

EOC Review

Unit

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BOLD items are handouts (find in folder or on website); others are NOT handouts, see instructions

EOC REVIEW INTRO

Based on past tests, these are the benchmarks that have been the most difficult. Go through the benchmarks and read each explanation and learning target. If you do not remember or do not understand the learning target than highlight or underline that section. These are the areas we will focus on for review and you will have choices as to what benchmarks you will focus on. I want you to use this sheet when you are determining which choice to pick. This is to help you review for the test that is worth 30% of your grade and might ultimately determine whether you pass or not. Take this review VERY seriously and make sure you are choosing what will help YOU the most!

Benchmark:	Learning Targets:
ss.7.c.1.3	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <ul style="list-style-type: none"> - Students will recognize the themes of taxation without representation and individual rights.
ss.7.c.1.8	<p>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</p> <ul style="list-style-type: none"> - Students will differentiate between the ideas of the Federalist and Anti-Federalist parties
ss.7.c.2.5	<p>Distinguish how the Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> - Students will examine the role of the judicial branch of government protecting individual rights. - Students will use scenarios to examine the impact of limits on individual rights on social behavior.
ss.7.c.3.1	<p>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).</p> <ul style="list-style-type: none"> - Students will analyze scenarios describing various forms of government.
ss.7.c.3.4	<p>Identify the relationship and division of powers between the federal government and state governments.</p> <ul style="list-style-type: none"> - Students will compare concurrent, enumerated, reserved, and delegated powers as they relate to state and federal government. - Students will analyze the issues related to the Tenth Amendment of the U.S. Constitution.
ss.7.c.3.5	<p>Explain the Constitutional amendment process.</p> <ul style="list-style-type: none"> - Students will recognize the significance of the difficulty of formally amending the Constitution. - Students will recognize the importance and purpose of a formal amendment process.
ss.7.c.3.7	<p>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</p> <ul style="list-style-type: none"> - Students will analyze historical scenarios to examine how these amendments have affected participation in the political processes. - Students will recognize how the amendments were developed to address previous civil rights violations. (<i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education</i>)
ss.7.c.3.8	<p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</p> <ul style="list-style-type: none"> - Students will examine the following processes of the legislative branch: <ul style="list-style-type: none"> ----How a bill becomes a law, appointment confirmation, impeachment (<i>United States v. Nixon</i>), committee selection - Students will examine the following processes of the executive branch: <ul style="list-style-type: none"> ----Executive order, veto, appointments

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	- Students will examine the following processes of the judicial branch: ----Judicial review (<i>Marbury v. Madison (1803)</i>), court order, writ of certiorari, summary judgment
ss.7.c.3.11	Diagram the levels, functions, and powers of courts at the state and federal levels. - Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions. - Students will compare appellate and trial processes.
ss.7.c.3.12	Diagram the levels, functions, and powers of courts at the state and federal levels. - Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions. - Students will compare appellate and trial processes.


Important Vocabulary for the year:

Law of blood, Law of soil, Resident, Alien, Immigrant, Petition, Common good, Citizen, Citizenship, Civics, Cultural diffusion, Duty, Obligation, Ethnic group, Government, Naturalization, Public policy, Refugee, Responsibility, Right, Selective Service (draft), Boycott, Constitutional Monarchy, Delegate, Direct Democracy, Democracy, Duty (taxation), Grievances, Legislature, Liberty, Limited government, Majority rule, Proclamation, Repeal, Representative Democracy, natural law, separation of powers, social contract, individual liberties, limited monarchy, self-government, Oppression, self-evident, Tyranny, absolute monarchy, Republic, Checks and balances, Amendment, Anti-Federalist, Article, Bicameral, Confederation, Constitution, Electoral College, Executive Branch, Federalism, Federalists, Great Compromise, Judicial Branch, Legislative Branch, Limited government, New Jersey Plan, Northwest Ordinance, Ordinance of 1785, Popular Sovereignty, Preamble, Ratify, Supremacy clause, Three-fifths Compromise, Virginia Plan, Shay's Rebellion, Debt, Constitutional Convention, Constitutional Government, Federalist Papers, Antifederalist Papers, Caucus, Assembly, Bail, Black codes, Censorship, Civil liberty, Civil right, Free speech, Indictment, Libel, Petition, Poll tax, Probable cause, Quartering, Search warrant, Self-incrimination, Slander, Suffrage, Civil Rights Acts of 1964, Civil Rights Act of 1968, Cruel and unusual punishment, Double jeopardy, Due process, Economic freedom, Eminent Domain, Equal protection under the law, Equal Rights Amendment, *Ex Post Facto Law*, *Habeas Corpus*, Pleading the fifth, Precedent, Privacy, Property rights, Right to bear arms, Right to legal counsel, Search and seizure, States' rights, Suffrage, Voting Rights Act of 1965, Ambassador, Census, Concurrent Powers, Confederation, Constituent, House of Representatives, Majority party, Minority party, Senate, Executive order, Federalism, Filibuster, Judicial review, Jurisdiction, Pardon, Pocket veto, Reserved Powers, Presidential appointments, Armed Forces, Coin money, Concurrent Powers, Declare war, Delegated Powers, Elastic Clause, Enumerated Powers, Foreign relations, Governor, Impeachment, Implied Powers, Naturalization laws, Necessary and Proper, Regulation of Immigration, Regulation of trade, Cabinet, Chief Justice, Committees, Majority Leader, Majority Vote, Mayor, Minority Leader, Ordinance, Pardon, President, President Pro Tempore, Prime Minister, Speaker of the House, Special Interest Groups, Statute, County, Federal system, Line-item veto, Referendum, Reserved powers, Ordinance, Town, Supremacy Clause, Bail, Complaint, Constitutional law, Cross-examination, Custody, Damages, Defendant, Deliberations, Dissenting opinion, Double jeopardy, Due process, *Ex post facto law*, Exclusionary rule, Felony, Juvenile delinquent, Lawsuit, Misdemeanor, Negligence, Plaintiff, Plea Bargaining, Precedent, Presumption of innocence, Prosecution, Search warrant, Sentence, Subpoena, Writ of certiorari, Verdict, Appeal, Appellate Court, Circuit Courts, Common Law, County Courts, District Court of Appeals, Florida Supreme Court, Judge, Judicial Review, Jurisdiction, Justice, Juvenile Law, Statutory Law, U.S. Circuit Court of Appeals, U.S. District Courts, U.S. Supreme Court, Trial court, Ballot, Caucus, Closed primary, Open primary, Mass media, National convention, Platform, Political machine, Polling place, Precinct, Referendum, Third party, Two-party system, Voter turnout, Electoral College, Popular vote, Public opinion poll, Winner-take-all system, Communist Party, Democratic Party, Libertarian Party, Lobbying, Lobbyist, Political Action Committee, Propaganda, Republican Party, Socialist Party, Special Interest, Communism, Ethnic group, Genocide, Global interdependence, Internationalism, Imperialism, Isolationism, Human rights, Humanitarian Aid, Prisoner of war, Refugee, Tariff, Weapon of mass destruction, Alliances, Allies, Ambassadors, Bay of Pigs, Cuban Missile Crisis, Diplomacy, Diplomats, Doctrine, Domestic Affairs,

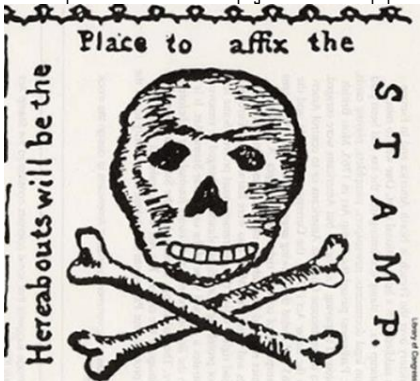
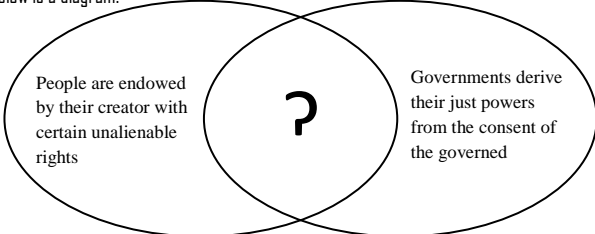
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Embassies, Foreign Affairs, Gulf Wars I and II, International Relations, INGO, International Red Cross, Iran Hostage Crisis, Korean War, NATO, NGO, NAFTA, Secretary of State, Terrorism, Treaty, UNICEF, United Nations, Vietnam War, World War I and II, WTO

