

---

# CIVICS EOC STUDY GUIDE

---

2018-2019

Name \_\_\_\_\_

Per. \_\_\_\_\_

**Instructions:** Use this study guide to review the standards covered on the End-of-Course Exam (EOC). Check each standard off when you complete the Study Guide Questions for a grade. Highlight key words and phrases in the definitions that can help you identify the standards.

## All About the EOC

EOC Test Date: Wednesday, May 15th

- ❖ **Multiple Choice Questions (50-55 questions)**
  - Can be Level-1 Low; 10%, Level 2- medium (80%); or Level 3-high-level questions (10%)
  - **Tips:**
    - Look for **key words and phrases** to match with standards you know.
    - Watch for words like **all, always, and never**. They are usually in the wrong choice for answer because they're too extreme.
    - Be careful with **most, best, and least** because there might be more than one answer that is close.
- ❖ **Maps**
  - Could be physical maps or political maps.
- ❖ **Charts/Graphs**
  - **Tables and Venn Diagrams** usually have you **compare and contrast**
  - **Line Graphs** show change over time
  - **Bar Graphs** and **Pie Charts** ask you how much
- ❖ **Primary Sources**
  - Might be small pieces of journals, diaries, letters, speeches, newspaper articles, or important documents.
  - Read the source first to figure out which standard the question is asking about.
  - Ex: The Declaration of Independence
- ❖ **Visual Analysis**
  - Photos, Art, Political Cartoons that relate to the standards
  - Make Inferences based on evidence in the visual
- ❖ **Test-Taking Strategies**
  - Key Words and Phrases, Vocabulary
  - Figure out which standard the question is from
  - Always find evidence for your answer
  - Eliminate 2 Wrong Answers

# Unit 1: Why Democracy?

SS.7.C.2.1	Define the term "citizen," and identify legal means of becoming a United States citizen.	Citizen, natural-born, naturalization, law of soil, law of blood, permanent resident, undocumented immigrants
SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.	Taxes, selective service, jury duty
SS.7.C.4.1	Differentiate concepts related to United States domestic and foreign policy.	Domestic policy, foreign policy, alliance, ambassador, diplomat, doctrine, NATO, treaty, US State Department
SS.7.C.4.2	Recognize government and citizen participation in international organizations.	EU, Red Cross, NGO, NAFTA, UN, UNICEF, World Bank, WHO, WTO
SS.7.C.4.3	Describe examples of how the United States has dealt with international conflicts.	

SS.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).	Democracy, republic, autocracy, monarchy, dictatorship, totalitarianism, oligarchy, communism, socialism
SS.7.C.3.2	Compare parliamentary, federal, confederal, and unitary systems of government.	Unitary system, confederal system, federal system, unitary system, presidential system, parliamentary system

<b>Citizen</b>	A legal member of a country that enjoys certain rights and responsibilities. <ul style="list-style-type: none"> <li>- All countries have different requirements</li> <li>- In the US, can be by birth or by naturalization</li> </ul>
<b>Natural-Born Citizen</b>	A person who was born inside the United States or one of its territories <ul style="list-style-type: none"> <li>- ex. A military base or Puerto Rico.</li> </ul>
<b>Naturalized Citizen</b>	A former immigrant who has completed the 6-step process to becoming a citizen and enjoys the same rights and responsibilities. <ul style="list-style-type: none"> <li>- Must be over 18*</li> </ul> <p>*unless they have at least 1 parent who is a citizen (2001)</p> <ul style="list-style-type: none"> <li>- Must be a resident for 5 years without leaving for more than a few months</li> <li>- Must prove they are of good moral character (background check)</li> <li>- 2 US citizens must confirm they will be a good citizen and loyal to the US.</li> </ul>

<b>Civic Obligations</b>	<ol style="list-style-type: none"> <li>1. <b>Obey the Law</b></li> <li>2. <b>Pay Taxes</b>- taxes fund government services</li> <li>3. <b>Defend the Nation</b></li> <li>4. <b>Serve on Juries</b></li> </ol>
<b>Naturalization (6 steps)</b>	<ol style="list-style-type: none"> <li>1. <b>Immigration</b>- arrive in US with a legal <b>visa</b></li> <li>2. <b>Permanent Residency</b>- immigrants apply for <b>green card</b></li> <li>3. <b>Application</b>- after at least <b>5 years</b>, may apply to be a citizen- background check and fingerprinting</li> <li>4. <b>Interview</b>- by US Citizenship and Immigration Services</li> <li>5. <b>Test</b>- take an English and Civics test</li> <li>6. <b>Oath of Allegiance</b>- formal ceremony w/ oath to the USA</li> </ol>
<b>International Organizations</b>	<ul style="list-style-type: none"> <li>- <b>UN- United Nations</b>- international alliance of countries to protect human rights and allow cooperation</li> <li>- <b>UNICEF</b>- Children's rights and health</li> <li>- <b>EU</b>- Union of European nations to allow economic and cooperative alliances.</li> </ul> <p><b>International Health Organizations</b></p> <ul style="list-style-type: none"> <li>- WHO- World Health Organization</li> <li>- Red Cross- public health organization</li> </ul> <p><b>International Economic Organizations</b></p> <p>NAFTA- North American Free Trade Agreement: economic alliance between US, Mexico, and Canada</p> <p>WTO- World Trade Organization World Bank</p>

<b>Autocracy</b>	- Any form of government with one ruler that holds all the power.
<b>Totalitarianism</b>	<ul style="list-style-type: none"> <li>- An extreme form of autocracy where the government controls every aspect of its citizens lives.</li> <li>- Ex: Communism, Fascism, Nazism</li> </ul>
<b>Dictator</b>	<ul style="list-style-type: none"> <li>- Also called a tyrant or a despot</li> <li>- Uses their unlimited power for selfish reasons and takes rule by force.</li> </ul>

