

STUDENT
SOURCE
AND SKILL
COMPANION

U.S. GOVERNMENT





GETTING STARTED

**Welcome to the Traverse Source
and Skill Companion!**

In this book, you will find the sources
for each chapter as well as detailed
instructions for every Chapter Inquiry.

CHAPTER OVERVIEW

The chapter overview gives you essential information about the chapter. Everything in this book also appears in your digital student account, along with the chapter narratives, Echoes, and multiple types of media.

2 | Origins of American Government

The Birth of the Flag by Henry Mosler, circa 1776

CHAPTER QUESTION
What influenced the development of the American government?

CHAPTER OBJECTIVES

1. Analyze the influence of historical ideas and documents on the development of American government.
2. Analyze the philosophical foundations of individual and political rights.
3. Explain the impact of the events leading to the American Revolution.
4. Explain the influence of philosophical ideas on the Declaration of Independence.
5. Participate in a Structured Academic Controversy, using democratic principles and deliberative strategies to develop and support claims about whether internet access is a right or a privilege.

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CHAPTER QUESTION and Objectives

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."
—Thomas Jefferson, from the Declaration of Independence

Chapter Question and Objectives

Refer to these high-level questions and goals when you need a reminder of how the sources and inquiry fit into the chapter as a whole.

Chapter Contents

Sources in the narrative are listed before sources in the inquiry. If a source is used in both the narrative and inquiry, it will only appear once in this book.

CHAPTER NARRATIVE

HISTORICAL INFLUENCES
How has democratic thought evolved over time?
Source: English Bill of Rights 1689
Media: Explainer Video: Hobbes vs. Rousseau

ENLIGHTENMENT IDEAS | How did philosophical ideas influence the American government's establishment of individual rights?
Source: Second Treatise of Government
Media: Explainer Video: Natural Rights
Quick Talk: Social Contract

ROAD TO REVOLUTION
Why were the colonists dissatisfied with British rule?
Media: Flipbook: Abuses of the British Government

DECLARATION OF INDEPENDENCE
What ideas inspired the Declaration of Independence?
Source: Declaration of Independence
Media: 3D Object: The Great Seal
Hotspot: Declaration of Independence

CHAPTER INQUIRY ROUTINE

1. COMPELLING QUESTION | Is internet access a right or a privilege?

2. SOURCE SET

- Americans with Access to Fixed Broadband, 2017
- UN Report on Internet Access and Rights
- Internet Access Is Not a Human Right
- Lack of Home Broadband Is a Major Disadvantage

3. COMMUNICATING CONCLUSIONS

Analyze Multiple Perspectives: Work in small groups to participate in a Structured Academic Controversy that explores two positions in response to the Compelling Question. After the discussion, submit an individual reflection that follows this format: two or three sentences describing the steps you took to gather evidence from multiple sources representing a range of views to develop an initial claim, one or two sentences highlighting one strength and one weakness in your explanation, and one or two sentences explaining the democratic principles and deliberative strategies that your group used to make decisions.

Chapter Narrative

This chapter-at-a-glance table allows you to make connections to the narrative sections and media, which are found entirely online.

Chapter Inquiry Routine

Preview the steps you will take to complete the Chapter Inquiry. All inquiries include a Compelling Question, a source set, and an Inquiry Prompt. Some also feature skill lessons and simulations.

SOURCES

Sources in each chapter are a part of the narrative, Chapter Inquiry, or both. In narratives, sources give additional information about the section topics. In Chapter Inquiries, the sources form source sets that you will use to complete each inquiry.

SOURCES

Follow your teacher's directions for completing this activity.

LETTER FROM BIRMINGHAM JAIL

SOURCING INFORMATION
 Genre: Correspondence
 Author: Martin Luther King Jr.
 Date: 1963

BACKGROUND
 In 1963, Martin Luther King Jr. was arrested and jailed for conducting a parade without a permit. During his incarceration in Birmingham, a group of white clergymen composed a letter condemning Dr. King's actions. His response—his letter—underscores Dr. King's growing frustrations toward the reaction of the church and moderate white people.

Section Question: How have civil rights evolved in the United States?

GOVERNMENT READING SKILL 1 Analyzing Political Perspectives
 Categorize each statement based on whether the author of the source would agree (A) or disagree (D).

1. Applying economic pressure on businesses is an effective direct action tactic.
2. Patience and careful deliberation will lead hastily to social change.
3. Disobeying the law is sometimes justified.
4. Civil disobedience in any form is inherently wrong.
5. Social injustices have no effect on children.
6. The frustrations of waiting on social change will eventually lead to violence.

Source Tabs

These tabs make it clear if a source is in a narrative section, Chapter Inquiry, or both. If the source appears in the Chapter Inquiry, you will return to that source page when you work through the source set.

Sourcing Information and Background

Knowing who created something, when, and why can help you understand and analyze the source.

Skill Question

Practice social studies skills as you answer questions about the source.

READING SKILL LESSONS

Reading Skill lessons teach you how to analyze sources. These lessons use a source in the chapter narrative to model the skill.

Checklist

Each skill lesson includes a checklist with specific steps and questions that you will use to analyze that type of source.

Skill Model

The skill model provides an example of a source analysis using the checklist.

Practice

Each Reading Skill lesson ends with a chance to practice the skill using the steps from the checklist.

1. CHECKLIST

Make observations.

- What is the policy about? Who supports or opposes its implementation?
- What was the goal of the policy? Are there short-term and long-term goals?
- Who are the major stakeholders? What groups of people are affected by the policy?

Make inferences.

- What were the costs of the policy, both implicit and explicit?
- How was the policy implemented? What barriers exist that prevent the policy from achieving its goals?
- What has changed as a result of the policy being implemented?

Go beyond.

- To what extent did the policy meet expectations for implementation and change?
- How has this particular policy changed interpretation of policies passed previously? How might it affect policies being proposed in the future?
- What would have happened if the policy was not implemented or if it was implemented in a different way?

2. SKILL MODEL

Here's how one student uses the checklist to analyze "The Clinton Presidency: Strengthening American Families."

Make observations.

- This 1996 policy is about overhauling the welfare system during the presidency of Bill Clinton. It was supported by both Democrats and Republicans.
- I learned that the goal of the policy was to move people off public assistance and into jobs.
- I noticed that the stakeholders in welfare reform were those who participated in public assistance programs, as well as taxpayers who funded those programs.

Make inferences.

- I can infer that private businesses helped the government find jobs for those moving off welfare.
- I can infer that the policies associated with welfare reform, including the Family Leave Act and the \$500 per child tax credit, helped make it easier for people to transition from welfare to work.
- I can infer that the policy was a success as it cut the welfare rolls by 60 percent and because 33 percent of current welfare recipients found jobs, five times as many as in 1992.

Go beyond.

- It's safe to say that the welfare-to-work policy was a success because it dropped 5.8 million people from the welfare rolls.
- Policymakers could use the success of this policy as an example to tackle other seemingly insurmountable public policy initiatives.
- If the welfare-to-work policy was not implemented, it's reasonable to assume that more people would have been seeking public assistance.

3. PRACTICE

Use the checklist for Evaluating Public Policies to analyze "The Clinton Presidency: Strengthening American Families." Use a table like the one below to record your observations in column 1, your inferences in column 2, and your questions in column 3. The first row has been completed for you as a model.

Make Observations	Make Inferences	Go Beyond
The goal of the policy was to help families find work and become less dependent on federal assistance.	I can infer that families benefited from the jobs they found as a result of the program.	I wonder what would have happened to families without the implementation of this program.

CHAPTER INQUIRY

Each Chapter Inquiry is an opportunity to develop a claim based on evidence and to communicate that claim in a variety of ways. You will use a specific set of sources and the skills you are learning to complete each inquiry.