EOC REVIEW SUCCESS STARTERS EOC REVIEW

	<p>The image below concerns government.</p> <div style="text-align: center;">  <p style="display: flex; justify-content: space-around; font-size: small;"> Legislative Branch Executive Branch Judicial Branch </p> </div> <p style="text-align: center; font-size: x-small;">Source: U.S. House of Representatives</p> <p>Which Enlightenment idea is represented by the image?</p> <p>A. separation of powers B. checks and balances C. social contract D. natural law</p>	
	<p>The quote below is from a historical document: "A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people." How does this quote reflect the influence of Enlightenment ideas on the Founding Fathers?</p> <p>A. They had reservations about self-government. B. They were concerned with property rights. C. They supported individual liberties. D. They created a limited monarchy.</p>	
	<p>How are the Enlightenment ideas that influenced the Founding Fathers reflected in modern institutions?</p> <p>A.Colonies have been re-established to preserve popular sovereignty. B.Oligarchies have increased to safeguard natural rights. C.The United Nations promotes universal human rights. D.The European Union encourages economic stability.</p>	
	<p>Which idea is from the Magna Carta?</p> <p>A.The people should be completely free from the government. B.The people should support a strong central government. C.The government should give people a fair and speedy trial. D.The government should have unlimited power to tax.</p>	
	<p>The conversation below concerns lawmaking: Doug: I believe in making laws only when everyone can participate in public decision making. Nicole: I disagree with you; it is best for laws to be made by the people who have been chosen for that purpose. Which colonial principle is being discussed?</p> <p>A.limited monarchy B.self-government C.social contract D.natural rights</p>	
	<p>The passage below was written by Thomas Paine in his 1776 pamphlet, Common Sense. "And as he hath shown himself such an ... enemy to liberty, and discovered such a thirst for ... power, is he, or is he not, a proper man to say to these colonies, <i>"You shall make no laws but what I please?"</i>" Source: U.S. National Archives and Records Administration Based on this passage, how is the author's view reflected in the U.S. political system?</p> <p>A.The monarchy creates limited government. B.The monarchy supports self-government. C.Representatives are appointed. D.Representatives are elected.</p>	
	<p>Which document addressed colonial concerns about English policies?</p> <p>A.Declaration of Independence B.Mayflower Compact C.U.S. Constitution D.Bill of Rights</p>	
	<p>Why did Parliament eventually repeal the Stamp Act, which taxed goods such as newspapers and playing cards?</p> <p>A.The colonists established a blockade against British goods. B.The colonists were able to produce their own goods. C.The colonists started destroying British goods.</p>	

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	<p>D.The colonists began boycotting British goods.</p> <p>The stamp below is from the front page of a 1765 newspaper.</p>  <p>Source: Library of Congress</p> <p>What was the significance of the stamp on the newspaper?</p> <p>A.It demonstrated that Parliament ignored the colonists' media communications. B.It demonstrated that Parliament controlled the colonists' press outlets. C.It represented the colonists' opposition to English tax policies. D.It represented the colonists' fulfillment of English tax policies.</p>	
	<p>The passage below is from a historical document.</p> <p>"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."</p> <p>Source: U.S. National Archives and Records Administration</p> <p>Which document contains this passage?</p> <p>A.Declaration of Independence B.Articles of Confederation C.English Bill of Rights D.U.S. Constitution</p>	
	<p>Below is a diagram.</p>  <p>Which statement completes the diagram?</p> <p>A.It is the role of government to determine natural rights. B.It is the role of government to protect natural rights. C.People establish natural rights. D.People possess natural rights.</p>	
	<p>What is one way that the ideas stated in the Declaration of Independence are evident today?</p> <p>A.equal employment opportunities B.voting rights amendments C.selective service D.term limits</p>	
	<p>Which weakness of the Articles of Confederation led to Shays's Rebellion?</p> <p>A.The national government lacked the power to regulate trade. B.The national government lacked a national court system. C.The national government lacked central leadership. D.The national government lacked the power to tax.</p>	
	<p>Which part of the U.S. Constitution states the six purposes of government?</p> <p>A.Bill of Rights B.Article IV C.Preamble D.Article I</p>	

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	<p>What right do citizens have?</p> <p>A.attending public schools B.owning property C.holding a job D.voting</p>											
	<p>The statement below was made by President Lyndon B. Johnson during an address to the nation on March 31, 1968.</p> <p>"I shall not seek, and I will not accept, the nomination of my party for another term as your President."</p> <p>Source: Lyndon B. Johnson Presidential Library</p> <p>Which intention of the Preamble is reflected in the statement?</p> <p>A.Government holds frequent elections. B.Government exists to serve the people. C.Government promotes the general welfare. D.Government provides for the common defense.</p>											
	<p>Which is a requirement for a person to become a naturalized U.S. citizen?</p> <p>A.Marrying a U.S. citizen and having a child with that person. B.Being a legal resident of the U.S. for at least five years. C.Gaining employment in the U.S. for at least five years. D.Reaching age eighteen while living in the U.S. capital.</p>											
	<p>Below is a table of the four most populated states in the United States.</p> <table border="1"> <thead> <tr> <th>State</th> <th>% of Naturalized Citizens from State's Immigrant Population</th> </tr> </thead> <tbody> <tr> <td>California</td> <td>48%</td> </tr> <tr> <td>Florida</td> <td>49%</td> </tr> <tr> <td>New York</td> <td>52%</td> </tr> <tr> <td>Texas</td> <td>32%</td> </tr> </tbody> </table> <p>Source: Immigration Policy Center</p> <p>How might these populations affect political campaigns?</p> <p>A.Candidates for governor will campaign for immigration reform in Texas. B.Candidates for president will campaign for immigration reform in Florida. C.Candidates for governor will campaign for naturalization reform in California. D.Candidates for president will campaign for naturalization reform in New York.</p>	State	% of Naturalized Citizens from State's Immigrant Population	California	48%	Florida	49%	New York	52%	Texas	32%	
State	% of Naturalized Citizens from State's Immigrant Population											
California	48%											
Florida	49%											
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	<p>The passage below is from a historical document.</p> <p>"Art. II. Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this confederation expressly delegated to the United States, in Congress assembled."</p> <p>Source: U.S. National Archives and Records Administration</p> <p>How does the U.S. Constitution address concerns that resulted from the government described in this passage?</p> <p>A.The new government could enforce treaties between the states. B.The new government could settle disputes between the states. C.The new government could regulate trade between the states. D.The new government could levy taxes between the states.</p>											
	<p>Which example is NOT a responsibility of citizenship?</p> <p>A.volunteering in the community B.attending civic meetings C.voting in elections D.paying taxes</p>											

Questions	Answers

EOC REVIEW OUTLINE

The following outline is various review activities to help you prepare for the EOC. There will be practice tests to prepare you for the level of questions and types of questions being asked on the End of Course Exam. There will be video reviews to help you remember things we learned way back at the beginning of the year, and there will be mini-projects throughout the outline. The mini-projects are directly related to the areas that you did most poorly in on previous tests; there will be choices for the mini-projects... **DO NOT** choose the easiest one, choose the one that will help you prepare (see step 2 where you identify some of these problem areas). Some mini-projects will be group work and some will be individual activities.

We are going to take a practice test once per week until the EOC. The more exposure to the TYPES of questions you will be asked, the more likely you are to do well! These will count as formative grades AFTER test corrections! (We will grade in class, I will put grade into gradebook and then you can take home and complete test corrections for a higher grade). Here are some important test-taking pointers:

- a. Remember if it is too difficult, skip it and come back at the end.
- b. Use process of elimination and cross out answers that cannot possibly be correct
- c. If the question is difficult to read, rewrite it in a way that is easier to understand
- d. Watch for trick words like **not** or **opposes** or **most likely** and **least likely**.
- e. I should see writing in the margins where you used the tips and tricks provided.

Most days we will be working on the outline below. Remember that this is a review activity designed to help you with information you don't remember or don't know very well. I used the data from ALL of your previous tests to determine where you all struggled as a class and created all these activities based on those benchmarks.

Daily: Complete Success Starters

1. Start EOC REVIEW in ISN: Put in table of contents (right 1), Intro (left 2 AND right 3), Success Starters (left 4, right 5 AND left 6), and Outline (right 7, left 8 AND right 9). [should take about 10 minutes]
2. Identify struggling areas. (should take about 10 minutes)
 - a. Look through BOTH Intro pages and circle AT LEAST five areas that you feel you don't know enough about or don't remember enough about.
3. On LEFT page 10 of your ISN complete a four square for TWO vocabulary terms: [should take about 10-15 minutes]
 - a. Split your paper in half and complete a four square for each of the terms: POPULAR SOVEREIGNTY and FEDERALISM
 - i. Word in the middle; top left corner: definition of the term; top right corner: use the term in a sentence; bottom left corner: draw a visual for the term; bottom right corner: create a multiple choice test question about the word OR including the word.
4. Complete the Branch breakdown notes on RIGHT page 11. (should take about 30 minutes)
 - a. Put the notes page in your ISN and complete the notes to refresh your understanding of the three branches of our government using your past notes and the Constitution (in textbook).
5. Complete the Checks and Balances chart on RIGHT page 13. (should take about 15 minutes)
 - a. Put the notes page in your ISN and complete the chart to refresh your understanding of the checks and balances on the three branches of our government using your past notes and the textbook.
 - b. Highlight the POWER based on who it belongs to. See color-coding below:
 - i. If it is a Legislative power, color it BLUE
 - ii. If it is an Executive power, color is GREEN
 - iii. If it is a Judicial power, color it RED
6. Choose one of the following: (should take about 30 minutes)
 - a. CHOICE 1: On LEFT page 12, create a diagram of ONE branch of government.
 - i. Title your page with the branch of government
 - ii. Create a visual to represent that branch
 - iii. Incorporate the information from your Branch Breakdown notes (page ___)
 1. Must include at least 5 of the categories from notes
 2. Can be part of the graphic with a caption, or you can make it like a graphic organizer.
 - b. CHOICE 2: On LEFT page 12, caption the political cartoon.
 - i. Title your page "Checks and Balances"
 - ii. Color the political cartoon according to the following instructions:
 1. Color all the Legislative jobs BLUE
 2. Color all of the Executive jobs GREEN
 3. Color all of the Judicial jobs RED
 - iii. Write a one paragraph summary of the cartoon, explaining what it represents and explain its meaning.
7. Complete the Constitution graphic organizer on RIGHT page 15. (should take about 15 minutes)
 - a. Label the TOPIC of each article AND summarize its purpose... remember the Constitution is made up of the Preamble, then the 7 articles, then the amendments! You can find this information in your past notes and using the Constitution in the textbook!
8. On LEFT page 14 of your ISN complete a four square for TWO vocabulary terms: [should take about 10-15 minutes]
 - a. Pick TWO of the following terms that you need to review: rule of law, succession, supremacy clause
 - b. Split your paper in half and complete a four square for each of the terms:
 - i. Word in the middle; top left corner: definition of the term; top right corner: use the term in a sentence; bottom left corner: draw a visual for the term; bottom right corner: create a multiple choice test question about the word OR including the word.

