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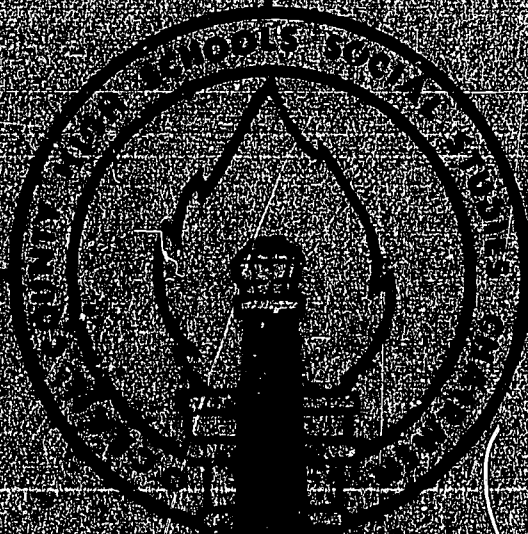
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ABSTRACT

This is one unit of the series described in SO 000 378. To insure that this unit will go beyond the general treatment of government thought in Civics or American History classes, emphasis has been placed on the methods of inquiry which will help the student achieve the self-realization of his own role in government. An examination is made into the roots of our heritage, the underlying values and goals of American Society, and the reasons for our basic beliefs. Some specific objectives are described: 1) to understand that local, state, and federal governments through control, regulation, and services affect the way we live; 2) to investigate the government role in finding solutions to continuing problems; 3) to understand the framework of the government, the relationship between federal and state powers, and the division of authority at each level of government; 4) to realize the survival of the democratic system depends on the active participation of all citizens; 5) to understand the right to dissent; 6) to investigate the ideas of Western Civilization that influenced the philosophy of government; 7) to grasp the flexibility of our constitution; and 8) to realize that a society cannot be organized or functional without laws. (SBE)

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GOVERNMENT

Prepared by

Ocean County Title III
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1968

A FACILITATING ENVIRONMENT FOR
A MEANINGFUL PROGRAM IN
UNITED STATES HISTORY

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PREFACE

This is one unit of the series of ten in preparation for use in the two-year study of United States history required in the secondary schools of New Jersey.

An eleventh booklet, a teacher's guide, is also available in which skills to be taught, maintained and/or extended are suggested, and some ideas for evaluating both teacher and student performance are listed in a checklist format.

These materials may be copied or used in any way desired. They have been compiled in a form that will permit their constant revision and updating by anyone using them.

The most desirable physical environment for students using this curriculum is the learning laboratory or center described in the Teacher's Guide.

The proposed curriculum includes these units:

- Agriculture
- American Mind, The
- American People
- Business
- Comparative Ways of Life
- Contemporary Problems
- Foreign Affairs
- Government
- Labor
- Politics

PREFACE (continued page 2)

This series of curriculum guides has been developed in order to actively involve students in the learning process. Trends in society and in the field of education make it necessary for teachers

1. to arouse student interest in history so that he feels a relevancy between the curriculum and himself
2. to create an environment where pupils by working together on a common venture experience the three areas of interaction - conflict, competition, and cooperation
3. to encourage a greater degree of thought and creativity
4. to choose learning experiences that emphasize the development of skills, concepts and attitudes
5. to acquaint students with a variety of media as sources of information
6. to individualize their programs and in so doing, capitalize on their abilities, talents, and interests
7. to encourage pupils to make decisions not only in their selection of activities but also in the methods they will use to carry it to its completion.

In order to facilitate the use of each curriculum unit in this series, the following should be considered:

1. The activities are related directly to the objectives of each unit. The teacher and students need to select those objectives they feel are of greatest importance and then choose learning activities which will develop them.
2. The guide is intended to be open-ended. The utilization of the suggested activities will vary. They may be a means of individualizing instruction by having students or groups of students select their own activities to explore the unit; or as a program for the entire class with the students and the teacher selecting only one or two activities for the entire class to develop. The method chosen may vary with the class and with the teaching style of the instructor. The first method is recommended by the project members.
3. Many traditional learning activities relevant to the study of a particular topic have been omitted. The extent to which they are employed along with the activity approach may vary dependent upon the objectives of each teacher.

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4. By consulting the skill development listing in the Teacher's Guide, activities may be recommended which will help overcome student weaknesses.
5. The activities may be used in any order and are constructed in such a way that they can be easily up-dated or adjusted to suit local situations.
6. The content area has been included as a guide for those who wish to use it. Its role in the entire unit is as a means to an end rather than being an end in itself. Skill development, understanding and attitudinal and behavioral change are more important than the acquisition of unrelated bits and pieces of information.
7. For evaluation purposes, refer to the Teacher's Guide, a separate booklet containing an overview of the program with many suggestions for its use.

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Table of Contents

- I. Overview
- II. Objectives
- III. Suggested Evaluation
(Also see Teacher's Guide re: Skill Development)
- IV. Learning Activities and Student Direction Sheets
- V. Suggested Content Guide
- VI. Suggested Resources

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I. Overview

From the very beginning of America's settlement various factors combined to make its development unique among the world's political units. These factors have long been recognized by historians and have been advanced with varying emphasis to explain the "American Experiment" with representative, broad-based democracy. They include the existence of a geographic wilderness with nomadic and scattered native populations, a complete lack of existing physical institutions upon which to build a new society, the English heritage in representative government brought with the majority of colonial settlers, the enormous size and physical factors of climate and topography, and the isolation enforced by the wide expanse of ocean between the colonies and Europe.

While it is important for the student to be aware of how this unique combination of heritage and physical environment plays a prime role in determining the course and pattern of American government, it is also essential for him to know the basic structure of his government and his role in it. If a democratic nation is to exist and to prosper, the role of the individual must be an active one, and the student of American government must be aware that, to a great extent, he sets national policy. It is therefore necessary that he be acquainted with the political facts of life beyond the organizational structure of government. Questions about influence and who wields it, the reality of the power structure, the nature of representative government, and the role of public opinion must be analyzed.

GOVERNMENT

I. Overview Cont'd

Units aimed at such self-discovery of one's own role in government will not focus essentially on factual information but attempt to achieve understanding of the central ideas and basic generalizations. To insure that this unit will go beyond the general treatment of government thought in Civics or American History classes, emphasis has been placed on the methods of inquiry which would help the student achieve such self-realization.

An examination by inquiry should be made into the roots of our heritage, the underlying values and goals of American society, and the reasons for our basic beliefs. The questions raised by such inquiry might well cover points such as: How much liberty is compatible with order? Do Americans really want an orderly society? How far should the government go in enforcing order? Do the people in a democracy actually make these and other equally pertinent decisions? Does providing for the "general welfare" include subsidy payments to farmers or federally-paid supplements to private industry? What does "providing for the common defense" do to liberty when you are drafted into a war against which you have moral misgivings? In fact, what allegiance does the American citizen owe to any government law that is in direct antipathy to his own moral values? Can a nation that encouraged and applauded the Nurenburg trials expect compliance and obedience to laws which disregard personal repugnance?

GOVERNMENT

I. Overview Cont'd

The whole nature of government must be examined in the light of a new generation. In a complex, rapidly changing technological society, final answers are impossible, but the basic goals should be clear, and acquainting the student with the methods compatible with law for effective change is the educator's chief task.

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II. OBJECTIVES: To help students

- A. Understand that an individual's personal life is directly affected by the actions of government.
Why --- The actions of the local, state and federal governments through control, regulation, and services offered affect the way we live and make our living.
- B. Investigate the continuing problems with which the government is faced.
Why --- A student must be given the opportunity to grasp the idea that he is an integral part of the government and problems that confront large segments of the nation are also his problems. Therefore, as a part of the government, he has a responsibility to see that through his representatives the government plays its proper role in finding solutions to these problems.
- C. Understand the framework of government in the United States.
Why --- If a student understands the structure within which government functions then he can better understand the direction and procedures that any individual or group action must take.
- D. Understand the relationship that exist between federal and state powers.
Why --- Through a knowledge of the powers and authority of the various levels of government the student will be better able to understand the causes of disagreement between advocates of the state vs. federal authority.
- E. Understand the division and overlapping of authority that exist among the executive, legislative, and judicial branches of each level of government.
Why --- The division of powers unique to our system of government has created problems dealing with interpretation and authority of these branches of government.
- F. Realize that our democratic system depends upon and cannot survive without the active concern and participation of all citizens.
Why --- Our government was founded on the philosophy that government should be in the hands of all the people, but if the people do not exercise this power then a few can and will accept this power by default.

GOVERNMENT

II. OBJECTIVES: To help students (cont'd)

- G. Understand that our democratic form of government provides for and allows individuals and groups a means for dissent.
Why --- The laws provide that people have the right to disagree with the actions and pronouncements of their government but that this must not be done in a way that will infringe upon the recognized rights of others.
- H. Understand the philosophic development of the American government.
Why --- An understanding of the philosophy upon which American government is based requires investigation into the various ideas from Western Civilization that influenced that philosophy.
- I. Understand the flexible nature of the Constitution.
Why --- The student should realize that the Constitution may be made contemporary through interpretation and through the amending process.
- J. Understand that society cannot be organized and functional without laws.
Why --- Sound regulations and laws are the instruments used by a democratic society to protect each individual and give each equal opportunity to improve and enjoy his potential personal abilities and privileges.

GOVERNMENT

III. SUGGESTED EVALUATION

A. What should be evaluated?

1. Student effort

- a. Number of sources
- b. Variety of sources
- c. Number of activities explored

2. Information gained. To what extent:

- a. Do students understand the basic structure of government in the United States? Does this understanding include a concept of the levels of government, branches of government, powers of government, functions of elected and appointed officials and rights and responsibilities of individuals?
- b. Are students aware of the various avenues open to them to influence government and to obtain the many services that government offers to improve their daily lives?
- c. Do students recognize the many contributions that have been made to their democratic heritage?
- d. Do students understand the function of law in protecting the rights of individuals in a free society?
- e. Do students understand the various ways our form of government has developed a flexibility which has enabled it to meet the demands of a changing society?

