

Essential Question Preview

How do systems of government affect the roles of citizens across the globe?

Have the students consider the Essential Question and capture their initial responses.

Explore the Essential Question

- Discuss how studying different systems of government helps geographers understand the world's people.
- Explain that while all nations have citizens, the rights, duties, and freedoms of citizenship are not the same in every country.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

How do governments interact with one another?

What are some of the ways in which citizens' duties and rights vary from one country to another?

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

Explore the Online Video

ANALYZE VIDEOS

Could You Pass the U.S. Citizenship Test?

Invite students to watch the video to see how some randomly chosen Americans perform when quizzed about their government.

Civics What could be done to help more Americans learn about their government and history? *Answers will vary. Possible answer: Require the media to provide more informative programming on national holidays such as Presidents' Day and the Fourth of July.*



Module 4

Government and Citizenship



Essential Question

How do systems of government affect the roles of citizens across the globe?



About the Photo: The Palace of Westminster in London is where Parliament meets. Parliament is the United Kingdom's highest legislative authority.

In this module, you will learn about how nations across the globe interact and form a world community. You will also learn about the different world governments and how people participate in those governments.

What You Will Learn

Lesson 1: A World of Nations 131
The Big Idea The world is divided into many different nations that interact together to trade, protect their national interests, resolve conflict, and address global issues.

Lesson 2: World Governments 137
The Big Idea The world's countries have different governments, and some countries struggle with human rights abuses.

Lesson 3: Citizenship 145
The Big Idea Along with the rights and freedoms of citizenship in representative democracies like the United States come important duties and responsibilities.

Explore ONLINE!



VIDEOS, including ...

- Could You Pass the U.S. Citizenship Test?
- Birth of Democracy

- ✓ Document-Based Investigations

- ✓ Graphic Organizers

- ✓ Interactive Games

- ✓ Channel One News Video: Students Bring Climate Change Lawsuit

- ✓ Image with Hotspots: The DMZ Separates the Koreas

- ✓ Interactive Map: Freedom in Governments of the World

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Lesson 1 Big Idea

The world is divided into many different nations that interact together to trade, protect their national interests, resolve conflict, and address global issues.

Main Ideas

- The world is divided into physical and human borders.
- The nations of the world interact through trade and foreign policy.
- The nations of the world form a world community that resolves conflicts and addresses global issues.

Lesson 2 Big Idea

The world's countries have different governments, and some countries struggle with human rights abuses.

Main Ideas

- Limited governments of the world include democracies.
- Unlimited governments of the world include totalitarian governments.
- Most human rights abuses occur under unlimited governments of the world.



Citizenship Voting is an important responsibility for citizens of India and other free countries.



Global Community The United Nations Headquarters in New York City is where more than 190 member states meet to promote international cooperation.



Government In democratic countries, leaders are elected by the people. Laura Chinchilla was elected president of Costa Rica in 2010.

Explore the Images

Government The Palace of Westminster, also called the Houses of Parliament, is one of the most recognized buildings in the world. It includes the famous clock tower known as Big Ben. For over 900 years, representatives have met at this location to make laws.

Citizenship The men in the citizenship photo are holding voter identification cards, used in India to combat frequent voter fraud. The turbans worn by the men indicate that they are members of the Sikh religion.

Global Community The United Nations headquarters consists of an 18-acre complex along the East River in New York City. The headquarters is owned by all the countries that are currently UN members.

Government In addition to Costa Rica, three other Latin American countries had female presidents in 2014: Brazil, Chile, and Argentina. Additionally, Jamaica, Trinidad, and Tobago had female prime ministers.

Analyze Visuals

How are the people in these images working together to improve their countries or the world? *Leaders promote international cooperation; Indian citizens vote in elections; a health care worker provides care; volunteers work together to beautify their community.*

► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



Lesson 3 Big Idea

Along with the rights and freedoms of citizenship in representative democracies like the United States come important duties and responsibilities.

Main Ideas

- The duties and roles of citizenship help to make representative government work.
- Good citizens accept their responsibilities for maintaining a strong democracy.
- Citizens influence government through public opinion.
- The type of government in some societies influences the roles of the citizens in those societies.

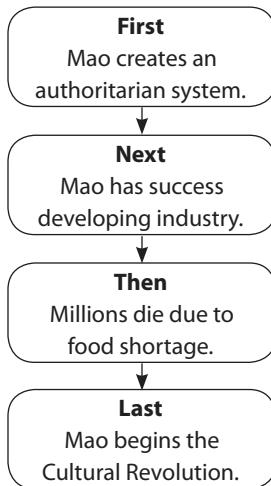
Reading Social Studies

Reading Social Studies

READING FOCUS

Sequence

The events of Mao's life can also be placed in order in a sequence chain. Share the one below with students, and discuss the differences between timelines and sequence chains. *The timeline includes dates, while the sequence chain uses clue words.*



Have students create sequence chains of a day at school. First, ask each student to write two paragraphs that summarize the events in a typical school day in chronological order. Then ask students to exchange summaries. Have each student circle words or phrases that signal chronological order. Then have students use those words to create a sequence of the day's events.

YOU TRY IT!

Students' sequence chains should organize the events in the following order: 1. Brazil becomes colonized by Portugal; 2. Brazil gains independence; 3. Brazil becomes a republic; 4. military uprisings occur; 5. Vargas gains control; 6. Vargas becomes a dictator; 7. civilian government takes over; 8. Constitution adopted.

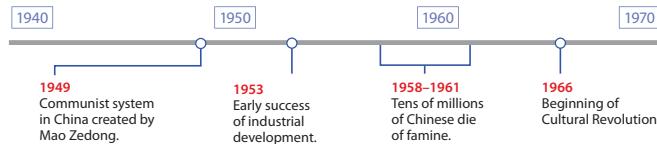
Sequence

READING FOCUS

Sequence is the order in which events follow one another. To show the order of events or steps in a process, writers use words like *before*, *after*, *next*, *first*, *then*, *later*, and *finally*. They also use words and phrases that indicate specific times, such as *the next day* and *on July 4, 1776*. Making a visual such as a sequence chain or a timeline can help you sequence events.

Read the passage below, noting the underlined clue words and dates. Notice how they reveal the order of the events shown in the timeline.

In 1949 Chinese leader Mao Zedong created an authoritarian Communist system, imprisoning or killing those who spoke out against his policies. He implemented Soviet-style five-year plans for industrial development. Early efforts, begun in 1953, had some success, but widespread food shortages led to the deaths of tens of millions by 1961. In 1966, Mao began the Cultural Revolution, a violent effort to rid China of its pre-Communist customs and beliefs.



YOU TRY IT!

Read the following passage. Look for dates and clue words to help you figure out the sequence of steps described in it. Then make a sequence chain like the one above to show that order.

Brazil was a Portuguese colony for 300 years before gaining independence in 1822. The nation became a republic in 1889, but wealthy coffee planters held much of the political power until a series of military-led uprisings began in the 1920s. In 1930 Getúlio Vargas took power in a nonviolent revolution; by 1937 Vargas ruled as a dictator. After alternating attempts at democracy and at military rule, in 1985 the military finally turned over power to a civilian government. Three years later, Brazil enacted a constitution that is still in effect today.

As you read this module, look for clues that show the sequence of events.



A World of Nations

- The DMZ Separates the Koreas
- Ensuring Basic Rights for All

- Game: True/False: International Relations
- Analyzing Economic Sanctions
- Solving Global Security Problems

Visuals

LESSON 1

Big Idea

The world is divided into many different nations that interact together to trade, protect their national interests, resolve conflict, and address global issues.

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

Videos

- Obama Meets with Castro

Maps,
Graphs, and
Charts

- Graph: The Effect of AIDS on Life Expectancy

Sources

- Document-Based Investigation: The Charter of the United Nations

Extend
and Enrich

► Online Lesson 1 Enrichment Activities

Analyzing Economic Sanctions

Article Students read about the reasons for supporting and opposing economic sanctions. Students then conduct additional research and create a chart listing the pros and cons of using economic sanctions.

Solving Global Security Problems

Activity Students choose a specific security issue, conduct research to learn about the roots of the problem, and determine what they think is the best solution. Students then create a poster explaining the problem along with their solution.

A World of Nations

The Big Idea

The world is divided into many different nations that interact together to trade, protect their national interests, resolve conflict, and address global issues.

Main Ideas

- The world is divided into physical and human borders.
- The nations of the world interact through trade and foreign policy.
- The nations of the world form a world community that resolves conflicts and addresses global issues.

Key Terms and Places

borders
sovereign nation
foreign policy
diplomacy
national interest
United Nations
human rights
humanitarian aid

If YOU lived there ...

You are living through a drought in Sacramento, California. Your teacher splits your class into groups to discuss ways to solve the drought problem. One student thinks using less water is the solution, and another believes people should try to find more water. Your group begins arguing over whose solution is the best. You want everyone to get along, but nobody seems to agree.

How could you help your classmates work together?

Boundaries and Borders

There are about 200 countries in the world today. Each country has political boundaries, or **borders**. Within a country there are also many smaller political units, such as cities, counties, and states, each with its own set of borders. There are two main types of borders used to set political boundaries—physical borders and human borders.

Physical Borders Borders sometimes follow natural boundaries. Mountains, deserts, and oceans make good natural boundaries because they are often difficult to cross and are permanent markers. For example, the Andes Mountains form the eastern border of Chile, while the Pacific Ocean forms Chile's western border. These two physical features give Chile a long, skinny shape.

Rivers and lakes are other natural boundaries used to set borders. For example, the Chattahoochee River forms part of the border between Alabama and Georgia. The Great Lakes form part of the border between the United States and Canada. However, rivers can be troublesome boundaries. Sometimes the flow of a river might shift course, changing the border.

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Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

How could you help your classmates work together?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

Consider the overall GOAL:

- to handle the Sacramento drought
- to come up with a solution that will be workable

Consider the two SOLUTIONS:

- conserve existing water
- find more water

2. Direct Teach Introduce the Big Idea: *The World is divided into many different nations that interact together to trade, resolve conflict, and address global issues.* Remind students that the nations of the world are constantly attempting to resolve conflicts. The water crisis is one type of conflict. Ask: Why do these types of conflicts occur? *Many resources, including water, are scarce in parts of the world.* Encourage students to discuss other scarce resources, such as land, minerals, and energy resources.

3. Practice/Assess/Inquire Organize students into even-numbered groups. Instruct them to divide into two teams and debate the two sides of the issue. As they debate, one member should keep a list of the points made by each side.

4. Explore (Collaborative Exploration) Have the entire class review the points that the teams made. Discuss the importance of compromise in these situations. Students should then go back into their groups and work out a compromise solution. Each group should create a list of the major points in their compromise. Have the groups share their lists.

5. Whole Group Close/Reflect As a homework assignment, have students write a paragraph on the importance of compromise and propose the compromise they think would work the best in the Sacramento drought situation.

*Alternative Assessment Handbook, Rubrics 10: Debates; 11: Discussions; 14: Group Activity; and 35: Solving Problems

ONLINE DOCUMENT-BASED INVESTIGATION

Government and Citizenship

This excerpt from the Charter of the United Nations is the first of three document-based investigations that students will analyze in the Government and Citizenship module. The excerpt, written in 1945, states the reasons for the creation of the United Nations.

Teach the Main Idea

The world is divided into physical and human borders.

Summarize What is an advantage of having a physical border between two nations?

What is a disadvantage? *Physical borders, such as rivers, are easy to observe. However, these borders can also change. For example, a river can shift its course.*

Compare and Contrast How is a geometric boundary similar to a cultural boundary? How are they different? *Both are human-made. However, geometric boundaries are typically straight lines of latitude and longitude, while cultural boundaries are based on cultural traits.*

Draw Inferences Most U.S. counties have human, rather than physical, borders. Why do you think this is true? *Possible answer: There are not enough physical entities to make physical borders.*

More About ...

The Shifting Rio Grande The U.S.-Mexican border is the most commonly crossed international boundary in the world. More than half of this border is set by the Rio Grande. This riverbed is continuously shifting, leading to disputes. For example, the town of Rio Rico became part of Mexico when a commercial property owner diverted the course of the Rio Grande. The International Boundary and Water Commission was established in 1889 to deal with problems related to the shifting of the Rio Grande.

Teach the Main Idea

The nations of the world interact through trade and foreign policy.

Explain Is Alaska a sovereign nation? Explain. No, *Alaska is not a sovereign nation because it does not rule its territory independently of outside governments. While the Alaskan government does have certain rights, the U.S. government is the ultimate authority over Alaska.*

Predict Japan is a highly advanced industrial nation but has few natural resources. What do you think would happen if Japan was not able to trade with other countries? *Japan would not be able to obtain the raw materials it needs to produce goods, and its economy would be severely damaged.*

Understand Cause and Effect What is a major reason that nations use foreign policy to keep friendly relations between countries? *Possible answer: to help keep their nations safe*

Draw Conclusions Do you think the United States was acting in its own national interest when it developed the Marshall Plan in 1947 to help European nations recover from World War II? Why or why not? *Possible answer: Yes, because having a stable Europe increased U.S. security and reduced the chances of another European war.*

More About . . .

Studying International Relations Many young people want to make the world a safer, more cooperative place. One way is to have a career in international affairs. International affairs students must have a strong knowledge of world history and current events. They often obtain degrees in international relations from schools such as Harvard, Stanford, and Georgetown. The Woodrow Wilson School at Princeton, for example, prepares students to become leaders in both public and international affairs. Its students come from around the world to learn techniques for developing good foreign policy and encouraging cooperation among nations.

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **borders, sovereign nation, foreign policy, diplomacy, national interest, United Nations, human rights, humanitarian aid.**

The Great Lakes are a natural boundary between the United States and Canada.



Human Borders Sometimes, borders are determined by humans, with no input from the physical landscape. There are two main types of boundaries used to set human borders: cultural and geometric.

Cultural boundaries are based on cultural traits, such as language or religion. For example, the border between mostly Muslim Pakistan and mostly Hindu India was established largely along religious lines. The border between Portugal and Spain is an example of a cultural boundary based on language.

