

EDUCATOR'S GUIDE to

What Citizens Need to Know About Government

Link to National Standards for Civics and Government: <http://civiced.org>

Link to State Standards: <http://www.sirs.com/wrc/teachers.html>

Link to Correlations of *What Citizens Need to Know About Government* and your State Standards:
<http://www.sirs.com/wrc/wcntktoc.html>

Link to chapter-by-chapter resources for Key Concepts and Terms, Generalizations, Analytical Questions,
Key Problem and Activities. [Educator's Guide](#)



SIRS/ProQuest Information and Learning Company • Internet: www.sirs.com
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MESSAGE TO THE EDUCATOR

PURPOSE

What Citizens Need to Know About Government, is an interactive electronic book based on National Standards for Civics and Government providing a framework for understanding enduring concepts in government. Utilizing inquiry, discovery and problem solving strategies, students will develop an understanding and appreciation of the problems national, state and local governments encounter and the role that each citizen must play in order for governments to function. Addressing such questions as, “What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?” students will “. . . understand competing ideas about civic life, politics, and government so that they can make informed judgments about what government should and should not do, how they are to live their lives together, and how to support the proper use of authority or combat the abuse of political power.”

National Standards for Civics and Government <<http://civiced.org>> [2001, May 16]

To link to individual state standards, go to <http://www.sirs.com/wrc/teachers.html>

ORGANIZING THE READINGS

This guide is designed to help organize the readings for the maximum learning experience. Additional Interactive Citizenship® navigational information is located in the User’s Guide.

CHAPTER READINGS

What Citizens Need to Know About Government, appears in two formats, Hypertext Markup Language (HTML) and Portable Document Format (PDF) and is organized into 28 chapters, each representing core concepts. Students may choose to work in either format. The HTML format contains hypertext links to related source documents and relevant Web sites located throughout the chapters that provide ready access to supporting information. Additionally, at the end of each chapter, hypertext links that are dynamically updated to related articles allow students to continue their investigation into each topic. The PDF version allows students to highlight text or write marginal notes as they read, print a clean copy of the text and read it off-line. Users looking for information on a specific subject can review the Index at the end of the Table of Contents. The index headings refer to the number of the chapter section where the information can be found. For example, the index indicates that information on the Clean Air Act can be found in 8.3 (Chapter 8, section 3) and 18.3 (Chapter 18, section 3). To ease with navigation, numbers appear next to the section within the chapter text.

INQUIRY AND DISCOVERY FORMS

Four activities, *Understanding Basic Knowledge*, *Problem Solving*, *Analyzing Graphs and Charts* and *Map Skills* are accessed from the “Learning Tools” icon on the Table of Contents Toolbar. These are designed primarily for use with this interactive electronic book, but can also be used with texts and articles from newspapers or magazines. The activities can serve as the basis for student assignments and class discussions. Completed forms can be E-mailed to the teacher for review and can form the basis of a student portfolio documenting the student’s learning. As students become familiar with the format, they achieve insight and become more competent at completing the inquiry and problem solving tasks. The analytical skills elicited by the activities are intended to be cross-curricula and are transferable to other disciplines.

UNDERSTANDING BASIC KNOWLEDGE

This activity provides a format for outlining a chapter or article. Students are called on to identify **concepts**, list **facts** and **data**, formulate **generalizations**, and pose **analytical questions**. Concepts and generalizations are shaped by relevant facts, while analytical questions serve to reveal important information. The process of selecting significant information and constructing new understandings is at the heart of creative learning. When the outline is completed, it can serve as the basis for a discussion of the topic or an essay.

PROBLEM SOLVING

A problem-solving approach is useful for examining issues. A concise statement of the problem is solicited, followed by an outline of **significant information**, **causes** and **solutions** related to the problem. While the Understanding Basic Knowledge activity is a broad view of an entire chapter or article, the problem-solving approach is an examination of a specific issue.

ANALYZING GRAPHS AND CHARTS

A salient feature of the Interactive Citizenship database is the use of many illustrated charts, tables and graphs. Like concepts and generalizations, graphic materials are part of the shorthand of a discipline: They convey information quickly and vividly. Still, charts and graphs can be misinterpreted or misleading.

Knowing how to read and interpret charts, graphs and tables is an important but often neglected skill. Students can be challenged to question the presentation or arrangement of data, the selection of information and the conclusions drawn. They can make their own charts, graphs or tables of relevant information found in their research.

MAP SKILLS

Educators may wish to use outline maps of the United States, the world and its regions to enhance students' map skills. As an introductory, evaluative exercise, ask students to draw a free-hand map of the world showing their location on it. Comparison of the results will illustrate that everyone has a unique "mental map" of the world in which they live and that all maps of the globe distort reality to some extent.

In geography, maps are principal graphic organizers, visually depicting and clarifying the world's infinite variety. Maps organize the physical, political, economic and demographic features of regions, countries and neighborhoods. Help students improve their knowledge of where places are in the United States and the world by completing outline maps of regions, states and cities. Encourage them to reinforce their understanding of a chapter topic by interpreting it in a sketch map. Such topics as the terms of a treaty or UN resolution, voter turnout in a presidential election, agricultural regions, the location of fossil fuel resources or immigration trends can be readily summarized in a sketch map.

TEACHING STRATEGIES

INQUIRY

Asking and answering questions is a traditional way of teaching and learning. Generally, the teacher or textbook asks the questions; the students answer them. However, there is not always a complete or adequate answer to questions raised. The resolution of problems is not easy and the desire to find simplistic responses does not aid in solving the problem, but may create additional complications. The Interactive Citizenship database encourages a different approach, one in which the teacher acts as the facilitator for student learning. We suggest that the student ask analytical questions, and look to the text and additional resources for the answers. The teacher leads the students through this inquiry process by teaching students how to ask analytical questions, ones that deeply probe a subject to get to the essence of the issue.

Additionally, students should be encouraged to develop peer study/discussion groups where they can pose questions, share ideas and research findings and determine answers to their questions. In this learning environment, students will not only learn from one another, but will develop mutual respect for varying opinions. Students participating in this type of learning develop self-confidence. Each student can teach every other student something from what he or she has read. Questions raised by the readings should lead students to other materials and the development of an inquiring mind.

E-FORUM DISCUSSION GROUPS

An integral component of the Interactive Citizenship database is to engage students in academic discourse. To achieve this goal, we suggest employing E-Forums, such as E-mail, Listservs and Bulletin Boards to encourage students to discuss the issues and topics they are reading about and share their thoughts with their peers.

VOCABULARY DEVELOPMENT

Each discipline has its unique vocabulary. Instead of presenting students with a list of words to be learned, challenge them to discover words new to them in the readings. Allow the students to compile their own vocabulary lists. Utilizing the Glossary of Terms and the SIRS Knowledge Source dictionary/thesaurus feature, students can easily find the definitions of new words. Incorporating these new words into their writing and portfolio projects will allow students to take ownership of this new vocabulary.

EVALUATION

We suggest that each student retain a collection of completed activities, essays and reports thus creating a portfolio that reflects the quality and progress of the student's efforts. The portfolio accomplishes at least three major educational objectives: emphasis on student accomplishments; easy detection of problem areas; and accessibility to interested parties, namely teacher, student and parents.

For grading purposes, a reasonable number of samples from the student portfolio can be randomly evaluated during the term. To read all materials turned in by every student is an unnecessary and probably an impossible task. By allowing students to use their written work as a basis for evaluation, they are given the direct responsibility for their own learning. To supplement instruction, students should be assigned readings from SIRS Knowledge Source, SIRS Enduring Issues or other available sources relating to topics in the Interactive Citizenship database. The Inquiry and Discovery Activities can be used to structure the outside reading. The activity responses can also be used for background information for an essay or term paper.

EDUCATOR'S GUIDE

To encourage classroom dialogue the Educator's Guide includes a list of Key Concepts and Terms, Generalizations, Analytical Questions, Key Problems and Activities for each chapter. Each of these components exemplifies an inquiry approach. Discussions that ensue can be stimulating and enlightening. We do not want to deprive students of a valuable learning experience by over structuring, thereby leaving little to discover in the reading and research process.

KEY CONCEPTS AND TERMS

Every subject or discipline has data consisting of factual content and a specialized vocabulary. The specialized vocabulary contains terms and concepts with which to convey or describe information efficiently and meaningfully. In studying a discipline, it is important to master an inventory of those terms and concepts that provide order, structure and meaning to the content.

Terms define; concepts categorize and give meaning to otherwise disparate information. The distinction between **terms** and **concepts** is not always clear. A term has a simple, readily understood and widely agreed-upon definition. A concept is a "big idea" that conjures up understandings, impressions and feelings. A store of knowledge is necessary for a person to be able to conceptualize. Developing concepts involves a higher order of thinking than does learning terms. Learners can memorize the definitions of terms, but conceptualization requires basic information and experience. The more experience and knowledge a learner acquires, the richer his or her understanding of a concept. In order to be a competent decision-maker, a person must be able to conceptualize, then to generalize.

GENERALIZATIONS

Generalizations are statements, usually in sentence form, drawn from assorted information: facts, data, terms and concepts. The purpose of acquiring information is to develop generalizations with the potential for broad application and predictability. Otherwise, information is trivial. Generalizations and concepts are similar in that they structure and add meaning to information. However, a **concept** categorizes and describes, a **generalization** summarizes.

ANALYTICAL QUESTIONS

Analytical questions are designed to engage the student in critical thinking and to exercise a variety of intellectual skills. Typical questions require students to first gather facts, then to summarize, compare or contrast, or draw inferences. Students may be asked to note historic trends and, based on them, hypothesize future directions. Value judgments are often solicited. Analytical questions help students go beyond what is presently known in order to gain new insights about an issue. Such questions serve as points of departure for classroom discussions and essays.

KEY PROBLEM

With many topics covered, there are usually several key problems in each chapter. We have selected one problem for each chapter as an example, but students may identify others. Problem solving takes students beyond obtaining basic information on a subject to applying, analyzing and evaluating that information.

ACTIVITIES

Activities that involve student interaction with an online database such as SIRS Knowledge Source allow students to explore and understand the nuances of the information in the chapters. These activities are designed as a point of departure for the educator, who as a facilitator of the learning process, is expected to modify or create his/her own activities based upon the class' unique learning environment.

The three activities listed below provide a foundation for analyzing and synthesizing each of the 28 chapters. Chapter specific activities are included within the Educator's Guide.

