

Instructional Guide for the Civics and Governments Standards

The Instructional Guide for the revised Civics and Government standards is intended to assist educators with planning for student learning and instruction aligned to Florida's benchmarks for an upright and desirable citizen. This guide is designed to aid high-quality instruction through the identification of components that support learning and teaching the Civics and Government Benchmarks and Clarifications. The instructional guide includes an analysis of information related to the Standards for Civics and Government within 6th through 8th grades and includes aligned primary sources to aid in instruction.

Upright and Desirable Citizens

Florida has the goal to be the nation's leader in civics education. Our mission is to instruct and guide students to become upright and desirable citizens that make positive contributions to their communities and their country. According to Rule [6A-1.09411](#), Florida Administrative Code, an upright and desirable citizen:

1. Has a thorough knowledge of America's founding principles and documents and is equipped to apply this knowledge.
2. Demonstrates civic virtue and self-government that promotes the success of the United States constitutional republic through personal responsibility, civility, and respect in political, social, and religious discourse and lawful civic engagement.
3. Respects the military, elected officials, civic leaders, public servants, and all those who have defended the blessings of liberty in pursuit of the common good, even at personal risk.
4. Understands the United States Constitution, Bill of Rights, and other amendments in their historical context; defends the core values of these documents and the principles that shaped them.
5. Recognizes how political ideologies, such as communism and totalitarianism, conflict with the principles of freedom and democracy essential to preserving the United States constitutional republic.
6. Appreciates the price paid by previous generations to secure the blessings of liberty and why it is the responsibility of current and future generations to preserve it.

The Four Priorities for Civics and Government Standards

To empower our students to be a knowledgeable and productive citizenry, the state has aligned the revised standards to four priorities that were created by Florida citizens and educators. These four priorities guide instruction and provide students with foundational knowledge and a respect for our country.

1. Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root foundation of American exceptionalism.
2. Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
3. Students have a sense of civic pride and participate regularly in all levels of government.
4. Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

Overview of the Instructional Guide

This Instructional Guide is a document that provides teachers with direction and guidance in teaching the revised Civics and Government standards and benchmarks. It is not a lesson plan or a step-by-step plan that should be relied solely upon to instruct students. It is organized and flows linearly through the standards. Each benchmark is included and the sections of the guide are color coded to provide ease of use. Below is an example of how each benchmark will be organized as well as the descriptions of each section of the instructional guide.

<u>Benchmark</u>
<ul style="list-style-type: none">• This section includes the benchmark of focus and its related example(s) and clarification(s).• It is important to note that clarifications carry just as much weight as the benchmark itself and all information in the clarification can be assessed on state assessments.
<u>Terms and Definitions</u>
<ul style="list-style-type: none">• Terms in this section are not a comprehensive vocabulary list, but instead should be considered during instruction or act as reference for educators.• Vocabulary was primarily pulled from Webster’s 1828 dictionary or The American Heritage dictionary.• A full glossary will be provided with the completed middle school version.
<u>Related Benchmarks</u>
<ul style="list-style-type: none">• This section includes a list of related benchmarks that can be taught in conjunction or linearly as the benchmark of focus.
<u>Common Questions</u>
<ul style="list-style-type: none">• This section entails common questions that teachers may have when preparing for the benchmark of focus.
<u>Student Presuppositions</u>
<ul style="list-style-type: none">• This section will encompass common misjudgments that students bring into the classroom prior to the lesson. This allows teachers to be prepared to help correct the misconception of the student.
<u>Instructional Resources</u>
<ul style="list-style-type: none">• The section highlights suggested primary and supplemental resources that align to each individual benchmark.• Each of the suggested primary and supplemental resources have been vetted and checked for alignment.• These instructional resources could be used in variety of ways that include but are not limited to; direct instruction, in combination with instructional strategies or as part of a basis for Civic Discourse within the classroom.
<u>Suggested Instructional Strategies</u>
<ul style="list-style-type: none">• This section provides educators with general instructional ideas that can be implemented while teaching the benchmark.• This section is not a lesson plan.• This section is not a “how to” section.

6th Grade

Instructional Guide



Standard 1: Demonstrate an understanding of the origins and purposes of government, law and the American political system.

Benchmark: SS.6.CG.1.1

SS.6.CG.1.1: Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.

Clarification(s):

- Students will identify and explain the democratic principles of government in ancient Greece.
- Students will compare and contrast the political systems of ancient Greece and modern-day United States.
- Students will recognize the influence of ancient Greece on the American political process.

Terms and Definitions: SS.6.CG.1.1

- **Constitutional Republic** - A commonwealth; a state in which the exercise of sovereign power is written in a constitution and is lodged in representatives elected by the people. (In modern usage, it differs from a democracy or democratic state, in which the people exercise the powers of sovereignty in person.)
- **Democratic Concepts** - A general understanding of the beliefs and principles that relate to the governance of a country based on democratic representation and ideas.
- **Government** - The institution through which a governing individual or body functions and exercises authority.
- **Political Process** - The steps in dealing with the structure or affairs of government.
- **Political Systems** - An organized and coordinated structure that deals with the affairs of government.

Related Vocabulary: *Aristocracy, Citizen, Polis*

Related Benchmarks: SS.6.CG.1.1

- **SS.6.CG.1.2:** Analyze the influence of ancient Rome on the United States' constitutional republic.
- **SS.6.CG.1.3:** Examine rule of law in the ancient world and its influence on the United States' constitutional republic.
- **SS.6.CG.1.4:** Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.
- **SS.6.W.3.2:** Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
- **SS.6.W.3.3:** Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
- **SS.6.W.3.5:** Summarize the important achievements and contribution of ancient Greek civilization.

Common Questions: SS.6.CG.1.1

- Do I have to teach a full history of ancient Greece?
 - No, let the benchmark and clarifications guide you.

Student Presuppositions: SS.6.CG.1.1

- Studying Ancient Greece is useless to me today as thousands of years have passed.
 - In the World History benchmark, students learn what those concepts are and how those concepts developed in ancient Greece. From the Civics perspective, both in 6th grade as well as in 7th grade, the focus shifts to analyzing how those democratic concepts both influenced and served as a foundation for the United States' constitutional republic.

Instructional Resources: SS.6.CG.1.1

Primary Resources:

- [Aristotle Politics, Book I, Part XII](#)
- [Federalist Papers No. 10](#)

Supplementary Resources:

- Avalon Law: [Athenian Constitution](#)
- Massachusetts Institute of Technology: [Aristotle, The Athenian Constitution](#)
- Fordham University: [Pericles, Funeral Oration](#)
- Massachusetts Institute of Technology: [Plato, Republic](#)

Suggested Instructional Strategies: SS.6.CG.1.1

Students can create a T-Chart or two-column notes that have different political concepts that ancient Greece used, and, on the bottom, students can summarize how this concept can be traced in the United States government today.

Create a Venn diagram to compare and contrast the political systems of ancient Greece and modern-day United States.

Have students research Greek influence on American architecture and connections to law (symbolism).

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledge at least one counterclaim:

- What core democratic principles of government can be found in Aristotle's *Politics*?
- How does the modern U.S. government compare with Ancient Greece?

Benchmark: SS.6.CG.1.2

SS.6.CG.1.2: Analyze the influence of ancient Rome on the United States' constitutional republic.

- Students will compare and contrast the political systems in ancient Rome and modern-day United States.
- Students will recognize the influence of ancient Rome on the American political process.

Terms and Definitions: SS.6.CG.1.2

- **Constitutional Republic** - A commonwealth; a state in which the exercise of sovereign power is written in a constitution and is lodged in representatives elected by the people. (In modern usage, it differs from a democracy or democratic state, in which the people exercise the powers of sovereignty in person.)
- **Political Process** - The steps in dealing with the structure or affairs of government.
- **Political Systems** - An organized and coordinated structure that deals with the affairs of government.

Related Vocabulary: *Assembly, Patrician, Plebeian, Republic, Senate*

Related Benchmarks: SS.6.CG.1.2

- **SS.6.CG.1.1:** Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.
- **SS.6.CG.1.2:** Analyze the influence of ancient Rome on the United States' constitutional republic.
- **SS.6.CG.1.3:** Examine rule of law in the ancient world and its influence on the United States' constitutional republic.
- **SS.6.CG.1.4:** Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.
- **SS.6.W.3.10:** Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
- **SS.6.W.3.12:** Explain the causes for the growth and longevity of the Roman Empire.
- **SS.6.W.3.14:** Describe the key achievements and contributions of Roman civilization.
- **SS.6.W.3.17:** Explain the spread and influence of the Latin language on Western Civilization.

Common Questions: SS.6.CG.1.2

N/A

Student Presuppositions: SS.6.CG.1.2

- Studying ancient Rome is useless to me as it was thousands of years ago.
 - In the World History benchmark, students learn what those concepts are and how those concepts developed in ancient Rome. From the Civics perspective, in 6th grade as well as in 7th grade, the focus shifts to analyzing how those democratic concepts both influenced and served as a foundation for the United States' constitutional republic.

Instructional Resources: SS.6.CG.1.2

Primary Resources:

- [Cicero, On the Laws Polybius, The Histories 6.11-18](#)
- [Ten Commandments](#)
- [Twelve Tables](#) (Rome)
- [U.S. Constitution](#)

Supplemental Resources:

- The Avalon Project: [Law of Caesar on Municipalities \(44 B.C.\)](#)
- Liberty Fund: [Cicero, On Obligations \(De Officiis\)](#)
- The Avalon Project: [Hammurabi's Code](#)
- Massachusetts Institute of Technology: [Aristotle, The Athenian Constitution](#)

Suggested Instructional Strategies: SS.6.CG.1.2

Students can create a T-Chart or two-column notes comparing the Twelve Tables and the Bill of Rights.

The prompts below could be used for guided discussion:

- How democratic was the Roman Republic?
- How did ancient Rome influence our political process? How do these influences impact your life?
- What was the significance of the Twelve Tables?

Document Based Questions - This strategy may benefit students when evaluating, identifying, and understanding the principles and ideas stated in the primary resources. This will give the student the ability to evaluate and formulate an understanding through inquiry.

Document: Polybius, *The Histories*

- How does the political system of ancient Rome compare to the United States? What are some of the similarities and differences? Use textual evidence.
- How did the political system of ancient Rome influence the United States' government?

Benchmark: SS.6.CG.1.3

SS.6.CG.1.3: Examine rule of law in the ancient world and its influence on the United States’ constitutional republic.

- Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations.
- Students will recognize that the rule of law is a foundational principle of the U.S. government.

Terms and Definitions: SS.6.CG.1.3

- **Civilization** - An advanced state of intellectual, cultural, and material development in human society, marked by progress in the arts and sciences, the extensive use of record-keeping, including writing, and the appearance of complex political and social institutions.
- **Constitutional Republic** - A commonwealth; a state in which the exercise of sovereign power is written in a constitution and is lodged in representatives elected by the people. (In modern usage, it differs from a democracy or democratic state, in which the people exercise the powers of sovereignty in person.)
- **Foundational** - Something that gives rise to or supports something.
- **Rule of Law** - Government and all citizens abide by the same laws.

Related Vocabulary: N/A

Related Benchmarks: SS.6.CG.1.3

- **SS.6.CG.1.1:** Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States’ constitutional republic.
- **SS.6.CG.1.2:** Analyze the influence of ancient Rome on the United States’ constitutional republic.
- **SS.6.CG.1.3:** Examine rule of law in the ancient world and its influence on the United States’ constitutional republic.
- **SS.6.CG.1.4:** Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.
- **SS.6.W.3.2:** Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
- **SS.6.W.3.10:** Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

Common Questions: SS.6.CG.1.3

- What does “teaching” the rule of law look like?
 - Always begin with the definition. Remember, that the term appears in several other benchmarks (see above). This may be the first time students will be learning this term, so it is important that they understand it and make the connection to the civilizations of Greece and Rome. Technically the “rule of law” developed earlier in history (Mesopotamia); however, the reason for the focus on Greece and Rome is their influence on the American Constitutional Republic. In the United States, the rule of law protects citizens from arbitrary abuses of government power and how the rule of law contributes to accountability, fair treatment and procedures, and transparency in government.

Student Presuppositions: SS.6.CG.1.3

N/A

Instructional Resources: SS.6.CG.1.3

Primary Resources:

- [Aristotle, *Politics* - Rule of Law Reference](#)
- [Code of Hammurabi Excerpt](#)
- [Code of Hammurabi Excerpt - Applying to All](#)
- [Law of Israel](#)
- [Ten Commandments](#)
- [Twelve Tables](#) (Rome)
- [U.S. Constitution](#)

Supplemental Resources:

- **Massachusetts Institute of Technology:** [Aristotle, *The Athenian Constitution*](#)

Suggested Instructional Strategies: SS.6.CG.1.3

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions, and acknowledge at least one counterclaim:

- Compare/Contrast ancient Greece, Rome, the United States and modern-day China in upholding the rule of law.

Document Analysis:

- After completing a close read, compare Aristotle's *Politics* with the Code of Hammurabi and the Law of Israel.
 - Using the questions below have a class discussion and/or use as a writing prompt.
 - How is the idea of the rule of law evident in each document?
 - What are some ways each document influenced the Constitutional Republic of the United States?

Benchmark: SS.6.CG.1.4

SS.6.CG.1.4: Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.

- Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.

Terms and Definitions: SS.6.CG.1.4

- **Civic Leadership** - Providing guidance or direction in relating to civil affairs or honors.
- **Civic Participation** - Taking part or sharing in the actions that relate to civil affairs.
- **Governance** - The exercise of authority; direction; control; management, either of a public officer, or of a private guardian or tutor.
- **Virtue** - Moral goodness.

Related Vocabulary: N/A

Related Benchmarks: SS.6.CG.1.4

- **SS.6.CG.1.1:** Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.
- **SS.6.CG.1.2:** Analyze the influence of ancient Rome on the United States' constitutional republic.
- **SS.6.CG.1.3:** Examine rule of law in the ancient world and its influence on the United States' constitutional republic.
- **SS.6.W.3.8:** Determine the impact of significant figures associated with ancient Rome.
- **SS.6.W.3.6:** Determine the impact of key figures from ancient Greece.

Common Questions: SS.6.CG.1.4

- How can I teach virtue appropriately in my classroom?
 - Using the writings from the historical figures listed in the clarification, help students understand how these men understood virtue, civic participation and leadership. From there, help the students see how the Founding generation in the United States believed that certain virtues are necessary for self-government in a republic to succeed including, but not limited to, justice, self-governance (moderation), humility, responsibility, perseverance, courage, respect, contribution and integrity.
- What is the meaning of "civic virtue?"
 - The Noah Webster's 1828 dictionary defines virtue as "Moral goodness; the practice of moral duties and the abstaining from vice, or a conformity of life and conversation to the moral law."

Student Presuppositions: SS.6.CG.1.4

N/A

Instructional Resources: SS.6.CG.1.4

Primary Resources:

- [Cicero Polybius, The Histories 6.11-18](#)
- [Excerpts from Ethical Writings of Cicero](#)
- [John Adams to Mercy Otis Warren April 16, 1776](#)
- [U.S. Constitution](#)
- [Jefferson's Letters](#)

Suggested Instructional Strategies: SS.6.CG.1.4

Assign each group a person of contribution from either ancient Rome or Greece (Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes). Have the group research this person and create a foldable to illustrate their contribution, leadership, biography and examples of how virtue was displayed in this historical person. As a possible extension activity have students provide evidence in a structured discussion on who they think had the greatest positive impact on the American Republic.

Create a chart explaining the influence of each leader on civic participation and governance. Chart may include republic, ideas and time period.

7th Grade

Instructional Guide



Standard 1: Demonstrate an understanding of the origins and purposes of government, law and the American political system.

Benchmark: SS.7.CG.1.1

SS.7.CG.1.1: Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.

- Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).
- Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).
- Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.
- Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.

Terms and Definitions: SS.7.CG.1.1

- **Constitution** - The system of fundamental laws and principles that prescribes the nature, functions, and limits of a government or another institution.
- **Constitutional Republic** - A commonwealth; a state in which the exercise of sovereign power is written in a constitution and is lodged in representatives elected by the people. (In modern usage, it differs from a democracy or democratic state, in which the people exercise the powers of sovereignty in person.)
- **Democracy** - A form of government, in which the supreme power is lodged in the hands of the people collectively, or in which the people exercise the powers of legislation.
- **Democratic Principles** - The general belief in principles that relate to the governance of a country based on Democratic representation and ideas.
- **Ethical** - Being in accordance with the accepted principles of right and wrong that govern the conduct of a profession.
- **Individual Worth** - According to Judeo-Christian principles, every person has value and inheritably embodies dignity.
- **Judeo-Christian** - Relating to or having historical roots from both the Jewish and Christian religions.
- **Justice** - The attainment of what is just, especially that which is fair, moral, right, merited, or in accordance with law.
- **Polis** - A city-state of ancient Greece.
- **Representative Government** - Based on, or constituting a government in which the many are represented by persons chosen from among them usually by election.
- **Republic** - A commonwealth; a state in which the exercise of sovereign power is lodged in representatives elected by the people. In modern usage, it differs from a democracy or democratic state, in which the people exercise the powers of sovereignty in person.
- **Rule of Law** - Government and all citizens abide by the same laws.
- **Separation of Powers** - The constitutional allocation of the legislative, executive, and judicial powers among the three branches of government.

Related Vocabulary: N/A

Related Benchmarks: SS.7.CG.1.1

- **SS.7.CG.1.2:** Trace the principles underlying America's founding ideas on law and government.
- **SS.7.CG.1.9:** Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
- **SS.7.CG.1.11:** Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.

Common Questions: SS.7.CG.1.1

- Do we teach the entire history of ancient Greece, Rome and the Judeo-Christian tradition?
 - Looking back at the benchmark the focus is on the influences on America’s constitutional republic.
 - Specific examples of influences are provided in the clarifications which help to narrow the scope.
- What does the Judeo-Christian tradition mean and what was its influence?
 - The belief that Christianity is a continuation of Judaism.
 - Nearly 100% of the American colonists considered themselves Christians, in addition, there were a few thousand colonists practicing Judaism.
 - The big ideas that stem from the Judeo-Christian tradition rests on two main premises: intrinsic value of humans and that humans are inherently flawed.
 - Man is created in the image of God (Declaration of Independence- “all men are created equal”).
 - Rights are inalienable (Declaration of Independence- “laws of nature and nature’s God”).
 - Rule of law - Equality under the law (Law of Moses- First codified in written form “no preferential treatment based on status”).
 - Man is inherently flawed (“the fall”) and thus power corrupts (need for separation of powers and checks and balances).
 - This benchmark is not an endorsement of religion, nor does it require teaching Judeo-Christian principles as superior to any other faith. Teaching the influences of the tradition on the founding principles of the United States is not “teaching religion” in the classroom.
- Have your students completed World History prior to taking Civics?
 - Depending on the order in which courses are taught, students may have completed World History or U.S. History prior to taking Civics.

Student Presuppositions: SS.7.CG.1.1

- The Founders were only influenced by the European Enlightenment.
 - Many of the Founders had a classical education which included a study of Greece and Rome. They would have been familiar with the principles of democracy and republicanism from these civilizations. Remember, Greece and Rome were ancient history to the Founders as well! When the Founders were forming the new American government, it follows that they would borrow the best ideas from history.
- The Founders were deists, or the Founding was entirely secular.
 - Nearly 100% of the American Colonists identified as Christians. It follows then, that Judeo-Christian ethics, beliefs and traditions would also be an influence on the Founders.

Instructional Resources: SS.7.CG.1.1

Primary Resources:

- [Aristotle, *Politics*](#)
- [Benjamin Rush \(1786\)](#)
- [Cicero, *On the Laws*](#)
- [Circular Letter from George Washington to the States](#)
- [Declaration of Independence](#)
- [From George Washington to Brigadier General Thomas Nelson, Jr. \(1778\)](#)
- [From George Washington to Jonathan Boucher \(1798\)](#)
- [From George Washington to the United Baptist Churches of Virginia \(1789\)](#)
- [Jefferson to Thomson \(1816\)](#)
- [Judeo-Christian Roots of America's Founding Ideals and Documents](#)
- [Twelve Tables](#) (Rome)
- [Virginia Statute on Religious Freedom \(1786\)](#)
- [George Washington's Thanksgiving Proclamation, October 3, 1789](#)

Supplemental Resource:

- [Bill of Rights Institute: A City Upon a Hill: Winthrop's "Modell of Christian Charity" \(1630\)](#)

Suggested Instructional Strategies: SS.7.CG.1.1

Students create a three-column chart (Ancient Greece, Ancient Rome, Judeo-Christian tradition) and include the following principles and concepts.

- Column I - Ancient Greece: civic participation, legislative bodies, polis, voting rights and written constitution.
- Column II - Ancient Rome: civic participation, republicanism, representative government, rule of law and separation of powers.
- Column III - Judeo-Christian Tradition: justice, individual worth, personal responsibility and the rule of law.

Students will analyze and compare/contrast the principles and concepts in each column and prepare to explain their answers to the following:

- Which of these principles/concepts is the most important/least important influence on our constitutional republic? Please make sure to rank all three columns.
Use the following codes for each of the three columns:
Most = M
Least = L
- What would our constitutional republic look like if we removed representative government, etc.?
(Teachers can use several of the principles and concepts for this question.)
- How would this removal impact the purpose of our government and country as so stated in the Preamble to Constitution?
- Reflect on the following quote by James Madison (Federalist No. 10 and No. 51) and explain how it applies to the following principles: rule of law, separation of powers, written government and representative government. "If men were angels, no government would be necessary."

Conducting a close read of the Declaration of Independence, students make connections between the origins of rights and the Founding fathers' beliefs of rights. Students should identify all four mentions of the creator in the Declaration of Independence in order to make a connection about the origin of rights.

Benchmark: SS.7.CG.1.2

SS.7.CG.1.2: Trace the principles underlying America’s founding ideas on law and government.

- Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).
- Students will explain why religious liberty is a protected right.

Terms and Definitions: SS.7.CG.1.2

- **Due Process of Law** - An established course for judicial proceedings or other governmental activities designed to safeguard the legal rights of the individual.
- **Equality** - The same degree of dignity or claims.
- **Liberty [Civil]** - The liberty of men in a state of society, or natural liberty so far only abridged and restrained, as is necessary and expedient for the safety and interest of the society, state or nation.
- **Limited Government** - The power of government to intervene in the exercise of civil liberties is restrained by law, usually in a written constitution.
- **Natural rights** - The belief that individuals are born and vested by God and “nature” with basic rights that cannot be taken away by governments.
- **Religious Liberty** - The free right of adopting and enjoying opinions on religious subjects, and of worshipping the Supreme Being according to the dictates of conscience, without external control.
- **Rights** - Something that is due to a person or governmental body by law, tradition, or nature. A just claim.
- **Rule of Law** - Government and all citizens abide by the same laws.

Related Vocabulary: *Government, Mankind*

Related Benchmarks: SS.7.CG.1.2

- **SS.7.CG.1.1:** Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.
- **SS.7.CG.1.3:** Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine’s Common Sense had on colonists’ views of government.
- **SS.7.CG.1.4:** Analyze how Enlightenment ideas, including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and Locke’s social contract, influenced the Founding.
- **SS.7.CG.1.6:** Analyze the ideas and grievances set forth in the Declaration of Independence.
- **SS.7.CG.1.9:** Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
- **SS.7.CG.1.11:** Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- **SS.7.CG.2.4:** Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.

Common Questions: SS.7.CG.1.2

- How do we approach teaching the clarification on religious liberty?
 - The civic leaders during the Colonial Period realized that you cannot legislate religious belief.
 - There are many examples in history where governments have mandated or outlawed specific religious beliefs with disastrous results.
 - Religious liberty must be protected so it cannot be used as a tool to oppress.
 - It was no accident that religious liberty came first in the First Amendment because the Founders believed if you take away religious liberty then losing other liberties will surely follow.

Note: The principles of this benchmark form the foundations of this entire course.

Student Presuppositions: SS.7.CG.1.2

- Laws are a construct of societies and culture.
 - The Founders believed in the concept of natural rights that are bestowed upon all humans by their creator, because they were not given to them by man, they could not be taken away by man.
- Freedom of religion isn't as important to a free society as freedom of speech.
 - Because of our religious freedom, we can live, learn, worship, teach and work peacefully alongside others who do not share our beliefs.
 - What unites Americans are the founding principles, not shared religious belief, ethnicity or race.

Instructional Resources: SS.7.CG.1.2

Primary Resources:

- [A Bill for Punishing Disturbers of Religious Worship \(1779\)](#)
- [Declaration of Independence](#)
- [Fundamental Constitutions of Carolina \(1669\)](#)
- [Thomas Jefferson - Virginia Bill for Establishing Religious Freedom](#)
- [John Adams to Abigail Adams \(1774\)](#)
- [The Fundamental Orders of Connecticut \(1639\)](#)
- [The Mayflower Compact](#)
- [U.S. Constitution](#) (Articles I-VI and Bill of Rights)
- [William Penn Frame of Government in Pennsylvania \(1682\)](#)

Supplemental Resource:

- The National Archives: [Virginia Declaration of Rights](#)

Suggested Instructional Strategies: SS.7.CG.1.2

Students would benefit by creating and using a concept map that helps to illustrate the below principles and ideas on law and government that helped to shape America's founding.

- **Due Process** - Fifth Amendment (Additionally: Fourth, Sixth and Eighth Amendments)
- **Religious Liberty** - First Amendment, U.S. Constitution (Article VI, no religious test clause), Virginia Statute for Religious Liberty (1786), George Washington's Letter to the Hebrew Congregation, Maryland's Charter (Religious Provision)
- **Equality of Mankind** - Declaration of Independence (Preamble, Declaration of Rights)
- **Limited Government** - U.S. Constitution (Articles I-VII), Federalist and Anti-Federalist Papers
- **Natural Rights** - Declaration of Independence (Preamble, Declaration of Rights)

Document Based Questions - This strategy may benefit students when evaluating, identifying, and understanding the principles and ideas stated in the primary resources. This will give the student the ability to evaluate and formulate an understanding through inquiry. Example: Compare and contrast the religious freedom found in the Virginia Declaration of Rights, section 16 to the Constitution's First Amendment. The Virginia Declaration of Rights directly influenced the 1st Amendment in the Constitution.

Benchmark: SS.7.CG.1.3

SS.7.CG.1.3: Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine’s Common Sense had on colonists’ views of government.

- Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments;) and Common Sense (representative self-government).

Terms and Definitions: SS.7.CG.1.3

- **Consent** - Agreement of the mind to what is proposed or stated by another.
- **Due Process of Law** - An established course for judicial proceedings or other governmental activities designed to safeguard the legal rights of the individual.
- **Jury** - A body of persons selected to decide a verdict in a legal case, based upon the evidence presented, after being given instructions on the applicable law.
- **Justice** - The attainment of what is just, especially that which is fair, moral, right, merited, or in accordance with law.
- **Liberty [Civil]** - Natural rights as protected by the government and limited only to the extent that public safety and interest requires.
- **Limited Government** - The power of government to intervene in the exercise of civil liberties is restrained by law, usually in a written constitution.
- **Rights** - Something that is due to a person or governmental body by law, tradition, or nature. A just claim.
- **Rule of Law** - Government and all citizens abide by the same laws.
- **Self-Government** - Government of a country by its own people.
- **Social Contract** - A usually implicit agreement among the members of an organized society or between the governed and the government defining and limiting the rights and duties of each.
- **Trial** - The examination of a cause in controversy between parties, before a proper tribunal.