<b>Monarchy</b>	<ul style="list-style-type: none"> <li>- A government where power is held by one ruler chosen by birth and controlled by one family.</li> <li>- Monarchs hold unlimited power over the people unless they are <b>constitutional</b>.</li> <li>- Ex: England</li> </ul>
<b>Democracy</b>	<ul style="list-style-type: none"> <li>- Began in Athens, Greece in 510 BCE</li> <li>- Power comes from the <b>people</b></li> <li>- <b>Direct Democracy</b>- citizens can pass laws directly</li> </ul>
<b>Republic</b>	<ul style="list-style-type: none"> <li>- Began in Rome, Italy in 509 BCE</li> <li>- <b>Representative democracy</b>- people vote through their chosen representatives. <ul style="list-style-type: none"> <li>o ex., Congress</li> </ul> </li> </ul>
<b>Oligarchy</b>	<ul style="list-style-type: none"> <li>- A form of government ruled by a political <b>elite</b>- a small group of people with all the power and wealth.</li> </ul>
<b>Theocracy</b>	<ul style="list-style-type: none"> <li>- A form of government ruled by religious leaders.</li> <li>- Ex: Vatican City and Iran</li> </ul>
<b>Communism</b>	<ul style="list-style-type: none"> <li>- An economic system where property is owned by the community and people are entitled to equal status</li> <li>- A system of government where one party controls the government and the economy. <ul style="list-style-type: none"> <li>o Government ownership of land, factories, and other resources</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Related Term- Communist Party: a political party built on communist ideology and started in 1919 on a platform of workers' rights <ul style="list-style-type: none"> <li>o During the 1900s, led to the creation of totalitarian states such as the Soviet Union, China, Vietnam, and Cuba.</li> </ul> </li> <li>- <b>Cold War</b>- a period of hostility from the United States toward communist countries and ideology; fear of nuclear attack <ul style="list-style-type: none"> <li>o (WWII 1945-Berlin Wall falls 1989)</li> </ul> </li> </ul>
<b>Socialism</b>	<ul style="list-style-type: none"> <li>- A government and economic system where most property and resources are owned or controlled by the public or the government.</li> <li>- Central planners set goals and rules for the economy.</li> <li>- Related: Socialist Party- a liberal party built to place economic control in hands of people</li> </ul>
<b>Unitary System</b>	A system of government where all the power is concentrated in the central government. Ex: China, Japan
<b>Confederal System</b>	A system of government where power resides in each independent state. Ex: the Articles of Confederation
<b>Federal System (Federalism)</b>	The Constitution divides power between the national government and the regional state governments.
<b>Delegated Powers</b>	Powers listed in the Constitution for the Federal government to address. Also called expressed or enumerated powers <ul style="list-style-type: none"> <li>- The Military</li> <li>- Interstate Issues</li> </ul>
<b>Reserved Powers</b>	Powers that are not listed in the Constitution are reserved for the states. <ul style="list-style-type: none"> <li>- Education</li> <li>- Transportation</li> <li>- Law Enforcement</li> </ul>
<b>Concurrent Powers</b>	Powers that are shared by both the federal and the state levels. <ul style="list-style-type: none"> <li>- Levying taxes</li> </ul>
<b>Parliamentary System</b>	A system of government where power lies with the legislative body and the leader of the country is part of the legislature. <ul style="list-style-type: none"> <li>- <b>Prime Minister</b>- executive elected by the legislature and not directly by the people.</li> </ul>
<b>Presidential System</b>	A system of government where power lies with the legislative and executive bodies and the leader of the country is a president.

## Unit 2: Declaring Our Independence

SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.	The Enlightenment Natural rights, natural law, separation of powers, social contract
SS.7.C.1.2	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.	Magna Carta, English Bill of Rights, Mayflower Compact, Common Sense, self-government, limited monarchy, individual rights, popular sovereignty
SS.7.C.1.3	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.	The Stamp Act, The Tea Act, The Boston Tea Party, The Boston Massacre, The Intolerable Acts
SS.7.C.1.4	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	Natural rights, unalienable rights, equality, consent of the governed, right to alter/abolish government

<b>American Revolution</b>	<b>1765-1783</b> <b>Patriots:</b> people who wanted to declare independence <b>Loyalists:</b> people who wanted to stay with England
<b>consent of the governed</b>	a government only gets power from the permission of the people
<b>Legislature</b>	A group that is responsible for ruling a country
<b>The Enlightenment</b>	A philosophy that emphasizes education, reason and logic as its primary teachings. <ul style="list-style-type: none"> <li>- Started in Europe in the 18<sup>th</sup> century</li> <li>- Went against traditions of theocracy</li> <li>- Led to Scientific Revolution also</li> <li>- Emphasis on liberty, individual rights, and reason</li> </ul>
<b>Social Contract</b>	An voluntary agreement between rulers and their people to follow basic rules and respect each other <ul style="list-style-type: none"> <li>- Men were originally in "state of nature" without government</li> <li>- Power in the government comes from the "consent of the governed"</li> </ul>
<b>John Locke</b>	<ul style="list-style-type: none"> <li>- English philosopher who developed the ideas of <b>natural rights</b> and <b>natural law</b>.</li> <li>- <i>Two Treatises of Government</i> (1690)</li> <li>- Believed people created governments to protect their rights to life, liberty, and property.</li> </ul>

