

LET 2 CORE MATERIALS

3rd EDITION

ARMY

TROTC

LEADERSHIP EDUCATION AND TRAINING (LET 2)

THEY HAVE GIVEN THEIR
SONS TO THE MILITARY
SERVICES THEY HAVE

Unit 4 – Wellness, Fitness and First Aid

Unit 5 - Geography, Map Skills,
and Environmental Awareness

Unit 6 - Citizenship in American History
and Government

Student Handouts

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LET 2 Table of Contents

Unit 4 – Wellness, Fitness and First Aid

Chapter 1: Achieving a Healthy Lifestyle

U4-C1-L3	The Components of Whole Health	1
U4-C1-L4	Nutrition - You Are What You Eat	11

Chapter 2: First Aid for Emergency and Non-Emergency Situations

U4-C2-L1	The Need for First Aid/Your Response	21
U4-C2-L2	The First Life-Saving Steps	27
U4-C2-L3	Controlling Bleeding	35
U4-C2-L4	Treating for Shock and Immobilizing Fractures	41
U4-C2-L5	First Aid for Burns	47
U4-C2-L6	First Aid for Poisons, Wounds, and Bruises	53
U4-C2-L7	Heat Injuries	59
U4-C2-L8	Cold Weather Injuries	65
U4-C2-L9	Bites, Stings, and Poisonous Hazards	71

Chapter 3: Drug Awareness

U4-C3-L1	Use & Effect of Drugs, Alcohol, and Substances	75
U4-C3-L2	Critical Decisions about Substances	101

Unit 5 - Geography, Map Skills, and Environmental Awareness

Chapter 1: Map Skills

U5-C1-L2	Introduction to Maps	113
----------	----------------------	-----

Unit 6 - Citizenship in American History and Government

Chapter 1: You the People - Citizenship Skills

U6-C1-L1	The Preamble	119
U6-C1-L2	Citizenship Skills	125
U6-C1-L3	Small Group Meetings	131
U6-C1-L4	Representative Group Session	143
U6-C1-L5	Introduction to Chief Justice	155

Chapter 2: Foundations of the American Political System

U6-C2-L1	Our Natural Rights	165
U6-C2-L2	Developing Republican Government	171
U6-C2-L3	British Origins of American Constitutionalism	177
U6-C2-L4	Colonial Period-Basic Rights & Constitutional Government	183
U6-C2-L5	State Constitutions	191

Chapter 3: Creating the Constitution

U6-C3-L1	Articles of confederation 1781	197
U6-C3-L2	Creating Our Constitution	223
U6-C3-L3	Balancing Power	227

Chapter 6: The Bill of Rights

U6-C6-L6	Protection of Rights Within the Judicial System	231
U6-C6-L7	Military Justice System	237

Chapter 7: Citizen Roles in American Democracy

U6-C7-L1	Roles of Citizens	245
U6-C7-L2	New Citizenship and Constitutional Issues	249
U6-C7-L3	Constitutionalism and other Countries	253

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Student Learning Plan

Unit 4: Wellness, Fitness, and First Aid The Components of Whole Health [U4C1L3]



What you will accomplish in this lesson:

Develop a plan to improve your whole health



Why this lesson is important:

A healthy lifestyle has many facets and must consist of a balance of nutrition through food, physical activity, and health enhancing behaviors. In this learning plan, you will discover what makes you healthy and what your plan for creating a healthier you will require.



What you will learn in this lesson:

- Identify the components of whole health
- Determine how food impacts overall health
- Determine how exercise impacts overall health
- Identify how stress impacts overall health
- Identify how sleep impacts overall health
- Identify behaviors that negatively affect health
- Define key words: balance, behavior, calories, fitness, health, metabolism, self-discipline



You will have successfully met this lesson's purpose:

- by writing a summary describing your negative health habits and what you are going to do to change them
- when you compare and contrast your current/desired nutrition and eating habits
- when you compare and contrast your current/desired physical activity
- when you compare and contrast your current/desired sleeping habits
- when you compare and contrast your current/desired strategies for coping with stress
- when you summarize your negative health habits and what you are going to do to change them



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

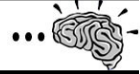
INQUIRE PHASE: What do you already know?



1. THINK ABOUT how your habits contribute to your health. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. With your team, DISCUSS what good health consists of. CREATE a Bubble Map showing examples of activities or behaviors that help a person's "whole health." POST your map for the class to review.
3. REFLECT on healthy behaviors. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

- _____1. VIEW a presentation on the components of “whole health.” With your team, CREATE a Tree Map for your assigned topic. Use Handout #1: Websites and Handouts for Learning and other available resources to find additional information to add to map. PRESENT your map to the class, and TAKE NOTES on the presentations of other teams.
- _____2. REFLECT on what you learned about the components of “whole health.” ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?

- _____1. VIEW the presentation on “Mr. Healthy.” PARTICIPATE in describing how each of Mr. Healthy’s choices can have a negative impact on his health.
- _____2. With your team, DEVELOP a Multi-Flow Map on the progress a person can make by adding healthy behaviors to their lives. PRESENT your map to the class, and TAKE NOTES on the presentations of other teams.
- _____3. REFLECT on your experiences with maintaining “whole health.” ANSWER the reflection questions presented by your instructor.

**Assessment Activities:****APPLY PHASE: What else can you do with what you've learned today?**

- _____1. COMPLETE the Exercise #1: My Good vs. Bad Health Habits and The Components of Whole Health Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____2. REVIEW the key words of this lesson.
- _____3. REFLECT on what you have learned in this lesson and how you might use it in the future.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Exercise 1: My Good vs. Bad Health Habits

Directions: Throughout this lesson, you've conducted your own research on what constitutes a healthy person – for life! Though it seems like a 'lifetime' before you'll see consequences of any bad health habits, the fact is that the life you're in right now has been impacted by choices your parents or guardians made for you as a young child. The nutrition through food you were provided, the activity or exercise you had opportunity to engage in, and your own surroundings have impacted some of your current health status. So, let's take a look at 'healthy you' now.

Use this exercise to think about the foods you eat and nourishment you receive, the physical activity level you are engaged in, and the behaviors you support or would like to get rid of – as the first step toward becoming a healthier YOU.

Use the chart below to reflect on your own health status. Some of the questions you may not know the answer to. Take charge of your own learning and find the answer using available resources at school or at home.

You will submit this exercise with your The Components of Health Performance Assessment Task.

	True	Not true	Not sure	I selected this answer because:
Healthy Foods				
I only eat the food types recommended as healthy				
I eat a lot of high fat, high calorie food – typical of fast food				
I eat the recommended number of calories for my gender, age, and height				
Healthy Fitness Levels				
I engage in the recommended amount of physical activity/exercise for a person of my age and physical ability				
I regularly participate in a team sport – dance, drill team, school or recreation sports, cheerleading				
My weight is what it should be for my gender, age, and height				
Healthy Sleep Habits				
I get nine hours of sleep per day.				
I drink beverages that contain caffeine and interfere with my sleep.				
I wake up a lot in my sleep.				
I feel well-rested when I wake up.				
Healthy Behaviors				
I smoke cigarettes				
I drink alcohol				
I associate with people who care about themselves and others				
I get 8-9 hours of sleep each night				

I use drugs				
I am in a romantic relationship				
I am employed				
I watch a healthy amount of television				
I volunteer to help others				

Handout 1: Websites and Handouts for Learning

Directions: Below is a list of websites for display in classroom or to share with Cadet teams using the internet for their “Healthy You” research. Many of the links lead you directly to ‘pdf’ documents that you can print and distribute as a learning resource for the Gather Phase of learning.

Physical Activity

2008 Physical Activity Guidelines for Americans

<http://www.health.gov/paguidelines/>

- President’s Challenge on Physical Fitness and Sports
<http://www.presidentschallenge.org/>
- Fit in Daily Physical Activity Form
<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/activity-log.pdf>

Limit TV and other screen time to less than two hours per day

Helpful Ways to Reduce Screen Time

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/reduce-screen-time/tips-to-reduce-screen-time.htm>

Health Food

Use a menu planner for healthy meals all week. Buy healthy foods such as fruits, vegetables, and whole grain products. Read the nutrition facts label on packages to help you to make healthful choices. Make sure children have three healthy meals each day. Give children fat-free or low fat milk instead of soft drinks. Encourage children to drink water instead of sweet drinks. Limit the amount of sugar and saturated fat they eat.

- Parent Tips: Making Healthier Food Choices
http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/tip_choices.pdf
- Parent Tips: Healthier Eating While Saving Money
http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/tip_saving.pdf
- Grocery List Template
http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/tip_grocery.pdf
- Make Your Calories Count
<http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/default.htm>
- ChooseMyPlate.gov (with the U.S. Department of Agriculture)
<http://www.choosemyplate.gov/>
- Fruits and Veggies Matter
<http://www.fruitsandveggiesmatter.gov/>
- Breastfeeding and pediatric overweight research
http://www.cdc.gov/nccdphp/dnpa/nutrition/pdf/breastfeeding_r2p.pdf

Make sure your child eats a healthy breakfast every day

A healthy breakfast is a good way to start the day, and it may help people get to and stay at a healthy weight. Instead of sugared cereals, try eating whole-grain cereal with low-fat or fat-free milk, oatmeal, whole-grain toast, or a hard-boiled egg and a piece of fruit.

- Breakfast Recipes
<http://www.health.gov/dietaryguidelines/dga2005/healthieryou/html/breakfast.html>
- Tips for Healthy Substitutes
http://www.health.gov/dietaryguidelines/dga2005/healthieryou/html/tips_healthy_subs.html

Sit at the table and eat together as a family

Research shows that when a family eats together, children eat more fruits and vegetables and fewer fried and junk foods. Plan and make healthy, affordable, family meals. Keep the television off, sit at the table, and enjoy talking together.

- A Healthier You: Recipes for the Family
<http://www.health.gov/dietaryguidelines/dga2005/healthieryou/html/recipes.html>

Know how much food to serve your child

Larger portions (servings) lead to more food being eaten. Know when servings are larger than needed and teach your children to eat only what they need at each meal. The more you know about serving sizes, the more you will be able to help children learn to serve themselves a healthy amount of food.

- We Can! Portion Distortion and Serving Size
<http://www.choosemyplate.gov/>
- Estimated Calorie Requirements by Gender, Age, and Physical Activity Level
<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/calreqtips.pdf>

Less sleep can increase a child's risk of being overweight or obese. A recent study found that with each extra hour of sleep, the risk of a child's being overweight or obese dropped by 9 percent. Most children under age 5 need to sleep for 11 hours or more per day, children age 5 to 10 need 10 hours of sleep or more per day, and children over age 10 need at least 9 hours per day.

- Guide to Healthy Sleep
http://www.nhlbi.nih.gov/health/public/sleep/healthy_sleep.pdf

Help your child understand why you and the whole family are making these changes.

Children need support and encouragement from their parents. This is really important when things are changing, even when the changes are for their health. Children may see the loss of favorite snacks, or changes in TV watching, as punishment. Make sure that they know that the whole family is making these changes together. Let them play a part in these changes whenever you can by helping to shop for healthy foods, preparing meals, setting the table, and being a part of family talk at mealtimes. Let them choose and lead family activities, and let them be the "coach." Remember that change can be a source of stress. Knowing that you love them is their source of strength.

- Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity: Overweight in Children and Adolescents

<http://www.surgeongeneral.gov/library/calls/obesity/index.html>

- Tips for Parents - Ideas and Tips to Help Prevent Childhood Overweight
<http://www.cdc.gov/nccdphp/dnpa/healthyweight/children/index.htm>

The Surgeon General's Vision for a Healthy and Fit Nation

<http://www.surgeongeneral.gov/initiatives/healthy-fit-nation/index.html>

The Surgeon General's Healthy Homes Checklist

<http://www.surgeongeneral.gov/library/calls/healthyhomes/checklist.pdf>

Performance Assessment Task

Unit 4: Wellness, Fitness, and First Aid The Components of Whole Health [U4C1L3]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Develop a plan to improve your whole health



Directions

For this performance assessment task, you will develop a plan to improve your whole health. For this assessment you will:

1. Evaluate your current healthy habits by completing Exercise #1: Good vs. Bad Health Habits. Be sure to answer the questions honestly and consider where you'd like to make improvements.
2. Create a series of Double Bubble Maps where you compare and contrast your current health habits to your future desired health habits.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

The Components of Whole Health Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You complete Exercise #1: My Good vs. Bad Health Habits	met not met
2. You create a Double Bubble Map showing your current and your desired eating habits	met not met
3. You create a Double Bubble Map showing your current and your desired exercise habits	met not met
4. You create a Double Bubble Map showing your current and your desired sleep habits	met not met
5. You create a Double Bubble Map showing your current methods and your desired methods for coping with stress	met not met
6. You write a brief summary about your current behaviors that have a negative impact on your health and how you'd like to change them	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 4: Wellness, Fitness, and First Aid Nutrition - You Are What You Eat [U4C1L4]



What you will accomplish in this lesson:

Discover the nutritional needs necessary for your optimum health



Why this lesson is important:

Our diets have changed during the past 35 years. Americans now have a hurry-up lifestyle where convenience is more important than proper eating habits. For convenience, people tend to eat more fast foods and processed foods. Are these convenience foods wise choices? In this learning plan, you will explore how nutrients affect your body. You will also analyze the nutrition provided in a restaurant meal how nutrients and calories impact your entire health - not only today, but in the future too!



What you will learn in this lesson:

- Identify the recommended daily nutrition guidelines
- Identify foods that provide the recommended daily nutrition
- Explore the recommended daily intake of calories for a person of your age, gender, and physical condition
- Correlate food portions and calories to optimum weight and health
- Develop a nutritious diet for yourself
- Define key words: carbohydrates, fats, minerals, protein, saturated fats, USDA Dietary Guidelines vitamins, water soluble vitamins



You will have successfully met this lesson's purpose:

- by developing a weekly menu plan that meets the USDA Dietary Guidelines for your weight, height, gender, and physical activity
- when your plan includes printed copies of MyPlan and Sample Meals from SuperTracker
- when your plan is appropriate for your age, gender, exercise level, and personal health goals
- when your plan does not exceed recommended calories for your profile
- when your plan includes the recommended balance of different foods
- when your plan is one that you can reasonably maintain



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT the foods you eat and if they are really healthy and good for you. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
 2. PREVIEW MyPlate. IDENTIFY examples of foods for each of the five groups in MyPlate. COMPLETE Exercise #2: MyPlate, listing everything you ate yesterday and which food group it belongs to. SHARE your list with a partner and DETERMINE if what you ate was in the same proportions as those shown on MyPlate.

- _____ 3. REFLECT on what you learned about your own diet. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- Part 1** _____ 1. VIEW a presentation on dietary guidelines for Americans. With your team, RESEARCH a nutrient using your student text. CREATE a Tree Map about an assigned nutrient that shows 1) the role/function of the nutrient in the body 2) sources of the nutrient 3) recommendations for eating. SHARE your findings with your class.
- _____ 2. REFLECT on the nutrient value of the foods you eat. ANSWER the reflection questions presented by your instructor.
- Part 2** _____ 3. VIEW a presentation on the different types of food and how much is enough for one day. With your team, RESEARCH your assigned food topic at <http://www.choosemyplate.gov/food-groups/>. CREATE a Tree Map that shows how much of the food is recommended for females and males in your age group. DRAW branches in the map to show examples of what counts as a portion size. POST your map for the class to review.
- _____ 4. REFLECT on what you learned about the daily amounts recommended for each food group. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- Part 1** _____ 1. LISTEN to a presentation on portion size and recommended calorie needs. COMPLETE Exercise #3: Daily Food Record. Use your student text and internet resources at <https://www.choosemyplate.gov/SuperTracker/foodapedia.aspx> to RESEARCH the estimated number of calories you ate.
- _____ 2. REFLECT on how your food intake compares to recommended guidelines. ANSWER the reflection questions presented by your instructor.
- Part 2** _____ 3. With a partner, COMPLETE Exercise #4: Perfect Menu. Use <http://www.choosemyplate.gov> or other websites to RESEARCH answers to the exercise. TRANSFER your menu to chart paper and post for class review.
- _____ 4. REFLECT on your perfect healthy meal. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. CREATE a SuperTracker profile at <https://www.choosemyplate.gov/SuperTracker>. SET at least three goals. Use the My Plan features to help you complete the performance assessment task.
- _____ 2. COMPLETE the Nutrition – You Are What You Eat Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Exercise 1: Chez JROTC

Directions:

From the following menu items, “order” a meal from the menu below.

Menu:

Beverages: Soda, Tea, Coffee, Milk, Skim Milk, Chocolate Milk, Orange Juice, Apple Juice, Water, Cola, Orange Soda, Lemon-lime Soda

Sandwiches: Ham and Cheese; Peanut Butter and Jelly; Bacon, Lettuce and Tomato with Cheese; Grilled Cheese; Broiled Chicken; Roast Beef; Fried Fish – served on your choice of white or whole wheat bread with your choice of lettuce, tomato, onion, pickle, mayonnaise, or mustard

Soup: Bean Soup, Vegetable Soup, Cheese Soup, Cream of Broccoli Soup – cup or bowl

Salad: Spinach Salad (with mushrooms and bacon bits); Chef’s Salad (with turkey, ham, and cheddar cheese); Garden Salad (with lettuce, tomato, cucumber); Grilled Chicken Salad – served with Italian, Light Italian, Ranch, or Bleu Cheese Dressing

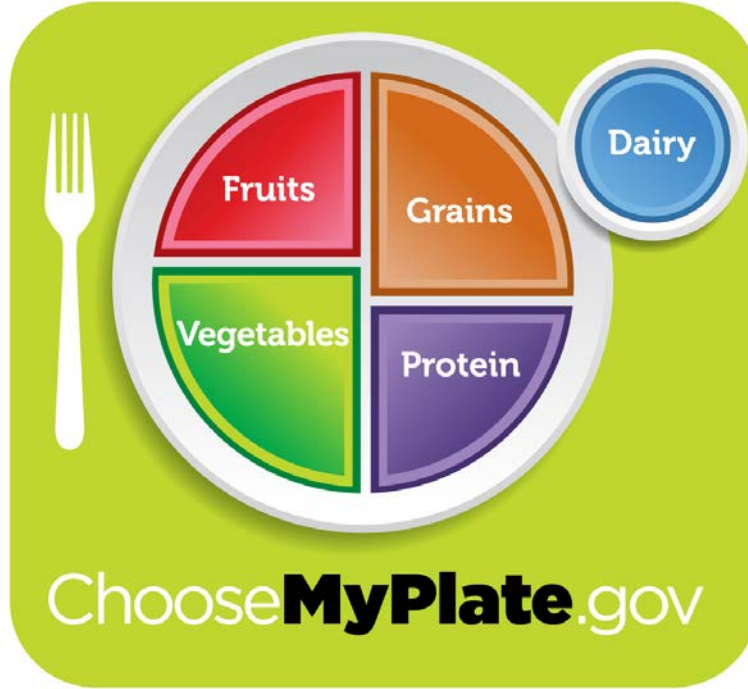
Side Orders: Potato Chips, Beet Salad, Three-Bean Salad, Potato Salad, Cole Slaw, French Fries, Mashed Potatoes and Gravy, Broccoli, Fresh Seasonal Fruit

Menu Item	# of Servings

Exercise 2: MyPlate

Directions:

Think about all of the food that you ate yesterday. Don't forget about those few chips you grabbed or the M & M's you shared with a friend! List the foods below and determine which food category they fit into. Prepare to share your results with a partner and determine if what you ate from different food groups matches the proportions shown on MyPlate.



Foods	Category

Exercise 3: Daily Food Record

Directions: Think about what you ate yesterday. See the list you created in Exercise #2: MyPlate. List what you ate in the table below, then research the number of servings and number of calories of each item. In the last column, add a note if you are under or over the recommendations. Use <https://www.choosemyplate.gov/SuperTracker/foodapedia.aspx> to research the estimated calories based on your serving size.

Meal	Food Items	# of Servings	Food Group	# of Calories	Over/Under Recommended # of Servings / Calories
Breakfast					
Lunch					
Snacks					

Meal	Food Items	# of Servings	Food Group	# of Calories	Over/Under Recommended # of Servings / Calories
Snacks					
Dinner					
		Total		Total	

Exercise 4: Perfect Menu

Directions: With an assigned partner or team, you are to develop a perfect menu for one day. Your menu must be appetizing, and must meet the recommended food groups, portions, and calories for a 14-18 year old male or female with an activity level of your choice.

Gender _____

Physical Activity Level _____

Meal	Food Items	Portion	Food Group	# of Calories	Additional Nutritional Benefits (vitamins, minerals, fiber, etc.)
Breakfast					
Lunch					
Dinner					
				Total for Day	

Total Grain Portions:
 Total Vegetable Portions:
 Total Fruit Portions:

Total Dairy Portions:
 Total Meat/Beans Portions:
 Total Fat:

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Performance Assessment Task

Unit 4: Wellness, Fitness, and First Aid Nutrition - You Are What You Eat [U4C1L4]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Discover the nutritional needs necessary for your optimum health



Directions

For this performance assessment task, you will create a healthy 7-day meal plan for yourself. For this assessment you will:

1. Create a SuperTracker profile at <https://www.choosemyplate.gov/SuperTracker>. Create at least three goals for yourself. Then print out the information under MyPlan (MyPlan and Sample Meals). Use these documents to help create a 7-day meal plan that is specific to your goals and food preferences.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Nutrition - You Are What You Eat Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Your plan includes printed copies of MyPlan and Sample Meals from SuperTracker	met not met
2. Your plan is appropriate for your age, gender, exercise level, and personal health goals	met not met
3. Your plan does not exceed recommended calories for your profile	met not met
4. Your plan includes the recommended balance of different foods	met not met
5. Your plan is one that you can reasonably maintain	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 4: Wellness, Fitness, and First Aid

The Need for First Aid/Your Response

[U4C2L1]



What you will accomplish in this lesson:

Assess first aid situations



Why this lesson is important:

Most people encounter at least one situation requiring the use of first aid at some time in their lives. Perhaps a friend falls rollerblading and breaks an arm. Or, maybe a younger brother cuts himself on broken glass and requires stitches. In each of these cases, someone at the scene has to give the first aid until the injured person receives proper medical attention. That someone can be you if you acquire basic first aid knowledge of what to do and not to do in different accident situations. First aid can mean the difference between life and death.

In addition to the first aid taught in this lesson, consider taking a first aid class from a qualified instructor. Many schools, hospitals, and fire departments offer first aid classes that provide demonstrations and hands-on experience with medical models of victims.



What you will learn in this lesson:

- Explain the significance of the Good Samaritan Law
- Identify the steps for evaluating a victim
- Identify the seven life-saving steps of first aid
- Identify the information needed when calling an emergency number such as 911
- Describe the purpose of the Universal Precautions
- Define key words: Cardiopulmonary Resuscitation (CPR), catastrophes, consent, Emergency Medical Service (EMS), evaluate, first aid, Good Samaritan Law



You will have successfully met this lesson's purpose:

- by summarizing the important aspects of first aid
- when your summary details the ways to evaluate a victim
- when your summary details when to call for emergency help and what to tell them
- when your summary details the seven life-saving steps



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what you know about first aid. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
 2. CONSIDER how you would react to an injured person. ANSWER the "What if" scenarios presented by your instructor.

- _____ 3. COMPLETE Exercise #2: Agree/Disagree. REVIEW the correct answers with your class.
- _____ 4. REFLECT on what you want to learn about first aid. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- Part 1**
- _____ 1. VIEW the presentation on the Good Samaritan Law and Universal Precautions. VIEW the presentation on the “ABCs” used to evaluate victims and first aid kits.
 - _____ 2. LISTEN to a briefing on calling 911 for emergency help.
 - _____ 3. REFLECT on what is needed to respond to an emergency. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____ 4. VIEW the presentation on the Seven Life Saving Steps and Shock. With your team, CREATE a Tree Map showing the details about one of the steps. Use your student text as a resource. POST your map at the front of the room for class review.
 - _____ 5. REFLECT on the seven steps. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- Part 1**
- _____ 1. PRACTICE what you've learned about Universal Precautions and the “ABCs.” With your team, ROLE-PLAY the scenarios in Exercise #1: First Aid Scenarios.
 - _____ 2. REFLECT on the people you know who are qualified to give first aid. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____ 3. PRACTICE applying what you've learned. PARTICIPATE in the CERT-ALERT game with your class.
 - _____ 4. REFLECT on how you will use what you've learned. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. COMPLETE the Need for First Aid/Your Response Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Exercise 1: First Aid Scenarios

Directions: Within your group, designate someone as the victim(s), the first aid provider(s), bystander(s), and the EMS on the other end of the telephone call.

- Scenario 1 Several students in the High School drama department came into school one Saturday morning to help the teacher clean out the storage room where all the props were stored. Becky, a 15-year-old, was opening some boxes with a sharp knife when she lost her grip on the knife and received a shallow incision wound on her hand. What do you do?
- Scenario 2 During a pick-up basketball game in the neighborhood park, two players were running up the court, when Jeff, a 16-year-old ran into Paul, a 17-year-old, and they both fell to the ground. Paul complains that his ankle is in a lot of pain and he says it hurts to move it. Jeff has sharp pain in his right shoulder. What do you do?
- Scenario 3 Jason, a 15-year-old, is mowing the grass in his front lawn as his two sisters, Lisa, a 12-year-old, and Chris, a 14-year old, play nearby. As he pushes the mower, some of the grass begins to back up at his mower's discharge opening. He reaches into the discharge chute to try to brush away a clump of grass, when a rock shots out and hits his sister Lisa in her thigh. She screams in pain as blood runs down her leg. What do you do?
- Scenario 4 You and two teenage friends are driving to the mall Friday night to see a movie. You are talking on your cellular telephone as you are approaching a light that turns yellow when you suddenly hit the breaks to stop. A car that had been following behind is not paying attention and does not see you stop. They run into you. Your car is not badly damaged, however your friend in the back seat, that was not wearing a seat belt, complains of severe back and neck pain. The driver of the other car hit their head on their steering wheel and has blood running down their face. What do you do?
- Scenario 5 You and your buddy are rushing parts to one of your bosses' largest customer's broken machines. Since "time is money," the customer is losing a lot for each hour the machine is down. It's beginning to rain. Suddenly, you see a motorcycle with two riders skidding off the country highway with one cyclist ending up in a barbed wire fence alongside the highway, the other lays nearby with obvious broken bones. No other traffic is seen. You have a cellular telephone in your van. What do you do?
- Scenario 6 You and a friend are attending a pool party for a classmate's 16th birthday. During the party one of the other guests, Ricky, a 17-year-old, is showing off on the diving board. While trying to do a summersault off the diving board, Ricky hits his head on the board and falls into the water unconscious. What do you do?

Instructor Notes:

Consider secretly telling the victim(s) being assessed what their injury or chief complaint is so that when examined, he or she will react in some way (moan, flinch, guard area, etc).

During the scenario, direct the Cadet who is providing the first aid treatment to verbalize what they are doing (evaluating the accident scene, checking for ABCs, etc.)

Exercise 2: Agree/Disagree

Directions: Circle true if you agree with the statement, and circle false if you disagree

- True False 1. In most localities, an ambulance will arrive in a few minutes so there is no need for most people to learn first aid or CPR.
- True False 2. Most injuries do not require life-saving first aid efforts.
- True False 3. Call for an ambulance and/or seek medical care for all injured victims.
- True False 4. In most situations before giving first aid, the victim must give you consent (permission).
- True False 5. A scene survey must be done before giving first aid to an injured victim.
- True False 6. Most communities use the 911-telephone number for emergencies.
- True False 7. A scene survey's purpose is to find life-threatening conditions.
- True False 8. Everyone will at some time have to make the decision whether to help another person.
- True False 9. Correct first aid can mean the difference between life and death.
- True False 10. Crying or screaming victims must be treated before quiet ones.

Performance Assessment Task

Unit 4: Wellness, Fitness, and First Aid

The Need for First Aid/Your Response [U4C2L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Assess first aid situations



Directions

For this performance assessment task, you will summarize what you have learned about first aid. For this assessment you will:

1. Obtain card stock or index cards from your instructor. Use them to create quick reference "How To" cards. Create "How To" cards for the following:
 - a. How to evaluate a victim
 - b. How to call for emergency help
 - c. How to practice the seven life-saving steps
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

The Need for First Aid/Your Response Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You detail how to evaluate a victim in the correct order	met not met
2. You detail how to call for emergency help	met not met
3. You detail how to practice the seven life-saving steps	met not met
4. Your "How To" cards are neat and easy to read	met not met

Comments:

Name: _____ *Date:* _____

Evaluator's Signature: _____ *Date:* _____

Student Learning Plan

Unit 4: Wellness, Fitness, and First Aid

The First Life-Saving Steps [U4C2L2]



What you will accomplish in this lesson:

Demonstrate life-saving skills



Why this lesson is important:

In emergency situations, the people involved may find it difficult to remain calm and think clearly. In the midst of this confusion, one simple trick you can use to remind yourself of the first and most important problems to check for and steps to take are the letters A-B-C.

A stands for airway. Is the victim's airway blocked? If so, clear the airway.

B stands for breathing. Is the victim breathing? If not, restore breathing.

C stands for circulation. Is the victim's heart beating? If not, restore the heartbeat.

In this learning plan, you will learn procedures for addressing these three situations including CPR, abdominal thrusts, and rescue breathing.



What you will learn in this lesson:

- Describe how to perform rescue breathing
- Identify the steps for performing CPR
- Explain how CPR can keep a victim's heart and brain alive
- Describe the steps for performing abdominal thrusts
- Define key words: abdominal thrusts, automatic external defibrillators (AED), cardiac arrest, rescue breathing, stroke



You will have successfully met this lesson's purpose:

- by summarizing life-saving steps in a written format
- by performing life-saving steps on a mannequin
- when you create accurate and complete How-To cards for performing abdominal thrusts, rescue breathing, and CPR
- when you correctly perform abdominal thrusts
- when you correctly perform rescue breathing
- when you correctly perform CPR



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about heart attack, stroke, and choking. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. COMPLETE Exercise #1: Stroke vs. Heart Attack vs. Choking. REVIEW the correct answers with your class.

- _____3. REFLECT on the different types of emergency situations you might encounter. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- Part 1**
- _____1. REVIEW the emergency First Aid ABC steps. LISTEN to a briefing on heart attack, stroke, and choking.
 - _____2. VIEW a demonstration of the Heimlich maneuver (abdominal thrusts). VIEW a demonstration of rescue breathing. CREATE How-To cards for the abdominal thrusts and Rescue Breathing.
 - _____3. REFLECT on the life-saving techniques you learned. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____4. LISTEN to a briefing on CPR and AEDs. VIEW the video demonstration on the 2010 CPR Guidelines.
 - _____5. LISTEN to a briefing on Hands-Only CPR. VIEW a video demonstration of Hands-Only CPR. CREATE How-To cards for CPR. REVIEW Exercise #2: Useful Websites as needed.
 - _____6. REFLECT on what you learned about CPR. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- Part 1**
- _____1. PRACTICE the Heimlich maneuver (abdominal thrusts) and rescue breathing on the CPR mannequin.
 - _____2. REFLECT on how well you were able to perform the life-saving steps. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____3. PRACTICE CPR on the CPR mannequin.
 - _____4. REFLECT on how well you were able to perform CPR. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____1. COMPLETE the First Life-Saving Steps Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____2. REVIEW the key words of this lesson.
- _____3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

- 1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
- 2. **Gather Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.
- 3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
- 4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Exercise 1: Stroke vs. Heart Attack vs. Choking

Directions: Place the symptoms under the condition they describe.

