

Preparing Students for the HiSET Social Studies Exam

Vocabulary, Lessons, Activities & Resources



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Section 1 About the Test

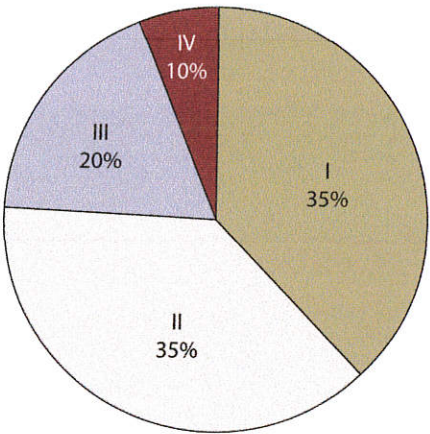
When helping students prepare for success on the HiSET Exam, it's of the utmost importance that a teacher or tutor be familiar with the exam. Educational Testing Service (ETS) has made available multiple free practice tests and an abundance of helpful information for teachers and students to examine. The more that is understood about the test and the standards it was designed to test, the better a student and teacher can prepare.

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- About the **HiSET** Exam **Pages 2 - 4**
from Educational Testing Service <https://hiset.ets.org>
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Social Studies

Test at a Glance	
Test Name	Social Studies
Time	70 minutes
Number of Questions	50
Format	Multiple-choice questions
	Content Categories (Approximate Percentage of Questions)
	I. History (35%) II. Civics/Government (35%) III. Economics (20%) IV. Geography (10%)
	Process Categories
	A. Interpret and Apply B. Analyze C. Evaluate and Generalize

About This Test

The Social Studies test provides evidence of a candidate's ability to use social studies content knowledge as well as analyze and evaluate various kinds of social studies information. The test uses materials from a variety of content areas, including history, political science, geography, and economics. Primary documents, posters, cartoons, timelines, maps, graphs, tables, charts, and reading passages may be used to present information. The questions may ask candidates to distinguish statements of fact from opinion; recognize the limitations of procedures and methods; and make judgments about the reliability of sources, the validity of inferences and conclusions, and the adequacy of information for drawing conclusions.

The Test Framework

The Social Studies test framework is organized into broad areas of content, called **Content Categories**.

Each **Content Category** is further divided into **Content Category Descriptors**. The **Content Category Descriptors** describe in greater detail the skills and knowledge eligible for testing.

In addition to knowing and understanding the social studies content explicitly described in the **Content Category Descriptors**, candidates also will answer questions that may involve one or more of the **Process Categories**. Each **Process Category** is further divided into **Process Category Descriptors**.

The **Content Category Descriptors** are numbered under each Content Category on the next page. The **Process Category Descriptors** are numbered under the Social Studies **Process Categories** section on the next page.

I. History

1. Analyze historical sources and recognize perspectives
2. Identify interconnections among the past, present, and future
3. Understand specific eras in U.S. and world history, including the people who have shaped them and the political, economic, and cultural characteristics of those eras

II. Civics/Government

1. Understand the role of the citizen in a democratic society, including rights and responsibilities, and informed participation
2. Recognize the structure and functions of different levels of government in the United States, including concepts of power and authority
3. Understand the purposes and characteristics of various governance systems, with particular emphasis on the U.S. government

III. Economics

1. Recognize fundamental economic concepts, including principles of supply and demand
2. Understand government involvement in the economy, including comparative economic systems and globalization
3. Understand consumer economics

IV. Geography

1. Understand concepts and know terminology of physical and human geography
2. Use geographic concepts to analyze spatial phenomena and discuss economic, political, and social factors
3. Interpret maps and other visual and technological tools, and analyze case studies

Social Studies Process Categories

Each **Process Category** is further divided into **Process Category Descriptors**. The **Process Category Descriptors** are numbered under each **Process Category** below.

A. Interpret and Apply

1. Make inferences or predictions based on data or other information
2. Infer unstated relationships
3. Extend conclusions to related phenomena

B. Analyze

1. Distinguish among facts, opinions, and values
2. Recognize the author's purpose, assumptions, and arguments

C. Evaluate and Generalize

1. Determine the adequacy of information for reaching conclusions
2. Judge the validity of conclusions
3. Compare and contrast the reliability of sources

Cognitive Complexity of the HiSET™ Exam Social Studies

Essential Competencies

- Read and understand social studies material such as maps, charts, graphs, cartoons and primary source documents

Conceptual Understanding

- Interpret social studies information and materials
- Apply social studies knowledge to new situations
- Distinguish between facts and opinions
- Make contrasts and comparisons
- Make simple inferences and predictions
- Identify cause and effect

Extended Reasoning

- Evaluate social studies information in order to draw conclusions, form generalizations and solve problems
- Analyze underlying meanings of social studies materials, such as recognizing author's purposes and assumptions
- Make connections among important ideas in social studies



English Language Arts Standards » History/Social Studies » Grade 6-8 Common Core

Key Ideas and Details:

CCSS.ELA-Literacy.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-Literacy.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

English Language Arts Standards » History/Social Studies » Grade 9-10

Key Ideas and Details:

CCSS.ELA-Literacy.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

CCSS.ELA-Literacy.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-Literacy.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

The College Career Readiness Reading Standards and Their Application to Social Studies

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)
 - Application: cite specific textual evidence to support analysis of primary and secondary sources. (RH.68.1)
2. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)
 - Application: cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)
 - Application: identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)
4. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)
 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)
5. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)
 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)
 - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)

Section 2 Comprehension and Vocabulary

Students will need to know, understand, and be familiar with the types of questions they will encounter on the HiSET Social Studies exam and the vocabulary embedded in those questions. They will need to practice and master the skills necessary to correctly answer the questions being asked and know what is being asked. Students can know a lot of history and government facts and still be unprepared for the test that will require they demonstrate how to apply, infer, interpret, analyze, and evaluate the material they are presented with in text, graphics, and cartoons. To be learned and understood, these skills should be taught directly and practiced often in context.

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Social Studies Process and Comprehension Skills and Related Vocabulary

- Understand what a primary source is and the value of such sources. Be able to identify what is a primary source and what is not
- Identify the motive behind an action
- Identify the most reasonable conclusion after reading a passage
- Identify most reliable sources and least reliable sources
- Distinguish fact from opinion
- Recognize an author's purpose and arguments
- Given information or data, decide which conclusions are valid and invalid
- Apply information to real life situations, such as, decide which actions would be covered by the first amendment to the Bill of Rights
- Interpret visual data from charts and graphs
- Read and interpret maps: Climate, Physical, Political, Historical and Economic
- Understand and interpret advertisements
- Be familiar with propaganda techniques
- Identify bias on the part of a speaker or author
- Decide if statements are based on direct evidence or circumstantial evidence
- Read and interpret time lines by finding the main idea and details
- Read, evaluate and understand surveys (statistics)
- Identify "points of view"
- Identify a "most balanced" view

Comprehension Vocabulary (the vocabulary of the questions)

primary source	unreasonable	reasonable conclusion	reliable source	unreliable source
fact	opinion	purpose	valid	invalid
infer	interpret	apply	propaganda	bias
direct evidence	circumstantial evidence	main idea	detail	survey
point of view	balanced	compare	contrast	assumption

VOCABULARY Teaching Tips

1. Vocabulary lessons should be **meaningful and purposeful** to the students.
2. Encourage students to read and define as many words as possible before teaching them. What do they already know?
3. Preview new vocabulary before oral reading so students are comfortable with pronunciation.
4. Introduce new vocabulary by category or topic, such as law words, government words, geography words, or solar system words.
5. Use graphic organizers.
6. Students should practice strategies to define unknown words such as using context clues or looking at prefixes and suffixes.
7. When reading independently, students should highlight or underline any words that they want to review or ask about. Encourage students not to skip over words they don't understand.
8. Read orally often and discuss the meaning of new words at the end of each paragraph.
9. Use pictures or visual images, as much as possible, to help learners understand and remember new words. Use Google Image.
10. Students should repeatedly use new vocabulary in a variety of ways: *read, see, say, write, and use.*
11. Using a dictionary can be very frustrating for students. Teachers and tutors might recommend that students:
 - Use an intermediate or school dictionary
 - Look for definitions in the back of workbooks
 - Look for definitions in bold print or on the side of the page
 - Use context clues to get meaning
 - Ask others for definitions when possible
 - Use electronic dictionaries and Google
12. Brainstorm forms of new words such as: notify, noticeable, notification, notice, noticing, notices.

Vocabulary Activities

GRAPH PAPER CROSSWORD

This can be done individually or in pairs.

Begin by giving each student (or pair) a piece of graph paper. The task is to make all the target vocabulary connect by writing one word at a time. The students use the graph paper boxes to write the target vocabulary, one letter in each box, as in Scrabble.

BLACKBOARD BINGO

Write 10-15 vocabulary words on the board. Students choose any 5 and write them on a piece of paper. Teacher randomly reads a definition of one of the words. The students cross off words on their papers as they hear the definition. First to get all five is the winner.

TWO IN ONE

This can be done in pairs or as individuals. Depending on your class size, you could also divide the class into 2 teams.

Review the target list of vocabulary words on board with the whole class. Next ask each student (pair/team) to choose 2 words from the list and write a sentence with both words in it. Have the students read their sentence and have the class decide if the words have been used correctly. Extension: Take all of the sentences and arrange them in sequence to form a paragraph.

FLASH CARD DICTATION

Each student makes his/her own set of flash cards for the target vocabulary. Next give each student a strip of paper to write a sentence using one of the words from the target list in his/her set of flash cards. As students check their sentences with you and ask them to write them on the board for the class to read.

VOCABULARY PLATE

Write a vocabulary word or theme (Bill of Rights) on a paper plate. Send the plate around to each student to write related words until it's full. Read and discuss the new words.

USE GRAPHIC ORGANIZERS

Vocabulary word maps, concept maps, or other graphic organizers help students remember words and make connections.

TIME LINE VOCABULARY – Matching words with events

Students generate a time line for the period they are to review. Ask students to brainstorm key vocabulary they feel is significant to that time period or dictate to them vocabulary that they need to know for that period. The time line can be on the floor (outside in the parking lot with chalk on a nice day!) or a wall. Have students write the target vocabulary near the date for which they feel it is significant.

THEME WALL

Post a large piece of paper on a wall in your classroom. As students encounter new and/or target vocabulary have them write on the “wall” along with a definition. This collection will grow and be a visual for students who may have some “down” or “thinking” time that takes their focus out of the class.

“BACK-UP” VOCABULARY ACTIVITY

Write the target vocabulary on sticky-note paper, one word per piece. The words are then placed on the backs of the students and they must circulate the room to figure out the word they are wearing –*catch* – they can not ask yes or no questions but instead must give the definition of the word. Variation: use the word in a sentence.

Word Bank

As students learn target vocabulary have them write words they want to remember on index cards and deposit them into the “bank”. (A covered shoe box that the students design works well.) If the student needs to work on vocabulary individually they can go to the bank and “borrow” some of the words to study. Review the words as a class and once a word is mastered by all it is no longer of value and taken out of the bank.