CHAPTER INQUIRY

1 | COMPELLING QUESTION

COMPELLING QUESTION
Should it be difficult to modify the Constitution?

BACKGROUND INFORMATION
Since its ratification in 1788, over 11,000 amendments to the Constitution have been proposed, but only 27 have been adopted. Amendments that were proposed and rejected include an amendment to outlaw dueling, an amendment to rename the country "The United States of the Earth," and an amendment to replace the presidency with a three-person ruling council similar to what was used in ancient Rome. Constitutional experts argue that the Framers intended for the process to be difficult but wonder if it is too difficult. In this Chapter Inquiry, you will explore different sides of the debate over the amendment process.

SUPPORTING QUESTIONS
Use the Supporting Questions to prepare for the Chapter Inquiry.

- What is the process for modifying the Constitution?
- What is the process for amending the Constitution?
- How have amendments been passed historically?
- What is an example of an amendment that did not get passed?

As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Evidence Related to Compelling Question	Connections between Sources
Proposed Amendments to the U.S. Constitution Seldom Go Anywhere		

INQUIRY PROMPT
Construct an Argument: Write a paragraph that responds to the Compelling Question. To plan your response, gather relevant information from multiple credible sources representing a wide range of views. Be sure that your response includes a claim, supporting evidence from two or more sources, and clear analysis of experts' agreement and disagreement on the process for amending the Constitution.

2 | SOURCE SET

PROPOSED AMENDMENTS TO THE U.S. CONSTITUTION SELDOM GO ANYWHERE Genre: Article Author: Owen Davies Date: 2018 PAGE 45	A BRIEF HISTORY OF THE 20TH AMENDMENT Genre: Article Creator: Travers Date: 2022 PAGE 47	UNRATIFIED AMENDMENTS: REGULATING CHILD LABOR Genre: Article Author: Jesse Kratz Date: 2020 PAGE 48
ON AMENDING THE CONSTITUTION: A PLEA FOR PATIENCE Genre: Article Author: Ruth Bader Ginsburg Date: 1989 PAGE 49	OLD ENOUGH TO FIGHT, OLD ENOUGH TO VOTE Genre: Artifact Creator: Unknown Date: 1970s PAGE 49	CITIZENS COMMITTEE VOTER CARD Genre: Political Cartoon Artist: Unknown Date: 1924 PAGE 50

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Compelling Question

Each Chapter Inquiry starts with a Compelling Question. All the work you do in the inquiry will help you craft an evidence-based response to this question.

Inquiry Prompt

Your task will vary from chapter to chapter. The Inquiry Prompt always appears on the first page of the Chapter Inquiry to guide your work.

Source Set

The source set identifies which sources to use for your Chapter Inquiry. Remember that some sources were also part of the chapter narrative, so use the page numbers to locate them.

4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS
With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- What is the process for modifying the Constitution?
- What is the process for amending the Constitution?
- How have amendments been passed historically?
- What is an example of an amendment that did not get passed?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

2. PLAN
Write a paragraph that responds to the Compelling Question. To plan your response, gather relevant information from multiple credible sources representing a wide range of views. Be sure that your response includes a claim, supporting evidence from two or more sources, and clear analysis of experts' agreement and disagreement on the process for amending the Constitution.

3. RESPOND
Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:

- The response demonstrates a thorough understanding of how difficult it is to modify the Constitution.
- The response thoroughly evaluates the usefulness and credibility of a source and successfully corroborates details using other sources. The evaluation incorporates and analyzes significant information about the source, such as its maker, intended audience, and purpose.
- The response includes a claim supported by relevant and convincing evidence representing a wide range of views.

INQUIRY PROMPT

COMPELLING QUESTION
Should it be difficult to modify the Constitution?

Construct an Argument: Write a paragraph that responds to the Compelling Question. To plan your response, gather relevant information from multiple credible sources representing a wide range of views. Be sure that your response includes a claim, supporting evidence from two or more sources, and clear analysis of experts' agreement and disagreement on the process for amending the Constitution.

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Communicating Conclusions

After you've read and analyzed the inquiry sources, you will use the guidance in the Communicating Conclusions section to organize your response. These three steps will help you:

- Review your ideas.
- Organize your ideas into a plan.
- Craft your response to the Inquiry Prompt.

The Compelling Question and Inquiry Prompt are repeated here for easy reference as you prepare your response.

INQUIRY AND RESEARCH SKILL LESSONS

Many Chapter Inquiries include an Inquiry and Research Skill lesson. These lessons will improve your ability to work with sources, conduct effective research, and craft successful responses.

3 | INQUIRY AND RESEARCH SKILL
EVALUATING SOURCES

The Beat
Examine the "Evaluating Sources" episode of *The Beat* to understand how one group of students approaches the process of evaluating sources. Then read the definition and checklist that students discuss in the video.

What are the different kinds of sources you will encounter?
Primary sources in government include founding documents, legislative bills and transcripts, case briefs and opinions, voter and census data, and other written and oral texts that offer firsthand information about disciplinary topics and events. Secondary sources interpret primary sources to provide analysis, argument, or critique. Regardless of the types of sources in an inquiry, it is important to evaluate them by connecting the sources to one another and to your Compelling and Supporting Questions.

Why is it important to evaluate sources?
Evaluating sources helps you determine how to use them to answer your Compelling and Supporting Questions. For example, you might find that a source includes some of the evidence you need to answer your Compelling Question but needs to be paired with another source to fully support your argument or explanation.

1. CHECKLIST HOW DO YOU EVALUATE SOURCES?

- Gather evidence related to your Compelling and Supporting Questions from multiple sources representing a range of views.**
 - How does what you know about each source, such as its genre, creator, origin, intended audience, and structure help you select relevant evidence?
 - How does this information impact each source's credibility?
- Make connections between sources.**
 - How does evidence in one source reinforce or challenge another source?
 - What are the points of agreement and disagreement between sources?
 - How do these similarities and differences across sources help you answer the Compelling and Supporting Questions?
- Use these connections to develop and strengthen your argument.**
 - How can you combine evidence from two or more sources to develop a claim?
 - How can you make connections and/or distinctions between the sources in order to make an argument that is stronger than one you could make from only one of the sources?

2. SOURCE

Now it's time to practice evaluating sources with PROPOSED AMENDMENTS TO THE U.S. CONSTITUTION SELDOM GO ANYWHERE and ON AMENDING THE CONSTITUTION: A PLEA FOR PATIENCE, the first two items in your source set. Use the checklist for Evaluating Sources to read and analyze the sources and fill in your graphic organizer. Then you'll examine a second episode of *The Beat* showing how the students used the checklist to analyze the same sources.

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The Beat

Some skill lessons include *The Beat*, a video in which students practice Inquiry and Research Skills and model collaboration.

Checklist

Each Inquiry and Research Skill includes a checklist that tells you how to practice the skill. Return to the checklist any time you need to use that skill.

Source

Use the checklist to analyze some or all of your sources before returning to the skill lesson.

3. SKILL MODEL

Examine the second episode of *The Beat* to learn how the students used the checklist to evaluate "Proposed Amendments to the U.S. Constitution Seldom Go Anywhere" and "On Amending the Constitution: A Plea for Patience."

One student identifies important information about each source—including its origin, authority, and context—to evaluate its credibility and gather relevant information to use in their inquiry response. Then they identify connections between the two sources and consider how they might work together to develop a response to the Supporting and Compelling Questions. Continue to use the checklist for Evaluating Sources to complete the graphic organizer.

