## EOC REVIEW PACKET (QUIZ GRADE)

EOC – no longer standing for End of Curriculum...

It stands for Enjoying
Our Conquest!

It's time to review how to SLAY THIS BEAST!

### Bellwork:

Write in your Agenda:

April 29-May 12: Review EOC Packet

On Wednesday <u>May 13<sup>th</sup></u> write: "**Day to Conquer the Civics EOC**"

On Thursday May 14<sup>th</sup> write: "Turn in this Review Packet. +10% EC to any test or quiz if you make index cards or a foldable of the Packet... the whole Packet. - staple to Packet."

### Skill 1: Identify and describe the Enlightenment ideas of separation of powers, natural law, and social contract.

- Write what you remember about these ideas of separation of powers, natural rights, and social contract...
- Separation of Powers: We split the gov't into branches so that NO ONE PERSON CAN HAVE ALL THE POWER...
- Natural Rights: We were born with these rights life, liberty, and property
- Social Contract: A government should be a contract/agreement between the people and the government. People give up SOME rights for PROTECTION.

### Skill 2: Examine how Enlightenment ideas influence the Founder's beliefs about individual liberties and government.

- Do you think studying the ideas above was a reason why we declared our independence from Britain? Why or why not?
  - Write your personal thoughts now...
    - We were missing ALL of these.
    - We thought we deserved better than a unitary government with no representation for our needs or rights.
    - The king had too much power over the people. (need for separation of powers...)
- Do you think studying the ideas above has had an influence on our U.S. Constitution? Why or Why not?
  - Write your personal thoughts now...
    - Sets up separation of powers creates executive, legislative, and judicial branches
    - Sets up our RIGHTS in the amendments
    - A Constitution IS a social contract.

### Time to Beat the Beast:

The statements below are from the 1776 Virginia Declaration of Rights.

- 1) That in all capital or criminal prosecutions a man hath a right to demand... evidence in his favor, and to a speedy trial by an impartial jury...
- 2) That the <u>legislative</u>, <u>executive</u>, <u>and judiciary department</u> shall be separate and distinct...
- 3) That the freedom of the press is one of the great bulwarks of liberty, and can never be restrained...
- 4) That a well regulated militia, composed of the body of the people, trained to arms, is the proper, natural, and safe defense of a free state...

Which statement reflect the Enlightenment ideas of government as expressed by Montesquieu?

- A. 1
- B. 2
- **c**. 3
- D. 4

# SS.7.C.1.1 Beast Slain!!! No worries



### Skill 1: Identify the important ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense.

"Evil King" John's power in Britain.

Shortly after the English Bill of Rights was created to protect the

 But even so, religious freedom wasn't one of those right pilgrims set off to the new world. They wrote the Mayflo Compact before they got off the boat which set up a government that could run without a king around (bec was across the ocean). We call this s

which event

have a SAY in government.

 Then Britain started taxing us into por ANYONE to represent us in British Par without Representation!" Eventually **Common Sense** to make us realize the from Britain and our own country!

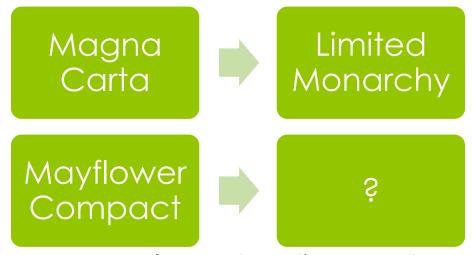


### Skill 2: Evaluate the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense had on the creation of our government today.

- Reread the paragraph that we just filled in above and then write next to each word how we see this in our government today.
  - <u>Magna Carta</u> We have a constitution that limits our government!
  - English Bill of Rights We have a Bill of Rights in our Amendments to the Constitution!
  - Mayflower Compact We have a government WITHOUT a king. We govern by the people and still have direct democracies and a respect for local governments.
  - <u>Common Sense</u> We created the Declaration of Independence!

### Time to Beat the Beast:

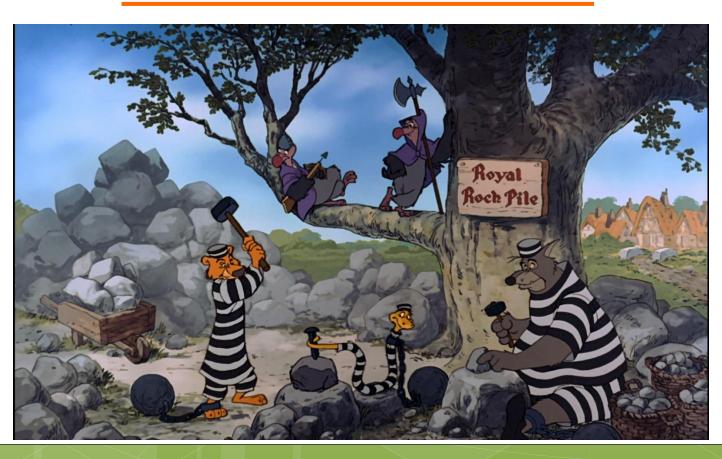
The diagram below shows that the colonists formed some of their political views from some historical documents.



Which phrase completes the diagram?

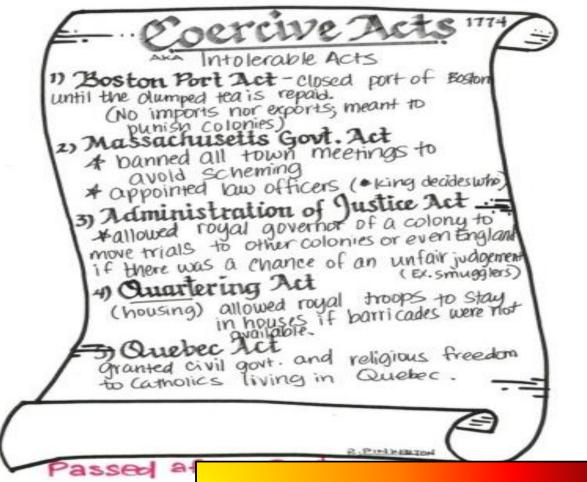
- A. Separation of Powers
- B. Economic freedom
- Self-government
  - D. Individual right

## SS.7.C.1.2 Beast Slain!!!



### Skill 1: Trace the causal relationships between

English/British policies, Foodish refvents we just resemble colonial leditores gration of Independence taken away had no



**Place**resentatio<mark>n</mark> eir voice

#### Time to Beat the Beast:

The diagram below describes a cause that led to the writing of the Declaration of Independence.



Which action completes the diagram?

- Colonial agricultural trade increases.
- Colonial religious devotion increases.
- Colonial demand for political change increases.
- Colonial demand for military assistance increases.

### SS.7.C.1.3 Beast Slain!!!



**Skill 1:** Identify and explain the concept of natural rights as they are expressed in the Declaration of Independence.

 Read the passage below from the Declaration of Independence and <u>underline</u> the natural rights you see listed.
 Obvious, easy to see

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Oreator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

Everyone may not

Un = not
Alien = foreign
Not Foreign = Natural

Everyone may not
be able to own
Property, but they
should all be guaranteed
the chance at Happiness.

**Skill 2:** Analyze the relationship between natural rights and the role of government, as stated in the Declaration of Independence

Excerpt from the Declaration of Independence

What does it say about the relationship between natural rights, the power of the people, and/or the government?

Governments are instituted among men to secure these rights.

Government's job is to protect the rights of the people.

Governments derive their just powers from the consent of the governed.

Government should get it's power from the people (voting, etc.)

Whenever any form of a government becomes destructive of these ends, it is the right of the people to alter or abolish it, and institute a new government.

If government becomes corrupt, it is the right of the people to destroy or change it and create a new, better government.

### SS.7.C.1.4 **Skill 3:** Recognize the connection between specific grievance Oppressive Tyrant: Controlling cruel ruler on of Independence and natural rights violations. Grievance - Complaini

He has refused his Assent to Laws.

**Follow** 

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

employment

He has dissolved Representative Houses repeatedly, for opposing with manly firmness

his invasions on the rights of the people.

For Quartering large bodies of armed troops among us For imposing Taxes on us without our Consent For depriving us in many cases, of the

benefits of Trial by Jury

Right that is being violated...

We were missing ... Rule of Law. We were missing ...

judicial branch We were missing ... Free and separate legislative

branch/ colonial democracy We were missing ...

Privacy in our homes/Private Property We were missing ...

Free and separate

Consent of the Governed

We were missing ... Fair Trial by Jury

#### Time to Beat the Beast:

The passage below was written by Thomas Paine in his 1776 book, Common Sense.

The powers of governing...in the hands of the king...himself such an...enemy of liberty....is he...a proper person to say to these colonies, "YOU SHALL MAKE NO LAWS BUT WHAT I PLEASE."

Based on this passage, with which complaint against the king from the Declaration of Independence would Thomas Paine agree?

- persecuting immigrant groups
  - taking away religious rights
- taking away political rights
- persecuting racial groups.

### SS.7.C.1.4 Beast Slain!!!



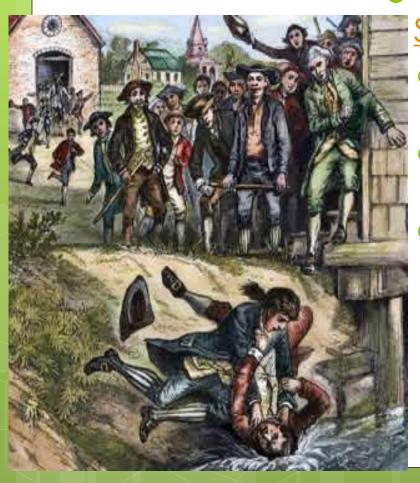
### **Skill 1:** Identify the weaknesses of the government under the Articles of Confederation.