USE INDEX CARDS

Write each new vocabulary word on an index card. Use these cards to practice reading the words. Write each definition on an index card and have students match the word to its definition. Have students work in teams of two or individually.

Index Cards can be used for many different activities and are great to pull out for review.

BRAINSTORM...give students a topic and have them brainstorm vocabulary words that match that topic. Topic examples include:
The American Revolution...Voting...Government...The Constitution...
Taxes...Law...Nutrition...Genetics...

Read about the topic with students and have them add words to their list. **Use those index cards** again and write the words from two different lists. Mix up the cards and have students match them to the correct topic. Have students work in teams of two or individually. Encourage lots of speaking.

TURN VOCABULARY LESSONS INTO WRITING LESSONS...

- As a group, or independently, write sentences using new words.
- Compile student sentences and turn them into a fill-in-the-blank worksheet to review words.
- Write a group story using as many new vocabulary words as possible. Share stories with other classes.
- Create writing or essay topics from vocabulary themes, newspaper headlines, or articles.

HAVE A "WORD OF THE DAY"

- Write a word on the board each day to read, discuss, and use. Encourage students to bring in words.



FACT

something that
can be proven
with evidence

OPINION

a personal view
or attitude,
can't prove for
certain

INFER

to make a well
informed guess,
an educated
guess

REASONABLE

**fair and
sensible**

UNREASONABLE

not fair or
sensible,
not practical

RELIABLE

dependable,
honest

UNRELIABLE

can not be
depended on,
questionable,
not trustworthy

BIAS

prejudice in
favor of or
against
something

VALID

sound,
just, or well
founded

**CIRCUMSTANTIAL
EVIDENCE**

evidence that is
inferred, not
proven by facts

INVALID

not valid,
weak

INTERPRET

to bring out the
meaning of
something, to
translate

PRIMARY SOURCE

first hand evidence left behind by a witness who was present at the time

SECONDARY SOURCE

materials that are interpreted from primary sources

POINT of VIEW

someone's opinion or belief about a matter, a writer's position in relation to a story being told

COMPARE

to examine how things are alike or similar

CONTRAST

to examine
how things
are different

PROPAGANDA

information, ideas,
or rumors spread
to help or harm a
person, group,
nation, etc.

ASSUMPTION

something
taken for
granted, guess,
theory

PURPOSE

the reason why
something is
done or exists

Vocabulary



Word Meaning

V.018

Inside Information



Objective

The student will produce the meaning of words.



Materials

- ▶ Content area text
Select three target words from content area text or curriculum.
- ▶ Chart paper or index cards
Write words and page numbers.
- ▶ Student sheet (Activity Master V.018.SS)
- ▶ Dictionary
- ▶ Scissors
- ▶ Pencil



Activity

Students record information about words.

1. Place text, dictionary, scissors, and chart of target words at the center. Provide the student with a student sheet.
2. Student follows the directions to prepare the student sheet (i.e., cut on dotted lines and fold the student sheet lengthwise or hot dog style).
3. Writes the target words on front of the student sheet.
4. Completes the information inside the flaps (i.e., definition, examples, uses the word in a sentence). Uses dictionary, if necessary.
5. Teacher evaluation

Word #1 ocean		
Definition large body of salt water		
Sentence Most of the Earth is covered by oceans.	Lake	River
Examples Atlantic Ocean Pacific Ocean		



Extensions and Adaptations

- ▶ Use other target words.
- ▶ Make a vocabulary flip book (Activity Master V.006.AM3).

Name _____

V.018.SS

Inside Information

Word #1 _____ Definition	Word #2 _____ Definition	Word #3 _____ Definition
Sentence	Sentence	Sentence
Examples	Examples	Examples



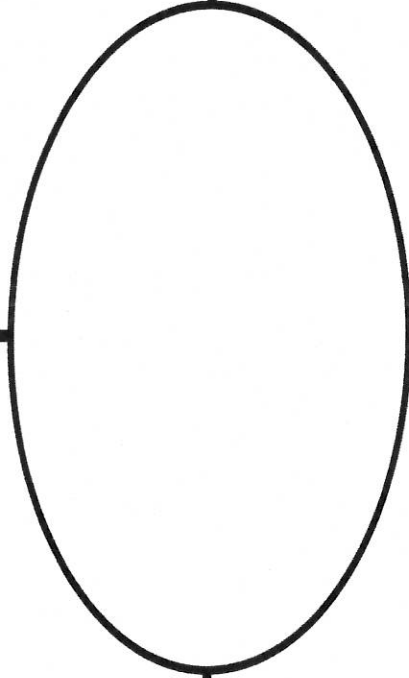
Name: _____

Definition

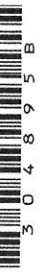
Characteristics

Examples

Non-examples



Frayer 4-Square Model



Four-Square Vocabulary

Word	Examples
Definition	Non-Examples

Word	Examples
Definition	Non-Examples

Word	Examples
Definition	Non-Examples

Primary & Secondary Sources

A **Primary Source** is first hand evidence left behind by a witness who was present at the time.

Secondary Sources are materials that are interpreted from primary sources.

Consider the following sources and decide if they are primary or secondary sources:

autobiography, biography, diary, email, dictionary, textbook, newspaper interview, transcript, story in the newspaper, original documents, eyewitness, letters, original works of art, photographs, research article, Wikipedia, YouTube

PRIMARY SOURCE

SECONDARY SOURCE

Examples of Primary and Secondary Sources

	Primary	Secondary
Definitions	Primary Sources are the first hand evidence left behind by participants or observers at the time of events.	Secondary Sources are materials that digest, analyze, evaluate and interpret information contained within primary sources or other secondary sources.
Examples	<ul style="list-style-type: none"> • Autobiographies, memoirs, diaries, emails, oral histories • Letters, correspondences, eyewitnesses • First-hand newspaper and magazine accounts of events • Legal cases, treaties • Statistics, surveys, opinion polls, scientific data, transcripts • Records of organizations and government agencies • Original works of literature, art or music • Cartoons, postcards, posters • Map, photographs, films • Objects and artifacts that reflect the time period in which they were created 	<ul style="list-style-type: none"> • Books, such as biographies (not an autobiography), textbooks, Encyclopedias, dictionaries, handbooks • Articles, such as literature reviews, commentaries, research articles in all subject disciplines • Criticism of works of literature, art and music



Determine if the source would be a Primary Source(P) or a secondary Source(S).

Answers

• A **Primary Source** is information that was created at the same time as an event or by a person directly involved in the event.

Diaries, speeches, letters, official records, autobiographies.

• A **Secondary Source** is information from somewhere else or by a person not directly involved in the event.

Encyclopedias, textbooks, book reports.

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

- 1) A play showing how Benjamin Franklin flew a kite during a lightning storm.
- 2) A short story describing Thomas Edison and Nikola Tesla's 'electrical' battle.
- 3) Anne Frank's diary describing her life during World War 2.
- 4) A cartoon showing how Pocahontas met John Smith.
- 5) A text book describing the civil rights movement.
- 6) A news report about the opening of a power plant.
- 7) A scientist explaining what it was like for Buzz Aldrin to walk on the moon.
- 8) A YouTube video describing how the pyramids were built.
- 9) An interview with Alexander Graham Bell about how he invented the telephone.
- 10) A radio broadcast from the day the Soviet Union launched Sputnik.
- 11) An autobiography about the 40th president, Ronald Reagan.
- 12) A book describing Christopher Columbus sailing to America.
- 13) A famous artist's painting of what cowboy life was probably like.
- 14) A journal by a cowboy about the cattle drives from Texas to Kansas.
- 15) The United States Constitution.



Determine if the source would be a **Primary Source(P)** or a **secondary Source(S)**.

• A **Primary Source** is information that was created at the same time as an event or by a person directly involved in the event.
Diaries, speeches, letters, official records, autobiographies.

• A **Secondary Source** is information from somewhere else or by a person not directly involved in the event.
Encyclopedias, textbooks, book reports.

Answers

- | | |
|---|-------------------------|
| 1) A play showing how Benjamin Franklin flew a kite during a lightning storm. | 1. <u> S </u> |
| 2) A short story describing Thomas Edison and Nikola Tesla's 'electrical' battle. | 2. <u> S </u> |
| 3) Anne Frank's diary describing her life during World War 2. | 3. <u> P </u> |
| 4) A cartoon showing how Pocahontas met John Smith. | 4. <u> S </u> |
| 5) A text book describing the civil rights movement. | 5. <u> S </u> |
| 6) A news report about the opening of a power plant. | 6. <u> P </u> |
| 7) A scientist explaining what it was like for Buzz Aldrin to walk on the moon. | 7. <u> S </u> |
| 8) A YouTube video describing how the pyramids were built. | 8. <u> S </u> |
| 9) An interview with Alexander Graham Bell about how he invented the telephone. | 9. <u> P </u> |
| 10) A radio broadcast from the day the Soviet Union launched Sputnik. | 10. <u> P </u> |
| 11) An autobiography about the 40th president, Ronald Reagan. | 11. <u> P </u> |
| 12) A book describing Christopher Columbus sailing to America. | 12. <u> S </u> |
| 13) A famous artist's painting of what cowboy life was probably like. | 13. <u> S </u> |
| 14) A journal by a cowboy about the cattle drives from Texas to Kansas. | 14. <u> P </u> |
| 15) The United States Constitution. | 15. <u> P </u> |

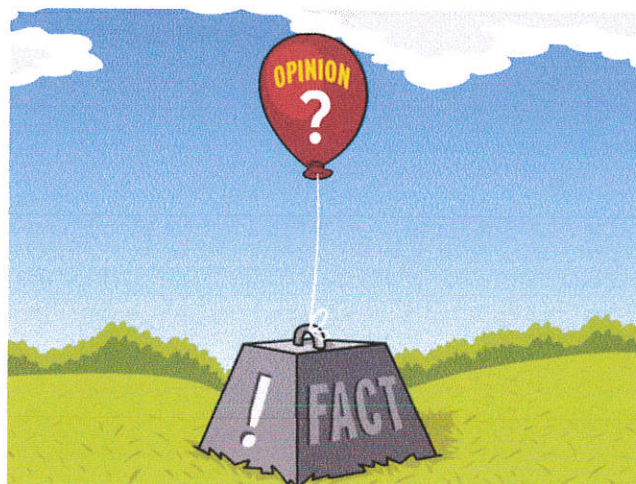
Identifying Fact and Opinion

Having the ability to differentiate between facts and opinions is important for developing critical thinking skills. An **opinion** is what someone thinks is right, and two people may have completely different opinions. Opinions are subjective. **Facts** are truths that can be proven. Facts don't change from person to person. An example of a fact is: fall begins on September 21. An opinion: fall is the most beautiful season of the year.

To demonstrate this skill, remind students that: **a fact is something that can be proven true with some form of evidence.** An **opinion** is not backed by facts. Opinions are often feelings or emotions.

- To practice this skill, ask students to write one fact and one opinion about **voting**.
- Write one fact and one opinion about **education**.
- Write one fact and one opinion about **taxes**.
- Write one fact and one opinion about **themselves**.

