

## **Grades 6-8 Instructional Guide for Civics and Government**

The Instructional Guide for Civics and Government (IG-CG) is intended to assist educators with planning for student learning and instruction aligned to Florida’s Civics and Government benchmarks. This guide is designed to aid high-quality instruction through the identification of components that support the learning and teaching of the Civics and Government benchmarks. The IG-CG includes an analysis of information related to the benchmarks, the instructional emphasis and aligned primary sources to support instruction. The document is posted on the Florida Department of Education’s Civics Literacy website [www.civicsliteracy.org](http://www.civicsliteracy.org) and will continue to undergo edits as needed.

### **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.

## Historical Thinking Skills

Effective social studies instruction intentionally embeds historical thinking skills. This practice allows students to contextualize history and its complexities and gives them support on how to think, not what to think. Historical thinking skills include the following:

- **Multiple Accounts and Perspectives** – Traditionally, the textbook’s account is the one that students encounter most frequently and routinely in the classroom. However, the complexities encountered in history education warrant the use of multiple accounts and perspectives to truly understand a particular time period, event or significant point in history.
- **Analysis of Primary Sources** – Using multiple accounts highlights the necessity of analyzing different points of view. Authentic points of view come from the writings, photos and artifacts of that time. It is imperative that students receive explicit instruction on how to analyze primary documents.
- **Sourcing** – When we “source” a document – a term originally coined by researcher Sam Wineburg – it means that we consider its origins to help us make sense of it and establish validity.
- **Context** – Context is at the core of historical thinking and requires, among other things, making connections between historical eras and circumstances and particular events and accounts.
- **Claim-Evidence Connection** – Historical arguments and stories rest on evidence and students need to be taught this essential fact. By requiring students to provide evidence to support their claims as a consistent best instructional practice, it leads to an increase in reading and analysis skills and ultimately, a more profound knowledge base in history.

### Overview of Grades 6-8

In Florida, the responsibility of operating, controlling and supervising the public schools lies with local administrators and members of the district school boards. This is referred to as “local control” and places decision-making in the hands of those closest to the student. Neither the Legislature nor the Department of Education mandate when certain subjects are taught in the middle grades, only that they are taught before advancing to high school. And while some districts may choose to teach American History before Civics and wait to teach World History in eighth grade, others will follow the general guidelines outlined by the following grade-specific standards.

## Components of the Instructional Guide for Civics and Government

The following table is an example of the layout for each benchmark and includes the defining attributes for each component. It is important to note that instruction should not be limited to the possible connecting benchmarks, related terms, strategies or examples provided. To do so would strip the intention of an educator meeting students' individual skills, knowledge and abilities.

### **Benchmark**

*focal point for instruction within lesson or task*

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The benchmark is the focal point for student learning and instruction. The benchmark, and its related example(s) and clarification(s), can also be found in the course description. The benchmark is a specific expectation for grade level or grade band that falls within the standard. The social studies content within benchmarks is to be learned during the year and mastered by the end of the year.

### **Terms from the K-12 Glossary**

This section includes terms from Appendix C: K-12 Glossary, found within the Instructional Guide for Civics and Government, which are relevant to the identified benchmark. The terms included in this section should not be viewed as a comprehensive vocabulary list but instead should be considered during instruction or act as a reference for educators.

### **Connecting Benchmarks**

This section includes a list of connecting benchmarks that relate horizontally to the benchmark of focus. Connecting benchmarks are related benchmarks that can be taught in conjunction or linearly as the benchmark of focus. The information included in this section is not a comprehensive list, and educators are encouraged to find other connecting benchmarks.

### **Common Misconceptions, Errors and Questions**

This section will include common student misconceptions or errors and may include strategies to address the identified misconception or error. Recognition of these misconceptions and errors enables educators to identify them in the classroom and make efforts to correct the misconception or error. This corrective effort in the classroom can also be a form of formative assessment within instruction. This section also addresses questions commonly posed by both students and educators.

### **Instructional Resources**

This section highlights suggested primary and supplemental resources that align to each individual benchmark. Each of the suggested primary and supplemental resources has been vetted and checked for alignment.

### **Suggested Instructional Strategies/Tasks**

This section provides educators with general instructional ideas that can be implemented while teaching the benchmark. This section is not a lesson plan or a "how to" section, but rather a framework of strategies and considerations to guide effective student-centered instruction.

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*\*The strategies, tasks and items included in the IG-CG are examples and should not be considered comprehensive.*

# Civics and Government Grade 6 Instructional Guide



## Grade 6 Benchmarks

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

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

**Benchmark Clarifications**

- *Clarification 1:* Students will identify and explain the democratic principles of government in ancient Greece.
- *Clarification 2:* Students will compare and contrast the political systems of ancient Greece and modern-day United States.
- *Clarification 3:* Students will recognize the influence of ancient Greece on the American political process.

**Connecting Benchmarks**

- **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.

**Terms from the K-12 Glossary**

- Constitutional Republic
- Democratic Concepts
- Government
- Political Process
- Political Systems

**Common Misconceptions, Errors or Questions**

- N/A

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.6.CG.1.1 Resources](#)
- Avalon Law: [Athenian Constitution](#)
- Massachusetts Institute of Technology: [Aristotle, The Athenian Constitution](#)
- Fordham University: [Pericles, Funeral Oration](#)
- Massachusetts Institute of Technology: [Plato, Republic](#)
- CPALMS Tutorial: [The Influence of Ancient Greece: Part 1](#) ,[The Influence of Ancient Greece: Part 2](#) , [The Influence of Ancient Greece: Part 3](#)

## Suggested Instructional Strategies/Tasks

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- Students can create a T-Chart or two-column notes that have different political concepts that ancient Greece used, and at the bottom they can summarize how this concept can be traced in the United States government today.
- Use excerpts from the Athenian Constitution. Have students highlight democratic concepts (e.g., voting, citizen participation). Create a graphic organizer comparing and contrasting it to the U.S. Constitution.
- Have students highlight keywords and match similar themes (power from the people, equality under law, civic duty) What responsibilities does Pericles believe citizens have? How are those reflected in the Constitution's goals?
- 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).
- In pairs or small groups, students create a side-by-side visual comparing Ancient Greek democracy and the U.S. constitutional republic. Posters must include structure of government, role of citizens and examples of democratic principles. Presentations follow.
- 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

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

### Benchmark Clarifications

- *Clarification 1:* Students will compare and contrast the political systems in ancient Rome and modern-day United States.
- *Clarification 2:* Students will recognize the influence of ancient Rome on the American political process.

## Connecting Benchmarks

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- **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.1.3:** 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.

## Terms from the K-12 Glossary

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- Constitutional republic
- Political process
- Political systems
- Assembly
- Republic
- State

## Common Misconceptions, Errors or Questions

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- N/A

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.6.CG.1.2 Resources](#)
- The Avalon Project: [Law of Caesar on Municipalities \(44 B.C.\)](#)
- Liberty Fund: [Cicero, \*On Moral Duties \(De Officiis\)\*](#)
- Massachusetts Institute of Technology: [Aristotle, \*The Athenian Constitution\*](#)

### Suggested Instructional Strategies/Tasks

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- Students can create a T-Chart or two-column notes comparing the Twelve Tables and the Bill of Rights.
- Students complete a double-bubble or Venn diagram to compare Roman and American legal traditions. After comparing, students write a brief reflection explaining one Roman principle that continues to shape American government today.
- 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

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**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 Jewish, ancient Greek and ancient Roman civilizations.
- Students will recognize that the rule of law is a foundational principle of the U.S. government.

## Connecting Benchmarks

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- **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.1.4:** 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).

## Terms from the K-12 Glossary

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- Civilization
- Constitutional republic
- Foundational
- Rule of law

## Common Misconceptions, Errors or Questions

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- 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.

## Instructional Resources

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### 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:**

- CivicsLiteracy.org: [SS.6.CG.1.3 Resources](#)
- Massachusetts Institute of Technology: [Aristotle, \*The Athenian Constitution\*](#)

**Suggested Instructional Strategies/Tasks**

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- 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 and the United States in upholding the rule of law.
- Set up stations with excerpts from the Code of Hammurabi, Law of Israel, Twelve Tables and U.S. Constitution. Students rotate in groups, using a template to identify rule of law examples and record how each civilization defined justice and accountability.
- Document Analysis: After completing a close read, compare Aristotle's Politics with the Code of Hammurabi, the Twelve Tables 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 the ways each document influenced the constitutional republic of the United States?

## Benchmark

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**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.

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Civic leadership
- Civic participation
- Governance
- Virtue

## Common Misconceptions, Errors or Questions

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- N/A

## Instructional Resources

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### 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](#)
- [Thomas Jefferson to Peter Carr, August 19, 1785](#)

### Supplemental Resource:

- CivicsLiteracy.org: [SS.6.CG.1.4 Resources](#)

## Suggested Instructional Strategies/Tasks

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- Assign each group a person of contribution from either ancient Rome or Greece (Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes). Have the group conduct research on their assigned person and create a foldable to illustrate their contribution, leadership, biography and examples of how virtue was displayed in this historical person. As an 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.

# Civics and Government Grade 7 Instructional Guide



## Grade 7 Benchmarks

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

#### Benchmark

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

#### Benchmark Clarifications

- *Clarification 1:* Students will explain the influence of ancient Greece on America’s constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).
- *Clarification 2:* 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).
- *Clarification 3:* Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.
- *Clarification 4:* 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.

#### Connecting Benchmarks

- **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.

#### Terms from the K-12 Glossary

- Constitution
- Constitutional Republic
- Democracy
- Individual Worth
- Judeo-Christian
- Justice
- Polis
- Representative Government (Republic)
- Rule of Law
- Separation of Powers

#### Common Misconceptions, Errors or Questions

- 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 term “Judeo-Christian tradition” refer to, and what was its historical influence?
  - The phrase refers to a set of moral and philosophical ideas that emerged from early Western thought and later influenced democratic principles in Europe and the United States. These ideas include the belief in the intrinsic value of every individual and recognition that human beings are imperfect, requiring systems that limit the concentration of power.
    - Human equality: The concept that all individuals have inherent worth influenced the Founders’ belief that “all men are created equal,” as stated in the Declaration of Independence.
    - Natural rights: The idea that certain rights are fundamental and not granted by government is reflected in the phrase “laws of nature and nature’s God.”
    - Rule of law: The emphasis on fairness and justice under the law helped shape the American principle that all are equal before the law, without preferential treatment based on social status.
    - Human nature and governance: Recognizing that people are imperfect led to the belief that power must be balanced through systems like separation of powers and checks and balances.
- *This benchmark and clarification is not an endorsement of any religion or belief system. It addresses the historical influence of certain philosophical ideas on the founding principles of the United States, which can be discussed objectively without promoting religious doctrine.*
- 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.