- Talk to the partner next to you and discuss the problems with the Articles of Confederation and why they're problems.
  - The AoC not being able to tax was a problem because... government had no money.
  - The AoC **not having a federal judicial branch** was a problem because... there was no way to unite the colonies on HOW the law should be interpreted. Every state had a DIFFERENT way of dealing out justice...
  - The AoC not having a federal executive branch was a problem because... there was no one to ENFORCE a federal law around the country (no military either)
  - The AoC not being able to change anything without the consent of all 13 states was a problem because...almost nothing could get done quickly.

### **Skill 2:** Recognize the impact of Shay's Rebellion



- Shay's Rebellion was about...
   the poor treatment of farmers.
- It proved what about the AoC... it was almost useless.
- Because of it and others, there
  was a meeting to create a
  NEW constitution. This meeting
  was called the: Constitutional
  Convention



### Time to Beat the Beast:

How did the U.S. Constitution solve a problem created by the Articles of Confederation?

- XIt avoided the issue of states' rights.
- \*\*It allowed the states to elect representatives.
- the prevented the amendment of federal laws.
- taxes.

### SS.7.C.1.5 Beast Slain!!!



<u>Skill:</u> Students will explain how the Preamble serves as an introduction to the U.S. Constitution, establishing the goals and purposes of government. AND

recognize that "We the People" means the government depends on the people for its power and exists to serve them.

**Better Fed Gov't Make Fed Courts** 

Peace at home, police, unity

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Well-bein

Officially recognize.

Freedom!
Bill of Rights!

Well-peling,
Health Care?
End Poverty?
Education?

#### Time to Beat the Beast:

In the Preamble to the U.S. Constitution, what is the meaning of the phrase "We the People"?

- The people express their will through political parties.
- The people express their will by directly creating laws.
- Government receives taxes from the people and exists to support them.
- ©Government receives its power from the people and exists to serve them.

### SS.7.C.1.6 Beast Slain!!!



**Skill:** Explain how a constitutional government limits the powers of government when it uses the concepts of separation of powers and checks and balances.

- Discuss with your partner the answer to the first question:
  - On every level of government, we separate the powers of government into three branches: Legislative, Executive, and Judicial. Why do we do this?
    - So no one branch has too much power!

**Skill:** Explain how a constitutional government limits the powers of government when it uses the concepts of separation of powers and checks and balances.

- Discuss with your partner the answer to the second question:
  - The chart to the right shows the system of checks and balances. Explain this system.
    - This system MAKES sure that no branch is too Powerful, b/c each branch watches the other one!

Where are the systems of separation of powers and checks and balances written

PRESIDENT

EXECUTIVE BRANCH

2. Exec. & Cabinet departments

The President

The Constitution!!!

outs

CON

EGISLAT

Responsibilities

- Create laws

1. House of

2. Senate

That's why it is so important!

- Can declare laws unconstitutional

Courts of Appeal
 District Courts

Responsibilities

- Interpret the laws

#### Time to Beat the Beast:

The passage below is from Federalist No. 47, written by James Madison in 1788.

... Montesquieu was guided...in saying "There can be no liberty where the legislative and executive powers are united in the same person, or body"...he did not mean that these departments ought to have...no CONTROL over, the acts of the other.

Based on this passage, which constitutional principle does Madison describe?

- separation of powers
- (B.) checks and balances
- popular sovereignty
- 🖊 judicial review

### SS.7.C.1.7 Beast Slain!!!



**Skill 1:** Identify the viewpoints of the Federalists and Anti-Federalists about the ratification of the U.S. Constitution.

### Federalists

Supported the Constitution.

Believed a Strong, Central Government was necessary, because the Articles of Confederation were too weak to work.

### Anti - Federalists

Had issues with the Constitution.

Feared a strong, central government because of the problems in the past with Britain.

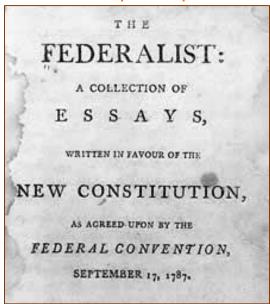
Thought the Articles of Confederation just needed some improvements...

**Skill 2:** Recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.

- Discuss with your partner this question:
  - Why do you think the Anti-Federalists thought a bill of rights was necessary in our Constitution?
    - Protect our rights by listing them
    - Limits the government by listing them
- Where is our bill of rights now written?
  - First 10 Amendments in the Constitution

**Skill 3:** Identify how the Federalists and Anti-Federalists spread the word about their opinions on whether or not to ratify the Constitution.

- Discuss with your partner this question:
- In the late 1700s, there weren't radios, phones, tv, or the internet. How did they get the word out?
  - Write pamphlets and newsletters and pass them out!



#### Observations

on the

PLAN OF GOVERNMENT

Submitted to the

FEDERAL CONVENTION

in Philadelphia on the 28th of May, 1787

By Mr. Charles Pinckney Delegate from the State of South Carolina

DELIVERED AT DIFFERENT TIMES

IN THE COURSE OF THEIR DISCUSSIONS.

New York. Printed by Francis Childs

105

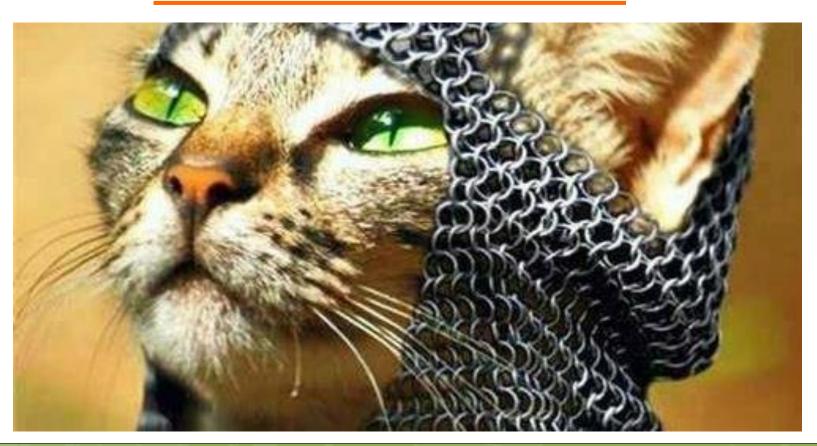
They were called the Federalist Papers and Anti-Federalist Papers!

#### Time to Beat the Beast:

Which statement <u>supports</u> the <u>Anti-Federalists</u> in the struggle over ratification of the U.S. Constitution?

- The Constitution should limit state government.
- B. The Constitution should <u>protect fundamental</u> rights.
- The Constitution should create a strong national government.
- The Constitution should prevent the election of amateur politicians

## SS.7.C.1.8 Beast Slain!!!



**Skill:** Distinguish between the characters of a society that operates under the rule of law and one that does not

#### **Rule of Law**

### 1 2 3 4 5 6 7 8 9 10 11 12

- When Rulers and Government Officials have to follow under the rule of law. What is society like?
  - Leaders have to answer to a judge
  - They have to be fair, or they will be punished
  - less corruption
  - equality
  - more freedom because your leaders can't abuse their power

- When Rulers and Government Officials put themselves above the rule of law. What is society like?
  - Leaders don't have to answer to any court
  - No concept of "fairness" because no one has to play by the rules
  - more corruption
  - inequality
  - People can't use the law to stop a corrupt leader.



Rule of Law

#### Time to Beat the Beast:

Which characteristic serves as a long-term protection against tyranny and is a foundation of liberty in the United States?

Corrupt dictator/leader

- the commerce clause
- the elastic clause
- the right to trial
- the rule of law

### SS.7.C.1.9 Beast Slain!!!



### **Skill 1:** Define citizenship as stated in the Fourteenth Amendment of the U.S. Constitution.

- What is considered "in the United States" in order to qualify for citizenship?
  - Born on U.S. Soil (law of soil)
  - Born outside the U.S. to American citizen parents (law of blood)
  - Born on a U.S. territory Puerto Rico, Guam, etc.
  - Born on a U.S. military base or embassy in another country.
- What does the underlined statement mean?
  - No state can take away your rights as a citizen!

### **Skill 2:** Distinguish the difference between the terms immigrant, alien, and resident.

- An immigrant is... a foreigner who has decided to move in to the country permanently.
- An alien is... a person who is NOT a citizen.
- A resident is... a person living in the country.

#### • What about a resident alien?

- o a person who is living here for a time (legally) but is not a citizen.
- What about a non-resident alien?
  - o a person who is not a citizen who is visiting
- What about an illegal alien?
  - a person who is not a citizen and did not get into the country through legal means

### **Skill 3:** Describe the process of becoming a naturalized citizen.

- 1. Fit the Requirements
  - a. 18 years or older
  - b. Been a resident for 5 years (3 if married to citizen)
  - c. Be of good, moral character
  - d. Know how to read, write, and speak English
  - e. Know U.S. Civics
- Fill out an application to the USCIS (United States Citizenship and Immigration Services Department)
- 3. Get a Background Check
- Go through an interview and take the Naturalization Civics Test (100 questions long)
- 5. Hope you make it before they fill the Quota for that year...
- 6. If accepted, go to the Naturalization Ceremony where you will swear your Oath of Allegiance to your new country!

#### Time to Beat the Beast:

The diagram below shows some general eligibility requirements.

Be of good, moral character Read, write, and speak English Possess basic knowledge of U.S. history and government

Eligibility Requirements for 2

Which statement completes the diagram?

- XJoining a Military Service
- Obtaining a Driver's License
- **Becoming a Naturalized Citizen**
- Receiving a Social Security Card

# SS.7.C.2.1 Beast Slain!!!



#### SS.7.C.2.2 + 2.3

**Skill 1:** Distinguish between an obligation, or duty, and a responsibility as it relates to citizenship. And, recognize the concept of the common good as a rationale for fulfilling the obligations and/or responsibilities of citizenship.