	<ul style="list-style-type: none"> <li>- Forms arguments based on protecting property as the driving reason government exists.</li> </ul>
<b>Natural Rights</b>	<ul style="list-style-type: none"> <li>- an idea by John Locke</li> <li>- God gives everyone the right to life, liberty, and property</li> </ul>
<b>Natural Law</b>	<ul style="list-style-type: none"> <li>- Any law passed by the government to protect natural rights.</li> <li>- Laws that went against natural rights were unjust and should be changed.</li> </ul>
<b>Baron de Montesquieu</b>	<ul style="list-style-type: none"> <li>- <i>The Spirit of the Laws</i> (1748)</li> <li>- French philosopher who came up with the theory of the <b>separation of powers</b> and <b>checks and balances</b> to create an effective government.</li> <li>- Ideas are represented in the Constitution.</li> </ul>
<b>The Founding Fathers</b>	<p><b>George Washington:</b> general during the Revolutionary War, first head of the Constitutional Convention, 1<sup>st</sup> president of the United States. Rejected the idea of becoming king.</p> <p><b>Thomas Jefferson:</b> Famous Anti-Federalist, wrote the Declaration of Independence</p> <p><b>Benjamin Franklin:</b> inventor, statesman, printer, and signs all significant documents</p> <p><b>Alexander Hamilton:</b> famous Federalist, established national bank and first secretary of the treasury</p> <p><b>John Adams:</b> Convinced Continental Congress to declare independence, 2<sup>nd</sup> president of the US</p> <p><b>James Madison:</b> Famous Federalist, wrote <i>the Federalist Papers</i> and the Constitution.</p>
<b>“No Taxation Without Representation”</b>	<ul style="list-style-type: none"> <li>- To pay for the French and Indian War, the British imposed high taxes on everyday items, like tea (<b>The Tea Act</b>)</li> <li>- <b>The Stamp Act</b>- colonists had to pay a tax to buy a stamp to put on all printed materials like letters, deeds, and playing cards.</li> <li>- <b>Townshend Acts</b>- placed taxes on all imported goods.</li> <li>- Colonists were outraged by taxes imposed by the British government because they had no representation in Parliament.</li> </ul>
<b>The Boston Massacre</b>	<ul style="list-style-type: none"> <li>- During a protest against the Stamp Act, violence flared and British troops shot and killed 5 agitators in Boston.</li> <li>- A call to action by Paul Revere led many patriots to plan Revolution</li> </ul>
<b>The Boston Tea Party</b>	<ul style="list-style-type: none"> <li>- an Act of rebellion by the <b>Sons of Liberty</b> where colonists dressed as Indians and emptied 342 chests of tea into the harbor (worth about \$1 million today)</li> </ul>
<b>The 1st Continental Congress</b>	<ul style="list-style-type: none"> <li>- an assembly in Philadelphia, 1774 that called for peaceful opposition to British policies.</li> </ul>
<b>Unalienable rights</b>	<ul style="list-style-type: none"> <li>- In the Declaration of Independence, Thomas Jefferson changed John Locke’s ideas about <b>natural laws</b> to be</li> </ul>

	<p>defined as the rights to life, liberty, and the pursuit of happiness.</p> <ul style="list-style-type: none"> <li>- Rights that cannot ever be taken away by the government.</li> </ul>
<b>The Magna Carta</b>	<p><b>(1215)</b> The first document to limit the power of a monarch</p> <ul style="list-style-type: none"> <li>- written by nobles to require King John to protect certain rights.</li> <li>- set up the idea of <b>rule of law</b>- everyone, including the monarch was subject to the rules of the law.</li> <li>- set up 1<sup>st</sup> <b>constitutional monarchy</b></li> <li>- set up the writ of <b><i>habeas corpus</i></b>.</li> </ul>
<b>The Mayflower Compact</b>	<p><b>(1620)</b> Set up a government and first written laws for new settlers arriving at Plymouth Rock, Massachusetts</p> <ul style="list-style-type: none"> <li>- <b>social contract</b> that settlers agreed upon for the colony to survive.</li> </ul>
<b>The English Bill of Rights</b>	<p><b>(1689)</b> followed the principles of <b>individual rights</b>.</p> <ul style="list-style-type: none"> <li>- British subjects has the right to petition, the right to bear arms, etc.</li> <li>- Established the power of the Parliament over the monarchy.</li> </ul>
<b>Common Sense</b>	<p><b>Thomas Paine (1776)</b></p> <ul style="list-style-type: none"> <li>- Denounced British rule and fanned the flames of revolution.</li> <li>- Called for the separation from England</li> <li>- " 'TIS TIME TO PART"</li> <li>- Called for <b>popular sovereignty, checks and balances</b>, and a written Constitution</li> </ul>

### Declaring Our Independence Timeline

1513	Juan Ponce de Leon establishes first Spanish settlement in St. Augustine, Florida
1607	First English settlement at Jamestown, Virginia
1620	Pilgrims land at Plymouth Rock, Massachusetts - The Mayflower Compact
1688	The English Bill of Rights
1765	The Stamp Act
1767	The Townshend Acts
1770	The Boston Massacre
1773	The Intolerable Acts, The Boston Tea Party
1774	The 1 <sup>st</sup> Continental Congress
1775	The Revolutionary War Begins @ Lexington and Concorde- "the shot heard 'round the world"
1776	<i>Common Sense</i> - Thomas Paine
1776	The Declaration of Independence
1781	The Articles of Confederation, the Revolutionary War ends
1788	The Constitution adopted as the "law of the land"
1791	The Bill of Rights



## *Unit 3: We the People*

SS.7.C.1.6	Interpret the intentions of the Preamble of the Constitution.	The Preamble
SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.	The Articles of Confederation, constitutionalism, majority rule, Shays' Rebellion, debt, militia
SS.7.C.1.8	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.	Federalists, Anti-Federalists, Bill of Rights, The Federalist Papers, ratification, The Great Compromise
SS.7.C.1.7	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.	Separation of powers, checks and balances
SS.7.C.3.3	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States	Legislative branch, executive branch, judicial branch
SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.	House of Representatives, Senate, bicameral, enumerated powers, implied powers, elastic clause, impeachment Cabinet, veto, executive order, presidential appointment, pardon, treaty, term limits, Electoral College
SS.7.C.3.9	Illustrate the law making process at the local, state, and federal levels.	
SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments.	Federalism, Supremacy clause, delegated powers, reserved powers, concurrent powers
SS.7.C.3.14	Differentiate between local, state, and federal governments' obligations and services.	
SS.7.C.3.13	Compare the constitutions of the United States and Florida.	
SS.7.C.3.5	Explain the Constitutional amendment process.	Amendment process, Civil rights, suffrage, civil disobedience, poll taxes, literacy tests, segregation, "Jim Crow" Laws
SS.7.C.3.6	Evaluate Constitutional rights and their impact on individuals and society.	
SS.7.C.2.4	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.	
SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.	
SS.7.C.3.7	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.	

