



A Teacher's Utilization Guide

Fifteen lessons for students in grade 8, designed to help them pass Ohio's ninth-grade citizenship proficiency test

Produced by WNEO/Youngstown & WEAO/Akron

Welcome to White House 20500!

America's first female president is coming to Washington, D.C. Her name is Alexandria. She's an eighth grader. She doesn't know she's going to be president. She only knows that, if she were president, she'd make things happen.

Well, after an amazing accident knocks Alex and her friend, Ravi, off of their bicycles, they find themselves transported to the entrance of the White House — and Alex learns she's been made President. Her wish has come true!

But — *now* what do they do? Neither knows anything about government! As they work their way out of this situation, their discoveries about citizenship become the core of a series of instructional television shows called **White House 20500**, produced by WNEO/Youngstown and WEAO/Akron.

This guide's purpose is to help your students get the most out of watching **White House 20500**. We encourage you to introduce each lesson by reviewing the concepts, or doing some of the preview activities. **White House 20500** programs are meant to supplement your citizenship teaching; to help your students understand the basics of how our local, state and national governments work; and to aid your students in passing the Ohio ninth-grade citizenship proficiency test.



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A Teacher's Utilization Guide to White House 20500

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White House 20500 is a project of Ohio's Public Television Stations and the Ohio Educational Broadcasting Network. Funded through Project Equity.

Produced by

WNEO/Youngstown & WEO/Akron

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Some charts & maps used in the TV programs were used with permission from Mastering Ohio's Citizenship Test, @ 1993, Jarrett Publishing Company, 1-800-859-7679, available for \$6.95.

Special thanks to:

Ohio Congressman Tom Sawyer
Ohio Congressman James Traficant
Warren City Council
National Archives and Records Administration
The National Park Service
Ohio Governor George Voinovich
Columbus Convention & Visitors Bureau
Bill Cohen, Ohio Public Radio
Ohio House Speaker Vern Riffe
Ohio Senate Clerk Martha Butler
Falls Flag & Banner
WETA
The University of Akron:
Kolbe Theater
Army ROTC
University Communications
School of Communication
Paul Herold

and to the many local, state, national and international organizations whose remarkable staff members helped with information, ideas, and encouragement.

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CONTENTS

Lesson Plans

Each contains key concepts, Ohio Proficiency Test Outcomes, vocabulary, preview activities, and follow-up activities.

1. Culture.....	6
2. Types of Government.....	7
3. Constitution.....	8
4. Legislative Branch.....	10
5. Executive Branch.....	11
6. Judicial Branch.....	12
7. Federalism.....	13
8. Bill of Rights.....	14
9. American Rights.....	16
10. U. S. Political Parties.....	17
11. Laws.....	19
12. Economic Systems.....	20
13. Taxes and Trade.....	22
14. Civic Responsibility.....	23
15. Test-Taking Skills.....	25

Worksheets

Program 3: “Gen. Democracy”	27
--	----

Program 3: “What’s Wrong in Philadelphia?”	28
Illustration by Sam Viviano from <i>Scholastic News Citizen</i> , September 18, 1987. Copyright ©1987 by Scholastic Inc. Reproduced by permission.	

Program 4: “State & Local Control”	30
Used by permission: McDonald Publishing Company, <i>The Constitution of the United States</i> . ©1979. 1-800-722-8080	

Program 6: “Branches of Government”	31
Used by permission: The Education Center Incorporated, <i>The Mailbox</i> , Intermediate edition. 919/273-9409	

Program 6: “Congressional Bingo”	32
---	----

Program 7: “Federalism at Work”	33
--	----

Program 10: “U.S. Political Parties”	34
---	----

Program 10: “Sample Voter Registration Form”	35
---	----

Program 11: “How a Bill Becomes Law”	36
Used by permission: League of Women Voters Education Fund, <i>You and Your National Government</i> , © 1985. For ordering information, call 202/429-1965.	

Program 12: “We Satisfy Human Wants” ...	37
---	----

Program 13: “Taxes, Taxes, Taxes”	38
--	----

Content Standards

Social Studies	40
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Quick Key to Guide Use

- This symbol indicates a preview activity that gives students a purpose to watch a particular program. The correct answer follows in brackets [].

Follow-up activities are designed to be varied. You can use them any way that works for your students. Symbols indicate the types of activities:

- ⇒ Creative writing activity
- ⊕ Quick and easy activity
- ☆ Involves group discussion or cooperative learning
- Uses high divergent thinking skills

Ohio Proficiency Test Outcomes listed for each program are numbered to correspond with the learning outcomes on the fact sheets provided by the Ohio Department of Education.

PROGRAM 1: CULTURE

Key concepts in lesson

- Many different people with diverse backgrounds make up our nation today.
- Various cultural, racial, gender, ethnic, and linguistic groups have contributed significantly to the development of the United States as a nation.
- We are known as a “melting pot” or a “salad bowl” because of the combination of many groups’ contributions.
- Many immigrants came to the U.S. for job opportunities, freedom of expression and religion, and a democratic government.
- Much of our vocabulary originated from other languages and many of our traditions come from other cultures.
- The Declaration of Independence was written by Thomas Jefferson to King George III of Great Britain, explaining why the colonists had rebelled and declaring the U.S. was free and independent from Great Britain.

Ohio Proficiency Test Outcomes

- #1 Identify the major significance of the Declaration of Independence.
- #2 Know that many different people with diverse backgrounds (cultural, racial, ethnic, linguistic) make up our nation today.
- #4 Locate the United States and the nation’s capital on a map.

- The Declaration states that government should serve and protect the basic rights of its citizens, including life, liberty and the pursuit of happiness.

Vocabulary

culture	immigrants
gender	National Archives
ethnic	race

Preview activities

1. Ask the students about their grandparents or great-grandparents. Make a list of various countries represented by ancestors of the students.
2. Brainstorm a list of things we have in the U.S. that originated from another country or culture.
3. Review the vocabulary words.
4. Review the purpose and content of the Declaration of Independence.
5. This program introduces the main characters, Alex (short for Alexandria - a girl), and Ravi (a boy), whose parents are immigrants. Ask the students to find out from where Ravi’s parents are from. [India]

Follow-up activities

1. Students could draw their own family tree at home and bring it in to share with the class.
2. Have students share ethnic items or food from home. An international feast could be held to celebrate different cultures.
3. Invite a guest speaker from another country to speak to the class about cultural differences.

4. Create a class collage titled "Salad Bowl" using a variety of magazine pictures showing the differences in Americans.
5. Have a group of students research immigration in the U.S. They could make a pie chart showing the percentages of immigrants from other countries.
- ☆ 6. Divide the class into groups and have them make lists of things they encounter in their daily lives that come from ethnic groups.
- 7. Ask the students to write paragraphs comparing and contrasting the ideas of "melting pot" and "salad bowl."

PROGRAM 2: TYPES OF GOVERNMENT

Key concepts in lesson

- The U.S. is a representative democracy where people elect representatives to serve as their voice in government. The government is empowered by the consent of the people. Decision-making is often slow because so many people are involved in the process.
- An absolute monarchy is a government ruled by a king or queen. The monarch has total power. The right to rule is inherited.
- A dictatorship is a government ruled by an individual or small group that has complete power and maintains it by force and threats of violence. The average citizen has no say in government. Decision making can be quick because only a few are in charge.

Ohio Proficiency Test Outcomes

- #10 Distinguish the characteristics, both positive and negative, of various types of government: representative democracy, monarchy, dictatorship.

Vocabulary

dictatorship	monarch
monarchy	inherited
representative democracy	dictator

Preview activities

1. Discuss: Now that Alex is president, what kinds of problems do you think she'll encounter in the upcoming programs?
2. Ask the students about stories they have read that have included a king or queen. Discuss what they already know about monarchs.
3. Review vocabulary words.
- 4. Have students prepare a sheet of paper with three columns, one for each type of government. As Ravi and Alex discuss advantages and disadvantages of each type, the students should fill in the columns and use the information in a discussion after the program.

Follow-up activities

- 1. Make a class chart showing the advantages and disadvantages of each type of government.

2. Discuss how these types of governments are sometimes represented in your school or home.
3. Assign a written paragraph telling how your school's student council is like a representative democracy.
- ☆4. Divide the class into three groups. Assign each group a type of government. Ask each group to role play a scene showing their type of government passing a new law.
- ✚5. Make a transparency of the worksheet "Gen. Democracy" on page 29 and discuss the questions together.
- ☆6. Use a jigsaw method of cooperative learning to reinforce the concepts. Divide the class into groups of three and allow each group member to choose to represent one government type. Have all those who chose monarchy meet together to review facts about monarchies. Have the others do the same. After the discussion, the experts return to their groups and teach other members about their type of government.
- 7. Have students write stories about the changes there would be in their lives if they lived in a dictatorship.