- What's the difference between a duty and a responsibility?
  - A duty is something you HAVE to do.
  - A responsibility is something you SHOULD do.
- Brainstorm with the person next to you on examples of duties and responsibilities

| Duties  | Responsibilities   |
|---|--|
| <ul> <li>Selective Service</li> <li>(Military Draft)</li> <li>Jury Duty</li> <li>Follow Laws</li> <li>Go to School</li> </ul> | <ul> <li>Voting!</li> <li>Volunteering!</li> <li>Petitioning the Gov't</li> <li>Running for office</li> <li>Being informed!</li> </ul> |
| •Pay Taxes  | <ul><li>Being informed:</li><li>Being kind to others</li><li>Going to civic meetings</li></ul>   |

When we do responsibilities (even though we don't have to), we do it for the <u>Common</u>
Good of all.

#### SS.7.C.2.2 + 2.3

**Skill 2:** Identify the consequences of a society of citizens who do not fulfill their citizenship responsibilities. Evaluate the impact on society if civic participation were to cease.

- Look at the list of responsibilities, what would happen if no one did any of their civic responsibilities.
- Think about it, and then write your thoughts down.
  - Government could do what it wanted if no one paid attention.
  - Charities, etc would have no one to run them.
  - The world would be a nasty, mean place.
- That's why working for the Common Good is so important.

#### Time to Beat the Beast:

The illustration below shows a legal document.



Why are citizens obligated to respond to such documents?

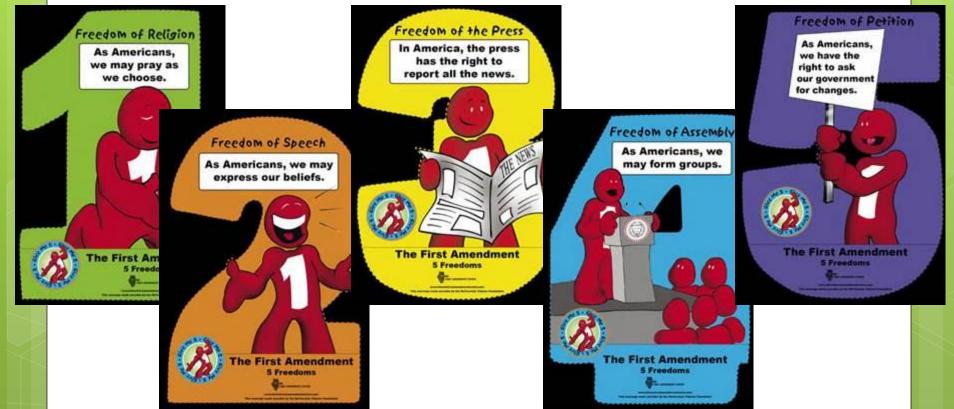
- A.To guarantee court hearings remain public
- B.To guarantee courts provide probable cause
- oprotect the constitutional right to be tried by one's peers
  - D.To protect the constitutional right to confront one's accuser

# SS.7.C.2.2 + 2.3 Party Joined: Beast Conquerors!!!



**Skill 1:** Recognize the five freedoms of the 1<sup>st</sup> Amendment.

 Do your best and write the freedoms of the 1st Amendment that you can remember ©



Skill 2: Recognize the freedoms of the Bill of Rights. Remember that the Bill of Rights is the first ten amendments in the U.S. Constitution.

 Work with your partner and try in fill in the meaning to all the rights you know!

| Bear Arms                         |  |   |  |
|-----------------------------------|--|---|--|
| Quartering of Soldiers            |  | Trial by jury                                   |  |
| No search and seizure w/o warrant |  | No cruel & unusual punishment                   |  |
| Pleading the fifth                |  | Unenumerated rights                             |  |
| Eminent domain                    |  | are reserved for the people                     |  |
| Equal protection                  |  |   |  |
| under the law                     |  | Unenumerated                                    |  |
| Legal counsel                     |  | powers are reserved to the state and the people |  |
| No double jeopardy                |  |   |  |

#### Time to Beat the Beast:

The statement below was made by Thomas Jefferson in a 1786 letter to John Jay.

...our liberty, which cannot be guarded but by the freedom of the press...

Why should this freedom by guarded?

- X To provide the news media with a guaranteed profit
- To keep the news media from controlling the political process
- To provide the government with an accurate information source
- To keep the government from becoming the primary information source.

# Conquered like a

Rock Star!!!



#### **Skill 1:** Understand the limitation to rights.

Do we have Unlimited Rights?

### NO!!! NEVER!!!

- Why don't we have unlimited rights?
  - Your rights end where another person's begins.
  - You can't just do whatever you want..

### **Skill 2:** Examine how the Judicial Branch protects our individual rights

- How does the Judicial Branch protect our rights?
  - Interpret the law to make sure we get our rights! Like Gideon with a lawyer...
  - Can decide if a law or action is unconstitutional (against our rights) – <u>JUDICIAL REVIEW!!!</u>

#### Time to Beat the Beast:

The passage below about government is from Federalist No. 51.

If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary...the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.

How are the author's views from this passage applied in the U.S. Constitution?

- $\bigstar$ The U.S. Constitution limits the rights of the people.
- B.The U.S. Constitution limits the power of the federal overnment.
- The U.S. Constitution requires the states to provide for the common defense.
- The U.S. Constitution requires the government to promote the general welfare.

# Beast Slain. The world is a better place!!!



# SS.7.C.2.6 and 2.7 Ran Away!!! They're not on the EOC



**Skill:** Compare current political parties' ideas about government

- What is a political platform?
  - A party's opinion on an issue.
- Look at the chart, the "Far Left" is Communism.
   The "Far Right" is Libertarian. Check out the differences between the sides. Where do Democrats and Republicans fall?
  - Middle of the chart. They ever overlap in some places...

**Skill:** Compare current political parties' ideas about government

- Let's Play a GAME! Is the platform below more Democrat or Republican?
- More federal government involvement in Health Care.
  - Democrat
- Support states' choices for marriage rights.
  - Republican

#### Time to Beat the Beast:

In the modern political system, which issue represents a basic disagreement between Republicans and Democrats?

- The responsibilities of government
- The frequency of national elections
- The legality of the U.S. Constitution
- The support for the U.S. military soldier

# SS.7.C.2.8 Beast Slain!



**Skill:** Identify constitutional requirements to run for federal, state, or local office.

# What are some requirements to run for office?

- Age (25 legislative, 35 executive, varies per state)
- President must be a natural born citizen (state executive – varies)
- Live in the states for a specific amount of time

#### What are some qualities YOU would look for?

- Intelligence
- Experience in the field
- Community Service
- Etc...

#### Time to Beat the Beast:

The political campaign posters below are for two candidates running for mayor.



Do You Want Your Mayor To Work For You?



# VOTE MARIA SMITH FOR MAYOR

- College Graduate
- 5 Years City Council Member
- 2 Years City Planning Commission
  - 4 Years School Board President

Maria Knows What It Takes To Get The Job Done



Will Work Hard For the City!



# VOTE TODD DAVIS FOR MAYOR

- College Graduate
- 1 Year Little League Coach
- 2 Years Boy Scout Assistant Troop Leader
  - Volunteer Fire Fighter

Todd Takes
His Job Seriously

According to the information on the posters, what is the reason Maria could be considered more qualified than Todd to be elected mayor?



Her political policies

Her college education

Her campaign promises



Her experience working in government

# SS.7.C.2.9 Beast Slain!



**Skill 1:** Identify the methods used by interest groups to monitor and/or influence the government.

- An interest group is.... Focused on a specific cause or business.
- A lobbyist is... A person who represents an interest group and tries to get their interests in Congressional bills and political parties' platforms.

**Skill 2:** Identify the methods used by media to monitor and/or influence the government.

- With a partner, discuss what media is...
  - TV, internet, radio, newspapers, flyers, etc...
  - Any way to COMMUNICATE news and info.

- **Skill 2:** Identify the methods used by media to monitor and/or influence the government.
  - How can the media influence or monitor the government?
    - Effects public opinion
    - Reports on the events
    - Exposes corruption
    - Potential to make problems where there is none.
  - What is a watchdog?
    - Media or person who is paying close attention to the movements and actions of politicians.
    - Report these findings to the people.
  - What is one of the largest political watchdogs on the net?
    - www.factcheck.org
       or
       www.politifact.org

**Skill 3:** Identify the methods used by individuals to monitor and/or influence the government.

- What are some of the best ways for an individual to get involved and influence government?
  - Petition!
  - Protest (peacefully!)
  - Write a letter to your Congressman
  - Get the media involved (Press)
  - Create an organization
  - Voting
  - Boycotting/Buycotting
  - Etc...



#### Time to Beat the Beast:

Based on the government system in the United States, which individual activity is used to directly influence legislative decisions?

- X Watching political debates on television
- Discussing political issues at work
- **K** Collecting opinions for a yearbook
- Gathering signatures for a petition

# SS.7.C.2.10 Beast Slain!



**Skill:** Identify and evaluate the use of bias, symbolism, and propaganda on public opinion.

- Public Opinion is..... The "majority" of the public (the people's) opinion.
  - This actually doesn't truly exist. When some is giving you a "Public Opinion" it is most likely a biased group... but we'll go into statistics later.

#### SYMBOLISM

This is when you use images to represent an idea, an object, etc...
This technique can be deceptive by putting two things together that don't actually represent each other.

#### BIAS

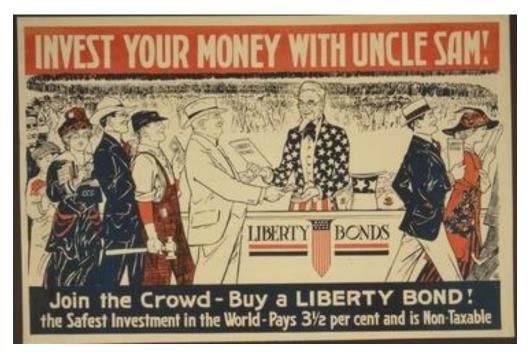
This is when a person is not neutral. They have chosen a side and are usually not open to hearing the other one. This can lead to a lack of compromise and a series of irrational, illogical arguments.