Stroke	Heart Attack	Choking

Symptoms:
1. Loss of consciousness
2. Persistent chest pain
3. Dizziness
4. Bluish color to lips, tongue, fingernails
5. Shortness of breath
6. Mental confusion
7. Sweating
8. Paralysis on one side
9. Slurred speech
10. Grasping for breath
11. Pupils of unequal size
12. Nausea
13. Inability to speak or cough loudly
14. Difficulty in breathing

Exercise #2: Useful Websites

Website Address	Organization	Comments
http://www.redcross.org/	American Red Cross	The American Red Cross, a humanitarian organization led by volunteers, guided by its Congressional Charter and the Fundamental Principles of the International Red Cross Movement, will provide relief to victims of disasters and help people prevent, prepare for, and respond to emergencies
http://www.cpr-ecc.org/	American Heart Association	The American Heart Association, Inc., a not-for-profit corporation that establishes guidelines for emergency cardiovascular care and training.
http://www.nsc.org/products_training/Training/firstaidandCPR/Pages/FirstAidCPR.aspx?VanUrl=firstaid	National Safety Council	Founded in 1913, the National Safety Council has served as the premier source of safety and health information in the United States.
http://depts.washington.edu/learncpr/index.html	University of Washington School of	Learn CPR is a free public service supported by the University of

Website Address	Organization	Comments
	Medicine	Washington School of Medicine. We hope to provide you with all the information you need to learn the basics of cardiopulmonary resuscitation-CPR. <ul style="list-style-type: none">• On-line Videos• Printable Handouts• Tutorials

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Performance Assessment Task

Unit 4: Wellness, Fitness, and First Aid

The First Life-Saving Steps [U4C2L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Demonstrate life-saving skills



Directions

For this performance assessment task, you will summarize and demonstrate life-saving steps. For this assessment you will:

1. Use your student text to create or complete How-To cards on life-saving steps.
2. Demonstrate the Heimlich maneuver (abdominal thrusts), rescue breathing, and CPR.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

The First Life-Saving Steps Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your How-To card for the Heimlich maneuver includes the steps to perform the procedure as described in the student text or other reference material	met	not met
2. Your How-To card for the Heimlich maneuver includes the steps to perform the procedure on unconscious victims and obese/pregnant victims	met	not met
3. Your How-To card for the rescue breathing includes the steps to perform the procedure as described in the student text or other reference material	met	not met
4. Your How-To card for CPR includes the steps to perform the procedure on an adult, an infant, and a child as described in the student text or other reference material	met	not met
5. You perform the Heimlich maneuver correctly	met	not met
6. You perform rescue breathing correctly	met	not met
7. You perform CPR correctly	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 4: Wellness, Fitness, and First Aid

Controlling Bleeding [U4C2L3]



What you will accomplish in this lesson:

Demonstrate first aid procedures for bleeding victims



Why this lesson is important:

In an accident situation, you may encounter injured persons bleeding from wounds such as scrapes, cuts, punctures, or gashes in the skin. The deeper a wound, the more serious it is. Mild wounds to the outer layer of skin do not bleed heavily but still require cleaning to avoid infection. Deeper wounds in which arteries and veins are cut can be life threatening. These kinds of wounds may involve great amounts of blood, and blood may often pulse, or spurt out of the wound. Severe bleeding, or hemorrhage, can result in shock or death if not treated promptly. Stopping the loss of blood in these cases is essential. If a victim loses too much blood, even CPR will not keep the person alive, because there will not be enough blood to deliver oxygen from the lungs to the body. In this learning plan, you will learn procedures for controlling bleeding.



What you will learn in this lesson:

- Identify the three types of bleeding
- Identify the best way to control most cases of bleeding
- Distinguish among direct pressure, pressure points, and a tourniquet to control bleeding
- Describe how to treat bleeding on the head or torso
- Explain the importance of following Universal Precautions when dealing with blood and other body fluids
- Define key words: arteries, dressing, elevated, hemorrhage, pressure bandage, pressure point, veins



You will have successfully met this lesson's purpose:

- by summarizing first aid for bleeding
- by providing first aid to bleeding victims in a simulated emergency
- when you evaluate the victim's status and diagnose the extent of injuries
- when you call for emergency help if appropriate
- when you apply Universal Precautions and infection prevention methods
- when you prioritize multiple bleeding victims for treatment if appropriate
- when you use the appropriate first aid steps for the circumstance



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what you know about first aid for bleeding injuries. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
 2. COMPLETE Exercise #1: Agree/Disagree on your own. REVIEW the correct answers with your class.
 3. REFLECT on providing first aid to bleeding victims. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

- Part 1**
- _____ 1. VIEW the presentation about the different types of bleeding.
 - _____ 2. VIEW the presentation about providing first aid for bleeding victims. CREATE How-To cards for the first aid steps to treat bleeding.
 - _____ 3. REFLECT on the steps to help bleeding victims. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____ 4. VIEW the presentation about pressure points.
 - _____ 5. VIEW the presentation about treating head and torso injuries. CREATE How-To cards for the first aid steps to treat these types of injuries. INCLUDE information about pressure points on the How-To cards you created on first aid for bleeding.
 - _____ 6. REFLECT on the different types of bleeding emergencies you may encounter. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?

- Part 1**
- _____ 1. With a partner, PRACTICE giving first aid to a bleeding victim. LISTEN to the prompts from your instructor.
 - _____ 2. REFLECT on your first aid skills for bleeding victims. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____ 3. PRACTICE what you've learned about giving first aid to bleeding victims in scenarios or simulations.
 - _____ 4. REFLECT on how you would handle an unexpected first aid situation. ANSWER the reflection questions presented by your instructor.

**Assessment Activities:****APPLY PHASE: What else can you do with what you've learned today?**

- _____ 1. COMPLETE the Controlling Bleeding Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Exercise 1: Agree/Disagree

Directions: Circle true if you agree with the statement, and circle false if you disagree.

- True False 1. Most cases of bleeding require more than direct pressure for it to stop.
- True False 2. Remove and replace blood-soaked dressings.
- True False 3. Elevating an arm or leg alone will not control bleeding and must be used in combination with direct pressure over the wound.
- True False 4. If direct pressure fails to control bleeding, the next step would be to use a tourniquet.
- True False 5. Tourniquets are often needed.
- True False 6. Put on medical gloves before helping a bleeding person.
- True False 7. With deep abdominal injuries, force loose organs back into the body.
- True False 8. Don't elevate the limb of a bleeding extremity above the heart.
- True False 9. Use pressure points to slow capillary bleeding.
- True False 10. Tourniquets can kill the limb to which it is applied.

Exercise 2: First Aid Scenarios

Directions: Write down what first aid actions you would take in the following situations. If you believe the situation requires more than first aid, indicate whether the injured person should be taken to an emergency room or if you would call 911.

- Scenario 1 You are in your house when your younger sister comes in with a scraped knee that is barely bleeding but is very dirty.
- Scenario 2 You are on a hike with a friend who slices his calf on a piece of rusty barbed wire while climbing over a fence. The cut is bleeding but does not appear to be that deep. You have a backpack with bottled water, some sandwiches, and potato chips; you left the first aid kit back at the campsite. You are about one mile from your campsite and about one mile from the cave you were hiking to see.
- Scenario 3 You and a friend have ridden your bikes several miles down a deserted rural road when your friend hits a rock in the road, loses control of the bike, and falls. Your friend lands on a broken bottle, cutting the lower part of her arm. The cut is very deep and is bleeding severely. From what you can see and your friend can feel, there is no glass left in the flesh. You have nothing with you but your bikes and the clothes you are wearing.
- Scenario 4 Your father is peeling potatoes for dinner and cuts the palm of his hand. The cut looks very deep and is bleeding badly.
- Scenario 5 You and a friend see your neighbor fall off of a ladder, striking his head on a brick planter. When you reach your neighbor, he is on his back and bleeding severely from a wound to the side of his head. He is breathing but unconscious.

Performance Assessment Task

Unit 4: Wellness, Fitness, and First Aid

Controlling Bleeding [U4C2L3]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Demonstrate first aid procedures for bleeding victims



Directions

For this performance assessment task, you will demonstrate your ability to provide first aid to bleeding victims. For this assessment you will:

1. Complete your How-To cards for this lesson: Provide First Aid for Bleeding, Use Pressure Points, and Provide First Aid for Bleeding Injuries to the Head or Torso.
2. Navigate through a simulated emergency situation that will require you to assess the emergency, diagnose injuries, prioritize victims, and provide appropriate first aid treatment. You will have to assess the situation and diagnose the injuries before providing first aid treatment. You will be evaluated in accordance with the criteria listed in the scoring guide. If you do not meet the required performance criteria, you may review the lesson content on the distance learning platform and re-take this assessment at a later date.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Directions to Instructor:

The scenario is of accident scene with one or two victims. Cadets will have to assess the scene that should contain one conscious victim and one unconscious victim. The conscious victim can communicate by asking for help. The injuries on the unconscious victim should be more severe so that proper assessment of the situation should be performed (the Cadet should choose to treat the unconscious victim first). After taking Universal Precautions, the Cadet should have to diagnose the type of bleeding problem with the unconscious victim, determine the type of bleeding, and select the proper treatment (pressure points, pressure and elevation, or pressure bandage). Throughout this treatment, the less-injured victim will be asking for help, requiring the student to reassure the victim that s/he will be okay and requiring the Cadet to reassure the victim that s/he will be okay and to ensure the victim does not go into shock.

This assessment task may be performed in a hands-on classroom or computer-based simulation. Provide the Cadet a copy of this assessment task and scoring guide prior to the assessment for review of the performance criteria. Allow the Cadet to read the directions and scenario, and inform him/her that you will be assessing their performance using the scoring guide.

NOTE: If you use other Cadets as victims, you should brief them on their roles including how they are injured, how much help information they can provide, etc.

Controlling Bleeding Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your three How-To cards for this lesson are complete and accurate	met	not met
2. You evaluate the victim's status and diagnose the extent of injuries	met	not met
3. You call for emergency help, if appropriate	met	not met
4. You apply Universal Precautions and infection prevention methods	met	not met
5. You prioritize multiple bleeding victims for treatment, if appropriate	met	not met
6. You use the appropriate first aid steps for the circumstance	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 4: Wellness, Fitness, and First Aid

Treating for Shock and Immobilizing

Fractures [U4C2L4]



What you will accomplish in this lesson:

Determine first aid treatment for shock, fractures, sprains, and strains



Why this lesson is important:

Knowing how to deal with shock is a very important part of first aid. Shock can follow all major injuries, such as broken bones and severe bleeding. Failure to treat for shock can result in death, even if the injuries alone would not have caused death. After treating for shock, you should follow first aid procedures for broken bones and other immobilizing injuries. In this lesson, you'll learn first aid for shock. You'll also learn first aid treatment for fractures, sprains, and strains.



What you will learn in this lesson:

- Explain how to identify and treat shock
- Distinguish between closed and open fractures
- Identify procedures for treating fractures
- Distinguish between dislocations, strains, and sprains
- Identify procedures for treating dislocations, strains, and sprains
- Define key words: clammy, closed fracture, dislocation, fainting, ligament, open fracture, splint, sprain, strain, trauma



You will have successfully met this lesson's purpose:

- by summarizing the first aid procedures outlined in this lesson
- by providing first aid to victims of shock, fractures, sprains, and strains in a simulated emergency
- when you describe how to treat for shock
- when you describe how to treat fractures
- when you describe how to treat dislocations
- when you describe how to treat sprains and strains
- when you detail the four components of the RICE procedure
- when you determine the type of injury
- when you demonstrate first aid for a shock victim
- when you demonstrate first aid for fractures, sprains, and strains



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



-
- ____ 1. THINK ABOUT what you know about shock, fractures, sprains, and strains. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*

- _____2. COMPLETE Exercise #1: Agree/Disagree on your own. REVIEW the correct answer with your class.
- _____3. REFLECT on providing first aid to victims of shock, fractures, and sprains. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- Part 1**
- _____1. LISTEN to a briefing on shock. VIEW the presentation on fractures, dislocations, sprains, and strains.
 - _____2. With your team, CREATE a Tree Map that describes the symptoms of your assigned topic. Use your student text as a resource. POST your map for class review.
 - _____3. REFLECT on what you learned about shock and other injuries. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____4. LISTEN to a briefing on treatment for shock. VIEW the presentation on first aid for bone, joint, or muscle injuries. LISTEN to a briefing on the use of slings.
 - _____5. Begin to CREATE How-To cards for treating shock and bone, joint, and muscle injuries. How-To cards will be part of your Performance Assessment Task.
 - _____6. REFLECT on first aid treatments for shock and other injuries. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- Part 1**
- _____1. With your team, COMPLETE Exercise #2: Scenarios. REVIEW your answers with your class.
 - _____2. REFLECT on the symptoms of various injuries. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____3. PRACTICE what you've learned about giving first aid for bone, joint, and muscle injuries in a simulation.
 - _____4. REFLECT on performing first aid for bone, joint, and muscle injuries. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____1. COMPLETE the Treating for Shock and Immobilizing Fractures Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____2. REVIEW the key words of this lesson.
- _____3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

- 1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
- 2. **Gather Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.
- 3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
- 4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Exercise 1: Agree/Disagree

Directions: Circle true if you agree with the statement, and circle false if you disagree.

- True False 1. Fainting is a mild form of shock
- True False 2. Shock victims should be given water if they are conscious.
- True False 3. Shock victims usually have warm, dry skin
- True False 4. When treating a fracture, you should attempt to realign the bone.
- True False 5. Splints should be applied above or below the injury.
- True False 6. There is no danger in having a splint too tight if the fracture is severe.
- True False 7. Dislocations are common at the hips.
- True False 8. Dislocations and fractures have similar symptoms.
- True False 9. Sprains and fractures have similar symptoms.
- True False 10. A sprained joint should not be immobilized.

Exercise 2: Scenarios

Directions: For each scenario, determine the mostly likely injury or injuries: shock, a closed fracture, an open fracture, a dislocation, sprain, or strain.

1. Tom is active in sports. At last night's game he "did something" to hurt his shoulder and is in severe pain. A friend looks at Tom's shoulders and notices that they don't have the same shape.
2. Bill fell and hurt his leg. He is throwing up and has severe pain.
3. Jane has a sharp pain in the front of her thigh. It hurts to press on it and she's really having a hard time walking.
4. Pat twisted her ankle and fell. She is bleeding. Her skin is warm and dry.
5. Sue hurt her finger playing ball. The finger is swollen, discolored, and very painful.
6. Jamal helped a friend move to a new apartment. The next day, his back was really sore. It hurt to bend or walk.

Performance Assessment Task

Unit 4: Wellness, Fitness, and First Aid Treating for Shock and Immobilizing Fractures [U4C2L4]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Determine first aid treatment for shock, fractures, sprains, and strains



Directions

For this performance assessment task, you will summarize the first aid procedures you learned in this lesson. For this assessment you will:

1. Create or complete How-To cards for the first aid procedures you learned in this lesson.
2. Demonstrate application of first aid for victims of shock, fractures, sprains, and strains in a classroom simulation.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Treating for Shock and Immobilizing Fractures Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your Treating Shock card identifies the five steps for treating shock	met	not met
2. Your Treating Fractures card includes “do’s and don’ts”	met	not met
3. Your Treating Fractures card includes the rules of splinting and describes when to use a sling	met	not met
4. Your Treating Dislocations card describes first aid procedures explained in the student text or other reference material	met	not met
5. Your Treating Sprains card describes first aid procedures explained in the student text or other reference material	met	not met
6. Your Treating Strains card describes first aid procedures explained in the student text or other reference material	met	not met
7. Your RICE card details the four components of this procedure	met	not met
8. You determine the type of injury	met	not met
9. You demonstrate first aid for shock victim	met	not met
10. You demonstrate first aid for fractures, sprains, and strains	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 4: Wellness, Fitness, and First Aid

First Aid for Burns [U4C2L5]



What you will accomplish in this lesson:

Determine first aid treatment for burns



Why this lesson is important:

Burns can result from sources of heat, electricity, and chemicals. In situations where people are injured by these sources, your first aid knowledge should include how to treat them. In this learning plan, you will learn about the different types of burns, how to treat them, and ways to prevent them.



What you will learn in this lesson:

- Characterize degrees of burns
- Describe how to treat first-, second-, and third-degree heat burns
- Describe how to treat electrical burns
- Describe how to treat chemical burns to the eyes and skin
- Identify eight things that should not be done in treating burns
- Define key words: acids, bases, caustic, compresses, flush, mottled, neutralized, scalding, smoldering, systemic



You will have successfully met this lesson's purpose:

- by summarizing first aid treatment for burns
- by treating burn victims in a simulation
- when you describe first aid procedures for first-, second-, and third-degree burns
- when you list eight "Don'ts" for burn treatment
- when you demonstrate first aid on a simulated burn victim



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



- ____ 1. THINK ABOUT what you know about first aid for burns. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
- ____ 2. On your own, COMPLETE Exercise #1: Agree/Disagree. REVIEW the correct answers with your class.
- ____ 3. REFLECT on what you know and need to know about first aid for burns. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

- Part 1**
- _____ 1. VIEW a presentation on the different types of burns. ANSWER the reinforcing questions.
 - _____ 2. VIEW a presentation on chemical and electrical burns. ANSWER the reinforcing questions.
 - _____ 3. REFLECT on the causes of heat, chemical, and electrical burns. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____ 4. With your team, CREATE a Flow Map showing the first aid steps for your assigned topic. JIGSAW your student text as needed. PRESENT your topic to the class.
 - _____ 5. REFLECT on first aid for different types of burns. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned? ...

- Part 1**
- _____ 1. With your team, CREATE a poster on preventing a type of burn assigned by your instructor. PRESENT your poster to the class. JIGSAW your student text as needed.
 - _____ 2. REFLECT on how to prevent burns. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____ 3. PRACTICE what you've learned about giving first aid for burns in a simulation.
 - _____ 4. REFLECT on your skill level in helping burn victims. ANSWER the reflection questions presented by your instructor.

**Assessment Activities:****APPLY PHASE: What else can you do with what you've learned today?**

- _____ 1. COMPLETE the First Aid for Burns Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Exercise 1: Agree/Disagree

Directions: Circle true if you agree with the statement, and circle false if you disagree.

- True False 1. Relieve tissue damage and pain from a minor burn by holding the injured part in a sink filled with cool water.
- True False 2. Butter can be effective on first- and second-degree burns.
- True False 3. When washing chemicals off the body, flush with water for at least five minutes.
- True False 4. Do not try to neutralize a chemical because more damage may result.
- True False 5. Pain and inflammation from burns can be relieved with aspirin or ibuprofen for those victims who can tolerate those over-the-counter medications.
- True False 6. For an electrical burn victim inside a building, turn off the electricity at the circuit breaker, switch box, or unplug the appliance.
- True False 7. Brush dry powder chemicals from the skin.
- True False 8. When washing chemicals off the body, use high-pressure water.

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Performance Assessment Task

Unit 4: Wellness, Fitness, and First Aid

First Aid for Burns [U4C2L5]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Determine first aid treatment for burns



Directions

For this performance assessment task, you will summarize the first aid procedures for burns. For this assessment you will:

1. Create How-To cards for the first aid procedures you learned in this lesson.
2. Demonstrate application of first aid for burn victims in a classroom simulation.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

First Aid for Burns Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your Treating First-Degree Burns card describes first aid procedures explained in the student text or other reference material	met	not met
2. Your Treating Second-Degree Burns card describes first aid procedures explained in the student text or other reference material	met	not met
3. Your Treating Third-Degree Burns card describes first aid procedures explained in the student text or other reference material	met	not met
4. Your Treating Chemical Burns card describes first aid procedures explained in the student text or other reference material	met	not met
5. Your Treating Electrical Burns card describes first aid procedures explained in the student text or other reference material	met	not met
6. Your "Don'ts" card list eight things that should not be done for a burn injury	met	not met
7. You demonstrate first aid for burn injuries described by your instructor	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 4: Wellness, Fitness, and First Aid First Aid for Poisons, Wounds, and Bruises [U4C2L6]



What you will accomplish in this lesson:

Determine first aid for poisoning, wounds, and bruises



Why this lesson is important:

As consumers, we buy more than a quarter of a million different household products - materials used in and around the house for medication, cleaning, cosmetic purposes, exterminating insects, and killing weeds. These items are valuable in the house and for yard maintenance, but misuse, especially when products are used in inappropriate applications or quantities, can cause illness, injury, and even death. In this learning plan, you will learn how to provide first aid treatment for various kinds of poisonings, wounds, and bruises.



What you will learn in this lesson:

- Identify the causes and symptoms of poisoning
- Describe how to treat a poison victim
- Distinguish among the four types of open wounds
- Describe how to treat wounds and bruises
- Define key words: abrasions, amputation, avulsion, incisions, lacerations, solvents



You will have successfully met this lesson's purpose:

- by summarizing first aid for poisoning, wounds and bruises
- when you list symptoms of inhaled and oral poisoning
- when you describe first aid for inhaled and oral poisoning
- when you describe when a wound requires care
- when you describe first aid for minor and serious wounds
- when you describe first aid for bruises



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about poisons, wounds, and bruises. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. On your own, COMPLETE Exercise #1: Agree/Disagree. REVIEW the correct answers with your class.
3. REFLECT on what you need to learn about poisoning, wounds, and bruises. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

- Part 1**
- _____ 1. VIEW a presentation on poisoning.
 - _____ 2. With your team, CREATE a T-Chart or Flow Map on your assigned topic. JIGSAW your student text to learn more about the topic. Be ready to present your chart or map to class in the next phase of your learning.
 - _____ 3. REFLECT on household poisons. ANSWER the reflection questions presented by your instructor.

- Part 2**
- _____ 4. VIEW a presentation on wounds and bruises.
 - _____ 5. With your team, CREATE a T-Chart or Flow Map on your assigned topic. JIGSAW your student text to learn more about the topic. Be ready to present your chart of map to class in the next phase of your learning.
 - _____ 6. REFLECT on how to treat and prevent wounds. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?

- Part 1**
- _____ 1. With your team, PRESENT your assigned topic to the class. TAKE NOTES on other teams' presentations about symptoms and first aid for poisoning.
 - _____ 2. REFLECT on first aid for poisoning. ANSWER the reflection questions presented by your instructor.

- Part 2**
- _____ 3. With your team, PRESENT your assigned topic to the class. TAKE NOTES on other teams' presentations about first aid for wounds.
 - _____ 4. REFLECT on how to treat and prevent wounds. ANSWER the reflection questions presented by your instructor.

**Assessment Activities:****APPLY PHASE: What else can you do with what you've learned today?**

- _____ 1. COMPLETE the First Aid for Poisons, Wounds, and Bruises Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Exercise 1: Agree/Disagree

Directions: Circle true if you agree with the statement, and circle false if you disagree.

- True False 1. Carbon monoxide is a poisonous gas with a strong odor
- True False 2. Hazardous fumes rarely come from common items in your home.
- True False 3. If a person swallows a poison, you should have him or her drink one or two glasses of water or milk.
- True False 4. When you know someone was poisoned by a liquid, you should be sure to throw it away as soon as possible.
- True False 5. Consider a wound serious if it is on the bottom of the foot.
- True False 6. Seek medical attention for bruises that have increasing pain and swelling.
- True False 7. Puncture wounds can be caused by animal bites.
- True False 8. It is not necessary to wear gloves if you are only treating a small laceration.
- True False 9. Infection can be a serious side effect of poisoning.
- True False 10. Symptoms of inhaled poisoning show up immediately.

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Performance Assessment Task

Unit 4: Wellness, Fitness, and First Aid

First Aid for Poisons, Wounds, and Bruises [U4C2L6]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Determine first aid for poisoning, wounds, and bruises



Directions

For this performance assessment task, you will summarize first aid for poisoning, wounds, and bruises. For this assessment you will:

1. Create How-To cards for the first aid procedures you learned in this lesson.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

First Aid for Poisons, Wounds, and Bruises Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Your Symptoms of Inhaled Poisoning card lists the 13 symptoms	met not met
2. Your Symptoms of Oral Poisoning card lists the 6 symptoms	met not met
3. Your First Aid for Inhaled Poisoning card describes first aid procedures explained in the student text or other reference material	met not met
4. Your First Aid for Oral Poisoning card describes first aid procedures explained in the student text or other reference material	met not met
5. Your When a Wound Requires Care card describes when a wound may be considered serious	met not met
6. Your First Aid for Minor Wounds card describes first aid procedures explained in the student text or other reference material	met not met
7. Your First Aid for Serious Wounds card describes first aid procedures explained in the student text or other reference material	met not met
8. Your First Aid for Bruises card describes first aid procedures explained in the student text or other reference material	met not met
9. Your cards are complete, accurate, and include relevant safety procedures	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 4: Wellness, Fitness, and First Aid

Heat Injuries [U4C2L7]



What you will accomplish in this lesson:

Determine first aid for heat injuries



Why this lesson is important:

Participating in any vigorous outdoor exercise or activity on an extremely hot day can lead to serious injuries if you are not prepared. Knowing how to recognize the signs and symptoms of heat related injuries could help you prevent a life-threatening accident. In this learning plan, you will learn how to provide first aid for heat related injuries.



What you will learn in this lesson:

- Explain the cause of heat injuries
- Describe the symptoms of the three types of heat injuries
- Explain how to treat heat cramps
- Explain how to treat heat exhaustion
- Explain how to treat heat stroke
- Describe how to prevent heat injuries
- Define key words: dehydration, fatigue, heat cramps, heat exhaustion, heat stroke, perspiring, ventilation



You will have successfully met this lesson's purpose:

- by summarizing symptoms and treatment for heat injuries
- when you list symptoms of heat cramps
- when you list symptoms of heat exhaustion
- when you list symptoms of heat stroke
- when you describe first aid for heat cramps
- when you describe first aid for heat exhaustion
- when you describe first aid for heat stroke



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about heat injuries. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. On your own, COMPLETE Exercise #1: Agree/Disagree. REVIEW the correct answers with your class.
3. REFLECT on what you need to learn about heat injuries. ANSWER the reflection questions presented by your instructor.



GATHER PHASE: So, what else do you need to know or learn?

- Part 1**
- _____ 1. VIEW the presentation on the symptoms of heat injuries.
 - _____ 2. With your team, CREATE a T-Chart on the causes and symptoms of your assigned heat injury. JIGSAW your student text as needed to learn more about your topic. PREPARE to present your topic to the class.
 - _____ 3. REFLECT on the causes and symptoms of heat injuries. ANSWER the reflection questions presented by your instructor.

- Part 2**
- _____ 4. VIEW the presentation on first aid for heat injuries. LISTEN to a briefing on preventing heat injuries.
 - _____ 5. With your team, CREATE a Flow Map on first aid for your assigned heat injury. JIGSAW your student text as needed to learn more about your topic. PREPARE to present your topic to the class.
 - _____ 6. REFLECT on how to treat heat injuries. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned? ...



- Part 1**
- _____ 1. With your team, PRESENT your assigned causes and symptoms topic to the class. TAKE NOTES on other teams' presentations to learn more about each topic.
 - _____ 2. REFLECT on how heat injuries occur. ANSWER the reflection questions presented by your instructor.

- Part 2**
- _____ 3. With your team, PRESENT your assigned first aid topic to the class. TAKE NOTES on other teams' presentations to learn more about each topic.
 - _____ 4. REFLECT on your readiness to give first aid for heat injuries. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. COMPLETE the Heat Injuries Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Exercise 1: Agree/Disagree

Directions: Circle true if you agree with the statement, and circle false if you disagree.

- True False 1. You can become dehydrated when it is raining.
- True False 2. It's a good idea to eat more salt in hot weather.
- True False 3. Heat exhaustion is a form of shock.
- True False 4. Heat exhaustion can be fatal.
- True False 5. Victims of heat stroke should be encouraged to drink as much water as possible as quickly as possible.
- True False 6. Heat stroke is less serious than heat exhaustion.
- True False 7. Heat cramps are caused by the loss of salt from the body.
- True False 8. Soldiers may be more susceptible to heat injuries because of the clothing and equipment they must wear.
- True False 9. The risk of heat injury declines in humid weather because the body does not lose as much water.
- True False 10. Heat stroke is characterized by heavy sweating.

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Performance Assessment Task

Unit 4: Wellness, Fitness, and First Aid

Heat Injuries [U4C2L7]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Determine first aid for heat injuries



Directions

For this performance assessment task, you will summarize first aid for heat injuries. For this assessment you will:

1. Create How-To cards for heat injury symptoms and first aid.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Heat Injuries Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Your Symptoms of Heat Cramps card lists four possible symptoms	met not met
2. Your Symptoms of Heat Exhaustion card lists 12 possible symptoms	met not met
3. Your Symptoms of Heat Stroke card lists seven possible symptoms	met not met
4. Your First Aid for Heat Cramps card describes first aid procedures explained in the student text or other reference material	met not met
5. Your First Aid for Heat Exhaustion card describes first aid procedures explained in the student text or other reference material	met not met
6. Your First Aid for Heat Stroke card describes first aid procedures explained in the student text or other reference material	met not met
7. Your cards are complete, accurate, and include relevant safety procedures	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 4: Wellness, Fitness, and First Aid

Cold Weather Injuries [U4C2L8]



What you will accomplish in this lesson:

Determine first aid for cold weather injuries



Why this lesson is important:

People are susceptible to cold weather injuries even in areas where there is no snow or frost. Prolonged exposure to low temperatures, wind, or moisture - whether on a ski slope or in a stranded car - can result in injuries such as frostbite and hypothermia. No matter where you live, you are at risk for cold-related injury if you are not prepared. In this learning plan, you will learn the first aid treatment for cold weather injuries.



What you will learn in this lesson:

- Explain the causes of cold weather injuries
- Identify symptoms of cold weather injuries
- Explain how to treat frostbite, immersion foot/trench foot, hypothermia, and snow blindness
- Describe how to prevent cold weather injuries
- Define key words: dehydration, frostbite, hypothermia, insulate, precipitation, subcutaneous, superficial



You will have successfully met this lesson's purpose:

- by summarizing symptoms and treatment for cold weather injuries
- when you list symptoms of frostbite
- when you list symptoms of trench foot
- when you list symptoms of hypothermia
- when you list symptoms of snow blindness
- when you describe first aid for frostbite
- when you describe first aid for trench foot
- when you describe first aid for hypothermia
- when you describe first aid for snow blindness



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?

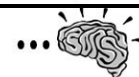


- ____ 1. THINK ABOUT what you know about cold weather injuries. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
- ____ 2. On your own, COMPLETE Exercise #1: Agree/Disagree. REVIEW the correct answers with your class.
- ____ 3. REFLECT on what you need to learn about cold weather injuries. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

- Part 1**
- _____ 1. VIEW a presentation on the signs of cold weather injuries.
 - _____ 2. With your team, CREATE a T-Chart on the symptoms of an assigned cold weather injury. JIGSAW your student text as needed. PREPARE to present your topic to the class.
 - _____ 3. REFLECT on the signs of cold weather injuries. ANSWER the reflection questions presented by your instructor.

- Part 2**
- _____ 4. VIEW a presentation on first aid for cold weather injuries. LISTEN to a briefing on preventing cold weather injuries.
 - _____ 5. With your team, CREATE a Flow Map on first aid treatment for an assigned cold weather injury. JIGSAW your student text as needed. PREPARE to present your topic to the class.
 - _____ 6. REFLECT on first aid for cold weather injuries. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?

- Part 1**
- _____ 1. With your team, PRESENT your assigned topic to the class. TAKE NOTES on other teams' presentations to learn more about symptoms of frostbite, trench foot, hypothermia, and snow blindness.
 - _____ 2. REFLECT on how cold weather injuries occur. ANSWER the reflection questions presented by your instructor.

- Part 2**
- _____ 3. With your team, PRESENT your assigned first aid topic to the class. TAKE NOTES on other teams' presentations to learn more about first aid for frostbite, trench foot, hypothermia, and snow blindness.
 - _____ 4. REFLECT on preventing cold weather injuries. ANSWER the reflection questions presented by your instructor.

**Assessment Activities:****APPLY PHASE: What else can you do with what you've learned today?**

- _____ 1. COMPLETE the Cold Weather Injuries Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Exercise 1: Agree/Disagree

Directions: Circle true if you agree with the statement, and circle false if you disagree.

- True False 1. Humidity has no impact on cold weather injuries.
- True False 2. To prevent cold weather injuries when you are active outside, wear as much heavy clothing as possible.
- True False 3. Depressed individuals have a higher risk of getting cold weather injuries.
- True False 4. People suffering from frostbite may not know it.
- True False 5. Frostbite victims develop blisters.
- True False 6. Trench foot is caused by exposure to wet conditions.
- True False 7. Trench foot happens in freezing temperatures.
- True False 8. Very thin people have a low risk for hypothermia.
- True False 9. A cold, damp compress is used to treat snow blindness.
- True False 10. Dehydration is easier to detect in cold weather than in hot weather.

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Performance Assessment Task

Unit 4: Wellness, Fitness, and First Aid

Cold Weather Injuries [U4C2L8]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Determine first aid for cold weather injuries



Directions

For this performance assessment task, you will summarize first aid for cold weather injuries. For this assessment you will:

1. Create How-To cards for the cold weather injury signs and first aid.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Cold Weather Injuries Performance Assessment Task

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your Signs of Frostbite card lists symptoms of superficial and deep frostbite	met	not met
2. Your Signs of Trench Foot card lists four possible symptoms	met	not met
3. Your Signs of Hypothermia card lists 11 possible symptoms	met	not met
4. Your Signs of Snow Blindness card lists five possible symptoms	met	not met
5. Your First Aid for Frostbite card describes first aid procedures explained in the student text or other reference material	met	not met
6. Your First Aid for Trench Foot card describes first aid procedures explained in the student text or other reference material	met	not met
7. Your First Aid for Hypothermia card describes first aid procedures explained in the student text or other reference material	met	not met
8. Your First Aid for Snow Blindness card describes first aid procedures explained in the student text or other reference material	met	not met
9. Your cards are complete, accurate, and include relevant safety procedures	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 4: Wellness, Fitness, and First Aid

First Aid for Bites, Stings, and Poisonous Hazards [U4C2L9]



What you will accomplish in this lesson:

Determine first aid for bites, stings, and poisonous hazards



Why this lesson is important:

With so many outdoor activities to participate in, such as hiking, camping, bicycle riding, skate boarding, and skiing, it is common to come across emergencies involving bites, stings, and poisonous hazards. It is estimated that one of every two Americans will be bitten at some time by an animal. Dogs are responsible for about 80 percent of all animal-bite injuries. Depending upon where you live, the type of first aid you need to know for snakebites and plants will vary. Knowing what to do when in the outdoors can mean the difference between life and death. In this learning plan, you will learn first aid procedures for treating bites, stings, and poisonous hazards such as poison ivy, poison oak, and poison sumac.