Geometric boundaries are borders that are not based on natural or cultural patterns. Often, they are straight lines based on lines of latitude or longitude. For example, the border between North Korea and South Korea follows near the 38th parallel, or 38°N latitude. Another example is the part of the border between the United States and Canada that follows 93°N latitude. The borders of many states and counties in the United States are also geometric boundaries.

Nations of the World

Having set borders is one characteristic of a **sovereign nation**, or a government that has complete authority over a geographic area. Sovereign nations rule independently from governments outside their borders. They can make their own laws and enforce them. They can collect taxes, build a military, and make treaties, or written agreements, with other nations. They can also defend themselves against foreign invasion.

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COLLABORATIVE LEARNING

Analyze a Border Dispute

1. Say: There are currently a number of border disputes between the world's countries. Many of these disputes involve only a small amount of land.
2. Have students work in pairs to conduct research to learn about current border disputes. Instruct them to choose one border dispute to analyze more closely.
3. Have students research their chosen border dispute. They should determine:
 - the two countries involved
 - the location of the disputed land
 - the points of view of each country

4. Instruct students to work together to discuss possible solutions and choose one that they think is workable and fair.
5. Have students write a report explaining the dispute and each country's point of view. The report should contain a map showing the disputed area(s) and conclude with the students' proposed solution. Instruct students to give specific reasons that they think their solution will work.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 14: Group Activity; 30: Research; and 43: Writing to Persuade

Academic Vocabulary
Interact to talk or act together

Trade and Foreign Policy Though sovereign nations rule independently, they **interact** with other nations. One way nations interact with each other is through trade. Different nations have different resources, and they also lack different resources. Trade allows nations to exchange the goods that they have or can make for goods that they cannot make.

Another way that nations act together is through **foreign policy**, or a nation's plan for how to act toward other countries. Foreign policy is important because the actions one nation takes affect other nations. For example, when Germany invaded Poland in 1939, Great Britain and France declared war on Germany. This was the start of World War II, a conflict that grew to involve almost every part of the world. Because leaders of the world were concerned with keeping their nations safe, or national security, many leaders try to secure friendly relations with other countries as part of their foreign policy.

The foreign policy work nations do to keep friendly relations with each other is called **diplomacy**. Diplomacy is used to prevent war, solve problems, and open communication between countries. For example, the United States ended diplomatic ties with Cuba in 1961. In late 2014 President Obama announced that the United States and Cuba would have diplomatic relations for the first time in decades. President Obama traveled to Cuba in 2016. An American president had not done that in almost 90 years.

Another important foreign policy tool is foreign aid, or assistance that a country provides to another country. For example, the United States gave large amounts of foreign aid during and after World War II. It sent soldiers to help fight during the war. After the war, the people of Western Europe needed food, clothing, and housing, which the United States helped provide.

The DMZ Separates the Koreas



Following World War II, the 38th parallel was used to divide North and South Korea. Above, South Korean soldiers patrol the barbed wire fence along the demilitarized zone (DMZ), which separates the two Koreas today. The DMZ stretches east to west near the old boundary at the 38th parallel.

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ADVANCED/GIFTED

The U.S. State Department

1. Tell students that the Department of State is the main U.S. foreign affairs agency. The department is led by the secretary of state, a cabinet member who is chosen by and reports directly to the president.
2. Have students research the history and mission of the department.

3. Have students prepare a collage of images showing how the department uses its diplomatic tools and staff around the world to advance the nation's foreign policy goals. For example, students might find images of food being delivered to needy children in Africa.

*Alternative Assessment Handbook, Rubric 8: Collages

For additional instruction, go to end of lesson.

ONLINE GRAPHIC ORGANIZER

A World of Nations

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Analyze Why do nations of the world interact together instead of keeping to themselves? *so they can trade for resources they do not have; create alliances against common adversaries; seek aid during disasters*

ONLINE INTERACTIVE VISUALS

Image with Hotspots: The DMZ Separates the Koreas

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What city is near the demilitarized zone (DMZ)? *Seoul*
In print edition, see image of same title.

The DMZ Separates the Koreas

Following World War II, the 38th parallel was used to divide North and South Korea. The DMZ stretches east to west near the old boundary at the 38th parallel.



ONLINE ANALYZE VIDEOS

Obama Meets With Castro

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos What was the purpose of Obama's visit to Cuba? *possible answer: to address human rights violations and to establish economic ties*

READING CHECK

Identify What natural boundaries are used to form borders? *mountains, deserts, oceans, rivers, and lakes*

Teach the Main Idea

The nations of the world form a world community that resolves conflicts and addresses global issues.

Explain Why was the United Nations created after World War II? *The world had seen a terrible time of death and destruction during World War II, and people wanted to reduce the chances of this happening again.*

Describe What kinds of sanctions does the UN place on countries that have broken international laws? *It restricts or bans trade, travel, or economic activity with those who have broken these laws.*

Draw Inferences Why are the Geneva Conventions important? *Possible answer: The Geneva Conventions protect the human rights of captured soldiers and those who are not directly involved in a war, such as civilians and aid workers. They set an important standard to which nations are expected to adhere.*

Name What are three organizations that provide humanitarian aid to disaster areas? *Possible answers: United Nations Children's Fund, International Red Cross, Doctors Without Borders*

More About . . .

Connect to Civics: Democracy The word *democracy* comes from the Greek words that mean “rule by the people.” Because ancient Greece was a small society, it practiced direct democracy, where all citizens could discuss and vote directly on laws and leaders. Later democracies have been indirect, where people vote for representatives who discuss and make laws.

ONLINE DOCUMENT-BASED INVESTIGATION

The Charter of the United Nations

The Charter of the United Nations was signed at the end of the United Nations Conference on International Organization. The Charter outlines the goals of the United Nations. Students can read the excerpt to learn some of these goals.

Analyze Sources What are some of the goals of the United Nations? *Possible answer: to practice tolerance, to maintain international peace and security, to promote economic and social advancement for everyone*

In print edition, see Historical Source of same title.

National Interest Each nation has its own goals to help it succeed. These goals make up a country's **national interest**. Different countries have different national interests. Part of the United States' national interest, for example, is to grow its economy and defend its national security. For New Zealand, protecting its natural resources against climate change is one of its national interests.

When nations have similar national interests, they sometimes become allies, or a group that gives support. For example, in 1949 the United States and 11 other nations formed the North Atlantic Treaty Organization (NATO) to stop a common adversary, or enemy. The Soviet Union was taking over other countries in Eastern Europe and spreading communism. NATO wanted to protect other nations from being invaded and to stop the spread of communism. Today, the Soviet Union no longer exists, but NATO has grown to include 28 nations who share common interests, such as promoting democratic values and peace.

A World Community

Together, the nations of the world form a world community. Countries are connected to each other through trade and diplomacy. What happens in one part of the world can affect the entire planet. Because of this, the world community works together to promote cooperation among countries in times of conflict and crisis.

Resolving Conflict From time to time, conflicts erupt among the countries of the world. Wars, trade disputes, and political disagreements can threaten the peace. Countries often join together to settle such conflicts. In 1945, for example, 51 nations created the **United Nations** (UN), an organization of the world's countries that promotes peace and security around the globe.

The United Nations now has more than 190 member states. The UN promotes security by calling on quarreling countries to work out a peaceful

Historical Source

The Charter of the United Nations

Created in 1945, the United Nations is an organization of the world's countries that works to solve global problems. The Charter of the United Nations outlines the goals of the UN, some of which are included here.

Analyze Sources

What are some of the goals of the United Nations?

"We the Peoples of the United Nations Determined . . . to save succeeding generations from the scourge [terror] of war . . . to practice tolerance and live together in peace with one another as good neighbors, and to unite our strength to maintain international peace and security, and to ensure . . . that armed forces shall not be used, save [except] in the common interest, and to employ international machinery [systems] for the promotion of the economic and social advancement of all peoples, Have Resolved to Combine our Efforts to Accomplish these Aims."

—from the Charter of the United Nations

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STRUGGLING READERS

Charter of the United Nations

1. Have students reread the excerpt from the UN Charter and make a list of new or unfamiliar words. Have them work with a partner to define the words on their lists.
2. Have students paraphrase the charter in their own words, using familiar everyday language and synonyms for the words on their list of new and unfamiliar terms.

3. Have students work in small groups to compare their paraphrases.
4. Read each sentence from the charter aloud and ask volunteers to read their paraphrases and to explain what the sentence or phrase means.

*Alternative Assessment Handbook, Rubric 1: Acquiring Information

READING CHECK

Summarize How do nations interact with each other? *through trade, diplomacy, foreign aid, and by forming alliances*

Many people believe that health care is a basic human right. Here, a Doctors Without Borders medical team leader examines refugees from Libya.



settlement. It also places sanctions, or penalties, on those who have broken international laws. Sanctions restrict or ban trade, travel, or economic activity with law violators. For example, the United Nations has placed sanctions against the terrorist groups and militant organizations in the Middle East, such as al Qaeda and the Islamic State of Iraq and the Levant (ISIL), as a way to combat terrorism.

The United Nations also works to guarantee **human rights**, or rights that all people deserve. Human rights include political rights, such as the right to vote. Freedom of expression and equality before the law are other examples of human rights. Over the years, the UN has passed several declarations setting standards for such rights.

Nations also form organizations to help out in areas of conflict. These organizations provide **humanitarian aid**, or assistance to people in distress. For example, during the Syrian civil war, the International Committee of the Red Cross (ICRC) brought food, clean water, and essential aid to civilians. Another organization, the United States Agency for International Development (USAID), offers assistance to conflict and poverty-stricken countries all over the world. In Pakistan, USAID has built or rehabilitated 1,040 schools since 2009. Some groups lend aid to refugees, or people who have been forced to flee their homes. Doctors Without Borders, for example, provides medical aid to those fleeing areas of armed conflict, such as South Sudan, Libya, Syria, and Afghanistan.

Organizations are able to help conflict zones because the Geneva Conventions of 1949 protect them. The Geneva Conventions are international agreements that tell countries at war how to treat people. Under the Geneva Conventions, for example, people cannot be held hostage, enslaved, or tortured. The Geneva Conventions protect the human rights of civilians, medics, and aid workers who are not taking part in the fighting. They also protect those who can no longer fight, such as the wounded, the sick, and prisoners of war.

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TIERED ACTIVITY

Present Information on the Universal Declaration of Human Rights

Below Level—Discuss with students that the UN adopted the Universal Declaration of Human Rights in 1948 as a statement of the basic rights to which every person is entitled.

Have students:

- conduct research to learn about the Universal Declaration of Human Rights.
- create a list of the ten rights they consider most important. Students should use their own words when stating these rights.

At Level—Going beyond the Below Level activity, students should:

- create a multimedia presentation on the Declaration.
- Include their lists of ten rights in their presentations.

Above Level—Going beyond the Below Level and At Level activities, students should:

- include information on how the Declaration was created.
- include information on Eleanor Roosevelt's role in developing the Declaration.

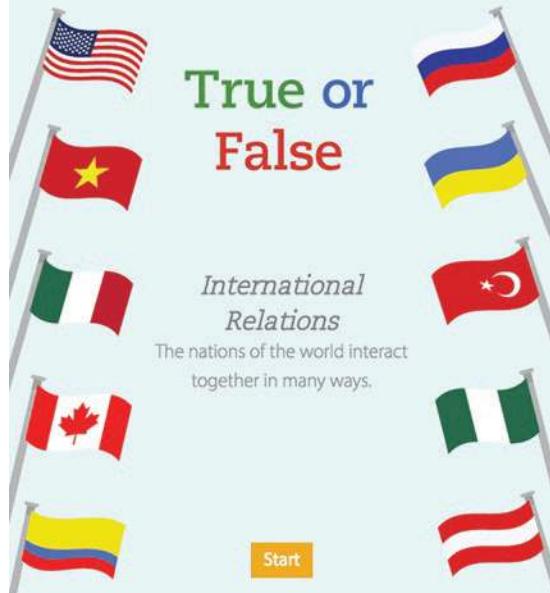
*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; Rubric 22: Multimedia Presentation; and Rubric 28: Posters

For additional instruction, go to end of lesson.

GAME

True or False Game: International Relations

Have students play the game to test their knowledge of facts about international relations.



ONLINE INTERACTIVE VISUALS

Image with Text Slider: Ensuring Basic Rights for All

Have students explore the image of Eleanor Roosevelt holding a copy of the Declaration of Human Rights and reveal additional information using the interactive slider.

Ensuring Basic Rights for All

Representatives from around the world joined together to draft a document, the Universal Declaration of Human Rights, that would outline the rights every individual should have. Here are some important ideas expressed in the document:

- "All human beings are born free and equal in dignity and rights."



Eleanor Roosevelt holds a copy of the Declaration of Human Rights.

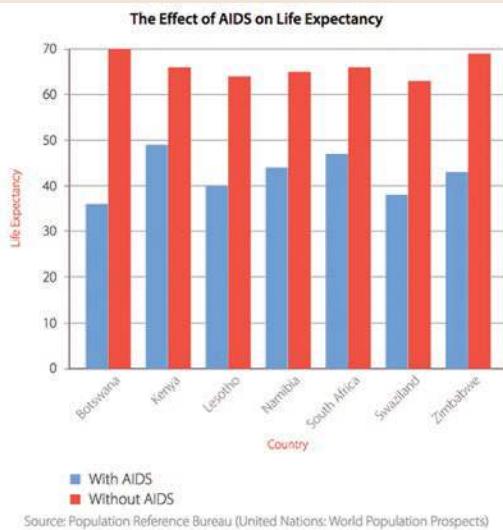


ONLINE INTERACTIVE GRAPHS

The Effect of AIDS on Life Expectancy

Have students explore the graph and answer the associated question.

