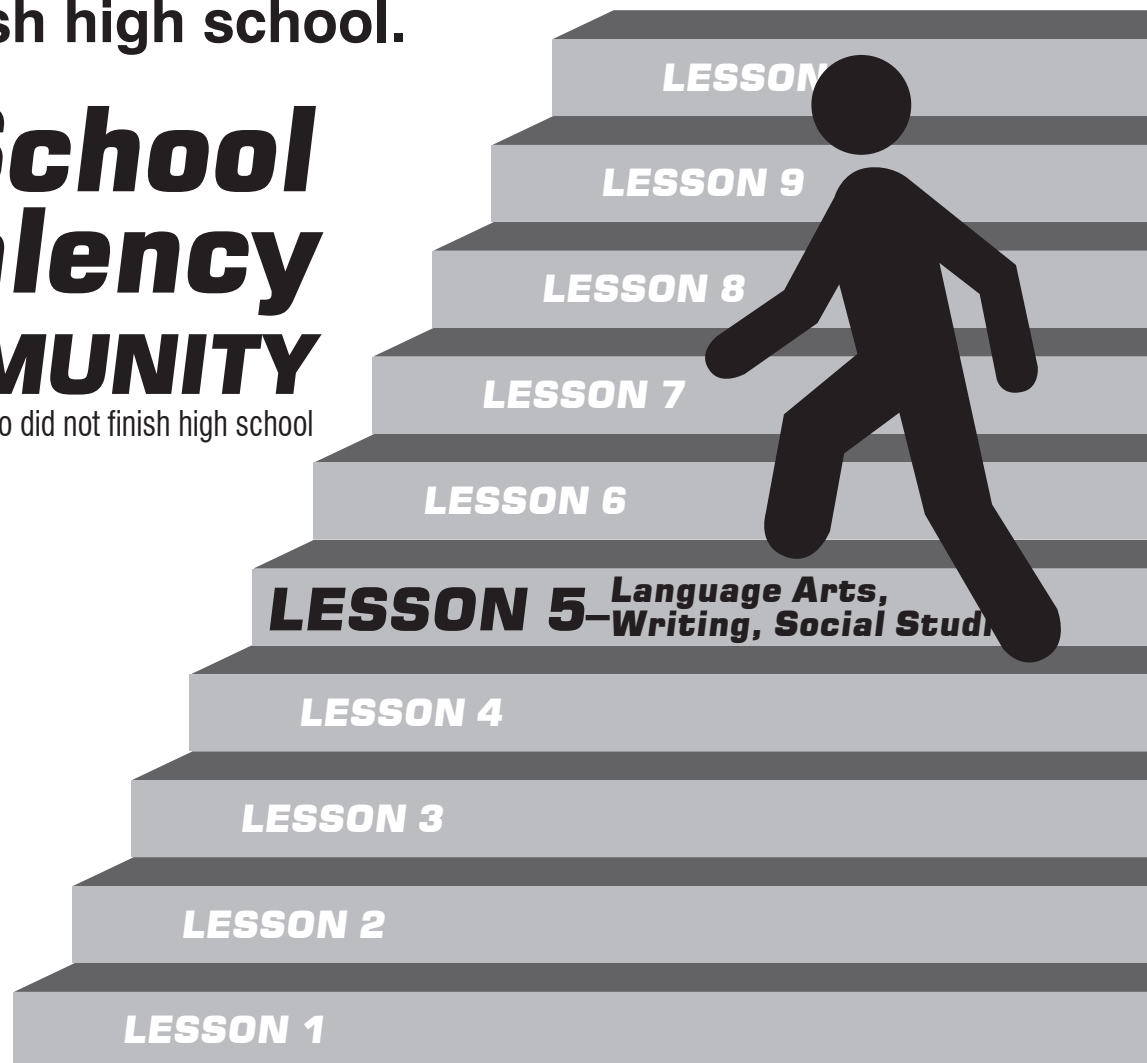


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**Fifth Step—
YOU'RE
HALFWAY
THERE!**

LESSON 5

Writing



Commas

Commas can be the most troublesome of punctuation because they are used in a variety of ways. A rule of thumb is that commas are placed wherever there is a natural pause in a spoken sentence. There should never be a comma between the subject and the verb of a sentence. Here are a few rules about using commas (examples follow in *italics*):

