

SOCIAL STUDIES

And the News

INCLUDING:

- Investigative Thinking
- Foundations of American Government
- Responsibilities of Citizens
- Political Process
- Organization and Powers of Government
- Economic Decisions in the Market Place
- Structures and Function of the U.S. Economy

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The Government, The Newspaper, and the Bill of Rights

I. Use primary sources, including maps, charts, graphs, and visuals to gain information.

- 1. Find the Index on the front page of the newspaper.**
 - a. What is the volume number of this newspaper?
 - b. How many sections are in today's edition?
 - c. Are there any special sections? (E.g., Employment, Food, TimesWeekend, etc.).
 - d. On what page is the weather map?

- 2. Turn to the weather map (AccuWeather Forecast) you located in 1d.**
 - a. How far in advance does the forecast indicate?
 - b. Look at the key in the upper right corner. Using the color key, find the coldest area on today's weather map. Find the warmest area.
 - c. What is the difference between the predicted high and low temperatures for Raleigh, North Carolina? What is the predicted weather in Raleigh?
 - d. What is unique about this date in weather history?
 - e. When is high tide in Annapolis today?
 - f. What is the Regional Forecast for the West Coast?
 - g. When is the next full moon? What was the low temperature in Moscow yesterday?
 - h. What is the weather forecast for Acapulco?
 - i. Looking at weather trends, determine how current temperatures compare with normal temperatures.
 - j. What is today's Air Quality Index?
 - k. What time will the sun set today?

- 3. Look at the pictures on the cover of the Main section (A1)**
 - a. What is the source of each photograph? (E.g., AP, France-Press, Washington Times Photographer)
 - b. Why were these photographs selected? What do they illustrate?
 - c. What do you think happened immediately before the photo was snapped? Immediately after?
 - d. Was the photo staged or candid?
 - e. What do you think was cropped (cut) out of the photo?
 - f. Who else was in the area when the photo was taken?
 - g. What is the venue in which the picture was taken?
 - h. How do you know that the photo is real and true to the event?

- 4. Find the Classified ads. (Look in the index.) What is the classification number for:**
 - a. Employment.
 - b. Transportation
 - c. Merchandise
 - d. Residential Rentals

5. Find a movie that you want to see. At what times is it showing tomorrow? Are there bargain matinees? At what time(s)?

A "maverick" is a photograph that stands alone with no accompanying article.

6. Locate a maverick in today's paper. Put yourself in the position of an editor who decides to run the photo and explain what story it tells.
7. Find the Steiner cartoon on page 2. Explain how it relates to the news.
8. Find the Garner cartoon in the editorial pages. Explain the cartoon in reference to news.
9. Find the Washington Day Book in the A section.
- What is the president doing today?
 - Which Senate committees are meeting today?
 - Which House committees are meeting today?
 - Does the Supreme Court have any arguments scheduled? If so, what are they?

A "pull out" is a representative quotation taken from an article. It is intended to pique interest and provide insight into the substance of the piece.

10. Find at least one article with a "pull out. Before you read the quotation, read the story to find a ten – fifteen-word quotation that you think best represents the article. Compare your selection with the Copy editor's. Be prepared to explain why you chose your quotation.

A graphic is any map, chart, graph, drawing, or other visual representation designed to illustrate or clarify a point.

11. Identify and explain the purpose of at least four of the graphics in today's newspaper.
12. Create a chart or graph to represent an idea in today's newspaper. Some stories conduce to this idea. How many people were hurt, killed, missing as a result of natural disasters, for example. Or how many stories in today's newspaper are related to health, environmental issues, Constitutional issues, etc. Some stories are filled with statistics without a graphic to demonstrate them visually.
13. Select two or three articles from today's newspaper. Each student will read the articles through two or three times and decide on what drawing or other graphic would best accompany the article.
14. Create a political editorial cartoon to illustrate a contemporary news issue.
15. Rank the stories on the cover of the Metropolitan section (or any section) in the order of importance. Discuss whether the order changes depending on whether the publication is a national newspaper, a regional newspaper, an association publication, or a specialty publication (such as *The Sporting News*).