3. Skills gained. To what extent:

- a. Have students improved their ability to use graphs and charts as a means of gaining information about government.
- b. Research skills - Have students improved their ability to use the community as a valuable reference in developing an understanding of the operation of government?
- c. Have students improved their ability to read and interpret social studies materials, and to apply this information to current issues?
- d. The Teachers Guide Booklet suggests many other areas of skill development.

GOVERNMENT

III. SUGGESTED EVALUATION (cont'd)

4. Attitudes developed. To what extent:

- a. Do students recognize that the success of democratic government lies in the active participation of its citizenship? Are they able to relate this need to their own responsibilities?
- b. Do students realize that in demanding their rights and freedoms that they must recognize the rights and freedoms of others.

B. What methods should be used to conduct these evaluations?

1. Student effort

- a. Checklist of pupil activity - sources used, equipment used, learning activities engaged in, types of activities selected, etc.
- b. Evaluation of activity reports: Evaluation of progress and final activity reports for their depth and creativity.
- c. Activity Summary Sheet - Written pupil reports prepared at the end of the unit summarizing pupil activity during the unit.
- d. Student Interest Survey - Student written response to interest questions will indicate student effort to gather information during the unit.

2. Information gained

- a. Evaluation of learning activity reports for information gained.
- b. Evaluation of Interest Survey answers for information gathered.
- c. Activity Summary may include a paragraph written by students noting new information gained.
- d. Objective tests - Objective tests given at the beginning and at the end of the unit will enable the student and the teacher to measure his progress in gaining factual information on the government of the United States. This type of test is best suited for measuring information concerning the structure of government.

GOVERNMENT

III. SUGGESTED EVALUATION (cont'd)

- e. Written essays that require students to demonstrate their knowledge of the operation of government. These essays could take the form of responses to questions effecting their everyday life. For example, "Whom would you contact to repair a hole in the street? to register? to complain about auto inspection? to obtain action on the pollution problem?" or "What steps could you most effectively take to support 18 year old voting rights?"
- f. Evaluation of the students ability to recognize contributions of the past can best be judged by the research learning activities or by essays asking students to identify major contributions of philosophers, European practices, colonial institutions, founding fathers, etc.
- g. Students' ability to understand the function of law in protecting freedoms may be gathered by asking them to study and evaluate a specific court case.

3. Skills gained

- a. Analysis of learning activities requiring interpretation of graphs and charts will provide information on student progress in their use. Class interpretation of a transparency would be of value.
- b. Student use of the community can be evaluated by a checklist of the number and variety of community resources used during the course of the unit. A specific project requiring students to use the community might also be valuable. For example, a project asking students to (1) Describe the boundaries of the community; (2) Explain the structure of government; (3) List local offices and officials; (4) Describe the major problems facing the community.
- c. An exercise such as an open book test requiring the students to use the constitution and apply it to current events or problems might be a valuable method of evaluating the students' ability to read with understanding and to interpret the constitution.

GOVERNMENT

III. SUGGESTED EVALUATION (cont'd)

4. Attitude Development

- a. Changes in student attitude toward the responsibilities of an individual in a democratic society can be assessed by noting his actions in unit planning, learning activities, group activities and by noting the extent of participation in Student Day including his voting record, and time taken to register and his campaign.
- b. Observation of a student during the learning activity on forms of protest will help you determine his concern for the rights of others. Class reaction to the presentation of this activity will help you assess attitudes of the entire class.
- c. Student Attitude Survey will again be useful in judging pupil attitude toward law and freedom.

GOVERNMENT

IV. LEARNING ACTIVITY - MOCK SENATE OR HOUSE OF REPRESENTATIVES

A. Purpose

1. To help students understand the organization of the United States Congress.
2. To help students understand the power of senior members of Congress.
3. To investigate the factors affecting the legislative process such as committee system, seniority, and majority party control.
4. To understand the powers delegated to each branch of Congress and those shared.
5. To investigate how his state is represented on the various committees of Congress.

B. Procedure

1. Introduction: Obtain a chart showing the organization, including committees, of either branch of Congress. Discuss the role of the chairman and various officers. Pictures of congressional leaders and a biographical sketch of each will help students to better understand the reasons for the committee assignment or selection as an officer. Discuss the assignments of the members from your state.
2. Development
 - a. Assign each student a state to represent. This may be by choice or drawing by lot.
 - b. Each student will be assigned a party and length of time he has been in office. This will correspond to the state he represents. The number of students to represent each party should be in the same ratio as that in Congress.
 - c. The class should determine the number and title of the committees to be included.
 - d. The student legislators will select the necessary officers and divide members into the proper committees according to state interests, party membership, and seniority.

GOVERNMENT

IV. LEARNING ACTIVITY - MOCK SENATE OR HOUSE OF REPRESENTATIVES (Cont'd)

- e. Each student committee should propose, and debate a bill appropriate to their area and then present the final bill to the entire body for passage. Student legislative officers will organize and conduct the debate and steer passage of the bill.

3. Evaluation

- a. This will be based on the student's participation and interest in the proceedings of the Mock Congress.
- b. The teacher may assign a paper as a follow-up. The paper should be on a topic that will allow the student to express his own views, based on the participation in the activity, of a particular aspect of governmental legislative procedure. Such topics could be:
 - 1. Of what value is seniority in Congress?
 - 2. Should legislators be censored?
 - 3. Should filibuster be allowed?

GOVERNMENT

IV. LEARNING ACTIVITY - USING MAPS AND MODELS TO STUDY THE COMMUNITY

A. Purpose

1. To help students see the need for effective community planning by government.
2. To investigate planning procedures in the community.
3. To understand the reasons for zoning laws.
4. To investigate the services offered by government.

B. Procedure

1. Introduction

- a. Ask students to look in local papers for references to community problems such as location of a park, school, or store and the request for a zoning variance.
- b. Invite a member of the local Planning Board or the zoning officer to speak to the class about their duties.
- c. Use information gained from the papers and/or the speakers to lead students into discussion of topics such as zoning laws and need for community planning.

2. Development

- a. A group of students can research community problems of planning and zoning through use of the local papers, visits to community agencies, and interviews with local officials.
- b. Have students secure a map of the community. Place zones on the map.
- c. A student committee can make a model of the community either in sand table form or flannel board.
- d. Pictures of types of zoning may be taken and displayed.
- e. Have students locate and place items such as schools, churches, stores, parks, police, fire, first aid, housing and commercial buildings on the model.

GOVERNMENT

**IV. LEARNING ACTIVITY - USING MAPS AND MODELS TO STUDY THE COMMUNITY
(cont'd)**

- f. Students should use the model to investigate the planning that has been done or the lack of planning.
- g. Students should be encouraged to make proposals for new zoning proposals and to plan locations for future parks, schools, and other service areas.

3. Evaluation

- a. The teacher may pose a problem that involves a zoning variance and ask students to list and discuss the steps to be taken and the factors to be considered in bringing about a solution.
- b. Students should be tested on their knowledge of terms used in this study. Examples are zoning, variance, eminent domain and Planning Board.

GOVERNMENT

IV. LEARNING ACTIVITY - COMPARATIVE STUDY OF CONSTITUTIONS

A. Purpose

- 1. To understand the component parts of a constitution.
- 2. To understand the organization of governments.
- 3. To investigate the powers and authority of each branch of government.

B. Procedure

1. Introduction

- a. The teacher may pose a problem related to school student government and ask students to propose the method to solve it. Refer students to the Student Council Constitution for the method that is written in the constitution.
- b. Relate the above to a state or federal problem and have students seek the proper methods to be followed as written in the state or federal constitution.

2. Development

- a. Secure copies of the constitutions of the student council, state, and federal governments. A copy of the town charter will be of value also.
- b. Students should compare the format of each of these constitutions.
- c. The role of the executive, legislative and judicial branches should be compared and contrasted in reference to their purpose and authority.
- d. Each constitution should be studied for the procedures allowing for initiative, referendum, recall, and amendments.
- e. Suggest students write possible amendments to the Student Council Constitution to make it more meaningful.
- f. Suggest that students write a constitution for their class or club.

GOVERNMENT

IV. LEARNING ACTIVITY - COMPARATIVE STUDY OF CONSTITUTIONS (cont'd)

3. Evaluation

- a. Any constitution written by the students can be evaluated as to its clarity of purpose, definition of roles and authority, and organization of content.
- b. The teacher may choose to test students on their ability to use the constitution to answer questions related to government organization and operation. This would be an open book test where students would demonstrate their ability to locate references and cite constitutional provisions to show the basis for government action in specific problem areas. Some examples would be:
 - (1) "What references to military powers are cited in the constitution?"
 - (2) "What in the constitution empowers the President to authorize the use of troops without a declaration of war?"
 - (3) "What in the constitution was the basis for creating the many New Deal agencies?"

GOVERNMENT

IV. LEARNING ACTIVITY - VISITING GOVERNMENT IN ACTION

A. Purpose

1. To provide the opportunity to see first hand the workings of government.
2. To help provide some insight into government operations.
3. To aid in comparing and contrasting the theory of government operation with reality.
4. To observe citizen participation or the role citizens may play in government action.
5. To supplement, complement, and extend knowledge of government in action.

B. Procedure

1. Introduction

- a. Post on the bulletin board or, in some other manner, call attention to several newspaper accounts of action taken in meetings of the town council, school board, legislature, courts, or other government agencies.
- b. Discuss with students the possible value of visiting one of these bodies in order to observe government in action.
- c. With students develop a list of possible government agencies to visit which would accomplish the desired purposes.