PROGRAM 3: THE CONSTITUTION

Key concepts in lesson

- The Northwest Ordinance provided an effective way of governing the Northwest Territory.
- The Constitution is a written plan for government.
- Framers were influenced by the writings of John Locke and Baron de Montesquieu, who placed a great premium on the avoidance of the abuses of power.

- The Preamble is the introduction to the Constitution.
- The Constitution sets up our three branches of government and defines their duties.
- The Constitution has seven articles.
- Amendments are changes made in the Constitution.
- Each state has its own Constitution, and cities and villages have charters.

Vocabulary

National Archives	Preamble
Constitution	charter
ratification	articles
Northwest Ordinance	amendments

Ohio Proficiency Test Outcomes

- #1 Identify the major significance of the Northwest Ordinance and the Constitution.

Preview activities

1. Review the five states that make up the Old Northwest and discuss the problems encountered when governing territories that are not yet states.
2. Ask the students to tell you what might happen if they formed a club without rules. Discuss how someone in the club might have too much power and turn it into a dictatorship. Equate this to the fact that our Constitution was written to avoid such problems in our country.
3. Review the Constitution as the supreme law of the land and discuss at least the first three articles.
4. Tell a pink elephant joke. “Why aren’t pink elephants allowed at the beach?” “Because they can’t keep their trunks up!” Help the students remember the three branches with this memory device: Pink Elephants Could Learn Some Crazy Jokes. Tell them to remember that the President is the Executive branch, the Congress is the Legislative branch, and the Supreme Court is the Judicial branch.
5. Review the vocabulary words.
6. Have the students tell you which article of the Constitution will help Alex and Ravi understand their new job. [2]
7. Ask the students to watch the program to find out which building houses the original Constitution. [National Archives]

Follow-up activities

1. Create a class outline of the seven articles of the Constitution.

2. Copy and distribute worksheet “What’s Wrong in Philadelphia?” on page 30. Ask the students to find 13 things wrong in the picture. This activity will lead to a good discussion concerning who was present at the Constitutional Convention and what life was like in 1787.
3. Have the class write letters to officials from all three branches of government about issues of concern.
4. Students could create posters from 1787 promoting passage of the Constitution.
5. Ask the students to read about the signing of the Constitution and re-enact the event. Have each student play the role of an actual member of the convention.
6. Have some students act as reporters interviewing the members of the convention at a news conference.
7. Challenge the students to write a simple constitution for your school following the basic outline of the U.S. Constitution. They could use the superintendent as the executive branch, the student council as the legislative body, and the principal as the judicial branch.
8. After reading about James Madison, have the students write an excerpt from his diary for the summer of 1787.
9. Use the jigsaw method of cooperative learning to study the four documents included in the proficiency test. Divide the class into groups of four and allow each group member to choose one of the documents to study. Have all those who’ve chosen the Constitution to meet together to study its content and purpose. Do the same with the other documents. Then have the experts return to their groups and teach the members about the documents.

PROGRAM 4: LEGISLATIVE BRANCH

Key concepts in lesson

- Maps can be used to find directions and judge distances.
- The legislative branch of government makes laws.
- At the federal level the legislative body is called Congress. At the state level it is the Ohio General Assembly. At the city level it is city council.

Vocabulary

legislative	city council
chambers	senators
Ohio General Assembly	Congress
representatives	apportionment

Preview activities

1. Review that the main job of the legislative branch of government is to legislate (make laws).
2. Discuss your own city's legislative branch of government.
3. Discuss how the Ohio General Assembly and the Federal Congress are alike.

Ohio Proficiency Test Outcomes

- #5 Demonstrate map reading skills, including finding direction and judging distances.
- #7 Identify the main function of the legislative branch of government at the national, state and local levels.

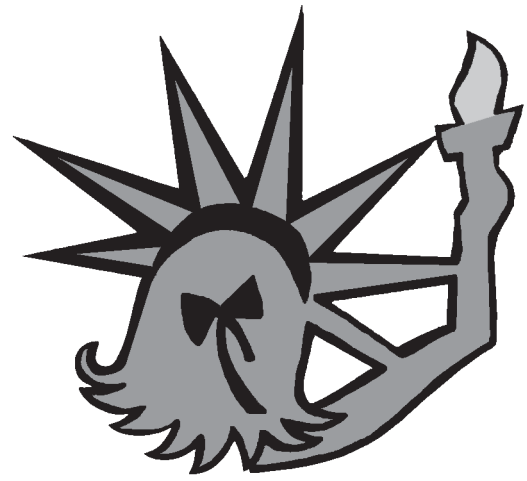
4. Review the vocabulary words.

- ▶ 5. Ask if any students have ever been directed to turn down their radios. Have them watch the program to see how Alex and Ravi respond to that conflict. [They expect the local legislature to decide.]

Follow-up activities

1. Divide a bulletin board into three sections Label the sections Legislative, Executive, and Judicial. Students can cut out articles from newspapers that report on the actions of each branch. As each branch is studied, students can place their articles under the correct heading.
- ☆ 2. Divide the class into groups. Have each group list the ways their daily lives are affected by laws that are passed.
3. Invite a city council member or a state representative to speak to the class about his/her job.
4. Ask the students to attend a council meeting in your city.
- ✚ 5. Use the worksheet titled "State and Local Control" on page 32 to discuss the laws that most directly influence our daily lives.
6. Have the students write letters to the editor to recommend new laws or changes in existing ones.
7. Make a class chart showing the similarities and differences between the U.S. Senators and Representatives.
- ⇒ 8. Assign the students to write an essay describing the ways your school's student council is like a legislative body.

- 9. Ask the students to invent a third “house” that would only represent children. Tell them to be sure to include age and term requirements.



PROGRAM 5: EXECUTIVE BRANCH

Key concepts in lesson

- The president is the chief executive at the federal level.
- The governor serves at the state level and a mayor or city manager is the executive official at the local level.
- The executive official can veto any law proposed by the legislature. A vetoed bill needs a 2/3 majority vote of approval by the legislative body to pass.
- Article Two of the Constitution defines the president’s duties and powers.
- The duty of all levels of the executive branch is to enforce the law.

Vocabulary

executive
override
pardon

veto
impeach

Ohio Proficiency Test Outcomes

- #7 Identify the main function of the executive branch of government at the national, state and local levels.

Preview activities

1. Review the concept of checks and balances among branches of government.
2. Discuss what happens at home if Mom makes a rule and Dad vetoes it.
3. Read the Constitution to discover the powers and duties of the president.
4. Review the vocabulary words.
5. Have the class name the persons who presently hold the executive offices in your city and state.
- 6. Ask the students to watch the program to see if Alex chooses to veto the radio loudness. [She does.]

Follow-up activities

1. Add newspaper articles about the executive branch of government to the bulletin board if you prepared one for program 4.
2. Invite the mayor or city manager from your town to speak to the students about his/her job.
- ⇒ 3. Have the students choose someone they admire and write a paragraph explaining the qualities that person possesses that would make him/her a good president

- ☆ 4. The students could get in pairs and research the responsibilities of each department of the Cabinet.
- 5. Have the class survey students and adults to see if they believe there should be a law limiting the loudness of radios. Compare the results on a graph.
- ✚ 6. Ask the students to identify who acts as the chief executive in their homes, school, or neighborhoods.
- 7. Play a version of football as a class review of the concepts learned so far. Prepare a paper football and some review questions beforehand. Divide the class into two teams and draw a large football field on the board. Start with the

football taped to the fifty-yard line. (Use magnets if your board is metal.) Ask the first person on team one a question. If she gets it right, she moves the football five yards toward her goal. Other members of the team takes turns answering questions until they miss or “fumble.” The opposing team can recover the ball by answering the question correctly. They move the ball five yards toward their goal. Once a team reaches the goal line, they score six points and the ball is returned to the other team on the fifty yard line and they receive a question. The students may not help each other with answers. Allow only five seconds for each response.

PROGRAM 6: THE JUDICIAL BRANCH

Key concepts in lesson

- The main function of the judicial branch of government is to interpret the law.
- The judicial branch at the federal level is the Supreme Court. At the state level it is called the State Supreme Court. At the local level there are the county and municipal courts.
- Judges are elected on a nonpartisan ballot except federal judges, who are appointed by the President and approved by the Senate.

Ohio Proficiency Test Outcomes

- #7 Identify the main function of the judicial branch of government at the national, state, and local levels.
- #14 Understand the role of public officials in government.

- The Supreme Court decides if laws are constitutional. This provides for checks and balances among the branches of government.

Vocabulary

unconstitutional	appeal
Justice	judicial review
judicial	

Preview activities

1. Ask the students who act as the judge in their home when there is a conflict. Who is the judge of conflicts in the school? Finally, discuss who decides in cases in the community.
2. Review the judicial branch of government at all three levels.
3. Discuss the meaning of the word “constitutional.”