16. First as individuals and then in groups of three or four, rank the order of importance for the stories throughout today's newspaper. As if you were the editor of:
- A local newspaper
 - A national newspaper
 - A sports newspaper
 - An entertainment newspaper
 - A crime newspaper
 - A human interest newspaper
17. Write cause and effect statements for four of the stories in today's newspaper.
18. As a class, select one story from the cover of the main section and one from the cover of the Metropolitan section. For each story, look for information that is not relevant to understanding the story.
19. Watch an event after school or during a break. Take notes on what you see and write a newspaper story about it, giving complete details and eliminating all irrelevant information.
20. Watch the television news and take notes on two of the top stories. (You need to predict which stories are sufficiently noteworthy to be in the next day's newspaper, and avoid the fluff designed to entertain the television news audience.) Compare the television news treatment with the same story in the newspaper, and, if possible, on the Internet via a wire service. Write a summary of the information obtained from the three sources.
21. Follow a specific news story for three to five days. At the end of the time, summarize what you have learned.
- Do the same exercise with a specific country, state, or issue.

An unsigned editorial is a statement of opinion that reflects the newspaper's official position on an issue.

VI. Distinguish between fact and opinion.

22. Read through the editorials in today's newspaper. Select one to read more carefully.
- On your paper make two columns, one for fact and one for opinion. List each fact and opinion from the piece you have selected.
 - On a separate sheet of paper, write a fact or opinion to counter those in the editorial.
 - Write a rebuttal to the editorial.
 - If you like the result of your writing, add the elements of a business letter and send it to the editor. In order to be published, the letter must include your name, address, and telephone number (for verification.)
23. Repeat the preceding exercise using a signed column by an opinion writer.
24. Scan the news on the covers of the main section, the metropolitan section, and the Sports section. Find examples of opinion that creep into the news. Also look for loaded words, that is word choice that subtly influences the reader's opinion. (E.g., "horse" is a neutral term, but "nag," indicates a broken-down horse and "steed" connotes a proud, fast horse.)

VII. Recognize bias and stereotyping.

25. Look for examples of stereotype in the Comics section. Explain what you think is the basis for the stereotype and discuss exceptions that you have noted.
26. Look for examples of controversy in the news, including articles about freedom of speech, religion, or the right to privacy. After collecting three or four such articles, formulate a thesis that represents your opinion. Write a letter to the editor, giving your point of view. Be sure to include an introduction (what you are writing about), a body, (provide at least three reasons you believe that your position is correct), support your reasons (with examples or explanation), and a conclusion (what action or position do you recommend?)
27. Are all ethnic groups treated alike? Notice how often specific groups are mentioned in the news. What is the nature of the news? How many stories refer to Jews or Muslims, African Americans or Chinese, for example? How are the groups treated?
28. Look for examples of unnecessary labeling. Are persons identified as white or adopted or Christian when such identifiers are not germane to the story? What is the implicit message?
29. Scrutinize photographs to judge whether the images offer a pattern. Are certain groups only pictured with weapons or in a hostile setting? Are others portrayed in a better light?
30. Read carefully for subtle defamation. “Gypsy,” for example, is a fairly common term, but many people don’t realize that it is a derogatory term for “Egyptian.” Look for other examples of terms that make unsavory references to persons or groups of persons.
31. One editor deleted the adjective “articulate” from an opinion column on the basis that it was “code” for African –American. She argued that one does not say articulate for white people because it is not a surprise. Look for examples of verbiage that belies a prejudice. Are there certain modifiers that reinforce subtle racial, ethnic, or religious groups?
32. Look for examples of hypersensitivity. As in the previous example, sometimes “a cigar is just a smoke.” The word “gorilla,” for example has been demonized in referring to people on the grounds that it is racist. Are there examples of whites being called bi gorillas? Can you find examples of hypersensitivity instead of intentional insult?
33. Are the sexes, the races, and other groups treated equally? Can you find examples of “reverse racism”? “Reverse sexism”?
34. How are adolescents and children portrayed in the news? Look for stories that make assumptions based on the way young people dress or whether they have body piercing, for example. Do you think minors are treated fairly in the media?
35. Make two folders: one for people under 21 who are shown in a favorable way, and one for the same group shown negatively. Write a letter to the editor in which you reveal your findings.