<b>Activities:</b> Articles of Confederation RAFT Federalist Facebook Page Bill of Rights Brochure Protesting for an Amendment	<b>Final Projects:</b> We the People Weebly Website DBQ Essay: "How Does the Constitution Guard Against Tyranny?"
--	---

<b>The Preamble (6 parts)</b>	<ul style="list-style-type: none"> <li>- The first paragraph of the Constitution</li> <li>- It outlines the 6 purposes of the Constitution</li> <li>1. <b>To form a more perfect union</b>- to create a strong central government of united states</li> <li>2. <b>Establish justice</b>- set up the Supreme Court and fair laws</li> <li>3. <b>Ensure domestic tranquility</b>- keep the peace at home</li> <li>4. <b>Provide for the common defense</b>- to protect the country against foreign enemies with an army</li> <li>5. <b>Promote the general welfare</b>- to create a good life for all citizens</li> <li>6. <b>Secure the blessings of liberty</b>- protect freedom for generations to come</li> </ul>
<b>Principles of the Constitution</b>	<ul style="list-style-type: none"> <li>- <b>Popular Sovereignty</b>- power and authority of government comes from "We the People"</li> <li>- <b>Republicanism</b>-</li> <li>- <b>Separation of Powers/Checks and Balances</b></li> <li>- <b>Rule of Law</b></li> <li>- <b>Individual Rights</b></li> </ul>
<b>Separation of Powers</b>	<ul style="list-style-type: none"> <li>- The Founding Fathers wanted to prevent one branch of government from holding all the power, leading to tyranny.</li> <li>- 3 Branches of government with different powers</li> </ul>
<b>Checks and Balances</b>	<ul style="list-style-type: none"> <li>- Each branch of government can check, or limit the powers of the other branches.</li> <li>- <b>Impeachment</b>: Congress can vote (2/3) to impeach, or fire the President for violating the Constitution</li> <li>- <b>Veto</b>: The President can veto laws passed by Congress</li> </ul>
<b>Legislative Branch</b>	<ul style="list-style-type: none"> <li>- <b>Makes the laws</b></li> <li>- Congress has 2 parts: <ul style="list-style-type: none"> <li>o House of Representatives (435 members) <ul style="list-style-type: none"> <li>▪ # of reps based on population of state</li> </ul> </li> <li>o Senate (100 members) <ul style="list-style-type: none"> <li>▪ 2 members from each state</li> </ul> </li> </ul> </li> <li>- Article I of the Constitution</li> <li>- Powers <ul style="list-style-type: none"> <li>o Collecting taxes</li> <li>o Paying debts</li> <li>o Borrowing and coining (printing) money</li> </ul> </li> </ul>
<b>Executive Branch</b>	<ul style="list-style-type: none"> <li>- <b>Carries out the laws</b></li> <li>- The President</li> <li>- Vice President</li> </ul>

	<ul style="list-style-type: none"> <li>- Cabinet: Departments of state, treasury, attorney general, interior, agriculture, labor, health, education, housing, energy, homeland security</li> </ul>
<b>Judicial Branch</b>	<ul style="list-style-type: none"> <li>- <b>Interprets the laws</b></li> <li>- The Supreme Court</li> <li>- 9 Supreme Court justices</li> <li>- Appointed by the executive branch, approved by the Senate.</li> </ul>
<b>The Articles of Confederation</b>	<ul style="list-style-type: none"> <li>- First constitution and government of the United States after the Revolution</li> <li>- Loose "league of friendship" between all 13 states</li> <li>- 6 weaknesses: <ul style="list-style-type: none"> <li>o Could not levy, or collect, taxes (led to Shay's Rebellion)</li> <li>o Loose confederation of states- each state had its own money, laws, and militias</li> <li>o No executive branch, or president</li> <li>o No judicial branch, or national court</li> <li>o Impossible to pass amendments- all 13 states had to approve, <b>unanimous vote</b></li> <li>o Could not settle disputes between states, for example over territory</li> </ul> </li> </ul>
<b>Shay's Rebellion</b>	<ul style="list-style-type: none"> <li>- Farmers went into debt because the Articles of Confederation could not <b>levy</b>, or raise taxes, to pay for the war.</li> <li>- Reveled the weaknesses of the Articles of Confederation</li> </ul>
<b>The Constitutional Convention</b>	<p>(1787) Philadelphia, Pennsylvania</p> <ul style="list-style-type: none"> <li>- 35 delegates from all 13 states, except Rhode Island</li> <li>- George Washington presided over it</li> </ul>
<b>Federalists</b>	<ul style="list-style-type: none"> <li>- Wanted the Constitution</li> <li>- Wanted a strong national government with supporting state governments</li> <li>- Wanted an executive branch</li> <li>- <i>The Federalist Papers</i></li> <li>- ex. James Madison, Alexander Hamilton</li> </ul>
<b>Anti-Federalists</b>	<ul style="list-style-type: none"> <li>- Wanted the Articles of Confederation</li> <li>- Wanted power at the level of the states</li> <li>- Fought for a Bill of Rights to protect individual freedoms</li> <li>- <i>The Anti-Federalist Papers</i></li> <li>- ex. Thomas Jefferson, Patrick Henry</li> </ul>
<b>Enumerated Powers</b>	Powers of the government specifically listed in the Constitution.
<b>Implied Powers</b>	Powers that are not listed in the Constitution, but are implied.
<b>Amendment</b>	<p>A Change to the Constitution. Proposed, then ratified. 27 total amendments to the Constitution.</p> <p><b>Ratification:</b> passing a law or amendment</p> <p><b>Constitutional Amendment Process:</b></p>