- In a compound sentence, join two complete sentences with a comma and *and, but, yet, so, for, or, or nor*.
- Commas separate the items in a list of three or more. *Please buy eggs, milk, cookies, and crackers on your way home.*
- Use a comma to separate the main part of a sentence and any quotation within the sentence. *"Oh, bother," he said, "I left my briefcase at home again."*
- Use a comma to separate long introductory prepositional phrases from the rest of the sentence. *In the event of rain or snow, the festival will be postponed.*
- Introductory clauses that begin with *before, when, whenever, if, although, though, because, after, while* and *since* and contain a subject and verb are separated by a comma from the main clause of the sentence. *After the rain clears, we will build a fire.*
- Use a comma to separate interrupting phrases from the rest of the sentence. *The comma is used, for example, to separate interrupting words from the rest of the sentence.*
- Commas separate direct address from the rest of the sentence. Direct address indicates to whom the words are spoken. *Bring me your cup, Bob, and I will refill it.*
- Use a comma to separate descriptive phrases from the rest of the sentence. *The detective, whose hair was soaked by the spring shower, knocked at the widow's front door.*

ASSIGNMENT 1A

DIRECTIONS

Rewrite the paragraph below with correct comma usage.

Use a separate piece of paper.
Be sure your name is on the paper.

In my experience one of the best ways to recover from an injury is to complete the physical therapy that the doctor prescribes. Broken bones torn ligaments and damaged muscles all benefit from strengthening stretching and retraining. Many patients though they promise to follow doctor's orders disregard the instructions. They later complain about not getting better and their recovery requires additional time and money. We tend to want instant recovery but we don't want to do the work to have it. When the doctor says "Ralph begin stretching gently after a week" she does not mean "Ralph stretch after about a month." While there is a time for rest there is also a time for action if you want the best recovery possible.

To help you remember
the coordinating conjunctions
— *For And Nor But Or Yet So* —
think of the words
"FAN BOYS."

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LESSON 5

Writing



ASSIGNMENT 1 B

DIRECTIONS

Combine the sentences using a comma and a coordinating conjunction. Write your answer on a separate sheet of paper.

1. I don't want to argue with you. I don't want to give in.
2. She had a lot of friends. She was a friendly girl.
3. I had a cute puppy. I lost him.
4. He studied for the test. He got a good grade.
5. Jim can boil eggs. Sally can make toast.

A **semi-colon** looks like a dot over a comma (;). It can be used instead of a coordinating conjunction to join two related independent clauses. For example, if you wanted to join the two sentences below, you have two choices.

**The mountains are beautiful.
I enjoy hiking in them.**

Choice 1: use the coordinating conjunction, "so". *The mountains are beautiful, so I enjoy hiking in them.*

Choice 2: use a semi-colon. *The mountains are beautiful; I enjoy hiking in them.*

ASSIGNMENT 1 C

DIRECTIONS

Join each sentence pair using a semi-colon. Write your answer on a separate sheet of paper.

6. He lives near the beach. The salty air is making his car rust.
7. We did an experiment in class. All the students participated.
8. It was a very hot day. I had to use a fan to keep cool.
9. My friend was feeling sick. I walked her to the nurse's office.
10. The traffic on the freeway was horrible. I decided to wait.

DIRECTIONS

Choose the best revision of each sentence.

11. Painting a room is simple. Painting a room is an inexpensive home improvement project.

The most effective combination of these two sentences is:

- A. Painting a room is simple. Painting a room is an inexpensive home improvement project.
- B. Painting a room is simple; painting a room is an inexpensive home improvement project.
- C. Painting a room is simple, painting a room is an inexpensive home improvement project.
- D. Painting a room is a simple and inexpensive home improvement project.
- E. Painting a room is a simple home improvement project, and painting a room is an inexpensive home improvement project.

LESSON 5

Writing



12. Choosing the paint color can be the most intimidating part of the project for most people. If you rewrote this sentence beginning with **For most** the next words should be:

- A. intimidating part
- B. people choosing
- C. people, choosing
- D. paint colors
- E. paint, choosing

ASSIGNMENT 2

DIRECTIONS

Choose the best word(s) to complete each sentence.