36. Are different occupations treated the same? Are blue collar workers treated the same as white collar workers? Look for examples of language that might indicate that the reporter feels differently about different groups.
37. Are “senior citizens” treated respectfully or condescendingly? Do you find examples of ageism?

Foundations of American Constitutional Government

IX. Explain fundamental principles: consent of the governed, limited government, and rule of law .

38. The United States is a democracy with federal, state, and local laws, bylaws, and Ordinances. Look through the newspaper for at least six examples of law- or rule-breaking. For each example, clip the article, attach it to your paper, and explain whether it is about breaching a law, rule, or social convention. Identify the law, rule, or convention.

The Bill of Rights In the news

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

39. One of the least frequently cited freedoms included in the First Amendment is the right “to petition the government for redress of grievances.” Keep a folder of news items that demonstrate the various ways that citizens exercise their right to petition the government.
40. The First Amendment is probably the most cited amendment in the Bill of rights, the first ten amendments to the U.S. Constitution but even more than 200 years after it was written, we disagree about exactly what it means, especially in terms of the freedom of religion. Look for articles about challenges to religion, and compare the issue with what the First amendment actually says. Decide whether each article is a violation of the letter and the spirit of the amendment.
41. How would life in the United States be different today if this amendment were not included in the Constitution?
42. Look for censorship stories about a small minority forcing their will on the majority. Does barring *Harry Potter*, for example, often cited as being anti-family and pro-witchcraft, violate the first Amendment?
43. Find stories of challenges to religious groups meeting on public facilities. Do you believe that it is constitutional for them to be banned from meeting?

44. Look for other stories that suggest that we are becoming, as some claim, an anti-religious country. Does the government seem to be discouraging all religion in its earnest attempt to avoid forcing a particular one on its citizens?
45. Are all religions treated equally in the new? Pay careful attention to religious references. Do you see evidence of religious bias? Are smaller religions favored?
46. From today's newspaper, clip or mark articles that you think would not have been printed if the government could censor the press. Explain why you think these would not be published?
47. Think of three or four active organizations, persons, groups, or agencies with strong positions on an issue or several issues. Imagine that one of them could control the press. What other articles in today's news would not be published?
48. Is there ever a good reason for censorship? Are there facts or ideas that should not be published? What are they? Explain your answer.
49. Write an essay or "opinion editorial" about the importance of the First Amendment to the Constitution.
50. The freedom of speech does not mean that we have the right to say anything, regardless of consequences. Look for news about what speech is not guaranteed under the Constitution. Write your opinion in a letter to the editor.
51. As is the case with speech, freedom of the press is not absolute. Look to the newspaper for examples to challenges of the press – and electronic media, not only libel, but also national security or invasion of privacy. Create a file of articles pertaining to freedom of the press in preparation for a class debate on the limits to a free press.
52. Although the First Amendment guarantees the right to peaceable assembly, citizens who assemble without a permit are subject to arrest. Even silent protestors can be subject to arrest. Follow the news for examples of limits on protest and free assembly. Discuss whether these situations are unconstitutional.

Amendment II

A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

53. Why has this subject been so much in the news?
54. Look through today's newspaper to find articles, columns, or cartoons that refer to guns or gun control. Draw a circle around them and keep a record of the page and the title of each piece. If it is a cartoon, write the page number and the caption or dialogue.
55. Read the material that you found and write a summary of its content. Does any of this material refer or relate to the Second Amendment or the right to bear arms? Should all citizens have the right to carry weapons? Do you think that that is what this amendment says?