Source Title	Evidence Related to Compelling Question	Connections between Sources
Proposed Amendments to the U.S. Constitution Seldom Go Anywhere	"It takes a two-thirds vote in both the House and Senate, then ratification by three-quarters of the states."	I could use this quote to talk about the Framers' intent when they created a process for amending the Constitution.
On Amending the Constitution: A Plea for Patience	The Framers rejected "hasty, ill-considered corrections" to the Constitution.	The first source is about the requirements for amending the Constitution. This source explains their reasons for doing it.

The student realizes that they can combine evidence from these two sources to develop a claim about preserving the amendment process because it reflects the Framers' values and goals. As they gather evidence from additional sources, they will continue identifying places where two sources used together can help them answer questions and enhance their argument.

4. PRACTICE

Use the checklist for Evaluating Sources and annotation instructions to complete the graphic organizer for the rest of the source set in this Chapter Inquiry.

CHAPTER INQUIRY **53**

Skill Model

Using a source from the source set, the skill model provides an example of how you can apply the skill to the Chapter Inquiry.

Practice

You will have opportunities to practice the skill right away as you work through the inquiry and develop your response.

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Ronald Reagan in Detroit, Michigan, July, 1980.



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Citizens elect their leaders through the process of voting.

UNIT 3

The Executive Branch



UNIT 3 KEY CONCEPTS



Article II

Article II of the Constitution establishes the presidency and lays out the powers and qualifications of the president.



The Executive Office

The executive branch consists of more than the president; it also includes the vice president, cabinet, staff, and executive departments.



Powers of the President

The president has formal and informal powers, including vetoing legislation, nominating federal judges, and issuing executive orders.

President Roosevelt in the Oval Office, 1934.

ENDURING THEMES

CIVICS AND CITIZENSHIP

In what ways does the executive branch serve its citizens?

The president is responsible for managing a complex bureaucracy that oversees many elements of society that are essential to citizens: defense, health care, and environmental protections, to name a few. The president also sets an example and serves as a role model for American citizens. The functions of the executive branch and the powers of the president are a constant source of civic debate. In what ways should the president exhibit civic virtues? How can citizens keep the president accountable?

CONSTITUTIONALISM

How does the U.S. Constitution empower and constrain the president?

The Constitution defines what the president can do and how their power can be checked by other branches of government. The president can select members of their cabinet, but choices are subject to Senate review. The president can issue executive orders, but the Supreme Court can declare them unconstitutional. The Constitution establishes how the president is chosen via the Electoral College. Think about the powers presidents have. When it comes to presidential power, how much is too much?

FOREIGN AFFAIRS

How does the U.S. balance national interests with international goals?

The president plays an important role in shaping U.S. foreign policy, from negotiating treaties with foreign leaders to serving as commander in chief of the military. America's approach to foreign policy throughout its history has ranged from isolationism to interventionism. As you read, think about the controversies over America's involvement on the world stage. How does the U.S. attend to world affairs while simultaneously protecting its citizens? How much power should a president wield in international diplomacy?



Limits of the President

Over time, some presidential power has been limited by amendments to the Constitution, legislative efforts, court cases, and public opinion.



The Federal Bureaucracy

The bureaucracy is tasked with carrying out the policies, laws, and regulations created by the federal government.



Organization of the Bureaucracy

The bureaucracy is a vast and complex system of departments, agencies, and commissions spanning the U.S. and employing millions of workers.



U.S. Foreign Policy

U.S. foreign policy ensures the safety and prosperity of the United States by promoting economic growth, American values, and democracy.

10

Foreign Policy and National Security



President Trump and Japanese Prime Minister Shinzo Abe.

CHAPTER OVERVIEW



CHAPTER QUESTION

What is the role of the United States in the world?

“In my own view, the important achievement of Apollo was a demonstration that humanity is not forever chained to this planet, and our visions go rather further than that, and our opportunities are unlimited.”

—Neil Armstrong, Commander of Apollo 11 and the first human to walk on the moon

CHAPTER OBJECTIVES

1. Examine the evolution and goals of U.S. foreign policy.
2. Describe the role of the federal government in maintaining national security.
3. Evaluate the roles and responsibilities of the United States in international affairs.
4. Participate in a Harkness Discussion to develop compelling and supporting questions and evaluate lunar policy options.

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CHAPTER NARRATIVE



FOREIGN POLICY GOALS

What are the goals of U.S. foreign policy?

Source

Treaty on the Non-Proliferation of Nuclear Weapons

Media

Explainer Video: Globalization



NATIONAL SECURITY

How does the United States keep Americans safe?

Source

Two Decades Later, the Enduring Legacy of 9/11

Media

Traverse 360: September 11th
Explainer Video: USA Patriot Act



DIPLOMACY

What are the responsibilities the United States assumes regarding international affairs?

Source

The Atlantic Charter

Media

Flipbook: International Institutions

CHAPTER INQUIRY ROUTINE

1 COMPELLING QUESTION

How can the questions we ask change the way we think about U.S. lunar policy?

2 SOURCE SET

- Jeff Bezos and Caroline Kennedy on Plans to Head back to the Moon
- Outer Space Treaty
- The Role of Commercial Space Transportation in an International Moon Village
- The U.S., China, and the Future of Space
- Cislunar Highway Patrol Systems

3 INQUIRY AND RESEARCH SKILL

Creating Compelling and Supporting Questions

4 COMMUNICATING CONCLUSIONS

Analyze Multiple Perspectives: Participate in a Harkness Discussion in which you discuss the Compelling Question. A Harkness Discussion is a conversation in which each student poses at least one question to the group and responds to at least one other student's question. The goal of a Harkness Discussion is to minimize the role of your teacher so that you and your classmates can engage directly with one another to build a deeper understanding of complex ideas. Before the Harkness Discussion, you will prepare your own compelling question and two supporting questions. Afterward, submit a written reflection in which you explain connections between your question set and an enduring theme, how the supporting questions contribute to the Chapter Inquiry, what new questions arose by comparing and contrasting the sources, and how our questions changed the way we think about U.S. lunar policy.

CHAPTER SUMMARY

BACKGROUND

- The federal bureaucracy is the part of the executive branch that is charged with implementing laws and policy decisions of the federal government.
- Regulatory agencies and domestic policies implemented by the federal bureaucracy impact the lives of all Americans.
- This chapter explores another area of executive branch policymaking—foreign policy, or the nation’s policies regarding other nations in the world. Like domestic policy, foreign policy impacts daily life in the United States.

Foreign policy is how a government interacts with other governments and institutions around the world. The goal of U.S. foreign policy is to promote economic growth, spread American values, and ensure the security of the American people. Much of foreign policy falls on the president, who serves as **head of state**, **commander in chief** of the armed forces, and **chief diplomat**. The president works with Congress to develop foreign policy. Foreign policy also involves negotiating **treaties**, promoting **international trade**, and navigating the challenges and opportunities posed by **globalization**.

U.S. foreign policy has evolved over time. Early in the country’s history, the U.S. embraced **isolationism**. After World War II, the U.S. began to see its international interests expanding. During the Cold War, the U.S. embraced a policy of **containment**, trying to stop the spread of communism. U.S. foreign policy focuses on spreading **democratic values**, promoting **international trade**, and addressing environmental issues such as **climate change**. The U.S. has many foreign policy tools, such as foreign aid and the use of **sanctions** to punish states deemed a threat to global security.

A major focus of foreign policy is maintaining **national security**. To achieve this goal, the U.S. maintains a standing army as well as military bases throughout the world. The U.S. government has many departments and agencies involved in national security, including the **Central Intelligence Agency (CIA)**, the **Federal Bureau of Investigation (FBI)**, the **Department of Homeland Security (DHS)**, and the military. Following the events of September 11, 2001, an increased focus in international security has turned to the **war on terror**. With the passage of the **USA Patriot Act**, the government has broader powers to conduct surveillance and protect **cybersecurity**.

