SOCIAL STUDIES
READING AND WRITING
ACTIVITIES

CORRELATED TO THE
SOCIAL STUDIES
COMPETENCY-BASED CURRICULUM

GRADE 7
CIVICS

Division of Social Sciences
Miami-Dade County Public Schools
The School Board of Miami-Dade County, Florida

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SOCIAL STUDIES READING AND WRITING ACTIVITIES

The Division of Social Sciences has developed this reading and writing activity packet to provide support for social studies teachers with instructional program delivery including enrichment activities for addressing the Reading Sunshine State Standards Benchmarks.

The activity packet contains the following:

- Matrix containing listing of activities with correlations to the Social Studies Competency-Based Curriculum and the tested Reading Sunshine State Standards Benchmarks;
- Readings with follow up questions and activities correlated to the Social Studies Competency-Based Curriculum and the tested Reading Sunshine State Standards Benchmarks;
- Scoring Rubric for Short Response Tasks;
- Grade 7 Social Studies Competency-Based Curriculum for Civics;
- Social Studies Topics for FCAT, Grades 6-8;
- Reading Content Assessed by FCAT and Item Formats by Benchmark, Grades 6-8;
- FCAT Reading Performance Task Specifications for Grades 6-8; and
- Sample Seventh Grade Reading Passages from Florida DOE with Benchmark Clarification Follow-up.
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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE:  Grade 7 - Civics

TITLE:  A Day in the Supreme Court

CBC COMPONENT:  III Civic Responsibility

COMPETENCY:  IIIA

OBJECTIVE(S):  IIIA7 Explain the structure of the judicial branch in national and Florida state government; i.e., qualifications of justices, types of courts, appellate process, concepts of judicial review, due process and equal protection under the law, names of current justices.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.2.3.5 Locates, organizes and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real-world task. (Includes LA.A.2.3.6 Uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs, and computer catalogs, to gather information for research projects; and LA.A.2.3.7 Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.)
SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING: A Day in the Supreme Court (found on following pages)

SOURCE: http://usgovinfo.about.com/library/weekly/aa071600b.htm

MULTIPLE CHOICE ANSWERS:
1. A
2. C
3. C
4. B
Directions: Read the article and answer the questions that follow.

A Day in the Supreme Court

A Day in Court- Let the Arguments Begin. For each case, the Justices are provided a packet of information including a record of the case through the lower courts and printed briefs stating the arguments to be presented by both sides. Arguments are presented in open, public court. Anyone may sit in the audience and listen to the proceedings.

As Each case is called before the court, lawyers for each side are allowed only thirty minutes to present their argument. As many as twenty-four cases may be presented in each two-week sitting with an average of from one to three cases heard per day.

Since the majority of cases involve the review of a lower court’s decision, there is no jury present and no witnesses are called. While there is no testimony from witnesses, the Justices almost always pose questions to both the lawyers and to other Justices. The Justices’ questions often raise hypothetical constitutional situations related to the case being argued. Justices often ask questions designed to point out future implications of their decisions.

Lawyers consider arguing a case before the Supreme Court to be the highlight of their careers and are presented a souvenir white quill pen by the Court to commemorate their appearance.

After a one-hour lunch recess at noon, the Justices continue to hear arguments until 3 p.m.

For cases argued on Monday, Justice vote on it on Wednesday. Votes on cases argued Tuesday and Wednesday are cast on Friday. The senior Justice voting with the majority assigns the job of writing the majority opinion and the senior Justice voting with the minority chooses who will write the minority opinion. While all Justices can add his or her own statements, the majority opinion stands as the final decision of the court.

The court continues on this schedule for the entire term until all cases ready for argument have been heard and decided. During May and June, the Court meets only to announce orders and opinions. The Court typically recesses during the last week of June, with that week being filled with a flurry of decisions. While about 150 cases of major importance are decided by the Court each year, only about three-quarters of them are announced in fully published opinions.
During the summer, the Justices continue to consider new petitions for review and prepare for cases to be presented during the coming fall.

SOURCE: http://usgovinfo.about.com/library/weekly/aa071600b.htm
SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING AND WRITING QUESTIONS

1. Read the following sentence from the article:

   The Justices’ questions often raise hypothetical constitutional situations related to the case being argued.

   Hypothetical means

   (A) conceptual, not real examples.
   (B) real world examples.
   (C) historical examples.
   (D) current examples.

2. What is the main idea of this article?

   (A) to explain the vacation schedule of the Supreme Court
   (B) to explain controversial Supreme Court cases
   (C) to explain a typical schedule of the Supreme Court
   (D) to explain the power of judicial review

3. Read the following sentence from the article:

   The Court typically recesses during the last week of June, with that week being filled with a flurry of decisions.

   In this context, flurry means

   (A) a normal amount.
   (B) a little.
   (C) a lot of.
   (D) very few.

4. Information from this article would be most useful in a report titled

   (A) Important Supreme Court Decisions.
   (B) How the Supreme Court Works.
   (C) The Beginnings of the Supreme Court.
   (D) Famous Chief Justices.
5. Explain how the task of writing majority and minority opinions is assigned in the Supreme Court. Use details and information from the article to support your response.

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6. Explain why there is no jury or witnesses during Supreme Court case hearings. Do you agree or disagree with this practice? Use details and information from the article to support your response.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: Affirmative Action

CBC COMPONENT: III Civic Responsibility

COMPETENCY: IIIB

OBJECTIVE(S): IIIB3 Obtain appropriate information about local, state, and national issues from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.2.3.5 Locates, organizes and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real-world task. (Includes LA.A.2.3.6 Uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs, and computer catalogs, to gather information for research projects; and LA.A.2.3.7 Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.)

READING: Affirmative Action (found on following pages)

SOURCE: Political Cartoon: See cartoon
Text:http://gme.grolier.com/cgibinpp_email?smethod=toc&page=print&showtext=no&cb1=0... retrieved 1/10/05
SOCIAL STUDIES
READING AND WRITING ACTIVITY

MULTIPLE CHOICE ANSWERS:
1. D
2. A
3. C
4. A
Affirmative Action:

Affirmative action is a formal effort to provide increased employment opportunities for women and ethnic minorities to overcome past patterns of discrimination. Under the Equal Employment Opportunity Act of 1972, most federal contractors, all state governments and institutions (including universities), and most local governments were required to initiate plans to increase the proportions of their female and minority employees until they matched the proportions existing in the available labor market.

The measures employers and institutions must take to demonstrate their compliance with the law have been the subject of continuing and increasing controversy. Affirmative action plans
that establish racial quotas were declared unconstitutional by the Supreme Court in *University of California v. Bakke* (1978) but upheld in the case of private businesses and unions in *United Steelworkers of America v. Weber* (1979). In 1984 and 1986, the justices ruled against upsetting seniority systems to favor minorities. In two cases in 1986, however, the Court reaffirmed its support for limited use of racial preferences or minority groups (who may not personally have suffered discrimination) to redress job discrimination when other measures are unavailing. In 1989, in several rulings, the Court further narrowed the effect of the 1972 act. Responding to criticisms, a bipartisan coalition of Congress then negotiated the Civil Rights Act of 1991, reaffirming and strengthening the protections afforded minorities by earlier acts.

The new Republican congressional leadership in 1995 called for abolition of all affirmative action programs. The Supreme Court the same year reversed an earlier (1980) decision that granted Congress broad discretion in developing federal set-aside programs in public-works projects. The 1995 decision ruled that set-asides for minority contractors must be "narrowly tailored" to accomplish a "compelling government interest." The Clinton administration, however, following a review of federal policies, strongly defended the principle of affirmative action, while granting that it should be applied with discretion. California voters in 1996 approved an initiative (Proposition 209) to dismantle state-sponsored affirmative action programs. In November 1997 the U.S. Supreme Court let stand a decision by a California appeals court that Proposition 209 was not unconstitutional. And in 1998 voters in the state of Washington approved an initiative that likewise banned most state-supported forms of affirmative action.

In response to the 1995 Supreme Court ruling, the White House announced (June 1998) new "narrowly tailored" policy guidelines limiting preferential treatment for minority businesses to areas of the economy where they are underrepresented.

In 2003, the Court upheld (in *Grutter v. Bollinger*) an affirmative-action admissions policy at the University of Michigan Law School while at the same time invalidating (in *Gratz v. Bollinger*) the university’s undergraduate admissions program, which was based on a points system. The Court held that the undergraduate policy was too mechanistic, while at the law school, race was but one ingredient in a student’s evaluation. Notable about the law school decision was the fact that the majority opinion cited a series of friend-of-the-court briefs in favor of affirmative action from an impressive number of Fortune 500 companies and from former military leaders.

**SOURCE:** [http://gme.grolier.com/cgibinpp_email?smethod=toc&page=print&showtext=no&cb1=0](http://gme.grolier.com/cgibinpp_email?smethod=toc&page=print&showtext=no&cb1=0)
READING AND WRITING QUESTIONS

1. What is the meaning of the cartoon?

(A) Affirmative Action helps minorities and non-minorities.
(B) Affirmative Action only helps non-minorities.
(C) Affirmative Action is very helpful in general.
(D) Affirmative Action is damaging to non-minorities.

2. What does the steamroller represent?

(A) affirmative action
(B) a construction company
(C) labor
(D) the United States

3. What message does the cartoon express?

(A) You should not stand so close to a steamroller.
(B) Affirmative action is a big issue that is demanding attention.
(C) Affirmative action programs have helped minorities and women too much and that it is white men who are now being treated unfairly.
(D) Affirmative action is going to kill everyone if they do not approve of it.

4. This political cartoon would BEST be used in a research paper about

(A) the possible negative effect of Affirmative Action on non-minorities.
(B) the positive effects of Affirmative Action in providing job opportunities for minorities.
(C) a report about legislative actions that help minorities attain employment.
(D) a report about legislative actions that help non-minorities attain employment.
5. Support the opinion that the Supreme Court has not ruled consistently regarding their interpretation of Affirmative Action court cases. Use details and information from the article to support your response.

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6. With which court cases would the cartoonist most likely agreed. Use detail and information from the article to support your response.
GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: Articles of Confederation

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIA

OBJECTIVE(S): IIA2 Analyze key democratic concepts found in historical documents including the Magna Carta, Mayflower Compact, Declaration of Independence, the United States Constitution (Preamble and the Bill of Rights); e.g., justice, equality, individual rights, social contract, majority rule, separation of powers, checks and balances, representation and compromise.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).

LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING:  Articles of Confederation and Perpetual Union- 1777 (found on following pages)

SOURCE:  http://www.barefootsworld.net/aoc1777.html

MULTIPLE CHOICE ANSWERS:
1. C
2. D
3. A
4. B
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the article and answer the questions that follow.

Articles of Confederation and Perpetual Union- 1777

After the ratification of the Declaration of Independence, establishing the "united colonies" as Free and Independent States, the Continental Congress set to work on the task of drawing up a document that would provide a legal framework for that Union, and which would be enforceable as the law of the new land.

The Articles were written during the early part of the American Revolution by a committee of the Second Continental Congress of the now independent thirteen sovereign states. The head of the committee, John Dickinson, who had refused to sign the Declaration of Independence, nevertheless adhering to the will of the majority of the members of the Continental Congress, presented a report on the proposed articles to the Congress on July 12, 1776, eight days after the signing of the Declaration of Independence. Dickinson initially proposed a strong central government, with control over the western lands, equal representation for the states, and the power to levy taxes.

Because of their experience with Great Britain, the 13 states feared a powerful central government. Consequently, they changed Dickinson’s proposed articles drastically before they sent them to all the states for ratification in November 1777. The Continental Congress had been careful to give the states as much independence as possible. The Articles deliberately established a confederation of sovereign states, carefully specifying the limited functions of the federal government. Despite these precautions, several years passed before all the states ratified the articles. The delay resulted from preoccupation with the revolution and from disagreements among the states. These disagreements included quarrels over boundary lines, conflicting decisions by state courts, differing tariff laws, and trade restrictions between states.

The small states wanted equal representation with the large states in Congress, and the large states were afraid they would have to pay an excessive amount of money to support the federal government. In addition, the states disagreed over control of the western territories. The states with no frontier borders wanted the government to control the sale of
these territories so that all the states profited. On the other hand, the states bordering the frontier wanted to control as much land as they could.

Eventually the states agreed to give control of all western lands to the federal government, paving the way for final ratification of the articles on March 1, 1781, just seven and a half months before the surrender of Lord Cornwallis and his British Army at Yorktown, October 19, 1781, the victory ended fighting in the War of Independence and virtually assured success to the American cause. For five long years, members of the Second Continental Congress served as representatives of a loose federation of states with no constitution, acting at many times only on their own individual strengths, financial resources and reputations.