56. Do you think that the amendment would be written the same way if it were written now, more than two hundred years later?
57. In an essay, give your opinion, three reasons that you believe that your opinion is correct (give as many facts or references to what you have read as you need), and then conclude by repeating the three reasons that you believe your opinion is the right one.
58. After everyone has written a final draft, have two students or two pairs of students debate the issue. The class should vote on which side won the debate, and students should be prepared to explain what arguments were most persuasive.
59. Gun control is a continuing question. Given the introductory phrase predicating the right to keep and bear arms on the necessity of a “well-regulated Militia, look for arguments about gun control in the newspaper and discuss whether they adhere to the spirit of the Constitution.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

60. Why do you think we usually do not argue about or discuss this amendment? Do we need the Third Amendment?
61. Would you punctuate it the same way if you were writing this amendment today?
62. Look at the Declaration of Independence. Do you find a specific complaint that this amendment addresses? What do you think were the reasons that this amendment was included in the Bill of Rights?
63. Are there places in the world where this right is violated today? Look through your newspapers for a week or so to see whether you can find examples of governments or rebels not observing this right.
64. Research what events in our history resulted in the inclusion of this amendment.
65. Write a letter to the leader of a country in which this right is not observed. Persuade the government that citizens deserve such a right.
66. While United States citizens are protected against being forced to have soldiers quartered in their homes, that is not the case in every country. Look for examples of citizens being subject to the whim of the military in their own respective countries.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

67. What specific words or phrases in this amendment do you recognize? Where have you heard or read about them?
68. Each of the items in the Bill of Rights springs from conditions colonists faced under King George III. Many of the complaints are enumerated in the Declaration of Independence. Refer to the Declaration for specific abuses and then look for examples of similar abuses in other countries today.
69. Look through your newspaper to find examples of disputes about "probable cause" or "search and seizure." What are the issues involved?
70. How would life today be different without the protections in this amendment?
71. Do all countries have these guaranteed right?
72. The right to privacy is becoming increasing difficult to defend. Electronic surveillance, security cameras, technology that can invade a home without physically entering it, and computer hacking are only some of the assaults on personal privacy. Look for examples of law enforcement officials testing the limits of electronic intrusion and for stories about citizens who aver that their right to privacy has been invaded.
73. Critics claim that racial profiling results in unlawful vehicular searches. Look for challenges to search warrants, arrest and searches, and probable cause. Discuss where the line is drawn between the right to privacy and the public welfare.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Before we look at the full text, take a few minutes to find the definition of grand jury, capital offense, infamous, presentment, indictment, militia, eminent domain, and jeopardy. If you have time, find the origin and history (etymology) of the word "jeopardy."

74. What conditions before the Revolutionary War might have led to the first sentence of this amendment?

75. What exception does this amendment make for trial without benefit of an indictment?
76. Interestingly, this Amendment guarantees the right to "life, liberty, and property." What are the three specific rights claimed in the Declaration of Independence?"
77. All citizens, including minors, are guaranteed "due process of law." What does "due process" mean? Find examples in the newspaper.
78. "Due process" has become as prevalent in the schools as in the police station. Look for evidence of due process. When does it seem to be more of a problem than a protection?
79. Finally, another guarantee in this amendment is that private property shall not "be taken for public use, without just compensation." Can you find historical examples of a government's taking property without justly compensating private owners?
80. Look for stories that include the phrase "eminent domain."
81. Some land is set aside as wetlands or as "protected" on environmental or ecological grounds. Look for lawsuits that pit the rights of landowners against the public welfare.
82. Look for stories of people who are forced to leave their homes to make way for roads or other amenities. Do the families think that their compensation is sufficient? What recourse do they have?
83. Look for other examples of the Fifth Amendment at work in the news.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