#### PROPAGANDA This is used to influence

people to a particular way of thinking.
This technique is any form of communication from a speech, to a pamphlet, to an ad or a blog.
Extremely versatile and useful tool.

#### Time to Beat the Beast:

The poster below was created in 1917.



Which type of communication is shown in this poster?

- 💥 accurate
- 💢 biased
- 💢 informational
- propagandized

# SS.7.C.2.11 Beast Slain!



There are no pictures of dogs defeating cats... I think this is because dogs are nicer...

<u>Skill 1:</u> Identify the appropriate level of government to resolve specific problems, and identify the appropriate government agencies to address state or local problems.

 Discuss with a partner what types of problems/issues that each level of government deals with.

| Federal<br>Level |  |
|------------------|--|
| State<br>Level   |  |
| Local<br>Level   |  |

### **Skill 2:** Analyze public policy alternatives to resolve state and local problems

- What is a "public policy alternative"?
  - Making a different plan for public policy (the plan for the community that the government has)
- Give examples of some and their uses...
  - Not happy with the parking situation downtown come up with an alternative plan
  - Not happy with the homeless situation petition for a new law
  - Not happy with how a disaster was handled, get on the board or request one of the government to make a better plan.
- Basically, if you don't like something: be vocal, then if nothing good happens, give a better way to do it (what's the point of complaining if you can't think of a better way to do it?), and follow through.

#### Time to Beat the Beast:

Luis owns a small store in the downtown business district. He learned that at the next monthly council meeting, the mayor will propose limiting the amount of time that people can park on the streets in the business district. Luis is afraid that if the city council approves the proposal, his business will suffer. Which of the following should be Luis's final step in attempting to resolve this issue?

- Prepare a map of the available downtown parking spaces
- B. Present an alternative proposal at the next council meeting
- Call council members with concerns about the proposed policy
- Survey downtown businesses to determine their thoughts on the issue

# SS.7.C<del>.2.12</del> **Beast Slain!**



#### SS.7.C.2.13

**Skill:** Examine multiple perspectives with a neutral and openminded ear, eye, and mind

- Just the Facts. How can you figure out fact from fiction?
  - Is there a source?
  - Is the source reliable (a non-biased research group)?
- Good techniques for finding Facts and not Opinions:
  - If they're giving a statistic, what's their base group?
  - If they're giving a broad generalization... it's probably a lie. (everyone does... all said... etc...)
  - Are they using an "I" statement then it's an opinion...

    Don't trust someone's opinion unless they are a professional in the field... and even then, double check with other professionals in the field of study.... Seriously.

#### SS.7.C.2.13

#### Time to Beat the Beast:

Below are views for and against publicly funded elections.

1.

It is unfair to force taxpayers to pay for opinions they do not support. Voters should be able to express their opinions by giving candidates as much money as they want.

2.

Candidates would spend less time trying to raise money and spend more time talking about issues. Some people can afford to give more money to candidates, which gives their opinion an unfair advantage.

Which conclusion can be drawn from these views?

- Running an election campaign takes many taxpayers
  - Campaigning for elected office requires many opinions Campaigning for elected office takes a large amount of time
- Running an election campaign requires a large sum of money.

# SS.7.C.2.13 Beast Slain!



SS.7.C.3.1 **Skill:** Identify the different forms of government

|             | political philosophy or organizational structure. (Be able to apply your understanding of each definition of government). |  |            |                        |               |    |
|-------------|---|--|------------|------------------------|---------------|----|
|             | Type of overnment   | Definition   |            | Sovereignt<br>ople's R |               | je |
| Dire<br>Dem | ct<br>nocracy   | The people rule! They vote and make decisions by themselves! | No Freedom |                        | Freedor<br>.4 |    |
| Dans        | · · · · · · · · · · · · · · · · · · ·   | Logislative Pranch chasen by the needle's                    | No Freedom | Depends                | Freedon       | nl |

Representative Legislative Branch chosen by the people's

vote to make laws.

No Freedom Depends

**Democracy** Executive Head chosen by the people's vote

dom! . 5!! to enforce laws. Depends A single leader of a country chosen by birth No Fregue

Freedom! Republic rreedom! Monarchy right. (King/Queen)

Freedom! No Freedom Depends, **Parliamentary** A Legislative Branch the picks an executive head (prime minister) to lead "beside" the Monarchy

monarch. (usually a constitutional monarchy) No Freedom Depends Freedom! A single ruler that rules ALL.

**Autocracy** 

. . . 2 . . . 3 . . . 4 . . . 5!! Ex: Absolute Monarchy – a king who answers to no one.

No Freedor A group of people who rule a country. Depends Freedom! Oligarchy

2 . . . 3 . . . 4 . . . 5!!

Depends

No Freedom

0

Freedom!

Government controls ALL of the property and

businesses of the people.

Communism

No Freedor Freedom! Depends Socialism Government controls much of the property and businesses of the people. 2 . . . 3 . . . 4 . . . 5!!

#### Time to Beat the Beast:

What do an absolute monarchy and an autocracy have in common?

- A single ruler
- A written constitution
- A national court system
- \* A single legislative house

## SS.7.C.3.1 Beast Slain!

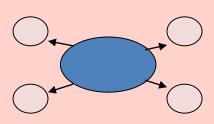


<u>Skill:</u> Identify the different forms of government based on its political philosophy or organizational structure. (Be able to apply your understanding of each definition of government).

Gives out...

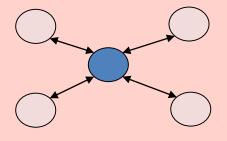
#### **Unitary System**

Strong, Central
Government that
delegates orders to the
weaker state/regional
governments.



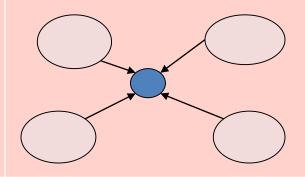
#### Federal System

Shared power between Central/National and Regional/State governments. (each has 3 branches)



#### **Confederal System**

Weak, central government that has no real power over the state/regional governments who are stronger.



#### Time to Beat the Beast:

The table below shows a comparison of two different systems of government.

### COMPARISON OF FEDERAL AND UNITARY SYSTEMS OF GOVERNMENT

| Federal System               | Unitary System                |  |
|------------------------------|-------------------------------|--|
| Canada and the United States | France and the United Kingdom |  |
| Ś                            | Ś                             |  |

Which information completes the table?

- Power shared/ power delegated
- Rule by a democracy/ rule by a monarchy
- Role of government expanded/ role of government limited
- Power divided among the branches/ power held by one branch

## SS.7.C.3.2 Beast Slain!



**Skill 1:** Recognize the structure, identify the powers, and

compare the roles and responsibilities of the three branches in

| COMPUTE     | <u>trie roles and responsibilities of trie trifee branches in </u> |                         |                 |  |
|-------------|--|-------------------------|-----------------|--|
| Branch      | Legislative Branch   | <b>Executive Branch</b> | Judicial Branch |  |
| Main Job    | Make Laws  | Enforce Laws            | Interpret Laws  |  |
| Structure   |  |                         |                 |  |
| Main Powers |  |                         |                 |  |

**Skill 2:** Requirements for being in government

| Branch               | Federal  | State  |
|----------------------|--|--|
| Legislative – House  | Age? 25 Residency: Live in Other? district 7 yrs a citizen         | Age? 21 Residency: 2 years Other? Resident of district   |
| Legislative – Senate | Age? 30 Residency: Live in Other? state 9 yrs a citizen            | Age? 21 Residency: Live in Other? state None   |
| Executive            | Age? 35 Residency: 14 yrs Other? Natural-Born Citizen              | Age? 30 Residency: 7 yrs Other? Live in state  |
| Judicial             | Age? None Residency: None Other? Chosen by Pres Approved by Senate | Age? Under 70 Residency: Live in Other? state  10 years in law practice Chosen by Governor Approved by FL Senate |

#### Time to Beat the Beast:

The newspaper headline below describes an event in U.S.

History.



Which parts of the national government participated in the process described in the newspaper headline?

- Senate and President
  - B. Supreme Court and President
  - c. House of Representatives and Senate
  - Supreme Court and House of Representatives

## SS.7.C.3.3 Beast Slain!



**Skill 1:** Define the system of federalism and analyze how it limits government's power.

• Federalism is....a system where we split the government's power into different levels (like a cake)

- Federal Gov't
- State Gov't
- Local Gov't
- How does federalism lead to limits in government?
  - No one government has too much power.
  - They each have their jobs to do.

**Skill 2:** Compare concurrent, enumerated, reserved, and delegated powers as they relate to state and federal government.



| Delegated Powers   | Enumerated<br>Powers  | Concurrent<br>Powers   | Reserved<br>Powers   |
|--|---|--|--|
| Federal gives<br>orders and<br>responsibilities to<br>the states | Powers listed in<br>the constitution<br>for the federal<br>government | Powers shared and done by BOTH federal and state governments | Powers not listed in the U.S. Constitution and therefore given to the states |
|  |   |  |  |
|  |   |  |  |

**Skill 3:** Analyze the 6<sup>th</sup> Article (Supremacy Clause) of the U.S. Constitution's role in federalism.

This Constitution, and the Laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the constitution or laws of any state to the contrary notwithstanding.

- What does this mean in regards to federalism?
  - Federal Gov't (Constitution) trumps the others. If it comes down to Fed vs. state, the U.S. Constitution beats all.

**Skill 4:** Analyze the 10<sup>th</sup> Amendment of the U.S. Constitution's role in federalism.

The powers <u>not</u> delegated to the United States by the Constitution, nor prohibited by it to the States, <u>are reserved to the States</u> respectively, or to the people.

- What does this mean in regards to federalism?
  - Any powers NOT written in the Constitution for the federal government, are reserved for the states (and/or the people)
  - Sets up reserved powers...