Analyze Graphs Where is there a 25-year difference in life expectancy between people with AIDS and people without AIDS? *Swaziland*



Source: Population Reference Bureau (United Nations: World Population Prospects)

READING CHECK

Summarize How do nations promote cooperation? *Nations form organizations such as the UN to promote peace, security, and human rights; national organizations help nations tackle conflict, natural disasters, and deadly diseases.*

Promoting Cooperation The world community also promotes cooperation in times of crisis. A disaster may leave thousands of people in need. Earthquakes, floods, and droughts can cause crises around the world. Groups from many nations often come together to help out. For example, in 2004 a tsunami, or huge tidal wave, devastated parts of Southeast Asia. Many organizations, like the United Nations Children's Fund (UNICEF) and the International Red Cross, stepped in to provide humanitarian aid to the victims of the tsunami. In addition to providing medical aid in conflict zones, Doctors Without Borders also provides care in places hit by epidemics or natural disasters, such as the Central African Republic and Nepal.

Deadly diseases such as tuberculosis, malaria, and acquired immune deficiency syndrome (AIDS) can spread quickly and devastate entire communities. This is why nations work with health-care initiatives, or organizations that raise money to combat diseases. Examples of global health initiatives include the World Bank's Multi-Country AIDS Programme (MAP), Gavi, the Vaccine Alliance, and the Global Fund to Fight AIDS, Tuberculosis and Malaria (Global Fund). Through their efforts, millions of people in regions such as West and Central Africa have received vaccinations, medications, and disease-prevention education to fight the spread of deadly diseases.

Summary and Preview In this lesson you learned about borders and how nations work together to solve conflicts and crises. In the next lesson, you will learn about the different ways nations govern themselves.

Lesson 1 Assessment

Review Ideas, Terms, and Places

1. a. **Define** What are borders? *political boundaries*
- b. **Identify** What are two types of human boundaries? *cultural and geometric*
2. a. **Describe** What are the characteristics of a sovereign nation? *complete authority over a geographic area, rules independently, ability to defend against foreign invasions*
- b. **Demonstrate** How do nations benefit from interacting with each other? *Nations can get resources they do not have through trade with each other, they can be diplomatic with each other and receive foreign aid, and they form alliances to protect their national interests.*
3. a. **Analyze** How do global organizations help with conflict resolution and cooperation? *The UN calls on countries to work out peaceful settlements and places sanctions on nations that have broken international law; USAID helps*

Critical Thinking

4. **Evaluate** Draw a three-column chart to list the global organizations you read about in this lesson. Describe their efforts to combat poverty and promote world peace. If needed, use the Internet for additional research. Then use the chart to help answer this question: Why do you think these organizations are needed to protect human rights?

Organization	Combat Poverty	Promote World Peace

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alleviate conflict and poverty in stricken regions, such as Pakistan; the ICRC provides aid and protection to victims of conflict; UNICEF and Doctors Without Borders have provided aid to victims of natural disasters and conflicts; worldwide health care initiatives finance efforts to cure or stop the spread of deadly diseases.

b. Explain How do the Geneva Conventions protect individual rights and the common good? *They protect people's rights from being held hostage, enslaved, or tortured. They protect communities and nations against war crimes.*

If needed, use the Internet for additional research. Then, use the chart to help answer this question: Why do you think these organizations are needed to protect human rights? *Students' lists of organizations should include each organization described in the lesson and how each organization combats poverty and promotes world peace. Their answers should note that the organizations are global efforts and highlight how the efforts of the organizations protect human rights.*

Critical Thinking

4. **Evaluate** Draw a three-column chart to list the global organizations you read about in this lesson. Describe their efforts to combat poverty and promote world peace.

► Online Assessment

1. Which of the following is a cultural border on a map?
 the border between Portugal and Spain
 Chile's western border of the Pacific Ocean
 Chile's eastern border of the Andes Mountains
 the Chattahoochee River border between Georgia and Alabama

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.
Human borders take into account cultural divisions, such as the border between Portugal and *Spain* ▾.

2. Which of the following are powers of sovereign nations?
Select the **three** correct answers.
 enforcing their own laws
 making laws for other countries
 making treaties with other nations
 collecting taxes from other countries
 defending themselves against foreign invasion
 forcing foreign citizens to serve in their military

Alternate Question What powers do sovereign nations have?
 They can make laws for other countries.
 They can collect taxes from other countries.
 They can defend themselves against foreign invasion.
 They can force foreign citizens to serve in their military.- 3. Why was the United Nations formed?
 to support militant organizations
 to encourage countries that abuse human rights
 to promote peace and stability throughout the world
 to restrict travel and ban trade throughout the world

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The United Nations was formed after World War II in order to *promote peace* ▾ throughout the world.

4. **Make Generalizations** Why are mountains, rivers, and deserts often chosen to be boundaries between countries?

Natural features, such as mountains, rivers, and deserts, make good boundaries because they are permanent and difficult to cross. Boundaries between nations often follow natural features and account for their unusual shapes.

5. **Make Judgments** How can a nation's aggressive foreign policy toward a neighboring country cause international conflict? Give one historical example.

A nation's foreign policy is how their government chooses to act toward another country. When Germany decided to invade Poland in 1939, other nations, such as Great Britain and France, declared war on Germany. Great Britain and France believed that Poland's sovereignty was being unjustly violated by Germany.

6. **Evaluate** How do organizations like the United Nations Children's Fund (UNICEF) and the International Red Cross help people affected by natural disasters?

Earthquakes, floods, drought, and tsunamis have caused suffering for many people throughout the world. As a result, UNICEF and the International Red Cross were formed to help people affected by natural disasters. When a tsunami caused widespread destruction in 2004, these two organizations provided humanitarian aid to victims.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 133

SPECIAL NEEDS STUDENTS

Borders

1. Provide students with a U.S. map that has raised edges for each border. Have each student trace the border of several states, including their home state and the states that surround it. Then ask them to trace the borders between the United States and Canada and the United States and Mexico.
2. Finally, have students trace the borders of the largest states, including Alaska, Texas, and California, and the smallest states, including Rhode Island, Delaware, and Connecticut.

*Alternative Assessment Handbook, Rubric 21: Map Reading

SEQUENCE

United States and Cuba Relations

1. Discuss with students the importance of U.S. foreign policy with Cuba, which is only 90 miles (145 km) from the United States.
2. Instruct students to conduct research to learn more about the U.S.-Cuba relationship.
3. Have students create a timeline that contains at least eight major events in this relationship. Encourage students to illustrate their timelines.
4. Display the timelines where the entire class can view them.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 30: Research; and 36: Timelines

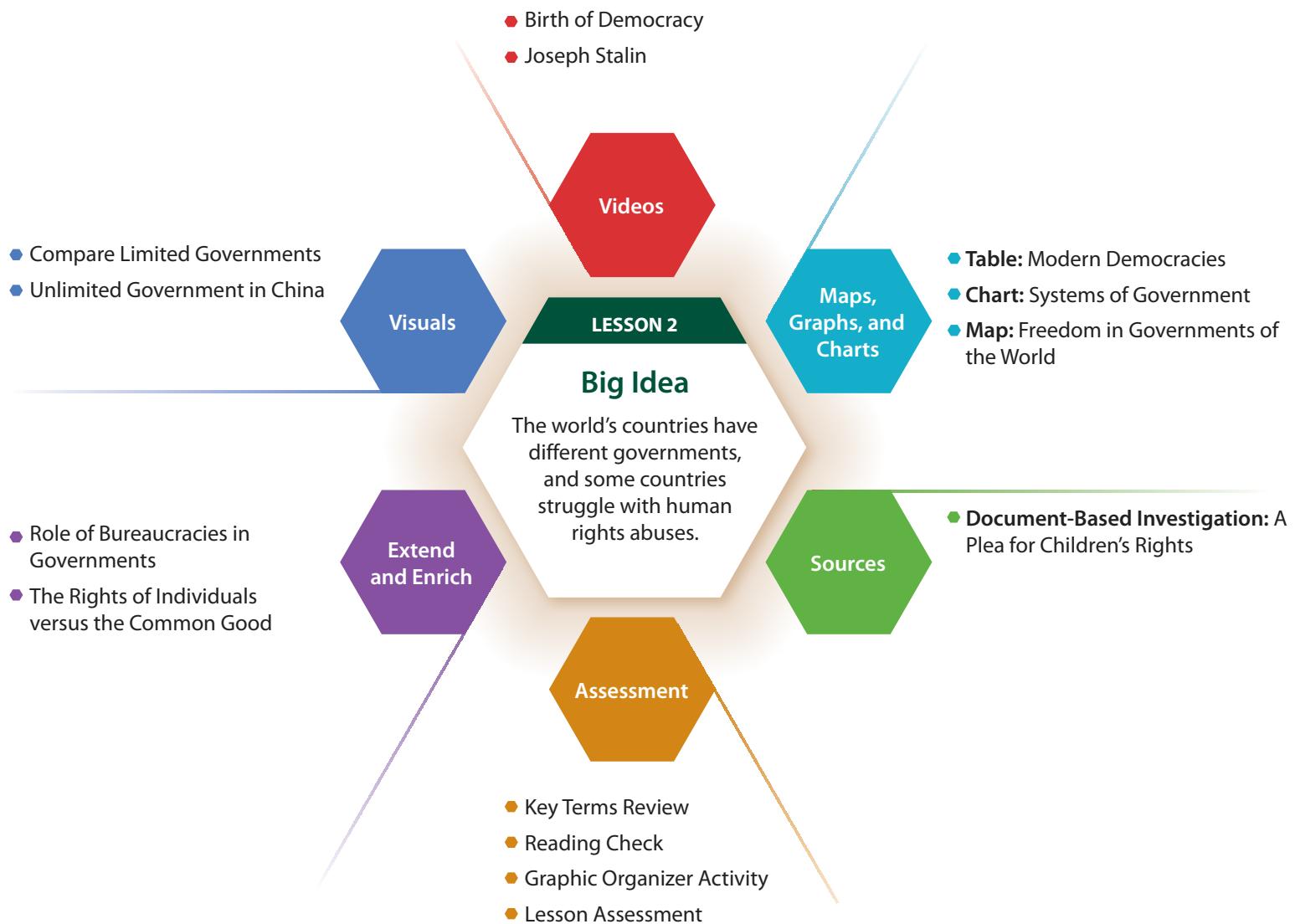
continued from page 135

More About . . .

Doctors Without Borders This international organization officially began in 1971 and is known by the French name Médecins Sans Frontières (MSF). This name translates into English as Doctors Without Borders. An important reason the organization started at that time was that television was becoming widely available, making people more aware of the horrors of armed conflicts and natural disasters. The first mission of Doctors Without Borders was in 1972 to Managua, the capital of Nicaragua, where an earthquake killed between 10,000 and 30,000 people. Doctors Without Borders now has over 30,000 workers and has treated more than 100 million people.



World Governments



► Online Lesson 2 Enrichment Activities

Role of Bureaucracies in Governments

Article Students learn about the advantages and disadvantages of bureaucracies, conduct research to learn about the bureaucracies of two different countries, and create a poster explaining how each of these countries might improve its bureaucracy.

The Rights of Individuals versus the Common Good

Article Students examine the Fifth Amendment and write a speech arguing that governments must balance providing for the common good and protecting individual rights. Students conduct research to determine what country best accomplishes this task and defend their choice in their speech.

World Governments

The Big Idea

The world's countries have different governments, and some countries struggle with human rights abuses.

Main Ideas

- Limited governments of the world include democracies.
- Unlimited governments of the world include totalitarian governments.
- Most human rights abuses occur under unlimited governments of the world.

Key Terms and Places

limited government
constitution
democracy
direct democracy
representative democracies
common good
unlimited government
totalitarian governments

If YOU lived there ...

You live in Dallas, Texas. Your class at school is planning a presentation about life in the United States for a group of visitors from Japan. Your teacher wants you to discuss government in the United States. As you prepare for your speech, you wonder what you should say.

How does government affect your life?

Limited Government

Can you imagine what life would be like if there were no rules? Without ways to establish order and ensure justice, life would be chaotic. This explains why societies have governments. Our governments make and enforce laws, regulate business and trade, and provide aid to people. Governments help shape the culture and economy of a country and the daily lives of the people who live there.

One system of government is **limited government**. A limited government has legal limits on its power. These limits are often stated in a **constitution**, or a written plan of government that outlines its purposes, powers, and limitations. A **democracy**, a form of government in which the people elect leaders and rule by majority, is an example of limited government. Many countries—including the United States, Canada, and Mexico—are democracies.

Origins of Democracy Ancient Athens and other Greek city-states were among the first democratic governments. The Athenian government was a **direct democracy**, which means the people made decisions through a process of majority rule. Whatever the majority of voters wanted became law. The citizens met regularly in a popular assembly to discuss issues and vote for leaders. Athenians liked to boast that in their government, everyone had equal say. In truth, Athenian democracy was an elite-based system. Only a small fraction of the male population was eligible to participate in political life. Neither women nor slaves, who formed the majority of the population, could participate.

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Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

How does government affect your life?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider the DAILY effects:

- standard of living
- current events in the world
- new roads, buildings being built in community

Consider the LONG-TERM effects:

- results of wars, other crises
- level of freedom in the country
- overall quality of life concerning health, education, jobs

2. Direct Teach

Introduce the Big Idea: *The world's countries have different governments and some countries struggle with human rights.* Ask students to describe the governments of some countries with which they are familiar. Encourage them to discuss how they think these governments are similar to and different from the government of the United States.

3. Practice/Assess/Inquire

Have pairs of students choose a country's government to research. Students can create a chart listing the country's type of government, the leader(s) names, whether the country has a constitution, whether it holds free and fair elections, and information on the country's human rights record.

4. Explore (Collaborative Exploration)

Have students present their charts to the class. In their presentations, students should indicate whether their country's government is limited or unlimited and what information they used to determine this.

5. Whole Group Close/Reflect

Have students write a few paragraphs on whether they would like to live in the country they researched, and how life under that country's government might compare with living in the United States.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 37: Writing Assignments

ONLINE DOCUMENT-BASED INVESTIGATION

Government and Citizenship

A Plea for Children's Rights is the second of three document-based investigations that students will analyze in the Government and Citizenship module. The excerpt is from a speech given by human rights activist Malala Yousafzai to the UN on July 12, 2013.