84. If you cannot afford an attorney . We know these words from the Miranda warning stem from this amendment. Look for examples of defendants being represented by a public defender.
85. In your newspaper, find articles about:
 - a. Situations in which prisoners –sometimes journalists - have been held for long periods of time without knowing when or if they would be tried;
 - b. Situations in which people are not tried by a jury of their peers, or regular citizens from the area in which they live;
 - c. Situations in which the accused is not allowed to have witnesses in his favor;
 - d. Situations in which the accused does not have the right or opportunity to face his accuser.
86. How might living in the United States be different without the guarantees in this amendment?

87. Find examples from history in which citizens did not enjoy these rights. What was the result? Do you read news about countries in which these rights still are not guaranteed? What do you predict will happen in these countries?

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

88. How is this amendment different from the previous one?
89. What was the value of twenty dollars in the Eighteenth Century compared with the value of twenty dollars today? Can you find examples of persons going to small claims court?

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

90. What constitutes excessive bail? Look through the paper for instances of persons who have been released on bail. When you can find the amount of the bail, determine whether you think it is a fair amount. Remember that, in most cases, the accused pays a bail bondsman only 10% of the bail.
91. Search for fines imposed by the courts. Review the case and determine whether you think the fines were reasonable. What factors should be considered in determining the amount of a fine?

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

92. This amendment ensures that American citizens might have rights that are not specifically mentioned in the Constitution. Look through your newspaper for examples of some rights that are not included in the Bill of Rights. In particular, look for references to amendments beyond the tenth, and note what they guarantee.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

93. The Tenth Amendment is the basis of the concept of "states' rights." Look to the newspaper for examples of the rights reserved by the states and those that are delegated to the Federal Government.

94. Do you see evidence in the newspaper that the rights of the individual now outweigh the rights of the majority? Look for news in which one person's imposes his will on everyone else. Is that a flaw in our way of government or does it prove that the government is working?

XII. Demonstrate how individuals participate in civic life.

95. Find newspaper articles about meetings that invite citizen participation. These might include the planning commission, the school board, parks and recreation, and many others.
96. Look for articles about citizens who advocate change in the neighborhood, city, county, state, or country. Record the issues and the forms of protest and/or activism employed. What outcome do you predict, based on issues, the number of advocates, the socioeconomic or political position of the advocates, the approach used?
97. Select an advocacy issue that affects your area. Maintain a notebook of the stories related to that issue and write your thoughts as the issue progresses.
98. Look for notices of meetings that you might attend to voice your opinion. Attend one of these meetings and write a newspaper article about what transpires.
99. Look for examples of boards and commissions that are inviting application for membership. What are the requirements for serving?
100. Find when and where a commission will meet. Attend and take notes on what occurs. Write a newspaper column, article, or letter.
101. Look for letters to the editor about citizens' concerns about the government. What are the issues that seem to be controversial?
102. Look for paid political ads. Note who sponsored them and what the message is.

XIII. Explain the functions of political parties.

103. Who is the House Majority Leader? How does he influence legislation? Look for newspaper articles and columns that discuss the power wielded by the Majority leader.
104. Which party controls The United States Senate? House of Representatives? The White House? Look for newspaper articles that demonstrate the balance of power between the two major parties.
105. What issues do Democrats promote? Republicans? How do you see their legislative agenda promoting their respective philosophies?
106. Are some states more democratic and some more republican? Look in the newspaper for patterns that indicate whether each state is more liberal or conservative? What are some of the factors that might shape one's philosophy? What evidence do you see in the newspaper?