1. The _____ hurricane winds tore down houses and uprooted trees.
 - A. furious
 - B. tame
 - C. mild
 - D. moderate
 - E. humid
2. It takes _____ hands to hit a target with a bow-and-arrow.
 - A. delicate
 - B. rough
 - C. agile
 - D. steady
 - E. manicured
3. Unlike the _____ skin of a frog, that of a toad is more textured and _____.
 - A. slick ... slimy
 - B. tough ... scaly
 - C. greasy ... oily
 - D. green ... black
 - E. smooth ... bumpy
4. Despite her friends' best efforts at making her feel _____, Molly felt very _____ at the party.
 - A. sociable ... old
 - B. relaxed ... uncomfortable
 - C. humorous ... silly
 - D. helpful ... generous
 - E. miserable ... sad
5. The copied version was _____ reproduction; it was remarkable how closely it resembled the original.
 - A. an ancient
 - B. a false
 - C. an accurate
 - D. an authentic
 - E. a genuine
6. All of the initial reviews were rather _____, whereas the more recent ones seem overwhelmingly _____.
 - A. scathing ... positive
 - B. great ... upbeat
 - C. helpful ... insightful
 - D. negative ... doubtful
 - E. fake ... phony
7. Despite usually being _____, Lina was _____ when confronted by the dangerous bear.
 - A. tired ... drowsy
 - B. lost ... disoriented
 - C. arrogant ... courageous
 - D. cowardly... brave
 - E. afraid ... frightened
8. The _____ shopkeeper _____ us; we certainly won't buy anything from him again.
 - A. generous ... welcomed
 - B. polite ... thanked
 - C. greedy ... overcharged
 - D. kind ... hated
 - E. sleepy ... excited

LESSON 5

Reasoning through Language Arts/ Social Studies



ASSIGNMENT 3

DIRECTIONS

Read the passage and answer the questions that follow. This passage contains important historical information.

The Declaration of Independence

There are a few pieces of the Declaration of Independence which most Americans know by heart. “When in the course of human events...,” “...all men are created equal,” “Life, Liberty, and the pursuit of Happiness,” are pieces of a philosophy that explain the very foundation of the American government. But a close reading of the most important document in the early history of the United States can tell us more about what kind of government the founding fathers wanted. The entire history of the colonies is contained in its 1300 words.

In a way, the Declaration of Independence is like a break-up letter, or an email sent to a boss after a long time working a hated job. “I quit!” it says. “And here’s why.” The Declaration is an interesting document to read, even more than two centuries after it was written, and it is only lightly concerned with philosophy. Most of it is given over to practical matters—everyday concerns that would have more meaning to ordinary people than any longwinded explanations of governmental philosophy.

The intellectual foundation of the Declaration is

The only person who is educated is the one who has learned how to learn and change.

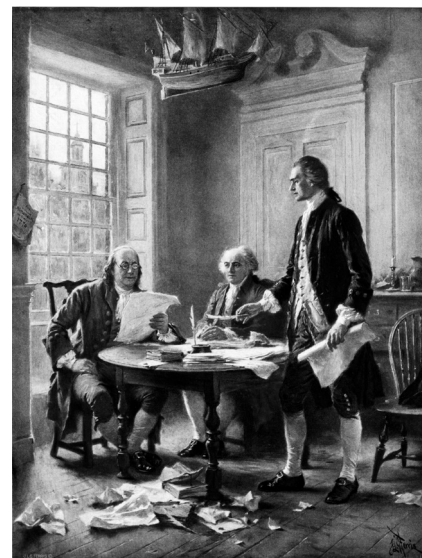
—Carl Rogers and Jerome Freiberg,
authors of **Freedom to Learn**

explained in just a few sentences in the second paragraph. “All men are created equal,” writes author Thomas Jefferson. And everyone has basic rights that cannot be taken away, including “Life, Liberty and the pursuit of Happiness.” Any

government that tries to deny those rights to its people is a government that should not deserve to exist. Perhaps the most revolutionary idea in this paragraph comes in the statement that a government’s power derives “from the consent of the governed.” To make such a statement to England’s King George VI, who believed that his right to rule came from God, is quite a bold move.

In the 18th century, this was cutting edge philosophy, the sort of thing that French intellectuals like Voltaire and Rousseau might have discussed in Parisian coffee houses, and may have been boring to ordinary American colonists. So Jefferson spends only a few lines on these matters before moving on to the nitty-gritty: a list of complaints which he refers to as “a history of repeated injuries and usurpations.” Reading over them is a good reminder that the colonists were not breaking away from the English crown because of intellectual reasons. They were angry, and after decades of colonial rule, they weren’t going to take it anymore.

Many of these dozens of complaints are general. The king “has refused his Assent to Laws,” Jefferson complains, and charges the crown with “imposing Taxes on us without our Consent. “But most of the complaints are very specific, and give insight into the sort of things



LESSON 5

Reasoning through Language Arts/ Social Studies



bothering the Patriots in 1776. Let's look at a few specific lines and think a little bit about what they mean.