Teach the Main Idea

Limited governments of the world include democracies.

Describe Why do societies have governments? *to try to establish order and ensure justice*

Recall What are some features of limited governments? *high degree of political and economic freedom for citizens; policies that improve the quality of life of its citizens; ability to weather national crises*

Contrast How is a direct democracy different from a theocracy? *Citizens are the ultimate source of government authority in a democracy; in a theocracy, officials considered to have religious authority are the ultimate source of power.*

For additional instruction, go to end of lesson.

Compare How is Mexico's federal government similar to that of the United States? *Both the Mexican and United States governments have a federal system that divides power between central and state governments.*

More About ...

Connect to Civics: Democracy The word *democracy* comes from the Greek words that mean "rule by the people." Because Ancient Greece was a small society, it practiced direct democracy, where all citizens could discuss and vote directly on laws and leaders. Later democracies have been indirect, where people vote for representatives who discuss and make laws.

► ONLINE ANALYZE VIDEOS

Birth of Democracy



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos Who could vote under Athenian democracy? *men who owned land*



► ONLINE INTERACTIVE TABLES

Modern Democracies

Have students explore the table and answer the associated question.

Interpret Charts Which countries are republics with federal governments? *India and the United States*

In print edition, see table listing characteristics of modern democracies.

Modern Democratic Governments Today, most countries have too many people to gather together to make political decisions. That is why most modern democratic governments are indirect democracies, or **representative democracies**. Instead of the citizens making all of the political decisions, they vote for representatives to make and enforce the laws.

Presidential and parliamentary democracies are the two most common democratic systems. In a presidential democracy, the people elect the head of state, called the president. The president heads the executive branch. The president shares power with the legislative branch, which is also elected by the people, and the judicial branch.

In a parliamentary democracy, the voters elect the legislature, or parliament. The parliament chooses the government leader, called the prime minister or chancellor. The head of state in some parliamentary democracies is a constitutional monarch. Constitutional monarchs are often figureheads, or leaders without real power. Instead, the elected parliament holds most of the power. Most of the world's democratic governments are parliamentary democracies.

Modern governments also distribute their powers in different ways. For example, the United Kingdom and Japan are unitary states, in which a central government has all the power and does not share it with its regions or states. The opposite of a unitary state is a confederation. In a confederation, a country's states or regions hold most of the power. Federal governments, on the other hand, divide their power between a central national government and its states. The United States is an example of a federal government.

Characteristics of Limited Governments Because power can be misused, limiting government's reach reduces the chances of abuse and creates freer and fairer societies. Limited governments are governed by rule of law, meaning that no person or government is above the law. This is why many limited governments have a constitution that outlines their laws.

Modern Democracies

Country	Government Power	Type of Democracy	System of Government
United States	Federal	Presidential	Constitutional republic
United Kingdom	Unitary	Parliamentary	Constitutional monarchy
Canada	Federal	Parliamentary	Constitutional monarchy
Japan	Unitary	Parliamentary	Constitutional monarchy
India	Federal	Parliamentary	Constitutional republic

Analyze Information

Which countries are republics with federal governments?

► ONLINE GRAPHIC ORGANIZER

World Governments

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Make Inferences Why do you think countries with unlimited governments have poorer human rights records? *Possible answer: Because those in power want to remain in power, they limit the rights of their citizens to better control them.*

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COLLABORATIVE LEARNING

Town Meetings

1. Say: One type of direct democracy that is still used in some places is the town meeting. Town meetings are most common in New England. Area citizens can present their views and vote on local topics.
2. Instruct students to research the Internet for examples of agendas and minutes from town meetings. This will give students an idea of the types of issues that are presented.

3. Divide the class into groups of six to eight. Based on what they have learned, students should create their town meeting. Encourage them to be creative in the types of issues that are discussed.

4. Have students present their town meetings to the class.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 33: Skits and Reader's Theater

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms: **limited government, constitution, democracy, direct democracy, representative democracies, common good, unlimited government, totalitarian governments**.

Systems of Government

Dictatorship Example: Cuba	<ul style="list-style-type: none">Single dictator or a small group holds absolute authority and makes all decisionsViolence and force used to maintain rule
Totalitarian Regimes Example: North Korea	<ul style="list-style-type: none">Dictator holds ultimate authorityGovernment tightly controls all aspects of life—political, social, and economicNo formal or informal limits on government
Theocracy Example: Iran	<ul style="list-style-type: none">Government by officials regarded to have religious authorityLaws rooted in a particular religion or religious doctrineGovernment power is unlimited
Direct Democracy Example: ancient Greece (Athens)	<ul style="list-style-type: none">Government by the people; citizens are the ultimate source of government authorityCitizens come together to discuss and pass laws and select leadersWorks best in small communities
Republic/Representative Democracy Example: ancient Rome, United States	<ul style="list-style-type: none">Government by the people; citizens are the ultimate source of government authorityIndirect form of democracy; citizens elect representatives to make government decisions and pass laws on their behalfRepresentatives elected for set terms

Analyze Information

What is the difference between a direct democracy and a republic?

Nations governed by rule of law protect the rights of individuals. In many limited governments, for example, individuals have the right to a fair trial if they are accused of a crime. Limited governments also balance the welfare of the community, or the **common good**, with individual welfare. For example, individuals might be forced to sell their land to the government so that a new highway or school can be built. This challenges an individual's right to own property. However, a new highway or school benefits the whole community.

Today, nearly half of the almost 200 countries in the world are democratic or partly democratic with a limited system of government. Although the level of freedom in these nations varies, they share some basic characteristics:

- Democratic systems tend to have social welfare policies that seek to improve the quality of their citizens' lives.
- Most democratic governments protect their citizens' rights and freedoms. For this reason, citizens of these countries generally enjoy a high degree of economic and political freedom.
- Strong democratic countries can generally withstand national crises such as war, economic troubles, or civil unrest without major changes to their basic systems or structures.

ONLINE INTERACTIVE CHARTS

Process Steps: Systems of Government

Have students explore the process steps to compare the different systems of government.

In print edition, see table of same title.

Analyze Information What is the difference between a direct democracy and a republic? A *republic* is an indirect democracy in which citizens elect representatives to make government decisions and pass laws.

Dictatorship

Totalitarian Regimes

Theocracy

Direct Democracy

Republic/Representative Democracy



STRUGGLING READERS

Types of Governments

- Guide students in a discussion of the five types of government described in the chart. Then, ask students to identify which types are examples of limited government. (*direct democracy; republic/representative democracy*)
- Have students locate ancient Greece, ancient Rome, Cuba, North Korea, Iran, and the United States on maps or a globe. For each country, have students conduct research to identify important past or present leaders.

- Have students work in small groups to create drawings depicting each system of government. Students may use depictions of the past or present leaders to represent the different forms of government.
- Invite volunteers from each group to present and explain their drawings to the class. Then display the drawings for students to see, grouping the drawings that depict similar forms of government together.

*Alternative Assessment Handbook, Rubrics 3: Artwork; and 14: Group Activity

► ONLINE INTERACTIVE VISUALS

Image Compare: Compare Limited Governments

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

Identify In which country are all the legislators elected directly? *Brazil*

Compare Limited Governments

Mexico and Brazil are examples of modern democracies with similar government systems.

The seat of power for Mexico's president is the National Palace in Mexico City.

- Presidential, federal system of government
- Three branches of government
- Some legislative seats given to major parties
- President elected directly by the people to a six-year term
- Voting compulsory for people 18 and older



Compare Limited Governments

Mexico

Government Characteristics

- Presidential, federal system of government
- Three branches of government
- Some legislative seats given to major parties
- President elected directly by the people to a six-year term
- Voting compulsory for people 18 and older



The seat of power for Mexico's president is the National Palace in Mexico City.

Brazil

Government Characteristics

- Presidential, federal system of government
- Three branches of government
- All legislative seats filled by direct election
- President elected directly by the people to a four-year term
- Voting compulsory for people 18 to 70



This map shows the locations of Mexico and Brazil.



Brazil's legislative body meets at the National Congress in Brasília.

► ONLINE ANALYZE VIDEOS

Joseph Stalin



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos What was life like under Stalin?
Possible answer: Life was difficult; people were forced to work and many died.

READING CHECK

Compare and Contrast How are the governments of Mexico and Brazil similar and different? *Both are democracies led by presidents, and the governments of both are separated into three branches. In Mexico, some legislative seats are given to major parties, unlike in Brazil where all seats are filled by direct election. Brazil's supreme court consists of two courts, whereas Mexico has a single supreme court.*

DRAW CONCLUSIONS

Write a Letter to the Editor

1. Review with students the structure of Mexico's central government, focusing on the two-fifths of the legislative seats that are not directly elected by voters.
2. Organize students into small groups and have them discuss the advantages and disadvantages of this system. Instruct students to focus on whether this system is truly democratic and what effect the system might have on the government's policies.

3. Have students write letters to the editor arguing for or against Mexico's system of electing and selecting legislators. As an alternative, students could design a political cartoon showing their viewpoint.

*Alternative Assessment Handbook: Rubrics 17: Letters to Editors; 27: Political Cartoons; and 43: Writing to Persuade

Brazil's Government Brazil has a federal system with 26 states and a federal district. In many ways, Brazil's government is similar to that of Mexico and the United States, with three branches and a separation of powers. Brazil's legislature is bicameral and includes a senate and a chamber of deputies. All members are elected.

The executive branch is led by the president. The president and vice-president are elected by a direct vote of the people. Voting is compulsory for literate Brazilians between the ages of 18 and 70, and those who do not vote may be fined.

Brazil's Supreme Court is made up of two courts: the Superior Court of Justice, which deals with nonconstitutional issues, and the Supreme Federal Court, which handles cases involving constitutional interpretation.

Reading Check
Compare and Contrast How are the governments of Mexico and Brazil similar and different?

Unlimited Governments

We categorize governments based on who holds governmental power, as well as by how much power they are allowed to execute. Recall that in a limited government, everyone—including leaders—must obey the law. By contrast, an **unlimited government** is a government in which there are no limits set on a ruler's power. They do not govern by a rule of law that balances individual rights with the common good. Many rulers of unlimited governments view individual rights as a threat to the common good. They define the common good as people doing their part to strengthen the leader, nation, and community.

Totalitarianism Authoritarian governments are unlimited governments, in which power is concentrated in the hands of a single person, such as a dictator, or a small group. Leaders can set laws without input from those they rule. This allows change and decision-making to work more quickly in unlimited governments than in limited governments. Leaders, however, can also break laws without punishment because they answer to no one.

At its most extreme, authoritarian rule becomes totalitarian. **Totalitarian governments** control all aspects of society—the government, the economy, and even people's personal beliefs and actions. The Soviet Union under Joseph Stalin, China under Mao Zedong, and North Korea under Kim Jong-un are examples of totalitarian regimes.

In these societies, citizens have no way to influence or change the government. The government sometimes maintains the appearance of democratic rule. For example, the totalitarian government of North Korea calls itself the Democratic People's Republic of Korea, holds elections, and has a written constitution. But these displays of democracy are nothing more than exhibitions to deceive the nation's people or outside observers.

Characteristics of Unlimited Governments All forms of unlimited government share certain features. In authoritarian and totalitarian systems, ordinary citizens have limited political and economic freedoms. Their rights are rarely recognized or protected, and they may not be able to effectively take part in government or openly express their views.

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ENGLISH LANGUAGE LEARNERS

Propaganda Posters

1. Review with students the characteristics of unlimited governments, including totalitarian systems.
2. Have students imagine a totalitarian government of a fictional nation. Tell students to jot down a few notes about their imagined government's major characteristics, including its leader.
3. Instruct students to draw a propaganda poster that promotes the benefits of the government of their imagined country.

4. Define propaganda as information that is spread for the purpose of promoting some idea, opinion, or cause. For an example of a propaganda poster, direct students to the Chinese propaganda poster on page 142.
5. Have students present their posters to the class. Encourage students to ask questions about each other's posters.

*Alternative Assessment Handbook: Rubric 28: Posters

Teach the Main Idea

Unlimited governments of the world include totalitarian governments.

Define What is a totalitarian system of government?
a government, run by a single leader or small group, that controls all aspects of society

Explain What effect do constitutions have on the power of totalitarian rulers? *Little. Totalitarian rulers can and do ignore or change laws and constitutions that limit their power.*

Describe In what ways does today's China restrict citizens' freedoms? *limits individual freedoms and rights, for example, by curbing dissent against the government; controls the media and Internet*

Predict Do you believe an authoritarian government could develop in the United States? Why or why not? *Possible answer: No. Democratic traditions are too strong in this country; citizens would resist any attempts at an authoritarian takeover.*

ONLINE INTERACTIVE VISUALS

Image Compare: Unlimited Government in China

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

Contrast How does the message about China's government differ in each image? *The propaganda poster's message about the Chinese government is positive. The people appear happy and united under the Chinese government. The photo shows a negative image of China's government. It shows a single man standing for democracy against threatening military tanks.*

In print edition, see the image feature of same title.

Unlimited Government in China

Many unlimited governments use propaganda to influence their citizens and to increase their leaders' power. This propaganda often conflicts with the real experiences of citizens in those countries.

A 1971 propaganda poster portrays people as happy with China's communist government.



For additional instruction, go to end of lesson.

Teach the Main Idea

Most human rights abuses occur under unlimited governments of the world.

Describe What are human rights abuses? *inhumane acts, including torture, slavery, and murder*

Explain What does the United States hope to accomplish by promoting human rights as part of its foreign policy? *a more peaceful, less violent world*

Analyze Why do you think a democratic country might not take action to prevent human rights abuses? *Possible answer: fear that becoming involved could drain the country's resources or trigger violence or retribution from another country*

More About . . .