XIV. Evaluate the impact of the media on public opinion.

107. A free press has ramifications for politicians and government officials. Look for charges of excesses, abuse, or misuse. What is the role of the newspaper in government?
108. Look at the editorials near the end of the A section. What is the purpose of each of the pieces? Are they persuasive? How?
109. Make it a habit to read opinion columnists. After reading several by a given columnist, try to formulate an opinion of his or her political/philosophical position. How much power do you think an opinion columnist has? Where does that power lie?
110. What kinds of stories are on the cover of the main section (Page 1)? Evaluate the impact of a story that appears on page 1 as opposed to the same story appearing on page 3 or page 13. To what extent do the media determine what news will become controversies?
111. At election time, whether local, state, national, American or foreign, pay particular attention to the factors that influence voter turnout and the impact of voter turnout on various candidates and referenda.

Prologue to the Constitution of the United States

We the People of the United States, in Order to form a more perfect Union, establish Justice, assure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

XVI. Explain the purposes of the Constitution's Preamble.

112. Bearing in mind the prologue to the Constitution and the Amendments you have already considered, look through today's newspaper for examples of whether the framers of the Constitution achieved their purpose as stated in the Prologue. In particular, be prepared to cite specific examples of the Constitution working in regard to establishing justice and promoting the general welfare.

XVII. Explain the relationship of state government to national government in a federal system

113. We have already explored the concept of state's rights, but states are not independent. Look for examples of news stories in which states seek relief or support from the federal government.

114. The federal government regulates interstate commerce, provides legal assistance through the federal courts, and the FBI, for example, and other services including the Center for Disease Control and the Food and Drug Administration. Scan the newspaper for examples of federal agencies that provide assistance to the several states. Consider the states' loss if the federal government no longer provides these agencies and services.

115. Keep a file of the actions of federal government agencies and state government agencies. After a week or ten days, evaluate which government wields more power over our day-to-day lives.

116. Keep a tally of how often the federal government is mentioned in the newspaper. Consider whether proximity to Washington, DC, is a factor. That is, do newspapers in Wyoming carry as much federal news as a newspaper in Virginia, for example?

117. Write letters to newspapers around the country, asking for a complimentary copy of an issue in the near future. All students should request the same date. Compare stories to profile the readership area. (Teachers: If you do not have a "Target Date" guide, request one from your NIE Coordinator.) On the Internet, Yahoo carries a comprehensive list of newspapers and their addresses around the world.

XVIII Explain the principle of separation of powers and the operation of checks and balances.

118. We have already observed some of the consequences of a two-party system. When one party controls Congress another controls the Executive branch, the tension creates its own system of checks and balances. Scan the newspaper for examples of conflicts and compromises between the two parties.

119. Each of the three branches of government has considerable power. Look through the newspaper for examples of decisions and policies the president can formulate without Congress.

120. Look for news items about ways in which Congress can confound the President's wishes.

121. Look for examples of the President's veto power. When does he use the veto as a threat or a weapon? What is a pocket veto?
122. The Supreme Court of the United States played an important role in the 2000 presidential elections. Watch for Court decisions that overturn laws passed by Congress. Pay particular attention to the basis of the Court's decision.
123. Look for examples of Congress's efforts to pressure the president into altering his position. What techniques do the members use?
124. Watch the news for examples of one branch of government opposing another. Consider the importance of maintaining such powerful balances.

XIX. Explain the process of judicial review.

125. As there are levels of government, so there are levels of courts, each answerable to another up to the Supreme Court of the United States. Look for examples of which kinds of cases are tried in District, Circuit, or Federal Court.
126. Follow the news for examples of appeals. What is the sequence of appeals from one court to the next? What is the procedure for a case to go to The Supreme Court of the United States?
127. Look for stories about Supreme Court decisions. How many judges must vote to hear a case? Who writes the decision?
128. Watch for examples of court decisions that change the law. What is the basis for these decisions?

XX. Explain economic concepts .

129. Scan the newspaper – not the Business section – for news about what factors affect the economy.
- How does politics influence the stock market?
 - Does military action or world peace influence the stock market?
 - What factors influence the rate of inflation?
 - How do technological advances affect the economy?
 - Who are the major employers in your area? What factors influence whether they are hiring or “downsizing.”
 - How does the availability of jobs affect salary?
130. What is today's biggest business news? How does it affect you?