2. Development

- a. From this prepared list of possible government agencies to observe, select those which are to be visited.
- b. Make necessary arrangements for the visit such as securing permission and preplanning with the head of the agency.
- c. Provide time for students to do some preliminary research and then develop with the students a list of things to observed and do during the visit.

GOVERNMENT

IV. LEARNING ACTIVITY - VISITING GOVERNMENT IN ACTION (cont'd)

3. Evaluation

- a. An appropriate following evaluation of this activity may take the form of discussion or reporting, including student opinion and judgment of what was observed.
- b. Teacher should note any new insights or knowledge gained from this activity as displayed in formal tests or in discussion.
- c. Ask some students, individually or in committee, to prepare a bulletin board display which will depict "Government in Action." This may focus on one group such as the Board of Education or on all the groups which were visited.

GOVERNMENT

IV. LEARNING ACTIVITY - ROLE PLAYING - MEET THE PRESS

A. Purpose

- 1. To understand that because of the wording used many of our government documents may mean different things to different people.
- 2. To realize how changing times, economic conditions and values may cause new interpretations of our government documents by officials and judicial system.
- 3. To realize that different interpretations of our documents depend on the philosophy and frame of reference that elected or appointed officials have.
- 4. To realize that informed citizens should know the philosophy and frame of reference of each candidate running for office, as the one he votes for, through interpretation, may influence or rechannel the direction of government.

B. Procedure

1. Introduction

- a. The teacher should present the concept of the strict and broad interpretation of the Constitution and show reasons for same.
- b. Have pupils write their interpretation of "promote the general welfare" from the preamble of the Constitution.
- c. Have a few of the pupils read their interpretation and explain the reasons for their interpretation.

2. Procedure

- a. Have the class research an area of history, such as the New Deal period, that deals with new interpretation of the Constitution or laws.
- b. Have the class select a chairman for a mock "Meet The Press."
- c. Have the chairman organize the class into two parts - pupils playing the role of newsmen and class members playing the role of a member of the Supreme Court, an educator, a congressman, an economist, and the President of the United States.

GOVERNMENT

IV. LEARNING ACTIVITY - ROLE PLAYING - MEET THE PRESS (Cont'd)

- d. The newsmen should then interview the designated persons with the chairman as moderator.
 - e. "Meet the Press" should be a class program.
3. Evaluation: The evaluation should be based on each participant's presentation and comprehension of the subject.

GOVERNMENT**IV. LEARNING ACTIVITY - PHOTOGRAPHIC ESSAY ON GOVERNMENT IN ACTION****A. Purpose**

1. To have the student become aware of the various government agencies and services.
2. To have the pupil see "government in action."
3. To develop the student's ability to collect information as he locates local agencies and inquires about their functions.
4. To further develop communication skills as he makes arrangements with the officials for the taking of pictures.
5. To make the proof of good government or inferior government stronger by being able to secure concrete evidence.
6. To photographically portray the many aspects of government services.
7. To make use of community resources.

B. Procedure**1. Introduction**

- a. Show photographs related to government and have students comment on this means of expression.
- b. Point out that picture taking could be done by one of them in the community on some phase of government.

2. Development

- a. Have pupil locate local agencies and determine their functions.
- b. Have pupil select some phase of government from his research and plan how he could capture the functions of government through the use of photography.
- c. Have pupil organize the photographs into a logical thematic sequence with appropriate comments.

GOVERNMENT**IV. LEARNING ACTIVITY - PHOTOGRAPHIC ESSAY ON GOVERNMENT IN ACTION (Cont'd)**

3. **Evaluation:** Judge the student's work on the basis of subjects he chose to photograph, captions written, and organization of the display.

GOVERNMENT

IV. LEARNING ACTIVITY - ATTITUDE SURVEY

A. Purpose

- 1. To identify value judgments relating to the problems in government today.
- 2. To discover the variety of attitudes in our society concerning the role government should play in the life of an individual.
- 3. To have the student relate his own attitudes to those of his peers, and the American public of the past with the "public" today.

B. Procedure

1. Introduction.

a. Stimulate a discussion among students to aid them in seeing that even within the micro-society of their classroom there are many opinions concerning the role of government.

b. Some sample questions are:

- (1) Has the United States Supreme Court gone beyond the role set down for it in the Constitution?
- (2) Do Congressmen act in their own self interest or do they try to do what their constituents wish?
- (3) Should the government tax all the people to help a few?

c. Discussion should now be directed toward what comprises value judgments of our government and its actions. Basic questions should be encouraged such as:

- (1) Should there be a constitutional amendment providing a basic income as a constitutional right?
- (2) Should there be educational and experience standards set down for officials at all levels of government?
- (3) Should anyone old enough to be drafted be old enough to vote?

GOVERNMENT**IV. LEARNING ACTIVITY -ATTITUDE SURVEY (cont'd)****2. Development**

- a. Have the students compile a list of value judgment questions which survey American attitudes toward government.
- b. Students determine the way groups react to the survey.
- c. Students determine their own position on government.
- d. Have students explore the procedures for the formulation of items to be questioned and gain a knowledge of sampling procedures.

3. **Evaluation:** At the conclusion of the study the teacher can compare value judgments formed at the beginning of their study with observed change in degree of maturity.

GOVERNMENT

IV. LEARNING ACTIVITY - USING CURRENT MAGAZINES

A. Purpose

1. To investigate the controversial problems which face government officials.
2. To provide insight into the effects of government action.
3. To develop an understanding of the role of government in the handling and solution of controversial problems.

B. Procedure

1. Introduction

- a. With students, prepare a list of controversial problems faced by government. For example: drugs, divorce, the draft, need for stricter gun control laws.
- b. Use current magazine articles as a source of information about these problems. Discuss these with the students.

2. Development

- a. Plan for research using current magazines.
- b. Students should list questions to be answered through their research including such things as: What the problem is, what course of action the government has taken or is contemplating, what the various points of view are.
- c. Develop with students the method for presenting results of research such as written reports, panel discussions, or taped broadcast.

3. **Evaluation:** Teacher should evaluate reports based on thoroughness of research and degree to which students have shown insight into the problem.

GOVERNMENT

IV. LEARNING ACTIVITY - USE OF GOVERNMENT SIMULATION GAME

Game of Democracy - created by James S. Coleman
Johns Hopkins University - Published by the
National 4-H Club Foundation.

A. Purpose

1. By use of a game type activity the students will be able to gain knowledge of the operating procedure of the Congress and the pressures brought to bear on a legislator. For further information see the leader's handbook published with the game.

B. Procedure

1. Introduction: Explain that the game, dealing with government, is to be played and that most of the directions come with the game and are for the students to work out.
2. Development
 - a. Divide the class into the prescribed number of groups and hand out the required materials.
 - b. Move from one group to another and give no more help than is necessary.
3. Evaluation
 - a. Evaluate the students willingness to cooperate.
 - b. Evaluate the students contributions as the game in his group progresses.
 - c. Ask students to write in essay form, how they feel a Congressman would react to a hypothetical situation you would give them, such as:

A young Congressman, from a socially troubled southern state, who was educated in a liberal northern college must vote on civil rights legislation. What will he do? Some of his problems are:

GOVERNMENT

IV. LEARNING ACTIVITY - USE OF GOVERNMENT SIMULATION GAME (Cont'd)

1. He wants to get re-elected.
2. He wants to do what he knows is right.
3. He feels he must truly represent the people who elected him.

The student should not relate what the Congressman should do, but what he thinks the Congressman will do after he evaluates all sides of the problem.

GOVERNMENT

IV. LEARNING ACTIVITY - STUDENT DAY IN TOWN GOVERNMENT

A. Purpose

1. To encourage student interest in local government and important local issues.
2. To provide a practical study of government.
3. To give practical experience in political action to students.
4. To provide first hand knowledge of the mechanics of the process of elections.

Note: An additional value of the project is the opportunity it provides to adults in local government to view major local issues through the eyes of today's youth.

B. Procedure

1. Introduction:

- a. Some study of the structure, functions and major problems of local government should precede this project. This overview can be obtained through student reading of any general book on government, chapters on local government, town publications concerning the government in your community, state handbooks, clippings from local newspapers, etc.
- b. Speakers from local government in your community may explain the structure, operation and problems of your town.
- c. Since many high schools draw students from more than one community the study of local government can be done effectively as students compare kinds and number of officials, committees, agencies, services, population, problems, etc.

GOVERNMENT

IV. LEARNING ACTIVITY - STUDENT DAY IN TOWN GOVERNMENT (cont'd)

2. Development

- a. A number of members of the class should attend a local government meeting or meetings in the several communities represented by the student population. Two lists could be prepared. One would list known information and the other questions about local government practices structure etc. As students proceed through the election and "student day in town government" answers should be sought.
- b. Students may be divided into parties to campaign for office. Campaign and election should attempt to simulate with the confines of a learning experience a real election. It may include such activities as: debates of local issues, use of a voting machine, campaigning, etc.
- c. Following the election of "local government officials" a meeting will take place in which these elected officials will follow the pattern of their community in filling the appointed offices.
- d. Student Day will find the student officials meeting with their counterparts during the day to learn as much as possible about their jobs. The day might culminate in a simulated town government meeting held in the actual chambers of the town. During this meeting the appointed student officers may give reports and the elected student officials may discuss town problems. Note: At all times students are to understand that this is a simulation and are to under the direction of their counterparts.

GOVERNMENT

IV. LEARNING ACTIVITY - STUDENT DAY IN TOWN GOVERNMENT (cont'd)

2. Development (cont'd)

- e. Elected and appointed officials may report to remainder of the class on their experiences following Student Day.
- f. A continuing reporting committee may be formed to report periodically to the class about local issues, steps taken, changes in ordinances, etc.