Diplomacy is the practice of communicating and negotiating peacefully with foreign governments, organizations, and people. Diplomatic agreements can take many forms. The Senate has the authority to ratify most international treaties. The U.S. also furthers its foreign policy goals by working with **international governmental organizations (IGOs)** and **nongovernmental organizations (NGOs)**. Some international organizations are strictly military in nature, such as the **North Atlantic Treaty Organization (NATO)**, while others focus on economics and trade, including the **United States-Mexico-Canada Agreement (USMCA)**. NGOs often work to solve complex international problems, such as ending **human trafficking**, improving healthcare, or providing **humanitarian aid** in many forms.

CHAPTER VOCABULARY

Amnesty International

an international nongovernmental organization that fights human rights abuses across the globe through advocacy, education, and crisis response

Antarctic Charter

a multilateral agreement in which countries agreed not to claim the continent of Antarctica or use it for military purposes

Atlantic Charter

a policy made following World War II by the United States and Great Britain that outlined their goals for rebuilding the world

bilateral agreement

a policy made between two countries

Central Intelligence Agency

the agency of the U.S. government that collects and acts on political and military information about other countries

chief diplomat

the U.S. president operating in their role as the person responsible for carrying out negotiations with foreign leaders

climate change

the long-term shift in Earth's temperatures and weather patterns that has been exacerbated by humans burning fossil fuels



An iceberg near Antarctica.

commander in chief

the head of state in command of the country's armed forces

containment

a U.S. foreign policy initiative that sought to stop the spread of communism

covert action

a secret mission that involves U.S. national security

cybersecurity

efforts undertaken to protect computer systems

democratic value

ideal that pertains to and includes popular sovereignty, equality, liberty, and justice



The Transportation Security Administration joined the Department of Homeland Security in 2003.

Department of Homeland Security

a division of the federal government that works on immigration and border security, disaster response, terrorism, and cybersecurity

détente

a U.S. foreign policy strategy that aimed to ease hostilities with the Soviet Union and other communist countries during the Cold War

diplomacy

the art of communicating peacefully with foreign governments, organizations, and people

executive agreement

a pact a U.S. president makes with a foreign nation

Federal Bureau of Investigation

an agency of the U.S. government responsible for investigating federal crimes

foreign policy

measures the government takes to interact with other global powers and keep its citizens safe

globalization

worldwide interaction among people, governments, and businesses

Group of Seven

an informal group of wealthy nations that seeks to improve trade and political relations

head of state

the U.S. president operating in their role as the primary public representative of the country

Helsinki Accords

a multilateral treaty that defined an agreement of mutual respect for European borders, human rights, and fundamental freedoms

human trafficking

the transportation of people for the purposes of exploitation

humanitarian aid

relief such as food, water, or other supplies, provided to victims of crises



U.S. Marines and Nepalese soldiers unload humanitarian aid packages.

International Committee of the Red Cross

an international nongovernmental organization that provides aid to people involved in humanitarian crises, such as conflicts or natural disasters

international governmental organization

an organization whose members are government, formed to address issues of regional or global concern

International Monetary Fund

an international organization that loans money to countries in need for the purposes of economic development

international trade

the exchange of money, goods, and services among people of various countries

isolationism

an approach to foreign policy where a country does not actively engage with events and affairs with other countries

Médecins Sans Frontières

an international nongovernmental organization that provides medical aid throughout the world in humanitarian crises, such as armed conflicts and natural disasters



Médecins Sans Frontières providing malaria treatments in Malawi.

multilateral agreement

a policy that involves many countries finding common ground on an issue

national security

the defense of a country's people, economy, and infrastructure

natural resource

a raw material that comes from the earth

nongovernmental organization

international group that does not work for a government

North Atlantic Treaty Organization

a military alliance among countries in North America and Europe designed to promote their mutual security interests

Nuclear Non-Proliferation Treaty

the 1968 international treaty that seeks to prevent the creation and spread of nuclear weaponry

Organization of American States

an international group made up of 35 countries from North and South America; promotes democracy, human rights, development, and security

Organization of the Petroleum Exporting Countries

a group made up of countries from Southwest Asia, Africa, and South America that works to control oil production

Peace Corps

a U.S. federal agency that sends volunteers to work in foreign countries

post-Cold War policy

the foreign policy approach undertaken by the U.S. after its Cold War with the Soviet Union ended in 1991; focused on spreading and supporting democracy worldwide

sanction

a formal penalty imposed on a country or regime by other countries or organizations

Spanish-American War

armed conflict between the U.S. and Spain in which the U.S. gained control over several Spanish colonies, including the Philippines, Puerto Rico, and Guam

tariff

tax on goods entering and leaving the country

trade war

an event in which two or more countries make repeated attempts to damage each other's economy through trade rules

treaty

formal agreement between nations



Mikhail Gorbachev and George H. W. Bush signed multiple treaties in the 1990s.

unilateral agreement

a policy that one country alone makes to change international relations

United Nations

an international governmental organization that is committed to promoting peace, upholding international law, and bringing humanitarian aid to the world



United Nations headquarters in Geneva, Switzerland.

United States-Mexico-Canada Agreement

an agreement between the U.S., Mexico, and Canada that protects free and fair trade among the three members

USA Patriot Act

a law passed after the 9/11 terrorist attacks that strengthened the powers of the government to monitor citizens and collect information to protect people worldwide

war on terror

the United States' effort to combat terrorism on a global scale

War Powers Act

a law that requires the president to inform Congress of military actions in other countries and to withdraw troops after 60 days if Congress fails to support an extension

World Bank

an international organization that offers loans and grants to developing countries in an effort to reduce poverty, improve education and human rights, and help the environment

World Trade Organization

an international governmental organization that is designed to promote free trade among its members

TREATY ON THE NON-PROLIFERATION OF NUCLEAR WEAPONS

Section Question: What are the goals of U.S. foreign policy?



SOURCING INFORMATION

Genre: Document

Author: Eighteen Nation Committee on Disarmament, United Nations

Date: 1968

BACKGROUND

The United Nations Treaty on the Non-Proliferation of Nuclear Weapons (NPT) was signed by 43 countries in 1968, went into effect in 1970, and was extended indefinitely in 1995. The United States, United Kingdom, and Soviet Union, referred to as “depository governments,” spearheaded it. The treaty aimed to prevent the creation and spread of nuclear technology for anything other than peaceful pursuits.

Declaring their intention to achieve at the earliest possible date the cessation of the nuclear arms race¹ and to undertake effective measures in the direction of nuclear disarmament.

Urging the co-operation of all States in the attainment of this objective.

Recalling the determination expressed by the Parties to the 1963 Treaty² banning nuclear weapons tests in the atmosphere, in outer space and under water in its Preamble to seek to achieve the discontinuance of all test explosions of nuclear weapons for all time and to continue negotiations to this end.

Desiring to further the easing of international tension and the strengthening of trust between States in order to facilitate the cessation of the manufacture of nuclear weapons, the liquidation of all their existing stockpiles, and the elimination from national arsenals of nuclear weapons and the means of their delivery pursuant to a Treaty on general and complete disarmament under strict and effective international control.

Recalling that, in accordance with the Charter of the United Nations, States must refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any State, or in any other manner inconsistent with the Purposes of the United Nations, and that the establishment and

maintenance of international peace and security are to be promoted with the least diversion for armaments of the world's human and economic resources.

Have agreed as follows:

Article I

Each nuclear-weapon State Party to the Treaty undertakes not to transfer to any recipient whatsoever nuclear weapons or other nuclear explosive devices or control over such weapons or explosive devices directly, or indirectly; and not in any way to assist, encourage, or induce any non-nuclear-weapon State to manufacture or otherwise acquire nuclear weapons or other nuclear explosive devices, or control over such weapons or explosive devices.

