



National Civics Bee[®]

by THE CIVIC TRUST[®]

Study Guide



U.S. Chamber of Commerce
Foundation

Welcome

Dear student,

Congratulations on becoming a finalist in the National Civics Bee®! Your essay was evaluated by a panel of judges and received one of the highest scores out of all the students who entered.

The goal of the National Civics Bee® is to help students like you increase your knowledge of civics and citizenship. As a finalist, you have demonstrated your passion for a civic problem in your community and you have clearly communicated an idea for solving that problem.

Now, you and your peers will participate in an event as part of the National Civics Bee® competition. This study guide will help you to prepare for three rounds of questions. The three top prize winners will be determined based on scores accumulated across all three rounds.

Once again, congratulations on being named a finalist. Best wishes and good luck for the National Civics Bee® competition!

Sincerely,

The National Civics Bee® Team

U.S. Chamber of Commerce Foundation



Contents

1 The Rounds

This section explains the format and scoring of the bee. There will be three rounds: two quiz rounds of multiple-choice questions and one round of questions asked by event judges.

2 Guiding Topics

This section describes the framework of the questions. The questions are based on five guiding questions, each explained in this section.

3 Sample Questions

In this section, you'll find sample questions: easy, medium, and hard. These questions provide a basic understanding of the difficulty levels of the questions.

4 Study Resources

Use this section to prepare for the bee. You'll find many excellent resources to guide you in your studies.

5 Key Terms

Here you'll find definitions of key terms from the National Civics Bee®.

6 Appendix of Concepts

This appendix contains an extensive list of concepts that may be covered by the questions for Rounds I and II.

The Rounds

Rounds I and II

Format and Scoring

In Rounds I and II, all twenty finalists will answer the same multiple-choice questions within the allotted time. Each correct answer will count as one point.

You will be given a device to use during the event, where you can read the questions, see how much time is left, and select an answer. There will be a host at the event who will read the questions aloud.

The questions will get progressively more difficult. The points from each round are cumulative; that is, points from Round I will be added to the points from Round II. A leaderboard on the screen will show the point total for each student.

The five finalists with the highest scores at the end of Round II (including tie-breaker questions, if needed) will advance to Round III.

Preparation

Questions from Rounds I and II will be based on the National Assessment of Educational Progress (NAEP) Guiding Questions. See *Study Resources*, *Key Terms*, and the *Appendix of Concepts* for more information.

The Rounds

Round III

Format and Scoring – Local Competition

Each of the five finalists who have advanced to Round III of the local competition will provide a 3-sentence summary of their essay.

The live panel of judges will then ask questions building on the summary and their original essay. Each answer must be delivered within three minutes and will be evaluated based on how well the finalist:

- demonstrates an understanding of civic principles and related systems,
- demonstrates clarity and effectiveness in responding to the judge’s questions, and
- uses specific examples, evidence and primary sources to support their answers.

The criteria will be scored on a scale of one to four by each judge, with points added to the cumulative point total from Rounds I and II, and winners ranked accordingly.

Format and Scoring – State Competition

Each of the five finalists who advance to Round III of the state competition will deliver a 3-minute pitch of the idea they wrote about in their essay.

The live panel of judges will then ask questions building on their pitch and their original essay. Each answer must be delivered within three minutes and will be evaluated based on how well the finalist:

- demonstrates an understanding of civic principles and related systems,
- demonstrates clarity and effectiveness in delivering their pitch,
- demonstrates clarity and effectiveness in responding to the judge’s questions, and
- uses specific examples, evidence and primary sources to support their answers.

The Rounds

Round III (cont.)

Preparation

In your essay, you were asked to address five questions. The judges will ask you to fill in gaps or elaborate on one or more of those questions as they relate to the idea you proposed. To prepare for Round III, you might review the questions again alongside the essay you submitted. Think about questions you did not address or more details you could provide.

- **Local Competition:**

As a guide for your Round III answers, you may prepare and bring one 4" x 6" notecard, with handwritten (not typed) notes on both sides. Notecards should have notes or an outline, not the full text of an answer. You cannot read entire answers from the notecard during your response. No other reference materials may be used or brought to the event.

- **State Competition:**

As a guide for your Round III answers, you may prepare and bring up to five 4" x 6" notecards, with handwritten notes on both sides. Notes can include talking points for your 3-minute pitch and Q&A from the judges. No other reference materials may be used or brought to the event.