<u>Skill 5:</u> Distinguish among ordinances, statutes, and acts on the local, state, and federal levels.

 Label the chart for ordinances, statutes, and acts.

Federal Laws

State Laws

Local Laws

#### Time to Beat the Beast:

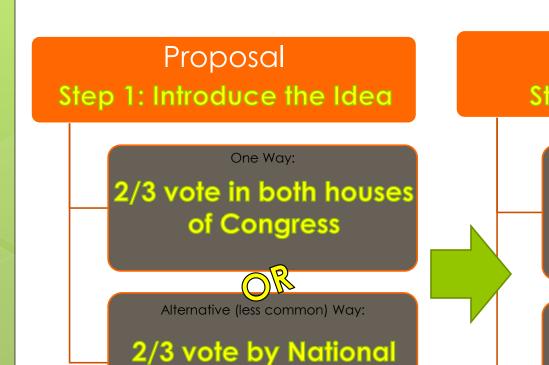
Which statement describes a <u>similarity</u> between the state and the federal governments under the U.S. Constitution?

- Both levels of government allow for the election of judges
- Both levels of government have the power to ratify treaties
- Both levels of government allow for the collection of taxes
- Both levels of government have the power to appoint ambassadors

# SS.7.C.3.4 Beast Slain!



**Skill 1:** Recognize the methods used to propose and ratify amendments to the U.S. Constitution, and be able to identify the correct sequence of each amendment process.



Convention (called by

2/3 of both houses)

Ratification

Step 2: Make it Official

One Way:

Passed by 3/4 of all state legislatures



Alternative (less common) Way:

Passed by 3/4 of all state conventions

**Skill 2:** Identify the importance and difficulty of formally amending the U.S. Constitution.

- Discuss with your partner.
- Why is it important for us to be able to amend the Constitution?
  - Times and people change. We learn new things about ourselves and our society. New discoveries in science, etc.
  - The government has to be able to grow and learn or it will become outdated and useless.
- Why do you think we make the process so difficult?
  - You have to make sure you have the majority of the country behind a decision this important.
  - Hasty decisions never lead to good, well-thought out and intelligent decisions.

#### Time to Beat the Beast:

Which is the <u>last step</u> in amending the U.S. Constitution?

- A. The voters approve the amendment in a national election.
- B. The president signs the amendment in a public ceremony.
- C. Three-fourths of the state legislatures ratify the amendment.
- D. Two-thirds of both houses of Congress ratify the amendment.

# SS.7.C.3.5 Beast Slain!



**Skill:** Go through all the rights that we've studied and think about WHY they are important...

 No seriously, go do that. Look over the rights and figure out why they are important.

## KNOW YOUR RIGHTS

empower yourself

#### Time to Beat the Beast:

What has been one long-term result of the constitutional protection of free speech?

- A. Fewer court cases involving minors
- B. Fewer laws limiting minority rights
- c. A more accurate election
- A more informed society

# SS.7.C.3.6 Beast Slain!



Skill: Recognize the right and evaluate its long-term impact on society.

\*\*Right to VOTE!

| Amend# | Right                        | Long Term Impact |
|--------|------------------------------|------------------|
| 13     | Ending involuntary servitude |                  |
| 14     | Equality Under the Law       |                  |
| 15     | Voting Rights no matter Race |                  |
| 19     | Suffrage for Women           |                  |
| 24     | Ending Poll Tax              |                  |
| 26     | Suffrage age changed to 18   |                  |

**Skill 2:** Students will evaluate the impact these amendments have had on various social movements.

Equal Rights
 Amendment – wanted
 it to be illegal to
 discriminate against a
 person based on their
 sex.

 ... this amendment fails and does not become a part of the Constitution.





**Skill 2:** Students will evaluate the impact these amendments have had on various social movements.

Civil Rights Act of 1964 –

About voting for minorities and how they shouldn't be discriminated against.

Voting Rights Act of 1965 –

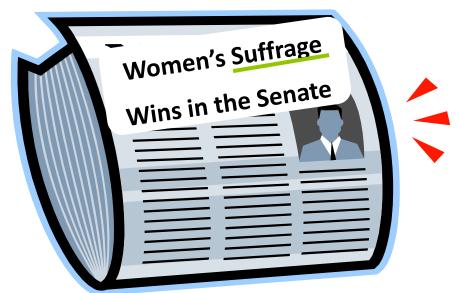
Banned discrimination of African Americans at voting polls

Civil Rights Act of 1968 -

Bans discrimination based on race, religion, sex or national origin for housing sales.

#### Time to Beat the Beast:

The newspaper below details an important step in amending the U.S. Constitution.



How did the passage of this amendment to the U.S. Constitution impact the political process in the United States?

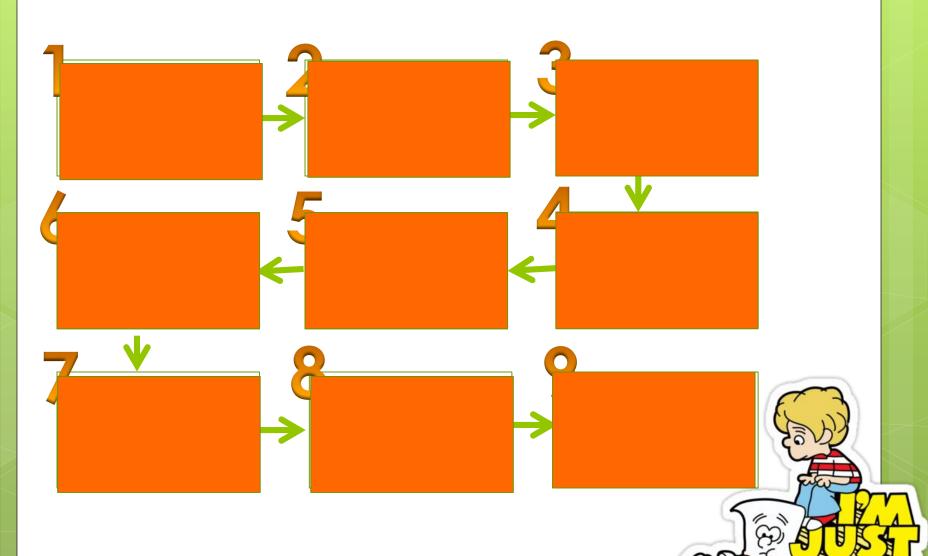
- A. Women were allowed to contribute to political campaigns
- B. Women were allowed to hold citizenship rights.
- Women were allowed to hold public offices.
- D. Women were allowed to vote in national elections.

# SS.7.C.3.7 Beast Slain! Friend Acquired!



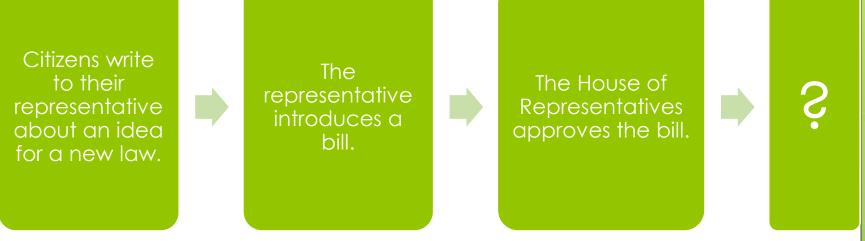
SS.7.C.3.8 + 3.9

**Skill:** Diagram the lawmaking process:



#### Time to Beat the Beast:

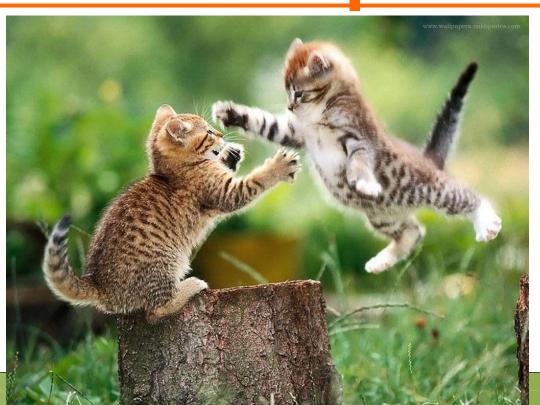
The diagram below shows some of the steps involved in creating a Florida state law.



What is the next step in the lawmaking process?

- A. The governor signs the bill into law.
- B.) The bill goes to the Senate for action.
  - c. The people vote on the bill in an election.
  - D. The bill goes to the Supreme Court for hearing

# SS.7.C.3.8 + 3.9 Beast Slain! Friend Acquired!



**Skill:** Define civil, criminal, constitutional, and military law.

| Criminal                                    | Civil   | Constitutional   | Military  |
|---|---|--|---|
| Court cases that deal with breaking the law | Court cases that deal with disputes between two people or organizations | Court cases that deal with rights and issues written within the constitution | Court cases that deal with military law set by the federal government |

#### Time to Beat the Beast:

Which type of law is used to help solve disputes between people or organizations?

- A. civil
- **B.** constitutional
- c. criminal
- D. military

# SS.7.C.3.10 Beast Slain! Friends Acquired!



Skill 1: Recognize the powers and jurisdiction of these courts from their constitutions and compare the processes.

