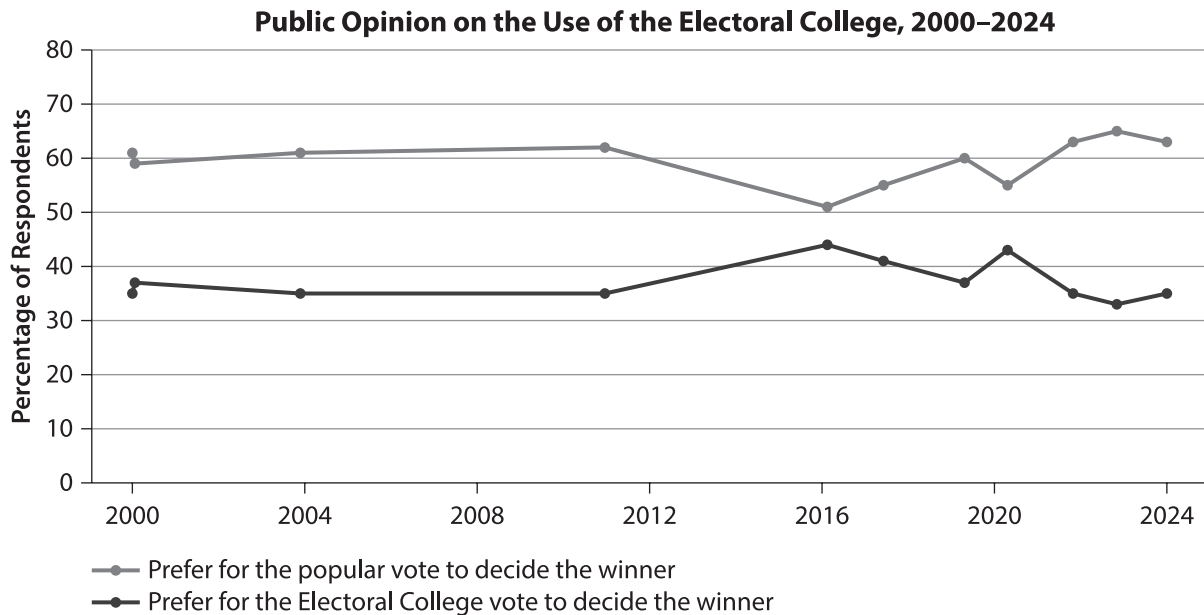
Today, candidates can receive up to \$250 in matching funds for individual campaign contributions during the primary if they

- raise \$5,000 or more in twenty different states,
- receive contributions in each state from at least twenty different contributors,
- agree to caps on total campaign spending during the primary,
- agree to caps on campaign spending in each state during the primary, and
- agree to limit spending their personal funds on the campaign.

Why was the program described in the excerpt created? (C.6.a, C.11.d)

- a) to regulate political action committees
- b) to guide how political parties fundraise
- c) to reduce campaign finance corruption
- d) to promote qualified political candidates

14. Use the graphs to answer the question.



Which statement about public opinion on how the president should be elected is supported by the graph? Select the **two** correct answers. (C.6, C.6.c)

- a) More people are in favor of using the popular vote to elect the president.
- b) More people are in favor of using the Electoral College to elect the president.
- c) Support for the use of the popular vote to elect the president peaked in 2012.
- d) Support for the use of the Electoral College always increased in years with presidential elections.
- e) Support for the use of the popular vote increased immediately after the 2020 election and support for the use of the Electoral College decreased.

15. Use the image to answer the question.



Which of the following is an effect of the technology shown in the image? (C.2, C.6.a, C.11.h)

- a) News programs can reach a wider audience during debates.
- b) Politicians are more likely to respond to public opinion.
- c) Candidates can reach their followers instantaneously.
- d) Voters are more likely to fact-check what they read.

B. On your own paper, write a well-organized paragraph in response to the following prompt.

Explain two reasons campaign finance regulation is important. (C.6, C.6.a, C.6.b, C.6.c, C.7, C.7.a, C.7.b, C.7.c, C.11.d)

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Performance Task: Elections and Politics

Teacher Directions: An important foundational principle in the United States is “consent of the governed,” or the idea that power is conferred to the government by the people. The election process in the United States was designed to support this principle.

Ask students to respond to the following prompt. Encourage students to use information from the sources and the Student Volume in their responses.

