

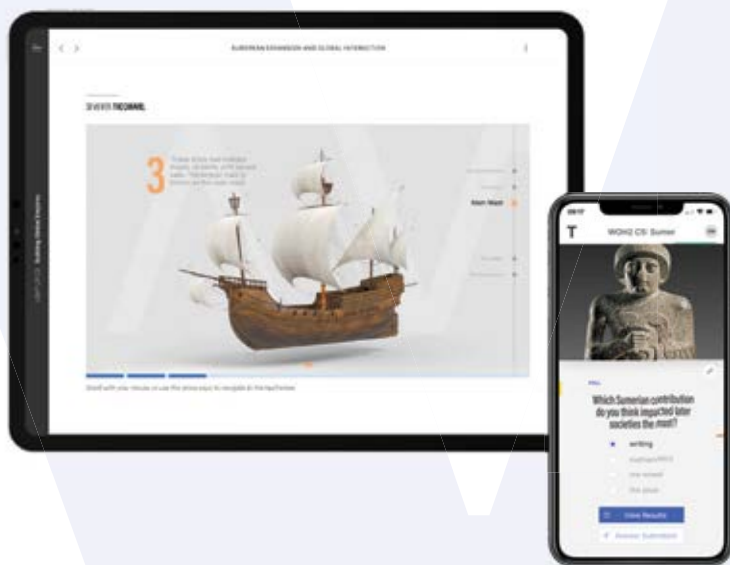
TEACHER
RESOURCE
COMPANION

U.S. GOVERNMENT



WELCOME TO TRAVERSE

Driven by inquiry and powered by media, Traverse cultivates a dynamic digital learning experience for students of all backgrounds and learning styles.



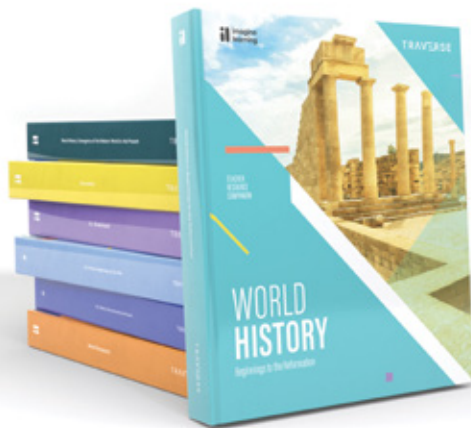
Traverse is a standards-driven social studies curriculum that enlivens learning with a rich online experience.

Students investigate primary and secondary sources, explore video and multimedia resources, and collaborate with online learning tools.

The digital teacher's edition (TE) provides teachers a wealth of classroom activities, discussion questions, and assessment options.

Print Materials to Support Your Classroom

The *Student Source and Skill Companion* emphasizes social studies skill development as students delve deeply into primary and secondary sources. The *Teacher Resource Companion* offers comprehensive supports as well as recommendations for pacing and differentiation to suit your students' needs.



Courses

- U.S. History: Beginnings to the Civil War
- U.S. History: Reconstruction to the Present
- World History: Beginnings to the Reformation
- World History: Emergence of the Modern World to the Present
- U.S. Government
- World Geography
- Economics

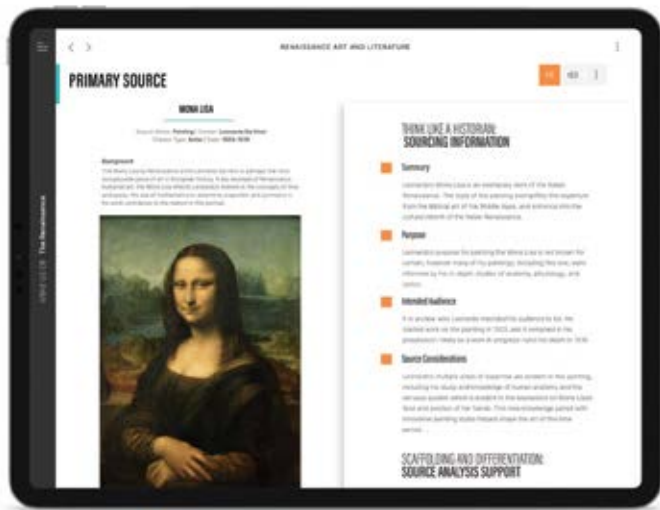
Program Advisors

Dr. Kathy Swan served as the director of the C3 Framework for inquiry and created the C3 Teachers network and the Making Inquiry Possible documentary series. Her expertise in inquiry-based learning and work with educators nationwide have been instrumental in developing the inquiry questions and tasks found within Traverse.

Dr. Sam Wineburg founded the Stanford History Education Group (SHEG), now Digital Inquiry Group (DIG). His research and work with SHEG have played a key role in developing the inquiry-driven approach used in the Traverse U.S. History and World History courses.



WHY TRAVERSE



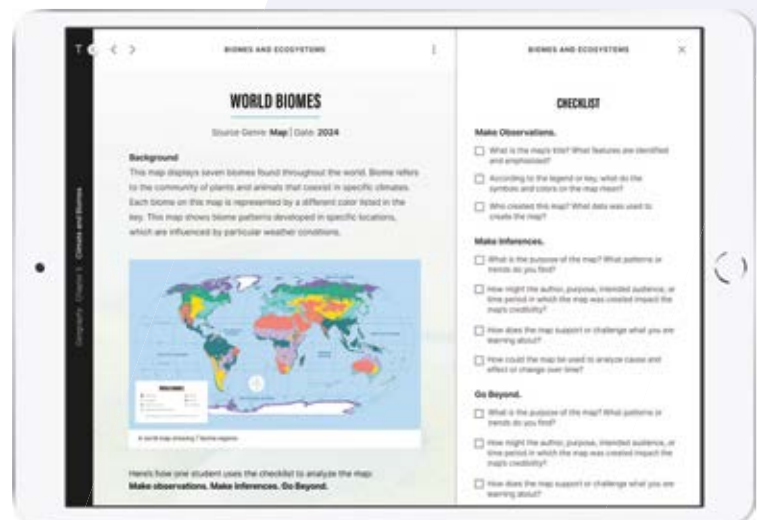
1 BALANCED AND EFFECTIVE SOCIAL STUDIES INSTRUCTION

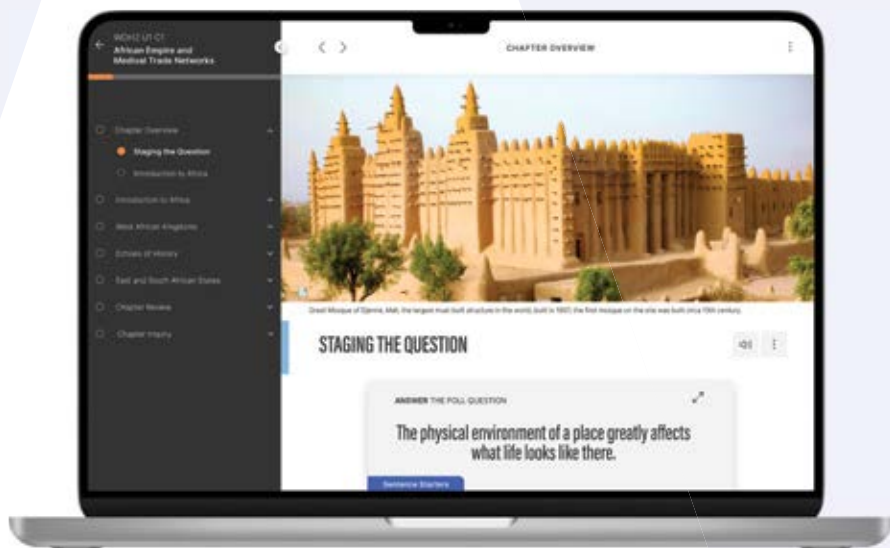
Traverse balances content, inquiry, and social studies skills to provide a learning experience focused on the standards teachers need to cover. The one-stop curriculum with customizable materials maximizes student learning and allows teachers to approach instruction with confidence.

2 INQUIRY-DRIVEN INSTRUCTION WITH ROBUST SKILL DEVELOPMENT

Aligned to the C3 Framework, Traverse develops the social studies skills and knowledge students need for college, career, and civic life.

In Traverse's unique approach to skill-building, featured skill lessons are paired with content. Skills are then revisited in later chapters, reinforcing learning and promoting retention.





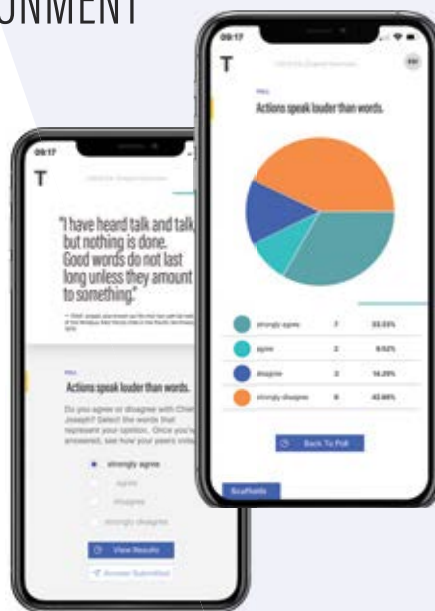
3 MEDIA-POWERED LEARNING TO ENGAGE INSTRUCTION

Traverse uses technology and multimedia to enhance instruction, creating digital learners out of digital natives. Students learn through a diverse range of interactive content, which drives peer-to-peer learning, from videos like The Beat to student activities like Share Your Perspective and Echoes.

4 DIFFERENTIATION AND ENGAGEMENT FOR AN EQUITABLE LEARNING ENVIRONMENT

Traverse features flexible implementation models and guidance to facilitate social learning and student collaboration.

Teachers can collect data and measure student learning outcomes through a variety of digital activities that engage students and assess their interpretation and analysis skills. Student-facing scaffolds create personalized learning experiences.



WHAT'S ONLINE

Traverse was built for online learning. Students and teachers can access all elements of the curriculum online.

CHAPTER NARRATIVE

The chapter narrative was created for this digital environment. It is modular and accessible on all devices, with content broken into manageable portions. Students can engage directly with the curriculum, leading to a student-centered, active learning experience.

Chapter Contents

Narratives provide complete standards coverage.

Images and Media

Each section showcases a variety of visual media that enhances student learning.

Assessment

Formative and summative assessments invite students to reflect on the content, share their perspectives, and display mastery of standards.



MEDIA-DRIVEN LEARNING

Student actors and presenters engage students in a variety of media formats, and carefully chosen topics reinforce and extend student learning.

THE VIEW



The View videos introduce each unit.

TRAVERSE 360



Presenters explore the impactful moments that make history.

QuickTalk



Quick Talks provide fast and fun insights into the content.

TimeTunnel



Time Tunnels are focused on events and key moments in history.

EXPLAINER VIDEO



These videos explain concepts, events, figures, and locations.

TheBeat



The Beat features a study group modeling inquiry and analysis skills.

3D OBJECT



3D object animations highlight details and examine artifacts from all angles.

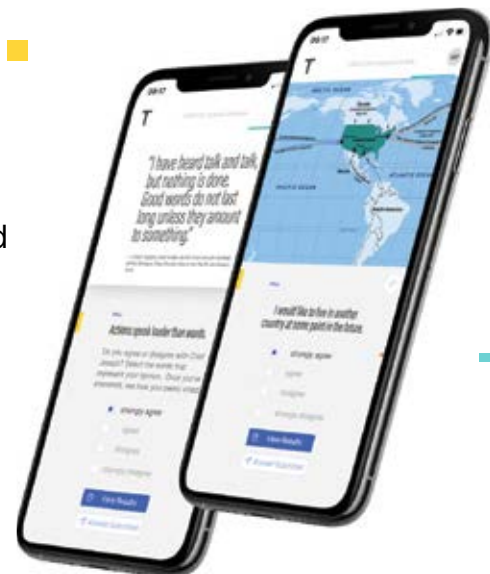
FLIPBOOK



Information about a person, place, or idea is presented in a story-like experience.

ONLINE STUDENT ACTIVITIES

Traverse integrates activities within narratives, sources, and inquiries to engage students and assess their progress. Teachers can collect data and remediate content in real time. These built-in tools create an interactive and personalized learning environment.



WHAT'S IN PRINT

From exploring sources to mastering essential skills, the *Student Source and Skill Companion* empowers students to actively engage with content.

SOURCES

Tabbing System

Identify the source's location within the chapter with the section and inquiry tabs.