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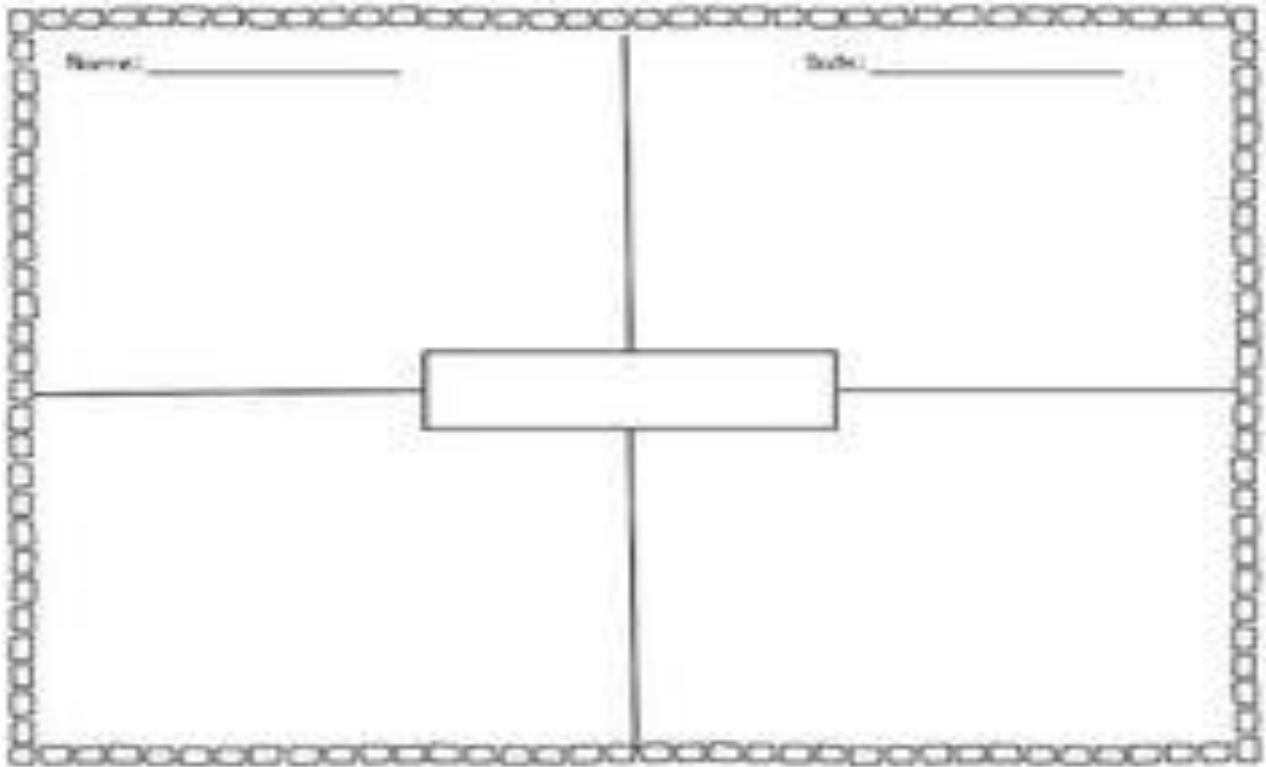
9. Complete the Types and Systems of government notes on RIGHT page 17. (should take about 15-20 minutes)
 - a. Put the notes page in your ISN and complete the notes to refresh your understanding of types and systems of government using the PowerPoint on civicsdms.weebly.com, the textbook and your past notes.
10. Complete the online review quiz. (not part of notebook- should take about 15 minutes)
 - a. Complete the three branches quiz at the following site:
 - i. http://www.sheppardsoftware.com/usa_game/government/branches_government.htm
 - b. Also complete the checks and balances quiz at the following site:
 - i. http://www.sheppardsoftware.com/usa_game/government/checks_and_balances.htm
 - c. On a 3x5 card reflect on what you got wrong and how you can remember it in the future and/or what this section of the review helped you remember from earlier in the year.
11. Complete the Colonial Influence notes on RIGHT page 19. (should take about 20-30 minutes)
 - a. Put the notes page in your ISN and complete them to refresh your understanding of the important documents that shaped how our country was formed using the PowerPoint on civicsdms.weebly.com
12. Complete the Cause and Effect Notes on RIGHT page 21. (should take about 20 minutes)
 - a. Put the notes page in your ISN and cut and paste the causes and effects IN ORDER to review the beginnings of our country using the textbook and your past notes.
 - b. Using these notes and the previous notes and your textbook, on LEFT page 20 create a timeline of the following documents with the date they were written:
 - i. Constitution, Magna Carta, English Bill of Rights, Articles of Confederation, Common Sense, Declaration of Independence, Mayflower Compact
13. Complete the Federalist and Anti-Federalist Review on RIGHT page 23. (should take about 15 minutes)
14. Complete the Enlightenment Thinkers organizer on RIGHT page 25. (should take about 20-30 minutes)
 - a. Put the notes page in your ISN and complete the summaries to remember the important people whose ideas influenced the founding fathers and our government.
 - b. This organizer does not include Hobbes; you must include him on the bottom!
15. Complete the Amendment Review on RIGHT page 27. (should take about 20-30 minutes)
 - a. First you will review the first 10 amendments. Number the amendment cards to correctly label the Bill of Rights Amendments. Use the Constitution in your textbook or your previous notes to complete the activity. Check with a partner.
 - b. You will complete a scavenger hunt through the Amendments to the Constitution and find the amendments that deal with voting. Follow the instructions on the handout to complete the bottom half of the page in your ISN.
16. Choose one of the following: (should take about 30 minutes)
 - a. CHOICE 1: On LEFT page 22, do a creative writing piece demonstrating your understanding of the Federalist v Anti-Federalist debate and how some of the influencing documents helped shape the government.
 - i. This is a writing assignment where you become a character writing about a specific event based on what you pick out of the choice provided on the RAFT handout.
 - ii. Circle your RAFT choices and then using those choices; write a creative piece demonstrating your understanding of the topics covered.
 - b. CHOICE 2: On LEFT page 24, create a graphic organizer to show the influence of Enlightenment thinker on our country.
 - i. Using your knowledge of the Enlightenment thinkers, answer the Essential Questions (at least 3 sentences each), determine which thinker said each of the quotes, then create a graphic organizer to illustrate how the Enlightenment thinkers influenced America to shed British rule and create their own country.
 1. You MUST include: Montesquieu, Locke, Rousseau and Hobbes
17. On LEFT page 18 of your ISN complete a four square for TWO vocabulary terms: [should take about 10-15 minutes]
 - a. Pick TWO of the following terms that you need to review: Due process, ex post facto law, habeas corpus
 - b. Split your paper in half and complete a four square for each of the terms:
 - i. Word in the middle; top left corner: definition of the term; top right corner: use the term in a sentence; bottom left corner: draw a visual for the term; bottom right corner: create a multiple choice test question about the word OR including the word.
18. Complete the online review quiz. (not part of notebook- should take about 15 minutes)
 - a. Complete the small 10 question quiz at the following site: <http://www.constitutionfacts.com/>
 - b. On a 3x5 card, write ALL the questions you got wrong
 - i. Tell me the correct answer and why
 - c. Show your teacher your final score (if you got 8 out of 10, then you should have two questions with answers and explanations on your 3x5 card)
 - d. ***OPTIONAL FOR EXTRA CREDIT***
 - i. When you finish the 10 question quiz there is a 50 question quiz you can take. Complete the quiz with at least 35 out of 50 correct and show your teacher a picture of the final score to get extra credit!
19. Complete the Types and Levels of Courts Review on RIGHT page 29. (should take about 15-20 minutes)
 - a. Put the notes page in your ISN and complete the notes to review the different levels of the court system and the various types of laws using your previous notes and textbook.
 - b. On LEFT page 28, draw a picture to show the difference between civil and criminal.
20. Put the How a Bill Becomes a Law diagram on RIGHT page 31. (should take about 15 minutes)
 - a. You are going to color-code your diagram to show the involvement of different branches of government in the process. Follow my steps below:
 - i. When the President has the Bill or is making a decision about the bill, color it GREEN
 - ii. When the Judicial Branch has control, color it RED
 - iii. We are going to break down Legislative control into two colors for the two houses:
 1. When the Senate has control, color it DARK BLUE
 2. When the House of Representatives has control, color it LIGHT BLUE
 - b. On LEFT page 30, summarize the information in ONLY two sentences! (Make sure you cover ALL the changes in control)
21. Put the Amendment Process diagram on RIGHT page 33. (should take about 15 minutes)
 - a. You are going to color-code your diagram to show the involvement of different branches of government in the process. Follow my steps below:
 - i. When the President has control, color it GREEN
 - ii. When the Judicial Branch has control, color it RED
 - iii. When the Legislative Branch has control, color it BLUE
 - iv. When the States have control, color it YELLOW
 - b. On LEFT page 32, summarize the information in ONLY two sentences! (must include ALL the information provided)