4. Review the vocabulary words.
- ▶ 5. Ask the students to watch the program to find out “how loud is loud.” [Loudness is relevant to where you are hearing it.]

Follow-up activities

- ✦ 1. Discuss how conflicts could be resolved if there were no judicial system. Also ask who serves as the judicial branch in a dictatorship.
- ✦ 2. Make copies of the worksheet “The Branches of Government” on page 33 and have the students shade in the correct branch to review.
- ▶ 3. Have the students role play a judicial decision. Choose nine students to be justices. Allow the others to prepare cases

for and against an issue like flag burning, girls on boys’ sports teams or smoking in public buildings. Have the judges discuss the issue and render a decision in front of the class. Compare the decision to the actual Supreme Court ruling on the same issue.

4. Add newspaper articles about the judicial branch of government to the bulletin board if you prepared one for program 4.
5. Use the Dred Scott decision as an example of the path a case can take from a district court to the U.S. Supreme Court.
6. Create a class chart showing appellate and district courts.
7. Play “Congressional Bingo” as a class. (See directions on worksheet on page 34.)

PROGRAM 7: FEDERALISM

Key concepts in lesson

- Federalism is the system under which the national government shares power with the state and local governments.
- Reserved powers are powers that the state governments keep for themselves.
- Delegated powers are those given to the national government by the Constitution.
- Concurrent powers are powers shared by the federal and state governments.

- Denied powers are those denied to the federal and state governments.
- The supremacy clause gives the federal government power over the state laws if a conflict should arise.

Vocabulary

federalism	reserved powers
concurrent powers	denied powers
delegated powers	supremacy clause

Preview activities

1. Lead a discussion about how powers in a home are sometimes divided.
2. Review the debate that occurred during the Constitutional Convention when some delegates were leery that the Constitution would take too much power away from the states.

Ohio Proficiency Test Outcomes

- #9 Demonstrate an understanding of the concept of federalism by identifying the level of government (local, state, national) responsible for addressing the concerns of citizens.

3. Review the vocabulary words.
4. Review the three branches of government at all three levels.
- ▶ 5. Ask the students to guess the next problem Alex and Ravi will face. Have them watch to see if they've guessed correctly. [They have to find out which powers they have and which ones are left to the state governments.]

Follow-up activities

1. Create a class chart showing all three branches of government at each level.
2. Make a transparency and four copies of the worksheet titled "Federalism at Work" on page 35. Cut apart the lists of powers on each copy and put them in separate envelopes. Divide the class into four groups and give each group an envelope. Have each group correctly place all the powers under the correct level of government. Have the groups check their work by comparing it with the transparency.
- ✦ 3. Make a transparency of the worksheet "Federalism at Work" to use as a review of the lesson.

4. As an example of federalism, discuss how high school athletic associations possess some powers that the schools or coaches do not have.
- 5. Ask students to write an essay describing how each branch of the federal government checks and balances the other branches.
6. Play a version of basketball as a class review of the concepts learned so far. Prepare review questions ahead of time. Divide the class into two teams and draw a basketball net on the board. Flip a coin to see which team goes first. Ask a question to the first person on team one. If he answers correctly, he puts two points up on the board. Next ask a question to team two. If she misses the answer, the question is "rebounded" to the next person on the opposing team. The question can bounce back and forth until someone gets it right and is able to add to their score. Students need to pay attention because the game moves fast. They may not help each other with answers and you should only allow five seconds per attempt. By telling the students that you will not repeat the question more than once, you will encourage them to listen carefully.

PROGRAM 8: THE BILL OF RIGHTS

Ohio Proficiency Test Outcomes

- #1 Identify the major significance of the Bill of Rights.
- #12 Know how the law protects individuals in the United States.

Key concepts in lesson

- The Bill of Rights is the first ten amendments to the Constitution, which guarantee Americans certain rights and freedoms.
- The freedoms stated in amendments one to eight are defined in the lesson.

Vocabulary

Bill of Rights	petition
peaceable protest	demonstrate
probable cause	warrant
indictment	incriminate
subpoenas	double jeopardy
slander	

Preview activities

1. Discuss with the students what additional rights they will have as adults.
2. Continue the discussion around what rights the colonists did not have that the people of England held.
3. Review the vocabulary words.
4. Have the students read about the states that would not ratify the Constitution without some statement in it that protected their rights.
5. Review the contents of the first ten amendments to the Constitution.
6. Ask the students to watch the program to find out the sentence Ravi received for his crime. [No cheeseburgers or chocolate shakes for a month.]



Follow-up activities

1. Make a class chart that summarizes each of the freedoms guaranteed in the first eight amendments.
2. Invite a police officer to speak to the class or ask for volunteers to interview an officer about citizens' rights.
3. Stage a peaceful demonstration concerning dress code, school lunches, or a local or school issue.
4. Write a class petition concerning a school issue.
5. Discuss why the Bill of Rights was added to the Constitution. Relate the amendments to the problems the colonists had with King George.
6. Ask the students to work in groups to formulate a "Bill of Rights" for eighth graders at home, in the school or in the community. Allow the groups to share their results.

PROGRAM 9: AMERICAN RIGHTS

Key concepts in lesson

- Amendments 14, 15, 19 and 26 are discussed in the lesson.
- Legal means of dissent and protest include petitions, lawsuits, peaceful public protests, voting, and oral and written communication to media and public officials.
- Anyone can initiate change by suggesting a new law to their representative.
- Charts are used to present data.
- The law protects citizens against discrimination because of individual differences.

Vocabulary

suffrage	civil
discrimination	disobedience
literacy	civil rights
legal dissent	precinct

Ohio Proficiency Test Outcomes

- #12 Know how the law protects individuals in the United States.
- #15 Know that voting is both a privilege and a responsibility of U.S. citizenship and identify the qualifications for voting.
- #16 Demonstrate the ability to use information that enables citizens to make informed choices and draw conclusions by reading and interpreting data presented in a chart.

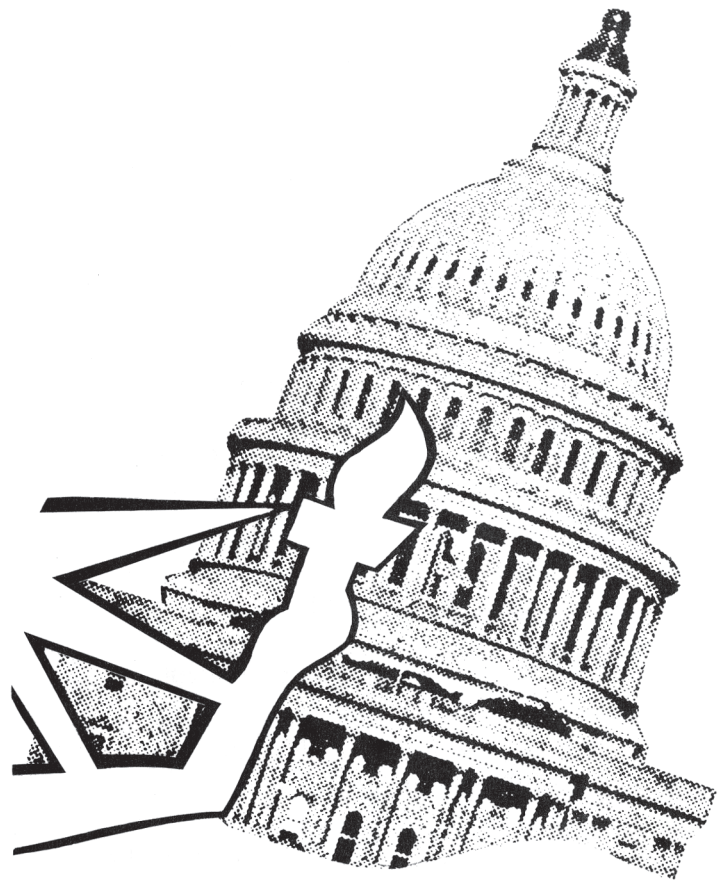
Preview activities

1. Discuss discrimination. Ask the students if they would like the right to vote. Brainstorm ideas that they could use to try to lower the voting age. Ask them how long they think it would take to become a law.
2. Review amendments 14, 15, 19 and 26 of the Constitution.
3. Review the vocabulary words.
4. Ask the students to be prepared to listen for and write down the 5 requirements to vote in Ohio. [U.S. citizen, resident of Ohio, 18 years old, registered with the Board of Elections, resident of precinct for 30 days.]

Follow-up activities

1. Give the students more practice in reading charts by choosing some from a textbook.
2. Have the students conduct their own survey. Ask them each to survey five adults to find out if they vote or not and why. Tally the results when the survey is complete and make a chart showing the reasons.
3. Invite a lawyer to speak to the class about due process and justice.
4. Encourage volunteers to role play a case in which a student is arrested and accused of trespassing on and vandalizing a neighbor's property. Students could act out scenes following the accused from the time of the arrest to the sentencing or acquittal in court.
- ☆ 5. Suggest that students divide into groups and present mock trials based on a fairy tale.