Related Vocabulary: *Bail, Parliament*

Related Benchmarks: SS.7.CG.1.3

- **SS.7.CG.1.2:** Trace the principles underlying America’s founding ideas on law and government.
- **SS.7.CG.1.4:** Analyze how Enlightenment ideas, including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and Locke’s social contract, influenced the Founding.
- **SS.7.CG.1.9:** Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
- **SS.7.CG.1.11:** Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- **SS.7.CG.2.4:** Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.

Common Questions: SS.7.CG.1.3

- Why is it important for students to read primary sources?
 - Students will be assessed on state tests by using primary sources, so it is important for the student to have exposure, skill and endurance while reading primary sources. The benchmark is assessed this way because history is most accurately taught using primary sources.
- Can students read the primary sources addressed in this benchmark?
 - Depending upon maturity, reading level and depth of knowledge a 7th grader can read at minimum small chunks of these texts. Class modeling and close reads with coaching can help a student develop skills needed to analyze these texts.
- At what depth should each primary document be taught for this benchmark?
 - Chunk the texts so that students can identify the important ideas contained in these documents. Highlight where they can connect the important ideas listed in the clarifications.

Student Presuppositions: SS.7.CG.1.3

- Students are unfamiliar with these documents and believe the Founding was a radical idea birthed in 1776.
 - The Founding was a culminating event that stemmed from a long tradition of liberty and self-government.
- Students believe textbooks are the final say on what happened in history.
 - Many students cannot distinguish between a primary source and a secondary source and confuse the two.
 - Students think that because they always read from a textbook that it is a primary source.
 - Accurate history and proper context come from primary sources.

Instructional Resources: SS.7.CG.1.3

Primary Resources:

- [English Bill of Rights \(1689\)](#)
- [Magna Carta \(1215\)](#)
- [The Mayflower Compact](#)
- **The Constitution Center:** [Thomas Paine's, *Common Sense*, \(1776\)](#)

Suggested Instructional Strategies: SS.7.CG.1.3

In a graphic organizer, select excerpts from each of the four documents that illustrate their related principles. Have students close read each excerpt and find evidence of the following ideas: due process of law; limitation of government power; right to justice; right to fair trial; consent of the governed; self-government; right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; representative self-government. Additionally, text coding of primary documents could be used to indicate the influence each document had on the colonist's view of government.

Using a card sort or matching activity, have students match the listed principles to the appropriate historical document. Supplemental to this activity for students to trace the related ideas, select excerpts from our founding documents (Declaration of Independence, U.S. Constitution, Bill of Rights) that illustrate these ideas.

Benchmark: SS.7.CG.1.4

SS.7.CG.1.4: Analyze how Enlightenment ideas, including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and Locke’s social contract, influenced the Founding.

- Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.
- Students will examine how Enlightenment ideas influenced the Founders’ beliefs about individual liberties and government.
- Students will evaluate the influence of Montesquieu’s and Locke’s ideas on the Founding Fathers.

Terms and Definitions: SS.7.CG.1.4

- **Liberties** - A right to engage in certain actions without control or interference by a government or other power: the liberties protected by the Bill of Rights.
- **Natural Law** - A body of moral and ethical principles that are considered to be inherent in nature itself or deducible through reason alone.
- **Natural Rights** - The belief that individuals are born and vested by God and “nature” with basic rights that cannot be taken away by governments.
- **Separation of Powers** - The constitutional allocation of the legislative, executive, and judicial powers among the three branches of government.
- **Social Contract** - A usually implicit agreement among the members of an organized society or between the governed and the government defining and limiting the rights and duties of each.

Related Vocabulary: *Checks and Balances, Consent of the Governed, Unalienable Rights*

Related Benchmarks: SS.7.CG.1.4

- **SS.7.CG.1.2:** Trace the principles underlying America’s founding ideas on law and government.
- **SS.7.CG.1.9:** Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
- **SS.7.CG.3.3:** Describe the structure and function of the three branches of government established in the U.S. Constitution.

Common Questions: SS.7.CG.1.4

- What is it that I need to know about the Enlightenment?
 - The Enlightenment period was an intellectual movement in the late 17th and 18th centuries.
 - During this period, scientific principles were applied to the study of government and society.
 - Although there are many Enlightenment thinkers, the benchmark focuses specifically on the ideas of Locke and Montesquieu.
- What content do I need to know to effectively teach this benchmark?
 - John Locke - The ideas of Natural Rights (life, liberty and property) and social contract.
 - Montesquieu - The idea of separation of powers.

Student Presuppositions: SS.7.CG.1.4

- John Locke and Baron de Montesquieu were part of the Founding Era.
 - John Locke (1632-1704) and Baron de Montesquieu (1689-1755) were not part of the American Founding generation (Locke was English and Montesquieu was French); however, they both were influential on the Founders’ beliefs about individual liberties and government.

Instructional Resources: SS.7.CG.1.4

Primary Resources:

- [Declaration of Independence](#) (“life, liberty, pursuit of happiness” and “consent of the governed”)
- [Excerpts from Montesquieu](#)
- [Federalist No. 9](#)
- [Federalist No. 10](#)
- [John Locke, *Two Treatises of Government*](#)
- [U.S. Constitution](#)

Supplemental Resources:

- **The Constitution Center:** [Montesquieu, *The Spirit of Laws* \(1748\)](#)
- **The National Archives:** [Virginia Declaration of Rights](#)

Suggested Instructional Strategies: SS.7.CG.1.4

In a graphic organizer, select quotes from Montesquieu and Locke (or excerpts from their publications) for students to analyze and find evidence of the following Enlightenment ideas: natural law, individual liberties, separation of powers and social contract.

Create a timeline combining the influences on the Founders from benchmarks SS.7.CG.1.1 (Ancient Greece and Rome, Judeo-Christian tradition), SS.7.CG.1.3 (Magna Carta, Mayflower Compact, English Bill of Rights, *Common Sense*) and SS.7.CG.1.4 (Enlightenment ideas - John Locke, Baron de Montesquieu). This will help students visualize the historical chronology leading up to the American Founding.

Have students analyze quotes from the Declaration of Independence and the U.S. Constitution. Students will draw conclusions of the Enlightenment influence and provide written evidence.

Benchmark: SS.7.CG.1.5

SS.7.CG.1.5: Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.

- Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).
- Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.

Terms and Definitions: SS.7.CG.1.5

- **Grievance** - Implication of wrongdoing.
- **Individual Rights** - Something that is due to a person by law, tradition, or nature. These rights are protected by government not granted from government.
- **Natural Rights** - The belief that individuals are born and vested by God and "nature" with basic rights that cannot be taken away by governments.
- **Quarter** - To take up or be assigned lodgings (housing).
- **Representation** - The state or condition of serving as an official delegate, agent, or spokesperson. The right or privilege of being represented by delegates having a voice in a legislative body.
- **Tax** - A contribution for the support of a government required of persons, groups, or businesses within the domain of that government.
- **Taxation** - The act or practice of imposing taxes.

Related Vocabulary: *Boycott, Consent of the Governed, Debt, Parliament, Petition, Repeal, Tariff*

Related Benchmarks: SS.7.CG.1.5

- **SS.7.CG.1.2:** Trace the principles underlying America's founding ideas on law and government.
- **SS.7.CG.1.3:** Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.
- **SS.7.CG.1.6:** Analyze the ideas and grievances set forth in the Declaration of Independence.

Common Questions: SS.7.CG.1.5

- Do I have to teach the whole Revolutionary era?
 - Remember that the benchmark focus is on connecting how British policies and responses to colonial concerns led to the writing of the Declaration of Independence. Focus on the effects of British policies regarding taxation, representation and individual rights on the colonists' desire for independence.

Student Presuppositions: SS.7.CG.1.5

- Students may believe that independence was a foregone conclusion.
 - This benchmark examines the cause/effect relationship between British colonial policies and their eventual desire for independence (after a "long train of abuses and usurpations").
- Students may see the grievances against the King and Parliament as trivial and not important enough to fight a war over.
 - After over a century and a half of relative autonomy, the colonists were experiencing the rights they were entitled to as English subjects being stripped away.
 - Not every colonist favored independence, nor was separation the first response to British policy.

Instructional Resources: SS.7.CG.1.5

Primary Resources:

- [Declaration of Independence](#)
- [Patrick Henry, *Liberty or Death*](#)
- [Paul Revere Engraving - "The Bloody Massacre"](#)
- [Proclamation of 1763](#)
- [The Olive Branch Petition](#)
- [U.S. Constitution](#) (Amendment 3)

Supplemental Resources:

- The Avalon Project: [Stamp Act \(1765\) and Repeal of \(1766\)](#)
- The Avalon Project: [Quartering Act \(1765\)](#)
- The Avalon Project: [Declaratory Act \(1766\)](#)
- The Avalon Project: [Townshend Acts \(1767\)](#)
- The Constitution Center: [Thomas Paine's, *Common Sense*, \(1776\)](#)
- Digital History: [Tea Act \(1773\)](#)
- The Avalon Project: [The Quebec Act \(1774\)](#)

Suggested Instructional Strategies: SS.7.CG.1.5

Chunk the historical narrative of the “road to the Declaration of Independence” into different events on cards. Have students organize the cards into sequential order to show cause and effect relationships, creating a flow map that incorporates the British policies so that students can see the connection of those policies leading to the writing of the Declaration of Independence.

Have students sort the British Acts in a note guide and check off each box to note if that act was a violation of life, liberty or property (or in some cases more than one).

Cause/Effect graphic organizer: Each British Act is listed in its own box (Cause) and an arrow to the right connects to the Effects box. Students list in the “Acts” boxes what each Act imposed on the colonies and colonists. Students then list in the “Effects” boxes the effect of each of those Acts on the colonies and colonists. This information can then be used to link to the grievances the colonists had and how those grievances led to the decision for independence.

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

- Assign students the role as a Patriot or Loyalist. Based on the role, write a letter in support or against the American Revolutionary War.
- Compare British and colonial viewpoints on the Boston Massacre by analyzing various newspapers.

Read an excerpt from *Common Sense* and have students discuss the influence it had on the colonist convincing them to separate. Additionally, text coding around reasons for separation could be used during the reading.

Benchmark: SS.7.CG.1.6

SS.7.CG.1.6: Analyze the ideas and grievances set forth in the Declaration of Independence.

- Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).
- Students will explain the concept of natural rights as expressed in the Declaration of Independence.
- Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.
- Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.
- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).

Terms and Definitions: SS.7.CG.1.6

- **Abolish** - To put an end to.
- **Alter** - To make some change in.
- **Consent of Governed** - The idea that a government's legitimacy and moral right to use state power is justified and lawful only when consented to or agreed to by the people over which that political power is exercised.
- **Endowed** - To equip or supply with a talent or quality.
- **Grievance** - Implication of wrongdoing.
- **Instituted** - Established; appointed; founded.
- **Jury** - A body of persons selected to decide a verdict in a legal case, based upon the evidence presented, after being given instructions on the applicable law.
- **Legislature** - An officially elected or otherwise selected body of people vested with the responsibility and power to make laws for a political unit, such as a state or nation.
- **Natural Rights** - The belief that individuals are born and vested by God and "nature" with basic rights that cannot be taken away by governments.
- **Quarter** - To take up or be assigned lodgings (housing).
- **Rights** - Something that is due to a person or governmental body by law, tradition, or nature. A just claim.
- **Self-Evident** - Evident without proof or reasoning; that produces certainty or clear conviction upon a bare presentation to the mind.
- **Social Contract** - A usually implicit agreement among the members of an organized society or between the governed and the government defining and limiting the rights and duties of each.
- **Tax** - A contribution for the support of a government required of persons, groups, or businesses within the domain of that government.
- **Unalienable Rights (Inalienable)** - A freedom or liberty that cannot be taken away or transferred by man since they have divine origin.

Related Vocabulary: *Deprive, Impose, Natural Law, Oppression, Tyranny*

Related Benchmark(s): SS.7.CG.1.6

- **SS.7.CG.1.2:** Trace the principles underlying America’s founding ideas on law and government.
- **SS.7.CG.1.3:** Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine’s Common Sense had on colonists’ views of government.
- **SS.7.CG.1.5:** Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.

Common Questions: SS.7.CG.1.6

- To what depth should students understand the Declaration of Independence?
 - Students will not be memorizing the words; however, students must understand the meaning of key terms and phrases and understand the relationship and intent of each part. The focus is for students to explain the concept of natural and inalienable rights as expressed and to analyze the relationship between natural rights and the role of government. Finally, students should recognize the connection between British violations of natural rights and the colonial grievances.
- How should students read the Declaration of Independence?
 - A cold reading of the Declaration of Independence from start to finish may overwhelm students. A more effective approach would be to chunk the document into its parts (Preamble, Declaration of Rights, 27 Grievances, Resolution). Within each of those parts, guide students through multiple reads and provide students with tools to interact with the text.

Student Presuppositions: SS.7.CG.1.6

- Students may believe that the Declaration of Independence and the Constitution are one document.
 - The Constitution was written 11 years after the Declaration of Independence. The Declaration of Independence is a statement of principles while the U.S. Constitution provides a framework of government to implement those principles.
- Students may have an oversimplified understanding of the purpose of the Declaration of Independence.
 - While a good starting point is to consider the Declaration of Independence as a separation letter between the American colonists and the British government, it also states the principles upon which the United States was founded.
- Students take “all men are created equal” to mean white, male landowners.
 - While the principles contained in the Declaration of Independence were not immediately applied to all, the Founders used the word “men,” which was commonly used in that era to mean mankind. The Founders’ understanding was that what made men equal was that they were equal in the eyes of their creator.
 - The Founders were limited to what they could accomplish in their own time. The Declaration of Independence was drafted with language that allowed for the future expansion of liberty.
- Students mistake Thomas Jefferson as the sole author of the Declaration of Independence.
 - The Declaration was written by a committee of five: (John Adams, Roger Sherman, Benjamin Franklin, Thomas Jefferson and Robert Livingston).

Instructional Resources: SS.7.CG.1.6

Primary Resource:

- [Declaration of Independence](#) (Preamble, Declaration of Rights, Grievances, Resolution)

Supplemental Resources:

- The National Archives: [Virginia Declaration of Rights \(1776\)](#)
- The University of Chicago Press: [Pennsylvania Declaration of Rights \(1776\)](#)
- The Avalon Project: [Give Me Liberty or Give Me Death Speech \(1775\)](#)
- The Constitution Center: [Thomas Paine, Common Sense \(1776\)](#)

Suggested Instructional Strategies: SS.7.CG.1.6

Chunk short excerpts of the Declaration of Independence on stock cards and have students sort them into one of the four parts of the Declaration of Independence (1. Preamble, 2. Declarations of Rights, 3. Grievances and 4. Resolution). When students have completed the sorting activity, they can use these cards to create a graphic organizer. This lets them see how the parts of the Declaration of Independence fit together.

Students could create a graphic organizer showing the different grievances sorted by violations of natural rights (life, liberty and property). As an extension or check for understanding, students could be asked to explain how specific grievances from the Declaration of Independence were a violation of one of the natural rights.

Select key phrases from the Declaration of Independence (see clarification #4). Have students write each phrase “in their own words” and draw a visual or picture connecting that to their own life.

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

- Is the Declaration of Independence an act of treason or an act of civil disobedience?
- How is it self-evident that all men are created equal?
- Who is included in the term “men?”

Benchmark: SS.7.CG.1.7

SS.7.CG.1.7: Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.

- Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).

Terms and Definitions: SS.7.CG.1.7

- **Confederation [Confederate]** - A group of confederates, especially of states or nations, united for a common purpose; a league.
- **Congress** - The national legislative body of the United States, consisting of the Senate and the House of Representatives.
- **Consent** - Agreement of the mind to what is proposed or stated by another.
- **Constitution** - The system of fundamental laws and principles that prescribes the nature, functions, and limits of a government or another institution.
- **Law(s)** - A rule, particularly an established or permanent rule, prescribed by the supreme power of a state to its subjects, for regulating their actions.
- **Levy** - To raise; to collect by assessment; as, to levy taxes, toll tribute, or contributions.
- **Regulate** - To control or direct according to rule, principle, or law.
- **Tax** - A contribution for the support of a government required of persons, groups, or businesses within the domain of that government.
- **Trade** - The act or business of exchanging items by barter; or the business of buying and selling for money.

Related Vocabulary: Amend, Commerce, Compromise, Nation, Regional, Treaty, Unanimous, Unicameral

Related Benchmark(s): SS.7.CG.1.7

Civics and Government (CG)

- **SS.7.CG.1.9:** Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
- **SS.7.CG.1.10:** Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a Bill of Rights.
- **SS.7.CG.3.2:** Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.

Common Questions: SS.7.CG.1.7

- Should instruction compare the strengths and weaknesses of the Articles of Confederation?
 - This benchmark focuses on the weakness of the Articles. The students should be asked to identify the weaknesses and understand how those weaknesses led to the creation of the U.S. Constitution.

Student Presuppositions: SS.7.CG.1.7

- The Articles of Confederation were no good.
 - The initial plan was not to rewrite the Articles of Confederation. In the minds of many Americans, they were sufficient in unifying the states. The original intention was to revise the Articles as they were.
 - The Founders intentionally set up a weak national government so that power would not be abused, preserving state sovereignty. Remember, the American colonists were fighting a war with Britain to break ties with a tyrannical government.
- Students will not understand that prior to the creation of the Constitution the states were operating independently.
 - The states viewed themselves as a league of friends; each state operated independently with no national government uniting them as one country. In time this resulted in challenges to the new nation.
 - Shays' Rebellion exposed the weaknesses of the Articles of Confederation and the inability of the national government to act. It escalated into a matter of national security calling for state delegates to meet to discuss "fixing" the Articles of Confederation.

Instructional Resources: SS.7.CG.1.7

Primary Resources:

- [Articles of Confederation](#)
- [Confederation Difficulties Letters](#)
- [James Madison, Vices of the Political System of the U.S.](#)
- [Letters from George Washington to John Jay \(1786\)](#)

Supplemental Resources:

- The Avalon Project: [James Madison's Notes of Debates in the Federal Convention \(1787\)](#)
- Library of Congress: [Articles of Confederation](#)
- Library of Congress: [Federalist Papers](#)
- The National Archives: [James Madison, Excerpts from Origin of the Constitutional Convention \(December 1835\)](#)
- The National Archives: [James Madison, Notes on Ancient and Modern Confederacies \(1786\)](#)

Suggested Instructional Strategies: SS.7.CG.1.7

Students could create a flow chart to show a cause-and-effect relationship between the weaknesses of the Articles of Confederation to Shays' Rebellion to the Constitutional Convention. Primary source documents could be included. As a writing extension, student could create an obituary for the Articles of Confederation and explain the cause of "death" of this document. In this project, students could be creative to give a date for the "death" (1787) of the document along with a "birth" (1781) and "reasons for death."

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

- Why did the Founders make the Articles of Confederation a weak national government?

Weaknesses of the Articles of Confederation could be connected to parts of the Constitution to show how the Constitution solved the problem of each weakness.

Benchmark: SS.7.CG.1.8

SS.7.CG.1.8: Explain the purpose of the Preamble to the U.S. Constitution.

- Students will explain how the Preamble serves as an introduction to the U.S. Constitution (establishes the goals and purposes of government).
- Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).
- Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.

Terms and Definitions: SS.7.CG.1.8

- **Domestic** - Pertaining to a nation considered as a family, or to one's own country; intestine; not foreign.
- **General** - Affecting the whole or every member of a class or category.
- **Justice** - The attainment of what is just, especially that which is fair, moral, right, merited, or in accordance with law.
- **Liberty [Civil]** - The liberty of men in a state of society, or natural liberty so far only abridged and restrained, as is necessary and expedient for the safety and interest of the society, state or nation.
- **Ordain** - To order or decree by virtue of superior authority.
- **Posterity** - Descendants.
- **Preamble** - The introduction to a formal document that explains its purpose.
- **Tranquility** - The state of being peaceful.
- **Union** - A combination so formed, especially an alliance or confederation of people, parties, or political entities for mutual interest or benefit.
- **Welfare** - Health, happiness, and good fortune; well-being.

Related Vocabulary: *Defense, Promote*

Related Benchmark(s): SS.7.CG.1.8

Civics and Government (CG)

- **SS.7.CG.1.2:** Trace the principles underlying America’s founding ideas on law and government.
- **SS.7.CG.1.7:** Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.
- **SS.7.CG.1.9:** Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.

Common Questions: SS.7.CG.1.8

- Why is it important to teach specifically the Preamble to the U.S. Constitution?
 - Many of the benchmarks in Standards 2 and 3 deal with the details of the Articles and Amendments. It is easy to forget about the Preamble and its significance.
 - Unlike the Preamble of the Declaration of Independence, the Preamble to the Constitution sets forth the goals and purposes of the new national government created and defined in the Articles.
 - However, remember the connection between the words “We the People of the United States” in the Preamble to the Constitution and the principle of “consent of the governed” from the Declaration of Independence.

Student Presuppositions: SS.7.CG.1.8

- The Preamble is the most important piece of the Constitution.
 - The Preamble is just the introduction of the Constitution. The Preamble of the Constitution does not give justification to government action. It is the delegated powers within the Articles of the Constitution that empower and limit each branch to fulfill the objectives and purpose set forth in the Preamble.
- The Preamble of the Constitution is the same as the Preamble of the Declaration of Independence.
 - Both preambles introduce the individual documents, but they are not the same. This would be a great opportunity to reiterate the concepts taught in SS.7.CG.1.6 and help students understand the different purposes in both preambles.

Instructional Resources: SS.7.CG.1.8

Primary Resources:

- [Articles of Confederation](#)
- [Preamble to the U.S. Constitution](#)

Suggested Instructional Strategies: SS.7.CG.1.8

Divide students into pairs or groups. Give each group one of the six goals in the Preamble in its original wording. Have students identify vocabulary within their assigned goal that they need clarified. Use Noah Webster's dictionary to define new vocabulary (Example: posterity - future generations). Then, have students write their goal in student friendly language. After, allow students to share how they re-wrote each goal.

Using a presidential speech, executive order, United States Supreme Court ruling, or federal law have the students defend how the action(s) taken by the federal government should relate to the goals and purposes outlined on the Preamble.

Match the goals from the Preamble to the meaning of the goal. Next, provide students with scenarios such as "President Eisenhower ordered troops from the National Guard to Little Rock," and have them determine which goal is being described.

Benchmark: SS.7.CG.1.9

SS.7.C.1.9: Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.

- Students will explain the concept of limited government in the U.S. Constitution.
- Students will describe and distinguish between separation of powers and checks and balances.
- Students will analyze how government power is limited by separation of powers and/or checks and balances.
- Students will recognize examples of separation of powers and checks and balances.
- Students will recognize the influence of the U.S. Constitution on the development of other governments.

Terms and Definitions: SS.7.CG.1.9

- **Checks and Balances** - Dividing powers amongst constitutional bodies equally to check abuse of power and self-regulate the bodies to prevent autocracy. Ability to keep the other branches accountable.
- **Due Process of Law** - An established course for judicial proceedings or other governmental activities designed to safeguard the legal rights of the individual.
- **Individual Rights** - Something that is due to a person by law, tradition, or nature. These rights are protected by government not granted from government.
- **Limited Government** - The power of government to intervene in the exercise of civil liberties is restrained by law, usually in a written constitution.
- **Representative Government** - Based on, or constituting a government in which the many are represented by persons chosen from among them usually by election.
- **Separation of Powers** - The constitutional allocation of the legislative, executive, and judicial powers among the three branches of government.

Related Vocabulary: *Constitutional Republic, Federalism, Judicial Review, Popular Sovereignty, Self-Government*

Related Benchmarks: SS.7.CG.1.9

Civics and Government (CG)

- **SS.7.CG.1.4:** Analyze how Enlightenment ideas, including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and Locke’s social contract, influenced the Founding.
- **SS.7.CG.1.11:** Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- **SS.7.CG.3.1:** Analyze the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
- **SS.7.CG.3.3:** Describe the structure and function of the three branches of government established in the U.S. Constitution.
- **SS.7.CG.3.4:** Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.

Common Questions: SS.7.CG.1.9

- How do I teach checks and balances and separation of powers effectively?
 - Students frequently confuse the terms separation of powers and checks and balances. It would be beneficial to have the students analyze and evaluate each of the terms and their definition to ensure students understand how these terms function in our government structure.
 - Also, it would be beneficial to have students complete an activity using the terms separation of powers and checks and balances that would help to demonstrate and illustrate their function and application. Especially, as it relates to the roles, powers and function of each branch of government.

Note: SS.7.CG.3.7, SS.7.CG.3.8 and SS.7.CG.3.9 will provide more of an in-depth view of the concepts and ideas being taught in SS.7.CG.1.9. Depending on the order of when these standards are taught may determine the depth in which this benchmark is taught initially. Take into consideration the gap of time between the introduction and presentation of these standards, as it would be beneficial to spiral or possibly reintroduce this standard in later instructional units.

Student Presuppositions: SS.7.CG.1.9

- Students may think that separation of powers and checks and balances are the same thing.
 - See definitions of each term in the glossary for this benchmark.
 - Have students understand the reasoning as to why each branch was given the ability to check one another, and why this practice is essential to protect us from potential abuses of power.

Instructional Resources: SS.7.CG.1.9

Primary Resources:

- [Federalist No. 10](#)
- [John Locke, *Two Treatises of Government*](#)
- [Montesquieu, *The Spirit of the Laws Book XI*](#)
- [U.S. Constitution](#) (Article I, Article II and Article III)

Supplemental Resources:

- The National Archives: [Thoughts on Government, Letter of John Adams \(1776\)](#)
- The Library of Congress: [Federalist No. 47](#)
- Oyez.org: [Marbury v. Madison \(1803\)](#)

Suggested Instructional Strategies: SS.7.CG.1.9

When teaching separation of powers: Explain to your students that the Legislative Branch “makes the laws,” the Executive branch “enforces the law” and the Judicial branch “interprets the laws” and “determines whether a law is constitutional or unconstitutional.” To help students understand that our national government is divided into three parts, have students share with you an object, figure or item that is also made up of three parts. This will help students to develop an understanding that each part of our government is necessary in order to function and exist.

For example, a pencil has three parts:

- The lead writes words (like the Legislative branch writes laws);
- The wood of the pencil keeps the lead from breaking (like the Executive branch enforces the laws and keeps it from being broken); and
- The eraser gives the writer the ability to change any mistakes made, which is like the Judicial branch that reviews the law and determines whether it's constitutional or unconstitutional.

(If this is your first time introducing the three branches to your students, consider focusing on the function, structure and process of each branch when teaching SS.7.CG.3.7, SS.7.CG.3.8 and SS.7.CG.3.9.)

When teaching checks and balances: Have students analyze those “Special” powers given to each branch of government by the Constitution for the purpose of ensuring that one branch may not become more powerful than the other.

For example, students can design a superhero.