Article II

Each non-nuclear-weapon State Party to the Treaty undertakes not to receive the transfer from any transferor whatsoever of nuclear weapons or other nuclear explosive devices or of control over such weapons or explosive devices directly, or indirectly; not to manufacture or otherwise acquire nuclear weapons or other nuclear explosive devices; and not to seek or receive any assistance in the manufacture of nuclear weapons or other nuclear explosive devices.

¹nuclear arms race: a competition between the Soviet Union (USSR) and the United States to build up nuclear weapons stockpiles during the period between the end of WWII and the 1990s

²1963 Treaty: agreement signed by the United States, Soviet Union (USSR) and Great Britain to ban the testing of nuclear weapons; officially titled the “Limited Test Ban Treaty”



GOVERNMENT READING SKILL | Evaluating Public Policies

Which of the following quotes from the source describes a goal of the Nuclear Non-Proliferation Treaty?

- A. "transfer to any recipient whatsoever nuclear weapons or other nuclear explosive devices or control over such weapons or explosive devices directly, or indirectly"
- B. "to manufacture or otherwise acquire nuclear weapons or other nuclear explosive devices"
- C. "achieve at the earliest possible date the cessation of the nuclear arms race"
- D. "to seek or receive any assistance in the manufacture of nuclear weapons or other nuclear explosive devices"

FOREIGN POLICY GOALS

NATIONAL SECURITY

DIPLOMACY

INQUIRY

SOURCE WITH GOVERNMENT READING SKILL

TWO DECADES LATER, THE ENDURING LEGACY OF 9/11

SOURCING INFORMATION

Genre: Article

Authors: Hannah Hartig and Carroll Doherty

Date: 2021

BACKGROUND

In this article from the Pew Research Center, experts on political attitudes in the United States analyze the ways in which the September 11 attacks transformed public opinion. In the aftermath of the attacks, Americans were united in their shared feelings of sadness and outrage. Many were forced to contemplate the threat of terrorism and their trust in government and other institutions.



Section Question: How does the United States keep Americans safe?

Trust in government spiked following Sept. 11 terror attack

% who say they trust the government in Washington to do what is right most/all of the time



Note: From 1976-2020 the trend line represents a three-survey moving average.

Source: Survey of U.S. adults conducted April 5-11, 2021.

Trend sources: Pew Research Center's American Trends Panel (2020-2021). Pew Research Center phone surveys (2019 and earlier). National Election Studies, Gallup, ABC/Washington Post, CBS/New York Times and CNN polls.

PEW RESEARCH CENTER

Patriotic sentiment surged in the aftermath of 9/11. After the U.S. and its allies launched airstrikes against Taliban¹ and al-Qaeda² forces in early October 2001, 79% of adults said they had displayed an American flag. A year later, a 62% majority said they had often felt patriotic as a result of the 9/11 attacks.

Moreover, the public largely set aside political differences and rallied in support of the nation's major institutions, as well as its political leadership. In October 2001, 60% of adults expressed trust in the federal government – a level not reached in the previous three decades, nor approached in the two decades since then.

George W. Bush, who had become president nine months earlier after a fiercely contested election, saw his job approval rise 35 percentage points in the space of three weeks. In late September 2001, 86% of adults – including nearly all Republicans (96%) and a sizable majority of Democrats (78%) – approved of the way Bush was handling his job as president.

Americans also turned to religion and faith in large numbers. In the days and weeks after 9/11, most Americans said they were praying more often. In November 2001, 78% said religion's influence in American life was increasing, more than double the

share who said that eight months earlier and – like public trust in the federal government – the highest level in four decades.

Public esteem rose even for some institutions that usually are not that popular with Americans. For example, in November 2001, news organizations received record-high ratings for professionalism. Around seven-in-ten adults (69%) said they “stand up for America,” while 60% said they protected democracy.

Yet in many ways, the “9/11 effect” on public opinion was short-lived. Public trust in government, as well as confidence in other institutions, declined throughout the 2000s. By 2005, following another major national tragedy – the government's mishandling of the relief effort for victims of Hurricane Katrina – just 31% said they trusted the federal government, half the share who said so in the months after 9/11. Trust has remained relatively low for the past two decades: In April of this year, only 24% said they trusted the government just about always or most of the time.

Bush's approval ratings, meanwhile, never again reached the lofty heights they did shortly after 9/11. By the end of his presidency, in December 2008, just 24% approved of his job performance.

¹Taliban: a group of Islamic fundamentalists who controlled Afghanistan from 1996 to 2001, until a U.S.-led invasion overthrew their government, and from 2021 to the present, after the United States withdrew from Afghanistan

²al-Qaeda: a militant Islamist organization founded by Osama bin Laden in the late 1980s, which started as a network to support Muslims fighting against the Soviet Union during the Afghan War, but grew to become a far-reaching group that fought against anyone whom its leaders deemed to be at war with Islam, eventually including the U.S.



GOVERNMENT READING SKILL

ANALYZING PUBLIC OPINION POLLS

You just learned about how global events can cause changes to U.S. foreign policy. You are about to learn about public opinion polls and how policymakers use them as a justification for changes in policy.

In the context of political science, public opinion polls are surveys that gauge public opinion on issues, candidates, and policies. Public opinion polls are meant to reflect the preferences of the people, and policymakers can use them as justification for changes in policy. You will utilize public opinion polls in various ways. The first is to study the poll itself, which includes investigating how and why the poll was created, who funded it, who the target sample was, and the types of questions asked in the poll. This will allow you to analyze the credibility and accuracy of the poll. You will also analyze the results of public opinion polls, which are often displayed in the form of quantitative data or used as evidence in news sources. It is important to distinguish how a poll is created, the results of the poll, and how a poll might be used as evidence in an argument.

1. CHECKLIST



Make observations.

- What is the title? What other information does the poll provide?
- Is information provided about the sampling population or sampling size?
- What is the margin of error?
- Who created the poll?
- What types of questions are asked in the poll?
- How would you summarize the poll and its results?



Make inferences.

- What is the purpose of the poll? Are there any patterns or trends in the poll?
- How might the types of questions asked impact the outcome of the poll?
- How might the sampling population and size affect the poll's credibility, accuracy, and results?



Go beyond.

- What are the limitations of the poll? Are there any discrepancies in the poll?
- How can you synthesize the information in the poll with information from other, related sources to draw a conclusion or generate a question for further inquiry?
- How can this poll be used as evidence to support or refute a claim?

2. SKILL MODEL

Here's how one student uses the checklist to analyze "Two Decades Later, the Enduring Legacy of 9/11."



Make observations.

- The title is "Trust in Government Spiked Following Sept. 11 Terror Attack." The poll shows the percentage of people who say that they trust the government in Washington to do what is right most/all of the time.
- No information is provided about the sampling population or sampling size.
- Information about the margin of error does not appear to be given.
- The Pew Research Center created the poll.
- The poll asks respondents to say if they trust the U.S. government to do what is right most/all of the time.
- Trust in government was high in 1960 but fell drastically through the 1960s and 1970s before rising a bit in the 1980s. Immediately after the September 11 attacks, trust in government rose to its highest level in over 30 years. Since then, trust has fallen lower than at any time since 1960.



Make inferences.

- The purpose of the poll is to gauge the public's trust in the national government. Trust trended sharply downward from 1960 to 1980 and then began rising again until about 1990, when it fell again. Through much of the 1990s, trust in government slowly increased, spiking after the 9/11 attacks. After 9/11, trust quickly decreased.
- Possible answer: Trust might mean different things to different people.
- Certain groups might feel more—or less—trust in government than others, which could skew the results if these groups were over- or underrepresented in the polling.



Go beyond.