- 6. Ask students to write a news article about a fictional situation in which someone's rights were violated.
- 7. Hold a class debate on an issue: the right to bear arms, girls on boys' sports teams, Spanish as an official second language, including women in the draft, smoking in public buildings, curfew laws, flag burning, or any local issue.
- 8. Students could research Martin Luther King, Jr. and report on his ideas for peaceful change.
- 9. Pretend a curfew law is about to be passed by your city council for all students under 16. Have students write out reasons why they feel they are being discriminated against.



PROGRAM 10: U. S. POLITICAL PARTIES

Key concepts in lesson

- A political party is an organization of people with similar ideas about government who unite in order to have a greater voice.
- The two major parties today are the Democratic and Republican parties.

Ohio Proficiency Test Outcomes

- #13 Understand that the major role of political parties in a democracy is to provide a choice in governmental leadership (i.e., candidates and platforms).
- #14 Understand the role of public officials in government.
- #4 Locate the state of Ohio and Ohio's capital on a map.

- Democrats tend to believe in change and social reform and stress social equality. They tend to support liberal positions.
- Republicans tend to be cautious about change and stress private enterprise. They believe government should stay out of the affairs of citizens and businesses. They are more conservative in their beliefs.
- Political parties nominate and elect candidates for public office and develop a platform, or an official position on the Issues.
- The president appoints many government officials at the federal level, but in Ohio most of our officials are elected by the people.
- Two senators are elected to Congress from every state. The number of representatives elected is based on the state's population.

- The president is elected by the members of the electoral college
- Responsible voters learn about the candidates before voting.

Vocabulary

campaign	political parties
conservatives	candidates
platform	plank
nominate	electors
electoral college	liberals

Preview activities

1. Discuss the symbols of our two major political parties.
2. Ask the students what symbol they would use if they were creating a new political party in the U.S. and what they think Alex and Ravi will choose.
3. Review vocabulary words.
4. Discuss whether Alex and Ravi have the qualities needed to be good government officials.
- ▶ 5. Have the students listen to discover which party tends to be liberal and which tends to be conservative. [Democrats – liberal, Republicans – conservative.]

Follow-up activities

- ✦ 1. Make a transparency of the worksheet “U.S. Political Parties” on page 36 and use it to lead a discussion about the role parties play in elections.

2. Make a class chart showing elected and appointed officials at all three levels of government.
3. Invite a member of a local political party to speak to the class about what eighth graders can do if they’d like to get involved in the election process.
4. Hold a mock election before or on election day. Call the Board of Elections in your city and ask to borrow sample ballots and voting booths. Most are willing to lend booths if you use them a week before the actual election day.
- ⇒ 5. Divide the class into parties. They can create platforms concerning local or school issues and the election process can be simulated.
- ✦ 6. Make copies of the “Sample Voter Registration Form” worksheet on page 37 and allow students to complete them.
- ⇒ 7. Ask students to write speeches to convince people they would be a good mayor. Speeches should include experience, position on issues and action plans. Allow students to share their work with each other.
- ⇒ 8. Challenge students to make up their own party symbols and slogans.
- 9. Divide students into groups and have them create a new political party for the U.S. today. Tell them to write some beliefs and goals for it.

PROGRAM 11: LAWS

Key concepts in lesson

- Steps for making laws:
 - a. All laws begin as bills and must be introduced by a legislator.
 - b. The bill is studied and debated by a committee in one house and, if approved, is sent to the other house where it is also studied and debated by a committee before being approved by that house.
 - c. Once a bill has been passed by a majority vote of both houses, it is sent to the president or governor.
 - d. The president or governor signs or vetoes the bill.
 - e. Congress can override a veto by a 2/3 majority vote in each house.
 - f. The Ohio General Assembly can override a veto by a 3/5 majority vote in each house.
- Ohio voters can send a bill to the legislature by sponsoring a petition-signing campaign called an “initiative.”
- Ohio voters can put a bill on the ballot by signing petitions to let the voters decide its fate. This process is called a “referendum.”

Ohio Proficiency Test Outcomes

#11 Describe the process for making, amending or removing laws.

Vocabulary

bill	proposal	lobbyists
initiative	referendum	repealed
veto	override	

Preview activities

1. Ask the students about new laws they would like to have for their home, school, or community. Review the process they would follow to get their new laws accepted.
2. Explain that state constitutions permit voters to get involved in lawmaking through methods that are not allowed at the federal level. Have the students watch for two of those methods that are permitted in Ohio. [initiative and referendum]
3. Review the vocabulary words.
4. Review the steps a bill must take before it becomes a law.
5. Ask the students to watch the program to see if Alex is powerful enough to lower the driving age. [No]

Follow-up activities

1. Ask the student to find out the names and addresses of their representatives at all three levels of government.
2. Make copies of the worksheet “How a Bill Becomes a Law” on page 38 and distribute them to the students. Review the steps together.
3. Simulate the lawmaking process by choosing one student to act as the “bill” and another to be the president. Have the rest of the students portray senators,

representatives, or committee members. Ask the “bill” to walk through the room and stop near a committee that should vote to pass or kill him. If he passes, he should go on to the Senate or House for a vote. Be sure to have the students use their math skills to figure the amount of votes needed to have a majority and 2/3 majority in each house. Have “bill” continue the process. If he is approved by the other house, he should go on to the president. Repeat the performance three times so that “bill” has the opportunity to be signed, left unsigned for 10 days, or vetoed by the president. Using different students each time will give different results. Be sure to warn volunteers that they could be “killed” at any time.

4. Have the students search for newspaper articles about bills currently being considered. The students can write brief summaries of the paths the bills have taken in the lawmaking process.
5. Divide students into groups and ask them to make their own flow charts showing the steps a bill takes to become a law. Have them share their charts with the other groups and allow them to vote for the best illustration.
6. Assign a paragraph that predicts what would happen if there were no laws or no one to enforce them.

PROGRAM 12: ECONOMIC SYSTEMS

Key concepts in lesson

- An economic system is the way a country manages the production and distribution of its goods and services. There are three main systems.
- Capitalism is based on private ownership of property in which people invest money toward production or distribution for profit.
- In socialism, the government controls the principal means of production but individuals may own small businesses.

Ohio Proficiency Test Outcomes

- #6 Know the following economic concept — Individuals and societies make choices to satisfy wants with limited resources.
- #8 Identify major economic systems: capitalism, socialism, communism.

- Communism has no social classes. The government controls all production and distribution so that everyone’s needs are met.
- Scarcity exists when there is unlimited wants and limited resources.
- “Opportunity cost” is what you give up when a decision is made to use scarce resources in a particular way.

Vocabulary

economics	opportunity cost
capitalism	communism
free enterprise	socialism
scarcity	

Preview activities

1. Make a transparency of the worksheet “We Satisfy Human Wants” on page 39 and use it to reinforce the ideas of production, distribution, resources, consumers and scarcity. Relate it to a

local business with which the students are familiar.

2. Ask the students if they've ever tried to buy something they really wanted and then discovered that they didn't have enough money. Lead the discussion to scarcity and opportunity cost through student examples.
3. Review the vocabulary words.
4. Review the characteristics of capitalism, socialism and communism.
5. Have the students listen for the amount of payment Alex and Ravi receive for their work. [Fifty dollars each]

Follow-up activities

1. Make a class chart to summarize the similarities and differences among the three economic systems. Include these questions: Who controls the means of production? Who controls distribution of goods? Who owns the land? Who owns the industries? Who owns small businesses?
2. Prepare a set of cards with a characteristic of economic systems on each. Pass out the cards to the students. The students must first figure out which system their card describes. Then the students should find everyone else who has a card that describes the same economic system. When the students have grouped them selves have them read the characteristics and review. Collect the cards and play again to eliminate errors made in the first attempt.
3. Use the jigsaw method of cooperative learning to allow students to teach each other. Divide the class into groups of three and allow each person to choose one of the economic systems to study in detail. Have all those who chose

capitalism meet together to discuss and become experts. Have the others do the same. Then the experts return to their original groups and teach the other members what they know about their system.

4. Each student in the class will need the following items: 3 pencils, 5 pieces of bubble gum and 10 pennies. Distribute the items to the students, telling them not to chew the bubble gum. They will be participating in business enterprises to demonstrate economic systems.

In the first phase you tell the students you will give them 5 minutes to trade with other students to get as much of whatever they want. Once this is completed, you explain that they have just traded in a system of capitalism. Next they must return all the items so that everyone has what they started with. In the second phase tell the students they will have 5 minutes to trade again, but this time the items have this value: pencils are worth 2 pieces of bubble gum or 5 pennies; bubble gum is worth 3 pennies. At the end of the exchange, explain that they have traded in a socialistic system where some aspects are controlled by the state.