On the following pages are samples of free and printable worksheets that are available at www.teach-nology.com Visit the website to download many more PDF printable worksheets.



Name _____

Date _____

Prove It!

Directions: Read each statement and then circle whether it is a fact or opinion. If it's a fact, explain how it can be proven. If it is an opinion, simply write that it cannot be proven.

1. I can see the mountains from my window.

Fact or Opinion How can this be proven? _____

2. There are too many people on the planet.

Fact or Opinion How can this be proven? _____

3. My dog's name is Opie.

Fact or Opinion How can this be proven? _____

4. A rooster woke me up this morning.

Fact or Opinion How can this be proven? _____

5. Earth is the third planet from the sun.

Fact or Opinion How can this be proven? _____

6. My mother makes the best pancakes.

Fact or Opinion How can this be proven? _____

7. Niagara Falls is located along the border between Ontario and New York.

Fact or Opinion How can this be proven? _____

8. My aunt is the best musician in the orchestra.

Fact or Opinion How can this be proven? _____

9. My father is a mail carrier.

Fact or Opinion How can this be proven? _____

10. Smoking should be illegal.

Fact or Opinion How can this be proven? _____

11. Trains are a pleasant way to travel.

Fact or Opinion How can this be proven? _____

12. My hiking boots don't fit me anymore.

Fact or Opinion How can this be proven? _____

Name _____

Date _____

Why Is It A Fact Or Opinion?

Directions: State whether the sentence is an example of a fact or opinion then explain your answer.

1. The National Aviary is located in Pittsburgh, Pennsylvania.

Fact or Opinion Why?: _____

2. Rosa Parks refused to give up her bus seat to a white man.

Fact or Opinion Why?: _____

3. It's better to buy a domestic car than a foreign car.

Fact or Opinion Why?: _____

4. Spiders make different kinds of silk for different purposes.

Fact or Opinion Why?: _____

5. A desert is a hostile, unwelcoming place.

Fact or Opinion Why?: _____

6. Giant redwoods are the world's tallest trees.

Fact or Opinion Why?: _____

7. Washing your hands often can help keep germs from spreading.

Fact or Opinion Why?: _____

8. Attending a weeklong silent meditation retreat would be restful.

Fact or Opinion Why?: _____

9. Astronaut Buzz Aldrin's book *Look to the Stars* is about air and space exploration.

Fact or Opinion Why?: _____

10. Of all the senses, vision is the one that humans need the most.

Fact or Opinion Why?: _____

11. Vanilla ice cream is tastier than chocolate ice cream.

Fact or Opinion Why?: _____

12. Earth is between the moon and the sun during a lunar eclipse.

Fact or Opinion Why?: _____

Name _____

Date _____

Using Both Fact and Opinion

A **fact** is something that is true or can be proven.

An **opinion** is your feelings or how someone else feels about a topic.

Write one fact and one opinion for each topic.

example: *elephants*

Fact: **African elephants have bigger ears than Asian elephants.**

Opinion: ***Elephants are fun to watch at the zoo.***

1. *summer*

Fact: _____

Opinion: _____

2. *garden*

Fact: _____

Opinion: _____

3. *pets*

Fact: _____

Opinion: _____

4. *pizza*

Fact: _____

Opinion: _____

5. *eggs*

Fact: _____

Opinion: _____

Compare and Contrast

Comparative analysis is a good exercise for developing critical thinking skills. When we compare something, we note what is the same between things. When we contrast something, we describe what is different. To demonstrate, ask students to compare and contrast spring and fall.

Consider writing about or discussing how the following are alike and different.

- watermelon and steak
- country music and rap
- rain and snow
- The United States of America and Mexico
- Democrats and Republicans
- New Hampshire and New York

These types of topics make for great group brainstorming and writing as well as critical thinking development.

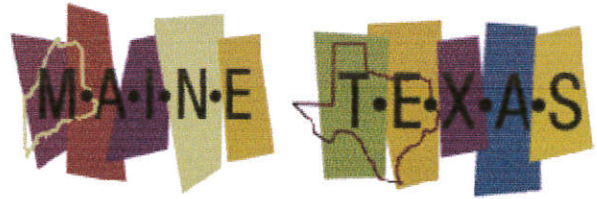
On the following page is an example of one of the excellent worksheets found on www.teach-nology.com.

Name _____

Date _____

Compare and Contrast States

Texas and Maine



Texas

Texas is the third largest state in the United States. It has over 25 million people living in it. Some of Texas's biggest cities include Dallas, Fort Worth, and Houston. The capital of Texas is Austin. Texas has many different types of geographies, including desert, mountains, and plains.

Maine

Maine is a state in the Northeast corner of the United States. The capital of Maine is Augusta. Maine has just over 1 million people living in it. The state animal is the moose. There are a lot of moose living in Maine. Maine has over 21,000 acres of state forests.

Based on the paragraphs above, what is the same between Maine and Texas?

- a.) Both Maine and Texas have more than 10 million people.
- b.) Both Maine and Texas have deserts.
- c.) Both Maine and Texas are states in the United States.
- d.) Both Maine and Texas have lots of trees.

Based on the paragraphs above, what is different between Maine and Texas?

- a.) Texas has many more people than Maine does.
- b.) Maine has a state animal and Texas doesn't.
- c.) Maine is bigger than Texas.
- d.) Augusta is bigger than Austin.

Extra idea: Look up the information for your state (population, bird, flower, etc.)

INFER

When you **infer** something, you “read between the lines”. To **infer** is to make a well informed guess — if you see your friend's bag on the table, you might *infer* that she's home.

When you **infer**, you listen closely to someone and guess at things they mean but haven't actually said. It's like guessing, but not making wild guesses. You're making deductions — guesses based on logic. Another kind of inferring is more scientific, like when a scientist has part of a dinosaur fossil and can infer what the rest of the dinosaur looked like. When you see the word **infer**, think "educated guess."

www.Vocabulary.com

Synonyms:

assume, believe, deduce, figure out, guess, presume, judge, reason, interpret, “read between the lines”



Examples of Inference

The term **inference** refers to the process of using observation and background knowledge as well as other known premises to determine a conclusion that makes sense. An inference is a logical conclusion that isn't directly stated but can be supported with evidence from the text or graphic.

Inference: Deriving Conclusions from Indications

Some examples of inference are:

- Sally arrives at home at 4:30 and knows that her mother does not get off of work until 5. Sally also sees that the lights are off in their house. Sally can infer that her mother is not yet home.
- Sherry's toddler is in bed upstairs. She hears a bang and crying. Sherry can infer that her toddler fell out of bed.
- Jennifer hears her mailbox close and her dog is barking. Jennifer can infer that the postal carrier has delivered her mail.

Make an Inference

1. Susannah's co-worker took off the day before and comes in with a sunburn. Susannah can infer that.....
2. Norman sees cookie crumbs on the floor and chocolate around his son's mouth. Norman can infer that.....
3. Julia works at a pet store and owns four cats, a lizard, a dog and a rabbit. It can be inferred that.....
4. If you see someone dressed all in black, you could make several inferences: Some may be:
5. A boy is wearing a Led Zeppelin T-shirt, glasses, and his shoes have mud on them. One can infer.....

Adapted from www.dictionary.com

Identify Author's Viewpoint

Author's viewpoint is the way an author looks at a topic or the ideas being described. Viewpoint includes the content and the language used to present the data. Thoughtful readers decipher an author's point of view, opinions, hypotheses, assumptions, and possible bias. Instruction for author's viewpoint helps students read analytically in order to identify the validity of information. Students identify words and phrases that show an author's strong feelings for or against a person, group, or issue. They identify selections that present various perspectives on a topic. Readers learn to identify stated and unstated viewpoints.

Guiding Questions:

- What opinions or belief statements are evident in the article?
- Why do you think the author has this particular opinion or point of view?
- What background information about the author does the reader have that may help understand the writer's point of view? (Point of reference)
- Would another author have a different point of view depending on his/her background experiences?
- What pictures does the author paint for a reader?
- What evidence did the author include to support their opinions?
- What facts were missing?
- What words and phrases did the author use to present the information?

Why did the author write this selection? Identifying the author's purpose helps students recognize possible viewpoints, especially in persuasive writing.

www.learner.org

Section 3 HiSET Social Studies Content, Background Knowledge, and Related Vocabulary

Another important step toward success on the Social Studies HiSET Exam is the development of background knowledge and related vocabulary. Students should demonstrate a general understanding of basic American history and government, geography, and fundamental economic principles. They do not need to memorize facts and details but rather demonstrate an overall understanding of key concepts and related vocabulary.

Section 3 Pages 37 - 67

- Studies Content, Background Knowledge, and Related Vocabulary **Page 38**

- Sample Multi-Level Lesson Unit – The Bill of Rights **Pages 39-40**
 - Visual/Video/Interactive **Pages 41-52**
 - Reading and Comprehension **Pages 53-65**
 - Activities **Pages 53-65**
 - Writing and Debate **Pages 66-67**
 - Test Practice **Pages 66-67**

HiSET Social Studies

Vocabulary (general)

industry	propaganda	appeal	veto
testimonial	median	latitude	longitude
oppose	Primary source	economy	constitution
census	inflation	motive	bias
majority	minority	Per capita	diversity
apparent	net	gross	democracy
suppress	prominent	fundamental	amendment
cancel	distort	controversy	Federal

inaccurate	evidence	circumstantial	valid
invalid	literacy	civil	discriminate
priority	deficit	surplus	tariff
optimistic	candidate	motive	resource
mass media	dissemination	incite	prosecutor
dictator	slogan	agriculture	tariff

Social Studies Content and Background Knowledge and Related Vocabulary

- Declaration of Independence
- US Constitution
- US Bill of Rights
- Branches of Government
- Checks and Balances
- American Revolution
- Civil War
- US Expansion and the Louisiana Purchase, Manifest Destiny
- History of Civil Rights
- Voting Rights and History, the Electoral Process
- Economic Principles such as Supply and Demand
- Great Depression and New Deal
- Industrial Revolution
- Political Parties
- World War I and II
- Cold War
- Basic Geography such as continents, latitude and longitude
- Examples of Major Supreme Court Landmark Cases such as Brown v. Board of Education

Sample Multi-Level Social Studies Lesson Unit



Visual/Video/Interactive - www.annenberghclassroom.org

- Watch a 16-minute video about the history of The Bill of Rights or look at each Amendment individually by watching short 2 minute videos
- Use the interactive questions and video to review and reinforce
- Play The Bill of Rights Game as a group or individually
- Use website resources and links connecting the Constitution to present day events including Today in History

Reading and Comprehension – www.ReadWorks.org

- Choose a reading that is right for your class, different reading levels are available
- Included are American Government The Bill of Rights Part 1 and 2 readings with comprehension questions
- Many adult education and HiSET preparation books are available on different levels. Use these books for additional readings about the Bill of Rights.