In one of the first complaints, the king is accused of holding legislative meetings “at places unusual, uncomfortable, and distant” from their ordinary locations. This is a reference to specific occasions in Massachusetts and Virginia where regular legislative meetings had grown so raucous, the English governors began to fear for their safety. The meeting places were changed to locations so inconvenient that most of the angry lawmakers could not make the journey. If they did make the long trip, they would be too tired to argue with unjust decision making. “Fatiguing them into compliance with [the king’s] measures,” writes Jefferson, was the “sole purpose” for moving these public meetings around.

The right for people to watch their government in action has been an important part of American democracy ever since. This is why local city council meetings are generally open to the public, and why even small government decisions—the altering of a school district, for instance—must be preceded by a public hearing. When a citizen goes to speak at such a hearing, they are following in the footsteps of the colonists who demanded that public meetings be held in convenient locations.

Most of the first part of the list above concerns similar bureaucratic complaints. The king controlled the appointment and payment of judges making them more likely to rule in his favor. He passed laws making it difficult for new colonists to immigrate. When colonial lawmakers complained about such injustices, he would dissolve their “Representative Houses...for opposing with manly firmness” his policies. These are all important complaints, but the list does not kick into high gear until about halfway through when Jefferson begins to complain about the continued presence of the king’s soldiers in the colonies.

After the end of the French and Indian war in 1763, the British armies were not dissolved. Instead, they remained in the colonies. A “standing army” maintained to supposedly guard against French or Indian aggression, though the colonists suspected it was intended to limit their freedom. Several entries in the middle of the list of grievances are taken up by complaints about the presence of these soldiers, and it is here that Jefferson’s anger begins to show through. “He has affected to render the Military independent of and superior to the Civil power,” he writes—a complex way of saying because, since the king’s armies were not under the control of local governments, it was like the colonies had been converted to a military dictatorship. But it got worse. Jefferson blasts the King “for Quartering large bodies of armed troops among us,” a reference to the Quartering Acts of 1765 and 1774, which required local governments to house and feed British soldiers.

As the Patriots saw it, these protections given to the British army were not just a matter of money or privacy, but of justice. Because of the Administration of Justice Act of 1774, popularly known as the “Murder Act,” British officials accused of crimes in the United States could be tried in Britain. This meant that a British soldier could kill a colonist and escape trial by local jury, instead of being tried in front of a more friendly English court. In his next complaint, Jefferson refers to this as “a mock trial.”

The Patriots were so incensed by the Quartering Act that after the Revolutionary War was finished, they wrote a special amendment to the new Constitution to prevent such a law from ever being passed in the United States. It read: “No Soldier shall, in time of peace, be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.” This was so important to the founders they made it the Third Amendment, following only the freedom of speech and the right to bear arms.

LESSON 5

Reasoning through Language Arts/ Social Studies



Only at the end of Jefferson's list does the full extent of his rage shine through. When the Declaration of Independence was written and ratified in the summer of 1776, the Revolutionary War had already begun. The Battle of Bunker Hill had occurred the year before, upon which the king declared the colonies in open rebellion. He sent his army and navy to contain the revolt and hired Hessian mercenaries from Germany to supplement his forces. The response to these actions concludes Jefferson's list, and it is here his strength as a writer becomes most apparent.

He accuses the King of "waging War against us," saying that "he has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of the people." The hiring of the Hessians draws even sharper comment, as Jefferson refers to "large Armies of foreign Mercenaries [coming] to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation."

Although a written document, the Declaration of Independence was intended to be read aloud throughout the colonies as a way of inciting frustrated citizens to rebellion against their king. For this reason, it makes sense that it starts slowly, introducing the intellectual argument calmly, before steadily rising to a fever pitch of rage and indignation. It is not hard to imagine a speaker in Boston or Philadelphia reading this list in front of a crowd. Even those listeners unmoved by the opening passages—the famous ones—would be excited by this talk of death and destruction and tyranny.

The Declaration of Independence was not solely meant to serve as a nation's founding document. It was to be used to raise an army, to protect a rebellion that had just barely begun.