Prompt:

Evaluate how well the election process in the United States supports the foundational principle of “consent of the governed.” (C.1, C.2, C.4, C.5, C.6, C.6.a, C.6.b, C.6.c, C.6.d, C.7, C.7.a, C.7.b, C.7.c, C.7.d, C.9.g, C.11.c, C.11.d, C.11.e, C.11.f, C.11.g, C.11.h, C.11.i, C.11.j)

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample claim:	The U.S. election process largely supports the foundational principle of “consent of the governed.”
Reason:	The idea that the government gets its power from the people is built into the Constitution and is supported by various laws and amendments that protect and encourage participation in the electoral process.
Evidence:	<ul style="list-style-type: none">• Amendments like the Fifteenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth have made it possible for more people to vote, including African Americans, women, and young people, ensuring more people’s voices are heard.• The Voting Rights Act of 1965 was enacted to stop racial discrimination in voting, making sure that all citizens, regardless of race, can participate in elections.• In <i>Federalist</i> No. 68, Alexander Hamilton explains the Electoral College as a way to balance the popular vote with the need for knowledgeable decision-making in choosing the president, showing a mix of direct democracy and careful selection.• In <i>Federalist</i> No. 10, James Madison argues for a large republic to control the effects of factions, meaning no single group can take over, which helps ensure the government reflects a wide range of people’s interests.• In <i>Baker v. Carr</i>, the Supreme Court gave itself the authority to review challenges to the way state legislatures are drawn. This ruling has influenced subsequent cases related to gerrymandering, including a case that established the one-person, one-vote rule. This means that each ballot cast during an election should carry the same weight as others.

**Counterclaim
and answer:**

Despite efforts to make sure that the government represents the interests of the people, special interest groups, the Electoral College, Supreme Court decisions like *Shelby County v. Holder*, and gerrymandering can undermine the principle of “consent of the governed.”

While these problems exist, efforts are constantly being made to better align the government with the people’s consent. The Voting Rights Act of 1965 and constitutional amendments related to suffrage show a strong commitment to expanding and protecting voter rights. Also, ongoing debates and possible reforms related to the Electoral College and lobbying practices indicate that the political system is trying to improve. Thomas Jefferson’s letter to Henry Lee highlights the belief that government power should come from the people, an idea that still guides American politics. Even though challenges remain, the United States makes continuous efforts to fix any problems that arise.

Name _____

Date _____

Performance Task Activity: *Elections and Politics*

Evaluate how well the election process in the United States supports the foundational principle of “consent of the governed.”

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of civics **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Write your answer on separate sheets of paper.

Source 1

The Gerrymander



Source 2

Federalist No. 68

by Alexander Hamilton

THE mode of appointment of the Chief Magistrate [president] of the United States is almost the only part of the system . . . which has received the slightest mark of approbation from its opponents. The most plausible of these . . . has even deigned to admit that the election of the President is pretty well guarded. I venture somewhat further, and hesitate not to affirm, that if the manner of it be not perfect, it is at least excellent. It unites in an eminent degree all the advantages, the union of which was to be wished for. . . .

It was . . . desirable, that the immediate election should be made by men most capable of analyzing the qualities adapted to the station, and acting under circumstances favorable to deliberation, and to a judicious combination of all the reasons and inducements which were proper to govern their choice. A small number of persons, selected by their fellow-citizens from the general mass, will be most likely to possess the information and discernment requisite to such complicated investigations.

Source 3

Letter from Thomas Jefferson to Henry Lee, August 10, 1824

I am no believer in the amalgamation of parties, nor do I consider it as either desirable or useful for the public; but only that, like religious differences, a difference in politics should never be permitted to enter into social intercourse, or to disturb its friendships, its charities or justice. In that form, they are censors of the conduct of each other, and useful watchmen for the public. men by their constitutions are naturally divided into two parties. 1. those who fear and distrust the people, and wish to draw all powers from them into the hands of the higher classes. 2^{dly} those who identify themselves with the people, have confidence in them cherish and consider them as the most honest & safe. . . . in every country these two parties exist, and in every one where they are free to think, speak, and write, they will declare themselves. call them therefore liberals and serviles, Jacobins and Ultras, whigs and tories, republicans and federalists, aristocrats and democrats or by whatever name you please; they are the same parties still and pursue the same object.

Source 4

***Shelby County v. Holder (Majority Opinion),* Chief Justice John Roberts, 2013**

Striking down an Act of Congress “is the gravest and most delicate duty that this Court is called on to perform.” . . . We do not do so lightly. That is why, in 2009, we took care to avoid ruling on the constitutionality of the Voting Rights Act when asked to do so, and instead resolved the case then before us on statutory grounds. But in issuing that decision, we expressed our broader concerns about the constitutionality of the Act. Congress could have updated the coverage formula at that time, but did not do so. Its failure to act leaves us today with no choice but to declare §4(b) unconstitutional. The formula in that section can no longer be used as a basis for subjecting jurisdictions to preclearance.

Our decision in no way affects the permanent, nationwide ban on racial discrimination in voting found in §2. We issue no holding on §5 itself, only on the coverage formula. Congress may draft another formula based on current conditions. Such a formula is an initial prerequisite to a determination that exceptional conditions still exist justifying such an “extraordinary departure from the traditional course of relations between the States and the Federal Government.” . . . Our country has changed, and while any racial discrimination in voting is too much, Congress must ensure that the legislation it passes to remedy that problem speaks to current conditions.