Activities – www.icivics.org

- This site includes readings and activities on a variety of levels
- Included are You've Got Rights, a variety of activities based on the Bill of Rights with learning objectives

Writing and Debate – www.ProCon.org

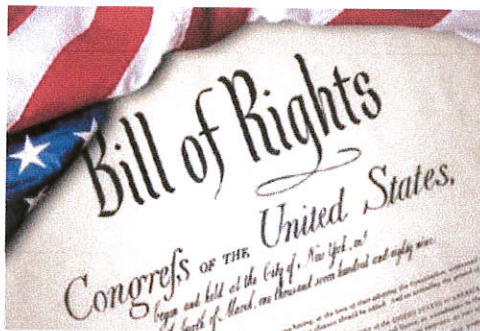
- Use this website to include writing and debate in your lesson/unit
- Over 53 topics are included with background readings, facts, pros and cons
- Gun Control pairs well with this lesson unit because of the 2nd Amendment.

Ask your students to discuss pros and cons. Ask what information would be helpful to develop informed opinions backed by evidence. This site provides facts, figures and research.

- Ask students to write a paragraph or essay on the Amendment Right they think is most important and why. Can they relate it to their own lives or current events? What would America look like without the Bill of Rights?

Test Practice

- Find test practice questions concerning the Bill of Rights on different levels. Use these questions to practice test taking skills so that students will become comfortable answering different types of questions. Preparation and practice build skills and confidence.



American Government The Bill of Rights: Part I

The Constitution of the United States was written in 1787, but the government it created couldn't rule over people's lives until one more step was taken. Each state had to vote to **ratify**¹, or approve of it.

By 1789, eleven states had ratified the new government. Their votes were enough to put the Constitution into effect. Two states, however, refused to sign it— North Carolina and Rhode Island. Critics in these states objected that a Bill of Rights had not been included. They worried that without a Bill of Rights the government might eventually become too strong. It might be unjust and put people in jail without a reason. It might take away a person's ability to speak freely, or keep some books from being written. They wanted people's rights spelled out so the government could never take them away.

The "**founding**² fathers," who created the Constitution, knew the document would have to be flexible in order to survive over time. They knew they would have to allow **amendments**.³ In their first **session**⁴ of Congress in 1789, they agreed to add a Bill of Rights. James Madison led the way. Of the 15 amendments he suggested, 10 were eventually ratified by the states. They were made a permanent addition to the Constitution. These first 10 amendments are known as the Bill of Rights.

The Bill of Rights became part of the Constitution on December 15, 1791. Some rights, such as freedom of speech and the press, support democracy. Others, such as the right to a trial by jury, are important for **justice**.⁵ The ideas for these rights are very old. They date back to ancient Greek and Roman civilizations. Without them, we wouldn't enjoy the freedom we do as a nation today.

¹ **ratify** – to agree to or approve of something

² **founding** – starting something officially

³ **amendment** – a change that is made to a law or a legal document

⁴ **session** – a formal meeting

⁵ **justice** – fair and impartial behavior or treatment

Name: _____ Date: _____

1. Why did North Carolina and Rhode Island not ratify the Constitution at first?
 - a. They wanted a Bill of Rights to be added.
 - b. They wanted to take away power from state governments.
 - c. They thought it made the federal government too weak.
 - d. They wanted to send it to the King of England.

2. Why does the author describe the fears that critics in North Carolina and Rhode Island had about the Constitution?
 - a. to show that many people were opposed to the Bill of Rights
 - b. to describe the arguments that they had against the Bill of Rights
 - c. to explain why they wanted the Bill of Rights added
 - d. to show that some states did not want to be part of the union

3. The author says that critics wanted people's rights "spelled out" to mean
 - a. they wanted the founding fathers to explain them.
 - b. they demanded some rights to be taken out of the Constitution.
 - c. they asked Madison to use simple words in his writing.
 - d. they wanted those rights to be made official.

4. Read the following sentences: "The 'founding fathers,' who created the Constitution, knew the document would have to be flexible in order to survive over time. They knew they would have to allow amendments."

The word **flexible** means

- a. able to be understood easily
 - b. rigid and resistant to change from outside
 - c. fast and strong
 - d. able to bend or change without breaking
-
5. This passage is mostly about
 - a. rights that people in different countries have all over the world.
 - b. the founding fathers, and why they wrote the Constitution.
 - c. early additions to the Constitution and why they were added.
 - d. How bills become laws, and how laws become amendments.

6. Why did North Carolina and Rhode Island want a Bill of Rights added to the Constitution?

7. Based on this passage, explain why the Bill of Rights would help the Constitution survive over time.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

_____ two states refused to ratify the Constitution, the Bill of Rights was added.

- a. After
- b. In spite of
- c. Before
- d. Meanwhile

9. Read the following sentence.

In 1789, James Madison suggested 15 amendments to the Constitution.

Answer the questions below based on the information provided in the sentence you just read. One of the questions has already been answered for you.

- 1. Who? James Madison
- 2. What did James Madison do? _____
- 3. When? _____

10. **Vocabulary Word:** justice: fairness in the way people are treated.

Use the vocabulary word in a sentence: _____

American Government The Bill of Rights: Part II

The founding fathers believed people are born with certain **inalienable**¹ rights. These are rights we are born with that no one can take away. To protect these rights, they created 10 amendments to the Constitution known as the Bill of Rights. The first 8 amendments cover **fundamental**² rights and freedoms of every citizen. The 9th Amendment forbids the government to limit freedoms and rights not covered in the Constitution. The 10th Amendment limits the power of the federal government to the Constitution.

Three of the most important amendments from the Bill of Rights are listed below. Beside the amendment is a description of the right that it protects.

Amendment I – Freedom of Speech

In some countries, people cannot always say what they are thinking. Under United States law, people are not punished for speaking their opinions. Newspaper **editors**³ can print whatever opinions they want. They can even write criticisms of the government. A writer summarizing the philosopher Voltaire's beliefs once wrote, "I disapprove of what you say, but I will defend to the death your right to say it." This idea of protecting free speech helps strengthen our democracy.

Amendment VI – Trial by Jury

In the United States, people accused of a crime are innocent until proven guilty. They must have a trial to determine if they are guilty. This amendment guarantees everyone's right to a trial by a jury. A jury is made up of men and women from all different backgrounds. The jury listens to **evidence**⁴ in a case.

¹ **inalienable** – cannot be given away or taken away

² **fundamental** – basic and necessary

³ **editors** – people in charge of a newspaper or magazine

⁴ **evidence** – information and facts that help prove something or make you believe that something is true

The jury decides whether a person is guilty or innocent of a crime. The person's **fate**⁵ does not rest with just one judge.

Amendment VIII – No Cruel and Unusual Punishment

Have you ever heard the phrase “cruel and unusual punishment”? That means punishment that is so terrible that not even criminals deserve it. This amendment protects people accused of crimes in the United States. They can't be tortured or punished in painful ways. They can't be treated in cruel or unusual ways that hurt them.

⁵ **fate** – destiny, or what happens to someone because of things they cannot control

Name: _____ Date: _____

1. What makes sure that people can speak their opinions in the U.S.?
 - a. The Fifth Amendment
 - b. The Declaration of Independence
 - c. The First Amendment
 - d. The Fourth Amendment

2. Why does the author describe three of the ten amendments to the reader?
 - a. because they are the three least important amendments
 - b. because they are the only three amendments still in effect
 - c. to discuss some important rights covered by the Bill of Rights
 - d. to explain why some of the amendments have become outdated

3. Why does the author most likely include the quote, "I disapprove of what you say, but I will defend to the death your right to say it"?
 - a. to show how foreign governments ensure rights
 - b. to explain the difference between philosophy and law
 - c. to show how important free speech is to people
 - d. to explain why some people opposed the amendments

4. Read the following sentences: "In the United States, people accused of a crime are innocent until proven guilty. They must have a trial to determine if they are guilty."

The word **determine** means

- a. to reach a decision
 - b. to prevent something
 - c. to give a punishment
 - d. to make a speech
-
5. What is the main idea of this passage?
 - a. The Constitution decides what powers the government has.
 - b. The Bill of Rights protects important rights and freedoms.
 - c. Early Americans were concerned about how courts would work.
 - d. The Bill of Rights is mostly about limiting the power of the government.

6. What does the 10th Amendment do?

7. In the United States, could a reporter write something negative about the president? Why or why not?

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Being able to say your opinion is protected in the United States, _____ in some countries you can get in trouble for saying what you think.

- a. finally
- b. for example
- c. before
- d. but

9. Read the following sentence.

The 8th Amendment prevents people from being tortured in the United States.

Answer the questions below based on the information provided in the sentence you just read. One of the questions has already been answered for you.

1. What? the 8th Amendment
2. What does the 8th Amendment do? _____
3. Where? _____

10. **Vocabulary Word:** forbid: to order that something not be done.

Use the vocabulary word in a sentence: _____

The Bill of Rights

The Preamble to The Bill of Rights

Congress of the United States begun and held at the City of New-York, on Wednesday the fourth of March, one thousand seven hundred and eighty nine.

THE Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution.

RESOLVED by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring, that the following Articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States, all, or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.

ARTICLES in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

Amendment I

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

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

www.icivics.org
I-Civics Curriculum Units



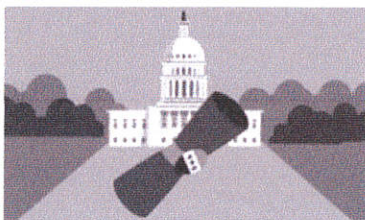
Foundations of Government



Road to the Constitution



The Constitution



The Legislative Branch



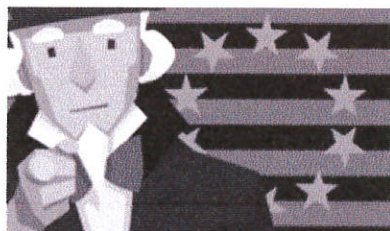
The Executive Branch



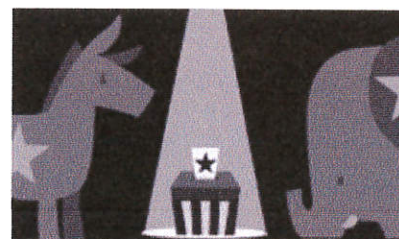
The Judicial Branch



State and Local Government



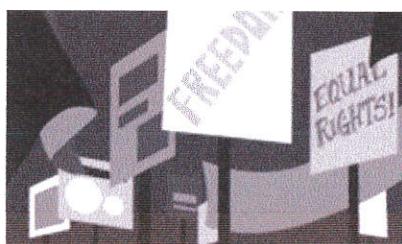
Citizenship & Participation



Politics and Public Policy



Media and Influence



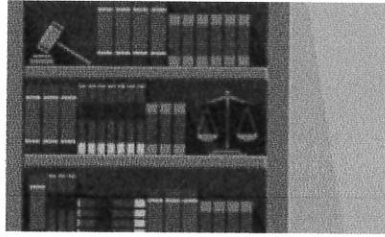
Civil Rights



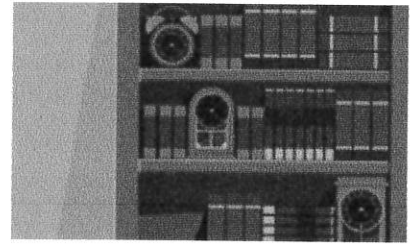
International Affairs



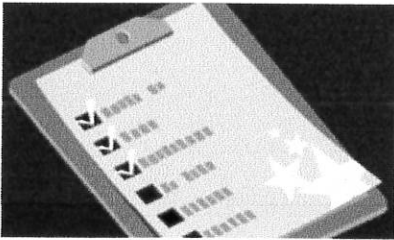
Government & the Market



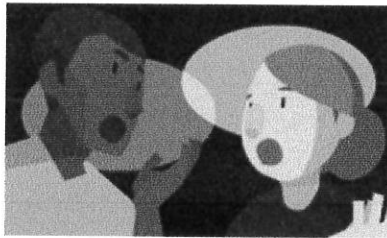
Landmark Library



Influence Library



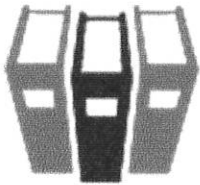
County Solutions



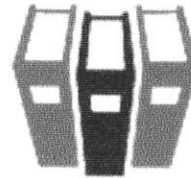
Persuasive Writing



Boys & Girls Clubs of America



State Government- High School



The Constitution - High School

You've Got Rights!