1. **With what does the Declaration of Independence begin?**
 - A. an angry tirade against the King
 - B. a list of complaints
 - C. a philosophical argument
 - D. the history of the colonies
2. **What does the passage describe?**
 - A. the impact of the Declaration of Independence on the war efforts of the American colonists
 - B. the organization of the Declaration of Independence and the historical context in which it was written
 - C. the reaction of the British monarchy to the Declaration of Independence
 - D. the French and Indian War and its impact on the relationship between the colonists and the British monarchy
3. **Thomas Jefferson was not afraid to make daring statements in the Declaration of Independence. What evidence from the text best supports this conclusion?**
 - A. Jefferson stated that a government's power derives "from the consent to be governed."
 - B. Jefferson began the Declaration of Independence with an intellectual argument, then listed specific bureaucratic complaints.
 - C. Jefferson claimed that public meetings were being moved around on purpose.
 - D. Jefferson complained about the presence of the king's soldiers in the colonies.
4. **How did Thomas Jefferson intend for the colonists to feel after hearing the Declaration of Independence read aloud?**
 - A. indifferent and bored
 - B. outraged and eager to act
 - C. sympathetic and guilty
 - D. disappointed and hopeless

LESSON 5

Reasoning through Language Arts/ Social Studies



5. What is the main idea of this passage?

- A. The Declaration of Independence was full of cutting edge philosophy and a reminder of the intellectual reasons the colonists broke from the crown.
- B. The Declaration of Independence contains the entire history of the colonies and gives a detailed account of what was happening at that time period.
- C. The Declaration of Independence listed various complaints against the British crown that led the colonists to break from the British government.
- D. The Declaration of Independence showed how enraged Thomas Jefferson was at the many laws that were unfairly imposed on the colonists.

6. Read the following sentence: “This is a reference to specific occasions in Massachusetts and Virginia where regular legislative meetings had grown so *raucous*, the English governors began to fear for their safety.”

As used in the passage, what does the word “*raucous*” most nearly mean?

- A. disorderly
- B. productive
- C. quiet
- D. spirited

7. Choose the answer that best completes the sentence below.

The Quartering Act greatly incensed the colonists; _____, they made a special amendment to the new Constitution to ensure a law like this was never passed again.

- A. moreover
- B. initially
- C. namely
- D. consequently

DIRECTIONS

For questions 8 and 9, use a separate sheet of paper if necessary.

8. In the Declaration of Independence, the king is accused of holding legislative meetings “at places unusual, uncomfortable, and distant” from their ordinary locations. What right has become an important part of American democracy ever since this complaint was written?

9. The author writes that the Declaration of Independence was “used to raise an army, to protect a rebellion that had just barely begun.”

Explain why the Declaration of Independence would be an effective tool in these efforts. Use information from the passage to support your answer.

LESSON 5

Social Studies



The GED Social Studies test is 90 minutes long and consists of two sections. The first section is more than 50% multiple choice questions as well as fill-in-the blank, drop down menu, drag and drop, and hot spot. Section 2 is an extended response with an allotted time of 25 minutes.

ASSIGNMENT 4

DIRECTIONS

Read the passage and complete the assignments that follow. This passage contains important historical and present day information.

The U.S. Constitution

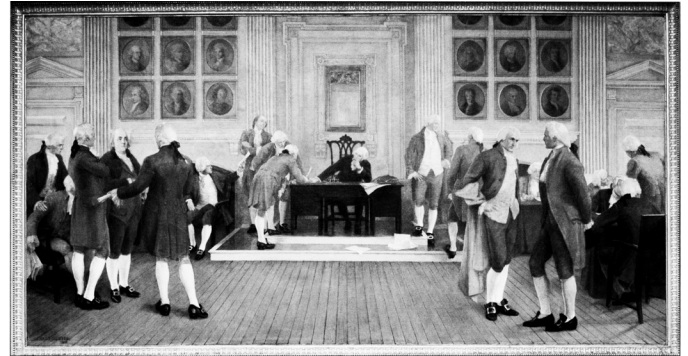
The U.S. Constitution outlines the responsibilities and structure of the government. It also describes the rights of citizens. The Constitution can be changed, but changes have been made only a few times in more than two hundred years.

The U.S. Constitution is the document that creates our nation's government. The contents of the Constitution create the three branches of our government and give directions for how the federal government works. (It does this with a little over 4,500 words covering only four sheets of paper!) Although the Constitution was written over 220 years ago, it still guides our officials in running our country today. It is also the oldest written constitution in the world that is still in use.

Our Constitution is divided into nine parts. The first paragraph is called the Preamble. Its job is to introduce the Constitution, explain what the Constitution is meant to do, and describe the purpose of the new government.

Creating Congress: Article I

Article I is the first and longest part of the Constitution. It creates the legislative (**law making**) branch of our government. This section is the longest because the people who wrote the Constitution believed that a legislative branch is very important in a government that represents the citizens. Members of the legislature, or law-making body, are responsible for turning citizens' wants and needs into laws.