Performance Task Scoring Rubric

Note: Student essays should be evaluated on the basis of the rubric.

Score	Scoring Description
4	Response includes a correct claim about the degree to which the election process in the United States supports the foundational principle of “consent of the governed.” Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.
3	Response includes a correct claim about the degree to which the election process in the United States supports the foundational principle of “consent of the governed.” Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given sources, but not both. OR Response includes a correct claim about the degree to which the election process in the United States supports the foundational principle of “consent of the governed.” Response includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source, but does not explain the evidence. OR Response includes a correct explanation to address the degree to which the election process in the United States supports the foundational principle of “consent of the governed.” The explanation includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.
2	Response includes a correct claim about the degree to which the election process in the United States supports the foundational principle of “consent of the governed” with at least one reference to a given source or relevant content knowledge that is not directly provided in the given source. OR Response includes a correct explanation to address the degree to which the election process in the United States supports the foundational principle of “consent of the governed.” The explanation includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given source.
1	Response includes a correct claim about the degree to which the election process in the United States supports the foundational principle of “consent of the governed.” OR Response includes correct information that is not directly relevant to the prompt but that demonstrates some student content knowledge about the degree to which the election process in the United States supports the constitutional principle of “consent of the governed.”
0	Response does not include any elements described above.

Activity Page 1.1

Primary Source Analysis

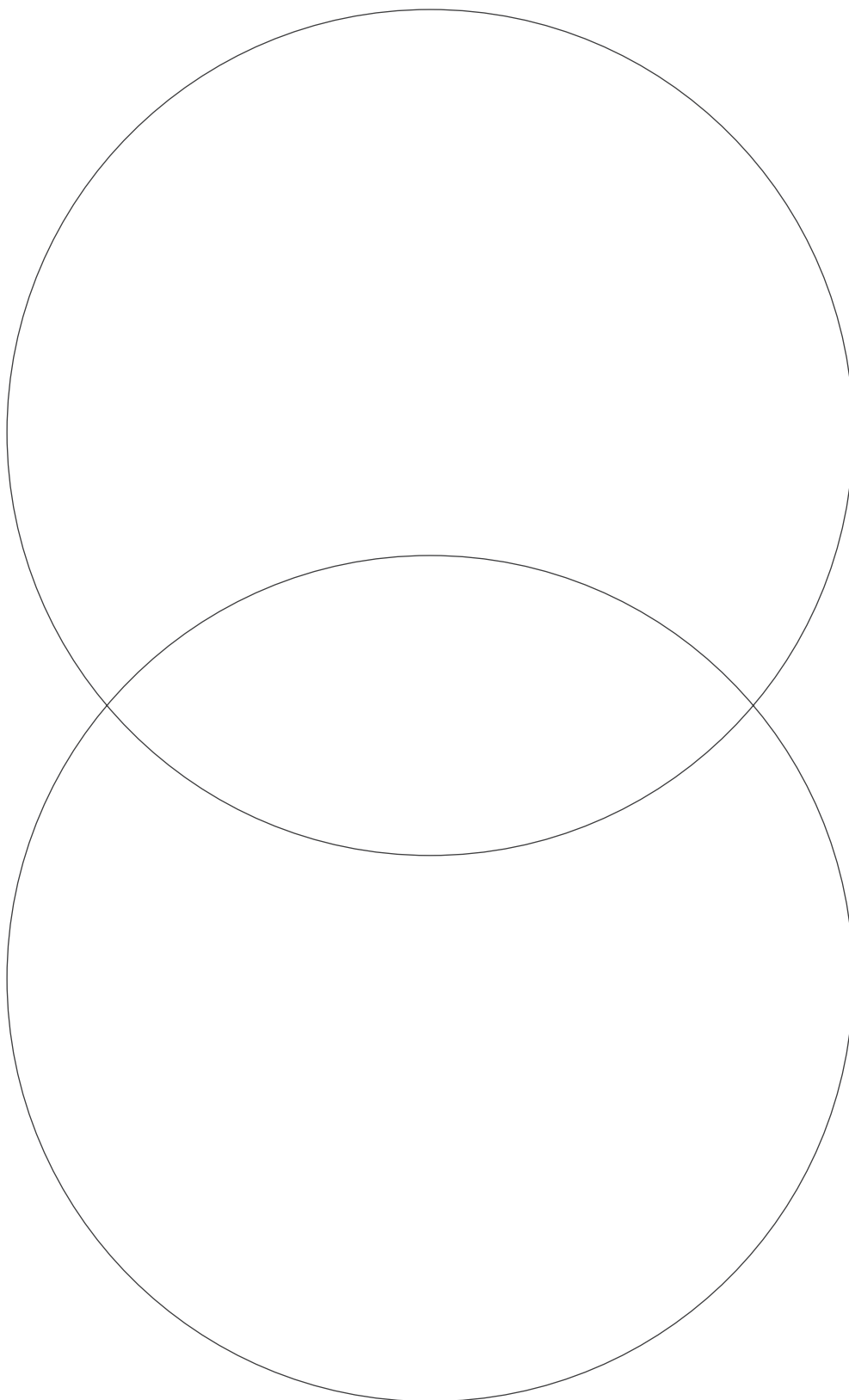
SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Name _____

Date _____

Activity Page 1.2

Venn Diagram



Name _____

Date _____

Activity Page 1.3

Elected State Officials

Use the table on page 155 of the Student Volume to answer these questions.