- To help illustrate the powers of each branch of government, have the students create a story board for each branch of government and those powers granted to them by the constitution.
- Example: Superhero -> Legislative Congresswoman, she has the superpower to make amendments on the Constitution, they have the “Cape of Confirmation” for presidential appointments and the “Lasso of Impeachment” for anyone who was convicted of treason, bribery, and other high crimes and other misdemeanors.

When teaching separation of powers and checks and balances together: Consider having the students collaborate with each other sorting the powers and responsibilities of each branch of government.

- Provide students with a list of the powers and responsibilities of each branch of government. Make sure to include the power to check one another that was granted by the Constitution.
- Provide students with a paper or document that lists each branch of government (Legislative, Executive, Judicial).
- Also, provide the students with a list of each power and responsibility. Then have the students determine and sort the powers to their corresponding branch of government.

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions and acknowledging at least one counterclaim.

- What is the relationship between separating government power and ensuring that people are free?
- Which principle of government is most beneficial to our constitutional republic?

Benchmark: SS.7.CG.1.10

SS.7.CG.1.10: Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a Bill of Rights.

- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists' reasons for the inclusion of a Bill of Rights in the U.S. Constitution.

Terms and Definitions: SS.7.CG.1.10

- **Amend** - To correct; to rectify by expunging a mistake.
- **Ratification** - To approve and give formal sanction to; confirm.
- **U.S. Constitution** - The supreme law of the United States, consisting of the document ratified by the original thirteen states (1787-1790) and subsequent amendments.

Related Vocabulary: *Civil Discourse, Faction*

Related Benchmark(s): SS.7.CG.1.10

Civics and Government (CG)

- **SS.7.CG.1.7:** Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.
- **SS.7.CG.2.3:** Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
- **SS.7.CG.2.4:** Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- **SS.7.CG.3.2:** Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.
- **SS.7.CG.3.4:** Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.

Common Questions: SS.7.CG.1.10

- How do I effectively teach my students the differences between the viewpoints of the “Federalists” and “Anti-Federalists?”
 - Have students analyze and evaluate the various viewpoints of both the “Federalists” and “Anti-Federalists” to help avoid confusion as to which viewpoint belongs to which group. (For Example: Ratification of the Constitution, the inclusion of a Bill of Rights and State Sovereignty v. National/Central Government) This could be achieved by reviewing the many passages and writings created by the men that belong to each of these groups.

Student Presuppositions: SS.7.CG.1.10

- Students often confuse the “Federalists” and “Anti-Federalists” for political parties.
 - The Articles of Confederation were on “Life Support,” and the “Federalists” and “Anti-Federalists” were trying to decide what to do next.
 - These two factions were focused on issues concerning the constitution’s framework and structure and our country.

Instructional Resources: SS.7.CG.1.10

Primary Resources:

- [Article III, Federalist 78 & 81, Brutus XV](#)
- [Excerpts from Brutus I](#)
- [Federalist No. 9](#)
- [Federalist No. 10](#)
- [Federalist No. 15](#)
- [Federalist Papers No. 39 & 51 Excerpts](#)
- [U.S. Constitution](#)

Supplemental Resources:

- The Bill of Rights Institute: [Brutus No. 1 Annotated](#)
- The Bill of Rights Institute: [Federalist No. 78 Annotated](#)
- The Avalon Project: [Madison's Notes of Debates in the Federal Convention \(1787\)](#)

Suggested Instructional Strategies: SS.7.CG.1.10

This benchmark creates an opportunity for students to engage in civil discourse. It is important to set the stage for healthy civil discourse in the classroom. It may be beneficial to practice civil discourse after students have had a chance to read and develop an understanding of the viewpoints of the Federalists and Anti-Federalists.

- Put a statement on the board and set a timer for three minutes. Students then will prepare an argument that is either “for” or “against” the statement.

Example: “A strong national government will help preserve and protect the peoples’ liberty.”

- 3 minutes - Those who belong to the Federalist group give a speech responding to this statement. (Ensure that their statement is aligned to the viewpoints of the Federalists.)
- 3 minutes - Those who belong to the Anti-Federalist group give a speech responding to this statement. (Ensure that their statement is aligned to the viewpoints of the Anti-Federalists.)
- 3 minutes - Then members of the crowd can ask clarifying questions to one another and give counter arguments.

Example: “The Constitution views on separation of powers and checks and balances are better than the perspective outlined in the Articles of Confederation.”

- 3 minutes - Those who belong to the Federalist group give a speech responding to this statement. (Ensure that their statement is aligned to the viewpoints of the Federalists.)
- 3 minutes - Those who belong to the Anti-Federalist group give a speech responding to this statement. (Ensure that their statement is aligned to the viewpoints of the Anti-Federalists.)
- 3 minutes - Then members of the crowd can ask clarifying questions to one another and give counter arguments.

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions and acknowledging at least one counterclaim.

- Students can debate the issues over the ratification of the U.S. Constitution.
- What type of government did Federalists and Anti-Federalists prefer?
- Students will examine Federalist No. 10. They will review the importance of factions by analyzing the pros and cons of Publius’ writings and extrapolate how they are still needed in modern times.

Benchmark: SS.7.CG.1.11

SS.7.CG.1.11: Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.

- Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.
- Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will analyze the meaning and importance of due process in the United States legal system.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

Terms and Definitions: SS.7.CG.1.11

- **Accountable/Accountability** - Expected or required to answer for one's actions.
- **Arbitrary** - Not governed by any fixed rules.
- **Due Process of Law** - An established course for judicial proceedings or other governmental activities designed to safeguard the legal rights of the individual.
- **Institutions** - A system, plan or society established, either by law or by the authority of individuals for promoting any object, public or social.
- **Legal System** - System in which the law is applied and defined.
- **Rule of law** - Government and all citizens abide by the same laws.

Related Vocabulary: N/A

Related Benchmark(s): SS.7.CG.1.11

Civics and Government (CG)

- **SS.7.CG.1.3:** Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.
- **SS.7.CG.1.9:** Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
- **SS.7.CG.2.4:** Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).
- **SS.7.CG.3.1:** Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
- **SS.7.CG.3.11:** Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.

Common Questions: SS.7.CG.1.11

- What does teaching the rule of law look like?
 - Always begin with the definition. Remember, that the term appears in several other benchmarks (see above). A primary focus of this benchmark is to compare societies that operate under the rule of law and those that do not. What are the effects? The other primary focus is to help students understand how the rule of law protects citizens from arbitrary abuses of government power and how the rule of law contributes to accountability, fair treatment and procedures, and transparency in government.

Student Presuppositions: SS.7.CG.1.11

- Students may think that “rule of law” is a concept that can be defined by combining “rule” and “law.”
 - The phrase your students should associate with “rule of law” is that “no one is above the law.” Everyone is entitled to due process under the law, but the law must apply equally to everyone.

Instructional Resources: SS.7.CG.1.11

Primary Resources:

- [Aristotle Politics - Rule of Law Reference](#)
- [English Bill of Rights \(1689\)](#)
- [Magna Carta - \(Rule of Law Excerpts Highlighted\)](#)
- [U.S. Bill of Rights](#)
- [U.S. Constitution](#) - 5th and 14th Amendment

Supplemental Resources:

- The Bill of Rights Institute: [Brutus No. 1 Annotated](#)
- Office of the Attorney General of Florida: [Florida Sunshine Law \(1909\)](#)
- Oyez.org: [U.S. v. Nixon \(1974\)](#)

Instructional Strategies: SS.7.CG.1.11

Have students create a whole to part thinking map showing the different elements of rule of law and defining those elements.

1. Accountability to the law
2. Consistent application of the law
3. Law and order (enforcement)
4. Decisions based on the law
5. Fair procedures
6. Transparency of institutions

Students could be asked to research and compare the rule of law in two specific countries (one with rule of law, one without). Students will compare and contrast the characteristics of these countries regarding the rule of law.

Standard 2: Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.

Benchmark: SS.7.CG.2.1

SS.7.CG.2.1: Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.

- Students will define citizenship as stated in the 14th Amendment.
- Students will explain the process of becoming a naturalized citizen.
- Students will define permanent residency and explain its role in obtaining citizenship.
- Students will examine the impact of the naturalization process on society, government and the political process.

Terms and Definitions: SS.7.CG.2.1

- **Citizen** - A resident of a state or nation, especially one entitled to vote and enjoy other privileges there.
- **Citizenship** - The state of being vested with the rights and privileges of a citizen.
- **Constitutional** - Consistent with the constitution; authorized by the constitution or fundamental rules of a government; legal.
- **Naturalize [Naturalized Citizen]** - To grant full citizenship to a person of foreign birth who becomes invested with the privileges and rights of their adopted country.
- **Residency** - The act or a period of living in a place.

Related Vocabulary: *Allegiance, Immigrant, Oath*

Related Benchmark(s): SS.7.CG.2.1

Civics and Government (CG)

- **SS.7.CG.2.2:** Differentiate between obligations and responsibilities of U.S. citizenship and evaluate their impact on society.
- **SS.7.CG.2.3:** Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.

Common Questions: SS.7.CG.2.1

- How should I define “citizenship” to my students?
 - While the word “citizen” is mentioned throughout this course as being a member of a body or community with certain duties and obligations, this benchmark is focused on the legal requirements of citizenship as set forth in the Fourteenth Amendment: “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.”

Student Presuppositions: SS.7.CG.2.1

- Everyone who lives in the United States is a citizen and has the rights of citizenship.
 - Constitutional rights apply to those who are citizens by birth or who have been naturalized.
 - Citizenship “by birth” (jus soli) occurs when a someone is born within the United States or one of its territories.
 - “Naturalization” is the legal process by which a non-citizen may become a citizen by satisfying the requirements of federal law.
 - Citizenship “by blood” (jus sanguinis) is granted when someone is born to parents, one or both of whom are citizens of the United States. This is also true if the birth occurs in a foreign country, on a military base or the premises of a U.S. embassy or consulate, provided one or both parents are already citizens of the United States.
- Students may think that if someone is not a citizen, they have no rights at all in the United States.
 - The U.S. Supreme Court has ruled that even non-citizens are entitled to some constitutional protections.
 - Yick Wo v. Hopkins (1886) ruled that a Chinese non-citizen was still entitled to Equal Protection under the Fourteenth Amendment.
 - However, the Court clarified in Matthews v. Diaz (1976), the fact that all persons, aliens and citizens alike, are protected by the Due Process Clause does not lead to the further conclusion that all aliens are entitled to enjoy all the advantages of citizenship.

Instructional Resources: SS.7.CG.2.1

Primary Resources:

- [10 Steps to Naturalization](#)
- [14th Amendment](#)
- [Oath of Allegiance](#) (Steps in the Naturalization Process)
- [U.S. Constitution](#) - 14th Amendment

Supplemental Resource:

- Oyez.org: [Dred Scott v. Sandford \(1857\)](#)

Instructional Strategies: SS.7.CG.2.1

Have students create a flow chart outlining the naturalization process.

Provide students with scenarios to determine citizenship status.

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim:

- Analyze data from the Pew Research Center and have students consider the impact of the naturalization process on society.

Benchmark: SS.7.CG.2.2

SS.7.CG.2.2: Differentiate between obligations and responsibilities of U.S. citizenship and evaluate their impact on society.

- Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.
- Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.
- Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.
- Students will use scenarios to assess specific obligations of citizens.
- Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.

Terms and Definitions: SS.7.CG.2.2

- **Citizen** - A resident of a state or nation, especially one entitled to vote and enjoy other privileges there.
- **Obligation** - A legal or moral duty.
- **Responsibility** - The act of a citizen to better their community through moral judgement and actions.
- **Summons** - A call by authority to appear at a place named, or to attend to some public duty.
- **Common Good** - What is beneficial for all or most of a community.

Related Vocabulary: *Petition*

Related Benchmark(s): SS.7.CG.2.2

Civics and Government (CG)

- **SS.7.CG.2.1:** Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.
- **SS.7.CG.2.4:** Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- **SS.7.CG.2.5:** Describe the trial process and the role of juries in the administration of justice at the state and federal levels.
- **SS.7.CG.2.6:** Examine the election and voting process at the local, state and national levels.
- **SS.7.CG.2.10:** Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.
- **SS.7.CG.3.13:** Explain government obligations to its citizens and the services provided at the local, state and national levels.

Common Questions: SS.7.CG.2.2

- How do obligations and responsibilities relate to the common good?
 - Preserving our form of government in a constitutional republic depends on citizens fulfilling certain obligations. Paying taxes contributes to local and state services including law enforcement, public schools and infrastructure (roads, bridges). Serving on a jury ensures a trial by jury of our peers (due process). Civic participation contributes to a healthy nation.

Student Presuppositions: SS.7.CG.2.2

- Obligations and responsibilities are the same thing.
 - Although it is sometimes difficult to distinguish between obligations and responsibilities, obligations have legal consequences when they are not met.

Instructional Resources: SS.7.CG.2.2

Primary Resource:

- [Citizen's Almanac](#)

Instructional Strategies: SS.7.CG.2.2

Students could create a chart that lists and categorizes obligations and responsibilities. Beside each description, students will then write an explanation of how that obligation or responsibility contributes to the common good. Example: Serving on a jury. All citizens are entitled to due process (5th and 14th Amendments) and have the right to have a jury hear their case (6th and 7th Amendments).

Have students write a short prediction about the potential outcome on society if citizens do not fulfil their obligations and responsibilities. A possible strategy could be to divide these among students and share responses.

Citizen Obligations (Duties)

- Paying taxes
- Obeying the law
- Going to school
- Selective Service (males)
- Jury duty

Citizen Responsibilities

- Community service
- Attending public meetings
- Voting
- Respecting others' rights, property and opinions
- Running for political office

Benchmark: SS.7.CG.2.3

SS.7.CG.2.3: Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.

- Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.
- Students will use scenarios to identify rights protected by the Bill of Rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

Terms and Definitions: SS.7.CG.2.3

- **Amendment** - An alteration or change for the better; correction of a fault or faults.
- **Rights** - Something that is due to a person or governmental body by law, tradition, or nature. A just claim.
- **Unconstitutional** - Not agreeable to the constitution; not authorized by the constitution; contrary to the principles of the constitution.
- **Violation** - Infringement; transgression.

Related Vocabulary: *Eminent Domain, Libel, Militia, Petition, Seizure, Slander, Suffrage, Warrant*

Related Benchmark(s): SS.7.CG.2.3

Civics and Government (CG)

- **SS.7.CG.1.10:** Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a Bill of Rights.
- **SS.7.CG.2.4:** Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- **SS.7.CG.2.10:** Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.
- **SS.7.CG.3.6:** Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.
- **SS.7.CG.3.11:** Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.

Common Questions: SS.7.CG.2.3

- What is the scope of this benchmark compared to SS.7.CG.3.6?
 - The focus of this benchmark is an overview of how these amendments safeguard individual rights. Benchmark SS.7.CG.3.6 focuses specifically on amendments which increased political participation (e.g., voting) for groups of Americans.
- Do we have to teach the amendment process?
 - This benchmark does not focus on the amendment process. The amendment process is addressed in benchmark SS.7.CG.3.5.

Student Presuppositions: SS.7.CG.2.3

- Students may have heard the Constitution is a “living document” and believe that means it varies in meaning with the times.
 - The Constitution of the United States can be adapted to changes in the country, but only through the amendment process.
 - There are only two methods for amending the Constitution and only one has been successfully applied.
 - Since its ratification in 1788 the Constitution has only been amended 27 times.
 - This is a testament to the universal nature of the document for all generations.

Instructional Resources: SS.7.CG.2.3

Primary Resources:

- [Emancipation Proclamation Transcript](#)
- [U.S. Bill of Rights](#) (1st Amendment)
- [U.S. Constitution](#) (13th, 14th, 15th, 19th, 24th, and 26th Amendments)

Supplemental Resources:

- DocsTeach.org: [Amendment Process: Ratifying the 19th Amendment, Illustrated Bill of Rights](#)
- Oyez.org: [Dred Scott v. Sandford \(1857\)](#)
- Oyez.org: [Gideon v. Wainwright \(1963\)](#)
- Oyez.org: [Hazelwood v. Kuhlmeier \(1988\)](#)
- Oyez.org: [In re Gault \(1967\)](#)
- Oyez.org: [Miranda v. Arizona \(1966\)](#)
- Oyez.org: [Texas v. Johnson \(1989\)](#)

Provide students with scenarios. Then ask the students to evaluate each: is a protected right being violated? If so, which one(s)? Have students identify which amendment applies and which liberty within each amendment.

Create a visual representation of the five freedoms in the First Amendment. Provide students with the original text of the First Amendment. Have them write each freedom in their own words focusing on new vocabulary, add examples then draw a visual representation of each.

Benchmark: SS.7.CG.2.4

SS.7.CG.2.4: Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.

- Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).
- Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).
- Students will use scenarios to examine the impact of limiting individual rights.
- Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.

Terms and Definitions: SS.7.CG.2.4

- **Civil Disobedience** - Refusal to obey a law as a result of moral objections, especially through passive resistance.
- **Individual Rights** - Something that is due to a person by law, tradition, or nature. These rights are protected by government not granted from government.
- **Internment** - The act of interning or confining, especially in wartime.
- **Property Rights** - A legal right or interest in or against specific property
- **Ration [Rationing]** - A fixed portion, especially an amount of food allotted to persons in military service or to civilians in times of scarcity.
- **Safeguard** - To ensure the safety or integrity of; protect or preserve.
- **Suspension** - An interruption or temporary cessation, as of an activity or of the application of a rule or law; a postponement.

Related Vocabulary: *Eminent Domain, Ex Post Facto, Libel, Sedition, Slander*

Related Benchmark(s): SS.7.CG.2.4

Civics and Government (CG)

- **SS.7.CG.1.11:** Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- **SS.7.CG.2.3:** Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
- **SS.7.CG.3.11:** Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.

Common Questions: SS.7.CG.2.4

- What is the relationship between individual rights and common good?
 - Government should always act to promote the common good. Further, government must always balance individual liberty against keeping order and ensuring safety. The Constitution places specific limits on government's ability to infringe on liberty; however, there may be times when order and safety supersede individual rights (e.g., national crisis or wartime).
- Is the Bill of Rights a "grant" of liberties?
 - Remind students that the Bill of Rights does not "grant" anyone anything. The liberties found in the Bill of Rights are considered natural rights, and therefore we are born with them. The Bill of Rights protects us from government infringement of those liberties. This is exemplified by the language in the amendments. For example, in the First Amendment, "Congress shall make no law..." is language prohibiting Congress from infringing on the liberties listed. In the Fifth Amendment, "no person...shall be denied life, liberty or property without due process of law" is also language prohibiting infringement. All the amendments in the Bill of Rights are written in this manner.

Student Presuppositions: SS.7.CG.2.4

- Students may not know the importance of the Ninth and Tenth Amendments in protecting individual rights.
 - The Ninth Amendment affirms Amendments 1 through 8 are not an exhaustive list of rights.
 - The Tenth Amendment affirms powers not delegated to the national government are reserved to the states and the people.

Instructional Resources: SS.7.CG.2.4

Primary Resources:

- [Excerpts from George Washington to Officers \(1783\)](#)
- [Patriot Act Summary Excerpts](#)
- [U.S. Bill of Rights](#)
- [U.S. Constitution](#) (Article I Section 9, Article III, 14th Amendment)

Supplemental Resources:

- Jack Miller Center: [The Alien Registration Act \(1940\)](#)
- National Archives: [The Alien and Sedition Act \(1798\)](#)
- National Archives: [Executive Order 9066: Resulting in Japanese-American Incarceration \(1942\)](#)
- Oyez.org: [Gitlow v. New York \(1925\)](#)
- Oyez.org: [Hazelwood v. Kuhlmeier \(1988\)](#)
- Oyez.org: [Korematsu v. United States \(1944\)](#)
- Oyez.org: [Pentagon Papers: New York Times v. United States \(1971\)](#)
- Oyez.org: [Texas v. Johnson \(1989\)](#)

Instructional Strategies: SS.7.CG.2.4

Have students brainstorm scenarios where the need for order or safety might supersede individual liberties. Ask the students to give examples of what government could do in those situations and whether any infringement on individual liberty would be justified.

Have students analyze Supreme Court decisions, Executive Orders, or Congressional Acts or resolutions to determine if they lean towards promoting individual rights or promoting the common good. Was the government's action justified? Example: [Executive Order 9066: Resulting in Japanese-American Incarceration \(1942\)](#)

The individual rights of students are more restricted at school. Have students engage in a class debate on individual liberties being restricted for the common good. This could be designed as a civil discourse activity where each side prepares an argument (one in favor of student's rights being more limited at school and the other against). Additionally, this could be used as an opportunity to introduce the applicable Supreme Court cases. Students may use the narratives of these cases as evidence for their respective arguments.

Benchmark: SS.7.CG.2.5

SS.7.CG.2.5: Describe the trial process and the role of juries in the administration of justice at the state and federal levels.

- Students will examine the significance of juries in the American legal system.
- Students will explain types of jury trials, how juries are selected and why jury trials are important.

Terms and Definitions: SS.7.CG.2.5

- **Due Process of Law** - An established course for judicial proceedings or other governmental activities designed to safeguard the legal rights of the individual.
- **Federal Government [National Government]** - Relating to, or being the central government of the United States.
- **Independent Judiciary** - The principle that decisions from the courts are fair and impartial and are not subject to undue influence from the other branches of government.
- **Jury** - A body of persons selected to decide a verdict in a legal case, based upon the evidence presented, after being given instructions on the applicable law.
- **Justice** - The attainment of what is just, especially that which is fair, moral, right, merited, or in accordance with law.
- **State** - A politically organized body of people usually occupying a defined territory.
- **Trial** - The examination of a cause in controversy between parties, before a proper tribunal.

Related Vocabulary: *Civil Law, Criminal Law, Defendant, Grand Jury, Hung Jury, Judge, Mistrial, Plaintiff, Prosecutor, Summons, Verdict*

Related Benchmark(s): SS.7.CG.2.5

Civics and Government (CG)

- **SS.7.CG.1.2:** Trace the principles underlying America's founding ideas on law and government.
- **SS.7.CG.1.11:** Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- **SS.7.C.3.10:** Identify sources and types of law.

Common Questions: SS.7.CG.2.5

- Is there a difference between jury service on the state and federal levels?
 - Fundamentally, no. The process for selecting jurors is about the same: there are qualifications for jury service and a summons process. Jurors are screened through *voir dire* and, if selected, will serve for the trial. The types of cases vary between state and federal trials, but the jury process is fundamentally the same. The number of jurors may vary. In federal court there are always twelve; in state court the number may be either six or twelve depending on the state rules of criminal procedure.
- What is the difference between a grand jury and a petit (trial) jury?
 - The grand jury determines whether there is enough evidence for the prosecutor to proceed with the case. This is a pre-trial process, happening before arraignment. The petit (trial) jury determines the outcome of a particular case. Grand jurors serve over a period of time, reviewing multiple cases, while the trial jury serves only one case. Grand juries serve in both federal and state cases and the number of jurors is more than that for a petit (trial) jury. Federal rules of procedure set that number at 16-23. State numbers vary for each jurisdiction. Florida rules require 15-21.

Note: Remind students that the right to a jury trial dates to Magna Carta in 1215. The right to a jury trial is guaranteed by both the Sixth and Seventh Amendments to the Constitution and was considered a fundamental right throughout the colonial period. Service on a jury is an important obligation and should be taken seriously when a summons is received. A fair trial by a jury of one's peers is a hallmark of limited government and stands as a bulwark against an overreaching or tyrannical state. The jury trial is due process in action.

Student Presuppositions: SS.7.CG.2.5

- A grand jury sits in the U.S. Supreme Court.
 - The grand jury does not determine the outcome of the case. Its job is to listen to what evidence the prosecutor has and determine whether there is enough evidence to issue an indictment of a crime.
 - The Supreme Court functions primarily as an appellate court. Appellate courts review the decisions of lower courts to determine if the law was correctly applied or what the law in the case means if there are conflicting interpretations of the law. Appellate courts, therefore, decide issues of law, not fact.
 - Because juries decide facts, there is no need for juries in the Supreme Court.

Instructional Resources: SS.7.CG.2.5

Primary Resources:

- [Declaration of Independence \(With Highlighted Trial Grievances\)](#)
- [Excerpts from Magna Carta \(1215\)](#)
- [Florida Constitution](#) (Article V)
- [Transcript of Marbury v. Madison \(1803\)](#)
- [U.S. Bill of Rights](#)
- [U.S. Constitution Article III](#)

Supplemental Resources:

- [FLCourts.gov: Diagram of the Florida Court System](#)
- [FLCourts.gov: Explanation of Trial Procedure](#)

Instructional Strategies: SS.7.CG.2.5

Provide students with a flow chart of the stages in the trial process. As instruction occurs on each of the stages (over multiple days) have students add notes detailing the process.

Have students analyze an example of a jury summons. Then, discuss the importance of citizens fulfilling the obligation of serving on a jury as a means to ensure the security of a fair trial.

Have students read a scripted mock trial with a built-in reflection. Ask questions regarding types of jury trials, the importance of jury trials and how the jury was selected.

Analyze the importance of jury duty. Ask students to reflect on the following question: Why is it significant to have a jury of peers that reflects the local community? This could be used as an opportunity to review and make connections to the Magna Carta and other influential founding documents that stressed the importance of a trial by jury.

Benchmark: SS.7.CG.2.6

SS.7.CG.2.6: Examine the election and voting process at the local, state and national levels.

- Students will explain how elections and voting impact citizens at the local, state and national levels.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.

Terms and Definitions: SS.7.CG.2.6

- **Democratic Institutions** - An established organization or foundation, especially one dedicated to education, public service, or culture that promotes the operations of democracy.
- **Origin(s)** - The first existence or beginning of any thing.
- **Political Parties** - A group of persons organized to acquire and exercise political power.
- **Public Policy** - A system of laws, regulatory measures, courses of action, and funding priorities concerning a given topic promoted by a governmental entity or its representatives.
- **Republic** - A commonwealth; a state in which the exercise of sovereign power is lodged in representatives elected by the people. In modern usage, it differs from a democracy or democratic state, in which the people exercise the powers of sovereignty in person.
- **State Government** - Government whose powers, obligations, and responsibilities solely lie within the state boundaries.

Related Vocabulary: *Ballot, Candidate, Campaign, Convention, Election, Electoral College, Gerrymandering, Midterm Elections, Poll, Precinct, Primaries, Runoff, Suffrage*

Related Benchmark(s): SS.7.CG.2.6

Civics and Government (CG)

- **SS.7.CG.2.2:** Differentiate between obligations and responsibilities of U.S. citizenship and evaluate their impact on society.
- **SS.7.CG.2.7:** Identify the constitutional qualifications required to hold state and national office.
- **SS.7.CG.2.8:** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- **SS.7.CG.3.2:** Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.
- **SS.7.CG.3.4:** Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
- **SS.7.CG.3.13:** Explain government obligations to its citizens and the services provided at the local, state and national levels.
- **SS.7.CG.3.14:** Explain the purpose and function of the Electoral College in electing the President of the United States.