The **legislative branch** makes our government a representative democracy. In a representative democracy, citizens elect people to represent their needs and concerns in government. Article I creates a legislature called Congress and divides it into **two parts: the Senate and the House of Representatives**. Article I describes how Congress should be organized, tells what qualifications legislators must have, and says how often Congress should hold elections and meet as a group. It also describes other details of operation that each house of Congress gets to decide for itself.

The Powers of Congress

Article II lists the powers Congress has. Even though Congress is a law-making body, it is not allowed to make laws about anything that's not on this list.

- Collect taxes
- Borrow money and pay debts
- Make rules for how to become a citizen
- Regulate commerce(trade) with other nations, between the states, and with Indian tribes
- Coin money and punish counterfeiters
- Establish post offices
- Give patents to new inventions
- Create the lower federal courts
- Punish pirates
- Declare war and support an army and navy
- Make any other laws that are "necessary and proper" to carry out the powers in this list

LESSON 5

Social Studies



	The Senate	The House of Representative
Qualifications	You must be at least 30 years old, been a U.S. citizen for at least 9 years, and live in the state you represent	You must be at least 25 years old, been a U.S. citizen for at least 7 years, and live in the state you represent.
Size	2 senators per state = 100 total	Number per state depends on population = 43 total (in 2011)
They represent...	The interests of the citizens in the entire state for 6 years per term.	The interests of the citizens who live in the district they represent within the state for 2 years per term.
Special Duties	The Senate acts as a court during impeachments.	All bills that raise money must start in the House of Representatives.
Role in Lawmaking	A bill must be approved by BOTH houses of Congress before it can go to the President to become a law	

Creating the President: Article II

Article II of the Constitution describes the job of the executive branch. This branch executes, or carries out, laws. The president heads this branch, which also includes the vice president and many departments in charge of carrying out the government's day-to-day business. Article II describes who qualifies to be the president, what powers the office has, and what happens if a president misbehaves! It also explains the Electoral College, which is the process of how the president is selected.

Presidential Powers

The overall job of the executive branch is to carry out and enforce laws, but Article II gives the president a list of specific duties:

Presidential Duties

- Act as the commander-in chief of the armed forces
- Maintain a cabinet of advisors who run the 14 executive departments like the State Dept. of Treasury

- Grant pardons in all federal criminal offenses, and reprieves
- Negotiate treaties with other countries
- Appoint ambassadors, Supreme Court Justices and federal court judges, and Cabinet members
- Represent the U.S. when dealing with foreign countries
- Make sure that laws are carried out(executed)

Creating the Courts: Article III

Article III creates the judicial branch. The judicial branch interprets laws to decide what they mean and whether they have been followed in specific cases.

Article III creates the Supreme Court and authorizes Congress to create federal courts below the Supreme Court. These are courts that deal with United States laws, not state laws. Article III also gives directions about what kinds of cases the Supreme Court and federal courts can hear. Under Article III, federal judges are appointed, not elected. They stay on the bench until they

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Social Studies



retire, die, or are removed for bad behavior. Article III also guarantees trial by jury for criminal cases and explains the crime of treason.

The States: Article IV

States have the power to create and enforce their own laws. Article Four of the Constitution describes how the states should interact with each other.

How States should interact

- Each state has to respect the laws and court decisions of the other states.
- If a criminal flees from one state to another, the state where the crime was committed can request that the criminal be returned to face charges. This is called extradition.
- New states can be admitted to the Union with the authorization of Congress and the president.
- All states must have a republican, or representative, type of government.

Amending the Constitution: Article V

The Constitution is not set in stone. Article Five describes what must be done to amend, or change, the Constitution. You will read more about this process on the next page.

Supreme Law of the Land: Article VI

Federalism is the idea that the national government shares power with the state governments. But what happens if a state law disagrees with a national or federal law? Article Six states that the laws and treaties of the U.S. government are “the supreme law of the land.” If a state law disagrees with a federal law, federal law wins. This article also requires officials working in the state and federal governments to take an oath to support the Constitution no matter what.

Ratification: Article VII

Article Seven says the Constitution could not take effect until at least nine out of the thirteen states approved it. (Back then, there were only thirteen states.) Each state held its own convention to discuss and vote on the Constitution’s plan for government. But getting approval wasn’t easy. Some people thought the seven articles weren’t enough. After much debate, it was agreed that ten amendments would be added to the Constitution. These amendments, called the Bill of Rights, would list specific rights not already mentioned in the Constitution. This put people’s minds at ease, and the Constitution became the law of the land in March 1789. The Bill of Rights was added in 1791.