Which executive branch offices are elected in Louisiana? What do their qualifications have in common?

What do the qualifications for all of the elected offices listed in the table have in common? Why do you think this is?

Why do you think the state limits how many terms certain elected officials can serve consecutively? Identify two possible reasons.

Choose one elected office in the table and conduct online research on the roles and responsibilities of this position. Use your findings to explain why you think the qualifications and term of office for this position are set as they are.

Activity Page 2.1**Excerpt from George Washington's Farewell Address, 1796**

The alternate domination of one faction over another, sharpened by the spirit of revenge natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. . . . The disorders and miseries which result gradually incline the minds of men to seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation on the ruins of public liberty.

Without looking forward to an extremity of this kind (which nevertheless ought not to be entirely out of sight) the common and continual mischiefs of the spirit of party are sufficient to make it the interest and the duty of a wise people to discourage and restrain it.

It serves always to distract the public councils and enfeeble the public administration. It agitates the community with ill founded jealousies and false alarms, kindles the animosity of one part against another, foment occasionally riot and insurrection. It opens the door to foreign influence and corruption, which find a facilitated access to the government itself through the channels of party passions. Thus the policy and the will of one country are subjected to the policy and will of another.

There is an opinion that parties in free countries are useful checks upon the administration of the government and serve to keep alive the spirit of liberty. This within certain limits is probably true—and in governments of a monarchical cast patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of the popular character, in governments purely elective, it is a spirit not to be encouraged. From their natural tendency, it is certain there will always be enough of that spirit for every salutary purpose. And there being constant danger of excess, the effort ought to be by force of public opinion to mitigate and assuage it. A fire not to be quenched, it demands a uniform vigilance to prevent its bursting into a flame, lest instead of warming it should consume.

Source: Washington, George. *Washington's Farewell Address to the People of the United States*. Washington, D.C.: Government Printing Office, 2000, pp. 16–18.

Name _____

Date _____

Activity Page 2.2

Domain Vocabulary: Unit 5

On your own paper, create four groups using terms from the word bank. Each group should include at least three terms. You do not need to use all of the terms. Then explain how the terms in each group are connected.

dark horse	primary election	general election	special election
precinct	popular vote	gubernatorial	incumbent
ballot measure	initiative	referendum	recall
voter turnout	gerrymandering	at-large	public opinion
minor party	exit poll	platform	ideology
moderate	polarization	bipartisan	political action committee
campaign finance			

Group 1

Terms:
Connection:

Group 2

Terms:
Connection:

Group 3

Terms:
Connection:

Group 4

Terms:
Connection:

Answer Key: Elections and Politics

Topic Assessments

Topic 1

A. 1. a 2. d 3. a 4. b 5. d 6. c, e 7. a, b, f 8. d
9. c 10. b 11. a 12. c 13. a 14. d 15. a 16. c

Score	Scoring Description
4	Student makes claims about Louisiana’s open primary system and correctly supports them with two different pieces of evidence.
3	Student makes claims about Louisiana’s open primary system and correctly supports them with one piece of evidence. AND Student correctly identifies a second piece of evidence without explaining it.
2	Student makes claims about Louisiana’s open primary system and identifies two different pieces of evidence without explaining either. OR Student makes claims about Louisiana’s open primary system and correctly explains one piece of evidence.
1	Student makes claims about Louisiana’s open primary system and correctly identifies one piece of evidence. OR Student includes correct information related to the prompt that demonstrates some student content knowledge about primary elections.
0	The response contains only incorrect or irrelevant information or the item is left blank.

Topic 2

A. 1. c 2. c 3. b 4. b, d 5. c, e 6. d 7. a, e 8. c
9. c 10. b 11. c 12. b 13. c 14. a, e 15. c

Score	Scoring Description
4	Student makes claims about the importance of campaign finance regulation and correctly supports them with two different pieces of evidence.
3	Student makes claims about the importance of campaign finance regulation and correctly supports them with one piece of evidence. AND Student correctly identifies a second piece of evidence without explaining it.
2	Student makes claims about the importance of campaign finance regulation and identifies two different pieces of evidence without explaining either. OR Student makes claims about the importance of campaign finance regulation and correctly explains one piece of evidence.
1	Student makes claims about the importance of campaign finance regulation and correct identifies one piece of evidence. OR Student includes correct information related to the prompt that demonstrates some student content knowledge about campaign finance regulation.
0	The response contains only incorrect or irrelevant information or the item is left blank.