- The word trust can be vague and interpreted differently by different people.
- The increasing lack of trust in government from 1960 to 1980 might suggest the country was going through very difficult times, and the government response to those problems was not especially effective.
- The poll could be used to indicate that Americans trust their government much less now than they did in the 1960s.

3. PRACTICE

Use the checklist for Analyzing Public Opinion Polls to analyze “Two Decades Later, the Enduring Legacy of 9/11.” Use a table like the one below to record your observations in column 1, your inferences in column 2, and your questions in column 3. The first row has been completed for you as a model.

Make Observations	Make Inferences	Go Beyond
<i>The title of the poll is “Trust in Government Spiked Following Sept. 11 Terror Attack.”</i>	<i>Americans’ trust in government fell quickly throughout the 1960s and 1970s.</i>	<i>What constitutes “trust” in government? Different people might have different ideas.</i>

FOREIGN POLICY GOALS

NATIONAL SECURITY

DIPLOMACY

INQUIRY

THE ATLANTIC CHARTER

Section Question: What are the responsibilities the United States assumes regarding international affairs?



SOURCING INFORMATION

Genre: Document

Authors: Franklin D. Roosevelt and Winston S. Churchill

Date: 1941

BACKGROUND

In August 1941, U.S. President Franklin D. Roosevelt and British Prime Minister Winston Churchill met to sign the Atlantic Charter. This document contains eight points outlining what the two leaders hoped would be a vision for a new world order after the conclusion of World War II.

AUGUST 14, 1941

The President of the United States of America and the Prime Minister, Mr. Churchill, representing His Majesty’s Government in the United Kingdom, being met together, deem it right to make known certain common principles in the national policies of their respective countries on which they base their hopes for a better future for the world.

First, their countries seek no aggrandizement, territorial or other;

Second, they desire to see no territorial changes that do not accord with the freely expressed wishes of the peoples concerned;

Third, they respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self government

restored to those who have been forcibly deprived of them;

Fourth, they will endeavor, with due respect for their existing obligations, to further the enjoyment by all States, great or small, victor or vanquished, of access, on equal terms, to the trade and to the raw materials of the world which are needed for their economic prosperity;

Fifth, they desire to bring about the fullest collaboration between all nations in the economic field with the object of securing, for all, improved labor standards, economic advancement and social security;

Sixth, after the final destruction of the Nazi tyranny, they hope to see established a peace which will afford to all nations the means of dwelling in safety within their own boundaries, and which will afford assurance that all

the men in all lands may live out their lives in freedom from fear and want;

Seventh, such a peace should enable all men to traverse the high seas and oceans without hindrance;

Eighth, they believe that all of the nations of the world, for realistic as well as spiritual reasons must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea or air armaments continue to be employed by nations which threaten,

or may threaten, aggression outside of their frontiers, they believe, pending the establishment of a wider and permanent system of general security, that the disarmament of such nations is essential. They will likewise aid and encourage all other practicable measure which will lighten for peace-loving peoples the crushing burden of armaments.

Franklin D. Roosevelt

Winston S. Churchill

🔗 Online option



GOVERNMENT READING SKILL | Analyzing Political Perspectives

According to the charter, what materials are necessary for a nation to have economic prosperity?

FOREIGN POLICY GOALS

NATIONAL SECURITY

DIPLOMACY

INQUIRY

JEFF BEZOS AND CAROLINE KENNEDY ON PLANS TO HEAD BACK TO THE MOON



Source Analysis: Identify several words, phrases, or sentences that reflect Jeff Bezos's perspective on the next era of space exploration, and explain their meaning.

SOURCING INFORMATION

Genre: Video

Creator: CBS News

Date: 2019

BACKGROUND

Jeff Bezos, well known for his entrepreneurial endeavors, actualized a long-held goal of commercial space travel by launching his aerospace manufacturing company Blue Origin in 2000. On the 50th anniversary of the 1969 moon landing, he chatted with CBS News about his ambitions to return to the moon, with the hope of igniting international interest in the global space industry.



🔗 Online option



GOVERNMENT READING SKILL | Evaluating News Sources

Which of the following best summarizes Jeff Bezos's beliefs about how the next era of space exploration should be conducted?

- A. as a race between billionaires and companies, not between countries
- B. by exclusively sending his company, Blue Origin, to the moon
- C. through a working collaboration of governments and many private companies
- D. by letting Japan and European countries fund missions to space

OUTER SPACE TREATY



Close Reading: Identify details that reveal the purpose of this treaty, and explain how these details support that purpose.



SOURCING INFORMATION

Genre: Document

Author: United Nations General Assembly

Date: 1967

BACKGROUND

These first four articles of the legally binding, multilateral United Nations Outer Space Treaty, signed in 1967, are still in effect today. In the 1950s, intercontinental ballistic missiles were invented, and the launch of the first satellite, the Soviet Union's Sputnik, sparked the Space Race between the United States and Soviet Union. This caused worldwide concern about the possible military use of outer space.

ARTICLE I

The exploration and use of outer space, including the moon and other celestial bodies, shall be carried out for the benefit and in the interests of all countries, irrespective of their degree of economic or scientific development, and shall be the province of all mankind.

Outer space, including the moon and other celestial bodies, shall be free for exploration and use by all States without discrimination of any kind, on a basis of equality and in accordance with international law, and there shall be free access to all areas of celestial bodies.

There shall be freedom of scientific investigation in outer space, including the moon and other celestial bodies, and States shall facilitate and encourage international co-operation in such investigation.

ARTICLE II

Outer space, including the moon and other celestial bodies, is not subject to national appropriation by claim of sovereignty, by means of use or occupation, or by any other means.

ARTICLE III

States Parties to the Treaty shall carry on activities in the exploration and use of outer space, including the

moon and other celestial bodies, in accordance with international law, including the Charter of the United Nations, in the interest of maintaining international peace and security and promoting international co-operation and understanding.

ARTICLE IV

States Parties to the Treaty undertake not to place in orbit around the Earth any objects carrying nuclear weapons or any other kinds of weapons of mass destruction, install such weapons on celestial bodies, or station such weapons in outer space in any other manner.

The Moon and other celestial bodies shall be used by all States Parties to the Treaty exclusively for peaceful purposes. The establishment of military bases, installations and fortifications, the testing of any type of weapons and the conduct of military maneuvers on celestial bodies shall be forbidden. The use of military personnel for scientific research or for any other peaceful purposes shall not be prohibited. The use of any equipment or facility necessary for peaceful exploration of the Moon and other celestial bodies shall also not be prohibited.

Online option



GOVERNMENT READING SKILL | Evaluating Public Policies

What are two purposes of the United Nations Outer Space Treaty? Support your answer with evidence from the text.

THE ROLE OF COMMERCIAL SPACE TRANSPORTATION IN AN INTERNATIONAL MOON VILLAGE



Close Reading: Identify several words, phrases, or sentences that reflect the authors' ideas about U.S. participation in the proposed Moon Village, and draw conclusions about what those ideas are.



SOURCING INFORMATION

Genre: Document

Authors: Dr. George C. Nield, John Sloan, and Nate McIntyre

Date: 2016

BACKGROUND

This introduction of a paper delivered at the 67th International Astronautical Congress in 2016 by members of the Commercial Space Transportation Office of the Federal Aviation Administration endorses the idea of an international Moon Village, proposed by European Space Agency head Dr. Johann-Dietrich Woerner. The FAA's paper argues for the integral inclusion of the private industry in this internationally collaborative project.

In 2015, Dr. Johann-Dietrich Woerner proposed an international Moon Village as a next step in space exploration. The proposal by Dr. Woerner, then the head of the German Aerospace Center (DLR) and currently the Director General of the European Space Agency (ESA), is not a DLR or ESA program, but a personal idea for consideration as government agencies evaluate follow-on exploration activity after the International Space Station.