5. Assign an essay to explain how a local business would be different under a system of communism or socialism.
6. Divide the class into discussion groups to make a list of instances of scarce resources. Share each list with the large group.
7. Create a situation where a resource at school is scarce, such as books, paper, lunches, desks, teachers, heat, electricity or supplies. Have the class determine what decisions must be made in using the resource and also tell what is given up.

PROGRAM 13: TAXES AND TRADE

Key concepts in lesson

- All levels of government raise money through taxation.
- Different types of taxes help pay for a variety of services provided by the government.
- Nations become interdependent through trade. They exchange goods and services to satisfy wants.
- Countries specialize in the goods they can produce quickly, easily or abundantly.
- Charts and graphs provide data for easy analysis.

Vocabulary

sales tax	income tax
corporate tax	property tax
user fee tax	customs tax
social security tax	specialization
interdependence	deficit

Ohio Proficiency Test Outcomes

- #6 Know the following economic concepts: all levels of U.S. government assess taxes in order to provide services; individuals and societies make choices to satisfy wants with limited resources; nations become interdependent through trade.
- #16 Demonstrate the ability to use information that enables citizens to make informed choices by reading and interpreting data presented in charts and graphs.

Preview activities

1. Begin a discussion about the kinds of taxes the students pay. Ask them to brainstorm the kinds of services the government provides with the tax money.
2. Review ideas about trade. Ask why the students trade baseball cards. This should lead to a discussion of wants and needs and available resources.
3. Review the vocabulary words.
4. Ask the students to listen to Ravi and Alex and count how many different types of taxes they mention. [Seven]

Follow-up activities

1. Use the worksheet titled “Taxes, Taxes, Taxes” on page 40 to review the sources of government finances and the services they provide. Make a transparency or a copy for each student.
2. Place a world map on a bulletin board and have students label countries with their major resources. Students should study the map and write a paragraph suggesting interdependence between two countries. Their ideas may be creative or realistic but be sure to tell them to give reasons for their suggestions.
3. Divide the students in groups to brainstorm ideas for “taxes” in your school. The money would be used to provide services that they might want: dances, snacks, new gym equipment, video computer games, etc. Allow the groups to share their ideas in large group. Discuss the advantages gained by the “taxes” and relate it to our government services. You could even go a step further and vote for the best way to “tax” students.

- 4. Assign an essay that describes how your community would change if all tax support ended. Include the sites and services that would disappear and the problems that would arise.
- 5. Play a version of the T.V. game “Wheel of Fortune” as a review of the concepts learned so far. Create sentences beforehand that you want the students to remember and assign a number to each letter in the sentence like this:

Nations become interdependent
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

through trade.
 28 29 30 31 32 33 34 35 36 37 38 39

The numbers under the letters will help you figure out which letters to expose. Put dashes on the chalkboard so the

students know the number of letters in each word like this:

Divide the class in two teams. Have the first person guess any vowel or consonant. If they guess correctly, place that letter anywhere it appears in the puzzle. The next person on that team continues and so on, until they guess a letter that is not in the sentence. They may not buy vowels. In order to guess the sentence, it must be your turn to guess a letter, and you must say, “I want to solve the puzzle.” If your guess is incorrect, the other team continues. Team members may not help each other.

PROGRAM 14: CIVIC RESPONSIBILITY

Key concepts in lesson

- Good citizens make informed choices and use a variety of sources to obtain information about their government.

Ohio Proficiency Test Outcomes

- #16 Demonstrate the ability to use information that enables citizens to make informed choices. Use more than one source to obtain information. Identify points of agreement and disagreement among sources. Evaluate the reliability of available information. Identify and weigh alternative viewpoints.
- #17 Identify opportunities for involvement in civic activities.

- The reliability of information needs to be determined based on accurate facts, reputation of source, and validity.
- Some information contains viewpoints that can be proven. Some information may contain viewpoints that are derived from opinions or are not backed by specialized knowledge.
- Being a good citizen means getting involved to make things better.
- Good citizens get involved by voting, by learning what is needed in the community, state, and nation, and by joining political or service organizations.
- Propaganda uses techniques to appeal to people’s emotions or prejudices rather than reason.

Vocabulary

tabloid
reliable source
propaganda

Preview activities

1. Say to the students, "Everyone is going to be in our talent show. It'll be the best one yet. I've interviewed student council members, basketball players, and band students and they're all going to perform. You better decide on an act so you aren't left out. Jump on the bandwagon with everyone else." Tell the students that you have tried to convince them by using a propaganda technique called "bandwagon." Discuss why people would try to sway opinions. Ask the students to look for other types of propaganda techniques in the program. [testimonial, card stackers, name calling]
2. Review the vocabulary words.
3. Bring in a tabloid and discuss the validity of an article. Compare that to an editorial and a news article from a reputable newspaper. Decide which sources voters should use to make informed choices.
4. Review the characteristics of a good citizen.
5. Ask the students how they think Ravi and Alex will get back to the eighth grade.

Follow-up activities

1. Make a class list of service organizations in your community.
2. Volunteer your class for a community service project of their choice.

3. Suggest places in the community that could use teen volunteers: hospitals, Y.M.C.A., Red Cross, Women's League of Voters, church groups, shelters. Many of these organizations are willing to put young people to work. The Kiwanis Club can sponsor a Builder's Club at your middle school, which acts as a feeder group to the high school Key Club.
- ☆4. Divide the class into four groups. Choose an issue of local or school concern. Assign two groups to prepare opinions in support of it and two groups to oppose it. The class may need additional time for research. Compare results during a class debate. Be sure to set up rules for procedure first.
5. Have students bring in newspaper articles that show accomplishments of good citizens. Create a bulletin board display.
6. Discuss how your community helps care for the blind, handicapped, elderly, poor, unemployed, homeless, single parent, substance abuser, battered and hungry. The students may not be aware of the programs available.
- 7. Assign students to rewrite a news article from a biased point of view.
8. Gather a variety of leaflets and campaign pamphlets promoting issues or candidates for students to use to compare and identify alternative viewpoints.
- 9. Have students compare the coverage and viewpoints of various newspapers covering the same story.
10. Sponsor a school or neighborhood "Clean Up Day."

PROGRAM 15: TEST-TAKING SKILLS

Test-Taking Tips for the Ohio Ninth Grade Citizenship Proficiency Test

Before the test

1. Get plenty of rest.
2. Eat breakfast and dress comfortably on the day of the test.
3. Be confident of your ability and give your best effort.
4. Realize that citizenship is the fourth section tested. You will be tired of testing and less likely to do you best.

During the test

1. Read all the directions carefully to be sure you understand what to do.
2. Make two passes through the test.

Pass 1: Go quickly from the beginning to the end answering all the easy questions first. Skip the hard ones. Be sure you also skip the number on the answer sheet. Be careful not to make foolish mistakes.

Pass 2: Other questions may have provided clues to the harder ones. Go back to the beginning and start over. Answer the items that take more thought.

3. Read the entire question before attempting to answer it.
4. Don't get lured into choice A; read all the choices.
5. Be sure the question number on the test is the same as the number on the answer sheet.