Sourcing Information and Background

Set context for students with relevant source details.

Social Studies Skill Practice

Practice source-analysis skills with questions for every source. These questions are also available online.

STUDENT Source and Skill Companion

The screenshot shows a digital interface for a source titled "APOLLO 11 MOON LANDING". At the top, there are navigation tabs for "THE SPACE RACE", "FOREIGN POLICY AND CUBA", "FOREIGN POLICY AND GERMANY", and "INQUIRY". Below the tabs, the source title is displayed in a dark teal box. To the right, there is a callout box with an "Online option" icon and the text "Follow your teacher's directions for completing this activity." Below the title, there is a "SOURCING INFORMATION" section with details: "Genre: Video", "Director: NASA", and "Date: 1969". A "BACKGROUND" section follows, providing context about the Apollo 11 mission. To the right of the background text is a video player with a play button and a callout box that says "Log in to your digital student account to watch this video." Below the video player, there are two skill practice sections. The first is "HISTORICAL READING SKILL | Analyzing Auditory and Video Sources" with a matching exercise. The second is "INQUIRY AND RESEARCH SKILL | Exploring Evolving Interpretations" with a question about public opinion. At the bottom right of the interface, there is a footer with the text "PRIMARY AND SECONDARY SOURCES" and the page number "567".



All sources appear in the digital curriculum as well as print.

TEACHER Resource Companion

THE SPACE RACE	FOREIGN POLICY AND CUBA	FOREIGN POLICY AND GERMANY	INQUIRY
PRIMARY SOURCE APOLLO 11 MOON LANDING			
THINK LIKE A HISTORIAN: SOURCING INFORMATION			
Summary: The video shows the 1969 moon landing by Apollo 11 astronauts. In this excerpt, Buzz Aldrin and Neil Armstrong describe what they see and experience when descending to the moon's surface.		audience was also the viewing public in the United States and the world.	
Purpose: The purpose of the video was to document Apollo 11's lunar landing.		Source Considerations: The Apollo 11 spaceflight that landed the first two people on the moon was broadcast live. Because of how the video was converted, some images and audio are distorted and might seem crude by today's standards of high-resolution technology. This source helps students answer the Compelling Question because it shows one of the victories the United States had in the Space Race: the first lunar landing.	
Intended Audience: The intended audience was primarily NASA. However, since the video was also broadcast on TV, the			
SOURCE ANALYSIS SUPPORT			
Media: Explain to students that the video was viewed live by more than half a billion people, perhaps the largest-ever TV audience. Special equipment and technology were developed and considered state-of-the-art at the time, allowing the event to be seen from 239,000 miles away.		Style: Explain that the source is an actual transmission and conversation between the astronauts and mission command at NASA. It is not necessarily entertaining, like today's documentaries, but was meant to capture a momentous event as it occurred.	

ANALYZE AND DISCUSS

- What details do you observe in the video? *Answers will vary but might include Neil Armstrong describing his first steps on the moon.*
- How do these details connect to information you learned in the chapter about the Space Race? *Answers will vary but may discuss how this event proved America's space program was more advanced than the Soviets', pushing the United States further ahead in the Space Race.*

Online option THE SPACE RACE

HISTORICAL READING SKILL | Analyzing Auditory and Video Sources

Match each media element with the correct example. Then explain the significance of the element.

1. motion
A. Explanation: *This was the first human contact with the moon.*
2. overview shot
C. Explanation: *This mission was a large team effort.*
3. voice-over
B. Explanation: *This was broadcast to television viewers who needed context for what was happening.*
4. eyewitness account
D. Explanation: *This was the first close-up eyewitness account of the moon, including tactile description of the moon's surface.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

Think Like a Historian

Develop expertise with in-depth sourcing information.

Source Analysis Support

Enrich student comprehension and analysis with additional discussion of a source's genre, style, organization, and more.

Analyze and Discuss

Encourage student reflection and discussion with questions for each source.

Social Studies Skill Practice

Answer keys provide clarification and information for you, even when students complete questions online.

CHAPTER OVERVIEW

Access all information in the point-of-use teacher edition next to the student-facing curriculum.



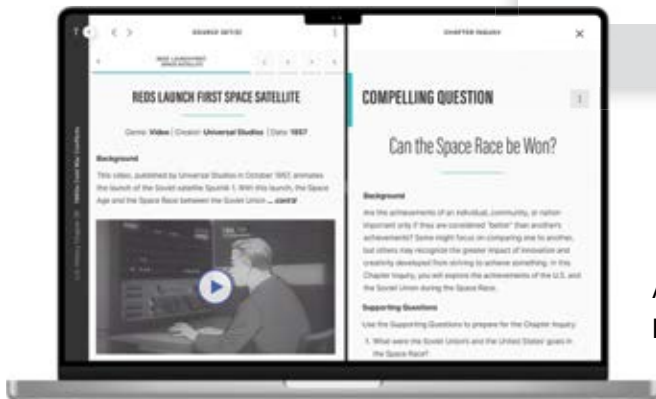
CHAPTER INQUIRY

Compelling Question

Introduce each inquiry with the Compelling Question, Supporting Questions, and background information.

Source Set

Use the source pages to complete the inquiry.



CHAPTER INQUIRY

COMPELLING QUESTION
Could the Space Race be won?

1 | COMPELLING QUESTION

BACKGROUND INFORMATION

Are the achievements of an individual, community, or nation important only if they are considered “better” than another’s achievements? Some might focus on comparing one to another, but others may recognize the greater impact of innovation and creativity developed from striving to achieve something. In this Chapter Inquiry, you will explore the achievements of the United States and the Soviet Union during the Space Race.

SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- What were the Soviet Union’s and the United States’ goals in the Space Race?
- What did the Soviet Union accomplish during the Space Race?
- What did the United States accomplish during the Space Race?
- How could a winner be determined?

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

GRAPHIC ORGANIZER

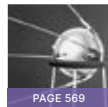
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Possible Answer to Compelling Question	Evidence
<i>Reds Launch First Space Satellite</i>		

INQUIRY PROMPT

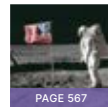
Adapt an Argument: Work with a partner to create a podcast in which you respond to the Compelling Question. Be sure to reference information from multiple sources representing how ideas have developed over time. Include a claim, evidence for your claim, and a counterclaim in your podcast. Be sure to explain the strengths and limitations of your claim and explanation, as well as the strengths and limitations of the counterclaim, as you make the case for your position.

2 | SOURCE SET



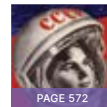
REDS LAUNCH FIRST SPACE SATELLITE
Genre: Video
Creator: Universal Studios
Date: 1957

PAGE 569



APOLLO 11 MOON LANDING
Genre: Video
Director: NASA
Date: 1969

PAGE 567



HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY
Genre: Article
Author: Sophie Pinkham
Date: 2019

PAGE 572



IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION
Genre: Document
Author: USIA Office of Research Analysis
Date: 1959

PAGE 570



EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK
Genre: Radio Program
Participants: Renee Montagne, Richard Harris, and Michael Neufeld
Date: 2008

PAGE 571

All elements in the Chapter Inquiry are available online.

CHAPTER INQUIRY

? **COMPELLING QUESTION**
Could the Space Race be won?

1 | COMPELLING QUESTION

INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind students that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect students to their prior knowledge.

FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- Reds Launch First Space Satellite
- Apollo 11 Moon Landing
- Explorer 1, America's Answer to Sputnik
- How the Soviets Won the Space Race for Equality

SCAFFOLDING AND DIFFERENTIATION

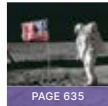
- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.
- Have students research another nation's views of the Space Race and include an additional source from that research in their response to the Compelling Question.

2 | SOURCE SET



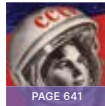
REDS LAUNCH FIRST SPACE SATELLITE
Genre: Video
Creator: Universal Studios
Date: 1957

PAGE 639



APOLLO 11 MOON LANDING
Genre: Video
Director: NASA
Date: 1969

PAGE 635



HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY
Genre: Article
Author: Sophie Pinkham
Date: 2019

PAGE 641



IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION
Genre: Document
Author: USIA Office of Research Analysis
Date: 1959

PAGE 640



EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK
Genre: Radio Program
Participants: Renee Montagne, Richard Harris, and Michael Neufeld
Date: 2008

PAGE 640

CHAPTER INQUIRY

Facilitating Inquiries

Determine your path through the inquiry, with options for how to cut back on the number of sources students will analyze to complete the inquiry task.

Scaffolding and Differentiation

Provide targeted inquiry support for beyond-grade-level students, English language learners, and approaching-grade-level students.

In the digital environment, sources follow the Compelling Question in a convenient tabbed view. These tabs allow students to navigate quickly between sources, while the teacher edition provides essential information for instruction with each source.



SKILLS

The Beat

Go online to watch episodes of The Beat, which follows a study group over one school year. Students will see social studies skills being modeled using the same sources and inquiry prompts that they are completing.

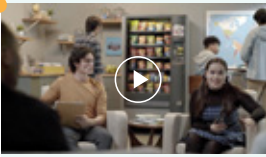
Checklist

Every skill lesson is accompanied by a checklist that students can use to apply the skill to a variety of sources.

3

INQUIRY AND RESEARCH SKILL

EVALUATING SECONDARY SOURCES



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

What does it mean to evaluate secondary sources?
Secondary sources are works that interpret a historical topic for a particular audience, often through the use of primary sources. Like primary sources, all secondary sources have limitations. A secondary source might have limited reliability, it might omit perspectives important for answering the Compelling Question, or its information may be too broad to answer the Compelling Question. Before using a secondary source to answer the Compelling Question, it is important to identify the source’s strengths and limitations.


Why is it important to evaluate secondary sources?
There are usually multiple secondary sources on a topic, and the makers of those sources often come to different conclusions, even if they all use the same primary source evidence. Analyzing and comparing each secondary source’s interpretation or central argument and evaluating their strengths and weaknesses will help you determine how to effectively use the source to build an argument or explanation.

1. CHECKLIST HOW DO YOU EVALUATE SECONDARY SOURCES?

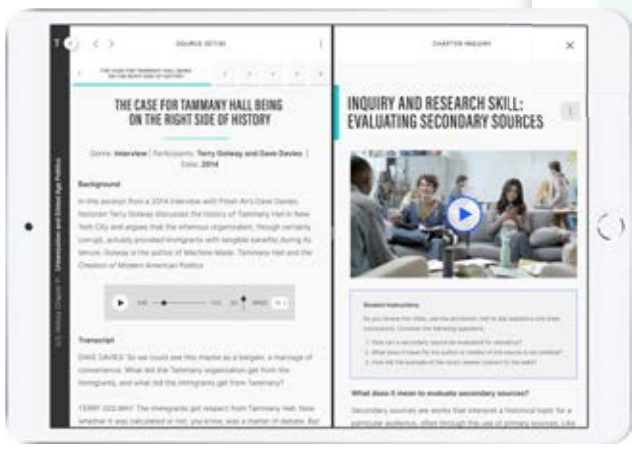
- Analyze the source’s relevance as evidence to answer your Compelling Question.**
 - What is the source’s maker’s interpretation or central argument?
 - How does this interpretation or central argument connect to the Compelling Question?
- Analyze the source’s credibility as evidence to answer your Compelling Question.**
 - Is the information in the source historically accurate? Do other sources contain similar information?
 - Is the maker of this source credible and qualified to discuss the topic?
 - How might the maker’s perspective shape their interpretation or argument?
 - Does the maker support the interpretation or argument in the source with logical reasoning and strong evidence?
- Evaluate the source’s strengths and limitations for use in your Inquiry Prompt response.**
 - Strengths: What makes this source a strong fit for your Inquiry Prompt response? Its credibility? Its relevance? Both?
 - Limitations: After analyzing this source, what do you still need to know? How can you address any gaps by adjusting your claim or using additional sources?

2. SOURCE

Now it’s time to practice evaluating secondary sources with **THE CASE FOR TAMMANY HALL BEING ON THE RIGHT SIDE OF HISTORY**, the first item in your source set. Use the checklist for Evaluating Secondary Sources 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.



PAGE 166



Skill lessons are also available online. Students can use digital tools to split their screen and view two items side by side for easy application of a checklist.

TEACHER Resource Companion

3



INQUIRY AND RESEARCH SKILL EVALUATING SECONDARY SOURCES

Introduce students to the skill definition and checklist for Evaluating Secondary Sources. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class. Use the discussion questions to gauge students' understanding.