- Original Jurisdiction hear a case for the first time. No other court has heard it.
- Appellate Jurisdiction hear the case for the second or more time... can give a retrial, reject the case, or overturn the last decision by the previous court,

SS.7.C.3.11

**Skill 1:** Distinguish between levels, functions, and powers of the courts at the state and federal levels. Recognize the powers and jurisdiction of these courts from their constitutions and compare the processes.

| Type of Court      | Laws under its jurisdiction | Structure, types of courts, and jurisdiction |
|--------------------|-----------------------------|--|
| U.S. Supreme       | U.S.                        |  |
| Court In the Land  | Constitutional              |  |
| "ie Land           | Law                         |  |
| U.S. Circuit Court | Federal Law                 |  |
| of Appeals         | Appeals                     |  |
| U.S. District      | Federal Law                 |  |
| Courts             |                             |  |
| Florida Supreme    | State                       |  |
| Court              | Constitutional              |  |
|                    | Law                         |  |
| Florida District   | State Law Appeals           |  |
| Court of Appeals   |                             |  |
|                    |                             |  |
| Florida District   | State and Local             |  |
| Trial Courts       | Law                         |  |
|                    |                             |  |

#### SS.7.C.3.11

**Skill 2:** Examine the significance of the role of juries in the American Legal System.

- What is a jury?
  - A group of citizens who listen to the case and evaluate the evidence; they decide on a verdict.
- Why is it important to have one?
  - Fairness, because you are given multiple perspectives, which hopefully prevents bias

**Skill 3:** Explain the differences in juvenile trial process and adult ones.

- Parents get involved.
- Get a hearing and more privacy.
- More about rehabilitation than jailing.

#### Time to Beat the Beast:

The diagram below provides details about the U.S. Court System.



What court completes the diagram?

- A. Court of Veterans.
- B. Court of Appeals.
  - c. Military Courts.
  - D. Claims Court.

# SS.7.C.3.11 Beast Slain! Friends Acquired!



# SS.7.C.3.12 Landmark Supreme Court Cases

# Marbury v. Madison

- President John Adams had appointed 42 federal judges... but before he could appoint the last 4 his term ended and Thomas Jefferson's term began. Jefferson's Secretary Madison cancelled those 4 appointments... already approved by the Senate. Marbury took a request for a writ of mandamus STRAIGHT to the Supreme Court. Marbury was one of those appointments.
- Supreme Court ruled that The law by Congress allowing Madison to get original jurisdiction for a mandamus was unconstitutional because that's not written in the constitution.

 Precentelly/Impact?
 SO Supreme Court also received the ability to give JUDICIAL REVIEW, so both the executive and legislative branches HAVE TO listen to the Supreme Court's review that something is unconstitutional.

# Plessy v. Ferguson

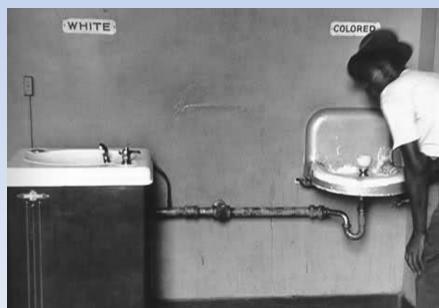
Plessy was fighting against segregation. He
was on a train and refused to leave the white
side because, according to the constitution, all
Americans were equal under the law.

**Amendment #14!** 

# Precendent/Impact?

However, the Supreme Court ruled 7-1 that separate-but-equal was constitutional.

The facilities could be separated as long as they were equal.



## Brown v. Board of Education

 Brown wanted to go to a white school and argued that Plessy v Ferguson's precedent of separate-but-equal does NOT apply because black schools and white schools are NOT equal.

# Precendent/Impact?

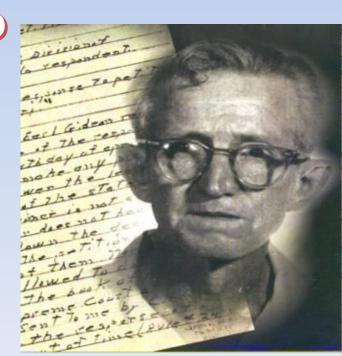
The Supreme Court ruled in favor of Brown and finally declared segregation unconstitutional because separate-but-equal doesn't truly exist.



# Gideon v. Wainwright

 Gideon committed a crime, but couldn't get a lawyer because Florida didn't give lawyers to anyone who wasn't on death row. Gideon was too poor to get a lawyer... He said his 6<sup>th</sup> Amendment right to a lawyer was being violated.

Precencient/Impact?
Supreme Court ruled that Gideon was right. Everyone deserved a lawyer. So now all states have to supply even more defense lawyers for everyone who can't afford it.



#### Miranda v. Arizona

 Miranda was an uneducated man who committed a crime. Miranda didn't know his rights so he didn't know that he didn't have to say he was guilty (selfincrimination) or that he could have a lawyer.

# Precendent/Impact?

Supreme court ruled that you can not arrest a person without making sure that they knew their rights. This is why cops have to always read you your rights. They are named "Miranda Rights" in remembrance of this case.

#### MIRANDA WARNING

- OIL HAVE THE RIGHT TO REMAIN SILENT
- 2. ANYTHING YOU SAY CAN AND WILL BE USED AGAINST YOU I
- YOU HAVE THE RIGHT TO TALK TO A LAWYER AND HAVE HIM PRESEN WITH YOU WHILE YOU ARE BEING QUESTIONED.
- 4. IF YOU CANNOT AFFORD TO HIRE A LAWYER, ONE WILL BE APPOINTED T
- 5. YOU CAN DECIDE AT ANY TIME TO EXERCISE THESE RIGHTS AND

#### WAIVER

DO YOU UNDERSTAND EACH OF THESE RIGHTS I HAVE EXPLAINED TO YOU?
HAVING THESE RIGHTS IN MIND. DO YOU WISH TO TALK TO US NOW?

# In re Gault

 Gerald Gault was a youth who had committed multiple crimes and was receiving extremely harsh sentences in the juvenile system. He didn't know about his rights, didn't have a lawyer, and basically pleaded that under the 14<sup>th</sup> Amendment – equality under the law – kids should have the same rights as adults in the courtroom.

# Precendent/Impact?

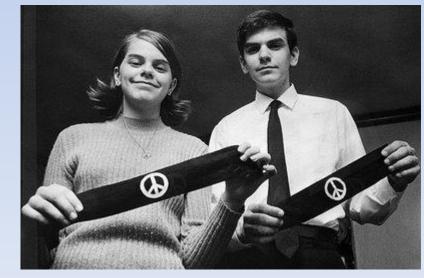
Supreme Court ruled in his favor. This set the precedent that **expanded all rights in the courtroom for juveniles**. They now have lawyers, get read their rights, and can question their witnesses, etc...

### Tinker v. Des Moines

 Christopher Eckhardt, John and Mary Tinker were wearing black armbands to school to protest the Vietnam War. Insulted by their protest, the Des Moines School bans the wearing of armbands in school.

Precendent/Impact?
The Supreme Court ruled in

The Supreme Court ruled in favor of Tinker and set the precedent that even clothing is a form of freedom of speech and could not be silenced in a school setting.



# Hazelwood v. Kuhlmeier

 Kathy Kulhmeier worked at her school newspaper. She wanted to publish an article that the school didn't approve of. Lower courts ruled in her favor because of the precedent set in *Tinker v Des Moines* – freedom of speech for students.

# Precendent/Impact?

Supreme Court ruled against
Kulhmeier because it was a school
run newspaper and therefore owned
by the school. Her freedom of press
was <u>limited</u> by the school principal's
decision since he owns the paper.



### **United States v. Nixon**

President Richard Nixon was trying to win an election.
 He broke the law and had a group sneak into his opponent's campaign office and get information. When the evidence was to be found in tapes he recorded in this office, he refused to show them because of executive privilege – his conversations should all be secret.

Supreme Court ruled that executive privilege only applies to security of our country. It set the precedent that no president can try and put himself above the law. Rule of Law wins!



#### Bush v. Gore

Election 2000. Bush won the election, but there was an issue with the voting count in Florida. The decision in Florida would literally decide who the winner of this election would be. Florida Supreme Court ruled that a recount should happen on the ballots Gore requested. Bush appeals to the U.S. Supreme Court.

Precendent/Impact?
Supreme Court ruled that State Supreme

Supreme Court ruled that State Supreme Courts CAN'T do a recount when an official announcement had already been made. This extended the powers of the federal government into the reserved powers of the states to do elections. No precedent, this is only for this election.



## District of Columbia v. Heller

 Heller was discontent with the law in Washington DC that banned handguns and limited people's ability to get them.

# Precendent/Impact?

 The Supreme Court ruled that it is the right of ALL people and not just a militia to have a gun. This made DC's law unconstitutional.



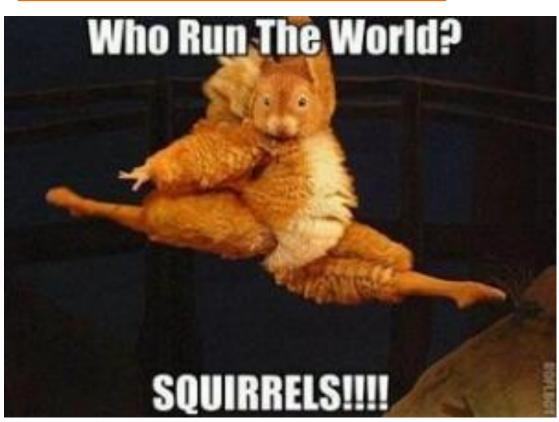
#### SS.7.C.3.12

#### Time to Beat the Beast:

What lessons did future U.S. leaders learn from the 1974 U.S. Supreme Court case *United States v. Nixon?* 

- The president is accountable for obeying the law.
  - B. The president is responsible for enforcing the law.
  - c. The president is not allowed to hold secret talks with foreign governments.
  - The president is not allowed to have private meetings with cabinet members.

# SS.7.C.3.12 Beast Slain!



#### SS.7.C.3.13

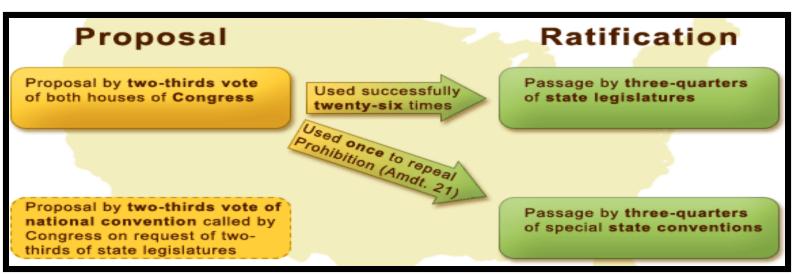
We The Deople

**Skill 1:** Identify the purpose of a constitution and recognize the basic outline of the U.S. and Florida constitutions.