Under the Articles, on paper, the Congress had power to regulate foreign affairs, war, and the postal service and to appoint military officers, control Indian affairs, borrow money, determine the value of coins, and issue bills of credit. In reality, however, the Articles gave the Congress no power to enforce its requests to the states for money or troops, and by the end of 1786 governmental effectiveness had broken down.

Nevertheless, some solid accomplishments had been achieved: certain state claims to western lands were settled, and the Northwest Ordinance of 1787 established the fundamental pattern of evolving government in the territories north of the Ohio River. Equally important, the Confederation provided the new nation with instructive experience in self-government under a written document. In revealing their own weaknesses, the Articles paved the way for the Constitutional Convention of 1787 and the present form of U.S. government.

The Articles were in force from March 1, 1781, to March 4, 1789, when the present Constitution of the United States went into effect. During those years the 13 states were struggling to achieve their independent status, and the Articles of Confederation stood them in good stead in the process and exercise of learning self-government.

The Provisions of the Articles

The articles created a loose confederation of independent states that gave limited powers to a central government. The national government would consist of a single house of Congress, where each state would have one vote. Congress had the power to set up a postal department, to estimate the costs of the government and request donations from the states, to raise armed forces, and to control the development of the western territories. With the consent of nine of the thirteen states, Congress could also coin, borrow, or appropriate money as well as declare war and enter into treaties and alliances with foreign nations.
There was no independent executive and no veto of legislation. Judicial proceedings in each state were to be honored by all other states. The federal government had no judicial branch, and the only judicial authority Congress had was the power to arbitrate disputes between states. Congress was denied the power to levy taxes; the new federal government was financed by donations from the states based on the value of each state's lands. Any amendment to the articles required the unanimous approval of all 13 states.

Weaknesses

In attempting to limit the power of the central government, the Second Continental Congress created one without sufficient power to govern effectively, which led to serious national and international problems. The greatest weakness of the federal government under the Articles of Confederation was its inability to regulate trade and levy taxes. Sometimes the states refused to give the government the money it needed, and they engaged in tariff wars with one another, almost paralyzing interstate commerce. The government could not pay off the debts it had incurred during the revolution, including paying soldiers who had fought in the war and citizens who had provided supplies to the cause. Congress could not pass needed measures because they lacked the nine-state majority required to become laws. The states largely ignored Congress, which was powerless to enforce cooperation, and it was therefore unable to carry out its duties.

After the Colonial victory in the Revolutionary War, it became obvious to the Founding Fathers that the original attempt would not be equal to the task of providing the equitable law which they sought.

Congress could not force the states to adhere to the terms of the Treaty of Paris of 1783 ending the American Revolution, which was humiliating to the new government, especially when some states started their own negotiations with foreign countries. In addition, the new nation was unable to defend its borders from British and Spanish encroachment because it could not pay for an army when the states would not contribute the necessary funds.

Leaders like Alexander Hamilton of New York and James Madison of Virginia criticized the limits placed on the central government, and General George Washington is said to have complained that the federation was "little more than a shadow without substance."

On February 21, 1787, Congress called for a Constitutional Convention to be held in May to revise the articles. Between May and September, the Convention wrote the present Constitution for the United States which retained some of the features of the Articles of Confederation but gave considerably more power to the federal government. The new
Constitution provided for executive and judicial branches of government, lacking in the Articles, and allowed the government to tax its citizens.

SOURCE:  http://www.barefootsworld.net/aoc1777.html
READING AND WRITING QUESTIONS

1. Read the following sentence from the article:

   With the consent of nine of the thirteen states, Congress could also coin, borrow, or appropriate money as well as declare war and enter into treaties and alliances with foreign nations.

   In this sentence, **coin** means to:
   (A) spend
   (B) loan
   (C) make
   (D) distribute

2. What is the main idea of this article?

   (A) to compare and contrast the U.S. Constitution and the Articles of Confederation
   (B) to explain the hardships that people endured under the Articles of Confederation
   (C) to explain how General Washington was opposed to the Articles of Confederation
   (D) to explain the functions, benefits, and weaknesses of the Articles of Confederation
3. Read the following sentence from the article:

Nevertheless, some solid accomplishments had been achieved: certain state claims to western lands were settled, and the Northwest Ordinance of 1787 established the fundamental pattern of evolving government in the territories north of the Ohio River.

What is the author’s purpose in including this sentence?

(A) to explain that the Articles of Confederation, despite some problems, did do some good
(B) to explain a clear example of the weaknesses found in the Articles of Confederation
(C) to explain how the Articles of Confederation did not meet the needs of the states
(D) to explain how the Articles of Confederation really did not have any problems and needed no revision

4. Which of the following is the best evidence that the Articles of Confederation was not the best plan of government?

1. It solved the land disputes in the West.
2. It could not enforce foreign policy issues.
3. It provided for a one-house legislature.
4. It divided up new territory appropriately.
5. Explain why the Articles of Confederation could be titled “A Rocky Start for the United States.” Use details and information from the article to support your response.

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6. Compare the powers granted to Congress under the Articles of Confederation with the reality of using these powers in 1777. Use details and information from the article to support your response.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: Brown v. Board of Education

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIB


LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

LA.A.2.3.5 Locates, organizes and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real-world task. (Includes LA.A.2.3.6 Uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs, and computer catalogs, to gather information for research projects; and LA.A.2.3.7 Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.)
SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING: Brown v. Board of Education of Topeka, Kansas (found on following pages)

SOURCE: Miami-Dade County Public Schools Education Portal, Big Chalk.

MULTIPLE CHOICE ANSWERS:
1. B
2. A
3. D
4. B
Brown v. Board of Education of Topeka, Kansas

By the late 1800’s, segregation laws became almost universal in the South where previous legislation and amendments were, for all practical purposes, ignored. The races were separated in schools, in restaurants, in restrooms, on public transportation, and even in voting and holding elected office. In 1896, the Supreme Court upheld the lower courts' decision in the case of Plessy v. Ferguson. Homer Plessy, a black man from Louisiana, challenged the constitutionality of segregated railroad coaches, first in the state courts and then in the U.S. Supreme Court. The high court upheld the lower courts, noting that since the separate cars provided equal services, the equal protection clause of the 14th Amendment was not violated. Thus, the “separate but equal” doctrine became the constitutional basis for segregation.

In the early 1950’s, in Topeka, Kansas, a black third grader named Linda Brown had to walk one mile to get to her black elementary school, even though a white elementary school was only seven blocks away. Her father went to the National Association for the Advancement of Colored People (NAACP) and asked for help. The NAACP was eager to assist the Brown family, since it had long wanted to challenge segregation in public schools.

By the 1950’s, the NAACP was beginning to support challenges to segregation at the elementary school level. Five separate cases were filed in Kansas, South Carolina, Virginia, the District of Columbia, and Delaware. While each case had its unique elements, all were brought on the behalf of elementary school children, and all involved black schools that were inferior to white schools. Most important, rather than just challenging the inferiority of the separate schools, each case claimed that the “separate but equal” ruling violated the equal protection clause of the 14th Amendment. The lower courts ruled against the plaintiffs in each case, noting the Plessy v. Ferguson ruling of the United States Supreme Court as precedent. In the case of Brown v. Board of Education, prior to the case going to the Supreme Court,
the federal district court even cited the injurious effects of segregation on black children, but held that “separate but equal” was still not a violation of the Constitution. It was clear to those involved that the only effective route to terminating segregation in public schools was going to be through the United States Supreme Court.

At the trial, the NAACP argued that segregated schools sent the message to black children that they were inferior to whites; therefore, the schools were inherently unequal. The Board of Education’s defense was that segregated schools prepared black children for the segregation they would face during adulthood. Also, the Board argued segregated schools were not necessarily harmful to black children and used examples of the achievements of Frederick Douglass and Booker T. Washington.

On May 17, 1954, the U.S. Supreme Court delivered the unanimous ruling in this landmark civil rights case *Brown v. Board of Education of Topeka, Kansas*. Segregation of public schools was a violation of the 14th Amendment and was therefore unconstitutional. This historic decision marked the end of the “separate but equal” precedent set by the Supreme Court nearly 60 years earlier, and served as a catalyst for the expanding civil rights movement during the decade of the 1960’s.

Despite two unanimous decisions and careful, if not vague wording, there was a considerable resistance to the Supreme Court’s ruling in *Brown v. Board of Education*. In addition to the obvious disapproval of segregationists, there were some constitutional scholars who felt that the decision went against legal tradition by relying heavily on data supplied by social scientists rather than precedent or established law. Supporters of judicial restraint believed the Court had overstepped its constitutional powers by essentially writing new law.

However, minority groups and members of the Civil Rights Movement were buoyed by the *Brown* decision even without specific directions for implementation. Proponents of judicial activism believed the Supreme Court had appropriately used its position to adapt the basis of the Constitution to address new problems in new times. The Warren Court stayed this course for the next 15 years, deciding cases that significantly affected not only race relations, but also the administration of criminal justice, the operation of the political process, and the separation of church and state.

Source: Retrieved from Miami-Dade County Public Schools Education Portal, Big Chalk.
READING AND WRITING QUESTIONS

1. What was the NAACP’s argument in favor of desegregation?

(A) The quality of teachers was the same in black and white schools.
(B) The separation of schools perpetuated a feeling of inferiority on black children.
(C) The school building facilities of the black schools were better than the facilities that were found in white schools.
(D) The opportunities for educational success were equal; however, separation was simply unconstitutional.

2. What was the question raised by both *Plessy* and *Brown*?

(A) Do separate but equal facilities violate the Fourteenth Amendment’s guarantee of equal protection of the law?
(B) Does the separate but equal rule apply to schools?
(C) Does the U.S. Constitution protect African-Americans?
(D) Do African-Americans have the right to go to white schools?

3. What effect did *Plessy v. Ferguson* have on public school education?

(A) All children were provided with equal opportunities to go to college.
(B) Children were in the same school but segregated by race in different classrooms.
(C) Children in public schools were desegregated.
(D) Children were segregated in separate schools by race and this was deemed constitutional by the U.S. Supreme Court.

4. What is the likely source of Information found in the second to last paragraph of the article?

(A) amendments to the U.S. Constitution
(B) interpretations of the Brown v. Board of Education decision
(C) educational background of Supreme Court judges
(D) how schools adapted to school desegregation
5. Why did those involved in ending segregation feel that it could only be achieved through the Supreme Court? Use details and information from the article to support your response.
6. Explain arguments were used to overturn the Plessy v. Ferguson Supreme Court case. Use detail and information from the article to support your response.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: Carl Stokes, A Remarkable Leader!

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIB

OBJECTIVE(S): IIB2 Define civil rights and cite examples of efforts made to secure these rights for all groups in the United States.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

READING: TRIBUTE TO U.S. AMBASSADOR CARL B. STOKES (House of Representatives - February 11, 1997)

SOURCE: http://thomas.loc.gov/cgi-bin/query/z?r105:H11FE7-58:

MULTIPLE CHOICE ANSWERS: 1. B  
2. C  
3. C  
4. D
Obituary of U.S. Ambassador Carl B. Stokes

Carl Burton Stokes died on April 3, 1996, at the age of 68, following a battle with cancer. With his passing, America mourned the loss of one of its most famous sons. Ambassador Stokes may be one of America's most vivid examples of how this nation has responded to the drive for success by the members of what was only one hundred and thirty-three years ago an enslaved group of people. Ambassador Stokes' life has been one of a series of 'firsts' for African Americans. America's first Black mayor of a major American city became the first African American ever to be elected to all three branches of government—the legislative, the executive and the judicial.

In November, 1962, Stokes became the first Black Democrat in the history of the State of Ohio to be elected to the Ohio General Assembly. He was re-elected in 1964 and 1966. At that time, members of the Assembly were elected county-wide. Cuyahoga County's population was only 14% Black. Stokes remains the only Black Democrat ever elected county-wide to the Ohio State Legislature.

On November 13, 1967, Stokes attracted international attention when he was sworn in as Mayor of the City of Cleveland—the first Black mayor of a major American city, population 810,000. Since Cleveland was only 37% Black at that time, it also marked the first time an African American has been elected mayor of a predominately white major city of this nation. In that election, Clevelanders selected Stokes, the grandson of a slave over Seth Taft, the grandson of a United States President. Subsequently, Mayor Stokes was asked by the White House to represent the United States on goodwill trips to Europe. As such, he was received by many heads of state, including nations where relations were strained, such as Romania.
and Yugoslavia. He was also sent to the Caribbean on missions to Puerto Rico, the Bahamas, Barbados, and Trinidad. His visit to Israel resulted in a friendship with Mayor Teddy Kolleck of Jerusalem that endured up until the time of Stoke’s death.