1. Review the chapter's generalizations. Choose one generalization. How does this generalization apply to your life? Based on your experiences and information found in the reading and/or related articles found in SIRS Knowledge Source, prove or disprove the original generalization.
2. From the Learning tools icon on the Table of Contents, access the Understanding Basic Knowledge Form. Using the Key Concepts and Terms provided, locate additional articles relating to the chapter's topic. Using the Quick Search method in SIRS Knowledge Source, perform a Subject Heading search using these key terms. Choosing four relevant articles, read each article and complete the Understanding Basic Knowledge activity for each article.
3. From the Learning Tools icon on the Table of Contents, access the Problem Solving Form. Complete this form for the chapter reading and two articles or Web sites linked to this chapter.

SUGGESTED IMPLEMENTATION

It is suggested that an overview of the chapter titles be the first classroom activity. Titles will serve to describe the program's organization. Following each chapter reading, students should complete the Inquiry and Discovery activities. Once the students are familiar with the content and organization, then an interactive activity that encourages collaborative learning and develops research, reading, writing, listening, speaking and creative thinking skills might be incorporated into this Interactive Citizenship database.

To give students background knowledge about how reporters gather information, a reporter from a local newspaper could be invited to the class to describe how he or she interviews people and keeps up on current events. Students can then be assigned as "reporters," such as a newspaper reporter or television news journalist. For example, different students could cover the state legislature, the county commission, the municipal government, the White House, the Supreme Court, the municipal court, the U.S. Senate, etc. A student would then be responsible for following the news media and keeping notes on his or her assigned topic.

As a culminating activity, one group of students can plan mock TV programs—news broadcasts, panels, debates—and the student audience can be responders. Other students may wish to design mock Web sites or, if they possess the skills, an actual Web site. As with the TV programs, students can serve as responders to the site design and content. A third group of students might prepare a newspaper or news magazine article for a school publication.

PART I: STRUCTURE OF GOVERNMENT

Chapter 1

Power of Government

KEY CONCEPTS AND TERMS

Absolute monarchy: power deriving exclusively from one person, a king or queen, whose position is determined by heredity.

Authoritarian: describing a system of government where policy decisions are in the hands of one person or a small select group.

Charter: document issued by a sovereign or state outlining the conditions under which a colony, state or business shall operate.

Command: a system of government in which all power is in the hands of one person or a small elite group.

Compromise: decision-making in which both sides give up something in order to reach agreement.

Confederation: an organization of sovereign entities formed to carry out specific common goals (i.e. defense, transportation or foreign trade policy) through mutual cooperation and consensus; a loose alliance of states in which the individual states have the most power—or sovereignty.

Consent: a system of government in which power lies with the people, or citizens, who are governed.

Constituents (Constituency): people who are represented by elected officials.

Coup d'état: takeover of a government, usually with military force.

Custom: a system of government in which power goes to those who have held it in the past.

Democracy: a system of governing in which the majority of the people hold political power, either directly or indirectly, through elected representatives, and which has such goals as majority rule and equality of rights, opportunity and treatment under the law.

Dictatorship: when power resides in one person who reached this exclusive position by revolution, bloodless takeover or nonrenewable election.

Direct democracy: when policy decisions are made directly by the voters, not through elected representatives.

Divine right: monarchs' claim that their right to rule comes from God.

Federation: an alliance of states or regions united under a central sovereign government in which power is shared between the regional and national governments.

Mercantilism: theory that favors government regulation of a nation's economy in order to maintain a favorable balance of trade.

Oligarchy: power deriving from a small group of people, usually made up of military, business or religious leaders.

Parliamentary system: a system of government in which the legislative branch of government (often called a parliament) holds legislative and executive powers of government.

Political power: the ability to influence, effect or prevent a change in government policy.

Presidential system: a system of government in which legislative and executive powers of government are divided between the legislature and the president.

Recall: the right of citizens in some states to petition for the removal of an elected official from office.

Referendum: an issue referred by a legislative body to the voters for a decision.

Representative (indirect) democracy: when policy decisions are made by representatives elected by the voters.

Republic: a government in which citizens elect representatives to govern.

Revolution: a complete and forced overthrow of an established government or political system.

Scientific method: a research method in which a theory is articulated based upon observations; the observations are tested by experiment; and the theory is modified based on the experiment's results.

Sovereignty: supreme authority in a political community. An individual ruler (monarchy, dictatorship), a small group (oligarchy) or the people (democracy) have sovereignty depending on the particular political system.

Totalitarian: describing a government where those in power do not recognize or tolerate opinions that differ from their own.

Tradition: the handing down of a society's values, beliefs and practices from one generation to the next.

Unitary system of government: a system of government in which most political power is held by the central government.

GENERALIZATIONS

1. Government has an impact upon almost every aspect of our lives.
2. Democracy cannot survive without active participation of its citizens.
3. Confederations may have difficulty making decisions because of conflicting values, differing special interests and the desire for consensus.
4. Democracy requires compromise because important values such as individual freedom and majority rule are often in conflict.

ANALYTICAL QUESTIONS

1. Given our system of government, present arguments in favor of public policymaking by “experts.” Present a counter argument for public policymaking by citizens.
2. What does it mean to compromise? Why is it often necessary to compromise in a democratic society?
3. If you were from Zycon (a planet outside our galaxy) and landed in one of Earth’s nations, what are some things you would look for to determine if the country were a democracy or not? Explain why those factors or observations would indicate whether or not the nation was democratic.

KEY PROBLEM

Democracy, in order to function successfully, needs active informed citizens, but many people do not have the educational background, time or interest to become informed.

ACTIVITIES

1. Reflect upon what you have learned about the three types of government: command, custom and consent. Browse through the articles provided in this chapter and classify the articles as covering one or more of the three types of government.
2. Using SIRS Knowledge Source, access the Additional Databases. Select “World Almanac Excerpts” from the Researcher database. Find at least two countries that are representative of each of the three basic types of government discussed in the chapter. You should have a minimum of six countries. Review the **Life Expectancy**, **Literacy**, and **Per Capita GNP** for each of the countries you selected. Create a generalization that summarizes your findings.

Chapter 2

The Federal Government

KEY CONCEPTS AND TERMS

Appropriate: to authorize or legislate funds for some specific purpose.

Bicameral: having two legislative chambers or houses, each of which must approve a measure before it becomes law.

Bureaucracy: a large administrative organization staffed with non-elected officials.

Checks and balances: a provision of the U.S. Constitution enabling each of the three branches of government (legislative, executive, judicial) to oversee the affairs of the others, in order to prevent a concentration of power in any one branch.

Delegated powers: powers, expressed or implied, granted to the federal government under the U.S. Constitution.

“Elastic clause”: a constitutional phrase that grants Congress the power to “make all laws which shall be necessary and proper” for executing its enumerated powers.

Executive: the branch of government that carries out the laws.

Expressed powers: specifically defined or enumerated powers granted to the federal government under the U.S. Constitution.

Federation: an alliance of states or regions united under a central sovereign government in which power is shared between the regional and national governments.

Impeachment: constitutional power of the House of Representatives to charge the president or other high government official with misconduct and to require a trial before the Senate. Conviction by the Senate results in removal from office.

Implied powers: unspecified powers granted to the federal government under the “elastic clause” of the U.S. Constitution.

Judicial: the branch of government that interprets the laws.

Judicial review: the power of the federal courts to declare a law or administrative act of government unconstitutional.

Legislative: the branch of government that makes the laws.

Reserved powers: guarantee under the 10th Amendment to the U.S. Constitution that the states or the people retain all powers not delegated to the federal government.

Secede: to formally withdraw from a group or organization.

Separation of powers: division of authority and power among the three branches of government to prevent any single branch from becoming too powerful.

Veto: to reject or nullify.

GENERALIZATIONS

1. The founders of our nation feared a strong central government.
2. Many compromises were necessary to establish our federal government.
3. Powers not clearly delegated sometimes create problems and controversies among governmental jurisdictions.
4. A democratic society attempts to balance individual freedom and group security.

ANALYTICAL QUESTIONS

1. Why did the framers of the Constitution develop a system of checks and balances that would make the government slow and clumsy? Should the system be changed?
2. Why is it that laws may differ from state to state on such issues as driving and voting regulations? Should such laws be standardized throughout the United States?

KEY PROBLEM

A checks and balances system is intended to protect the public from a concentration of power in government, but it may also hamper government from acting quickly in emergencies.

ACTIVITIES

1. Using SIRS Knowledge Source, select the Topic Browse search option. Using the Researcher database, select the topic, Global Issues. After reviewing the article list and reading article summaries, identify and read an article that discusses an instance in which one branch of government, either state or federal, restricted the power of another branch of government. Write a summary of the Constitutional issues involved and how the issues were resolved.
2. Using SIRS Knowledge Source, choose the Additional Database search option. Select U.S. Supreme Court Decisions located in the Government Reporter database. Conduct a keyword search for the phrase, "reserved powers." Review the results list and the syllabi of at least two court cases. Selecting one court case syllabus, read, identify and explain the reserved power that it relates to. What did the court decide in that instance? Review the U.S. Constitution to assist you with this activity.

Chapter 3

The Constitution

KEY CONCEPTS AND TERMS

Amendment(s): a revision or an addition to the Constitution through proposal by Congress or a national convention. It must be ratified by three-fourths of the states.

Blue Laws: community ordinances that attempt to regulate personal or religious behavior.

Checks and balances: a provision of the U.S. Constitution enabling each of the three branches of government (legislative, executive, judicial) to oversee the affairs of the others, in order to prevent a concentration of power in any one branch.

Civil liberties: individual rights protected by the Constitution.

"Elastic clause": a constitutional phrase that grants Congress the power to "make all laws which shall be necessary and proper" for executing its enumerated powers.

Executive: the branch of government that carries out the laws.

Judicial: the branch of government that interprets the laws.

Judicial review: the Supreme Court's power to subject laws or court decisions to constitutional standards.

Legislative: the branch of government that makes the laws.

Loose construction: an interpretation of the Constitution that relies on phrases like the "elastic clause" to allow the federal government powers necessary to promote the general welfare even if the powers are not specifically enumerated.

Preamble: introduction to the Constitution that states its purposes and goals.

Ratification: approval or confirmation of an action or document.

Strict construction: an interpretation of the Constitution limiting the federal government's duties and powers to those specifically enumerated in the Constitution.

Suffrage: the right to vote.

Writ of habeas corpus: a document filed in court that orders the government to show cause for detaining an individual. This has been defined as the right to be released from detention if no charges are filed within 48 hours.

GENERALIZATIONS

1. The Constitution has survived because it is subject to a wide interpretation.
2. It was intentionally made difficult to change the Constitution.

ANALYTICAL QUESTIONS

1. Explain why it should be easy or difficult to amend the Constitution.
2. How can the meaning of the Constitution be changed without a formal amendment?
3. Why have a Constitution when it is subject to so many differing interpretations?
4. Which branch of government has the most power, and what evidence is there to support this view?

KEY PROBLEM

Writing a constitution for people with many varied interests is a difficult task, and the results are bound to displease some people who feel their interests are not well represented.