3. Evaluation

- a. Regular testing procedure can be used to evaluate student knowledge of government. Care should be taken to test more than textbook learnings. Such information as voting machine operation, registration procedures, and community problems, should be included.
- b. Student taking part may be asked for written reports of their experiences.
- c. Students may be asked to submit a written summary of their communities local government.
- d. Long range evaluation of continued student interest, awareness of community activities, and intelligent discussion of community problems can and should be made.

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GOVERNMENT

IV. LEARNING ACTIVITY - IN DEPTH STUDY

A. Purpose

1. To stimulate interest in historical research.
2. To encourage critical evaluation of materials.
3. To examine the philosophies that were drawn upon in writing the Constitution of the United States.
4. To show that many of the ideas and philosophies expressed about democratic government throughout western civilization were incorporated into the United States Constitution.

B. Procedure

1. Introduction

- a. Make available to the student books that express the thoughts of such persons as John Locke and Jean Rousseau.
- b. Discuss briefly an idea of government as expressed by a writer of philosophy and relate it to the Constitution.
- c. Review research paper techniques.

2. Development

- a. Allow students time to research the topic for the paper. "The ideas written into the United States Constitution are an expression of the philosophies proposed throughout western civilization."
- b. Students will write a paper showing evidence of research on the subject.

3. Evaluation: Paper to be evaluated for content, relationship of content to topic, and its organization.

GOVERNMENT

IV. LEARNING ACTIVITY - PROBLEM SOLVING

A. Purpose

1. To have the pupils realize that society has created government as an instrument to help solve its problems.
2. To have the pupils realize that the complexity of a problem will determine the number of agencies and the level of government that may be used for its solution.
3. To have the pupils realize that before a problem is solved, many proposals must be made and that these often cause confusion and conflict.
4. To have pupils realize that as a citizen their obligation is to be aware of the problems of society and their proposed solutions.
5. To have pupils realize that they should participate in the process of solving the problems of society and that after the solution to the problem is accepted by the majority, they should abide by it.
6. To have the pupils realize that problems are caused by changing conditions.
7. To teach the technique of problem solving.
8. To have the pupils realize the power and limitations that government has in solving the problems of society.

B. Procedure

1. Introduction

- a. Select from the newspaper an article dealing with a problem of society and present it to the class.
- b. Have pupils discuss various factors involved in problem solving.
 1. Recognizing and defining the problem.
 2. Analyzing the basic elements of the problem and forming tentative hypotheses.

GOVERNMENT

IV. LEARNING ACTIVITY - PROBLEM SOLVING (Cont'd)

3. Collecting, evaluating, and organizing relevant data.
 4. Drawing and verifying conclusions.
 5. Applying conclusions.
2. Development
- a. Have individuals or small groups select a major problem from the following areas:
 1. Education
 2. Water pollution
 3. Conservation
 4. Crime
 5. Drug addiction
 6. Jetports
 7. Air pollution
 8. Race
 - b. Students should then go through the steps outlined above to find their suggested solution.
 - c. Each individual or group should present the work done in one particular problem area. Moving from the definition of the problem, formulation of hypotheses, gathering of data, to the drawing of conclusions. Encourage groups or individuals to present their findings in unique and different ways.
3. Evaluation: Should be based on the uniqueness of presentation, extent to which the problem-solving method was used, and the coverage and comprehension of the problem.

GOVERNMENT

IV. LEARNING ACTIVITY - STUDENT INTEREST SURVEY

A. Purpose

1. To involve students in the planning of the unit.
2. To allow students the opportunity to select topics in the area of the study of government that they wish to further investigate during the study of this unit.

B. Procedure

1. Introduction

- a. Allow students the opportunity to discuss a subject related to the actions of government.
- b. Suggest students list on the board as many fields of government activity that they can think of.
- c. Ask students what government is and then review lists to determine if they were inclusive of all items according to what they have now defined as government.

2. Development

- a. Students suggest topics they would like to explore that would interest them.
- b. Students should review classroom and library materials to determine what is available in the area they wish to investigate.
- c. Students and teachers may review the Student Direction Sheet of the Learning Activities on government to determine which one is most appropriate to help them develop the area they have chosen to study.

3. Evaluation: The teacher should evaluate the student's interest in planning the activities and his ability to plan and conduct his research and other procedures necessary to accomplish his goals.

GOVERNMENT

IV. LEARNING ACTIVITY - CAREERS IN GOVERNMENT

A. Purpose

1. To expose students to the many opportunities for government service on all levels.
2. To distinguish among the various classifications of government service, including appointed, elected, and civil service types.
3. To acquaint students with the need for qualified capable people in government.
4. To provide information concerning how to enter government service.
5. To encourage students to assess their own interests and abilities in planning for a career.

B. Procedure

1. Introduction

- a. Teacher may read to the class several want ads for unusual jobs in government as a means of leading to the study of government service.
- b. Teacher may ask students if their present job aspirations could be fulfilled in government service.

2. Development

One or more of these techniques may be selected:

- a. Plan for research into types of government service using available publications on this topic.
- b. Provide the opportunity for students to interview government workers on the job, for selected government workers to visit the school, or for students to visit employment offices. Students may also write letters to people in government service as a means of securing information.
- c. Each student should prepare an individual profile of a government job including qualifications, duties and responsibilities.
- d. In cooperation with the guidance department help students assess their own interests and abilities with the idea of applying the to government service. This may be done through testing.

GOVERNMENT**IV. LEARNING ACTIVITY - CAREERS IN GOVERNMENT (cont'd)**

- e. Students may tape interviews or photograph aspects of various government jobs particularly if this information is to be presented to others.
- f. As a culminating activity, a collection of government job information may be assembled and kept available for future reference in the learning center or guidance office.

3. Evaluation

- a. Reports on government employment made by each student should be evaluated on thoroughness of research and variety and effectiveness of techniques used to acquire information.
- b. A written test may be given to determine general knowledge of employment opportunities, types of government service, methods of securing employment, and other similar information.

GOVERNMENT

IV. LEARNING ACTIVITY - DEBATE

A. Purpose

1. To show that there are different points of view concerning the extent of government power.
2. To investigate the expressed points of view as to the use of government power.
3. To allow students to express their views as to the policies and solutions offered by government.

B. Procedure

1. Introduction

- a. Discuss the 1960 Kennedy-Nixon T.V. debates. It is suggested that the English department discuss with the class the proper form and method of debating.
- b. Select resolutions, such as those below, to be debated:
 1. Government has grown so large that it abuses its power.
 2. The Supreme Court has overstepped its constitutional authority.
 3. Federal government is infringing on states' rights.

2. Development

- a. If this is the first debate in which these students have participated, it will be necessary to discuss the entire procedure, time limits, presentation, rebuttal, etc. You may want to request help from the English department in doing this.
- b. Selection of debate participants: Ask for volunteers or elect two or four students for each topic. A student should be selected as moderator.
- c. Students will develop a debate evaluation sheet as suggested by teacher.

GOVERNMENT

IV. LEARNING ACTIVITY - DEBATE (Cont'd)

- d. Activity for non-participants: Students not participating will evaluate debaters and outcome of debate.
 - e. Pose questions to be developed by debaters:
 - 1. What is the background of the opposing viewpoints?
 - 2. What are the major arguments presented by the various factions?
 - 3. What solutions are offered by the proponents of the various viewpoints?
 - f. Schedule should be developed for debates to be presented to the class.
 - g. Provide the opportunity for students to do research and prepare for the debates.
3. Evaluation
- a. Teacher will collect student evaluation sheets.
 - b. Student consensus of debaters and topic should be discussed.
 - c. Teacher may evaluate, in conjunction with English teacher, the debaters and topics debated.

GOVERNMENT

IV. LEARNING ACTIVITY - MOCK TRIAL

A. Purpose

1. To help the student understand the procedure of the jury system as many of the students will appear in court.
2. To show that the American jury system is based on the philosophy of a citizen being judged by his peers.
3. To show that each one's rights and security are dependent upon the effectiveness of our jury system.
4. To show the strengths and weaknesses of our jury system.
5. To show that jury duty is an obligation of an American citizen.
6. To show the difference between the Grand and Petit Jury.
7. To investigate reforms related to the jury system.

B. Procedure

1. Introduction

- a. Arrange for students to observe a court session, if possible. (Or you may wish to do this as one of the culminating activities of the study of government.) From the local or national newspapers have the student find an article that contains a situation that would involve one who has been charged and arrested for breaking a law. The selection of the situation should involve both types of juries.
- b. Initiate class discussion by showing a jury notice.

2. Development

- a. Have pupils investigate court procedure and the duties and responsibilities of court officials.
- b. Have the pupils nominate and vote for a sheriff.

GOVERNMENT

IV. LEARNING ACTIVITY - MOCK TRIAL (cont'd)

- c. Have the sheriff organize the members of the class into a Grand Jury.
- d. After the Grand Jury has rendered its service have the sheriff dismiss same.
- e. Have the sheriff follow the regular court procedure in organizing the class to carry on a mock trial.
- f. Have a mock trial
- g. After the mock trial is held, ask students to discuss strengths and weaknesses of our jury system and suggest reforms.

3. Evaluation

- a. Give a test to see if pupils understand the terms used in court procedure.
- b. Use one of the following to evaluate the pupils understanding of the court procedure and his responsibility as a citizen.
 - (1) Student may tape his evaluation of our court system.
 - (2) Student may write an essay on the topic "How justice is secured in our court system."
 - (3) Student may take pictures during the mock trial and present them with an appropriate commentary on each.

GOVERNMENT

IV. LEARNING ACTIVITY - DRAMATIZATION - FORMS OF PROTEST

A. Purpose

1. To develop students understanding of protest actions.
2. To develop an understanding of the different forms of protest.
3. To develop the understanding that there are degrees of involvement in protest actions.
4. To understand that our democratic form of government allows for and protects the right of protest.
5. To understand that there are both legal and illegal forms of protest and be able to differentiate between them.