The Universal Declaration of Human Rights The United Nations adopted the Universal Declaration of Human Rights in 1948. It arose in part as a response to the horrors and atrocities of World War II. Eleanor Roosevelt chaired the committee that drafted the Declaration and was its driving force. Roosevelt thought that the document would have more influence as a declaration rather than as a treaty, and she has been proven correct. The Declaration is the most translated document in the world, and since its adoption, has influenced most national constitutions. The Declaration is considered to be the foundation of international human rights laws.

By the numbers According to the research institute Freedom House, in 2012 there were 90 free countries, encompassing 43 percent of the world's population; 58 partially free countries (23 percent of the world's population); and 47 not free countries (24 percent of the world's population). The number of free countries rose by three from the previous year.

Totalitarian rulers often use force to put down opposition, such as human rights or pro-democracy movements demanding change. Moreover, because they are not subject to law, totalitarian rulers can change or ignore constitutions or laws intended to restrict their power. For example, before Saddam Hussein of Iraq was overthrown in a 2003 U.S.-led invasion, he used torture and violence against his political opponents, even though torture was officially banned under Iraqi law.

China's Government In 1949 Chinese leader Mao Zedong created an authoritarian Communist system, imprisoning or killing those who spoke out against his policies. He instituted Soviet-style five-year plans for industrial development. Early efforts, begun in 1953, had some success, but widespread food shortages led to the deaths of tens of millions by 1961. In 1966 Mao began the Cultural Revolution, a violent effort to rid China of its pre-Communist customs and beliefs.

Mao's death in 1976 saw a gradual retreat from many of his policies. Deng Xiaoping eventually became China's leader and slowly introduced many economic and a few political reforms. There were limits to what officials would allow, however. In 1989 the government violently crushed a peaceful pro-democracy student demonstration in China's capital, Beijing, in what became known as the Tiananmen Square Massacre.

China's leaders today are balancing authoritarian rule, economic growth, and slow political reform. China continues to limit its citizens' basic freedoms and rights, and the government exercises strict control over the media and the Internet.

Human Rights Abuses

Though many people and governments support human rights, human rights abuses occur in both limited and unlimited governments. These abuses include torture, slavery, and murder, and are most common in countries that are not free or are partially free. In many countries,

Unlimited Government in China



A 1971 propaganda poster portrays people as happy with China's communist government.



A pro-democracy demonstrator confronts Chinese troops in Tiananmen Square, Beijing, in 1989.

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READING CHECK

Summarize What are the characteristics of unlimited government? *government not limited by law, limited political or economic freedoms, few or no protection of citizens' rights, no effective citizen participation in government, opposition suppressed*

ADVANCED/GIFTED

Human Rights Abuses

1. Have students carefully review the sections on Unlimited Governments and Human Rights. Then direct each student to choose a country that has a history of limited human rights or human rights abuses. Review student choices to ensure that a number of nations are selected.
2. Ask students to conduct outside research on the human rights records and documented violations of those rights in their chosen country.

3. Have students prepare a multimedia presentation showing the results of their research. Presentations should include maps, charts, lists, and so on.
4. Finally, have students write a letter to the United Nations or to a human rights organization asking for an investigation into the problems and demanding an end to the abuses.

*Alternative Assessment Handbook, Rubrics 22: Multimedia Presentations; and 43: Writing to Persuade

Freedom in Governments of the World

Projection: Robinson
Source: Freedom House



Interpret Maps

Location In which regions of the world do people have only partial freedom?

individuals and groups have been arrested or mistreated for political dissent. For example, countries including Iran, Pakistan, Cuba, El Salvador, and the former Soviet Union have persecuted people for their political views.

In unfree or partially free countries, children face the highest risk of becoming victims of human rights abuses. In some countries, such as northern Uganda, fighters have kidnapped thousands of children. These children have been made to fight as soldiers, while others have been enslaved. The United Nations has taken action to try to protect children. For example, the UN Convention on the Rights of the Child was adopted in 1989. The convention focused on trying to keep children free from hunger, neglect, and abuse.

Human rights abuses are also common in countries in the process of establishing democracy. For example, in 2013 the Sudanese government demolished several Christian churches in Sudan as part of an effort to force Christians out of the country. As a result, many Sudanese Christians have fled to South Sudan to avoid persecution.

Abuses in democratic countries are far fewer, but they do occur, often as a result of inaction. For example, the European Union was criticized for not adequately helping asylum seekers fleeing the civil war in Syria in 2013, which left some refugees homeless and without food or water.

As a country with a democratic government, the United States recognizes that respect for human rights promotes peace and deters aggression. To that end, the United States has made promoting human rights a major part of its foreign policy. According to the U.S. Department of State, the United States uses a three-part approach in its work on human rights. Those three parts are learning the truth and stating the facts, taking consistent

ONLINE INTERACTIVE MAPS

Freedom in Governments of the World

Have students explore the map using the interactive features and answer the associated questions.

Location Which regions of the world are mostly unfree? *Asia and Africa*

In print edition, see map of same title.

Location In which regions of the world do people have only partial freedom? *parts of Africa, Asia, Europe, and Latin America*

Projection: Robinson
Source: Freedom House



ONLINE DOCUMENT-BASED INVESTIGATION

A Plea for Children's Rights

When she was 14, a Taliban gunman shot Malala Yousafzai in the head because of her writing. Yousafzai survived this assassination attempt and recovered after many surgeries. The next year, she gave a speech at the United Nations, from which this selection comes.

Analyze Sources Why do you think Malala Yousafzai wanted education for the children of the Taliban? *Possible answer: so they could learn about a peaceful way of life and change attitudes from within the terrorist group*

ENGLISH LANGUAGE LEARNERS

Propaganda Posters

- Review with students the characteristics of unlimited governments, including totalitarian systems..
- Have students imagine a totalitarian government of a fictional nation. Tell students to jot down a few notes about their imagined government's major characteristics, including its leader.
- Instruct students to draw a propaganda poster that promotes the benefits of the government of their imagined country.

- Define propaganda as information that is spread for the purpose of promoting some idea, opinion, or cause. For an example of a propaganda poster, direct students to the Chinese propaganda poster on page 142.
- Have students present their posters to the class. Encourage students to ask questions about each other's posters.

*Alternative Assessment Handbook: Rubric 28:
Posters

READING CHECK

Draw Conclusions Why would human rights abuses occur more in countries with unlimited governments? *There are no checks on government power in countries with unlimited governments, therefore the power is more likely to be abused.*

Reading Check

Draw Conclusions
Why would human rights abuses occur more often in countries with unlimited governments?

positions about human rights abuses, and partnering with organizations and governments committed to human rights.

Summary and Preview The world's countries have different governments. In the next lesson, you will learn about citizenship in various countries.

Lesson 2 Assessment

Review Ideas, Terms, and Places

1. a. **Define** What is a direct democracy, and what are its origins? *a form of government where citizens meet in an assembly to vote; ancient Greece/Athens*
- b. **Contrast** What are the differences between presidential and parliamentary democracies? *In a presidential democracy, the people elect the leader, who is directly accountable to the voters. The leader heads the executive branch. In a parliamentary democracy, the voters elect the legislative party, and the party leader becomes the head of state. The leader heads the legislative branch.*
2. a. **Describe** What is life like in a country with a totalitarian leader? *Possible answer: People have limited freedoms and little power.*
- b. **Contrast** In what ways do limited governments differ from unlimited governments? *limited—voters have political power, laws restrict government power; unlimited—a single leader or small group control government with no restrictions*
- c. **Analyze** How does the definition of the common good differ in limited and unlimited governments? *The common good in limited governments focuses on individual welfare and the collective welfare of the community. Whereas in unlimited governments, the common good focuses on strengthening the leader, nation, and community, and individual rights is seen as a threat to the common good.*
3. a. **Elaborate** How does China's government limit human rights? *The Chinese government has imprisoned or killed people who spoke out against the government, it has violently crushed citizen demonstrations, and it controls the media and the Internet.*
- b. **Contrast** Look at the map Freedom in Governments of the World. How does government in North America differ from government in Asia? *In North America, government is "free" or "partly free." Asia is mostly "not free."*

- b. **Contrast** Look at the map Freedom in Governments of the World. How does government in North America differ from government in Asia?

Critical Thinking

4. **Compare and Contrast** Review your notes on the limited and unlimited governments of the United States, Mexico, Brazil, and China. Then use a chart like this one to compare and contrast how each government functions and is organized.

United States	Mexico	Brazil	China

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Critical Thinking

4. **Compare and Contrast** Review your notes on the limited and unlimited governments of the United States, Mexico, Brazil, and China. Draw a chart to compare and contrast how each government functions and is organized. *Students' charts should show an understanding of these nations' governments.*

► Online Assessment

1. Which type of democracy is characterized by people making decisions through a process of majority rule?

- direct
- parliamentary
- presidential
- representative

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Ancient Athens' government was a **direct** democracy, wherein the people decided their laws by a majority vote.

2. Which of the following is an advantage of authoritarian governments?

- Civil rights can be ignored.
- Decisions can be made quickly.
- Leaders can break laws without being punished.
- Leaders can create laws without input from the people.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Power that is concentrated in the hands of an individual is characteristic of a(n) **authoritarian** government.

3. Why are human rights abuses more common in Sudan than in the United States?

- The United States has a larger population than Sudan.
- Sudan has more religions in its country than the United States.
- Sudan is a country in the process of establishing a democratic government.
- The United States is a country in the process of establishing a democratic government.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

In countries in the process of establishing democratic governments, like **Sudan**, human rights abuses are more common than in democratic countries.

4. **Evaluate** How do limited governments control abuses of power by their leaders?

Countries that have limited governments are governed by the rule of law, meaning that no person is above the law. Often these governments have constitutions that explain the responsibilities and limitations on people's actions. A limited government can control abuses by its leaders by holding them accountable when they break the law or when they fail to protect the rights of individual citizens.

5. **Evaluate** How does China control the freedom of its citizens?

The Communist leadership of China views individual liberties to be a threat to its power. As a result, the country's leaders limit its citizens' basic freedoms and rights. For example, China controls the type and amount of information that its citizens can access over its media and over the Internet.

6. **Elaborate** How does the United States promote human rights through its foreign policy?

The United States believes that respecting human rights promotes peace and deters aggression. The United States joins with organizations and countries that are committed to combating human rights abuses. Therefore, our foreign policy aims to fight human rights abuses in other countries by publicizing violations and taking a consistent position when they occur.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 137

More About . . .

Latin America Brazil and Mexico rank, respectively, as the first and second most populous countries in Latin America. Together they represent more than half the region's land, population, and economic output. Relations between the two countries are strong and supportive.

continued from page 139

COMPARE AND CONTRAST

Direct versus Indirect Democracy

1. Discuss with students the difference between the words *direct* and *indirect*. For example, you might discuss how direct sunlight is different from indirect sunlight.
2. Instruct students to work with a partner to create a Venn diagram illustrating the differences between direct and indirect democracy.
3. For each point listed in the diagram, students should also provide a specific example.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 13: Graphic Organizer

continued from page 141

More About . . .

The Internet in China How does China regulate something as big and open as the Internet? One way is to block websites on which Chinese citizens can access uncensored information. Some search engines and social media sites popular in other countries are banned in China. Many of these websites have their own Chinese versions that China's government can regulate. This allows the Chinese government to control what news and information its citizens read. It also prevents Chinese citizens from sharing news about China on social media sites that are accessible to the rest of the world.



Citizenship

- Duties of U.S. Citizens
- Active Citizenship
- Volunteering
- Politicians and Political Symbols

Visuals

Videos

LESSON 3

Big Idea

Along with the rights and freedoms of citizenship in representative democracies like the United States come important duties and responsibilities.

- Public Issues
- Responsibilities as Global Citizens

Extend and Enrich

Maps, Graphs, and Charts

Table: U.S. Elections

Sources

- Document-Based Investigation: Arab Spring
- Symbols in Political Cartoons

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

► Online Lesson 3 Enrichment Activities

Public Issues

Article Students read about public issues and how they affect citizens. Students then research a community or school issue and create a graphic organizer explaining the opposing arguments. They finish by writing a speech that concludes with a plan for solving the issue.

Responsibilities as Global Citizens

Video Students view the video to learn about a group of students who are suing the U.S. government over climate change. They then write a speech to persuade students in other countries to take similar actions.

Watch Channel One News



Citizenship

The Big Idea

Along with the rights and freedoms of citizenship in representative democracies like the United States come important duties and responsibilities.

Main Ideas

- The duties and roles of citizenship help to make representative government work.
- Good citizens accept their responsibilities for maintaining a strong democracy.
- Citizens influence government through public opinion.
- The type of government in some societies influences the roles of the citizens in those societies.

Key Terms and Places

representative government
draft
jury duty
political parties
interest groups
public opinion
nonrepresentative governments

If YOU lived there ...

Your older brother and his friends have just turned 18. That means they must register with the Selective Service System. But it also means that they are old enough to vote in national elections. You are interested in the upcoming elections and think it would be exciting to have a real voice in politics. But your brother and his friends don't even plan to register to vote.

How would you persuade your brother that voting is important?

Duties and Roles of Citizenship

The United States has a democratic, **representative government**. In such a system, people are the ultimate source of government authority. Elections are free and fair. Elected representatives closely follow the wishes of the people. Citizens typically enjoy rights and privileges such as freedom of speech and freedom of religion. For a representative government to work well, citizens must participate actively and perform certain duties. Let's look at some duties of U.S. citizens.

Obeying the Law Of course, all Americans must obey the law. Otherwise, our society would collapse. To obey laws, you must know what they are. For example, if you are stopped for speeding, it will not help to claim that you did not know the speed limit. It is your duty to find out what the speed limit is and to obey it.

Attending School You have to go to school, at least until age 16. A democracy cannot function without educated citizens. That is why we have free public schools. People need good reading and thinking skills so they can wisely choose their leaders and understand issues that affect them. Education also provides workforce skills so people can get jobs and help the economy grow.