ACTIVITIES

1. Using the list of articles provided in this chapter, read the articles relating to the constitutions of Germany and Canada. How does their “constitutional” experience compare with what you have read about the U.S. experience?
2. Identify a problem in American society or government that might be solved by an amendment to the U.S. Constitution. Using SIRS Knowledge Source’s Quick Search option, perform a Keyword or Subject Heading search for the articles relating to that problem. Attempt to find opposing views. After reading the articles, draft a constitutional amendment proposal. To help you compose your amendment, access a copy of the U.S. Constitution, available in SIRS Knowledge Source.
3. After completing Activity 2, write a brief essay describing which groups in American society would likely be in favor of your amendment and which groups would likely be opposed.

Chapter 4

The Presidency

KEY CONCEPTS AND TERMS

Conflicts of interest: personal or business arrangements that compromise one’s ability to serve in a government job.

Executive: the branch of government that enforces the laws.

Executive order: rules and regulations issued by the president to carry out laws passed by Congress.

Executive privilege: the president’s traditional power to maintain secrecy with regard to sensitive government issues.

Impeachment: constitutional power of the House of Representatives to charge the president or other high government official with misconduct and to require a trial before the Senate. Conviction by the Senate results in removal from office.

Impoundment: president’s withholding of money that has been appropriated by Congress to delay spending on programs his administration opposes.

Judicial: the branch of government that interprets the laws.

Legislative: the branch of government that makes the laws.

Legislative veto: a measure written into key laws requiring congressional review of the president’s implementation of laws.

Perjury: lying under oath in a court of law.

Veto: the president’s power to reject a bill passed by Congress. A two-thirds vote from the House and Senate may override a veto.

GENERALIZATIONS

1. The United States presidency is one of the most powerful positions in the world.
2. Even the president is not “above the law.”
3. The role of the president is largely defined by the personalities of those who hold the office.
4. The Constitution is so flexible that the power of the president is often expanded in times of national emergency, or “so-called” emergency.

ANALYTICAL QUESTIONS

1. It is said that the president has five major roles. How does our current president handle each of these roles?
2. Since the presidency is considered to be one of the most difficult jobs in the world, why would anyone want the job?
3. In what ways can the president bypass the fundamental constitutional checks on the executive branch’s power?

KEY PROBLEM

The checks on the presidency, provided to the Congress by the Constitution, may make it difficult—if not impossible—for the president to carry out campaign promises.

ACTIVITIES

1. Identify two U.S. Presidents who have held office within the last 25 years. Using SIRS Knowledge Source, look for at least four articles that focus on the respective president’s performance in office. Compare and contrast their ability to work with Congress, to communicate with the American public and to uphold the responsibilities of the office. Write a brief essay discussing your findings.

- Using SIRS Knowledge Source, access Additional Databases. Select the topic, U.S. Presidents from the Government Reporter database. Locate and read the biographical sketches of at least 12 presidents from the alphabetical listing, choosing a sampling from the 18th, 19th and 20th centuries. What common experiences do you observe in the paths these presidents took to the presidency? What differences? How has their background changed over the decades?

Chapter 5

The Cabinet

KEY CONCEPTS AND TERMS

Cabinet: a group of officials appointed by the president (with Senate approval) to advise the president and assist in carrying out the duties of the executive branch of government.

Precedent: an action that sets an example for the future.

GENERALIZATIONS

- A president's cabinet is not mentioned in the Constitution, but has been established by tradition.
- Each cabinet department has many employees and many responsibilities.
- Cabinet choices are supposed to represent the president's desire, but the need for Senate approval of a nominee often necessitates compromise.
- The views of various cabinet members are not equally considered by the president: some members are closer to the president and have greater influence than others.

ANALYTICAL QUESTIONS

- What is the purpose of the cabinet, and is it a good idea for the president to have such officials in his administration?
- What determines the creation of a new cabinet position? If a new cabinet position were to be added, what do you think it might be and why?

KEY PROBLEM

Each department in the cabinet is so large that administration is difficult, yet few appointed officials remain in the job long enough to gain administrative experience.

ACTIVITIES

- Using SIRS Knowledge Source databases or the Internet, find as much information about a federal department or agency as you can, including its functions, subdivisions, budget, number of employees, etc. Then create an illustrated brochure or poster about the department's history and responsibilities.
- You are President of the United States. Review at least 10 news stories from a current newspaper or online news service. Determine the issue or problem underlying each story. Then determine which member of your cabinet you would assign to develop a solution or response to that issue/problem. For example: If the news brief reads "Gas Prices Rising," the underlying issue is energy and the Secretary of Energy would be the cabinet member responsible for finding a solution to rising gas prices. In one or two paragraphs, write an explanation of why you selected that secretary. Be sure to identify the headline and the title of the secretary you assigned to the task.

Chapter 6

The Congress

KEY CONCEPTS AND TERMS

Amendment(s): a revision or an addition to the Constitution through proposal by Congress or a national convention. It must be ratified by three-fourths of the states.

Appropriation: congressional specification of how much money is to be spent, or set aside, for a legal program.

Authorization: official approval of a law or action.

Bills: proposed laws.

Conference committee: group of representatives from both houses of Congress that meet to reach compromise on the terms and wording of similar bills.

Constituents (Constituency): people who are represented by elected officials.

Impeachment: constitutional power of the House of Representatives to charge the president or other high government official with misconduct and to require a trial before the Senate. Conviction by the Senate results in removal from office.

Initiatives: the right of citizens to place on the ballot and vote for proposals not passed by the legislature.

Levy: to order that taxes, debt or other obligations be paid.

Lobbyists: representatives of special interests who try to persuade members of Congress to support their position on legislation.

Majority: having more than half the votes on a given issue or more than half the members of a political party in Congress.

Mark up: process of determining the final terms and wording of a bill, usually done in committee.

Minority: having less than half the votes on a given issue or less than half the members of a political party in Congress.

Power of the purse: the power of a legislative body to raise and authorize the spending of public funds.

Reapportionment: redrawing of congressional district lines by state legislatures after every Census to assure equal representation in Congress.

Roll-call vote: requiring congresspersons to record their vote on a given issue or bill.

Seniority: the tradition of granting congressional and committee leadership positions to those who have served the longest.

Subpoena: legal order requiring a person to testify in court or at a hearing.

Unanimous consent agreement: uncontested vote on procedural matters in the Senate, often sought by the majority leader to speed action on pending bills.

Veto: the president's power to reject a bill passed by Congress. A two-thirds vote from the House and Senate may override a veto.

GENERALIZATIONS

1. The Congress is considered the "people's branch" of government.
2. It is often slow in acting, but when it speaks the Congress has a powerful voice.
3. Since proposed legislation must first be approved by various committees, and then voted on in both houses of Congress, the result is often a compromise among competing interests.
4. The slowness and the compromising nature of Congress make solutions to national problems very difficult.

ANALYTICAL QUESTIONS

1. By what criteria are seats determined in the House of Representatives and in the Senate, and how are they apportioned among the states?
2. How does a bill become law? Explain who can introduce a bill, and how it passes through Congress to finally become a law.
3. Explain the major advantages of having two houses, or lawmaking bodies, in the Congress. What are the disadvantages?

KEY PROBLEM

The world today is dynamic with new crises emerging rapidly, but Congress is slow and cumbersome in reacting to emergencies.

ACTIVITIES

1. Using the Quick Search option in SIRS Knowledge Source, conduct a Keyword search using the term, "filibuster." After reading several articles, summarize how U.S. Senators employed filibustering during the 1990s.
2. With the help of SIRS Knowledge Source or the Internet, identify the senators and representatives for your state and their mailing addresses. Perform a keyword search to look for articles about one of your senators or representatives. If you do not find information on the first Congressperson you look for, try a different one. After reading several articles, write a brief letter to that Congressperson. Express your opinion about an issue of interest to you, referencing what your research indicated about the individual.

Chapter 7

The Justice System

KEY CONCEPTS AND TERMS

Appeal: the process by which a party who has lost a court case asks that the decision be reviewed by a higher court.

Arraignment: a court hearing at which a suspect is formally charged with a crime and asked to plead guilty or not guilty.

Bail: money or credit deposited with a court to obtain temporary release of an arrested person and to guarantee his or her appearance at the trial.

Civil case: court charges involving a dispute or disagreement, often involving a contract, punishable by payment of damages.

Criminal case: court charges involving crimes against society punishable by payment of a fine and/or jail sentence, or, in some states, a death sentence.

Defendant: party against whom criminal or civil charges have been filed.

Depositions: pre-trial, recorded interviews with witnesses in a court case.

Due process: the guarantee of a lawful procedure when people are charged with a crime.

Felony: a major crime, such as murder, rape or arson.

Grand jury: a group of 16-23 citizens convened to review criminal evidence. If they find probable cause of guilt, they recommend an indictment.

Indictment: the formal charge of a suspect with a crime.

Interrogatories: questions from one side in a trial that must be answered by the other side.

Judicial review: the power of the federal courts to declare a law or administrative act of government unconstitutional.

Judiciary: the judicial branch of government.

Litigants: opposing parties in a lawsuit.

Majority: more than half.

Misdemeanor: a minor crime.

Original jurisdiction: constitutional term specifying at which court level certain cases should be brought.

Plaintiff: party who files a complaint.

Plea bargaining: negotiations with a suspect leading to a guilty plea to a lesser charge in order to avoid a trial.

Precedent: an action that sets an example for the future.

Probable cause: sufficient evidence to charge a person with a crime.

Seniority: Supreme Court system for ordering member statements and votes based on their years of service.

Subpoena: legal order requiring a person to testify in court or at a hearing.

Writ of certiorari: an order issued by the Supreme Court asking for a review of a lower-court decision after petition by the defendant in a case.

GENERALIZATIONS

1. The path towards justice is often slow, tedious and expensive.
2. The Supreme Court is the final interpreter of the laws.
3. Supreme Court justices are appointed by the president and have lifetime tenure; therefore, the president's influence lives on in the court, long after his term of office expires.
4. The meaning and changing nature of the U.S. Constitution are in large part determined by the federal court system.

ANALYTICAL QUESTIONS

1. Why do you think judges at the federal level receive lifetime appointments?
2. What kinds of cases do federal courts handle?
3. How does the Supreme Court decide what cases it will hear on appeal?
4. What steps does the Supreme Court follow in deciding a case? How does this process differ from a local criminal trial?
5. What are the advantages and disadvantages of private court trials?

KEY PROBLEM

The courts are so burdened with cases, and the process from arrest through appeal is so lengthy, it appears that "the wheels of justice" grind slowly.