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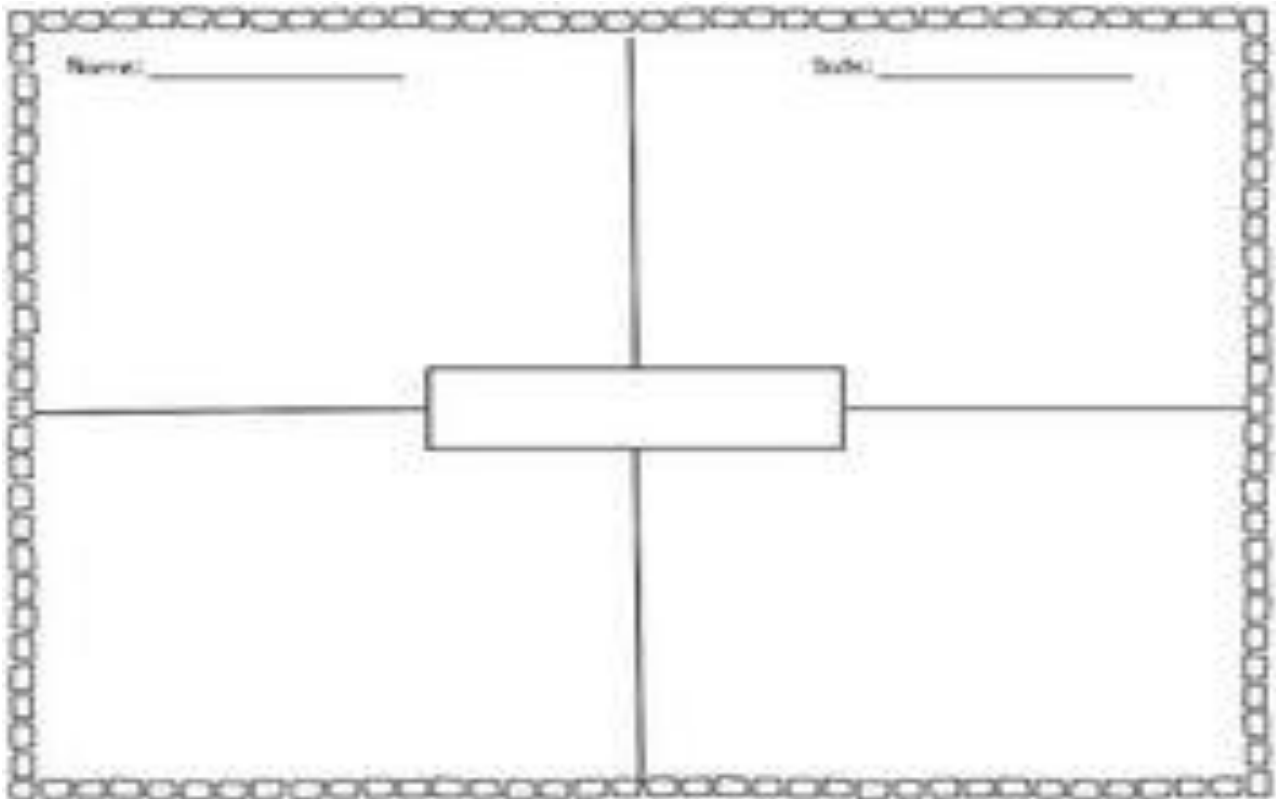
22. Complete the Landmark Supreme Court Review on RIGHT page 35. (should take about 20 minutes)
 - a. Put the notes page in your ISN and complete the notes to refresh your understanding of landmark Supreme Court cases using the PowerPoint on civicsdms.weebly.com, the textbook and your past notes.
23. On LEFT page 34 of your ISN complete a four square for TWO vocabulary terms: [should take about 10-15 minutes]
 - a. Pick TWO of the following terms that you need to review: Ratify, judicial review, Writ of certiorari, precedent
 - b. Split your paper in half and complete a four square for each of the terms:
 - i. Word in the middle; top left corner: definition of the term; top right corner: use the term in a sentence; bottom left corner: draw a visual for the term; bottom right corner: create a multiple choice test question about the word OR including the word.
24. Complete the Levels of Government organizer on RIGHT page 37. (should take about 20-30 minutes)
 - a. Put the notes page in your ISN and complete the notes to review the levels of government using the textbook and your past notes.
 - b. On LEFT page 36 complete a four square for: Enumerated/ Expressed Powers and Implied Powers
 - c. Split your paper in half and complete a four square for each of the terms:
 - i. Word in the middle; top left corner: definition of the term; top right corner: use the term in a sentence; bottom left corner: draw a visual for the term; bottom right corner: create a multiple choice test question about the word OR including the word.
25. Based on the letter your teacher gives you, complete the corresponding activity to demonstrate your understanding of the review. You can choose the focus of your project, but I suggest choosing something you still aren't 100% comfortable with so you have more practice with the material before the EOC!!
 - a. Step A: Create a trivia board game (can be modeled after a game like Chutes and Ladders or Candy Land) that other students could use to review for the EOC. (should take about 1-2 hours)
 - i. Should cover MOST of the information covered in this review! No less than 20 facts used in the game! 50%
 - ii. Colorful, neat, watch spelling! 20%
 - iii. Make sure you give your game a name and it MUST include instructions (remember the rulebook for the country is our Constitution!) 30%
 - b. Step B: Create a storybook (can be as creative as you want! It can be silly like a Dr. Seuss, or a How To book) that other students could use to review for the EOC. (should take about 1-1.5 hours)
 - i. No less than 15 facts (it can be creative- "Bunny campaigns for President" and your facts and be rolled into the story!) 50%
 - ii. Colorful, neat, watch spelling! 20%
 - iii. Make sure you title your book and there must be AT LEAST 9 pages with a story AND a picture on each page! 30%
 - c. Step C: Create a poster to diagram one of the topics we reviewed for the EOC that I can post for others to use to review. (should take about 30 min-1 hour)
 - i. Make sure you include ALL important facts about the topic you chose! 50%
 - ii. Make sure you title your poster. You can choose any presentation of the information, as long as it is clearly written, neat and written large. Watch your spelling! 50%

I have demonstrated my understanding of the three branches of government, checks and balances and types and systems of government (Through STEP 1)	I have demonstrated my understanding of influencing philosophers and documents that led to the important documents of America (STEPS 12-19)	I have demonstrated my understanding of the levels of courts and precedent cases as well as the process of how a bill becomes a law and how and amendment is passed and the different level of government services (STEPS 20-25)	I have created a project that shows my understanding of the material and has synthesized it in a way that others can use the tool to study for the EOC (STEP 26)
1	2	3	4

Popular Sovereignty



Federalism



Name: _____ Date: _____

Branch Breakdown

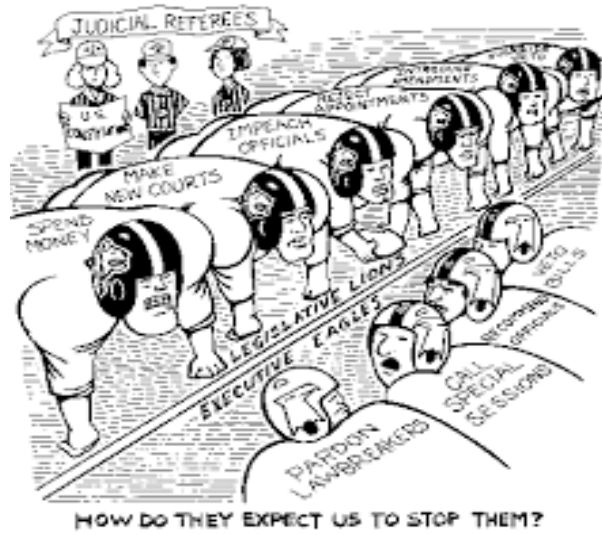
Instructions: In your group, complete the worksheet below about the three branches of the U.S. federal government using the U.S. Constitution. Not all boxes will have answers.