In 1970, the 15,000 member National League of Cities, composed of mayors and city and county officials from throughout the nation, unanimously voted Stokes as president-elect to head their organization—the first Black official ever to hold that office.

Having completed two terms as mayor, Stokes decided to end his political career and begin a new one in broadcast journalism. In April, 1972, Carl Stokes became the first Black anchorman to appear daily on a television news program in New York City. At NBC’s flagship station, WNBC-TV, Stokes also served as urban affairs editor and was often assigned to the United Nations where he interviewed many heads of state and other foreign dignitaries. Additionally, as a correspondent, he traveled throughout several nations of Africa, including Gambia, Zambia, Uganda, Kenya, Mozambique, and Zimbabwe.

In September, 1980, after eight years as an award-winning broadcast journalist, Stokes returned to Cleveland and to the practice of law. He became the first Black lawyer to serve as General Counsel to a major American labor union—the United Auto Workers, Region 2 and 2A. Stokes also represented Cleveland's largest city labor union—Laborers' Local 1099, among others.

On November 8, 1983, Stokes was elected as Judge of Cleveland Municipal Court, Ohio's largest court. A few weeks later, on December 22nd, his 12 colleagues elected him Administrative Judge of the Court. And on January 9, 1984, his fellow-judges elected him as their Presiding Judge. Never before had a freshman judge been elected Administrative/Presiding Judge of the thirteen-judge Municipal Court. He served two terms as head of the Court.

Ambassador Stokes' election was a benchmark in American history since few Americans—and no other African American—has ever been elected to the legislative, executive, and judicial branches of government in our nation.

Carl Stokes was born on June 21, 1927, in Cleveland, Ohio. He was only two years old when his father, Charles, a laundry worker, died. His widowed mother, Mrs. Louise Stokes, supported her two sons by working as a domestic and for a time the family was on public assistance. He and his older brother, Louis, who is now in his 14th term as Ohio's first Black U.S. Congressman, augmented the family income as newspaper carriers for the Old Cleveland News, and by working in neighborhood stores. Congressman Stokes is the senior
member from the Ohio delegation to Congress and is the ranking minority member of the Appropriations Subcommittee on Veterans Affairs-Housing and Urban Development-Independent Agencies.

Once a high school drop-out, Ambassador Stokes has received honorary doctorate degrees from 14 colleges and universities around the country. He has been a visiting lecturer at academic universities and business institutions throughout the United States, Trinidad, Haiti, Puerto Rico, the Bahamas, England, France, Germany and Italy.

On Tuesday, November 2, 1993, Stokes was re-elected to a third six-year term as Judge of Cleveland Municipal Court.

On Friday, August 26, 1994, President Bill Clinton appointed then-Judge Stokes as his Ambassador Extraordinary and Plenipotentiary of the United States to the Republic of the Seychelles. In this post, Carl was given the opportunity not only to serve the United States in a diplomatic position, but he also derived the satisfaction of displaying his professional qualifications in an international forum. Carl served as Ambassador to the Republic of Seychelles until the time of his death.

The passing of Carl Burton Stokes brings to close a life of love, commitment and inspiration. He was a leader, a visionary, a role model, and above all, a pioneer. His feat of becoming America's first Black mayor of a major American city changed the landscape of American politics. But above all, Carl was proudest of the fact that he was the first Black American to acquire the political power to break down barriers and open unprecedented opportunities for minorities. This will stand as a legacy and lasting tribute to a remarkable individual.

Left to mourn Carl's passing is his loving wife, Raija Stokes; two sons, Carl B. Stokes, Jr., and Cordell E. Stokes; a stepson, Sasha Kostadinov; and two daughters, Cordi D. Awad and Cynthia Sophia Stokes. In addition, he leaves to mourn two granddaughters, Jevonne Laraija Stokes and Cybil Quinn McBee; a grandson, Cordell E. Stokes, Jr., and his brother and sister-in-law, Louis and Jay Stokes. Other relatives include a nephew, Chuck Stokes; three nieces, Shelley Stokes Hammond, Judge Angela R. Stokes and Lori Stokes Thompson. Additionally, Carl leaves to mourn Linton Freeman, whom Carl considered to be a special cousin and dean of the family. He also leaves Wynona Jones, Elizabeth Bowes, Blanche Richards, Katie Walker, and a host of other relatives and friends, all of whom were special to Carl in his lifetime.

SOURCE:  http://thomas.loc.gov/cgi-bin/query/z?r105:H11FE7-58
READING AND WRITING QUESTIONS

1. Read the following sentence from the article:

“In that election, Clevelanders selected Stokes, the grandson of a slave over Seth Taft, the grandson of a United States President.”

What was the author’s purpose in writing this sentence?

(A) to state that Taft was the grandson of a United States president
(B) to state that even though Stokes came from humble beginnings, he defeated a candidate with more political history
(C) to state the fact that Ohio had many famous decedents which included Stokes and Taft
(D) to make the reader think that Seth Taft was not a qualified candidate and that the voters had no other choice besides Stokes

2. What occupation did Stokes have right before he died?

(A) municipal judge
(B) lawyer
(C) U.S. ambassador
(D) newspaper deliverer

3. Read the following excerpt from the article:

He was a leader, a role model, and above all, a pioneer.

This excerpt is

1. undisputed fact.
2. a comparison.
3. an opinion.
4. a persuasive argument.
4. Read the following excerpt from the article:

On November 13, 1967, Stokes attracted international attention when he was sworn in as Mayor of the City of Cleveland--the first Black mayor of a major American city, population 810,000. Since Cleveland was only 37% Black at that time, it also marked the first time an African American had been elected mayor of a predominately white major city of this nation.

In this excerpt, the author would like the reader to assume that:

(A) no other black person had been elected to the office of mayor in the United States prior to Stokes.
(B) today’s population, both black and white, is much higher in Cleveland.
(C) no white candidate for Cleveland’s highest municipal office was running against Stokes.
(D) most whites in U.S. cities during the late 1960's did not typically vote for black candidates.
5. Explain what obstacles Stokes had to overcome to be elected Mayor of Cleveland. Use details and information from the article to support your response.
6. Explain what professional qualifications Carl Stokes had that earned him the nomination of U.S. ambassador. Use information and details from the article to support your response.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: Checks and Balances

CBC COMPONENT: III Civic Responsibility

COMPETENCY: IIIA

OBJECTIVE(S): IIIA8 Describe the process of checks and balances in state and national government.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).

READING: Checks and Balances (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. D
2. B
3. A
4. B
Directions: Read the passage and answer the questions that follow.

**Checks and Balances**

One of Congress's important powers in the checks and balances system is the power to impeach members of the other branches. According to the Constitution, the President, Vice-President, and all civil officers can be impeached and convicted on charges of “Treason, Bribery, or other high Crimes and Misdemeanors.” No President has ever been impeached and convicted. In 1868 President Andrew Johnson was impeached for high crimes and misdemeanors, but the real issue was a power struggle between the President and Congress. The Senate vote to convict fell short of the necessary two-thirds. During the Watergate investigations in 1974, the House Judiciary Committee approved articles of impeachment against President Richard Nixon, who resigned to avoid further proceedings. Officials who have been impeached and acquitted include a Supreme Court judge, other judges, and a secretary of war. President Bill Clinton was also brought up on impeachment charges for perjury but again, the conviction did not pass the Senate vote.

The veto power is a key power of the executive branch. Franklin D. Roosevelt used it more than any other President. He vetoed 635 bills from Congress. Of which, Congress overturned only nine. President Grover Cleveland vetoed 584 bills during his two terms. Only seven of those were overturned. By contrast, several other Presidents never even used their veto power.

The judicial branch is unique because neither the legislative nor the executive branch can directly check any of its actions. If Congress wishes to overcome a declaration of unconstitutionality made by the Supreme Court, it can propose a constitutional amendment or rephrase laws. Even though it is not constitutional, the President can ignore the Court’s decisions. In the appointment of justices, however, the executive and legislative branches can affect the makeup of the Court for many years, since Supreme Court justices can serve for life.

READING AND WRITING QUESTIONS

1. What is the meaning of the word impeached?
   (A) accused of a crime
   (B) convicted of a crime
   (C) fired from one's job
   (D) brought up on formal charges

2. Read these sentences from the article:

   The veto power is a key power of the executive branch. Franklin D. Roosevelt used it more than any other President. He vetoed 635 bills from Congress. Of which, Congress overturned only nine.

   Overturned in the above sentence means:
   (A) dismissed.
   (B) approved anyway.
   (C) accepted without questions.
   (D) changed and resubmitted.

3. Read this sentence from the passage:

   The judicial branch is unique because neither the legislative nor the executive branch can directly check any of its actions.

   What is the meaning of this sentence?
   (A) There is nothing specifically stated in the Constitution concerning how the legislative and executive branch check the powers of the judicial branch.
   (B) In the Constitution, the way that the legislative branch and the executive branch check the powers of the judicial branch is specifically outlined.
   (C) There is no way that the judicial branch is checked by the legislative and executive branches.
   (D) The only way that the judicial branch is checked is if the Constitution is changed.
4. Which of the following would be considered impeachable offenses?

(A) paying a traffic ticket
(B) paying a judge to make a certain decision
(C) paying a credit card bill late
(D) paying one’s employees
5. Explain why the judicial branch is unique in terms of the way that the system of checks and balances works. Use details and information from the article to support your response.

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6. No president has ever been impeached and convicted. Use details and information from the article to support this statement.
GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: Civics: Voices and Choices

CBC COMPONENT: III Civic Responsibility

COMPETENCY: IIIB

OBJECTIVE(S): IIIB4 Describe the ways in which citizens can participate in their community and bring about changes in government actions; e.g., keeping informed, voting, political activity, community participation, volunteer service.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. Applies to fiction, nonfiction, poetry, and drama.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)

READING: Civics: Voices and Choices (found on following pages)

SOURCE: Adapted from: Infotrac Junior Miami Dade County Public Schools Educational Portal
http://web6infotrac.galenet.com/k12/infomark/373/710/6850093w6?url=rcl_STOJ-0-A11498227&d

MULTIPLE CHOICE ANSWERS:

1. D
2. C
3. B
4. C
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the article and answer the questions that follow.

Civics: Voices and Choices- As a Citizen, You Have Rights and Responsibilities. Learn What They are in Civics Class.

"One of the best things about living in this country is that you have a voice," says Ann Bianchetti, a middle school social studies teacher in Paterson, New Jersey. "If you don't know how to use that voice, you are ignoring this right, a right that people have fought for-for hundreds of years—for you." Civics—the study of government, politics, and economics—teaches about the roles and responsibilities of ordinary people in making our government work. You'll discover that you have power to change your life and your society.

Voting is one way to make your voice heard. "The power is supposed to be in the hands of the people, and when people don't vote, it isn't," explains Jordan Levy, former mayor of Worcester, Massachusetts. The government controls many aspects of society and if one's voice is not heard, the government may not necessarily be responsive to the needs of its citizens. As a result, politicians may make decisions that benefit only themselves, not necessarily you. When a majority of people vote, the power is in the hands of the many, and that's as it should be.

Studying Civics and having a working knowledge of laws and societal issues, makes one aware of certain practices that may be questionable. Do you think that downloading music is ethical? Musicians like Elton John and Metallica's Lars Ulrich think music services like Napster and Kazaa promote stealing. Why do they think this? Are they being unfair? Civics will teach you what property rights, including intellectual property rights, are and why they're an important facet of our society. With the knowledge and skills gained through the study of Civics, you will be able to make more informed decisions and choices.

In October of 2001, Congress passed the USA Patriot Act to "deter and punish terrorist acts in the United States and around the world." These are laws that the government believes are necessary to protect us from terrorism. Activist groups on both the left and right believe that parts of the law infringe on rights guaranteed by the U.S. Constitution. Is it better to be safe and lose some freedoms, or is it better to keep our freedoms and be less safe? The study of civics will help you understand what those freedoms are and what the Constitution says about them.

The study of Civics is important to your future as well. Whatever career you have, government will almost certainly touch some aspect of it. Builders need permits. Restaurants must be inspected by the Health Department. Doctors must be licensed. You will likely have
a variety of taxes and deductions taken from your paycheck as well. Civics will help you understand how and why government affects your work life. After studying civics, including important documents such as the U.S. Constitution, you might decide that we need more or less government. Civics will teach you how to work for change.