B. Procedure

1. Introduction

- a. By using an opaque projector, show photographs expressing various types of protest.
- b. Through class discussion, bring out the legal aspects, reasons for, and methods of protest.

2. Procedure

- a. Divide the class into groups.
 - b. Guide each group with its selection of a type of protest to dramatize.
 - c. Have each group dramatize its type of protest.
3. Evaluation: Evaluate the pupils' dramatization on the basis of their understanding of the process of protest and their understanding of the problem they are protesting.

GOVERNMENT

IV. LEARNING ACTIVITY - ROLE PLAYING: HOME BUILDER AS HE PLANS AND CONSTRUCTS A HOME ACCORDING TO LOCAL CODES AND ORDINANCES

A. Purpose

1. To show how government actions affect the lives of individuals through regulations for protection of property.
2. To become aware of the local agencies of government that will deal most directly with the individual.
3. To understand the necessity for rules and regulations to protect the individual.

B. Procedure

1. Introduction

- a. Ask each student to design or bring in a picture of a home of his choice.
- b. Have each determine where he would like to locate his home.

2. Development

- a. Have each student then assume the role of the builder. He will need to find out the necessary building requirements and zoning laws. This can be done by visiting the building inspector's office or by securing a copy of the local building and zoning codes.
- b. Each student should prepare a cutaway model or chart showing how the codes and ordinances are implemented as you build the house step by step. Show how these are enforced and know the purpose of each.

3. Evaluation: The teacher will review the student's project to determine if the material effectively shows the purpose and value of the codes.

GOVERNMENT

IV. LEARNING ACTIVITY - MAKING AND USING CHARTS TO STUDY GOVERNMENTAL STRUCTURE

A. Purpose

- 1. To aid in analyzing governmental structure, particularly in making comparisons and establishing relationships among levels of government and various agencies of government.
- 2. To provide the opportunity for research into the structure of government.
- 3. To show in chart form the structure of some phase of government.
- 4. To show that a wealth of information may be secured from charts.

B. Procedure

1. Introduction

- a. Review or explain, as necessary, the construction and use of charts as a means of representing information.
- b. Samples of different kinds of charts may be shown.

2. Development

- a. Plan for research on the structure of government.
- b. Construct or prepare charts. These may be in the form of transparencies and/or duplicated copies. Some examples of information to be charted are as follows:

Checks and Balances system in government
 The Federal Court System
 Comparison of Federal and State Budgets
 Municipal government structure

c. Discuss information presented.

3. Evaluation: Provide each student with a chart as a source of information. Direct questions that will determine the student's ability to interpret data, analyze data, make comparisons, and establish relationships.

GOVERNMENT

IV. LEARNING ACTIVITY - WRITING AND EVALUATING EDITORIALS AND LETTERS TO THE EDITOR

A. Purpose

1. To recognize that the purpose of an editorial is to express the official opinion of the paper in order to influence public opinion.
2. To see if there are any Constitutional or legislative restrictions concerning the writing of editorials.
3. To determine if editorials serve any useful purpose other than increasing the sales of newspapers.
4. To give students an opportunity to write an editorial concerning some action or inaction of a governmental agency.
5. To give students the opportunity to examine actual letters to the editor so they may see that this is a method an individual may use to express his personal opinion concerning governmental action.
6. To allow a student to write letters to the editor to see if he could write differently from the way he would if he were writing an editorial on the same topic.
7. To attempt to see if letters to the editor have any affect on the problems under discussion.

B. Procedure

1. Introduction

- a. The teacher may wish to collect many editorials and letters to the editor during a period of several years. These should be from different newspapers in your own area and from newspapers from various parts of the U.S.
- b. The teacher may select editorials from several newspapers on the same topic. Make transparencies of these to present to the class to stimulate a discussion on the differences and similarities of the editorials.

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GOVERNMENT

IV. LEARNING ACTIVITY - WRITING AND EVALUATING EDITORIALS AND LETTERS
TO THE EDITOR (Cont'd)

- c. The teacher may find letters to the editor related to a specific editorial to see how citizens have reacted. Have students react to this material.
- d. The teacher should select at random several samples of letters to the editor and ditto these so that students may see the range of topics citizens choose to write about.

2. Development

- a. Have students collect editorials and letters to the editor dealing with governmental topics such as:
 - 1. Passage of a law
 - 2. Congressional hearing
 - 3. Pigeon-holing of a bill
 - 4. Need for legislation
 - 5. Actions or inactions of government officials
- b. Have students classify this material under topic headings to see, if possible, what type of situations spur on more editorial comment and citizen reaction.
- c. Have class divide into groups and select topics that could be editorialized.
 - 1. Have one group write editorials.
 - 2. Have other groups write letters to the editor in reaction to the editorial.
 - 3. Reverse the procedure to give all students experience with both.
- d. Review with the students the strengths and weaknesses of the arguments presented by the groups.
- e. Encourage students to write letters to the editor in the school newspapers as well as to commercial newspapers.
- f. Add student collections of editorials and letters to the editor to the file in the learning center.

GOVERNMENT

IV. LEARNING ACTIVITY - WRITING AND EVALUATING EDITORIALS AND LETTERS
TO THE EDITOR (Cont'd)

3. Evaluation

- a. Evaluate the effort and willingness to cooperate on the part of each student.
- b. Use the editorials and letters to the editor that each student has written to judge his comprehension of the purposes and use of these means of expression.

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GOVERNMENT

STUDENT DIRECTION SHEET - Mock Senate or House of Representatives

PARTICIPANTS

- Class

PURPOSE

- To investigate the lawmaking procedure through the experience of participating in a Mock Senate or House of Representatives, and to understand the many factors that affect the passage of legislation.

POSSIBLE PROCEDURE

1. Obtain and discuss an organization chart showing the structure of either branch of Congress. Look for committees and leaders.
2. Investigate the political make-up and state representation in the committees.
3. Research information about the Congressional delegation from your state.
4. Investigate the political party make-up of Congress.
5. Divide up the class. Each student to be a representative of a different state according to party and length of service in Congress.
6. Determine the number and titles of the committees you wish to have.
7. Assign members to the most appropriate committee according to their congressional assignment.
8. Select officers according to the procedures learned.
9. Propose a bill in each committee.
10. Debate bills before entire body and vote according to the way you think you should because of your state and party background.

GOVERNMENT

STUDENT DIRECTION SHEET - USING MAPS AND MODELS TO STUDY THE COMMUNITY

PARTICIPANTS - Groups - Class

PURPOSE - To study the role of government in community planning through investigation of community planning procedures and construction of a physical model to indicate the planning and zoning of the community.

POSSIBLE PROCEDURE

1. Visit with the Planning Board and/or zoning officer in your community if at all possible, to discuss with them the purpose and function of their jobs.
2. Secure a map of your community and place on it the various zones.
3. Research the meaning of the various zones. Pictures can be taken to show representative types of buildings. Drawings of different buildings are also possible.
4. Construct a model of your community, based on the information you have researched, by use of a sand table model or prepare a flannel board display.
5. Investigate and discuss the procedures for a zoning variance.
6. Make proposals for new changes in existing zoning laws or make proposals for future community planning. These proposals should be shown by manipulating the models.

GOVERNMENT**STUDENT DIRECTION SHEET - COMPARATIVE STUDY OF CONSTITUTIONS****PARTICIPANTS**

- Class or Group

PURPOSE

- To review and study the constitutions of various organizations and governments to determine the component parts of each and their similarities or difference in providing for essential services and agencies of government.

POSSIBLE PROCEDURE

1. Secure copies of the following:
 - a. Student Council Constitution
 - b. City Charter
 - c. State Constitution
 - d. Federal Constitution
2. Study and compare these for format and treatment of legislative, executive, and judicial branches.
3. Locate and study the provisions for initiative, referendum, recall, and amendment.
4. After you have studied and compared these documents you might wish to write amendments to the school's Student Council Constitution or to write a constitution for your school, class, or club.

GOVERNMENT**STUDENT DIRECTION SHEET - VISITING GOVERNMENT IN ACTION**

PARTICIPANTS - Individuals
 Groups
 Class

PURPOSE - To see first hand government in action.

POSSIBLE PROCEDURE

1. From the list of possible government agencies to visit select one that you will visit.
2. Do some preliminary research on such topics as the structure, function, and responsibility of the agency, who heads the agency, and how the position is filled.
3. Prepare a list of things to observe and/or questions to ask.
4. Consideration might be given, if possible, to taping the proceedings of a meeting or interviewing members of the agency and taping their comments.
5. Be prepared to discuss and/or report on observations made during the visit.
6. Prepare a "visual-aid" (perhaps a bulletin board display) showing our government in action. This should be based on a visit you made.

GOVERNMENT

STUDENT DIRECTION SHEET - ROLE PLAYING - MEET THE PRESS

PARTICIPANTS

- Group - class

PURPOSE

- Through research and "Meet The Press" presentation you will realize that programs of government are shaped through the interpretations of of laws, Constitutions and judicial decisions.

POSSIBLE PROCEDURE

1. Study an area of history that deals with new interpretation of of governmental documents.
2. Select a chairman to organize a "Meet The Press" program.
3. The chairman will select you to be a newsman or a person to be interviewed.
4. Participate in "Meet The Press" program.

GOVERNMENT

STUDENT DIRECTION SHEET - PHOTOGRAPHIC ESSAY ON GOVERNMENT IN ACTION

PARTICIPANTS

- Individual - group

PURPOSE

- To use photographs as a means of expressing information about government agencies and functions.