What you will learn in this lesson:

- Identify four types of poisonous snakes
- Describe symptoms of and treatment for snake bites
- Describe symptoms of and treatment for human and animal bites
- Describe symptoms of and treatment for insect bites and stings
- Describe symptoms of and treatment for poisonous plant exposure
- Identify ways to prevent bites, stings, and poisonous plant exposure
- Define key words: allergic reaction, antivenin, calamine, discoloration, rabies, tetanus, venom



You will have successfully met this lesson's purpose:

- by summarizing symptoms and treatment for bites, stings, and poisonous hazards
- when you list symptoms of snake bites
- when you list symptoms of human/animal bites
- when you list symptoms of insect bites
- when you list symptoms of poisonous plant exposure
- when you describe first aid for snake bites
- when you describe first aid for human/animal bites
- when you describe first aid for insect bites
- when you describe first aid for poisonous plant exposure



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



-
- ____1. THINK ABOUT what you know about bites, stings, and poisonous plants. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.

- _____2. With your team, CREATE a KWL chart for your assigned topics. DETERMINE what you know and want to know for the K and W columns. POST your chart at the front of the room for class review.
- _____3. REFLECT on what you need to learn about bites, stings, and poisonous plants. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- Part 1**
- _____1. VIEW the presentation on bites, stings, and poisonous hazards.
 - _____2. With your team, CREATE a T-Chart about one of the topics. JIGSAW your student text as needed. PREPARE to present your topic to the class.
 - _____3. REFLECT on the symptoms of bites and stings. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____4. VIEW the presentation on first aid for bites, stings, and poisonous plant exposure. LISTEN TO a briefing about How-To prevent these injuries.
 - _____5. With your team, CREATE a Flow Map showing the first aid treatment for your assigned topic. PREPARE to present what you've learned to your class.
 - _____6. REFLECT on what skills you need to provide first aid. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- Part 1**
- _____1. With your team, PRESENT your T-Chart and topic to your class. TAKE NOTES on the presentations of other teams to learn more about the dangers and symptoms of snakebites, human/animal bites, insect bites, and contact with poisonous plants.
 - _____2. REFLECT on how bites, stings, and contact with poisonous plants occur. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____3. With your team, PRESENT your Flow Map and topic to your class. TAKE NOTES on the presentations of other teams to learn more about first aid for snakebites, human/animal bites, insect bites, and contact with poisonous plants.
 - _____4. REFLECT on providing first aid in a camping situation. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____1. COMPLETE the L column on the KWL charts you started at the beginning of this lesson.
- _____2. COMPLETE the First Aid for Bites, Stings, and Poisonous Hazards Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Performance Assessment Task

Unit 4: Wellness, Fitness, and First Aid

First Aid for Bites, Stings, and Poisonous Hazards

[U4C2L9]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Determine first aid for bites, stings, and poisonous hazards



Directions

For this performance assessment task, you will summarize first aid for bites, stings, and poisonous hazards. For this assessment you will:

1. Create How-To cards describing the dangers of and first aid for snake bites, human/animal bites, insect bites/stings, and poisonous hazards.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

First Aid for Bites, Stings, and Poisonous Hazards Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your dangers of snakebites card lists four types of poisonous snakes and symptoms associated with poisonous snakebites	met	not met
2. Your dangers of human/animal bites card lists signs and hazards associated with human and animal bites	met	not met
3. Your dangers of insect bites/stings card lists insects that can cause serious bites/stings and the symptoms of those bites	met	not met
4. Your dangers of poisonous plants card lists poisonous plants and symptoms of contact with them	met	not met
5. Your first aid for snakebite card describes first aid procedures explained in the student text or other reference material	met	not met
6. Your first aid for human/animal card describes first aid procedures explained in the student text or other reference material	met	not met
7. Your first aid for insect bites/stings card describes first aid procedures explained in the student text or other reference material	met	not met
8. Your first aid for poisonous plant exposure card describes first aid procedures explained in the student text or other reference material	met	not met
9. Your cards are complete, accurate, and include relevant safety procedures	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 4: Wellness, Fitness, and First Aid Use & Effect of Drugs, Alcohol, and Substances [U4C3L1]



What you will accomplish in this lesson:

Assess the impact of drug and substance abuse on life today



Why this lesson is important:

Studies suggest that 90 percent of teens will “use” alcohol and/or other drugs during adolescence. Fifty percent of teens will “abuse” alcohol and/or drugs and 15 percent will become “addicted” while still in adolescence! Look around your classroom. What kind of numbers does this represent? This learning plan will present the latest information about alcohol and drugs and allow you to process it in a way that is meaningful to both you and your community.



What you will learn in this lesson:

- Identify commonly abused substances
- Recognize the difference between drug use, misuse, and abuse
- Describe reasons why people might use, misuse, or abuse alcohol or drugs
- Identify the risks associated with alcohol and various drugs
- Associate the consequences of alcohol and drug use, misuse, and abuse to life
- Define key words: abuse, addiction, alcohol, controlled substance, dependency, depressed, distilled, drugs, ethyl alcohol, ferment, gateway, hallucinogens, inhalants, intoxicated, misuse, narcotics, nicotine, stimulants, substance, tobacco



You will have successfully met this lesson's purpose:

- by developing a proposal for educating others about a particular substance
- when the proposal identifies a target audience
- when the proposal identifies facts and current information about target substance(s)
- when the proposal identifies information supporting why there is a need for education
- when the proposal identifies types of education awareness tools: video, pamphlets, speakers, advertising, brochures



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about substance abuse. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. COMPLETE the TeenGetgoing Self-Assessment. When you have answered all of the questions, add up the scores for the first 30 questions. REVIEW your scoring profile.
3. ADD to a class Tree Map or KWL chart what you know about drugs and alcohol, as well as what you'd like to learn more about.

- _____ 4. REFLECT on what you want to learn about substance abuse. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. VIEW the presentation on alcohol and other drugs. TAKE NOTES to reinforce your learning about the harmful effects of alcohol and other drugs.
- _____ 2. CONTINUE BUILDING on the Tree Map or KWL chart your class started. Add more information based on your notes.
- _____ 3. REFLECT on what you learned about the harmful effects of substance abuse. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned? ...



- _____ 1. VIEW the TeenGetgoing DUI Game.
- _____ 2. PARTICIPATE in a discussion about driving under the influence.
- _____ 3. REFLECT on drug education programs. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. COMPLETE the Use & Effect of Drug, Alcohol, and Substances Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.



TeenGetgoing 30 Questionnaire Score Report

NO PROBLEM

(Participant score Zero)

Congratulations, your responses suggest you **DO NOT HAVE A PROBLEM** with alcohol or drugs.

Staying clear of alcohol and drug problems helps you to keep your life on track. Keep up the good work by continuing to use good judgment.

LOW RISK OF HAVING A PROBLEM

(Participant score between 1 & 3)

Congratulation for completing this assessment. It shows you are interested in the risks of your using

Teens who score in this range are have a **LOW RISK** of an alcohol or drug problem. Any risk is a signal to be careful. Are you able to stop using for 1 week without discomfort?

Remember **REPEATED** alcohol and drug use **CAN CAUSE PROBLEMS**. Take good care of yourself.

LIKELY TO HAVE A PROBLEM

(Participant score between 4 & 6)

Congratulations for completing this assessment. It shows you are curious about the risks of using.

Teens who score in this range are **LIKELY TO HAVE A PROBLEM** using alcohol

or drugs. It is a definite *WARNING SIGNAL*.

It suggests you may need to **MAKE A SIGNIFICANT CHANGE** in your using.

ARE YOU WILLING TO TRY TO CUT BACK OR STOP USING ALCOHOL AND DRUGS? IF YOU HAVE TROUBLE DOING THIS, YOU MAY NEED HELP.

You have **CHOICES**. If you don't take care of yourself, who will?

YOU PROBABLY KNOW YOU HAVE A PROBLEM

(Participant score between 7 & 20)

Congratulations, your completing this assessment suggests you are concerned about the problems caused by your using.

Teens who score in this range **HAVE A PROBLEM** using alcohol or drugs. Deep in your heart you probably already know this is true.

Scoring in this range **MEANS YOU ARE IN DANGER**. You may be having trouble admitting this to yourself. If you can be honest with yourself, you have a good start.

Once you admit to yourself that you have a problem, you can explore the choices you have. **TALK TO YOUR PARENTS, A GOOD FRIEND, OR CALL AND TALK TO ONE OF OUR COUNSELORS AT 1-866-HELP-999.**

You have **A CHOICE**. Don't give up on yourself.

YOU HAVE A BIG PROBLEM

(Participant total 21 plus)

If you have answered this assessment honestly, you already know you have a serious problem.

Teens who score in this range **HAVE A MAJOR PROBLEM** using alcohol or drugs. You may debate it with yourself, or simple deny it, but whom are you fooling?

WHEN YOU ACCEPT YOU HAVE A PROBLEM, THINGS CAN CHANGE.

YOU CAN GET CONTROL OF YOUR LIFE. DON'T GIVE UP !

REMEMBER WHEN YOU WEREN'T MESSED UP ALL THE TIME?

**GET HELP NOW. TALK TO YOUR PARENTS, A GOOD FRIEND, OR CALL
OUR COUNSELORS AT 1-866-HELP-999.**



TeenGetgoing 30 Questionnaire
Facilitator Assessment Scoring Profile

- 0** No risk
- 1-3** Low risk
- 4-6** Medium risk
- 7-20** High risk
- 21+** Very high risk

Scoring final single question re: Family Members

- 0** No risk
- 2** Medium risk
- 2+** High risk



TeenGetgoing SELF ASSESSMENT

1. I have lost friends because of my using or drinking.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	1	1

2. When I drink, I usually get drunk; when I use, I usually get wasted.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	2	2

3. I have missed school or work because of using.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	1	1

4. I have had accidents when drunk or stoned.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	2	2

5. I have stayed drunk or stoned for more than one day.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	2	2

6. I have family members who have substance abuse problems.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	2	2

7. I have "blacked out" or not remembered what I did when under the influence of alcohol or drugs.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	2	2

8. I need to drink or use more than I used to, to get the same effect.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	1	1

9. While drinking or using I have said or done things I later regret.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	1	1

10. I spend much of my day thinking about obtaining, consuming, or recovering from alcohol or drugs.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	2	2

11. I have been arrested for possession or driving under the influence of alcohol or drugs.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	2	2

12. I often hide or lie about how much I drink or use.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	2	2

13. I get drunk or stoned regularly, sometimes every weekend.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	2	2

14. Sometimes I get into arguments or fights when I drink or use.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	1	1

15. Once I start using or drinking, it's hard for me to stop.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	2	2

16. My friends or family have expressed concern about how much I drink or use.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	2	2

17. The more I drink or use, the better I feel.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	2	2

18. I sometimes plan to cut down but I end up using or drinking more than I intended.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	2	2

19. When drinking or using drugs I have done things I wouldn't normally do.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	1	1

20. I drink or use to get comfortable before a social event.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	1	1

21. After the first few times I tried drugs or alcohol, I knew it was for me.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	1	1

22. I usually drink or use more (or longer) than my friends.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	1	1

23. I have had a drink or used drugs in the morning to relieve a hangover.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	1	1

24. I often drink or use alone.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	1	1

25. Using or drinking has caused problems between me and my family.

Strongly disagree	Disagree	Agree	Strongly Agree
0	0	1	1

Subjective experience

In the PAST 30 DAYS, how often did you...

26. Think about how long it will be until I can use alcohol or drugs?

Never	Sometimes	Frequently
0	1	2

27. Feel a strong urge or craving to drink or use?

Never	Sometimes	Frequently
0	1	2

28. Wish you could drink or use to feel better?

Never	Sometimes	Frequently
0	1	2

29. Feel like you were losing control over drinking or using?

Never	Sometimes	Frequently
0	1	2

30. Have to struggle to keep from drinking or using?

Never	Sometimes	Frequently
0	1	2

COMPUTE SELF-REPORT SCORES FROM 1-30 (Max = 47)

Do any of the following family members have problems because of drugs or alcohol?

	NO	YES	Unknown
Your mother or father?	0	3	0

Your brothers, sisters, or grandparents?	0	2	0
Your cousins, aunts, or uncles?	0	2	0

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Exercise 1: Useful Websites

Web Site Address	Organization	Comments
http://www.healthfinder.gov/	U.S. Department of Health and Human Services	By going to www.healthfinder.gov/ , Cadets can search for information on substances.
http://www.epa.gov/smokefree/index.html	U.S. Environmental Protection Agency	EPA link to document on second hand smoke; covers definition, health effects, steps to reduce; also PDF and fact sheets on effects on children and asthma
www.howstuffworks.com	HowStuffWorks.com is an amazing, award-winning, online destination for anyone who wants to know how anything works	Select from variety of articles: “How Performance-Enhancing Drugs Work”, “How Nicotine Works”, “How Alcohol Works”, “How Breathalyzers Work”
http://science.education.nih.gov/customer.nsf/HSBrain?OpenForm	National Institute on Drug Abuse	The Brain: Understanding Neurobiology Through the Study of Addiction Helps students discover the fundamentals of neurobiology and how drugs change the brain. Among the topics: functions of specific brain areas; anatomy of the neuron; neurotransmission; drug action on neurons; genetic, behavioral, and environmental influences on drug addiction; and addiction as a chronic disease. (National Institute on Drug Abuse, National Institutes of Health)
http://www.justthinktwice.com/	U.S. Drug Enforcement Administration	Just Think Twice is a website sponsored by the Drug Enforcement Administration. The site has many facts about illegal drugs.

Web Site Address	Organization	Comments
http://www.cdc.gov/tobacco/	Center for Disease Control	Provides educational materials that help to prevent tobacco use among youth, promote smoking cessation, and protect nonsmokers from environmental tobacco smoke. Visitors can order publications, read reports, gather data, and follow suggested guides for quitting smoking. (Centers for Disease Control and Prevention)

Exercise 2: Project Northland An Alcohol Prevention Curriculum

Brief Program Description

Project Northland is a community-based alcohol use prevention program developed by the University of Minnesota's School of Public Health.

- Project Northland is designed for students in grades six through eight.
- This program, seeks to delay the age when young people begin drinking, reduce alcohol use among young people who have already tried drinking, and limit the number of alcohol-related problems of young people.
- In the largest and most rigorous alcohol-use prevention trial ever funded by the National Institute on Alcohol Abuse and Alcoholism, Project Northland has proven to be effective in delaying and reducing alcohol use among adolescents. After 3 years, students in the project who were nondrinkers at the beginning, drank less than their peers, reduced their smoking by 37 percent, and reduced marijuana use by 50 percent.

Successful Replication of the Project Northland Involves:

- Student involvement during grades six through eight
- Teacher training (recommended to maintain fidelity of implementation)
- The incorporation of peer leaders at all three grade levels

Awards and Professional Acknowledgments

- Identified by CSAP as a Model Program at the 1999 Exemplary Substance Abuse Prevention Awards ceremony presented at the U.S. Congress.
- Awarded an "A" Rating in Making the Grade: A Guide to School Drug Prevention Programs, published by Drug Strategies (1999).
- Program recommended by the U.S. Department of Education.
- Published in the *Journal of School Health* (1994), *Journal of School Health* (1996), and *American Journal of Public Health* (1996).

Program Objectives and Activities

Project Northland is designed to achieve the following objectives:

- Delay the age when young people begin drinking
- Reduce alcohol use among young people who have already tried drinking
- Limit the number of alcohol-related problems of young people.

Implementing Project Northland involves the following four components:

- Slick Tracy Home Team Program, which involves students and parents at the sixth-grade level completing fun and educational activities at home. This "home team" approach provides a forum for sixth graders and their families to discuss alcohol-related issues.
- Amazing Alternatives! Program, an eight-session (45 minutes per session), teacher- and peer-led classroom curriculum designed to teach seventh-grade students the skills to identify and resist influences to use alcohol and encourage alcohol-free alternatives.
- PowerLines, an eight-session (45 minutes per session), 4-week interactive program for eighth-grade students that is designed to reinforce the messages and behaviors learned in the grades six and seven Project Northland curriculums.
- Supercharged!, which provides step-by-step instructions on how to implement the parent education and community actions components. A three-ring binder, teen handbooks, and game piece set are included.

The following strategic interventions are used to achieve program objectives and implement program activities:

- Provide Peer Counseling/Mentoring
- Teach Youth Decision making Skills
- Teach Youth Interpersonal Skills
- Assist with Parenting Skills
- Train Providers

Protective Factors

Individual Domain:

- Problem-solving skills
- Promotion of social competence
- Cooperation
- Attachment to parents and other caring adults
- Belief in society's values

Family Domain:

- Increased and consistent communication with parents
- Presence of a significant adult

- Strong parental guidance
- Parent involvement in homework and school-related activities

School Domain:

- Create sense of community in the classroom
- Clear standards and rules for appropriate behavior
- Youth participation, involvement, and responsibility in school tasks

Peer Domain:

- Responsible behavior modeled by peer group/leader
- Stronger association with peers who are involved in school, recreation, service, religion, or other organized activities

Community Domain:

- Caring/support from community
- Opportunities for youth to participate in community activities

Society Domain:

- Media literacy
- Decreased accessibility to alcohol

Risk Factors**Individual Domain:**

- Inadequate life skills
- Lack of peer-refusal skills
- Favorable attitudes toward alcohol use
- Lack of school bonding

Family Domain:

- Family attitudes that favor alcohol use
- Poor child supervision and discipline
- Inconsistent rules and consequences related to alcohol use

School Domain:

- Inconsistent rules and consequences related to alcohol use
- Lack of school bonding
- Favorable staff and student attitudes toward alcohol use

Peer Domain:

- Association with delinquent peers and peers who reject mainstream activities
- Susceptibility to negative peer pressure

Community Domain:

- Community disorganization
- Lack of community bonding
- Community attitudes favor alcohol use
- Inadequate youth services and opportunity for youth involvement in the community

Society Domain:

- Pro-alcohol use messages in the media

Findings

Project Northland sustained widespread participation in the program, including 3 years of curricula implementation in all intervention schools, parent participation in alcohol education activities, and participation by nearly half of the students in peer-planned, alcohol-free activities outside of school. Outcomes relative to controls included the following:

- Students drank significantly less at the end of eighth grade. Monthly drinking was 20 percent lower, and weekly drinking was 30 percent lower.
- Students were significantly less likely to be users of both alcohol and cigarettes at the end of the eighth grade; the use of both substances was 27 percent lower.
- Students who were never drinkers at the beginning of the sixth grade not only drank significantly less; they also smoked fewer cigarettes and used less marijuana at the end of eighth grade. Cigarette smoking was 37 percent lower, and marijuana use was 50 percent lower.

Project Northland was effective in changing peer influence to use alcohol, normative expectations about how many young people drink, and parent–child communication about the consequences of alcohol use and the reasons for not using alcohol.

*Center for Substance Abuse Prevention
Substance Abuse and Mental Health Services Administration
www.samhsa.gov/centers/csap/modelprograms/*

Exercise 3: Project T.N.T (Toward No Tobacco Use)

Brief Program Description

Project Toward No Tobacco Use (TNT) of the University of Southern California is a school-based prevention project designed to delay the initiation and reduce the use of tobacco by middle school children.

- Virtually any school or school district can implement Project TNT. It is delivered by trained teachers in classroom settings. Project TNT originally targeted students in seventh grade. Since then, it has been implemented with 10- to 15-year-old white/non-Hispanic, Latino, African American, and Asian American adolescents.
- The theory underlying Project TNT is that young people will be best able to resist using tobacco products if they become aware of misleading social information, develop skills that counteract social pressure to use tobacco, and learn about the physical consequences of tobacco use, such as addiction.
- Project TNT was successful in reducing initiation of cigarettes and smokeless tobacco use, reducing weekly or more frequent cigarette smoking, and eliminating weekly or more frequent smokeless tobacco use

Successful Replication of Project TNT Involves:

- Delivering 10 core lessons and 2 booster lessons, each lasting 40 to 50 minutes. The 10 core lessons are designed to occur during a 2-week period, although they could be spread over 4 weeks on the condition that all lessons are taught.
- Delivering the two-lesson booster (preferably in a 2-day sequence) 1 year after the core lessons. If necessary, however, the two-lesson booster could be delivered over a 2-week period (1 lesson per week).

Awards and Professional Acknowledgments

- Identified by CSAP as a Model Program at the 1999 Exemplary Substance Abuse Prevention Awards ceremony presented at the U.S. Congress
- Also recognized as a Program That Works by the Centers for Disease Control and Prevention and as a "Program" by the National Institute on Drug Abuse, California Department of Education, and Sociometrics, Inc
- Published in the *Journal of Drug Education* (1989), *the Journal of Abnormal Psychology* (1990), *the Journal of Applied Social Psychology* (1990), *Health Education Research: Theory and Practice* (1991, 1993), *the American Journal of Public Health* (1993), *Statistics in Medicine* (1993), *the International Journal of the Addictions* (1993), *the Journal of Consulting and Clinical Psychology* (1995), *Developing School-Based Tobacco Use Prevention and Cessation Programs*, Sage Publications, Inc. (1995), and *American Behavioral Scientist* (1996)

Program Objectives and Activities

The TNT program is designed for students to achieve the following objectives:

- Describe the course of tobacco addiction and disease, the consequences of using tobacco, and the prevalence of tobacco use among peers
- Demonstrate effective communication, refusal, and cognitive coping skills
- Identify how the media and advertisers influence teens to use tobacco products
- Identify methods for building their own self-esteem
- Describe strategies for advocating no tobacco use

Implementing Project TNT involves the following activities:

- A comprehensive, 10-day, classroom-based social influences program
- Instruction to students on active listening skills, the course of tobacco-related addiction and disease, correction of inflated tobacco use prevalence estimates, ways to build self-esteem, cognitive coping skills specific to tobacco use, effective communication skills, general assertiveness, assertive refusal techniques, ways to counteract media portrayals of tobacco use, social activism letter writing, and making a public commitment about tobacco product nonuse
- Use of homework assignments, a classroom competition (the "TNT game"), and a two-lesson booster program that is provided the next year
- Use of longitudinal assessment material

Protective Factors

Individual Domain:

- Accurate knowledge of the course of tobacco addiction and disease, the consequences of using tobacco, and the prevalence of tobacco use among peers
- Effective communication, refusal, and cognitive coping skills
- Awareness of how the media and advertisers influence teens to use tobacco products
- Self-esteem enhancement
- Strategies for advocating no tobacco use (activism)

Family Domain:

- Better understanding of tobacco addiction among adults

Peer Domain:

- Reinforcement of responsible classroom behavior

School Domain:

- Assertion of no tobacco use at school

Community Domain:

- Activism (i.e., letter writing to discourage mass media promotion of tobacco use or products)

Risk Factors

Individual Domain:

- Poor social skills
- Low self-esteem, susceptibility to negative peer social influence

Community Domain:

- Tobacco use myths
- Tobacco use prevalence overestimates
- Tobacco use social images

Findings

The experimental trial found that relative to control groups, students in Project TNT:

- Reduced initiation of cigarettes by an average of 26 percent (over 2 years of follow up)
- Reduced initiation of smokeless tobacco use by approximately 30 percent
- Reduced weekly or more frequent cigarette smoking by approximately 60 percent
- Eliminated weekly or more frequent smokeless tobacco use
- Project TNT was effective for ethnically diverse youth

*Center for Substance Abuse Prevention
Substance Abuse and Mental Health Services Administration
www.samhsa.gov/centers/csap/modelprograms/*

Exercise 4: Across Ages

Brief Program Description

The Across Ages program is a research-based mentoring initiative in Philadelphia, Pennsylvania, that successfully improved adolescents' social competence and enhanced their ability to resist alcohol, tobacco, and drug use.

- The target population is middle-school youth ages 11 to 13. The original participants were African-American, Asian, Hispanic, and Caucasian children, many of whom lived in poverty, experienced repeated school failure, and had family members involved in drug use.
- The unique and highly effective feature of Across Ages is the pairing of older adults with middle-school children to provide the children with positive, nurturing role models.
- Across Ages can be implemented by a school or school district or by other organizations serving youth and their families, provided the local community has an adequate number of concerned residents age 55 and older.

Proven Results

Relative to comparisons, participants, especially those with highly involved mentors, experienced:

- Improved school attendance and bonding to school, adults, and community
- Increased knowledge about and negative attitudes toward alcohol and tobacco use
- Enhanced ability to respond appropriately to situations involving drug use

Successful Replication of the Across Ages Model Involves:

- Elders mentoring youth
- Youth performing community service
- Youth learning problem-solving and resistance skills
- Parental involvement

Awards and Professional Acknowledgments

- Recognized as one of 50 Presidential Teaching Examples (President's Summit on Volunteerism, 1997) and as an Outstanding Mentoring Model by Governor Tom Ridge (Pennsylvania's Education Mentoring Initiative, 1997)
- Selected as a national High Risk Youth (HRY) replication model in the Center for Substance Abuse Prevention's 1995 HRY Guidance for Applicants
- Featured on Fox-TV Morning News Show (1997); ABC World News Tonight (1996); "Healthy Aging, Redefining America," a 1997 national public TV broadcast; and "The Heart of the Matter, Mentoring Against Drugs," a 1997 national radio broadcast
- Published in *Intergenerational Program Evaluation* (Haworth Press, Family and Youth Series, 1998), *Journal of Gerontological Social Work* (1997), and *Journal of Adolescent Research* (1996)

Program Objectives and Activities

The Across Ages program is designed to achieve the following objectives:

- Dramatically improve school attendance and increase academic competence
- Increase knowledge about and negative attitudes toward alcohol and tobacco use
- Boost adolescents' self-esteem, problem-solving skills, and positive social support networks
- Generate supportive parental involvement in classroom and project activities
- Foster collaboration among the service, aging, and educational systems for youth

Implementing the Across Ages model involves the following activities:

- Intergenerational mentoring on a one-on-one basis
- Engaging youth in community service activities
- Training classroom teachers to administer a life skills curriculum
- Providing weekend and evening activities to engage families, mentors, and youth

Protective Factors

Individual Domain:

- Promotion of social competence

Family Domain:

- Enhanced communication with parents and other adults
- Presence of significant adult

Peer Domain:

- Responsible behavior modeled by peer group

School Domain:

- Increased motivation to succeed in school

Community Domain:

- Engagement of youth in positive activities outside school
- Youth given useful roles in community and viewed positively by the community (performing community service)

Risk Factors

Individual Domain:

- Already using alcohol, tobacco, or drugs
- Conduct problems
- Economically disadvantaged

Family Domain:

- Child of single parent
- Child of a substance abuser

School Domain:

- Poor academic performance and high absenteeism

Findings

- School attendance was dramatically improved for students with exceptionally involved mentors and showed statistically significant improvement for all students with mentors.
- Older mentors changed students' knowledge and attitudes toward older people, school, and the future from pre- to posttest.
- Knowledge and attitudes toward alcohol and tobacco and reactions to persuasion to use drugs changed from pre- to posttest for students with exceptionally involved mentors.

*Center for Substance Abuse Prevention
Substance Abuse and Mental Health Services Administration
www.samhsa.gov/centers/csap/modelprograms/*

Performance Assessment Task

Unit 4: Wellness, Fitness, and First Aid Use & Effect of Drugs, Alcohol, and Substances [U4C3L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Assess the impact of drug and substance abuse on life today



Directions

For this performance assessment task, you will develop a proposal for educating others about a particular substance. For this assessment you will:

1. Choose one of the following substances as the focus of your proposal: alcohol, tobacco, marijuana, cocaine, crack, methamphetamine, heroin, LSD, inhalants, Ecstasy, Rohypnol, PCP, and psilocybin.
2. Use Exercises #1 – 4 to help you research your task.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Use & Effect of Drugs, Alcohol, and Substances Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Your proposal identifies a target audience	met not met
2. Your proposal identifies facts and current information about target substance(s)	met not met
3. Your proposal identifies information supporting why there is a need for education	met not met
4. Your proposal identifies types of education awareness tools: video, pamphlets, speakers, advertising, brochures	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 4: Wellness, Fitness, and First Aid

Critical Decisions about Substances

[Interactive Nights Out] [U4C3L2]



What you will accomplish in this lesson:

Respond to substance use and abuse situations



Why this lesson is important:

Do you know the difference between substance use, misuse, and abuse? Can you recognize the symptoms of each? Substance abuse is a social dilemma - impacting families, employers, friends, and even school systems. In this learning plan, you will examine behaviors and characteristics of substance abusers and apply appropriate responses to substance use and abuse situations.



What you will learn in this lesson:

- Apply the F-I-N-D-S Decision Process (U3C10L1)
- Employ pre-deciding techniques as a substance abuse prevention strategy
- Recognize signs of substance abuse
- Describe why people abuse substances and ways to remain drug-, alcohol-, and tobacco-free
- Identify ways to approach/help someone you suspect has a drug problem
- Define key terms: detoxification program, methadone, normal, stress, therapeutic communities



You will have successfully met this lesson's purpose:

- by writing a plan to respond to a substance abuse scenario
- your plan details the substance abuse scenario
- your plan identifies at least three appropriate responses to the scenario
- your plan lists local resources for obtaining help
- your plan recognizes various factors (legal, social, family, etc) in responding to the scenario



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about responding to substance abuse situations. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. VIEW Interactive Nights Out. As you watch, CREATE a Multi-Flow Map of the situations and decisions you encounter.
3. REFLECT on why people respond differently to substance abuse situations. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

- _____1. VIEW the presentation on Use or Abuse.
- _____2. COMPLETE Exercise #1: Are You a Nicotine Addict? and Exercise #2: Are You a Teen Alcoholic? CONSIDER if you have a tendency to use or abuse substances.
- _____3. CONTINUE Interactive Nights Out. Continue your Multi-Flow Map of the situations and decisions you encounter.
- _____4. REFLECT on making decisions about substance abuse. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?

- _____1. REVIEW the F-I-N-D-S model. PARTICIPATE in a discussion on how it can be used in substance abuse situations.
- _____2. With your team, COMPLETE Exercise #3: F-I-N-D-S using the scenario assigned by your instructor. DISCUSS your team's answer to the scenario question.
- _____3. CONTINUE Interactive Nights Out as time allows. Continue your Multi-Flow Map of the situations and decisions you encounter. CONSIDER the F-I-N-D-S model as you watch Interactive Nights Out.
- _____4. REFLECT on how decision points affect later consequences. ANSWER the reflection questions presented by your instructor.

**Assessment Activities:****APPLY PHASE: What else can you do with what you've learned today?**

- _____1. COMPLETE the Critical Decisions about Substances [Interactive Nights Out] Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____2. REVIEW the key words of this lesson.
- _____3. REFLECT on what you have learned in this lesson and how you might use it in the future.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Exercise 1: Are You a Nicotine Addict?

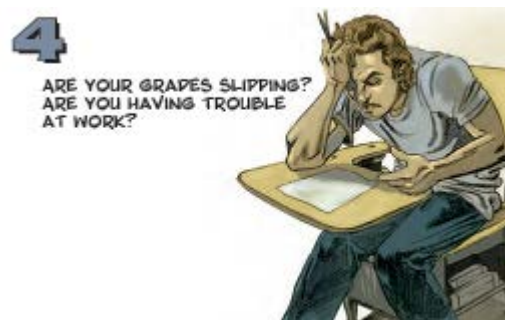
Answer the following questions as honestly as you can:

1. Do you use nicotine everyday?
2. Do you use nicotine because of shyness and to build up self-confidence?
3. Do you use nicotine to escape from boredom and worries while under pressure?
4. Have you ever burned a hole in your clothes, carpet, furniture, or car?
5. Have you ever had to go to the store late at night or at another inconvenient time because you were out of nicotine?
6. Do you feel defensive or angry when people tell you that your tobacco use is bothering them?
7. Has a doctor or dentist suggested that you stop smoking or chewing tobacco?
8. Have you promised someone that you would stop your nicotine use, and then broken your promise?
9. Have you felt physical or emotional discomfort when trying to quit?
10. Have you successfully stopped using nicotine for a period of time only to start again?
11. Do you buy extra supplies of tobacco to make sure you won't run out?
12. Do you find it difficult to imagine life without using nicotine?
13. Do you choose only activities and entertainments such that you can use nicotine during them?
14. Do you prefer, seek out, or feel more comfortable in the company of nicotine users?
15. Do you inwardly despise or feel ashamed of yourself because of your nicotine use?
16. Do you ever find yourself lighting up or chewing tobacco without having consciously decided to?
17. Has your nicotine use caused trouble at home or in a relationship?
18. Do you smoke in the presence of children or nonsmokers despite the health risks to them?
19. Do you ever tell yourself that you can stop using nicotine whenever you want to?
20. Have you ever felt that your life would be better if you didn't use nicotine?
21. Do you continue to use nicotine even though you are aware of the health hazards posed by tobacco use?