	<ol style="list-style-type: none"> <li>2/3 of House of Reps and Senate approve proposed amendment</li> <li>3/4 of State Legislatures vote to ratify amendment</li> </ol>
<b>The Bill of Rights</b>	(1791) The first ten amendments to the Constitution (see appendix)
<b>Civil Liberties</b>	<p>Basic freedoms that are considered to be the birthright of all individuals; also called <b>natural rights</b> or <b>unalienable rights</b>.</p> <p><b>Freedom of Speech</b>- does not protect certain speech like slander or libel.</p> <ul style="list-style-type: none"> <li>- <b>Slander</b>-form of speech that is spoken that makes false statements with the intent to harm.</li> <li>- <b>Libel</b>- form of speech that is written that makes false statements with the intent to harm.</li> </ul>
<b>Civil Rights</b>	<p>Rights that come with being a member of a society.</p> <ul style="list-style-type: none"> <li>- Guarantees by the government of equal rights and fair treatment under the law.</li> </ul>
<b>Income Tax</b>	The 16 <sup>th</sup> amendment gave Congress the right to collect taxes from all US citizens based on a % of their income.
<b>Prohibition</b>	A failed attempt to outlaw all manufacture and sales of alcohol with the 18 <sup>th</sup> amendment. Led to increase in crime and illegal alcohol consumption.
<b>Segregation</b>	<p>Laws that made separate public places for whites only and colored people only.</p> <p><b>Jim Crow Laws</b>- Laws that made segregation legal after <i>Plessy v. Ferguson</i></p> <p>Common in the South to make racism okay even with 14<sup>th</sup> amendment</p> <ul style="list-style-type: none"> <li>- <i>Plessy vs. Ferguson</i> upheld the laws that made segregation okay. "separate but equal"</li> <li>- <i>Brown vs. Board of Education</i> struck down the "separate but equal" facilities in the South as unconstitutional.</li> </ul>
<b>Poll Tax</b>	Charging people money to be able to vote. Discriminated against poor people and African Americans who were in debt after the Civil War.

## Anatomy of the Constitution

<b>Preamble</b>	Sets the 6 purposes of the Constitution
<b>Articles</b>	<p><b>Article I:</b> The Legislative Branch</p> <p><b>Article II:</b> The Executive Branch</p> <p><b>Article III:</b> The Judicial Branch</p> <p><b>Article IV:</b> States and the Federal Government</p> <p><b>Article V:</b> Amendment Process</p> <p><b>Article VI:</b> Supremacy Clause</p> <p><b>Article VII:</b> Ratification Process</p>
<b>Amendments</b>	<p><b>The Bill of Rights:</b> #1-10</p> <p><b>Other Amendments:</b> #11-27</p>

## Amendments to the Constitution

<b>The Bill of Rights (1791)</b>	1 <sup>st</sup>	Freedom of speech, religion, press, and assembly
	2 <sup>nd</sup>	Right to bear arms
	3 <sup>rd</sup>	Right to refuse to quarter soldiers
	4 <sup>th</sup>	Protection against illegal search and seizure
	5 <sup>th</sup>	Rights of the accused & <b>eminent domain</b>
	6 <sup>th</sup>	Rights in a criminal trial
	7 <sup>th</sup>	Rights in a civil trial
	8 <sup>th</sup>	Freedom from cruel and unusual punishment, excessive bail and fines
	9 <sup>th</sup>	Rights not listed in Constitution are given to the people
	10 <sup>th</sup>	Rights not delegated to the federal government are reserved for the states.
1795	11 <sup>th</sup>	Protected states from lawsuits by citizens of other states.
1804	12 <sup>th</sup>	Electoral college & required separate votes for Presidents and Vice President in case of tie
1865	13 <sup>th</sup>	Ended slavery
1868	14 <sup>th</sup>	Defined citizenship, <b>equal protection</b> under the law for all citizens
1870	15 <sup>th</sup>	<b>Suffrage</b> for all men, regardless of race
1913	16 <sup>th</sup>	Gave Congress power to levy income taxes
1913	17 <sup>th</sup>	Called for direct election of senators by voters.
1919	18 <sup>th</sup>	<b>Prohibition</b> - made sale of alcohol illegal
1920	19 <sup>th</sup>	<b>Suffrage</b> for women
1933	20 <sup>th</sup>	Changed date when President, Vice President and Cabinet take office to January
1933	21 <sup>st</sup>	Repealed <b>Prohibition</b>
1947	22 <sup>nd</sup>	Presidential Term Limits
1961	23 <sup>rd</sup>	<b>Suffrage</b> for Washington, DC
1964	24 <sup>th</sup>	Outlawed the <b>poll tax</b>
1967	25 <sup>th</sup>	Provided for succession in case of President's death or disability
1971	26 <sup>th</sup>	<b>Suffrage</b> for 18 and older
1992	27 <sup>th</sup>	Raising the pay for Congress does not take effect until next term

## UNIT 4: LAW AND ORDER

SS.7.C.3.10	Identify sources and types (civil, criminal, constitutional, military) of law.	Rule of Law Statutory law, Case law, Common law Civil law, criminal law, constitutional law, military law, juvenile law
-------------	--	---

	Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.	Kuhlmeier, US v. Nixon, Bush v. Gore, DC v. Heller Judicial review, due process, equal protection, self-incrimination
SS.7.C.3.11	Diagram the levels, functions, and powers of courts at the state and federal levels.	The Court System Jurisdiction, trial courts, jury, verdict, appeal, Supreme Court, Judicial Review
SS.7.C.2.6	Simulate the trial process and the role of juries in the administration of justice.	The Trial Process Due process, habeas corpus, cross examination, defendant, prosecution, plaintiff, verdict, writ of certiorari
SS.7.C.3.12	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of	Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v.