ACTIVITIES

1. Go to SIRS Knowledge Source's Additional Databases. Choose Supreme Court Decisions. Perform a subject heading search on a broadly defined social issue such as "capital punishment," "privacy" or "free speech." Select two Supreme Court decisions found listed under one of the subject headings retrieved from your search. For each case, review the syllabus. Predict the effect of these two decisions on American society.
2. Using SIRS Knowledge Source, the Internet or the help of a reference librarian, find brief biographies of Supreme Court justices. Review the personal and professional profiles of as many justices as time will allow. Then write an essay about which justice you admire most and which you admire least. Be sure to explain your choices.

Chapter 8

The Bureaucracy

KEY CONCEPTS AND TERMS

Bureaucracy: a large administrative organization staffed with non-elected officials.

Cabinet agencies: agencies under the direction of cabinet-level secretaries that administer government programs in accordance with laws and presidential policies.

Civil service: career government employees appointed to positions in the bureaucracy that are made on the basis of demonstrating professional ability in competitive exams and are protected from political pressures.

Conflict of interest: personal or business arrangements that compromise one's ability to serve in a government job.

Deregulation: the loosening of government control over private industry to foster competition.

Independent agencies: agencies established by Congress to set regulations for carrying out and enforcing federal laws.

Red tape: excessive and time-consuming paperwork. Red tape was once used by the British government to tie up official documents.

Revolving door: the movement of appointees to government agencies from the industry the agency regulates, or their return to the industry after government service.

Sunset laws: laws that establish a periodic review of government agencies to determine if they are performing according to their assigned purposes and to evaluate whether or not they are still needed.

Whistle blowing: the act of a civil service employee that exposes a wrongdoing in an agency in which that person is employed.

GENERALIZATIONS

1. A big country, a big economy, a big government leads to a big bureaucracy.
2. The bureaucracy is sometimes called the "fourth branch" of government.

ANALYTICAL QUESTIONS

1. Why is the bureaucracy sometimes called the "fourth branch of government?"
2. Comment on this statement: "What is good for General Motors is good for the country." Would the author of the statement favor or oppose government regulation of automobile safety?

KEY PROBLEM

Bureaucracies have become so large and complex that the average citizen often has difficulty understanding how they function.

ACTIVITIES

1. Using SIRS Knowledge Source databases or the Internet, select and review the responsibilities of five government agencies. Write two to three paragraphs describing how each agency directly affects your everyday life.
2. With the help of SIRS Knowledge Source databases, the Internet or a reference librarian, find photographs depicting working conditions for children during the beginning of the twentieth century. After studying these photographs, write a compare-and-contrast essay that relates your life today to what your life might have been like during the early twentieth century, before government regulation of industry.

Chapter 9

The Bill of Rights and Minority Rights

KEY CONCEPT AND TERMS

Alien: non-citizen residing in a country.

Amendment(s): revisions or additions to the Constitution through proposal by Congress or a national convention. Amendments must be ratified by three-fourths of the states.

Bill of Rights: the first 10 amendments to the U.S. Constitution which guarantee certain rights to American citizens.

Civil disobedience: refusing to obey an unjust law and accepting the penalty for doing so.

Double jeopardy: subjecting someone to a second trial when he or she was found innocent in the first trial.

Due process: the guarantee of a lawful procedure when people are charged with a crime.

Freedoms of expression: the right to express one's opinion through words, art or behavior as long as it is not destructive to someone else's constitutional rights.

Grand jury: a group of 16-23 citizens convened to review criminal evidence. If they find probable cause of guilt, they recommend an indictment.

Indictment: the formal charge of a suspect with a crime.

Libel: writing false statements that damage a person's character.

Militia: a citizen's army.

Passive resistance: expressing disapproval of a government or specific laws through uncooperative or nonviolent actions, such as protest marches or economic boycotts.

Presumed innocent: a standard of justice that requires proof that one is guilty rather than proof that one is innocent.

Reconstruction: a period after the Civil War when Confederate states were readmitted to the Union and measures were taken to protect the rights of black citizens.

Right to know: full and open access to information that is needed to form public policy, sometimes in conflict with the rights of privacy and confidentiality.

Slander: making false statements that damage a person's character.

Symbolic speech: acts of expression, other than speech or press, protected under the First Amendment, such as wearing an arm band as a method of protest.

GENERALIZATIONS

1. Rule by the majority can be tyranny without protection for the minority.
2. Acquiring rights for minorities is an unending struggle.
3. Individual rights and the prevention of crime sometimes conflict, since it would be easier to catch criminals if the police could search anyone or tap any phone without a warrant.
4. Since democracy requires an informed and educated population, open access to information is important. Yet in certain sensitive areas, such as national defense, it may be vital to the public interest to maintain secrecy.

ANALYTICAL QUESTIONS

1. List several limitations on freedom in American society and explain possible reasons why such limitations exist.
2. Should 16-year-olds have the same rights as 21-year-olds? Why or why not? How about 21-year-olds in relation to 30-year-olds? Explain.
3. What protections does an accused person have in our criminal justice system? Are these necessary and fair: should other protections be added; should some be taken away?

KEY PROBLEM

The more freedom we have, the less security we have in preserving that freedom: Freedom and security can be conflicting values.

ACTIVITIES

1. Go to SIRS Knowledge Source databases. Using one of the available search methods, find examples of historic Supreme Court decisions that reinforced freedom in American society. What decisions uphold the rights of accused persons? In a brief essay, discuss how the rights of the accused might be viewed to be in opposition to the victim's rights.
2. Using the Quick Search option in SIRS Knowledge Source, conduct a keyword and/or subject heading search to find answers to the following questions: What is the ERA and what are its major provisions? Why has this amendment not yet become a part of our Constitution? Under what conditions could it become a constitutional amendment?
3. Using the Quick Search option in SIRS Knowledge Source, conduct a keyword and/or subject heading search to find articles pertaining to children's rights. After browsing the list of articles by reading the article summaries and selecting articles, design a Bill of Rights for Children.

Chapter 10

State Government

KEY CONCEPTS AND TERMS

Amended: revised or added.

Balanced budget: a budget in which income and expense are of equal amounts.

Bicameral: having two legislative chambers or houses, each of which must approve a measure before it becomes law.

Bill of rights: part of state constitutions guaranteeing certain rights to citizens of the state.

Block grants: consolidation of federal aid to states and localities to be allocated according to local need.

Commute: to reduce a criminal sentence or punishment to a less severe one.

Concurrent powers: areas of authority listed in the Constitution that are shared, or duplicated, by both state and federal governments.

Delegated powers: powers, expressed or implied, granted to the federal government under the U.S. Constitution.

Due process: the guarantee of a lawful procedure when people are charged with a crime.

Executive: the branch of government that carries out the laws.

Extradition: surrender of a fugitive from justice or prisoner by one state to another.

“Full faith and credit”: a requirement in the U.S. Constitution that each state honor the laws, contracts and permits of other states.

Grants-in-aid: federal aid to states and localities for specific purposes, often requiring that a percentage of the total cost be paid by the recipient.

Impact fees: money collected from builders to offset the cost of public works, such as roads, water and sewer projects, and fire protection.

Indexing: pegging tax rates to cost-of-living indicators.

Judicial: the branch of government that interprets the laws.

Judicial review: the power of the state courts to declare a law or administrative act of government unconstitutional.

Legislative: the branch of government that makes the laws.

Line-item veto: ability of executive branch to veto specific items in a budget without killing the whole budget.

Militia: a citizen’s army.

Nullification: to declare a federal law non-binding on a state.

Preamble: introduction to the Constitution that states its purposes and goals.

Precedent: an action that sets an example for the future.

“Privileges and immunities”: citizens’ rights and protections.

Public defender: attorney provided at public expense to represent a suspect in court who cannot afford to hire his or her own attorney.

Reapportionment: redrawing of congressional district lines by state legislatures after every Census to assure equal representation in Congress.

Republican: representative form of government.

Reserved powers: guarantee under the 10th Amendment to the U.S. Constitution that the states or the people retain all powers not delegated to the federal government.

Revenue sharing: federal aid to state and local governments based on population size.

Secede: to formally withdraw from a group or organization.

Seniority: the tradition of granting congressional and committee leadership positions to those who have served the longest.

States’ rights: belief that individual states under a federal government have rights that cannot be denied or diminished by the national authority.

Sunset laws: laws that establish a periodic review of government agencies to determine if they are performing according to their assigned purposes and to evaluate whether or not they are still needed.

Term limits: restriction on the number of terms an elected official may stay in office.

Unicameral: legislature with one house or chamber that enacts laws.

Veto: executive power to reject a bill passed by the legislature.

GENERALIZATIONS

1. The relationship between the federal government and the states is a matter of continuous controversy.
2. County and municipal governments derive their power from the state.
3. Because of natural resources, level of industrialization or capital investment, some states have more wealth than others and, therefore, collect more taxes.
4. The tremendous growth of the federal government in the 20th century has eroded states’ reserved powers but often in the name of preserving or equalizing the rights of individual citizens.

ANALYTICAL QUESTIONS

1. List powers of the federal government that are not held by the states. Which of these powers could be better exercised by the states?
2. What are concurrent powers? Give a few examples of concurrent powers exercised in government today.
3. What are some common criticisms of state legislatures?

KEY PROBLEM

Federal strategies to overcome funding inequities among the states without violating states' rights is a source of continuing controversy.

ACTIVITIES

1. Using SIRS Knowledge Source, the Internet or the help of a reference librarian, locate a political map of the United States. Pinpoint the location of each state capital. Some will seem to be located near the center of the state, others at some distance from the state's center. Using your knowledge of U.S. history, formulate a generalization to account for this difference.
2. Review a copy of the U.S. Constitution available in SIRS Knowledge Source Additional Databases' Historic Documents. Read over the document and identify which powers are delegated, reserved and concurrent. Create a Venn diagram—a pictorial representation using circles and squares positioned to represent unique and shared properties—to display the various federal powers prescribed by the U.S. Constitution.

Chapter 11

Local Government

KEY CONCEPTS AND TERMS

Council of governments: a voluntary organization of neighboring cities and counties whose representatives work to solve common problems.

County: a subdivision of state government to carry out functions set by the state.

Home rule: the powers granted to a city under a state constitution that allow the city to set up its own government within its boundaries.

Metropolitan area: a geographic area used by the U.S. Census Bureau that consists of a city with a population of at least 50,000 and its surrounding communities or counties.

Municipality: a city or town having local self-government.

Special districts: geographic areas with tax powers that provide specified services, such as schooling, to people living beyond city boundaries.

Suburbs: outlying areas of a city, often residential.

Town meetings: annual meetings of town residents who set basic policy for the town.

GENERALIZATIONS

1. Local governments owe their legal existence to the state.
2. A wide variety of local governments exist in the United States.
3. Many problems, such as pollution and crowded roads, cross jurisdictional lines.
4. The form of government that develops in a locality largely depends on the size and distribution of its population.