- How can a secondary source be evaluated for relevance? *Does the source directly address the topic or Compelling Question?*
- What does it mean for the author or creator of the source to be credible? *The author or creator is credible if they have expertise in the subject they are writing about.*
- How did the example of the music review connect to the skills? *The students evaluated the relevance of the reviews, examined the credibility of the authors, and acknowledged the limitations of their sources.*

Explain to students that this Chapter Inquiry focuses on the skill of Evaluating Secondary Sources. They will get a chance to practice this skill before applying it to the Inquiry Prompt.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in the skill:

- **address:** to apply oneself to something; direct one's efforts toward something, such as a question, issue, or problem
- **interpret:** to make sense of and assign a meaning to
- **topic:** the subject matter of a written work, discussion, or conversation

Call on students to share definitions in their own words. Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

SKILL MODEL

Project The Beat episode and use the following questions to prompt discussion. Allow students to use the annotation tool to answer the questions before you discuss them as a class. Encourage students to use the annotation tool to note places where the students are using elements of the checklist in their conversation.

- What conclusions do the students come to about the relevance of the podcast on Tammany Hall? *The students decide that the podcast is relevant to the Compelling Question because it talks about the benefits of Tammany Hall, but they acknowledge that the podcast has a smaller focus than the Compelling Question.*
- What limitations do the students identify with the credibility of the source? *The students acknowledge that the source comes from a historian but notice that he doesn't cite any primary sources.*
- How do the students plan to address the limitations of the source? *The students plan to use a primary source and to look at sources that talk about other political machines.*

COMMON MISCONCEPTIONS

Students may think that because secondary sources include encyclopedias, scholarly articles, and published books that the interpretations, arguments, and information in them can be taken at face value.

- It is best practice for secondary-source authors to fact-check their work, provide citations for information used, and address competing arguments to convey a balanced perspective. But authors do not always take these measures.
- All sources have limitations. Even secondary sources written by experts and scholars need to be carefully scrutinized and evaluated for credibility.
- A secondary source may contain inaccurate information, bias, omissions, and missing perspectives.

Academic Vocabulary

Introduce academic terms together with inquiry skills to provide context and a better understanding.

Skill Model

Integrate media into your classroom with discussion prompts for The Beat skill-modeling videos.

Teacher Notes

Teacher notes offer information and questions that empower teachers to go beyond the content in the chapter.

The teacher edition for each skill lesson provides materials to inform and engage students both online and in print.



TABLE OF CONTENTS

UNIT 1

Foundations of Government

CHAPTER 1

pg. 12

Function and Purpose of Government | Why do we need government?

Inquiry Compelling Question: How much democracy is the right amount?

CHAPTER 2

pg. 26

Origins of American Government | What influenced the development of the American government?

Inquiry Compelling Question: Is internet access a right or a privilege?

CHAPTER 3

pg. 42

Creating the Constitution | What principles shaped the U.S. Constitution?

Government Reading Skill: Analyzing Political Perspectives

Inquiry Compelling Question: Should it be difficult to modify the Constitution?

Inquiry and Research Skill: Evaluating Sources

CHAPTER 4

pg. 62

Federalism | How is power balanced in the United States government?

Inquiry Compelling Question: Who can more effectively lead an emergency response: the federal government or states?

U.S. Capitol, Washington, DC.



UNIT 2

The Legislative Branch

CHAPTER 5

pg. 86

The House and the Senate | How is Congress structured?

 **Government Reading Skill:** Analyzing Maps

Inquiry Compelling Question: Should there be congressional term limits?

CHAPTER 6

pg. 104

The Legislative Process | How does the legislative process work?

 **Government Reading Skill:** Analyzing Quantitative Data

Inquiry Compelling Question: Does earmarking aid the legislative process?

CHAPTER 7

pg. 119

Government and the Economy | What is the relationship between the government and the economy?

 **Government Reading Skill:** Applying an Economic Lens

Inquiry Compelling Question: How should the federal government balance the budget?

The U.S. Capitol Building.



UNIT 3

The Executive Branch

CHAPTER 8

pg. 144

The Presidency

| What are the powers and structure of the executive branch and the presidency?

⚙️ **Government Reading Skill:** Evaluating News Sources

Inquiry Compelling Question: Does the president have enough power?

⚙️ **Inquiry and Research Skill:** Developing and Supporting Claims

CHAPTER 9

pg. 162

Federal Bureaucracy

| How is the executive branch organized, and how does it execute policy?

⚙️ **Government Reading Skill:** Evaluating Public Policies

Inquiry Compelling Question: Who is responsible for protecting consumers' health and safety?

⚙️ **Inquiry and Research Skill:** Assessing Options for Action

CHAPTER 10

pg. 182

Foreign Policy and National Security

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

⚙️ **Government Reading Skill:** Analyzing Public Opinion Polls

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

⚙️ **Inquiry and Research Skill:** Constructing Compelling and Supporting Questions

President Roosevelt in the Oval Office, 1934.



UNIT 4

The Judicial Branch

CHAPTER 11

pg. 212

The Court System | How does the judicial branch work?

Inquiry Compelling Question: What is the role of punishment in a just society?

CHAPTER 12

pg. 225

The U.S. Supreme Court | How does the Supreme Court work?

Inquiry Compelling Question: What does it take for Supreme Court justices to make sound decisions?

CHAPTER 13

pg. 243

Rights of the Accused | How are rights protected in the criminal justice system?

Inquiry Compelling Question: Do criminal defendants have adequate legal protections?

The justices of the United States Supreme Court in 2022.



UNIT 5

The Role of the Citizen

CHAPTER 14

Government and the People

| What role do the people play in the U.S. government?

pg. 270

Inquiry Compelling Question: Should a democratic government mandate public service?

Inquiry and Research Skill: Critiquing and Improving Arguments

CHAPTER 15

Civil Liberties

| How are civil liberties protected?

pg. 289

Inquiry Compelling Question: Who is responsible for protecting Americans' privacy?

Inquiry and Research Skill: Communicating Conclusions

CHAPTER 16

Civil Rights

| How does the United States protect civil rights?

pg. 305

Inquiry Compelling Question: Does the Americans with Disabilities Act (ADA) need to be updated?

CHAPTER 17

State and Local Government

| How do state and local governments function in the federal system of the United States?

pg. 324

Inquiry Compelling Question: Are ballot initiatives good for democracy?

Inquiry and Research Skill: Conducting Online Research

The March on Washington.



UNIT 6

The Political Process

CHAPTER 18
pg. 352

Political Parties and Interest Groups

How do political parties and interest groups impact governance?

Inquiry Compelling Question: Is voting for a third-party candidate worthwhile?

Inquiry and Research Skill: Writing Arguments

CHAPTER 19
pg. 368

Campaigns and Elections

How does the electoral process work?

Inquiry Compelling Question: What is the most democratic voting system?

CHAPTER 20
pg. 386

The Media and Public Opinion

How do public opinion and the media shape and influence politics and government?

Inquiry Compelling Question: Does the internet unify or divide Americans?

Ronald Reagan in Detroit, Michigan, July, 1980.



PRIMARY AND SECONDARY SOURCES LIST

Unit 1

Foundations of Government

N Source appears in Chapter Narrative
I Source appears in Chapter Inquiry

CHAPTER 1

FUNCTION AND PURPOSE OF GOVERNMENT

Mayflower Compact N	
William Brewster, et al. (Document, 1620)	16
Democracy Index 2021: The China Challenge N	
Economist Intelligence Unit (Article, 2022)	18
Why Representative Democracy Matters I	
Lee Hamilton (Article, 2020)	20
The Dilemma of Direct Democracy I	
Holly M. Randall (Article, 2020)	21

CHAPTER 2

ORIGINS OF AMERICAN GOVERNMENT

English Bill of Rights 1689 N	
English Parliament (Document, 1689)	30
Second Treatise of Government N	
John Locke (Book Excerpt, 1690)	31
Declaration of Independence N	
Thomas Jefferson (Document, 1776)	34
Americans with Access to Fixed Broadband, 2017 I	
Traverse (Map, 2024)	36
UN Report on Internet Access and Rights I	
Frank La Rue (Document, 2011)	37
Internet Access Is Not a Human Right I	
Vinton G. Cerf (Article, 2012)	38
Lack of Home Broadband Is a Major Disadvantage I	
Pew Research Center (Chart, 2021)	39

CHAPTER 3

CREATING THE CONSTITUTION

Articles of Confederation N	
Second Continental Congress (Law, 1777)	46

The Federalist No. 51 **N**

James Madison or Alexander Hamilton (Debated) (Essay, 1788)	47
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Preamble to the Constitution **N**

Gouverneur Morris, Jacob Shallus (Document, 1787)	49
---	----

Bill of Rights Original Language **N**

James Madison (Document, 1789)	50
--------------------------------------	----

Proposed Amendments to the U.S. Constitution

Seldom Go Anywhere **I**

Drew Desilver (Article, 2018)	52
-------------------------------------	----

On Amending the Constitution: A Plea for Patience **I**

Ruth Bader Ginsburg (Article, 1989)	53
---	----

A Brief History of the 26th Amendment **I**

Traverse (Article, 2022)	54
--------------------------------	----

Old Enough to Fight, Old Enough to Vote **I**

Unknown (Artifact, 1970s)	54
---------------------------------	----

Unratified Amendments: Regulating Child Labor **I**

Jessie Kratz (Article, 2020)	55
------------------------------------	----

Citizen's Committee Voter Card **I**

Unknown (Political Cartoon, 1924)	56
---	----

CHAPTER 4

FEDERALISM

Article I **N**

Delegates to the Constitutional Convention (Document, 1787)	66
--	----

Reagan's First Inaugural Address **N**

Ronald Reagan (Speech, 1981)	67
------------------------------------	----

An Overview of the Americans with Disabilities Act **N**

ADA National Network, Mid-Atlantic ADA Center (Document, 2017)	69
---	----

Laws Regulating Emergency Response **I**

Traverse (Article, 2022)	71
--------------------------------	----

Unit 2

The Legislative Branch

CHAPTER 5

THE HOUSE AND THE SENATE

Article I N	
Delegates to the Constitutional Convention (Document, 1787)	90
17th Amendment to the U.S. Constitution N	
U.S. Congress (Law, 1913)	92

Baker v. Carr Case Syllabus **N**

Supreme Court of the United States, Justice William Brennan (Court Ruling, 1962)	93
---	----

State Population and Senate Representation, 2022 **N**

Traverse (Map, 2024)	94
----------------------------	----

Longest-Serving Senators **I**

Traverse (Table, 2024)	97
------------------------------	----

Longest-Serving Representatives I	
Traverse (Table, 2024)	98
The Case against Congressional Term Limits I	
Traverse (Article, 2022)	99
Limiting Terms of Office for Members of the U.S. Senate and U.S. House of Representatives I	
Bill Frenzel (Speech, 1997)	100

CHAPTER 6
THE LEGISLATIVE PROCESS

Article I N	
Delegates to the Constitutional Convention (Document, 1787)	108
Declaration of Conscience N	
Margaret Chase Smith (Speech, 1950)	109
Total Lobbying Spending in the United States from 1998 to 2022 N	
Traverse (Chart, 2024)	111
Arguments for and against Earmarks I	
Traverse (Article, 2022)	113
Reforms and Regulations for Congressionally Directed Spending in Fiscal Year 2023 I	
United States Senate Committee on Appropriations (Document, 2022)	114

As Earmarks Return to Congress, Lawmakers Rush to Steer Money Home I	
Luke Broadwater, Emily Cochrane, and Alicia Parlapiano (Article, 2022)	115

CHAPTER 7
GOVERNMENT AND THE ECONOMY

Mandatory and Discretionary Spending, 2020 N	
Traverse (Chart, 2024)	124
Chart Book: The Legacy of the Great Recession N	
Center on Budget and Policy Priorities (Article, 2019)	125
What Democrats Need to Do Now I	
David Brooks (Article, 2021)	128
How We Think about the Deficit Is Mostly Wrong I	
Stephanie Kelton (Article, 2017)	129
Top Tax Frustrations for Americans: The Feeling That Some Corporations, Wealthy People Don't Pay Fair Share I	
Amina Dunn and Ted Van Green (Article, 2021)	130

Unit 3

The Executive Branch

CHAPTER 8
THE PRESIDENCY

The Federalist No. 70 N	
Alexander Hamilton (Essay, 1788)	148
Executive Order 9066 N	
Franklin D. Roosevelt (Law, 1942)	149
War Powers Act N	
U.S. Congress (Law, 1973)	151
The Strike That Busted Unions N I	
Joseph A. McCartin (Article, 2011)	153
Harry S. Truman Letter to the President of the Senate I	
Harry S. Truman (Correspondence, 1952)	155
The History of Youngstown Sheet & Tube Co. v. Sawyer I	
Traverse (Article, 2022)	156
President Reagan's Remarks on the Air Traffic Controllers Strike I	
Ronald Reagan (Speech, 1981)	157
Emergency Powers I	
Traverse (Article, 2022)	158

CHAPTER 9
FEDERAL BUREAUCRACY

Pendleton Act (1883) N	
U.S. Congress (Law, 1883)	165
The President's Cabinet: Evolution, Alternatives, and Proposals for Change N	
Ronald C. Moe (Document, 2000)	167
The President's State of the Union Address: Tradition, Function, and Policy Implications N	
Deputy Director T. J. Halstead (redacted) (Document, 2016)	169
The Clinton Presidency: Strengthening American Families N	
National Archives and Records Administration (Reference Material, Unknown)	170
History of Lead Paint Concerns and Regulations I	
Traverse (Article, 2022)	172
Why It Took Decades of Blaming Parents before We Banned Lead Paint I	
David Rosner and Gerald Markowitz (Article, 2013)	173
Lead-Paint Ban Tying Up Mortgage Help for Poor I	
James T. Wooten (Article, 1974)	174

Cost of Lead Cleanup Puts More Poor Children at Risk I	
Matthew Purdy (Article, 1994)	175
Watch Out for Lead Paint Poisoning I	
U.S. Department of Health, Education, and Welfare (Pamphlet, 1975)	176
Lead-Based Paint PSA I	
U.S. EPA (Video, 2021)	177

CHAPTER 10

FOREIGN POLICY AND NATIONAL SECURITY

Treaty on the Non-Proliferation of Nuclear Weapons N	
Eighteen Nation Committee on Disarmament, United Nations (Document, 1968)	186
Two Decades Later, the Enduring Legacy of 9/11 N	
Hannah Hartig and Carroll Doherty (Article, 2021)	187

Unit 4

The Judicial Branch

CHAPTER 11

THE COURT SYSTEM

Article III of the U.S. Constitution N	
Delegates of the Constitutional Convention (Document, 1787)	215
The Federalist No. 78 N	
Alexander Hamilton (Essay, 1788)	217
Kant on Retributive Justice I	
Immanuel Kant (translated by John Ladd) (Book Excerpt, 1797)	220
Of the Ends of Punishment I	
Jeremy Bentham (Book Excerpt, 1843)	221
Nicomachean Ethics I	
Aristotle (translated by W. D. Ross) (Book Excerpt, 350 BCE)	222

CHAPTER 12

THE U.S. SUPREME COURT

What Backgrounds Do U.S. Supreme Court Justices Have? N	
Kristen Bialik (Article, 2017)	229
The Court and Its Traditions N	
Supreme Court of the United States (Article, Unknown)	230
Brown v. Board of Education N	
U.S. Supreme Court Justice Earl Warren, United States Supreme Court (Court Ruling, 1954)	232
Justice Stevens: Six Little Ways to Change the Constitution N	
Scott Simon and John Paul Stevens (Interview, 2014)	233
Supreme Court Will Return to Its Courtroom Next Month I	
Adam Liptak (Article, 2021)	235

The Atlantic Charter N	
Franklin D. Roosevelt and Winston S. Churchill (Document, 1941)	189
Jeff Bezos and Caroline Kennedy on Plans to Head back to the Moon I	
CBS News (Video, 2019)	192
Outer Space Treaty I	
United Nations General Assembly (Document, 1967)	193
The Role of Commercial Space Transportation in an International Moon Village I	
Dr. George C. Nield, John Sloan, and Nate McIntyre (Document, 2016)	194
The U.S., China, and the Future of Space I	
Traverse (Article, 2022)	195
Cislunar Highway Patrol Systems I	
Col. Joseph J. Roth and Col. Eric J. Felt (Chart, 2020)	196

Let Her Finish: Interruptions of Female Justices Lead to New Supreme Court Rules I	
Maya Yang (Article, 2021)	236
Roberts's Rules I	
Jeffrey Rosen (Article, 2007)	237
Historical Role of Consensus on the United States Supreme Court I	
Traverse (Article, 2022)	237
Supreme Court Procedures I	
Administrative Office of the U.S. Courts (Reference Material, Unknown)	238

CHAPTER 13

RIGHTS OF THE ACCUSED

Miranda Warning N	
Administrative Office of the U.S. Courts (Reference Material, 1968)	247
Gideon v. Wainwright N	
Hugo L. Black (Document, 1963)	248
Most Americans Favor the Death Penalty Despite Concerns about Its Administration N	
Pew Research Center (Article, 2021)	250
Constitutional Protections for the Accused I	
Traverse (Article, 2022)	252
Criminal Justice Process I	
Traverse (Article, 2022)	253
Why Poor, Low-Level Offenders Often Plead to Worse Crimes I	
Juleyka Lantigua-Williams (Article, 2016)	254
One Lawyer, 194 Felony Cases, and No Time I	
Richard A. Oppel Jr. and Jugal K. Patel (Article, 2019)	255
The Role of Discretion in the Criminal Justice System I	
Bureau of Justice Statistics (Reference Material, 2021)	256

Unit 5

The Role of the Citizen

CHAPTER 14

GOVERNMENT AND THE PEOPLE

U.S. Naturalization Civics Test Prep N	
U.S. Citizenship and Immigration Services (Document, 2019).....	274
Jury Service Overview N	
Administrative Office of the U.S. Courts (Video, 2017).....	275
First Time Voter N	
USA.gov (Video, 2018).....	277
To Unite a Divided America, Make People Work for It I	
Jonathan Holloway (Article, 2021).....	279
John F. Kennedy Inaugural Address I	
John F. Kennedy (Speech, 1961).....	280
Ronald Reagan Presidential Nomination Acceptance Speech I	
Ronald Reagan (Speech, 1980).....	281
Rep. Richard Armey Remarks on H.R. 2010 I	
Rep. Richard Armey (Speech, 1993).....	282
Arguments against Mandatory Public Service I	
Traverse (Article, 2022).....	283
How the Government Can Encourage Public Service I	
Traverse (Article, 2022).....	284

CHAPTER 15

CIVIL LIBERTIES

Bill of Rights N	
James Madison (Legislation, 1791).....	293
Tinker v. Des Moines N	
U.S. Supreme Court (Court Ruling, 1968).....	294
Your Kids' Apps Are Spying on Them I	
Geoffrey A. Fowler (Article, 2022).....	297
I Used to Fear Being a Nobody. Then I Left Social Media. I	
Bianca Vivion Brooks (Article, 2019).....	298
The Right to Privacy I	
Louis Brandeis and Samuel Warren (Essay, 1890).....	299
Google's Sundar Pichai: Privacy Should Not Be a Luxury Good I	
Sundar Pichai (Article, 2019).....	300

CHAPTER 16

CIVIL RIGHTS

Letter from Birmingham Jail N	
Martin Luther King Jr. (Correspondence, 1963).....	309
How Air Pollution across America Reflects Racist Policy from the 1930s N	
Raymond Zhong and Nadja Popovich (Article, 2022).....	311
Declaration of Sentiments N	
Elizabeth Cady Stanton (Document, 1848).....	312
Universal Declaration of Human Rights N	
United Nations General Assembly (Document, 1948).....	314
Introduction to the Americans with Disabilities Act (ADA) I	
Traverse (Article, 2022).....	316
Digital Accessibility Guidelines I	
Traverse (Article, 2022).....	317
Effective Communication in Accordance with the ADA I	
Traverse (Article, 2022).....	317
Alt Text and Internet Accessibility I	
Traverse (Article, 2022).....	318
Web Design for Users with Neurocognitive Disabilities I	
Home Department, Government of the United Kingdom (Poster, 2018).....	319

CHAPTER 17

STATE AND LOCAL GOVERNMENT

Should Judges Be Elected or Appointed? N	
C-SPAN (Video, 2009).....	328
City Charter of Dallas N	
City of Dallas, TX (Legislation, 1961).....	329
Federally Recognized Tribal Lands N	
Traverse (Map, 2023).....	331
How to Improve California's Ballot Initiative System I	
Traverse (Article, 2022).....	333
Why Are Ballot Measures So Darn Confusing? Because They Are Supposed to Be. I	
Jaime Fuller (Article, 2014).....	334
The California Ballot Measure That Inspired a Tax Revolt I	
Clyde Haberman (Article, 2016).....	335
Ballot Initiatives, Recalls: Tools forirate Calif. Voters I	
Ina Jaffe et al. (Radio Program, 2010).....	336

Unit 6

The Political Process

CHAPTER 18

POLITICAL PARTIES AND INTEREST GROUPS

Americans at the Ends of the Ideological Spectrum Are the Most Active in National Politics N	
Carrie Blazina (Article, 2022)	355
Understanding Shifts in Democratic Party Ideology N	
Lydia Saad, Jeffrey M. Jones, and Megan Brennan (Article, 2019)	358
When Lobbyists Literally Write the Bill N	
Ailsa Chang (Radio Program, 2013)	359
Impact of Third-Party Presidential Candidates, 1912–2000 I	
Traverse (Article, 2022)	361
The Legacy of the 1912 Presidential Election I	
Traverse (Article, 2022)	362
Why Are There Only Two Parties in American Politics? I	
Aaron Blake (Article, 2016)	363

CHAPTER 19

CAMPAIGNS AND ELECTIONS

Logic of the Keys: How Presidential Elections Really Work N	
Allan J. Lichtman (Book Excerpt, 2008)	371
State Primary Election Types N	
National Conference of State Legislatures (Article, 2021)	373
Donald Trump Will Be President Thanks to 80,000 People in Three States N	
Philip Bump (Article, 2016)	375
Citizens United v. Federal Election Commission N	
U.S. Supreme Court (Court Ruling, 2010)	376

Overview of Voting Systems **I**

Traverse (Article, 2022)	378
Diverse Coalition Brings Approval Voting, Nonpartisan Election Reforms to St. Louis I	
Caitlyn Alley Peña (Article, 2020)	379
Why Ranked-Choice Voting Is Having a Moment I	
Jacey Fortin (Article, 2020)	380
JFK Voted in as President I	
John F. Kennedy and Richard Nixon (Newscast, 1960)	381
On the Representation of Minorities I	
Thomas Gilpin (Book Excerpt, 1844)	382

CHAPTER 20

THE MEDIA AND PUBLIC OPINION

2020 Pre-Election Polling: An Evaluation of the 2020 General Election Polls N	
Josh Clinton, American Association for Public Opinion Research (Document, 2021)	390
Five Ways the Media Influence Elections N	
Andra Brichacek (Article, 2022)	392
Digital Spaces and Democracy N	
Traverse (Article, 2022)	394
Can We Have Healthy Conversations Online? I	
Shira Ovide and Claudia Lo (Interview, 2021)	395
Politics on Twitter: One-Third of Tweets from U.S. Adults Are Political I	
Sam Bestvater, Sono Shah, Gonzalo Rivero, and Aaron Smith (Article, 2022)	395
Effects of Social Media on Political Engagement in Youth I	
Traverse (Article, 2022)	396

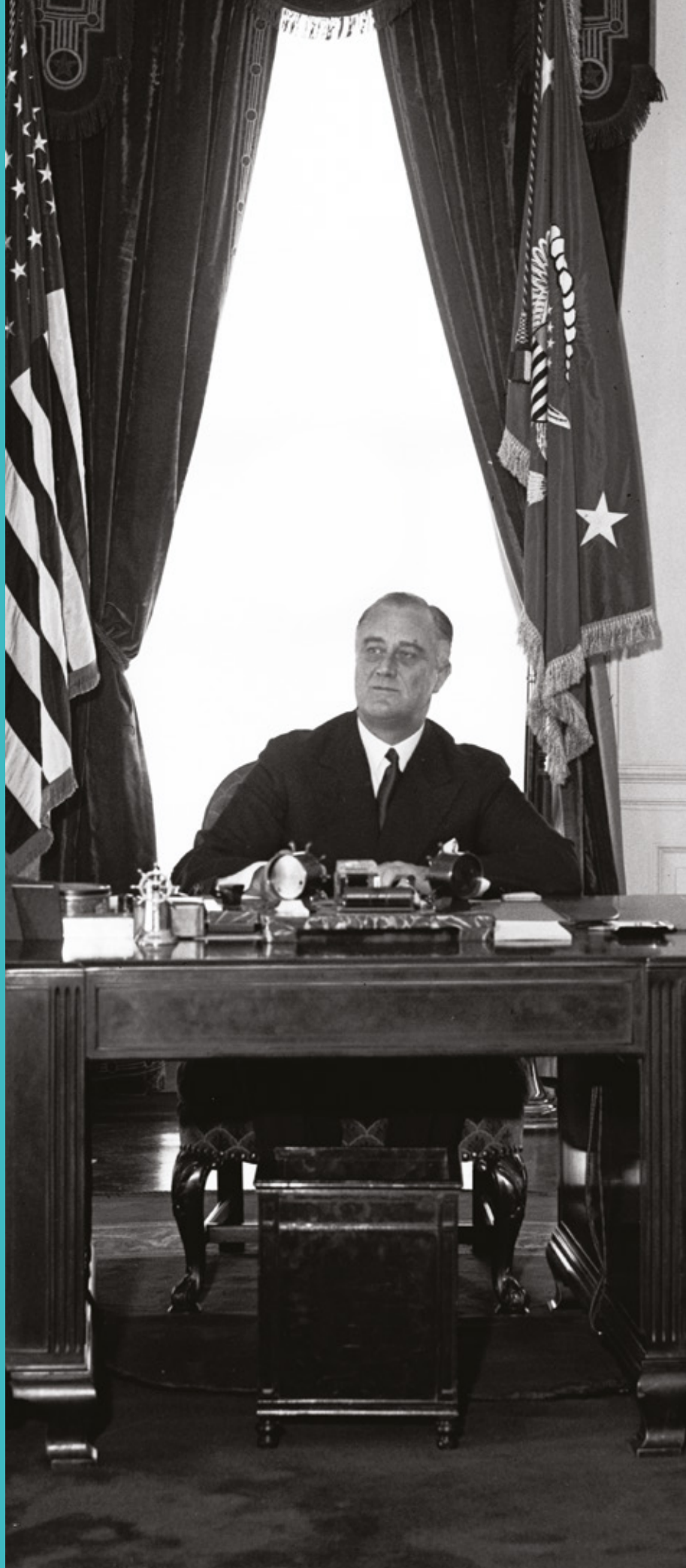



Citizens elect their leaders through the process of voting.

UNIT 3

The Executive Branch

In Unit 3, students explore the inner workings of the executive branch, starting with the office's constitutional underpinnings. Students learn about the formal and informal qualifications for the presidency and the job's many roles, from commander in chief to head of state. The unit also identifies the multitude of people and groups who work in support of the president. Students will be introduced to policymaking on two levels: first, domestic policy, including the roles of executive agencies and the cabinet; and second, foreign policy, treaties, alliances, and the challenges America faces on the world stage.





President
Roosevelt in the
Oval Office,
1934.

UNIT 1 2
Foundations of Government

UNIT 2 76
The Legislative Branch

UNIT 3 134
The Executive Branch

CHAPTER 8 | The Presidency 144
What are the powers and structure of the executive branch and the presidency?

CHAPTER 9 | Federal Bureaucracy 162
How is the executive branch organized, and how does it execute policy?

CHAPTER 10 | Foreign Policy and National Security 182
What is the role of the United States in the world?

UNIT 4 202
The Judicial Branch

UNIT 5 260
The Role of the Citizen

UNIT 6 342
The Political Process

UNIT PREVIEW

Before you explore the video and key concepts, ask students to list what they already know about the executive branch.

Online

UNIT OPENER

THE VIEW



SKILLS INSTRUCTION AND PRACTICE

FEATURED INSTRUCTIONAL SKILLS

GOVERNMENT READING SKILLS

Chapter 8: Evaluating News Sources

Chapter 9: Evaluating Public Policies

Chapter 10: Analyzing Public Opinion Polls

INQUIRY AND RESEARCH SKILLS

Chapter 8: Developing and Supporting Claims

Chapter 9: Assessing Options for Action

Chapter 10: Constructing Compelling and Supporting Questions

SPIRALED PRACTICE AND APPLICATION SKILLS

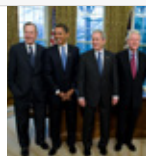
GOVERNMENT READING SKILLS

- Analyzing Political Perspectives
- Analyzing Quantitative Data
- Evaluating Public Policies

INQUIRY AND RESEARCH SKILLS

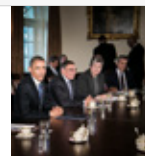
- Communicating Conclusions
- Critiquing and Improving Arguments
- Evaluating Sources

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.

CAN'T MISS MOMENTS

CHAPTER 8 | The Presidency

- 🔗 3D Object: Oval Office
- 🔗 Quick Talk: Bully Pulpit
- 🔗 Explainer Video: Executive Privilege

CHAPTER 9 | Federal Bureaucracy

- 🔗 Flipbook: Scientific and Technological Advancements

Government Reading Skill: Evaluating Public Policies

Source: The Clinton Presidency: Strengthening American Families

CHAPTER 10 | Foreign Policy and National Security

- 🔗 Time Line: History of Foreign Conflicts
- 🔗 Explainer Video: Globalization
- 🔗 Traverse 360: September 11

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?

CONNECTIONS

The Role of the President
Interest Groups
Intergovernmental Organizations

CONNECTIONS

Article II
Military Powers
Commander in Chief
Treaties and Executive Agreements

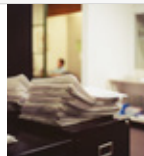
CONNECTIONS

Presidential Powers
Secretary of State
September 11
War on Terror



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.

CHAPTERS AT A GLANCE



CHAPTER 8 | The Presidency

What are the powers and structure of the executive branch and the presidency?

- The Executive Branch and Presidency
- Presidential Power
- Limits on the Presidency
- Advisors and Staff to the President

Inquiry Compelling Question

Does the president have enough power?

Government Reading Skill

Instruction: Evaluating News Sources

Inquiry and Research Skill

Instruction: Developing and Supporting Claims



CHAPTER 9 | Federal Bureaucracy

How is the executive branch organized, and how does it execute policy?

- The Federal Bureaucracy
- Structure of the Federal Bureaucracy
- Executive Laws and Policy
- Domestic Public Policy

Inquiry Compelling Question

Who is responsible for protecting consumers' health and safety?

Government Reading Skill

Instruction: Evaluating Public Policies

Inquiry and Research Skill

Instruction: Assessing Options for Action



CHAPTER 10 | Foreign Policy and National Security

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

- Foreign Policy Goals
- National Security
- Diplomacy

Inquiry Compelling Question

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

Government Reading Skill

Instruction: Analyzing Public Opinion Polls

Inquiry and Research Skill

Instruction: Constructing Compelling and Supporting Questions

UNIT PACING OPTIONS

■ Chapter Narrative
 ■ Chapter Summary
 ■ Chapter Inquiry

SECTION	Narrative or inquiry based on skills placement	All narratives; inquiries with skills	All narratives; all inquiries
	10 DAYS	15 DAYS	20 DAYS
UNIT INTRODUCTION	1	1	1
CHAPTER 8: THE PRESIDENCY Chapter Narrative <ul style="list-style-type: none"> • The Executive Branch and Presidency • Presidential Power • Limits on the Presidency • Advisors and Staff to the President Government Reading Skill: Evaluating News Sources Chapter Inquiry and Research Skill: Developing and Supporting Claims	2 3	2-3 4-5	2-4 5-6
CHAPTER 9: FEDERAL BUREAUCRACY Chapter Narrative <ul style="list-style-type: none"> • The Federal Bureaucracy • Structure of the Federal Bureaucracy • Executive Laws and Policy • Domestic Public Policy Government Reading Skill: Evaluating Public Policies Chapter Inquiry and Research Skill: Assessing Options for Action	4 5-6	6-7 8-9	7-9 10-12
CHAPTER 10: FOREIGN POLICY AND NATIONAL SECURITY Chapter Narrative <ul style="list-style-type: none"> • Foreign Policy Goals • National Security Government Reading Skill: Analyzing Public Opinion Polls • Diplomacy Chapter Inquiry and Research Skill: Constructing Compelling and Supporting Questions	7 8-9	10-11 12-13	13-15 16-18
UNIT REVIEW AND ASSESSMENT	10	14-15	19-20

SCAFFOLDING AND DIFFERENTIATION

Scaffolds and differentiation provide targeted support for three levels of English language learners—beginning, intermediate, and advanced—as well as approaching- and beyond-grade-level readers. Instruction and scaffolds are differentiated based on these levels.

ENGLISH LANGUAGE LEARNERS AND APPROACHING-GRADE-LEVEL READERS

English language learners and approaching-grade-level readers receive scaffolds for every chapter, in both the narrative and Chapter Inquiry. Specific scaffolds are intentionally designed to support the needs of these learners in the social studies classroom, while other scaffolds exist as part of the many standard features in the Traverse digital platform and can be strategically utilized to support students' comprehension and engagement.

LESSON-SPECIFIC SCAFFOLDS	TECH-ENHANCED SCAFFOLDS	TEACHER-PROVIDED SCAFFOLDS
<ul style="list-style-type: none"> Paragraph frames Sentence frames Sentence starters <ul style="list-style-type: none"> Speaking frames Word banks 	<ul style="list-style-type: none"> Leveled text Audio with variable speed 	<ul style="list-style-type: none"> Reading comprehension strategies Reading comprehension support

BEYOND-GRADE-LEVEL STUDENTS

Differentiation for beyond-grade-level students balances the need for additional enrichment without simply providing extra assignments. Each Chapter Inquiry provides an option for teachers to increase the rigor of the Inquiry Prompt for these students.

CHAPTER	CHAPTER INQUIRY TASK	ENRICHMENT FOR BEYOND-GRADE-LEVEL STUDENTS
8	Create an educational video.	Ask students to create a potential counterclaim to their original claim. Students should research how people with differing perspectives may respond to their claim and the kinds of evidence and logic they might use. Have them briefly explain and refute this claim in their videos.
9	Write and deliver a short speech.	Have students conduct research on a similar issue facing the government today. Students should compare the government's current approaches to how it addressed the issue of lead paint. Have students analyze how the government's response to consumer safety issues has improved or failed to improve over time.
10	Participate in a Harkness Discussion.	Direct students to pose an argument as to whether it is preferable for the United States to cooperate with other nations on space exploration or work independently. Students should create a compelling question and two supporting questions to guide their research and analysis.

ASSESSMENT

Assessment in Traverse builds upon a repeated process that includes instruction, assessment, and review. Teachers regularly assess student progress through formative and summative measures and use the individualized data from those assessments to guide choices about instruction, review, remediation, and enrichment for all students.



1 INSTRUCTION AND FORMATIVE ASSESSMENT

Students have repeated and consistent opportunities for formative assessment throughout each chapter.

- ✓ Vocabulary and Content Knowledge
- ✓ Primary and Secondary Source Analysis
- ✓ Government Reading, Thinking, and Inquiry and Research Skills
- ✓ Collaborative Learning

2 REVIEW

Use student response data from formative assessment to monitor progress and identify areas for reteaching.

- ✓ Student-Led Review
- ✓ Recursive Vocabulary Practice
- ✓ Chapter Recap
- ✓ Unit Review

3 RETEACH

Opportunities for review appear throughout each chapter and at the end of each unit, with opportunities for student- and teacher-directed review.

TRAVERSE GRADEBOOK

Mastery of skills and standards is tracked via the gradebook, which can be sorted and viewed by assignment, standards, or key terms.

CHAPTER VOCABULARY

Vocabulary terms provide coverage of all unit standards. Students can self-assess mastery of terms in their digital accounts.

ASSESSMENT

4 | UNIT ASSESSMENT

The unit assessment can be found in the Unit Review inside your digital teacher account. From there, the digital version can be assigned to students, or a paper-based version can be printed. Have students complete the assessment digitally, and use the data to monitor standards mastery and overall student progress.

PART 1 | VOCABULARY AND U.S. GOVERNMENT KNOWLEDGE

QUESTIONS: 10

FORMAT: Multiple Choice

CONTENT FOCUS:

- Presidential powers and its limits
- Responsibilities of the chief of staff
- Roles of and challenges to the federal bureaucracy
- Independent regulatory agencies
- Domestic policy
- Foreign policy of the 18th and 19th centuries
- National security policy

PART 2 | PRIMARY AND SECONDARY SOURCE ANALYSIS

QUESTIONS: 5

FORMAT: Multiple Choice

SOURCE SET



Presidential Pardons

CONTENT FOCUS:

Presidential powers

SKILL FOCUS:

Analyzing Quantitative Data



War Powers Resolution, U.S. Congress (1973)

CONTENT FOCUS:

Limits on presidential powers

SKILL FOCUS:

Analyzing Political Perspectives



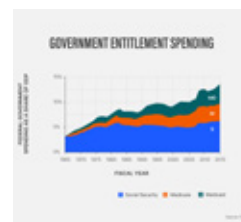
Executive Office of the President, The White House (2022)

CONTENT FOCUS:

Executive Office of the President

SKILL FOCUS:

Analyzing Political Perspectives



Government Entitlement Spending

CONTENT FOCUS:

U.S. public policy

SKILL FOCUS:

Analyzing Quantitative Data



Marshall Plan Recovery Shipment (1948)

CONTENT FOCUS:

Foreign policy

SKILL FOCUS:

Analyzing Political Perspectives

PART 3

U.S. GOVERNMENT READING AND THINKING

QUESTIONS: 5

FORMAT: Tech-enhanced item types: Group and Sort, Choice Matrix, Multiselect

CONTENT FOCUS:

- Roles of the offices of the executive branch
- Pendleton and Hatch Acts
- Responsibilities of the cabinet departments
- Differences between fiscal, public, and regulatory policies
- Natural resources and U.S. foreign policy

PART 4

DOCUMENT-BASED QUESTIONS

QUESTIONS: 5 + 1 (optional)

FORMAT: Multiple Choice, Multiselect, Group and Sort, Chart (Drag and Drop); Essay (optional)

CONTENT FOCUS: Evolution of American foreign policy

SKILL FOCUS: Analyzing Political Perspectives, Analyzing Maps, Analyzing Quantitative Data, Analyzing Public Opinion Polls, Constructing Compelling and Supporting Questions

PROMPT: How has American foreign policy changed over time? Explain how these sources can help answer this compelling question, and then construct a supporting question for further research.

SOURCE SET



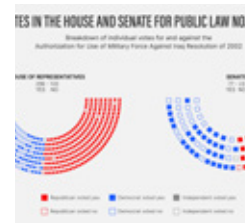
Washington's Farewell Address, George Washington (1796)



Marshall Plan Aid to Europe



The Marshall Plan Speech Summary, David Roll (2015)



Votes in the House and Senate for Public Law No. 107-243 (2002)



The Most Important Problem, Pew Research Center (2004)

WHAT'S NEXT?

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

RETEACH chapter content or skills that students have not yet mastered.

REVISE your teaching plan to provide more or less explicit instruction about a skill, topic, or source.

REGROUP students and levels of scaffolding based on progress.

10

Foreign Policy and National Security

President Trump and Japanese Prime Minister Shinzo Abe.



CHAPTER OVERVIEW

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.



SKILL INSTRUCTION AND PRACTICE

Chapter 10 Instructional Skill

Analyzing Public Opinion Polls
Constructing Compelling and Supporting Questions

Practice and Application Skills

Analyzing Political Perspectives
Analyzing Quantitative Data
Assessing Options for Action
Developing and Supporting Claims
Evaluating News Sources
Evaluating Public Policies
Evaluating Sources
Writing Arguments



CHAPTER QUESTION

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

CHAPTER CONTENTS

CHAPTER OVERVIEW

Chapter Narrative Instructional Resources pg. 185

PRIMARY AND SECONDARY SOURCES

Treaty on the Non-Proliferation of Nuclear Weapons pg. 186

Two Decades Later, the Enduring Legacy of 9/11 pg. 187

Government Reading Skill: Analyzing Public Opinion Polls pg. 188

The Atlantic Charter pg. 189

Jeff Bezos and Caroline Kennedy on Plans to Head back to the Moon pg. 192

Outer Space Treaty pg. 193

The Role of Commercial Space Transportation in an International Moon Village pg. 194

The U.S., China, and the Future of Space pg. 195

Cislunar Highway Patrol Systems pg. 196

CHAPTER INQUIRY pg. 197

CHAPTER PLANNING AND PACING

CHAPTER PACING OPTIONS

OPTION A Balanced Approach **OPTION B** Inquiry-Focused Approach **OPTION C** Narrative-Focused Approach

Suggested Grouping

WG Whole Group
SG Small Group
IND Individual

SECTION	FEATURES	OPTION A	OPTION B	OPTION C
CHAPTER NARRATIVE	Chapter Overview	DAY 1	Homework	DAY 1
	Foreign Policy Goals			
	National Security			
	Diplomacy	DAY 2	DAY 1	DAY 2
	Chapter Review			
	Echoes of Government	DAY 3		
CHAPTER INQUIRY	Compelling Question	DAY 3	DAY 1	DAY 3
	Skill: Constructing Compelling and Supporting Questions			
	Source Set		DAY 2	
	Communicating Conclusions: Analyze Multiple Perspectives	DAY 4	DAY 3	Homework

SCAFFOLDING AND DIFFERENTIATION



These icons identify differentiation strategies and scaffolded support for a variety of students. See the digital lesson plan for additional differentiation strategies and scaffolds.

ENGLISH LANGUAGE LEARNERS

APPROACHING GRADE LEVEL

BEYOND GRADE LEVEL

Online

A summary, audio recording, and proficiency-leveled version of this chapter are available digitally.

ENDURING THEMES



FOREIGN AFFAIRS

- How are foreign policy decisions made in the American political system?
- What influence do everyday Americans have on U.S. foreign policy?

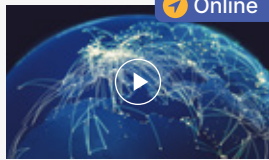


CIVICS AND CITIZENSHIP

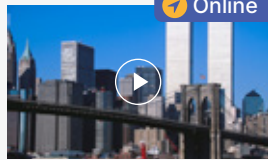
- How does the American government rely on civic engagement?
- In what ways has civic engagement changed over time?



CHAPTER MEDIA



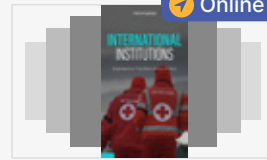
Explainer Video
[Globalization](#)



Traverse 360
[September 11th](#)



Explainer Video
[USA Patriot Act](#)



Flipbook
[International Institutions](#)

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 NARRATIVE INSTRUCTIONAL RESOURCES

 Online

Additional resources and activities are available in your digital teacher edition.

Foreign Policy Goals | What are the goals of U.S. foreign policy?



Subsection Topics

- Defining Foreign Policy
- Economic Security
- Security
- Democracy and Human Rights

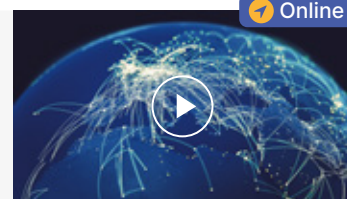
Section Vocabulary

chief diplomat, climate change, commander in chief, containment, democratic value, executive agreement, foreign policy, globalization, head of state, international trade, isolationism, natural resource, Nuclear Non-Proliferation Treaty, Organization of the Petroleum Exporting Countries, post-Cold War policy, sanction, Spanish-American War, tariff, trade war, treaty

DISCUSSION QUESTIONS

EXPLAINER VIDEO: GLOBALIZATION

- Define the term *globalization*. *Answers will vary but should recognize that globalization has made the nations of the world more connected and interdependent—economically, politically, and culturally.*
- What do many people consider to be some of the biggest benefits of globalization? Explain. *Answers will vary. Many will suggest that globalization increases economic competition, which lowers the prices of consumer goods. Global trade also tends to increase choices consumers have in the marketplace. Students may also answer that globalization increases interaction between cultures, which might lead to more tolerance and understanding among the world's people.*
- How might globalization impact traditional, Indigenous cultures around the world, such as native communities in Central America and the Amazon or minority ethnic groups in Southeast Asia? *Answers will vary. One possible answer is that as ideas, products, and practices are shared between cultures, traditional cultural practices could become diluted by outside influences. Language, clothing, music, and even behavior can be changed through interaction with other cultures. For example, globalization promotes a common language across many cultures, which can lead to the loss of some of the world's less-spoken languages.*



 Online

COMMON MISCONCEPTIONS

Most Americans believe the United States spends far more on foreign aid than it actually does.

- Opinion polls show that Americans believe 25 percent of the federal budget is devoted to foreign aid. A majority believe the percentage should be closer to 10 percent. In fact, foreign aid accounts for less than 1 percent of the federal budget.
- **Extend Thinking:** How does this information impact your thinking about U.S. foreign aid spending?

TREATY ON THE NON-PROLIFERATION OF NUCLEAR WEAPONS

THINK LIKE A POLITICAL SCIENTIST: SOURCING INFORMATION

Summary: This excerpt from the United Nations' Treaty on the Non-Proliferation of Nuclear Weapons (NPT) calls upon a principle of the United Nations Charter to peaceably diffuse conflicts. The treaty, signed in 1968 and extended indefinitely in 1995, provides an international framework for discouraging the development of nuclear weapons, regardless of countries' ownership or possession of nuclear weapons.

Purpose: The NPT aimed to prevent the creation and spread of nuclear technology for anything other than peaceful pursuits and to build cooperation among the member nations in disseminating new discoveries in economically beneficial ways of using nuclear energy.

Intended Audience: Initially this treaty was written for the 43 member states of the United Nations in 1968. More broadly, it was intended to be read and followed by all future member states, now numbering 193 (with 191 choosing to enter the treaty).

Source Considerations: At the time the treaty was first signed, the United States and the Soviet Union were in the middle of a nuclear arms race, trying to amass as many nuclear weapons as possible and researching other benefits of nuclear energy. Although this treaty was signed, the arms race did not stop, but the treaty did lay a cooperative framework for moving from wartime to peacetime uses for nuclear technology.

READING COMPREHENSION SUPPORT

ELL

Organization: Students may struggle with the length and, in places, complexity of this source. Urge them to break down the source into more manageable chunks.

Vocabulary: Students may struggle with some of the references to other international policies and historical uses of nuclear energy in this source. Remind them to use the footnotes or to refer to a dictionary for unfamiliar terms.

READ, COMPREHEND, AND DISCUSS

- Why did the United States and other member nations of the United Nations create this treaty? *The United States and other signing member nations had two main goals in creating this treaty: to build cooperation among member countries when it came to peaceably using nuclear energy and to begin the process of disarmament of nuclear weapons to avoid nuclear war.*
- What is a detail in the source that demonstrates the serious nature of this treaty? *Answers will vary, but examples are "States must refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any State."*
- Suppose a signatory to this treaty sold materials to help a nation create nuclear weapons. How might the countries of the world respond? *Answers will vary but may propose economic or diplomatic sanctions against any signatory that violated the terms of the treaty.*

Online option



GOVERNMENT READING SKILL | Evaluating Public Policies

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

C. Correct. *This treaty was made in order to stop the nuclear arms race.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.



Subsection Topics

- National Security Abroad
- National Security at Home
- The War on Terror

Section Vocabulary

Central Intelligence Agency, covert action, cybersecurity, Department of Homeland Security, Federal Bureau of Investigation, national security, USA Patriot Act, war on terror, War Powers Act

DISCUSSION QUESTIONS

EXPLAINER VIDEO: USA PATRIOT ACT

- What powers did the government receive as a result of the Patriot Act? *Answers will vary but should explain that law enforcement had more access to records, a greater ability to conduct surveillance, and other significant expansions of power.*
- What parts of the Patriot Act might critics claim are unconstitutional? *Answers will vary. Some students may have no problem with the act; others may argue that it violates certain constitutional rights, such as search and seizure rights and privacy rights.*



Online

FOREIGN POLICY GOALS

NATIONAL SECURITY

DIPLOMACY

INQUIRY

SOURCE WITH GOVERNMENT READING SKILL

TWO DECADES LATER, THE ENDURING LEGACY OF 9/11

THINK LIKE A POLITICAL SCIENTIST: SOURCING INFORMATION

Summary: In the 20 years that elapsed between the U.S. response to the September 11 attacks with the invasion of Afghanistan and the 2021 withdrawal from Afghanistan, the country has seen a sharp divide in political attitudes across multiple dimensions.

Purpose: This source seeks to provide an analysis of public opinion following the September 11 attacks and how those opinions changed over time.

Intended Audience: The Pew Research Center employs an objective and nonpartisan approach to informing policy makers and the public alike on societal issues, trends, and attitudes.

Source Considerations: This source provides insight into the fundamental change in U.S. foreign policy following the September 11 attacks. In addition, it provides the opportunity for reflection on the influence public opinion has on foreign policy and the role, if any, public opinion should play in national security.

READING COMPREHENSION SUPPORT

ELL

Genre: Students may feel overwhelmed by the amount of data in the text. Remind them to track percentages and statistics in their annotations, noting which dimension of public opinion they relate to and how public opinions change over time.

Organization: Encourage students to analyze the chart and make connections between the data and the text as they read. Ask students to record questions they have about the chart or, as an additional challenge, account for the spikes and drops in data.

READ, COMPREHEND, AND DISCUSS

- Why did the authors create this article? *This article was created in order to highlight the shift in political attitudes among Americans immediately following the September 11 attacks and 20 years later, after the official withdrawal from Afghanistan.*
- What is a detail in the source that shows the authors' purpose? *Answers will vary but should include any of the quantifiable shifts in political attitudes that are measured in the text.*



GOVERNMENT READING SKILL

ANALYZING PUBLIC OPINION POLLS

Before students analyze “Two Decades Later, the Enduring Legacy of 9/11,” provide the skill lesson on Analyzing Public Opinion Polls. Have students read the definition, checklist, and model.

Have students use the checklist to analyze public opinion polls. They should collect their thoughts in the graphic organizer. Depending on the needs of your class, this activity could be facilitated as whole-group, small-group, or individual learning. Use the following example for your model:

- **Observation:** What is the title? What other information does the poll provide?
- **Inference:** What is the purpose of the poll? Are there any patterns or trends in the poll?
- **Question that goes beyond:** How can this poll be used as evidence to support or refute a claim?

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in this skill:

- display:** to show; make visible or apparent
- accuracy:** the quality of being correct or precise
- error:** a wrong action or statement; a mistake
- margin:** the amount by which a thing is won or falls short
- survey:** to make a survey of; for statistical purposes

Call on students to share a definition in their own words.

Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

Diplomacy

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



Subsection Topics

- Diplomatic Relations
- Treaties and Executive Agreements
- International Governmental Organizations
- Nongovernmental Organizations

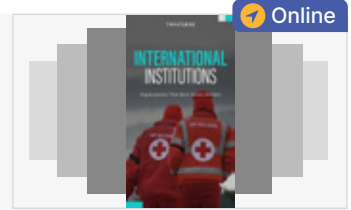
Section Vocabulary

Amnesty International, Antarctic Charter, Atlantic Charter, bilateral agreement, détente, diplomacy, Group of Seven, Helsinki Accords, human trafficking, humanitarian aid, International Committee of the Red Cross, international governmental organization, International Monetary Fund, Médecins Sans Frontières, multilateral agreement, nongovernmental organization, North Atlantic Treaty Organization, Organization of American States, Peace Corps, unilateral agreement, United Nations, United States-Mexico-Canada Agreement, World Bank, World Trade Organization

DISCUSSION QUESTIONS

FLIPBOOK: INTERNATIONAL INSTITUTIONS

- What is an international governmental organization (IGO)? *An IGO is a group of or partnership among governments.*
- What role should the United Nations play in the 21st century? *Answers will vary but should show an understanding of the UN's role as a peacekeeping organization and a provider of humanitarian aid.*
- How might the world be different without groups such as the World Trade Organization and the International Monetary Fund? *Answers will vary but may suggest that there would be less free trade and global economic development without these organizations.*



CIVIC PARTICIPATION

In the 2010s, the United States attempted to negotiate a transatlantic partnership agreement with the European Union. The deal would have promoted free trade between the two entities and was discussed for several years. The talks eventually failed, and no deal was signed, with the European Commission declaring talks to be obsolete in 2019.

- The Trump administration opposed the trade deal but still worked to negotiate bilateral trade agreements with other countries, such as Japan and China.
- As of 2022, the U.S. has trade agreements in force with 20 other countries, including Australia, Israel, and Singapore.
- **Extend Thinking:** What are the benefits of bilateral trade deals, as opposed to multilateral agreements, for the United States?

FOREIGN POLICY GOALS

NATIONAL SECURITY

DIPLOMACY

INQUIRY

THE ATLANTIC CHARTER

THINK LIKE A POLITICAL SCIENTIST: SOURCING INFORMATION

Summary: This is the text of the August 1941 Atlantic Charter signed by U.S. President Franklin D. Roosevelt and British Prime Minister Winston Churchill. Its eight points outline a vision for the world order after the conclusion of World War II.

Purpose: The purpose of the document is to outline the two leaders' vision for a postwar world of peace, self-determination, and prosperity for every nation.

Intended Audience: In theory, the audience for this document is the entire world, but in particular the audience is the leaders and citizens of the nations then in combat in World War II, as well as those of the United States, which was not yet a combatant.

Source Considerations: Since this charter was written by the president of the United States and prime minister of Great Britain, it represents the points of view of their respective national policies. The charter was a message to the citizens of their nations to galvanize support for their policies and a message to other nations that the United States will continue to support the British in their fight against Germany.

READING COMPREHENSION SUPPORT

ELL

Style: This is a formal mid-20th-century diplomatic document, and as such, the language is stiff and dense. Encourage students to use the annotation tool to break down sentences into manageable phrases.

Vocabulary: Vocabulary that may challenge students includes *aggrandizement*, *sovereign*, *traverse*, *hindrance*, and *practicable*, as well as the phrases "further the enjoyment of" and "high seas." Encourage students to use context clues and an online dictionary for unfamiliar terms.

READ, COMPREHEND, AND DISCUSS

- What are the primary factors the Atlantic Charter lists as part of the postwar world the United States and the United Kingdom envision? *Answers will vary but may include that the UK and United States had no wish to increase their power or territories; that seizing territories without permission of those who lived there should stop; that all people, including the recently conquered, should have self-determination; that all countries, even their defeated enemies in the war, should have access to trade and necessary raw materials; that nations should collaborate for “improved labor standards, economic advancement and social security”; the establishment of worldwide peace and freedom from the “fear and want” of war; and the end of war.*
- In the historical context, what nations does the charter refer to without naming them when it says “they wish to see sovereign rights and self government restored to those who have been forcibly deprived of them”? *Answers will vary but may include nations like France and Poland, which had been conquered by Nazi Germany. Britain did begin decolonizing after World War II as well, though arguably not voluntarily.*

Online option



GOVERNMENT READING SKILL | Analyzing Political Perspectives

According to the charter, what materials are necessary for a nation to have economic prosperity? *According to the Atlantic Charter, the following are needed for a nation’s economic prosperity: equal access to trade opportunities and raw materials necessary for the production of their goods. Countries should also have fair labor standards for workers and opportunities for economic progress as well as security among citizens.*

SCAFFOLDING AND DIFFERENTIATION



A word bank, a sentence frame, and sentence starters for this activity are available digitally for English language learners.

SYNTHESIZING INFORMATION

- Why do you think the Constitution gives the president the power to negotiate treaties, while it gives the Senate the power to ratify treaties? *As the leader of the nation, the president has the power to negotiate on behalf of the country with foreign leaders. Senatorial power to approve—or disapprove—treaties made by the executive branch puts a check on the power of the executive branch.*
- How might U.S. foreign economic policy affect other nations? *Answers will vary but should mention potential benefits and drawbacks of globalism. For example, placing a tariff on imported goods could reduce the amount of those goods the United States purchases, thereby having a negative effect on other nations’ economies. Conversely, encouraging overseas investment by U.S. companies might create jobs in other nations.*
- Why is promoting democracy across the globe considered a U.S. foreign policy goal? *Answers will vary but may note that democratic regimes are more peaceful and that countries with similar values to the U.S. may be easier to work with.*
- Does the president have too much or too little power over America’s armed forces? Explain. *Answers will vary. Many may point out that although Congress has the constitutional power to declare war, the president can order troops into battle without congressional approval. Some may suggest that this blurs the line of the division of power set forth in the Constitution. Others may say that the president is commander in chief and should have broad power to carry out this role.*
- How does the United States benefit from alliances with other nations? *Answers will vary but may note that alliances can make it easier to settle conflicts without using military force; alliances also offer military protection.*

SOURCES

FOREIGN POLICY GOALS

NATIONAL SECURITY

DIPLOMACY

INQUIRY

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

THINK LIKE A POLITICAL SCIENTIST: SOURCING INFORMATION

Summary: This is a brief 2019 video clip of Jeff Bezos on *CBS Evening News* discussing his vision for the future of space exploration and travel with anchor Norah O'Donnell. Also on screen is Caroline Kennedy, who does not answer questions during this segment of the interview.

Purpose: This CBS News show was a celebration of the 50th anniversary of the Apollo 11 moon launch; the Jeff Bezos and Caroline Kennedy segment was meant to inform viewers of the program about the future of space exploration.

Intended Audience: CBS News viewers and those with interest in space are the primary audience of this source.

Source Considerations: The source is evidence that Bezos believes space exploration should involve cooperating governments and thousands of private companies. Additionally, O'Donnell's question about companies, not countries, spearheading space exploration moving forward directly aligns with the Compelling Question.

SOURCE ANALYSIS SUPPORT

ELL

Genre: Students may miss some of the nuance of this televised news interview and Bezos's skill as a practiced interviewee. Encourage students to think about what Bezos may have included in his answers and what he may have held back due to time or privacy constraints.

Style: O'Donnell references space exploration of the past while interviewing Bezos, a topic students may not have familiarity with. Encourage them to use context and footnotes if needed in understanding this reference.

ANALYZE AND DISCUSS

- What is a quote from the source that reveals Bezos's perspective on the future of space exploration? *Answers will vary but may include "It will be done in cooperation with dozens of companies and governments" or "What we need is a dynamic, thriving space industry with thousands of companies."*
- How would you summarize this quote in your own words? *Answers will vary but should note that Jeff Bezos is stating that, unlike in the past when space exploration was primarily run by federal agencies acting on behalf of a country, the future of space exploration will be led by a collaborative effort of many companies alongside national governments.*

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?

C. Correct. *Bezos says, "It will be done in cooperation with dozens of companies and governments" and "with thousands of companies."*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

OUTER SPACE TREATY

THINK LIKE A POLITICAL SCIENTIST: SOURCING INFORMATION

Summary: This source contains the first four (of 17) articles of the 1967 United Nations treaty officially called the Treaty on Principles Governing the Activities of States in the Exploration and Use of Outer Space, Including the Moon and Other Celestial Bodies, commonly referred to as the Outer Space Treaty.

Purpose: Developed during concern about intercontinental ballistic missiles (ICBMs), Sputnik, and the Space Race, the treaty aimed to implement a legally binding agreement among nations that outer space could not be claimed in the name of any nation and could only be used for peaceful, scientific purposes.

Intended Audience: The nations of the world and their governments (including future governments) are both the intended audience for and the creators of this treaty, which has 110 parties as of 2020.

Source Considerations: This source was written in a way to address current tensions over international space policy and to anticipate and address future concerns that may arise. This source does not contain a list of what countries have and have not signed and ratified this treaty, but it may be helpful to note that the United States, China, Russia, North Korea, India, Mexico, and many European countries are among the active participants.

READING COMPREHENSION SUPPORT

ELL

Vocabulary: Students may encounter potential vocabulary challenges: *States, irrespective, province, appropriation, and sovereignty*. Encourage them to use context clues and refer to a dictionary when necessary in order to define unfamiliar words.

Style: The source is dense and contains complex sentences. However, its organization is structured in a way that can help with this aspect. Encourage students to use the annotation tool and to stop after each article to summarize and check for understanding.

READ, COMPREHEND, AND DISCUSS

- What is the purpose of this treaty? *There were two purposes of this treaty: (1) to establish that the moon should be open to exploration and use by all countries and that no country can establish national sovereignty over it, and (2) to establish that space will be used only for peaceful purposes.*
- What evidence supports these purposes? *The treaty says that “exploration and use of outer space, including the moon . . . shall be carried out for the benefit and in the interests of all countries;” that outer space and the moon “shall be free for exploration and use by all States . . . and there shall be free access to all areas of celestial bodies;” and that “Outer space, including the moon and other celestial bodies, is not subject to national appropriation by claim of sovereignty.”*

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. *One purpose of the treaty is to ensure international access to the moon. For example, Article I says that moon exploration should be “carried out for the benefit and in the interests of all countries.” A second purpose of the treaty is to maintain peace in outer space. For example, Article IV says that member states should not “place in orbit around the Earth any objects carrying nuclear weapons or any other kinds of weapons of mass destruction.”*

SCAFFOLDING AND DIFFERENTIATION

ELL

A word bank, a sentence frame, and sentence starters for this activity are available digitally for English language learners.

THE ROLE OF COMMERCIAL SPACE TRANSPORTATION IN AN INTERNATIONAL MOON VILLAGE

THINK LIKE A POLITICAL SCIENTIST: SOURCING INFORMATION

Summary: This excerpt is from the introduction of a paper delivered by the associate administrator for commercial space transportation of the FAA, Dr. George C. Nield, at a conference of the International Aeronautical Congress. It endorses the idea of an international Moon Village and adds that private industry can play an important role in the project.

Purpose: The paper's purpose was to propose a significant addition to the international Moon Village: that commercial entities be allowed not just to support the efforts of multinational

governments but also to incorporate their own company goals as they participate.

Intended Audience: The original audience was attendees at the 2016 International Astronautical Congress, but presumably worldwide scientific and government attention was also intended, especially by companies interested in getting involved in space travel and technology.

Source Considerations: The source is reasonably accessible and provides support to the Compelling Question regarding how commercial interests in the moon might align with current lunar policy.

READING COMPREHENSION SUPPORT

ELL

Genre: As part of a paper presented to a scientific conference, the source is somewhat dense. Struggling students should use the annotation tool to mark the most important phrases and also pay attention to context in the introduction.

Vocabulary: Vocabulary that could trip up students includes *follow-on*, *competence*, *sustainment*, and the phrase *resource exploitation*. Encourage students to refer to a dictionary, context clues, and content vocabulary when necessary.

READ, COMPREHEND, AND DISCUSS

- What are two quotes from the source that reflect the author's perspective on the proposed Moon Village? *Answers will vary but may include "Moon Village would be a joint international effort" or "endorsed the idea of Moon Village and further proposed that private industry can play an important role."*
- How would you summarize these quotes in your own words? *Answers will vary. The members of the FAA/AST who wrote this paper support the Moon Village as proposed by Woerner. However, they want to not only encourage international cooperation among governments but include private companies in the project as well.*

🔗 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.

C. Correct. *The source says that private industry could "provide goods and services to support construction and sustainment of a Moon Village."*

E. Correct. *The source proposes that private companies could also "carry out their own commercial objectives as a partner with governments."*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

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

THINK LIKE A POLITICAL SCIENTIST: SOURCING INFORMATION

Summary: This 2022 article summarizes China's growing space presence in cislunar space and details the challenges and benefits that China's growth may present for the United States and its allies.

Purpose: The purpose of this article is to educate readers regarding the potential challenges and benefits of China's space exploration expansion in relation to U.S. national defense and security, international collaboration, and foreign policy.

Intended Audience: This Traverse article was created for educational purposes.

Source Considerations: This article helps support the Compelling Question by providing information on how China's space expansion and future ambitions may present challenges and/or opportunities for the United States and its allies. It's noteworthy that this article focuses more on the potential challenges of an increase in Chinese space presence while only briefly addressing its potential benefits to the United States and allied space programs.

READING COMPREHENSION SUPPORT

ELL

Organization: This article is dense with information about China's expanding space program. Students may want to chunk the article into three categories: China's initiatives in space, potential challenges for the United States and its allies, and possible opportunities for collaboration.

Vocabulary: Students may be unfamiliar with China's various initiatives in space (antisatellite technology) as well as some space-specific terminology. Encourage them to utilize the footnotes, content vocabulary, and a dictionary when necessary.

READ, COMPREHEND, AND DISCUSS

- What is the author's main claim regarding China's growing lunar presence? *The author suggests that the United States runs the risk of assisting the Chinese military, which is a national security risk, if it partners with or supports China's endeavors in space exploration and discovery. This is due to the fact that China's space program is part of the country's military.*
- What is a piece of evidence that supports this claim? *Answers will vary but may include "cooperation is complicated by the fact that these programs are controlled by the Chinese military;" "space program collaboration between China, the U.S., and other international partners could bolster China's military;" or "developments in antisatellite technology reflect the tensions between China and the U.S."*

🔗 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.

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

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

CISLUNAR HIGHWAY PATROL SYSTEMS

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Summary: This source, part of a presentation by U.S. Space Force leadership in 2020, proposes a satellite “highway patrol” in the space between Earth and the moon, which is otherwise difficult to monitor. The source discusses benefits to national security and some potential challenges.

Purpose: The source presents the idea of a space vehicle to monitor the lunar exclusion zone in order to protect Earth from potentially dangerous objects between Earth and the moon, detailing both the project’s objectives and potential technical challenges.

Intended Audience: This slide presentation was shown to attendees at the Advanced Maui Optical and Space Surveillance Technologies (AMOS) Conference in 2020, which attracts a cross section of private-sector, government, and academic participation.

Source Considerations: At the time of this presentation, the U.S. Space Force was fairly new, having been established in 2019. The authors likely intended to explain a new government initiative and bolster the credibility of the agency.

SOURCE ANALYSIS SUPPORT

ELL

Style: The style is academic, terse, and dense, presuming a great deal of knowledge that students are unlikely to have. Encourage students to use the annotation tool in order to focus their attention on key details.

Vocabulary: There are many technical vocabulary challenges in this source as it was meant to be viewed by industry experts. Alert students to the footnotes section, and encourage them to also use a dictionary for unfamiliar words.

ANALYZE AND DISCUSS

- Why did the U.S. Space Force create this slide about the CHPS? *The U.S. Space Force wanted to inform their audience about the lunar exclusion zone, or “cone of shame,” where it is difficult to track and assess foreign objects, and about the ability of their proposed CHPS to help protect Earth from dangerous objects in space. Additionally, they wanted their audience to know about some challenges the system may face.*
- What is a detail in the source that shows this purpose? *Answers will vary but will most likely include “Find, fix and track objects in lunar exclusion zone aka ‘Cone of Shame,’” “real-time ground alerts,” or the “technical challenge” list.*

🔗 Online option



GOVERNMENT READING SKILL | Evaluating Public Policies

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

C. Correct. *“Find, fix, and track objects in the lunar exclusion zone, AKA ‘Cone of Shame’” is the first objective for CHPS listed on the slide. Other objectives include improved assessment of such objects.*

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? COMPELLING QUESTION

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

1 | COMPELLING QUESTION

INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Remind them that their answers may be incomplete at this point, but they will gain knowledge from the source set. Supporting Questions are not provided because students will create their own as part of this Chapter Inquiry.

FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- 1967 Outer Space Treaty
- The U.S., China, and the Future of Space

SCAFFOLDING AND DIFFERENTIATION

B

- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.
- Direct students to pose an argument as to whether it is preferable for the United States to cooperate with other nations on space exploration or work independently. Students should create a compelling question and two supporting questions to guide their research and analysis.

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



Introduce students to the skill definition and checklist for Constructing Compelling and Supporting Questions by examining the first episode of *The Beat*. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class.

Use the discussion questions to gauge students' understanding.

- How did the students decide which questions were compelling questions and which questions were supporting questions? *After brainstorming, they looked at the questions to determine which had a single factual answer and which had multiple answers.*
- What connection did the students think should exist between compelling and supporting questions in a question set? *The supporting questions should help students answer the compelling question.*
- How did the example of the college brochure connect to the skill? *The students were looking for information about colleges and used the questions they developed to help guide their search through the brochure.*

Explain to students that this Chapter Inquiry focuses on the skill of Constructing Compelling and Supporting Questions. They will get a chance to practice this skill before applying it in their response to the Inquiry Prompt. They will also revisit the skill with a second episode of *The Beat* where the same students will model applying the skill.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in the skill:

- construct:** to create by organizing and linking ideas, arguments, or concepts
- criteria:** the basis for comparison; reference points against which other things can be evaluated
- reflect:** to express a thought or opinion resulting from thoughtful review
- invest:** to expend money in order to earn a financial return
- final:** occurring at or forming an end or termination

Call on students to share definitions in their own words.

Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

SKILL MODEL

Project *The Beat* episode and use the following questions to prompt discussion. Allow students to use the annotation tool to answer the questions before you discuss them as a class. Encourage students to use the annotation tool to note places where the students are using elements of the checklist in their conversation.

- What is the difference between compelling questions and supporting questions? *Compelling questions are big questions that can have different answers, while supporting questions are fact-based questions.*
- How were the students able to shift one question to make it more compelling and relevant to the Chapter Inquiry? *The question "How are different countries going to share access to the moon?" was compelling, but the students realized the Chapter Inquiry involves more than just countries; it also includes businesses. So they shifted the question to be broader and came to "How should the international community share access to the moon?"*
- What information did the students determine they needed to ask with their supporting questions that would help them answer their compelling question? *They needed to know how governments and private companies are involved in determining access to the moon. They shaped their supporting questions around this information.*

COMMON MISCONCEPTIONS

One misconception is that questions need to have a single correct answer. However, compelling questions often have multiple possible answers supported by the evidence.

- When students draft their compelling questions, they should aim for questions that can evoke a variety of responses and perspectives.
- Students should be encouraged to ask questions that they can't yet answer.

4

COMMUNICATING CONCLUSIONS

ANALYZE MULTIPLE PERSPECTIVES

Remind students that effective communicators consider multiple perspectives when engaging in discussions. Have students use the Review and Discuss, Prepare, and Respond steps to analyze multiple perspectives to meet the needs of this specific assignment.

Use these strategies to facilitate the Harkness Discussion:

- If the discussion will take place in the classroom, arrange students into a circle or oval to encourage student-driven conversation. Place yourself behind the circle or oval to make it clear that you are merely an observer.
- If the discussion will take place virtually, arrange students into a shared discussion space online. Mute yourself during the discussion to make it clear that you are merely an observer.
- Explain to the class that when a student poses a question, other students should raise their hand to answer. The student who posed the question will direct the conversation by calling on peers to respond until the question has been adequately answered. At that point, another student will volunteer to pose their question.
- During the discussion, check off each student's name as they pose a question and answer a question.
- If you notice that certain students have contributed more than others, temporarily remove these students from the circle or oval to allow others to speak. Direct these students to record observations about the kinds of questions being asked and answered while they are taking a break from the discussion.

SAMPLE QUESTIONS AND SUPPORTING SOURCES

Student Compelling Question 1

Who owns the moon?

- Supporting Question 1: What do policy documents say about this issue?
- Supporting Question 2: How do commercial interests in the moon align with current lunar policy?
- Supporting Sources:
 - Jeff Bezos and Caroline Kennedy on Plans to Head back to the Moon
 - 1967 Outer Space Treaty
 - The Role of Commercial Space Transportation in an International Moon Village

Student Compelling Question 2

What actions can the United States take to protect their interests on the moon?

- Supporting Question 1: What national security concerns does the United States have about the moon?
- Supporting Question 2: How does current policy reflect these national security concerns?
- Supporting Sources:
 - The U.S., China, and the Future of Space
 - Cislunar Highway Patrol Systems



Student Compelling Question 3

How should international rules and regulations around lunar exploration be modernized and updated?

- Supporting Question 1: What laws and treaties regulating space exploration are currently in place?
- Supporting Question 2: What are some expert recommendations for updating lunar policy?
- Supporting Sources:
 - 1967 Outer Space Treaty
 - The U.S., China, and the Future of Space
 - Cislunar Highway Patrol Systems

INQUIRY RUBRIC AND RESPONSE

Review the rubric online with students before they begin their responses to the Inquiry Prompt.

Use the scaffolds below to differentiate instruction for your English language learners  and approaching-grade-level  learners.

SCAFFOLDING AND DIFFERENTIATION



BEGINNING, INTERMEDIATE, ADVANCED, AND APPROACHING: Sentence Starters

Sentence Starters

- The compelling question I posed at the beginning of the Harkness Discussion was . . .
- The supporting questions that I wrote were . . .
- These questions contribute to the Chapter Inquiry because . . .
- The enduring theme that my questions connect to is . . . because . . .
- Comparing and contrasting the sources made me realize . . .
- One new question I have is . . .
- The questions we asked changed the way I thought about U.S. lunar policy because . . .

NOTES