Activity Pages

Primary Source Analysis (AP 1.1): *Federalist No. 68, 1788*

Content: This is an essay published in a newspaper. It explains how the president is elected and why the Electoral College is an important part of the presidential election process.

Creation: The source was created by Alexander Hamilton in 1788.

Communication: The purpose of the source is to convince people to support ratifying the U.S. Constitution. The intended audience is citizens, especially white men and state leaders.

Context: The Constitutional Convention adopted the U.S. Constitution and sent it to the states for ratification. Federalists supported ratifying the Constitution, while Anti-Federalists opposed ratification. *The Federalist Papers* helped address some of these concerns to encourage the states to ratify the Constitution.

Connection: This source is a response to concerns about how the president is chosen. During the Constitutional Convention, there was a divide between large states and small states; small states worried that large states would overpower them because they would have more representation in Congress. American leaders were also worried that the president would be chosen by an uneducated electorate. The source was written in response to both of those concerns.

Consideration: The document expresses the point of view that the states should ratify the Constitution. It takes the position that the way the president is elected is not perfect but still a very good method of choosing the country's executive leader. This document is biased in favor of the Constitution and a strong federal government.

Conclusion: The Founders believed the Electoral College had many benefits when it was first adopted. The source helps me answer the Framing Question by explaining how one type of election is conducted.

Primary Source Analysis (AP 1.1): *Shelby County v. Holder (Majority Opinion), Chief Justice John Roberts, 2013*

Content: This is part of a written opinion explaining the majority decision of the Supreme Court in the case

Shelby County v. Holder. It summarizes why Section 4(b) of the Voting Rights Act of 1965, passed by Congress, was constitutional in the past but is no longer constitutional as of 2013.

Creation: Chief Justice John Roberts wrote this opinion; he was one of the five justices to vote to overturn Section 4(b) of the Voting Rights Act of 1965.

Communication: The purpose of this source is to explain why the Supreme Court reached the majority decision it did. It is directed at the parties involved in the case itself and probably legislators, whom the majority of the court feels used federal overreach when dealing with the states.

Context: The Voting Rights Act of 1965 was passed during the Civil Rights Movement. Decades later, some states were still subject to Section 4(b) of the act, which required state legislatures to get preclearance from the federal government when making new voting laws. In 2011, Texas passed a voter ID law that the federal government blocked because it did not get preclearance.

Connection: The majority opinion in *Shelby County v. Holder* connects to the larger debate about whether parts of the Voting Rights Act of 1965 were still necessary, as well as the issue of the states' right to regulate elections.

Consideration: The opinion expresses the views of Chief Justice John Roberts, who is also representing the other four justices who joined him in the decision. He may be seen as interpreting what he sees as federal overreach.

Conclusion: The source gives me a specific example of how the Supreme Court can influence elections in the United States and how it can overturn established legislation that is decades old. It helps me answer the Framing Question by offering insight into how the federal government and the states use their powers to regulate elections.

Primary Source Analysis (AP 1.1): *Shelby County v. Holder (Dissenting Opinion), Justice Ruth Bader Ginsburg, 2013*

Content: This is part of a written opinion explaining the dissenting opinion of four justices on the Supreme Court in the case *Shelby County v. Holder*. It summarizes why they disagree with the majority's ruling to strike down parts of the Voting Rights Act of 1965.

Creation: Justice Ruth Bader Ginsburg wrote this opinion; she was one of the four justices who voted not to overturn Section 4(b) of the Voting Rights Act of 1965.

Communication: The purpose of this source is to explain why the dissenting justices disagree with the majority's decision. It is directed at the parties involved in the case itself and probably legislators, whom the minority of the court agreed with.

Context: The Voting Rights Act of 1965 was passed during the Civil Rights Movement. Decades later, some states were still subject to Section 4(b) of the act, which required state legislatures to get preclearance from the federal government when making new voting laws. In 2011, Texas passed a voter ID law that the federal government blocked because it did not get preclearance.

Connection: The dissenting opinion in *Shelby County v. Holder* connects to the larger debate about whether parts of the Voting Rights Act of 1965 were still necessary, as well as the issue of the states' right to regulate elections. The dissenting justices believed that Congress's decision to extend the provisions of the Voting Rights Act, namely the policy of preclearance, was justified.

Consideration: The opinion expresses the views of Justice Ruth Bader Ginsburg, who is also representing the other three justices who joined her in the dissent. She may be seen as interpreting in favor of the Voting Rights Act and members of Congress because she cites their significance in her writing.