ANALYTICAL QUESTIONS

1. What are some advantages of a small community having its own government rather than being part of a larger metropolitan government? What are some disadvantages?
2. What is a special district? What are some special districts in your community?
3. What are the three major forms of city government, and how do they operate? What kind of government do you have in your community?
4. What is "metro" government? Give some examples of the formation of "metro" governments around the country.

KEY PROBLEM

There are over 85,000 different local governmental units in the United States. This large number of jurisdictions hinders solving many problems facing the country.

ACTIVITIES

1. What percentage of the U.S. population lives in or near cities? Why do people move to or from cities? Take a survey of people in your class, your school or your community, then forecast future trends in living arrangements. Using SIRS Knowledge Source databases, find articles that support your forecast.

2. Take a poll of classmates or residents of your community to determine a pressing need or problem in your city. Using SIRS Knowledge Source databases or the Internet, conduct a search to retrieve more information about this problem in your community, which may be shared by other cities. Draft a letter to your city council or mayor identifying the problem and suggesting a solution. Be sure to use facts and statistics found in the articles or Web sites to support your findings and your solutions.

Chapter 12

Paying for Government

KEY CONCEPTS AND TERMS

Appropriate: to authorize or legislate funds for some specific purpose.

Deficit: the shortfall between money raised and money spent.

Excise tax: a tax on the manufacture, sale or use of certain articles made, sold or used within the country.

Income taxes: percentages of earnings collected by government on the basis of income level.

Indirect taxes: the value of taxes paid by producers or sellers that are passed on to the consumer.

Line-item veto: ability of executive branch to veto specific items in a budget without killing the whole budget.

National debt: money owed by government to pay for accumulated budget deficits.

Property taxes: percentage of money collected by government based on its assessment of land or real estate values.

Revenue sharing: federal aid to state and local governments based on population size.

Sales tax(es): percentage charged by government on the value of goods or services bought by consumers.

Tariff duties: taxes on imports either to raise money or to protect domestic producers of the imported item.

Taxation: the power of a government to obtain money from its citizens to pay for services provided.

Underground economy: unreported earnings that escape taxation—illegal drug sales, tips, bartering.

GENERALIZATIONS

1. Governments would not be able to carry out their activities without the power to tax.
2. The level of taxation is a matter of controversy and usually becomes a political issue during elections.
3. A government's budget should reflect the values of its citizens.
4. The skyrocketing national debt poses a serious threat to the country's economic well-being.

ANALYTICAL QUESTIONS

1. What are the major sources of revenue that pay for operating the federal government? Which is the largest tax source? Why is it used so much?
2. What are the major federal expenses? Do you agree with the amounts allocated to each? Describe and explain how you would change federal spending priorities.
3. What is a national debt? How is it different from a personal or business debt? Why do governments have debt and what are some objections to debt?
4. What are the major forms of taxation for state and local governments? Explain which tax is the most important for each level of government.

KEY PROBLEM

Citizens are often opposed to the level of taxes they pay, but they continue to want services provided by government.

ACTIVITIES

1. List some of the positive and negative consequences of state-sponsored gambling as a source of government revenue. Using the Quick Search option in SIRS Knowledge Source, perform a keyword or subject heading search to locate articles on this subject. How do your research findings compare to your initial list? Imagine that you are running for a Congressional seat in your State. Write a campaign speech addressing this issue.
2. Using SIRS Knowledge Source databases or the Internet, research tax systems in countries other than the United States. Write an essay comparing the U.S. federal, state and local tax system to other systems. Take a stance in favor of or in opposition to the American system. Support your position with referenced materials from the articles you used for your research.

Chapter 13

Press, Polls, Lobbies

KEY CONCEPTS AND TERMS

Censorship: changing or limiting access to information.

Ethics: code of conduct that sets standards reflecting acceptable norms or values of the general society for the behavior of individuals or professions.

Exit polling: The practice of asking voters how they voted in an election as they leave the voting booth.

Libel: writing false statements that damage a person's character.

Lobbies: individuals or groups that attempt to influence how legislators vote on specific issues.

Monopoly: the control of a total industry or the major part of any industry by one company.

News media: print, broadcast and Internet communication services (newspapers, magazines, radio and television stations, and Web sites) that deliver information to the public.

Political action committees (PACs): legal entities organized by special interest groups to support friendly political candidates or parties.

Propaganda: systematic effort to spread opinions or beliefs that everyone may not share.

Selective sample polls: a method of determining the viewpoints of a small number of people who represent significant elements or variables in the total population.

Slander: making false statements that damage a person's character.

Special interest groups: persons organized to publicize their views on a specific issue or related issues.

Straw polls: unofficial, and often unrepresentative, surveys of public opinion.

GENERALIZATIONS

1. A free press is the foundation of a free society.
2. The right to assemble and express beliefs and attitudes is widely used in the United States.
3. A public official who wants to be reelected considers the opinions of those voters and groups who will be significant in his or her reelection.
4. The wide publicity given to poll results may have an influence on public opinion.

ANALYTICAL QUESTIONS

1. On key issues facing the nation, do you think the president should follow public opinion? Why or why not? What are other sources of information and are they more reliable?
2. List some groups that are organized to influence public officials. How are they protected by the First Amendment?
3. Compare and contrast the ways three U.S. presidents handled the press during their terms of office.
4. Where in the newspaper are journalists supposed to express their opinions? In what ways can journalists express their opinions in writing news articles?
5. About how many people are contacted in taking a national public opinion poll? What type of polling is usually conducted? Why is it that these samples of opinion claim to be, and often are, so accurate?
6. In what ways can polls influence public opinion?

KEY PROBLEM

Opinions of the poor and powerless often are not heard by public officials.

ACTIVITIES

1. Using the Advanced Search option in the SIRS Knowledge Source databases, conduct a phrase search for "campaign finance reform." Search in the full-text and title search fields. Browse the article lists for each search by reading the article summaries. Choose at least five articles to read in their entirety. Drawing on information from the articles, write a reform plan of your own that you believe will curb most campaign finance abuses.
2. Investigate an issue, such as gun control, abortion or school uniforms, in SIRS Knowledge Source databases or with the assistance of a reference librarian. Then devise a poll of public opinion about this issue. Include demographic information, such as age and gender in your questionnaire. Conduct the poll in your class, school or neighborhood. Tally and summarize your poll results. Did the age or gender of poll participants influence their opinions?
3. Using the Internet, find a Web site for a polling organization such as Gallup. Either by exploring the site or contacting them via E-mail, determine how the organization selects samples. Create a diagram that explains this process.

Chapter 14

Citizenship

KEY CONCEPTS AND TERMS

Alien: a non-citizen residing in a country.

Amnesty: a general pardon for past offenses against a government.

Citizenship: a legal status entitling a person to certain rights and protections of a nation, along with responsibilities to the nation.

Dual citizenship: citizenship in two countries—a status of children born to a resident alien or to American parents living abroad. Upon reaching adulthood, a person usually must choose one citizenship.

Felony: a major crime, such as murder, rape or arson.

Illegal aliens: non-citizens who enter a country without receiving immigration or visitor documents, thus an undocumented alien.

Immigrant: one who enters a country for the purpose of settling there.

Naturalization: a formal proceeding by which an alien, or non-citizen, can acquire citizenship by completing certain requirements, including learning the national language, completing a period of residence and taking an oath of allegiance.

Political asylum: a guarantee of refuge by one country when a person is forced to flee his or her own country because of persecution.

Quotas: numbers of immigrants from various national origins who may annually enter the country.

Refugees: people who are forced to flee their country because of persecution or war.

GENERALIZATIONS

1. The United States is a nation of immigrants.
2. Millions of people from many nations around the world would like to come to the United States, still considered the land of opportunity.
3. Immigration has a significant impact on the culture and economy of a nation.
4. People may not value their citizenship status until it is questioned or lost.

ANALYTICAL QUESTIONS

1. The Constitution did not contain a definition of citizenship when it was written. Which amendment includes a citizenship provision and what does it say?
2. Explain the different ways in which a person can become a citizen of the United States.
3. From what parts of the world do the largest number of immigrants come to the United States? Should our immigration policy favor any particular group or type of people? Why or why not?
4. What privileges are associated with citizenship? How can these privileges be lost without losing citizenship? How can a person lose U.S. citizenship? What responsibilities are associated with citizenship?
5. What is naturalization? What are the steps a person must take to become a naturalized U.S. citizen?

KEY PROBLEM

The ideal that the United States should be a haven for oppressed people is challenged by those who fear that new immigrants will take away jobs from citizens and decrease the overall standard of living.

ACTIVITIES

1. Interview adult members of your family, especially those two or three generations removed from you. Family members of a trusted friend could also be interviewed. Ask them to tell as much as they can about the family's origins, arrival in the United States and experience as first generation Americans. What do your interviews reveal about American attitudes toward immigrants and popular understandings of citizenship in U.S. history? Compare your findings with your impressions of current prevailing attitudes toward immigrants.
2. Using the Quick Search option in the SIRS Knowledge Source database, perform a subject heading search of the word "citizenship." Identify subject headings that relate to citizenship in other countries. Find and read articles about how citizens are defined in at least two other countries besides the United States. Write an essay in which you compare and contrast the American system of defining citizenship with those of the two other countries.

Chapter 15

The Vote

KEY CONCEPTS AND TERMS

Direct democracy: when policy decisions are made directly by the voters, not through elected representatives.

Initiative: the right of citizens to place on the ballot and vote for proposals not passed by the legislature.

Majority: more than half.

Petition: formal request for a proposal signed by those who support it.

Poll tax: fee charged for voting in a public election—abolished by the 24th Amendment to the U.S. Constitution because its purpose was to discourage minorities from voting.

Primary: an election in which the candidates of each political party are selected to run in the general election.

Proposition: a proposed law placed on the ballot by voters who support it.

Recall: the right of citizens in some states to petition for the removal of an elected official from office.

Referendum: an issue referred by a legislative body to the voters for a decision.

Residency: the requirement for voting that sets a period of time one must live in a jurisdiction before an election.

Split ticket: voting for candidates of more than one political party.

Straight ticket: voting for candidates of only one political party.

Suffrage: the right to vote.

Voter registration: the official recording of a person's name and address in advance of an election in order to provide officials with a list of eligible voters in a district.

GENERALIZATIONS

1. Voting is considered the most important feature of a democracy.
2. Citizens under the age of 25 are least likely to vote in the United States.
3. A trend toward apathy and negativism is apparent among voters in the United States.
4. In a time of rapid change, when issues are difficult to assess, voters tend to support a candidate because of personality appeal rather than his or her views on issues.