Instead of constructing a lunar base led by one nation, Dr. Woerner said a Moon Village would be a joint international effort where "different countries of the globe should bring in their special ideas, their special competence."

A permanent base could be located on the far side of the Moon for astronomy, planetary science, resource exploitation and other purposes.

The U.S. Federal Aviation Administration's Office of Commercial Space Transportation (FAA/AST) has endorsed the idea of Moon Village and further proposed that private industry can play an important role. Industry could not only provide goods and services to support construction and sustainment of a Moon Village, but also carry out their own commercial objectives as a partner with governments.

Online option



GOVERNMENT READING SKILL | Analyzing Political Perspectives

What are the two main ways the source authors believe that private industry can participate in the proposed Moon Village? Select the two correct answers.

- A. providing reusable rockets and solar-powered equipment
- B. profiting from moon exploration and research should be illegal for private companies
- C. helping build and keep a Moon Village sustainable to those working there
- D. creating their own village for tourists to visit, promoted as "cislunar travel"
- E. fulfilling some of the goals of companies involved in the moon station

THE U.S., CHINA, AND THE FUTURE OF SPACE



Close Reading: Identify the author's central claim regarding China's growing lunar presence, and explain the evidence used to support it.



SOURCING INFORMATION

Genre: Article

Creator: Traverse

Date: 2022

BACKGROUND

This article highlights China's space-related endeavors and the potential challenges and benefits they may present for the United States and its allies. China is not involved in the International Space Station, which is run via a partnership between American, Russian, Japanese, European, and Canadian space programs. Instead, China runs its own military-led space program—the China Manned Space Agency.

In recent years, China has increased both its national security and civil programs in space. Some experts posit that China's space ambitions pose diplomatic and security challenges for the U.S. and other countries that consider China an economic and political rival. Yet there are opportunities for international collaboration as well.

On the civil side of its operations, in 2007, China became the first country to land a probe¹ on the far side of the moon. It plans to build a research station on the moon, sending its first crewed mission there in 2030. This is expected to become a full lunar research and development base around 2050. China is also working on sending robotic missions to other planets and asteroids, as well as developing its own space station, named the Tiangong.

These efforts offer opportunities for the U.S. and other international partners to cooperate with China. But such cooperation is complicated by the fact that these programs are controlled by the Chinese military. Therefore, space program collaboration between China, the U.S., and other international partners could bolster China's military.

On the national defense side, one area in which China's capacities have grown is antisatellite technology. Its efforts include a network of sensors that can track all satellites orbiting Earth as well as methods of disabling or destroying satellites. Some experts say these programs appear to be a response to the U.S. military's increasing use of satellites to detect hostile military activities and communicate with its own forces.

While developments in antisatellite technology reflect the tensions between China and the U.S., there are good reasons for all nations working in space to cooperate. One is to address potential collisions of space objects. This is particularly pressing since Earth's orbits are full of debris from defunct satellites and old missions. Another issue is the rise of "mega-constellations." These are clusters of small satellites used mostly for broadband communication.² They present the risk of accidents that could create more debris, and they can also interfere with astronomical observations. While most of these satellites were launched by U.S. and European companies such as SpaceX, Chinese companies are planning similar projects.

¹probe: a mechanical instrument sent to explore unfamiliar terrain

²broadband communication: technology that transmits data long distances at high speeds

Online option



GOVERNMENT READING SKILL | Analyzing Political Perspectives

Match each Chinese space initiative with the concern the United States and its allies have regarding the initiative.

Chinese Space Initiative

1. China is developing its own space stations.
2. China is developing antisatellite technology.
3. China is planning to launch clusters of small satellites.

Concern for U.S. and Allies

- A. China might destroy satellites used by the United States to detect hostile military forces and to communicate with U.S. troops.
- B. Mega-constellations can create accidents and space debris.
- C. This program is run by the Chinese military, which could pose national security challenges for the United States and its allies.

CISLUNAR HIGHWAY PATROL SYSTEMS



Source Analysis: Identify several words, phrases, or sentences about the U.S. Space Force's Cislunar Highway Patrol System (CHPS) proposal, and explain how they connect to the presentation's purpose.

SOURCING INFORMATION


Genre: Chart

Authors: Col. Joseph J. Roth and Col. Eric J. Felt

Date: 2020

BACKGROUND

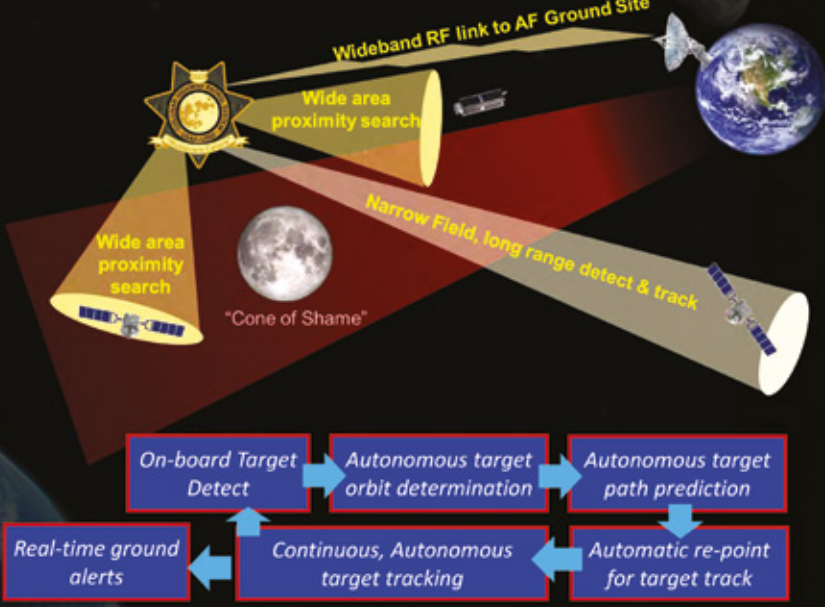
U.S. Space Force leadership presented this slide at the Advanced Maui Optical and Space Surveillance Technologies (AMOS) Conference in 2020. The Cislunar Highway Patrol System (CHPS) proposed a space vehicle that could act as a “highway patrol” in the space between Earth’s orbit and the moon, known as cislunar space, which is historically difficult to monitor in terms of national security and defense.



Cislunar Highway Patrol Systems (CHPS)

SPACE AND MISSILE SYSTEMS CENTER

- **Objectives**
 - Find, fix, and track objects in lunar exclusion zone aka “Cone of Shame”
 - Increase maturity of onboard SDA processing techniques
 - Demo tip & cue with existing assets
 - New techniques to perform orbit determination on cislunar objects
 - Assess novel navigation techniques
- **Technical Challenge**
 - 3-body effects are chaotic
 - Predicting trajectories
 - Tradeoffs between infinite orbits and off-the-shelf sensors



```

graph TD
    A[On-board Target Detect] --> B[Autonomous target orbit determination]
    B --> C[Autonomous target path prediction]
    C --> D[Automatic re-point for target track]
    D --> E[Continuous, Autonomous target tracking]
    E --> F[Real-time ground alerts]
    F --> A
  
```

DISTRO A: Approved for Public Release | Presented at 2020 AMOS Conference – www.amostech.com

Online option



GOVERNMENT READING SKILL | Evaluating Public Policies

What is the purpose of the proposed Cislunar Highway Patrol System?

- A. to put weapons of mass destruction in space for national defense
- B. to create a sort of space police force to protect Earth
- C. to track and assess objects in areas of Earth and moon orbits
- D. to establish a lunar base for tracking hostile forces to the United States

CHAPTER INQUIRY



COMPELLING QUESTION

How can the questions we ask change the way we think about U.S. lunar policy?