Time Needed: One class period

Materials Needed:

Student worksheets
Scissors, glue (optional)

Copy Instructions:

Anticipation Activity (*half-sheet; class set*)
Reading (*1 page; class set*)
Rights Activity (*2 pages; class set*)
Cut & Paste Activity (*1 page; class set*)
Review (*1 page; class set*)

Learning Objectives. Students will be able to:

- Describe the circumstances and debate that led to the Bill of Rights.
- Compare and contrast the positions of the Federalists and Anti-Federalists as to the Bill of Rights
- Identify the rights granted by the Bill of Rights and key later amendments.
- Categorize rights in the Bill of Rights as individual freedoms, protection from government power, or rights of the accused.
- Predict what might happen if key rights were missing from the Constitution.

STEP BY STEP

- ANTICIPATE** the lesson by having students complete the "We Defeated the Aliens... Now What?" half page activity. Poll students to find out which rights got the most votes on the "Pamphlet of Protections."
- DISTRIBUTE** the reading page and the Rights Activity pages to students.
- READ** the reading page with students, pausing to discuss as appropriate.
- EXPLAIN** that you will be reading the actual text of the Bill of Rights together. You will be looking to see whether any of the rights students chose for the Pamphlet of Protections appear in the Bill of rights.
- PREVIEW** the Rights Activity together. Point out that these are "amendments" (additions/changes) to the Constitution of the United States. Point out the column where students will write which "pamphlet protection" corresponds with each amendment (some amendments will have no corresponding "protection" and some will have more than one).
- READ** the Rights Activity as a class, pausing to explain as necessary. As you read, provide students with a synonym for each bold word. (See callouts on the Teacher's Guide.) Have students record the synonyms on their activity pages. As you read, ask students to identify which (if any) "pamphlet protections" correspond with each amendment. Have them write the number of the protection on the line next to the amendment.
- PAIR** students together and give them two minutes to identify which "pamphlet protections" were not in the Constitution. Ask pairs to choose one missing right and think of a reason why it's missing. Call on pairs to share what they thought of.
- DISTRIBUTE** the Cut & Paste activity and Review to students. (Optionally, students can cut & paste without completing the review, or you can have students match the cut & paste cards by writing the numbers on the correct cards without cutting & pasting.)
- ALLOW** students to complete the activities. Review if you wish.
- CLOSE** by having students list as many constitutional rights as they can remember on a scrap of paper. Call on students to share what they remembered.


This lesson plan is part of the *Constitution* series by iCivics, Inc. a nonprofit organization dedicated to advancing civic education. For more resources, please visit www.icivics.org/teachers, where you can access the state standards aligned to this lesson plan. Provide feedback to feedback@icivics.org.

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You've Got Rights!

Name: _____

We Defeated the Aliens... Now What? The year is 2056. After a huge battle with alien invaders that nearly destroyed the world, people are afraid about what rights they'll have under a new government. Leaders have decided to create the Pamphlet of Protections to define what rights people will have. Look at the proposed rights. Mark the **ten** you think should be included:



Pamphlet of Protections

- _____ 1. The people shall have the right to own weapons.
- _____ 2. Everyone must be friends with everyone else.
- _____ 3. People are free to express their opinions on any subject.
- _____ 4. A person accused of a crime has the right to a fair trial.
- _____ 5. Criminals shall not be punished in a way that is mean or weird.
- _____ 6. The people shall have the right to clean streets and parks.
- _____ 7. Laws can't stop adult citizens from voting.
- _____ 8. The people shall have the right to a free education.
- _____ 9. All people shall be protected equally by the laws.
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- _____ 11. No person shall be searched without a good reason
- _____ 12. The people shall be free to drive as soon as they can operate a car.
- _____ 13. No person shall be required to fight in a war.
- _____ 14. No person will be put on trial twice for the same crime.
- _____ 15. A person may follow any religion or no religion.

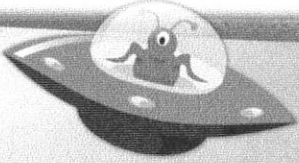
iCIVICS

Anticipation Activity

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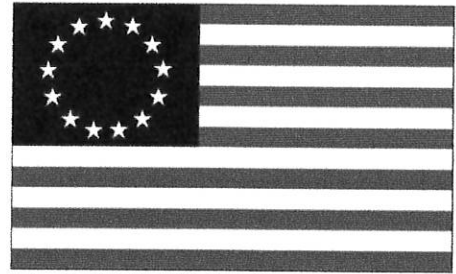
Anticipation Activity

You've Got Rights!

Name: _____

We Defeated the British... Now What?

The year is 1791. After a bloody war against the British, the American colonists have won their independence. The new Americans are excited, but some people are afraid about what rights they'll have under a new government. They've already suffered under the heavy hand of the British king. Now, some American leaders want to create a list of rights to define what rights American citizens will have.



The first United States flag



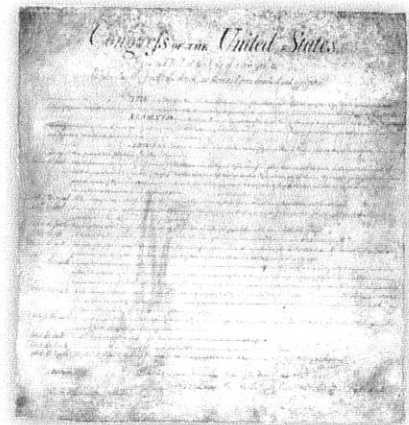
American leaders met in private to discuss what the new Constitution should include. An artist in the 1800s imagined what the scene might have looked like and painted this image of George Washington talking to the group. Washington was a federalist.

Leaders of the new United States of America have already written a Constitution that explains exactly how the new government will work. The only problem? It can't take effect until it's approved by the new states. And there are some state leaders who don't like it. Known as the **Anti-Federalists**, these people don't even like the Constitution. They fear a strong central government, and they are demanding that the Constitution include a list of citizens' rights. Without such a list, they warn the national government will violate people's rights. They're threatening to stop the Constitution from being approved unless a list is added.

But another group, known as the **Federalists**, insists the Constitution alone is enough to protect citizens' rights. They warn that it's impossible to list every single right that citizens should have. But once rights are written, the government could take advantage by violating rights that aren't on the list.

Both sides are convinced they're right. To move forward, they hammer out a compromise: The Bill of Rights. Instead of including a list of rights in the main part of the Constitution, they add it as the first ten **amendments**, or changes, to the Constitution. One of these amendments assures that the rights listed are not the only rights citizens have.

There are three main categories of rights: individual freedoms, protections against government abuse and power, and rights of people accused of crimes. In a few minutes, you'll read the actual text of the Bill of Rights and compare it to the Pamphlet of Protections you created.



The original Bill of Rights

More and More Rights

As time went on, later amendments added more rights to the Constitution. Amending the Constitution is not an easy process—and it's not supposed to be. But the difficult process has meant that important rights were slow to evolve. After the bloody Civil War was fought between the northern and southern states, African Americans who had been enslaved in the United States gained their freedom. In the 1860s and 70s, the 13th, 14th, and 15th Amendments added rights for former slaves and people of color. In the 20th century, the 19th and 26th Amendments added voting rights for women and citizens as young as 18. Even today, people are campaigning to amend the constitution to add rights for groups that are still disadvantaged.



Suffragettes in the 1910s fight for women's right to vote. Women won the right in 1919.

Pamphlet of
Protections

The Bill of Rights

Protection #

Amendment 1

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

Protection #

Amendment 2

A well regulated militia, being necessary to the security of a free **state**, the right of the people to keep and bear arms, shall not be **infringed**.

Protection #

Amendment 3

No soldier shall, in time of peace be **quartered** in any house, without the consent of the owner

Protection #

Amendment 4

The right of the people to be secure in their persons, houses, papers, and **effects**, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Protection #

Amendment 5

No person shall . . . be subject for the same **offense** to be twice put in **jeopardy** of life or limb; nor shall be **compelled** in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without **just** compensation.

Protection #

Amendment 6

In all criminal **prosecutions**, the accused shall enjoy the right to a speedy and public trial, by an **impartial** jury . . . and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have **compulsory** process for obtaining witnesses in his favor, and to have the assistance of **counsel** for his defense.

Protection #

Amendment 7

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Protection #
_____**Amendment 8**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Protection #
_____**Amendment 9**

The **enumeration** in the Constitution, of certain rights, shall not be **construed** to deny or disparage others retained by the people.

Protection #
_____**Amendment 10**

The powers not **delegated** to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Other Important Amendments

Protection #
_____**Amendment 13**

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Protection #
_____**Amendment 14**

All persons born or **naturalized** in the United States . . . are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the **privileges** or **immunities** of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Protection #
_____**Amendment 15**

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

Protection #
_____**Amendment 19**

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Protection #
_____**Amendment 26**

The right of citizens of the United States, who are 18 years of age or older, to vote, shall not be denied or abridged by the United States or any state on account of age.

You've Got Rights!

Name: _____

Matching Activity. Use this page to organize the ten amendments in the Bill of Rights.

1	2	3	4	5
6	7	8	9	10

Amendment Matching: Paste



You've Got Rights!

Name: _____

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.

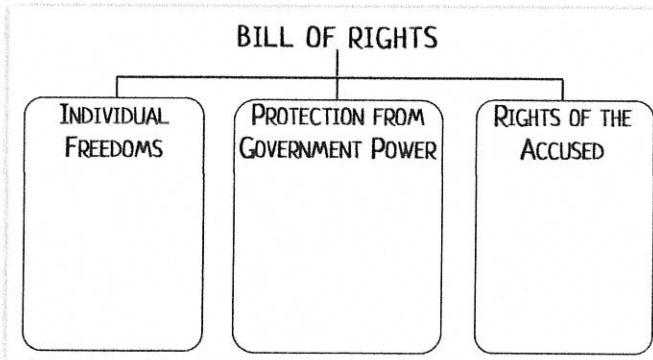


Amendment Matching: Cut

You've Got Rights!