- A constitution's purpose is to....provide a framework for government including limits on authority, separation of powers, checks and balances, and protects the rights of the people..
- A constitution is set up with...a preamble (introduction), articles (chapters listing plan, limits, checks, etc), and amendments (changes rights).

**Skill 2:** Compare the amendment process and rights of the U.S. and Florida Constitutions.

U.S Process



Process

Proposal - one of these three things happen:

- 1) Passes through 3/4 of Congress
- 2) A Committee is created every 20 years to see if changes need to be made
- 3) The people make a petition and get 8% of voters to sign it (~600,000)



Ratification happens after a General Election where 60% of voters approve.



Added to the Florida Constitution

#### SS.7.C.3.13

Skill 2: Compare the amendment process and rights of the U.S. and Florida Constitutions.

The Florida Declaration of Human Rights has what similar and different rights than the U.S. Constitution?

#### Florida DECLARATION OF RIGHTS

<u>SECTION 1.</u> Political power.

<u>SECTION 2.</u> Basic rights.

<u>SECTION 3.</u> Religious freedom.

<u>SECTION 4.</u> Freedom of speech and

press.

SECTION 5. Right to assemble.

SECTION 6. Right to work.

<u>SECTION 7.</u> Military power.

<u>SECTION 8.</u> Right to bear arms.

<u>SECTION 9.</u> Due process.

SECTION 10. Prohibited laws.

SECTION 11. Imprisonment for debt.

SECTION 12. Searches and seizures.

<u>SECTION 13.</u> Habeas corpus.

SECTION 14. Pretrial release and

detention.

<u>SECTION 15.</u> Prosecution for crime; offenses committed by children.

SECTION 16. Rights of accused and of

victims.

<u>SECTION 17.</u> Excessive punishments.

SECTION 18. Administrative penalties.

SECTION 19. Costs.

SECTION 20. Treason.

SECTION 21. Access to courts.

<u>SECTION 22.</u> Trial by jury.

<u>SECTION 23.</u> Right of privacy.

SECTION 24. Access to public records

and meetings.

<u>SECTION 25.</u> Taxpayers' Bill of Rights.

<u>SECTION 26.</u> Claimant's right to fair

compensation.

<u>SECTION 27.</u> Marriage defined.

#### Time to Beat the Beast:

The Venn Diagram below compares some features of the U.S. and Florida constitutions.

#### **U.S.** Constitution

- written in 1787
- established a post office
- provided for the coinage of money

# • 0

#### Florida Constitution

- current constitution ratified in 1968
- called for the election of the cabinet
- made English the official language

Which feature completes the Venn Diagram?

- Created property taxes.
- B. Established a zoning board.
- C. Required a balanced budget.
- Guaranteed individual freedoms.

# SS.7.C.3.12 Beast Slain!



#### SS.7.C.4.1

**Skill 1:** Recognize the difference between domestic and foreign policy.

- Domestic policy is...government actions withIN the country.
- Foreign policy is...government actions outside the country, dealing with foreign countries.





#### SS.7.C.4.1

#### **Skill 2:** Identify the tools of foreign policy.

Work with a partner and try to fill these in...

- oDiplomat/Ambassador Representative of their country. They help with Foreign policy around the world.
- oEmbassy Building where ambassadors work. It represents the country.

  Is considered "U.S." soil if American
- oTreaty Written agreement between two countries.
- oForeign Aid Giving money, volunteers, supplies to a country in need.
- oMilitary Force Using your military to fight another country.
- Sanctions Stopping trade with a country.
- oNegotiations Talking out solutions with another country.
- •Mediation- Having a third NEUTRAL party help with negotiations.

#### SS.7.C.4.1

Skill 3: Recognize the role of the U.S. State Department in foreign affairs.

Who is in charge of the U.S. State Department (Department of State)?

### Secretary of State

What does the U.S. State Department do?

In charge of Foreign Policy.

Sends Ambassadors/Diplomats to do negotiations, treaties, mediations, Etc...

#### Time to Beat the Beast:

Which action is an example of a foreign policy decision?

- A. Congress increased providing support to newly arrived immigrants.
- B. The president requested a law to regulate pollution near international borders
- c. Congress raised educational standards to make students competitive in a global market.
- The president signed an executive order restoring relations with a communist government.

# SS.7.C.4.1 Beast Slain!



More pics on superfunnyimages.com

# SS.7.C.4.2 International Organizations

### **International Aid**

There are many organizations out there to help people. Governmental Organizations are paid with taxes, etc. The government employs diplomats, people to represent the country's interests or desire for aid.

There are also <u>Non-Governmental Organizations</u> (NGOs). They don't get money officially from tax money. In order to get money, they need donations and help from volunteers. They can be anything from large international organizations to small religious missionary groups.



#### **UNITED NATIONS**



- Created to maintain world peace. It has diplomats from 193 countries in it.
- Five permanent members in the Security Council are U.S., U.K, France, China, and Russia.
- They created the Universal Declaration of Human Rights and work to uphold that declaration by helping in mediation between countries, economics, humanitarian aid, and justice.









# UNICEF UN International Children's Fund



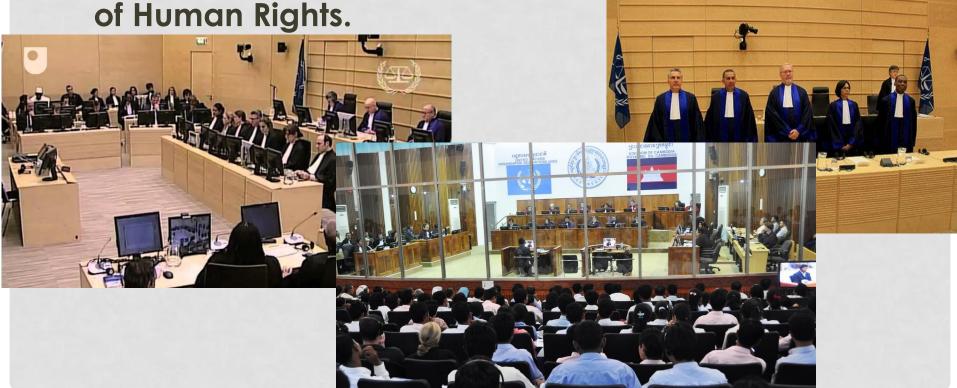
- A committee inside the United Nations.
- Helps children around with world who are fighting poverty, low education, and disease.





Another organization within the United Nations.

 Gives trials to international criminals who have broken the laws within the International Declaration





#### **NATO**



- It is a political and military alliance between the U.S. and 27 other nations.
- It's around to help enforce peace and protect these countries from harm. (originally protection from the former U.S.S.R)
- Largest international army in the world.







### WORLD TRADE ORGANIZATION



- Promotes free trade between nations.
- US is one of 150 nations in the WTO.
- Free Trade reduces tariffs/duties (taxes) on imports between nations. THINK: Why do some countries WANT to put taxes on imports?
- Some love the WTO... Some do not.







#### **NAFTA**



- North American Free Trade Agreement
- US, Canada, and Mexico made a Treaty to specifically help their countries.
- We knew if our neighbors were in trouble, it would effect us as well.





#### RED CROSS/CRESCENT



- A very important NGO that helps countries that are in war or suffering from a natural disaster or war.
- Red Cross members remain neutral at all times and are only there to help victims including prisoners of war on either side of the conflict.





### AMERICAN ORGANIZATION PEACE CORPS



- American Governmental Organization full of volunteers to help give aid around the world (and occasionally in the US – Hurricane Katrina).
- Created by President Kennedy in the early 1960s.



We need someone with a good back, strong stomach, level head and a big heart.

We have a unique opportunity for someone very special. A chance to spend two years in another country. To live and work in another culture. To learn a new language and acquire new skills. The person we're looking for might be a farmer, a five

maybe a teacher, a mechanic, or a recent college graduate. We need someone to join over 5000 people already working in 60 developing cour tries around the world. To help people live better lives.

people live better lives.

We need someone special.

And we ask a lot. But only be-

sounds interesting to you, maybe you're the person we're looking for. A Peace Corps volunteer. Find out, Call us at 1-800-424-8580, Ext. 93.

Peace Corps.
The toughest job you'll ever low



#### Time to Beat the Beast:

The U.S. government is a member of which organization?

- Output
  <p
- B. European Union
- C. World Wildlife Fund
- D. International Red Cross

# SS.7.C.4.2 Beast Slain! Friends Acquired!



# SS.7.C.4.3 International Conflicts over the years...



#### WORLD WAR I - CONFLICT

- How did it start? With **the** <u>death of a man</u>...Archduke Franz Ferdinand II of Austria-Hungary.
- Austria-Hungary declares war on Serbia...
- Russia backs Serbia.... Germany backs Austria-Hungary
- Everyone pairs off based on their treaties and alliances...

| Allied Powers            | Central Powers  |
|--------------------------|-----------------|
| Serbia                   | Austria-Hungary |
| Russia                   | Germany         |
| United Kingdom           | Ottoman Empire  |
| France and Italy         |                 |
| Later Japan and the U.S. |                 |



#### World War I – U.S. Motivations and Actions...

<u>Action #1</u>: **Isolationism** – didn't want to get involved...

But then we got Motivated...

The boat, the Lusitania is sunk by a German U-boat.. American lives were lost.



Action #2: Military Support for Allies...

Action #3: **Treaty** of Versailles between major powers...



#### $World\ War\ I-Conclusion$

The Treaty may have patched things up... but it also created issues...

1.Isolated Germany to pay all the war debts-which it couldn't afford.

This would lead Germans to desperation and the rise of a leader:

Adolf Hitler, who promised Germany would rise again...