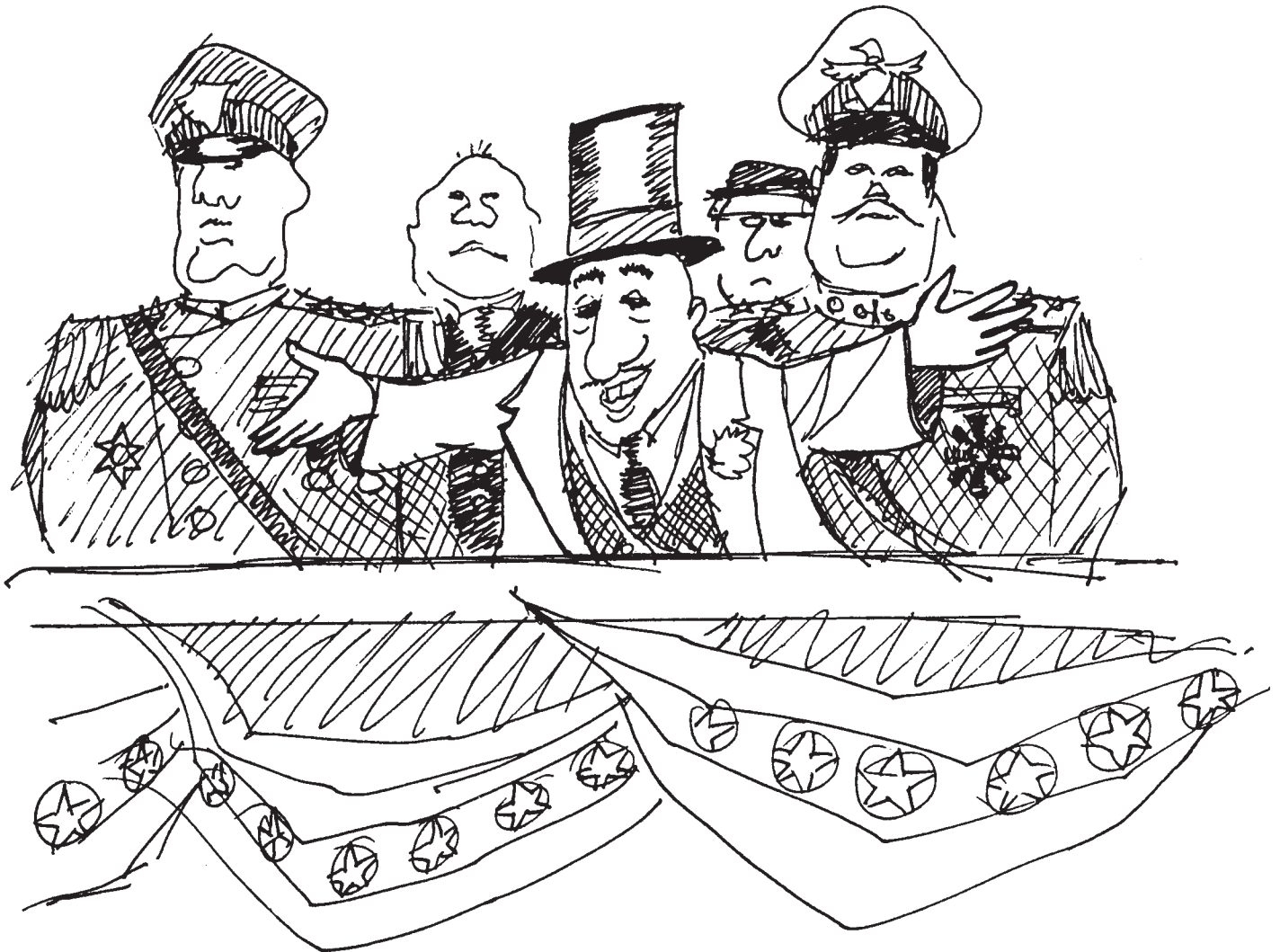
6. Trust your first answer, but change an answer if you feel you must.
7. There will be no pattern of correct answer choices, so don't bother trying to find a pattern.
8. First try to answer the question without looking at the choices. Then look at the choices to see if your answer is the same as, or close to, one of the choices.
9. If you're not immediately sure of what the correct answer is, eliminate any choice that you are sure is not right, so you have fewer choices.



10. Read the question using each of the choices you are given; focus on choices that make sense both logically and grammatically.
11. Be careful of absolutes like “never” and “always.” These may indicate that the choice is wrong.
12. Read carefully any question using the words “not” or “except.”
13. Take advantage of the fact that you are allowed to write in the test booklet. Mark the ones that are hard so you can go back to them. Underline key words that affect the meaning of the question. Examples: least, but, usually, if, because, with the exception of, directly stated, most likely, all of the above, none of the above.
14. Circle dates, events, and key information in the question and in the choices that will help you choose the correct answer.
15. Make notes in the margin to help you focus and comprehend.
16. Guess at the items you don’t know. Don’t leave any blanks on the answer sheet.
17. After you’ve made two passes, go back and carefully check your work. Don’t quit before checking every answer.
18. Make sure the choice you marked on the answer sheet is the one you wanted.



GEN. DEMOCRACY



“My dear people, by official decree, this country is now a democracy. Anyone caught not voting will be shot.”

1. In a democracy, do citizens have to vote whether they want to or not?
2. What type of government does this really depict?
3. In your opinion, is the leader of this “democracy” likely to let his “dear people” vote him out of office? What do you think he’ll do?

PUZZLES & FUN FACTS ABOUT
THE U.S. CONSTITUTION

SPECIAL EDITION OF
SCHOLASTIC NEWS CITIZEN
VOL. 56, NO. 2 • SEPTEMBER 18, 1987

September 17

WHAT'S WRONG IN PHILADELPHIA?

This picture shows the scene on the last day of the Constitutional Convention in 1787. But our artist made 13 mistakes. Can you find them? Some are tricky!



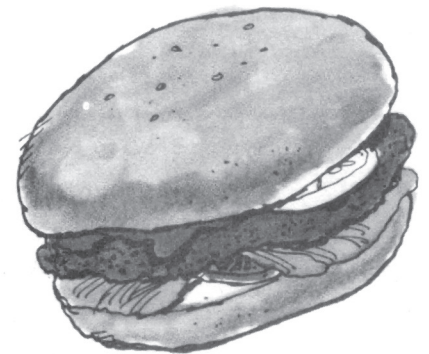
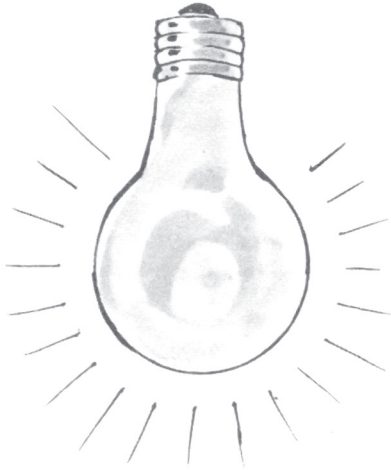
Answers for “What’s Wrong in Philadelphia?” Worksheet

1. Ronald Reagan wasn’t at the convention.
2. There were no women.
3. There were no blacks.
4. The press was kept out of the convention.
5. The camera was not invented yet.
6. The wrong U.S. flag is shown.
7. Washington shouldn’t be wearing a crown.
8. The date on the calendar should read September 17, 1787.
9. The convention guide is for the wrong city.
10. The history book couldn’t have been written yet.
11. Ben Franklin wouldn’t have worn sneakers.
12. Electric fans weren’t invented yet.
13. The Constitution says, “We the People.” People is spelled wrong.

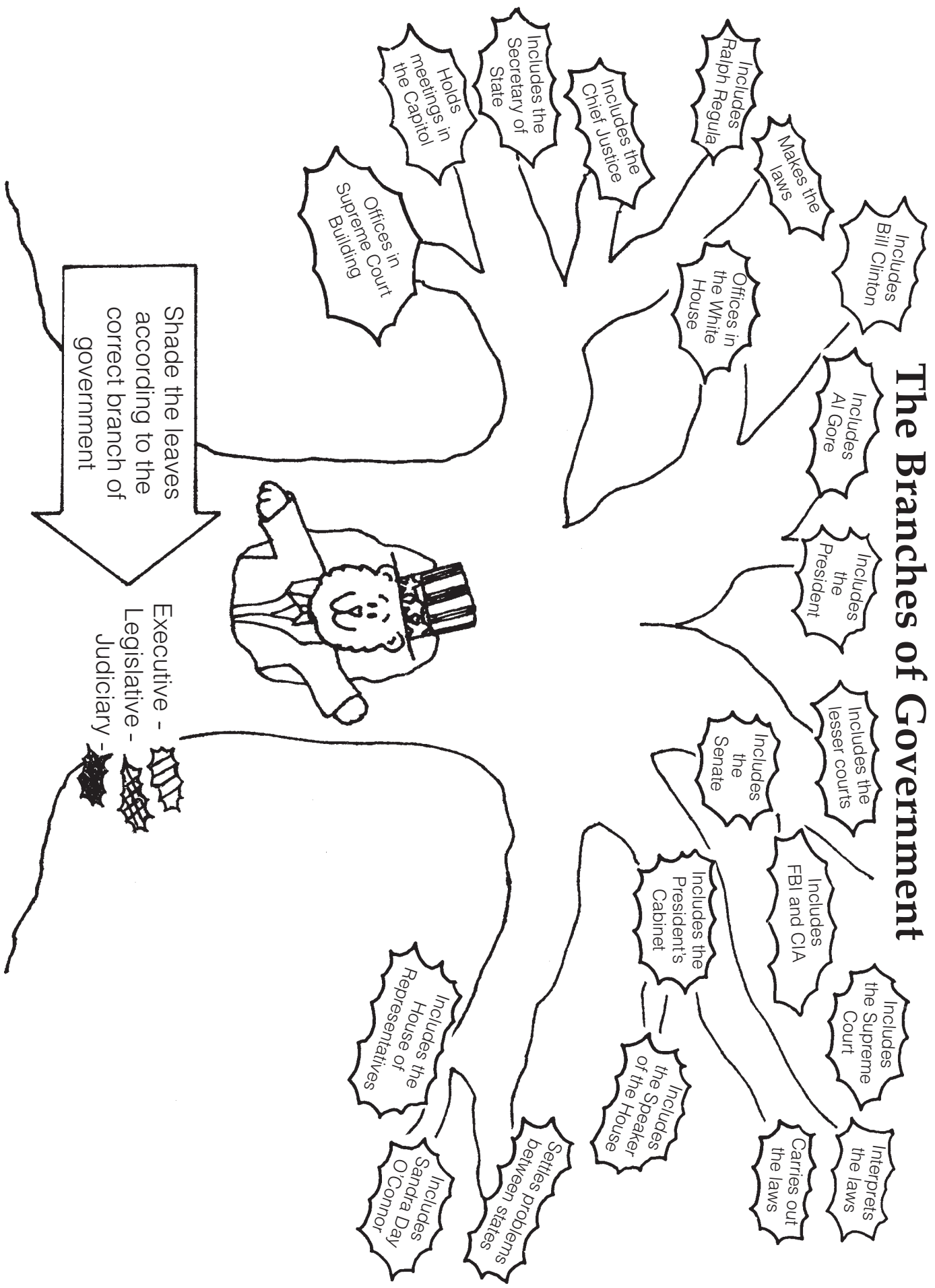
State and Local Control

Objective: To illustrate the point that state and local laws are the ones that most directly influence our daily lives.