POSSIBLE PROCEDURE

1. Find out about various government agencies and their functions.
2. Select an area of government that you are most interested in.
3. From the area you have selected find its major contributions or major problems and plan your photographic essay.
4. Make arrangements with the proper authorities to take the photographs desired.
5. Arrange photographs into a logical thematic sequence with appropriate captions.

GOVERNMENT

STUDENT DIRECTION SHEET - ATTITUDE SURVEY

PARTICIPANTS - Class - groups

PURPOSE - To observe the variety of values represented in our society today toward government and governmental action. Also, you should see how you and your fellow students relate to the attitudes of society in general.

POSSIBLE PROCEDURE

1. Decide whether you wish to work in groups or as an entire class.
2. Collect questions
 - a. Look through newspapers and magazines to observe expressions of public opinion concerning government.
 - b. Use microfilm materials for gathering information.
 - c. Form "yes" or "no" questions which seek value judgments.
3. Attitude Survey
 - a. A committee of students should be formed to prepare a composite questionnaire.
 - b. A total number of questions to be asked should be decided upon.
 - c. The questions should be categorized.
 - d. The sample population to be tested should be decided upon.
4. Explanation of major issues
 - a. Analyze the opinions expressed by the sample population.
 - b. See if some of the attitudes expressed would warrant your attention.

GOVERNMENT

STUDENT DIRECTION SHEET - USING CURRENT MAGAZINES

- PARTICIPANTS** - Individuals or groups
- PURPOSE** - To investigate the controversial problems with which government is faced by using current magazines.

POSSIBLE PROCEDURE

1. From the student list of controversial problems faced by our government select the one that you wish to investigate.
2. Prepare a list of questions to which you should find answers such as:
 - a. What is the problem?
 - b. What are the different points of view?
 - c. What course of action has the government taken or is it contemplating?
3. Use current magazines such as Time, Newsweek, and U.S. News and World Report to find answers to your questions.
4. With your teacher select a method for presenting the results of your research, such as a panel discussion, a written report, or a taped broadcast.

GOVERNMENT

STUDENT DIRECTION SHEET ~ USE OF GOVERNMENT SIMULATION GAME

PARTICIPANTS

-- Groups

PURPOSE

-- Through the use of a government game activity you will see the operating procedure of the Congress and the pressures brought to bear on a legislator.

POSSIBLE PROCEDURE

1. With the aid of the teacher, the class will divide itself into the correct number of groups.
2. A copy of the game will be given to each group.
3. The group will study the rules of the game and proceed.
4. The teacher will aid you only when he feels it is absolutely necessary. You will be expected to work out your own problems.

GOVERNMENT

STUDENT DIRECTION SHEET - STUDENT DAY

PARTICIPANTS - Class

PURPOSE - To help you observe at first hand the operation of local government and to gain practical experience in its ability to act to meet its problems.

POSSIBLE PROCEDURE

1. Attend a regular meeting of your local governing body.
2. List information you know about the government of your community. Also list questions you want to answer as you study local governments.
3. Students divide into two parties (Constitution and Liberty). To determine the make-up of the two slates students will cast nominating votes equal in number to the number of elected officials. The students with the highest total of votes will be the major party candidates. Third party slates may be formed by petition.
4. Campaigning may take place within prescribed limits following the nominations.
5. A formal debate of the issues is held.
6. On Election day voting takes place by voting machine or paper ballot.
7. Elected student government officials meet following the election to appoint other town officials.
8. Student Day
 - a. Afternoon meeting with adult counterparts.
 - b. Evening meeting - Elected student official under the guidance of their counterparts hold a simulated meeting in the town hall. Reports of the student appointed officials are given. Discussion of local problems take place by the students following as closely as possible the format of a regular meeting. Questions from the audience might also be discussed. Recommendations in the handling of the business and problems can be made by the student officials.
9. Following Student Day the elected and appointed student officers are to relate their experiences to the class.

GOVERNMENT

STUDENT DIRECTION SHEET - IN DEPTH STUDY

PARTICIPANTS - Individual

PURPOSE - To conduct historical research that investigate the philosophies drawn upon in writing the United States Constitution and present a paper showing evidence of such research.

POSSIBLE PROCEDURE

1. Research the topic, "The ideas written into the United States Constitution are an expression of the philosophies proposed throughout western civilization."
2. Write a paper that presents the ideas you have researched. Show evidence of as many varieties of source material as possible.

GOVERNMENT

STUDENT DIRECTION SHEET - PROBLEM SOLVING

PARTICIPANTS

- Individual - small group

PURPOSE

- Through research and by using the problem solving techniques you will realize the role government plays in solving the problems of society, and the accepted method used in problem solving.

POSSIBLE PROCEDURE

1. As an individual or with a small group select a major problem of society from the following areas:
 - a. Education
 - b. Water or air pollution
 - c. Conservation
 - d. Crime
 - e. Jetports
 - f. Drug addiction
 - g. Race

2. Work toward a suggested solution of the problem by means of the following problem-solving technique:
 - a. Recognize and define the problem.
 - b. Review known information.
 - c. Plan how to study the problem.
 - d. Locate, gather, and organize information.
 - e. Interpret and evaluate information.
 - f. Summarize and draw tentative conclusions.
 - g. Recognize the need to change conclusions when further information warrants.

3. Decide how you wish to present your study to the class.

GOVERNMENT

STUDENT DIRECTION SHEET - STUDENT INTEREST SURVEY

PARTICIPANTS

- Class

PURPOSE

- To give you the opportunity to suggest and explore the area of government that interests you and to allow you the opportunity to select the best method of study which will accomplish this study of the subject.

POSSIBLE PROCEDURE

1. Suggest topics about government that interests you.
2. Review available materials you might use in a study of the topic.
3. Review the student direction sheets to determine which method you will choose to study the topic you have selected.
4. Plan and conduct your study according to the appropriate direction sheet.

GOVERNMENT

STUDENT DIRECTION SHEET - CAREERS IN GOVERNMENT

PARTICIPANTS - Individuals

PURPOSE - To learn about the many opportunities for government service on all levels and to investigate one particular government occupation.

POSSIBLE PROCEDURE

1. Using available publications read generally about various types of government service, interview government workers on the job, visit employment offices, or write letters to people in government to learn about the many opportunities available for government employment.
2. Select a particular government job that you would like to investigate thoroughly.
3. Prepare a profile of the particular government occupation you have chosen including such things as qualifications, duties, and responsibilities, using some of the techniques listed in number 1.
4. Assess your own interests and abilities with the idea of applying them to government service.
5. You may wish to tape interviews or photograph aspects of the occupation you have investigated particularly if the information is to be presented to others.

GOVERNMENT

STUDENT ACTIVITY SHEET - DEBATE

PARTICIPANTS

- Group or class

PURPOSE

- To debate the conflicting points of views concerning the power of government.

You may wish to select a topic of especial interest to you. If not, some possible topics are:

- a. Government has grown so large that it has abused its power.
- b. The Supreme Court has overstepped its authority.

POSSIBLE PROCEDURE

1. Select debating groups.
2. Select a moderator for each group.
3. Select a topic which you wish to debate.
4. Research material as preparation for your debate.
5. Develop your debate as suggested by the English teacher.
6. Attempt to persuade the class to your point of view.
7. Those students not participating will evaluate debaters and each resolution according to the evaluation sheet.
8. Discuss the consensus of the debaters.

GOVERNMENT

STUDENT DIRECTION SHEET - MOCK TRIAL

PARTICIPANTS

- Group - class

PURPOSE

- Through research and by a mock trial you will find the philosophy of our jury system and its role in bringing about justice.

POSSIBLE PROCEDURE

1. Read from the local or national papers an article dealing with a person accused of a crime.
2. Investigate how the accused individual, the court, and other legal agencies would become involved, and how the case would be resolved.
3. Elect a sheriff.
4. The sheriff is to organize the members of the class into a Grand jury. After its work is completed, the sheriff will then appoint from the class the officials necessary to have a mock trial.
5. After all the "officials" and "jury" become acquainted with their responsibilities, start the mock trial.
6. After your mock trial, have the sheriff conduct a class discussion on the strengths, weaknesses and possible reforms of our jury system.

GOVERNMENT

STUDENT DIRECTION SHEET - DRAMATIZATION - FORMS OF PROTEST

PARTICIPANTS

- Individual or group

PURPOSE

- Evaluate the effectiveness and legality of the various forms of protest through participation in a series of simulated protest movements.

POSSIBLE PROCEDURE

1. Discuss in class the various forms of protest.
2. Select, individually or by groups, one form of protest which you would like to dramatize.
3. Demonstrate to the class how this form of protest has been used to achieve desired goals.

GOVERNMENT

STUDENT DIRECTION SHEET - ROLE PLAYING: HOME BUILDER AS HE PLANS AND CONSTRUCTS A HOME ACCORDING TO LOCAL CODES AND ORDINANCES

PARTICIPANTS

- Individual

PURPOSE

- To investigate the ways government can affect the lives of individuals through a study of local building codes and zoning ordinances.

POSSIBLE PROCEDURE

1. Design a home you would like to build or bring in a picture of a home you might wish to build.
2. Secure a copy of the local building and zoning codes to determine the proper steps and procedures you must follow in order to build the house.
3. Visit the office of the local building inspector to discuss with him his job and the purpose of the codes and ordinances.
4. Construct a cutaway model of a home or prepare a chart that will show how the building codes are implemented step by step during the construction of the home.

GOVERNMENT

STUDENT DIRECTION SHEET - MAKING AND USING CHARTS TO STUDY GOVERNMENTAL STRUCTURE

PARTICIPANTS - Individual

PURPOSE - To make and use charts to analyze the structure of government, particularly to make comparisons and to establish relationships among levels of government and various agencies of government.