When you know you have a right to speak, and you know how to exercise that right, you can express your opinions in a way that will get people to listen. "In order to be a successful career person-no matter whether you're an auto mechanic or president of the United States-you must be able to get along and make your voice heard in a way that is respected," says Bianchetti. "You won't need to be belligerent or have an attitude."

Knowing your rights and responsibilities gives you power. Civics will give you the foundation of knowledge you'll need to use this power to improve your life.

SOURCE: Adapted from: Infotrac Junior Miami Dade County Public Schools Educational Portal
http://web6infotrac.galenet.com/k12/infomark/373/710/6850093w6/purl=rcl_STOJ-0-A11498227&d
READING AND WRITING QUESTIONS

1. According to the article, what is a possible consequence of not voting and participating in government?
   (A) being vulnerable to terrorist attacks
   (B) the negative effect of apathetic citizens
   (C) a possible loss of freedoms
   (D) being negatively affected by selfish politicians

2. Why does the author include the example of downloading music when discussing what one can learn from the study of civics?
   (A) in order to question the concept of freedoms
   (B) in order to question the concept of stealing
   (C) in order to question the concept of property rights
   (D) in order to question the opinions of famous singers

3. According to the author, what is an effect of the Patriot Act?
   (A) an unsafe country and a loss of freedoms
   (B) a safer country but a loss of freedoms
   (C) an unsafe country but an increase in freedoms
   (D) a safer country and an increase in freedoms

4. Read the following sentence from the article:

   The government controls many aspects of society and if one's voice is not heard, the government may not necessarily be responsive to the needs of its citizens.

   In this context, responsive means
   (A) ignoring
   (B) accepting
   (C) attentive
   (D) considerate
5. Explain why it is important to study Civics. Use details and information from the article to support your response.

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6. Explain whether you feel the author of this article would agree or disagree with the following statement: Government is so big and overwhelming that the average citizen has little say or effect upon it. Use details and information from the article to support your response.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 7 - Civics
TITLE: Congress Taking Action to Stop Child Abuse
CBC COMPONENT: III Civic Responsibility
COMPETENCY: IIIC
OBJECTIVE(S): IIIC8 Identify the types of crime that most often affect teens; e.g., gang-related crimes, violent crimes, property crimes, abuse, acquaintance rape, substance abuse, shoplifting.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

READING: Congress Taking Action to Stop Child Abuse (found on following pages)

SOURCE: Miami-Dade County Public Schools Education Portal, Big Chalk.

Directions: Read the passage and answer the questions that follow.

**Congress Taking Action Against Child Abuse**

Child abuse is one of the most tragic problems we face in this country. Sadly, two thousand children die each year as a result of abuse or neglect. And child abuse and neglect does not just stop with the tragedy of the first act. Research shows us that abused children are far more likely to commit acts of child abuse and domestic violence themselves.

We know that the best way to deal with child abuse and neglect is to prevent it from happening in the first place. We also know that we have to improve the treatment of those children who have been victims. It’s the people on the front lines at the state and local level—the people who are closest to the problem—who are in the best position to know how to stop it.

We need to ensure that children's services workers, law enforcement officials, social workers, school counselors and families have the tools they need to prevent child abuse. The Child Abuse Prevention and Enforcement (CAPE) Act was an original cosponsor of this important legislation.

Simply put, the CAPE Act is a cost-effective way to address the problem of child abuse. It gives state and local officials the flexibility to use federal law enforcement grants (or money) for different programs. It also allows state and local officials to have the flexibility to use existing federal grants to help ensure safe and speedy placements of abused and neglected children in loving adoptive and foster homes.

The CAPE Act also increases the federal funds set aside for child abuse victims out of the Crime Victims Fund, which comes from forfeited assets, forfeited bail bonds, and fines paid to the government. These resources can be used by the states for important things such as training children's services workers; training court appointed special advocates; and creating child advocacy centers which are friendly places where child abuse can be diagnosed and treated.

While child abuse is best addressed at the local level, Congress can and should help by giving states and local communities more tools to tackle the problem.

**SOURCE:** Retrieved from Miami-Dade County Public Schools Education Portal, Big Chalk.
READING AND WRITING QUESTIONS

1. What levels of government does the author say are most responsible for taking care of the child abuse problem?
   (A) federal and state  
   (B) town and village  
   (C) county and city  
   (D) state and local

2. What is the best way to deal with child abuse and neglect?
   (A) arrest the suspects  
   (B) place the children in loving foster homes  
   (C) counsel the victims  
   (D) prevent it from occurring

3. Read this sentence from the passage:
   We need to ensure that children’s services workers, law enforcement officials, social workers, school counselors and families have the tools they need to prevent child abuse.

   In this sentence, tools means
   (A) instruments.  
   (B) devices.  
   (C) skills.  
   (D) mechanisms.
4. The author would most likely agree with which of the following statements?

(A) The government should not worry about child abuse, because it is an individual family's responsibility.
(B) More cooperation is needed between organizations that try to stop child abuse.
(C) Congress should focus all their efforts at punishing abusers.
(D) Children who are victims of child abuse know the pain that it causes and rarely repeat the offense.
5. Explain how the Child Abuse Prevention and Enforcement (CAPE) Act, helps to reduce the problems associated with child abuse. Use information and details from the article to support your response.

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6. Which is better, the national government being in charge of child abuse prevention programs or the state government? Why? Use details and information from the article to support your response.

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GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: The Constitution of the United States

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIA

OBJECTIVE(S): IIA3 Identify the United States Constitution as the document that describes the structure of government and the rights of individuals under the government.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)

LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

READING: The Constitution of the United States (found on following pages)

SOURCE: Miami-Dade County Public Schools Education Portal, Big Chalk.

MULTIPLE CHOICE ANSWERS: 1. A
2. B
3. D
4. C
The Constitution of the United States

The Constitution of the United States is a document that embodies the fundamental principles upon which the American public’s business is conducted. Drawn up at the Constitutional Convention in Philadelphia in 1787, the Constitution was signed on Sept. 17, 1787, and ratified by the required number of states (nine) by June 21, 1788. It superceded the original charter of the United States in force since 1781 (the Articles of Confederation) and established the system of federal government that began to function in 1789. The Constitution is concise, and its general statement of principles has, by accident more than design, made possible the extension of meaning that has fostered growth. There are seven articles and a preamble; 27 amendments have been adopted.

The wording of the Constitution is general, needing interpretation, and any short summary is only rough and approximate. From its very beginnings, the Constitution has been subject to stormy controversies, not only in interpretation of some of its phrases, but also between the loose constructionists and the strict constructionists. The middle of the 19th century saw a tremendous struggle concerning the nature of the Union and the extent of states’ rights. The Civil War decided the case in favor of the advocates of strong union, and since that time the general tendency has been toward the centralization and strengthening of federal power.

The Preamble does not confer power, but its first words, “We the people of the United States,” describe the source of the powers conferred by the rest of the Constitution and have been used by the advocates of a strong union arguing against the proponents of states’ rights. The Preamble also states the purpose of the document, which is to form a more perfect union, establish justice, ensure domestic tranquility, promote the general welfare, provide for the common defense, ensure the blessings of liberty to ourselves and our posterity.
The first three articles of the Constitution set up the three branches of the federal government. It was said to have been modeled on Montesquieu’s study, which on this point was incorrect, of the British government. In actuality, this separation has been weakened by the granting of greater power to the President and the executive office’s administrative agencies, which now have legislative, judicial, and executive functions.

Article 1 provides for the establishment of the bicameral Congress composed of the Senate and the House of Representatives. The various powers of the Congress (the Senate and the House of Representatives) together with methods of election, are enumerated in the article. The Seventeenth Amendment, passed in 1916, instituted the direct popular election of Senators and removed the power of their election from the state legislatures as had originally been written. Besides its enumerated and inherent powers, the Congress has implied powers under Article 1 “to make all laws which shall be necessary and proper for carrying into execution” the enumerated or expressed powers.

Article 2 creates the executive branch of government headed by the President, elected, along with the Vice President, for a term of four years. The Twenty-second Amendment (1951) provides that no person may be elected President more than twice. The Twenty-third amendment (1961) permits District of Columbia residents to vote in presidential elections. Since the adoption of the Constitution, there have been two conflicting views of Article 2. The first is that the powers of the President are limited to those enumerated in the article. The opposite view is that the President is given executive power not limited by the provisions of the rest of the article. Every President has to make the choice of interpretations for themselves.

Article 3 provides for the judiciary and defines treason. Besides its enumerated powers, the judiciary has the inherent authority to interpret laws and the Constitution with an authority that must be deferred to. It also guarantees trial by jury in criminal cases and lays the basis for federal jurisdiction.

Article 4 deals with the relations of the states, providing that “Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State.” It also prohibits states from discriminating against citizens of other states, or in favor of its own. It also provides for the extradition of criminals. It further guarantees a republican form of government to every state and provides for the admission of new states as well as the government of territories.

Article 5 provides for amending the Constitution. The supremacy of the federal Constitution and of federal law over those of the states is the heart of the federal system and is established by Article 6. It also provides for an oath of office for members of the three
branches of the federal government and the states and specifically forbids any religious qualification for office. Article 7 declares that the Constitution should go into force when ratified by nine states.

The Constitution has undergone gradual alteration with the growth of the country. Some of the 27 amendments were brought on by Supreme Court decisions. However, the first ten amendments, which constitute the Bill of rights, were added within two years of the signing of the Constitution in order to ensure sufficient guarantees of individual liberties. The Bill of Rights applied only to the federal government. But since the passage of the Fourteenth Amendment (1868), many of the guarantees contained in the Bill of Rights have been extended to the states through the “due process” clause.

SOURCE: Retrieved from Miami-Dade County Public Schools Education Portal, Big Chalk.
READING AND WRITING QUESTIONS

1. According to the passage, what level of government was initially affected by the Bill of Rights?
   
   (A) federal government  
   (B) state government  
   (C) local government  
   (D) District of Columbia

2. How many times has the Constitution been changed?
   
   (A) 26  
   (B) 27  
   (C) 10  
   (D) 0

3. Read the following paragraph from the article:

   Article 1 provides for the establishment of the bicameral Congress composed of the Senate and the House of Representatives. The various powers of the Congress (the Senate and the House of Representatives) together with methods of election, are enumerated in the article. The Seventeenth Amendment, passed in 1916, instituted the direct popular election of Senators and removed the power of their election from the state legislatures as had originally been written. Besides its enumerated and inherent powers, the Congress has implied powers under Article 1 “to make all laws which shall be necessary and proper for carrying into execution” the enumerated or expressed powers.

   What is the main idea of this paragraph?
   
   (A) legislatures are elected directly by the people due to the seventeenth amendment  
   (B) a bicameral Congress was established which consists of the Senate and the House of Representatives  
   (C) the implied powers of the Constitution state that Congress can make laws that control the States.  
   (D) numerous powers are granted to Congress according to the Constitution
4. A strong argument to support a loose constructionist view of the Constitution is that the Constitution should be interpreted

(A) exactly as it is written.
(B) according to the government’s point of view.
(C) in order to be able to change accordingly to current times.
(D) in order not be subject to strong controversies.
5. Explain the main idea of the Preamble to the Constitution. Use details and information from the article to support your response.

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6. What parts of the Constitution have been traditionally controversial? Use detail and information from the article to support your response.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 7 - Civics
TITLE: The Electoral College
CBC COMPONENT: III Civic Responsibility
COMPETENCY: IIIA
OBJECTIVE(S): IIIA4 Outline the major steps in the presidential election process.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).

LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

READING: The Electoral College (found on following pages)
SOURCE: Miami-Dade County Public Schools Education Portal, Big Chalk.

MULTIPLE CHOICE ANSWERS:

1. B
2. B
3. C
4. A
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

The Electoral College

In the United States, the body of electors that chooses the President is called the electoral college. The Constitution, in Article 2, Section 1, provides: “Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress.” However, no senator, representative, or officer of the U.S. Government may be an elector. The electors are directed by the Constitution to vote in their respective states, and Congress is authorized to count their votes.

To win, a presidential candidate must have a majority in the electoral college. Before the adoption of the Twelfth Amendment (1804), in the event that no candidate had a majority, the House of Representatives (voting by states, with one vote for each state) was to choose the President from among the five candidates highest on the electoral list. Then, “after the choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice-President”; in case of a tie the Senate would choose the Vice President. The Twelfth Amendment, however, resulting from the confused election of 1800 provided that electors vote for president and vice president separately. It is also reduced from five to three the number of candidates from among whom the House was to choose- in case no candidate had a majority (only Thomas Jefferson and John Quincy Adams have been elected by the House).