Discuss the relationship between state and local laws and each of the items illustrated below.



The Branches of Government



CONGRESSIONAL BINGO


Teacher directions

Prepare questions ahead of time. The answers must be one of the terms listed beside the Bingo card.

Sample questions:

- What do we call the group of people who are advisors to the president?
- Which branch of government makes the laws?
- Who is the chief executive officer of the state?

Make copies and distribute the Congressional Bingo cards. You may call out the letters B, I, N, G, or O before the questions if you want to limit the number of responses, but the game will take longer. Be sure to keep track of your answers so that the winner's card can be checked. You should be able to play two or three games in 20 minutes to review. You could offer a stick of gum or a life saver to the winners.

CONGRESSIONAL						
B	I	N	G	O		
					Executive President Senate Governor White House Makes laws	Judicial Cabinet Judge Supreme Court St. Supreme Ct. Interprets laws
					Legislative Vice President Chief Justice City Council Capitol Enforces laws	
					U.S. Congress House of Representatives Mayor General Assembly Municipal Court Supreme Court Bldg.	

FEDERALISM AT WORK

Delegated Powers

Powers that belong to the National Government

- Regulate interstate and foreign trade
- Coin money
- Establish a post office
- Conduct relations with foreign countries
- Govern territories
- Issue patents and copyrights
- Declare war
- Set naturalization and immigration laws
- Provide armed services
- Fix standards of weights and measures



Shared Powers

Powers that belong to state and national governments

- Tax
- Make and enforce laws
- Protect health and welfare of people
- Borrow money
- Establish courts
- Collect taxes



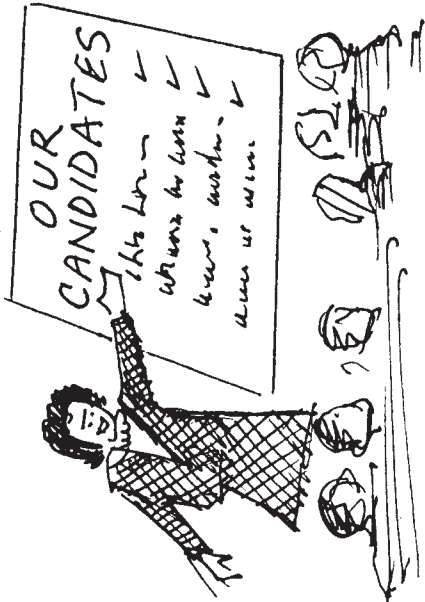
Reserved Powers

Powers that belong to state governments

- Provide for education
- Establish local governments
- Conduct elections
- Charter and regulate businesses
- Protect morals



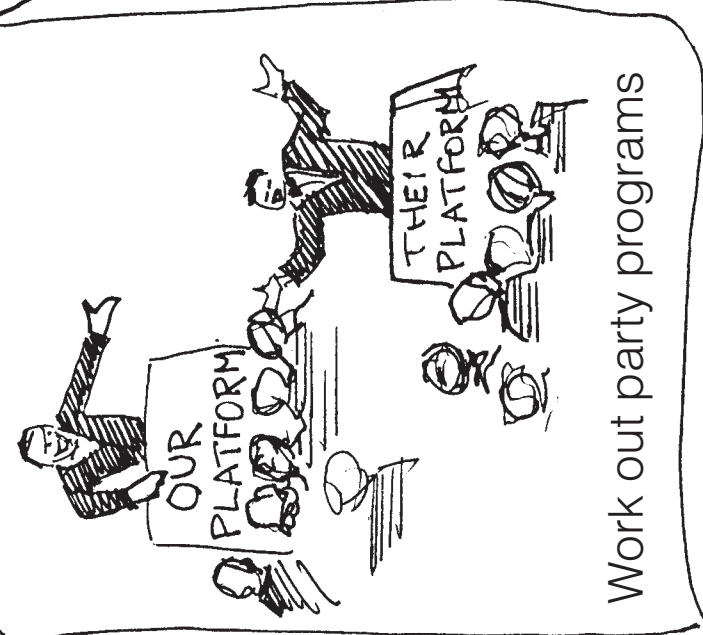
U.S. Political Parties...