POSSIBLE PROCEDURE

1. Decide which level of government (local, county, state) and which portion of that governmental level is to be shown by means of a chart. For example:

Checks and Balances system in the federal government
Comparison of federal and state budgets
Federal court system
Municipal government structure

2. Do what research is necessary to gather essential information to be shown.
3. Plan how to show this information graphically. Give careful thought to the kind of chart, graph, or table you will use.
4. Prepare the chart. Make transparency or duplicate copies to share with the class.
5. Be prepared to discuss information presented.

GOVERNMENT

STUDENT DIRECTION SHEET - WRITING AND EVALUATING EDITORIALS AND LETTERS
TO THE EDITOR

PARTICIPANTS

- Individuals and groups

PURPOSE

- To give you an opportunity to examine the reasons for writing editorials and letters to the editor and the role they play in influencing opinion. To provide you with the experience of writing your personal opinions in editorial form and to encourage you to write letters to the editor throughout your lifetime when you feel that you must speak out publicly on a problem in society.

POSSIBLE PROCEDURE

1. Collect editorials and letters to the editor dealing with governmental topics.
Some examples are:
 - a. Passage of a law
 - b. Congressional hearing
 - c. Pigeon-holing of a bill
 - d. Need for legislation
 - e. Actions or inactions of government officials
2. Classify your findings under topic headings to see what type of problems create the most reaction.
3. Assist in dividing the class in groups.
 - a. One-half of the groups will write editorials on topics of their own choice.
 - b. The remaining groups will write letters to the editor in reaction to the editorials.
 - c. The group activities will then be reversed and follow the same procedure as explained in (a) and (b) above.
4. As a class, discuss the strong points and weaknesses of the arguments presented by the groups.

GOVERNMENT

V. SUGGESTED CONTENT GUIDE

I. Introducing the study of government

A. The meaning of government

1. Defining terms
2. Theory and practice in America
3. Comparative ideologies

B. The unusual setting for "The American Experiment"

1. Physical isolation led to unique problems and solutions.
2. The existence of "The Frontier" encouraged spirit of independence and individualism.
3. English heritage gave background and knowledge of government.

II. The Development of American government

A. Historical beginnings

1. Colonial governments
2. Revolutionary cooperation
3. The constitutional dilemma

B. The Federal System: Definitions, Problems, and Practices

1. Early government faces the practical test
2. The breakdown of consensus: Civil War
3. The return of the states' rights problem

C. The Practical Arrangement

1. National government organization growth
2. The 50 "sovereign" states
3. The rights of local communities

GOVERNMENT

V. SUGGESTED CONTENT GUIDE (Cont'd)

III. Basic Constitutional Principles in Operation

A. Popular Sovereignty

1. Voter qualifications
 - a. Role of states
 - b. Constitutional provisions
2. Extension and protection of the right to vote
3. Public opinion and democracy

B. Representative Government

1. Congress
 - a. Organization, qualifications, membership, special powers of each house, etc.
 - b. Legislative process: committee system, Congressional debate (filibuster, cloture, etc.), methods of voting, logrolling, lobbying, gerrymandering, senatorial courtesy
2. President
 - a. Electoral system, qualifications of president, powers, etc.
 - b. Many roles of the president: executive, diplomat, administrator, judge, legislative leader, politician, military leader, ceremonial leader.
3. Judiciary
 - a. Constitutional provisions
 - b. Judicial review: The implication of Marbury vs. Madison
 - c. Guardian of Constitutional Law: Martin vs. Hunter Lessee, Dartmouth College Case, McCulloch vs. Maryland, Dred Scott Case, income tax decisions, Plessy vs. Ferguson, Brown vs. Board of Education, recent criminal case decisions.

GOVERNMENT

V. SUGGESTED CONTENT GUIDE (Cont'd)

IV. Government Influence

- A. Agricultural development
- B. Industrial growth
- C. Liberal and conservative thought pressures varies legislation

V. Government's Role in a Changing World

A. Domestic issues and the role of national and state authorities.

- 1. Civil Rights
- 2. Education
- 3. Relief, rehabilitation, and government responsibility
- 4. Increasing urbanization and sophistication of technology bring new concepts of government's role in future.

B. The International Scene

- 1. The World's policeman - the philosophy of Our Brother's Keeper
- 2. The problem of national security
- 3. The extent of responsibility

GOVERNMENT

VI. Suggested Resources

A. Bibliography

1. Non-fiction - General and Specific

- Acheson, D. A Citizen Looks at Congress
Acheson, P. Our Federal Government
The Supreme Court
Adegard, P. The American Republic
Allen, F. Only Yesterday
Adrian, C. State and Local Government
Anderson, W. Government in the Fifty States
Baily, S. Congress at Work
Baily, T. Presidential Greatness
Beard, C. American Government and Politics
Economic Interpretation of History the Constitution
Bendiner, R. Obstacle Course on Capital Hill
White House Fever
Bolling, R. House Out of Order
Bowen, C.D. Miracle at Philadelphia
Bowen, C.G. Jefferson and Hamilton
Tragic Era
Bragdon, H. Framework of Government
Brant, I. The Bill of Rights
Brown, S. We Hold These Truths
Burnett, E. The Continental Congress
Carpenter, F. Carp's Washington
Carter, G. Government and Politics in the 20th Century
Chidsey, D. July 4, 1776
Clapp, C. The Congressman
Clark, J. Congress: The Sapless Branch
Cohn, J. The Fabulous Democrats
Comfort, G. Your Government
Commager, H. Freedom and Order
Corwin, E. The President
Greenan, J. Every Day Problems of American Democracy
Cushman, R. Leading Constitutional Decisions
Daniels, J. The Time Between the Wars
Donovan, F. Mr. Lincoln's Proclamation
Douglas, W. A Living Bill of Rights
Drury, A. A Senate Journal
Dulles, F. The United States Since 1865
Farrand, M. The Framing of the Constitution
Fenton, J. In Your Opinion
Ferguson & McHenry The American Federal Government
Fincher, E. The President of the U.S.

GOVERNMENT

VI. Suggested Resources Cont'd

- Findlay, B. Guaranteed For Life
Your Rugged Constitution
- Fortune Magazine U.S.A., The Permanent Revolution
- Freidel, F. The Golden Age of American History
- Galloway, G. History of the House of Representatives
- Glad, P. McKinley, Bryan and the People
- Goldman, E. Rendezvous With Destiny
- Griffith, E. Congress: Its Continuing Role
- Hacker & Zahler The United States in the 20th Century
- Hofstadter, R. The Age of Refc.m
- Hoyt, E. Jumbos and Jackasses
- Hurd When The New Deal Was Young and Gay
- Johnson, C. American State and Local Government
- Johnson, G. America Moves Forward
The Cabinet
- Keating, K. Government of the People
- Koenig, L. The Chief Executive
- Konefsky, S. John Marshall and Alexander Hamilton
- Leech, M. In the Days of McKinley
- Leedham, C. Our Changing Constitution
- Lerner, M. America as a Civilization
- Libienthal, D. This I Believe
- Lord, W. The Good Years
- Macdonald, A. American State Government and Administration
- MacNeil, N. Force of Democracy: The House of Representatives
- Malone, D. Story of the Declaration of Independence
- Maurois, A. From the New Freedom to the New Frontier
- McChanaghan, W. American Government
- McCleneghan, W. Magruder's American Government
- McCrocklin, R. Our National Constitution
- Morison, S. Freedom In a Contemporary Society
- Ogg, F. Introduction to American Government
- Padover, S. The Genius of America
- Plato The Philosophy of Plato
- Prichett, C. The American Constitution
American Constitutional Issues
- Raymond, J. Power at the Pentagon
- Reinfeld, F. The Biggest Job in the World, The American
Presidency
- Rienow, R. American Government in Today's World
- Rossiter, C. Alexander Hamilton and the Constitution
The American Presidency
- Russell & Briggs The Making of Democracy

GOVERNMENT

VI. Suggest Resources Cont'd

- Schlesinger, A. The Age of Roosevelt
Coming of the New Deal
The Crisis of the Old Order
- Schwartz, B. The Reins of Power
- Shannon, D. Twentieth Century America
- Smith, J. Liberty and Justice
- Stern, P. An End of Valor
- Stourzh, R. Readings in American Democracy
- Tresolini, R. Justice and the Supreme Court
- Urquhart, C., ed. A Matter of Life
- VanDeusen, G. The Jacksonian Era
- Van Doren, C. Great Rehearsal
- Wagner, P. County Government Across the Nation
- Ward, B. 5 Ideas that Changed the World
- Wecter, D. Age of the Great Depression
- Welsh, J. The Constitution
- Westin, A. An Autobiography of the Supreme Court
- White, S. The Republican Era
- White, T. The Making of the President, 1960
The Making of the President, 1964
- White, W. The Story of the U.S. Senate
Home Place: The Story of the U.S. House of
Representatives
- Wise, D. The Invisible Government
- Young R. The American Congress
- Young W. Essentials of American Government