ANALYTICAL QUESTIONS

1. What age group in the U.S. population votes the least? Why is voter turnout in this group so low?
2. Would it be desirable to require citizens to vote? List some advantages and disadvantages of compulsory voting.
3. What is the minimum legal voting age? Explain why it should be higher or lower.
4. To what extent does voting vary among different occupational and age groups in the United States? How do you explain this variation?
5. What are major reasons given for low voter turnout in the United States? What are the requirements for voting in your state?
6. What role does the Electoral College play in the voting process? Debate whether or not it should be abolished.

KEY PROBLEM

A democratic nation whose citizens increasingly fail to vote may eventually cease to be democratic.

ACTIVITIES

1. Using SIRS Knowledge Source databases or the Internet, find articles or Web sites on recent voting trends in the United States. If statistics are provided, create a simple chart illustrating voting trends over a period of time.
2. With the help of a research librarian, find a current print or online almanac. Locate Senators and Representatives from your state. What do the voting results from each Congressperson's last election indicate about that individual's popularity with his or her constituents? What do the party affiliations of your states' Congresspersons indicate about your state's political loyalties: Is your state more Republican or Democratic? Is your state evenly balanced?
3. Using SIRS Knowledge Source databases or the Internet, devise a search to find articles that discuss the voting or electoral processes in a country other than the United States. Select two or three recent non-U.S. elections and read about them. Compare and contrast the voting process in those countries with the system in place in the United States. Identify significant similarities and differences.

Chapter 16

Political Parties and Campaigns

KEY CONCEPTS AND TERMS

Caucuses: private meetings among party members to make policy decisions and choose candidates for office.

Factionalism: discord within or among political parties and other groups.

GOP: acronym for the Republican Party meaning “Grand Old Party.”

Incumbent: a person who currently holds an elected office.

Independents: voters or people running for office without belonging to a political party.

Patronage: the appointment of government officials on the basis of their party affiliation.

Platform: a statement of party goals and stands on various issues.

Political action committees (PACs): legal entities organized by special interest groups to support friendly political candidates or parties.

Primary: an election in which the candidates of each political party are selected to run in the general election.

Privatization: the contracting out of traditional government services to private industry.

Spoils system: selection of government workers based largely on the applicants’ loyalty to the political party in power.

GENERALIZATIONS

1. George Washington warned against them, but political parties dominate the election process.
2. Political parties sort out issues and organize the election of officials.
3. In the U.S., candidates of a third party rarely win elections, but they play an important role in raising issues.
4. The two-party system is a stabilizing force which makes radical change difficult.

ANALYTICAL QUESTIONS

1. Describe the steps political parties follow in selecting their candidates for office.
2. For what reasons do many young people fail to identify with either major political party?
3. What is the spoils system? How does the spoils system strengthen parties? What are its disadvantages?
4. Describe some third parties in American history. What factors motivated their formation? Why did those parties fail to endure? What is the significance of third parties?
5. How has the campaign process changed since George Washington’s time?

KEY PROBLEM

Many people feel that neither of the two major political parties in the United States represents their viewpoints, but they do not believe that a third party has a chance of winning an election. They are, therefore, frustrated with the political system.

ACTIVITIES

1. Two-party systems like that practiced in the United States differ significantly from multi-party systems in some other countries in the world. Using the SIRS Knowledge Source databases, perform a keyword search for the term “electioneering” and browse through some of the articles describing election systems in other countries. Identify countries with multi-party systems. Create an organizational chart listing the major differences and similarities between two-party and multi-party systems.
2. Using an almanac or other reference resource, browse the alphabetical listing of Presidents. Identify the president whose performance best exemplifies the values embraced by Thomas Jefferson. Then identify the president whose performance embodies the principles of Alexander Hamilton. Defend your choices with examples.
3. Third Parties often arise over single issues. If you were to start a third political party, what issue would you want it to focus upon? After reading several articles in the SIRS Knowledge Source databases regarding this issue, write a press release explaining your party platform and some policies that your “virtual” political party advocates.

PART II: PROBLEMS OF GOVERNMENT

Chapter 17

Ethics

Key Concepts and Terms

Censure: a legislative body’s vote to express disapproval of a member’s behavior.

Ethics: code of conduct that sets standards reflecting acceptable norms or values of the general society for the behavior of individuals or professions.

Impeachment: constitutional power of the House of Representatives to charge the president or other high government official with misconduct and to require a trial before the Senate. Conviction by the Senate results in removal from office.

Lobbyists: representatives of special interests who try to persuade members of Congress to support their position on legislation.

Nolo contendere: legal response in Latin by people charged with crime: they will accept the punishment but will not admit guilt.

Perjury: lying under oath in a court of law.

Political action committees (PACs): legal entities organized by special interest groups to support friendly political candidates or parties.

Political corruption: criminal or unethical conduct by public officials.

GENERALIZATIONS

1. The demand for ethical standards from our politicians is growing in our national consciousness.
2. Investigations of a public official's private life to determine if he or she is ethical may conflict with the right to privacy.
3. The increase in indictments of public officials for corruption may indicate that stricter ethical codes are working, rather than that corruption is rising.
4. A nation's need for security often conflicts with the citizen's right to know.

ANALYTICAL QUESTIONS

1. Should we expect a higher level of ethical conduct by our public officials than we do of leaders in private organizations and business? What particular ethical behavior should public officials demonstrate compared with business and other private individuals?
2. What are recent examples of public officials failing to live up to the ethical standards of society? What reasons do you believe account for this behavior?
3. What are the major provisions of the ethics codes in both houses of Congress?

KEY PROBLEM

Investigations that take place to determine if a person in public office is honest may be viewed by some as an invasion of privacy.

ACTIVITIES

1. Using SIRS Knowledge Source databases, identify articles relating to ethics violations in U.S. government in the last two years. Briefly describe each issue and explain the ethical violation for each.
2. Using the poll questions found in this chapter under the heading "Public Supports Politicians' Right to Privacy," take a survey of your classmates, neighbors and/or friends. Compare your results with those of 1992. Do attitudes seem to have changed? Using your understanding of the recent past, try to explain your results in relation to the earlier survey.

Chapter 18

Environment

KEY CONCEPTS AND TERMS

Conservation: an attempt to preserve the natural environment by protecting it from waste, loss or harm.

Environment: the natural world; all of the surrounding conditions and influences, such as air, water, soil and climate, that affect the development of living things.

Industrial Revolution: social and economic changes that occurred in the eighteenth and nineteenth centuries when Western European and North American countries converted from agricultural economies based on human and animal power to industrial economies based on machine power.

Pollution: the contamination of an aspect of the environment.

GENERALIZATIONS

1. Many Americans are being asked to choose between a clean environment and jobs.
2. Nonrenewable resources, such as petroleum, have been the foundation of much of America's development.
3. All human societies disturb the environment by using natural resources.
4. As industrialization has grown, pollution has increased.

ANALYTICAL QUESTIONS

1. What aspects of the environment are suffering the most pollution? Cite a couple of changes in your lifestyle that could reduce pollution. Would you be willing to live with such a change?
2. What are some actions being taken by government to reduce pollution in the environment? What is being done in your community, and by you? How successful are these efforts?
3. What are the major sources of energy being consumed today in the United States? What sources of energy will be available for the future?
4. What new hazards threaten the environment?

KEY PROBLEM

The growing conflict between environmental conservation and development has become a major global concern.

ACTIVITIES

1. Poll students at your school or people in your neighborhood to identify the most pressing environmental concerns in your community or your state. Then, go to SIRS Knowledge Source databases, and, using keyword or subject heading search options, locate articles on that environmental problem. The articles can be about a similar problem in a different part of the world. Write a letter to a local official in which you explain your understanding of the environmental problem and possible solutions to it using information gleaned from the articles you read.
2. Using SIRS Knowledge Source databases, find articles that support or contradict the phenomenon known as global warming. After reading the articles, identify the major arguments of both sides. Create a two-column table and record major points made by each side of the argument. Choose one of the positions taken and write an editorial for your local newspaper presenting this position.

Chapter 19

Agriculture

KEY CONCEPTS AND TERMS

Biotechnology: the integration of biology, chemistry and genetics to improve the quality or marketability of food products.

Genetic engineering: manipulation of the genes in living organisms to create or modify products.

Parity: government support to maintain minimum prices for farm products.

Regional specialization: the concentration of agricultural production in certain areas of the country due to unique climatic, labor, marketing or transportation conditions.

Self-sufficiency: the ability of a nation, community or farm to produce enough food (or other commodity) to meet its total needs.

Tariff duties: taxes on imports either to raise money or to protect domestic producers of the imported item.

GENERALIZATIONS

1. Farming supports a wide variety of industries and is an important segment of the U.S. economy.
2. Pesticides used in agriculture are a growing threat to the environment and the health of people and animals.
3. Government regulation of farming influences production.
4. With the technological revolution on the farm and in the processing and transportation of food, the farmer has become increasingly more dependent on outside forces.

ANALYTICAL QUESTIONS

1. What are major problems facing agriculture in the United States? Which of these problems is most serious, and why? What is being done about them, and is it working?
2. How has American farming changed since 1950, in terms of farm population, number of farms, average size of farm? Why has this occurred? How has it affected the farmer? How has it affected consumers?

KEY PROBLEM

The growth of corporate farms is making it difficult for small family farms to survive.

ACTIVITIES

1. Identify 3-5 staple food items. With these in mind visit your local supermarket and identify food items that originated in other countries. Using an almanac, such as *The World Almanac and Book of Facts*, find at least two other countries whose "Chief Crops" (listed under the heading ECONOMY) include that food item. [Hint: Countries producing the same crops are sometimes found on the same latitude, so you may wish to refer to an atlas to identify likely countries.]

- Using SIRS Knowledge Source databases, find articles on the “genetic engineering of food.” Writing from the perspective of an American consumer, in a few paragraphs explain the disadvantages of bioengineering. Then, writing from the perspective of someone in a developing country, explain the potential advantages of bioengineering.

Chapter 20

Health Care

KEY CONCEPTS AND TERMS

Medicaid: federal health-care assistance to needy persons whose eligibility is determined by state regulation.

Medicare: government-financed health care for the elderly, with the costs of private doctors and independent hospitals partially financed by public funds.

National health insurance: a national system of health care in which all hospital and physician costs are covered by public funds, and fees and care standards are set by the government.

GENERALIZATIONS

- Skyrocketing health-care costs have caused a national crisis.
- Reforming the nation’s health-care system will be a slow, difficult task.
- The health-care system in the United States is a combination of private and public programs.
- Health-care costs in the United States in recent years have been increasing faster than costs in most other areas of the economy.