1 | COMPELLING QUESTION

BACKGROUND INFORMATION

On April 12, 1961, after successfully orbiting Earth, Russian cosmonaut Yuri Gagarin ejected from the Vostok space capsule and parachuted into an open field. This moment marked a tremendous accomplishment for the Soviet Union and a turning point for the United States. When news of the first successful human spaceflight reached Washington, DC, President Kennedy urged swift action from Congress to send American astronauts to the moon. But the moon race did not end in 1969 when Apollo 11 astronauts planted the U.S. flag on the moon. In fact, this was only the beginning. In this Chapter Inquiry, you will examine stories about the role of the United States in lunar exploration and policy.

GRAPHIC ORGANIZER

Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Enduring Themes or Key Ideas	Questions
<i>Jeff Bezos and Caroline Kennedy on Plans to Head back to the Moon</i>		

INQUIRY PROMPT

Analyze Multiple Perspectives: Participate in a Harkness Discussion in which you discuss the Compelling Question. A Harkness Discussion is a conversation in which each student poses at least one question to the group and responds to at least one other student's question. The goal of a Harkness Discussion is to minimize the role of your teacher so that you and your classmates can engage directly with one another to build a deeper understanding of complex ideas. Before the Harkness Discussion, you will prepare your own compelling question and two supporting questions. Afterward, submit a written reflection in which you explain connections between your question set and an enduring theme, how the supporting questions contribute to the Chapter Inquiry, what new questions arose by comparing and contrasting the sources, and how our questions changed the way we think about U.S. lunar policy.

2 | SOURCE SET



JEFF BEZOS AND CAROLINE KENNEDY ON PLANS TO HEAD BACK TO THE MOON
Genre: Video
Creator: CBS News
Date: 2019



THE ROLE OF COMMERCIAL SPACE TRANSPORTATION IN AN INTERNATIONAL MOON VILLAGE
Genre: Document
Authors: Dr. George C. Nield, John Sloan, and Nate McIntyre
Date: 2016



CISLUNAR HIGHWAY PATROL SYSTEMS
Genre: Chart
Authors: Col. Joseph J. Roth and Col. Eric J. Felt
Date: 2020



OUTER SPACE TREATY
Genre: Document
Author: United Nations General Assembly
Date: 1967



THE U.S., CHINA, AND THE FUTURE OF SPACE
Genre: Article
Creator: Traverse
Date: 2022



CREATING COMPELLING AND SUPPORTING QUESTIONS



Examine the “Creating Compelling and Supporting Questions” episode of *The Beat* to understand how one group of students approaches the process of creating compelling and supporting questions. Then read the definition and checklist that students discuss in the video.

What are compelling and supporting questions?

Compelling questions are engaging, open-ended, debatable questions that explore enduring themes and key ideas. Supporting questions are narrower informational questions that help you answer your compelling question.

Why is it important to construct compelling and supporting questions?

Compelling questions help you plan inquiries around the ideas you find most interesting. Supporting questions help you develop the knowledge and understanding to build an argument in response to your compelling questions.

1. CHECKLIST

HOW DO YOU CONSTRUCT COMPELLING AND SUPPORTING QUESTIONS?

- Analyze the sources to determine whether they address the course’s enduring themes listed below or other related key ideas.**
 - Constitutionalism
 - Civics and Citizenship
 - We the People
 - Change
 - Foreign Affairs
- Brainstorm and record questions that occur to you as you explore the sources, trying to come up with as many as you can.**
- Read over your questions and determine which are compelling and which are supporting.**
 - Questions that meet the following criteria are compelling:
 - have more than one possible answer
 - cannot be answered well with a yes, no, single word, or fact
 - Questions that meet the following criteria are supporting:
 - have one answer
 - can be answered with a yes, no, single word, or fact
- Finalize a question set that consists of one compelling question and two or more supporting questions.**
 - How does your compelling question reflect an enduring theme or key idea?
 - Can your supporting questions be answered with information from the sources?
 - How do your compelling and supporting questions work together?
 - How might your questions help someone analyze sources and develop further questions for investigation?

2. SOURCE

Now it’s time to practice creating compelling and supporting questions with **JEFF BEZOS AND CAROLINE KENNEDY ON PLANS TO HEAD BACK TO THE MOON**, the first item in your source set. Use the checklist for Creating Compelling and Supporting Questions to read and analyze the source and fill in your graphic organizer. Then you’ll examine a second episode of *The Beat* showing how the students used the checklist to analyze the same source.



3. SKILL MODEL



Examine the second episode of *The Beat* to learn how the students used the checklist to evaluate “Jeff Bezos and Caroline Kennedy on Plans to Head back to the Moon.”

Here is how one student took the conversation with their peers and used it to fill out the graphic organizer.

Original	Enduring Themes or Key Ideas	Questions
<i>Jeff Bezos and Caroline Kennedy on Plans to Head back to the Moon</i>	<i>Foreign Affairs: this source addresses the international impact of U.S. space policy and the role of global cooperation in the new era of lunar exploration.</i>	<ul style="list-style-type: none">• <i>What are the purpose and intended audience of this interview?</i>• <i>Why and how are private companies involved in lunar exploration?</i>• <i>What role does the U.S. government have in developing and enforcing space policy?</i>• <i>How should the international community share access to the moon?</i>

The student reviews their questions and uses the checklist for Constructing Compelling and Supporting Questions to determine which are compelling and which are supporting. They then create one compelling question and several supporting questions that they will use to investigate an idea that they find interesting:

- Compelling Question: How should the international community share access to the moon?
- Supporting Question 1: What role does the U.S. government have in developing and enforcing space policy?
- Supporting Question 2: Why and how are private companies involved in lunar exploration?

4. PRACTICE

Use the checklist for Constructing Compelling and Supporting Questions to complete the graphic organizer for the rest of the source set in this Chapter Inquiry.

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS

Use your annotations and graphic organizer to prepare your own compelling and supporting questions with a partner.

2. PREPARE

Prepare for your Harkness Discussion by developing different types of questions:

- Factual: These questions ask about details and concepts discussed in the sources and the chapter that are important to the Inquiry Question.
 - According to the source ____, (who / what / when / where / why) . . . ?
 - Based on what we learned in the chapter, (who / what / when / where / why) . . . ?
- Analytical: These questions invite others to draw their own conclusions based on evidence.
 - Why do you think . . . ?
 - What is the importance of . . . ?
 - How does ____ compare to ____?
 - What role did ____ play in . . . ?
 - How does ____ connect to ____?
 - What is the meaning of ____?
 - How did ____ feel about ____?
- Evaluative: These questions invite others to make a judgment or assessment based on evidence.
 - In your opinion, did ____?
 - What do you think was the most ____?

3. RESPOND

Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:

- The response demonstrates a thorough understanding of the impact of U.S. technological developments on foreign policy and national security.
- The response includes well-constructed compelling and supporting questions that demonstrate the student's thorough understanding of both question types. The response makes a clear, strong connection to an enduring theme.
- The response includes a focused, insightful comparison of expert opinions represented in the sources.

**COMPELLING QUESTION**

How can the questions we ask change the way we think about U.S. lunar policy?

Analyze Multiple Perspectives: Participate in a Harkness Discussion in which you discuss the Compelling Question. A Harkness Discussion is a conversation in which each student poses at least one question to the group and responds to at least one other student's question. The goal of a Harkness Discussion is to minimize the role of your teacher so that you and your classmates can engage directly with one another to build a deeper understanding of complex ideas. Before the Harkness Discussion, you will prepare your own compelling question and two supporting questions. Afterward, submit a written reflection in which you explain connections between your question set and an enduring theme, how the supporting questions contribute to the Chapter Inquiry, what new questions arose by comparing and contrasting the sources, and how our questions changed the way we think about U.S. lunar policy.



Photograph of the waxing crescent moon.