If you answered "yes" to one or two of these questions, there is a chance that you are addicted or are becoming addicted to nicotine. If you answered "yes" to three or more, you are probably already addicted to nicotine.

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Nicotine Anonymous World Services
419 Main Street, PMB #370, Huntington Beach, CA 92648 USA

Exercise 2: Are You a Teen Alcoholic?





The twelve questions from "A.A. Message to Teenagers..." are reprinted with permission of Alcoholics Anonymous World Services, Inc. (AAWS) for inclusion in an Army JROTC high school curriculum. AAWS has not reviewed or approved the contents of this curriculum and AA does not necessarily agree with the views expressed herein.

Exercise 3: F-I-N-D-S

Directions: Pick from the following scenarios to practice your substance abuse refusal skills.

Ellen's friend, Carol, has been running with a crowd that smokes marijuana, drinks beer, and occasionally does cocaine. One of Carol's dates offers her heroin. What should Ellen do?

Jane, Margo, and Kate are hanging out at the mall and three older teenagers approach the group. One of them knows one of the older teenagers, and the six of you start introducing yourselves and talking. Everyone talks for a while, but something about the way they act doesn't feel good to one of the younger group. After a few minutes, the older teens say they're going into the parking garage to smoke. Everyone except Kate agrees; she doesn't want to go because she doesn't trust them. What should she do?

Justine smokes marijuana whenever she is around her boyfriend and his friends. Her friend, Carl, wants to tell her to stop it. What should he do?

Tom's parents are away, and his best friend, Zack, drops by to introduce you to his older cousin, who's visiting from out of town. The three of you strike up a conversation, and then the cousin takes out a pack of cigarettes and offers one to each of you. Neither Tom nor Zack smokes, but Zack takes one as if he smokes all the time. What should Tom do?

Shelly, one of the most popular girls in school and somebody Sally never thought would pay attention to her, comes up to Sally at her locker and invites her to a party at her house this weekend. Shelly says that it'll be really fun, and that until Sally's been to one of her parties you haven't been to any party. Sally's heard that Shelly hangs out with a crowd that uses drugs, and that there's often a lot of drinking at her parties, but Sally knows a lot of her friends would never forgive her if she turned down the invitation. Shelly asks if Sally is going to be there. What should she say?

Joyce and her family have just moved to a new town. Joyce misses her old friends. She feels lonely and is nervous about going to a new high school. She has noticed that when her parents drink alcohol, they always seem to relax, laugh, and have fun. She would like to feel happy like that, too. What should she do?

Jeremy's best friend, Mark, starts hanging around with a new group of people. Mark wants Jeremy to get to know his new friends, so he has a party for everyone. When Jeremy gets to the party, everyone is drinking beer and smoking marijuana. They start pressuring Jeremy to join them. Jeremy does not want to, but he also does not want to lose Mark as a friend or appear out of place. What should he do?

Larry's parents are getting divorced. They are constantly fighting about everything and trying to get Larry to side with them in their battles with each other. Larry is devastated by the impending divorce and tries hard to please and calm both his parents. His grades are falling due to the stress of the situation, yet he does not want to tell his parents because they seem to have enough problems of their own. He begins taking drinks out of the open bottles of liquor in the cabinet when no one is home. What should Larry do?

Exercise 3: F-I-N-D-S

Name _____

F-I-N-D Decision Process																					
#1 – Figure out the problem.																					
#2 – Identify solutions.	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 10%; border-bottom: 1px solid black;">Reasonable</th> <th style="width: 10%; border-bottom: 1px solid black;">Doable</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>• Choice 1:</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Yes No</td> </tr> <tr> <td>• Choice 2:</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Yes No</td> </tr> <tr> <td>• Choice 3:</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Yes No</td> </tr> <tr> <td>• Choice 4:</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Yes No</td> </tr> </tbody> </table>		Reasonable	Doable		• Choice 1:	Yes	No	Yes No	• Choice 2:	Yes	No	Yes No	• Choice 3:	Yes	No	Yes No	• Choice 4:	Yes	No	Yes No
	Reasonable	Doable																			
• Choice 1:	Yes	No	Yes No																		
• Choice 2:	Yes	No	Yes No																		
• Choice 3:	Yes	No	Yes No																		
• Choice 4:	Yes	No	Yes No																		
#3 – Name the pros and cons of each choice.	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center; border-bottom: 1px solid black;">PRO</th> <th style="width: 35%; text-align: center; border-bottom: 1px solid black;">CON</th> </tr> </thead> <tbody> <tr> <td>• Choice 1:</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>• Choice 2:</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>• Choice 3:</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>• Choice 4:</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> </tbody> </table>		PRO	CON	• Choice 1:			• Choice 2:			• Choice 3:			• Choice 4:							
	PRO	CON																			
• Choice 1:																					
• Choice 2:																					
• Choice 3:																					
• Choice 4:																					
#4 – Decide which is the best choice, and then act on it.	<ul style="list-style-type: none"> • Best Choice: <p>Why?</p>																				
#5 – Scrutinize the decision.	<ul style="list-style-type: none"> • Was it doable? • Was it reasonable? 																				

Exercise 4: Intervention Scenarios

Directions: Pick from the following scenarios to practice your substance abuse intervention skills.

My 14-year-old daughter has been experimenting with drugs through the use of cocaine (2x), Ecstasy (1x) and marijuana (? x's), and there exists the potential for more use that I am not aware of. She has also used Ritalin (prescribed to her sibling) and sniffing this, as well as dispensing to her 'friends'. We've researched possible intervention programs, and find that their normal intake evaluation criterion is her admitting there is a problem and that she has 'hit rock bottom' as one facility put it. I am a concerned parent that is at her wits end.

Sample Response: It sounds like you're saying that no rehab place will take her until she admits to a problem. Is that it? I have had no experience with rehab, but in a minor's case, that seems kind of ridiculous. I would advise seeking out other places to see if this is the attitude with all of them. Children aren't real keen on either admitting they're wrong or realizing where their lives are going. It strikes me as odd that rehab places wouldn't be aware of that. Does your local hospital have a chemical dependency unit? Do you have any in patient psychology facilities (our state has a state hospital where I know some kids go). Sometimes it helps to get kids into different environments (new peer groups or schools), but it sounds in your daughter's case that she would merely seek the drugs out in whatever environment she found herself. I guess the main thing I would suggest is to keep looking to find an in patient facility that will take your daughter. You may want to check with your family physician, clergy person, or check with your local social services.

Parties / drugs

I'm always getting invited to parties now where kids are doing drugs. So far, I just say no, but I'm starting to feel like a real loser – and I think that some of these kids, who are really cool, are going to start cutting me out. I know what my mom and dad say, but I really don't see the problem with trying a little weed. At least, then I'd get some of these kids off my back. I think the next time somebody gives me a joint, I'll take a hit.

Riding in a car / alcohol

I got my mom's car and picked up a few of the guys. Right away, Brady wants to stop at this liquor store where he says he knows they'll sell him beer. I don't know. I guess it's okay as long as I don't drink, but if we get caught – we're all underage, and I'd be driving. What would happen to my license? I don't know. And what if they spill stuff in my mom's car? I hate ticking Brady off. He always gets the other guys on his side. I don't know.

Latchkey / Solitary use / Alcohol

Steve's mom works until 7 or 8 o'clock these days. His grades have been falling because he doesn't understand the math and science – but he won't stay after school for help. He goes home on the bus, lets himself into the house, lets the dog out, and watches TV. His mom calls to check up on him. He always tells her he's okay. Last weekend, his mom had a party and there was a lot of beer and alcohol left over after people left. He's had some wine at holidays before, but never hard liquor. Rum and cola is something Steve has heard people order in the movies, and what could be simpler to make? It couldn't be too bad with enough cola in it.

Family member / spitting tobacco

My cousin, Rob, has started using chewing tobacco since he started playing alumni baseball – like he’s some big baseball star. He keeps telling me that since he’s not smoking, he’s not doing himself any harm. I know spitting tobacco is just as bad as smoking tobacco – but he won’t listen to me.

Friend / cocaine

Sandy started going to raves last winter and ever since then has been trying everything that comes her way – X, special K, her little brother’s Ritalin. Now she’s getting into cocaine. I don’t know what to do anymore. She’s stopped talking to me because she says I’m such an “Herb.”

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Performance Assessment Task

Unit 4: Wellness, Fitness, and First Aid

Critical Decisions about Substances [Interactive Nights Out] [U4C3L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Respond to substance use and abuse situations



Directions

For this performance assessment task, you will write a plan for responding to a substance abuse scenario. For this assessment you will:

1. Define a scenario or use one of those described in Exercise #4: Intervention Scenarios.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Critical Decisions about Substances [Interactive Nights Out] Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Your plan details the substance abuse scenario	met not met
2. Your plan identifies at least three appropriate responses to the scenario	met not met
3. Your plan lists local resources for obtaining help	met not met
4. Your plan recognizes various factors (legal, social, family, etc) in responding to the scenario	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 5: Geography, Map Skills, and Environmental Awareness

Introduction to Maps [U5C1L2]



What you will accomplish in this lesson:

Use map reading skills



Why this lesson is important:

Knowing how to read maps is a skill that can strengthen your awareness of the world around you. Your effective use of maps requires a basic understanding of them, their scales, symbols, and colors. In this learning plan, you will examine types of situations that require map reading skills and will use these skills to orient a map.



What you will learn in this lesson:

- Identify symbols, colors, and features on standard road maps
- Identify locations on a city and state map
- Communicate directions to specified sites using a city and state map
- Define key words: bar scale, contrast, elevation, intermittent, landforms, legend, man-made, marginal information, orient, prominent, relief, terrain, topographic maps



You will have successfully met this lesson's purpose:

- by using road maps to create a travel plan for a destination of your choice
- when your plan includes your destination and starting points
- when your plan describes the route (road names) you will take and lists the approximate number of miles you will travel on each road and in what direction
- when your plan includes landmarks or other stopping points along the way
- when your plan includes the amount of time it will take to reach your destination
- when your plan shows your route on a map



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about how to read different maps. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. With your class, create a KWL chart to list what you know about map reading and what you want to know about map reading.
3. REFLECT on how and when you have used maps. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

- _____ 1. LISTEN to a briefing about different types of maps and features on maps. VIEW the Flash presentation "Intro to Maps."
- _____ 2. Using a state map, COMPLETE Exercise #1: Scavenger Hunt. REVIEW the correct answers with your class.
- _____ 3. REFLECT on what you've learned about the features of maps. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?

- _____ 1. With your team, CREATE a Where-Am-I quiz using a city or state map. Pick a location on the map and use it to write a description of the location, based on the directions from your instructor.
- _____ 2. PRESENT your quiz questions to see who (not a member of your team) can guess the answer to Where-Am-I?
- _____ 3. REFLECT on your map reading skills. ANSWER the reflection questions presented by your instructor.

**Assessment Activities:****APPLY PHASE: What else can you do with what you've learned today?**

- _____ 1. COMPLETE the KWL chart your class started in the Inquire Phase of learning.
- _____ 2. COMPLETE the Introduction to Maps Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Exercise 1: Scavenger Hunt

Directions: In teams, indicate and find what is being described in the statements below on the map that has been designated to you.

1. I am the thickest lines on the map. What am I?
2. You can use me to determine the distance between two locations. What am I?
3. I am a city and am represented by a star. What am I?
4. I am a large light blue area. What am I?
5. I am represented by a shape with an airplane icon in the center. What am I?
6. I am a green area on the map. What am I?

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Performance Assessment Task

Unit 5: Geography, Map Skills, and Environmental Awareness

Introduction to Maps [U5C1L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Use map reading skills



Directions

For this performance assessment task, you will apply your map reading skills. For this assessment you will:

1. Select a destination you can reach by road. Pick a place you've never been and would like to visit. Obtain a road atlas or other maps you may need to create a travel plan to reach your chosen destination.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Introduction to Maps Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your plan includes your destination and starting points	met	not met
2. Your plan describes the route (road names) you will take and lists the approximate number of miles you will travel on each road and in what direction	met	not met
3. Your plan includes landmarks or other stopping points along the way	met	not met
4. Your plan includes the amount of time it will take to reach your destination	met	not met
5. Your plan shows your route on a map	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

The Preamble [U6C1L1]



What you will accomplish in this lesson:

Examine the Preamble of the American Constitution



Why this lesson is important:

The Preamble to the Constitution of the United States establishes the purpose of the Constitution. It acted as a “Mission Statement” for the Framers of the Constitution. In this learning plan, you will analyze the Preamble to determine the goals, the beneficiaries, and the responsible parties. You will also write a Preamble or Mission Statement for your role as a citizen of the United States.



What you will learn in this lesson:

- Classify the components of the Preamble to the United States Constitution
- Explain the goals of the Preamble
- Connect the principles of the Preamble to the United States Constitution to your personal values
- Define key words: beneficiaries, goals, Preamble, responsible parties



You will have successfully met this lesson's purpose:

- when you write a personal Preamble/Mission Statement
- when your Preamble/Mission Statement addresses your role as a citizen of the United States
- when your Preamble/Mission Statement describes your goals as a citizen
- when your Preamble/Mission Statement describes the kind of citizen that you hope to become
- when your Preamble/Mission Statement clarifies that you are responsible for seeing that your goals are met
- when your Preamble/Mission Statement specifies the beneficiaries of your goals
- when your Preamble/Mission Statement reflects the values and principles that will serve as your moral compass



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT the mission of the Preamble and how you have personally benefited from it. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. CONTRIBUTE your ideas about the goals of the Preamble to an all class Concept Web.
3. REFLECT on what questions you have about the wording of the Preamble. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. With your assigned team, DETERMINE the components of the Preamble by using a Double T-Chart. USE information from The Preamble section of the student text and ADD whom the statement was written for, the goal of the statement, and who is responsible for the goal. PREPARE to share your chart with others in the class.
- _____ 2. DISCUSS how the goals of the Preamble are met in society today.
- _____ 3. REFLECT on how goals of the Preamble relate to goals of school or family. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____ 1. PARTICIPATE in Preamble Charades by acting out an assigned section of the Preamble.
- _____ 2. REFLECT on how valid the Preamble goals are in today's society. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. WRITE a personal Preamble or Mission Statement for your role as a citizen of the United States.
- _____ 2. COMPLETE the Preamble Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Exercise 1: Mission Slips

Mission:

Your mission is to create and decorate a paper airplane. You must remain silent at all times and not communicate any information to other half of the class. When you hear the _____ launch your airplane into the air.

Mission:

Your mission is to create and decorate a paper airplane. You must remain silent at all times and not communicate any information to other half of the class. When you hear the _____ launch your airplane into the air.

Mission:

Your mission is to create and decorate a paper airplane. You must remain silent at all times and not communicate any information to other half of the class. When you hear the _____ launch your airplane into the air.

Mission:

Your mission is to create and decorate a paper airplane. You must remain silent at all times and not communicate any information to other half of the class. When you hear the _____ launch your airplane into the air.

Mission:

Your mission is to create and decorate a paper airplane. You must remain silent at all times and not communicate any information to other half of the class. When you hear the _____ launch your airplane into the air.

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Mission:

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Mission:

Your mission is to create and decorate a paper airplane. You must remain silent at all times and not communicate any information to other half of the class. When you hear the _____ launch your airplane into the air.

Exercise 2: The Preamble

**We the people of the United States,
in order to form a more perfect union,**

establish justice,

insure domestic tranquility,

provide for the common defense,

promote the general welfare,

**and secure the blessing of liberty to
ourselves and our posterity,**

**do ordain and establish this Constitution
for the United States.**

Performance Assessment Task

Unit 6: Citizenship in American History and Government

The Preamble [U6C1L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Examine the Preamble to the American Constitution



Directions

For this performance assessment task, you will write a personal Preamble or Mission Statement for your role as a citizen of the United States. For this assessment you will:

1. Think about the purpose and components of the Preamble of the Constitution that you studied in this lesson and your role as a citizen of the United States:
 - What are your personal goals as a citizen of the United States?
 - Who is the responsible party in your role as a citizen?
 - Who are the beneficiaries?
2. Draft your Cadet Preamble. Share your Preamble with a peer for feedback.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

The Preamble Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Your Preamble/Mission Statement addresses your role as a citizen of the United States	met not met
2. Your Preamble/Mission Statement describes your goals as a citizen	met not met
3. Your Preamble/Mission Statement clarifies that you are responsible for seeing that your goals are met	met not met
4. Your Preamble/Mission Statement describes the kind of citizen you hope to become	
5. Your Preamble/Mission Statement specifies the beneficiaries of your goals	met not met
6. Your Preamble/Mission Statement reflects the values and principles that will serve as your moral compass	met not met

Comments:

Name: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and

Government

Citizenship Skills [U6C1L2]



What you will accomplish in this lesson:

Analyze what our country would be like without the seven citizenship skills



Why this lesson is important:

The Preamble to the United States Constitution sets the stage for the success of our nation. Individual values, which are also important to the success of our nation, are inferred from the Preamble, and are called citizenship skills in the Cadet Citizenship Training Program. These citizenship skills are basic human values envisioned by the Founding Fathers when they drafted the Constitution. In this learning plan, you will explore the relationship between the values described in the Preamble and the seven citizenship skills and you will assess how these skills are demonstrated in the lives of citizens today.



What you will learn in this lesson:

- Define the seven You the People citizenship skills
- Relate the seven You the People citizenship skills to the Preamble of the Constitution
- Explain the relationship between the citizenship skills and effective teamwork
- Define key words: balance, cooperation, fairness, patience, respect, self-improvement, strength



You will have successfully met this lesson's purpose:

- by writing a summary about the effect of citizenship skills on our country through a graphic, written, or oral presentation
- when you explain how each citizenship skill is essential to meet our country's mission or purpose
- when you provide examples of the citizenship skills in action in our country
- when you provide an example of what our country would be like (or is like) without demonstration of a particular citizenship skill



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what you know about citizenship skills. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
 2. With your team, DESCRIBE one citizenship skill. WRITE a short definition and describe its role in fostering teamwork. PREPARE to share your assigned definition on a class T-Chart.
 3. REFLECT on how the seven skills have affected our ability to function as a nation. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

- _____1. EXAMINE the actual definitions of the seven You the People citizenship skills. INVESTIGATE more about your assigned citizenship skill and LEARN MORE OR REVIEW by reading the Introduction to the Citizenship Skills section in your student text.
- _____2. CREATE a visual tool to teach others about your assigned citizenship skill. PRESENT your tool to the class. Be prepared to ANSWER questions about the skill.
- _____3. REFLECT on how citizenship skills were used in the team exercise you participated in. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned? ...

- _____1. THINK ABOUT a person who represents your assigned citizenship skill. This person could be someone you know, a character from a book, movie, or TV show, a politician, or an historical figure. CREATE a song or poem about that person and how they represent your assigned citizenship skill. SHARE your team's song or poem with the rest of the class.
- _____2. DEVELOP a Bridge Map to show an analogy between your assigned citizenship skill and the character or person described in this phase of learning.
- _____3. REFLECT on the citizenship skill(s) you admire the most and why. ANSWER the reflection questions presented by your instructor.

**Assessment Activities:****APPLY PHASE: What else can you do with what you've learned today?**

- _____1. EXPLAIN how each of the seven citizenship skills is necessary and demonstrated at your school, community, state, or country.
- _____2. COMPLETE the Citizenship Skills Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 –4 or as modified by your instructor.

Exercise 1: Team Skills Sale Chart

Directions: Draw the following chart on the board or display the chart from the Unit 6 CD-ROM. Enter each Cadet’s teamwork skill under the “Team Skills for Sale” column. As each item is sold, enter the selling price under the team that purchased the skill.

Team Skills for Sale	Price Sold				
	Team A	Team B	Team C	Team D	Team E
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

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Performance Assessment Task

Unit 6: Citizenship in American History and Government

Citizenship Skills [U6C1L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Analyze what our country would be like without the seven citizenship skills



Directions

For this performance assessment task, you will explain how the demonstration of the seven citizenship skills positively affect our country. For this assessment you will:

1. Explain how each citizenship skill is essential to meet our country's mission or purpose.
2. Provide an example of the citizenship skill in action in our country.
3. Provide an example of what our country would be like (or is like) without demonstration of a particular citizenship skill.
4. Present your explanation using graphic, oral, or written communication.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Citizenship Skills Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. You create a summary about the affect of citizenship skills on our country through a graphic, written, or oral presentation	met	not met
2. You provide an example of what our country would be like (or is like) without demonstration of a particular citizenship skill	met	not met
3. You explain how each citizenship skill is essential to meet our country's mission or purpose	met	not met
4. You provide examples of the citizenship skills in action in our country	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

Small Group Meetings [U6C1L3]



What you will accomplish in this lesson:

Use the small group meeting process in decision-making situations



Why this lesson is important:

Citizens participate in two types of Citizen Action Group meetings: small group meetings and representative group sessions. In this learning plan, you will examine the process and purpose of small group meetings. You will also practice using the seven citizenship skills as you participate in small group meetings.



What you will learn in this lesson:

- Explain the impact of the small group meeting agenda
- Describe all You the People ground rules
- Identify the small group meeting roles
- Explain the small group meeting process
- Design a process for the role rotations
- Define key words: agenda, consensus, decision-making, ground rule, simple majority, small group leader, small group meeting, timekeeper



You will have successfully met this lesson's purpose:

- by participating in a You the People (YTP) group meeting and completing the YTP evaluation forms
- when you provide evidence of how you contributed to the small group
- when you adhere to YTP rules for small group meetings
- when you follow agreed upon decision-making processes
- when you reflect on how well you and your group used the seven citizenship skills during the small group meeting
- when you evaluate your small group performance using the YTP Group Evaluation form
- when you evaluate your performance in the small group using the YTP Individual Evaluation form



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about experiences that required decision-making. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. CREATE a Tree Map that displays: 1) your definition of decision-making; 2) techniques you have used to make decisions; 3) examples of decision-making in our government.

- _____3. REFLECT on what you consider important when making a decision. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____1. VIEW the *You the People* video about the group processes and dynamics involved at the beginning of our nation's birth. TAKE NOTES and prepare to discuss your observations as a class.
- _____2. In a team, JIGSAW the Small Group Meetings section of your student text. DESIGN a short presentation to teach others your segment of reading. USE Thinking Maps® to assist you with your presentation.
- _____3. REFLECT on when to use the You the People meeting process. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____1. REVIEW the Small Group Meeting Flow Chart in your student text. Then, with your team, CREATE a Flow Map to show a process for decision-making that could be used for classroom decisions. INCLUDE at least four steps. SHARE your map with the class. With your peers, DECIDE on a process to use when making future classroom decisions.
- _____2. REFLECT on the essential components of a decision-making process. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____1. REVIEW the Individual and Group You the People Evaluation Forms. FAMILIARIZE yourself with the criteria outlined. Prepare to use the forms after you PARTICIPATE in a small group meeting.
- _____2. COMPLETE the Small Group Meetings Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

YTP: Group Evaluation Form

Group Name:

How would you rate today’s small group meeting with regard to the citizenship skills. Circle your rating between 1 and 5 for each skill, then answer the questions as honestly as you can. If this was a Representative Group Session, substitute the words “representative” for the word “group” in the following questions. Do not put your name on this sheet. Your small group will use this form as a bases for discussion in the next small group meeting.

1) In your opinion, how well did your group cooperate (Citizenship Skill 1, Cooperation)?

Very well 1 2 3 4 Not at all 5

If your group was not very cooperative, what do you think was the reason?

Was your group able to reach a decision? Yes No

Why or why not?

2) Did your group exhibit knowledge of patience (Citizenship Skill 2, Patience)?

Very Well 1 2 3 4 Not at all 5

3) Did your group show respect (Citizenship Skill 4, Respect) for each other during today’s meeting?

Very well 1 2 3 4 Not at all 5

4) Did you group consider the common good of all group members as well as individual desires (Citizenship Skill 3, Fairness)?

Very well 1 2 3 4 Not at all 5

5) Was everyone in your group given a chance to voice their opinions (Citizenship Skill 5, Strength)?

Very well 1 2 3 4 Not at all 5

6) Did your group have enough or seek enough knowledge before you made a decision on a specific issue (Citizenship Skill 6, Self-improvement)?

Very well 1 2 3 4 Not at all 5

7) Did your group come up with solutions that showed compromise or harmony (Citizenship Skill 7, Balance)?

Very well 1 2 3 4 Not at all 5

8) Did your group make decisions based on rational and logical reasons not emotions?

Very well				Not at all
1	2	3	4	5

9) Answer only if this applies. Did your group elect your representative based on his/her citizenship skills or his/her position on a certain issue?

Elected based on citizenship skill				Elected based his/her position
1	2	3	4	5

10) Rate your group’s decision on each issue against the following citizenship skills:

Issue: (Enter your group issue below.)

a) Did your group arrive at the decision in a cooperative manner?

Very well				Not at all
1	2	3	4	5

b) Did your group’s decision show knowledge of patience and timing?

Very well				Not at all
1	2	3	4	5

c) Was your group’s decision fair? Did it consider individual desires as well as the common good?

Very well				Not at all
1	2	3	4	5

d) Did your group’s decision show respect for other people?

Very well				Not at all
1	2	3	4	5

e) Did your group’s decision show strength? Did everyone get a chance to voice his or her personal beliefs and opinions?

Very well				Not at all
1	2	3	4	5

f) Did your group’s decision reflect sufficient knowledge of the issue?

Very well				Not at all
1	2	3	4	5

g) Did your group’s decision consider opposing viewpoints and opinions?

Very well				Not at all
1	2	3	4	5

h) Was the overall group performance on this decision satisfactory or unsatisfactory?
 Satisfactory Unsatisfactory

i) Do you want to veto this decision? Yes No

* Note: A “yes” answer automatically puts this issue in the Citizenship Skills Discussion portion of the next meeting. The decision is not in effect and the issue becomes an old issue needing further discussion and another vote at the next meeting.

11) Rate your group’s decision on each issue against the following citizenship skills:

Issue: (Enter your group issue below.)

a) Did your group arrive at the decision in a cooperative manner?

Very well					Not at all
1	2	3	4	5	

b) Did your group’s decision show knowledge of patience and timing?

Very well					Not at all
1	2	3	4	5	

c) Was your group’s decision fair? Did it consider individual desires as well as the common good?

Very well					Not at all
1	2	3	4	5	

d) Did your group’s decision show respect for other people?

Very well					Not at all
1	2	3	4	5	

e) Did your group’s decision show strength? Did everyone get a chance to voice his or her personal beliefs and opinions?

Very well					Not at all
1	2	3	4	5	

f) Did your group’s decision reflect sufficient knowledge of the issue?

Very well					Not at all
1	2	3	4	5	

g) Did your group’s decision consider opposing viewpoints and opinions?

Very well					Not at all
1	2	3	4	5	

h) Was the overall group performance on this decision satisfactory or unsatisfactory?

Satisfactory

Unsatisfactory

i) Do you want to veto this decision? Yes No

* Note: A “yes” answer automatically puts this issue in the Citizenship Skills Discussion portion of the next meeting. The decision is not in effect and the issue becomes an old issue needing further discussion and another vote at the next meeting.

12) What did you like about your group meeting today?

13) What didn't you like about your group meeting today and what would you like to improve the next time?

YTP: Individual Evaluation Form

This form allows you to rate your performance in the small group meeting with regard to the You the People Citizenship Skills. Answer the questions as honestly as you can. Do not put your name on this form because the information is private and will not be turned in for a grade. We hope you will use it for your future participation in group meetings or other areas of your life.

1) Cooperation

Cooperated very well
1

2

3

4

Was generally uncooperative
5

Tried to get the group to work together and agree on action steps
1

2

3

4

Was more concerned about getting your own ideas heard and getting out of class on time
5

Did you try to work with others? Yes No

Were you a troublemaker? Yes No

If you were a troublemaker, what were the reasons for your actions?

2) Patience

Very patient
1

2

3

4

Very impatient
5

Did you let others in the group have their say? Yes No

Were you willing to wait on an issue until it was the right time to act? Yes No

Were you too passive? Yes No Were you impatient? Yes No

3) Respect

Respected other group members
1

2

3

4

Can't stand your group or certain people in it
5

What is it about your group members that you can't stand or dislike?

Does this show up in other areas of your life?

Are you open to people who are different from you? Yes No

4) Strength

Stood up for what you believed, in spite of opposition

Afraid to say what you believed because of what others might think of you or did not care

1 2 3 4 5

Were you willing to say what you felt was good or bad about the group’s decision or actions, even if the other members did not agree with you? Yes No

5) Assignments

Volunteered to do an assignment

Didn’t volunteer to do any group assignments

1 2 3 4 5

Do you tend to only do what is necessary to “get by?” Yes No

Did you show an interest in participating in group projects as well as group meetings? Yes No

What can you do to help your group learn more about an issue before the next meeting?

6) Do you seem to only see your point of view? Yes No

Were you open to other ideas and options? Yes No

7) Did you help harmonize or compromise opposing viewpoints? Yes No

Why or why not?

8) Can you think of a better way to harmonize or compromise on any issues? Yes No

If yes, how?

9) In today’s meeting, how would you rate your group’s discussion?

Excellent
1

2

3

4

Poor
5

List reasons for your rating.

10) Review the answers to the above questions. What could you do differently at the next meeting?

What did you do well today and why?

11) Write a participation goal that you can strive for at the next group meeting. For example: At the next meeting, I am going to be the first to volunteer to do an assignment.

Other thoughts and ideas:

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Performance Assessment Task

Unit 6: Citizenship in American History and Government

Small Group Meetings [U6C1L3]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Use the small group meeting process in decision-making situations



Directions

For this performance assessment task you will conduct your first small group meeting. For this assessment you will:

1. Choose the name of your small group.
2. Assign the following roles within the small group: Journalist (Recorder of Team Minutes) and Timekeeper. All remaining members will act as participants.
3. Design a rotation process for the small group roles. (This rotation should occur on a weekly basis or at the start of each small group meeting. It is at the instructor's discretion.)
4. Complete the You the People (YTP) Group Evaluation Form to critique the overall success of the group meeting.
5. Complete the YTP Individual Evaluation Form to critique your role and participation in the group meeting.
6. Use the attached scoring guide criteria for what you need to do to complete this task.
7. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Small Group Meetings Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You participate in a small group meeting	met not met
2. You provide evidence of how you contributed to the small group meeting	met not met
3. You adhere to the YTP rules of the small group meeting	met not met
4. You follow the agreed-upon decision-making process	met not met
5. You evaluate your group's overall performance using the YTP Group Evaluation Form	met not met
6. You evaluate your performance and role in the small group meeting using the YTP Individual Evaluation Form	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

Group Representative Session [U6C1L4]



What you will accomplish in this lesson:

Evaluate the representative group session process



Why this lesson is important:

A representative group session takes place when many small groups combine into a larger group to share information about a specific issue. Representatives are elected from each small group. These representatives then hold a meeting that is observed by all of the small groups. In this learning plan, you will examine the purpose and process of representative group session. You will also practice preparing for and participating in the representative group session.



What you will learn in this lesson:

- Identify the responsibilities of a small group representative
- Explain the impact of the representative group session agenda
- Describe the representative group session process
- Define key words: representative group session, representative group session agenda, small group representative



You will have successfully met this lesson's purpose:

- by participating in and evaluating a representative group session
- by writing a summary about the effectiveness of the representative group session
- when you provide evidence of how you contributed to the small group meeting to prepare for the representative group session
- when you provide evidence of how you contributed to the representative group session and/or follow-up small group session
- when you adhere to YTP rules during small group meetings and representative group session
- when you follow agreed upon decision-making processes
- when you reflect on how well you and your group used the seven citizenship skills during the small group meetings and representative group session
- when you evaluate your performance using the YTP Group Evaluation and YTP Individual Evaluation forms



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what you know about who represents our government. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
 2. DETERMINE who is represented in the images presented by your instructor. Who are these people? What positions do they have in our government? What are their responsibilities?