The Bill of Rights

The Bill of Rights is the first 10 Amendments to the Constitution. It spells out Americans’ rights in relation to their government. It guarantees civil rights and liberties to the individual—like freedom of speech, press, and religion. It sets rules for due process of law and reserves all powers not delegated to the Federal Government to the people or the States. And it specifies that “the enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.”

The **First Amendment** provides several rights protections: to express ideas through **speech** and the **press**, to **assemble** or gather with a group to **protest** or for other reasons, and to ask the government to fix problems. It also protects the right to religious beliefs and practices. It prevents the government from creating or favoring a **religion**.

The **Second Amendment** protects the right to keep and bear arms.

The **Third Amendment** prevents government from forcing homeowners to allow soldiers to use their **homes**. Before the Revolutionary War,

LESSON 5

Social Studies



laws gave British soldiers the right to take over private homes.

The **Fourth Amendment** bars the government from **unreasonable search and seizure** of an individual or their private property.

The **Fifth Amendment** provides several protections for people accused of crimes. It states that serious criminal charges must be started by a **grand jury**. A person cannot be tried twice for the same offense (**double jeopardy**) or have property taken away without **just compensation**. People have the right against **self-incrimination** and cannot be imprisoned without **due process of law** (fair procedures and trials.)

The **Sixth Amendment** provides additional protections to people accused of crimes, such as the right to a **speedy and public trial**, **trial by an impartial jury** in criminal cases, and to be informed of criminal charges. Witnesses must face the accused, and the accused is allowed his or her own witnesses and to be represented by a lawyer.

The **Seventh Amendment** extends the right to a **jury trial** in Federal civil cases.

The **Eighth Amendment** bars **excessive bail and fines** and **cruel and unusual punishment**.

The **Ninth Amendment** states that listing specific rights in the Constitution does not mean that people do not have **other rights** that have not been spelled out.

The **Tenth Amendment** says that the Federal Government only has those **powers** delegated in the Constitution. If it isn't listed, it belongs to the states or to the people.

Amending the Constitution

Article V describes how an amendment is added to the Constitution. There are only two steps necessary. First, the amendment needs to be proposed, or introduced. Then it needs to be ratified, or passed. Sound easy? Well, it isn't! Hundreds of amendment proposals are introduced in Congress each year. Only 33 have ever received enough votes to actually be proposed. Of those, 27 have become amendments to the Constitution. The process to add an amendment can take years. There are four different ways an amendment can be added to the Constitution. But in all cases, an amendment has to be approved at the national level and the state level.

Step 1: Propose

Either Congress or the States can propose an amendment to the Constitution. Both Houses of Congress must propose the amendment with a two-thirds vote. This is how all current amendments have been offered. The other option is to have two-thirds of the state legislatures call on Congress to hold a Constitutional Convention. So far, no amendments have been proposed in this way.

Step 2: Ratify

Regardless of how the amendment is proposed, it must be ratified by the states. Three-fourths of the state legislatures must approve of the amendment proposed by Congress. The alternative is to have three-fourths of the states approve the amendment by holding conventions to vote on it. The state convention method has only been used once, to approve the 21st Amendment repealing Prohibition in 1933.

LESSON 5

Social Studies



DIRECTIONS

Match the term with the correct definitions.

1. ratify _____	A. introduce a new amendment
2. execute _____	B. Carry out a law
3. federalism _____	C. A representative form of government
4. republican _____	D. Approve or pass an amendment
5. propose _____	E. System where the national government shares power with state.

DIRECTIONS

Circle the best answer to each of the following questions.

- How many senators are in the U.S. Senate?
 - 50
 - 435
 - 100
 - It depends on the population.
- What does the Constitution say is the 'supreme law of the land'?
 - The Bill of Rights
 - State laws
 - The amendments
 - U.S. or federal laws

- What was added to the Constitution that listed rights not already in the Constitution?
 - The 14th Amendment
 - The approval of all 13 states
 - The Bill of Rights
 - The Necessary and Proper Clause
- What is the term for members of the House of Representatives?
 - 2 years
 - 4 years
 - 6 years
 - Life

FILL IN THE BLANKS

- The branch of government that writes the bills that become laws. _____
- The branch of government that makes sure the laws are carried out and enforced.

- The branch of government that hears cases about the laws and decides what the laws mean. _____
- Write a short answer to the following question: Which Bill of Rights Amendment means the most to you? Tell why.