Conclusion: The source gives me a specific example of how the Supreme Court can be divided over important issues, including ones that influence elections in the United States. It helps me answer the Framing Question by offering insight into how the federal government and the states use their powers to regulate elections.

Primary Source Analysis (AP 1.1): *Shaw v. Reno*, Justice Sandra Day O'Connor, 1993

Content: This is part of a written opinion explaining the majority decision of the Supreme Court in the case *Shaw v. Reno*. It summarizes why the states cannot take unnecessary actions to redistrict based on race and equal protections, including ignoring the geography of a district.

Creation: Justice Sandra Day O'Connor wrote this opinion; she was one of the five justices to vote to invalidate a redistricting map in North Carolina that created a Black-majority district with an unusual shape. She and the four other justices agreed with challengers of the redistricting map that it gave African American candidates an unfair advantage in elections.

Communication: The purpose of this source is to explain why the Supreme Court reached the majority decision it did. It is directed at the parties involved in the case itself and probably state legislatures that are responsible for redistricting.

Context: After each decennial census, the states must create new voting districts (a process called redistricting) for state and congressional elections. States must consider various factors when redistricting, including equal protection for different groups, keeping the populations of each district as equal as possible, and creating districts with geography that makes sense. Prior to *Shaw v. Reno*, the U.S. attorney general rejected a redistricting map by the state of North Carolina because it only had one Black-majority district, which was not representative of the state's African American population.

Connection: The majority opinion in *Shaw v. Reno* connects to the larger debate about how to balance protecting the rights of different groups without going too far to advance the interests of one group over another. It also connects to the idea of gerrymandering, or deliberately creating a political advantage for a particular party when redistricting.

Consideration: The opinion expresses the views of Justice Sandra Day O'Connor, who is also representing the other four justices who joined her in the decision. I do not think she expresses any bias, though she is judging what she sees as an unconstitutional action by the state of North Carolina.

Conclusion: The source gives me a specific example of how challenging the redistricting process can be and the role that the federal government plays in monitoring redistricting. It helps me answer the Framing Question by showing one way that redistricting, a process that affects elections, is regulated.

Primary Source Analysis (AP 1.1): Letter from Thomas Jefferson to Henry Lee, August 10, 1824

Content: This is a letter written by Thomas Jefferson, former president of the United States, to Henry Lee, a fellow Virginian, about his views on political parties. Jefferson explains his belief that political parties are not “desirable or useful for the public.”

Creation: This source was created in 1824 by Thomas Jefferson.

Communication: The purpose of the source is for Thomas Jefferson to explain his views on political parties, including that they should not be allowed to disrupt friendships. Jefferson also notes that political parties are bound to form and that people naturally fall into two different ideologies and have throughout time.

Context: John Quincy Adams, Andrew Jackson, William H. Crawford, and Henry Clay ran against each other in the presidential election in the same year that this letter was written.

Connection: This source relates to the context because the presidential election of 1824 and the following two elections helped establish the two-party system we have today. This meant that political parties played an increasingly important part in daily life and in politics.

Consideration: The letter expresses the view that political parties are not a good thing, but their formation cannot be stopped. It is biased against political parties.

Conclusion: Jefferson believed that two political parties were inevitable. This source helps answer the Framing Question by showing how political parties influence the way that people participate in government.

Domain Vocabulary: Unit 5 (AP 2.2)

Possible responses:

Terms: campaign finance, political action committee, minor party

Connection: Political action committees help fundraise for political parties, including minor parties, making them an important part of campaign finance.

Terms: bipartisan, polarization, ideology

Connection: Over time, the ideologies of the two major parties have become more distinct from each other, representing greater polarization in politics. This makes it harder to pass bipartisan legislation.

Terms: ballot measure, initiative, referendum, recall

Connection: Initiatives, referendums, and recalls are all types of ballot measures. They each allow voters to cast ballots directly on issues in their state.

Terms: dark horse, incumbent, gubernatorial

Connection: These terms can all describe different types of political candidates. However, the unexpected nature of dark horse candidates makes them unlikely to be incumbent.