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Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

How would you persuade your brother that voting is important?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

Consider the RIGHTS of U.S. citizens:

- can choose government representatives
- have specific freedoms under the law, such as freedom of speech and religion

Consider the RESPONSIBILITIES of U.S. citizens:

- make certain our government is representative
- be informed on issues
- be involved in government decisions

2. Direct Teach Introduce the Big Idea: *Along with the rights and freedoms of citizenship in representative democracies like the United States come important duties and responsibilities.* Write the word "Rights" on one side of the board and "Responsibilities" on the other side. Discuss that while U.S. citizens have certain rights, they also have responsibilities. Ask: How are these two words similar? How are they different?

3. Practice/Assess/Inquire Remind students that although they may not be old enough to vote, serve in the military, or serve on a jury, they too have duties and responsibilities that come with being a citizen of the United States. Instruct students to make a list of personal duties and responsibilities they have. Examples should include attending school, obeying laws, volunteering in the community, and respecting the rights of others.

4. Explore (Collaborative Exploration) Have students make a list of duties and responsibilities they currently have as citizens of a representational democracy.

5. Whole Group Close/Reflect Ask students to imagine that they are writing to a friend living in a country with a nonrepresentative government. In their letters, have students explain the duties and responsibilities they currently have as U.S. citizens, using the list they made in step 4.

ONLINE DOCUMENT-BASED INVESTIGATION

Government and Citizenship

Arab Spring is the third of three document-based investigations that students will analyze in Government and Citizenship. Students will watch a video to discover the issues that prompted Arab Spring in 2010 and the role of social media in the protests.

Teach the Main Idea

The duties of citizenship help to make representative government work.

Describe What are the characteristics of a representative government? *Citizens enjoy rights and freedoms; government officials are elected in free, fair elections; citizen participation is essential for government to function properly.*

Evaluate Why should all citizens pay taxes? *Taxes pay for police and fire protection, as well as other services, such as public education and national defense.*

Evaluate Why is it important for citizens to serve on juries and testify in court? *To ensure that people will be tried by a jury of their peers and that our system of justice will function according to the Constitution*

More About ...

Women and the Draft In most countries that draft their citizens into the armed forces, only men are called. But Israel, a small country surrounded by actual and potential enemies, has required service by both men and women since its founding in 1948. In 2013 Norway became the first European country to make military service compulsory for women. Supporters of this practice believe that rights and duties of citizenship should be the same for all, regardless of gender.

► ONLINE GRAPHIC ORGANIZER

Citizenship

As students read the lesson, have them use the graphic organizer to take notes on the duties and roles of citizens. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Make Inferences Why do governments benefit from providing citizens with more rights and responsibilities? *Possible answer: When citizens play an active role in government, they may trust their government and leaders more, so they are less likely to overthrow their government or leaders.*



Cadets from the U.S. Air Force Academy commit to several years of military service.

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms: **representative government, draft, jury duty, political parties, interest groups, public opinion, nonrepresentative governments.**

► ONLINE INTERACTIVE VISUALS

Image with Text Slider: Duties of U.S. Citizens

Have students explore the image by revealing information using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why is it important to obey traffic controllers? *Obeying traffic controllers prevents traffic jams and keeps people safe.*

Duties of U.S. Citizens

Representative governments depend on their citizens to help everything run smoothly. U.S. citizens must perform certain duties to maintain a free and democratic society.

- Citizens must obey national and state laws.



Citizens have the duty to obey traffic controllers to prevent traffic jams and to keep people safe.

READING CHECK

Summarize Describe five duties of American citizenship. *obeying the law, attending school until age 16, paying taxes, serving in the armed forces, serving on juries, and appearing in court*

Reading Check
Summarize
Describe five duties of American citizenship.

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COLLABORATIVE LEARNING

Find Duties of Citizenship in the Constitution

Materials: copies of the Constitution

- Lead a class discussion about the duties of citizenship. Then ask each student to write on a sheet of paper where he or she thinks these duties are described.
- Collect all the responses and write the different answers on the board. Tell students that they can find the duties of citizenship in the Constitution and in U.S. and state laws.

- Divide students into small groups. Distribute copies of the Constitution. Familiarize students with the three main parts of the Constitution: the Preamble (introduction), the Articles (seven sections drafted by the Founders), and the Amendments (formal changes to the Constitution).
- Ask each group to identify each instance in which the duties of citizenship are described in the Constitution. Ask a volunteer from each group to share the group's findings with the class.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 14: Group Activity

For additional instruction, go to end of lesson.

Rights and Responsibilities

Civic participation in representative government includes both duties, or the things we *must* do, and responsibilities. Responsibilities are the things we *should* do as citizens. These tasks are not required by law; yet, in the United States, most people accept them as their responsibility. Several of these responsibilities are listed below.

Voting United States government is based on the consent, or the approval, of the governed. Therefore, we must let our legislators know when we approve or disapprove of their actions. One way to do this is by voting for people whose views we support and who we believe to be good, honest candidates. As a citizen of your community, state, and nation, it is your responsibility to vote in local, state, and national elections so that your voice is heard.

There are several different types of elections in the United States. Elections allow citizens to choose leaders for every level of government. Because congressional elections take place every two years, citizens often elect some members of Congress when they vote for the president. State and local elections may also coincide with presidential and congressional elections.

Being Informed To cast your vote wisely, you must be well informed about candidates, current events, and key issues. There are many ways to stay informed. You can go to town meetings to learn about the key issues in your community. To learn about the candidates running for political offices, you can attend debates and forums. You can sit in on legislative sessions to watch public officials decide public policy.

U.S. Elections		
Election Type	When Election Occurs	Purpose
Presidential	every 4 years	<ul style="list-style-type: none">• vote for the U.S. president/vice-president
Congressional	every 2 years	<ul style="list-style-type: none">• elect 1/3 of all U.S. Senate members• elect all 435 members of the U.S. House of Representatives
State	varies by state	<ul style="list-style-type: none">• elect state governor• elect state legislators• elect state judges (in some states)• vote on state ballot initiatives
Local	varies by location	<ul style="list-style-type: none">• elect various local offices• elect local judges (in some localities)• vote on local ballot initiatives

Analyze Information

Why is it important for citizens to vote in every type of election?

IDENTIFY POINTS OF VIEW

Professional Juries

1. Discuss with students that serving on a jury is a time-honored part of being a United States citizen. However, some people think the time has come for the justice system to consider using professional juries—that is, people who would be paid a reasonable salary to serve on juries on a regular basis.

2. Have students conduct research to locate one article that supports this idea and another article that opposes it.
3. Instruct students to write a brief report in which they summarize the main points of each article.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 16: Judging Information; and 42: Writing to Inform

Teach the Main Idea

Good citizens accept their responsibilities for maintaining a strong democracy.

Explain Why is voting an important responsibility?

Voting makes a representative government strong and shows the consent of the people. It allows people to choose leaders who they think will do a good job.

Analyze Why can't government fix every problem in a community? *A government's resources are limited.*

Elaborate How can you participate in government even if you are not old enough to vote or run for office? *Possible answer: help out at a polling place, help a candidate run for office, tell leaders if you think they are doing a good job or not.*

More About . . .

The Senate The Founders considered giving each state only one, rather than two, senators. However, they recognized that if a state had only a single senator and that person was not present, the state would have no representation in the Senate. This led them to decide on two senators per state. Senators serve six-year terms. The longer term was designed to make the Senate stronger and more independent. In addition, senators are elected on a cyclical basis, with only one-third of Senate seats being voted on every two years. This arrangement provides greater stability and continuity.

ONLINE INTERACTIVE TABLES

U.S. Elections

Have students explore the table that provides information on national, state, and local elections.

In print edition, see table of same title.

Analyze Information Why is it important for citizens to vote in every type of election? *Citizens need to let their opinions and wishes be known to elected officials at all levels of government.*

Election Type	When Election Occurs	Purpose
Presidential	every 4 years	<ul style="list-style-type: none">• vote for the U.S. president/vice-president
Congressional	every 2 years	<ul style="list-style-type: none">• elect 1/3 of all U.S. Senate members• elect all 435 members of the U.S. House of Representatives
State	varies by state	<ul style="list-style-type: none">• elect state governor• elect state legislators• elect state judges (in some states)• vote on state ballot initiatives
Local	varies by location	<ul style="list-style-type: none">• elect various local offices• elect local judges (in some localities)• vote on local ballot initiatives



ONLINE INTERACTIVE VISUALS

Carousel: Active Citizenship

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What do these photos have in common? *They show citizens taking an active role in their government and community.*



ONLINE INTERACTIVE VISUALS

Image Compare: Volunteering

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What do these volunteers have in common? *They are all helping improve their community; they all appear happy.*

In print edition, see visual titled Responsible Citizenship.

You can also use other tools at your home, school, or library to stay informed. Visiting government websites is a good way to learn about local, state, and national issues and laws. Reading newspapers, watching the news, listening to the radio, and watching televised debates can also keep you up to date on current events and important issues.

Taking Part in Government For a representative government to remain strong, people must participate at all levels. In addition to voting, people can work as public servants, serve in a political office, join a political party, or support other politically active organizations. You can also contact your state representatives and tell them what you think about topics of public concern.

Governments cannot provide services to their citizens without citizen participation. They need people to work as public servants to provide these services. Public servants deliver mail, inspect food and medicines for safety, operate national parks, fight fires, and perform a number of other services.

People are also needed to run for political office and serve wisely if elected. The quality of any democratic government depends on the quality of the people who serve it. Political leaders, for example, take on important roles. They may create laws or decide which programs will receive funding. Some decide the best course of action during local, state, or national emergencies.

Citizens can help shape government by joining **political parties**. Political parties nominate, or select, candidates to run for political office. They also try to convince voters to elect their candidates. Many citizens in the United States have joined one of two political parties—the Democratic Party or the Republican Party. Sometimes, citizens who believe their views are not represented by these parties will form a third party. For example, citizens formed the Green Party to focus on environmental issues.

Responsible Citizenship



Volunteers help citizens sign in to vote at a polling station.



By planting a tree, these volunteers are beautifying their community.

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COLLABORATIVE LEARNING

Become a Volunteer

Materials: copies of the Constitution

1. Have students share with the class any volunteer activities they have participated in. Students should describe the service they provided and how they benefited from the experience.
2. Instruct students to work in small groups to create a list of volunteer opportunities in their school, neighborhood, or state.

3. Using the list for guidance, have each group create a poster that will encourage others to volunteer in various areas. Encourage students to include illustrations in their posters and make them as attention-getting and interesting as possible.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 28: Posters

For additional instruction, go to end of lesson.

Citizens can also join **interest groups**, or organizations that try to influence government policies and decisions. Members of interest groups share a common goal. Members of the National Association for the Advancement of Colored People (NAACP), for example, work to promote racial equality.

On occasion, you may even need to stand in protest for what you believe. Yet protest, like civic participation in any form, must also be peaceful, respectful of the law, and tolerant of others' rights and liberties.

Helping Your Community Have you ever volunteered to help your community? There are so many ways to help—from giving your time at the public library to participating in a walk for hunger. Citizens should volunteer to improve their communities. The government cannot be aware of every small problem, much less fix them all. Yet solving small problems is something volunteers can do in many ways. Think of how small acts of kindness—such as cheering up a sick person or working in an animal shelter—can make community life better.

Respecting and Protecting Others' Rights In return for performing civic duties and responsibilities, people in the United States enjoy the privileges and rights of citizenship. The lasting success and the strength of the United States depend on the protection of its citizens' rights. You can play an important role in protecting these rights by knowing your own rights as an American citizen and knowing and respecting the rights of the people around you. For example, it is essential that community members respect others' property.

You should also know when people's rights are being violated. All Americans must help defend human rights. As a citizen, you have the responsibility to help make sure that our society works for everyone.

Citizens and the Media

You may not realize it, but you are surrounded by political messages every day. You might see people on the news protesting a government action. You might hear a radio host talk about raising taxes to fund education. Your friends or relatives might share websites or online news articles that support their favorite political candidate. As you have learned, forms of media such as newspapers, magazines, radio, television, film, and books help you stay informed. They also help influence the way you think about political leaders and issues.

Public Opinion The media plays an important role in free societies like the United States. News organizations report on important events and government actions. This allows citizens to stay informed and make their own decisions.

What citizens learn from the media shapes **public opinion**, or the way large groups of citizens think about issues and people. For example, when the media reports the dishonest actions of an elected official, the public

Reading Check
Form Generalizations
How can U.S. citizens contribute to society?

Government and Citizenship 149

Teach the Main Idea

Citizens influence government through public opinion.

Describe What are some ways in which you are surrounded by political messages? *Possible answer: political ads, political and news websites, political talk shows on television and radio, protests, and so forth*

Understand Cause and Effect How are public opinion and the media related? *The media can affect public opinion by controlling what events are reported and the way in which they are reported. For example, if a website reports on a government official who misuses public funds, citizens may choose not to reelect that official.*

Explain What is the purpose of political symbols? *to represent ideas or political views*

Draw Conclusions Why is it important that citizens think critically about what they read, see, or hear in the media? *Information provided in the media can be inaccurate. In addition, media sources can be biased and one-sided.*

More About . . .

News Sources In 2016, almost twice as many Americans (38 percent) got their news through Internet sources than through print newspapers (20 percent). Overall, television (cable, local, network) was the predominant news source for 57 percent of Americans. But broken down by age, while the majority of citizens 50 years and older get their news from television, about half of those under 50 get their news mainly through online sources.

READING CHECK

Form Generalizations How can U.S. citizens contribute to society? *respect the rights of others, help in their communities, vote, stay informed, and take part in government*

SPECIAL NEEDS STUDENTS

Form an Interest Group

1. Work with students and suggest or have them identify issues that are of particular interest to them. Make a class list of the issues and have students work in small groups, with each group selecting the issue that is most important to them.
2. Tell students that they will be forming a special interest group to lobby for and bring public awareness to their chosen issue.

3. Have each group create a poster that gives the name of the group, has a representative logo, and briefly states the interest group's purpose or mission. Display the posters in the classroom.

*Alternative Assessment Handbook, Rubric 28:
Posters

ONLINE HISTORICAL SOURCE

Symbols in Political Cartoons

Invite students to review the image, identify the symbols used, and interpret the message of the political cartoon. You may wish to use the question as a discussion prompt.