Name: _____

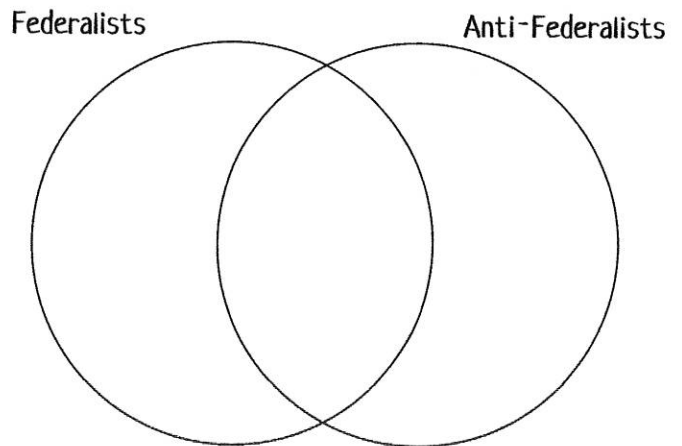
A. Categorize. Below is a list of rights found in the Constitutional amendments. Complete the graphic organizer writing the number of each right beneath the category it best belongs to.



- 1a. The freedom to practice any religion or no religion.
- 1b. Right to assemble peacefully.
- 2. Right to keep and bear arms.
- 4. No unreasonable searches and seizures by the government.
- 5a. The government can't take a person's life, liberty, or property without due process of law.
- 5b. No person can be tried twice for the same crime.
- 5c. The government can't take private property without compensation.
- 6a. The right to a speedy trial.
- 6b. People accused of a crime have the right to a lawyer.
- 8. No cruel and unusual punishments.
- 9. Rights listed in the Constitution are not the only rights people have.
- 13. Slavery shall not exist in the United States.
- 15. People have the right to vote regardless of race.
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B. Federalist vs. Anti-Federalist. Decide whether each statement describes Federalists, Anti-Federalists, or both. Write the letter in the correct area of the Venn diagram below.

- A. Feared a strong central government.
- B. Thought the Constitution was enough to protect citizens' rights.
- C. Agreed to the Bill of Rights as a compromise.
- D. Worried a list of rights might be seen as the ONLY rights people had.
- E. Thought the Constitution needed a list of protected rights.
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- G. Believed citizens had rights that should be protected.
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- I. Believed in American independence and freedom.



C. No Rights for You! Use your imagination to describe the *worst possible thing* that might happen if each of these amendments were missing from the Constitution:

Without this...	...this might happen!
6th	
4th	
8th	
1st	

Pamphlet of
Protections

Protection #
3, 15

Protection #
1

Protection #

Protection #
11

Protection #
14

Protection #
4

Protection #

The Bill of Rights

Amendment 1

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

reducing

fix

complaints

ask

country

Amendment 2

A well regulated militia, being necessary to the security of a free **state**, the right of the people to keep and bear arms, shall not be **infringed**.

Amendment 3

No soldier shall, in time of peace be **quartered** in any house, without the consent of the owner

violated

housed

things

Amendment 4

The right of the people to be secure in their persons, houses, papers, and **effects**, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

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forced

crime

danger

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In all criminal **prosecutions**, the accused shall enjoy the right to a speedy and public trial, by an **impartial** jury . . . and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have **compulsory** process for obtaining witnesses in his favor, and to have the assistance of **counsel** for his defense.

trials

neutral

fair

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In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

required

lawyer

Protection #

5

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Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Protection #

Amendment 9

listing

interpreted

The **enumeration** in the Constitution, of certain rights, shall not be **construed** to deny or disparage others retained by the people.

Protection #

Amendment 10

given

The powers not **delegated** to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

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Protection #

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Protection #

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Amendment 14

given citizenship

All persons born or **naturalized** in the United States . . . are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the **privileges** or **immunities** of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Protection #

7

Amendment 15

rights

things you don't have to do

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Protection #

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You've Got Rights!

Name: ** TEACHER'S GUIDE **

Alien Invasion! The year is 2056. After a huge battle with alien invaders that nearly destroyed the world, people are afraid about what rights they'll have under a new government. The leaders of the group have decided to create the Pamphlet of Protections to define what rights people will have. Look at the proposed rights. Mark the **ten** you think should be included:

Pamphlet of Protection

Teachers: "Protections" found in the Bill of Rights are marked with BR.

BR 1. The people shall have the right to own weapons.

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BR 5. Criminals shall not be punished in a way that is mean or weird.

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iCIVICS

Anticipation Activity

You've Got Rights!

Name: ** TEACHER'S GUIDE **

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

<p style="font-size: 2em; font-weight: bold;">4</p> <p>No unreasonable searches and seizures.</p>	<p style="font-size: 2em; font-weight: bold;">6</p> <p>The right to have a jury hear your case in a <i>criminal</i> trial.</p>	<p style="font-size: 2em; font-weight: bold;">5</p> <p>The government cannot deprive you of life, liberty or property without due process of law.</p>	<p style="font-size: 2em; font-weight: bold;">8</p> <p>Bail, fines and punishments must not be excessive</p>	<p style="font-size: 2em; font-weight: bold;">9</p> <p>Did you find a <i>right</i> not listed in the Constitution? It still belongs to the people!</p>
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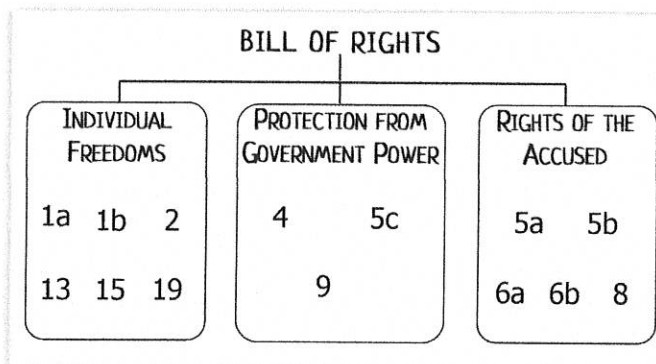
iCIVICS

Amendment Matching: Cut & Paste

You've Got Rights!

Name: ** *TEACHER'S GUIDE* **

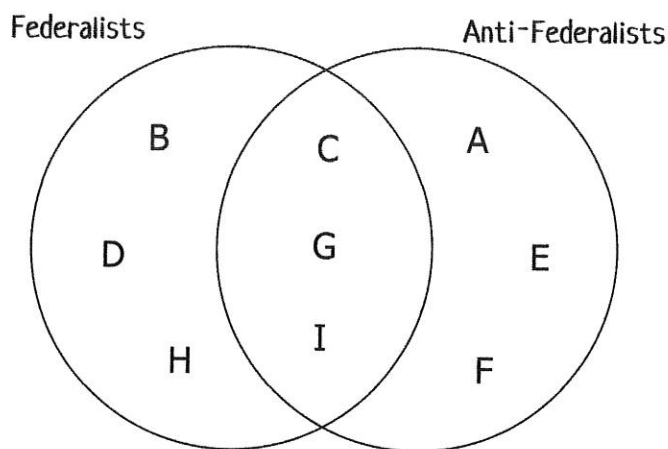
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Without this...	...this might happen!
6th	<i>Answers will vary</i>
4th	
8th	
1st	



THE LEADING SOURCE FOR PROS & CONS OF
CONTROVERSIAL ISSUES

Should More Gun Control Laws Be Enacted?



The United States has 88.8 guns per 100 people, or about 270,000,000 guns, which is the highest total and per capita number in the world. 22% of Americans own one or more guns (35% of men and 12% of women). America's pervasive gun culture stems in part from its colonial history, revolutionary roots, frontier expansion, and the Second Amendment, which states: "A well-regulated militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed."

Proponents of more gun control laws state that the Second Amendment was intended for militias; that gun violence would be reduced; that gun restrictions have always existed; and that a majority of Americans, including gun owners, support new gun restrictions.

Opponents say that the Second Amendment protects an individual's right to own guns; that guns are needed for self-defense from threats ranging from local criminals to foreign invaders; and that gun ownership deters crime rather than causes more crime. [Read more background...](#)



Background of the Issue



Top Pro & Con Arguments



Top Pro & Con Quotes

Also Available:

Did You Know?

Readers' Comments

Average American Gun Owner

International Firearm Homicide Rates

International Civilian Gun Ownership Rates

US Gun Deaths, 1999-2014

Leading Causes of Suicide, Homicide, Unintentional Death, and All Death, 1999-2014

State Constitutional Right to Bear Arms

122 School Shootings since Sandy Hook

Video Gallery and 2016 Presidential Candidate's Positions on Gun Control

Section 4 Economics, Cartoons, Advertising and Resources

In this section you will find additional Economics vocabulary and content. Twenty percent of the Social Studies HiSET questions will address basic economic principals and related vocabulary. Students will also need to demonstrate an understanding of persuasive techniques and analyze political cartoons. These topics are often the most difficult for students.

Section 4 Pages

- Economics Content and Vocabulary **Page 69**
- Resources and Samples **Pages 70-80**
- Cartoon Analysis and Resources **Pages 81-85**
- Analyzing Persuasive Techniques in Advertising **Pages 86-89**

Economics Vocabulary

Capitalism	communism	socialism	capital
Consumer	demand	supply	free enterprise
e-commerce	surplus	shortage	equilibrium
resource	consumer price index	deficit	deficit spending
deflation	Gross National Product	Gross Domestic Product	inflation

Economics Content

- Types of Economic Systems: Capitalism, Communism, Socialism, Mixed Economy
- Child Labor Laws
- The Economic Education Act
- Minimum Wage Laws
- The Sherman Anti-Trust Act
- The Principles of Supply and Demand
- The Federal Reserve System
- The Difference Between Needs and Wants
- The Impact of Technology on Economics
- The Interdependent Nature of Economies
- How the Economy can be Affected by Governments

Adapted from the ETS Official Guide to the HiSET and ETS

Economics Resources...the following attached resources can be found at the sites below....

- Find a 25-page free download filled with lessons and activities on the **Law of Supply and Demand** from www.teacherspayteachers.com. Other economics units are available for a low cost.

<https://www.teacherspayteachers.com/Product/Supply-and-Demand-Law-of-Demand-Demand-Shift-Economics-1675394>

- Find the attached free and printable **Economics Vocabulary Cards** at

<https://www.teachervision.com/economics/activity/45955.html>

- **Analyzing Persuasive Techniques in Advertising**

http://www.classzone.com/cz/books/ml_lit_gr12/resources/pdfs/media_analysis/HS_15_Ad_Techniques2.pdf



The Law of Demand

Supply and Demand



Why does the newest Ipad model cost almost \$700 dollars but in six month they will cost only \$400? The price of an Ipad is determined by how many are made available (the supply) by the company as well as the amount demanded for the product by the consumer (the demand). It is this combination of supply and demand that determines the price of all goods or services.