In the early days, electors were most often chosen by the state legislatures, but with the growth of democratic sentiment, popular election became the rule. After 1832 (and until the Civil War) only in South Carolina did the legislature continue to choose electors. In some of the states, the people voted for electors by congressional districts, with two being elected at large from the whole state, but with the growth of political parties, this plan was largely discarded in favor of the general ticket system, whereby a party needs only a plurality to carry the whole state.
Thus in most states, a voter casts a ballot for as many electors as the state is entitled to. There is nothing in the Constitution that requires either that the electors be chosen by popular vote or that the general ticket system be employed.

Electors must be elected on the Tuesday following the first Monday in November, as required by a federal law dating from 1845. As a belated result of the disputed election of 1876, the Electoral Count Act of 1887 placed the responsibility of deciding electoral disputes mainly on the states themselves. Congress now counts the votes on January 6.

Only at the very outset did the electoral college function as planned, and there has been widespread dissatisfaction with the institution. The outstanding objection is that it has given the nation 14 so-called minority presidents (those who had a majority in the electoral but lacked it in the total number of popular votes).

Since the ratification of the Twelfth Amendment, numerous attempts have been made to alter the electoral college and to change the method of presidential election, but none has succeeded. The popular vote loss and a narrow electoral college victory of George W. Bush in 2000 again led many to question the appropriateness of the institution in a modern representative democracy. Others continue to voice strong support for the electoral college and its enhancement of the importance of less populous states (by basing the number of states’ electors on its U.S. representatives and senators), fearing that otherwise presidential candidates would focus on more populous states and on the issues important to their votes.

SOURCE: Retrieved from Miami-Dade County Public Schools Education Portal, Big Chalk.
1. Who determines who wins the presidency?
   (A) the popular vote
   (B) the electoral college
   (C) the people
   (D) the Congress

2. What purpose does the popular vote serve?
   (A) the voters can feel important
   (B) the state knows who to send to vote
   (C) the media can predict who the winner will be
   (D) the public can know how many people voted

3. What is the author’s purpose in writing this article?
   (A) to criticize how the Electoral College works
   (B) to explain how the Electoral College has changed
   (C) to explain the history of the Electoral College
   (D) to explain what occurred during the 2000 Presidential Election

4. A valid source to check the accuracy of much of the information provided in this article is
   (A) the United States Constitution.
   (B) the Declaration of Independence.
   (C) U.S. Supreme Court cases.
   (D) the Florida Constitution.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

5. Explain what occurred in the 2000 Presidential election. Use details and information from the article to support your response.

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6. In your opinion, how should the presidency be elected or selected? Use information and details from the article to support your response.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE:  Grade 7 - Civics

TITLE:  First Amendment Understanding Lacking

CBC COMPONENT:  II Historical Awareness

COMPETENCY:  IIA

OBJECTIVE(S):  IIA4 Identify the rights contained in the Bill of Rights and the other amendments to the United States Constitution and give examples of how rights are applied and limited; e.g., majority rule vs. minority rights.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)

READING:  First Amendment Understanding Lacking (found on following pages)

SOURCE:  Liz Harper, Online NewsHour

MULTIPLE CHOICE ANSWERS:  1. C
                            2. A
                            3. B
                            4. C
Directions: Read the passage and answer the questions that follow.

First Amendment Understanding Lacking

Nearly three-fourths of high school students do not know about the First Amendment-- the part of the Constitution that makes it OK to sing a song protesting a war or write an article criticizing school policies.

A new survey of more than 100,000 students found that three-fourths of students incorrectly believed that burning the U.S. flag was illegal and nearly half wrongly thought the U.S. government had the authority to censor the Internet for indecent materials.

The Supreme Court in 1989 ruled that burning the flag as a means of political protest was protected as free speech under the First Amendment-- 45 words written 200 years ago in the U.S. Constitution. The First Amendment also protects individuals' rights to post material on the Internet, even if it is offensive to others.

"Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof, or abridging the freedom of speech or of the press, or the right of the people peaceably to assemble, and to petition the government for a redress of grievances," the amendment reads.

The study, funded by the John S. and James L. Knight Foundation, which also provides funding to Online NewsHour Extra, based its conclusions from a survey of more than 100,000 students, nearly 8,000 teachers and more than 500 principals and administrators at 544 high schools across the country.

"These results (of the study) are not only disturbing, they are dangerous," said the Knight Foundation's president, Hodding Carter III. "Ignorance about the basics of this free society is a danger to our nation's future."
In a nation without similar rights, people can be fined and even imprisoned for posting articles on the Internet deemed subversive. In China, for example, people can be thrown in jail for daring to post news online about forbidden topics such as repression in Tibet, according to Reporters Without Borders, an international journalism rights group.

**The Importance of Education**

The survey illustrated that high school students were not learning enough about First Amendment issues and the importance of a free press in their classes.

For instance, 36 percent of students said newspapers should receive government approval before publishing stories and another 32 percent thought the press had "too much freedom to do what it wants."

At the same time, a large majority of students said musicians should be allowed to sing songs even with offensive lyrics and that people should be free to express unpopular opinions.

Daniel, a 17-year-old high school student from New York City, said the press should not require government approval. He stressed that the news media needed to be absolutely certain in the accuracy of their reporting, but added that it was not the government's job to tell the press what news was "correct" and what they could publish.

When asked why some students thought the press should be restricted while musicians should be free to sing whatever they wanted, Daniel pointed out: "Music is more of a recreation, not a news source. And people have their own music preferences to avoid what offends them. But, with newspapers, they tell people what's going on."

Daniel said he learned about the importance of a free press through Global Kids Newz Crew, an online program by and for students at NewsHour Extra.

The survey blamed the lack of awareness on incomplete social studies classes and a lack of high school journalism programs.

More than half of the high schools surveyed described their student media opportunities as low, but 85 percent of school administrators said they would expand media programs if they had the financial resources. -- Liz Harper, Online NewsHour

**SOURCE:**  
http://www.pbs.org/newshour/extra/features/jan-june05/first_2-07.html
SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING AND WRITING QUESTIONS

1. What did the Supreme Court rule?
   (A) flag burning is illegal and can not be a means of political protest.
   (B) political protests are illegal and can not include flag burning.
   (C) flag burning is not illegal as a means of political protest.
   (D) flag burning could only be part of a political protest during wartime.

2. The main idea of this article is
   (A) to stress the point that high school students do not understand the meaning of the First Amendment to the U.S. Constitution.
   (B) to identify all of the types of protest that the Supreme Court has determined to be illegal.
   (C) to outline various studies that have been conducted regarding student opinions regarding the First Amendment to the U.S. Constitution.
   (D) to give a very biased opinion about student knowledge and the U.S. Constitution.

3. Read the following excerpt from the article:

   . . . 36 percent of students said newspapers should receive government approval before publishing stories and another 32 percent thought the press had “too much freedom to do what it wants.”

   At the same time, a large majority of student said musicians should be allowed to sing songs even with offensive lyrics and that people should be free to express unpopular opinions.

   Why did the author point out this difference in opinions?
   (A) to prove student ignorance of First Amendment rights
   (B) to point out different opinions regarding the First Amendment when applied to the press and music
   (C) to stress the point that high school students in the United States tend to only think about music and not amendments.
   (D) to try to prove that students lack understanding of the First Amendment when applied to the press as well as music.
4. In China, a person who posts news online about repression in Tibet could be

(A) charged with flag burning.
(B) hired by a newspaper.
(C) thrown in jail.
(D) violating the First Amendment.
5. What evidence is given to support the idea that high school students have a lack of understanding about the First Amendment to the United States Constitution? Use details and information from the article to support your response.
6. The author of the article provides a student’s opinion about the importance of the media accurately reporting information but said it was not the government’s job to tell the press what was correct and what they could publish. Do you agree with this student’s opinion? Use details and information from the article to support your response.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: The First Party System (1783-1815)

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIA

OBJECTIVE(S): IIIA5 Analyze the role political parties have played in the American system of government.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.2.3.2 Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)

LA.E.2.3.1 Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or storyline. (Includes LA.E.1.3.2 Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.)*

*This benchmark is assessed with literary text only.

READING: The First Party System 1783-1815 (found on following pages)

SOCIAL STUDIES
READING AND WRITING ACTIVITY

MULTIPLE CHOICE ANSWERS:
1. A
2. B
3. D
4. C
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the article and answer the questions that follow.

The First Party System (1783-1815)

As he prepared to leave office in September 1796, President George Washington published a "Farewell Address" warning his countrymen "against the baneful effects of the spirit of party." He said parties agitate the community with problems and false alarms; kindle the animosity of one part against the other, and open the door to foreign influence and corruption." Washington hoped that party spirit would give way to national unity, and so too did James Madison and Thomas Jefferson. However, Alexander Hamilton's plans for a commercial society that resembled Britain slowly led to the development of political parties. Madison and his fellow Virginian John Beckley, clerk of the House of Representatives, began organizing opposition in Congress early in 1790. A tour of New York, Vermont, and Connecticut in the spring and summer of 1791 gave Madison and Jefferson a chance to discuss their political concerns with local leaders and with each other. By October 1791 Madison and Jefferson had helped Philip Freneau establish the National Gazette in Philadelphia to provide an alternative to John Fenno's pro-administration newspaper, the newspaper- Gazette of the United States. By the end of 1792 opponents of Hamilton's policies were calling themselves "Republicans" and using the pages of the National Gazette and other partisan newspapers to present themselves as true republicans who would protect the people's liberties and interests from the Federalists. (Members of the opposition were also known as the Democratic-Republicans, but Jefferson and Madison did not like the term Democratic because it sounded too radical.)

The French Revolution. Most Americans supported the French Revolution in 1789. They believed that their revolution had inspired the French struggle for liberty. But events in 1793 changed reaction along party lines. France's declaration of war against Britain moved the United States government to declare neutrality, but Federalists sided with Britain, while Republicans sided with France. The Federalists, especially Alexander Hamilton, believed that national interests were best served by maintaining a cordial commercial relationship with Britain. Federalists were also frightened by the violent direction of the French Revolution and the possibility that similar forces of disorder could be unleashed in the United States. French radicals had taken control and launched the Reign of Terror, executing the king and queen, hundreds of aristocrats, and moderate revolutionaries before they began killing each other. The connection between Democratic Societies and the Whiskey Rebellion convinced Federalists that French ideas threatened law and order in the United States. Thomas Jefferson and James Madison had been trying since the 1780s to channel American trade away from Britain and toward France, but Republican support for the French Revolution was based more on ideological than on economic reasons. While Federalists believed Britain
represented social order and stability, Republicans believed France was engaged in the cause of liberty against British tyranny and corruption. In October 1793 a public meeting in Caroline County, Virginia, warned that the breaking of "the honorable and beneficial connection" between the United States and France was "a leading step towards assimilating the American government to the form and spirit of the British monarchy."

"Jacobins and Monocrats." As political parties began to develop in the 1790s, each side claimed that it would best protect republicanism and that the other side would destroy it. Federalists attacked Republicans as "Jacobins" who, like the members of the radical Jacobin clubs in France, promised the people equality only to gain power. The Republicans' naive faith in democracy would demolish government, property, and established religion as it had in France. Only "the real friends of liberty and order," as George Cabot called the Federalists, could save the country by leading the people instead of appealing to their emotions. Republicans, in turn, attacked Federalists as lovers of monarchy and aristocracy ("monocrats") who cared only about merchants, speculators, and stockholders in the Bank of the United States and not about the common people. Each side exaggerated or misrepresented the other's ideas. Federalists and Republicans appealed to different segments of American society. They offered alternative visions of republicanism. Federalist leaders were successful lawyers, merchants, and planters. They attracted northern merchants, manufacturers, urban artisans, South Carolina planters, and some small farmers. They believed that a strong national government, a sound financial system, and a realistic foreign policy that recognized Great Britain's commercial power would ensure liberty, prosperity, and social order. The Republicans' philosophy stressed limited government, the westward expansion of small farms, and the end of foreign and domestic policies. Republicans also began drawing support from small merchants, artisans, and laborers in New York, Philadelphia, and other cities; non-English immigrants; and members of religious minorities—all of whom felt that the Federalists were denying them liberty, equality, and opportunity. Federalists could never let southern Republicans forget, however, that their fervent belief in democracy did not extend to the slaves that they held in chains.