	Legislative Branch		Executive Branch	Judicial Branch
Article of the U.S. Constitution				
Structure of the branch	House of Representatives	Senate	<ul style="list-style-type: none"> • President • Vice President • Cabinet 	Supreme Court
Number of Members				
Elected or Appointed?				
If appointed, how are they approved?				
Requirements to Serve <ul style="list-style-type: none"> • Age • Citizenship Requirements 				
Length of Term				
Number of Terms				
Role of Branch of Government				

Choice 1: Diagram one branch (see instructions on outline)

OR

Choice 2: Use Cartoon Below to explain checks and balances (see instructions on outline)



The Checks and Balances System: A Worksheet

Power	Which Branch Has The Power?	Which Branch's Power is Being Checked? <small>(Could be more than one)</small>
1) Create and pass legislation.		
2) Veto bills.		
3) Ratify treaties.		
4) Appoint Federal judges.		
5) Impeachment of federal officials.		
6) Confirm the appointment of presidential appointments.		
7) Declare laws unconstitutional.		
8) Override Presidential Vetoes.		
9) Judges are appointed for life.		
10) Controls appropriations of money.		

Choose TWO: Rule of Law, Presidential Succession, Supremacy Clause

Name: _____	Date: _____
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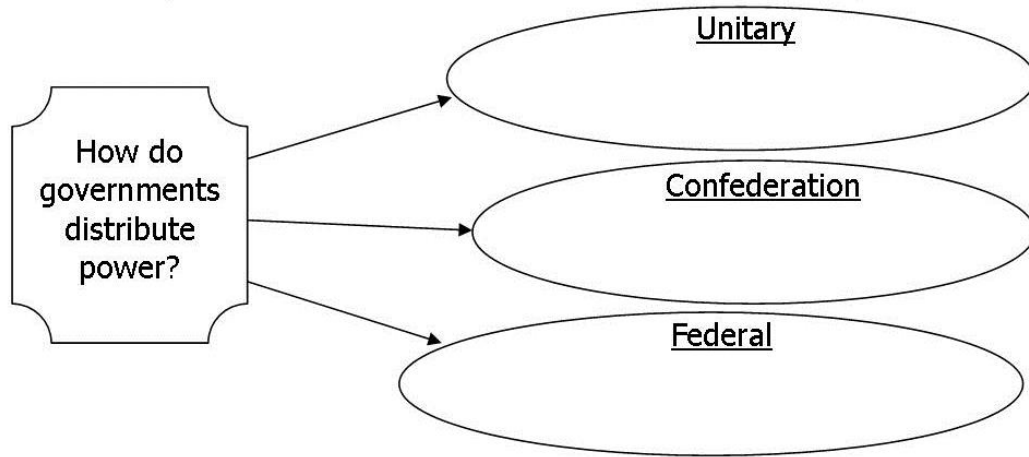
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Articles of the CONSTITUTION

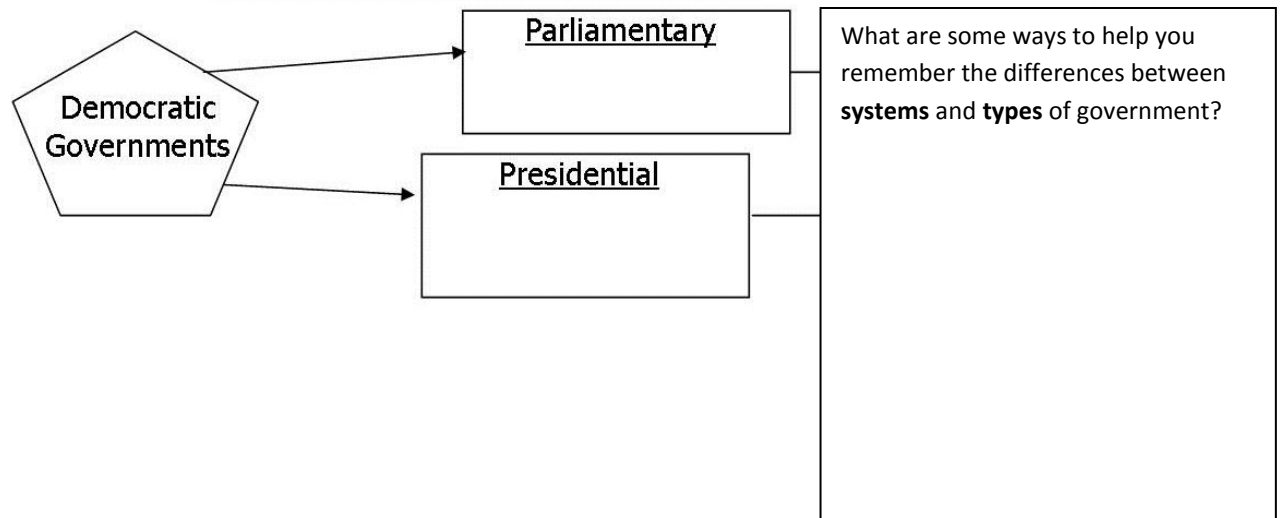
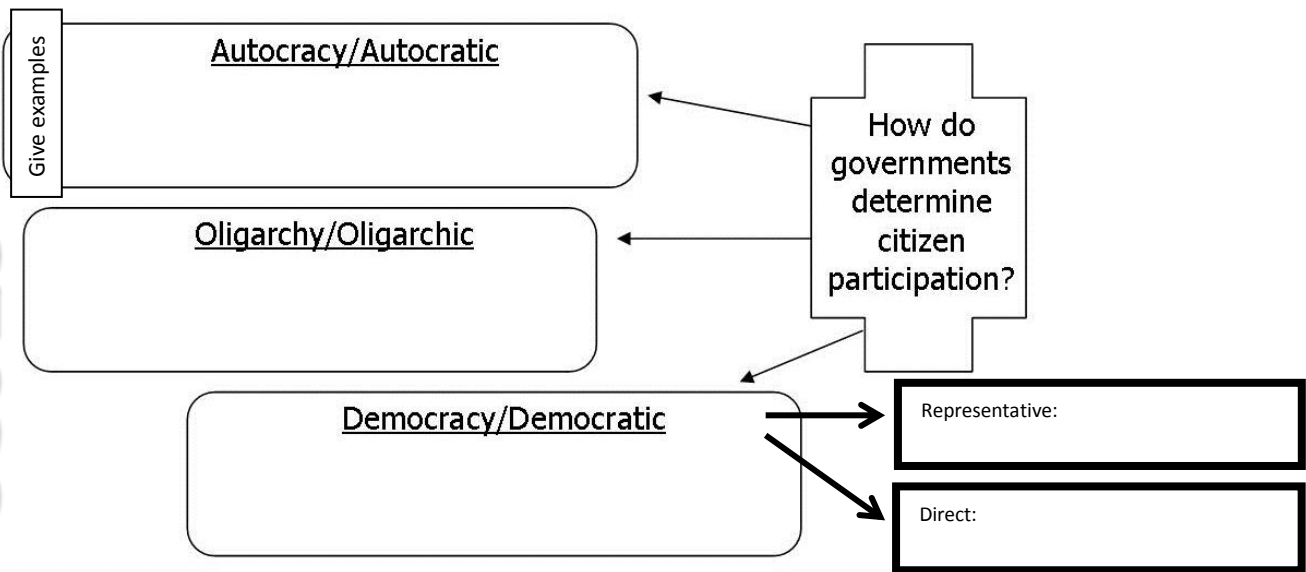
	ARTICLE I
	ARTICLE II
	ARTICLE III
	ARTICLE IV
	ARTICLE V
	ARTICLE VI
	ARTICLE VII

SYSTEMS and TYPES of Governments

SYSTEMS



TYPES



Choose TWO: Due Process, Ex Post Facto Law, Habeas Corpus

Name: _____	Date: _____
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Name: _____	Date: _____
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Colonial Influences

What's the big idea?