The Law of Demand

The process for determining the price of a good starts with the consumer's (*people that buy goods and services*) demand for a good. **Demand** is simply the amount of a good or service that consumers are willing to buy. The **law of the demand** says that *consumers are willing to buy more of something (a good and service) when prices go down*. For instance, more people are willing to buy an Ipad when the price for the Ipad drops. When a good becomes cheaper, people see it as a deal and will want or demand more. The more the price drops, the bigger the demand for the good. The opposite is true when the price of something goes up; people see it as expensive and are less likely to buy it.

Answer each question with a complete sentence on a separate piece of paper.

1. How is the price for an Ipad or any good determined?
2. Who are consumers?
3. What does demand mean?
4. What does the law of demand say?
5. If the price of a good or services increases what will happens to the demand for it?

Economics Vocabulary

This game has thirty economics terms that players must match with definitions.

Purpose: match terms with definitions to improve knowledge of economics vocabulary

Materials Needed:

- card stock of any color to print game cards and to mount rules and answer key
- laminating materials

Construction:

1. Print the game cards on colored card stock. Laminate the pages, then cut cards apart.
2. Trim the rules box and the answer key box. Mount on card stock of the same color as used for the game cards. Laminate them.



Rules for “Economics Vocabulary”



This game is for three or four players and one judge. Pencil and paper are needed for keeping score.

1. Judge shuffles cards and deals seven cards to each player. Stack remaining cards face down. Turn first card face up and place to one side to start discard pile.
2. Player to left of the dealer goes first. Play moves to the left.
3. Begin each turn by drawing one card from either the face down or face up deck. Player makes any possible matches between vocabulary word cards and definition cards.
4. A matching pair is laid face up on table for all to see. Any player may challenge a match. Judge checks answer key according to card number.
5. If match is incorrect, player must return incorrect match to cards in hand, take two additional cards from face down deck, and discard one card to end turn.
6. If match is correct, any player who challenged the match must take two cards from the face down deck. Player with correct match lays that match aside and makes any other possible matches before ending his or her turn.
7. When one player is out of cards, play stops. Points are recorded. Each match is worth five points.
8. Shuffle and deal to play another round. When game time is over, player with most points is the winner.

<p>1.</p> <p>Items such as land, buildings, tools, money, etc., that are used in the production of other goods</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">CAPITAL RESOURCES</p> <p style="text-align: right;">\$</p>
<p>2.</p> <p>Someone who uses goods or services</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">CONSUMER</p> <p style="text-align: right;">\$</p>
<p>3.</p> <p>The study of the manufacture, distribution, sale, and use of goods and services</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">ECONOMICS</p> <p style="text-align: right;">\$</p>
<p>4.</p> <p>How much in the way of goods and services people want and are able and willing to buy at a given price</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">DEMAND</p> <p style="text-align: right;">\$</p>
<p>5.</p> <p>Materials that are produced for people to buy or things that can be seen and touched</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">GOODS</p> <p style="text-align: right;">\$</p>

<p>6.</p> <p>Jobs that people do for other people in return for pay</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">SERVICES</p> <p style="text-align: right;">\$</p>
<p>7.</p> <p>Things in nature for which man has found use</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">NATURAL RESOURCES</p> <p style="text-align: right;">\$</p>
<p>8.</p> <p>The amount of money that a company makes after all the costs of running the business have been paid</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">PROFIT</p> <p style="text-align: right;">\$</p>
<p>9.</p> <p>The amount of money that must be spent to get a certain good or services</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">COST</p> <p style="text-align: right;">\$</p>
<p>10.</p> <p>A person who makes goods or provides services</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">PRODUCER</p> <p style="text-align: right;">\$</p>

<p>11.</p> <p>The amount of a product that is available for people to purchase</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">SUPPLY</p> <p style="text-align: right;">\$</p>
<p>12.</p> <p>Things that people would like to have but can live without, such as TVs</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">WANTS</p> <p style="text-align: right;">\$</p>
<p>13.</p> <p>Things that people must have in order to survive, such as food</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">NEEDS</p> <p style="text-align: right;">\$</p>
<p>14.</p> <p>The things you give up when making a choice between two things</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">OPPORTUNITY COST</p> <p style="text-align: right;">\$</p>
<p>15.</p> <p>Making and providing goods and services for people to buy</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">PRODUCTION</p> <p style="text-align: right;">\$</p>

<p>16.</p> <p>People with skills who do a job</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">HUMAN RESOURCES</p> <p style="text-align: right;">\$</p>
<p>17.</p> <p>Money paid to someone in exchange for the use of that person's property</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">RENT</p> <p style="text-align: right;">\$</p>
<p>18.</p> <p>Money that is paid to a worker for the amount of time that has been worked</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">WAGES OR SALARY</p> <p style="text-align: right;">\$</p>
<p>19.</p> <p>When there are not enough goods and services to satisfy the wants and needs of the people</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">SCARCITY</p> <p style="text-align: right;">\$</p>
<p>20.</p> <p>A business owner</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">ENTREPRENEUR</p> <p style="text-align: right;">\$</p>

<p>21.</p> <p>The person who hires someone else to do work</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">EMPLOYER</p> <p style="text-align: right;">\$</p>
<p>22.</p> <p>A person who is hired by someone else to do a job</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">EMPLOYEE</p> <p style="text-align: right;">\$</p>
<p>23.</p> <p>When people do the jobs that they are interested in and do best</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">SPECIALIZATION</p> <p style="text-align: right;">\$</p>
<p>24.</p> <p>Money that is paid on a loan by the borrower for the use of that money</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">INTEREST</p> <p style="text-align: right;">\$</p>
<p>25.</p> <p>A general rise in the price level of goods and services</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">INFLATION</p> <p style="text-align: right;">\$</p>

<p>26.</p> <p>Times when people are out of work and business are doing badly</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">RECESSION</p> <p style="text-align: right;">\$</p>
<p>27.</p> <p>Shares of a business that can be bought and sold</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">STOCK</p> <p style="text-align: right;">\$</p>
<p>28.</p> <p>Someone who puts money into a business hoping to make a profit</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">INVESTOR</p> <p style="text-align: right;">\$</p>
<p>29.</p> <p>A contest between businesses or people to get the most customers or the best price</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">COMPETITION</p> <p style="text-align: right;">\$</p>
<p>30.</p> <p>Different jobs needed in production are divided among various workers</p> <p style="text-align: right;">\$</p>	<p style="text-align: center;">DIVISION OF LABOR</p> <p style="text-align: right;">\$</p>



Answer Key for "Economics Vocabulary"

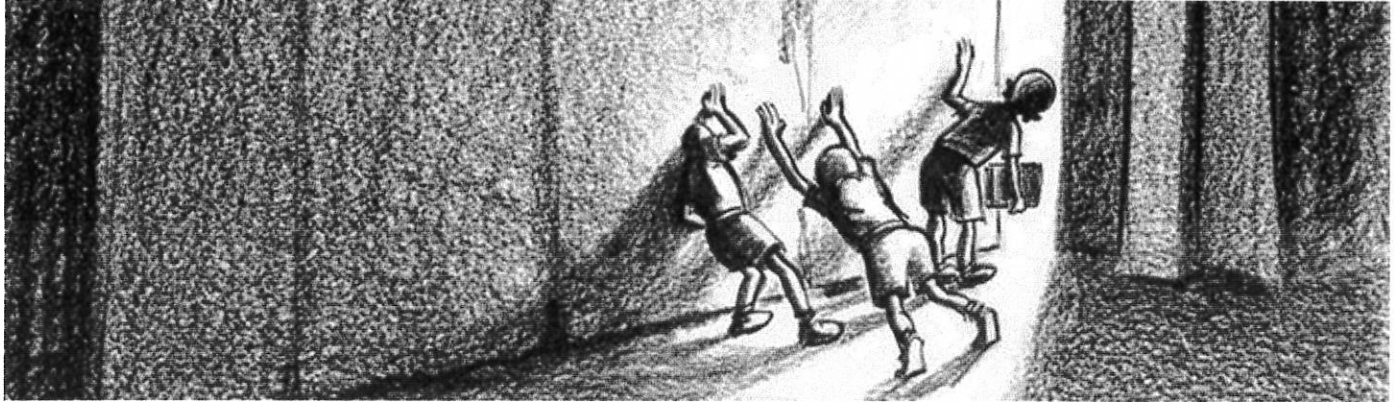


1. Capital resources
2. Consumer
3. Economics
4. Demand
5. Goods
6. Services
7. Natural Resources
8. Profit
9. Cost
10. Producer
11. Supply
12. Wants
13. Needs
14. Opportunity Cost
15. Production
16. Human Resources
17. Rent
18. Wages or Salary
19. Scarcity
20. Entrepreneur
21. Employer
22. Employee
23. Specialization
24. Interest
25. Inflation
26. Recession
27. Stock
28. Investor
29. Competition
30. Division of Labor

Print this page to create more game cards of the appropriate size.

It's No Laughing Matter - Cartoon Analysis

Library of Congress Resource



Cartoon Analysis Guide

Use this guide to identify the persuasive techniques used in political cartoons.

Symbolism

Cartoonists use simple objects, or **symbols**, to stand for larger concepts or ideas.

After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for.

Exaggeration

Sometimes cartoonists overdo, or **exaggerate**, the physical characteristics of people or things in order to make a point.

When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.

Labeling

Cartoonists often **label** objects or people to make it clear exactly what they stand for.

Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object clearer?

Analogy

An **analogy** is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.

After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.

Irony

Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.

When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

Once you've identified the persuasive techniques that the cartoonist used, ask yourself:

- What issue is this political cartoon about?
- What is the cartoonist's opinion on this issue?
- What other opinion can you imagine another person having on this issue?
- Did you find this cartoon persuasive? Why or why not?
- What other techniques could the cartoonist have used to make this cartoon more persuasive?

