

Name - _____

HONORS AMERICAN GOVERNMENT UNIT 3

CIVIL LIBERTIES

- | | |
|----------|---------------------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | extra credit: _____ |

TOTAL POINTS - 269 _____ X .4 = _____%

UNIT GOALS:

The student will be able to:

- To be able to research a topic and record the results
- To be able to summarize facts from reading research
- To be able to listen to a lecture and record accurate notes
- To be able critically think and discuss a controversial topic
- To be able to utilize various tools of research – the Internet, the text, newspapers, magazines, television, and video
- To be able to recognize and identify important people
- To be able to construct and interpret information on a chart
- To be able to create an integrated overview of a time period
- To be able to create a time line
- To be able to correlate and store data over a time period
- To be able to write a letter
- To be able to support an essay from fact and opinion
- To be able to take a poll and support the choice
- To be able to define and use appropriate vocabulary
- To be able to use a document as a research tool
- To be able to understand the basic civil liberties of all Americans
- To be able to the explain the first ten amendments and the fourteenth amendment
- To be able to understand how these rights are manifested in their daily life

To be able to list the protections that all Americans possess and why they are important in a democratic state

RESOURCE PAGES:

PP. 533 – 620

ASSIGNMENTS:

1. **BOOK QUESTIONS:** Read pp. 533-536 and then answer the questions on p. 536. (1,2,3,4) 8 pts.
2. **EYES ON THE PRIZE VIDEO:** Watch two episodes of *Eyes on the Prize* Video and then answer the questions. Questions are located in the book on the counter. 20 pts.
3. **READ THE TIMES MAGAZINE ON-LINE:** Select an article on the text web site that pertains to civil liberties and read it. Write a one-paragraph summary of the article and then a second paragraph about how it relates to our civil liberties. Look at the first 10 amendments and # 14 for ideas. 10 pts.
4. **LECTURE ON CIVIL LIBERTIES:** In class lecture on civil liberties 20 pts.
5. **TIME LINE:** Create a timeline of important civil rights, civil rights movements, and people in America. Place 15 items on the time line. Remember to equally space all dates on a timeline. Also remember to cite the source of your information. 20 pts.
6. **BOOK QUESTIONS:** Read pp. 537-544 and then answer the following questions on p. 544 (1-4). 8 pts.
7. **ESSAY:** Write an essay on freedom of religion. Read p. 545 and the 1st amendment on p. 771 and then write an essay on: Does the United States guarantee each individual the right to freely express their religion, and if it does not where is it restricted? 20 pts.
8. **ON-LINE POLL:** Find an on-line poll about religion, civil rights, or equal justice under the law and take it. Write the question and the choice you chose. List 5 reasons why you chose the answer. 10 pts.

9. **ESSAY:** Read p. 549 the inset, Voices on Government and write a one-page essay on *evaluating the quotation* question. 20pts.
10. **DEFINITIONS:** Define the following words: libel, slander, seditious speech, right of association, picketing, content neutral, prior restraint, due process, probable cause, discrimination, writ of habeas corpus, bill of attainder, ex post facto law, grand jury, double jeopardy, bench trial, Miranda rights. See resource pages 40 pts.
11. **CHART:** Copy the chart on p. 578. 20 pts.
12. **LECTURE:** Lecture on Rights of the accused. 20 pts.
13. **BOOK QUESTIONS:** Answer the questions on p. 588 (1,2,3,4) 8 pts.
14. **CREATE A CHART:** Create a chart (you can download one from the web site listed under charts) on rights you have. Look in the resource pages for at least 20 rights. You may use any rights you wish. 20 pts.
15. **STATISTICS:** Using the Internet find data on per capita income, education levels, or poverty level for a minority group in America. Create a graph of these statistics. You may use a bar graph, pie chart, or a line graph. The graph must compare at least three groups. After creating the graph write a paragraph interpreting the data. 25 pts.

EXTRA CREDIT: Write a letter to a government official about an issue in this unit. The letter should express your opinion and what you would like the official to do. Remember to be clear and respectful in your letter. 20 pts.