Factions and Parties. The negative view of parties as "factions," or temporary gatherings of individuals interested in protecting selfish interests or receiving political patronage, affected political thought throughout the period between 1783 and 1815. Each side clung to the belief that they were forced to react to the other side's attempt to overthrow the ideals of the American Revolution. In his first administration, President Washington tried to remain above party disputes, but events after 1793 made that difficult. The connection between the Democratic Societies and the Whiskey Rebellion, Republican support for the radical phase of the French Revolution, and Republican attacks on his administration's allegedly pro-British sympathies in the aftermath of the Jay Treaty, moved Washington to stand with the Federalist
Party as the legitimate defenders of liberty and order. Jefferson was equally opposed to parties, but after the Jay Treaty, Republicans looked to him as the leader of a political opposition forced to organize for the protection of American liberty. Jefferson regarded his presidential election in 1800 not as a victory for the Republican Party but as a victory of republican principles. In his view, the future of the republic depended not on the existence of opposing parties, but on the hope that the Federalists would abandon their party and become Republicans. As the Federalists lost national influence, however, the Republicans began to splinter into factions that argued over presidential policies and political appointments. It was the experiences of this first generation of party leaders, so uncomfortable with the idea of parties, that laid the foundation for the eventual acceptance of political parties. Their presentation of ideas and programs through newspapers, pamphlets, and political organizations in the 1790s had enlightened and stimulated voters. By the 1820s, with the spread of universal white male suffrage, voters expected to participate in politics and to choose between two parties offering coherent ideas that addressed their concerns.

READING AND WRITING QUESTIONS

1. Read the following sentence from the article:

   Republicans, in turn, attacked Federalists as lovers of monarchy and aristocracy ("monocrats") who cared only about merchants, speculators, and stockholders in the Bank of the United States and not about the common people.

   "Monocrats" means

   (A) a combination of those who support monarchs and aristocrats.
   (B) a supporter of merchants and speculators.
   (C) a supporter of the monarchy.
   (D) a supporter of the aristocracy.

2. What is the main idea of this article?

   (A) Political parties have always caused controversy.
   (B) Political parties evolved due to a differing of opinions of how to run the new country.
   (C) Political parties began because George Washington encouraged their formation.
   (D) Political parties evolved due to conflict in Britain and France.

3. Read the following sentence from the article:

   In his first administration, President Washington tried to remain above party disputes, but events after 1793 made that difficult.

   Why did the author include this sentence?

   (A) to emphasize the fact that Washington left the presidency after 1793 due to political party disputes
   (B) to emphasize the fact that Washington felt superior to political parities
   (C) to emphasize the fact that Washington did not like political parties
   (D) to emphasize the fact that getting involved in party disputes was unavoidable
4. Which of the following best describes the author’s tone in the last paragraph concerning political parties?

(A) The author believes that political parties are wasteful and selfish.
(B) The author believes that the formation of political parties was inevitable.
(C) The author believes that political parties are useful since they allow people with similar opinions and ideas to unite.
(D) The author believes that political parties only serve those who are members.
5. Explain how the French Revolution influenced the development of political parties in the United States. Use details and information from the article to support your response.

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6. Explain the basic differences between the Federalists and the Republicans. Use details and information from the article to support your response.

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FCAT Style Reading and Writing Activities in Social Studies. Developed by the Division of Social Sciences.
GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: Geraldine Ferraro

CBC COMPONENT: III Civic Responsibility

COMPETENCY: IIIB

OBJECTIVE(S): IIIB4 Describe the ways in which citizens can participate in their community and bring about changes in government actions; e.g., keeping informed, voting, political activity, community participation, volunteer service.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

READING: Geraldine Ferraro (found on following pages)


MULTIPLE CHOICE ANSWERS: 1. B
2. C
3. C
4. D
Geraldine Ferraro

In 1984, Geraldine Ferraro became the first woman chosen by a major political party as a candidate for Vice President of the United States. Ferraro was born in 1935 in Newburgh, New York. Her parents were Italian immigrants. When she was eight years of age, her father died. His death was both an emotional and financial blow to the family.

Ferraro’s mother worked hard to support the family. With scholarship help, Ferraro was able to attend college. She later taught elementary school while putting herself through law school at Fordham University. She married John Zaccaro in 1960, but kept her maiden name to honor her mother. She practiced law occasionally while her three children were young. She became an assistant district attorney in Queens, New York, heading a bureau that helped victims of abuse.

Ferraro ran for the United States House of Representatives in 1978 from the 9th District of Queens, which was a conservative, working-class district. She was reelected twice. As a representative, Ferraro often had to balance conflicting loyalties. For example, her Roman Catholic beliefs and those of many of her constituents opposed abortion. Her feminist position, however, supported a woman’s right to choose.

In 1984, the Democratic party chose Ferraro to run with its presidential candidate Walter Mondale. Democrats saw wide voter appeal in Ferraro because of her work as a member of the House of Representatives and her Catholic, Italian-American background. She would also attract the female vote. Even though Mondale and Ferraro lost to the Republican Reagan/Bush ticket, she remains an important figure in the Democratic party and also continues to practice law. She will always be remembered as the first woman to win major political party support as a candidate for Vice President of the United States of America.

READING AND WRITING QUESTIONS

1. Besides receiving a scholarship, how did Ferraro pay for her education
   (A) She worked as a waitress.
   (B) She worked as a teacher.
   (C) She worked as a librarian.
   (D) She worked as a district attorney.

2. According to the passage, what motivated the Democratic Party to select Feffaro as their candidate for Vice-President?
   (A) She was poor.
   (B) She was married.
   (C) She would appeal to female voters.
   (D) She had done great work in the Senate.

3. The main idea of this article is to
   (A) explain the educational background of Geraldine Ferraro.
   (B) explain how Geraldine Ferraro had to juggle family and career.
   (C) provide brief information about Geraldine Ferraro’s life and her nomination to the vice-presidency.
   (D) explain how Geraldine Ferraro lost the election in 1984.

4. The author states that Ferraro and Mondale lost the 1984 election to the Reagan/Bush ticket. This fact was provided in order to stress the point that even though Ferraro lost in 1984, she
   (A) eventually won the Vice-Presidency in the next election.
   (B) eventually won the Presidency in the next election.
   (C) continued running for various political offices.
   (D) remains an important person in the Democratic party.
5. What does the author mean by “Ferraro often had to balance conflicting loyalties.” Use details and information from the article to support your response.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: Grads Aren’t Seeing Green

CBC COMPONENT: IV Economic Understanding

COMPETENCY: IVA

OBJECTIVE(S): IVA1 Demonstrate an understanding of the key economic concepts and terms including needs and wants, private property, competition, supply and demand, goods and services, market, price, profit, scarcity, choice, money, credit, consumer.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).

LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. Applies to fiction, nonfiction, poetry, and drama.

READING: Grads Aren’t Seeing Green (found on following pages)


MULTIPLE CHOICE ANSWERS:

1. A
2. C
3. C
4. A

FCAT Style Reading and Writing Activities in Social Studies. Developed by the Division of Social Sciences.
Grads Aren’t Seeing Green:
The Class of 2003 is facing the worst job market in a decade.

When 18-year-olds entered college four years ago, dot-com mania was at its height, the Dow was at 11,000, and Who Wants to Be a Millionaire was the top show on T.V. Companies desperate to fill their ranks sent thousands of recruiters to college campuses. Entry-level salaries climbed to $70,000 or more. During spring break, headhunters scoured beaches for prey, offering five-figure bonuses for signing on the spot.

Today, no one’s partying like it’s 1999. The class of 2003 is entering the tightest job market since the recession of the early 1990’s. According to the Bureau of Labor Statistics, the number of unemployed workers between the ages of 20 and 24 is 1.4 million, up 60% from four years ago. Today’s graduating seniors aren’t under any illusions either. In a survey conducted this spring, job-search website Monster.com found that 61% expected to move in with their parents.

Even at the nation’s top schools, in the most employable majors, times are tough. Northwestern University’s School of Engineering typically has 330 graduates each year. In 2000, 70% went straight to jobs and 23% went to graduate or professional schools, while 7% tried to figure out what to do with their lives. Last year, nearly a quarter of the class was still looking at graduation. The engineering school’s top recruiter, Accenture, typically hires about 30 people a year. This year it didn’t take any.

If the 2003 graduates have anything to be thankful for, it’s that they have low expectations. This year’s grads observed as juniors the severe decline in employment opportunities between 2001 and 2002. As a result, they began their job searches earlier. Kiran Varma, a double major in economics and learning and organizational change at Northwestern, finished her resume even before starting her senior year. During the fall she devoted one-third of her waking hours to her job search. By Thanksgiving, she had accepted a position at Bank One.

Some recent graduates are choosing options they might not have considered in flush times. Teach for America, for example, received 16,000 applications this year versus 5,000 in 2001. Recruiting from non profit organizations and the government actually increased from last year. In most fields, finding a job simply takes a lot longer than it used to. J.P. Bader, an Indiana University graduate with four majors, including business processing management and operations management, began looking last summer, when he sent out more than 250 resumes. Despite 20 first-round interviews and four second-round interviews, he had no offers when he graduated last December. Short on cash, he moved in with his fiancee’s parents. In
April, nearly a year into his search, he began working at Epic Systems, a software firm. As for the grads who can’t find jobs, some are opting to stay in school: Graduate and professional school applications have risen about 15% so far this year.

READING AND WRITING QUESTIONS

1. What was the job outlook like for the graduates of 2003?
   (A) Jobs are not available and more graduates are entering the workforce.
   (B) Jobs are available and but graduates are not entering the workforce.
   (C) Jobs are not available and fewer graduates are entering the workforce.
   (D) Jobs are available and many graduates are entering the workforce.

2. How many applications did Teach for America receive?
   (A) 250
   (B) 5,000
   (C) 16,000
   (D) 1.4 million

3. The purpose of providing the statistical information in paragraph three is to emphasize the fact that
   (A) the job market for engineering students is good.
   (B) the job market for engineering student is very bad.
   (C) few graduates have job offers compared to graduates of the past.
   (D) most graduates have job offers compared to graduates in the past.

4. One of the effects of a tight job market is that
   (A) graduates have to start their job search much earlier.
   (B) graduates may start their job search much later.
   (C) employers have to aggressively seek out the best graduates.
   (D) employers have completely shut down their recruiting departments.
5. Explain how the behavior of college students changed as a result of the tighter or slower employment or job market. Use details and information from the article to support your response.
6. Compare and contrast the job market of 2003 to earlier job markets. Use details and information from the article to support your response.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: How to Resist Drugs

CBC COMPONENT: III Civic Responsibility

COMPETENCY: IIIC

OBJECTIVE(S): IIIC8 Identify the types of crime that most often affect teens; e.g., gang-related crimes, violent crimes, property crimes, abuse, acquaintance rape, substance abuse, shoplifting.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).

LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

READING: How to Resist Drugs (found on following pages)

SOURCE: Miami-Dade County Public Schools Education Portal, Big Chalk.

MULTIPLE CHOICE ANSWERS:

1. A
2. A
3. D
4. C
Directions: Read the passage and answer the questions that follow.

**How to Resist Drugs**

Everyone wants to get along with friends. So how do you respond when someone offers you alcohol, tobacco, and other drugs? You probably won’t see any evil-looking guy in a trench coat saying, “Hey, kid, want to get hooked on drugs?” Young people who use cigarettes, alcohol, and drugs usually start because a friend already uses them.

Peer pressure is rarely as obvious as saying, “Are you a wimp? Take this drug, or I’ll stop being your friend.” Instead, friends may offer something casually. They may seem disappointed if you don’t join them in using drugs. They may try to embarrass you for being a “goody-goody.” Or, they may try to make you feel left out. No matter what form peer pressure takes, you have to be prepared.

Examine your values (the things you believe in). Examples might include love and respect for family, ideals from religious teachings, respect for our country and its laws, honesty, belief in the value of education, a desire for good health. All these values are good reasons to stay away from drugs.

Be your own best friend. After all, you are a terrific person! You have great plans and dreams. To achieve them, you have to stand up for what you want. That includes staying drug-free.

Know how drugs can interfere with your goals. Drugs are all illegal, alcohol is illegal for people under 21, and tobacco is illegal for anyone under 18. Using them might get you expelled from school or arrested. These drugs can also lead to accidents, violence, or even death. Drugs interfere with your brain chemistry. They also cause a long list of both short-term and long-term health problems. Many are addictive. No one wants to get sick or have chemicals affect their personality or behavior in a bad way.

“Most young people, if given the tools and the information, will make the right decision,” says Lisa Lybbert. She is in charge of the National Crime Prevention Council’s Teens, Crime, and the Community Program.