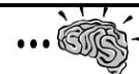
- _____ 3. CREATE a Bridge Map to show the relationship of representatives in our country to small groups.
- _____ 4. REFLECT on how our country would operate without representatives. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. With your assigned You the People Group, READ the Representative Group Session section of your student text. COMPLETE Exercise #1: Representative Scavenger Hunt as groups. Then, SHARE your responses with other groups. COMPARE your answers to the correct answers provided by your instructor.
- _____ 2. REFLECT on the qualities of a good representative. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____ 1. REVIEW the Representative Group Session Agenda located in the student text. PREPARE as a group to CONDUCT a meeting.
- _____ 2. USE the Representative Group Agenda to reach consensus on this topic: Should there be a Pick Up Litter Day at School?
- _____ 3. With your group, EVALUATE the group together using the YTP Group Evaluation Form. DISCUSS areas to improve upon.
- _____ 4. REFLECT on improvement goals for your next representative group session. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. EVALUATE your own role in the representative group session.
- _____ 2. COMPLETE the Representative Group Session Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Exercise 1: Representative Scavenger Hunt

List the three steps to selecting a representative. (Record them in order.)

1. _____
2. _____
3. _____

List the six agenda items for a representative group session. (Record them in order.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

List the six responsibilities of a small group representative. (Record them in order.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

YTP: Group Evaluation Form

Group Name:

How would you rate today’s small group meeting with regard to the citizenship skills. Circle your rating between 1 and 5 for each skill, then answer the questions as honestly as you can. If this was a representative group session, substitute the words “representative” for the word “group” in the following questions. Do not put your name on this sheet. Your small group will use this form as a bases for discussion in the next small group meeting.

1) In your opinion, how well did your group cooperate (Citizenship Skill 1, Cooperation)?

Very well 1 2 3 4 Not at all 5

If your group was not very cooperative, what do you think was the reason?

Was your group able to reach a decision? Yes No

Why or why not?

2) Did your group exhibit knowledge of patience (Citizenship Skill 2, Patience)?

Very well 1 2 3 4 Not at all 5

3) Did your group show respect (Citizenship Skill 4, Respect) for each other during today’s meeting?

Very well 1 2 3 4 Not at all 5

4) Did you group consider the common good of all group members as well as individual desires (Citizenship Skill 3, Fairness)?

Very well 1 2 3 4 Not at all 5

5) Was everyone in your group given a chance to voice their opinions (Citizenship Skill 5, Strength)?

Very well 1 2 3 4 Not at all 5

6) Did your group have enough or seek enough knowledge before they made a decision on a specific issue (Citizenship Skill 6, Self-improvement)?

Very well 1 2 3 4 Not at all 5

7) Did your group come up with solutions that showed compromise or harmony (Citizenship Skill 7, Balance)?

Very well				Not at all
1	2	3	4	5

8) Did your group make decisions based on rational and logical reasons not emotions?

Very well				Not at all
1	2	3	4	5

9) Answer only if this applies. Did your group elect your representative based on his/her citizenship skills or his/her position on a certain issue?

Elected based on citizenship skill				Elected based his/her position
1	2	3	4	5

10) Rate your group’s decision on each issue against the following citizenship skills:

Issue: (Enter your group issue below.)

a) Did you group arrive at their decision in a cooperative manner?

Very well				Not at all
1	2	3	4	5

b) Did your group’s decision show knowledge of patience and timing?

Very well				Not at all
1	2	3	4	5

c) Was your group’s decision fair? Did it consider individual desires as well as the common good?

Very well				Not at all
1	2	3	4	5

d) Did your group’s decision show respect for other people?

Very well				Not at all
1	2	3	4	5

e) Did your group’s decision show strength? Did everyone get a chance to voice his or her personal beliefs and opinions?

Very well				Not at all
1	2	3	4	5

f) Did your group’s decision reflect sufficient knowledge of the issue?

Very well				Not at all
1	2	3	4	5

g) Did your group’s decision consider opposing viewpoints and opinions?

Very well				Not at all
1	2	3	4	5

h) Was the overall group performance on this decision satisfactory or unsatisfactory?

Satisfactory Unsatisfactory

i) Do you want to veto this decision? Yes No

* Note: A “yes” answer automatically puts this issue in the Citizenship Skills Discussion portion of the next meeting. The decision is not in effect and the issue becomes an old issue needing further discussion and another vote at the next meeting.

11) Rate your group’s decision on each issue against the following citizenship skills:

Issue: (Enter your group issue below.)

a) Did your group arrive at their decision in a cooperative manner?

Very well					Not at all
1	2	3	4		5

b) Did your group’s decision show knowledge of patience and timing?

Very well					Not at all
1	2	3	4		5

c) Was your group’s decision fair? Did it consider individual desires as well as the common good?

Very well					Not at all
1	2	3	4		5

d) Did your group’s decision show respect for other people?

Very well					Not at all
1	2	3	4		5

e) Did your group’s decision show strength? Did everyone get a chance to voice his or her personal beliefs and opinions?

Very well					Not at all
1	2	3	4		5

f) Did your group’s decision reflect sufficient knowledge of the issue?

Very well					Not at all
1	2	3	4		5

g) Did your group’s decision consider opposing viewpoints and opinions?

Very well					Not at all
1	2	3	4		5

h) Was the overall group performance on this decision satisfactory or unsatisfactory?

Satisfactory

Unsatisfactory

i) Do you want to veto this decision? Yes No

* Note: A “yes” answer automatically puts this issue in the Citizenship Skills Discussion portion of the next meeting. The decision is not in effect and the issue becomes an old issue needing further discussion and another vote at the next meeting.

12) What did you like about your group meeting today?

13) What didn't you like about your group meeting today and what would you like to improve the next time?

YTP: Individual Evaluation Form

This form allows you to rate your performance in the small group meeting with regard to the You the People citizenship skills. Answer the questions as honestly as you can. Do not put your name on this form because the information is private and will not be turned in for a grade. We hope you will use it for your future participation in group meetings or other areas of your life.

1) Cooperation

Cooperated very well
1

2

3

4

Was generally uncooperative
5

Tried to get the group to work together and agree on action steps
1

2

3

4

Was more concerned about getting your own ideas heard and getting out of class on time
5

Did you try to work with others? Yes No

Were you a troublemaker? Yes No

If you were a troublemaker, what were the reasons for your actions?

2) Patience

Very patient
1

2

3

4

Interfered with the process
5

Did you let others in the group have their say? Yes No

Were you willing to wait on an issue until it was the right time to act? Yes No

Were you too passive? Yes No Were you impatient? Yes No

3) Respect

Respected other group members
1

2

3

4

Can't stand your group or certain people in it
5

What is it about your group members that you can't stand or dislike?

Does this show up in other areas of your life?

Are you open to people who are different from you? Yes No

4) Strength

Stood up for what you believed, in spite of opposition

Afraid to say what you believed because of what others might think of you or did not care

1 2 3 4 5

Were you willing to say what you felt was good or bad about the group’s decision or actions even if the other members did not agree with you? Yes No

5) Assignments

Frequently volunteers for assignments

Rarely volunteers for assignments

1 2 3 4 5

Do you tend to only do what is necessary to “get by?” Yes No

Did you show an interest in participating in group projects as well as group meetings? Yes No

What can you do to help your group learn more about an issue before the next meeting?

6) Do you seem to only see your point of view? Yes No

Were you open to other ideas and options? Yes No

7) Did you help harmonize or compromise opposing viewpoints? Yes No

Why or why not?

8) Can you think of a better way to harmonize or compromise on any issues? Yes No

If yes, how?

9) In today’s meeting, how would you rate your group’s discussion?

Excellent
1

2

3

4

Poor
5

List reasons for your rating.

10) Review the answers to the above questions. What could you do differently at the next meeting?

What did you do well today and why?

11) Write a participation goal that you can strive for at the next group meeting. For example: At the next meeting I am going to be the first to volunteer to do an assignment.

Other thoughts and ideas:

Performance Assessment Task

Unit 6: Citizenship in American History and Government

Representative Group Session [U6C1L4]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Evaluate the representative group session process



Directions

For this performance assessment task, you will have already participated in the representative group session with your assigned You the People small group. Now it is time to reflect on your own participation and role as a representative. For this assessment you will:

1. Complete the YTP Individual Evaluation Form.
2. Write a short summary about the process and how effective it is or isn't with evidence to support your decision.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Representative Group Session Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. You provide evidence of how you contributed to the small group meeting to prepare for the representative group session	met	not met
2. You provide evidence of how you contributed to the representative group session and/or follow-up small group meeting	met	not met
3. You adhere to YTP rules during small group meetings and representative group session	met	not met
4. You follow agreed upon decision-making processes	met	not met
5. You reflect on how well you and your group used the seven citizenship skills during the small group meetings and representative group session	met	not met
6. You evaluate your performance using the YTP Group Evaluation Form and the YTP Individual Evaluation Form	met	not met
7. You write a short summary about the effectiveness of a representative group session	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

Introduction to Chief Justice® [U6C1L5]



What you will accomplish in this lesson:

Explore the Chief Justice® process for debating constitutional and contemporary issues



Why this lesson is important:

Chief Justice® is an educational game designed to give you an appreciation of the United States Constitution and our democratic form of government. The complete game contains 100 critical thinking questions that incorporate some of today's most important moral and ethical issues. In this lesson, you will explore and practice using the components of the Chief Justice® game process.



What you will learn in this lesson:

- Examine the purpose of the Chief Justice® game
- Explore the rules of the Chief Justice® game
- Identify how to render a verdict in a case
- Define key words: Chief Justice®, cross examine, deliberation, forum, judge, jury, jury foreman, law firm, opening statements, trials, verdict



You will have successfully met this lesson's purpose:

- by creating a process evaluation rubric or checklist for others to use while participating in the Chief Justice®
- when the rubric or checklist includes criteria that addresses the Chief Justice® game purpose
- when the rubric or checklist includes criteria that addresses the rules of the Chief Justice® game
- when the rubric or checklist includes criteria for judges to follow
- when the rubric or checklist includes criteria for the jury to follow



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about whether it is constitutional to have the right to burn the United States Flag. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. Use Exercise #1: Background on Joey Johnson to find out about the facts in the case. DISCUSS the Johnson vs. Texas Supreme Court case concerning the destruction of the United States Flag. DETERMINE if you are "for" or "against" the right to burn the national flag. List your reasons on a class T-Chart. Read Exercise #2: State of Texas vs. Johnson.
3. REFLECT on the difference between freedom of expression and constitutional rights. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

- _____ 1. FAMILIARIZE yourself with the Chief Justice® Game using the *Chief Justice® Guide* provided by your instructor and the Introduction to Chief Justice® section in your student text. With a team, USE a Thinking Map to identify the purpose of the “Chief Justice®” game, the rules of the game, duties of the game “judge,” and the steps of jury deliberation process. PREPARE to share your assigned map with others in the class.
- _____ 2. REFLECT on the relationship between laws and amendments and the justice system. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?

- _____ 1. PREPARE for a debate about “The Congress and the States shall have the power to prohibit the physical desecration of the flag of the United States.” REFER to Exercise #1: Background on Joey Johnson and Exercise #2: State of Texas vs. Johnson to help make your team’s case.
- _____ 2. PARTICIPATE in the debate and USE the Exercise #3: Chief Justice® Court Format.
- _____ 3. REFLECT on how the arguments presented affect your feelings about flag burning. ANSWER the reflection questions presented by your instructor.

**Assessment Activities:****APPLY PHASE: What else can you do with what you've learned today?**

- _____ 1. CONSIDER the Chief Justice® Process you just participated in. USE Exercise #4: Jury Verdict to determine for the strongest case points.
- _____ 2. COMPLETE the Introduction to Chief Justice® Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Exercise 1: Background on Joey Johnson

From Justice Brennan’s opinion of the U.S. Supreme Court in the Texas vs. Johnson case (1989).

After publicly burning an American flag as a means of political protests, Gregory Lee Johnson was convicted of desecrating a flag in violation of Texas law. This case presents the question whether his conviction is consistent with the First Amendment.

While the Republican National Convention was taking place in Dallas in 1984, respondent Johnson participated in a political demonstration dubbed “Republican War Chest Tour.” As explained in literature distributed by the demonstrators and in speeches made by them, the purpose of this event was to protest the policies of the Reagan administrations and of certain Dallas-based corporations. The demonstrators marched through the Dallas streets, chanting political slogans and stopping at several corporate locations to stage “die-ins” intended to dramatize the consequences of nuclear war. On several occasions, they spray-painted the walls of buildings and overturned potted plants, but Johnson himself took no part in such activities. He did, however, accept an American flag handed to him by a fellow protestor who had taken it from a flagpole outside one of the targeted buildings.

The demonstration ended in front of the Dallas City Hall, where Johnson unfurled the American flag, doused it with kerosene, and set it on fire. While the flag burned, the protestors chanted: “American, the red, white, and blue, we spit on you.” After the demonstrators dispersed, a witness to the flag burning collected the flag’s remains and buried them in his backyard. No one was physically injured or threatened with injury, though several witnesses testified that they had been seriously offended by the flag burning.

Of the approximately 100 demonstrators, Johnson alone was charged with a crime. The only criminal offense with which he was charged was the desecration of a venerated object in violation of Tex. Penal Code. After a trial, he was convicted, sentenced to one year in prison, and fined \$2000.

Exercise 2: State of Texas vs. Johnson (1989)

Justice Viveiros delivers the opinion of the court:

Gregory Lee Johnson has been convicted of desecrating a flag in violation of Texas law; a conviction, which questions one's guaranteed First Amendment, constitutional rights. Johnson's involvement in a political demonstration in Dallas led him to express his political concerns with the nation's leaders and governmental policies. The State of Texas' conviction of Johnson was carried out due to Johnson's conduct, a physically expressive act, rather than a written or spoken one and based on two criteria: a responsibility to preserve the integrity of the flag representing the strength, pride, and unity of our nation and whether Johnson's actions threatened societal order and peace. Both criteria, which serve as the basis for Gregory Lee Johnson's conviction, have been explored in depth, and this court concludes the following...

Johnson's form of political expression did not cause societal disorder or disrupt the peace. There were no violent outbreaks, either verbal or physical, from members of Johnson's protest, or other citizens, who may view flag burning as a distasteful, ungrateful, slap in the face of our nation. However, the State of Texas has already acknowledged this fact. The State ruled that regardless of the lack of evidence that Johnson's actions have threatened societal order and public peace, on account there were no such occurrences, flag burning has the potential to do so. The State has concluded that flag burning could: first, stir up people's emotions enough, possibly resulting in intense public arguments, violent physical disputes, or riots, and second, serves as an invitation for others to take political protests to the next level, which could be dangerous.

The State's decision brings up two questions, is flag burning as a form of political protest an agreeable method of practicing one's First Amendment rights, or an attempt to persuade others to take the act beyond the rights of citizens to more serious and dangerously, harmful, acts of protest, and does the State have the right to claim that Johnson's conduct had the potential or intended to cause a violent encounter with passionate opposition to flag burning, even if the act did not do so?

Johnson is an individual, responsible for his own actions, not the actions of others. He has chosen to practice his First Amendment rights, by expressing his disapproval of government leadership and policies, by publicly burning an American flag. It is this court's decision that Johnson has not intended to encourage others to take more drastic approaches of protesting government. Johnson can not be accountable for wrongful impressions of his intentions.

The State has allowed itself power not granted by the United States Constitution, by convicting Johnson for an act that potentially causes violent confrontations. Had publicly burning a flag caused a fight or rioting, this would be an entirely different case. However, the fact remains, the protest resulted in no such event. There is also no evidence that Johnson intended his protest to provoke societal disorder. Again, the State has not the right to base charges of Johnson's intentions with no evidence, only expressing concerns of the potential negative effects of Johnson's actions.

The State's conviction is therefore unjust, based on its claim that Johnson has threatened societal order and peace. This does not disregard the conviction of Johnson entirely; the right of the State to preserve the integrity of the flag must still be discussed. Likewise, this court's ruling does not disregard the right of the State of Texas to promote and ensure order. History and common sense both show order and peace necessary aspects of a stable, powerful nation and both must be ensured to protect American citizens. However, it has not been proven that Johnson's public desecration of the flag has infringed American peace or has promoted or intended to evoke societal disorder.

The State's conviction of Johnson, based on a responsibility to preserve the integrity of the flag as a representation of national unity and pride, brings about several questions involving the meaning of America itself, and what our nation stands for. The State's concerns involve the message perceived by others, at the actions of Johnson. If a citizen can publicly destroy the symbol representing our nation's pride and unity without consequences, then the State has concluded that it will be perceived that this pride and unity does not exist, having a drastically negative impact on American society.

The State needs to understand that the American flag is a great symbol of our nation. A symbol which reflects, not only pride and unity, but other aspects of America as well. Americans have always prided our nation as "the home of the free." The First Amendment guarantees the right of free expression, not just positive expression consenting to the government policies and our leaders, but negative expression condoning both as well. To convict Johnson for publicly burning a flag as a form of political protest would convey an even more dangerous message to the American people, than to respect his right to do so. The message being that it is wrong and punishable by law to express one's beliefs by destroying the very symbol of freedom our nation claims we possess the right to express.

The State's conviction of Johnson, on the grounds of preserving the symbolic meaning of the flag, is contradictory in another respect as well. It is customary and preferred to burn a flag when it becomes torn, old, and improper to symbolize our nation, as an honorable means of disposal. Texas has never expressed disagreement with this custom. Therefore, by convicting Johnson for burning a flag as a means of political protest, rather than honorably disposing of an unfit symbol, the State of Texas has unconstitutionally ignored the First Amendment and ruled to dictate the circumstances for burning an American flag. The State has set its initiative and stated that flag desecration, as a form of condoning government, will be punishable by law.

Government does not have the right to prohibit expression, or the right to enforce its views on its citizens. If the flag is to be used as a symbol for everything great about America, it is the right of individuals, who disagree with politics of the time, to use that symbol as a sign of their concerns. Therefore, it is this court's decision that the symbolism and meaning of the flag is the very reason publicly burning it as a form of political protest is a permissible deed, within the boundaries of the law. The State is therefore denied, by this court, its conviction of Johnson based on the State's criterion that Johnson has wrongfully conveyed unity and pride do not exist in America.

The American flag holds an undeniable place in the hearts of its citizens, as in mine. It is a symbol of all that makes us proud of who we are and what this country has accomplished. However, the State of Texas' conviction of Gregory Lee Johnson is without evidence on the charge of Johnson's intent to promote societal disorder and disrupt peace. The State has also contradicted itself by taking the responsibility of protecting the symbolism of the flag, a responsibility which has unconstitutionally convicted Johnson, denying him the First Amendment right of free expression. The judgment of the Texas Court of Criminal Appeals is therefore affirmed.

Exercise 3: Chief Justice® Court Format

Directions: Use the following format and schedule to conduct the Chief Justice® court case.

Steps	Participant(s)	Time
Part One: The Arguments and Cross Examinations		
1. Call for opening statements.	Judge	1 min.
2. Team in favor of the amendment makes opening statement.	Law Firm 1	2 min.
3. Team against the amendment makes opening statement.	Law Firm 2	2 min.
4. Team against the amendment cross-examines the team in favor of the amendment.	Law Firm 2	3 min.
5. Team in favor of the amendment cross-examines the team against the amendment.	Law Firm 1	3 min.
6. Team in favor of the amendment makes its closing statement.	Law Firm 1	2 min.
7. Team against the amendment makes its closing statement.	Law Firm 2	2 min.
Part Two: Jury Deliberation and Verdict		
8. The Law Firms wait outside of the classroom until the Jury has completed their deliberation.	Law Firm 1 and 2	1 min.
9. Nominate a jury foreman.	Jury	1 min.
10. Take an initial vote on the case by reading the question to the jury and record the number of jurors who are for and against the amendment.	Jury Foreman	1 min.
11. Jurors comment on their positions on the case and try to influence the other jurors to vote with their side.	Jury	5 min.
12. Call for a final vote. The final verdict is determined by simple majority vote.	Jury Foreman	2 min.
13. Law firms return to the room.	Law Firm 1 and 2	1 min.
14. The foreman stands and is asked by the judge if the jury has reached a verdict.	Judge	1 min.
15. The foreman announces the verdict.	Jury Foreman	1 min.
16. Judge moves the winning law firm's colored pin up one on the Chief Justice® game poster.	Judge	1 min.

Note: The highest honor at the end of the game is to become the Chief Justice®. This occurs when one law firm has reached the Supreme Court. See the student text for further explanation.

Exercise 4: Jury Verdict

Directions: Use the following table to help determine which side made the best case. Remember, as a jury member, your vote should be for the strongest case. It should not be based on how you feel personally about the issue.

Flag Burning Amendment	Law Firm 1	Law Firm 2
Opening Statement: Made a stronger case providing several reasons for or against the issue with supporting evidence.		
Cross-Examination: Raised more pertinent questions with a better focus on the issues. Did not attack the opposition personally.		
Response to Cross-Examination: Did a better job of answering questions. Did not react defensively, demonstrated better preparation.		
Closing Statements: Provided a stronger closing statement including a demonstration of the weakness of the opposing team.		
Presentation Style: Spoke with more eloquence and enthusiasm.		
TOTAL		

Useful Websites

1. A Brief History of Flag Burning: <http://www.esquilax.com/flag/history.html>
2. The Flag Burning Page: <http://www.esquilax.com/flag/>
3. United States v. Eichman Issue: Burning the American Flag: <http://www.pbs.org/jefferson/enlight/flag.htm>
4. Flag Burning and Other Acts Deemed Disrespectful of American Symbols: <http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/flagburning.htm>

Performance Assessment Task

Unit 6: Citizenship in American History and Government

Introduction to Chief Justice® [U6C1L5]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Explore the Chief Justice® process for debating constitutional and contemporary issues



Directions

For this performance assessment task, you will evaluate the Chief Justice® game process. This lesson's activities explored an historic Supreme Court case pertaining to flag burning and allowed you to practice the justice process. This process can be used throughout Unit 6. For this assessment, you will create a Chief Justice® scoring guide for Cadet classes to use as an evaluation tool for lessons involving the Chief Justice® Process. For this assessment you will:

1. Critique the two cases presented during the Process Phase and use Exercise #4: The Jury Verdict to determine which 'law firm' made the strongest case.
2. Preview the scoring guide prior to beginning this performance assessment task.
3. Be sure to include all components of the game process.
4. Establish a checklist or rubric scale and values.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Introduction to Chief Justice® Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. You create a process evaluation rubric or checklist that addresses the of the Chief Justice® game process	met	not met
2. Your rubric or checklist includes criteria that addresses the purpose of the game	met	not met
3. Your rubric or checklist includes criteria that addresses the rules of the game	met	not met
4. Your rubric or checklist includes criteria for judges to follow	met	not met
5. Your rubric or checklist includes criteria for the jury to follow	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

Our Natural Rights [U6C2L1]



What you will accomplish in this lesson:

Examine the role government plays in protecting our natural rights



Why this lesson is important:

Natural rights philosophers such as John Locke explored ideas about the laws of nature and natural rights of all people. This learning plan will explore how the Founders' ideas of government supported Locke's philosophy of natural rights. Through discussion and reflection activities, you will compare how Locke's definition and philosophy are similar or different to the natural rights protected by our government today.



What you will learn in this lesson:

- Identify how and why the natural rights philosophers used an imaginary state of nature to think about the basic problems of governments
- Analyze the basic ideas of the natural rights philosophy, including state of nature, law of nature, natural rights, social contract, and consent
- Determine the purpose of government based on the natural rights philosophy
- Describe how the natural rights philosophy uses the concepts of consent and social contract to explain the formation of government
- Analyze the influence of the natural rights philosophy on the Founders
- Evaluate the concepts of constitution and constitutional government
- Determine the essential characteristics of constitutional government that differentiate them from autocratic or dictatorial governments
- Explain the essential characteristics of a constitution or higher law
- Define key words: cantons, civil rights, consent, constitutional government, democracy, equal protection, higher (fundamental) law, human nature, law of nature, legitimate, limited government, natural rights, political rights, private domain, republic, right of revolution, social contract, state of nature, unalienable (inalienable), unlimited government



You will have successfully met this lesson's purpose:

- by writing a summary using a current example where U.S. citizens' natural rights were protected or unprotected
- when your summary references the Founders' philosophy and definition of natural rights
- when your summary compares the Founders' definition of natural rights to what citizens consider natural rights today
- when your summary explains how the United States government protected a citizens' natural right(s)
- when your summary explains how the United States government did not protect a citizens' natural right(s)



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?

- _____ 1. **THINK ABOUT** what comes to mind when you hear the term “natural rights?” **PREPARE** for this lesson by discussing What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson’s purpose.
- _____ 2. **LISTEN** to a briefing about John Locke. With your team, **READ** Exercise #1: Critical Thinking and discuss your answers to each of the questions. **PARTICIPATE** in a class discussion comparing your team’s answers to John Locke’s ideas
- _____ 3. **REFLECT** on natural rights. **ANSWER** the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

- _____ 1. With your team, **JIGSAW** the topic assigned by your instructor. **CREATE** a graphic organizer to help illustrate your topic and **EXPLAIN** it to the class. **TAKE NOTES** on other teams’ briefings so that you will be able to answer review questions.
- _____ 2. **REFLECT** on the role of government. **ANSWER** the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you’ve learned?

- _____ 1. With your team, **PLAY** the Lesson Review Game. **CHOOSE** a captain for your team. Team members can help the captain answer a question, but only the captain can give the team’s answer. Each team will have 30 seconds to **ANSWER** a question.
- _____ 2. **REFLECT** on social contracts. **ANSWER** the reflection questions presented by your instructor.

**Assessment Activities:****APPLY PHASE: What else can you do with what you’ve learned today?**

- _____ 1. **COMPLETE** the Our Natural Rights Performance Assessment Task. **SUBMIT** your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. **REVIEW** the key words of this lesson.
- _____ 3. **REFLECT** on what you have learned in this lesson and how you might use it in the future.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Exercise 1: Critical Thinking

Taking the Position of a Political Philosopher

To understand the natural rights philosophy, you should try to answer the questions it addresses. Some important questions are included in the following exercise. Your class should be divided into small discussion groups. The members of your group may not all agree on the answers. It is important to know that at various times in history, people have had very different views on these matters. Imagine that all the students in your school were transported to a place with enough natural resources for you to live well, but where no one had lived before. When you arrive, you have no means of communicating with people in other parts of the world. With this imaginary situation in mind, answer the following questions. Discuss your answers, and then compare your answers with those of John Locke.

Chapter 2: Foundations of the American Political System 196

1. Upon arrival would there be any government or laws to control how you lived, what rights or freedoms you exercised, or what property you had? Why?
2. Would anyone have the right to govern you? Would you have the right to govern anyone else? Why?
3. Would you have any rights? What would they be?
4. What might people who were stronger or smarter than others try to do? Why?
5. What might the weaker or less sophisticated people try to do? Why?
6. What might life be like for everyone?

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Performance Assessment Task

Unit 6: Citizenship in American History and Government Our Natural Rights [U6C2L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Examine the role government plays in protecting our natural rights.



Directions

For this performance assessment task you will compare current citizen rights to the needs identified in the early years of our nation. For this assessment you will:

1. Find two current news stories that contain examples of the U.S. government protecting (or not protecting) citizen rights. You may use current stories from newspapers, magazines, or news outlets on the internet. Consider how the rights in the two stories compare to the rights defined by John Locke and his philosophy of natural rights. Write a summary about your insights.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Our Natural Rights Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Your summary references the Founders' philosophy and definition of natural rights	met not met
2. Your summary compares the Founders' definition of natural rights to what citizens consider natural rights today	met not met
3. Your summary explains how the United States government protected a citizens' natural right(s)	met not met
4. Your summary explains how the United States government did not protect a citizens' natural right(s)	met not met
5. Your summary references two recent news stories and the source of each story	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

Developing Republican Government [U6C2L2]



What you will accomplish in this lesson:

Trace how the American idea of individual rights developed



Why this lesson is important:

The Founders were influenced by many ancient thoughts and ideas. From the Roman perspectives of classical government to the Judeo-Christian traditions of moral obligation, our government began to shape into what Americans experience and enjoy as privilege today. In this lesson, you will explore how the ancient world influenced republican government and how modern ideas of individual rights developed.



What you will learn in this lesson:

- Examine how the ideas of classical republicanism influenced the Founders' ideas of what kind of government they wanted
- Distinguish between classical republicanism and the natural rights philosophy
- Evaluate how the ideas and traditions of historical eras supported the Founders' thinking about natural rights and classical republicanism
- Explore how James Madison refined the ideas of classical republicanism to meet the needs of the new Americans
- Define key words: Age of Enlightenment, capitalism, Christendom, civic virtue, classical republicanism, common good, established religion, factions, hierarchical, Judeo-Christian, Middle Ages, mixed government, nation-state, papacy, providence, public and private morality, Reformation, Renaissance, representative democracy, secular governments



You will have successfully met this lesson's purpose:

- by illustrating how an individual right(s) that you value as an American today can be traced back to a historic ideal
- when your illustration includes the definition of an individual right you value as an American today
- when your illustration shows supporting ideas from points in history that recognized similar individual rights
- when your illustration shows historic sequence of supporting ideas from its possible origin to today



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT how our nation's Founders got their ideas about government. PREPARE for this lesson by discussing *What you will accomplish in this lesson*; *What you will learn in this lesson*; *Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. Our nation's Founders borrowed many ideas from ancient Greece and Rome. With your class, BRAINSTORM a list of government features that were borrowed from those societies and others. If you don't know where a feature came from, list it, and research the source later.

- _____3. REFLECT on the history of governments. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____1. LISTEN TO a briefing that compares natural rights, classical republicanism, and the ideas of James Madison. CONSIDER how ideas about individuals, society, and government changed.
- _____2. With your team, JIGSAW your student text on your assigned historical period. PREPARE to present the key features of that period to the class.
- _____3. REFLECT on how ideas about society and government have changed over time. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____1. CREATE a place for your team's assigned historical period on a class Flow Map or timeline. Some team members should be adding to the Flow Map while other team members BRIEF the class about what you learned. TAKE NOTES on the on the presentations of other teams so that you will learn more about ideas that led up to our type of government.
- _____2. LISTEN to a briefing about how individual rights have been viewed at different times in history. DISCUSS how people in each historical period might view the rights we have today. For example, what would someone from the Middle Ages think about a government that welcomes non-Christian religions?
- _____3. REFLECT on what it would have been like to live in one of the periods you learned about. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____1. COMPLETE the Developing Republican Government Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____2. REVIEW the key words of this lesson.
- _____3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Handout 1: Comparing Ideas About Government

Natural Rights Philosophy	Classical Republicanism	James Madison
Stressed the rights of the individual to life, liberty, and property.	Stressed promoting the common good above the rights of the individual.	People are motivated by self-interest.
Stressed that human nature is such that individual behavior is motivated by self-interest.	Stressed that the individual should be motivated by civic virtue.	Self-interest can further the common good.
Stressed that society is a collection of individuals, each sharing the same right to pursue his or her own welfare.	Limited individual rights to privacy, belief, expression, and opportunities to read, think, and earn money. If people had freedom to do such things, they might stop being reliable and fully dedicated to the common good.	When individuals pursue their economic self-interest, it will contribute to general prosperity.
Stressed that people’s opportunities should not be limited by the situation or group into which they are born.	Discouraged diversity of beliefs, wealth, and ways of life. Stressed small communities where people know and care for each other. Discouraged citizens from traveling, earning money, and reading and thinking about things that had nothing to do with their governments.	Sometimes self-interest works against the common good. Government must guard against this.
Stressed the main purpose of government should be to protect natural rights. The state existed to serve the interests of the individual.	Stressed avoiding the formation of factions or interest groups that might endanger the common good. Stressed that citizens should participate fully in the government to promote the common good.	Governments should be elected by a large number of people, not special groups.
To preserve natural rights, governments guarantee specific Rights, such as civil rights (freedom of conscience and privacy) and political rights (vote, run for office).	Stressed the importance of political rights such as voting, expressing ideas and opinions about government, and serving in public office.	Government should be limited by separation of powers and a system of checks and balances.

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Performance Assessment Task

Unit 6: Citizenship in American History and Government Developing Republican Government [U6C2L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Trace how the American idea of individual rights developed



Directions

For this performance assessment task you will trace the roots of one individual or group right. For this assessment you will:

1. Select an individual right or group right that is very important to you. Define that right and include it in the last box on your Flow Map. Use your text, other history books, or the internet to research the origins of the right you selected. Show how the value or beginnings of the right you selected changed over time. Illustrate the historical sequence in a Flow Map.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Developing Republican Government Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You include the definition of an individual right or group right you value as an American today	met not met
2. You show supporting ideas from points in history that recognized similar rights	met not met
3. You show the historic sequence of supporting ideas from its possible origin to today	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

British Origins of American Constitutionalism

[U6C2L3]



What you will accomplish in this lesson:

Show how the Founders built on the principles of British representative government



Why this lesson is important:

The American colonial period lasted for 150 years. The Founders were loyal subjects of the British crown and were proud to enjoy the rights of Englishmen as protected by the English constitution. The Founders were greatly impacted by the English form of government, which ultimately influenced the creation of United States Constitution. In this lesson, you will explore how the establishment of representative government in British history influenced the Founders and helped establish some of our most important constitutional rights today.