ANALYTICAL QUESTIONS

- What are the major failures of the American health-care system? What public programs are being developed or now exist that are aimed at improving health care in the United States?
- Why has the cost of health care increased so significantly in recent years?
- Many nations, such as Canada, have developed comprehensive health-care systems covering all their citizens. Investigate Canada’s national health insurance program and compare it with the U.S. health-care system.

KEY PROBLEM

Although the United States is the world’s most affluent nation and has access to the most advanced medical knowledge and technology, many of its citizens suffer from inadequate health care.

ACTIVITIES

- Using an online or print almanac, select one nation from Africa, Asia, South America, Europe and the South Pacific. View the health statistics for each nation. Almanac statistics include life expectancy, births, deaths, natural increase, hospital beds, physicians and infant mortality. Create a chart showing a side-by-side comparison of each nation’s health statistics. Include a row in the chart for the “Per Capita GDP (Gross Domestic Product)” of each nation. Write a generalization to account for your findings.
- You are the Secretary of Health and Human Services to the current president. You are scheduled to have a 30-minute meeting with the president in which you will summarize the most important health issues in the country to date. Write a presentation that you intend to deliver to the president using information found in articles in the SIRS Knowledge Source databases. Deliver your address to the class.

Chapter 21

Poverty

KEY CONCEPTS AND TERMS

Inflation: rise in prices caused by expansion of the money supply or bank credit.

Median family income: the middle rank of family earnings between those earning more and those earning less.

Social security: a federal program in which employees and employers are required to pay a tax on each paycheck, which in turn is deposited in a trust fund to provide funds for personal retirement, usually after age 65.

Welfare: public programs designed to provide financial assistance to needy families and individuals.

GENERALIZATIONS

- In a nation of great wealth, the U.S. has many citizens living in poverty.

2. A wide range of programs are needed to address the persistent problem of poverty.
3. Welfare programs in the United States tend to treat the symptoms of poverty more often than its root causes.
4. The welfare program in the United States is often a center of controversy.
5. Government programs to help the poor tend to expand when unemployment rates are high, as during the Great Depression. When unemployment rates are low, as during the 1990s, government assistance tends to retract.

ANALYTICAL QUESTIONS

1. What are the basic causes of poverty in the United States? Why do some people find it impossible to earn enough money to meet their basic needs?
2. What government programs exist to reduce poverty in America?

KEY PROBLEM

Despite America's great wealth and general prosperity, a significant level of poverty persists in this country.

ACTIVITIES

1. Using your web browser, go to the FirstGov web page at www.firstgov.gov. Using either the browse or search features, identify those agencies whose mission includes assisting poor people. Read several of the more recent documents. Write an essay, describing how the activities of each agency have helped those less fortunate individuals and what problem areas remain to be addressed.
2. Using SIRS Knowledge Source databases, identify articles on homelessness. Read several articles and compile a list of the most common causes of homelessness. Write a three page paper, comparing your findings to the typical stereotype of a homeless person as a "skid-row drifter." Cite all referenced materials using either MLA or APA citation format. Be sure to include a Works Cited or Reference page.

Chapter 22

Education

KEY CONCEPTS AND TERMS

Busing: the practice of transporting children from their neighborhood school to another school in order to create school populations more racially representative of the total community, with the ultimate purpose of improving the quality of education for all students.

Compulsory education: legal requirement that young people attend school until reaching a specified age, usually 16.

GENERALIZATIONS

1. Free public education is considered essential to a democracy.
2. Most Americans view education as a vehicle for climbing the social ladder.
3. State financing of local education has grown significantly in recent years.
4. Education is the key to a democratic society. To paraphrase Thomas Jefferson, "He who expects to remain both ignorant and free expects what never was and never will be."

ANALYTICAL QUESTIONS

1. What kinds of assistance are being provided to local schools from federal funds? What kinds of controls does the federal government exercise over local school policy?
2. Cite two major problems facing U.S. education today. What is being done at different levels of government to overcome these problems?
3. How are local schools governed? To what extent are state governments involved in the control of education?
4. What is school busing, and what is its central purpose? Has busing been successful? In what respects has busing contributed to school desegregation?

KEY PROBLEM

Property taxes are the major source of revenue for most school districts. Yet because property values vary among school districts, property taxes are an inequitable source of funds for education.

ACTIVITIES

1. Using SIRS Knowledge Source databases, find articles that compare high school educational achievement in American schools to that of schools in foreign countries. Where does the United States rank compared to leading developed

countries such as Japan, England and the Scandinavian countries? What explanations are offered in the articles to account for any disparity? What solutions are proposed in the articles?

2. By polling your classmates and teachers, identify a pressing issue in your school or school system. Go to SIRS Knowledge Source databases and attempt to find articles with opposing points of view on the issue. Make note of the major points from each side and identify a representative spokesperson for each perspective. Write a script for a debate on the issue between the two opposing representatives with you as the moderator. Develop questions and write the answers based on your understanding of each side's point of view. You may wish to consult an instructor to identify an accepted debate format for your script.

Chapter 23

Transportation

KEY CONCEPTS AND TERMS

Deregulation: the loosening of government control over private industry to foster competition.

Gridlock: a road condition at an intersection when traffic comes to a complete halt in all directions.

Infrastructure: the array of public structures that foster a nation's economic growth, including roads, bridges, railroad tracks, airports, dams, telephone wires, power lines, hospitals, schools, sewer and water facilities, fire stations and courthouses.

Interstate Highway System: an integrated, standardized network of controlled-access, divided superhighways that connect all major cities in the continental U.S.

Mass transit: a transportation system within or between metropolitan areas that moves large numbers of people rapidly and efficiently.

Privatization: the contracting out of traditional government services to private industry.

GENERALIZATIONS

1. America's transportation system enabled the nation's growth and prosperity.
2. The transportation system is in vital need of repairs.
3. An extensive highway system encourages private auto transportation and fosters the growth of suburbs.
4. Mass transit encourages a different population distribution than does an auto-oriented highway system.

ANALYTICAL QUESTIONS

1. What are some major problems in the nation's present transportation system? Describe ways the problems could be solved.
2. How are transportation problems related to energy, pollution and unemployment problems?
3. What is BART? Why is it believed that systems like BART are the answer to urban transportation? What problems has mass transit faced?
4. What is Amtrak? How can Amtrak help solve transportation problems?
5. What federal agencies regulate various U.S. transportation systems? Explain their functions.

KEY PROBLEM

Most Americans are heavily dependent on the automobile that is costly to operate, pollutes the environment and adds to the nation's petroleum needs.

ACTIVITIES

1. Go to the "Maps of the World" additional database in SIRS Knowledge Source. Using the atlas, write a narrative description of the route you would follow over land to travel from your hometown to the hometown of a friend or relative in another state. The destination must be at least two states away from your state. Be sure to list the specific names of the roads you would follow, including whether they are state or federal highways. Include a paragraph explaining why you chose this route.
2. Using an almanac or similar resource, gather information about the transportation system in Mali, Vietnam, Paraguay, Austria and Canada. Answer the following questions for each country:
 - A. What geographic features account for the placement and quantity of the nation's roads?
 - B. What demographic factors might account for the placement and quantity of the nation's roads?
 - C. How does per capita GDP and geography influence the range of transportation options for that nation?

Chapter 24

Business

KEY CONCEPTS AND TERMS

Assembly line: the process of manufacturing a product that moves on a belt from worker to worker, each worker attaching one part.

Deregulation: the loosening of government control over private industry to foster competition.

Exports: goods sold from one country to another.

Free enterprise: the operation of private businesses in a competitive setting with minimal government regulation.

Holding companies: corporations formed to control others in related fields.

Imports: goods bought from one country by another.

Laissez-faire: a policy of non-interference in business by government.

Monopoly: the control of a total industry or the major part of any industry by one company.

Muckrakers: investigative reporters who seek to uncover corruption by government or business.

Patent: government guarantee of an inventor's sole right to make and sell an invention for a set time period.

Pooling agreements: illegal arrangements by companies in the same industry to divide the market and share the profits.

Tariff duties: taxes on imports either to raise money or to protect domestic producers of the imported item.

GENERALIZATIONS

1. American businesses developed in an atmosphere of "free enterprise."
2. As the power of businesses increased, governmental regulation was deemed necessary.
3. Patent laws encourage inventions.
4. As businesses grow and become increasingly efficient, competition usually diminishes.

ANALYTICAL QUESTIONS

1. Cite major abuses by business against the public interest. What should be done about this? What is being done?
2. What major laws have been passed over the years to regulate business, and at what abuses were they aimed? What new problems have some of these laws created?
3. What is a tariff? How do tariffs conflict with the idea of free enterprise? How do tariffs help American business?
4. What are some government laws or programs that promote U.S. business? How do they help?
5. What is the value of competition—to consumers? To business? How can unchecked competition hurt a business?

KEY PROBLEM

Business in general needs to be regulated by government for the good of society, but regulations can hinder business innovation and risk-taking.

ACTIVITIES

1. Through your local Chamber of Commerce, contact a public relations representative of a business in your community. Interview the representative as to the government regulations the business operates under, the impact of the information revolution on the business and the business' relation to the global economy. Share your findings in an oral presentation to the class.
2. Many observers argue that the contemporary revolution in information technology is comparable to the revolution in consumer and manufacturing industries described in this chapter. Using information found in SIRS Knowledge Source databases, write an essay in which you discuss the positive and negative impact of the information technology revolution on American society. Using the experience of government regulation of manufacturing and consumer industries as a reference, give your opinion about what role the U.S. government should play in the new information technology economy.

Chapter 25

Labor

KEY CONCEPTS AND TERMS

Arbitration: mediation by a third party to help reach a binding decision in a labor-management dispute.

Automation: replacement of human labor by machine labor.

Closed shop: a company that denies employment to anyone who is not a union member.

Collective bargaining: a process by which workers and management negotiate working conditions, salaries, benefits and other job factors and agree to support their compromises in a binding legal contract covering a period of years.

Downsizing: eliminating jobs in a company in order to reduce expenses.

Injunction: a court order requiring striking workers to return to their jobs.

Labor unions: associations of workers to protect and promote their interests in dealing collectively with employers.

Lobbies: individuals or groups that attempt to influence how legislators vote on specific issues.

Strike: work stoppage—employees' refusal to work until their demands are met by employers

GENERALIZATIONS

1. The labor of young children helped to build American industry after the Civil War.
2. Abuses in the labor market led to the development of unions.
3. Automation has changed the character of jobs.
4. The position of labor has strengthened through the development of unions.

ANALYTICAL QUESTIONS

1. What is the current unemployment rate, and how does it compare with past trends? What suggestions are offered by labor unions for dealing with unemployment? What other suggestions exist, and which do you believe are the best?
2. Name several major federal laws that have been passed to improve conditions for working people, and explain their major provisions. What other protective laws need to be passed?
3. What problems have American workers faced that led them to organize unions? What obstacles did unions face in forging a strong organization? How successful were they, and what government laws aided their cause? Are unions still needed today?
4. What government regulations apply to unions? Describe what major laws government has enacted to control union practices.
5. How does the unemployment rate for youth compare with other workers? What problems do young people face in the job market?