<b>Rule of Law</b>	<p>The idea that all people, including rulers and leaders, must obey the law.</p> <ul style="list-style-type: none"> <li>- Established by the Magna Carta, 1215</li> <li>- 6 influences on legal, governmental, and political systems: <ul style="list-style-type: none"> <li>o Accountability to the Law</li> <li>o Enforcement of the Law</li> <li>o Transparency of Institutions</li> <li>o Consistent Application</li> <li>o Decisions Based on the Law</li> <li>o Fair Procedures</li> </ul> </li> </ul>
<b>Lawmaking Process</b>	<ol style="list-style-type: none"> <li>1. A bill is introduced by a representative to each house of Congress</li> <li>2. Referred to a standing committee and subcommittee for debate</li> <li>3. The House, then Senate vote on a revised bill</li> <li>4. The President signs, vetoes, or ignores the bill. <ul style="list-style-type: none"> <li>o Congress can override with 2/3 vote</li> </ul> </li> </ol>
<b>Supremacy Clause</b>	The Constitution is the supreme law of the land, and no state or local laws can come into conflict with a federal law.
<b>Statutory Law</b>	Source of law with decisions based on statutes written by a legislative body
<b>Case Law</b>	Source of law with decisions based on outcomes of previous court cases
<b>Common Law</b>	Source of law with decisions based on traditions or customs, usually in cases of civil law
<b>Criminal Law</b>	<p>Branch of the law that regulates the conduct of individuals, defines crimes, and provides punishments for criminal activity.</p> <ul style="list-style-type: none"> <li>- <b>Defendant</b>- the person/party who is charged with a crime or who is being sued. Must be found guilty <b>beyond a reasonable doubt</b></li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Prosecution</b>- the government lawyer or team of lawyers bringing evidence against the defendant</li> <li>-</li> </ul>
<b>Civil Law</b>	<p>Branch of law that is concerned with relationships between private parties. Civil actions are usually brought by someone who claims to have suffered a loss because of another party's actions.</p> <ul style="list-style-type: none"> <li>- Ex. "The People's Court", lawsuits</li> <li>- <b>Plaintiff</b>- the person or party who brings a lawsuit</li> <li>- <b>Common Law</b>- legal precedence based on customs and prior legal decisions, used in Civil cases</li> </ul>
<b>Constitutional Law</b>	Branch of law that deals with interpreting the Constitution and amendments.
<b>Military Law</b>	Laws that have been developed to meet the needs of the military
<b>Juvenile Law</b>	Law applied to children under 18
<b>Judicial Review</b>	Power of the Supreme Court to declare laws as unconstitutional
<b>Due Process</b>	Everyone is innocent until proven guilty by a set of fair steps from arrest to trial
<b>Rights of the Accused</b>	<p>Guaranteed by the 5<sup>th</sup> amendment</p> <ul style="list-style-type: none"> <li>- Rights of a person being arrested</li> <li>- a.k.a. Miranda Rights</li> </ul>
<b>Double Jeopardy</b>	No person can be charged with the same crime twice.
<b>Habeas Corpus</b>	A writ included in the Magna Carta that states that for someone to be tried in a criminal court must be presented with a legal cause for their arrest.
<b>Jury</b>	A group of 12 peers that determines the verdict in a court case using evidence presented by the prosecution and defense.
<b>Landmark Cases</b>	Supreme Court cases that have affected the individual rights of citizens by interpreting the Constitution. (see appendix)
<b>Levels of the Courts</b>	<p><b>Trial Courts:</b></p> <ul style="list-style-type: none"> <li>- Original jurisdiction on most state or federal criminal and civil cases</li> <li>- result in trial by jury and verdict based on evidence.</li> </ul> <p><b>Appeals Courts:</b></p> <ul style="list-style-type: none"> <li>- All trial court cases can be appealed or reviewed</li> <li>- Group of 3 judges, no jury involved</li> <li>- No verdict, just make sure previous verdict was fair or should be re-tried</li> </ul> <p><b>Supreme Court</b></p> <ul style="list-style-type: none"> <li>- <b>9 justices</b></li> <li>- <b>nominated by the President, confirmed by the Senate</b></li> <li>- can review verdicts as highest appeals court if no other decision could be made</li> <li>- can hear original cases of Constitutional law</li> <li>- declares laws unconstitutional</li> <li>- all decisions are FINAL</li> </ul>



<b>State vs. Federal Courts</b>	<p><b>State Courts:</b></p> <ul style="list-style-type: none"> <li>- Crimes against state laws</li> <li>- Traffic violations</li> <li>- Divorces/child custody</li> <li>- Contract, landlord disputes</li> <li>- Personal injury, workers' injury claims</li> <li>- Inheritance or trade manners</li> </ul> <p><b>Federal Courts:</b></p> <ul style="list-style-type: none"> <li>- Matters of interstate commerce</li> <li>- Federal taxes or programs</li> <li>- Patents and copyrights</li> <li>- Treaties and foreign countries</li> <li>- Matters involving immigrants</li> <li>- Bankruptcy</li> <li>- Disputes between states</li> <li>- Habeas corpus actions</li> </ul> <p><b>Both Courts:</b></p> <ul style="list-style-type: none"> <li>- Crimes against state and federal laws</li> <li>- Environmental laws</li> <li>- Civil rights claims</li> <li>- Civil actions with large groups</li> <li>- Issues involving the Constitution</li> </ul>
---------------------------------	---

### Landmark Supreme Court Cases

Case	Year	Description	Significance/Outcome
<i>Marbury vs. Madison</i>	1803	Marbury demanded the James Madison to uphold his responsibilities of commissioning new judges.	Established <b>judicial review</b> - able to strike down laws as unconstitutional
<i>McCulloch vs. Maryland</i>	1819	Maryland opposed new federal bank, McCulloch and national bank won because of Elastic Clause in the Constitution	Interprets the <b>elastic clause</b> and gives governments power to make all laws that are necessary and proper.
<i>Dred Scott vs. Sandford</i>	1857	Dred Scott, a slave, sued his owner for his rights.	Court upheld that slaves were not citizens
<i>Plessy vs. Ferguson</i>	1896	Homer Plessy, a black man who had been arrested for sitting in a whites-only car, challenged <b>segregation</b> laws and said they violated 14 <sup>th</sup> amendment.	Upheld <b>Jim Crow Laws</b> and <b>separate but equal</b> doctrine in the South