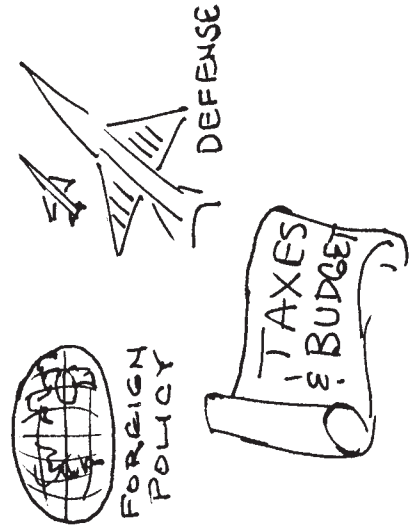
Select the candidates



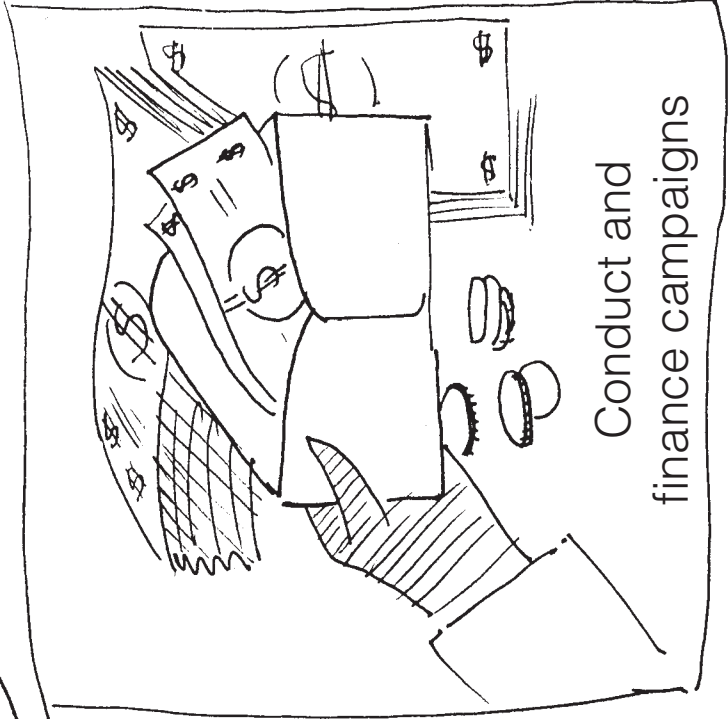
Encourage people to vote



Work out party programs

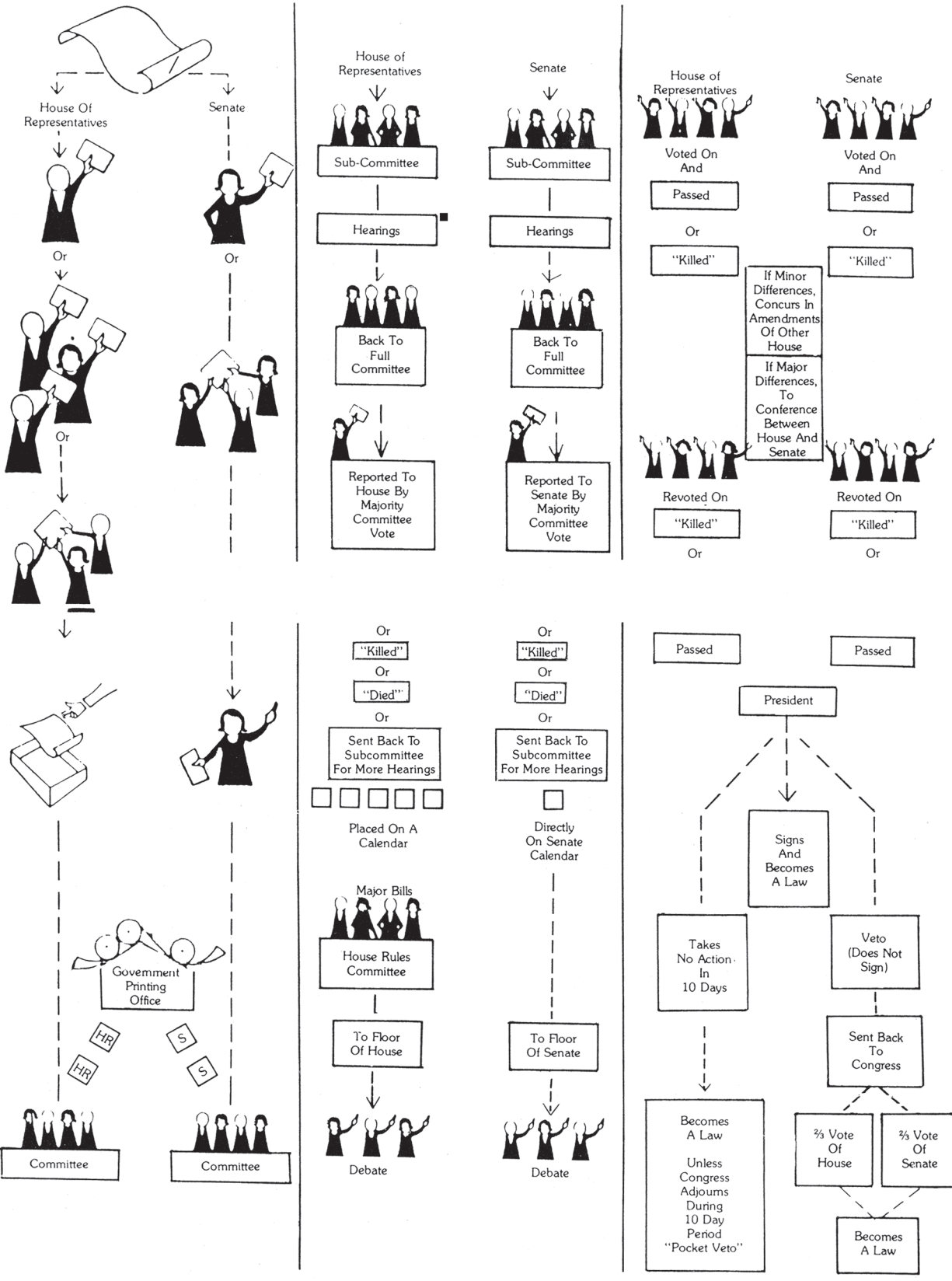


Spotlight the issues

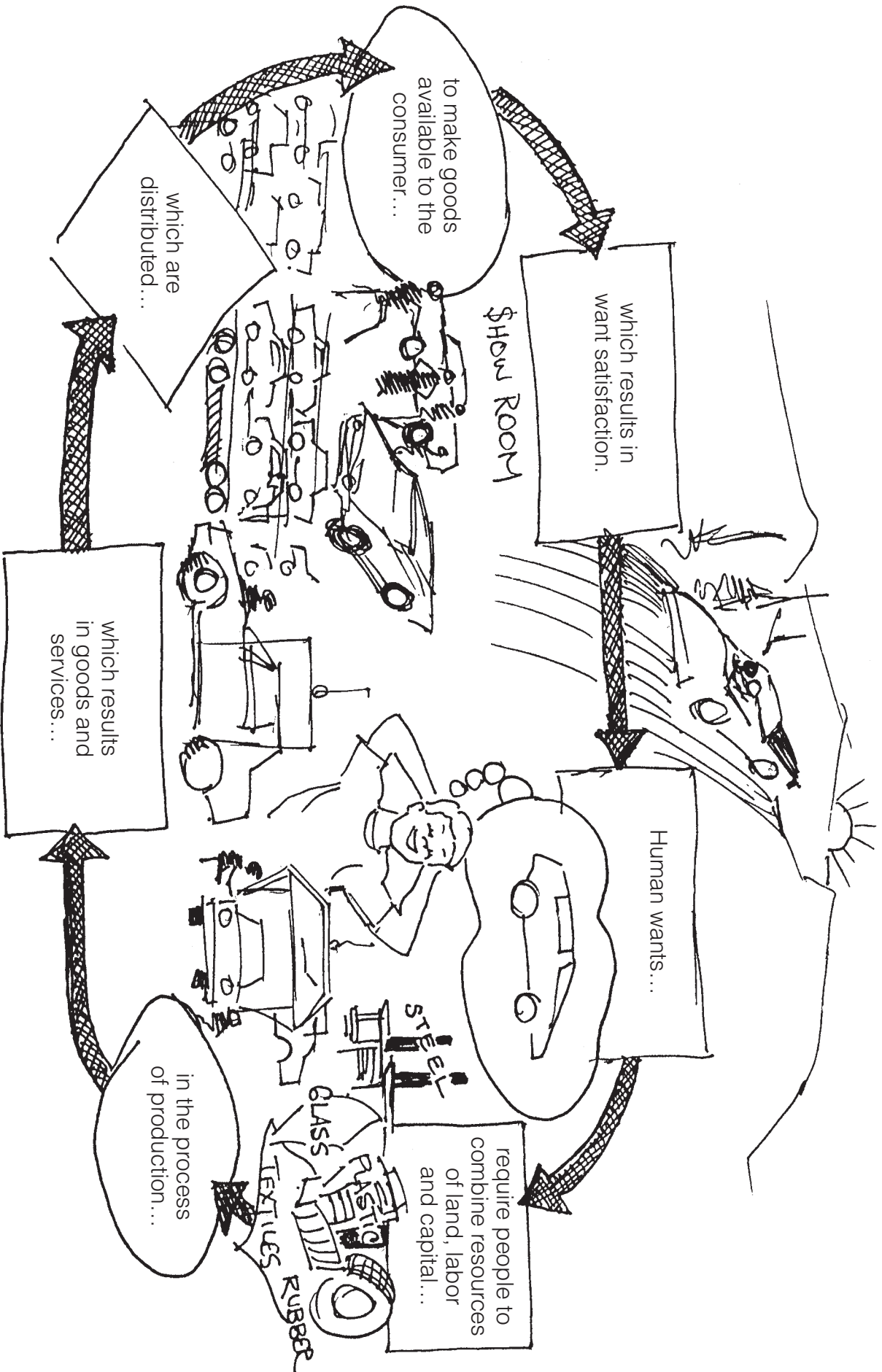


Conduct and finance campaigns

How a Bill Becomes Law



We Satisfy Human Wants



TAXES, TAXES, TAXES!

All levels of government collect taxes

Federal:

- **Income tax** — due every April 15
- **Social Security tax** — also called F. I. C. A.
- **Estate tax** — paid on a deceased person's possessions
- **Customs tax** — paid on imports and exports

Ohio:

- **Income tax** — due every April 15
- **Inheritance tax**
- **Business tax** — paid on stock transfers
- **Sales tax** — paid on the purchase of goods and services
- **License fees**

Local:

- **Income tax** — due every April 15
- **Property tax**
- **Sales tax** — paid on the purchase of goods and services
- **License fees** — such as for dogs or fishing
- **Service fees** — such as parking

Taxes pay for services provided by the government.

- National defense
- Public education
- Economic development
- Parks
- Courts
- Police protection
- Fire protection
- Bridges and highways



Content Standards

updated October 2005

White House 20500

Content Standards Social Studies

Role of Government

Grade 3

1. Explain the major functions of local government including:
 - a. Promoting order and security;
 - b. Making laws;
 - c. Settling disputes;
 - d. Providing public services;
 - e. Protecting the rights of individuals.
2. Explain the structure of local governments and identify local leaders (e.g., township trustees, county commissioners, city council members or mayor).
3. Identify the location of local government buildings and explain the functions of government that are carried out there.
4. Identify goods and services provided by local government, why people need them and the source of funding (taxation).
5. Define power and authority.

Grades 4 -5

1. Explain major responsibilities of each of the three branches of government in Ohio:
 - a. The legislative branch, headed by the General Assembly, makes state laws.
 - b. The executive branch, headed by the governor, carries out and enforces laws made by the General Assembly.
 - c. The judicial branch, headed by the Ohio Supreme Court, interprets and applies the law.

Rules and Laws

Grade 3

3. Explain the purpose of a democratic constitution:
 - a. To provide a framework for a government;
 - b. To limit the power of government;
 - c. To define the authority of elected officials.

4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.

Grade 4

3. Explain the significance of the Declaration of Independence and the U.S. Constitution.

Citizen Rights and Responsibilities

Grade 5

3. Explain the significance of the rights that are protected by the First Amendment including:
 - a. Freedom of religion;
 - b. Freedom of speech;
 - c. Freedom of the press;
 - d. Right of petition and assembly

Systems of Government

Grade 6

4. Describe the defining characteristics of democracies, monarchies and dictatorships.



Notes



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