Most young people, in fact, don’t take drugs. The 2000 Monitoring the Future Survey asked students confidential questions about drugs. Eighty-five percent of eighth graders reported that they did not smoke, and 78 percent said they avoided alcohol in the 30 days before the survey. Also, 86 percent had not used marijuana, inhalants, or any other illicit drug. In short, everyone is not doing drugs. Knowledge is a powerful weapon against peer pressure.
“Why bother with peer pressure unless you have to? Avoid situations in which you would have to deal with drinking, doing drugs, or smoking,” says SADD member Suzanne Iskander. SADD stands for Students Against Destructive Decisions.

In any case, plan ahead. When you’re invited to a party, ask if parents will be there. Ask if drugs or alcohol will be available. If you feel awkward asking, have your parents call to find out. They will feel reassured. Besides, having a trusted adult on your side always makes it easier to resist drugs.

Have a backup plan in case something goes wrong. SADD members sign a “Contract for Life” with their parents. Their parents agree to provide a ride home with no hassles.

Learn to be assertive. When you are assertive, you’re being firm about your position. You don’t have to be mean, but you don’t have to please everyone either. Use the blunt approach. Turn things around. Change the subject. Use humor to defuse the tension. Blame it on someone or something else. Walk away from the situation.

Indeed, why not put positive peer pressure to work? “Seek out peers who have the values, ethics, and morals that you want to develop,” suggests Lybbert. You can support each other in making healthy choices. After all, true friends really care about each other.

SOURCE: Kowolski, K. Retrieved from Miami-Dade County Public Schools Education Portal, Big Chalk.
READING AND WRITING QUESTIONS

1. According to the article, to whom is the author writing?

(A) students
(B) teachers
(C) parents
(D) adults

2. Why did the author write this article?

(A) to explain how kids can deal with peer pressure as it relates to drug use
(B) to explain personal experience regarding the use of drugs
(C) to explain how young people are not handling peer pressure
(D) to explain that drug use is still a problem

3. Read the following sentence from the article:

_They may try to embarrass you for being a “goody-goody.”_

In this context, a “goody-goody” is someone who tries to get people to

(A) take drugs.
(B) sell drugs.
(C) join an anti-drug club.
(D) follow drug rules.

4. An opinion expressed in this article is that

(A) alcohol is illegal for people under 21.
(B) tobacco is illegal for people under 18.
(C) you are a terrific person.
(D) drugs interfere with the brain’s chemistry.
5. What should one say to someone who offers one drugs or alcohol? Use details and information from the article to support your response.

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6. What are the consequences of using drugs and/or alcohol? Use details and information from the article to support your response.

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FCAT Style Reading and Writing Activities in Social Studies. Developed by the Division of Social Sciences.
GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: Jury Duty

CBC COMPONENT: III Civic Responsibility

COMPETENCY: IIIA

OBJECTIVE(S): IIIA1 Describe the duties and responsibilities of citizenship and identify the process by which one may become a United States citizen.

LANGUAGE ARTS/READING BENCHMARKS

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

READING: Jury Duty (found on following pages)


Directions: Read the passage and answer the questions that follow.

Jury Duty

The United States jury system originated in England in the twelfth century, and became a point of contention between the American colonies and their British rulers. When the Stamp Act of 1764 proved too difficult for the British to enforce, they moved to courts in which juries were not allowed. By July 1776, the denial of trial by jury had become one of the causes of the revolution listed in the Declaration of Independence.

Jurors have not always been expected to make impartial decisions in criminal and civil cases. In England, in 1166, defendants could not testify on their own behalf; jurors were expected to know all the facts about a case before the case was tried. But by the early seventeenth century jurors became acquainted with the facts of the case through witness testimony.

Today it is the duty of each citizen to serve on a jury if he or she is asked, with limited exceptions. For example, often but not always, police officers, fire fighters, doctors, teachers, and public officials are frequently excluded from juries on the assumption that their work is too important to society to interrupt. A person may also be exempted if poor health would interfere with service. Most exemptions occur in cases where jury duty would cause undue personal or financial hardship. Citizens may ask for a deferral of duty to the following year.

To minimize financial and personal hardships, the Jury System Improvement Act of 1978 authorized increased compensation and travel allowances for jurors and protected them from being fired or losing seniority on their jobs. The one-day/one-trial system also facilitates jury service in many states. A person not selected for a jury in one day is excused from further service. If chosen for a jury under this system, a citizen only has to serve for the duration of one trial.

When choosing a jury, attorneys for both sides try to select jurors who are not prejudiced against their side. Potential jurors may be rejected if they have heard about the case in the media, or know anyone involved in the case. Knowing any of the witnesses can be cause for
dismissal since a juror is more likely to believe someone they know than a stranger. A jury should also be representative of the community. It was not until 1975, however, that the Supreme Court ruled the exclusion of women as jurors unconstitutional.

READING AND WRITING QUESTIONS

1. Why do lawyers not exclude from a jury everyone who has previous knowledge of the case being tried?
   (A) because lawyers use a lie detector device to check whether people are being truthful
   (B) because lawyers are very smart and know everything
   (C) because lawyers know potential jurors tell the truth
   (D) because lawyers can not tell whether potential jurors are being truthful

2. Why do you think Lawyers are limited in the number of potential jurors they are allowed to exclude without giving a good reason?
   (A) Lawyers are tired of giving reasons.
   (B) Lawyers could argue that on some level all jurors could be biased.
   (C) Lawyers do not want a room full of jurors.
   (D) Lawyers don’t want to interview potential jurors all day.

3. Which attorneys select jurors?
   (A) defense attorneys
   (B) prosecution attorney
   (C) both defense and prosecution attorneys
   (D) Neither attorney chooses the jurors because the judge chooses them.

4. An argument that would support the passing of the Jury System Improvement Act of 1978 is that jury duty
   (A) had become an undo financial hardship for jurors.
   (B) had become a financial benefit for jurors.
   (C) was always voluntary and the law provided a wage for jurors.
   (D) was a good excuse for employers to terminate employees.
5. Explain the rules that jurors are given and the reasons why these rules are in effect. Use details and information from the article to support your response.
GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: Life in a Village

CBC COMPONENT: IV Global Perspective

COMPETENCY: IVA

OBJECTIVE(S):

IVA1 Use appropriate skills and resources to access, analyze, and synthesize information.

IVA2 Identify contemporary issues that affect the local, state, national, and international community; e.g., drugs, HIV/AIDS, environmental.

IVA3 Discuss contemporary human rights issues from multiple perspectives or viewpoints.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).

LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

READING: Life in a Village (found on following pages)

SOURCE: www.scholasticnews.com
MULTIPLE CHOICE ANSWERS:
1. A
2. A
3. B
4. C
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

Life in a Village
A Day of Chores and a Two-Hour Walk to School.
By Fariba Nawa

Hasiba teaching (Photo: Fariba Nawa)

In the northeast of Afghanistan is a village called Yaftal, built along the edge of a mountain thousands of feet high. In the summer, it is windy and sunny. In the winter, it snows and only the men in the family dare to leave the village to find work.

Yaftal is home to 15-year-old Hasiba, who lives a hard and busy life. Her father is a farmer and her mother a homemaker. She lives in a two-bedroom, mud-brick shack with her two sisters and four brothers. Their kitchen, which has no door or window, has a portable gas stove and a clay oven the family has built into the ground to bake bread. They have one pot and a tea kettle visible in the kitchen. Their bathroom is a hole in the ground.

Daily Routine

Every day, Hasiba wakes up at 5 a.m. with the rest of her family. She and her two sisters carry empty oil cans to the spring five minutes away. They fill the cans with water to use for the rest of the day. Then she sweeps off the dust in front of her house, which is on the edge of a cliff. She rolls up her bed, washes, and sits down with the family to have breakfast. Wheat bread and tea with milk and sugar is their morning diet. Hasiba puts on her black uniform, braids her long, brown hair into several strands, and wraps her head with a sheer, black scarf. She puts on her tattered shoes and begins her two-hour walk downhill to school.

At 8 a.m., she reaches her school on the rim of the Kokcha River. She is one of the best
students in her seventh-grade class. Hasiba and more than 100 other students cram into a windowless classroom to study math, science, English, and literature.

"My favorite subjects are English and math. I want to be a teacher," Hasiba says shyly.

School ends at noon and Hasiba and her siblings begin their journey home, a three-hour walk uphill. They have bread and water in their backpacks to eat on the way home. At 3 p.m., Hasiba reaches home exhausted, her feet blistered. She rests for a few minutes before her mother serves lunch: tea with milk and sugar, and rice or bread.

**From Student to Teacher**

At 4 p.m., Hasiba goes to work——without pay——as a literacy teacher for six older women who cannot read. She doesn't go far this time——the village women come to her house to learn. Her course is part of a larger program for women who are illiterate or cannot read. With a small blackboard and chalk, she teaches them the Persian alphabet. People in this part of Afghanistan speak Dari, a dialect of Persian. One of her students is her mother.

"I'm so happy that Hasiba can teach all of us. I don't want her to get married so she can continue her education," her mother says. If Hasiba married, she would most likely become a mom and have little time to learn or teach.

At 6 p.m., Hasiba finishes teaching and cooks dinner with her mother. They eat rice or soup. Hasiba does homework for an hour. At 9 p.m., she lays out a sponge mat next to her siblings, and falls into a deep sleep.

**SOURCE:**  [www.scholasticnews.com](http://www.scholasticnews.com)
SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING AND WRITING QUESTIONS

1. What is this article mostly about?
   
   (A) the difficult life for a young girl in Afghanistan
   (B) how life has changed for young people because of war
   (C) how older women are getting educated in Afghanistan
   (D) the types of homes in which people live in rural Afghanistan

2. What is the author’s purpose in providing the information about how far Hasiba has to walk to get to school?
   
   (A) to emphasize her dedication to getting an education
   (B) to convince the reader to send money for buses to Hasiba’s village
   (C) to emphasize the joy Hasiba has on a daily basis
   (D) to convince the reader that a student’s life in the United States is easy compared to a student’s life in rural Afghanistan

3. Read the following sentence from the article:

   Yaftal is home to 15-year-old Hasiba, who lives a hard and busy life.

   This sentence consists of
   
   (A) an unfounded judgement.
   (B) a fact and an opinion.
   (C) only a fact.
   (D) only an opinion.

4. According to the article, what would happen to Hasiba’s dream if she were to get married?
   
   (A) She would be responsible for teaching all of the village’s children.
   (B) She would lose her job as a teacher
   (C) She would have little time to teach.
   (D) It would be illegal for her to continue teaching.
5. Provide evidence that proves Hasiba’s dedication to getting and giving an education. Use details and information from the article to support your response.

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6. Explain what might be the effect on Hasiba's village if she were able to teach all the women to read. Use details and information from the article to support your response.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: Securing the Blessings of Liberty

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIA

OBJECTIVE(S): IIA3 Identify the United States Constitution as the document that describes the structure of government and the rights of individuals under the government.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).

LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

READING: Securing the Blessings of Liberty (found on following pages)

SOURCE: Student interview from Chenery Middle School. Miami-Dade County Public Schools Education Portal, Big Chalk.

Securing the Blessings of Liberty

Securing the blessings of liberty to ourselves and our posterity is the sixth of the fundamental principles upon which our Constitution was established. My interpretation as to what motivated our forefathers to adopt it and what it means to us as a nation can be summarized as follows.

Liberty to a nation means liberty to its people to establish a democratic form of government in which everyone participates. This, in turn, allows the individual to think and act freely to better himself or herself, therefore allowing the nation to reap the maximum benefit from his or her productivity.

Liberty allows the individual to exercise their right of freedom of speech. This means that we can criticize the government and its officials without the fear of prosecution. By doing so, the nation stands a better chance of securing honesty, morality and integrity in the government.

Liberty allows us the freedom to worship and to belong to any religious organization we choose.

Liberty is a precious gift and the backbone of our dynamic system that provides hope and opportunity to the individual. It brings out the individuality of a person. It is the incubator of free ideas and ideological beliefs. It is the lung through which democracy breathes freedom and the rock upon which the waves of injustice break. It is the spirit of the nation and the foundation upon which our nation was built. Through liberty, the nation can adjust and cope with the changing times.

Although it is important for a nation to secure liberty, it is more important to know its value and to protect it at all cost. My generation was blessed to be born in it. It is our solemn responsibility to pass it on to future generations in order to keep “The Lady” with the burning torch proud to be in America.