Common Questions: SS.7.CG.2.6

- Do I need to teach the viewpoints and positions of each political party, and do I need to teach students about third parties?
 - The focus of this benchmark is on the role of parties in shaping public policy, not party positions on specific issues. Students will need to know that the Republican and Democratic parties do have agreed-upon platforms on issues. However, what is required in this benchmark is that students understand the history of the origin of the Republican and Democratic parties, not their positions on specific issues. Discussions of any minority parties are not included in this benchmark.
- How do we address the concern that “my vote doesn’t count” or “why bother?”
 - Focus on the idea that free and fair elections promote trust in democratic institutions and preserve the republic. Look at other countries around the world where that faith in free and fair elections has been eroded. Those countries usually have unstable or tyrannical governments. Also, look at countries where free and fair elections are new. People there stand in line for hours to proudly exercise their right to vote.
- Do I need to teach about the Electoral College for this benchmark?
 - The Electoral College is specifically addressed in SS.7.CG.3.14; however, this benchmark does address “national” elections, so it is possible that a teacher may choose to discuss the election of the president and the Electoral College when also teaching this benchmark.

Student Presuppositions: SS.7.CG.2.6

- Students may think that the only elections that are important are for the President of the United States.
 - Election of representatives at the state and local level have greater impact on the lives of individual citizens.

Instructional Resources: SS.7.CG.2.6

Primary Resources:

- [U.S. Constitution](#) (10th Amendment and 12th Amendment)
- [Florida Constitution](#) (Article VI)

Supplemental Resources:

- The Avalon Project: [President George Washington’s Farewell Address \(1796\)](#)
- Library of Congress: [Federalist No. 10](#)
- National Archives: [Tally of Electoral Votes for the 1800 Presidential Election](#)
- The Bill of Rights Institute: [“The County Election” by George Caleb Bingham](#)
- Florida Division of Elections: [Florida Elections](#)

Instructional Strategies: SS.7.CG.2.6

Have students create a concept map of the term political party. Provide students with a definition of political party and historical examples of how they have shaped public policy. Conduct a brief discussion on the question: How do political parties shape public policy?

Examine charts or graphs of voter trends at the local, state and federal level. Ask students what they notice about the percent of registered voters participating in the election process at each level. Have students explain the importance of free and fair elections and the right and responsibility citizens have to participate in those elections.

Have students create a timeline of the origins and evolution of political parties. Begin with original Federalist party and then Democratic-Republican party. Have students note the evolution of these first two parties into the current Republican and Democratic parties.

To help students understand how free and fair elections promote trust in democratic institutions and preserve the republic, have students examine other countries around the world where their faith in free and fair elections has been eroded. In what countries do people cast votes but are essentially ruled by corrupt or tyrannical governments? Ask the students to compare examples of governments around the world and how well those governments protect individual rights, allow for individual improvement in the standard of living and minimize corruption. Do voters in Cuba and Venezuela have confidence that their governments are working to protect their rights and improve their lives? Share images of long lines of people waiting for their chance to vote in countries where free and fair elections are new.

There is no provision in the U.S. Constitution that gives the federal government power over election procedures. Therefore, the Tenth Amendment is used to illustrate election procedures is a reserved power to the states. It is because the Tenth Amendment states that, *"The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."* However, Article I Section 4 (Clause 1) alludes to involvement of Congress, at times, when deciding matters related to elections. This means that states differ in their election and voting procedures. Provide students with information about local and state elections and voting procedures in Florida and other states. Use the Florida Division of Elections website (and other states' official election websites) to obtain accurate information regarding voting eligibility and registration guidelines. Then ask students to identify the similarities and differences of voting eligibility and procedures among the states. Also, have students evaluate the impact on citizens at the local, state and national levels.

Benchmark: SS.7.CG.2.7

SS.7.CG.2.7: Identify the constitutional qualifications required to hold state and national office.

- Students will recognize the qualifications to seek election to local and state political offices.

Terms and Definitions: SS.7.CG.2.7

- **Political Offices** - A position of governmental authority, duty, or trust given to a person.
- **Politician** - One versed in the science of government and the art of governing.
- **Term** - A limited or established period of time that something is supposed to last.

Related Vocabulary: Candidate, Qualification

Related Benchmark(s): SS.7.CG.2.7

Civics and Government (CG)

- **SS.7.CG.2.6:** Examine the election and voting process at the local, state and national levels.

Common Questions: SS.7.CG.2.7

- What do students need to know about the residency requirement for public office?
 - “Residency” requires more than just living in a state or district. To qualify as a resident of a state or district, one must establish a legal relationship in that state or district. Common methods include registering to vote, obtaining a driver’s license, purchasing or renting property or registering a motor vehicle.

Notes: The Founding generation believed that holding public office was an important civic virtue.

Student Presuppositions: SS.7.CG.2.7

N/A

Instructional Resources: SS.7.CG.2.7

Primary Resources:

- [14th Amendment](#)
- [Florida Constitution](#) (Article VI)
- [Qualifications for National Office](#)
- [U.S. Constitution](#) (Article I-III)

Supplemental Resources:

- Florida Department of State: [State Qualifying Handbook](#)
- Florida Department of State: [State Qualifying Information](#)
- Palm Beach County Elections: [Sample Local Government Candidate Packet](#)

Instructional Strategies: SS.7.CG.2.7

Have students identify current U.S. Senators for Florida and Representatives for their Congressional district. Also, have students identify their current Senator and Representative in the Florida legislature. Provide students with excerpts from the U.S. Constitution and the Florida Constitution that outline their qualifications.

Extend the learning by having students research the city (municipality) where their school is located or the city in which they live. Each municipality has charters that would set up the structure of the city government (mayor, city council etc.) and the qualifications for office.

Research the national, state and local government websites to determine the qualifications of the candidates.

Benchmark: SS.7.CG.2.8

SS.7.CG.2.8: Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

- Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).
- Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).
- Students will identify methods used by interest groups to monitor and influence government.

Terms and Definitions: SS.7.CG.2.8

- **Accountable** - Expected or required to answer for one's actions.
- **Freedom** - The condition of not being subject to a despotic or oppressive power.
- **Interest Group** - A group of people working on behalf of or strongly supporting a particular cause, such as an industry or an item of legislation.
- **Media** - A means of mass communication, such as newspapers, magazines, radio, television or internet.
- **Petition** - A formal written document requesting a right or benefit from a person or group in authority.
- **Press** - The communications media considered as a whole, especially the agencies that collect, publish, transmit, or broadcast news and other information to the public.
- **Protest** - To express a strong objection.

Related Vocabulary: *Bias, Lobbyist, Political Action Committee, Public Agenda, Public Sphere, Watchdog*

Related Benchmark(s): SS.7.CG.2.8

Civics and Government (CG)

- **SS.7.CG.2.3:** Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
- **SS.7.CG.2.4:** Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- **SS.7.CG.2.9:** Analyze media and political communications and identify examples of bias, symbolism and propaganda.
- **SS.7.CG.2.10:** Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.

Common Questions: SS.7.CG.2.8

- How is this benchmark different from SS.7.CG.2.9?
 - While both benchmarks involve the media, this benchmark focuses on the role of three entities: individuals, interest groups, and the media and their role in monitoring and influencing government. SS.7.CG.2.9 narrows the focus to just the media and political communications (bias, symbolism, propaganda).
- At what depth do we teach about "interest groups"?
 - The clarification focuses on methods used by interest groups to monitor and influence government. The specifics of current Political Action Committees and interest groups and their causes is not necessary instruction for teaching this benchmark.

Student Presuppositions: SS.7.CG.2.8

- Students may have an idea that interest groups have a negative connotation.
 - Interest groups exercise First Amendment liberties: speech, press, assembly and petitioning the government for grievances by amplifying the voices of individuals.
 - Students may struggle with the concept of an interest group. Remind students that an interest group is comprised of a group of individuals with a common belief or goal. Strength in numbers!

Instructional Resources: SS.7.CG.2.8

Primary Resources:

- [U.S. Constitution](#) (First Amendment)
- [President George Washington’s Farewell Excerpts on Foreign Policy](#)

Supplemental Resources:

- **The Bill of Rights Institute:** [Martin Luther King Jr. Letter of Birmingham Jail \(1963\)](#)
- **Oyez.org:** [Plessy v. Ferguson \(1896\)](#)
- **Oyez.org:** [Brown v. Board of Education \(1954\)](#)
- **Oyez.org:** [Pentagon Papers: New York Times v. United States \(1971\)](#)
- **Office of the Attorney General of Florida:** [Florida Sunshine Law \(1909\)](#)

Instructional Strategies: SS.7.CG.2.8

Have students create a graphic organizer illustrating the influences (media, individuals, interest groups) on political outcomes. Provide students with examples of political outcomes such as U.S. Congress passes a bill, or the bill dies in committee. Then have students explain how each group influenced the provided outcome.

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim:

- How does the First Amendment ensure that the media keeps the government in check?
- How does social media contribute to the role of watchdog on the government?
- What role does social media play in shaping public opinion?

Analyze historical situation/scenario (see below) about how the people hold the government accountable?

[Facebook Whistle-Blower Urges Lawmakers to Regulate the Company - Bill of Rights Institute](#)

Benchmark: SS.7.CG.2.9

SS.7.CG.2.9: Analyze media and political communications and identify examples of bias, symbolism and propaganda.

- Students will use scenarios to identify bias, symbolism and propaganda.
- Students will evaluate how bias, symbolism and propaganda can impact public opinion.

Terms and Definitions: SS.7.CG.2.9

- **Bias** - A preference or an inclination, especially one that inhibits impartial judgment.
- **Media** - A means of mass communication, such as newspapers, magazines, radio, television or internet.
- **Political Communications** - Speech or messaging relating to government, politics, or the state, that leads to the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior.
- **Propaganda** - Material disseminated by the advocates or opponents of a doctrine or cause.
- **Public Opinion** - The views of the general public.
- **Symbolism** - The practice of representing things by means of symbols or of attributing symbolic meanings or significance to objects, events, or relationships.

Related Vocabulary: *Interest Groups*

Related Benchmark(s): SS.7.CG.2.9

Civics and Government (CG)

- **SS.7.CG.2.8:** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

Common Questions: SS.7.CG.2.9

- Should I use modern examples of bias, symbolism and propaganda?
 - Always use historical examples and stay clear of current areas of controversy or sensitivity. Stick to the Founding era (1764 – 1800) (e.g., revolutionary-era newspapers and pamphlets rallying support for or against revolution and independence).

Notes: Remind students that bias, symbolism and propaganda have unique definitions but are certainly related. Bias reflects an inclination or outlook towards or against an individual or idea. Propaganda seeks to influence or persuade toward belief or action, often using loaded language to produce an emotional response rather than a rational response. Propaganda is always biased, but not all bias is propaganda.

Student Presuppositions: SS.7.CG.2.9

- Students think there is no bias in the media.
 - The media is made up of human beings and human beings are biased. This is not a new problem; media bias has always existed. Students must be made aware of this fact and be taught how to seek out the truth.
- Students think social media is a source for accurate news.
 - There is no review of process for content posted on social media, therefore those platforms cannot be trusted for accuracy or objectivity.
- Students may think if the media is not focused on a particular issue or event, it is no longer relevant.
 - The media’s goal is to cover what they believe people are interested in knowing more about, when an event no longer holds the public’s interest the media will move on to other events that are of more interest.

Instructional Resources: SS.7.CG.2.9

Primary Resources:

- [Benjamin Franklin “Join or Die”](#)
- [Paul Revere Engraving “The Bloody Massacre”](#)
- [U.S. Constitution](#) (First Amendment)

Supplemental Resource:

- **The Living Room Candidate:** [Presidential Campaign Commercials \(1952-2020\)](#)

Instructional Strategies: SS.7.CG.2.9

Primary Source Document Analysis: Using “The Bloody Massacre” engraving published in 1770 by Paul Revere, have students analyze the engraving for bias, symbolism and propaganda. Provide a document analysis routine for students to conduct a deeper examination of the primary source. Include questions that ask students to observe, reflect and question (Library of Congress). Analysis questions could include:

- What people and objects are shown? What words, phrases and captions do you see?
- What is happening? What do you see that might be used as a symbol? When was it made? Who is the intended audience?
- What message is the creator (author/illustrator) trying to send? What bias might the creator be representing? What emotions is the creator evoking from the intended audience?

Benchmark: SS.7.CG.2.10

SS.7.CG.2.10: Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.

- Students will identify the appropriate level of government to resolve specific problems.
- Students will identify appropriate government agencies to address local or state problems.
- Students will analyze public policy alternatives to resolve local and state problems.

Terms and Definitions: SS.7.CG.2.10

- **Agencies** - An administrative division of a government or international body.
- **Public Policy** - A system of laws, regulatory measures, courses of action, and funding priorities concerning a given topic promoted by a governmental entity or its representatives.

Related Vocabulary: *Initiative, Petition, Proposal, Referendum*

Related Benchmark(s): SS.7.CG.2.10

Civics and Government (CG)

- **SS.7.CG.2.2:** Differentiate between obligations and responsibilities of U.S. citizenship and evaluate their impact on society.
- **SS.7.CG.3.4:** Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
- **SS.7.CG.3.13:** Explain government obligations to its citizens and the services provided at the local, state and national levels.

Common Questions: SS.7.CG.2.10

N/A

Student Presuppositions: SS.7.CG.2.10

- Students may believe the most effective way to address state or local problems is through protest.
 - At times protest is a worthwhile endeavor; however, there are many other and often more productive ways to influence change.
- Students do not know the proper level at which to address their concerns.
 - Remind students that local problems are usually solved locally, and those agencies will be more responsive and fit to provide solutions.
- Students may think that individual citizens cannot have an impact on policymaking.
 - History shows that the greatest changes to public policy have started at the grassroots level.

Instructional Resources: SS.7.CG.2.10

Primary Resources:

- [U.S. Constitution](#) (First Amendment and 10th Amendment)
- [Florida Constitution](#) (Declaration of Rights)

Supplemental Resources:

- **Florida Governmental Agencies**
 - [Florida Department of State](#)
 - [Florida Department of Transportation](#)
 - [Florida Department of Environmental Protection](#)

Instructional Strategies: SS.7.CG.2.10

Arrange students in small groups to outline and explain the process citizens would need to take to address a local or state problem. Students could create an outline, graphic organizer or flow chart.

- **Step 1:** Provide students with a couple scenarios of local or state problems (e.g., infrastructure issues like broken sidewalks, potholes, overcrowded schools, red tide, protecting local wildlife).
- **Step 2:** Brainstorm and research public policy solutions to the problem.
- **Step 3:** Identify who to contact based on appropriate level and function of the government agency (city council, mayor, city manager, county commissioners, school board, Sheriff, Chief of Police, state Senator or Representative, Governor).
- **Step 4:** Determine the method in which the problem and possible solutions will be communicated (petition, public meeting, write a letter, request a meeting).

Standard 3: Demonstrate an understanding of the principles, functions and organization of government.

Benchmark: SS.7.CG.3.1

SS.7.CG.3.1: Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.

- Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).
- Students will identify different forms of government based on their political philosophy or organizational structure.
- Students will analyze scenarios describing various forms of government.
- Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.

Terms and Definitions: SS.7.CG.3.1

- **Authoritarian** - Characterized by or favoring absolute obedience to authority, as against individual freedom.
- **Autocracy** - Government by a single person having unlimited power; despotism.
- **Consent of Governed** - The idea that a government's legitimacy and moral right to use state power is justified and lawful only when consented to or agreed to by the people over which that political power is exercised.
- **Constitutional Republic** - A commonwealth; a state in which the exercise of sovereign power is written in a constitution and is lodged in representatives elected by the people. (In modern usage, it differs from a democracy or democratic state, in which the people exercise the powers of sovereignty in person.)
- **Democracy** - A form of government, in which the supreme power is lodged in the hands of the people collectively, or in which the people exercise the powers of legislation.
- **Dictatorship** - A form of government where a leader obtains absolute power of a country often through violent means.
- **Due Process of Law** - An established course for judicial proceedings or other governmental activities designed to safeguard the legal rights of the individual.
- **Liberty [Civil]** - The liberty of men in a state of society, or natural liberty so far only abridged and restrained, as is necessary and expedient for the safety and interest of the society, state or nation.
- **Monarchy** - Government that is ruled by a single person, usually following a bloodline.
- **Oligarchy** - A form of government in which the supreme power is placed in a few hands.
- **Republic** - A commonwealth; a state in which the exercise of sovereign power is lodged in representatives elected by the people. In modern usage, it differs from a democracy or democratic state, in which the people exercise the powers of sovereignty in person.
- **Republicanism** - The right or privilege of being represented by delegates having a voice in a legislative body.
- **Theocracy** - Government of a state by the immediate direction of God.
- **Totalitarian** - Of, relating to, being, or imposing a form of government in which the political authority exercises absolute and centralized control over all aspects of life, the individual is subordinated to the state, and opposing political and cultural expression is suppressed.

Related Vocabulary: *Checks and Balances, Federalism, Limited Government, Rule of Law*

Related Benchmark(s): SS.7.CG.3.1

Civics and Government (CG)

- **SS.7.CG.1.2:** Trace the principles underlying America’s founding ideas on law and government.
- **SS.7.CG.3.2:** Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.
- **SS.7.CG.3.4:** Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
- **SS.7.CG.3.15:** Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.

Common Questions: SS.7.CG.3.1

- To what depth should I be teaching each form of government?
 - The task for students is to be able to analyze the advantages the United States constitutional republic has over other forms of government in safeguarding against authoritarianism. Provide students with a brief overview of other forms of government and their underlying political philosophy. Then shift the focus to asking students to what extent these other forms of government protect or advance the rights and liberties listed in the clarifications.

Note: This benchmark analyzes America’s superiority for the purposes of preserving liberty and freedom. Highlighting the advantages of our constitutional republic emphasizes the priority of securing rights and protecting liberty.

Student Presuppositions: SS.7.CG.3.1

- Students may not realize that communism is different from socialism.
 - Socialism is an economic system that seeks to abolish private property in favor of high levels of governmental control and oversight over the economy and individual’s lives. Socialism is often considered to be, the first phase towards the establishment of a communist system.
 - Communism is a sociopolitical and economic ideology that seeks to overturn the current political system and replace it with one that is stateless, classless and moneyless through revolution. It necessitates restrictions on individual liberties and the establishment of a dictatorship of the proletariat in order to achieve its final goals.
- Students may think that the United States is a pure democracy where everyone votes on every issue.
 - While the United States’ government is formed on democratic principles, it is a constitutional republic, not a pure democracy.
 - This is an important distinction because democracy leads to tyranny of the majority whereas a republican form of government provides for the needs of the minority as well as the majority.

Instructional Resources: SS.7.CG.3.1

Primary Resources:

- [Federalist No. 39 & 51 Excerpts](#)
- [Thomas Jefferson to William Hunter, March 11, 1790](#)
- [U.S. Constitution](#)

Supplemental Resource:

- **The World Factbook:** [CIA Countries & Areas](#)

Instructional Strategies: SS.7.CG.3.1

Have students research and identify a country that utilizes each form of government listed: republic, democracy, monarchy, oligarchy, theocracy, autocracy.

Provide students with a list of the following democratic principles:

- checks and balances
- consent of the governed
- democracy
- due process of law
- federalism
- individual rights
- limited government
- representative government
- republicanism
- rule of law
- separation of powers

Through their research, have students describe to what extent that country incorporates each principle.

Using their research, have students write an essay that distinguishes the United States' constitutional republic from authoritarian and totalitarian nations regarding these democratic principles.

Benchmark: SS.7.CG.3.2

SS.7.CG.3.2: Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.

- Students will apply their understanding of federal, confederal and unitary systems of government.
- Students will compare the organizational structures of systems of government.
- Students will recognize examples of these systems of government.
- Students will analyze scenarios describing various systems of government.

Terms and Definitions: SS.7.CG.3.2

- **Authoritarian** - Characterized by or favoring absolute obedience to authority, as against individual freedom.
- **Confederal System** - A system of government where the majority of power is given to independent states rather than the national government.
- **Sovereignty** - Supremacy of authority or rule as exercised by a person or group of people; power.
- **Unitary** - An organization structure in which two or more areas or groups have joined together, with the same goals, and are controlled by a single government.

Related Vocabulary: *Federalism, Government, Reserved Powers*

Related Benchmark(s): SS.7.CG.3.2

Civics and Government (CG)

- **SS.7.CG.1.7:** Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.
- **SS.7.CG.3.4:** Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
- **SS.7.CG.3.15:** Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.

Common Questions: SS.7.CG.3.2

- What is the difference between a form of government and a system of government?
 - In SS.7.CG.3.1, the focus is on “forms” of government while the focus of this benchmark is on “systems” of government. Forms of government deal with “who has the power” while systems of government deal with how power is distributed among various parts and levels of the state. Remind students that “state” is not just “Florida” or “Georgia.” State can also refer to a nation or territory organized under a form of government (e.g., the constitutional republic of the United States).
 - The scope of this benchmark asks students to explain how unitary, confederal and federal systems balance local sovereignty and national unity. Students should understand to what extent these three systems of government guard against authoritarianism.

Student Presuppositions: SS.7.CG.3.2

N/A

Instructional Resources: SS.7.CG.3.2

Primary Resources:

- [Article IV & 10th Amendment](#)
- [Article VI Supremacy Clause](#)
- [Federalist Papers No. 39 & 51 Excerpts](#)
- [Florida Constitution](#)
- [10th Amendment](#)

Supplemental Resource:

- **The World Factbook:** [CIA Countries & Areas](#)

Instructional Strategies: SS.7.CG.3.2

Provide students with diagrams and scenarios of unitary, federal and confederal systems of government. Ask students to identify the system of government illustrated in each scenario and explain why. Then ask students to explain to what extent each system (unitary, federal, confederal) balances local sovereignty with national unity and protects against authoritarianism.

Analogy: Use different types of cookies to represent the systems of government.

- **Sugar cookie:** Represents a unitary system because it is one flavor throughout with no other parts or layers.
- **Chocolate chip cookie:** Represents a confederal system because the chocolate chips are singular but loosely organized into a whole.
- **Oreo:** Represents a federal system because it has different layers, but each is distinct.

Teachers may lead a discussion on the approaches of resolving a problem or issue from the perspective of an authoritarian government during a national crisis versus a federal system. Teachers should highlight the advantages of national, state and local government working to solve an issue.

Benchmark: SS.7.CG.3.3

SS.7.CG.3.3: Describe the structure and function of the three branches of government established in the U.S. Constitution.

- Students will recognize the structure of the legislative, executive and judicial branches.
- Students will compare the roles and responsibilities of the three branches of the national government.
- Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.

Terms and Definitions: SS.7.CG.3.3

- **Bicameral** - Composed of or based on two legislative chambers or branches.
- **Concurrent Powers** - Powers that are shared or given to both State and Federal (National) government by the United States Constitution.
- **Delegated Powers** - Those powers that are specifically outlined for each branch of our Federal (National) Government.
- **Enumerated Powers** - Federal powers that are specifically outlined in the Constitution that specifically apply to Congress.
- **Implied Powers** - Political powers granted to the United States government that aren't explicitly stated in the Constitution.
- **Necessary and Proper [Elastic Clause]** - Empowers Congress to make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States.

Related Vocabulary: *Bill, Executive Order, Impeach, Judicial Review, Presidential Appointment*

Related Benchmark(s): SS.7.CG.3.3

Civics and Government (CG)

- **SS.7.CG.1.9:** Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
- **SS.7.CG.3.7:** Explain the structure, functions and processes of the legislative branch of government.
- **SS.7.CG.3.8:** Explain the structure, functions and processes of the executive branch of government.
- **SS.7.CG.3.9:** Explain the structure, functions and processes of the judicial branch of government.

Common Questions: SS.7.CG.3.3

- Do I need to teach the details of each branch?
 - This standard is an overview of the three branches of government. Later benchmarks will examine in detail each branch of government.

Student Presuppositions: SS.7.CG.3.3

- Students may have been taught that the Founders set up three equal branches of government.
 - The Founders intended the legislative branch to be the most powerful, followed by the executive, and the judicial branch.

Instructional Resources: SS.7.CG.3.3

Primary Resources:

- [Excerpts from Montesquieu](#)
- [U.S. Constitution](#) (Articles I-III)

Supplemental Resources:

- Library of Congress: [Federalist Papers No. 47 - 48](#)
- Library of Congress: [Federalist No. 51](#)

Instructional Strategies: SS.7.CG.3.3

Primary Source Close Read: Provide students with excerpts of the vesting clauses from Section 1 in Articles I, II and III. Explain to students that these clauses establish the separation of government powers into three bodies: the legislative to make laws, the executive to enforce laws and the judicial to judge laws. As a check for understanding, ask students to explain how the principle of separation of powers are illustrated by Articles I, II, and III. The restrictions on government power in each Article reflect the principle of limited government.

Explain to your students that the Legislative branch “makes the laws,” the Executive branch “enforces the law” and the Judicial branch “interprets the laws” and “determines whether a law is constitutional or unconstitutional.” To help students understand that our national government is divided into three parts; have students share with you an object, figure or item that is also made up of three parts. This will help students develop an understanding that each part of our government is necessary to function and exist.

For example, a pencil has three parts.

- *The lead writes words (like the Legislative branch writes laws);*
- *The wood of the pencil keeps the lead from breaking (like the Executive branch enforces the laws and keeps it from being broken); and*
- *The eraser gives the writer the ability to change any mistakes made, which is like the Judicial branch that reviews the law and determines whether it is constitutional or unconstitutional.*

Have students create a diagram of the three branches according to the structure and function of Articles I, II and III. Include the names of the branches, how they are generally structured and what they do.

Benchmark: SS.7.CG.3.4

SS.7.CG.3.4: Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.

- Students will describe the system of federalism as established by the U.S. Constitution.
- Students will analyze how federalism limits government power.
- Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.

Terms and Definitions: SS.7.CG.3.4

- **Concurrent Powers** - Powers that are shared or given to both State and Federal (National) government by the United States Constitution.
- **Delegated Powers** - Those powers that are specifically outlined for each branch of our Federal (National) Government.
- **Enumerated Powers** - Federal powers that are specifically outlined in the Constitution that specifically apply to Congress.
- **Federalism** - A principle of government that defines the relationship between the central government at the national level and the regional, state, or local levels.
- **Reserved Powers** - The powers not delegated to the United States by the Constitution, nor prohibited to it by the States, are reserved to the States respectively, or to the people.
- **Supremacy Clause** - The clause that states that the U.S. Constitution is the supreme law of the land, and that national laws are supreme over state laws, found in Article VI.

Related Vocabulary: *Implied Powers, Inherent Powers*

Related Benchmark(s): SS.7.CG.3.4

Civics and Government (CG)

- **SS.7.CG.3.2:** Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.
- **SS.7.CG.3.13:** Explain government obligations to its citizens and the services provided at the local, state and national levels.

Common Questions: SS.7.CG.3.4

N/A

Student Presuppositions: SS.7.CG.3.4

- Some students may think the national government has all the power and states do not have any power.
 - The Constitution of the United States limits the power of the national government and delegates a great degree of authority to the state governments.