## Instructional Resources

### Primary Resources:

- [Aristotle, \*Politics\*](#)
- [Circular Letter from George Washington to the States](#)
- [Declaration of Independence](#)
- [Twelve Tables](#) (Rome)
- [Virginia Statute on Religious Freedom \(1786\)](#)
- [George Washington's Thanksgiving Proclamation, October 3, 1789](#)

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.1.1 Resources](#)
- [Bill of Rights Institute: A City Upon a Hill: Winthrop’s “Modell of Christian Charity” \(1630\)](#)

- CPALMS Tutorials: [The Influence of Ancient Greece: Part 1](#) , [The Influence of Ancient Greece: Part 2](#) , [The Influence of Ancient Greece: Part 3](#)

### **Suggested Instructional Strategies/Tasks**

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- 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 stated in the Preamble to the 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 to make a connection about the origin of rights.
- Set up posters or stations featuring key documents or ideas from each tradition (e.g., Pericles' Funeral Oration, Roman Senate structure, Mosaic Law). Students walk through each station completing a note catcher on how each influence shaped America’s founding principles.

## Benchmark

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

### Benchmark Clarifications

- *Clarification 1:* 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).
- *Clarification 2:* Students will explain why religious liberty is a protected right.

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Due Process of Law
- Equality
- Limited Government
- Natural Rights
- Religious Liberty
- Rights
- Rule of Law

## Common Misconceptions, Errors or Questions

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- 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.

- Misconception: 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.

## **Instructional Resources**

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### **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 Resources:**

- CivicsLiteracy.org: [SS.7.CG.1.2 Resources](#)
- The National Archives: [Virginia Declaration of Rights](#)

## **Suggested Instructional Strategies/Tasks**

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- 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.
- Students are given modern-day civic scenarios (e.g., police needing a warrant, peaceful protest, fair trial). In small groups, they match each scenario to a founding principle and justify their choice with evidence from founding documents.

## Benchmark

**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.

### Benchmark Clarifications

- *Clarification 1:* 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).

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Consent
- Due process of law
- Jury
- Justice
- Liberty (civil)
- Limited government
- Rights
- Rule of law
- Self-government
- Social contract
- Trial

## Common Misconceptions, Errors or Questions

- 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.
- How can students read the primary sources addressed in this benchmark?

- Routinely using research-based reading strategies, Predict, Question, Clarify and Summarize in class, 7<sup>th</sup> grade students can read and comprehend these primary source 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.

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.1.3 Resources](#)
- CPALMS Tutorial: [Colonists: What Were They Thinking?](#)

## Suggested Instructional Strategies/Tasks

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- In a graphic organizer, select excerpts from each of the four documents that illustrate their related principles. Have students read each excerpt and find evidence of the following ideas: due process of law; limitation of government power; right to justice; 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 colonists' 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

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**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.

### Benchmark Clarifications

- *Clarification 1:* Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.
- *Clarification 2:* Students will examine how Enlightenment ideas influenced the Founders’ beliefs about individual liberties and government.
- *Clarification 3:* Students will evaluate the influence of Montesquieu’s and Locke’s ideas on the Founding Fathers.

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Liberties
- Natural law
- Natural rights
- Separation of powers
- Social contract

## Common Misconceptions, Errors or Questions

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- What background knowledge might students need to understand 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.
- How in depth should one teach the ideas of Montesquieu and John Locke?
  - The main ideas that students must evaluate from John Locke are the concepts of Natural Rights (life, liberty and property) and social contract.
  - Students will focus on Montesquieu’s idea of separation of powers.

## Instructional Resources

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### 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:**

- CivicsLiteracy.org: [SS.7.CG.1.4 Resources](#)
- The Constitution Center: [Montesquieu, \*The Spirit of Laws\* \(1748\)](#)
- The National Archives: [Virginia Declaration of Rights](#)
- CPALMS Tutorial: [Enlightenment Ideas and the Founders](#)

**Suggested Instructional Strategies/Tasks**

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- 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

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

### Benchmark Clarifications

- *Clarification 1:* 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).
- *Clarification 2:* 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.

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Grievance
- Individual rights
- Natural rights
- Quarter
- Representation
- Tax
- Taxation

## Common Misconceptions, Errors or Questions

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- 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.

## Instructional Resources

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### Primary Resources:

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

**Supplemental Resources:**

- CivicsLiteracy.org: [SS.7.CG.1.4 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 \(1774\)](#)
- CPALMS Tutorial [Britain vs. America: What Led to the Declaration of Independence](#)

**Suggested Instructional Strategies/Tasks**

- 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 colonists convincing them to separate. Additionally, text coding around reasons for separation could be used during the reading.

## Benchmark

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

### Benchmark Clarifications

- *Clarification 1:* 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).
- *Clarification 2:* Students will explain the concept of natural rights as expressed in the Declaration of Independence.
- *Clarification 3:* Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.
- *Clarification 4:* 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.
- *Clarification 5:* Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.
- *Clarification 6:* 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).

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Abolish
- Alter
- Consent of the governed
- Grievance
- Jury
- Legislature
- Natural rights
- Quarter
- Rights
- Self-evident
- Social contract
- Tax
- Tyranny
- Unalienable rights (inalienable)

## Common Misconceptions, Errors or Questions

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- 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.
- 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.
- Who was included in the phrase “all men are created equal”?
  - 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.

## Instructional Resources

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### Primary Resource:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.1.6 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 \(1776\)](#)
- CPALMS Tutorial: [Analyzing the Declaration of Independence](#)

## Suggested Instructional Strategies/Tasks

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- 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

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

### Benchmark Clarifications

- *Clarification 1:* 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).

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Confederation
- Congress
- Consent
- Constitution
- Law(s)
- Levy
- Regulate
- Tax
- Trade

## Common Misconceptions, Errors or Questions

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- Students may not have prior knowledge 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 for the new nation.
  - “Shays’ Rebellion” exposed some of 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

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### Primary Resources:

- [Articles of Confederation](#)
- [Letters from Alexander Hamilton to George Clinton \(1778\)](#)

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

**Supplemental Resources:**

- CivicsLiteracy.org: [SS.7.CG.1.7 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, \*Origin of the Constitutional Convention\* \(December 1835\)](#)
- The National Archives: [James Madison, \*Notes on Ancient and Modern Confederacies\* \(1786\)](#)
- CPALMS Tutorial: [From Confederation to Constitution](#)

**Suggested Instructional Strategies/Tasks**

- 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** Explain the purpose of the Preamble to the U.S. Constitution.

### Benchmark Clarifications

- *Clarification 1:* Students will explain how the Preamble serves as an introduction to the U.S. Constitution (establishes the goals and purposes of government).
- *Clarification 2:* 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).
- *Clarification 3:* 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.

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Domestic
- Justice
- Liberty (civil)
- Ordain
- Posterity
- Preamble
- Tranquility
- Union
- Welfare

## Common Misconceptions, Errors or Questions

- Why is it important to teach specifically the Preamble to the U.S. Constitution?
  - 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.
- The Preamble of the Constitution is the same as the Preamble of the Declaration of Independence.
  - Both preambles introduce 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

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.1.8 Resources](#)
- CPALMS Tutorial: [Understanding the Preamble](#)

## Suggested Instructional Strategies/Tasks

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- 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.
- Students receive task cards describing government actions. They must determine which branch is responsible and explain their reasoning. Example: “Who declares war?” → Legislative Branch.
- 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

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**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.

### Benchmark Clarifications

- *Clarification 1:* Students will explain the concept of limited government in the U.S. Constitution.
- *Clarification 2:* Students will describe and distinguish between separation of powers and checks and balances.
- *Clarification 3:* Students will analyze how government power is limited by separation of powers and/or checks and balances.
- *Clarification 4:* Students will recognize examples of separation of powers and checks and balances.
- *Clarification 5:* Students will recognize the influence of the U.S. Constitution on the development of other governments.

## Connecting Benchmarks

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- **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 10<sup>th</sup> Amendment.

## Terms from the K-12 Glossary

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- Checks and balances
- Due process of law
- Individual rights
- Limited government
- Representative government
- Separation of powers

## Common Misconceptions, Errors or Questions

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- N/A

## Instructional Resources

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### Primary Resources:

- [Federalist No. 10](#)
- [John Locke, \*Two Treatises of Government\*](#)
- [Montesquieu, \*The Spirit of the Laws Book XI\*](#)

- [U.S. Constitution](#)

**Supplemental Resources:**

- CivicsLiteracy.org: [SS.7.CG.1.9 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/Tasks**

- **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: 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

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**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.

### Benchmark Clarifications

- *Clarification 1:* Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- *Clarification 2:* Students will recognize the Anti-Federalists' reasons for the inclusion of a Bill of Rights in the U.S. Constitution.

## Connecting Benchmarks

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- **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 10<sup>th</sup> Amendment.

## Terms from the K-12 Glossary

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- Amend
- Ratification
- U.S. Constitution

## Common Misconceptions, Errors or Questions

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- Students may confuse the “Federalists” and “Anti-Federalists” for political parties.
  - These two factions were focused on issues concerning the constitution’s framework and structure and our country.

## Instructional Resources

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### 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:

- CivicsLiteracy.org: [SS.7.CG.1.10 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 \(1787\)](#)
- CPALMS Tutorial: [The Great Debate: Federalist vs. Anti-Federalist](#)

### **Suggested Instructional Strategies/Tasks**

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- 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

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**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.

### Benchmark Clarifications

- *Clarification 1:* Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.
- *Clarification 2:* Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- *Clarification 3:* Students will analyze the meaning and importance of due process in the United States legal system.
- *Clarification 4:* 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).

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Accountable/accountability
- Arbitrary
- Due process of law
- Institutions
- Legal system
- Rule of law

## Common Misconceptions, Errors or Questions

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- 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). One 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.

- 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

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### 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:

- CivicsLiteracy.org: [SS.7.CG.1.11 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 \(1974\)](#)
- CPALMS Tutorial: [Understanding Rule of Law](#)

## Suggested Instructional Strategies/Tasks

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- 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.
- Students will research each country’s legal system, government accountability, citizens’ rights and application of laws. After completing their research, students will compare and contrast the two countries using a visual organizer (e.g., Venn diagram or chart) and identify key characteristics that define a society governed by the rule of law. Have students create a whole to part thinking map showing the different elements of rule of law and defining those elements.
  - Accountability to the law
  - Consistent application of the law
  - Law and order (enforcement)
  - Decisions based on the law
  - Fair procedures
  - Transparency of institutions

## **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** Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.

#### Benchmark Clarifications

- *Clarification 1:* Students will define citizenship as stated in the 14th Amendment.
- *Clarification 2:* Students will explain the process of becoming a naturalized citizen.
- *Clarification 3:* Students will define permanent residency and explain its role in obtaining citizenship.
- *Clarification 4:* Students will examine the impact of the naturalization process on society, government and the political process.

### **Connecting Benchmarks**

- **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.

### **Terms from the K-12 Glossary**

- Citizen
- Citizenship
- Constitutional
- Naturalize
- Residency

### **Common Misconceptions, Errors or Questions**

- 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 14th 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 are the different pathways to citizenship?
  - 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 people, 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

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.2.1 Resources](#)
- Oyez.org: [Dred Scott v. Sandford \(1857\)](#)
- CPALMS Tutorial: [Citizenship: It All Starts Here!](#)

## Suggested Instructional Strategies/Tasks

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- 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** Differentiate between obligations and responsibilities of U.S. citizenship and evaluate their impact on society.

### Benchmark Clarifications

- *Clarification 1:* 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.
- *Clarification 2:* Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.
- *Clarification 3:* Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.
- *Clarification 4:* 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.