READING AND WRITING QUESTIONS

1. What is the sixth fundamental principle of the Constitution?
   (A) ordain and establish the Constitution for the U.S.A.
   (B) form a more perfect union
   (C) establish justice
   (D) secure the blessings of liberty to ourselves and our posterity

2. What conclusion did the author draw about the six fundamental principals of liberty?
   (A) Liberty can easily be taken for granted.
   (B) Liberty is irrelevant to most people’s lives.
   (C) Liberty is only relevant for politicians.
   (D) Liberty allows an individual to think and act freely.

3. Read the following sentence from the article:
   Liberty to a nation means liberty to its people to establish a democratic form of government in which everyone participates.

   Based on this sentence, what has the author concluded about liberty?
   (A) Liberty and democracy go together.
   (B) Liberty does not require citizen participation.
   (C) Liberty can only be established in a democracy.
   (D) Liberty is not relevant to the establishment of a democracy.

4. Why does the author include the following sentence?
   Liberty is a precious gift and the backbone of our dynamic system that provides hope and opportunity to the individual.

   (A) to provide information about the importance of liberty.
   (B) to persuade the reader to think about the importance of liberty.
   (C) to state that liberty is an important aspect of the system mentioned.
   (D) to make the reader think that opportunity has nothing to do with liberty.
5. According to the essay, how does the author feel about liberty? Use details and information from the article to support your response.

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6. Describe the benefits a country receives from its citizens when they are awarded liberty. Use details and information from the article to support your response.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE:  Grade 7 - Civics

TITLE:  What Not to Wear?

CBC COMPONENT:  II Historical Awareness

COMPETENCY:  IIB

OBJECTIVE(S):  IIB4 Identify the rights contained in the Bill of Rights and the other amendments to the United States Constitution and give examples of how rights are applied and limited; e.g., majority rule vs. minority rights.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

LA.E.2.3.1 Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line. (Includes LA.E.1.3.2 Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.)

READING:  What Not to Wear? (found on following pages)


MULTIPLE CHOICE ANSWERS:

1. A
2. D
3. C
4. B
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Directions: Read the passage and answer the questions that follow.

What Not To Wear?

Kentucky Teen's Prom Dress Prompts Debate

It took Jacqueline Duty four years to get ready for her prom. As a ninth grader at Russell High School in Kentucky, she started sketching designs for a formal dress and saving money to pay for it. Over the next two years, she fine-tuned the sketches and gathered enough cash to hire a seamstress to turn her sketches into reality in time for her prom.

The result was an eye-catching, sequin-covered dress fashioned after the Confederate flag. But Duty never got the chance to show off the red, white, and blue number on the dance floor. The day before the prom, the principal called her into his office and forbade her to wear the dress. He said its Confederate flag design was inappropriate for a school event because it might offend people. The Confederate flag was the battle flag of the Confederate states during the Civil War (1861-1865).

Duty tried to wear the dress to the prom anyway, but the principal, superintendent, and two police officers stopped her date's car in the parking lot and ordered the couple to leave.

Although Duty, now 19, is angry about missing the prom, she's more upset about the school's actions. She says the school district violated her First Amendment rights by banning her dress and she's filed a lawsuit hoping to prove it.

Duty said the school had no right to ban her dress because she, like all Americans, is guaranteed freedom of speech under the First Amendment to the U.S. Constitution. Besides, she pointed out, she wasn't trying to offend anyone; she designed the dress to show pride in her Southern roots.
"She wanted ... to reflect her interest in her Southern heritage," explained Earl-Ray Neal, Duty's attorney.

Duty said that the Confederate flag was not banned by her school's dress code and that it was unfair of the principal to prohibit her dress on the off chance that it might offend someone. "There are many things that offend me, but I keep my mouth shut because everyone has rights," Duty wrote in a letter to supporters the day after the prom. "Girls who wear dresses that leave nothing to the imagination offend me."

Russell High School isn't the first school to forbid a student to wear clothing adorned with the Confederate flag. The controversial symbol has been at the heart of school dress code debates nationwide.

School officials say they have the right to ban the flag because they have a responsibility to maintain order. In some schools, the flag is so contentious that its display can lead to fights among students.

Krista Abram of Tarpon Springs, Fla., tried to get the Confederate flag banned at her high school last year. "I've done the research on its history," said Abram, who is biracial. "It's a racist symbol."

Abram says people who wear the Confederate flag are indirectly supporting slavery, because the Confederate states fought the Union in part to maintain the right of their citizens to own slaves.

READING AND WRITING QUESTIONS

1. What was the argument that Jacqueline Duty used to support her opinion?

(A) Her freedom of speech rights protected by the first amendment to the United States Constitution had been violated.
(B) She thought she should be able to wear anything that she desires.
(C) Her rights had been violated according to the State of Kentucky’s Constitution.
(D) Her rights were upheld but she thought that the school officials should have simply accepted her dress as freedom of expression.

2. The author’s tone is

(A) applauding the student’s right of freedom of speech and expression.
(B) supporting the school’s right of limiting expression in order to control student behavior.
(C) making a value judgement as to whether or not society should be able to display the Confederate flag.
(D) objectively reporting the events surrounding Jacqueline Duty’s prohibition, due to her style of dress, from her prom.

3. Read the following excerpt from the article:

Russell High School isn’t the first school to forbid a student to wear clothing adorned with the Confederate flag. The controversial symbol has been at the heart of school dress code debates nationwide.

The author included these facts in order for the reader to be able to realize that

(A) this student’s experience was unique and not representative of other students’ experiences.
(B) dress codes by nature are unconstitutional.
(C) other schools across the nation are having similar controversies.
(D) schools all over the nation are upholding students’ rights.
4. Which scenario is best to use as evidence that similar controversies exist elsewhere?

   (A) a school sues a publisher because a textbook included incorrect information about southern heritage
   (B) a student run school newspaper is prohibited from printing an article on southern heritage
   (C) a school prohibits the teaching of traditional southern heritage
   (D) a teacher is forbidden to teach the military strength of the northern and southern states
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5. Explain the point of view of the school. Use details and information from the article to support your response.

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6. Argue against the following statement: “Confederate symbols are too painful and controversial and should be banned from school activities.” Use details and information from the article to support your response.

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GRADE LEVEL/COURSE: Grade 7 - Civics

TITLE: When Children Kill Children

CBC COMPONENT: III Civic Responsibility

COMPETENCY: IIIC

OBJECTIVE(S):

IIIC1 Analyze the role the media plays in shaping public opinion in the local community.

IIC8 Identify the types of crime that most often affect teens; e.g., gang-related crimes, violent crimes, property crimes, abuse, acquaintance rape, substance abuse, shoplifting.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).

LA.A.2.3.5 Locates, organizes and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real-world task. (Includes LA.A.2.3.6 Uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs, and computer catalogs, to gather information for research projects; and LA.A.2.3.7 Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.)
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LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

READING: When Children Kill Children (found on following pages)

SOURCE: Miami-Dade County Public Schools Education Portal, Big Chalk

MULTIPLE CHOICE ANSWERS:

1. A
2. B
3. B
4. C
5. B
When Children Kill Children

In covering schoolyard shootings, it is important to provide perspective, and to avoid concentrating too heavily on the suspects while ignoring the victims.

On October 1, 1997, it happened in Pearl, Mississippi. Two months later in West Paducah, Kentucky. March 24, 1998- Jonesboro, Arkansas. April 24- Edinboro, Pennsylvania. May 19- Fayetteville, Tennessee, and May 21- Springfield, Oregon. The media were covering a rash of school shootings on front pages and at the top of newscasts. Though such shootings had happened before, a cycle worth investigating nationally had emerged, prompting talk of a growing trend, a copycat effect, root causes and guns in school, not to mention media excess, sensationalism and insensitivity.

News organizations were challenged with presenting breaking news thoroughly and accurately, with empathy and depth- and for an audience that took extreme, often personal, interest in all aspects of tragedies involving children and violence. What play should the articles receive? How much does the public need and want to know? Where should the focus of the coverage lie?

Many of these questions require serious consideration before a traumatic event like a school shooting occurs. After all, newsrooms don’t have a lot of time to establish detailed game plans once the violence takes place.

It was about 8:30 a.m., May 21, when the newsroom of Portland’s Oregonian received word of the shooting in Springfield, a town 100 miles away. Fifteen-year-old Kipland P. Kinkel stood accused of opening fire in a crowded high school cafeteria. “We just started people rolling,” says Executive Editor Pete Bhatia. But as the digging began, he says, the staff started “thinking about how we could bring more context to it right away,” to find more
meaningful stories, answer the “why” questions, put it “in a broader context than a disturbed teenager with a gun…well within the first day.” The result? A front page completely dedicated to the story; the opening paragraphs of three pieces on the shooting, the suspect and the heroes who intervened; a map of the school chronicling the events; and short bits of information on the suspect, the dead and the wounded, all under a large photo of students hugging and crying and the two-line headline: “Springfield’s agony: He just kept shooting.” Practically the entire opinion page contained related commentary. And day one was only the beginning. Stories exploring school shooting remained on the front page for the next five days, with exhaustive coverage inside.

Michelle McLellan, the Oregonian’s public editor and often its complaint department, waited for the anticipated barrage of criticism. Surprisingly, she got just the opposite. “Most people were saying they thought our coverage was extremely sensitive…I got about two dozen calls on the positive side, half that many over about two weeks time on the negative side.” She began thinking, “What are we doing here that is provoking response?” She cites two aspects of the Oregonian’s coverage: exploring the broader issues as well as the mayhem and not focusing too heavily on the suspect. “The people who called…mentioned those most of all, and what they were taking from that was, ‘Hey, you’re really interested in the readership here’ and what we might want to know.”

But even before turning to root causes, readers require firm grounding. A news organization’s first step should be to provide as much detail about what actually happened as possible, says Steven Gorelick, a sociologist who teaches communications and journalism at the City University of New York. Let the reader in on everything, he says. Don’t start censoring out the possibly offensive or gory items, not to feed a public desire for salacious material, he says, but to “limit larger trauma by being very explicit about the details. It leaves less room for people’s imaginations to fuel an even larger panic… The more information, the better.”

Vital information usually comes the first day- the who, what, when, where, how. News outlets should just get the facts out at first and not “try to weigh in with why so much as what,” avoiding overly simplistic and irresponsible reporting, says LynnNell Hancock, director of the Prudential Fellowship for Children and the News and an assistant professor at the Columbia University Graduate School of Journalism. The typical reaction is “demon-seed’” she says: The suspects are painted as children without a conscience, which is rarely the reality.

The real reasons are often difficult to pinpoint and sometimes just not possible to decipher. The media needs to explore many possible “whys,” not purport to have found the definite one. It is understandable for reporters, and the public at large, to look for some kind of facile explanation, says Gorelick, who often finds himself being asked similar questions.
“The other possibility is that there may be no explanation and no way to protect ourselves from future types of acts,” he says.

“We are not worried about the victims anymore. We now have this Southern gun culture that is responsible for all acts of violence south of the Mason-Dixon line,” one Jonesboro resident remarked at a town meeting sponsored by the Freedom Forum and aired on ABC’s “Nightline.”

National coverage, by its nature, has to emphasize the relevance to all Americans and explore the societal impact and causes. Perhaps inevitably, the level of media coverage will suffer more criticism, particularly at the hands of the communities affected, the communities the media seem to invade. So how should the media cover these events? Perhaps the pitfalls are simply part of the territory.

SOURCE:  Robertson, L.  Retrieved from Miami-Dade County Public Schools Education Portal, Big Chalk.
READING AND WRITING QUESTIONS

1. What is this article mostly about?
   (A) media coverage of gun violence
   (B) the problem with the media
   (C) community hatred towards the media
   (D) the media’s negative opinions about children

2. Who is Kipland P. Kinkel?
   (A) a news reporter
   (B) a 15-year-old shooting suspect
   (C) a 15-year-old shooting victim
   (D) the editor of the Oregonian

3. What type of response did Michelle McLellan expect from her newspaper’s article?
   (A) an overwhelmingly positive response
   (B) a negative response
   (C) a lawsuit for liable
   (D) to lose her job

4. According to the experts in the article, where does the blame or finger-pointing traditionally focus when it comes to school shooting?
   (A) the media
   (B) the parents
   (C) the suspect
   (D) the teachers

5. Information given in the eighth paragraph would most likely have come from a research note card titled
   (A) “Examples of School Shootings”
   (B) “What Journalists Should Report”
   (C) “What Journalists Should Not Report”
   (D) “Oregon’s Advice to Journalists”
6. What advice would you give to a journalist about how they should cover or report a tragic event such as a school shooting? Use details and information from the article to support your response.

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Scoring Rubric for Short Response Tasks

2 Points The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate and complete and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

1 Point The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.

0 Points The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.
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