Instructional Resources: SS.7.CG.3.4

Primary Resources:

- [Article IV & 10th Amendment](#)
- [Article VI Supremacy Clause](#)
- [Federalist No. 9](#)
- [Federalist No. 10](#)
- [Federalist No. 17](#)
- [Federalist No. 46](#)

Instructional Strategies: SS.7.CG.3.4

Provide students with a scrambled list of examples of the delegated, concurrent and reserved powers. Try to include at least three of each. Students should first sort the delegated powers and the reserved powers into their respective areas on the diagram. Students should add the concurrent powers to the shared area of the diagram. Have the students identify the source of each power from the Constitution (Articles I, II, III or the Tenth Amendment). Students should also be able to explain why certain powers are only delegated to the national government and certain powers are reserved to the states.

Use a comparison diagram (Venn) for students to identify powers enumerated and delegated to the national government, powers reserved to the states and powers that are concurrent or shared between the two.

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

- Provide students with excerpts from Article IV and the 10th Amendment, students should make connections to federalism.
- Provide students with one topic to address regarding the states reserved powers. (e.g., health care, speed limits, death penalty, school choice).
- Have students write to defend the state's actions by citing Article IV and the 10th Amendment.

Benchmark: SS.7.CG.3.5

SS.7.CG.3.5: Explain the amendment process outlined in Article V of the U.S. Constitution.

- Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.
- Students will identify the correct sequence of each amendment process.
- Students will identify the importance of a formal amendment process.
- Students will recognize the significance of the difficulty of amending the U.S. Constitution.

Terms and Definitions: SS.7.CG.3.5: SS.7.CG.3.5

- **Amendment** - An alteration or change for the better; correction of a fault or faults.
- **Convention** - An assembly. In this sense, the word includes any formal meeting or collection of men for civil or ecclesiastical purposes.
- **Ratify** - To approve and give formal sanction to; confirm.

Related Vocabulary: N/A

Related Benchmarks: SS.7.CG.3.5

Civics and Government (CG)

- **SS.7.CG.3.6:** Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.
- **SS.7.CG.3.7:** Explain the structure, functions and processes of the legislative branch of government.

Common Questions: SS.7.CG.3.5

- Should we use the lawmaking process as a comparison to the amendment process?
 - While there is a temptation to use the lawmaking process to help the students understand the percentages (votes required) and the overall proposal and ratification process, students usually end up more confused than more informed. Focus on the amendment process in Article V only.
 - Help students understand who is involved in each stage: both houses of Congress or convention of the states for proposal and state legislatures or state conventions for ratification. Remind students that the convention of the states is an available option but has never been used to propose an amendment.

Student Presuppositions: SS.7.CG.3.5

- Students may have heard the Constitution is a “living document” and believe that means it varies in meaning with the times.
 - The Constitution of the United States can be adapted to changes in the country, but only through the amendment process.
 - There are only two methods for amending the Constitution and only one has been successfully applied.
 - Since its ratification in 1788 the Constitution has only been amended 27 times.
 - This is a testament to the universal nature of the document for all generations.

Instructional Resources: SS.7.CG.3.5

Primary Resources:

- [Federalist No. 85 & No. 43 Excerpts](#)
- [U.S. Constitution Article V](#)

Instructional Strategies: SS.7.CG.3.5

Provide students with the steps in the amendment process (scrambled out of order). Have students read Article V to sort the steps in the correct order. As students read Article V, have them highlight the features in the process including who is involved and the amount needed to propose and ratify.

Students can research one of the 27 amendments that have been added to the Constitution and a timeline can be added for the process that amendment went through.

Explain to students what amending the Constitution means. Tell students that there have been over 11,000 amendments to the U.S. Constitution proposed but only 27 ratified. Discuss the difference between propose and ratify. Ask students why the Founders intended amending the Constitution to be difficult. Who is impacted by an amendment being ratified?

Have students create a flow map that shows the two ways an amendment can be added to the Constitution.

Benchmark: SS.7.CG.3.6

SS.7.CG.3.6: Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.

- Students will recognize how these amendments expanded civil rights to African Americans, women and young people.
- Students will evaluate the impact these amendments have had on American society.
- Students will examine how these amendments increased participation in the political process.

Terms and Definitions: SS.7.CG.3.6

- **Amendment** - An alteration or change for the better; correction of a fault or faults.
- **Civil Rights** - The rights belonging to an individual by virtue of citizenship, especially the fundamental freedoms and privileges guaranteed by the 13th and 14th Amendments to the U.S. Constitution and by subsequent acts of Congress, including civil liberties, due process, equal protection of the laws, and freedom from discrimination.
- **Due Process of Law** - An established course for judicial proceedings or other governmental activities designed to safeguard the legal rights of the individual.
- **Poll Tax** - A fixed tax levied on all persons in a certain area, especially as a condition of voting in elections.
- **Segregation** - The separation from others.
- **Suffrage** - The right or privilege of voting.

Related Vocabulary: *Citizenship, Prohibit*

Related Benchmark: SS.7.CG.3.6

- **SS.7.CG.1.2:** Trace the principles underlying America's founding ideas on law and government.
- **SS.7.CG.2.1:** Define the term "citizen," and explain the constitutional means of becoming a U.S. citizen.
- **SS.7.CG.3.1:** Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
- **SS.7.CG.2.2:** Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
- **SS.7.CG.2.3:** Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
- **SS.7.CG.2.6:** Examine the election and voting process at the local, state and national levels.

Common Questions: SS.7.CG.3.6

- **What is the focus and scope of this benchmark?**
 - The focus of this benchmark is to expand student understanding of the political processes first encountered in Standard 2. Students will analyze how the constitutional amendments listed have increased the ability of various groups to participate in the political process, specifically the right to vote. The scope should be limited to examining these amendments and their impact on African Americans, women and young people with regard to political participation. Expansion of civil rights more broadly is addressed in other benchmarks.

Student Presuppositions: SS.7.CG.3.6

- Students may believe the government granted rights through the 13th, 14th, 15th, 19th, 24th and 26th Amendments.
 - Remind students of the language of these amendments – it is written in the “negative.” For example, “the right to vote shall not be denied” on account of race, sex or persons at least 18. Under the founding principle of natural rights, people inherently possess rights. The government does not “grant” anything. The wording of these amendments recognizes the inherent nature of these rights and prohibits the government from denying or infringing on these rights.
- The founding documents and Founders did not account for civil rights and liberties to be expanded over time.
 - The ideas and principles in the Declaration of Independence are the blueprint for the new United States. The U.S. Constitution became the framework of this new government to provide a means for implementing the ideas and principles of the Declaration. Long lasting change normally takes time and there are multiple indicators that prove the founders created a system that would eventually secure these rights to include “all men”.
 - Ratification is only the first step. Implementation is a process that takes time. For example, when the Nineteenth Amendment was ratified, women were not immediately able to vote. States were then required to amend their voting laws to eliminate restrictions on women’s right to vote.

Instructional Resources

Primary Resource:

- [Reconstruction and Suffrage Amendments](#)

Instructional Strategies

Give students a grid to compile information for each amendment listed in this benchmark (year ratified, group who advocated for the amendment, impact of new amendment). Students can research how individual amendments broadened participation in the political process and what impact each group had on society. Students can be assigned different amendments and share out through a jigsaw activity.

Look at graphs and charts of trends in voting over time. Have students analyze the change of voter participation from before to after each amendment was ratified.

Benchmark: SS.7.CG.3.7

SS.7.CG.3.7: Explain the structure, functions and processes of the legislative branch of government.

- Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).
- Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).
- Students will compare and contrast the lawmaking process at the local, state and national levels.

Terms and Definitions: SS.7.CG.3.7

- **Appointment Confirmation** - The process of the Senate approving the president's choices for certain positions within the government.
- **Bicameral** - Composed of or based on two legislative chambers or branches.
- **Bill** - A form or draft of a law, presented to a legislature, but not enacted.
- **City Council** - The governing body of a city.
- **Committee** - One or more people, elected or appointed, to whom any matter or business is referred.
- **Law(s)** - A rule, particularly an established or permanent rule, prescribed by the supreme power of a state to its subjects, for regulating their actions.
- **Legislature** - An officially elected or otherwise selected body of people vested with the responsibility and power to make laws for a political unit, such as a state or nation.
- **Ordinance** - A statute or regulation, especially one enacted by a municipal government.
- **Statute** - An act of the legislature of a state that extends its binding force to all the citizens or subjects of that state.
- **Veto** - The constitutional power of the chief executive of a state or nation to prevent or delay the enactment of legislation passed by the legislature.

Related Vocabulary: *Apportionment, Appropriations, Conference Committee, Impeach, Implied Powers, Initiative, President Pro Tempore, Presidential Appointment, Referendum, Speaker of the House*

Related Benchmarks: SS.7.CG.3.7

Civics and Government (CG)

- **SS.7.CG.1.9:** Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
- **SS.7.CG.2.6:** Examine the election and voting process at the local, state and national levels.
- **SS.7.CG.2.7:** Identify the constitutional qualifications required to hold state and national office.
- **SS.7.CG.2.10:** Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.
- **SS.7.CG.3.1:** Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
- **SS.7.CG.3.3:** Describe the structure and function of the three branches of government established in the U.S. Constitution.
- **SS.7.CG.3.4:** Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
- **SS.7.CG.3.10:** Identify sources and types of law.
- **SS.7.CG.3.13:** Explain government obligations to its citizens and the services provided at the local, state and national levels.

Common Questions: SS.7.CG.3.7

- What is the focus and scope of this benchmark?
 - Unlike other benchmarks that mention the legislative branch, this benchmark is deeply focused on the structure, function and processes of the legislative branch only. The scope of the benchmark includes the national legislature (Congress) as well as the state legislature (Florida).
- What do we need to know about the lawmaking process?
 - While either the House or Senate at the national level may propose a bill, “all bills for raising Revenue shall originate in the House of Representatives.”
 - The lawmaking process is complicated; however, that is by design. The Framers were acutely concerned about abuses of power and thus the process of making laws should be difficult (checks and balances internal to the legislature).
- What do we need to know about the “Great Compromise?”
 - Remember that at the Convention of 1787, the Framers decided to scrap the Articles of Confederation. Under that document, the states held all the power. The decision to create a federal system of government where power in the national and state government was more equally shared led to strong discussions about how much power each should have. When it came to discussing the structure of the legislative branch, “small” states like New Jersey, Rhode Island or Connecticut were concerned that “big” states like Virginia, New York and Pennsylvania would wield greater power in the legislature if representation was based solely on population. The compromise that established the bicameral legislature tempered those concerns by creating a Senate with equal representation. Requiring both branches to work together to create legislation for the president’s approval further leveled the playing field.

Student Presuppositions: SS.7.CG.3.7

- Students may think Senators and members of the House of Representatives carry the same responsibilities.
 - The Founders were strategic in their creation of the two houses of congress. Both the Senate and the House of Representatives have the ability to create laws, however they are very different in their design.
 - The Senate is referred to as the upper house. It was intended to be comprised of more experienced and educated members with roles and responsibilities that have a broader scope of government as they are representing the interests of the entire state. This design allows for Senators to follow reason and be less influenced by the passions of a select few. It follows then, that the age requirement for Senators is higher than that of a member of the House, that they serve longer terms and have robust powers like confirming presidential appointments.
 - Members of the House of Representative were intended by the Founders to be individuals with stronger connections to their individual communities. This design allows members of the House to narrow their scope of government and be a close reflection of the needs of their constituents. The age requirement for the House of Representatives is lower, they serve shorter terms, and have powers that are more reflective of individual concerns like authorizing the spending of tax dollars and impeaching public officials.
- Students may believe all laws are the same.
 - Laws created by Congress or the Florida Legislature are called statutes.
 - Statutes are also sometimes referred to as Acts.
 - Laws created at the local level (e.g., county or municipality) are called ordinances.

Instructional Resources: SS.7.CG.3.7

Primary Resources:

- [Florida Constitution](#) (Article III)
- [U.S. Constitution](#) (Article I, 17th Amendment, 27th Amendment)

Supplemental Resources:

- The Library of Congress: [Federalist Papers No. 52—No. 57 \(The House of Representatives\)](#)
- The Library of Congress: [Federalist Papers No. 58—No. 61 \(Congressional Elections\)](#)
- The Library of Congress: [Federalist Papers No. 62—No. 66 \(The Senate\)](#)

Instructional Strategies: SS.7.CG.3.7

Have the class simulate the process of how a bill becomes a law. You can provide bills or have students create their own. Additionally, students could recreate a congressional debate.

Have your students go on a guided scavenger hunt to find out who their current local, state and national lawmakers are, and how they were elected, their terms, scope of their work and areas they represent. Use government sites to find this information.

- <https://www.senate.gov>
- <https://www.house.gov>
- <https://www.flsenate.gov>
- www.myfloridahouse.gov

Have students create a Venn diagram to compare the lawmaking process at the local, state and national levels. Include the steps in the process and who is involved.

Benchmark: SS.7.CG.3.8

SS.7.CG.3.8: Explain the structure, functions and processes of the executive branch of government.

- Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).
- Students will compare and contrast executive authority at the local, state and national levels.
- Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).

Terms and Definitions: SS.7.CG.3.8

- **Administrative Agency** - A government body authorized to implement legislative directives by developing and enforcing more precise and technical rules than possible in a legislative setting.
- **Executive Authority** - A person or group having administrative or managerial authority in an organization.
- **Executive Order** - An order issued by a government's executive on the basis of authority specifically granted to the executive branch (as by the U.S. Constitution or a congressional act).
- **Presidential Appointment** - The power of the U.S. President to choose members of his or her cabinet, ambassadors to other nations, and other officials in his or her administration.
- **Regulation** - A rule or order prescribed by a superior for the management of some business, or for the government of a company or society.
- **Veto** - The constitutional power of the chief executive of a state or nation to prevent or delay the enactment of legislation passed by the legislature.

Related Vocabulary: *Cabinet, Foreign Affairs, Treaty*

Related Benchmarks: SS.7.CG.3.8

Civics and Government (CG)

- **SS.7.CG.1.9:** Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
- **SS.7.CG.3.3:** Describe the structure and function of the three branches of government established in the U.S. Constitution.
- **SS.7.CG.3.4:** Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
- **SS.7.CG.3.12:** Compare the U.S. and Florida constitutions.
- **SS.7.CG.3.14:** Explain the purpose and function of the Electoral College in electing the President of the United States.

Common Questions: SS.7.CG.3.8

- Why did the Framers decide on a single executive with term lengths?
 - One of the biggest decisions of the Framers was to determine how the executive would be structured and who would choose the chief executive. Alexander Hamilton proposed the executive to be a single person who would serve for life. A few delegates, fearing the return of monarchy, proposed a plural executive. The greater argument was over how the executive would be chosen. Some wanted the President to be elected by Congress for a long term, but ineligible for reelection. Others favored direct election by the people for a shorter term with no term limits. A compromise eventually provided that the President would be elected for a four-year term by electors chosen in a manner prescribed by the state legislatures. No restrictions were placed on the President's eligibility for reelection.
- What is the origin of the presidential cabinet?
 - Technically there is no mandate in the Constitution that the President must appoint advisors. The language in Article II, Section 1 states "he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices." This language suggests the creation of departments with a principal officer. Further, language in Article II, Section 2, makes clear that the president has the power to appoint "...all other officers of the United States..." Implied in this phrase is the power to appoint persons to serve as a principal officer of an executive Department.

Student Presuppositions: SS.7.CG.3.8

- Students may believe the Executive branch has the most power of the three branches, and some may think the President has unlimited power.
 - The power of president is limited to what is contained in Article II of the Constitution.

Instructional Resources: SS.7.CG.3.8

Primary Resources:

- [Florida Constitution](#) (Article IV-Executive)
- [U.S. Constitution](#) (Article II, 12th Amendment, 20th Amendment, 22nd Amendment, 25th Amendment)

Supplemental Resource:

- [Library of Congress: Federalist Papers No. 67—No. 77](#)

Instructional Strategies: SS.7.CG.3.8

Have students create a Venn diagram to compare and contrast the Florida Cabinet from the U.S. Cabinet and/or the powers of the President from the governor.

Have students research the current U.S. Cabinet members, showing the date their appointment was confirmed, name of the cabinet position, the department, and the role of that department under each cabinet. Have students also explain the function of each administrative agency.

Starting with a simple graphic organizer, have students write to reflect on the difference between an Executive Order and a law passed by Congress.

Benchmark: SS.7.CG.3.9

SS.7.CG.3.9: Explain the structure, functions and processes of the judicial branch of government.

- Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).
- Students will distinguish between the structure, functions and powers of courts at the state and federal levels.
- Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.
- Students will compare the trial and appellate processes.

Terms and Definitions: SS.7.CG.3.9

- **Appellate Process** - The process of reviewing a decision of a lower court by a higher court.
- **Circuit Court** - A court for a defined region of a state that has specific divisions and hears cases involving more serious crimes and civil cases involving large amounts of money that exceed \$1000.
- **Court Order** - An order issued by a court, usually at the request of a party to a case, directing a party or participant in a case to take a certain action.
- **Judicial Review** - The Power of the Supreme Court to examine the actions of the legislative, executive, and administrative arms of the government and to determine whether such actions are consistent with the Constitution.
- **Jurisdiction** - The right of a court to hear a particular case, based on the scope of its authority over the type of case and the parties to the case.
- **Summary Judgement** - Judgment entered by a court for one party and against another party without a full trial.
- **Trial Court** - The local, state, or federal court that is the first to hear a civil or criminal case; involves a hearing and decision with a single judge, with or without a jury.
- **Writ** - A written order issued by a court, commanding the party to whom it is addressed to perform or cease performing a specified act.
- **Writ of Certiorari** - A writ seeking review of a lower court decision by a higher court.

Related Vocabulary: *Chief Justice, Original Jurisdiction*

Related Benchmarks: SS.7.CG.3.9

Civics and Government (CG)

- **SS.7.CG.1.9:** Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
- **SS.7.CG.1.11:** Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- **SS.7.CG.2.5:** Describe the trial process and the role of juries in the administration of justice at the state and federal levels.
- **SS.7.CG.3.3:** Describe the structure and function of the three branches of government established in the U.S. Constitution.
- **SS.7.CG.3.10:** Identify sources and types of law.
- **SS.7.CG.3.11:** Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.
- **SS.7.CG.3.12:** Compare the U.S. and Florida constitutions.

Common Questions: SS.7.CG.3.9

- What do I need to know about the U.S. Supreme Court?
 - The Supreme Court, like all federal courts, has limited jurisdiction. Aside from a handful of cases described in Article III where the U.S. Supreme Court sits as a trial court, the U.S. Supreme Court is primarily an appellate court. In terms of appeals, the U.S. Supreme Court has discretionary jurisdiction. That is, it gets to choose which and how many cases to hear each term. On average, about 8,000 cases are appealed to the Court each year and the Court chooses to hear, on average, only about 80 (1%).
 - Cases begin with the filing of a Petition for Certiorari. If it is granted, the petitioner and respondent will file their briefs. The Justices review the briefs thoroughly with their clerks, but never with each other. At oral argument, the lawyers for the petitioner and respondent appear before the Court to present their case. The oral argument is more of a question-and-answer session because after months of studying the briefs and the case, the justices will have many questions. The justices vote during the conference and the opinion will be issued at some time before the end of that year's term. The term of the Court begins the first Monday of each October and runs until the end of June of the following year. The Court remains "open" year-round; however, cases are heard and decided only during that year's term.

Student Presuppositions: SS.7.CG.3.9

- Students may believe Supreme Court decisions are final.
 - A constitutional amendment or subsequent Supreme Court rulings can overturn the decision.

Instructional Resources: SS.7.CG.3.9

Primary Resources:

- [Florida Constitution](#) (Article V)
- [U.S. Constitution](#) (Article III)

Supplemental Resource:

- **Evarts Act: Creating the Modern Appellate Courts:** [Judiciary Act of 1891](#)
- **Library of Congress:** [Federalist Papers No. 78—No. 83](#)

Instructional Strategies: SS.7.CG.3.9

Using a graphic organizer, students identify the levels of Florida and federal courts (boxes) and create notes for each of the courts. Using primary sources such as the U.S. Constitution and Florida Constitution, students will explain responsibilities and powers at each level.

Create scenarios for your students to analyze and determine which court would have jurisdiction over the case. Provide students with state and federal court system organizational charts and notes on jurisdiction to assist them.

Examples:

- Johnny got mad and threw rocks at Park Ranger at Yellowstone National Park. He will have to go to court. Which court will likely hear the case? (Involves violation of federal law so a U.S. District Court will have jurisdiction.)
- Lilly was ticketed for driving 15 miles over the speed limit in Tampa, FL. If she wants to go to court to challenge the ticket, which court will hear the case? (Involves a violation of state law so a County Court will have jurisdiction.)

Have students complete a close read of Federalist No. 78 and identify and analyze the Founders' arguments in support of creating a new federal judiciary. Ask students to code the text for arguments in favor of the judiciary and places where the author acknowledges a counterclaim.

Benchmark: SS.7.CG.3.10

SS.7.CG.3.10: Identify sources and types of law.

- Students will explain how historical codes of law influenced the United States.
- Students will recognize natural, constitutional, statutory, case and common law as sources of law.
- Students will compare civil, criminal, constitutional and/or military types of law.

Terms and Definitions SS.7.CG.3.10

- **Case Law** - The law as established by decisions of courts, especially appellate courts in published opinions.
- **Civil Law** - The law determining private rights and liabilities, as opposed to criminal law and other public law.
- **Common Law** - Law established by court decisions rather than by statutes enacted by legislatures.
- **Constitutional Law** - Law that deals with the interpretation and application of the United States Constitution.
- **Criminal Law** - Law that deals with crimes and their punishments.
- **Juvenile Law** - Matters involving children below a certain age, especially those who may be delinquent, in need of supervision, subject to adoption, or charged with committing a criminal offense, but are not tried in adult criminal court.
- **Military Law** - The body of law that governs persons in military service.
- **Natural Law** - A body of moral and ethical principles that are considered to be inherent in nature itself or deducible through reason alone.
- **Statutory Law** - Law established by an act of the state legislature that is signed by the executive.
- **Uniform Code of Military Justice** - The legal system (bodies of law and procedure) that governs the conduct of the active-duty personnel of the armed forces of a country.

Related Vocabulary: *Felony, Lawsuit, Misdemeanor, Ordinance, Precedent, Regulation*

Related Benchmarks SS.7.CG.3.10

Civics and Government (CG)

- **SS.7.CG.1.1:** Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.
- **SS.7.CG.1.2:** Trace the principles underlying America's founding ideas on law and government.
- **SS.7.CG.1.3:** Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.
- **SS.7.CG.1.11:** Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- **SS.7.CG.3.9:** Explain the structure, functions and processes of the judicial branch of government.

Common Questions SS.7.CG.3.10

- What is the difference between common law and precedent?
 - What we know as “common law,” particularly in the English tradition, dates back to William the Conqueror in 1066. By the time of Henry II, the “law of the land” became a centralized collection of customs, laws, traditions, and judicial procedures from across Britain. With the development of a centralized judiciary, the king’s “common law” could be enforced and applied equally throughout the realm.
- One central aspect of common law was precedent. It was different from codified law insofar as it was based on the principle of *stare decisis*, which means “to stand by things decided.” Think of it like the evolving history of judicial decisions on a particular matter. Judges then rely on the decisions in past similar cases to decide a present case. The common law is developed through the application of precedent.
- When the English colonized North America, they brought with them the principles of common law and precedent, which continued to develop as the colonies eventually became states. While most of what was considered common law has now been codified into statutes, *stare decisis* and precedent continue to be at the heart of American case law.

Student Presuppositions SS.7.CG.3.10

- Students may struggle distinguishing a “source” of law from a “type” of law.
 - Source of law answers the question, “where does this law come from?”
 - Type of law addresses the question, “what law applies in this case?”

Instructional Resources SS.7.CG.3.10

Primary Resources:

- [English Bill of Rights \(1689\)](#)
- [Magna Carta \(1215\)](#)
- [Ten Commandments](#)
- [Twelve Tables \(449 BC\)](#)
- [U.S. Constitution](#)

Supplemental Resources:

- Oyez.org: [In re Gault \(1968\)](#)
- Oyez.org: [Gideon v. Wainwright \(1963\)](#)
- Senate.gov: [United States Code \(Senate\)](#)
- House.gov: [United States Code \(House of Representatives\)](#)
- Federal Register: [Presidential Executive Orders](#)
- Florida Rules.org: [Florida Administrative Code](#)

Instructional Strategies SS.7.CG.3.10

Card sort: Provide students with a set of cards on which are printed examples of different types of laws. Students then sort the examples into categories (civil, criminal, constitutional and military law).

Students compare examples of historical legal codes (Code of Hammurabi, Ten Commandments) and modern statutes.

- What is similar? What is different?
 - **Examples:** Murder was punished in the ancient world as well as today. In the ancient world, there was a legal consequence for disobeying your parents.

Benchmark: SS.7.CG.3.11

SS.7.CG.3.11: Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.

- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).
- Students will use primary sources to assess the significance of each U.S. Supreme Court case.
- Students will evaluate the impact of each case on society.
- Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

Terms and Definitions: SS.7.CG.3.11

- **Due Process of Law** - An established course for judicial proceedings or other governmental activities designed to safeguard the legal rights of the individual.
- **Judicial Review** - The Power of the Supreme Court to examine the actions of the legislative, executive, and administrative arms of the government and to determine whether such actions are consistent with the Constitution.
- **Supreme Court** - The highest federal court in the United States, consisting of nine justices and having jurisdiction over all other courts in the nation.

Related Vocabulary: *Individual Rights, Miranda Warning, Precedent, Right to Counsel, Self-Incrimination, Writ of Mandamus*

Related Benchmarks: SS.7.CG.3.11

Civics and Government (CG)

- **SS.7.CG.1.2:** Trace the principles underlying America's founding ideas on law and government.
- **SS.7.CG.1.11:** Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- **SS.7.CG.2.3:** Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
- **SS.7.CG.2.4:** Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- **SS.7.CG.3.9:** Explain the structure, functions and processes of the judicial branch of government.
- **SS.7.CG.3.10:** Identify sources and types of law.

Common Questions: SS.7.CG.3.11

- Do we need to teach all these cases at the same time?
 - Not necessarily. Students will likely understand the case more thoroughly after they have a better understanding of the right or liberty involved in the case. Consider introducing the cases after teaching the basis of the case. For example:
 - Marbury v. Madison (SS.7.CG.3.9 - Judicial Branch Article III)
 - Dred Scott v. Sandford, Plessy v. Ferguson and Brown v. Board can be combined to highlight SS.7.CG.2.3 and SS.7.CG.3.6.
 - Gideon v. Wainwright, Miranda v. Arizona and In re Gault could be combined to highlight rights for the accused and connected to SS.7.CG.2.3 and SS.7.CG.2.4.
 - Hazelwood v. Kuhlmeier is linked to teaching the First Amendment and weighing individual rights with the common good in SS.7.CG.2.3 and SS.7.CG.2.4.

Student Presuppositions: SS.7.CG.3.11

- Students often believe the Supreme Court is the final authority on what is constitutional.
 - The Founders established a system of self-governance, and the people, through their elected representatives, are the ultimate authority on what is constitutional.
 - According to Alexander Hamilton in Federalist No. 81:
 - The Judiciary Branch is the weakest and has no enforcement authority.
 - The Legislature can impeach justices who are abusing their authority.
 - The Legislature can change the structure of the court and determine its jurisdiction.

Instructional Resources: SS.7.CG.3.11

Primary Resource:

- [Marbury to Madison \(1801\)](#)

Supplemental Resources:

- Oyez.org: [Dred Scott v. Sandford \(1857\)](#)
- Oyez.org: [Plessy v. Ferguson \(1896\)](#)
- Oyez.org: [Brown v. Board of Education \(1954\)](#)
- Oyez.org: [Gideon v. Wainwright \(1963\)](#)
- Oyez.org: [Miranda v. Arizona \(1966\)](#)
- Oyez.org: [In re Gault \(1967\)](#)
- Oyez.org: [U.S. v. Nixon \(1974\)](#)
- Oyez.org: [Hazelwood v. Kuhlmeier \(1988\)](#)

Instructional Strategies: SS.7.CG.3.11

Case Analysis: After students are familiar with the process of the Supreme Court (how does the Court decide cases) and the students have analyzed several cases, students may be ready to simulate a decision of the Court in a “new” case (one they have not already reviewed but has been decided by the Court).

- Provide students with a summary of the facts of the case as well as the arguments of the petitioner and respondents.
- Students could represent the lawyers in the case and another group of students could function as the Court.
- The “Court” meets and decides the outcome of the case.
- Students will then review the arguments of the lawyers in the actual case as well as the actual decision of the Court in that case.

An extension activity might include students tracing the long-term impact of a particular case on American society. For example, after learning about *Brown v. Board of Education*, students could research and report on its impact on the Civil Rights Movement as well as on future, related Supreme Court cases involving civil rights.

Have students prepare for a debate around a particular case. Students should prepare arguments in favor of their position as well as rebuttals to potential counter claims. Student arguments should include supporting evidence for why the justices were correct in their decisions (or not) and the impact the case had on society.

Benchmark: SS.7.CG.3.12

SS.7.CG.3.12: Compare the U.S. and Florida Constitutions.

- Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).
- Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).
- Students will compare the amendment process of the U.S. and Florida Constitutions.
- Students will recognize the U.S. Constitution as the supreme law of the land.

Terms and Definitions: SS.7.CG.3.12

- **Amendment** - An alteration or change for the better; correction of a fault or faults.
- **Constitution** - The system of fundamental laws and principles that prescribes the nature, functions, and limits of a government or another institution.
- **Florida Declaration of Rights** - The part of the Florida Constitution that lists the basic rights guaranteed to all citizens who live in the state.
- **Individual Rights** - Something that is due to a person by law, tradition, or nature. These rights are protected by government not granted from government.
- **Preamble** - Introduction to a formal document that explains its purpose.
- **Supremacy Clause** - The clause that states that the U.S. Constitution is the supreme law of the land, and that national laws are supreme over state laws, found in Article VI.

Related Vocabulary: N/A

Related Benchmarks: SS.7.CG.3.12

Civics and Government (CG)

- **SS.7.CG.3.3:** Describe the structure and function of the three branches of government established in the U.S. Constitution.
- **SS.7.CG.3.4:** Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
- **SS.7.CG.3.7:** Explain the structure, functions and processes of the legislative branch of government.
- **SS.7.CG.3.8:** Explain the structure, functions and processes of the executive branch of government.
- **SS.7.CG.3.9:** Explain the structure, functions and processes of the judicial branch of government.
- **SS.7.CG.3.10:** Identify sources and types of law.
- **SS.7.CG.3.13:** Explain government obligations to its citizens and the services provided at the local, state and national levels.

Common Questions: SS.7.CG.3.12

N/A

Student Presuppositions: SS.7.CG.3.12

- Students may believe the amendment process for the U.S. Constitution and the Florida Constitution are the same.
 - It is relatively difficult to amend the U.S. Constitution, but it is much easier to amend the Florida Constitution.
 - There have only been 27 amendments to the U.S. Constitution since its ratification in 1788, but the current Florida Constitution, adopted in 1968, has been amended 144 times.

Instructional Resources: SS.7.CG.3.12

Primary Resources:

- [Florida Constitution](#)
- [U.S. Constitution](#)

Instructional Strategies: SS.7.CG.3.12

Provide students with excerpts from Article V from the U.S. Constitution on the amendment Process and excerpts from Article XI from the Florida Constitution on amendments. Have students close read and highlight similarities and differences between the amendment processes.

Place excerpts from the U.S. and Florida Constitutions side by side. Highlight the Preambles, the Articles on the three branches, the amendment process and a selection of different amendments from each constitution. Provide guiding questions for each of the sections. As students work through each section have them fill out two column notes with their findings comparing the constitutions.

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim:

- Students will analyze primary sources related to amending both the U.S. and the Florida Constitution.
- Why do you think that the Florida Constitution is longer than the U.S. Constitution?
- How does the Florida Constitution relate more directly to your day-to-day life than the U.S. Constitution?

Benchmark: SS.7.CG.3.13

SS.7.CG.3.13: Explain government obligations to its citizens and the services provided at the local, state and national levels.

- Students will describe and classify specific services provided by local, state and national governments.
- Students will compare the powers and obligations of local, state and national governments.

Terms and Definitions: SS.7.CG.3.13

- **Citizen** - A resident of a state or nation, especially one entitled to vote and enjoy other privileges there.
- **Federal Government [National Government]** - Relating to, or being the central government of the United States.
- **Local Government** - A government unit that has authority over smaller areas, such as; a city, town, county, or district rather than a larger area.
- **Obligation** - A legal or moral duty.
- **Services** - That which is required to be done in an office.
- **State Government** - Government whose powers, obligations, and responsibilities solely lie within the state boundaries.

Related Vocabulary: *Concurrent Powers, Delegated Powers, Enumerated Powers, Implied Powers, Reserved Powers*

Related Benchmarks: SS.7.CG.3.13

Civics and Government (CG)

- **SS.7.CG.3.4:** Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
- **SS.7.CG.3.12:** Compare the U.S. and Florida constitutions.

Common Questions: SS.7.CG.3.13

N/A

Student Presuppositions: SS.7.CG.3.13

- Students may not understand that there are limits to what services governments are obligated to provide. This is to maintain the liberty and sovereignty of "The People."

Instructional Resources: SS.7.CG.3.13

Primary Resources:

- [Florida Constitution](#)
- [Tenth Amendment](#)

Supplemental Resources:

- **Florida Governmental Agencies**
 - [Florida Department of State](#)
 - [Florida Department of Transportation](#)
 - [Florida Department of Environmental Protection](#)
- **Federal Governmental Agencies**
 - [Federal Emergency Management Agency](#)

Instructional Strategies: SS.7.CG.3.13

Create scenarios of situations where citizens need to identify the appropriate level of government that would provide the service. Use three corners (local, state, national). As a follow up, students can create their own scenarios and provide justification for which level of government has the power to provide that specific service.

Have students make a list of what they do in a typical day from when they wake up to when they go to sleep. Then have them connect the level of government that would be associated with each activity.

- **Examples:** brush teeth - local government water/utilities; eat cereal for breakfast - national government FDA (nutrition and ingredient labels on food); ride the bus to school - funding for school buses (local), driver's license (state).

Create a scavenger hunt/internet research project to help students identify where citizens can obtain specific services like a driver license or construction permits.

Benchmark: SS.7.CG.3.14

SS.7.CG.3.14: Explain the purpose and function of the Electoral College in electing the President of the United States.

- Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

Terms and Definitions: SS.7.CG.3.14

- **Elect** - To select or take for an office or employment; to choose from among a number; to select or manifest preference by vote or designation.
- **Electoral College** - A body of electors chosen to elect the president and vice president of the United States.
- **Elector** - A person who has, by law or constitution, the right to vote for an officer.

Related Vocabulary: *Ballot, Constitution, Popular Vote, President*

Related Benchmarks: SS.7.CG.3.14

Civics and Government (CG)

- **SS.7.CG.2.6:** Examine the election and voting process at the local, state and national levels.
- **SS.7.CG.2.7:** Identify the constitutional qualifications required to hold state and national office.
- **SS.7.CG.3.8:** Explain the structure, functions and processes of the executive branch of government.

Common Questions: SS.7.CG.3.14

N/A

Student Presuppositions: SS.7.CG.3.14

- Students may believe the Electoral College is outdated and should be eliminated.
 - The Electoral College was a compromise between Founders who wanted the President selected by the Congress and those who wanted the President chosen by a popular vote of the people.
 - Those who wanted the President chosen by popular vote thought congress choosing the president would lead to corruption between the executive and legislative branches.
 - Those who wanted Congress to choose the President feared that the general population would not have the means to be fully informed about the candidates.
 - They wanted to avoid a democratic mob or tyranny of the majority.
 - They also feared a populist president appealing directly to the people could command a dangerous amount of power.
 - Today, candidates would only need to appeal to large cities to win a popular vote, and all of rural America would lose their voice in choosing the president.

Instructional Resources: SS.7.CG.3.14

Primary Resources:

- [Anti-Federalist No. 72](#)
- [Federalist No. 68](#)
- [Madison Debates July 19, 1787](#)
- [U.S. Constitution](#) (Article 2, Section 1, Clause 2-4; 12th Amendment; 23rd Amendment)

Supplemental Resources:

- **National Archives:** [Tally of Electoral Votes for the 1800 Presidential Election](#)

Instructional Strategies: SS.7.CG.3.14

Analyze electoral maps, students will explore outcomes of past presidential elections, examining different popular vote and electoral college vote outcomes. Students should be asked to explain how the Electoral College system benefits the citizens of the United States. This could be structured as a debate where students prepare arguments in favor of or against the Electoral College as well as rebuttals to potential counter claims.

Students should read the 12th Amendment of the Constitution and write to explain how it changed the way we choose our President?

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

- How did the election of 1800 affect future presidential elections?

Benchmark: SS.7.CG.3.15

SS.7.CG.3.15: Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.

- Students will evaluate various economic systems (e.g., capitalism, communism, socialism).
- Students will compare the economic prosperity and opportunity of current nations.

Terms and Definitions: SS.7.CG.3.15

- **Capitalism** - An economic system that is based on the free market trade of goods and service and the accumulation of wealth and private property.
- **Communism** - A system of government in which the state plans and controls the economy and a single, often authoritarian party holds power, claiming to make progress toward a higher social order in which all goods are equally shared by the people.
- **Economic Freedom** - The equal opportunity for all to participate in commercial affairs and the marketplace.
- **Economic Prosperity** - A condition in which a person, community or nation is thriving financially.
- **Economic Systems** - Of or related to the production, development, and management of material wealth, as of a country, household, or business enterprise.
- **Economics** - The social science that deals with the production, distribution, and consumption of goods and services and with the theory and management of economies or economic systems.
- **Free Market** - An economic market in which supply and demand are not regulated or are regulated with only minor restrictions.
- **Nation** - A body of people inhabiting the same country, or united under the same sovereign or government.
- **Socialism** - An economic system in which the means of producing and distributing goods is owned collectively or by a centralized government that often plans and controls the economy.

Related Vocabulary: Domestic Policy, Foreign Policy, Mixed-Market Economy, National Interest

Related Benchmarks: SS.7.CG.3.15

Civics and Government (CG)

- **SS.7.CG.3.1:** Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
- **SS.7.CG.3.2:** Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.

Common Questions: SS.7.CG.3.15

- What is new about this benchmark?
 - In this benchmark, students are asked to analyze economic systems, not just political systems. The focus is on capitalism and the free market and how this system is superior to command systems (socialism and communism) regarding economic freedom and raising the standard of living for all persons. It is not a judgment on which is the best but a comparison of which is better at addressing economic freedom.
- Why do we focus on the advantages of capitalism over government-controlled economic systems (communism, socialism)?
 - While critics of capitalism focus on economic inequality, capitalism is superior to socialism in generating wealth, raising the standard of living for citizens, creating conditions for economic freedom and prosperity, and providing citizens the opportunity for economic and social mobility.

Student Presuppositions: SS.7.CG.3.15

- Students will not recognize the connection between socialism and communism.
 - Socialism is a political and economic system in which the means of producing and distributing goods and services are planned and controlled by a central government with the goals of eliminating private property and achieving a fairer distribution of goods and services than a capitalist system can achieve.
 - According to the ideology of communism, after capitalism is abolished, it will be replaced temporarily by a socialist political and economic system. After a transitional period in a socialist political and economic system, people will no longer require the government to help ensure an equitable distribution of goods and services. As a result, eventually the government will cease to exist.
 - No country that has identified as communist has ever achieved this ideal. Historically, all countries that have identified as communist have installed socialist political and economic systems.
- Students may believe Scandinavian countries (Norway, Sweden, Denmark) are socialist.
 - Scandinavian countries are free market capitalist; their economies are fully open to trade.
 - Scandinavian countries have robust social programs based on two-way trust between the government and the population.
- Students may believe that socialism simply means being kind and/or fair to everyone and communism is equality of wealth.
 - In a communist society, no one owns their own property and individuals do not have the freedom to pursue their own goals.
 - Socialism is an economic system that progressively forfeits individual freedom and private property rights to government control.

Instructional Resources: SS.7.CG.3.15

Primary Resources:

- [Adam Smith, Wealth of Nations](#)
- [Alexander Hamilton, Federalist 12](#)
- [Alexander Hamilton, Federalist 30](#)
- [Karl Marx, The Manifesto of the Communist Party Excerpts](#)

Supplemental Resources:

- Leonard E. Read, [I, Pencil](#)

Instructional Strategies: SS.7.CG.3.15

Create a classroom simulation (candy or with fake money) to show the distribution of resources for each system.

Have students define each system and then create a story board to illustrate how one of the systems works. Students can share their stories.

Showing graphs of the wealth of nations and having discussions about the GDP in relation to the economic system of that country.

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

- After analyzing the other economic systems, what are the advantages of capitalism?

Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.

Benchmark: SS.7.CG.4.1
<p>SS.7.CG.4.1: Explain the relationship between U.S. foreign and domestic policy.</p> <ul style="list-style-type: none"> • Students will recognize the difference between domestic and foreign policy. • Students will identify issues that relate to U.S. domestic and foreign policy. • Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.
Terms and Definitions: SS.7.CG.4.1
<ul style="list-style-type: none"> • Domestic - Pertaining to a nation considered as a family, or to one's own country; intestine; not foreign. • Domestic Policy - The set of decisions that a government makes relating to things that directly affect the people in its own country. • Foreign - Belonging to another nation or country. • Foreign Policy - The diplomatic policy of a nation in its interactions with other nations. • National Interest - The interest of a nation as a whole held to be an independent entity separate from the interests of subordinate areas or groups and also of other nations or supranational groups. • Policy - The system of measures which the sovereign of a country adopts and pursues, as best adapted to the interests of the nation. • Treaty - An agreement, league or contract between two or more nations or sovereigns, formally signed by commissioners properly authorized, and solemnly ratified by the several sovereigns or the supreme power of each state.
<p>Related Vocabulary: <i>Ambassador, Chief Diplomat, Commander-In-Chief, Diplomacy, Diplomat, Doctrine, Embassy, Foreign Affairs, Secretary of State</i></p>
Related Benchmarks: SS.7.CG.4.1
<p>Civics and Government (CG)</p> <ul style="list-style-type: none"> • SS.7.CG.3.8: Explain the structure, functions and processes of the executive branch of government. • SS.7.CG.4.2: Describe the United States and citizen participation in international organizations. • SS.7.CG.4.3: Describe examples of the United States’ actions and reactions in international conflicts.
Common Questions: SS.7.CG.4.1
N/A
Student Presuppositions: SS.7.CG.4.1
<ul style="list-style-type: none"> • Students may believe that foreign and domestic policy are the same thing. <ul style="list-style-type: none"> ○ Foreign policy is specifically how the United States interacts with other sovereign nations. <ul style="list-style-type: none"> ▪ The goal of foreign policy is usually to maintain friendly relationships with other countries. ○ Domestic policy is the strategy employed by the U.S. Government in dealing with issues regarding its own territory and/or inhabitants. ○ The goal of domestic policy is usually to improve society.

Instructional Resources: SS.7.CG.4.1

Primary Resources:

- [President George Washington’s Farewell Address Excerpts on Foreign Policy](#)

Supplemental Resources (Domestic Policy)

- Library of Congress: [Federalist Papers No. 2—No. 5](#)
- The National Archives: [19th Amendment \(1920\)](#)
- The National Archives: [Indian Citizenship Act \(1924\)](#)
- Oyez.org: [Brown v. Board of Education \(1954\)](#)
- The National Archives: [Civil Rights Act \(1964\)](#)
- The National Archives: [Voting Rights Act \(1965\)](#)
- U.S. Department of Education: [Every Student Succeeds Act \(2015\)](#)

Supplemental Resources (Foreign Policy):

- Library of Congress: [Monroe Doctrine \(1823\)](#)
- The National Archives: [President Woodrow Wilson's 14 Points \(1918\)](#)
- The National Archives: [Truman Doctrine \(1947\)](#)
- The National Archives: [President Reagan to Gorbachev “Tear Down This Wall” \(1987\)](#)
- The National Archives: [President George W. Bush Post 9/11 Speech \(2001\)](#)

Instructional Strategies: SS.7.CG.4.1

Have students create a concept map differentiating foreign and domestic policy. The concept map should include a basic definition of each and historical and current examples of United States foreign and domestic policies.

After students have become familiar with the difference between foreign and domestic policy and have reviewed a few examples, ask them to examine the relationship between the two. Ask students to discuss the question: How can domestic policies have an impact on foreign policies (and vice versa)? Where does considering “national interest” become a deciding factor? Have students provide their own examples.

Examine political cartoons of U.S. foreign policy throughout history.

Have students analyze different foreign policy scenarios throughout history and determine whether the response was foreign aid, military or treaty.

Benchmark: SS.7.CG.4.2

SS.7.CG.4.2: Describe the United States' and citizen participation in international organizations.

- Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).
- Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

Terms and Definitions: SS.7.CG.4.2

- **International Court of Justice** - The principal judicial instrument of the United Nations which has jurisdiction to settle disputes between nations that have consented to such jurisdiction and to provide other branches of the U.N. (as the General Assembly) with advisory opinions.
- **International Organizations** - Organizations comprised of multiple countries that aim to accomplish specific goals internationally through formal agreements.
- **North Atlantic Treaty Organization** - An alliance of countries that have agreed to protect each other in case of attack; founded in 1949.
- **Treaty** - An agreement, league or contract between two or more nations or sovereigns, formally signed by commissioners properly authorized, and solemnly ratified by the several sovereigns or the supreme power of each state.
- **United Nations** - An international organization composed of most of the countries of the world. It was founded in 1945 to promote peace, security, and economic development.
- **World Trade Organization** - A global international organization dealing with the rules of trade between nations.

Related Vocabulary: *Alliance, European Union, Human Rights, Non-Governmental Organizations (NGOs)*

Related Benchmarks: SS.7.CG.4.2

Civics and Government (CG)

- **SS.7.CG.4.1:** Explain the relationship between U.S. foreign and domestic policy.
- **SS.7.CG.4.3:** Describe examples of the United States' actions and reactions in international conflicts.

Common Questions: SS.7.CG.4.2

- How in depth do I need to go with each international organization?
 - This benchmark will introduce students to international organizations. For most students, this will be the first time they have ever heard the names of these organizations. The scope of this benchmark relates to U.S. participation in these organizations. How has the U.S. benefited by membership? Has there been any disadvantage to membership?

Student Presuppositions: SS.7.CG.4.2

N/A

Instructional Resources: SS.7.CG.4.2

Primary Resources:

- [NATO](#)
- [United Nations Charter](#)
- [Washington Farewell Address Excerpts](#)

Supplemental Resources:

- Library of Congress: [Federalist Papers No. 2—5](#)
- United Nations: [International Court of Justice](#)
- United Nations: [Universal Declaration of Human Rights](#)
- World Trade Organization: [WTO.org](#)

Instructional Strategies: SS.7.CG.4.2

Have students create a graphic organizer including the major international organizations (North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization). In the graphic organizer students should summarize the purpose and role each organization plays, when and why it was established, its current members and the influence the United States has in each.

After students are familiar with the purpose of each international organization and U.S. foreign policy goals, ask students to think about the effect membership in these organizations has had on the United States. Using historical and current examples have students discuss the question: How does the United States balance protecting the United States and Americans with promoting democracy and human rights around the world?

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

- Should the United States take more or less of a role in foreign affairs?

Have students complete a close read of the United Nations Declaration of Human Rights and analyze the importance of developing this document.

Benchmark: SS.7.CG.4.3

SS.7.CG.4.3: Describe examples of the United States' actions and reactions in international conflicts.

- Students will identify specific examples of and the reasons for United States' involvement in international conflicts.
- Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.
- Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).

Terms and Definitions: SS.7.CG.4.3

- **Diplomacy** - The customs, rules and privileges of ambassadors, envoys and other representatives of princes and states at foreign courts.
- **Espionage** - The practice of spying or using spies to obtain secret information, especially regarding a government or business.
- **Humanitarian Efforts** - Showing concern for the welfare of humanity, especially in acting to improve the living conditions of impoverished people.
- **Peacekeeping Operations** - Of or relating to the preservation of peace, especially the supervision by international forces of a truce between hostile nations.
- **Sanction** - To penalize, as for violating a moral principle or international law.

Related Vocabulary: *Embargo, Terrorism, United Nations*

Related Benchmarks: SS.7.CG.4.3

Civics and Government (CG)

- **SS.7.CG.3.8:** Explain the structure, functions and processes of the executive branch of government.
- **SS.7.CG.4.1:** Explain the relationship between U.S. foreign and domestic policy.
- **SS.7.CG.4.2:** Describe the United States' and citizen participation in international organizations.

Common Questions: SS.7.CG.4.3

- What international conflicts do I need to teach?
 - Like the previous two benchmarks in Standard 4, the focus here is the United States on the world stage, specifically, the role of the United States in international conflicts. This benchmark also relates to the foreign policy aspect of SS.7.CG.4.1. The scope of instruction should include a study of several examples of U.S. involvement in foreign incidents and conflicts in which the U.S. has responded in various ways. Refer to the third clarification for examples of these responses.
 - The examination should include a review of the different methods used by the U.S. short of war to handle the various incidents and conflicts.

Student Presuppositions: SS.7.CG.4.3

- Students may believe that conflict between nations always leads to war.
- Sometimes war is inevitable; however, the United States has been successful in resolving international incidents and conflicts by utilizing other methods.

Instructional Resources: SS.7.CG.4.3

Primary Resources:

- [Cuban Missile Crisis](#)
- [President Franklin Delano Roosevelt Day of Infamy Speech \(1941\)](#)
- [To Thomas Jefferson from Richard O’Bryen \(1785\)](#)
- [Woodrow Wilson’s Address to Joint Session of Congress \(1917\)](#)

Supplemental Resources:

- The World Factbook: [CIA Countries & Areas](#)
- Library of Congress: [Federalist Papers No. 2—No. 5](#)
- Senate.gov: [Congressional Declarations of War from 1812 – 1942](#)
- State.gov: [President Eisenhower’s Comments on Indochina \(1954\)](#)
- The National Archives: [Letter from President Jimmy Carter to Ayatollah Ruhollah Khomeini Regarding the Release of the Iranian Hostages \(1979\)](#)
- The Gilder Lehrman Institute: [President George H. W. Bush Address to the Nation Announcing Operation Desert Storm \(1991\)](#)
- The National Archives: [President George W. Bush Post 9/11 Speech \(2001\)](#)
- National Department Websites:
 - [Department of Defense](#)
 - [Secretary of Defense](#)
 - [Department of State](#)
 - [Secretary of State](#)

Instructional Strategies: SS.7.CG.4.3

Provide students with a brief summary of international incidents and/or conflicts in which the United States has been involved (see examples listed below). Analyzing primary source documents, maps, charts, timelines, graphs or tables can provide insight pertaining to specific international incidents or conflicts. Ask students to create two column notes with one side focusing on actions of the United States and the other side on reactions of the United States. Also provide students with descriptions of the different methods used including diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions and war. Students should identify the methods used by the United States in each of the examples.

- War of 1812
- Spanish American War
- World War I
- Berlin Airlift
- Cuban Missile Crisis
- Vietnam War
- Iran Hostage Crisis
- 9/11 - Afghanistan

Provide students with fictional scenarios of various international incidents or conflicts. Also provide students with a list of United States foreign policy goals. Have students determine which method would best be used to deal with each incident or conflict based on U.S. foreign policy goals. Ask them to justify their decisions.

8th Grade

Instructional Guide



Standard 1: Demonstrate an understanding of the origins and purposes of government, law and the American political system.

Benchmark: SS.8.CG.1.1

SS.8.CG.1.1: Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.

- Students will describe colonial forms of government prior to the American Revolution.
- Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain.

Terms and Definitions: SS.8.CG.1.1

- **Democratic Principles** - The general belief in basic truths that relate to the governance of a country based Democratic representation and ideas.
- **Tyranny** - Unjust or oppressive governmental power.

Related Vocabulary: N/A

Related Benchmarks: SS.8.CG.1.1

- **SS.8.CG.1.3:** Explain the importance of the rule of law in the United States' constitutional republic.
- **SS.8.CG.2.3:** Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
- **SS.8.CG.2.4:** Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.
- **SS.8.CG.2.5:** Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.
- **SS.8.CG.3.1:** Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.
- **SS.8. A.3.8:** Examine individuals and groups that affected political and social motivations during the American Revolution.

Common Questions: SS.8.CG.1.1

- What do teachers need to know to effectively teach this benchmark?
 - Review benchmark SS.7.CG.1.3, this illustrates the influence of documents like the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's *Common Sense* on the colonists' views on government.
 - Review the three forms of early colonial government: royal, charter and proprietary. Compare the degree of royal control among them. The charter and proprietary government had already exercised a certain degree of self-government leading up to the revolution. As such, they tended to be more resistant to increasing British restrictions. *See SS.8.A.2.2.*
 - Review several of the British Acts that imposed growing restrictions on the colonies and review the various reactions by the colonial leaders. Remember, not everyone favored a split with England. Those resistant to independence became known as the "Loyalists" or "Tories."

Student Presuppositions: SS.8.CG.1.1

- The Revolutionary War didn't start until the Declaration of Independence was issued.
 - The Revolutionary War started in the year 1775, one year prior to the signing of the Declaration of Independence.
- All colonists were Patriots and supported the effort to declare independence from Great Britain.
 - Not all colonists were Patriots, many colonists were loyalists or were neutral in the quest for independence. "Loyalists" were those who did not favor a separation from England ("loyal" to the crown) and "Patriots" were those who did favor independence from England. In the years leading up to independence, some of the colonists were neutral about independence, many for religious reasons (e.g., Quakers).
- The government gives us our inalienable rights.
 - The government does not give us rights as rights are natural; however, the government does secure these rights.

Instructional Resources: SS.8.CG.1.1

Primary Resources:

- [Declaration of Independence](#)
- [English Bill of Rights \(1689\)](#)
- [John Locke, *Two Treatises of Government* \(1689\)](#)
- [The Mayflower Compact \(1620\)](#)
- The Constitution Center: [Thomas Paine's, *Common Sense*, \(1776\)](#)
- [U.S. Constitution \(1789\)](#)

Supplemental Resources:

- University of Chicago: [Pennsylvania Declaration of Rights \(1776\)](#)
- The National Archives: [Virginia Declaration of Rights](#)

Suggested Instructional Strategies: SS.8.CG.1.1

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

- Write an essay to defend the Loyalists argument for remaining loyal to the British Crown or the Patriots reasoning for seeking independence from Britain.

Document Based Questions - This strategy may benefit students when evaluating, identifying and understanding the principles and ideas stated in the primary resources. This will give the student the ability to evaluate and formulate an understanding through inquiry.

- Give students the arguments of the Patriots, Loyalists and those who remained neutral.
- Then have students write to defend one of the arguments.

As an extension: Prep prompts for students to debate and use "philosophical chairs" for each prompt.

In a graphic organizer, have students compare and contrast the Loyalists and Patriots views on American Independence.

Read an excerpt from Thomas Paine's *Common Sense* and have students discuss the influence it had on the colonists convincing them to separate. Additionally, text coding around reasons for separation could be used during the reading.

Benchmark: SS.8.CG.1.2

SS.8.CG.1.2: Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.

- Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage).

Terms and Definitions: SS.8.CG.1.2

- **Constitution** - The system of fundamental laws and principles that prescribes the nature, functions, and limits of a government or another institution.
- **Suffrage** - The right or privilege of voting.

Related Vocabulary: N/A

Related Benchmarks: SS.8.CG.1.2

- **SS.8.CG.1.3:** Explain the importance of the rule of law in the United States' constitutional republic.
- **SS.8.CG.2.3:** Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
- **SS.8.CG.2.4:** Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.
- **SS.8.CG.2.5:** Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.
- **SS.8.CG.3.1:** Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.
- **SS.8.A.5.7:** Examine key events and peoples in Florida history as each impacts this era of American history.
- **SS.8.A.5.8:** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

Common Questions: SS.8.CG.1.2

- Why does this benchmark only address the 1838 and 1868 Florida Constitutions?
 - The scope of this benchmark is to compare the pre-Civil War Florida Constitution (1838) with the Reconstruction Florida Constitution (1868). The focus is on how the 1868 Florida Constitution addressed the requirements of the Federal Reconstruction Amendments (Thirteenth, Fourteenth and Fifteenth).
 - It may be helpful to remember some key dates with the amendments. The Thirteenth Amendment was passed in January 1865 and later ratified in December of 1865. The Fourteenth Amendment was passed in June of 1866 and ratified two years later in July of 1868. The Fifteenth Amendment was passed in February of 1869 and ratified a year later in February of 1869.
 - When the Florida Constitution was adopted in 1868, the Thirteenth Amendment had already been ratified and the Fourteenth Amendment had been passed, but not ratified. Debates on the Fifteenth Amendment occurred during the 40th Congress (1867-1869), so the Florida Constitution was adopted during this term, but before the official passage of the Fifteenth Amendment.

Student Presuppositions: SS.8.CG.1.2

- Students may believe the amendment process for the U.S. Constitution and the Florida Constitution are the same.
 - It is difficult to amend the U.S. Constitution, but it is easier to amend the Florida Constitution.
 - There have only been 27 amendments to the U.S. Constitution since its ratification in 1788, but the current Florida Constitution, adopted in 1968, has been amended 144 times.

Instructional Resources: SS.8.CG.1.2

Primary Resources:

- [Florida Constitution 1838](#)
- [Florida Constitution 1868](#)
- [13th, 14th, 15th Amendments](#)

Supplemental Resources:

- FloridaMemory.com: [Florida's Historic Constitutions](#)

Suggested Instructional Strategies: SS.8.CG.1.2

Create a timeline to show the significant changes to the Florida Constitution and summarize their impact on society. Added to this timeline could be Reconstruction Amendments so that there is a reference for what was changing at the federal level.

Have students create a Venn Diagram comparing the 1838 and the 1868 Florida constitutions.

Benchmark: SS.8.CG.1.3

SS.8.CG.1.3: Explain the importance of the rule of law in the United States' Constitutional Republic.

- Students will discuss the impact of the rule of law on U.S. citizens and government.
- Students will recognize how the rule of law influences a society.
- Students will identify how the rule of law protects citizens from arbitrary and abusive government.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions).

Terms and Definitions: SS.8.CG.1.3

- **Constitutional Republic** - A commonwealth; a state in which the exercise of sovereign power is written in a constitution and is lodged in representatives elected by the people. (In modern usage, it differs from a democracy or democratic state, in which the people exercise the powers of sovereignty in person.)
- **Institutions** - A system, plan or society established, either by law or by the authority of individuals for promoting any object, public or social.
- **Rule of Law** - Government and all citizens abide by the same laws.

Related Vocabulary: *Arbitrary, Society*

Related Benchmarks: SS.8.CG.1.3

- **SS.8.CG.2.2:** Compare the responsibilities of citizens at the local, state and national levels.
- **SS.8.CG.2.3:** Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
- **SS.8.CG.2.4:** Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.
- **SS.8.CG.3.1:** Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

Common Questions: SS.8.CG.1.3

- What does teaching the rule of law look like?
 - Always begin with the definition. Remember, that the term appears in several other benchmarks (SS.6.CG.1.3 and SS.7.CG.1.11). The primary focus is to help students understand how the rule of law impacts American society. Why is the rule of law so important in the United States? The rule of law protects citizens from arbitrary abuses of government power and contributes to accountability, fair treatment and procedures, and transparency in government.

Student Presuppositions: SS.8.CG.1.3

- Students may think that “rule of law” is a concept that can be defined by combining “rule” and “law.”
 - The phrase your students should associate with “rule of law” is that “no one is above the law.” Everyone is entitled to due process under the law, but the law must apply equally to everyone.

Instructional Resources: SS.8.CG.1.3

Primary Resources:

- [Aristotle Politics - Rule of Law Reference](#)
- [Magna Carta Rule of Law Highlights](#)
- [Massachusetts Constitution Excerpts \(1780\)](#)

Suggested Instructional Strategies: SS.8.CG.1.3

Using a graphic organizer to have students show the different elements of “rule of law” and define those elements.

1. Accountability to the law
2. Consistent application of the law
3. Law and order (enforcement)
4. Decisions based on the law
5. Fair procedures
6. Transparency of institutions

Extension Activity - Have students connect the seven elements listed above to a historical event to illustrate either that element at work or that element not at work. For example: John Adams defended Captain Preston after the Boston Massacre even though he was a “Redcoat” because he believed that all people should have the right to representation in court. This was not happening for the colonists under British rule at the time and Adams was using this as an example. This is an example of “Fair Procedures with due process.”

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

- How has the rule of law contributed to the success of a constitutional republic?
- How does fair and consistent adherence to the rule of law protect our rights and well-being?
- The rule of law guarantees equality and fairness to everyone, and yet we know that this isn’t always the case. Teacher identifies current events that illustrate this observation. What resources do we have in America to ensure that such cases are corrected and that the rule of law is enforced?

Standard 2: Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.

Benchmark: SS.8.CG.2.1

SS.8.CG.2.1: Identify the constitutional provisions for establishing citizenship.

- Students will explain how the 14th Amendment establishes citizenship.

Terms and Definitions: SS.8.CG.2.1

- **Citizenship** - The state of being vested with the rights and privileges of a citizen.

Related Vocabulary: *Immigrant, Naturalize, Oath*

Related Benchmarks: SS.8.CG.2.1

SS.8.CG.2.2: Compare the responsibilities of citizens at the local, state and national levels.

Common Questions: SS.8.CG.2.1

- How should I define “citizenship” to my students?
 - While the word “citizen” is used throughout this course as being a member of a body or community with certain duties and obligations, this benchmark is focused on the legal requirements of citizenship as set forth in the Fourteenth Amendment: “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 is the scope of this benchmark?
 - To effectively teach this benchmark it will be helpful for students to understand the history leading up to the passage of the Fourteenth Amendment. Students should understand how the Supreme Court’s decision in Dred Scott v. Sandford established that those of African descent could not be “citizens” and therefore, could not exercise any of the rights or privileges associated with citizenship. After the Civil War and the passage of the Fourteenth Amendment, “All persons born...in the United States” are now citizens. This would effectively overrule that part of the Dred Scott decision, so all formerly enslaved persons who were born in the United States (a vast majority) became citizens, guaranteeing the privileges and immunities of citizenship.

Student Presuppositions: SS.8.CG.2.1

- Everyone who lives in the United States is a citizen and has the rights of citizenship.
 - Constitutional rights apply to those who are citizens by birth or who have been naturalized.
 - Students will not understand that citizenship by birth can occur when the birth occurs on U.S. soil outside of the United States.
 - “Naturalization” is the legal process by which a non-citizen may become a citizen by satisfying the requirements of federal law.

Instructional Resources: SS.8.CG.2.1

Primary Resources:

- [Civil Rights Act 1866](#)
- [Oath of Allegiance](#)
- [14th Amendment](#)
- [U.S. Constitution \(1789\)](#)
- [U.S. Bill of Rights](#)

Supplemental Resources:

- Immigration History.org: [Nationality Act of 1790](#)

Suggested Instructional Strategies: SS.8.CG.2.1

Create a cause-and-effect flow map for the 14th Amendment showing what caused the writing and ratification of the 14th Amendment and the effects/impact of the 14th Amendment.

Conduct a close read and analysis of the Dred Scott Case together as a class. Ask students to reflect on the following question: How did the Constitutional arguments made in the case contribute to the Civil War as well as the ratification of the 14th Amendment?

Conduct a close read of the historical context of the 14th Amendment. Have students use text coding to identify the core principles found in the 14th Amendment that added to the Constitution.

Benchmark: SS.8.CG.2.2

SS.8.CG.2.2: Compare the responsibilities of citizens at the local, state and national levels.

- Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).

Terms and Definitions: SS.8.CG.2.2

- **Jury** - A body of persons selected to decide a verdict in a legal case, based upon the evidence presented, after being given instructions on the applicable law.
- **Summons** - A call by authority to appear at a place named, or to attend to some public duty.

Related Vocabulary: *Tax*

Related Benchmarks: SS.8.CG.2.2

- **SS.8.CG.2.1:** Identify the constitutional provisions for establishing citizenship.
- **SS.8.CG.2.3:** Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
- **SS.8.CG.2.4:** Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.

Common Questions: SS.8.CG.2.2

- What are the differences between obligations and responsibilities of citizens?
 - The examples listed in the benchmark (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service) are distinguished as obligations in the Civics and Government courses. Obligations are things you must do, accountable under the law. Responsibilities are things you should do to promote the common good. Responsibilities include voting, staying informed, volunteering and serving in government.

Student Presuppositions: SS.8.CG.2.2

N/A

Instructional Resources: SS.8.CG.2.2

Primary Resources:

- [President John F. Kennedy Inaugural Address \(1961\)](#)
- [U.S. Constitution](#)
- [14th Amendment](#)
- [Florida Constitution](#)

Supplemental Resources:

- The White House: [The White House Official Website](#)
- Florida Department of State: [State Agency Homepages](#)
- Selective Service System: [Selective Service System - It's Your Country. Protect it.](#)

Suggested Instructional Strategies: SS.2.CG.2.2

Students could create a chart that lists and categorizes obligations and responsibilities. Beside each description, students will then write an explanation of how that obligation or responsibility contributes to the common good. Example: Serving on a jury. All citizens are entitled to due process (5th and 14th Amendments) and have the right to have a jury hear their case (6th Amendment).

Using a graphic organizer, students list and categorize obligations and responsibilities. You might provide a list of obligations and responsibilities for the students. Ask the students to sort the list into the proper category. Then ask them to justify their decision, explaining why each term is either an obligation or responsibility.

Analyze the importance of Jury Duty. Ask students to reflect on the following question: Why is it significant to have a jury of peers that reflects the local community? This could be used as an opportunity to review and make connections to the Magna Carta and other influential founding documents that stressed the importance of a trial by jury.

Benchmark: SS.8.CG.2.3

SS.8.CG.2.3: Analyze the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

- Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.

Terms and Definitions: SS.8.CG.2.3

- **Civic Virtue** - Moral goodness relating to civil affairs or honors.

Related Vocabulary: *Common Good, Justice, Self-Government*

Related Benchmarks: SS.8.CG.2.3

- **SS.8.CG.2.2:** Compare the responsibilities of citizens at the local, state and national levels.
- **SS.8.CG.2.4:** Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.
- **SS.8.A.5.7:** Examine key events and peoples in Florida history as each impacts this era of American history.

Common Questions: SS.8.CG.2.3

- What is the meaning of “civic virtue?”
 - The Noah Webster’s 1828 dictionary defines virtue as “Moral goodness; the practice of moral duties and the abstaining from vice, or a conformity of life and conversation to the moral law.”
- What is the focus and scope of this benchmark?
 - In benchmark SS.6.CG.1.4, students should see the connection between civic virtue established in ancient world and its influence on the founding principles of the United States. In this benchmark, continue the focus on civic virtue but narrow the scope to citizens and leaders from the Colonial period through Reconstruction, and students should be able to examine how the idea of civic virtue evolved over time. The Founding generation in the United States believed that certain virtues are necessary for self-government in a republic to succeed: including but not limited to justice, self-governance (moderation), humility, responsibility, perseverance, courage, respect, contribution and integrity. Trace how these principles evolved through the Reconstruction period.

Student Presuppositions: SS.8.CG.2.3

N/A

Instructional Resources: SS.8.CG.2.3

Primary Resources:

- [Ben Franklin Virtues](#)
- [Declaration of Independence](#)
- [George Washington - Character & Virtue](#)
- [U.S. Constitution](#)
- [George Washington & Abraham Lincoln Civic Virtue Excerpts](#)

Supplemental Resources:

- The Bill of Rights Institute: [Primary Source Activity: Benjamin Franklin and Civic Virtue](#)
- Library of Congress: [Using Primary Sources to Explore Civic Virtue During Times of Crisis](#)
- Mount Vernon.org: [The Rules of Civility-George Washington](#)
- The National Archives: [Thomas Jefferson to Thomas Law, 13 June 1814](#)
- Library of Congress: [Frederick Douglass Papers: Speech, Article and Book File](#)
- The Bill of Rights Institute: [A Project of Moral Perfection: Benjamin Franklin's List of Virtues and Purpose – Handout A: Narrative](#)
- GilderLerhman.org: [President George Washington and the Newburgh Conspiracy](#)
- GilderLerhman.org: [Frederick Douglass, "What to the Slave is the Fourth of July?" July 5, 1852 \(excerpts\)](#)
- The Avalon Project: [President George Washington's Farewell Address \(1796\)](#)
- The Miller Center: [Speech to the U.S. House of Representatives on Foreign Policy \(1821\)](#)
- [President Abraham Lincoln's Second Inaugural Address](#)
- The Bill of Rights Institute: [Civil Rights Act \(1866\)](#)

Suggested Instructional Strategies: SS.8.CG.2.3

- Give students a list of virtues (justice, moderation, humility, responsibility, perseverance, courage, respect, contribution and integrity). Provide students with short biographies of key historical figures from the Colonial period through Reconstruction. In groups, students will read about several key figures from the time period. As the students are reading the bios, ask the students to identify how each person exemplifies several of the key virtues. Using a T-chart, ask the students to match words or deeds with specific virtues.

Document Based Questions - This strategy may benefit students when evaluating, identifying and understanding the principles and ideas stated in the primary resources. This will give the student the ability to evaluate and formulate an understanding through inquiry.

- Conduct a close read of Benjamin Franklin's Virtues.
- Have students answer the following question in essay form: How have the concepts of these virtues changed over time when applied to major historical movements between the Colonial and Reconstruction eras?

Students will compare and contrast a Frederick Douglass speech "What to the Slave is the Fourth of July?" to Washington's Newburgh Address. Students will analyze the changes in civic virtue from colonial times to Reconstruction.

Benchmark: SS.8.CG.2.4

SS.8.CG.2.4: Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.

- Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.

Terms and Definitions: SS.8.CG.2.4

- **Civic Participation** - Taking part or sharing in the actions that relate to civil affairs.
- **Political Participation** - Taking part or sharing in actions that deal with policy, or to civil government and its administration.

Related Vocabulary: N/A

Related Benchmarks: SS.8.CG.2.4

- **SS.8.CG.2.2:** Compare the responsibilities of citizens at the local, state and national levels.
- **SS.8.CG.2.3:** Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
- **SS.8.A.5.8:** Explain and evaluate the policies, practices, and consequences of Reconstruction.

Common Questions: SS.8.CG.2.4

- Does this benchmark only address voting?
 - Help students understand that while voting is a fundamental form of political participation, it is not the only form. Link this benchmark with SS.8.CG.2.2 and discuss with students the obligations and responsibilities of citizenship. All of those are examples of civic and political participation. This is another benchmark that traces a period of American history.

Student Presuppositions: SS.8.CG.2.4

N/A

Instructional Resources: SS.8.CG.2.4

Primary Resources:

- [13th, 14th, 15th Amendments](#)

Supplemental Resources:

- Stanford History Education Group: [Shays' Rebellion](#)
- The Bill of Rights Institute: [Ballots, Popular Sovereignty, and the Rule of Law: How Should We Think About Voting Laws?](#)
- Library of Congress: [James K. Polk Papers](#)
- The Bill of Rights Institute: [The Rights of the Colonists](#)
- The Bill of Rights Institute: [Civil Rights Act 1866](#)

Suggested Instructional Strategies: SS.8.CG.2.4

- Using a flow map, create a timeline of key events of political participation from the Colonial period through Reconstruction era and the ratification of the 13th, 14th, and 15th Amendments. Events could include the Boston Tea Party, the American Revolution, Shays' Rebellion, the Constitutional Convention, the Civil War, etc.
- Using the list of obligations and responsibilities, explain how those may have changed from the Colonial period through Reconstruction.

Create a note guide that has five boxes. Add these titles to each box:

- Individual volunteerism (caretaking, aiding groups or individuals, military service)
- Community engagement efforts (fundraising, petitioning, protesting)
- Organizational engagements (Attending local government meetings)
- Political participation (voting, running for office)
- Citizen obligations (paying taxes, jury duty, military conscription)

Have students write down different examples for each unit of study and analyze how each type of political participation has reformed over time with examples.

Extension: Divide into groups after this graphic organizer is created and the whole class has had an opportunity to collaborate on it. Each group could do a timeline or flow chart for each box to show the change and reform that has happened with Civic Participation over time.

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

- Analyze the 14th Amendment by conducting research on how its purpose and meaning is still being used today to expand civic and political participation.
- Analyze the impact of the election of 1800 on political participation.

Benchmark: SS.8.CG.2.5

SS.8.CG.2.5: Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.

- Students will explain the meaning and purpose of each amendment in the Bill of Rights.
- Students will describe how the Bill of Rights affects citizens and government.

Terms and Definitions: SS.8.CG.2.5

- **Liberties** - A right to engage in certain actions without control or interference by a government or other power: the liberties protected by the Bill of Rights.

Related Vocabulary: N/A

Related Benchmarks: SS.8.CG.2.5

- **SS.8.CG.2.2:** Compare the responsibilities of citizens at the local, state and national levels.
- **SS.8.CG.2.6:** Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.
- **SS.8.A.3.1:** Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
- **SS.8.A.3.11:** Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
- **SS.8.A.5.8:** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

Common Questions: SS.8.CG.2.5

- What is the scope of this benchmark?
 - In this benchmark, students are asked to explain the meaning and purpose of each of the first ten amendments to the U.S. Constitution. Students should be able to identify all the individual liberties and the amendments that contain them. Many of the amendments contain more than one freedom (e.g., the First Amendment has five: religion, speech, press, assembly and petition) while the Fourth Amendment only has one (protection against unreasonable searches and seizures). Remember to remind students that rights are not absolute ("The right to swing my fist ends where the other man's nose begins" - Justice Oliver Wendell Holmes).
- Is the Bill of Rights a "grant" of liberties?
 - Remind students that the Bill of Rights does not "grant" anyone anything. The liberties found in the Bill of Rights are considered natural rights, and therefore, we are born with them. The Bill of Rights protects us from government infringement on those liberties. This is exemplified by the language in the amendments. For example, in the First Amendment, "Congress shall make no law..." is language prohibiting Congress from infringing on the liberties listed. In the Fifth Amendment, "no person...shall be denied life, liberty or property without due process of law" is also language prohibiting infringement. All the amendments in the Bill of Rights are written in this manner.
- What is the relationship between individual rights and common good?
 - Government should always act to promote the common good. Furthermore, government must always balance individual liberty against keeping order and ensuring safety. The Constitution places specific limits on the government's ability to infringe on liberty; however, there may be times when order and safety supersede individual rights (e.g., national crisis or wartime).

Student Presuppositions: SS.8.CG.2.5

- Students may not know the importance of the Ninth and Tenth Amendments in protecting individual rights.
 - The Ninth Amendment affirms Amendments 1 through 8 are not an exhaustive list of rights.
 - The Tenth Amendment affirms powers not delegated to the national government are reserved to the states and the people.

Instructional Resources: SS.8.CG.2.5

Primary Resources:

- [U.S. Bill of Rights](#)
- [U.S. Constitution](#)

Supplemental Resources:

- **The Federalist Papers.org:** [The Federalist Papers](#)
- **The National Humanities Center:** [James Madison Debates a Bill of Rights](#)
- **The Federalist Papers.org:** [The Anti-Federalist Papers](#)
- **The National Humanities Center:** [Thoreau's Critique of Democracy in "Civil Disobedience"](#)

Suggested Instructional Strategies: SS.8.CG.2.5

Provide historical examples from the Colonial period through Reconstruction when citizens either had individual rights protected or government acted in violation of the common good. Ask the students to evaluate each example and identify which right or liberty is involved, and which amendment is involved.

Provide students with a two-column chart with each amendment listed in the chart in the left column. Have students write in the right column the liberties that are protected by each amendment. At the bottom of the chart ask the students to provide two historical examples of the effect of the amendments on citizens and government.

Have students examine scenarios from the Bill of Rights in which rights guaranteed by each amendment are being properly and/or improperly exercised.

Students will create a timeline, connecting colonial events to each of the Bill of Rights, justifying the amendment and why it was written.

Benchmark: SS.8.CG.2.6

SS.8.CG.2.6: Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.

- Students will identify constitutional amendments that address voting rights.
- Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.

Terms and Definitions: SS.8.CG.2.6

- **Civic Participation** - Taking part or sharing in the actions that relate to civil affairs.
- **Political Process** - The steps in dealing with the structure or affairs of government.

Related Vocabulary: *Suffrage*

Related Benchmarks: SS.8.CG.2.6

- **SS.8.CG.2.2:** Compare the responsibilities of citizens at the local, state and national levels.
- **SS.8.CG.2.3:** Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
- **SS.8.CG.2.4:** Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.
- **SS.8.CG.2.5:** Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.

Common Questions: SS.8.CG.2.6

- What is the focus and scope of this benchmark?
 - Students are learning U.S. history from the Colonial period through Reconstruction. The scope of this benchmark mirrors that same time period; however, this benchmark focuses specifically on the Reconstruction Amendments (13th, 14th, 15th). Provide examples of how these amendments expanded voting rights and expanded access to the political process for various groups over time.

Student Presuppositions: SS.8.CG.2.6

- Students may believe the government granted rights through the 13th, 14th, 15th, 19th, 24th and 26th amendments.
 - Under the founding principle of natural rights, people inherently possess rights. It is the above amendments that recognize and protect rights under a social contract.

Instructional Resources: SS.8.CG.2.6

Primary Resources:

- [Civil Rights Act 1866 Excerpt](#)
- [Declaration of Rights and Sentiments 1848](#)
- [U.S. Constitution](#) (13th, 14th and 15th Amendments)

Suggested Instructional Strategies: SS.8.CG.2.6

Have students create a poster board that shows the original wording of the 13th, 14th and 15th Amendments. Next, have students put these amendments into their own words. Students can cut out images from a magazine to illustrate each of these amendments.

History Reimagined - Move students into groups of 4–5. Have each group brainstorm how life in the United States would be different without the Thirteenth, Fourteenth and Fifteenth Amendments. Remind students to think about specific examples and the effects on other laws or institutions.

Document Based Questions - This strategy may benefit students when evaluating, identifying and understanding the principles and ideas stated in the primary resources. This will give the student the ability to evaluate and formulate an understanding through inquiry.

Document Analysis of the: 13th, 14th and 15th Amendments, the Civil Rights Act of 1866, and the Declaration of Rights and Sentiments.

- Critical Content:
 - Abolition - 13th Amendment
 - Citizenship - Compare the 14th Amendment with the excerpts from the Civil Rights Act of 1866. How are these documents similar? Why?
 - Suffrage - 15th Amendment & Declaration of Rights and Sentiments

Standard 3: Demonstrate an understanding of the principles, functions and organization of government.

Benchmark: SS.8.CG.3.1

SS.8.CG.3.1: Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

- Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln’s Second Inaugural Address (1865)).

Terms and Definitions: SS.8.CG.3.1

- **Foundational** - Something that gives rise to or supports something.

Related Vocabulary: *Checks and Balances, Equality, Limited Government, Natural Rights, Self-Government, Separation of Powers*

Related Benchmarks: SS.8.CG.3.1

- **SS.8.A.3.5:** Describe the influence of individuals on social and political developments during the Revolutionary era.

Common Questions: SS.8.CG.3.1

- Why is it important for students to read primary sources?
 - Students will be assessed on state tests by using primary sources, so it is important for the student to have exposure, skill and endurance reading primary sources. The benchmark is assessed this way because history is most accurately taught using primary sources.
- Can students read the primary sources addressed in this benchmark?
 - Depending upon maturity, reading level and depth of knowledge, students can read at minimum small chunks of these texts. Class modeling, close reads with coaching can help a student develop skills needed to analyze these texts.
- At what depth should each primary document be taught for this benchmark?
 - Chunk the texts so that students can identify the important ideas contained in these documents. Highlight where they can connect the important ideas listed in the clarifications.

Student Presuppositions: SS.8.CG.3.1

- Students are unfamiliar with these documents and believe the Founding was a radical idea birthed in 1776.
 - The Founding was a culminating event that stemmed from a long tradition of liberty and self-government.
- Students believe textbooks are the final say on what happened in history.
 - Many students cannot distinguish between a primary source and a secondary source and confuse the two.
- Students think that because they always read from a textbook that it is a primary source.
 - Accurate history and proper context come from primary sources.

Instructional Resources: SS.8.CG.3.1

Primary Resources:

- [Declaration of Independence](#)
- [Declaration of Rights & Sentiments \(1848\)](#)
- [Gettysburg Address](#)
- [President Abraham Lincoln's Second Inaugural Address](#)
- [The Mayflower Compact](#)
- **The Constitution Center:** [Thomas Paine's, *Common Sense*, \(1776\)](#)
- [U.S. Constitution](#)

Suggested Instructional Strategies: SS.8.CG.3.1

In a graphic organizer, select excerpts from each of the documents below that illustrate their related principles. Have students do a close read of each excerpt and find evidence of the following ideas:

- ***Mayflower Compact*** - Self-government
- ***Common Sense*** - Individual rights, Colonial independence
- ***Declaration of Independence*** - Colonial grievances, consent of the governed, natural rights
- ***U.S. Constitution*** - Separation of powers, checks and balances, rule of law, federalism, limited government, popular sovereignty, republicanism.
- ***Declaration of Rights and Sentiments*** - Women's suffrage
- ***Gettysburg Address*** - Liberty, equality, unity, republicanism, patriotism, perseverance
- ***Lincoln's Second Inaugural Address*** - Unity, peace, non-partisanship

Additionally, text coding of primary documents could be used to indicate the influence each document had on the Colonists' view of government.