<i>Brown vs. the Board of Education</i>	1954	Young African American girl, Linda Brown was prohibited from attending a whites-only school. NAACP sued the school board of Topeka, KS	The NAACP won a victory and the Court stated that <b>separate but equal</b> laws violated the 14 <sup>th</sup> amendment.
<i>Gideon vs. Wainwright</i>	1963	Gideon was forced to defend himself when he was unable to pay for a lawyer, and was sentenced to 5 years.	Supreme Court upheld the 6 <sup>th</sup> amendment right to an attorney in felony cases.
<i>Miranda vs. Arizona</i>	1966	Police did not inform Miranda of his rights during a criminal trial, he signed a confession to the crime. The court had to throw out his confession as evidence because it violated the 5 <sup>th</sup> amendment.	Upheld 5 <sup>th</sup> amendment rights against self-incrimination (pleading the 5 <sup>th</sup> and "Miranda Rights")
<i>In re Gault</i>	1967	Gault, a 15-year-old boy was arrested for prank calls, but was denied an appeal and due process of law.	Upheld 5 <sup>th</sup> amendment rights for <b>due process</b> and <b>equal protection</b> for minors
<i>Tinker vs. Des Moines</i>	1969	Tinkers tried to wear armbands to school to protest the Vietnam War, they were suspended until they removed them. Their parents sued the school.	Upheld 1 <sup>st</sup> amendment protection of <b>free speech</b> and " <b>symbolic speech</b> " even for minors
<i>United States vs. Nixon</i>	1974	After Watergate scandal, Nixon claimed <b>executive privilege</b> to spy on opposing party. Lost case and had to give up secret tapes as evidence	Determined <b>rule of law</b> and <b>due process</b> as key principles of American government.
<i>Hazelwood vs. Kuhlmeier</i>	1988	Students sued their teacher when he edited their writing for questionable content; Court ruled that the assignment was not a public forum and could be edited for content.	Upheld 1 <sup>st</sup> amendment freedoms of free press and free speech; said 1 <sup>st</sup> amendment did not cover <b>slander</b> or <b>libel</b> .
<i>Bush vs. Gore</i>	2000	During the Bush vs. Gore election, the race was so close that Florida electoral college votes needed to be recounted. Bush argued that the recount went against the 14 <sup>th</sup> amendment.	Affected voting practices in the US and upheld <b>equal protection</b> of 14 <sup>th</sup> amendment
<i>Washington DC vs. Heller</i>	2001	A Washington DC Law making the purchase and access to guns limited was challenged by a security guard.	Upheld the 2 <sup>nd</sup> amendment right to bear arms

## Unit 5: Rock the Vote!

SS.7.C.2.8	Identify America's current political parties, and illustrate their ideas about government.	political party, platform, ideology, liberal, conservative, moderate, pluralism Democratic Party, Republican Party, Libertarian Party, Communist Party, Socialist Party, Green Party
SS.7.C.2.10	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.	Media, interest groups, special interest group, lobby, political action committee (PAC), think tanks, grassroots, public sphere, watchdog
SS.7.C.2.11	Analyze media and political communications (bias, symbolism, propaganda).	Public opinion, bias, symbolism, propaganda Bandwagon, card stacking, glittering generalities, name calling, plain folks, testimonial, transfer
SS.7.C.2.9	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.	Candidates, qualifications, debate, political ads
SS.7.C.2.7	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.	Voting process, primary, caucus, general election
SS.7.C.2.13	Examine multiple perspectives on public and current issues.	

<b>Political Party</b>	2 main modern political parties: <b>Democratic Party</b> - liberal <b>Republican Party</b> - conservative 3 <sup>rd</sup> parties: <b>Libertarian Party</b> - believe that the government should not interfere with any individual freedoms <b>Communist Party</b> - believe the party should control the economic resources and aspects of society <b>Socialist Party</b> - believe all economic resources should be shared by all citizens and controlled centrally <b>Green Party</b> - advocate for environmental policies
<b>Ideology</b>	A basic set of political beliefs about the roles of government and individuals in society. <b>Liberal</b> - favors an active role of government in efforts to solve society's problems. <b>(Left Wing)</b> <b>Conservative</b> - favors a limited role of government and more private initiative to solve society's problems. <b>(Right Wing)</b>
<b>Political Platform</b>	An official statement that outlines a political party's stand on issues - What the party "stands on"
<b>Candidate</b>	A person running for public office who is officially nominated by the party. - <b>Nomination Process:</b> 1. Make the announcement