LESSON 5

Social Studies



ASSIGNMENT 5

Understanding the difference between a primary source and secondary source is important to understanding and evaluating historical information.

Primary Source—These are documents, letters, speeches, etc. written during a certain time period, original papers.

EXAMPLE: The Declaration of Independence

Secondary Source—These are articles or books written about a primary source.

EXAMPLE: A history text book used in a classroom

This is a Primary Source:

Friends and Fellow Citizens,

...A rising nation, spread over a wide and fruitful land...engaged in commerce with nations who feel power and forget right...when I...see the honour, the happiness, and the hopes of this beloved country... I shrink from the contemplation and humble myself before the magnitude of the undertaking....I shall find resources of wisdom, of virtue, and of zeal, on which to rely under all difficulties... I look with encouragement for that guidance and support which may enable us to steer with safety the vessel in which we are all embarked amidst the conflicting elements of troubled world...

I repair then, fellow citizens, to the post you have assigned me...My future solicitude will be to retain the good opinion of those who have bestowed it in advance...and to be instrumental to the happiness and freedom of all.

—This excerpt is taken from the public domain.

1. Based on the excerpt, which event was Jefferson attending when he made this speech?

- A. The signing of the Declaration of Independence
- B. His first inauguration as President of the United States
- C. The purchase of the Louisiana Territory from France
- D. His founding of the University of Virginia.

DIRECTIONS

Use the next 2 passages and the chart to answer questions 2-4.

The 17th Amendment

In 1787, delegates to the Constitutional convention decided to give state legislatures the power to select U.S. senators. The purpose was to ensure that the interests of the states were represented in the national legislature. However, some argued that the people should directly elect their senators. They thought the interests of the states would be preserved because the people were the source of all government power.

The first of nearly 300 congressional resolutions calling for direct election of senators came in 1826. Over the next 85 years, an amendment to directly elect U.S. senators was debated extensively. Finally, in 1913, the 17th amendment, which allowed for the direct election of senators, was ratified.

—This excerpt is from an article published in the *Washington Times* in 1908.

(The) Senator...said the reasons for this reform are thoroughly well understood...It will prevent the corruption of the legislatures... it will prevent men buying a seat in the in the Senate... (and) make the Senate more responsive to the will of the people...It will...(also make) candidates... campaign before the people.

—This excerpt is taken from the public domain.

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The chart below describes the four methods used to amend the U.S. Constitution

	Step 1	Step 2
1.	A two-thirds vote in both houses of the U.S. Congress	Ratified by three-fourths of the state legislatures
2.	A two-thirds vote in both houses of the U.S. Congress	Ratified by ratification conventions in three-fourths of the states
3.	A national constitutional convention called by two-thirds of the state legislatures	Ratified by three-fourths of the state legislatures
4.	A national constitutional convention called by two-thirds of the state legislatures	Ratified by ratification conventions in three-fourths of the states

2. Which statement correctly describes an important way that the process of amending the U.S. Constitution is different from the process of creating federal laws?

- A. Only one government branch is involved in the amendment process.
- B. Only one legislative body can conclude the amendment process.
- C. Only state legislatures are involved in the amendment process.
- D. Only state governments can start the amendment process.

3. Which concern about the original method of selecting senators is implied in the excerpt?

- A. It failed to limit the influence of the wealthy.
- B. It did not help to organize debated effectively.
- C. It neglected to limit the influence of the majority.
- D. It did not encourage an efficient lawmaking process.

4. What does the word *convention* mean in both the chart and the 17th Amendment passage?

- A. Cultural tradition
- B. Formal assembly
- C. Agreed-upon contract
- D. Preferred writing style

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ASSIGNMENT 6

Timelines

Did you know that time can be shown as a picture?

A timeline is a method for picturing or seeing time. Historians take events and place them on a timeline. This shows the **chronology** of a span of time. By doing this, the relationship between events can be seen. Patterns can emerge that might not be seen without the timeline. Therefore, a timeline is an important **secondary source** for understanding history. The ability to **analyze** and **draw conclusions** from timelines is important to the study of history.

DIRECTIONS

Look at the Time Line on the last page of this lesson. Answer the following questions. Use complete sentences.

1. What does the timeline represent?

2. What is the time span of this timeline?

3. List three historical periods on the time line.

4. Notice how the historical periods overlap in the timeline. Why do you think they overlap?

The most certain way to succeed is to just try one more time.

—Thomas Edison

References

www.icivics.org

www.readtheory

www.k12reader.com

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Time Line: United States Historical Periods 1754 – Present