What you will learn in this lesson:

- Examine how the nature of the British constitution emerged from struggles between royalty, nobility, and the church
- Identify how parliamentary government changed and began to represent the interests of all people
- Assess how the constitutional principles in the English Bill of Rights impacted the U.S. Bill of Rights
- Defend a position on the importance of specific rights such as habeas corpus and trial by jury and on what limitations, if any, should be placed on them
- Define key words: American Constitutionalism, burgesses, charters, common law, contracts, due process of law, Magna Carta, manorialism, monarch, parliamentary government, realm, rights of Englishmen, rule of law, tenets, vassal



You will have successfully met this lesson's purpose:

- by showing a relationship between what you value in the U.S. Bill of Rights to what was established in the English Bill of Rights
- when you identify three to five rights or principles that you clearly identify with and value
- when you relate your chosen principle or right to one of the first Amendments (Bill of Rights) of the U.S. Constitution
- when you trace the Amendment from our Constitution to its roots within the British Bill of Rights
- when you write a brief reflection on how your life might be different today without protection of the rights you examined



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?

-
- _____ 1. THINK ABOUT how the past influences the present. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
 - _____ 2. With your class, THINK ABOUT the ways in which past experiences influence how you think and behave now. CONTRIBUTE your examples to a class Circle Map. CONSIDER how history contributed to the freedoms we enjoy today.
 - _____ 3. REFLECT on how the history of a nation affects its present status. ANSWER the reflection questions presented by your instructor.
-

GATHER PHASE: So, what else do you need to know or learn?

-
- _____ 1. LISTEN TO a briefing about the history of British rights and the British Constitution.
 - _____ 2. With your class, use Exercise #1: U.S. Bill of Rights to COMPARE our Bill of Rights to the English Bill of Rights of 1689. PARTICIPATE in creating a T-Chart that shows the similarities and differences between these two documents. JIGSAW your student text as needed.
 - _____ 3. REFLECT on the importance of the Magna Carta. ANSWER the reflection question presented by your instructor.
-

PROCESS PHASE: Now what can you do with this new information you've learned?

-
- _____ 1. With your team, work on your assigned scenario from page 89 or page 90 in your student text. ANSWER the questions related to the scenarios and PRESENT your findings to your class.
 - _____ 2. REFLECT on the rights of the accused. ANSWER the reflection questions presented by your instructor.
-

**Assessment Activities:****APPLY PHASE: What else can you do with what you've learned today?**

-
- _____ 1. COMPLETE the British Origins of American Constitutionalism Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
 - _____ 2. REVIEW the key words of this lesson.
 - _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.
-

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Exercise 1: U.S. Bill of Rights

First Amendment – Establishment Clause, Free Exercise Clause; freedom of speech, of the press, and of assembly; right to petition

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.

Second Amendment – militia (United States), sovereign state, right to keep and bear arms

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.

Third Amendment – protection from quartering of troops

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.

Fourth Amendment – protection from unreasonable search and seizure

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.

Fifth Amendment – due process, double jeopardy, self-incrimination, eminent domain

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.

Sixth Amendment – trial by jury and rights of the accused; Confrontation Clause, speedy trial, public trial, right to counsel

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 defense.

Seventh Amendment – civil trial by jury

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.

Eighth Amendment – prohibition of excessive bail and cruel and unusual punishment

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

Ninth Amendment – protection of rights not specifically enumerated in the Constitution

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

Tenth Amendment – powers of States and people

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.

Performance Assessment Task

Unit 6: Citizenship in American History and Government

British Origins of American Constitutionalism [U6C2L3]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Show how the Founders built on the principles of British representative government



Directions

For this performance assessment task you will show how the principles and rights you value today as an American citizen trace to the United States Bill of Rights and the English Bill of Rights. For this assessment you will:

1. Select 3-5 key rights or principles you value as an American today. Link those rights or principles to one of the first ten amendments or the U.S. Bill of Rights. Define the amendment. Trace the United States Amendment to a similar right or rule established through the English Bill of Rights. You may show the relationship of how what you value as an American traces back to British history by writing a short paper or preparing a visual tool.
2. Write a brief reflection how your life might be different today without protection of the rights you examined.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

British Origins of American Constitutionalism Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. You identify 3-5 rights or principles that you identify with and value	met	not met
2. You relate your chosen principles or rights to one of the first Amendments (Bill of Rights) of the U.S. Constitution	met	not met
3. You trace the Amendment from our Constitution to its roots within the British Bill of Rights	met	not met
4. You present your information using a visual tool	met	not met
5. Your written reflection describes how your life might be different without the rights and protections you examined	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government Colonial Government - Basic Rights and Constitutional Government [U6C2L4]



What you will accomplish in this lesson:

Form an opinion about how the Declaration of Independence reflects your ideas about the purpose of government and protection of individual rights



Why this lesson is important:

In this lesson, you will learn why the American colonists sought independence from England. You'll see what it was like to be a colonist without the rights we enjoy today. You will examine how the Founders carefully crafted the Declaration of Independence. This important document laid the groundwork for our government to protect individual rights.



What you will learn in this lesson:

- Explain how differences between colonial America and Europe affected the Founders' beliefs about government and individual rights
- Consider how you, as a citizen today, would view the limitation of many rights to white, male, property owners
- Determine how the Declaration of Independence justified the arguments for separation of the colonies from Great Britain
- Examine what the Declaration of Independence says about the purpose of government and protection of individual rights
- Define key words: Boston Massacre, Boston Tea Party, Committees of Correspondence, constituents, covenant, Declaration of Independence, established religion, First Continental Congress, Fundamental Orders of Connecticut, governor, indentured servant, Intolerable Acts, legislatures, magistrate, Massachusetts Body of Liberties, Mayflower Compact, Minutemen, primogeniture, Quartering Act, Seven Years War, Sons of Liberty, sovereignty, Stamp Act Congress, suffrage, Tea Act, The Laws and Liberties, writ of assistance



You will have successfully met this lesson's purpose:

- by writing a brief editorial expressing an opinion about the American Colonies' Declaration of Independence
- by reflecting on the importance and impact of the Declaration of Independence
- when your editorial expresses a clear point of view: American white male colonist, other American colonist (woman, slave, or indentured servant), British Loyalist, OR a time traveler from your school visiting colonial America
- when your editorial begins with a headline that clearly sets the tone of your chosen point of view
- when your editorial briefly and accurately summarizes Who, What, Where, When, and Why of the events surrounding the Declaration of Independence
- when your editorial expresses an opinion, about whether the American Colonies' Declaration of Independence is positive, negative, or both
- when your reflection briefly describes two or more new things you have learned, notes whether you personally agree with your editorial's point of view, and explains your opinion about how the Declaration of Independence reflects your ideas own ideas about the purpose of government and protection of individual rights



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?

- _____ 1. THINK ABOUT what you know about the Declaration of Independence and the rights it declared for citizens. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
- _____ 2. With your team, EXAMINE your assigned scenario on the Violations of Rights (see page 108 in your text). IDENTIFY the rights you would claim for your scenario if you had been an American colonist at the time. SHARE your answers with your class.
- _____ 3. REFLECT on the rights of American colonists. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

- _____ 1. LISTEN TO a briefing on colonial Americans' ideas about rights and constitutional government. PARTICIPATE in creating a Double Bubble Map that shows differences between colonists and European beliefs about government and individual rights.
- _____ 2. REVIEW the Declaration of Independence Tree Map handout. LISTEN to a briefing about the why colonists wanted independence from Britain. DISCUSS how the Declaration of Independence justified the arguments for separation of the colonies from Great Britain.
- _____ 3. REFLECT on your understanding of what you have learned so far. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?

- _____ 1. With your team, COMPLETE Exercise #1: Skits in which you PARTICIPATE in one skit for your class. OBSERVE the other skits that defend the ability of the American colonists to govern themselves.
- _____ 2. REFLECT on the opportunities of American colonists. ANSWER the reflection questions presented by your instructor.

**Assessment Activities:****APPLY PHASE: What else can you do with what you've learned today?**

- _____ 1. COMPLETE the Colonial Government – Basic Rights and Constitutional Government Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Hear the latest news:
Colonies break with England!



Declaration of Independence Editorial Worksheet

Point of View (check one):	<ul style="list-style-type: none">— White male American colonist— Female American colonist— Indentured servant in the colonies— Slave in the colonies— British Loyalist— Time traveler from your school visiting the colonies
Headline:	
Summary - WHO, WHAT, WHERE, WHEN, WHY:	
Opinion:	



Declaration of Independence Reflection

<p>Describe two things you learned about the Declaration of Independence that you didn't know before the class:</p>	
<p>Describe why you <u>do</u> or <u>do not</u> personally agree with the editorial's point of view:</p>	
<p>Explain how closely the Declaration of Independence reflects your ideas about the purpose of government and protection of individual rights:</p>	

Declaration of Independence Tree Map® Declaration of Independence

Who	What	Where	When	Why
Author Thomas Jefferson	American Colonies declared independence from England	Philadelphia	Drafted June 11-28, 1776	Rights of people are based on natural law
Signers – 56 Representatives from: Connecticut Delaware Georgia Maryland Massachusetts Bay New Hampshire New Jersey New York North Carolina Pennsylvania Rhode Island South Carolina Virginia	Rights come from God/nature		Revised July 2-4, 1776	People have the right to abolish government that violates natural rights
	Governments have power by consent of the people		Signed July 4, 1776	British king violated natural rights because he:
	People have right to abolish government if destructive		Printed July 4-5, 1776	refused to approve laws passed by colonists
	All men are created equal			made judges dependent on his will
	People insisted on the following rights and freedoms:		Published <i>Pennsylvania Evening Post</i> July 6, 1776	kept armies among people in times of peace
	life, liberty, pursuit of happiness			quartered soldiers among civilians
	right to wage war			imposed taxes without consent
	right to conclude peace			deprived colonists of trial by jury
	make alliances			changed colonial charters and constitutions
	establish commerce (trade)			cut off trade with the rest of the world
				waged war against them

Exercise 1: Skits

Skit 1

Two colonists, visiting in England, explain to two or three Englishmen why colonists have broader opportunities to enjoy rights (refer to *Colonial Settlement of America Inspired New Experiments in Constitutional Government*, pages 95-97 of your text).

Skit 2

Three American colonists respond to two English citizens who have just arrived in America, and challenge them with the following question: "What kind of government would you create?" (Refer to *The Basic Ideas of Constitutional Government Used by Colonial Governments*, pages 98-101 of your text).

Performance Assessment Task

Unit 6: Citizenship in American History and Government *Colonial Government - Basic Rights and Constitutional Government [U6C2L4]*

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Form an opinion about how the Declaration of Independence reflects your ideas about the purpose of government and protection of individual rights



Directions

For this performance assessment task you will express an opinion about the Declaration of Independence. For this assessment you will:

1. Complete the Declaration of Independence Editorial Worksheet. Use the Declaration of Independence Tree Map to address specific events around the Declaration.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Colonial Government - Basic Rights and Constitutional Government Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You select a point of view and your editorial clearly expresses that point of view	met not met
2. You write a headline that clearly sets the tone of your chosen point of view	met not met
3. Your editorial briefly and accurately summarizes WHO, WHAT, WHERE, WHEN, and WHY of the events surrounding the Declaration of Independence	met not met
4. Your editorial expresses an opinion about whether the American Colonies' Declaration of Independence is positive, negative, or both	met not met
5. Your reflection briefly describes two or more new things you have learned, notes whether you personally agree with your editorial's point of view, and explains your opinion about how the Declaration of Independence reflects your ideas own ideas about the purpose of government and protection of individual rights	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

State Constitutions [U6C2L5]



What you will accomplish in this lesson:

Examine the first states' constitutional ideals for protecting their rights



Why this lesson is important:

The American Revolution returned the colonists to a state of nature. Colonial governments under British authority ceased to exist. New governments would have to be created, a task the newly independent states undertook soon after the war began. In this learning plan, you will examine the main features of the constitutions created by the first thirteen new states.



What you will learn in this lesson:

- Explain the basic ideas of natural rights, republicanism, and constitutional government contained in the early state constitutions
- Compare and contrast the differences between the Massachusetts constitution and other state constitutions
- Describe the main components of the Virginia Declaration of Rights
- Defend positions on legislative supremacy
- Define key words: absolute veto, higher law, legislative supremacy, override, political guarantees, popular sovereignty, procedural guarantees of due process, representation, social contract, state declarations of rights, veto, Virginia Declaration of Rights



You will have successfully met this lesson's purpose:

- by comparing the rights in your state's constitution to the Virginia Declaration of Rights
- when you identify the similarities between rights granted in the state constitution and the Virginia Declaration of Rights
- when you identify the differences between rights granted in the state constitution and the Virginia Declaration of Rights
- when you identify factors that make each document unique
- when you describe how each document supports the basic ideals of natural rights



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



_____ 1. THINK ABOUT how state constitutions protect individual rights. PREPARE for this lesson by

discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*

- _____ 2. With your class, BRAINSTORM ideas for a State Constitution. LIST the principles that state government should be based on. LIST the rights state government should protect. COMPARE your list to those included in the state constitutions of the first thirteen states.
- _____ 3. LISTEN to a briefing on legislative supremacy.
- _____ 4. REFLECT on early American concerns about government having too much power. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. With your team, JIGSAW the student text on your assigned topic. CREATE a Tree Map to use in presenting what you learned to your class.
- _____ 2. REFLECT on differences in states' rights. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned? ...



- _____ 1. With your partner, COMPLETE the Examining Historical Documents exercise on page 122 of your text. Use Handout #1: Examining Historical Documents as a reference. PARTICIPATE in a class discussion about what you learned.
- _____ 2. REFLECT on the role of individual rights. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. READ your state constitution. With your partner, CREATE a Double Bubble Map comparing the rights in your state constitution to the Virginia Declaration of Rights. You'll use this map in your performance assessment task.
- _____ 2. COMPLETE the State Constitutions Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Handout 1: Examining Historical Documents

THE VIRGINIA DECLARATION OF RIGHTS, 1776

A declaration of rights made by the representatives of the good people of Virginia, assembled in full and free convention; which rights do pertain to them and their posterity, as the basis and foundation of government.

SECTION I. That all men are by nature equally free and independent and have certain inherent rights, of which, when they enter into a state of society, they cannot, by any compact, deprive or divest their posterity; namely, the enjoyment of life and liberty, with the means of acquiring and possessing property, and pursuing and obtaining happiness and safety.

SEC. 2. That all power is vested in, and consequently derived from, the people; that magistrates are their trustees and servants and at all times amenable to them.

SEC. 3. That government is, or ought to be, instituted for the common benefit, protection, and security of the people, nation, or community; of all the various modes and forms of government, that is best which is capable of producing the greatest degree of happiness and safety and is most effectually secured against the danger of maladministration; and that, when any government shall be found inadequate or contrary to these purposes, a majority of the community hath an indubitable, inalienable, and indefeasible right to reform, alter, or abolish it, in such manner as shall be judged most conducive to the public weal.

SEC. 4. That no man, or set of men, are entitled to exclusive or separate emoluments or privileges from the community, but in consideration of public services; which, not being descendible, neither ought the offices of magistrate, legislator, or judge to be hereditary.

SEC. 5. That the legislative and executive powers of the state should be separate and distinct from the judiciary; and that the members of the two first may be restrained from oppression, by feeling and participating the burdens of the people, they should, at fixed periods, be reduced to a private station, return into that body from which they were originally taken, and the vacancies be supplied by frequent, certain, and regular elections, in which all, or any part, of the former members, to be again eligible, or ineligible, as the laws shall direct.

SEC. 6. That elections of members to serve as representatives of the people, in assembly, ought to be free; and that all men, having sufficient evidence of permanent common interest with, and attachment to, the community, have the right of suffrage and cannot be taxed or deprived of their property for public uses without their own consent, or that of their representatives so elected, nor bound by any law to which they have not, in like manner, assented for the public good.

SEC. 7. That all power of suspending laws, or the execution of laws, by any authority, without consent of the representatives of the people, is injurious to their rights, and ought not to be exercised.

SEC. 8. That in all capital or criminal prosecutions a man hath a right to demand the cause and nature of his accusation, to be confronted with the accusers and witnesses, to call for evidence in his favor, and to a speedy trial by an impartial jury of twelve men of his vicinage, without whose unanimous consent he cannot be found guilty; nor can he be compelled to give evidence against himself; that no man be deprived of his liberty, except by the law of the land or the judgment of his peers.

SEC. 9. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

SEC. 10. That general warrants, whereby an officer or messenger may be commanded to search suspected places without evidence of a fact committed, or to seize any person or persons not named, or whose offense is not particularly described and supported by evidence, are grievous and oppressive and ought not to be granted.

SEC. 11. That in controversies respecting property and in suits between man and man, the ancient trial by jury is preferable to any other and ought to be held sacred.

SEC. 12. That the freedom of the press is one of the great bulwarks of liberty and can never be restrained but by despotic governments.

SEC. 13. That a well-regulated militia, or composed of the body of the people, trained to arms, is the proper, natural, and safe defense of a free state; that standing armies, in time of peace, should be avoided as dangerous to liberty; and that in all cases the military should be under strict subordination to, and governed by, the civil power.

SEC. 14. That the people have a right to uniform government; and, therefore, that no government separate from or independent of the government of Virginia ought to be erected or established within the limits thereof.

SEC. 15. That no free government, or the blessings of liberty, can be preserved to any people, but by a firm adherence to justice, moderation, temperance, frugality, and virtue, and by frequent recurrence to fundamental principles.

SEC. 16. That religion, or the duty which we owe to our Creator, and the manner of discharging it, can be directed only by reason and conviction, not by force or violence; and therefore all men are equally entitled to the free exercise of religion, according to the dictates of conscience; and that it is the mutual duty of all to practice Christian forbearance, love, and charity toward each other.

Performance Assessment Task

Unit 6: Citizenship in American History and Government State Constitutions [U6C2L5]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Examine the first states' constitutional ideals for protecting their rights



Directions

For this performance assessment task you will compare your state constitution to the Virginia Declaration of Rights. For this assessment you will:

1. Use the Double Bubble Map you created with your partner to help you analyze the two documents. On your own, write a summary that compares the rights outlined in your state constitution with those in the Virginia Declaration of Rights.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

State Constitutions Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your summary identifies the similarities between rights granted in the state constitution and the Virginia Declaration of Rights	met	not met
2. Your summary identifies the differences between rights granted in the state constitution and the Virginia Declaration of Rights	met	not met
3. Your summary identifies factors that make each document unique	met	not met
4. Your summary describes how each document supports the basic ideals of natural rights	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

Articles of Confederation 1781 [U6C3L1]



What you will accomplish in this lesson:

Determine why the Founders created a weak national government under the Articles of Confederation and the problems that resulted



Why this lesson is important:

The first government created by the Founders did not work well. It created a weak national government, which quickly resulted in a number of problems. In this learning plan, you will learn about the Articles of Confederation and why problems with it led to the adoption of our current Constitution.



What you will learn in this lesson:

- Explain why Americans needed a national government after the colonies declared independence from Great Britain
- Explain how the Founders designed the first constitution, the Articles of Confederation
- Compare the advantages and disadvantages of the Articles of Confederation
- Define key words: factions, loyalists, majority rule, national government



You will have successfully met this lesson's purpose:

- by creating a Multi-Flow Map illustrating the causes and effects of the Articles of Confederation
- by writing a summary of why the Founders decided to change the Articles of Confederation
- when you specify the reasons that the Founders limited the power of the national government in the Articles of Confederation in the "causes" side of your Multi-Flow Map
- when you specify the effects that the Articles of Confederation had on the national government's ability to govern in the "effects" side of the Multi-Flow Map
- when you summarize why the Founders decided to change the Articles of Confederation to create a stronger national government
- when you identify one or more specific historical events that led the Founders to change the Articles of Confederation
- when you speculate about what the U.S. might be like today if the Articles of Confederation were still in place instead of the current U.S. Constitution



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what you know about the advantages and disadvantages to each state having its own system of money. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*

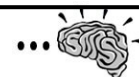
- _____2. With your team, BRAINSTORM how you would create your own money for use in your “team neighborhood.” DECIDE what you would call it, what units of coins and/or paper money you would have, and what a \$3 dollar pair of socks would cost in your currency. DESCRIBE your team currency to the class and take notes on other teams’ currency to understand how many units of their money you would need to buy something.
- _____3. PARTICIPATE in a discussion about what was confusing about the other teams system of money.
- _____4. REFLECT on people in different places having the same system of money and laws. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____1. LISTEN to a briefing about the Articles of Confederation. TAKE NOTES to better understand the strengths and weaknesses of the Articles.
- _____2. REFLECT on how and why the Articles of Confederation were created. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____1. With your team, COMPLETE the *Examining the Advantages and Disadvantages of the Articles of Confederation* exercise in your text on page 131. CREATE a T-Chart listing advantages and disadvantages for each of the articles in the exercise. REVIEW your work with the class. PARTICIPATE in a discussion about the weaknesses and achievements of the Articles of Confederation.
- _____2. REFLECT on the ability of governments to change. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____1. COMPLETE the Articles of Confederation 1781 Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____2. REVIEW the key words of this lesson.
- _____3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Information Sheet 1: Articles of Confederation 1781

The Articles of Confederation

Nov. 15, 1777

To all to whom these Presents shall come, we the undersigned Delegates of the States affixed to our Names send greeting.

Articles of Confederation and perpetual Union between the states of New Hampshire, Massachusetts-bay Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia.

I. The Stile of this Confederacy shall be "The United States of America."

II. Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled.

III. The said States hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.

IV. The better to secure and perpetuate mutual friendship and intercourse among the people of the different States in this Union, the free inhabitants of each of these States, paupers, vagabonds, and fugitives from justice excepted, shall be entitled to all privileges and immunities of free citizens in the several States; and the people of each State shall free ingress and regress to and from any other State, and shall enjoy therein all the privileges of trade and commerce, subject to the same duties, impositions, and restrictions as the inhabitants thereof respectively, provided that such restrictions shall not extend so far as to prevent the removal of property imported into any State, to any other State, of which the owner is an inhabitant; provided also that no imposition, duties or restriction shall be laid by any State, on the property of the United States, or either of them.

If any person guilty of, or charged with, treason, felony, or other high misdemeanor in any State, shall flee from justice, and be found in any of the United States, he shall, upon demand of the Governor or executive power of the State from which he fled, be delivered up and removed to the State having jurisdiction of his offense.

Full faith and credit shall be given in each of these States to the records, acts, and judicial proceedings of the courts and magistrates of every other State.

V. For the most convenient management of the general interests of the United States, delegates shall be annually appointed in such manner as the legislatures of each State shall direct, to meet in Congress on the first Monday in November, in every year, with a power reserved to each State to recall its delegates, or any of them, at any time within the year, and to send others in their stead for the remainder of the year.

No State shall be represented in Congress by less than two, nor more than seven members; and no person shall be capable of being a delegate for more than three years in any term of six years; nor shall any person, being a delegate, be capable of holding any office under the United States, for which he, or another for his benefit, receives any salary, fees or emolument of any kind.

Each State shall maintain its own delegates in a meeting of the States, and while they act as members of the committee of the States.

In determining questions in the United States in Congress assembled, each State shall have one vote.

Freedom of speech and debate in Congress shall not be impeached or questioned in any court or place out of Congress, and the members of Congress shall be protected in their persons from arrests or imprisonments, during the time of their going to and from, and attendance on Congress, except for treason, felony, or breach of the peace.

VI. No State, without the consent of the United States in Congress assembled, shall send any embassy to, or receive any embassy from, or enter into any conference, agreement, alliance or treaty with any King, Prince or State; nor shall any person holding any office of profit or trust under the United States, or any of them, accept any present, emolument, office or title of any kind whatever from any King, Prince or foreign State; nor shall the United States in Congress assembled, or any of them, grant any title of nobility.

No two or more States shall enter into any treaty, confederation or alliance whatever between them, without the consent of the United States in Congress assembled, specifying accurately the purposes for which the same is to be entered into, and how long it shall continue.

No State shall lay any imposts or duties, which may interfere with any stipulations in treaties, entered into by the United States in Congress assembled, with any King, Prince, or State, in pursuance of any treaties already proposed by Congress, to the courts of France and Spain.

No vessel of war shall be kept up in time of peace by any State, except such number only, as shall be deemed necessary by the United States in Congress assembled, for the defense of such State, or its trade; nor shall any body of forces be kept up by any State in time of peace, except such number only, as in the judgment of the United States in Congress assembled, shall be deemed requisite to garrison the forts necessary for the defense of such State; but every State shall always keep up a well-regulated and disciplined militia, sufficiently armed and accoutered, and shall provide and constantly have ready for use, in public stores, a due number of filed pieces and tents, and a proper quantity of arms, ammunition and camp equipage.

No State shall engage in any war without the consent of the United States in Congress assembled, unless such State be actually invaded by enemies, or shall have received certain advice of a resolution being formed by some nation of Indians to invade such State, and the danger is so imminent as not to admit of a delay till the United States in Congress assembled can be consulted; nor shall any State grant commissions to any ships or vessels of war, nor letters of marque or reprisal, except it be after a declaration of war by the United States in Congress assembled, and then only against the Kingdom or State and the subjects thereof, against which war has been so declared, and under such regulations as shall be established by the United States in Congress assembled, unless such State be infested by pirates, in which case vessels of war may be fitted out for that occasion, and kept so long as the danger shall continue, or until the United States in Congress assembled shall determine otherwise.

VII. When land forces are raised by any State for the common defense, all officers of or under the rank of colonel, shall be appointed by the legislature of each State respectively, by whom such forces shall be raised, or in such manner as such State shall direct, and all vacancies shall be filled up by the State which first made the appointment.

VIII. All charges of war, and all other expenses that shall be incurred for the common defense or general welfare, and allowed by the United States in Congress assembled, shall be defrayed out of a common treasury, which shall be supplied by the several States in proportion to the value of all land within each State, granted or surveyed for any person, as such land and the buildings and improvements thereon shall be estimated according to such mode as the United States in Congress assembled, shall from time to time direct and appoint.

The taxes for paying that proportion shall be laid and levied by the authority and direction of the legislatures of the several States within the time agreed upon by the United States in Congress assembled.

IX. The United States in Congress assembled, shall have the sole and exclusive right and power of determining on peace and war, except in the cases mentioned in the sixth article -- of sending and receiving ambassadors -- entering into treaties and alliances, provided that no treaty of commerce shall be made whereby the legislative power of the respective States shall be restrained from imposing

such imposts and duties on foreigners, as their own people are subjected to, or from prohibiting the exportation or importation of any species of goods or commodities whatsoever -- of establishing rules for deciding in all cases, what captures on land or water shall be legal, and in what manner prizes taken by land or naval forces in the service of the United States shall be divided or appropriated -- of granting letters of marque and reprisal in times of peace -- appointing courts for the trial of piracies and felonies committed on the high seas and establishing courts for receiving and determining finally appeals in all cases of captures, provided that no member of Congress shall be appointed a judge of any of the said courts.

The United States in Congress assembled shall also be the last resort on appeal in all disputes and differences now subsisting or that hereafter may arise between two or more States concerning boundary, jurisdiction or any other causes whatever; which authority shall always be exercised in the manner following. Whenever the legislative or executive authority or lawful agent of any State in controversy with another shall present a petition to Congress stating the matter in question and praying for a hearing, notice thereof shall be given by order of Congress to the legislative or executive authority of the other State in controversy, and a day assigned for the appearance of the parties by their lawful agents, who shall then be directed to appoint by joint consent, commissioners or judges to constitute a court for hearing and determining the matter in question: but if they cannot agree, Congress shall name three persons out of each of the United States, and from the list of such persons each party shall alternately strike out one, the petitioners beginning, until the number shall be reduced to thirteen; and from that number not less than seven, nor more than nine names as Congress shall direct, shall in the presence of Congress be drawn out by lot, and the persons whose names shall be so drawn or any five of them, shall be commissioners or judges, to hear and finally determine the controversy, so always as a major part of the judges who shall hear the cause shall agree in the determination: and if either party shall neglect to attend at the day appointed, without showing reasons, which Congress shall judge sufficient, or being present shall refuse to strike, the Congress shall proceed to nominate three persons out of each State, and the secretary of Congress shall strike in behalf of such party absent or refusing; and the judgment and sentence of the court to be appointed, in the manner before prescribed, shall be final and conclusive; and if any of the parties shall refuse to submit to the authority of such court, or to appear or defend their claim or cause, the court shall nevertheless proceed to pronounce sentence, or judgment, which shall in like manner be final and decisive, the judgment or sentence and other proceedings being in either case transmitted to Congress, and lodged among the acts of Congress for the security of the parties concerned: provided that every commissioner, before he sits in judgment, shall take an oath to be administered by one of the judges of the supreme or superior court of the State, where the cause shall be tried, 'well and truly to hear and determine the matter in question, according to the best of his judgment, without favor, affection or hope of reward': provided also, that no State shall be deprived of territory for the benefit of the United States.

All controversies concerning the private right of soil claimed under different grants of two or more States, whose jurisdictions as they may respect such lands, and the States which passed such grants are adjusted, the said grants or either of them being at the same time claimed to have originated antecedent to such settlement of jurisdiction, shall on the petition of either party to the Congress of the United States, be finally determined as near as may be in the same manner as is before prescribed for deciding disputes respecting territorial jurisdiction between different States.

The United States in Congress assembled shall also have the sole and exclusive right and power of regulating the alloy and value of coin struck by their own authority, or by that of the respective States -- fixing the standards of weights and measures throughout the United States -- regulating the trade and managing all affairs with the Indians, not members of any of the States, provided that the legislative right of any State within its own limits be not infringed or violated -- establishing or regulating post offices from one State to another, throughout all the United States, and exacting such postage on the papers passing through the same as may be requisite to defray the expenses of the said office -- appointing all officers of the land forces, in the service of the United States, excepting regimental officers -- appointing all the officers of the naval forces, and commissioning all officers whatever in the service of the United States -- making rules for the government and regulation of the said land and naval forces, and directing their operations.

The United States in Congress assembled shall have authority to appoint a committee, to sit in the recess of Congress, to be denominated 'A Committee of the States', and to consist of one delegate from

each State; and to appoint such other committees and civil officers as may be necessary for managing the general affairs of the United States under their direction

-- to appoint one of their members to preside, provided that no person be allowed to serve in the office of president more than one year in any term of three years; to ascertain the necessary sums of money to be raised for the service of the United States, and to appropriate and apply the same for defraying the public expenses -- to borrow money, or emit bills on the credit of the United States, transmitting every half-year to the respective States an account of the sums of money so borrowed or emitted

-- to build and equip a navy -- to agree upon the number of land forces, and to make requisitions from each State for its quota, in proportion to the number of white inhabitants in such State; which requisition shall be binding, and thereupon the legislature of each State shall appoint the regimental officers, raise the men and cloath, arm and equip them in a solid-like manner, at the expense of the United States; and the officers and men so cloathed, armed and equipped shall march to the place appointed, and within the time agreed on by the United States in Congress assembled. But if the United States in Congress assembled shall, on consideration of circumstances judge proper that any State should not raise men, or should raise a smaller number of men than the quota thereof, such extra number shall be raised, officered, cloathed, armed and equipped in the same manner as the quota of each State, unless the legislature of such State shall judge that such extra number cannot be safely spread out in the same, in which case they shall raise, officer, cloath, arm and equip as many of such extra number as they judge can be safely spared. And the officers and men so cloathed, armed, and equipped, shall march to the place appointed, and within the time agreed on by the United States in Congress assembled.

The United States in Congress assembled shall never engage in a war, nor grant letters of marquee or reprisal in time of peace, nor enter into any treaties or alliances, nor coin money, nor regulate the value thereof, nor ascertain the sums and expenses necessary for the defense and welfare of the United States, or any of them, nor emit bills, nor borrow money on the credit of the United States, nor appropriate money, nor agree upon the number of vessels of war, to be built or purchased, or the number of land or sea forces to be raised, nor appoint a commander in chief of the army or navy, unless nine States assent to the same: nor shall a question on any other point, except for adjourning from day to day be determined, unless by the votes of the majority of the United States in Congress assembled.

The Congress of the United States shall have power to adjourn to any time within the year, and to any place within the United States, so that no period of adjournment be for a longer duration than the space of six months, and shall publish the journal of their proceedings monthly, except such parts thereof relating to treaties, alliances or military operations, as in their judgment require secrecy; and the yeas and nays of the delegates of each State on any question shall be entered on the journal, when it is desired by any delegates of a State, or any of them, at his or their request shall be furnished with a transcript of the said journal, except such parts as are above excepted, to lay before the legislatures of the several States.

X. The Committee of the States, or any nine of them, shall be authorized to execute, in the recess of Congress, such of the powers of Congress as the United States in Congress assembled, by the consent of the nine States, shall from time to time think expedient to vest them with; provided that no power be delegated to the said Committee, for the exercise of which, by the Articles of Confederation, the voice of nine States in the Congress of the United States assembled be requisite.