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Citizen
- Common Good
- Obligation (Duty)
- Responsibility
- Summons

## Common Misconceptions, Errors or Questions

- 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.
- 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

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### Primary Resource:

- [Citizen's Almanac](#)

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.2.2 Resources](#)
- CPALMS Tutorial [Show Your Citizenship!](#)

## Suggested Instructional Strategies/Tasks

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- 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
    - 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** Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.

### Benchmark Clarifications

- *Clarification 1:* Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.
- *Clarification 2:* Students will recognize the five freedoms protected by the First Amendment.
- *Clarification 3:* 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.
- *Clarification 4:* Students will use scenarios to identify rights protected by the Bill of Rights.
- *Clarification 5:* Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Amendment
- Eminent domain
- Libel
- Militia
- Petition
- Rights
- Seizure
- Slander
- Suffrage
- Unconstitutional
- Violation
- Warrant

## Common Misconceptions, Errors or Questions

- As a reminder to students, the Bill of Rights is not a separate document but just the first 10 amendments to the total of 27 found in the U.S. Constitution.

## Instructional Resources

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### 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:

- CivicsLiteracy.org: [SS.7.CG.2.3 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 \(1989\)](#)
- **CPALMS Tutorials:**
  - [The Bill of Rights and You: An Introduction](#)
  - [The Bill of Rights and You: The 1st Amendment](#)
  - [Exploring The First Amendment](#)
  - [The Bill of Rights and You: 2nd, 3rd, 9th and 10th Amendments](#)
  - [The Bill of Rights and You: The 4th and 5th Amendments](#)

## Suggested Instructional Strategies/Tasks

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- 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 is 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 students write each freedom in their own words, focusing on new vocabulary, adding examples and then drawing a visual representation of each.

## Benchmark

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

### Benchmark Clarifications

- *Clarification 1:* Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).
- *Clarification 2:* Students will examine rationales for and results of government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).
- *Clarification 3:* Students will use scenarios to examine the impact of limiting individual rights.
- *Clarification 4:* Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Civil disobedience
- *Ex post facto*
- *Habeas corpus*
- Individual rights
- Internment
- Property rights
- Ration (rationing)
- Safeguard
- Suspension

## Common Misconceptions, Errors or Questions

- What is the relationship between individual rights and the common good?
  - The 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).
- Does the Bill of Rights “grant” 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.

- Students may not know the importance of the 9th and 10th 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

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### 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:

- CivicsLiteracy.org: [SS.7.CG.2.4 Resources](#)
- 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 \(1989\)](#)
- CPALMS Tutorials: [Know Your Rights: Examining the Bill of Rights](#)

## Suggested Instructional Strategies/Tasks

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- 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 of individual liberty would be justified.
- Have students analyze Supreme Court decisions, Executive Orders, 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

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**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.

### Benchmark Clarifications

- *Clarification 1:* Students will examine the significance of juries in the American legal system.
- *Clarification 2:* Students will explain types of jury trials, how juries are selected and why jury trials are important.

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Due Process of Law
- Federal Government (National Government)
- Jury
- Justice
- State
- Trial

## Common Misconceptions, Errors or Questions

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- 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 the 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 6th and 7th 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 barrier against an overreaching or tyrannical state. The jury trial is due process in action.

## Instructional Resources

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### 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:

- CivicsLiteracy.org: [SS.7.CG.2.5 Resources](#)
- FLCourts.gov: [Diagram of the Florida Court System](#)
- CPALMS Tutorial: [Trial by Jury: You Decide!](#)

## Suggested Instructional Strategies/Tasks

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- 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 Magna Carta and other influential founding documents that stressed the importance of a trial by jury.

## Benchmark

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

### Benchmark Clarifications

- *Clarification 1:* Students will explain how elections and voting impact citizens at the local, state and national levels.
- *Clarification 2:* Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- *Clarification 3:* Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.

## Connecting Benchmarks

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- **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 10<sup>th</sup> 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.

## Terms from the K-12 Glossary

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- Democratic Institutions
- Election
- Origin(s)
- Poll
- Political parties
- Public policy
- Republic
- State Government
- Suffrage

## Common Misconceptions, Errors or Questions

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- 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.

## Instructional Resources

### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.2.6 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](#)
- CPALMS Tutorial: [Election Time in Tutorial Town](#)

## Suggested Instructional Strategies/Tasks

- 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 percentage 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 10th Amendment is used to explain that election procedures are a reserved power to the states. The 10th Amendment states, *“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 the involvement of Congress, at times, when deciding matters related to congressional 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

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

### Benchmark Clarifications

- *Clarification 1:* Students will recognize the qualifications to seek election to local, state and national political offices.

## Connecting Benchmarks

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

## Terms from the K-12 Glossary

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- Candidate
- Political offices
- Politician
- Qualification
- Term

## Common Misconceptions, Errors or Questions

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- What do students need to know about the residency requirements 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.

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.2.7 Resources](#)
- Florida Department of State: [State Qualifying Handbook](#)
- Florida Department of State: [State Qualifying Information](#)
- Palm Beach County Elections: [Sample Local Government Candidate Packet](#)
- CPALMS Tutorial: [The Three Branches of Government](#)

## Suggested Instructional Strategies/Tasks

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- 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, town or country in which they live. Each municipality has charters that would set up the structure of the 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** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

### Benchmark Clarifications

- *Clarification 1:* 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).
- *Clarification 2:* 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).
- *Clarification 3:* Students will identify methods used by interest groups to monitor and influence government.

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Accountable
- Freedom
- Interest Group
- Lobbyist
- Media
- Petition
- Political Action Committee (PAC)
- Press
- Protest
- Watchdog

## Common Misconceptions, Errors or Questions

- 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.

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.2.8 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 \(1909\)](#)
- CPALMS Tutorial: [Influencing Government](#)

## Suggested Instructional Strategies/Tasks

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- 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 watchdogs on the government?
  - What role does social media play in shaping public opinion?
- Analyze the following situation (see below) about how the people hold the government accountable? [Facebook Whistle-Blower Urges Lawmakers to Regulate the Company - Bill of Rights Institute](#)

## Benchmark

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

### Benchmark Clarifications

- *Clarification 1:* Students will use scenarios to identify bias, symbolism and propaganda.
- *Clarification 2:* Students will evaluate how bias, symbolism and propaganda can impact public opinion.

## Connecting Benchmarks

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

## Terms from the K-12 Glossary

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- Bias
- Interest Group
- Media
- Political Communications
- Propaganda
- Public Opinion
- Symbolism

## Common Misconceptions, Errors or Questions

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- Should instruction include the different types of propaganda techniques, such as glittering generalities and plain folk?
  - No – the benchmark and clarifications do not require students to recognize different propaganda techniques.

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.2.9 Resources](#)
- The Living Room Candidate: [Presidential Campaign Commercials \(1952-2020\)](#)
- CPALMS Tutorial: [Interpreting Political Propaganda](#)

## Suggested Instructional Strategies/Tasks

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- 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

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**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.

### Benchmark Clarifications

- *Clarification 1:* Students will identify the appropriate level of government to resolve specific problems.
- *Clarification 2:* Students will identify appropriate government agencies to address local or state problems.
- *Clarification 3:* Students will analyze public policy alternatives to resolve local and state problems.

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Agencies
- Public policy
- Proposal
- Referendum

## Common Misconceptions, Errors or Questions

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- What if 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.

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.2.10 Resources](#)
- Florida Governmental Agencies
  - [Florida Department of State](#)
  - [Florida Department of Transportation](#)
  - [Florida Department of Environmental Protection](#)
- CPALMS Tutorial: [Finding Civic Solutions](#)

## Suggested Instructional Strategies/Tasks

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- Arrange students in small groups to outline and explain the process citizens would take to address a local or state problem. Students could create an outline, graphic organizer or flow chart.
  - **Step 1:** Provide students with a few 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 the 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** Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.

#### Benchmark Clarifications

- *Clarification 1:* Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).
- *Clarification 2:* Students will identify different forms of government based on their political philosophy or organizational structure.
- *Clarification 3:* Students will analyze scenarios describing various forms of government.
- *Clarification 4:* 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.

#### **Connecting Benchmarks**

- **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.

#### **Terms from the K-12 Glossary**

- Authoritarian
- Autocracy
- Consent of The Governed
- Constitutional Republic
- Democracy
- Dictatorship
- Due Process of Law
- Liberty (civil)
- Limited government
- Monarchy
- Oligarchy
- Republic
- Republicanism
- Rule of law

- Theocracy
- Totalitarian

### Common Misconceptions, Errors or Questions

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- What is the main difference between a constitutional republic and a democracy?
  - 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 political representation of a minority group as well as the majority.

### Instructional Resources

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#### Primary Resources:

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

#### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.3.1 Resources](#)
- The World Factbook: [CIA Countries & Areas](#)
- CPALMS Tutorial: [Government Takes Many Forms](#)

### Suggested Instructional Strategies/Tasks

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- 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.

## Benchmark

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**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.

### Benchmark Clarifications

- *Clarification 1:* Students will apply their understanding of federal, confederal and unitary systems of government.
- *Clarification 2:* Students will compare the organizational structures of systems of government.
- *Clarification 3:* Students will recognize examples of these systems of government.
- *Clarification 4:* Students will analyze scenarios describing various systems of government.

## Connecting Benchmarks

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- **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 10<sup>th</sup> 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.

## Terms from the K-12 Glossary

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- Authoritarian
- Confederal System
- Federal System
- Reserved Powers
- Sovereignty
- Unitary System

## Common Misconceptions, Errors or Questions

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- 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 deals 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 the advantages of a federal system over other systems with balancing local sovereignty and to what extent these three systems of government guard against authoritarianism.
- Should I teach Federalism before teaching systems of government?

- While there could certainly be benefit to students understanding federalism first, there are opportunities to spiral and stack benchmarks throughout the year to revisit the content. Remember, benchmark proficiency comes at the end of the school year! Please be sure to follow your district’s curriculum guidelines.

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.3.2 Resources](#)
- The World Factbook: [CIA Countries & Areas](#)
- CPALMS Tutorial: [Government: A “Systematic” Approach](#)

## Suggested Instructional Strategies/Tasks

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- 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 governments working to solve an issue.

## Benchmark

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

### Benchmark Clarifications

- *Clarification 1:* Students will recognize the structure of the legislative, executive and judicial branches.
- *Clarification 2:* Students will compare the roles and responsibilities of the three branches of the national government.
- *Clarification 3:* Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Bicameral
- Bill
- Concurrent Powers
- Delegated Powers
- Enumerated Powers
- Executive Order
- Impeach
- Implied Powers
- Judicial Review
- Necessary and Proper (Elastic Clause)
- Presidential Appointment

## Common Misconceptions, Errors or Questions

- 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.

## Instructional Resources

### Primary Resources:

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

**Supplemental Resources:**

- CivicsLiteracy.org: [SS.7.CG.3.3 Resources](#)
- Library of Congress: [Federalist Papers No. 47 - 48](#)
- Library of Congress: [Federalist No. 51](#)
- CPALMS Tutorials: [Federal Government: The Three Branches in Action](#) and [The Three Branches of Government](#)

**Suggested Instructional Strategies/Tasks**

- 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

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**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.