	<ol style="list-style-type: none"> <li>2. Form campaign organization</li> <li>3. Build a <b>war chest</b>- raising campaign funds with interest groups and PACs</li> <li>4. Develop a strategy</li> <li>5. Run in primaries and caucuses</li> <li>6. Accept nomination at the national convention</li> </ol>
<b>Caucus</b>	A meeting of political party members to choose candidates they will nominate for public office.
<b>Voting Process</b>	<ul style="list-style-type: none"> <li>- All voters must <b>register</b> at least 1 month before voting. <ul style="list-style-type: none"> <li>o Must be a US Citizen</li> <li>o At least 18 years old</li> <li>o Resident of the state</li> <li>o Fill out registration and become approved</li> </ul> </li> <li>- <b>Primary Election</b>- candidates compete for their party's nomination</li> <li>- <b>General Election</b>- election between candidates of different parties</li> <li>- <b>Presidential Election</b>- every 4 years <ul style="list-style-type: none"> <li>o President, Vice President, 1/3 of Senate, all members of House, some state &amp; local officials</li> </ul> </li> <li>- <b>Mid-Term Elections</b>- even numbered years in between, votes for state and local leaders. <ul style="list-style-type: none"> <li>o 1/3 of Senate, all members of House, state governors, some state &amp; local officials</li> </ul> </li> <li>- <b>Off-Year Elections</b>- odd-numbered years <ul style="list-style-type: none"> <li>o County supervisors, mayors, city councils</li> </ul> </li> </ul>
<b>The Electoral College</b>	<ul style="list-style-type: none"> <li>- Members of the Electoral College vote for president. Their vote counts, not the popular vote.</li> <li>- # of electors = # of Congress members (538 total)</li> <li>- <b>Florida has 29 Electoral College votes</b></li> </ul>
<b>Requirements for Political Office</b>	<ul style="list-style-type: none"> <li>- Established in the Constitution</li> <li>- <b>President:</b> <ul style="list-style-type: none"> <li>o at least 35 years old</li> <li>o natural-born citizen</li> <li>o resident of US for 14 years</li> </ul> </li> <li>- <b>Senator:</b> <ul style="list-style-type: none"> <li>o at least 30 years old</li> <li>o natural-born or naturalized at least 9 years</li> <li>o resident of represented state</li> </ul> </li> <li>- <b>House of Representatives:</b> <ul style="list-style-type: none"> <li>o At least 25 years old</li> <li>o US citizens for 7 years</li> <li>o Resident of represented state</li> </ul> </li> <li>- <b>State and Local Office</b> <ul style="list-style-type: none"> <li>o <b>Governor</b>- at least 30, natural-born or naturalized, 7 years in FL</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>o <b>State Congress</b>- at least 21, 2 years in FL, resident of district</li> </ul>
<b>Opinion Polls</b>	Take a survey to analyze citizen support for a law or candidate
<b>Interest Group</b>	<p>An organized group of people with one special interest and common goals.</p> <ul style="list-style-type: none"> <li>- ex. MADD (Mothers Against Drunk Driving)</li> <li>- endorse candidates</li> <li>- Propose bills to Congress representatives</li> </ul>
<b>Lobbying</b>	An organized effort by an interest group to influence the policy process by persuading public officials to favor or oppose action on a specific issue.
<b>Suffrage</b>	<p>The right to vote</p> <ul style="list-style-type: none"> <li>- Colonial period- all white men who owned property</li> <li>- 15<sup>th</sup> amendment- men of color, former slaves</li> <li>- 19<sup>th</sup> amendment- women</li> <li>- 23<sup>rd</sup> amendment- Washington DC</li> <li>- 26<sup>th</sup> amendment- 18 and older</li> </ul>
<b>Media</b>	<p>Communication that can persuade, inform, and entertain</p> <ul style="list-style-type: none"> <li>- ex. television, radio, newspapers, social media</li> <li>- Influences government with 3 roles: <ul style="list-style-type: none"> <li>o Gatekeeper- bias and business determines what is shown to the public</li> <li>o Agenda-Setter- media interest sets trends in public government policy</li> <li>o Watchdog- media investigates and monitors government and public life</li> </ul> </li> </ul>
<b>Bias</b>	<p>Favoring one option over another, and being unbalanced in informing audiences.</p> <ul style="list-style-type: none"> <li>- Affects what stories journalists cover and how they report these stories depending on their funding or political views</li> </ul>
<b>Symbolism</b>	- Using images to represent ideas
<b>Media Spin</b>	The deliberate shading of information about a person or event in an attempt to influence how it is reported in the media.

<b>Propaganda (7 types)</b>	<ul style="list-style-type: none"> <li>- Propaganda- persuasive techniques used to make an audience feel or do something</li> <li>- <b>Bandwagon</b>- "everyone's doing it!" "everybody likes Ike"</li> <li>- <b>Glittering Generalities</b>- positive but not specific words like "Freedom", and "Hope"</li> <li>- <b>Testimonials</b>- celebrities endorse a candidate</li> <li>- <b>"Plain Folks"</b>- candidates want to look "normal" and hardworking- do everyday things like riding a tractor.</li> <li>- <b>Card Stacking</b>- presenting facts that support only one side and jumps to conclusions</li> <li>- <b>Name-Calling</b>- attacks another opponent by calling them extremely negative names.</li> <li>- <b>Transfer</b>- using symbolism to transfer ideas onto the candidate or product. Ex. American symbols like an American flag and the Statue of Liberty to make viewers associate the emotions with the candidate</li> </ul>
---------------------------------	---

<b>Mudslinging</b>	- Emphasizing negative aspects of a candidate or policy; negative campaigning
<b>Gerrymandering</b>	An unfair and biased practice of drawing the lines for Congressional districts to favor one political party.

## Major Wars and Conflicts

<b>Years</b>	<b>Conflict</b>	<b>Vs.</b>	<b>Description</b>
1775-1781	<b>The American Revolutionary War</b>	America (w/ France and Spain) vs. Great Britain	America won, declared independence from England
1812	<b>The War of 1812</b>	US vs. Great Britain	No territory changes
1861-1865	<b>The Civil War</b>	North vs. South	Conflict over states' rights and right to own slaves. North won.



1914-1918	<b>World War I</b>	US w/ Triple Entente (Great Britain, France, Russia, etc.) vs. Triple Alliance (Germany, Austria-Hungary, Italy, etc.)	
1937-1945	<b>World War II</b>	US entered war after Pearl Harbor. Involved most of the world's countries. US and Allies (Britain, France, Soviet Union) vs. Axis powers (Germany, Italy, and Japan)	Pacific and European fronts; ended when US dropped nuclear bombs on Hiroshima and Nagasaki, Japan
1961	<b>Bay of Pigs</b>	Attempted invasion of Cuba against Fidel Castro	
1962	<b>Cuban Missile Crisis</b>	US against Soviet Union in a standoff over Soviet missiles in Cuba	
1950-1953	<b>Korean War</b>	Supported South Korea against communist North Korea	Helped by members of the UN
1954-1975	<b>Vietnam War</b>	South Vietnam and US vs. communist forces in N. Vietnam, China, and the Soviet Union	
1990	<b>Gulf War</b>	US. Sent troops to support Kuwait against Iraq	
2001	<b>War in Afghanistan</b>	Bush sends troops to fight Taliban terrorists in Afghanistan after 9/11	
2002	<b>War in Iraq</b>	Bush declares war on Iraq against dictator Saddam Hussein	2010- troops drawn out; still remain