XI. Canada acceding to this confederation, and adjoining in the measures of the United States, shall be admitted into, and entitled to all the advantages of this Union; but no other colony shall be admitted into the same, unless such admission be agreed to by nine States.

XII. All bills of credit emitted, monies borrowed, and debts contracted by, or under the authority of Congress, before the assembling of the United States, in pursuance of the present confederation, shall be deemed and considered as a charge against the United States, for payment and satisfaction whereof the said United States, and the public faith are hereby solemnly pledged.

XIII. Every State shall abide by the determination of the United States in Congress assembled, on all questions which by this confederation are submitted to them. And the Articles of this Confederation shall be inviolably observed by every State, and the Union shall be perpetual; nor shall any alteration at any time hereafter be made in any of them; unless such alteration be agreed to in a Congress of the United States, and be afterwards confirmed by the legislatures of every State.

And Whereas it hath pleased the Great Governor of the World to incline the hearts of the legislatures, we respectively represent in Congress, to approve of, and to authorize us to ratify the said Articles of Confederation and perpetual Union. Know Ye that we the undersigned delegates, by virtue of the power and authority to us given for that purpose, do by these presents, in the name and in behalf of our respective constituents, fully and entirely ratify and confirm each and every of the said Articles of Confederation and perpetual Union, and all and singular the matters and things therein contained: And we do further solemnly plight and engage the faith of our respective constituents, that they shall abide by the determinations of the United States in Congress assembled, on all questions, which by the said Confederation are submitted to them. And that the Articles thereof shall be inviolably observed by the States we respectively represent, and that the Union shall be perpetual.

In Witness whereof we have hereunto set our hands in Congress. Done at Philadelphia in the State of Pennsylvania the ninth day of July in the Year of our Lord One Thousand Seven Hundred and Seventy-Eight, and in the Third Year of the independence of America.

Agreed to by Congress 15 November 1777
In force after ratification by Maryland, 1 March 1781

Information Sheet 2: Organization of African Unity

Charter of the Organization of African Unity, May 25 1963

We, the Heads of African States and Governments assembled in the City of Addis Ababa, Ethiopia;

Convinced that it is the inalienable right of all people to control their own destiny;

Conscious of the fact that freedom, equality, justice, and dignity are essential objectives for the achievement of the legitimate aspirations of the African peoples;

Conscious of our responsibility to harness the natural and human resources of our continent for the total advancement of our peoples in spheres of human Endeavour;

Inspired by a common determination to promote understanding among our peoples and co-operation among our States in response to the aspirations of our peoples for brotherhood and solidarity, in a larger unity transcending ethnic and national differences;

Convinced that, in order to translate this determination into a dynamic force in the cause of human progress, conditions for peace and security must be established and maintained;

Determined to safeguard and consolidate the hard-won independence as well as the sovereignty and territorial integrity, of our States, and to fight against neo-colonialism in all its forms;

Dedicated to the general progress of Africa;

Persuaded that the Charter of the United Nations and the Universal Declaration of Human Rights, to the principles of which we reaffirm our adherence, provide a solid foundation for peaceful and positive co-operation among States;

Desirous that all African States should henceforth unite so that the welfare and well-being of their peoples can be assured;

Resolved to reinforce the links between our states by establishing and strengthening common institutions;

Have agreed to the present Charter.

ESTABLISHMENT

Article I

1. The High Contracting Parties do by the present Charter establish an Organization to be known as the ORGANIZATION OF AFRICAN UNITY.
2. The Organization shall include the Continental African States, Madagascar and other Islands surrounding Africa,

PURPOSES

Article II

1. The Organization shall have the following purposes:
 - a. to promote the unity, and solidarity. of the African States;
 - b. to co-ordinate and intensify their co-operation and efforts to achieve a better life for the peoples of Africa;
 - c. to defend their sovereignty, their territorial integrity, and independence
 - d. to eradicate all forms of colonialism from Africa; and
 - e. to promote international co-operation, having due regard to the Charter of the United Nations and the Universal Declaration of Human Rights.
2. To these ends, the Member States shall co-ordinate and harmonize their general policies, especially in the following fields:
 - a. political and diplomatic co-operation;
 - b. economic co-operation, including transport and communications.
 - c. educational and cultural co-operation;
 - d. health, sanitation, and nutritional co-operation;
 - c. scientific and technical co-operation; and
 - f. co-operation for defense and security.

PRINCIPLES

Article III

The Member States, in pursuit of the purposes stated in Article II, solemnly affirm and declare their adherence to the following principles:

1. the sovereign equality of all Member States;
2. non-interference in the internal affairs of States;
3. respect for the sovereignty and territorial integrity of each State and for its inalienable right to independent existence;
4. peaceful settlement of disputes by negotiation, mediation, conciliation, or arbitration;
5. unreserved condemnation, in all its forms, of political assassination as well as of subversive activities on the part of neighboring States or any other State;
6. absolute dedication to the total emancipation of the African territories which are still dependent;
7. affirmation of a policy of non-alignment with regard to all blocs.

MEMBERSHIP

Article IV

Each independent sovereign African State shall be entitled to become a Member of the Organization.

RIGHTS AND DUTIES OF MEMBER STATES

Article V

All Member States shall enjoy equal rights and have equal duties.

Article VI

The Member States pledge themselves to observe scrupulously the principles enumerated in Article III of the present Charter.

CESSATION OF MEMBERSHIP

Article XXXII

Any State which desires to renounce its membership shall forward a written notification to the Administrative Secretary-General. At the end of one Year from the date of such notification, if not withdrawn, the Charter shall cease to apply with respect to the renouncing State, which shall thereby cease to belong to the Organization.

Source:

from *Organization of African Unity: Basic Documents and Resolutions* (Addis Ababa: n.d., The Provisional Secretariat of the Organization of African Unity), pp. 7-13.

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Information Sheet 3: Organization of American States

Charter of the Organization of American States (partial)

CHARTER OF THE ORGANIZATION OF AMERICAN STATES

IN THE NAME OF THEIR PEOPLES, THE STATES REPRESENTED AT THE NINTH INTERNATIONAL CONFERENCE OF AMERICAN STATES,

Convinced that the historic mission of America is to offer to man a land of liberty and a favorable environment for the development of his personality and the realization of his just aspirations;

Conscious that that mission has already inspired numerous agreements, whose essential value lies in the desire of the American peoples to live together in peace and, through their mutual understanding and respect for the sovereignty of each one, to provide for the betterment of all, in independence, in equality and under law;

Convinced that representative democracy is an indispensable condition for the stability, peace and development of the region;

Confident that the true significance of American solidarity and good neighborliness can only mean the consolidation on this continent, within the framework of democratic institutions, of a system of individual liberty and social justice based on respect for the essential rights of man;

Persuaded that their welfare and their contribution to the progress and the civilization of the world will increasingly require intensive continental cooperation;

Resolved to persevere in the noble undertaking that humanity has conferred upon the United Nations, whose principles and purposes they solemnly reaffirm;

Convinced that juridical organization is a necessary condition for security and peace founded on moral order and on justice; and

In accordance with Resolution IX of the Inter-American Conference on Problems of War and Peace, held in Mexico City,

NATURE AND PURPOSES

Article 1

The American States establish by this Charter the international organization that they have developed to achieve an order of peace and justice, to promote their solidarity, to strengthen their collaboration, and to defend their sovereignty, their territorial integrity, and their independence. Within the United Nations, the Organization of American States is a regional agency.

The Organization of American States has no powers other than those expressly conferred upon it by this Charter, none of whose provisions authorizes it to intervene in matters that are within the internal jurisdiction of the Member States.

Article 2

The Organization of American States, in order to put into practice the principles on which it is founded and to fulfill its regional obligations under the Charter of the United Nations, proclaims the following essential purposes:

- a) To strengthen the peace and security of the continent;
- b) To promote and consolidate representative democracy, with due respect for the principle of nonintervention;
- c) To prevent possible causes of difficulties and to ensure the pacific settlement of disputes that may arise among the Member States;
- d) To provide for common action on the part of those States in the event of aggression;
- e) To seek the solution of political, juridical, and economic problems that may arise among them;
- f) To promote, by cooperative action, their economic, social, and cultural development;
- g) To eradicate extreme poverty, which constitutes an obstacle to the full democratic development of the peoples of the hemisphere; and
- h) To achieve an effective limitation of conventional weapons that will make it possible to devote the largest amount of resources to the economic and social development of the Member States.

Chapter II

PRINCIPLES

Article 3

The American States reaffirm the following principles:

- a) International law is the standard of conduct of States in their reciprocal relations;
- b) International order consists essentially of respect for the personality, sovereignty, and independence of States, and the faithful fulfillment of obligations derived from treaties and other sources of international law;
- c) Good faith shall govern the relations between States;
- d) The solidarity of the American States and the high aims which are sought through it require the political organization of those States on the basis of the effective exercise of representative democracy;
- e) Every State has the right to choose, without external interference, its political, economic, and social system and to organize itself in the way best suited to it, and has the duty to abstain from intervening in the affairs of another State. Subject to the foregoing, the American States shall cooperate fully among themselves, independently of the nature of their political, economic, and social systems;
- f) The elimination of extreme poverty is an essential part of the promotion and consolidation of representative democracy and is the common and shared responsibility of the American States;
- g) The American States condemn war of aggression: victory does not give rights;

- h) An act of aggression against one American State is an act of aggression against all the other American States;
- i) Controversies of an international character arising between two or more American States shall be settled by peaceful procedures;
- j) Social justice and social security are bases of lasting peace;
- k) Economic cooperation is essential to the common welfare and prosperity of the peoples of the continent;
- l) The American States proclaim the fundamental rights of the individual without distinction as to race, nationality, creed, or sex;
- m) The spiritual unity of the continent is based on respect for the cultural values of the American countries and requires their close cooperation for the high purposes of civilization;
- n) The education of peoples should be directed toward justice, freedom, and peace.

Chapter IV

FUNDAMENTAL RIGHTS AND DUTIES OF STATES

Article 10

States are juridically equal, enjoy equal rights and equal capacity to exercise these rights, and have equal duties. The rights of each State depend not upon its power to ensure the exercise thereof, but upon the mere fact of its existence as a person under international law.

Article 11

Every American State has the duty to respect the rights enjoyed by every other State in accordance with international law.

Article 12

The fundamental rights of States may not be impaired in any manner whatsoever.

Article 13

The political existence of the State is independent of recognition by other States. Even before being recognized, the State has the right to defend its integrity and independence, to provide for its preservation and prosperity, and consequently to organize itself as it sees fit, to legislate concerning its interests, to administer its services, and to determine the jurisdiction and competence of its courts. The exercise of these rights is limited only by the exercise of the rights of other States in accordance with international law.

Article 14

Recognition implies that the State granting it accepts the personality of the new State, with all the rights and duties that international law prescribes for the two States.

Article 15

The right of each State to protect itself and to live its own life does not authorize it to commit unjust acts against another State.

Article 16

The jurisdiction of States within the limits of their national territory is exercised equally over all the inhabitants, whether nationals or aliens.

Article 17

Each State has the right to develop its cultural, political, and economic life freely and naturally. In this free development, the State shall respect the rights of the individual and the principles of universal morality.

Article 18

Respect for and the faithful observance of treaties constitutes standards for the development of peaceful relations among States. International treaties and agreements should be public.

Article 19

No State or group of States has the right to intervene, directly or indirectly, for any reason whatever, in the internal or external affairs of any other State. The foregoing principle prohibits not only armed force but also any other form of interference or attempted threat against the personality of the State or against its political, economic, and cultural elements.

Article 20

No State may use or encourage the use of coercive measures of an economic or political character in order to force the sovereign will of another State and obtain from it advantages of any kind.

Article 21

The territory of a State is inviolable; it may not be the object, even temporarily, of military occupation or of other measures of force taken by another State, directly or indirectly, on any grounds whatever. No territorial acquisitions or special advantages obtained either by force or by other means of coercion shall be recognized.

Article 22

The American States bind themselves in their international relations not to have recourse to the use of force, except in the case of self-defense in accordance with existing treaties or in fulfillment thereof.

Article 23

Measures adopted for the maintenance of peace and security in accordance with existing treaties do not constitute a violation of the principles set forth in Articles 19 and 21.

Chapter V

PACIFIC SETTLEMENT OF DISPUTES

Article 24

International disputes between Member States shall be submitted to the peaceful procedures set forth in this Charter.

This provision shall not be interpreted as an impairment of the rights and obligations of the Member States under Articles 34 and 35 of the Charter of the United Nations.

Article 25

The following are peaceful procedures: direct negotiation, good offices, mediation, investigation and conciliation, judicial settlement, arbitration, and those which the parties to the dispute may especially agree upon at any time.

Article 26

In the event that a dispute arises between two or more American States which, in the opinion of one of them, cannot be settled through the usual diplomatic channels, the parties shall agree on some other peaceful procedure that will enable them to reach a solution.

Article 27

A special treaty will establish adequate means for the settlement of disputes and will determine pertinent procedures for each peaceful means such that no dispute between American States may remain without definitive settlement within a reasonable period of time.

Chapter VI

COLLECTIVE SECURITY

Article 28

Every act of aggression by a State against the territorial integrity or the inviolability of the territory or against the sovereignty or political independence of an American State shall be considered an act of aggression against the other American States.

Article 29

If the inviolability or the integrity of the territory or the sovereignty or political independence of any American State should be affected by an armed attack or by an act of aggression that is not an armed attack, or by an extra continental conflict, or by a conflict between two or more American States, or by any other fact or situation that might endanger the peace of America, the American States, in furtherance of the principles of continental solidarity or collective self-defense, shall apply the measures and procedures established in the special treaties on the subject.

Chapter VII

INTEGRAL DEVELOPMENT

Article 30

The Member States, inspired by the principles of interAmerican solidarity and cooperation, pledge themselves to a united effort to ensure international social justice in their relations and integral development for their peoples, as conditions essential to peace and security. Integral development encompasses the economic, social, educational, cultural, scientific, and technological fields through which the goals that each country sets for accomplishing it should be achieved.

Article 31

Inter-American cooperation for integral development is the common and joint responsibility of the Member States, within the framework of the democratic principles and the institutions of the interAmerican system. It should include the economic, social, educational, cultural, scientific, and technological fields, support the achievement of national objectives of the Member States, and respect the priorities established by each country in its development plans, without political ties or conditions.

Article 32

Inter-American cooperation for integral development should be continuous and preferably channeled through multilateral organizations, without prejudice to bilateral cooperation between Member States.

The Member States shall contribute to inter-American cooperation for integral development in accordance with their resources and capabilities and in conformity with their laws.

Article 33

Development is a primary responsibility of each country and should constitute an integral and continuous process for the establishment of a more just economic and social order that will make possible and contribute to the fulfillment of the individual.

Article 34

The Member States agree that equality of opportunity, the elimination of extreme poverty, equitable distribution of wealth and income and the full participation of their peoples in decisions relating to their own development are, among others, basic objectives of integral development. To achieve them, they likewise agree to devote their utmost efforts to accomplishing the following basic goals:

- a) Substantial and self-sustained increase of per capita national product;
- b) Equitable distribution of national income;
- c) Adequate and equitable systems of taxation;
- d) Modernization of rural life and reforms leading to equitable and efficient land-tenure systems, increased agricultural productivity, expanded use of land, diversification of production and improved processing and marketing systems for agricultural products; and the strengthening and expansion of the means to attain these ends;

- e) Accelerated and diversified industrialization, especially of capital and intermediate goods;
- f) Stability of domestic price levels, compatible with sustained economic development and the attainment of social justice;
- g) Fair wages, employment opportunities, and acceptable working conditions for all;
- h) Rapid eradication of illiteracy and expansion of educational opportunities for all;
- i) Protection of man's potential through the extension and application of modern medical science;
- j) Proper nutrition, especially through the acceleration of national efforts to increase the production and availability of food;
- k) Adequate housing for all sectors of the population;
- l) Urban conditions that offer the opportunity for a healthful, productive, and full life;
- m) Promotion of private initiative and investment in harmony with action in the public sector; and
- n) Expansion and diversification of exports

Article 35

The Member States should refrain from practicing policies and adopting actions or measures that have serious adverse effects on the development of other Member States.

Article 36

Transnational enterprises and foreign private investment shall be subject to the legislation of the host countries and to the jurisdiction of their competent courts and to the international treaties and agreements to which said countries are parties, and should conform to the development policies of the recipient countries.

Article 37

The Member States agree to join together in seeking a solution to urgent or critical problems that may arise whenever the economic development or stability of any Member State is seriously affected by conditions that cannot be remedied through the efforts of that State.

Article 38

The Member States shall extend among themselves the benefits of science and technology by encouraging the exchange and utilization of scientific and technical knowledge in accordance with existing treaties and national laws.

Article 39

The Member States, recognizing the close interdependence between foreign trade and economic and social development, should make individual and united efforts to bring about the following:

a) Favorable conditions of access to world markets for the products of the developing countries of the region, particularly through the reduction or elimination, by importing countries, of tariff and no tariff barriers that affect the exports of the Member States of the Organization, except when such barriers are applied in order to diversify the economic structure, to speed up the development of the less developed Member States, and intensify their process of economic integration, or when they are related to national security or to the needs of economic balance;

b) Continuity in their economic and social development by means of:

i. Improved conditions for trade in basic commodities through international agreements, where appropriate; orderly marketing procedures that avoid the disruption of markets, and other measures designed to promote the expansion of markets and to obtain dependable incomes for producers, adequate and dependable supplies for consumers, and stable prices that are both remunerative to producers and fair to consumers;

ii. Improved international financial cooperation and the adoption of other means for lessening the adverse impact of sharp fluctuations in export earnings experienced by the countries exporting basic commodities;

iii. Diversification of exports and expansion of export opportunities for manufactured and semi-manufactured products from the developing countries; and

iv. Conditions conducive to increasing the real export earnings of the Member States, particularly the developing countries of the region, and to increasing their participation in international trade.

Article 40

The Member States reaffirm the principle that when the more developed countries grant concessions in international trade agreements that lower or eliminate tariffs or other barriers to foreign trade so that they benefit the less developed countries, they should not expect reciprocal concessions from those countries that are incompatible with their economic development, financial, and trade needs.

Article 41

The Member States, in order to accelerate their economic development, regional integration, and the expansion and improvement of the conditions of their commerce, shall promote improvement and coordination of transportation and communication in the developing countries and among the Member States.

Article 42

The Member States recognize that integration of the developing countries of the Hemisphere is one of the objectives of the inter-American system and, therefore, shall orient their efforts and take the necessary measures to accelerate the integration process, with a view to establishing a Latin American common market in the shortest possible time.

Article 43

In order to strengthen and accelerate integration in all its aspects, the Member States agree to give adequate priority to the preparation and carrying out of multinational projects and to their financing, as well as to encourage economic and financial institutions of the inter-American system to continue giving their broadest support to regional integration institutions and programs.

Article 44

The Member States agree that technical and financial cooperation that seeks to promote regional economic integration should be based on the principle of harmonious, balanced, and efficient development, with particular attention to the relatively less-developed countries, so that it may be a decisive factor that will enable them to promote, with their own efforts, the improved development of their infrastructure programs, new lines of production, and export diversification.

Article 45

The Member States, convinced that man can only achieve the full realization of his aspirations within a just social order, along with economic development and true peace, agree to dedicate every effort to the application of the following principles and mechanisms:

- a) All human beings, without distinction as to race, sex, nationality, creed, or social condition, have a right to material well-being and to their spiritual development, under circumstances of liberty, dignity, equality of opportunity, and economic security;
- b) Work is a right and a social duty, it gives dignity to the one who performs it, and it should be performed under conditions, including a system of fair wages, that ensure life, health, and a decent standard of living for the worker and his family, both during his working years and in his old age, or when any circumstance deprives him of the possibility of working;
- c) Employers and workers, both rural and urban, have the right to associate themselves freely for the defense and promotion of their interests, including the right to collective bargaining and the workers' right to strike, and recognition of the juridical personality of associations and the protection of their freedom and independence, all in accordance with applicable laws;
- d) Fair and efficient systems and procedures for consultation and collaboration among the sectors of production, with due regard for safeguarding the interests of the entire society;
- e) The operation of systems of public administration, banking and credit, enterprise, and distribution and sales, in such a way, in harmony with the private sector, as to meet the requirements and interests of the community;
- f) The incorporation and increasing participation of the marginal sectors of the population, in both rural and urban areas, in the economic, social, civic, cultural, and political life of the nation, in order to achieve the full integration of the national community, acceleration of the process of social mobility, and the consolidation of the democratic system. The encouragement of all efforts of popular promotion and cooperation that have as their purpose the development and progress of the community;
- g) Recognition of the importance of the contribution of organizations such as labor unions, cooperatives, and cultural, professional, business, neighborhood, and community associations to the life of the society and to the development process;
- h) Development of an efficient social security policy; and
- i) Adequate provision for all persons to have due legal aid in order to secure their rights.

Article 46

The Member States recognize that, in order to facilitate the process of Latin American regional integration, it is necessary to harmonize the social legislation of the developing countries, especially in the

labor and social security fields, so that the rights of the workers shall be equally protected, and they agree to make the greatest efforts possible to achieve this goal.

Article 47

The Member States will give primary importance within their development plans to the encouragement of education, science, technology, and culture, oriented toward the overall improvement of the individual, and as a foundation for democracy, social justice, and progress.

Article 48

The Member States will cooperate with one another to meet their educational needs, to promote scientific research, and to encourage technological progress for their integral development. They will consider themselves individually and jointly bound to preserve and enrich the cultural heritage of the American peoples.

Article 49

The Member States will exert the greatest efforts, in accordance with their constitutional processes, to ensure the effective exercise of the right to education, on the following bases:

- a) Elementary education, compulsory for children of school age, shall also be offered to all others who can benefit from it. When provided by the State it shall be without charge;
- b) Middle-level education shall be extended progressively to as much of the population as possible, with a view to social improvement. It shall be diversified in such a way that it meets the development needs of each country without prejudice to providing a general education; and
- c) Higher education shall be available to all, provided that, in order to maintain its high level, the corresponding regulatory or academic standards are met.

Article 50

The Member States will give special attention to the eradication of illiteracy, will strengthen adult and vocational education systems, and will ensure that the benefits of culture will be available to the entire population. They will promote the use of all information media to fulfill these aims.

Article 51

The Member States will develop science and technology through educational, research, and technological development activities and information and dissemination programs. They will stimulate activities in the field of technology for the purpose of adapting it to the needs of their integral development. They will organize their cooperation in these fields efficiently and will substantially increase exchange of knowledge, in accordance with national objectives and laws and with treaties in force.

Article 52

The Member States, with due respect for the individuality of each of them, agree to promote cultural exchange as an effective means of consolidating interAmerican understanding; and they recognize that regional integration programs should be strengthened by close ties in the fields of education, science, and culture.

Information Sheet 4: European Union Treaty

[Portions of the Treaty Establishing the European Union – 2002]

COMMON PROVISIONS

Article A

By this Treaty, the High Contracting Parties establish among themselves a European Union, hereinafter called 'the Union'.

This Treaty marks a new stage in the process of creating an ever closer union among the peoples of Europe, in which decisions are taken as closely as possible to the citizen.

The Union shall be founded on the European Communities, supplemented by the policies and forms of cooperation established by this Treaty. Its task shall be to organize, in a manner demonstrating consistency and solidarity, relations between the Member States and between their peoples.

Article B

The Union shall set itself the following objectives:

- to promote economic and social progress which is balanced and sustainable, in particular through the creation of an area without internal frontiers, through the strengthening of economic and social cohesion and through the establishment of economic and monetary union, ultimately including a single currency in accordance with the provisions of this Treaty;
- to assert its identity on the international scene, in particular through the implementation of a common foreign and security policy including the eventual framing of a common defense policy, which might in time lead to a common defense;
- to strengthen the protection of the rights and interests of the nationals of its Member States through the introduction of a citizenship of the Union;
- to develop close cooperation on justice and home affairs;
- to maintain in full the 'acquis communautaire' and build on it with a view to considering, through the procedure referred to in Article N(2), to what extent the policies and forms of cooperation introduced by this Treaty may need to be revised with the aim of ensuring the effectiveness of the mechanisms and the institutions of the Community.

The objectives of the Union shall be achieved as provided in this Treaty and in accordance with the conditions and the timetable set out therein while respecting the principle of subsidiary as defined in Article 3b of the Treaty establishing the European Community.

Article C

The Union shall be served by a single institutional framework which shall ensure the consistency and the continuity of the activities carried out in order to attain its objectives while respecting and building upon the 'acquis communautaire'.

The Union shall in particular ensure the consistency of its external activities as a whole in the context of its external relations, security, economic and development policies. The Council and the Commission shall be responsible for ensuring such consistency. They shall ensure the implementation of these policies, each in accordance with its respective powers.

Article D

The European Council shall provide the Union with the necessary impetus for its development and shall define the general political guidelines thereof.

The European Council shall bring together the Heads of State or of Government of the Member States and the President of the Commission. They shall be assisted by the Ministers for Foreign Affairs of the Member States and by a Member of the Commission. The European Council shall meet at least twice a year, under the chairmanship of the Head of State or of Government of the Member State which holds the Presidency of the Council.

The European Council shall submit to the European Parliament a report after each of its meetings and a yearly written report on the progress achieved by the Union.

Article E

The European Parliament, the Council, the Commission and the Court of Justice shall exercise their powers under the conditions and for the purposes provided for, on the one hand, by the provisions of the Treaties establishing the European Communities and of the subsequent Treaties and Acts modifying and supplementing them and, on the other hand, by the other provisions of this Treaty.

Article F

1. The Union shall respect the national identities of its Member States, whose systems of government are founded on the principles of democracy.
2. The Union shall respect fundamental rights, as guaranteed by the European Convention for the Protection of Human Rights and Fundamental Freedoms signed in Rome on 4 November 1950 and as they result from the constitutional traditions common to the Member States, as general principles of Community law.
3. The Union shall provide itself with the means necessary to attain its objectives and carry through its policies.

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Performance Assessment Task

Unit 6: Citizenship in American History and Government

Articles of Confederation 1781 [U6C3L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Determine why the Founders created a weak national government under the Articles of Confederation and the problems that resulted



Directions

For this performance assessment task, you will summarize what you have learned about the Articles of Confederation. For this assessment you will:

1. Create a Multi-Flow Map that illustrates the causes and effects of the Articles of Confederation.
2. Write a summary of the reasons why the Founders changed the Articles of Confederation. Write a speculation about what life in the U.S. would be like today if the Articles were still in place. Use Information Sheet #1: Articles of Confederation 1781 as needed.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Articles of Confederation 1781 Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. You create a Multi-Flow Map illustrating the causes and effects of the Articles of Confederation	met	not met
2. Your map shows the reasons the Founders limited the power of the national government in the Articles of Confederation on one side of your Multi-Flow Map	met	not met
3. Your map shows the effects of forming a national government under the Articles of Confederation on the other side of the Multi-Flow Map	met	not met
4. Your summary explains why the Founders decided to change the Articles of Confederation to create a stronger national government	met	not met
5. Your summary identifies one or more specific historical events that led the Founders to change the Articles of Confederation	met	not met
6. You speculate about what the U.S. might be like today if the Articles of Confederation were still in place instead of the current U.S. Constitution	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

Creating Our Constitution [U6C3L2]



What you will accomplish in this lesson:

Explain how the Philadelphia Convention and the Virginia Plan helped create the Constitution



Why this lesson is important:

The second U.S. Constitution was written at a convention held in Philadelphia in 1787. Delegates from New Jersey and Virginia submitted competing plans to organize the new government. In this learning plan, you will see how the Philadelphia Convention came to be. You'll also learn about the major issues that were discussed and debated and the role that the New Jersey and Virginia plans played in creating the Constitution.



What you will learn in this lesson:

- Describe the steps leading to the calling of the Philadelphia Convention and the initial purpose of the Convention
- Describe the characteristics of the Framers who attended the Convention
- Describe the Framers' agreement on how to conduct the business of the Convention
- Defend positions on how the Constitution should be developed: by Congress or by a special national convention
- Describe the basic elements of the Virginia Plan and the New Jersey Plan and the differences between them
- Relate the elements of the Virginia and New Jersey Plans to the basic ideas of government such as natural rights, republican government, and constitutional government
- Explain the reasons for the disagreements among the delegates regarding representation
- Evaluate the advantages and disadvantages of the Virginia and New Jersey Plans for a national government
- Explain why the Virginia Plan was used as the basis for the new Constitution rather than the New Jersey Plan
- Define key words: delegates, equal representation, executive, federal system, Framers, House of Representatives, judicial, legislative, Philadelphia Convention, proportional representation, ratification, Senate, Virginia Plan



You will have successfully met this lesson's purpose:

- by writing a position paper about the role that the Philadelphia Convention and the Virginia Plan played in creating the Constitution
- when your position paper explains why the delegates to the Philadelphia Convention ignored the assignment given them by Congress
- when your position paper describe the key issues debated at the Philadelphia Convention
- when your position paper relates the details of the New Jersey and Virginia Plans to the issue of state representation in Congress
- when your position paper summarizes why the Virginia Plan was selected as the basis for the Constitution
- when your paper takes a position supporting or opposing using the Virginia Plan as the basis for the Constitution
- when your paper supports your position with specific references



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



- _____1. THINK ABOUT how independence created a need for a national constitution. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
- _____2. CONSIDER what you've learned so far about our nation's first Constitution and its weaknesses. Our nation's leaders knew we needed a new constitution, but what is the best way to go about creating it? With your team, READ the critical thinking exercise on page 140 of your text (*Evaluating Alternative Political Strategies*). Adopt the position assigned to your team and IDENTIFY reasons why your position is best. PRESENT your reasons to the class.
- _____3. REFLECT on different approaches for changing the Constitution. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____1. LISTEN TO a briefing on the Philadelphia Convention, the Virginia Plan, and the New Jersey Plan. TAKE NOTES on the two plans during the briefing and create a T-Chart with the main features of each plan.
- _____2. REFLECT on the decisions made at the Philadelphia Convention. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned? ...



- _____1. With your group, IDENTIFY the costs and benefits of the Virginia Plan and the New Jersey Plan. (See *Developing and Defending Positions*, page 148 of your text). CREATE a multi-column T-Chart for your list. SELECT the plan your group thinks would make a better government. EXPLAIN your reasons to the class in a brief presentation.
- _____2. REFLECT on how citizens are represented in government. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____1. COMPLETE the Creating Our Constitution Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____2. REVIEW the key words of this lesson.
- _____3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Performance Assessment Task

Unit 6: Citizenship in American History and Government Creating Our Constitution [U6C3L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Explain how the Philadelphia Convention and the Virginia Plan helped create the Constitution



Directions

For this performance assessment task you will express your opinions about issues at the Philadelphia Convention. For this assessment you will:

1. Review the positions presented throughout this lesson on the Philadelphia Convention, the New Jersey Plan, and the Virginia Plan. Think about your position on the issues debated at the Philadelphia Convention, and your position on the value of the Virginia Plan and the New Jersey Plan as the basis for the Constitution. Consider how the decisions made at the Philadelphia Convention affect how the United States government works today.
2. Write a position paper supporting or opposing the role that the Philadelphia Convention and the Virginia Plan played in creating the new constitution. Refer to the key issues debated at the Philadelphia Convention and why the delegates chose the Virginia Plan as the basis for the Constitution.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Creating Our Constitution Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You explain why the delegates to the Philadelphia Convention ignored the assignment given them by Congress	met not met
2. You describe the key issues debated at the Philadelphia Convention	met not met
3. You explain why you support or oppose how the delegates to the Philadelphia Convention went about changing the Constitution	met not met
4. You relate the details of the New Jersey and Virginia Plans to the issue of state representation in Congress	met not met
5. You summarize why the Virginia Plan was selected as the basis for the Constitution	met not met
6. You explain why you support or oppose using the Virginia Plan as the basis for the Constitution	met not met
7. You support your position with specific references to representation, the role of the three branches of government, and the relative strength of the state and federal governments	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

Balancing Power [U6C3L3]



What you will accomplish in this lesson:

Assess how the powers granted to the legislative, judicial, and executive branches of government result in a balance of power



Why this lesson is important:

The Framers of the Constitution addressed a variety of concerns, issues, and problems as they worked to establish the national government. Specific powers were granted and denied to each of the three branches of government: the legislative branch, the executive branch, and the judicial branch. This distribution of power resulted in a balance of power designed to keep any one branch from becoming too powerful. In this learning plan you will explore how the Framers addressed a variety of issues and concerns facing them as they established the national government and how they distributed power among the three branches of government.