The Rounds

Round III (cont.)

The chart below offers some suggestions in preparing for Round III.

Guiding Questions	Supporting Questions
What way can you contribute to your community? How might others view this problem or opportunity differently?	<ul style="list-style-type: none">• Do you have skills or talents that can contribute to your community?• Do you have a passion you can share?• Are there resources in your community you can help organize?
What are the ways you can approach this issue?	<ul style="list-style-type: none">• Can you start a business?• Organize an event?• Coordinate with volunteer organizations or your local government?• Start a fundraiser?
What is your idea or recommendation?	<ul style="list-style-type: none">• State your idea clearly and how you hope to bring it to life.
What sources provide supporting evidence or examples for your idea or recommendation?	<ul style="list-style-type: none">• How do you know this is an issue for your community?• What information can help you define the issue?• What information tells you that your solution may work?
How might members of your community or neighborhood bring your idea or recommendation to life?	<ul style="list-style-type: none">• Who can you connect with in your community? Business leaders? Members of government? Members of voluntary organizations like Kiwanis, Rotary Club, chambers of commerce, faith groups, or nonprofit organizations?
Who might oppose your idea? How might you respond?	<ul style="list-style-type: none">• Will your idea face opposition? Will it cost your community money or resources? Are there competing organizations or ideas for solving this issue?

Guiding Topics

NAEP Framework

1 What are civic life, politics, and government?

“Citizens need to understand civic life, politics, government, and civil society so they can make informed judgments about what government should and should not do, how they are to live their lives together, and how they can support the proper use of authority or combat the abuse of political power” (NAEP, p. 19–20).

2 What are the foundations of the American political system?

“The American political system is based on the values and principles of constitutional democracy expressed in such fundamental American documents as the Declaration of Independence; the U.S. Constitution, including the Bill of Rights; the Virginia Statute for Religious Freedom; the Federalist Papers, and anti-federalist writings” (NAEP, p. 21).

3 How does the government established by the Constitution embody the purpose, values, and principles of American democracy?

“The system of government established by the Constitution has resulted in limited government and a complex dispersal of powers. As a result, Americans live under the jurisdiction of national, state, and local governments, all of whose powers and responsibilities are separated and shared among different branches and agencies” (NAEP, p. 23).

4 What is the relationship of the United States to other nations and to world affairs?

“The United States does not exist in isolation; it is part of an interconnected world in whose development it has played and continues to play an important role. The American political tradition, including the ideas expressed in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights, has had a profound influence abroad” (NAEP, p. 23).

5 What are the roles of citizens in American democracy?

“Citizenship in American constitutional democracy differs from membership in authoritarian or totalitarian regimes. In the United States, each citizen is a full and equal member of a self-governing community and is endowed with fundamental rights and entrusted with responsibilities. Among those responsibilities is seeing that the rights of other individuals are respected” (NAEP, p. 24).

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

Sample Questions

1 What are civic life, politics, and government?

Easy

What is the supreme law of the land?

- A. the Declaration of Independence
- B. the Bill of Rights
- C. the U.S. Constitution
- D. the Articles of Confederation

What is civics?

- A. the study of duties and rights of citizens
- B. laws citizens are required to follow
- C. the process of how laws are passed

Medium

What do an absolute monarchy and an autocracy have in common?

- A. a written constitution
- B. a national court system
- C. a single legislative body
- D. a single ruler

Answer: D

The United States Constitution prohibits state governments from:

- A. taxing citizens
- B. raising an army
- C. borrowing money
- D. regulating elections

Answer: B

Hard

According to Aristotle, what is the best form of government for political stability?

- A. extreme democracy
- B. moderate democracy
- C. pure oligarchy
- D. tyranny

Answer: B

Montesquieu argued that the best form of government is one in which:

- A. the legislative, judicial, and executive powers are separated and kept in check by each other
- B. a unicameral legislature has all the power
- C. all citizens directly vote
- D. the executive and legislative branches are combined together

Answer: A

Sample Questions

2 What are the foundations of the American political system?

Easy

What is the name for the first ten amendments of the Constitution?