Additional Resource

Political Cartoons for the Classroom

Free 24 page PDF booklet available at:

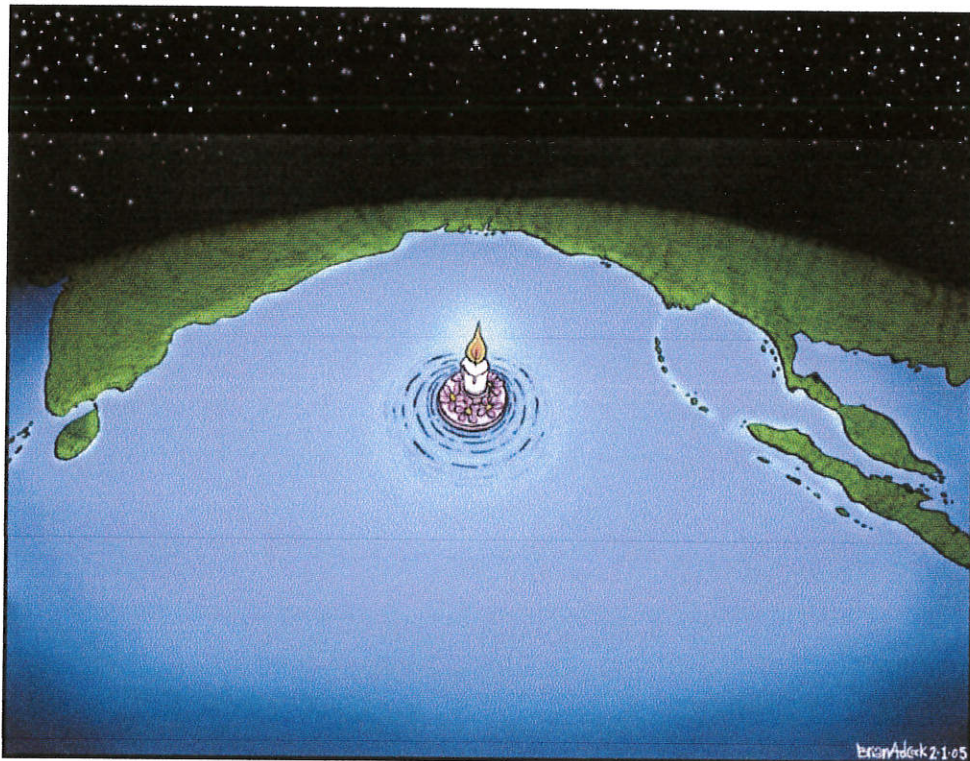
http://www.clrep.org/uploads/1/7/7/6/17760533/political_cartoons.pdf

Find the cover on the following page



www.politicalcartoons.com

Political Cartoons for the Classroom



**Promoting Critical Analysis
of Current Events, Law, and Social Issues**



A project of the
Citizenship Law Related Education Program
for the Schools of Maryland
520 West Fayette Street ♦ Baltimore, Maryland 21201
410.706.5360 ph ♦ www.clrep.org ♦ 410.706.5576 fax



Analyzing Political Cartoons: Student Worksheet

Identifying the Main Idea

1. To what political event or idea is the cartoon referring?
2. What key person(s) are targeted in the cartoon?
3. How has the artist depicted these people? Are they distorted in any way? Does the artist's portrayal of characters cast them in a negative or positive light?
4. Identify and explain any symbols incorporated in the cartoon.
5. Identify and explain captions, labels, titles and/or speech bubbles. How do these contribute to the cartoon's message?
6. What is the message of the cartoon? How is the artist trying to persuade the reader?
7. What impact and/or reaction is the artist attempting to trigger?

Analyzing the Method Used by the Artist

1. How does the method used by the artist effectively convey a political message?
2. Identify and explain the use of:
 - a. Juxtaposition (the state of being side by side or close together, in a figurative sense)
 - b. Irony (the use of words or pictures to express something different from, and often opposite of their literal meaning)
 - c. Exaggeration (representation as greater than is actually the case; overstatement)

Analyzing Persuasive Techniques in Advertising

Persuasive Technique	How It Is Used	Intended Effect
Bandwagon	Uses the argument that a person should believe or do something because “everybody else” does	<ul style="list-style-type: none"> • Consumers buy the product because they want to fit in. • Consumers assume that if others buy it, the product must be good.
Bait and Switch	Dishonest tactic in which a salesperson lures customers into a store with the promise of a bargain	<ul style="list-style-type: none"> • Consumers are persuaded to buy a more expensive item.
Celebrity Spokesperson	Uses a celebrity or famous person to endorse a product	<ul style="list-style-type: none"> • Consumers transfer admiration or respect for the celebrity to the product.
Emotional Appeals	Make viewers feel certain emotions, such as excitement, sadness, or fear	<ul style="list-style-type: none"> • Audience transfers that feeling to the product.
Glittering Generalities	Emphasizes highly valued beliefs, such as patriotism, peace, or freedom	<ul style="list-style-type: none"> • Consumers accept this information, often without enough real evidence to support the claim.
Humor	Used to make audiences laugh, but provides little information about the product or service	<ul style="list-style-type: none"> • Consumers remember the ad and associate positive feelings with the product.
Individuality	Appeals to consumers’ desire to be different from everyone else; the opposite of the bandwagon appeal	<ul style="list-style-type: none"> • Consumers celebrate their own style, or rebel against what others are doing. • Consumers perceive the product as unique, stylish, or cool.
Loaded Language	Uses words with positive or negative connotations to describe a product or that of the competitor—such as purr, snarl, or weasel words	<ul style="list-style-type: none"> • The words appeal to consumers’ emotions, rather than their reason. • Purr words, such as “fresh” or “juicy,” make a product seem more desirable.
Name-calling	Attacks people or groups to discredit their ideas	<ul style="list-style-type: none"> • Consumers focus on the attack rather than the issues.
Plain Folk	Shows ordinary people using or supporting a product or candidate	<ul style="list-style-type: none"> • Consumers trust the product because it’s good enough for regular “folks.”
Product Comparison	Compares a product with the “inferior” competition	<ul style="list-style-type: none"> • Consumers believe the feature product is superior.

Analyzing Persuasive Techniques in Advertising

Understanding persuasive techniques can help you evaluate the messages that surround you and identify misleading information.

HERE'S HOW

Strategy 1: Consider the message and the audience. The obvious goal of most ads is to get you to buy a product or “buy into” an idea. When you understand the message and audience, you can determine which techniques are being used and why. Ask yourself:

- What is the message? What does the ad want the consumer to buy?
- Who is the audience? Does the ad appeal to certain emotions or beliefs? What do those emotions or beliefs tell you about the audience?

Strategy 2: Spot the persuasive techniques. Advertisers strive to make each ad memorable, convincing, and exciting. Characters, slogans, text, and sounds are all part of the persuasive technique. Ask yourself:

- **Who appears in the ad?** The people who appear in the ad often reflect the target audience or whom members of that audience are likely to admire. Advertisers might choose specific celebrities to endorse products because they want the audience to associate the celebrity with the product. Actors or models might be chosen for many reasons. For example, they might be people just like the audience (**plain folk**), rebellious or unique (**individuality**), or “one of the crowd” (**bandwagon**).
- **Does the ad appeal to emotion or to logic?** Many ads today don't provide information about the product, and some ads don't even show the product. Instead, the ads appeal to the audience's emotions, such as **pity, fear, or vanity**. For example, commercials for telephone companies often appeal to viewers' emotions of happiness or nostalgia to leave them with a positive feeling about their product and company. Some ads use **humor** to persuade an audience.
- **What language is used?** Every word in an ad counts, but not all the words actually inform the audience. Loaded language, including **purr, snarl, and weasel words**, appeal to the audience's emotions rather than their reason. Purr words—such as “tasty” and “sensational”—can make a product seem more desirable.
- **Does the slogan stick?** The best slogans are memorable and create an “image” of the product. Slogans are less about the actual product and more about the audience recalling a catchy phrase and associating it with the product.

Strategy 3: Understand the intended effects on the target audience. Most ads don't employ just one persuasive technique. They often use several. Each technique is chosen to appeal specifically to the product's target audience. Ask yourself: Why do I think these techniques were chosen?

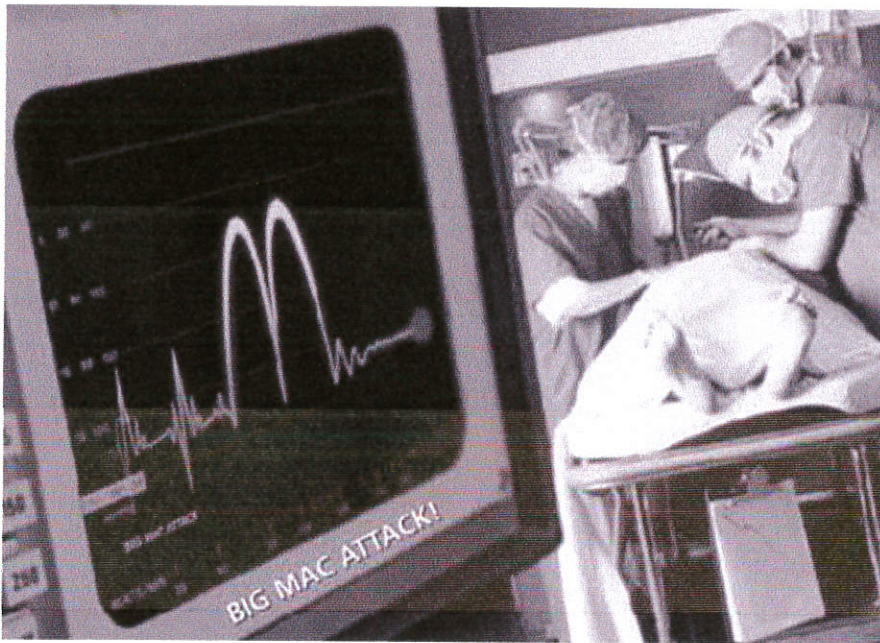
LESSON
15

PRACTICE WORKSHEET A

Analyzing Persuasive Techniques in Advertising

COPYMASTER

Directions: *Adbusters* is an organization that is concerned with the effects of commercial forces on society and the environment. Consider the following advertisement created by the organization, and answer the questions.



1. What is the message? Explain. _____

2. What persuasive technique is being employed? Explain. _____

3. Who is the target audience? Explain. _____

4. Is this an effective ad? Why or why not? _____

Name _____

Date _____

LESSON

15

PRACTICE WORKSHEET B

COPYMASTER

Analyzing Persuasive Techniques in Advertising

Directions: Choose two competing products and find a commercial for each of them. Record the commercials, and then use the chart to analyze the persuasive techniques the ads use.

Type of Product:		
	Commercial A	Commercial B
1. Product		
2. Message		
3. Target Audience		
4. Persuasive Techniques Used Cite details to support your analysis.		
5. Intended Effect		

Section 5 - Social Studies Adult Basic Education and HiSET Prep Resources

- **New Readers Press** www.newreaderspress.com
 - **Social Studies for the HiSET Test**
 - **Scoreboost for the HiSET**
 - Graphic Skills for Social Studies*
 - Critical Thinking for Social Studies*
 - **Pre-HSE Core Skills in Social Studies**
 - **Visual Literacy**
 - Tables and Graphs*
 - Charts and Diagrams*
 - Photos and Educational Cartoons*
- **The Official Guide to the HiSET Exam, Second Edition 2nd Edition**
 - McGraw Hill Education
 - Order from Amazon.com
- **HiSET Exam Strategies, Practice & Review**
 - AZTEC/Kaplan
 - Order at <http://marketplace.aztecsoftware.com/kaphiset.html>
- **Common Core Basics Social Studies**
 - McGraw Hill
 - Order from <http://www.highschoolequivalency.com/>

Free On-Line Resources

- **Educational Testing Service** <https://hiset.ets.org>
- **Library of Congress** www.loc.gov/teachers
- **Political Cartoons** www.politicalcartoons.com
- **Worksheets** www.commoncoresheets.com

- **Everything United States Constitution and More** www.annenbergclassroom.org
- **Reading and Comprehension** www.ReadWorks.org
- **Activities, Lessons and Readings** www.icivics.org
- **Reading, Writing and Debate** www.ProCon.org
- **Everything American history** www.history.com