KEY PROBLEM

Providing jobs for a growing labor force in a changing economy and reducing unemployment is a major task facing society.

ACTIVITIES

1. Select a well-known labor union such as the United Autoworkers, the Teamsters or the United Mineworkers. Using SIRS Knowledge Source databases or the Internet, gather as much information as you can about the history and contemporary issues relating to that union. Create a timeline in which you indicate the landmark events in the history of the union.
2. Using the Topic Browse option in the SIRS Knowledge Source databases, locate Supreme Court Decisions. Conduct a search to identify five significant Supreme Court decisions that deal with labor. Provide a short summary of the importance of each decision in shaping the government's relationship with organized labor.

Chapter 26

Cities

KEY CONCEPTS AND TERMS

Annexation: adding suburban areas to city government jurisdiction with state and local approval.

Brownfields: abandoned industrial sites that cannot be revitalized until ground pollutants have been removed.

Community development corporations (CDCs): Locally run non-profit groups that build housing and provide financial assistance to small businesses.

Enterprise zones: economically depressed urban and rural areas targeted by the federal government for receipt of tax breaks and employment credits to attract business revitalization of the areas.

Gentrification: the return of upper-income people from the suburbs to rehabilitate and live in inner-city neighborhoods.

Income taxes: percentages of earnings collected by government on the basis of income level.

Industrial Revolution: social and economic changes that occurred in the eighteenth and nineteenth centuries when Western European and North American countries converted from agricultural economies based on human and animal power to industrial economies based on machine power.

Property taxes: percentage of money collected by government based on its assessment of land or real estate values.

Redlining: the practice of denying mortgage loans for property located in deteriorating urban neighborhoods.

Revenue sharing: federal aid to state and local governments based on population size.

Rural: relating to farm areas or communities having fewer than 2,500 residents.

Sales tax(es): percentage charged by government on the value of goods or services bought by consumers.

Sunbelt: U.S. regions in the south, southwest and west that attract residents because of their moderate climate and quality-of-life assets.

Suburbs: outlying areas of a city, often residential.

Urban: relating to or constituting a city.

Urban homesteading: the renewal of deteriorating inner cities by the sale of abandoned buildings to individuals and groups at bargain prices, provided that the buyers agree to rehabilitate and use the property.

Urban renewal: a federally assisted rehabilitation program that provides funds to cities for the purpose of tearing down deteriorating slum areas, relocating residents, rebuilding utilities and selling the property for new housing or commercial development.

GENERALIZATIONS

1. Cities are the center of a nation's social, cultural and economic life.
2. The nation's cities are in a constant state of change.
3. The people who use a city's facilities for work and recreation often live and pay taxes in the suburbs.
4. Migrations of people in and out of cities create problems for government.

ANALYTICAL QUESTIONS

1. What major problems are cities facing today? What conditions are making it difficult for cities to solve their problems?
2. What current approaches to the crises in the cities are being applied around the country?
3. Cite different ways automobiles create problems for cities. What, if anything, is being done about this? What do you believe would be an effective policy?
4. Why is rapid growth of cities a problem? Give examples of what cities are doing to solve this problem.
5. What unique attractions do cities offer people?

KEY PROBLEM

Many American cities, due to declining populations and dwindling tax bases, are seriously short of revenue to support essential public services and institutions.

ACTIVITIES

1. Compare and contrast the history of the city in which you live, or the nearest large metropolitan area, to the experiences described in the chapter. Consider such issues as what originally attracted people to the area, the growth of suburbs, how transportation problems were addressed, inner-city poverty levels, efforts to redevelop the downtown area and effectiveness of city government. You may wish to research your city using a general reference database and by visiting the city government Web site on the Internet or gathering literature about city history and government from the library or local historical society. Create a brochure to attract new businesses to your city.
2. As indicated in the chapter introduction, some believe that the problems of the city can be solved through greater participation from the federal government and/or neighboring suburban communities. Others believe that non-profit organizations and community cooperation hold the key to the solutions. From the article list provided with this chapter, find a representative article defending each viewpoint. Write an essay outlining each viewpoint and explain which you believe to be correct and why.

Chapter 27

National Defense

KEY CONCEPTS AND TERMS

Alliances: agreements between or among nations to meet common goals.

Checks and balances: a provision of the U.S. Constitution enabling each of the three branches of government (legislative, executive, judicial) to oversee the affairs of the others, in order to prevent a concentration of power in any one branch.

Cold War: intense political, economic and military rivalry between hostile nations short of a shooting war. (American financier Bernard Baruch coined the expression in 1947.)

Conscientious objectors: people who oppose fighting in wars for religious or moral reasons.

Conscription: a means of recruiting persons from a specific age group to serve in the armed forces during a period of need and compelling them to serve for a specified time period under penalty of law.

Containment: a policy of defending U.S. world interests against the spread of communism by encircling the communist nations with anti-communist nations supported by U.S. military pacts and military aid.

Deterrence: the defense theory holding that a foreign aggressor will be discouraged from starting a war by the knowledge that the opponent has the capacity and the will to make a devastating counter-attack.

Draft: the selection or drawing of people by lot to serve in the armed forces.

Executive: the branch of government that carries out the laws.

Isolationists: people who support a policy of avoiding involvement with the affairs of other nations.

Militia: a citizen's army.

Nuclear proliferation: the spread of nuclear weapons technology to other nations and the expansion of existing nuclear arsenals.

Peace dividend: money saved from cuts in the defense budget to be applied to meet other national objectives

GENERALIZATIONS

1. The United States maintains a large defense system that adapts to the nation's foreign policy.
2. The end of the Cold War has changed the country's defense posture.
3. As technology has advanced, wars have become more costly.
4. As an increasing number of nations develop nuclear capability, the risk of nuclear war increases.

ANALYTICAL QUESTIONS

1. Why have defense costs risen, even though U.S. involvement in wars has declined in recent years?
2. What are the basic ingredients of the U.S. defense program? What resources are available to counter a foreign attack on the United States?
3. List the major wars the United States has fought and briefly describe its involvement in each. For what reason(s) did the United States most often go to war?
4. What is conscription, and why did we have conscription during some periods of history? How are the population patterns of youth a problem for defense?
5. What is containment? When was a policy of containment devised by the United States, and for what reason? When and how has the United States used this policy in its foreign affairs?
6. Explain how the end of the Cold War challenged traditional U.S. defense policy. Has your town or state been affected, and, if so, how?

KEY PROBLEM

The rise of zealous nationalism and the proliferation of nuclear weapons may pose a greater threat to world peace than Cold War communism.

ACTIVITIES

1. With help from the SIRS Knowledge Source databases, identify as many occasions as you can in which the United States has committed military troops since the fall of the Berlin Wall. In each case, identify the event that signaled the beginning of offensive action. Based on your findings, evaluate the strength of the War Powers Act.
2. Using a general reference database, identify the nations in the world that currently have or are believed to have nuclear weapons capability. Next, copy a political map of the world from an atlas and designate each nuclear weapons-capable nation on the map with a symbol or icon of your own creation. Which regions of the globe tend to have nuclear weapons and which regions do not? Using the almanac, identify common social and/or economic characteristics of the "nuclear" nations.

Chapter 28

Foreign Policy

KEY CONCEPTS AND TERMS

"Advice and consent": a phrase from the Constitution that requires Senate approval of foreign policy decisions and appointments made by the president.

Ambassadors: officials sent to foreign countries to represent the interests of their home country.

Cold War: intense political, economic and military rivalry between hostile nations short of a shooting war. (American financier Bernard Baruch coined the expression in 1947.)

Consulates: offices maintained by governments in major cities of the world to assist in commerce, travel and trade.

Diplomacy: the conduct of negotiations between nations by government officials representing those nations.

Diplomatic recognition: formal acknowledgement by one nation that another exists as a legal entity, usually through the exchange of ambassadors.

Embassies: government offices located in foreign capitals, headed by an ambassador responsible for official communications and public relations.

Foreign aid: goods, services or funds given, or lent under favorable terms to foreign nations.

Neutrality: policy of not taking sides in a foreign conflict or dispute.

New World Order: phrase coined by President George Bush, Sr., to describe the reorganization of nations and their alliances following the end of the Cold War.

Treaties: formal agreements between nations establishing criteria for future actions and policies.

GENERALIZATIONS

1. The executive and legislative branches are in frequent disagreement about issues of foreign policy.
2. The end of the Cold War brought a New World Order.
3. The United States is involved in international affairs more than at any time in its history.
4. Foreign aid usually benefits the donor nation as much as it benefits the nation receiving it.

ANALYTICAL QUESTIONS

1. Name the international organizations to which the United States belongs and briefly explain their functions. Is it a good idea for the United States to belong to them?
2. Why is food a good instrument of foreign policy, and why is the United States in such a privileged position in this regard? Should food be a factor in international persuasion? Why or why not?
3. What agencies and officials develop American foreign policy, and what are their particular functions?
4. Describe the impact on U.S. foreign policy of events in Eastern Europe during 1989 and 1990.
5. Should the U.S. play a role in solving ethnic conflicts in foreign nations? What are the consequences of involvement?

KEY PROBLEM

World events occur so rapidly today that established channels for decision-making may operate too slowly to be effective.

ACTIVITIES

1. Organize a role playing game in which one individual is the U.S. Secretary of State, another individual is the ambassador to a particular nation currently experiencing internal or external turmoil and a third individual is that nation's foreign minister. The President of the United States has asked the Secretary of State for an opinion on what the U.S. policy should be toward the nation or nations in conflict. In order to provide the President with an informed opinion, the Secretary has asked the ambassador and the foreign minister to write an explanation of the situation and make a policy recommendation. In order to research their roles, the ambassador and foreign minister should refer to an almanac, such as *The World Almanac and Book of Facts*, and perform a keyword search of SIRS Knowledge Source. They should write their opinions and present them to the Secretary in an oral presentation. Other members of the class can serve either as members of the media, or State Department support staff, quizzing the ambassador and the foreign minister on their positions. At the conclusion of the presentation, the Secretary should write an opinion for submission to the President.
2. While the executive and legislative branches of government are primarily responsible for drafting U.S. foreign policy, the judicial branch has been asked to weigh in on the topic on occasion as well. Go to the Historic Supreme Court Decisions in SIRS Government Reporter and, using keyword and/or subject heading search, find and briefly summarize at least three U.S. Supreme Court decisions that have had an impact on America's relations with another country. Compare your findings with those of a classmate. Identify any trends in the Supreme Court that the cases illustrate.