- A. the Articles of Confederation
- B. the Declaration of Independence
- C. the Bill of Rights
- D. the Magna Carta

Answer: C

What is one freedom found in the First Amendment?

- A. freedom of speech
- B. the right to bear arms
- C. the right to remain silent
- D. freedom from unreasonable searches and seizures

Answer: A

Medium

The _____ gives Congress the power to tax people's incomes.

- A. Necessary and Proper Clause
- B. Fair Use Clause
- C. Sixteenth Amendment
- D. Seventeenth Amendment

Answer: C

Why was the 25th Amendment passed?

- A. to create the Electoral College
- B. to limit the president to two terms
- C. to raise the voting age to 21
- D. to establish the order of presidential succession if the president dies or leaves office

Answer: D

Hard

"The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years;..." How did this amendment change the Constitution?

- A. Senators are no longer elected by state legislatures.
- B. Senators now serve for six years instead of four.
- C. There are now two senators from each state instead of three.
- D. It did not change it all.

Answer: A

The Twelfth Amendment became necessary:

- A. after the emergence of political parties
- B. after a president died in office for the first time
- C. after the Revolutionary War was won
- D. when England did not honor the Treaty of Paris

Answer: A

Sample Questions

3 How does the government established by the Constitution embody the purpose, values, and principles of American democracy?

Easy

What does amend mean?

- A. change
- B. approve
- C. deny
- D. destroy

Answer: A

What do you call the candidate who holds an office at the time of election?

- A. speaker
- B. incumbent
- C. independent
- D. challenger

Answer: B

Medium

What data is used for apportioning U.S. representatives?

- A. census
- B. exit polls
- C. job approval
- D. voter registrations

Answer: A

If no candidate receives the majority of the Electoral College votes, who chooses the winning candidate for president?

- A. governors from all of the states
- B. the House of Representatives
- C. the Secretary of State
- D. the Senate

Answer: B

Hard

Which of the following states has the potential to split Electoral College votes in a presidential election?

- A. Iowa
- B. Maine
- C. Vermont
- D. New York

Answer: B

What U.S. Supreme Court case upheld a student's First Amendment right to engage in symbolic speech in school?

- A. *Tinker v. Des Moines*
- B. *Gideon v. Wainwright*
- C. *Brown v. Board of Education*
- D. *Marbury v. Madison*

Answer: A

Sample Questions

4

What is the relationship of the United States to other nations and to world affairs?

Easy

What is the main role of an ambassador?

- A. set up summit meetings
- B. represent a country in diplomatic offices around the world
- C. approve treaties
- D. protect national security

Answer: B

Which of the following is a U.S. territory?

- A. Florida
- B. Jamaica
- C. Cuba
- D. Puerto Rico

Answer: D

Medium

The goals and strategies that guide a country's relationships with other countries is:

- A. a platform
- B. an ambassador
- C. foreign policy
- D. economic policy

Answer: C

When traveling in foreign countries, Americans who need help can visit the:

- A. embassy or consulate
- B. DMV
- C. Capitol building
- D. treasury

Answer: A

Hard

With the Monroe Doctrine, the U.S.:

- A. claimed the Oregon territory
- B. warned European nations not to interfere with affairs in the Western Hemisphere
- C. admitted Missouri to the Union as a slave state
- D. authorized the removal of Native Americans from lands east of the Mississippi

Answer: B

Which official is most concerned with U.S. diplomacy?

- A. secretary of the treasury
- B. chief of staff
- C. press secretary
- D. secretary of state

Answer: D



Sample Questions

5 What are the roles of citizens in American democracy?

Easy

In an exit poll, voters are questioned about voting behaviors when:

- A. leaving the polling place
- B. exiting their cars
- C. entering the polling place
- D. entering the voting booth

Answer: A

People who move to a country to settle as permanent residents are known as:

- A. aliens
- B. immigrants
- C. native born citizens
- D. refugees

Answer: B

Medium

Which type of political engagement is performed by members of the public, and not professionals?

- A. grassroots movements
- B. exit polls
- C. straw polls
- D. electoral votes

Answer: A

A major goal of Freedom Summer was to:

- A. register African Americans to vote
- B. register 18-year-olds to vote
- C. register women to vote
- D. fix campaign finance issues

Answer: A

Hard

Why are both Democrats and Republicans generally reluctant to decrease spending on Social Security?

- A. