

HMH SOCIAL STUDIES



UNITED STATES GOVERNMENT

PROGRAM **OVERVIEW**

We the People
secure domestic Tranquility, provide for the common Defence,
and our Posterity, do ordain and establish this Constitution

Article 1

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and each elector shall have one Vote.

Section 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

Section 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State, but the Congress may, by Law, alter or change the Times, Places or Manner of holding Elections for Representatives, except as to the Times and Places of holding Elections for Representatives in States where the General Assembly may not convene.

Section 5. The Congress shall assemble at least once in every Year, and such Meeting shall begin at noon on the 3d day of January, but they may, by Law, alter the Day of the Meeting.

Section 6. The Senators and Representatives shall receive Compensation for their Services, but no Increase shall be made during the Term for which they shall be elected.

Section 7. No Tax, Duty, Impost or Excise shall be laid on Imports or Exports, without the Consent of the Congress, except for Regulation of Commerce.

Section 8. The Congress shall have Power to lay and collect Taxes, Duties, Imposts and Excises, to regulate Commerce with foreign Nations, among the several States, and with the Indian Tribes;

Section 9. The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

Section 10. No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; or emit private Credits.

Section 11. The President shall have the Power to fill up all Vacancies that may happen during the Term for which he shall be chosen, by nominating and appointing, as he may think proper, but such Nomination shall be subject to the Advice and Consent of the Senate.

Section 12. The President may receive Ambassadors and other public Ministers.

Section 13. The President shall have the Power to grant Reprieves and Pardons for all Offences against the United States, except in Cases of Impeachment.

Section 14. The President shall have the Power to make Treaties, provided he shall obtain the Advice and Consent of the Senate, which shall consist of a Majority of the whole Number.

Section 15. The President shall have the Power to nominate and to appoint, as he may think proper, Judges of the supreme Court, Judges of such inferior Courts as may be, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law; but no Appointment shall be made unless by the Vote of a Majority of the whole Number.

Section 16. The President shall have the Power to grant Reprieves and Pardons for all Offences against the United States, except in Cases of Impeachment.

Section 17. The President shall have the Power to receive Ambassadors and other public Ministers.

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The unanimous

Whereas among the powers of the earth, the separate and distinct States should declare the causes which impel them to the separation with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness;—That whenever a Government, laying its foundation on such principles and will dictate that Governments long established should not be evinced a design to reduce them under absolute Despotism, it is their right to alter or to abolish it, and to institute new Government, laying its foundation on such principles and form, so that the safety, Liberty and Happiness of the People be best secured.

UNCOVER THE CONNECTIONS

HMH Social Studies United States Government asks students to uncover the connections and inspires them to look beneath the surface—to identify relationships, note influences, and introduce ideas that challenge assumptions.

The next generation of social studies offers flexible programs that foster students' curiosity and cultivate their analytical skills to succeed in college, career, and civic life.



HMH Social Studies

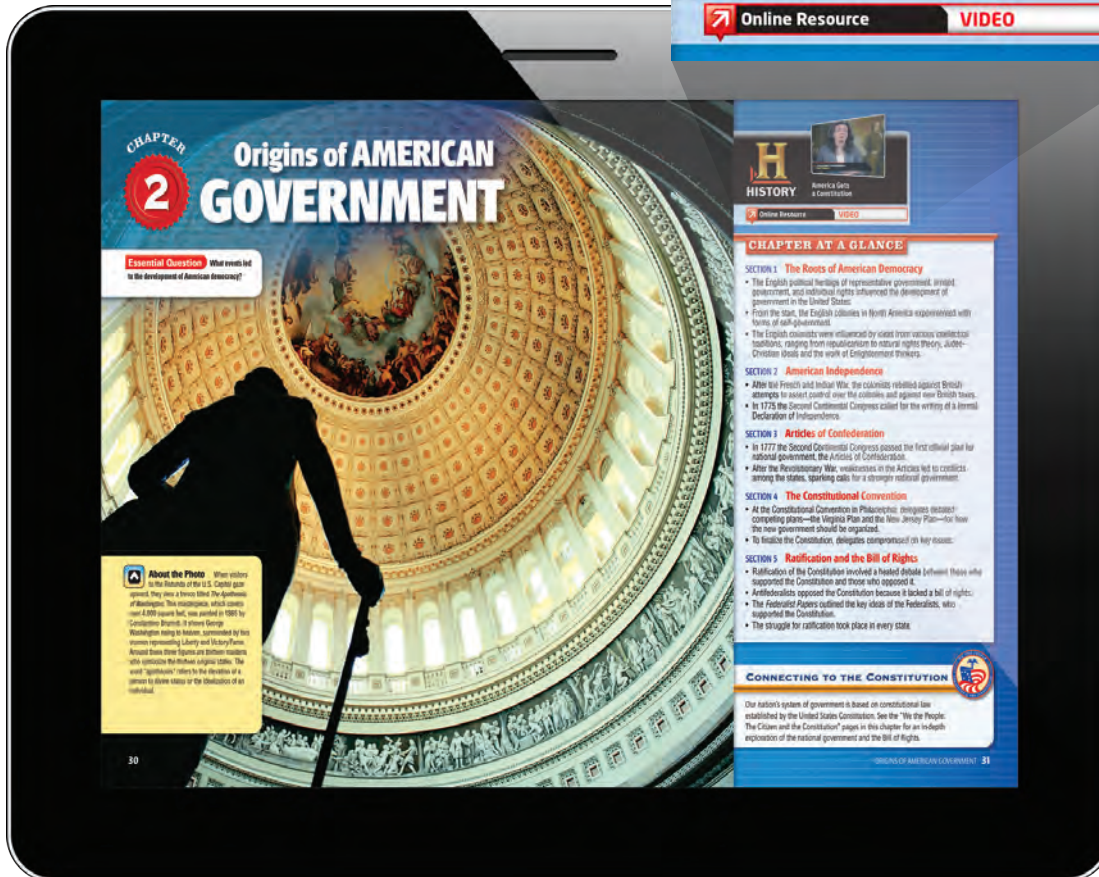
By delivering compelling narratives enriched with HISTORY® streaming video, we're connecting students to social studies through experiences that are energizing, inspiring, and memorable. With **HMH Social Studies United States Government**, teachers and students are equipped with the instructional tools needed for success, from easy-to-use teaching resources to planning and assessment tools.



Connecting Your Students to the Story

It's all about content with context. Your students learn best when quality narrative is blended with media, audio, and visuals for an immersive experience. **HMH Social Studies United States Government** provides relevant content to encourage the “Aha!” moments in your classroom.

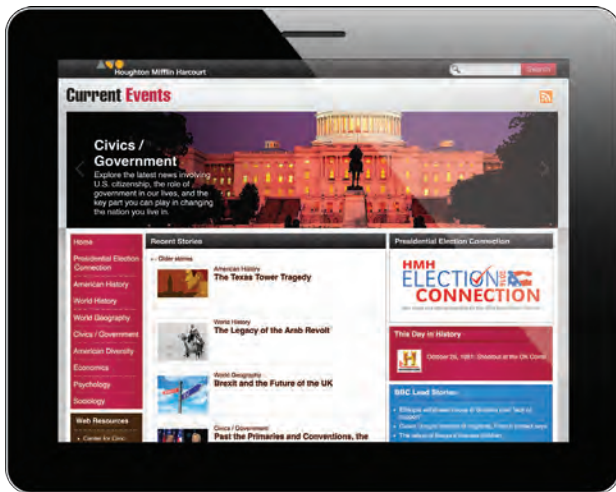
HISTORY videos bring content to life through primary source footage, dramatic storytelling, and expert testimonials.



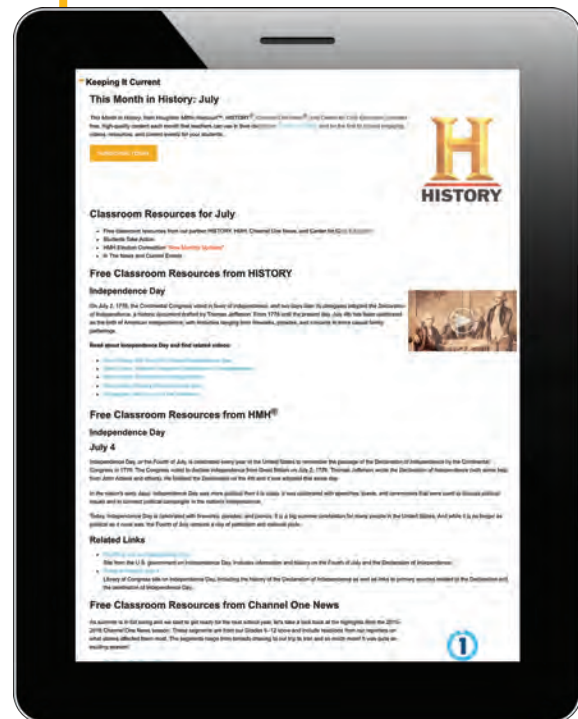


Channel One News[®] puts real-world events in context to inform today's digital-savvy citizens.

Keeping it Current provides free, high-quality content each month that teachers can use in the classroom.



HMH Current Events provides trustworthy articles on today's news to connect the classroom to current events.



Partners



HISTORY[®] is the leading destination for award-winning series and specials that connect viewers with history in an informative, immersive, and entertaining manner across all platforms. HISTORY has a long-standing record in providing teachers and students with curriculum resources that bring the past to life in the classroom. The network's content covers a diverse variety of subjects, including American and world history, government, and economics. The HISTORY website is located at history.com.



Center for Civic Education

The **Center for Civic Education** is an independent, nonprofit, nonpartisan organization providing comprehensive civic education programs. The Center is dedicated to promoting an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries. To advance this mission, the Center administers a wide range of curricular, teacher-training, and community-based programs.

You'll Promote Inquiry and Active Learning

HMH Social Studies United States Government offers the tools and support necessary to challenge students to approach government through active inquiry and prepares them for college and career readiness.

Case Studies illustrate concepts with real-world examples.

SECTION 1 Election Campaigns

Reading Focus
The purpose of election campaigns is to help the public learn about the candidates, so that voters can make informed decisions on election day. Candidates today take advantage of media exposure and public opinion to enhance the voters and defend their office.

What You Will Learn to Do
Analyze the role of the media and public opinion in election campaigns.

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Television and the 1960 Election

In the 1960 presidential election, Vice President Richard M. Nixon ran against Senator John F. Kennedy. The first televised debate between presidential candidates took place during the campaign. This groundbreaking event changed the face of election campaigns and began a pattern that still persists today.

Nixon, Kennedy, and the Cold War
During the presidential election of 1960, the Cold War rivalry between the United States and the Soviet Union defined most of the campaign issues. Following an impressive record of votes in Senate spot elections in the 1950s, a Senate-backed Commission government led by Fidel Castro came to power in Cuba. Americans viewed this event as a threat to the security of the United States.

During the campaign, Sen. Kennedy, a Democrat from Massachusetts, used his charisma to criticize the administration of President Dwight D. Eisenhower and his vice president, Richard M. Nixon, a Republican from California. Kennedy accused Eisenhower of not doing enough to help the people around the Soviet Union. A local Nixon delegate defended Eisenhower's policies.

Voters perceived that they had a choice between two very different candidates: age 43, Kennedy portrayed himself as the candidate for change. Nixon was only 45, but his connection to Eisenhower made some people feel like a part of America's past.

The Presidential Debate
The severe perception of the candidates was strengthened by the nation's first televised presidential debate on September 26, 1960.

CASE STUDY

Kennedy, tired from campaigning in California, looked fat and well-tired in a dark suit. In comparison, Nixon, who chose a gray suit and retained the making that people usually wear on camera, looked pale and tired from a long campaign swing through 23 states.

According to press reports afterward, some people who listened to the debate on the radio thought that Nixon had won. But most television viewers gave Kennedy the victory. This reaction showed that in the age of television, how a candidate looks can sometimes make a pretty important difference in the way voters see the candidates.

The Debate's Aftermath
The presidential election that followed was one of the closest in U.S. history. Kennedy won by fewer than 100,000 votes, out of nearly 69 million cast. Although some historians question how much the debate affected the final outcome, political scholars agree that the influence of television on election cannot be denied.

During the campaign and how they handle themselves on television has a great effect on voters. Election campaigns emphasize the action that appears on screen, and the way a person presents himself on himself can have a strong impression. Many voters also want to candidates to whom they can relate, and television plays a key role in showing a candidate's personality.

Today's voters give a great deal of their knowledge of the candidates from television. Candidates are well aware of the fact and use it to their advantage whenever possible.

What You Will Learn to Do

1. Why did you think Kennedy had to beat Nixon to become president?
2. How did the debate change the way you think about the candidates?
3. How did the debate change the way you think about the candidates?

CONNECTING TO THE CONSTITUTION

We the People

Individual Rights and the U.S. Constitution

The purpose of the Constitution is to protect the rights of citizens from government overreach. To ensure the stability of the Constitution, the framers included a Bill of Rights that would protect individual rights.

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The Center for Civic Education co-developed the *Connecting to the Constitution: We the People and What Do You Think* side margin features that promote critical thinking and foster participation skills.

Activity Rewording the Bill of Rights

Organize students into ten groups. Give each group one of the ten amendments in the Bill of Rights. Then give the groups five minutes to reword their amendments using simple, everyday language. Each group should take into account the opinions of all its members when rewording the amendment.

Interpersonal

Activity Free Speech at School

Remind students that through several decisions, the Supreme Court has limited free speech at school. Organize students into two groups and have them debate whether or not a school principal or other school authorities should have the right to ban articles from appearing in the school newspaper.

Interpersonal


Info to Know

USA PATRIOT Act In September of 2001, a federal judge ruled portions of the USA PATRIOT Act to be unconstitutional. Judge Victor Marrero then asked the FBI to quit obtaining e-mails and telephone information from private companies without a warrant. The judge ruled that these actions violated the First Amendment.

Activity Free Speech at School
Remind students that through several decisions, the Supreme Court has limited free speech at school. Organize students into two groups and have them debate whether or not a school principal or other school authorities should have the right to ban articles from appearing in the school newspaper.

Interpersonal

Debating the Issue presents opposing viewpoints that frame a debate for students to explore with “What Is Your Opinion?” assessment questions.

What Is Your Opinion? 

1. Do you agree with Justice Brandeis's statement from his *Olmstead* dissent, above? Why or why not?
2. Should the Constitution be interpreted more literally or more broadly? Write a short paragraph to support your opinion.

DEBATING THE ISSUE

The Constitution and Privacy

As a matter of constitutional interpretation, does the right of privacy exist?

THE ISSUE

Does the Constitution protect your right of privacy? The Constitution does not explicitly mention such a right, but many people argue that the Constitution and Bill of Rights, when read as a whole, protect an implied right of privacy. This approach to constitutional interpretation is sometimes called “loose construction.” Other people, calling for “strict construction,” argue that the Constitution should be read literally. The words on the page mean exactly—and only—what they say. When the Constitution is read strictly, people argue, it is improper to protect a broad right to privacy.



Many cities now use surveillance cameras to help deter crime, monitor public places, and catch drivers running red lights.

VIEWPOINTS

Loose Construction The Fourth Amendment to the U.S. Constitution states that the right of the people to be “secure in their persons, houses, papers, and effects against unreasonable searches and seizures, shall not be violated... but upon probable cause.” Justice Louis Brandeis wrote in his dissent in *Olmstead v. United States* (1928), a case considering the government’s right to use evidence obtained by illegal wiretaps, that “the right to be let alone [is] the most comprehensive of rights and the right most valued by men. To protect that right, every unjustifiable intrusion by the government upon the privacy of the individual, whatever the means employed, must be deemed a violation of the Fourth Amendment.” Brandeis argued that by looking at the Constitution and the Bill of Rights as a whole, an individual’s privacy is protected. His position was affirmed in *Griswold v. Connecticut* (1965), in which the Court ruled that the various guarantees within the Constitution together create a general right to privacy.

Strict Construction Strict constructionists, beginning with Thomas Jefferson, argue that Congress should be able to exercise only the powers expressly given to it and only those implied powers that are absolutely necessary to carry out the expressed powers. Allowing the Court to interpret the Constitution broadly takes away the power of Congress to make laws. Since the word *privacy* does not appear in the Constitution or Bill of Rights, is it reasonable to infer that people have such a right? Justice Hugo Black, who believed that strict construction was necessary in order to rein in judicial power, argued in his dissent in *Griswold* that because an explicit right of privacy is not found in the Constitution, such an inference is improper. In his dissent, Black stated that he found nothing in the Constitution that gives the Court the power to set aside laws when it believes that the laws are “unreasonable, unjust, arbitrary, capricious or insubstantial.” Black voted to uphold the Connecticut Statute and found no protected general right of privacy.

What Is Your Opinion? 

1. Do you agree with Justice Brandeis's statement from his *Olmstead* dissent, above? Why or why not?
2. Should the Constitution be interpreted more literally or more broadly? Write a short paragraph to support your opinion.

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THE CONSTITUTION 77

Student Casebook



UNITED STATES Government

★ ★ PRINCIPLES IN PRACTICE ★ ★

- Use graphic organizers to increase understanding of key government concepts
- Participate in simulations that provide firsthand experience in the political process
- Role-play to solve local, national, and global issues



The **Student Casebook** supports the Interactive Chapters with graphic organizers and additional resources to complete simulations.

Supporting **Learners** the Way You Want

HMH Social Studies United States Government presents material and activities in a variety of ways to allow students and teachers to choose the path that works best for them.

Chapter Summary

The Constitution both defines and limits the powers of Congress.

The Senate, with its members representing equally each state, has members from each of the 50 states.

Congress is the branch of government that makes laws. It is divided into two houses, the House of Representatives and the Senate.

The House of Representatives is the more representative house of Congress. Representatives are elected to represent a state's population.

The main job of Congress is to make laws. In addition, it approves presidential appointments and approves the federal budget.

COMPREHENSION AND CRITICAL THINKING

Use information from the graphic organizer to answer the following questions.

1. Describe What is the source of Congress's power?
2. Compare How does representation in the House of Representatives compare to representation in the Senate?
3. Evaluate What is your opinion about the Framers' decision to limit the powers of Congress?

The **Interactive Reader and Study Guide** helps students as they read and take notes while reading adapted-level summaries.

Skill support provides focused instruction on key social studies skills.

Separation of Powers

The powers of government are divided among the legislative, executive, and judicial branches.

Legislative • Makes laws 	Executive • Carries out laws 	Judicial • Interprets laws
Executive	Judicial	Legislative
Checks and Balances Each of the three branches of government has ways to check, or limit, the powers of the other branches.		
<ul style="list-style-type: none"> • Can veto acts of Congress • Can call special sessions of Congress • Can suggest laws and send messages to Congress 	<ul style="list-style-type: none"> • Can declare acts of Congress unconstitutional through the power of judicial review 	<ul style="list-style-type: none"> • Can impeach and remove the president • Can override veto • Controls spending of money <ul style="list-style-type: none"> • The Senate approves or rejects certain presidential nominations. • The Senate must ratify all formal U.S. treaties.
<ul style="list-style-type: none"> • Appoints federal judges • Can grant reprieves and pardons for federal crimes 	<ul style="list-style-type: none"> • Can impeach and remove federal judges • Establishes lower federal courts 	

Skills Focus INTERPRETING CHARTS

Analyzing How do checks and balances reinforce the separation of powers?

Skills Focus INTERPRETING CHARTS

Analyzing How do checks and balances reinforce the separation of powers?

Differentiating Instruction Below Level

Struggling Readers

1. Begin by asking the class to list some of the things for which our taxes pay, such as the military, roads, schools, police and fire protection. Point out the different kinds of taxes, such as federal and state income taxes, property taxes, sales tax, and gasoline taxes. Make lists for all to see.
2. Instruct students to work individually to create their own chart supported by taxes. Add to the class list.

items by what they believe to be their order of importance.

3. As a class, go over the students' lists. Ask: Which of these services do you think are essential? Which do you think are not essential? What do you think might happen if governments did not provide these services?

Logical/Mathematical

Differentiating Instruction Research Required Above Level

Advanced/Gifted and Talented

1. Remind students that when the Declaration of Independence was written, nine colonies were royal colonies.
2. Have each student pick one royal colony and conduct research on its early government. Students should determine how this colony's government changed from its founding up until July 4, 1776.
3. Tell students to use their research to write a letter dated July 1776 to a relative in a nearby colony. In their letters students should discuss changes that are taking place in their colony's government. In addition, they should discuss their feelings about these changes. For example, do these changes affect their feelings toward the king of England?

Intrapersonal, Verbal/Linguistic

Alternative Assessment Handbook: Rubrics 1, Acquiring Information; and 25, Personal Letters

Differentiating Instruction Below Level

English-Language Learners

1. Review the information in the text about the Boston Tea Party. Discuss the sequence of events with students to ensure that all understand both the colonial and British point of view about the event.
2. Discuss that songs and poems were important in Revolutionary times. They showed people's patriotism and raised their commemorating the Boston Tea Party.
3. Ask for volunteers to sing their songs or recite their poems to the class. Students may choose to ask one or two friends to help them with their performances. Some students might use rhythm instruments while singing or recite poems in a choral fashion.

Auditory/Musical

Differentiating Instruction Below Level

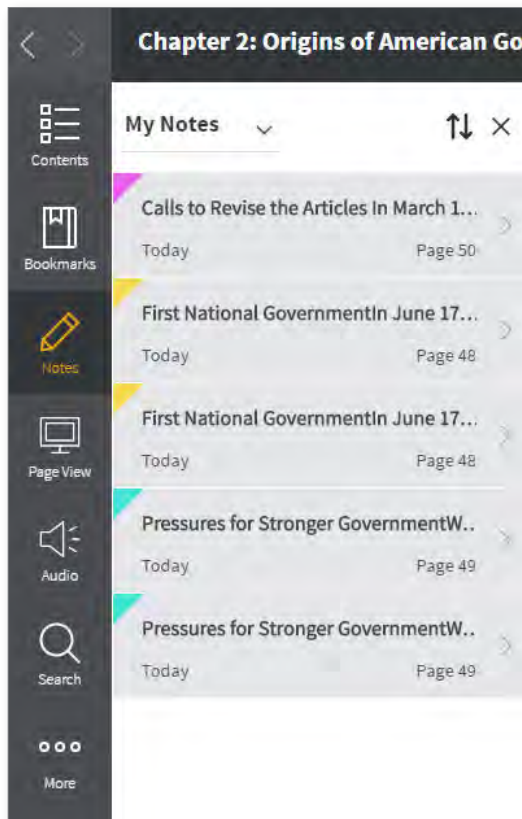
Special Needs Learners

1. Ask students as a class to explain the major events leading up to the signing of the Declaration of Independence. Tell students to use their own words, rather than simply repeating the wording used in this section.
2. Organize students into small, mixed-ability groups. Explain that each group is going to create a skit, a short play, about these events. Each skit should include at least four events and conclude with the signing of the Declaration of Independence.
3. Each group should appoint a narrator to describe the events. Then other members of the group should act out the events.
4. Have each group present its skit.

Kinesthetic

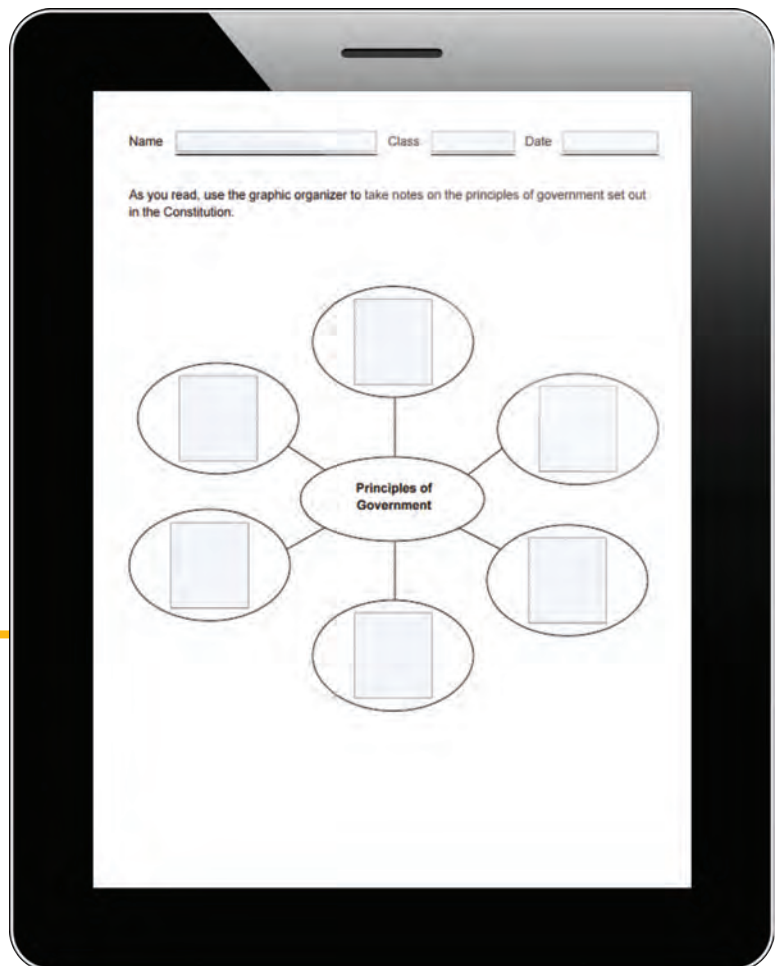
Alternative Assessment Handbook: Rubric 33, Skits and Reader's Theater

The **Teacher's Edition** supports you as you plan and deliver instruction for different levels of students and different types of activities.



Notes gives students the opportunity to take notes while reading the text. They can easily access them and review them later to ensure comprehension.

Interactive Lesson Graphic Organizers help students process, summarize, and track their learning.



You'll Love the Flexibility and Customization

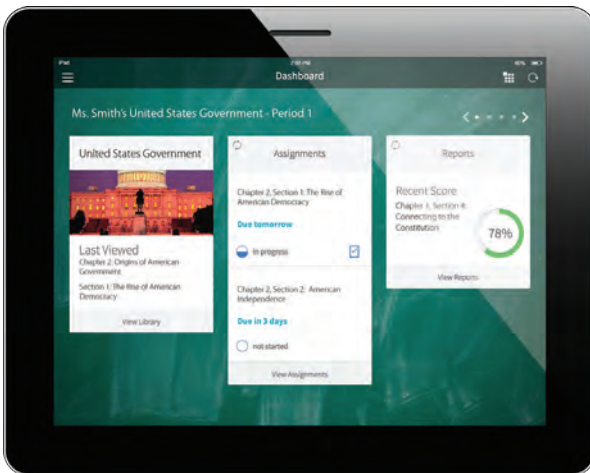
HMH Social Studies United States Government delivers maximum compatibility with options to support various levels of connectivity and devices.



The **Online Student Edition** resides on a responsive learning system enabling it to function across operating systems and devices.

Features Include:

- Audio
- Highlighting and Notetaking
- Access to Interactive Reader and Study Guide and more



HMH Player® gives students and teachers the flexibility to download individual lesson material, work offline, and re-sync upon reconnecting. You can also create custom lessons and add your own content.



Your **Online Teacher's Edition** is organized into three main sections:

1. Discover—Quickly access content and search program resources.
2. Assignments—Create assignments and track progress of assignments.
3. Data & Reports—Monitor students' daily progress.

The **Support You Need**— When You Need It

Our comprehensive professional learning solutions for leaders, teachers, and families are data- and evidence-driven, mapped to your goals, centered on your students, and delivered by master educators. These tailored, flexible solutions were designed with one goal in mind: to help you more effectively prepare students for college, career, and civic life—known as the C3 Framework for Social Studies State Standards.

Start Strong, Finish Stronger

A Getting Started with **HMH Social Studies US Government** course will orient you to the program materials and technology, examine the instructional routines, help you support differentiation, and provide effective whole- and small-group instruction.

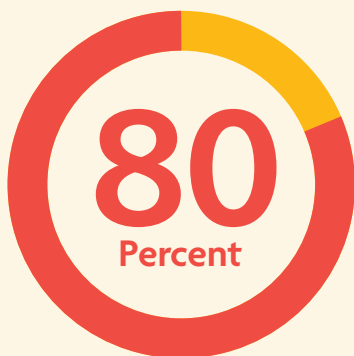
Need additional support with technology? Our **technical services team** can help you plan, prepare, implement, and optimize your technology so you can get the most out of **HMH Social Studies US Government** digital tools.

Build Capacity, Ensure Success with In-Classroom Support

You'll get even more personalized support with our **Team and Individual Coaching**. We'll be there to help you plan your lessons and model how to incorporate instructional strategies that help students master C3 concepts.

- ✓ Connect with history and apply it to real life.
- ✓ Deepen investigations by identifying relationships, noting influences, and challenging assumptions.
- ✓ Develop questioning skills, identify bias, and draw conclusions independently.

Proven Results



In 2014, 80% of teachers reported that coaching significantly strengthened their classroom instruction.

Based on national survey data collected from teachers who received coaching from HMH® during the 2014–2015 school year

For more information regarding HMH Professional Services, visit hmhco.com/professionalservices

HMH SOCIAL STUDIES



UNCOVER THE **CONNECTIONS**

For more information and to review online materials, visit:
hmhco.com/hmh-social-studies

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