What you will learn in this lesson:

- Explain how and why the Framers developed the present system of representation in Congress and the advantages and disadvantages of this system
- Describe how Article I of the Constitution delegates explicit powers to the Congress and limits the powers of both the national and state governments
- Describe the “three-fifths clause” and the “fugitive slave clause” and explain what issues they were intended to resolve
- Defend positions on disagreements at the Philadelphia Convention over representation and slavery
- Explain the basic organization of the executive and judicial branches set forth in Articles II and III of the Constitution
- Describe the limitations on the powers of the executive and judicial branches
- Explain why the Framers developed the Electoral College as the method for selecting the president
- Defend positions on the influence of the presidency over legislation
- Define key words: appellate jurisdiction, apportioned, balance of power, bills of attainder, Electoral College, electors, enumerated powers, equal [state] representation, executive power, executive departments, ex post facto laws, fugitive slave clause, The Great Compromise, impeach, judicial review, legislative power, necessary and proper clause, original jurisdiction, proportional representation, separated powers, supremacy clause, treason, veto



You will have successfully met this lesson's purpose:

- by creating a Tree Map categorizing the powers granted to the legislative, executive, and judicial branches of the government
- by writing a summary of how the powers granted to the three branches results in a balance of power
- when your Tree Map specifies the powers granted to the legislative, executive, and judicial branches of the government
- when your summary describes how the powers granted and denied each branch result in a balance of power
- when your summary includes one or more examples of how the balance of power works to keep any one branch from becoming too powerful



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



- _____ 1. THINK ABOUT what you know about the problems and issues facing the Framers of our Constitution. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
- _____ 2. With your class, BRAINSTORM a list of the issues, problems, and questions that the Framers faced as they worked to create a new national government. With your team, select three to five issues or problems from the class list. DESCRIBE possible solutions and share your ideas with the class.
- _____ 3. REFLECT on issues or problems the Framers did not resolve. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. LISTEN to a briefing on the how the Framers set up three branches of government.
- _____ 2. With your team, CREATE a Tree Map for your assigned branch of government and share it with the class.
- _____ 3. REFLECT on the task the Framers undertook. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned? ...



- _____ 1. With your team, CREATE a short presentation that answers your assigned question. REFER to the readings in your text that relate to your topic. CREATE a Thinking Map to illustrate your ideas, if appropriate. PRESENT your topic to the class. TAKE NOTES on other teams' presentations to better understand the balance of power.
- _____ 2. REFLECT on the balance of power between the three branches. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. COMPLETE the Balancing Power Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Performance Assessment Task

Unit 6: Citizenship in American History and Government

Balancing Power [U6C3L3]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Assess how the powers granted to the legislative, judicial, and executive branches of government result in a balance of power



Directions

For this performance assessment task you will summarize your knowledge about how the three branches of government share a balance of power. For this assessment you will:

1. Create a Tree Map with three columns labeled: "Legislative Branch," "Executive Branch," and "Judicial Branch." Specify the powers granted to each branch of the government in your Tree Map.
2. Write a summary explaining the balance of power in the three branches. Provide one or more examples of how the balance of power works to keep any one branch from becoming too powerful.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Balancing Power Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your Tree Map specifies the powers granted to the legislative, executive, and judicial branches of the government	met	not met
2. You summarize how the powers granted and denied each branch result in a balance of power	met	not met
3. You provide one or more examples of how the balance of power works to keep any one branch from becoming too powerful	met	not met

Comments:

Name: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government Protection of Rights Within the Judicial System [U6C6L6]



What you will accomplish in this lesson:

Compare positions on capital punishment to rights protected in the Fifth through Eighth Amendments



Why this lesson is important:

In this lesson, you examine how provisions of the Fifth through Eighth Amendments protect the rights of people accused of crimes and put on trial. You will review the importance and history of each right and learn about the right to counsel and its role in the American judicial system. Additionally, you will take a close look at the Supreme Court rules concerning the death penalty and issues involved in allowing capital punishment.



What you will learn in this lesson:

- Identify how provisions in the Fifth Amendment protect your rights after arrest
- Explain how the Sixth Amendment is intended to provide fair hearing for accused criminals
- Look at issues and controversies over the right to counsel
- Examine historic and current positions pertaining to types of punishment
- Define key words: acquitted, bail, capital punishment, cruel and unusual punishment, double jeopardy, felony, indicted, right to counsel



You will have successfully met this lesson's purpose:

- when you work with a partner to prepare and analyze a survey for the school community about your state's position on capital punishment and its relationship to the Eighth Amendment
- when your survey includes a copy of the Eighth Amendment as presented in the Bill of Rights
- when your survey includes key points covered in the Eighth Amendment for respondent's benefit
- when your survey asks three to six questions pertaining to respondent's opinion of the interpretation of Capital Punishment, state laws, and the Eighth Amendment
- when your survey is neatly presented
- when your survey is copied for distribution to peers in the school
- when you write up a short summary about the survey results



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what you know about the processes and the rights of people involved in a felony arrest. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
 2. Based on what you may already know about crimes and the judicial system process, SEQUENCE the processes or rights within the judicial system of a citizen arrested for a felony crime. USE a Flow Map to

capture your work. COMPARE your process with other teams.

- _____ 3. REFLECT on why each step is important for a fair hearing for arrested citizens. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. CONSIDER your opinion on the following statement: "Should capital punishment be considered cruel and unusual punishment and therefore a violation of the Eighth Amendment." REFERENCE the "Protection of Rights Within the Judicial System" section in your student text and TAKE NOTES as needed. Prepare to PARTICIPATE in a discussion on the key points about the Fifth, Sixth, and Eighth Amendments.
- _____ 2. REVISE your team's Flow Map as you work through the provisions of each Amendment. RE-ARRANGE the process order to reflect the proper sequence of events upon a criminal arrest.
- _____ 3. CONTRIBUTE ideas about how each amendment has been violated or could be violated. PARTICIPATE in discussion on scenarios in the Critical Thinking Exercise: Examining Current Controversies About the Right to Counsel in your student text. Work with your team to DEVELOP a position on the two questions presented in the text. COMPARE your responses to others' in the class.
- _____ 4. REFLECT on the importance of a fair trial. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____ 1. EXAMINE your state's position on the death penalty. PREPARE to participate in a simulated legislative committee hearing on the use of the death penalty in your state. If your state has death penalty statutes, the committee should conduct hearings to determine whether to draft a bill to abolish capital punishment in the state. If your state does not have capital punishment, the committee should be considering a bill to institute it in the state.
- _____ 2. PARTICIPATE in one of five teams: (1) Legislative committee; (2) Families of victims of violent crimes; (3) Citizens committee for safer neighborhoods; (4) Citizens for human rights; and (5) Citizens against the death penalty. USE Student Handout #1: Arguments For and Against Capital Punishment to help PREPARE your position points for the hearing.
- _____ 3. REFLECT on the strengths of the arguments for and against the death penalty. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. THINK ABOUT your own views on the death penalty and the law in your state pertaining to the issue.
- _____ 2. COMPLETE the Protection of Rights Within the Judicial System Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Arguments For and Against Capital Punishment

Arguments favoring the death penalty:

- **It acts as a deterrent.** The death penalty deters crime no matter what the findings of social science studies appear to reveal. The findings are inconclusive and contradicted by common sense and the observations of many people in the criminal justice system whose daily lives place them close enough to the problem to enable them to observe the effects of the penalty.
- **It is supported by public opinion.** A majority of the American public supports the death penalty. This position is also reflected by a majority in Congress and the state legislatures. Thus, the penalty does not violate contemporary standards of decency, fair play, and respect for human beings.
- **It serves as retribution.** It is not unworthy to exact retribution from persons guilty of horrible crimes.
- **It considers victims' rights and feelings.** The family and friends of murder victims are victims themselves. They often call for and deserve to have the death penalty imposed on those who have wronged them and their loved ones.
- **The cost can be reduced.** It is true that, given the numerous appeals allowed under the right to habeas corpus, the death penalty at present can result in a higher cost to the public than life imprisonment. However, by limiting the number of habeas corpus appeals a prisoner can make, the cost can be significantly reduced. The Supreme Court has already started to reduce the number of habeas corpus appeals.
- **Dangerous criminals are set free.** The system presently operates in such a way that murderers serving long or life sentences can sometimes be paroled if they meet certain standards. This parole system makes mistakes. All too often dangerous persons are set free. Sometimes they seek revenge on those responsible for their conviction. People should not have to live in fear of a murderer's release. Also, the general public usually is endangered by the presence of murderers.

Arguments against the death penalty:

- **It doesn't deter crime.** The main argument for the death penalty is that it deters crime. Neither social science studies nor opinions of the Supreme Court support this claim. Although social science studies may have shortcomings, the evidence they reveal is the only rational basis available for developing an informed position on this issue. All other bases for claiming that evidence supports deterrence are personal and not objective.
- **A reasonable person would be deterred from crime by the threat of imprisonment or loss of life.** However, killing another person is not a reasonable act. Usually, murder is committed in a heightened emotional state when a person's reason is impaired or it is planned logically in a way to escape detection. In the first instance, punishment is not considered by the murderer. In the second instance, the murderer expects to escape punishment. In neither instance would the threat of death act as a deterrent.
- **Statistics show that states with death penalties do not have lower murder rates than states that do.** In a 1986 study by the Federal Bureau of Justice Statistics, it was found that of the ten states with the highest murder rates, eight had the death penalty. In the ten states with the lowest murder rates, seven did not have the death penalty.

Student Handout – 34 (cont.)

- **The death penalty violates equal protection of the laws.** The way the death penalty is applied results in unfair discrimination against black people. It is used far more often when the killer is black and the victim is white. It is applied inconsistently to blacks and whites, and it is used far more often against poor people than rich people.
- **Innocent people have been executed.** Although the numbers are not large, innocent people have been executed. In 1986 a study showed that of 16,505 persons arrested for murder, 139 were sentenced to death and later found innocent. Of this number, 23 were actually executed. A humane society cannot tolerate the execution of innocent people. Such accidents can be avoided by prohibiting the death penalty and providing for life imprisonment.
- **The cost of administering the death penalty is higher than keeping people in prison for life.** A study conducted in Florida revealed that the cost of executing a prisoner, including the cost of trial and appeals, was \$3.2 million. The cost of keeping that same prisoner in prison for life would have been \$516,000. Obviously, it would cost taxpayers less to prohibit the death penalty.
- **Other civilized nations have abolished the death penalty.** The United States is one of the few industrialized democracies in the world that still retains the death penalty. The fact that other nations have abolished the penalty sets a standard that the United States should follow.
- **Contemporary moral standards should prevent the death penalty.** The United States has advanced to the point where the imposition of the death penalty violates standards of morality and justice that should be upheld. It is a barbarous act more characteristic of less developed and repressive societies and should not be used by a civilized nation.

Evaluating the arguments:

1. What appear to be the strengths and weaknesses of each of the arguments presented by each side?
2. What are the moral positions taken by each side? What values and interests are involved in each position?
3. Should the question of the death penalty be handled by the courts as a constitutional issue or by the state legislatures or Congress? Explain your position.
4. What position would you take on the constitutionality of the death penalty? Explain your position.
5. What position would you take on the desirability of the death penalty, regardless of its constitutionality? Upon what interests and values is your position based?
6. What steps could you take to influence decisions about the death penalty?

Performance Assessment Task

Unit 6: Citizenship in American History and Government

Protection of Rights Within the Judicial System [U6C6L6]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Compare positions on capital punishment to rights protected in the Fifth through Eighth Amendments



Directions

For this performance assessment task you will work with a partner to develop a school survey to ask your peers for their opinion on the death penalty in your state, and whether or not it is constitutional. Distribute the survey and analyze the results. Conclude this assessment with a short summary on the information you gathered. For this assessment you will:

1. Obtain a copy of the Eighth Amendment.
2. Create a survey of three to six questions to conduct in your own school.
3. Include a copy of the Eighth Amendment with your survey. Add the key points of the amendment to the top of your survey to provide some background to your respondents as prompts for giving sound answers.
4. Use the questions provided in Exercise #1: Arguments For And Against Capital Punishment to develop your three to six questions. Be sure the questions are in your own words and not directly from Exercise #1: Arguments For And Against Capital Punishment.
5. Make a blank copy of the survey.
6. Copy and distribute the survey to History or Government classes in your school community (or other classes as required by your instructor).
7. Compare the answers to your survey questions and submit them to your school newspaper.
8. Include a survey completed by yourself and your partner with your blank survey to your instructor for feedback and evaluation.
9. Use the attached scoring guide criteria for what you need to do to complete this task.
10. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Protection of Rights Within the Judicial System Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Work with a partner to prepare and analyze a survey for the school community about your state's position on capital punishment and its relationship to the Eighth Amendment	met	not met
2. Your survey includes a copy of the Eighth Amendment as presented in the Bill of Rights	met	not met
3. Your survey includes key points covered in the Eighth Amendment for respondent's benefit	met	not met
4. Your survey asks three to six questions pertaining to respondent's opinion of the interpretation of Capital Punishment, state laws and the Eighth Amendment	met	not met
5. Your survey is neatly presented	met	not met
6. Your survey is copied for distribution to peers in your school	met	not met
7. You write up a short summary about the survey results	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

Military Justice System [U6C6L7]



What you will accomplish in this lesson:

Justify the differences between the military and civilian justice systems



Why this lesson is important:

Military personnel do not have the same basic national rights and freedoms as civilians. In order for the armed forces to function efficiently, military personnel must give up some of their personal liberties and conform to military standards. In this learning plan, you will explore the history and function of the military justice system and note the similarities and differences to federal and state justice systems.



What you will learn in this lesson:

- Identify the four factors that determine whether a crime is service-connected
- Identify the rights of an accused person under the military justice system
- Explain the procedures for administering and imposing non-judicial punishment under Article 15 of the UCMJ
- Differentiate between the three levels of court-martial as they pertain to court composition and the types of cases heard by each level
- Define key words: admissible, admonition, Article 15, censure, coerced, general court-martial, special court-martial, summary court-martial, UCMJ



You will have successfully met this lesson's purpose:

- when you create a Double Bubble Map to compare and contrast the military and civilian justice systems
- when you write a short summary justifying the necessity for a military justice system
- when your Double Bubble Map compares the military and civilian justice system processes of protecting civilian rights
- when your Double Bubble Map illustrates how the military justice system differs from the civilian justice system
- when your Double Bubble Map illustrates how the civilian justice system differs from the military justice system



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what you know about the military justice system. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
 2. WRITE down one or two questions pertaining to military justice to ask the guest speaker. PARTICIPATE in a panel discussion between Cadets and guest speaker.

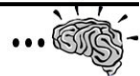
- _____ 3. READ the statements presented in Exercise #1: Agree or Disagree. Mark “agree” or “disagree” for each statement. REVIEW the correct answers with your class.
- _____ 4. REFLECT on what you heard about the military justice system that was interesting. ANSWER the reflection questions presented by your instructor

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. JIGSAW an assigned topic from the “Military Justice System” section of your student text. FIND additional information about your assigned reading sections by searching the Internet.
- _____ 2. PREPARE a Tree Map to classify key information about your assigned reading and PRESENT your information to teach others in the class. CONTRIBUTE to a class Tree Map.
- _____ 3. REFLECT on how the military justice system protects the rights of military citizens. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____ 1. READ the “Article 15 for Insubordination” case study found in your student text. CONSIDER that Private Brick demanded a court-martial in lieu of accepting punishment under Article 15, and that she objected to a summary court-martial.
- _____ 2. PREVIEW the case study to prepare your case. PARTICIPATE in a mock court-martial process.
- _____ 3. REFLECT on how the military case you participated in would be tried differently in a civilian court. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. CONSIDER the key differences between the military and civilian justice systems.
- _____ 2. COMPLETE the Military Justice System Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Exercise 1: Agree/Disagree

Directions: Read each statement below and decide if you agree or disagree with the statement based on your knowledge of the federal justice system and the military justice system:

Agree	Disagree	
		1. The Uniform Code of Military Justice (UCMJ) is the basis of all military law in the United States Armed Forces.
		2. All Soldiers accused of crimes can be court-martialed simply because of their military status.
		3. In the military justice system, the accused have similar rights as those in the civilian justice system.
		4. In the military justice system, the accused do not receive a <i>Miranda</i> warning.
		5. Military personnel have a right to consult a lawyer both before and during questioning.
		6. In the military, a commander can authorize a search without obtaining a warrant as long as there is probable cause.
		7. As punishment, military personnel can lose a portion of their basic pay, sea pay, or foreign duty pay for specified period of time.

Exercise 2: The Military Justice System

Part One: Rights of the Accused

Directions: First, list four rights mentioned in the text which service members have under the UCMJ that are similar to rights of civilians under the civilian justice system. Then, select one of those rights and, in the spaces provided, write a paragraph explaining how it applies to military personnel.

List of Rights

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Selected Right: _____

Explanation: _____

Part Two: Non-judicial Punishment

Directions: List the four types of punishment that commanders may impose under an Article 15 and give an example of each.

Type of Punishment	Example
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Directions: Fill in the correct answers in the spaces provided.

Under an Article 15, the service member being punished (or accused) can consult with a(n) _____ after receipt of charges and request a(n) _____ at which the accused can have a(n) _____ present and/or have _____ testify on his or her behalf. Additionally, the accused can also present _____, demand a(n) _____ instead of accepting punishment under Article 15, and/or request a(n) _____ of the punishment to the _____.

Part Three: Court-Martial Proceedings

Directions: Complete the following chart.

	Summary Court-Martial	Special Court-Martial	General Court-Martial
1. Who presides? (Write answer)			
2. Jury: <ul style="list-style-type: none"> • Is jury allowed? (Yes/No) • If yes, write # of members. • Is jury optional? (Not applicable/Yes/No) 			
3. Does military provide a defense counsel? (Yes/No)			
4. Does military permit (at no expense to the military) a civilian defense counsel? (Yes/No)			
5. Is a prosecutor present? (Yes/No)			
6. Is the accused: <ul style="list-style-type: none"> • Enlisted only? (Yes/No) • Officer only? (Yes/No) • Both? (Yes/No) 			
7. Requires a formal pre-trial investigation? (Yes/No)			
8. Types of Punishment: <ul style="list-style-type: none"> • Tries capital cases? (Yes/No) • Imposes dishonorable discharges? (Yes/No) 			

Exercise 3: Useful Websites

Website Address	Comments
http://www.goarmy.com/jag.html	Judge Advocate General's Corp.: This site contains information on JAGC Leadership, JAGC School, Recruiting, Personnel, and the Center for Law and Military Operations.
http://www4.law.cornell.edu/uscode/10/stAplch47.html	CHAPTER 47 - UNIFORM CODE OF MILITARY JUSTICE
http://www.au.af.mil/au/awc/awcgate/ucmj.htm	Congressional Code of Military Criminal Law applicable to all military members worldwide.

Performance Assessment Task

Unit 6: Citizenship in American History and Government

Military Justice System [U6C6L7]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Justify the differences between the military and civilian justice systems



Directions

For this performance assessment task, you will review a case study in the student text and assess how the military justice system impacted a verdict on Private Breck's crime to a civilian infraction of your choice. Your assessment task will also include a written paragraph justifying the necessity for a military justice system. For this assessment you will:

1. Provide a brief description of a civilian infraction that would be similar in nature to the one presented in the case study (an example might include resisting arrest or failing to appear in court).
2. Illustrate how the military justice system responds to the act defined in the case study on one side of your Double Bubble Map. Provide at least three examples.
3. Illustrate how the federal justice system responds to a similar civilian act on the other side of your Double Bubble Map. Provide at least three examples.
4. Illustrate how the two cases are similar in the middle bubbles of the map. Provide at least three examples of how they are similar.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Military Justice System Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
You create a Double Bubble Map that compares and contrasts the military and civilian justice systems	met not met
You write a short summary justifying the necessity for a military justice system	met not met
Your Double Bubble Map compares the military and civilian justice system processes of protecting civilian rights	met not met
Your Double Bubble Map illustrates how the military justice system differs from the civilian justice system	met not met
Your Double Bubble Map illustrates how the civilian justice system differs from the military justice system	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

Roles of Citizens [U6C7L1]



What you will accomplish in this lesson:

Determine your role as a citizen of a constitutional democracy



Why this lesson is important:

In this lesson, you will examine American citizenship and its relationship to the natural rights philosophy, republicanism, and constitutional democracy. You will examine the characteristics of effective citizenship, explore the rights and responsibilities of citizenship, and determine the qualities citizens need to develop to become effective citizens in our society.



What you will learn in this lesson:

- Explain the relationship between self-interest and the common good
- Describe the differences between citizens and resident aliens
- Explain how citizenship in a constitutional democracy differs from citizenship in a totalitarian state
- Explain how citizens can exercise their rights and responsibilities in a constitutional democracy
- Define key words: civility, civil rights, common good, commonwealth, empowerment, melting pot, nation of nations, naturalized citizen, orthodoxy, political action, political rights, resident alien, social action, spirit of association
-



You will have successfully met this lesson's purpose:

- when you write an editorial expressing their views on the rights and responsibilities of citizens in addressing an issue of your choice
- when you select an issue requiring citizen action
- when you specify the rights of citizens in relation to the issue
- when you specify the responsibilities of citizens in relation to the issue
- when you emphasize self-interest, the common good, or both as justification for citizen action
- when you reference one or more of the following as a requirement for effective citizen action: civic values, civic principles, civic skills, or civic dispositions
- when you recommend specific actions that citizens should take to address the issue (i.e. sign a petition, participate in a meeting, write a letter, vote in an election)



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



-
- ____1. THINK ABOUT your role as citizens in America. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*

- _____ 2. DEFINE “citizenship” in your own words. CREATE a Circle Map to BRAINSTORM what you know about the rights and responsibilities of U.S. citizens. SHARE your map.
- _____ 3. PARTICIPATE in a discussion about ways Americans use their citizenship.
- _____ 4. REFLECT on the responsibilities of citizenship. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. LISTEN TO a briefing about citizenship rights and responsibilities in a constitutional democracy. TAKE NOTES and GATHER MORE information from the “Roles of Citizens” section of your student text.
- _____ 2. PARTICIPATE in a discussion on the relationship between self-interest and the common good. CREATE a Double Bubble Map to compare citizenship in a constitutional democracy and a dictatorship or totalitarian state.
- _____ 3. REFLECT on the expectations of a citizen’s role in society. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you’ve learned? ...



- _____ 1. PREPARE to defend a position on extending the right to vote to resident aliens. REVIEW the Critical Thinking Exercise: Evaluating, Taking, and Defending a Position on Extending the Right to Vote for School Board Members to Resident Aliens, located in your student text.
- _____ 2. PARTICIPATE in a debate on extending the right to vote to resident aliens.
- _____ 3. REFLECT on how the diversity of new citizens has enriched or weakened America. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you’ve learned today?



- _____ 1. BRAINSTORM ways young people can be active citizens. LIST current school, community, national, and international issues that require citizen action.
- _____ 2. COMPLETE the Roles of Citizens Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Performance Assessment Task

Unit 6: Citizenship in American History and Government

Roles of Citizens [U6C7L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Determine your role as a citizen of a constitutional democracy



Directions

For this performance assessment task, you will write an editorial urging citizens to take action to address an issue. For this assessment you will:

1. Select a school, local, state, or national issue that requires citizen action to be addressed. Possible issues include school policies, violence in school, environmental issues, supporting, or opposing proposed legislation, supporting or opposing local budget referendums, etc.
2. Write an editorial urging your fellow citizens to take action. Be sure to reference the rights and responsibilities of citizens in justifying your position to take action.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Roles of Citizens Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. your editorial selects an issue requiring citizen action	met not met
2. your editorial specifies the rights of citizens in relation to the issue	met not met
3. your editorial emphasizes self-interest, the common good, or both as justification for citizen action	met not met
4. your editorial references one or more of the following as a requirement for effective citizen action: civic values, civic principles, civic skills, or civic dispositions	met not met
5. your editorial recommends specific actions that citizens should take to address the issue (i.e. sign a petition, participate in a meeting, write a letter, vote in an election)	met not met

Comments:

Name: _____ *Date:* _____

Evaluator's Signature: _____ *Date:* _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

New Citizenship and Constitutional Issues [U6C7L2]



What you will accomplish in this lesson:

Predict how increased diversity, technological changes, closer international relationships, and current constitutional issues are likely to affect your life as an American citizen over the next 10 years



Why this lesson is important:

In this learning plan, you will explore three trends that may impact citizenship in the future: 1) the increasing diversity of American society 2) the impact of modern technology, and 3) America's growing interdependence with the rest of the world. In addition, you will examine some constitutional issues facing the United States. Finally, you will predict how these issues and trends might affect your life as an American citizen over the next 10 years.



What you will learn in this lesson:

- Describe developments taking place in the world that have the potential to have an impact on the future of American citizenship
- Explain the impact of increased diversity in society on the political system
- Describe the potential impact of increasingly sophisticated technology on representative democracy
- Explain how changes in the complexity of American society create new constitutional issues
- Describe constitutional issues currently being raised in American society
- Describe unenumerated rights and the controversies raised by the Ninth Amendment
- Define key words: *E Pluribus Unum*, global village, judicial restraint, plebiscite, teledemocracy



You will have successfully met this lesson's purpose:

- when you write an essay predicting how current issues and trends will affect your life as an American citizen over the next 10 years
- when your essay predicts how increased diversity will affect American citizenship over the next 10 years
- when your essay predicts how technological change will affect American citizenship over the next 10 years
- when your essay predicts how closer international relationships will affect American citizenship over the next 10 years
- when your essay predicts how current constitutional issues will affect American citizenship over the next 10 years
- when your essay summarizes how these changes might affect your life as an American citizen over the next 10 years



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



- _____ 1. THINK ABOUT what you know about how current issues and trends may affect citizenship in the future. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
- _____ 2. DISCUSS some developments now taking place in the world that will likely affect the future of American Citizenship. PARTICIPATE in a vote to approve or disapprove two given proposals.
- _____ 3. PARTICIPATE in a discussion about how technology affects rights and responsibilities such as voting.
- _____ 4. REFLECT on the many challenges that citizens face when society constantly changes. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. LISTEN to a briefing about how future developments may affect citizenship and the Constitution. PARTICIPATE in a discussion about how technology and diversity will affect you, as a citizen, in the future.
- _____ 2. REFLECT on the challenges and opportunities you believe American citizens are facing today. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned? ...



- _____ 1. RESEARCH an assigned topic about the following constitutional issues as outlined in the "New Citizenship and Constitutional Issues" section of your student text: group and individual rights, unenumerated rights, the effect of technology on the right to privacy, and strict and broad constructionism. USE your textbook and other available resources to help you with your research.
- _____ 2. CREATE a Thinking Map® (or other graphic organizer) describing and illustrating the potential effects of your assigned topic. SHARE your Thinking Map® with the pairs who have the same topic. PARTICIPATE in a class discussion on the possible effects of these issues on citizenship in America.
- _____ 3. REFLECT on why Supreme Court decisions about enumerated rights have been controversial. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. COMPLETE the New Citizenship and Constitutional Issues Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Performance Assessment Task

Unit 6: Citizenship in American History and Government

New Citizenship and Constitutional Issues [U6C7L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Predict how increased diversity, technological changes, closer international relationships, and current constitutional issues are likely to affect your life as an American citizen over the next 10 years



Directions

For this performance assessment task, you will write a position paper predicting how the trends and constitutional issues discussed in this lesson may affect your life as an American citizen over the next 10 years. For this assessment you will:

1. Think about the issues and trends that you have learned about and discussed in this lesson.
2. Review the Thinking Maps® developed in the Process Phase of this lesson.
3. Select a topic from one of the Thinking Maps® from the Process Phase that you think will most affect future citizenship in the United States over the next 10 years.
4. Write a position paper on the topic explaining:
 - How you think it will affect future citizenship;
 - What kind of law or constitutional amendment will be needed to protect citizen's rights; and
 - How you think you would interpret the law if you were a Supreme Court Justice.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

New Citizenship and Constitutional Issues Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Your position paper predicts how increased diversity will affect American citizenship over the next 10 years	met not met
2. Your position paper predicts how technological change will affect American citizenship over the next 10 years	met not met
3. Your position paper predicts how closer international relationships will affect American citizenship over the next 10 years	met not met
4. Your position paper predicts how current constitutional issues will affect American citizenship over the next 10 years	met not met
5. Your position paper summarize how these changes might affect your life as an American citizen over the next 10 years	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____

Student Learning Plan

Unit 6: Citizenship in American History and Government

Constitutionalism and Other Countries [U6C7L3]



What you will accomplish in this lesson:

Illustrate similarities and differences between the American view of human rights and the human rights views held by the wider international community



Why this lesson is important:

We often examine constitutionalism primarily within the context of the American experience. By itself, this perspective is too narrow, especially in today's world. In this lesson, you will look at other traditions of constitutional government and at the many experiments in constitutionalism now taking place in the world. You will examine the historical impact of American constitutionalism on other countries and compare the American view of human rights with the views held by the international community.



What you will learn in this lesson:

- Describe the influence of American ideas about government and individual rights on other nations of the world
- Describe how constitutional democracy in other nations differs from constitutional democracy in the United States
- Describe the differences between the Bill of Rights and the Universal Declaration of Human Rights, and the differences between negative and positive rights
- Defend positions on what rights, if any, in the Universal Declaration of Human Rights should be established in the United States
- Define key words: civil and political rights, European Convention of Human Rights, federalism, Four Freedoms, human rights, independent judiciary, negative rights, positive rights, prime minister, rights of solidarity, social and economic rights, Universal Declaration of Human Rights



You will have successfully met this lesson's purpose:

- by creating a Venn diagram comparing the U.S. Constitution and Bill of Rights to the Universal Declaration of Human Rights
- by writing a brief summary of your diagram
- when your Venn diagram identifies the rights specified in the Universal Declaration of Human Rights
- when your Venn diagram identifies the rights specified in the U.S. Constitution and Bill of Rights
- when your Venn diagram shows characteristics common to both the Universal Declaration of Human Rights and the U.S. Constitution and Bill of Rights
- when your Venn diagram is neat and presentable
- when your written summary compares and contrasts the similarities and differences between the rights specified in the Universal Declaration of Human Rights and the U.S. Constitution and Bill of Rights



Learning Activities:

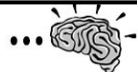
These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?

- _____ 1. THINK ABOUT what you know about the types and forms of constitutional governments in other countries. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
- _____ 2. BRAINSTORM what you know about the types and forms of constitutional governments of other countries.
- _____ 3. REFLECT on the responsibilities of Americans to promote constitutional government and human rights in other countries. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

- _____ 1. LISTEN to a briefing about constitutional democracies and human rights.
- _____ 2. READ the "Constitutionalism and Other Countries" section from your student text to LEARN ABOUT your assigned topic below and be prepared to TEACH others.
 - How have other constitutional democracies differed from the American model?
 - How does parliamentary government differ from a constitutional system based on separation of powers?
 - What has been the influence of the U.S. Bill of Rights on constitutional government elsewhere?
 - How do other national guarantees of rights differ from the U.S. Bill of Rights?
 - What is the difference between negative and positive rights?
- _____ 3. PARTICIPATE in a class discussion on the similarities and differences between constitutional systems and the ways that they protect human rights.
- _____ 4. REFLECT on how constitutional democracy has influenced other countries. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?

- _____ 1. COMPLETE "Examining the Universal Declaration of Human Rights" in your student text. DISCUSS the answers to the questions in the exercise.
- _____ 2. CREATE a Tree Map classifying examples of the four types of rights: civil, political, social, and economic. CIRCLE those rights guaranteed by the U.S. Bill of Rights.
- _____ 3. REFLECT on the difference between various rights. ANSWER the reflection questions presented by your instructor.

Assessment Activities:**APPLY PHASE: What else can you do with what you've learned today?**

- _____ 1. COMPLETE the Constitutionalism and Other Countries Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Performance Assessment Task

Unit 6: Citizenship in American History and Government Constitutionalism and Other Countries [U6C7L3]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Illustrate similarities and differences between the American view of human rights and the human rights views held by the wider international community



Directions

For this performance assessment task, you will create a Venn Diagram comparing and contrasting the U.S. Constitution and Bill of Rights with the Universal Declaration of Human Rights. For this assessment you will:

1. Complete the *WTP* Lesson 38 Critical Thinking Exercise: Examining the Universal Declaration of Human Rights. Refer to the Reference section of the student text.
2. Create a Venn Diagram or Double Bubble Map comparing and contrasting the U.S. Constitution and Bill of Rights and the Universal Declaration of Human Rights.
3. Write a brief summary explaining your diagram.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Constitutionalism and Other Countries Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your Venn diagram identifies the rights specified in the Universal Declaration of Human Rights	met	not met
2. Your Venn diagram identifies the rights specified in the U.S. Constitution and the Bill of Rights	met	not met
3. Your Venn diagram shows characteristics common to both the Universal Declaration of Human Rights and the U.S. Constitution and Bill of Rights	met	not met
4. Your Venn diagram is neat and presentable	met	not met
5. Your written summary compares and contrasts the similarities and differences between the rights specified in the Universal Declaration of Human Rights and the U.S. Constitution and Bill of Rights	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____