Analyze Sources What symbols do you see in this cartoon? What do you think the artist is trying to say? *Possible answer: the small Capitol Building represents the legislative branch, the United States Supreme Court building represents the judicial branch, and the man represents President Franklin D. Roosevelt and the executive branch. The artist is trying to say that FDR cannot control all three branches and that the legislative branch is no longer on his side.*

Reading Check
Analyze Effects How does public opinion help shape government policy and action?

may choose not to elect this person again. This puts pressure on political leaders to act honestly and keep their campaign promises.

Sometimes the media, political leaders, and citizens use political symbols to influence others' opinions. Political symbols include images, objects, or music that represent ideas or a political view. For example, a donkey is used as a symbol for the Democratic Party and an elephant is used to represent the Republican Party in the United States.

Have you ever seen a cartoon drawing of an elephant or donkey acting like a politician? Or a cartoon version of the president with exaggerated features? These are political cartoons used in the media to communicate a political view. The creators of these cartoons sometimes use humor as a way to persuade people to side with their political opinion.

Politicians often create political symbols to represent their ideas during campaigns. For example, President Barack Obama's campaign designed a letter *O* that looked like a rising sun. This was to make voters feel hopeful about the future if they voted for him. Citizens also use political symbols to influence public opinion. During the Vietnam War, for example, American citizens used the peace sign to show that they wanted peace. This was a way to gain public support for their protest against the war.

Citizens rely on the media to help them decide how to vote on important issues and how to pick the best candidates. Sometimes, however, the information you receive is inaccurate, misleading, or one-sided. Some sources might be biased, or favor some ideas over others. A newspaper, for example, might give the candidate it agrees with better coverage than another. A part of being a good citizen means you must think critically about what you see, hear, and read.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Politicians and Political Symbols

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why do you think these symbols are used in the presidential and vice-presidential seals? *Possible answer: to show the power of the president and vice-president; to symbolize that the states must unite under the president and vice-president to be strong*

In print edition, see image of same title.

Analyze Visuals What political symbols do you see in the vice-presidential seal? Why do you think those symbols were used? *Possible answer: an American eagle, an olive branch, 13 arrows, 13 circles, 13 stars, a shield that resembles the U.S. flag; to show the importance of the vice-president of the United States to citizens and world leaders, and to make U.S. citizens feel patriotic about their country*

READING CHECK

Analyze Effects How does public opinion help shape government policy and action? *Citizens can vote against dishonest politicians who don't keep their promises; they can use political symbols to gain support for an issue.*

Symbols in Political Cartoons

This cartoon titled "You Can't Have Everything" was created by Herbert Block around 1938. In 1937 President Franklin D. Roosevelt proposed a controversial plan to increase the number of justices on the Supreme Court.



Analyze Visuals
What symbols do you see in this cartoon? What do you think the artist is trying to say?

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TIERED ACTIVITY

Identify Symbols in Political Cartoons

Below Level

- Organize the class into small groups. Provide each group with a political cartoon that contains a number of symbols.
- Have the group create a list of the symbols along with each one's meaning.

At Level—Going beyond the Below Level activity, students should:

- Work individually to locate their own political cartoon. The Library of Congress website is a good source of political cartoons.

- Write a paragraph summarizing the symbols in the cartoon.

Above Level—Going beyond the Below Level and At Level activities, students should:

- Create an original cartoon that contains at least three symbols.
- Write a paragraph explaining the message being expressed in their cartoon along with an explanation of its symbols.

*Alternative Assessment Handbook, Rubric 27: Political Cartoons

Citizenship in Other Societies

In other societies with representative governments, citizens' roles and rights are similar to, but not always the same as, those of U.S. citizens. For instance, German citizens are not called to serve on juries, because German courts do not use the jury system. The German constitution guarantees its citizens freedom of the press, but that freedom can be limited in order to protect youth or preserve a person's honor.

There are major differences, however, between the roles and rights of U.S. citizens and those of citizens from societies with **nonrepresentative governments**. In such systems, government power is unlimited and citizens have few, if any, rights. For example, citizens of Iran do not have the right of freedom of speech. Without this freedom, Iranians cannot voice their concerns to their leaders.

Citizens of nonrepresentative governments also have different responsibilities than citizens of representative governments. In autocratic governments, which are ruled by one person who makes all the decisions, citizens do not get to vote. This is the same for citizens of an oligarchy, or a government by a small group of individuals.

Citizens' perception of opportunities to participate in and influence the political process vary among various contemporary societies. For example, in countries where citizens do not trust the people who run their governments, voting turnout is much lower than in countries where citizens tend to trust their governments. Sometimes, distrust leads citizens to revolt against their leaders in an attempt to change governments. The people of Tunisia, for example, led a revolution that ousted their longtime president Zine al-Abidine Ben Ali and established a

Politicians and Political Symbols

Former Vice-President Joe Biden stands in front of the vice-presidential seal of the United States.



Analyze Visuals
What political symbols do you see in the vice-presidential seal? Why do you think those symbols were used?

Government and Citizenship 151

SOLVE PROBLEMS

New Voter Advertisements

1. Say: Imagine that there is a small country whose dictatorship was recently overthrown. The country is now a democracy. The new leaders plan to hold national elections in about six months, but they are concerned people will not vote. Because the citizens have never been allowed to vote in the past, they may not understand the election's purpose or its importance.

2. Organize students into small groups. Tell them that their companies have been chosen to develop an ad campaign to encourage citizens to vote. The campaign will include both television and Internet ads.
3. Have students create ads that they believe will explain the importance of voting and increase the chances that people will vote.
4. Display the ads in the classroom.

*Alternative Assessment Handbook, Rubrics 2: Advertisements; and 35: Solving Problems

Teach the Main Idea

The type of government in some societies influences the roles of the citizens in those societies.

Define What is a nonrepresentative government?

a type of government system where government power is unlimited and citizens have few, if any, rights

Draw Conclusions Why do you think the roles and rights of citizens vary somewhat among societies with representative governments?

Possible answer: People's opinions and values are not uniform, and these differences are reflected in the governments and constitutions that a society's citizens create.

Infer Why do you think people are less likely to vote if they do not trust the government? *Possible answer: They probably think the government cannot help them in their lives and do not feel they have the power to change things.*

ONLINE DOCUMENT-BASED INVESTIGATION

Arab Spring

Arab Spring is a video summary of the 2010 uprisings of citizens in North Africa and the Middle East. Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Sources Why was the Arab Spring unique? *Possible answer: It was the first huge protest to take advantage of social media.*

Watch Channel One News



READING CHECK

Contrast How do nonrepresentative governments differ from representative democracies? *Unlike citizens in societies with representative governments, those in countries with nonrepresentative governments have few, if any, rights and freedoms. Government power in these societies is unrestrained, but in representative governments, power is limited.*

Reading Check

Contrast How do nonrepresentative governments differ from representative democracies?

democracy in January 2011. Other times, a group of people or the military will overthrow the government and establish their own leader. These attempts are called coups d'état or military coups.

Summary In this lesson, you learned about the rights, duties, and responsibilities of citizenship. Effective citizenship is an important part of representative governments. Without citizens participating in their governments, their governments cannot represent their interests.

Lesson 3 Assessment

Review Ideas, Terms, and Places

1. a. **Define** What is a representative government?
a government in which people are the ultimate source of authority
- b. **Predict** What would happen in a representative government if only a small group of people performed their civic duties? *Possible answer: Government would not have enough money and resources to function and to defend itself; citizens would lack education.*
2. a. **Interpret** How are a citizen's duties, rights, and responsibilities connected? *In order to enjoy rights, citizens are obligated to perform duties and responsibilities.*
- b. **Summarize** What are the rights and responsibilities of citizens to their community, state, and nation? *Citizens should vote in national, state, and local elections, take public service jobs, and be active in their local communities.*
3. a. **Explain** How can citizens influence the political process? *Citizens can vote, join interest groups, and support or join political parties.*
- b. **Compare** How are the methods citizens use to resolve issues in government and society alike? *Citizens help resolve issues in the government and society by working together. In government, they can vote and support or join political parties and interest groups. In society, they can organize community outreach.*
- c. **Draw Conclusions** How do you think the media helps influence government policy and action? *The media helps inform the public, and the way it reports on issues and policy decisions, represent candidates, and use political symbols can influence the decisions citizens make when voting on, protesting, or supporting government policies and actions.*

Critical Thinking

5. **Evaluate** Draw a two-column chart to list and describe citizens' duties and responsibilities in representative governments. Use the chart to help answer this question: In your opinion, which duty or responsibility expected of citizens is the most important? Explain your answer.

DUTIES	RESPONSIBILITIES

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4. a. **Identify** What is an example of a nonrepresentative government? *Iran*
- b. **Explain** Why do the levels of civic engagement vary among different contemporary societies? *The citizens have different levels of trust in government.*
- c. **Compare** Do you think an election, revolution, or coup is the best way to change governments? *Answers will vary, but students should compare the different methods and support their choice using evidence from the text.*

Critical Thinking

5. **Evaluate** Draw a two-column chart to list and describe citizens' duties and responsibilities in representative governments. Use the chart to help answer this question: In your opinion, which duty or responsibility expected of citizens is the most important? Explain your answer.
Students' charts and answers should reflect an understanding of the duties and responsibilities of citizens in the United States and in other societies.

► Online Assessment

1. Which of the following is an American citizen's duty?
 - to disobey laws
 - to refuse to pay taxes
 - to join the military in peacetime
 - to serve on a jury when requested

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Obeying laws, paying taxes, and serving on juries when requested are **duties** of American citizens.

2. How can a citizen actively participate in the political process?
 - by becoming a politician
 - by working for a private company
 - by refusing to join a political party
 - by refusing to join an interest group

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Citizens show their civic participation when they work as public servants, join a political party, become politicians, or join a(n) **interest** group.

3. What does the political symbol of the donkey represent?
 - the U.S. president
 - the Republican Party
 - the Democratic Party
 - the U.S. vice-president

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Political symbols are images that help a citizen identify with a particular idea or viewpoint, such as the **donkey** that identifies the Democratic Party.

4. How are the responsibilities of American and German citizens different?
 - American citizens do not serve on juries, while German citizens do.
 - German citizens do not serve on juries, while American citizens do.
 - American citizens do not have the right to vote, while German citizens do.
 - German citizens do not have the right to vote, while American citizens do.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

One difference between American and German citizenship is that German citizens do not **serve on juries**.

5. **Analyze Information** Why do Americans pay taxes?

Taxes are necessary to fund police forces, provide fire protection, pay for road maintenance, and allow public schools to function. As well, the federal government relies on income taxes to pay for Social Security, which helps fund your retirement; Medicare, a health insurance program for certain qualifying Americans; and national defense.

6. **Draw Conclusions** How can an American citizen become an informed voter?

In order to become an informed voter, a citizen must learn about important issues and understand politicians' positions on these issues. In order to learn about important issues, a citizen can read newspapers, listen to the radio, watch the television, and visit government websites. In order to understand the views of politicians, a citizen can view debates between candidates and attend legislative sessions where politicians decide public policy.

7. **Draw Conclusions** How does the media help shape U.S. public opinion?

The media helps keep American citizens informed, allowing citizens to form their own opinions about political topics. For example, if the media reports that a politician is dishonest or fails to deliver a campaign promise, the public may choose not to reelect that individual.

8. **Summarize** What were the goals of the Arab Spring protesters?

Protesters wanted change in their governments; they wanted more freedoms and to get rid of their dictators.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 146

STRUGGLING READERS

Citizens Have Responsibilities and Duties

1. With students, create a list of duties of citizenship and record them on the board. Examples should include the following: *obeying the law, serving in the armed forces, and appearing in court.*
2. Direct students to choose one of the duties from the class list and then create a drawing or a four-panel comic strip showing an example of that duty. Remind students to name the duty on their drawings and to add captions to their comic strips.
3. When students have finished, ask volunteers to share their work with the class.
4. As an extension activity, when students have finished their study of the lesson, have them create a short graphic booklet showing the rights and responsibilities of citizenship.

*Alternative Assessment Handbook, Rubric 3: Artwork

continued from page 151

More About . . .

Voter Turnout Even in countries where citizens have the right to vote, they still choose not to. That is clear from voter turnout statistics. When it comes to voting, Belgium, Sweden, and Denmark are the countries with the highest percentage of votes cast by eligible voters. Those countries score 80 percent or higher. In the United States, about 55 percent of voting-age citizens vote. Switzerland has among the lowest percentages of eligible voters who have voted in recent elections: 39 percent.

continued from page 148

ADVANCED/GIFTED

Creating a New Political Party

1. Assign students to work in small groups, and tell each group that they will be forming their own political party.
2. Work with students as they create a list of issues that their party stands for. Then have each group create campaign material, including jingles, slogans, banners, and electronic advertisements announcing their party's goals and mission and urging voters to join them.
3. Have students present their materials, including their jingles, to the class, and have one volunteer from each group deliver a campaign speech to the class. When finished, have students vote on which third party they would be most likely to support.

*Alternative Assessment Handbook, Rubrics 2: Advertisements; 14: Group Activity; 26: Poems and Songs; 29: Presentations; and 34: Slogans and Banners

Social Studies Skills

Use a Problem-Solving Process

Define the Skill

Solving problems is a process for finding solutions to difficult situations. Being able to use a problem-solving process is an important skill that will help you identify problems and solve challenges as they appear.

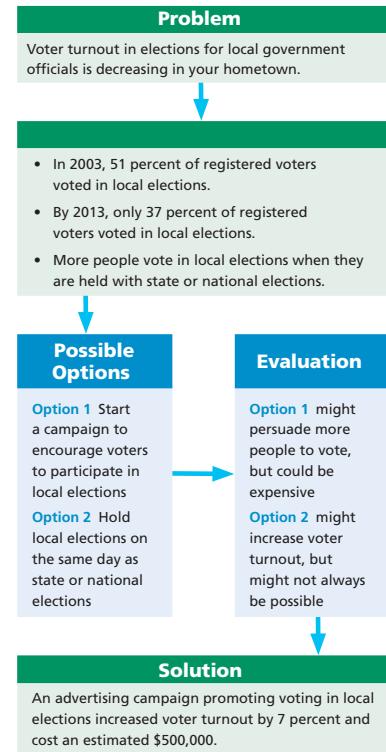
Learn the Skill

Use the following steps to solve problems.