HIGH SCHOOL CIVICS

- C.1** Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history, including those related to the powers of government, interpretations of founding documents, voting trends, citizenship, civil liberties, and civil rights.
- C.2** Analyze causes and effects of events and developments in U.S. history, including those that influenced laws, processes, and civic participation.
- C.3** Compare and contrast events and developments in U.S. history and government.
- C.4** Explain connections between ideas, events, and developments related to U.S. history and government, and analyze recurring patterns, trends, and themes.
- C.5** Use geographic representations, demographic data, and geospatial representations to analyze civic issues and government processes.
- C.6** Use a variety of primary and secondary sources to:
 - a)** Analyze social studies content.
 - b)** Evaluate claims, counterclaims, and evidence.
 - c)** Compare and contrast multiple sources and accounts.
 - d)** Explain how the availability of sources affects historical interpretations.
- C.7** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Analyze causes and effects.
 - d)** Evaluate counterclaims.
- C.8** Analyze factors that influenced the Founding Fathers and the formation and development of the government of the United States.
 - a)** Describe the purpose of government and competing ideas about the role of government in a society.
 - b)** Compare different systems and structures of government, including constitutional republic and autocracy, direct democracy and representative democracy, presidential system and parliamentary system, unicameral and bicameral legislatures, and unitary, federal, and confederate systems.
 - c)** Explain historical and philosophical factors that influenced the government of the United States, including Enlightenment philosophers such as Thomas Hobbes, John Locke, Charles de Montesquieu, Jean-Jacques Rousseau, as well as the Great Awakening.
 - d)** Analyze the foundational documents and ideas of the United States government and its formation, including Magna Carta, the Mayflower Compact, Enlightenment philosophies, English Bill of Rights, Declaration of Independence, the Articles of the Confederation, the Constitution of the United States of America and the Bill of Rights, and the Federalist papers, and their role and importance in the origin and development of the nation.

- e) Analyze the issues related to various debates, compromises, and plans surrounding the drafting and ratification of the 1789 Constitution of the United States.
 - f) Explain how the concept of natural rights that precede politics or government influenced the foundation and development of the United States.
 - g) Evaluate the fundamental principles and concepts of the U.S. government including Creator-endowed unalienable rights of the people, due process, equal justice under the law, equal protection, federalism, frequent and free elections in a representative government, individual responsibility, individual rights, limited government, private property rights, popular sovereignty, right to privacy, rule of law, the supremacy clause, and the separation of powers with checks and balances.
- C.9** Analyze the structure, roles, responsibilities, powers, and functions of governments in the United States.
- a) Compare and contrast the powers and responsibilities of local, state, tribal (including the Chitimacha Tribe of Louisiana, the Coushatta Tribe of Louisiana, the Jena Band of Choctaw Indians, and the Tunica-Biloxi Indian Tribe), and federal governments, and explain how each is financed, how they interact with each other, and how citizens interact with and within each of them.
 - b) Explain the structure and processes of the U.S. government as outlined in the U.S. Constitution, including the branches of government; federalism; how a bill becomes a law at the federal level; and the process for amending the U.S. Constitution.
 - c) Analyze the structure, powers, and functions of the legislative branch of the U.S. federal government, including rules of operations of Congress; checks on the other branches of government; powers of the legislative branch such as those to make laws, declare war, tax and spend; and duties of representatives, senators, leadership (Speaker of the House, the Senate President Pro Tempore, majority and minority leaders, party whips), committees, and commissions.
 - d) Analyze the structure, powers, and functions of the executive branch of the U.S. federal government, including checks on other branches of government; powers of the executive branch such as those to carry out and enforce laws, issue executive orders, and conduct diplomacy with other nations; duties of the president, vice president, and Cabinet; presidential nominations, appointments, and confirmations; and the concept of the “bully pulpit.”
 - e) Analyze the structure, powers, and functions of the judicial branch of the U.S. federal government, including checks on the other branches of government; powers of the judicial branch such as those to interpret laws and decide the constitutionality of laws; nomination and appointment process of federal judges, origin of judicial review; and significance of stare decisis.
 - f) Evaluate the reasoning for Supreme Court decisions and their political, social, and economic effects, including *Marbury v. Madison* (1803); *McCulloch v. Maryland* (1819); *Cherokee Nation v. Georgia* (1831); *Dred Scott v. Sandford* (1857); *Plessy v. Ferguson* (1896); *Schenck v. United States* (1919); *Korematsu v. United States* (1944); *Brown v. Board of Education* (1954); *Baker v. Carr* (1962); *Engel v. Vitale* (1962); *Gideon v. Wainwright* (1963); *Miranda v. Arizona* (1966); *Loving v. Virginia* (1967); *Tinker v. Des Moines* (1969); *New York Times Co. v. United States* (1971); *Wisconsin v. Yoder* (1972); *Roe v. Wade* (1973); *United States v. Nixon* (1974); *Shaw v. Reno* (1993); *United States v. Lopez* (1995); *Bush v. Gore* (2000); *McDonald v. Chicago* (2010); *Citizens United v. Federal Election Commission* (2010).
 - g) Analyze how the Constitution has been interpreted and applied over time by the legislative, executive, and judicial branches, including loose and strict constructionist interpretations.
 - h) Analyze how federal, state, and local governments generate and allocate revenues to carry out the functions of government.
 - i) Analyze continuity and change in the Louisiana State Constitution over time, and compare and contrast the Louisiana State Constitutions and the U.S. Constitution.
 - j) Explain the historical connections between Civil Law, the Napoleonic Code, and Louisiana’s system of laws.