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledge at least one counterclaim:

- What influences are found in the Gettysburg Address, and how did Lincoln use them to the Union's advantage?

Using a graphic organizer like a flow map, trace the origins of the grievances in the Declaration of Independence to the complaints and concerns of the 13 colonies.

Glossary



Glossary	
<u>Term</u>	<u>Definition</u>
Abolish/Abolition	To put an end to.
Accountable [Accountability]	Expected or required to answer for one's actions.
Administrative Agency	A government body authorized to implement legislative directives by developing and enforcing more precise and technical rules than possible in a legislative setting.
Agencies	An administrative division of a government or international body.
Allegiance	The tie or obligation of a citizen to their government.
Alliance	The union between nations, contracted by compact, treaty or league.
Allies	To place in a friendly association, as by treaty.
Alter	To make some change in.
Ambassador	A diplomatic official of the highest rank appointed and accredited as representative in residence by one government or sovereign to another, usually for a specific length of time.
Amend	To correct; to rectify by expunging a mistake.
Amendment	An alteration or change for the better; correction of a fault or faults.
American Exceptionalism	The idea that the United States government beholden to the people is the best way to protect liberty, secure god given individual rights, establish justice, ensure domestic peace, prosperity and protect national defense.
Appellate Process	The process of reviewing a decision of a lower court by a higher court.
Appointment	The act of nominating; designation to office.
Appointment Confirmation	The process of the Senate approving the president's choices for certain positions within the government.
Apportionment	The proportional distribution of the number of members of the US House of Representatives on the basis of the population of each state.
Appropriations	A legislative act authorizing the expenditure of a designated amount of public funds for a specific purpose.
Arbitrary	Not governed by any fixed rules.
Aristocracy	Government by a ruling class.
Assembly	A company or collection of individuals, in the same place; usually for the same purpose.
Authoritarian	Characterized by or favoring absolute obedience to authority, as against individual freedom.
Autocracy	Government by a single person having unlimited power; despotism.
Bail	The security given for the release of a prisoner from custody.
Ballot	A ticket or written vote.
Bias	A preference or an inclination, especially one that inhibits impartial judgment.
Bicameral	Composed of or based on two legislative chambers or branches.
Bill	A form or draft of a law, presented to a legislature, but not enacted.
Boycott	To abstain from or act together in abstaining from using, buying, dealing with, or participating in as an expression of protest or disfavor or as a means of coercion.
Cabinet	A body of persons appointed by a head of state or a prime minister to head the executive departments of the government and to act as official advisers.
Campaign	An operation or series of operations energetically pursued to accomplish a purpose.
Candidate	A person who seeks or aspires to an office.

Capitalism	An economic system that is based on the free market trade of goods and service and the accumulation of wealth and private property.
Case Law	The law as established by decisions of courts, especially appellate courts in published opinions.
Checks and Balances	Dividing powers amongst constitutional bodies equally to check abuse of power and self-regulate the bodies to prevent autocracy. Ability to keep the other branches accountable.
Chief Diplomat	The title of the President when he interacts with representatives of a foreign country.
Chief Justice	Head of the Supreme Court.
Circuit Court	A court for a defined region of a state that has specific divisions and hears cases involving more serious crimes and civil cases involving large amounts of money that exceed \$50,000.
Citizen	A resident of a state or nation, especially one entitled to vote and enjoy other privileges there.
Citizenship	The state of being vested with the rights and privileges of a citizen.
City Council	The governing body of a city.
Civic Leadership	Providing guidance or direction in relating to civil affairs or honors.
Civic Participation	Taking part or sharing in the actions that relate to civil affairs.
Civic Pride	The sense of worth in being a citizen of a country, state, or community.
Civic Virtue	Moral goodness relating to civil affairs or honors.
Civil Discourse	Citizens expressing their views to each other by verbal or written speech.
Civil Disobedience	Refusal to obey a law as a result of moral objections, especially through passive resistance.
Civil Law	The law determining private rights and liabilities, as opposed to criminal law and other public law.
Civil Rights	The rights belonging to an individual by virtue of citizenship, especially the fundamental freedoms and privileges guaranteed by the 13 th and 14 th Amendments to the U.S. Constitution and by subsequent acts of Congress, including civil liberties, due process, equal protection of the laws, and freedom from discrimination.

Civilization	An advanced state of intellectual, cultural, and material development in human society, marked by progress in the arts and sciences, the extensive use of record-keeping, including writing, and the appearance of complex political and social institutions.
Commander-in-Chief	Title of the President when he assumes decision making responsibilities regarding the armed forces.
Commerce	In a general sense, an interchange or mutual change of goods, wares, productions, or property of any kind, between nations or individuals, either by barter, or by purchase and sale; trade.
Committee	One or more people, elected or appointed, to whom any matter or business is referred.
Common Good	What is beneficial for all or most of a community.
Common Law	Law established by court decisions rather than by statutes enacted by legislatures.
Communism	A system of government in which the state plans and controls the economy and a single, often authoritarian party holds power, claiming to make progress toward a higher social order in which all goods are equally shared by the people.
Compromise	A settlement of differences in which each side makes concessions.
Concurrent Powers	Powers that are shared or given to both State and Federal (National) government by the United States Constitution.
Confederal System	A system of government where the majority of power is given to independent states rather than the national government.
Confederation [Confederate]	A group of confederates, especially of states or nations, united for a common purpose; a league.
Conference Committee	A joint committee that is appointed to hold a conference on differing versions of a bill.
Congress	The national legislative body of the United States, consisting of the Senate and the House of Representatives.
Consent	Agreement to what is proposed or stated by another.
Consent of Governed	The idea that a government's legitimacy and moral right to use state power is justified and lawful only when consented to or agreed to by the people over which that political power is exercised.
Constitution	The system of fundamental laws and principles that prescribes the nature, functions, and limits of a government or another institution.
Constitutional	Consistent with the constitution; authorized by a constitution or fundamental rules of a government; legal.
Constitutional Law	Law that deals with the interpretation and application of the United States Constitution.

Constitutional Republic	A commonwealth; a state in which the exercise of sovereign power is written in a constitution and is lodged in representatives elected by the people. (In modern usage, it differs from a democracy or democratic state, in which the people exercise the powers of sovereignty in person.)
Constitutional Rights	Rights that are written in a constitution, therefore securing those rights to the citizens.
Convention	An assembly. In this sense, the word includes any formal meeting or collection of men for civil purposes.
Court Order	An order issued by a court, usually at the request of a party to a case, directing a party or participant in a case to take a certain action.
Criminal Law	Law that deals with crimes and their punishments.
Debt	That which is due from one person to another, whether money, goods, or services.
Defendant	In law, the party that opposes a complaint, demand or charge; he that is summoned into court, and defends, denies or opposes the demand or charge, and maintains his own right.
Defense	To protect.
Delegated Powers	Those powers that are specifically outlined for each branch of our Federal (National) Government.
Democracy	A form of government, in which the supreme power is lodged in the hands of the people collectively, or in which the people exercise the powers of legislation.
Democratic Concepts	A general understanding of the beliefs and principles that relate to the governance of a country based on democratic representation and ideas.
Democratic Institutions	An established organization or foundation, especially one dedicated to education, public service, or culture that promotes the operations of democracy.
Democratic Principles	The general belief in basic truths that relate to the governance of a country based on democratic representation and ideas.
Deprive	To take from.
Dictatorship	A form of government where a leader obtains absolute power of a country often through violent means.
Diplomacy	The customs, rules, and privileges of ambassadors, envoys and other representatives of princes and states at foreign courts.
Diplomat	One, such as an ambassador, who has been appointed to represent a government in its relations with other governments.
Doctrine	A statement of official government policy, especially in foreign affairs and military strategy.
Domestic	Pertaining to a nation considered as a family, or to one's own country; not foreign.
Domestic Policy	The set of decisions that a government makes relating to things that directly affect the people in its own country.
Due Process of Law	An established course for judicial proceedings or other governmental activities designed to safeguard the legal rights of the individual.
Economic Freedom	The equal opportunity for all to participate in commercial affairs and the marketplace.
Economic Prosperity	A condition in which a person, community or nation is thriving financially.
Economic Systems	Of or related to the production, development, and management of material wealth, as of a country, household, or business enterprise.

Economics	The social science that deals with the production, distribution, and consumption of goods and services and with the theory and management of economies or economic systems.
Elect	To select or take for an office or employment; to choose from among a number; to select or manifest preference by vote or designation.
Elected	Selected for an office or employment.
Election	The act of choosing a person to fill an office or employment.
Elector	A person who has, by law or constitution, the right of voting for an officer.
Electoral College	A body of electors chosen to elect the president and vice president of the United States.
Embargo	To hinder or prevent ships from sailing out of port, or into port, or both, by some law or edict of sovereign authority, for a limited time.
Embassy	A building containing the offices of an ambassador and staff.
Eminent Domain	The power of a government to take private property for public use without the owner's consent, provided just compensation is given.
Endowed	To equip or supply with a talent or quality.
Enumerated Powers	Federal powers that are specifically outlined in the Constitution that specifically apply to Congress.
Equality	The same degree of dignity or claims.
Espionage	The practice of spying or using spies to obtain secret information, especially regarding a government or business.
Ethical	Being in accordance with the accepted principles of right and wrong that govern the conduct of a profession.
European Union	An economic and political union established in 1993 after the ratification of the Maastricht Treaty by members of the European Community and since expanded to include numerous Central and Eastern European nations.
Ex Post Facto	Formulated, enacted or operating retroactively.
Executive Authority	A person or group having administrative or managerial authority in an organization.
Executive Order	An order issued by a government's executive on the basis of authority specifically granted to the executive branch (as by the U.S. Constitution or a congressional act).
Federal Government [National Government]	Relating to, or being the central government of the United States.
Federal System	Of, relating to, or being a form of government in which a union of states recognizes the sovereignty of a central authority while retaining certain residual powers of government.
Federalism	A principle of government that defines the relationship between the central government at the national level and the regional, state, or local levels.
Felony	One of several serious crimes punishable by a more stringent sentence than that given for a misdemeanor.
Florida Declaration of Rights	The part of the Florida Constitution that lists the basic rights guaranteed to all citizens who live in the state.
Foreign	Belonging to another nation or country.
Foreign Affairs	Affairs concerning international relations and national interests in foreign countries.
Foreign Policy	The diplomatic policy of a nation in its interactions with other nations.
Foundational	Something that gives rise to or supports something.

Free Market	An economic market in which supply and demand are not regulated or are regulated with only minor restrictions.
Freedom	The condition of not being subject to a despotic or oppressive power.
General	Affecting the whole or every member of a class or category.
Gerrymandering	The act of redrawing district lines to favor a particular party or candidate.
Governance	The exercise of authority; direction; control; management, either of a public officer, or of a private guardian or tutor.
Governing Philosophies	To serve as a precedent or deciding principle for the most basic beliefs, concepts, and attitudes of an individual or group.
Government	The institution through which a governing individual or body functions and exercises authority.
Grand Jury	A jury convened to determine if there is sufficient evidence to warrant the indictment of a suspected offender.
Grievance	Implication of wrongdoing.
Human Rights	The basic rights and freedoms to which all humans are considered to be entitled.
Humanitarian Efforts	Showing concern for the welfare of humanity, especially in acting to improve the living conditions of impoverished people.
Hung Jury	A jury that is unable to reach a verdict because its members are unable to reach unanimous agreement (as in criminal cases) or the extent of agreement required by law (as in civil cases).
Ideal	An ultimate or worthy object of endeavor.
Immigrant	A person that moves into a country for the purpose of permanent residence.
Impeach	An accusation or charge brought against a public officer for maladministration in his office.
Implied Powers	Political powers granted to the United States government that aren't explicitly stated in the Constitution.
Impose	To place over by authority or by force.
Independent Judiciary	The principle that decisions from the courts are fair and impartial and are not subject to undue influence from the other branches of government.
Individual Rights	Something that is due to a person by law, tradition or nature. These rights are protected by government not granted from government.
Individual Worth	According to Judeo-Christian principles, every person has value and inheritably embodies dignity.
Inherent Powers	Powers that are not directly stated in the U.S. Constitution, but are necessary for the federal government to have in order to carry out their responsibilities.
Initiative	The right and procedure by which citizens can propose a law by petition and ensure its submission to the electorate.
Instituted	Established; appointed; founded.
Institutions	A system, plan or society established, either by law or by the authority of individuals for promoting any object, public or social.
Interest Group	A group of people working on behalf of or strongly supporting a particular cause, such as an industry or an item of legislation.
International Court of Justice	The principal judicial instrument of the United Nations, which has jurisdiction to settle disputes between nations that have consented to such jurisdiction and to provide other branches of the U. N. (as the General Assembly) with advisory opinions.

International Organizations	Organizations comprised of multiple countries that aim to accomplish specific goals internationally through formal agreements.
International Relations	Foreign affairs; relations among countries.
Internment	The act of interning or confining, especially in wartime.
Judeo-Christian	Relating to or having historical roots from both the Jewish and Christian religions.
Judge	A civil officer who is invested with authority to hear and determine causes, civil or criminal, between parties, according to his commission.
Judicial Review	The Power of the Supreme Court to examine the actions of the legislative, executive, and administrative arms of the government and to determine whether such actions are consistent with the Constitution.
Jurisdiction	The right of a court to hear a particular case, based on the scope of its authority over the type of case and the parties to the case.
Jury	A body of persons selected to decide a verdict in a legal case, based upon the evidence presented, after being given instructions on the applicable law.
Justice	The attainment of what is just, especially that which is fair, moral, right, merited, or in accordance with law.
Juvenile Law	Matters involving children below a certain age, especially those who may be delinquent, in need of supervision, subject to adoption, or charged with committing a criminal offense, but are not be tried in adult criminal court.
Law(s)	A rule, particularly an established or permanent rule, prescribed by the supreme power of a state to its subjects, for regulating their actions.
Lawsuit	A suit in law for the recovery of a supposed right.
Legal System	System in which the law is applied and defined.
Legislature	An officially elected or otherwise selected body of people vested with the responsibility and power to make laws for a political unit, such as a state or nation.
Levy	To raise; to collect by assessment.
Libel	A defamatory writing.
Liberties	A right to engage in certain actions without control or interference by a government or other power: the liberties protected by the Bill of Rights.
Liberty [Civil]	Natural rights as protected by the government and limited only to the extent that public safety and interest requires.
Limited Government	The power of government to intervene in the exercise of civil liberties is restrained by law, usually in a written constitution.
Lobbyist	A person employed to influence legislators or other public officials in favor of a specific cause.
Local Government	A government unit that has authority over smaller areas, such as; a city, town, county, or district rather than a larger area.
Mankind	The race or species of human beings.
Media	A means of mass communication, such as newspapers, magazines, radio, television or internet.
Midterm Elections	Elections that are held in the middle of a presidential term.
Military Law	The body of law that governs persons in military service.
Militia	An army composed of ordinary citizens rather than professional soldiers.
Miranda Warning	The list of rights expressed to individuals who are being questioned for a crime in which they are a suspect.

Misdemeanor	A criminal offense that is less serious than a felony and generally punishable by a fine, a jail term of up to a year, or both.
Mistrial	A trial that is rendered void and of no legal effect because of some serious procedural error or irregularity or because of the inability of the jury to reach a verdict.
Mixed-Market Economy	An economic system that allows for the simultaneous operation of publicly and privately owned enterprises.
Monarchy	Government that is ruled by a single person, usually following a bloodline.
Nation	A people who share common customs, origins, history, and frequently language.
National Interest	The interest of a nation as a whole held to be an independent entity separate from the interests of subordinate areas or groups and also of other nations or supranational groups.
Natural Law	A body of moral and ethical principles that are considered to be inherent in nature itself or deducible through reason alone.
Natural Rights	The belief that individuals are born and vested by God and “nature” with basic rights that cannot be taken away by governments.
Naturalize [Naturalized Citizen]	To grant full citizenship to a person of foreign birth who becomes invested with the privileges and rights of their adopted country.
Necessary and Proper [Elastic Clause]	Empowers Congress to make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States.
Non-Governmental Organization [NGO]	A non-profit group that is formed independent of the government.
North Atlantic Treaty Organization	An alliance of countries that have agreed to protect each other in case of attack; founded in 1949.
Oath	A solemn affirmation or declaration, made with an appeal to God for the truth of what is affirmed.
Obligation	A legal or moral duty.
Oligarchy	A form of government in which the supreme power is placed in a few hands.
Oppression	The imposition of unreasonable burdens, either in taxes or services; cruelty; severity.
Ordain	To order or decree by virtue of superior authority.
Ordinance	A statute or regulation, especially one enacted by a municipal government.
Origin(s)	The first existence or beginning of any thing.
Original Jurisdiction	A specific courts power to hear a case for the first time.
Parliament	A representative body having supreme legislative powers within a state or multinational organization.
Participate	To partake; to have a share in common with others.
Patrician	Senatorial; noble; not plebeian.
Peacekeeping Operations	Of or relating to the preservation of peace, especially the supervision by international forces of a truce between hostile nations.
Perspective	Subjective evaluation of relative significance.
Petition	A formal written document requesting a right or benefit from a person or group in authority.
Philosophical Underpinnings	A foundational theory underlying or regarding a sphere of activity or thought.
Plaintiff	In law, the person who commences a suit before a tribunal, for the recovery of a claim; opposed to defendant.
Plebeian	Pertaining to the common people.

Policy	The system of measures which the sovereign of a country adopts and pursues, as best adapted to the interests of the nation.
Polis	A city-state of ancient Greece.
Political Action Committee	A private entity formed by business, labor, or other special-interest groups that can raise money to support of a political party or campaign but typically is required to abide by limits on contributions and expenditures.
Political Agenda	A list of subjects or problems to which specific government officials as well as specific individuals outside the government place a higher emphasis on addressing.
Political Communications	Speech or messaging relating to government, politics, or the state, that leads to the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior.
Political Offices	A position of governmental authority, duty, or trust given to a person.
Political Participation	Taking part or sharing in actions that deal with policy, or to civil government and its administration.
Political Parties	A group of persons organized to acquire and exercise political power.
Political Process	The steps in dealing with the structure or affairs of government.
Political Systems	An organized and coordinated structure for the affairs of government.
Politician	One versed in the science of government and the art of governing.
Poll	An election of civil officers, or the place of election.
Poll Tax	A fixed tax levied on all persons in a certain area, especially as a condition of voting in elections.
Popular Sovereignty	The sovereign power of a nation is vested in the people.
Popular Vote	The total number of votes for a candidate made by the voting population.
Posterity	Descendants.
Preamble	Introduction to a formal document that explains its purpose.
Precedent	An act or instance that may be used as an example in dealing with subsequent similar instances.
Precinct	An election district of a city or town.
President	An officer appointed or elected to govern a province or territory, or to administer the government of a nation.
President Pro Tempore	The senator who presides over the U.S. Senate in the Vice Presidents absence.
Presidential Appointment	The power of the U.S. President to choose members of his or her cabinet, ambassadors to other nations, and other officials in his or her administration.
Press	The communications media considered as a whole, especially the agencies that collect, publish, transmit, or broadcast news and other information to the public.
Primaries	A meeting of registered voters for the purpose of nominating candidates and for choosing delegates to their party convention.
Primary Source	Immediate, first-hand accounts of a topic, from people who had a direct connection with it.
Prohibit	To forbid; to interdict by authority.
Promote	To forward; to advance.
Propaganda	Material disseminated by the advocates or opponents of a doctrine or cause.
Property Rights	A legal right or interest in or against specific property.
Proposal	That which is offered or propounded for consideration or acceptance.
Prosecutor	The person who institutes and carries on a criminal suit in a legal tribunal, or one who exhibits criminal charges against an offender.
Protest	To express a strong objection.
Public Agenda	The order of topics and issues that the majority of the public deem as important.

Public Opinion	The views of the general public.
Public Policy	A system of laws, regulatory measures, courses of action, and funding priorities concerning a given topic promoted by a governmental entity or its representatives.
Public Sphere	The arena where citizens come together, exchange opinions regarding public affairs, discuss, deliberate, and eventually form public opinion.
Qualification	A quality, ability, or accomplishment that makes a person suitable for a particular position or task.
Quarter	To take up or be assigned lodgings (housing).
Ratification	To approve and give formal sanction to; confirm.
Ratify	To approve and give formal sanction to; confirm.
Ration [Rationing]	A fixed portion, especially an amount of food allotted to persons in military service or to civilians in times of scarcity.
Referendum	The submission of a proposed public measure or actual statute to a direct popular vote.
Regional	Of or relating to a particular region or district.
Regulate	To control or direct according to rule, principle, or law.
Regulation	A rule or order prescribed by a superior for the management of some business, or for the government of a company or society.
Religious Liberty	The free right of adopting and enjoying opinions on religious subjects, and of worshiping the Supreme Being according to the dictates of conscience, without external control.
Repeal	To recall.
Representation	The state or condition of serving as an official delegate, agent, or spokesperson. The right or privilege of being represented by delegates having a voice in a legislative body.
Representative Government	Based on, or constituting a government in which the many are represented by persons chosen from among them usually by election.
Republic	A commonwealth; a state in which the exercise of sovereign power is lodged in representatives elected by the people. In modern usage, it differs from a democracy or democratic state, in which the people exercise the powers of sovereignty in person.
Republicanism	The right or privilege of being represented by delegates having a voice in a legislative body.
Reserved Powers	The powers not delegated to the United States by the Constitution, nor prohibited to it by the States, are reserved to the States respectively, or to the people.
Residency	The act or a period of living in a place.
Responsibility	The act of a citizen to better their community through moral judgement and actions.
Right to Counsel	The right of citizens to have formal representation in a court of law.
Rights	Something that is due to a person or governmental body by law, tradition, or nature; a just claim.
Rule of Law	Government and all citizens abide by the same laws.
Runoff	An extra election or competition held to decide a winner following an earlier, inconclusive election or competition.
Safeguard	To ensure the safety or integrity of; protect or preserve.
Sanction	To penalize, as for violating a moral principle or international law.

Secretary of State	The president's chief advisor for foreign policy, head of the U.S. State Department, and senior Cabinet official.
Sedition	Conduct or language inciting rebellion against the authority of a governing body.
Segregation	The separation from others.
Seizure	The act or an instance of confiscating or the condition of being taken.
Self-Evident	Evident without proof or reasoning; that produces certainty or clear conviction upon a bare presentation to the mind.
Self-Government	Government of a country by its own people.
Self-Incrimination	Incrimination of oneself, especially by one's own testimony in a criminal prosecution.
Senate	An assembly or a council of citizens having the highest deliberative and legislative functions in a government.
Separation of Powers	The constitutional allocation of the legislative, executive and judicial powers among the three branches of government.
Services	That which is required to be done in an office.
Slander	Oral communication of false and malicious statements that damage the reputation of another.
Social Contract	A usually implicit agreement among the members of an organized society or between the governed and the government defining and limiting the rights and duties of each.
Socialism	An economic system in which the means of producing and distributing goods is owned collectively or by a centralized government that often plans and controls the economy.
Society	A community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests.
Sovereignty	Supremacy of authority or rule as exercised by a person or group of people; power.
Speaker of the House	The leader of the House of Representatives who is elected by the majority party.
State	A politically organized body of people usually occupying a defined territory.
State Government	Government whose powers, obligations and responsibilities solely lie within the state boundaries.
Statute	An act of the legislature of a state that extends its binding force to all the citizens or subjects of that state.
Statutory Law	Law established by an act of the state legislature that is signed by the executive.
Suffrage	The right or privilege of voting.
Summary Judgement	Judgment entered by a court for one party and against another party without a full trial.
Summons	A call by authority to appear at a place named, or to attend to some public duty.
Supremacy Clause	The clause that states that the U.S. Constitution is the supreme law of the land, and that national laws are supreme over state laws, found in Article VI.
Supreme Court	The highest federal court in the United States, consisting of nine justices and having jurisdiction over all other courts in the nation.
Suspension	An interruption or temporary cessation, as of an activity or of the application of a rule or law; a postponement.
Symbolism	The practice of representing things by means of symbols or of attributing symbolic meanings or significance to objects, events, or relationships.
Tariff	A tax levied upon goods as they cross national boundaries, usually by the government of the importing country.

Tax	A contribution for the support of a government required of persons, groups or businesses within the domain of that government.
Taxation	The act or practice of imposing taxes.
Term	A limited or established period of time that something is supposed to last.
Terrorism	The use of violence or the threat of violence, especially against civilians, in the pursuit of political goals.
Theocracy	Government of a state by the immediate direction of God.
Totalitarian	Of, relating to, being, or imposing a form of government in which the political authority exercises absolute and centralized control over all aspects of life; the individual is subordinated to the state, and opposing political and cultural expression is suppressed.
Trade	The act or business of exchanging items by barter; or the business of buying and selling for money.
Tranquility	The state of being peaceful.
Treaty	An agreement, league or contract between two or more nations or sovereigns, formally signed by commissioners properly authorized, and solemnly ratified by the several sovereigns or the supreme power of each state.
Trial	The examination of a cause in controversy between parties, before a proper tribunal.
Trial Court	The local, state, or federal court that is the first to hear a civil or criminal case; involves a hearing and decision with a single judge, with or without a jury.
Tyranny	Unjust or oppressive governmental power.
U.S. Constitution	The supreme law of the United States, consisting of the document ratified by the original thirteen states (1787-1790) and subsequent amendments.
Unalienable Rights [Inalienable]	A freedom or liberty that cannot be taken away or transferred by man since they have divine origin.
Unanimous	Being of one mind; agreeing in opinion or determination.
Unconstitutional	Not agreeable to the constitution; not authorized by the constitution; contrary to the principles of the constitution.
Unicameral	One house legislature.
Uniform Code of Military Justice	The legal system (bodies of law and procedure) that governs the conduct of the active-duty personnel of the armed forces of the United States.
Union	A combination so formed, especially an alliance or confederation of people, parties, or political entities for mutual interest or benefit.
Unitary	An organization structure in which two or more areas or groups have joined together, with the same goals, and are controlled by a single government.
United Nations	An international organization composed of most of the countries of the world. It was founded in 1945 to promote peace, security, and economic development.
Verdict	Decision; judgment.
Veto	The constitutional power of the chief executive of a state or nation to prevent or delay the enactment of legislation passed by the legislature.
Violation	Infringement; transgression.
Virtue	Moral goodness.
Warrant	An order that serves as authorization.
Watchdog	One who serves as a guardian or protector against waste, loss, or illegal practices.
Welfare	Health, happiness and good fortune; well-being.

World Trade Organization	A global international organization dealing with the rules of trade between nations.
Writ	A written order issued by a court, commanding the party to whom it is addressed to perform or cease performing a specified act.
Writ of Certiorari	A writ seeking review of a lower court decision by a higher court.
Writ of Mandamus	A remedy that can be used to compel a lower court to perform an act that is ministerial in nature and that the court has a clear duty to do under law.