1. Identify the problem. Study the issue to learn about the problem.
2. Gather information. Research and ask questions to learn more about the problem.
3. List options. Identify possible options for solving the problem.
4. Evaluate your options. Consider their advantages and disadvantages.
5. Choose and implement a solution. After comparing your options, choose the one that seems best and apply it to solve your problem.
6. Evaluate the solution. Once the solution has been tried, evaluate how effectively it solved the problem. If the solution does not work, go back to your list of options and start again.

Practice the Skill

With a partner, use the steps of a problem-solving process to address the issue of graffiti in a local park. Express your ideas orally based on your experiences. Also share information that you learned from research. Then, create a graphic organizer like the sample on this page.



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Social Studies Skills

Use a Problem-Solving Process

Ask for volunteers to discuss problems they have recently had to solve. Perhaps a bicycle was not working properly or they had accidentally scheduled two appointments at the same time. Encourage students to discuss how they arrived at a solution to the problem. Emphasize that having specific problem-solving skills can help students arrive at a workable solution. These skills will be useful throughout their lives.

Learn the Skill

1. Emphasize to students that you cannot get somewhere if you do not know where you are going. This may seem obvious, but it is surprising how often people misunderstand a problem and therefore end up with an unusable solution.
2. Make certain students understand that time spent learning more about a problem will increase the chances of reaching a workable solution.
3. Discuss that this is the fun, brainstorming part of problem solving. Stress that students should avoid discounting a solution because it seems fanciful or unworkable. Perhaps a variation of the solution would work.
4. Creating tables showing advantages and disadvantages can make it easier to identify the best option.
5. Compromise may be necessary when working with a group. Group members should be flexible and work to have a clear understanding of others' opinions.
6. Often a solution will need to be "tweaked" after its implementation. Getting input from a wide variety of sources can be helpful at this stage.

Practice the Skill

Group students into pairs, and review the steps of the problem-solving process. Have the students discuss and research the issue. Afterward, instruct the students to draw a graphic organizer like the one from this Social Studies Skill.

Students' graphic organizers should reflect an understanding of the problem-solving process and their own research and illustrate an appropriate solution to the issue of graffiti in a local park.

Print Assessment

Review Vocabulary, Terms, and People

For each group of terms below, write one or two sentences that show how all the terms in the group are related.

1. borders

sovereign nation

Sovereign nations have established borders.

2. foreign policy

diplomacy

Diplomacy is a foreign policy tool.

3. democracy

limited government

Democracy is a form of limited government.

4. totalitarian government

unlimited government

Totalitarian government is a form of unlimited government.

5. draft

jury duty

Registering for the draft and jury duty are two duties of U.S. citizens.

6. interest group

political party

Joining or supporting an interest group or political party are two ways citizens can influence their government.

Comprehension and Critical Thinking

LESSON 1

7. a. **Contrast** What are differences between physical and human borders? *Physical borders are boundaries made by nature, and human borders are boundaries made by humans.*

b. **Identify** What are the various interests of different nations? *The United States wants to grow its economic strength and be a world leader; New Zealand wants to combat climate change; the Soviet Union wanted to spread communism; the nations that joined NATO want to promote democracy.*

c. **Contrast** What are the differences between allies and adversaries? *Allies have common national interests and work together. Adversaries have conflicting national interests that work against each other.*

LESSON 2

8. a. **Recall** What group created and practiced direct democracy? *ancient Greeks/Athenians*

b. **Analyze** What are some ways that governments can misuse power? *take away citizens' rights and freedoms; harshly punish those who disagree with government policies; hold "elections" that aren't really free or fair*

c. **Compare** Create a table like the one below to compare the advantages and disadvantages of limited and unlimited governments.

Limited Government	Unlimited Government
Advantages:	Advantages:
Disadvantages:	Disadvantages:

Module 4 Assessment

Review Vocabulary, Terms, and Places

For each pair of terms below, write one or two sentences describing how the terms in the pair are related.

1. borders

sovereign nation

4. totalitarian government

unlimited government

2. foreign policy

diplomacy

5. draft

jury duty

3. democracy

limited government

6. interest group

political party

Comprehension and Critical Thinking

Lesson 1

7. a. **Contrast** What are differences between physical and human borders?
b. **Identify** What are the various interests of different nations?
c. **Contrast** What are the differences between allies and adversaries?

Lesson 2

8. a. **Recall** What group created and practiced direct democracy?
b. **Analyze** What are some ways that governments can misuse power?
c. **Compare** Create a table like the one below to compare the advantages and disadvantages of limited and unlimited governments.

Limited Government	Unlimited Government
Advantages:	Advantages:
Disadvantages:	Disadvantages:

Lesson 3

9. a. **Explain** Why is public service important in representative governments?
b. **Analyze** How does volunteering help your community?
c. **Elaborate** Why would citizens in countries with a nonrepresentative government participate less in civic life?

Reading Skills

10. **Sequence** Use the Reading Skills taught in this module to sequence the events in the reading section below.

After three centuries of control by Spain, in 1810 Mexican revolutionaries rose up against Spanish authority. In 1821 Mexico declared independence. The country's current governmental structure and constitution were established in 1917, after a civil war that began in 1910.

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ONLINE DOCUMENT-BASED INVESTIGATION

Government and Citizenship

Have students complete and review all the DBI activities in Part 1.

Use this Speech/Presentation Rubric to score students' work in Part 2.

RUBRIC

- Students' presentations should
- be delivered loudly and clearly enough to be heard by the audience
 - present information logically and concisely so that the audience can follow the line of reasoning
 - employ relevant visuals and effectively use presentation technology (as applicable)
 - cite at least two sources of relevant text evidence from Part 1 in support of their speech topic

- be organized with a distinct introduction, a main body, and a conclusion that sums up the main points

Create a Multimedia Presentation The major problems faced by the global community include poverty, disease, pollution, human rights violations, and violence. Although these issues may seem impossible to solve, people around the world are attempting to overcome them. Some represent governments or organizations. Others have decided that as groups of citizens or individuals they should try to make the world a better place. What different approaches do governments and citizens use to solve problems in the world today? Prepare and deliver a multimedia presentation in response to this question. Be sure to discuss the different government systems and roles of citizens in your presentation.

Module 4 Assessment, continued

Social Studies Skills

11. **Use a Problem-Solving Process** Use the Social Studies Skills taught in the module to create a problem-solving graphic organizer. Use the problem-solving process to address the issue of human rights in China. Gather information about the problem, such as the Chinese government's reaction to pro-democracy protests and social media use. Then create a graphic organizer like the one from the Social Studies Skills. List and consider options for solving the problem. Discuss the advantages and disadvantages of each. Express your ideas based on your experiences and research. Be sure to address China's reactions to pro-democracy movements and social media use and evaluate its effect on human rights. Finally, choose what you think is the best solution to improve human rights in China.

Map Activity

Freedom in Governments of the World Use the map below to answer the questions.



12. Which letter indicates a country whose government does not allow its citizens any rights or freedoms?

13. Which letter indicates a country whose government allows its citizens only partial rights and freedoms?

14. List the countries whose governments allow their citizens rights and freedoms. What system of government do you think is practiced in these countries?

Focus on Writing

15. **Write an Article** Research the direct democracy of ancient Athens and the representative democracy of the United States. Your purpose is to write an article that compares and contrasts the procedures for making decisions in each of these governments. Give your article a headline and write a brief introduction that expresses your main idea. Then write a paragraph comparing and contrasting the procedures each government uses to make decisions. Be sure to describe the roles of citizens in making laws and electing leaders. Then write a paragraph on ways you think you could improve each system's procedures. Write a conclusion that summarizes your main points. Your article should be focused and organized with a clear introduction, supporting paragraphs, and conclusion. Check your article for spelling, grammar, and punctuation.

Students' tables will vary but should cover most of these main points:

Limited Governments	Unlimited Governments
Advantages: <ul style="list-style-type: none">• Freer and fairer societies• Protected individual rights• Social welfare• Withstand national crises	Advantages: <ul style="list-style-type: none">• Faster change• Faster decision-making
Disadvantages: <ul style="list-style-type: none">• Slower change• Slower decision-making	Disadvantages: <ul style="list-style-type: none">• Citizens cannot influence government• Individual rights are not protected• Leaders not subject to law• More human rights abuses

LESSON 3

9. a. **Explain** Why is public service important in representative governments? *Without people doing public service work, the government could not provide the services that communities, states, and the nation need to function.*

b. **Analyze** How does volunteering help your community? *Possible answers: the physical environment improves; those in need get assistance; the services that government is not able or equipped to do are performed*

c. **Elaborate** Why would citizens in countries with a nonrepresentative government participate less in civic life? *Possible answers: because they have no say in government; they might feel that their efforts would be wasted*

Reading Skills

10. **Sequence** Use the Reading Skills taught in this module to sequence the events in the reading section below.

After three centuries of control by Spain, in 1810 Mexican revolutionaries rose up against Spanish authority. In 1821 Mexico declared independence. The country's current governmental structure and constitution were established in 1917, after a civil war that began in 1910. *Students' timelines should include labels for each event, and the events should be in chronological order: 1810: Mexican revolutions rise up against Spanish government, 1821: Mexico declared independence, 1910: civil war began, 1917: current government structure and constitution established*

Social Studies Skills

11. **Use a Problem-Solving Process** Use the Social Studies Skills taught in the module to create a problem-solving graphic organizer.

Use the steps of a problem-solving process to address the issue of human rights in China. Gather information about the problem, such as the Chinese government's reaction to pro-democracy protests and social media use. Then create a graphic organizer like the one in the Social Studies Skills. List and consider options for solving the problem. Discuss the advantages and disadvantages of each. Express your ideas orally based on your experiences and on research. Be sure to address China's reactions to pro-democracy movements and

Essential Question ESSAY

How do systems of government affect the roles of citizens across the globe?

RUBRIC

- respond to the Essential Question with a specific position
- illustrate valid reasoning supporting their position
- cite persuasive evidence supporting their position
- identify key people, events, and/or turning points that demonstrate understanding of the module content
- be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about how governments around the world affect the roles of their citizens. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

Alternative Activity Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

Print Assessment (continued)

social media use, and evaluate its effect on human rights. Finally, choose the solution to improve human rights in China that you would implement. *Students' graphic organizers should reflect an understanding of the problem-solving process and their own research.*

Map Activity

Freedom in Governments of the World Use the map below to answer the questions.



12. Which letter indicates a country whose government does not allow its citizens any rights or freedoms? **A**

13. Which letter indicates a country whose government allows its citizens only partial rights and freedoms? **B**

14. List the countries whose governments allow their citizens rights and freedoms.

What system of government do you think is practiced in these countries?

Dominican Republic, Jamaica, El Salvador, Belize, Costa Rica, Puerto Rico, Panama; democracy

Focus on Writing

15. **Write an Online Article** Research the direct democracy of ancient Athens and the representative democracy of the United States. Your purpose is to write an article that compares and contrasts the procedures for making decisions in each of these governments. Give your article a headline and write a brief introduction that expresses your main idea. Then write a paragraph comparing and contrasting the procedures each government uses to make decisions. Be sure to describe the roles of citizens in making laws and electing leaders. Then write a paragraph on ways you think you could improve each system's procedures. Write a conclusion that summarizes your main points. Your article should be focused and organized with a clear introduction, supporting paragraphs, and conclusion. Check your article for spelling, grammar, and punctuation.

RUBRIC Students' articles should

- make accurate comparisons between the different democratic governments
- suggest procedures that are logical and well supported
- support main points with relevant and clarifying details
- have a headline and an introduction that states the main idea
- use standard grammar, spelling, sentence structure, and punctuation

► Online Assessment

1. Which of the following is true of geometric borders?

- They are formed by cultural boundaries.
- They are straight lines based on lines of latitude or longitude.
- They are formed by physical features, such as the Andes Mountains.
- They are circular boundaries surrounding cities, such as Seoul, South Korea.

2. What are the goals of diplomacy? Select the **three** correct answers.

- to invade other countries
- to solve international problems
- to prevent war with another country
- to create an unfair trading relationship
- to declare war against another country
- to open communication between countries

3. What is the purpose of the International Declaration of Human Rights?

- to fight terrorist organizations
- to combat the spread of diseases
- to provide financial aid to those in need
- to outline the civil liberties that should be respected

4. The United States government is divided into three levels: federal, state, and local. Select the correct button in the table to match the level of government with its responsibility.

	Federal	State	Local
prints money	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides fire services		<input type="radio"/>	<input checked="" type="radio"/>
provides police services		<input type="radio"/>	<input checked="" type="radio"/>
creates treaties with foreign nations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides driving and marriage licenses		<input checked="" type="radio"/>	<input type="radio"/>

5. Drag the name of the totalitarian leader into the box next to his country.

China	Mao Zedong
Iraq	Saddam Hussein
North Korea	Kim Jong-un
Soviet Union	Joseph Stalin

6. Use the map to answer the question.

Freedom in Governments of the World



In which continent are the civil liberties of many citizens likely the most limited?

- Asia
- Europe
- Australia
- North America

7. When are Americans required to serve in the military?

- in wartime when there are enough volunteers
- in peacetime when there are enough volunteers
- in wartime when the U.S. government issues a draft
- in peacetime when the U.S. government issues a draft

8. How should political protests in the United States be conducted? Select the **three** correct answers.

- illegally
- violently
- peacefully
- with respect for the law
- to harm people's civil liberties
- with respect for other people's rights

9. Which country's government was overthrown during the Arab Spring movement?

- Iran
- Tunisia
- Germany
- United States