GOVERNMENT

VI. SUGGESTED RESOURCES

2. Non-fiction - Biography

- Andrews, W. The Autobiography of Theodore Roosevelt
Ballot, P. The Thousand Days
Bowers, C. Jefferson and Hamilton
Burns, J. The Lion and the Fox
Childs, M. Eisenhower: Captive Hero
Churchill, A. The Royal Roosevelts
Comfort, M. Herbert Hoover, Humanitarian
Cook, F. Theodore Roosevelt
Dulles, E. John Foster Dules: The Last Year
Eisenhower, D. Mandate for a Change
Evans, R. Lyndon B. Johnson: The Exercise of Power
Flynn, J. The Roosevelt Myth
Freidel, F. Franklin Roosevelt
Gunther, J. Roosevelt in Retrospect
Hagedorn, H. The Roosevelt Family of Sagamore Hill
Harlow, A. Theodore Roosevelt
Hoover, H. The Memoirs of Herbert Hoover
Hoover, H. The Ordeal of Woodrow Wilson
Horan, J. The Desperate Years (1930's)
Kennedy, J. Profiles in Courage
Lasky, V. J. F. K. The Man and the Myth
Leech, M. In the Days of McKinley
Link, A. Woodrow Wilson and the Progressive Era
Martin, R. President from Missouri
Mooney, B. The Lyndon Johnson Story
Mr. Speaker
Morgan, J. Our Presidents
Mowry, G. The Era of Theodore Roosevelt
Pease, O. The Progressive Years
Perkins, D. The New Age of F. D. R.
Roosevelt, E. This I Remember
Roosevelt, J. Affectionately, F. D. R.
Settle, T. The Wisdom of J. F. K.
Sidney, H. John F. Kennedy, President
Singer, K. Lyndon B. Johnson, Man of Reason
Smith, G. When the Cheering Stopped
Swanberg, W. Citizen Hearst
Truman, H. Years of Decisions
Walworth, A. Woodrow Wilson, American Prophet
Weincast, D. Franklin Roosevelt: Man of Destiny
Whalen, R. The Founding father: The Story of Joseph P. Kennedy
White, W. The Professional: Lyndon B. Johnson

GOVERNMENT

VI. SUGGESTED RESOURCES

3. Fiction

- Burdick and Wheeler Failsafe
Drury, A. A Shade of Difference
Advise and Consent
Capable of Honor
Gerson, N. The Slender Reed; A Biographical Novel of
James Polk Knox
Knebel and Bailey Seven Days In May
O'Connor, E. The Last Hurrah
Stone, I. Love is Eternal
The President's Lady
Tully, A. Supreme Court
Wallace, I. The Man

4. Reference Books

- Adams, J., ed. Dictionary of American History
Carruth, G., ed. Encyclopedia of American Facts and Dates
Commager, H., ed. Documents of American History
Johnson, T., ed. Oxford Companion to American History
Morris, J., ed. Encyclopedia of American History
Worldmark Encyclopedia of Nations
Congress and the Nation
The Life History of the U.S.

GOVERNMENT

VI. B. FILMS

Aftermath of World War II - Prologue to the Cold War
American Revolution: Background Period
Arteries of New York City
Bill of Rights of the United States
Civil War and Reconstruction
Cold War - The Early Period (1947-1953)
Country Called, Europe, A
Declaration of Independency by the Colonies
Defining Democracy
Department of Health, Education, and Welfare, The
Department of Justice, The
Department of State, The
Eisenhower, Dwight David
Equality Under Law: The Lost Generation of Prince Edward Island
Federal Communications Commission, The
Federal Government
Federal Reserve System
Franklin, Benjamin
Freedom Movement (1877-Today)
Freedom to Speak: People of N.Y. vs. Irving Feiner
Government and Law
Governor
Hat, The: Is this War Necessary
How We Live In America Series
How We Got What We Have
What We Have
How to Lose What We Have
How to Keep What We Have
Hungary and Communism - Eastern Europe in Change
Hutchinson, Anne
In Defense of Rome
Jefferson, Thomas
Justice Under Law: The Gideon Case
Khrushchev, Nikita
Life and Times of Teddy Roosevelt, The
Life in the Thirties
Man Without a Country
Meet Your Federal Government
Mussolini
Nationalism
Negro America
Our Inheritance from Historic Greece
Our Inheritance from the Past
Our Living Constitution
Our Living Declaration of Independence

GOVERNMENT

VI. B. FILMS (cont'd)

Pilgrim Adventure, The
Pilgrims, The
Planning Our Foreign Policy
Plymouth Colony: The First Year
Pressure Groups
Propaganda Techniques
Public Opinion in Our Democracy
Roosevelt, Franklin Delano
Russian Life Today - Inside the Soviet Union
1776
1898
1964
Signing of the Declaration of Independence
The Decision To Drop the Bomb
True Story of An Election, The
Tse-Tung, Mao
Two Views on Socialism
Washington, D.C. - Story of Our Capital
We, The People
Webster, Daniel
White House, The: Past and Present
Why We Respect the Law
Williamsburg: The Story of a Patriot
Woodrow Wilson
World Balance of Power
Your Government: The Congress

SCREEN NEWS DIGEST FILMS

Focus On Capitol Hill (opening of 88th Congress)
Communism in Conflict: The Dragon and the Bear
Focus on the United Nations: A Look at the Record
Portrait of a President: Lyndon Baines Johnson
Focus on the Candidates: Showdown at San Francisco
Democracy in Action . . . The Candidates are Chosen . . .
Convention Time in the U.S.A.
America Votes
Democracy in Action . . . The Oath is Taken

GOVERNMENT

VI. B. FILMS (cont'd)

FILMS AVAILABLE FROM THE AIR FORCE

Alaska
A Shipment To Saratoga
Architects of Peace
Communism
Communist Blueprint for Conquest
Communist Weapon
Congress, The
Decision at Williamsburg
Eagle's Talon, The
Evaluating a Nation
Headquarters U.S.A.
NATO: Anti-Sub.
Panama
Presidency, The
Provide for the Common Defense
Service Academies
Vote, The
Why Nato
Workshop for Peace
Your Congressman at Work

GOVERNMENT

VI. C. Filmstrips

- American Parties and Politics - N.Y. Times F.S. - Oct. '64
- Basic Ideas of Democratic Economics - McGraw-Hill - (No. 043126.
Democracy: What You Should Know About It and Why Series)
- Basic Ideas of a Democratic Government - McGraw-Hill - (No. 043124.
Democracy: What You Should Know About It and Why Series)
- Basic Ideas of a Democratic Society - McGraw-Hill - (No. 043125.
Democracy: What You Should Know About It and Why Series)
- Citizen Involvement - N.Y.T. - Oct. '66
- Citizen's Agencies, The - N.Y.T. - March '62
- City and State - N.Y.T. - Nov. '65
- Communist China - N.Y.T. - Jan. '66
- Congress, The, Encyclopedia Britannica Films, Inc. - (No. 7462.
Government in Action)
- Congress and Its Members - N.Y.T. - Oct. '58
- Congress: Organization and Function - McGraw-Hill - Am. Gov't. Series
- Democracy In America - McGraw-Hill - (No. 04312. Democracy: What
You Should Know About It and Why Series)
- Eisenhower Era - Filmstrip House
- Executive Branch, The - A Young America F.S. - McGraw-Hill -
(No. 400243 - Your Federal Government Series)
- Executive Department Encyclopedia Britannica Films, Inc. -
(No. 7464. Government in Action)
- Federal Courts Encyclopedia Britannica Films, Inc. - (No. 7463.
Government in Action)
- Federal Government, The, A Young America F.S. - McGraw-Hill -
(No. 400241. Your Federal Government Series)
- Freshman Congressman, Part 1 - Guidance Associates, Inc. - Sound
(No. 403)
- Growth of American Democracy (The) - Unit 29 - A Pageant of
America F.S. - Yale Univ. Press Film Service
- How A Bill Becomes A Law - A Young America F.S. - McGraw-Hill -
(No. 400245. Your Federal Government Series)
- Judicial Branch - A Young America F.S. - McGraw-Hill - (No. 400242.
Your Federal Government Series)
- Kennedy Charts His Course - N.Y.T. - Feb. '62
- Kennedy's New Frontier - Filmstrip House
- Legislative Branch, The - A Young America F.S. - McGraw-Hill -
(No. 400246. Your Federal Government Series)
- Local Government - Encyclopedia Britannica Films, Inc. - (No. 746.
Government in Action)
- Meeting the Challenge to Democracy - McGraw-Hill - (No. 043127.
Democracy: What You Should Know About It and Why Series)
- Municipal Government - Encyclopedia Britannica Films, Inc. -
(No. 7467. Government in Action)
- New Administration in Washington, The - N.Y.T. - Oct. '60

GOVERNMENT

VI. C. Filmstrips Cont'd

- Our Capitol City - A Young America F.S. - McGraw-Hill - (No. 400244.
Your Federal Government Series)
- Our Government - Pictorial Events - Classroom Reels - (Series No. 1)
- President, The - Encyclopedia Britannica Films, Inc. - (No. 7461.
Government in Action)
- President, The - Encyclopedia Britannica Films, Inc. - (No. 7461 C-Si.
Government in Action)
- Presidential Conventions and Candidatas - N.Y.T. - May '56
- State Government - Encyclopedia Britannica Films, Inc. - (No. 7465.
Government in Action)
- Supreme Court, The - Justice Under Law - N.Y.T. - Oct. '57
- "The People's Choice" - N.Y.T. - May '64
- United Nations - Encyclopedia Britannica Films, Inc. - (No. 7468.
Government in Action)
- U.N. at 20, The - N.Y.T. - Oct. '65
- U.S. and Its Alliances, The - N.Y.T. - May '57
- U.S. Foreign Policy - N.Y.T. - Feb. '56
- Why Study Democracy? - McGraw-Hill - (No. 043122. Democracy: What
You Should Know About It and Why Series)

Filmstrips & Records (2 records - 2 filmstrips)

Special Report: This Honorable Court: The Supreme Court of
the United States.

1968

Guidance Associates, Harcourt, Brace, & World, Pleasantville, N.Y.

GOVERNMENT

VI. D. RECORDS

Supreme Court Cases, Educational Audio-Visual, Inc. 1961

VI. E. TAPES

Changing Role of the Supreme Court, Washington Tapes, Inc. 1965
The Supreme Court - Court of Last Resort, Washington Tapes, Inc.
1965

VI. F. PROGRAMS LEARNING UNITS

McClaskey, P. The United States Constitution
Newmann, F. How a Bill Becomes Law
Rosenhack, S. An Introduction to American Government Vol. 1, 2