Term	Definition

Influencing Documents

Document	Summary	Big Ideas

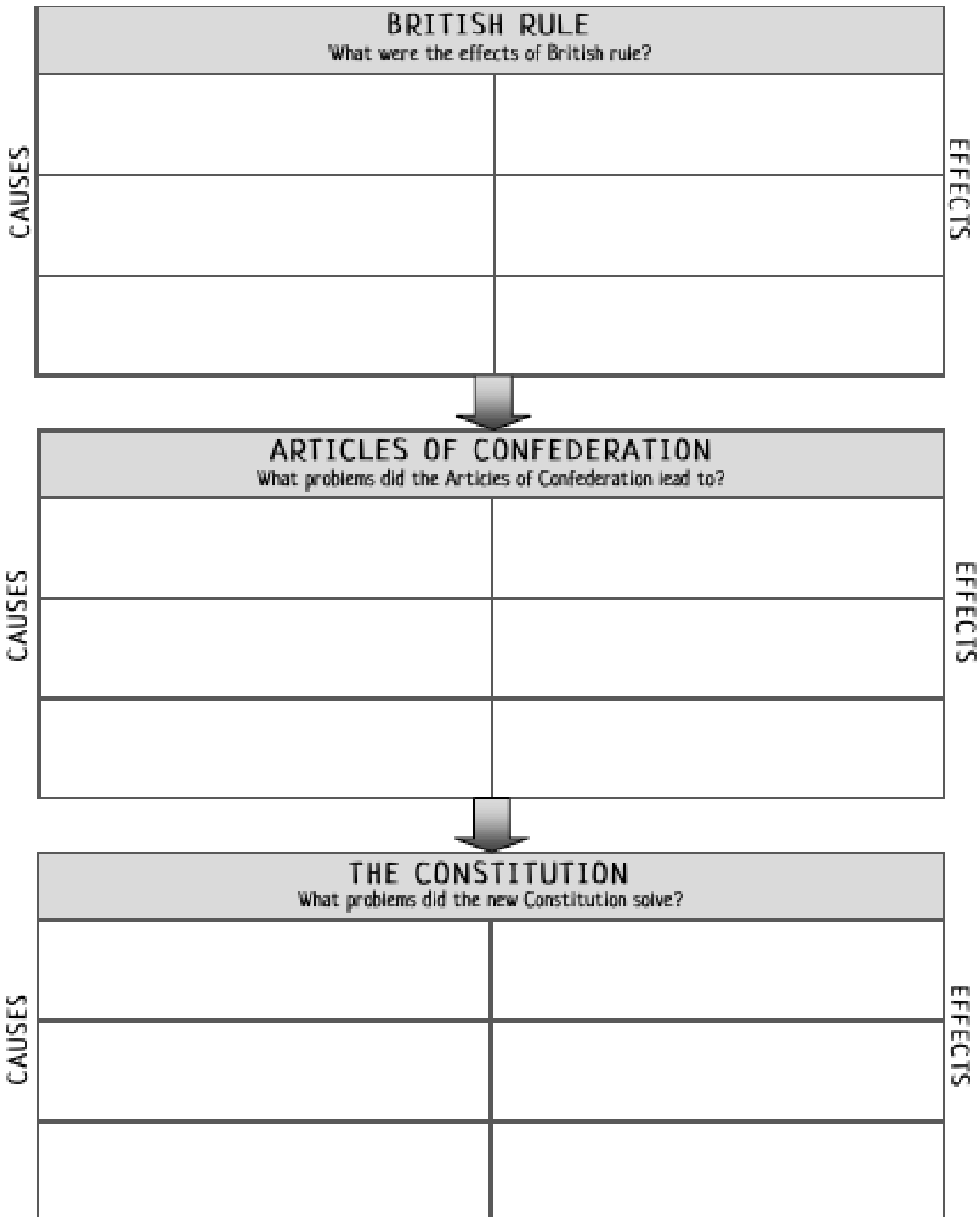
Matching

A	
B	
C	
D	
E	

Timeline of Events

(see outline for instructions)

From British Rule to American Government



Declaration of Independence → Articles of Confederation → Constitution

Step 17 Choice 1: (see outline for instructions)**ONLY complete if you choose this assignment!****RAFT Assignment**

Role	Audience	Format	Topic
FEDERALIST	FOUNDING FATHER	BLOG POST	THE BILL OF RIGHTS
NEWSPAPER COLUMNIST	READER	LETTER	THE ARTICLES OF CONFEDERATION
COLONIST	FEDERALIST	PERSONAL NOTE	CREATING THE CONSTITUTION
FLY IN THE ROOM OF THE FOUNDING FATHERS	ANTI-FEDERALIST	DIARY	INFLUENCING DOCUMENTS IDEAS
ANTI-FEDERALIST	SELF	ARGUMENT	INFLUENCING PHILOSOPHER'S IDEAS

Federalists and Anti-Federalists: The Original Political Parties

Position of the:	Federalists	Anti-Federalists
How did they feel about the Constitution?		
What did they feel should be done with the Articles of Confederation?		
What level of government should have more power?		
How did they feel about the Bill of Rights?		
What groups of people supported the party?		
Who were some of the Founding Fathers that supported the party?		

Step 17 Choice 3: (see outline for instructions)

ONLY complete if you choose this assignment!



Essential Questions

1. What was the Enlightenment & what did it stem from?

2. How did Enlightenment ideas contribute to the American Revolution & the creation of American democracy?

Who said it?

Based off your understanding of the Enlightenment philosophers listed on the back of this handout, write in the name of the philosopher who would have said the quote?

<i>"I do not agree with a word you say but will defend to the death your right to say it."</i>	
<i>"Kings can be overthrown if they violate peoples' natural rights"</i>	
<i>"For we can not abuse power, must, by the arrangement of things, power checks power"</i>	
<i>Do not obey an unjust law, "man is born free and everywhere he is in chains" Chains are unjust laws.</i>	
<i>"Painful and corporal punishments (death penalty) should never be applied to fanaticism (political or religious extremism)...it glories in persecution (unfair treatment)"</i>	

Graphic Organizer






In this space create a flow chart or graphic organizer to summarize your understanding of how the Enlightenment influenced American colonists to shed British rule & create their own nation.



Name _____ Date _____ Period _____

The Enlightenment & American Democracy

Directions: Fill in the missing boxes with the correct information

Philosopher	Idea	Influence
<p>Cesare Beccaria</p> 	<p>He argued that people accused of crimes had certain rights, and he advocated abolishing torture.</p>	<p>Guaranteed in the Bill of Rights, torture was outlawed by the 8th amendment</p>
	<p>Separation of powers in the government to provide a system of checks and balances</p>	
<p>John Locke</p> 		
<p>Voltaire</p> 	<p>Believed in the freedom of thought and expression.</p>	<p>American people have the right to freedom of speech and press according to the first amendment.</p>
<p>Jean Rousseau</p> 		

BILL OF RIGHTS

Activity. Cut each box out and read the statement. Paste it on the amendment that is the best match.

No unreasonable searches and seizures.	The right to have a jury hear your case in a <i>criminal</i> trial.	The government cannot deprive you of life, liberty or property without due process of law.	Bail, fines and punishments must not be excessive	Did you find a <i>right</i> not listed in the Constitution? It still belongs to the people!
You don't have to house soldiers in your home during peacetime.	The right to have a jury hear your case in most <i>civil</i> trials.	Citizens can keep and bear arms.	You have the freedoms of religion, speech, press; and the right to assemble peacefully and petition the government.	If a <i>power</i> isn't given to the federal government, it goes to the states or the people.

VOTING AMENDMENTS

Seeking Suffrage Scavenger Hunt

Instructions: Working with a group of 3-5 classmates, use a copy of the United States Constitution Amendments to locate all Amendments that address the topic of voting. Once found, identify the year the Amendment was ratified, how that Amendment applied to voting, and who gained the right to vote as a result of that Amendment. For Amendments 13 and 14, note that they do not directly address voting – think about how those Amendments would have an impact on certain groups' voting rights.

What does suffrage mean?		
Amendment	Year	<ul style="list-style-type: none"> • What Does This Have To Do With Voting? • Who gained the right to vote?
13		
14		

Civil versus Criminal

Illustrate the differences between civil and criminal (see outline for instructions)

LEVELS OF COURTS:

Remember- Watch for U.S. versus state!!!

SUPREME COURT

How many courts? _____

How many Justices? _____

How long do Justices serve? _____

Who appoints Justices? _____

What type of jurisdiction does this court have?

COURT OF APPEALS

How many courts? _____

How many judges on each panel? _____

What types of jurisdiction does this court have? _____

Define it: _____

DISTRICT COURT

How many courts? _____ How many judges per court? _____

What type of jurisdiction does this court have? _____

Define it: _____

Explain the following types of law:

Juvenile: _____

Military: _____

Civil: _____

Criminal: _____

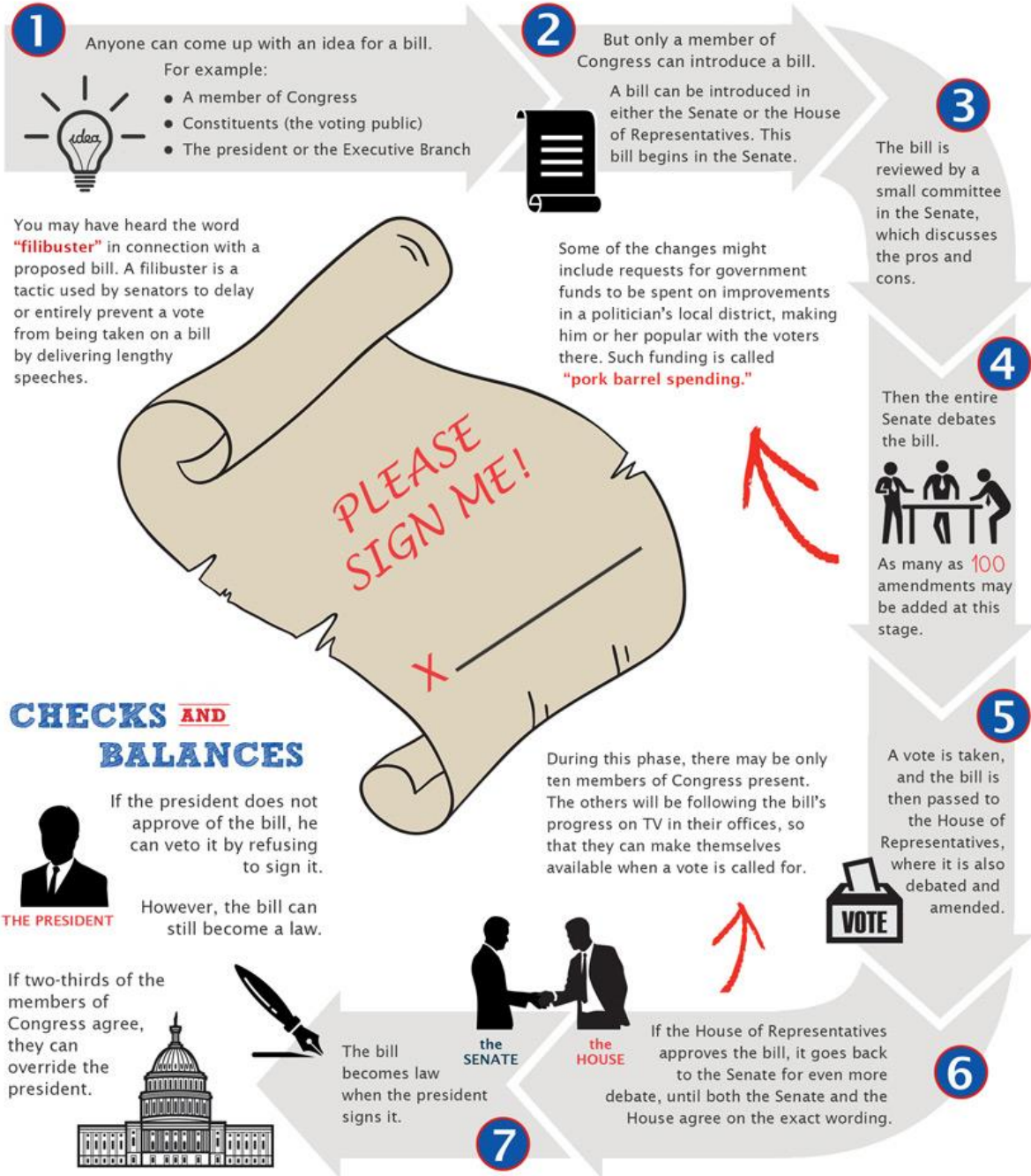
How a Bill Becomes a Law

Two sentence summary (see outline for instructions)

How a Bill becomes a Law



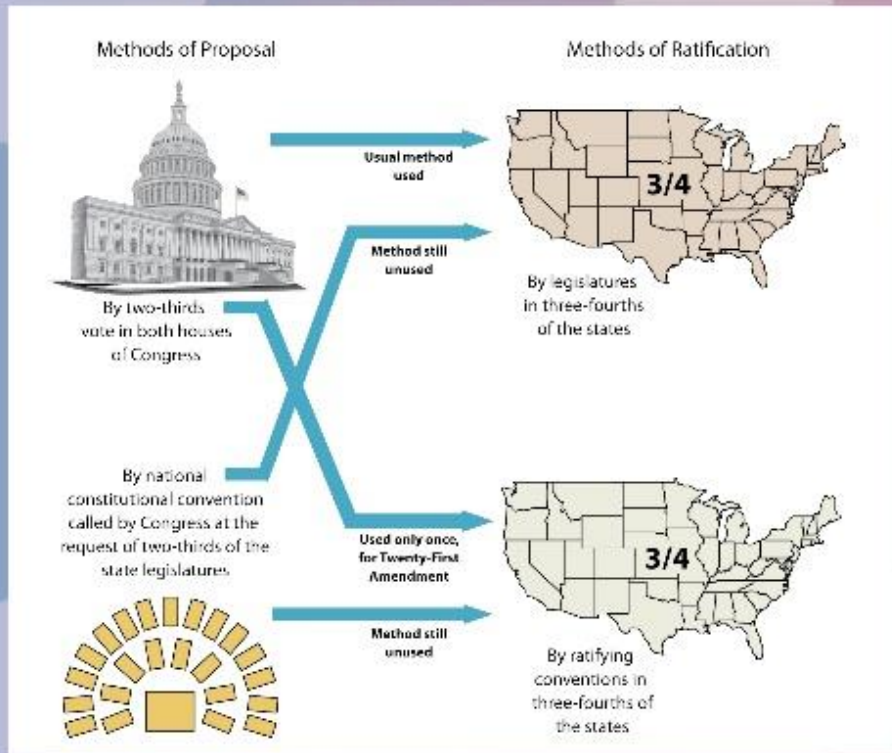
All U.S. laws start out as bills in Congress. For a bill to become a law can be a lengthy process, and many bills don't make it through. Of the approximately 5,000 bills that are introduced each year, only about 150 actually become laws.



How to Amend the Constitution

Two sentence summary (see outline for instructions)

Four ways to Amend the Constitution



Choose TWO: ratify, judicial review, writ of certiorari, precedent

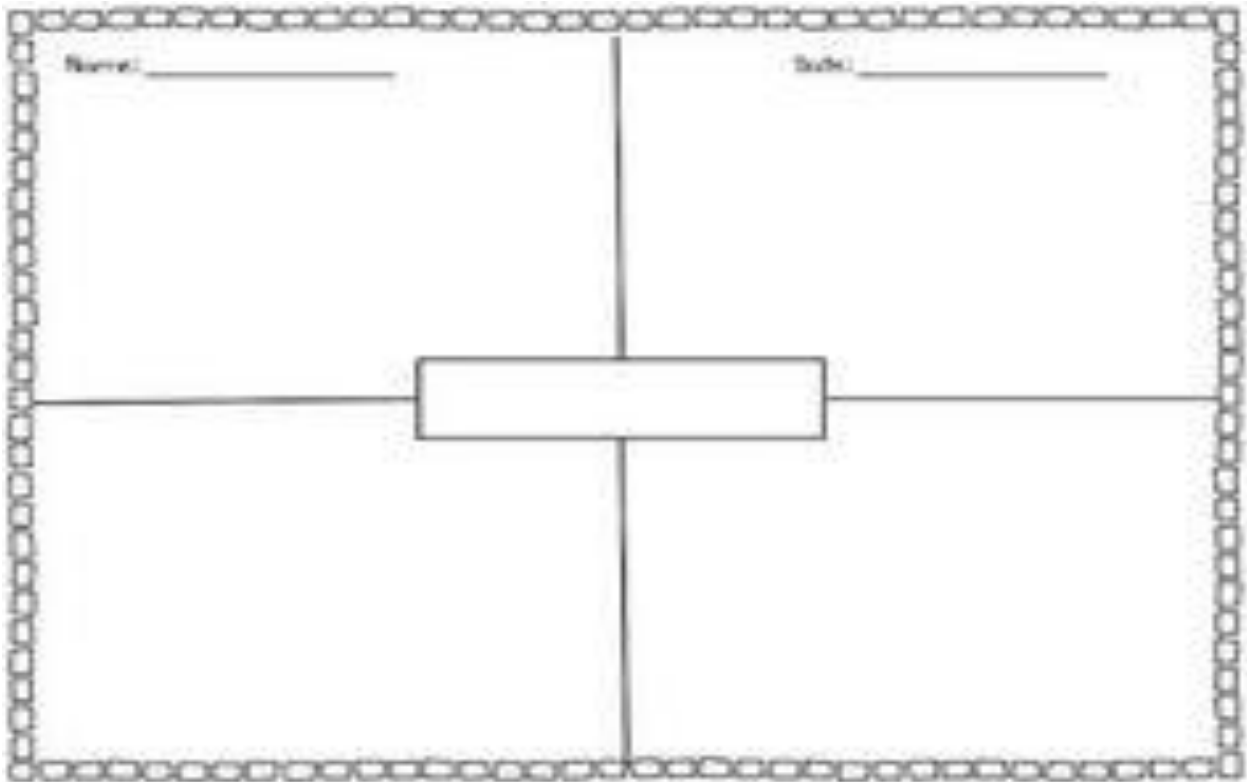
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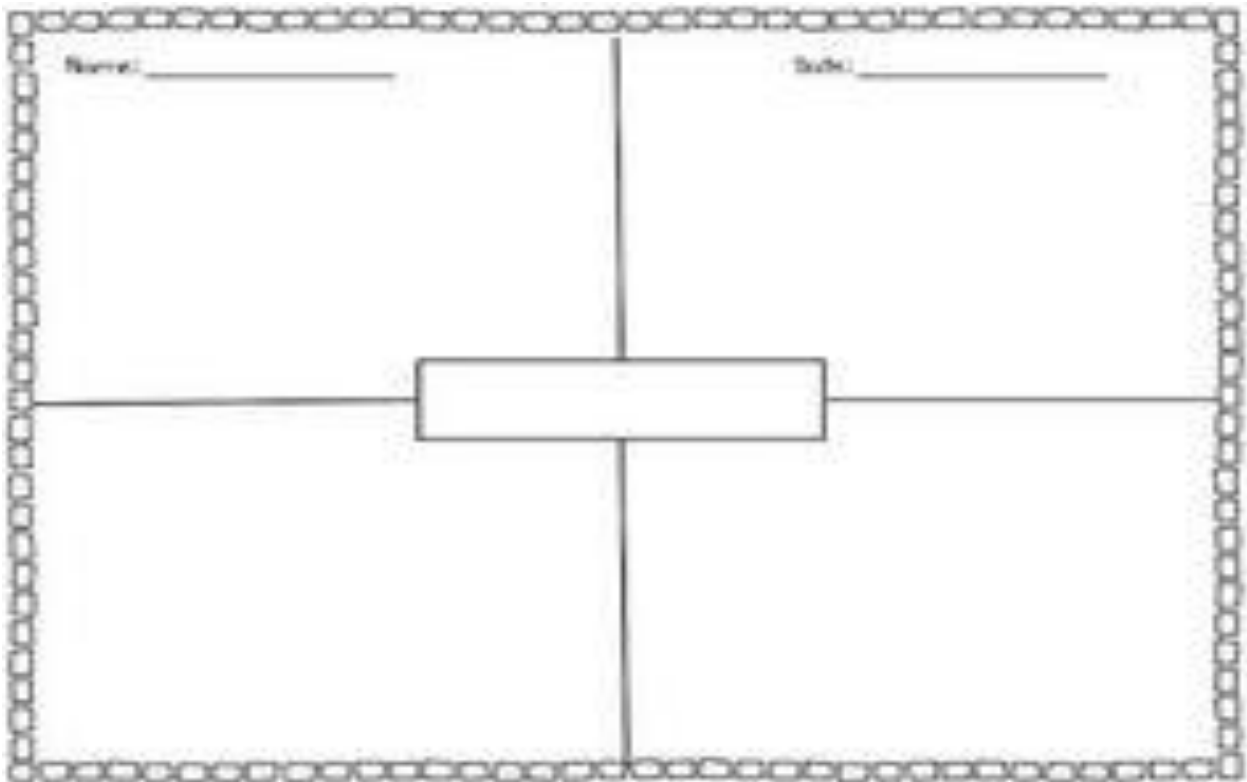
Landmark Supreme Court Cases