### Benchmark Clarifications

- *Clarification 1:* Students will describe the system of federalism as established by the U.S. Constitution.
- *Clarification 2:* Students will analyze how federalism limits government power.
- *Clarification 3:* Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Concurrent Powers
- Delegated Powers
- Enumerated Powers
- Federalism
- Implied Powers
- Reserved Powers
- Supremacy Clause

## Common Misconceptions, Errors or Questions

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- N/A

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.3.4 Resources](#)
- CPALMS Tutorials: [Sunshine State Government](#), [We Have Three Governments?](#) And [We Have Two Governments?](#)

## Suggested Instructional Strategies/Tasks

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- 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 a organizational chart or 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, and 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

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

### Benchmark Clarifications

- *Clarification 1:* Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.
- *Clarification 2:* Students will identify the correct sequence of each amendment process.
- *Clarification 3:* Students will identify the importance of a formal amendment process.
- *Clarification 4:* Students will recognize the significance of the difficulty of amending the U.S. Constitution.

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Amendment
- Convention
- Ratify

## Common Misconceptions, Errors or Questions

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- N/A

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.3.5 Resources](#)
- CPALMS Tutorials: [“Do You Have an Eraser?” Amending the Constitution](#)

## Suggested Instructional Strategies/Tasks

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- 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 number of votes necessary to propose and to 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 the 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?

## Benchmark

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

### Benchmark Clarifications

- *Clarification 1:* Students will recognize how these amendments expanded civil rights to African Americans, women and young people.
- *Clarification 2:* Students will evaluate the impact these amendments have had on American society.
- *Clarification 3:* Students will examine how these amendments increased participation in the political process.

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Amendment
- Civil Rights
- Due Process of Law
- Poll Tax
- Prohibit
- Segregation
- Suffrage

## Common Misconceptions, Errors or Questions

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- 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 regarding political participation. Expansion of civil rights more broadly is addressed in other benchmarks.

## Instructional Resources

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### Primary Resource:

- [Reconstruction and Suffrage Amendments](#)

### Supplemental Resource:

- CivicsLiteracy.org: [SS.7.CG.3.6 Resources](#)

## Suggested Instructional Strategies/Tasks

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- Give students a grid to compile information for each amendment listed in this benchmark (year ratified, group who advocated for the amendment, impact of the 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 and after each amendment was ratified.

## Benchmark

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

### Benchmark Clarifications

- *Clarification 1:* Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).
- *Clarification 2:* 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]).
- *Clarification 3:* Students will compare and contrast the lawmaking process at the local, state and national levels.

## Connecting Benchmarks

- **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 10<sup>th</sup> 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.

## Terms from the K-12 Glossary

- Appointment Confirmation
- Appropriations
- Bicameral
- Bill
- City Council
- Congress
- Committee
- Conference Committee
- House of Representatives
- Impeach

- Implied powers
- Law(s)
- Legislature
- Ordinance
- President Pro Tempore
- Presidential Appointment
- Referendum
- Senate
- Speaker of the House
- Statute
- Veto

### Common Misconceptions, Errors or Questions

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- 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 students 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 students 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.

### Instructional Resources

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#### Primary Resources:

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

**Supplemental Resources:**

- CivicsLiteracy.org: [SS.7.CG.3.7 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 \(The Senate\)](#)
- CPALMS Tutorial: [How are Laws Made?](#)

**Suggested Instructional Strategies/Tasks**

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- 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](http://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** Explain the structure, functions and processes of the executive branch of government.

### Benchmark Clarifications

- *Clarification 1:* Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).
- *Clarification 2:* Students will compare and contrast executive authority at the local, state and national levels.
- *Clarification 3:* Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Administrative Agency
- Cabinet
- Executive Authority
- Executive Order
- Foreign Affairs
- Presidential Appointment
- Regulation
- Treaty
- Veto

## Common Misconceptions, Errors or Questions

- 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.

## **Instructional Resources**

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### **Primary Resources:**

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

### **Supplemental Resources:**

- CivicsLiteracy.org: [SS.7.CG.3.8 Resources](#)
- Library of Congress: [Federalist Papers No. 67—No. 77](#)

## **Suggested Instructional Strategies/Tasks**

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- 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 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. Have students also explain the function of each administrative agency.
- Starting with a simple graphic organizer, have students reflect on the difference between an Executive Order and a law passed by Congress.

## Benchmark

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

### Benchmark Clarifications

- *Clarification 1:* Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).
- *Clarification 2:* Students will distinguish between the structure, functions and powers of courts at the state and federal levels.
- *Clarification 3:* Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.
- *Clarification 4:* Students will compare the trial and appellate processes.

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Appellate Process
- Chief Justice
- Circuit Court
- Court Order
- Judicial Review
- Jurisdiction
- Original Jurisdiction
- Supreme Court
- Summary Judgment
- Trial court
- Writ of Certiorari

## Common Misconceptions, Errors or Questions

- Should instruction include specific court cases for this benchmark?
  - This benchmark does not require specific court cases to be taught. Students will have the opportunity to analyze numerous landmark Supreme Court decisions through benchmark SS.7.CG.3.11.

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.3.9 Resources](#)
- Evarts Act: Creating the Modern Appellate Courts: [Judiciary Act of 1891](#)
- Library of Congress: [Federalist Papers No. 78—No. 83](#)
- CPALMS Tutorial: [Journey Through Justice: Our Federal Court System](#)

## Suggested Instructional Strategies/Tasks

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- 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:**
    - Trevor got mad and threw rocks at a 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.)
    - Alex was ticketed for driving 15 miles over the speed limit in Orlando, 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 read Federalist No. 78 to 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** Identify sources and types of law.

### Benchmark Clarifications

- *Clarification 1:* Students will explain how historical codes of law influenced the United States.
- *Clarification 2:* Students will recognize natural, constitutional, statutory, case and common law as sources of law.
- *Clarification 3:* Students will compare civil, criminal, constitutional and/or military types of law.

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Case Law
- Civil Law
- Common Law
- Constitutional Law
- Criminal Law
- Felony
- Juvenile Law
- Lawsuit
- Military Law
- Misdemeanor
- Natural Law
- Ordinance
- Precedent
- Regulation
- Statutory Law
- Uniform Code of Military Justice

## Common Misconceptions, Errors or Questions

- What is the difference between common law and precedent?
  - What we call common law started a long time ago in England, around the time of William the Conqueror in 1066. By the time King Henry II ruled, England had

created a system of laws and traditions that were used across the whole country. This became known as the “law of the land.” With a central court system, the king’s laws could be applied more fairly and consistently everywhere.

- A big part of common law is something called precedent. This means that judges look at how similar cases were decided in the past to help them decide new cases. The idea comes from a Latin phrase, *stare decisis*, which means “to stand by things decided.” In other words, common law grows and changes over time as judges make new decisions based on old ones.
- 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.
- 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

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### Primary Resources:

- [English Bill of Rights \(1689\)](#)
- [Magna Carta \(1215\)](#)
- [U.S. Constitution](#)

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.3.10 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](#)
- CPALMS Tutorial: [What’s Law Got to Do with It?](#)

## Suggested Instructional Strategies/Tasks

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- 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** Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.

### Benchmark Clarifications

- *Clarification 1:* 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).
- *Clarification 2:* Students will use primary sources to assess the significance of each U.S. Supreme Court case.
- *Clarification 3:* Students will evaluate the impact of each case on society.
- *Clarification 4:* Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Due Process of Law
- Individual rights
- Judicial Review
- Precedent
- Right to Counsel
- Self-Incrimination
- Supreme Court
- Writ of Mandamus

## Common Misconceptions, Errors or Questions

- 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.

## Instructional Resources

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### Primary Resource:

- [Marbury to Madison \(1801\)](#)
- [Article III, Federalist No. 78, Federalist No. 81 and Brutus XV](#)

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.3.11 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 \(1988\)](#)
- CPALMS Tutorials: [Judicial Review: Brought to You by Marbury V. Madison](#), [The Supreme Court and Equal Rights: Two Famous Cases](#) and [Understanding Rule of Law](#)

## Suggested Instructional Strategies/Tasks

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- 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** Compare the U.S. and Florida Constitutions.

### Benchmark Clarifications

- *Clarification 1:* Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).
- *Clarification 2:* Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).
- *Clarification 3:* Students will compare the amendment process of the U.S. and Florida Constitutions.
- *Clarification 4:* Students will recognize the U.S. Constitution as the supreme law of the land.

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Amendment
- Constitution
- Florida Constitution
- Florida Declaration of Rights
- Individual rights
- Preamble
- Supremacy Clause
- U.S. Constitution

## Common Misconceptions, Errors or Questions

- 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

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.3.12 Resources](#)
- CPALMS Tutorial: [Comparing Constitutions: Florida Vs. the United States](#)

## Suggested Instructional Strategies/Tasks

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- 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 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** Explain government obligations to its citizens and the services provided at the local, state and national levels.

### Benchmark Clarifications

- *Clarification 1:* Students will describe and classify specific services provided by local, state and national governments.
- *Clarification 2:* Students will compare the powers and obligations of local, state and national governments.

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Citizen
- Federal government (National Government)
- Local government
- Obligation
- Services
- State Government

## Common Misconceptions, Errors or Questions

- N/A

## Instructional Resources

### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.3.13 Resources](#)
- Florida Governmental Agencies
  - [Florida Department of State](#)
  - [Florida Department of Transportation](#)
  - [Florida Department of Environmental Protection](#)
- Federal Governmental Agencies
  - [Federal Emergency Management Agency](#)

## Suggested Instructional Strategies/Tasks

- 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** Explain the purpose and function of the Electoral College in electing the President of the United States.

### Benchmark Clarifications

- *Clarification 1:* Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Ballot
- Constitution
- Elect
- Electoral College
- Elector
- Popular Vote
- President

## Common Misconceptions, Errors or Questions

- N/A

## Instructional Resources

### 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:

- CivicsLiteracy.org: [SS.7.CG.3.14 Resources](#)
- National Archives: [Tally of Electoral Votes for the 1800 Presidential Election](#)
- CPALMS Tutorial: [About the Electoral College: Part 1](#) and [About the Electoral College: Part 2](#)

## Suggested Instructional Strategies/Tasks

- 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 counterclaims.

- 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

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**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.

### Benchmark Clarifications

- *Clarification 1:* Students will evaluate various economic systems (e.g., capitalism, communism, socialism).
- *Clarification 2:* Students will compare the economic prosperity and opportunity of current nations.

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Capitalism
- Communism
- Economic Freedom
- Economic Prosperity
- Economic Systems
- Economics
- Free market
- Mixed-Market Economy
- National Interest
- Socialism

## Common Misconceptions, Errors or Questions

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- Why do we focus on the advantages of capitalism over government-controlled economic systems (communism, socialism)?
  - While some critics of capitalism point to concerns about economic inequality, supporters argue that capitalism has been effective at generating wealth, improving the overall standard of living, encouraging economic freedom, and creating opportunities for innovation and social mobility.
- What is 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.
- 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

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.3.15 Resources](#)
- Leonard E. Read, [I, Pencil](#)

## Suggested Instructional Strategies/Tasks

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- 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 of 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** Explain the relationship between U.S. foreign and domestic policy.