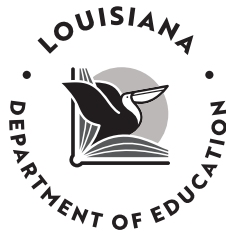
- C.10** Evaluate how civil rights and civil liberties in the United States have developed and been protected by the U.S. government over time.
- Explain how the U.S. Constitution protects individual liberties and rights.
 - Analyze the rights enumerated in the Bill of Rights and their application to historical and current issues.
 - Evaluate restrictions and expansions of civil liberties and civil rights in the United States and the role of the legislative, executive, and judicial branches of the government in related events and developments over time, including the Thirteenth, Fourteenth, and Fifteenth Amendments; *Plessy v. Ferguson* (1896); the Espionage and Sedition Acts; *Schenck v. United States* (1919); the Nineteenth Amendment; Executive Order 9066; Executive Order 10730; *Brown v. Board of Education* (1954); the Civil Rights Act of 1964; the Voting Rights Act of 1965; the Twenty-Fourth Amendment; and Twenty-Sixth Amendment.
 - Describe equal protection and due process as defined by the U.S. Constitution, and explain how states subverted equal protection during the Jim Crow era.
- C.11** Analyze political processes and the role of public participation in the United States.
- Analyze the duties and responsibilities of citizens in the United States, including paying taxes, serving on a jury, obeying the law, voting, and Selective Service registration.
 - Describe U.S. citizenship requirements and the naturalization process in the United States.
 - Explain historical and contemporary roles of political parties, special interest groups, lobbies/lobbyists, and associations in U.S. politics.
 - Explain rules governing campaign finance and spending and their effects on the outcomes of local, state, and federal elections.
 - Explain election processes at the local, state, and federal levels, including qualifications and procedures for voting; qualifications and terms for offices; the primary system; public hearings and forums; petition, initiative, referendum, and recall; and amendments related to elections and voting.
 - Evaluate the purpose, structure, and function of the Electoral College, including how it aims to ensure representation for less populated states.
 - Analyze issues and challenges of the election process, including gerrymandering; at-large voting; voter turnout; and voter access policies.
 - Evaluate how the media affects politics and public opinion, including how public officials use the media to communicate with the people.
 - Evaluate the advantages and disadvantages of technologies in politics and government and how they affect media, civic discourse, and the credibility of sources.
 - Evaluate the processes for drawing Louisiana’s congressional districts and their effect on statewide and national elections.
 - Describe local and parish governments in Louisiana, including police juries and home rule charters.
- C.12** Analyze the issues of foreign and domestic policy of the United States.
- Distinguish between foreign and domestic policies, and analyze major U.S. foreign and domestic policies, including those in education; health care; immigration; naturalization; regulation of business and industry; foreign aid; and intervention abroad.
 - Analyze the development, implementation, and consequences of U.S. foreign and domestic policies over time, including how U.S. policies are influenced by other countries and how they influence political debates.
 - Analyze interactions between the United States and other nations over time and effects of those interactions.
 - Explain the origins and purpose of international organizations and agreements, including the United Nations, NATO, NAFTA, and USMCA; and analyze how the United States and member nations work to cooperate politically and economically.
 - Describe the development of and challenges to international law after World War II and the Holocaust.

- C.13** Explain elements of the United States economy within a global context and economic principles required to make sound financial decisions.
- a)** Explain ideas presented in Adam Smith's *"The Wealth of Nations,"* including his ideas about free markets and the "invisible hand."
 - b)** Compare and contrast capitalism and socialism as economic systems.
 - c)** Describe different perspectives on the role of government regulation in the economy.
 - d)** Analyze the role of government institutions in developing and implementing economic policies, and explain the effects of government policies on market outcomes, including both intended and unintended consequences.
 - e)** Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand.
 - f)** Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences.
 - g)** Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies.



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National Democratic nominating convention in session, Charleston, South Carolina on April 23, 1860. The convention remained deadlocked on its last day, and adjourned without choosing candidates for President and Vice President. It scheduled a second convention in Baltimore, Maryland for June 18-23, 1860 (wood engraving)/Everett Collection / Bridgeman Images: 246

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The Menace of the Hour, Anti-Monopoly Cartoon, George Luks, The Verdict Magazine, 1899/J. T. Vintage / Bridgeman Images: 74

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The two Presidential nominees from the two major parties are seen in three photos on a television screen during their nationally televised debate on 9-26-60. Top: Senator Kennedy, moderator Howard K. Smith; and Vice-President Richard Nixon. Bottom left, Senator Kennedy; Right Vice-President Nixon (b/w photo)/GG Vintage Images / UIG / Bridgeman Images: 254

The Union is dissolved! (Charleston Mercury, Extra Ed.), 20th December 1860 (litho)/American School, (19th century) / American/Gilder Lehrman Collection, New York, USA/ © Gilder Lehrman Institute of American History / Bridgeman Images: 77

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