XXI. Explain how free markets, private property, profit, and competition are part of the U.S. economic system.

131. Look for stories about economic rivals. For example, which are the top competing technology companies? In what areas do they compete?
132. How do pharmaceutical companies justify the high cost of prescriptions?
133. Select three stocks to follow over the course of two or three weeks. Evaluate what factors in the news might influence whether the stock value rises or falls.

134. What is the difference between the New York Stock Exchange and NASDAQ?
135. What charts or other graphics in the Business section help you to understand what is happening in the economy?
136. What does “antitrust” mean? Look for stories that involve antitrust cases. What are the positive and negative aspects of antitrust laws? For businesses? For consumers?
137. Look for economic predictions. What are the sources? What factors are considered in these predictions? Keep a log of the accuracy of these predictions and how the stock market proves or disproves them.
138. Find a chart that indicates lending rates. Discuss the reasons that different financial institutions charge different rates, not only for each other, but also by the purpose of the loan.
139. What information do you get from the Dow, Nasdaq, and Standard and Poor indexes?
140. Which article(s) have personal value for you?
141. What were the most actively traded stocks yesterday?
142. What is the prime lending rate this week? What was it last week?
143. Look for the largest losers in yesterday’s market. Can you explain what in the news may have had an impact on these stocks?
144. Find the dollar value of currency in Great Britain, Europe, and Japan.
145. Which country has the highest rate of exchange? Which has the lowest?

XXII. Explain the role of the U.S. government in the economy with emphasis on the Federal Reserve System and the protection of consumer rights.

146. What is the “prime rate”? Look for news articles about the factors that influence whether the Federal Reserve Bank will raise or lower the prime rate.
- Find articles that reflect how the prime rate influences the economy.
 - Find articles that show the relationship between the prime rate and the stock market.
 - Find news items that show how Congressional regulates – or attempts to regulate – industry.
 - What branches of government directly affect the economy? Look for stories that demonstrate the effects, direct and indirect, of government regulation.
 - Do government regulations equally affect large and small businesses? Look for stories that indicate hardships caused by government regulation. Evaluate the merit of the regulation against the impact on businesses.
 - Look for examples of product recall.
 - What were the factors that led to the recall?
 - Was the government involved?
 - What is the impact on consumers?
147. Find examples of business competition. Search ads for direct or indirect references to competitors.
148. Find advertisements that are sponsored by special interest groups.
- How many are political in nature?

- b. How many have economic ramifications?
- c. What is the sponsor's motivation for the ad?
- d. What is the desired response from readers?
- e. Does the philosophical bent of the newspaper influence which advertisers buy space?

149. What impact does the Food and drug Administration have on prices?

150. Which agency regulates

- a. Medicine?
- b. Automobiles?
- c. Interstate transportation?
- d. Banks?
- e. Housing?
- f. Workers?

151. Which other products or services are regulated by the government? Tally the number of newspaper articles that reflect government influence on business and the economy.

152. Which levels of government levy taxes? Find examples of governments that are considering raising or lowering taxes. What are the arguments used to convince taxpayers of the necessity for change.

153. Look for news of groups and individuals active in attempting to influence government spending. What tactics do they use? How effective are they?

154. What impact does a state's taxation policies have on commerce? Look for examples of consumers crossing state lines to avoid taxes.

155. How are Internet businesses taxed? Look for articles that indicate whether there are tax advantages/disadvantages to making purchases on the Internet?

156. What are government bonds? How do they work?

157. Find newspaper articles about government spending at federal, state, and local levels. Where does the government spend the most money? How well do you think the government spends taxpayer money?

158. Cross out all news items that refer to politicians or the government at any level. What kinds of stories remain?

159. What influence does a newspaper have on government or politics? The economy? Your daily life?

160. How would life in the United States be different without newspapers?

Rev. 6/29/01