Benchmark Clarifications

- *Clarification 1:* Students will recognize the difference between domestic and foreign policy.
- *Clarification 2:* Students will identify issues that relate to U.S. domestic and foreign policy.
- *Clarification 3:* Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.

**Connecting Benchmarks**

- **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.

**Terms from the K-12 Glossary**

- Chief Diplomat
- Commander-In-Chief
- Diplomacy
- Diplomat
- Doctrine
- Domestic
- Domestic policy
- Embassy
- Foreign
- Foreign Affairs
- Foreign Policy
- National Interest
- Policy
- Secretary of State
- Treaty

**Common Misconceptions, Errors or Questions**

- What are the differences between foreign and domestic policy?
  - Foreign policy is specifically how the United States interacts with other sovereign nations.
    - 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

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.4.1 Resources](#)
  - CPALMS Tutorial: [Foreign and Domestic Policy](#)
  - (Domestic Policy)
    - Library of Congress: [Federalist Papers No. 2—No. 5](#)
    - The National Archives: [19th Amendment \(1920\)](#)
    - Oyez.org: [Brown v. Board of Education \(1954\)](#)
    - The National Archives: [Civil Rights Act \(1964\)](#)
  - (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 \(2001\)](#)

## Suggested Instructional Strategies/Tasks

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- 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

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

### Benchmark Clarifications

- *Clarification 1:* 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).
- *Clarification 2:* Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Alliance
- Human Rights
- International Court of Justice
- International Organizations
- Non-Governmental Organizations (NGO)
- North Atlantic Treaty Organization (NATO)
- Treaty
- United Nations (UN)
- World Trade Organization (WTO)

## Common Misconceptions, Errors or Questions

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- 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?

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.4.2 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](#)
- CPALMS Tutorial: [International Organizations](#)

### **Suggested Instructional Strategies/Tasks**

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- 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 read the United Nations Declaration of Human Rights and analyze the importance of developing this document.

## Benchmark

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

### Benchmark Clarifications

- *Clarification 1:* Students will identify specific examples of and the reasons for United States' involvement in international conflicts.
- *Clarification 2:* Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.
- *Clarification 3:* 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).

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Diplomacy
- Embargo
- Espionage
- Humanitarian Efforts
- Peacekeeping Operations
- Sanctions
- Tariff
- Terrorism
- United Nations (UN)

## Common Misconceptions, Errors or Questions

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- 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.
- 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

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### 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:

- CivicsLiteracy.org: [SS.7.CG.4.3 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 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](#)
- CPALMS Tutorials: [International Conflicts: 1914-1975](#) and [International Conflicts: 1961 to Present](#)

## Suggested Instructional Strategies/Tasks

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- Provide students with a 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
  - World War II
  - 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.

## Benchmark

**SS.7.CG.4.4** Explain the significance of September 11, 2001.

### Benchmark Clarifications

- *Clarification 1:* Students will recognize the historical context of global terrorism over time.
- *Clarification 2:* Students will describe the global response to terrorism following the events of September 11, 2001.
- *Clarification 3:* Students will recognize the importance of respecting civil liberties while ensuring safety and security.
- *Clarification 4:* Students will recall the timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93.
- *Clarification 5:* Students will explain the ways in which first responders (including, but not limited to, police officers, firefighters and paramedics) and civilians were involved in the rescue and recovery of victims of the September 11, 2001, attacks.
- *Clarification 6:* Students will explain how the heroic actions of passengers on United Flight 93 reflect the principles of liberty and the responsibilities of citizenship.
- *Clarification 7:* Students will recognize the ways in which humanitarian, charitable and volunteer aid following the events of September 11, 2001, reflects the principles of civic responsibility, civic virtue and the common good.

## Connecting Benchmarks

- **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.

## Terms from the K-12 Glossary

- Liberties (Civil)
- Responsibilities
- Civic Virtue
- Common Good
- Diplomacy
- Domestic
- Due Process of Law
- First Responder
- Human Rights
- Humanitarian Efforts
- Security
- Sanctions
- Terrorism

## Common Misconceptions, Errors or Questions

- How did the 9/11 attacks change the way the U.S. handles national security?
  - After 9/11, the U.S. government significantly increased security measures. Some examples are the creation of the Department of Homeland Security, the

- implementation of the USA Patriot Act and enhanced airport security.  
Intelligence agencies also expanded surveillance to prevent future attacks.
- What were the immediate and long-term effects of the September 11 attacks on the U.S. economy and society?
    - Immediately, the attacks led to a sharp decline in the stock market, airline industry losses and increased military spending. Long-term effects include a heightened sense of vulnerability, changes in immigration and travel policies, and the ongoing “War on Terror,” which has influenced U.S. military and foreign policy for decades.
  - Why was the Department of Homeland Security created, and what role does it play in protecting the U.S. today?
    - The Department of Homeland Security (DHS) was created in 2002 to coordinate and unify national efforts to protect the U.S. from terrorist attacks, natural disasters and other threats. Today, the DHS oversees border security, immigration, cybersecurity, disaster response and counterterrorism efforts.
  - Foreign nationals carry out all acts of terrorism.
    - Although some acts of terrorism happen from foreign nationals, domestic terrorism, such as the Oklahoma City bombing, is also a significant concern in the U.S.

## Instructional Resources

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### Primary Resources:

- [Congress.gov-Homeland Security Act](#)
- [National Archives-Executive Order 9066: Resulting in Japanese-American Incarceration \(1942\)](#)
- [National Archives-Remembering 9/11T](#)
- [Patriot Act](#)
- [The 9/11 Memorial and Museum-Resources and Lessons](#)
- [U.S. Department of Education-9/11 Materials for Teachers](#)

### Supplemental Resources:

- CivicsLiteracy.org: [SS.7.CG.4.4 Resources](#)
- [CIA official website page on the 1998 Bombings of the U.S. Embassies in East Africa](#)
- [Homeland Security Digital Library-9/11: Twenty Years Later](#)
- [FBI official website page on the Oklahoma City Bombing](#)
- [The Gilder Lehrman Institute of American History-9/11 and the War on Terror \(Lessons\)](#)

## Suggested Instructional Strategies/Tasks

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- Provide students with projects that require them to investigate topics related to 9/11, terrorism and government responses. Projects could include creating documentaries, building timelines or developing policy proposals. Have students work in groups to research and produce a final product that could be presented to the class or a larger audience. For example, students could create a multimedia presentation analyzing the effectiveness of post-9/11 legislation.
- Have students analyze primary source documents, such as the text of the USA Patriot Act, speeches from world leaders or news articles from September 11, to help students

analyze the events and responses from multiple perspectives. Provide students with various primary sources and guide them through a document analysis activity. Ask them to examine the author's purpose, historical context and intended audience to conclude the events' impact.

- Invite guest speakers, such as first responders, veterans, or experts in terrorism and security, to provide real- world insights into the impact of 9/11 and subsequent government actions. Students can also conduct interviews as part of a research project. Arrange for guest speakers to visit the class (either in-person or virtually) and prepare students with questions in advance. Alternatively, students can be assigned to interview someone affected by the events of 9/11 and present their findings to the class.
- Have students conduct a Gallery Walk Timeline. Have students explore events and themes surrounding the September 11, 2002 attacks through an interactive gallery walk and reflect on the timeline, global response, citizenship and civic responsibility concepts.

# Civics and Government Grade 8 Instructional Guide



## Grade 8 Instructional Guide

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

**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.

**Benchmark Clarifications**

- *Clarification 1:* Students will describe colonial forms of government prior to the American Revolution.
- *Clarification 2:* Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain.

**Connecting Benchmarks**

- **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.

**Terms from the K-12 Glossary**

- Democratic Principles
- Tyranny

**Common Misconceptions, Errors or Questions**

- What do teachers need to know to effectively teach this benchmark?
  - Review benchmark SS.7.CG.1.3. which 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.*
- 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

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### 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\*, \(1776\)](#)

### Supplemental Resources:

- CivicsLiteracy.org: [SS.8.CG.1.1 Resources](#)
- University of Chicago: [Pennsylvania Declaration of Rights \(1776\)](#)
- The National Archives: [Virginia Declaration of Rights](#)
- CPALMS Tutorial: [Meet the Patriots and Loyalists](#)

## Suggested Instructional Strategies/Tasks

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- 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 defending 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** Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.

### Benchmark Clarifications

- *Clarification 1:* 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).

## Connecting Benchmarks

- **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).

## Terms from the K-12 Glossary

- Constitution
- Suffrage

## Common Misconceptions, Errors or Questions

- 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.

- 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**

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### **Primary Resources:**

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

### **Supplemental Resources:**

- CivicsLiteracy.org: [SS.8.CG.1.2 Resources](#)
- FloridaMemory.com: [Florida's Historic Constitutions](#)
- CPALM Tutorial: [Comparing Florida's Constitutions](#)

## **Suggested Instructional Strategies/Tasks**

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- 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

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

### Benchmark Clarifications

- *Clarification 1:* Students will discuss the impact of the rule of law on U.S. citizens and government.
- *Clarification 2:* Students will recognize how the rule of law influences a society.
- *Clarification 3:* Students will identify how the rule of law protects citizens from arbitrary and abusive government.
- *Clarification 4:* 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).

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Constitutional Republic
- Institutions
- Rule of Law

## Common Misconceptions, Errors or Questions

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- 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, procedures and transparency in government.
- 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

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.8.CG.1.3 Resources](#)
- CPALMS Tutorial [Understanding Rule of Law](#)

### **Suggested Instructional Strategies/Tasks**

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- 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 an 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**

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

#### Benchmark Clarifications

- *Clarification 1:* Students will explain how the 14th Amendment establishes citizenship.

### **Connecting Benchmarks**

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

### **Terms from the K-12 Glossary**

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- Citizenship
- Immigrant
- Naturalize (Naturalize Citizen)
- Oath

### **Common Misconceptions, Errors or Questions**

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- 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.”

### **Instructional Resources**

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#### **Primary Resources:**

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

#### **Supplemental Resources:**

- CivicsLiteracy.org: [SS.8.CG.2.1 Resources](#)
- Immigration History.org: [Nationality Act of 1790](#)
- CPALMS Tutorial: [Citizenship: It All Starts Here!](#)

### **Suggested Instructional Strategies/Tasks**

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- 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 reading 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 reading 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

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**SS.8.CG.2.2** Compare the legal obligations of citizens at the local, state and national levels.

### Benchmark Clarifications

- *Clarification 1:* Students will recognize legal obligations of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Jury
- Summons
- Taxes

## Common Misconceptions, Errors or Questions

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- 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.

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.8.CG.2.2 Resources](#)
- The White House: [The White House Official Website](#)
- Florida Department of State: [State Agency Homepages](#)
- CPALMS Tutorial: [Show Your Citizenship!](#)

## Suggested Instructional Strategies/Tasks

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- 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).

- 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

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

### Benchmark Clarifications

- *Clarification 1:* Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.

## Connecting Benchmark

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- **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

## Terms from the K-12 Glossary

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- Civic Virtue

## Common Misconceptions, Errors or Questions

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- 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.