Name of Case	Issue in Question (include part of Constitution if applicable)	Summary of Decision
Marbury v Madison		
Plessy v Fergusson		
Brown v Board of Ed		
Gideon v Wainwright		
Miranda v Arizona		
New Jersey v TLO		
Bush v Gore		

Enumerated or Expressed Powers

Name: _____	Date: _____
	

Implied Powers

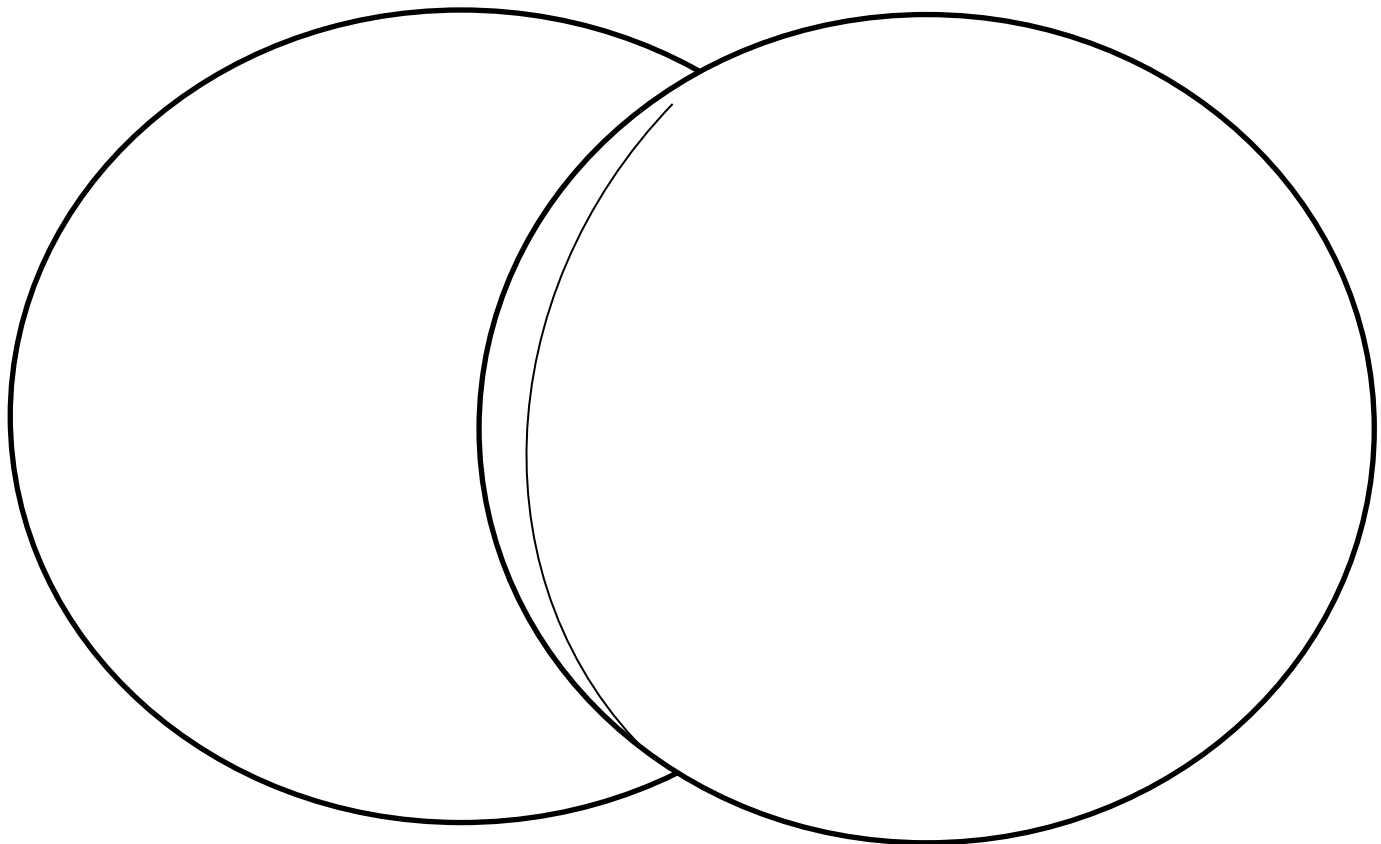
Name: _____	Date: _____
	

FEDERALISM: Levels of Government

Federal Powers

State Powers

Shared Powers



- Print money
- Issue driver's and marriage licenses
- Reserved Powers
- Conduct elections
- Establish local governments
- Make rules about trade between states and nations
- ☑Protect public health and safety
- Collect taxes
- Make rules about business inside a state
- Use any power the Constitution doesn't give the federal government or deny to the states
- Build roads
- Make and enforce laws
- Declare war
- Concurrent Powers

- Make treaties and deal with foreign countries
- Establish a post office
- Expressed/ Enumerated Powers (powers listed in the Constitution)
- Provide an army and a navy
- Borrow money
- Implied Powers (powers not specifically listed in the Constitution)
- Run public schools
- Provide police and emergency services
- Establish courts
- Make laws that are necessary and proper to carry out its powers
- Spend money for the general welfare
- Make copyright laws to protect authors' writings
- Decide what units of measure we will use

APPENDIX:**Step 12 cut-outs**

<u>Effect:</u> The new Americans made sure their new government did not have the power to collect taxes.	<u>Effect:</u> Large states were unhappy because with bigger populations, they thought they should have more power.
<u>Cause:</u> Independent states made laws that penalized out-of-state businesses and citizens.	<u>Cause:</u> Small and large states could not agree on how power should be divided in the legislature.
<u>Cause:</u> The Articles of Confederation did not create any courts.	<u>Cause:</u> Many former colonists feared losing their freedom to a new government.
<u>Effect:</u> The new Americans made sure their new government could not take away states' freedom and independence.	<u>Effect:</u> The new Constitution said laws passed by Congress are superior to state laws.
<u>Effect:</u> When a problem arose between states, there was nowhere to settle the dispute.	<u>Cause:</u> The British government treated the American colonists harshly.
<u>Cause:</u> States could and did ignore laws passed by the Congress created by the Articles of Confederation.	<u>Effect:</u> The government could not pay its debts from the Revolutionary War, and America lost standing with other nations.
<u>Effect:</u> Many American colonists feared a powerful government.	<u>Effect:</u> The new Constitution required states to treat citizens of other states the same as they treat their own citizens.
<u>Effect:</u> The new Constitution split the legislature so states had equal power in one half and power based on population in the other	<u>Cause:</u> The legislature created by the Articles of Confederation gave equal power to large and small states.
<u>Cause:</u> The government under the Articles of Confederation could not collect taxes to raise money.	<u>Cause:</u> The British government taxed the American colonists unfairly.