#### 2.Led to the destruction of 4 Empires = instability in the region

- Germany (explained above)
- Russia (had a Revolution that leads to Marxist leaders...)
- Ottoman Empire split up into smaller countries
- Austria-Hungary also split

## Inevitably... WWI leads to WWII



#### WORLD WAR II - CONFLICT

- Adolf Hitler tries to bring back the German Empire by invading other countries for land...
  - Invades Austria (nothing happens from the Allied Powers)
  - Invaded Czechoslovakia (nothing happens)
  - Invades Poland (UK and France declare War on Germany)
- Japan was already fighting its own war with China. It occupied Vietnam, parts of Korea, and parts of China... tired of Western discrimination (US passed an anti-Japan immigration Act...) Japan joins Germany in 1940...

| Allied Powers       | Axis Powers |
|---------------------|-------------|
| UK                  | Germany     |
| France              | Italy       |
| Russia (eventually) | Japan       |
| Later USA           |             |



#### World War II – Motivations and Actions

o Action #1 − **Isolationism**... again. We really didn't want to get involved in another war in Europe. We just supplied our allies with resources, not troops.

- Motivation came with the **Bombing of Pearl Harbor**.
  - Dec 7, 1941
- Action #2: Military Support of Allies
- Action #3: Second **Treaty** of Versailles
- Action #4: Creating/Joining **United Nations** with France, United Kingdom, Russia, and China. Promoting Peace and giving **Foreign Aid** to countries in need after the war.



#### World War II – Conclusions

• Beginning of a <u>nuclear age</u> of warfare



- The **Rise of the Russia** (Known as the Soviet Union) as a Superpower ALONG WITH **the United States** rising as a Superpower. **Beginning of the Cold War...**
- The Creation of the **United Nations**.
- Also, after the creation of the United Nations, you have the **creation of Israel** in 1948 in the area formerly/currently known as **Palestine**. Israel was created in reparation for the Holocaust.



#### Korean War – Conflict & Motivation

- First "Hot War" within the Cold War between Capitalism and Communism...
- Remember, Japan owned part of Korea during WWII. When WWII ended, the U.S. got to "own" that Southern part that WAS Japan's... and Russia got the Northern part.
- Conflict: North Korea invades South Korea in 1950...
- Motivation: We get involved because we've been responsible for setting up South Korea's democratic, capitalist government... While Russia's been setting up N. Korea's unitary, communist government.

| United States | Soviet Union |
|---------------|--------------|
| South Korea   | North Korea  |
| Japan         | China        |



#### Korean War – Actions & Conclusion

• <u>Action:</u> **Military Support** for capitalist South Korea from the invading communist North Korea.

• Conclusion: There was not a clear victory for either side. A **Truce was created and treaty signed that officially split the country at the 38<sup>th</sup> Parallel.** There is a 1-mile wide stretch known as the "Demilitarized Zone" – no weapons can pass or war will break out again.

## Bringing the fight to Cuba... 4/17/61 <u>bay of pigs</u>

- Conflict: Fidel Castro leader of Cuba, is communist/socialist... Cuba is VERY close to the U.S... A plan was hatched to take back Cuba.
- Motivation: Ending Communism/Socialism so close to the U.S.A.
- <u>Action:</u> trained Cuban exiles as a **Military Force...** but underestimated Cuba and botched the mission.
- <u>Conclusion:</u> Cuba completely distrusts the U.S. Becomes a full ally of the Soviet Union....Will lead directly to the Cuban Missile Crisis a year later.

#### 10/14-28/62 CUBAN MISSILE CRISIS

 Conflict: The Soviet Union was worried about U.S. nuclear missile base in NATO ally, Turkey...
 150 miles away from Russia (pretty close)...





 So the Soviet Union decided a good place to set up it's own defense would be Cuba...

#### 10/14-28/62 CUBAN MISSILE CRISIS

- Conflict Continued: Cuba says YES to being supplied with missiles by the Soviet Union...
- <u>U.S. Motivation</u>: We do NOT want nuclear missiles that close with a country we just made an enemy of in the Bay of Pigs...
- Action: Click Here (https://www.youtube.com/watch?v=mnQBep5VsxY)

  ALMOST WAR We decided to TALK and **NEGOTIATE** rather than using military force.
- Conclusion: We set up a hotline (a phone line) so that the U.S. and the U.S.S.R. could TALK to each other rather than almost launching nukes at each other.



#### Vietnam War – Conflict & Motivation

- Another "Hot War" between U.S. and the U.S.S.R (Soviet Union)
- <u>Conflict:</u> Militants in Northern Vietnam support the creation of a communist government. Those in the South support capitalism... Sound Familiar?
- Motivation: End communism containment.
- <u>Actions:</u> Gradual **military support** in 1955. Full Force in 1965. With the eventual UNPOPULARITY of Vietnam through TV broadcasts, etc. Support declined and we pulled out.
- Conclusion: North Vietnam takes control and Vietnam to this day is considered communist/socialist.





#### IRAN HOSTAGE SITUATION

1979-1981

 <u>Conflict</u>: Iranian students of the group "Muslim Student Followers of Imam's Line" captured the American Embassy\* and captured 59 hostages!

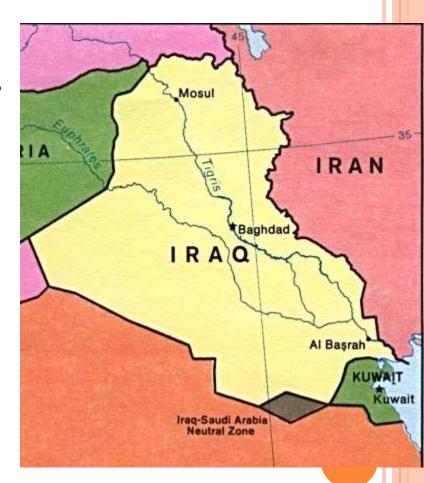
• What were they protesting? American involvement in Iran (and the Middle East, in general). Iran was a good business partner. Their leader, the Shah, though good to us, was NOT good to his people. We supported the Shah – so we became an enemy.

- Motivation: Save our people.
- Action #1: Negotiations (failed).
- Action #2: Rescue Missions (failed).
- Action #3: Iraq (with American \$\$\$ Support) invades Iran
- <u>Action #4:</u> Iran reopens negotiations with a mediator (Algeria). We sign the Algerian Accords and the hostages are set free after 444 days in confinement.
- Conclusion: U.S.-Iran relations are strained, U.S.-Iraq relations are positive.
- \*Embassy a building representing a foreign government in a country. The workplace of ambassadors and negotiations.



#### GULF WAR I: CONFLICT AND MOTIVATION

- Conflict: Iraq is tired of Kuwait harming its oil business. Kuwait won't stop hurting the market and won't listen to Iraq. Iraq realizes it's army is over 10 times the size of Kuwait's AND claims Kuwait used to be owned by Iraq in the past.... Iraq invades Kuwait.
- Motivation: Iraq, though an ally, is now threatening Saudi Arabia in proximity (Also an ally). We're caught in the middle... The United Nations Security Council condemns Iraq's actions. We side with the UN that violence is not the answer.



1990 - 1991

#### GULF WAR I: ACTIONS AND CONCLUSION

- Action #1: Immediate **Sanctions** on Iraq to show international disapproval (Like what we're doing to Russia right now).
- Action #2: Refusal to negotiate
  with Iraq while it's military is in
  Kuwait. Military Support of Saudi
  Arabia and Kuwait.
- Action #3: UN Resolution #687 created a ceasefire and negotiated terms for Iraq and Kuwait.
- <u>Conclusion:</u> Iraq resentment of U.S.A. and UN interference....Leads to the Gulf War II







#### Gulf war II – Conflict and motivations

2003-2011

- Conflict: The U.S. invades Iraq in 2003.
- <u>Motivation</u>: A complicated topic... Most would automatically say that the Iraq War was started by the attacks on New York and the Pentagon on September 11, 2001. These were done by Osama bin Laden, the Islamic leader of Al-Qaeda, a terrorist extremist group from Pakistan.
- President Bush linked Osama bin Laden with Saddam Hussein, leader of Iraq. (this link has never been verified) There was a belief that Iraq had never forgiven the U.S. for its continued sanctions after the First Gulf War and wanted revenge.
- U.S. feared Iraq had weapons of mass destruction supplied to it despite sanctions of the U.S. to prevent this. (WMDs were never found by US led inspection nor UN inspection)
- Saddam Hussein's immense human rights violations in Iraq. (He was later tried and killed by an Iraqi court for these violations)



#### Gulf war II – Actions and conclusion

- Action #1: **Invasion** of Iraq and then the declaration of **War**.
- Action #2: Capture Saddam Hussein and put him on trial in Iraqi court for his human rights violations. (sentenced to death).
- Action #3: Support the growth of democracy in Iraq. Issue: Sunni and Shia groups fighting over dominance in Iraq. Kept troops to insure peace during this difficult transition.
- Action #4: Found Osama Bin Laden in Pakistan (killed during capture).
- Conclusion: America pulled out in Dec 2011. Democracy is still being hard fought in Iraq. Stability is still in the works.



#### COLD WAR INFO

- Cold War = non-violent war.
- Capitalism vs. Communism.
- U.S. vs. U.S.S.R would fight each other through other countries Korea, Vietnam, Cuba...
- Ended with the dissolution of the Soviet Union by the Soviet leader Mikhail Gorbachev who dissolved communism (Glastnost) and broke the Soviet Union apart.

#### SS.7.C.4.3

#### Time to Beat the Beast:

A country with very strong economic ties to the United States is allowing human rights violations to take place. Based on U.S. foreign policy, which is an appropriate first response?

- A. Initiate a trade ban
- B. Initiate public protests
- Initiate diplomatic talks
  - D. Initiate a military operation

## SS.7.C.4.3 Beast Slain!



You have beasts.

You are a

Nothing c



You are ready further first first seems...