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.8.CG.2.3 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 \(1866\)](#)
- CPALMS Tutorial: [Civic and Political Participation of the Founders: George Washington, Alexander Hamilton, and James Madison](#)

### **Suggested Instructional Strategies/Tasks**

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- 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

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

### Benchmark Clarifications

- *Clarification 1:* Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Civic Participation
- Political Participation

## Common Misconceptions, Errors or Questions

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- 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.

## Instructional Resources

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### Primary Resources:

- [13th, 14th and 15th Amendment](#)

### Supplemental Resources:

- CivicsLiteracy.org: [SS.8.CG.2.4 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/Tasks

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- Using a flow map, create a timeline of key events of political participation from the colonial period through Reconstruction 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.

## Benchmark

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

### Benchmark Clarifications

- *Clarification 1:* Students will explain the meaning and purpose of each amendment in the Bill of Rights.
- *Clarification 2:* Students will describe how the Bill of Rights affects citizens and government.

## Connecting Benchmarks

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- **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).

## Terms from the K-12 Glossary

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- Liberties

## Common Misconceptions, Errors or Questions

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- 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).

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.8.CG.2.5 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”](#)
- CPALMS Tutorial: [Know Your Rights: Examining the Bill of Rights](#)

## Suggested Instructional Strategies/Tasks

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- 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

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

### Benchmark Clarifications

- *Clarification 1:* Students will identify constitutional amendments that address voting rights.
- *Clarification 2:* Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.

## Connecting Benchmarks

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- **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.

## Terms from the K-12 Glossary

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- Civic Participation
- Political Process

## Common Misconceptions, Errors or Questions

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- Which constitutional amendments could be taught to satisfy the requirements of Clarification 1?
  - Students learn 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).

## Instructional Resources

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### Primary Resources:

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

### Supplemental Resources:

- CivicsLiteracy.org: [SS.8.CG.2.6 Resources](#)
- CPALMS Tutorial: [The Reconstruction Amendments](#)

## Suggested Instructional Strategies/Tasks

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- 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?

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

#### Benchmark

**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.

#### Benchmark Clarifications

- *Clarification 1:* 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)).

#### Connecting Benchmarks

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

#### Terms from the K-12 Glossary

- Foundational

#### Common Misconceptions, Errors or Questions

- N/A

#### Instructional Resources

##### Primary Resources:

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

##### Supplemental Resources:

- CivicsLiteracy.org: [SS.8.CG.3.1 Resources](#)
- CPALMS Tutorial: [Colonists: What Were They Thinking?](#)

#### Suggested Instructional Strategies/Tasks

- In a graphic organizer, select excerpts from each of the documents below that illustrate their related principles. Have students read 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. Students will analyze key pre-Revolutionary events (e.g., Stamp Act, Quartering Act, Boston Tea Party, Intolerable Acts, etc.), match them to specific grievances listed in the Declaration of Independence and explain how these influenced the principles embedded in the U.S. Constitution and government.

## Civics and Government Glossary



<b><u>Term</u></b>	<b><u>Definition</u></b>
<b>Abolish/Abolition</b>	To put an end to.
<b>Accountable [Accountability]</b>	Expected or required to answer for one’s actions.
<b>Administrative Agency</b>	A government organization that carries out laws by creating and enforcing detailed rules and regulations needed to put those laws into action.
<b>Agencies</b>	Parts of a government or international organization that are responsible for specific tasks or services.
<b>Allegiance</b>	The tie or obligation of a citizen to their government.
<b>Alliance</b>	A union between nations for assistance and protection.
<b>Allies</b>	Nations united with another for some common purpose such as assistance and protection.
<b>Alter</b>	To make a change to something.
<b>Ambassador</b>	A diplomat sent by a country as its formal representative to a foreign country.
<b>Amend</b>	To change or modify (something) for the better.
<b>Amendment</b>	A modification or change for improvement to a document such as a constitution.
<b>Appellate Process</b>	The process of asking a higher court to decide whether a trial was conducted and/or decided properly.
<b>Appointment</b>	The act of assigning someone to a job or position; the individual chosen to fill a job or position.
<b>Appointment Confirmation</b>	The process of the Senate approving the president’s choices for certain positions within the government.
<b>Appropriations</b>	A law that allows the government to spend a specific amount of public money for a particular purpose.
<b>Arbitrary</b>	Based on personal choice or judgment, not on rules or laws.
<b>Aristocracy</b>	A governing body or upper class usually made up of a hereditary nobility.
<b>Articles of Confederation</b>	The first plan for the government of the United States, created after the American Revolution. It gave most of the power to the states and made a very weak national (federal) government.
<b>Assembly</b>	A group of people gathered for a specific purpose, usually to discuss, make decisions or take action.
<b>Authoritarian</b>	A form of government that forces strict obedience to authority, especially that of the government, at the expense of personal freedom.
<b>Autocracy</b>	Government by a single person having unlimited power.
<b>Bail</b>	Money or property given to the court to ensure that a person released from jail will return for their trial.
<b>Ballot</b>	A tool used to vote in an election.
<b>Bias</b>	Preference, opinion or attitude that favors one way of thinking or feeling over another.

<b>Bicameral</b>	Having two legislative chambers (ex. the two houses of Congress, the Senate and the House of Representatives).
<b>Bill</b>	A form or draft of a law, presented to a legislature, but not passed.
<b>Boycott</b>	To refuse to use, buy or take part in something as a way to protest or show disapproval.
<b>Cabinet</b>	A group of people appointed by the president to head executive departments of government and act as official advisers to the president.
<b>Campaign</b>	A planned and organized effort to achieve a specific goal, often used in politics or social movements.
<b>Candidate</b>	A person running for political office.
<b>Capitalism</b>	An economic system in which private individuals own and control most businesses and property, make decisions about trade and production and can earn and accumulate wealth.
<b>Case Law</b>	Law that is based on judicial decisions rather than constitutions, statutes or regulations.
<b>Checks and Balances</b>	A principle of government that allows each branch of government to limit the power of the other branches; the ability to keep the other branches accountable.
<b>Chief Diplomat</b>	The title of the President when he interacts with representatives of a foreign country.
<b>Chief Justice</b>	Head of the Supreme Court.
<b>Circuit Court</b>	A court for a defined region of a state (usually including several counties) that has specific divisions and hears cases involving more serious crimes (felonies) and civil cases involving large amounts of money (more than \$1000).
<b>Citizen</b>	A legal member of a state and/or country possessing all the rights and privileges protected by its government.
<b>Citizenship</b>	Being a member of a particular country and having the rights, obligations and responsibilities that come with it.
<b>City Council</b>	The legislative or governing body responsible for making policies, passing ordinances and overseeing the administration of a city.
<b>Civic Leadership</b>	Helping lead or guide a community by being involved in important public activities or responsibilities.
<b>Civic Participation</b>	The ways people take part in their community or government, such as voting, volunteering, or sharing their opinions to help make decisions.
<b>Civic Pride</b>	The sense of worth in being a citizen of a country, state or community.
<b>Civic Virtue</b>	Good behavior and moral responsibility by citizens that help their community and government function well.
<b>Civil Discourse</b>	The respectful exchange of ideas and opinions between people, using speaking or writing.
<b>Civil Disobedience</b>	Peaceful protest to illustrate the refusal to comply with certain laws or injustice.

<b>Civil Law</b>	A type of law that deals with problems between people or groups, like arguments over money, property, or contracts. It is different from criminal law.
<b>Civil Rights</b>	Rights that every citizen has, including freedoms, fair treatment under the law and protection from discrimination, guaranteed by the Constitution and laws.
<b>Civilization</b>	A group of people living in an organized society, making progress in learning, art and science. They keep records, such as writing and develop systems for rules and leadership.
<b>Commander-in-Chief</b>	Title of the President when he assumes decision making responsibilities regarding the armed forces.
<b>Commerce</b>	The exchange of goods and services between people or nations, either by buying, selling or bartering.
<b>Committee</b>	A group of individuals, elected or appointed, designated to consider, investigate or take action on specific matters or issues.
<b>Common Good</b>	Beliefs or actions that are seen as a benefit to the community.
<b>Common Law</b>	A type of law that comes from decisions made by judges in court, not from laws written by the government. These court decisions help guide how similar cases should be decided in the future.
<b>Communism</b>	A political and economic system where the government (often authoritarian) makes all major decisions, abolishes private property and manages the production and distribution of goods and services.
<b>Compromise</b>	A way of resolving disagreements where each side gives up something to reach an agreement.
<b>Concurrent Powers</b>	Powers that are shared or given to both the state and federal (national) government by the United States Constitution.
<b>Confederal System</b>	A system of government where the majority of power is given to independent states rather than the national government.
<b>Confederation [Confederate]</b>	A group of states or nations joined together for a shared purpose or goal.
<b>Conference Committee</b>	A joint committee made up of members from both houses of a legislature to resolve differences between two versions of a bill.
<b>Congress</b>	The national legislative body of the United States, consisting of the Senate and the House of Representatives.
<b>Consent</b>	To give approval or agree.
<b>Consent of the Governed</b>	The idea that government gains its power/authority from the people.
<b>Constitution</b>	A set of important rules and ideas that explain how a government or organization works and what it can and cannot do.
<b>Constitutional</b>	Allowed or approved by the rules of a government or its constitution; legal.
<b>Constitutional Law</b>	Law that deals with the interpretation and application of the United States Constitution.
<b>Constitutional Republic</b>	A government where the people choose leaders to make decisions, and the rules for how the government works are written down.
<b>Constitutional Rights</b>	Rights that are written in a constitution, therefore securing those rights to the citizens.
<b>Convention</b>	An assembly. A formal meeting or gathering of people, usually for a

	specific purpose like discussing important issues, making decisions, or setting rules.
<b>Court Order</b>	An official instruction from a court telling someone involved in a case to do something or stop doing something.
<b>Criminal Law</b>	Law that deals with crimes and their punishments.
<b>Debt</b>	Money, goods or services that are owed from one person to another.
<b>Defendant</b>	A person or group against whom a criminal or civil action is brought: someone who is being sued or accused of committing a crime.
<b>Defense</b>	To protect.
<b>Delegated Powers</b>	Powers that are specifically given to the national government by the U.S. Constitution; also called expressed or enumerated powers.
<b>Democracy</b>	A form of government where people hold the most power and choose laws and leaders by voting on all important decisions.
<b>Democratic Concepts</b>	Principles and ideas about governing a country in a way that allows citizens to participate, influence decisions, and choose their leaders.
<b>Democratic Institutions</b>	Organizations and structures that facilitate the practice of democracy, including fair elections, representation and the protection of individual rights.
<b>Democratic Principles</b>	The basic ideas that guide a government where people have the right to participate in making decisions.
<b>Deprive</b>	To withhold something from; to take something away from.
<b>Dictatorship</b>	A form of government where a leader obtains absolute power of a country often through violent means.
<b>Diplomacy</b>	The work of keeping good relations between the governments of different countries.
<b>Diplomat</b>	An individual who has been appointed to represent a government in its relations with other governments.
<b>Doctrine</b>	A statement of official government policy, especially in foreign affairs and military strategy.
<b>Domestic</b>	Referring to something within one's home country; opposite of foreign.
<b>Domestic Policy</b>	The set of decisions that a government makes relating to things that directly affect the people in its own country.
<b>Due Process of Law</b>	A fair process the government must follow when carrying out legal actions, to protect each person's rights. This means the rules are followed and people are treated fairly in court and by the law.
<b>Economic Freedom</b>	The ability for all people to make their own choices in buying, selling and working within the marketplace.
<b>Economic Prosperity</b>	A state in which a person, community or nation is successful and growing financially.
<b>Economic Systems</b>	The method used by a society or government to organize production and distribute resources, goods and services.
<b>Economics</b>	The study of how people and societies produce, distribute and use goods and services, and how economies are managed and organized.
<b>Elect</b>	To select by vote for an office, position or membership.
<b>Election</b>	The act or process of choosing a person to fill an office or

	employment.
<b>Elector</b>	A person who has the right to vote for a person running for a government position. In U.S. presidential elections, electors are part of the Electoral College and officially vote for the President and Vice President.
<b>Electoral College</b>	A body of electors chosen to elect the president and vice president of the United States.
<b>Embargo</b>	A law or order that temporarily stops ships or goods from entering or leaving a port.
<b>Embassy</b>	A building containing the offices of an ambassador and staff.
<b>Eminent Domain</b>	The right of the government to take private property for public use; the 5th Amendment requires that people be paid fairly (compensated) for their property if it is taken by the government.
<b>Endowed</b>	Naturally given a special ability, or quality.
<b>Enumerated Powers</b>	Federal powers that are specifically outlined in the Constitution.
<b>Equality</b>	Being treated fairly and having the same value, rights, and opportunities as everyone else.
<b>Espionage</b>	The practice of spying or using spies to obtain secret information, especially regarding a government or business.
<b>Ethical</b>	Acting in a way that follows accepted rules of right and wrong.
<b>Ex Post Facto</b>	Done, made or formulated after the fact.
<b>Executive Authority</b>	The powers and responsibilities of the executive branch of government.
<b>Executive Order</b>	An order that comes from the U.S. president or a government agency and must be obeyed like a law.
<b>Federal Government [National Government]</b>	Relating to or being the central government of the United States.
<b>Federal System</b>	The structure or form of government that uses federalism; the sharing of power between national (federal) and state or local governments.
<b>Federalism</b>	The idea or principle that power is divided and shared between different levels of government, namely the national (federal) and state or local governments.
<b>Felony</b>	A serious crime that is punished more harshly than a less serious crime called a misdemeanor.
<b>First Responder</b>	An individual trained to provide immediate assistance during emergencies.
<b>Florida Constitution</b>	The Constitution of the State of Florida, originally ratified in 1839 and most recently revised in 1968, establishes the framework of state government, safeguards the rights of its citizens, and has been amended numerous times throughout its history.
<b>Florida Declaration of Rights</b>	The part of the Florida Constitution that lists the basic rights guaranteed to all citizens who live in the state.
<b>Foreign</b>	Referring to something outside of one's home country; opposite of domestic.
<b>Foreign Affairs</b>	Affairs concerning international relations and national interests in

	foreign countries.
<b>Foreign Policy</b>	A nation’s plan for how it interacts and builds relationships with other countries, including decisions about diplomacy, trade and national security.
<b>Foundational</b>	Something that starts or supports the beginning of something else.
<b>Free Market</b>	An economic system in which prices are based on competition among private businesses and are not controlled or regulated by a government.
<b>Freedom</b>	The ability to not be controlled by unfair or oppressive power.
<b>Gerrymandering</b>	The act of redrawing district lines to favor a particular party or candidate.
<b>Governance</b>	The way people in charge guide, manage, and make decisions for a group, community, or country.
<b>Government</b>	An organization or group of people that makes rules, carries them out, and makes sure they are followed.
<b>Grand Jury</b>	A group of citizens who decide whether there is enough evidence to formally charge someone with a crime.
<b>Grievance</b>	A complaint.
<b><i>Habeas Corpus</i></b>	A legal principle that protects individuals from unlawful detention, requiring authorities to justify the legality of a person’s imprisonment before a court.
<b>House of Representatives (U.S.)</b>	One of the two houses within the legislative body of the U.S. government, consisting of 435 elected officials, with each state represented based upon their population.
<b>Human Rights</b>	The basic rights and freedoms to which all humans are considered to be entitled.
<b>Humanitarian Efforts</b>	Showing concern for the welfare of humanity, especially in acting to improve the living conditions of impoverished people.
<b>Immigrant</b>	A person that moves into a country for the purpose of permanent residence.
<b>Impeach</b>	To bring formal charges of wrongdoing against a public official (ex. the U.S. president).
<b>Implied Powers</b>	Powers the U.S. government has that aren’t directly stated in the Constitution but are still allowed. also known as the Necessary & Proper Clause or Elastic Clause.
<b>Impose</b>	To force something on others by authority or power.
<b>Individual Rights</b>	Something that is due to a person by law, tradition or nature. These rights are protected by government not granted by the government.
<b>Individual Worth</b>	According to Judeo-Christian beliefs, each person is seen as important and deserving of dignity and respect because they are created with purpose and value.
<b>Instituted</b>	Set up or created, often for an official purpose.
<b>Institutions</b>	Organizations or systems created by law or authority to serve a public or social purpose.
<b>Interest Group</b>	A group of people who are concerned with a particular issue and who try to influence lawmakers to act in their favor.

<b>International Court of Justice</b>	A panel of fifteen judges appointed by the United Nations to hear cases that focus on disputes between nations; also known as the World Court.
<b>International Organizations</b>	Groups of governments or people from different countries working together to solve an issue that crosses country borders.
<b>International Relations</b>	Foreign affairs; relations among countries.
<b>Internment</b>	The act of keeping people confined or restricted, especially during wartime.
<b>Judeo-Christian</b>	Relating to or having historical roots from both the Jewish and Christian religions.
<b>Judge</b>	A public official who has the authority to hear and decide legal cases, whether civil or criminal, according to the law.
<b>Judicial Review</b>	The power of the judicial branch to examine the actions of the executive and legislative branches and decide whether they follow the Constitution; established by the U.S. Supreme Court case <i>Marbury v. Madison</i> .
<b>Jurisdiction</b>	The legal authority of a court to hear and decide a specific case, depending on the type of case and the people or issues involved.
<b>Jury</b>	A group of people chosen to listen to evidence in a court case and decide if someone is guilty or not, based on the law.
<b>Justice</b>	Fair treatment and the act of doing what is right and deserved, based on laws, morals, and what is considered fair.
<b>Juvenile Law</b>	Law that deals with people who are under the age of 18.
<b>Law(s)</b>	A rule established by government or other source of authority to regulate people’s conduct or activities.
<b>Lawsuit</b>	A legal case in which someone asks a court to enforce or protect a right they believe has been violated.
<b>Legal System</b>	The structure a country uses to create, interpret and enforce its laws.
<b>Legislature</b>	An elected governing body responsible for making laws.
<b>Levy</b>	To collect or raise something, such as taxes or fees.
<b>Libel</b>	A false statement that is written or published and harms a person's reputation.
<b>Liberties</b>	Freedoms that allow people to do certain things without control or interference from the government, such as those protected by the Bill of Rights.
<b>Liberty [Civil]</b>	The freedom people have to live their lives within a society, limited only as much as needed to keep everyone safe and protect the rights and interests of the community or country.
<b>Limited Government</b>	A government whose power is restricted by laws or a written constitution, so it cannot take away people’s basic freedoms.
<b>Lobbyist</b>	A person employed to influence legislators or other public officials in favor of a specific cause.
<b>Local Government</b>	A government unit that has authority over smaller areas, such as; a city, town, county or district rather than a larger area.
<b>Mankind</b>	The race or species of human beings.
<b>Media</b>	A means of mass communication, such as newspapers, magazines, radio, television or internet/social media.

<b>Midterm Elections</b>	Elections that are held in the middle of a presidential term.
<b>Military Law</b>	The body of law that governs persons in military service.
<b>Militia</b>	An army composed of ordinary citizens rather than professional soldiers.
<b>Misdemeanor</b>	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.
<b>Mistrial</b>	A trial that is declared invalid and has no legal effect due to a serious mistake, procedural error or a jury that cannot reach a decision.
<b>Mixed-Market Economy</b>	An economic system where both private businesses and the government operate and make decisions in the marketplace.
<b>Monarchy</b>	A form of government headed by a king or queen who inherits the position through family bloodlines, rules for life and holds power that can range from limited to absolute.
<b>Nation</b>	A body of people inhabiting the same country, or united under the same sovereign or government.
<b>National Interest</b>	The idea that a country's main concern should be what is best for the whole nation, not just for smaller groups inside it or for other countries.
<b>Natural Law</b>	Basic moral rules believed to come from nature or human reason, not from laws made by people.
<b>Natural Rights</b>	The belief that all people are born with basic rights, given by God or nature, that cannot be taken away by any government.
<b>Naturalize [Naturalized Citizen]</b>	To give full citizenship to someone born in another country, giving them the same rights and privileges as other citizens.
<b>Necessary and Proper [Elastic Clause]</b>	Allows Congress to make any laws needed to carry out its powers and responsibilities given by the Constitution, also known as implied powers.
<b>Non-Governmental Organization [NGO]</b>	A group that functions independently of any government, working for such ends as humanitarian assistance, development, peacebuilding, democratization and environmental advocacy.
<b>North Atlantic Treaty Organization [NATO]</b>	An alliance of countries from Europe and North America that have agreed to protect each other in case of attack; founded in 1949.
<b>Oath</b>	A solemn promise or declaration that a person will perform some action or duty, generally with the promise of doing so truthfully.
<b>Obligation</b>	A legal requirement or duty, something a person or government has to do.
<b>Oligarchy</b>	A form of government in which a small group of people holds the power; rule by a few.
<b>Oppression</b>	Unjust or cruel exercise of authority or power.
<b>Ordain</b>	To officially order or command something by someone in power.
<b>Ordinance</b>	A law enacted by a city or county affecting local affairs (ex. traffic, noise, animal control).
<b>Origin(s)</b>	The beginning or the place where something comes from or starts.
<b>Original Jurisdiction</b>	A specific court's power to hear a case for the first time.
<b>Parliament</b>	A law-making group found in some countries that usually has two parts called "houses" and includes a Prime Minister, who is the head of the government and chosen by the members of Parliament.

<b>Participate</b>	To take part in an activity or share in something with others.
<b>Peacekeeping Operations</b>	The preservation of peace, especially the supervision by international forces in places that have had war or conflict.
<b>Perspective</b>	A person's point of view or way of understanding the importance or meaning of something.
<b>Petition</b>	A formal written request made to an authority or organized body in support of a shared cause or concern.
<b>Plaintiff</b>	The person who brings a legal case to court, seeking to have a claim or right recognized, opposed to the defendant.
<b>Policy</b>	A plan or course of action adopted by a government, organization or leader to achieve specific goals and serve the interests of the people or nation.
<b>Polis</b>	A city-state of ancient Greece.
<b>Political Action Committee (PAC)</b>	A private organization created by businesses, labor groups or other interest groups that raises money to support political parties or candidates, following rules about contribution limits and spending.
<b>Political Communications</b>	The ways information and ideas about government, public policies, and political issues are created and shared to influence what people think and how they participate in government.
<b>Political Offices</b>	Positions in government where a person has authority, responsibility or trust to make decisions and serve the public.
<b>Political Participation</b>	The ways people get involved in making decisions about how their country or community is run. This can include voting, talking about issues, joining groups or helping with a campaign.
<b>Political Parties</b>	An organization that tries to gain political power by electing members to public office so that their political ideas can become laws or policies.
<b>Political Process</b>	The steps in dealing with the structure or affairs of government.
<b>Political Systems</b>	An organized and coordinated structure for the affairs of government.
<b>Politician</b>	A person who is involved in government and helps make decisions or laws for a community, state, or country.
<b>Poll</b>	A vote for public officials or the place where people go to vote. Specialists also use polls to ask people who they plan to vote for and then use statistics to try to predict who will win the election.
<b>Poll Tax</b>	A fee someone has to pay in order to vote.
<b>Popular Sovereignty</b>	The idea that the ultimate power and authority of a government comes from the people.
<b>Popular Vote</b>	The total number of votes for a candidate made by the voting population.
<b>Posterity</b>	Future generations.
<b>Preamble</b>	Introduction to a formal document that explains its purpose. Both the Declaration of Independence and the United States Constitution have their own unique preambles.
<b>Precedent</b>	Something that will be used as an example or rule to be followed in the future.
<b>President</b>	The head of the government for the nation.
<b>President Pro Tempore</b>	The senator who presides over the U.S. Senate in the Vice Presidents

	absence.
<b>Presidential Appointment</b>	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.
<b>Press</b>	The journalists and news organizations that gather and report information to the public - like newspapers, news websites and TV news programs. The word “press” comes from the printing press, which was used to print newspapers.
<b>Primaries</b>	Elections where registered voters select their party’s candidates for upcoming general elections and choose delegates for party conventions.
<b>Primary Source</b>	Immediate, first-hand accounts of a topic, from people who had a direct connection with it.
<b>Prohibit</b>	To forbid by authority; to prevent from doing something.
<b>Promote</b>	To advance in station, rank or honor.
<b>Propaganda</b>	The spreading of ideas, information or rumors for the purpose of helping or injuring an institution, a cause or a person.
<b>Property Rights</b>	The lawful right to possess, use and control property such as land, homes or belongings. Intellectual property rights protect ideas, inventions and creative works, so others can’t copy or use them without permission.
<b>Proposal</b>	Something presented for consideration, approval or acceptance.
<b>Prosecutor</b>	A lawyer who brings criminal charges against someone and tries to prove they broke the law in court.
<b>Protest</b>	To show or say that you strongly disagree with something.
<b>Public Agenda</b>	The list of issues and topics that most people in a society consider important and want the government to address.
<b>Public Opinion</b>	The common attitudes and beliefs of a community; the collective will or viewpoint of the people.
<b>Public Policy</b>	The plans, laws and actions a government creates to address issues and guide decisions in a community or country.
<b>Qualification</b>	A quality, ability or accomplishment that makes a person suitable for a particular position or task.
<b>Quarter</b>	To take up or be assigned lodgings (housing).
<b>Ratify [Ratification]</b>	The process of formally approving something, such as an amendment to the U.S. Constitution.
<b>Ration [Rationing]</b>	A fixed portion, especially an amount of food allotted to persons in military service or to civilians in times of scarcity.
<b>Referendum</b>	A general or direct vote by the people on a political issue.
<b>Regional</b>	Related to a specific area, district or part of a country.
<b>Regulate</b>	To control or direct according to rule, principle or law.
<b>Regulation</b>	Official rules or requirements issued by a government agency to implement laws passed by a legislative body.
<b>Religious Liberty</b>	The freedom to believe, practice, and worship any religion according to your own beliefs, without interference from others.
<b>Repeal</b>	To officially cancel or take back a law or rule.
<b>Representation</b>	When someone speaks or acts for a group of people, especially in

	government. It also means having the right to have people chosen to speak for you in making laws.
<b>Representative Government [Republic]</b>	A form of government where people elect leaders to make decisions and run the government for them, following laws and rules. Unlike a democracy where people vote directly on every law or decision, in a republic they choose representatives to make those decisions on their behalf.
<b>Republicanism</b>	The idea that a country should be run by leaders who are elected by the people, and not by a king or queen.
<b>Reserved Powers</b>	Powers that the U.S. Constitution does not grant to the national (federal) government but instead grants to the states and the people, stated in the 10 <sup>th</sup> Amendment.
<b>Residency</b>	Living in a place for a certain time with official permission from the country or state
<b>Responsibility</b>	The job of a citizen to help improve their community by making good choices and doing the right things.
<b>Right to Counsel</b>	The legal guarantee that a person can have a lawyer represent them in court.
<b>Rights</b>	Freedoms or protections that a person or group is allowed to have by law, tradition, or nature, and that should be respected and honored.
<b>Rule of Law</b>	Foundational principle where everyone, including leaders, must follow the same laws.
<b>Safeguard</b>	To ensure the safety or integrity of; protect or preserve.
<b>Salutary Neglect</b>	The unofficial policy of the British government that allowed the American colonies to govern themselves with little interference.
<b>Sanctions</b>	Penalties or other means of enforcement used to provide incentives for compliance with the law or other rules and regulations.
<b>Secretary of State</b>	The president’s chief advisor for foreign policy, head of the U.S. State Department, and senior Cabinet official.
<b>Security</b>	The state of being free from fear or danger; it involves taking measures to protect people, property and information from potential harm or danger.
<b>Segregation</b>	The act of keeping people apart, often based on race, gender, or other differences.
<b>Seizure</b>	The act of taking possession of something, often by legal or official authority.
<b>Self-Evident</b>	Something that is clearly true and does not need proof or explanation; obvious.
<b>Self-Government</b>	Popular or representative system where the people create and run their own government.
<b>Self-Incrimination</b>	The act of giving information, intentionally or unintentionally, that could show your involvement in a crime or lead to criminal charges; protected against by the 5th Amendment.
<b>Senate (U.S.)</b>	One of the two houses within the legislative body of the U.S. government, consisting of 100 elected officials, two from each state. The Senate is considered the “upper chamber” of the legislative branch.

<b>Separation of Powers</b>	A foundational principle in which the Constitution divides the powers of government into three branches: legislative, executive and judicial.
<b>Services</b>	Tasks or duties that are performed as part of a job or office.
<b>Slander</b>	Oral, spoken, communication of false and malicious statements that damage the reputation of another.
<b>Social Contract</b>	An implied agreement among the people of an organized society that defines the rights, duties and limitations of the governed and the government.
<b>Socialism</b>	An economic system in which the centralized government owns and controls major industries rather than individual people and companies.
<b>Society</b>	A community, nation or broad grouping of people having common traditions, institutions and collective activities and interests.
<b>Sovereignty</b>	Supreme power or authority.
<b>Speaker of the House</b>	The leader of the House of Representatives who is elected by the majority party.
<b>State</b>	A state is a defined area of land with its own government that makes and enforces laws for the people who live there.
<b>State Government</b>	Government whose powers, obligations and responsibilities solely lie within the state boundaries.
<b>Statute</b>	A law enacted at the state level.
<b>Statutory Law</b>	Laws passed by Congress or a state’s legislature.
<b>Suffrage</b>	The right or privilege of voting.
<b>Summary Judgment</b>	A judgment decided by a trial court without that case going to trial.
<b>Summons</b>	A call by authority to appear at a place named, or to attend to some public duty.
<b>Supremacy Clause</b>	The clause that states that the U.S. Constitution is the supreme law of the land, and that national (federal) laws are supreme over state laws, found in Article VI.
<b>Supreme Court (U.S.)</b>	The highest federal court in the United States, consisting of nine justices and having jurisdiction over all other courts in the nation.
<b>Suspension</b>	A temporary stop or delay of an activity, rule or law.
<b>Symbolism</b>	The practice of representing things by means of symbols or giving symbolic meaning to things like objects, events or relationships.
<b>Tariff</b>	A tax placed on goods when they are imported (brought into a country from another country) or exported (sent from one country to another country).
<b>Tax</b>	Money that people, groups or businesses must pay to the government to help pay for public services and programs.
<b>Taxation</b>	The act or practice of imposing taxes.
<b>Term</b>	A fixed or limited period in which an individual holds a government position or office.
<b>Terrorism</b>	The use of extreme fear and violence, especially against civilians, to achieve political or ideological goals.
<b>Theocracy</b>	A government run by religious leaders or based on the belief that leaders are guided by a God and have divine power.

<b>Totalitarian</b>	A type of government where leaders have complete control over all parts of life, individuals must obey the state and opposing ideas or beliefs are not allowed.
<b>Trade</b>	The act or business of exchanging items by barter; or the business of buying and selling for money.
<b>Tranquility</b>	The state of being peaceful.
<b>Treaty</b>	An agreement or arrangement between two or more countries.
<b>Trial</b>	The formal court process for issues in criminal or civil cases.
<b>Trial Court</b>	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.
<b>Tyranny</b>	Cruel or unfair use of power by a government or ruler.
<b>U.S. Constitution</b>	The supreme law of the United States, ratified by the original thirteen states in 1788. It sets up the government, protects the rights of the people and has had 27 amendments added since.
<b>Unalienable Rights [Inalienable]</b>	Rights that cannot be restricted or taken away by government or human laws; also called natural rights.
<b>Unanimous</b>	Fully in agreement; everyone shares the same opinion or decision.
<b>Unconstitutional</b>	Going against the rules or principles written in the U.S. Constitution.
<b>Unicameral</b>	A legislature that has only one chamber or house.
<b>Uniform Code of Military Justice</b>	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.
<b>Union</b>	A group of people, states or organizations joined together for a common purpose or benefit.
<b>Unitary System</b>	A system of government where almost all power is located with the central (federal/national) government.
<b>United Nations [UN]</b>	An international organization composed of most of the countries of the world. It was founded in 1945 to promote peace, security and economic development.
<b>Verdict</b>	Decision; judgment.
<b>Vested</b>	Fully guaranteed as a legal right, benefit, or privilege that cannot be taken away.
<b>Veto</b>	The power of a government leader, such as the President or a Governor, to reject a law that has been approved by the legislature.
<b>Violation</b>	An action that breaks a rule, law or agreement.
<b>Virtue</b>	A good quality in a person, such as honesty, kindness or responsibility, that guides how they act and treat others.
<b>Warrant</b>	An official document that gives legal permission to take a specific action, such as making an arrest or searching property.
<b>Watchdog</b>	A person or group who monitors the activities of another entity such as government or corporations.
<b>Welfare</b>	Health, happiness and good fortune; well-being.
<b>World Trade Organization [WTO]</b>	A global international organization dealing with the rules of trade between nations.
<b>Writ</b>	A written order from a court that tells someone to do something or to stop doing something.

<b>Writ of Certiorari</b>	The procedure for the U.S. Supreme Court to decide if it will hear a case; it is an order from a higher court asking to review the decision of a lower court when the higher court agrees to hear an appeal.
<b>Writ of Mandamus</b>	A court order that requires a lower court or government official to perform a specific duty that they are legally obligated to complete.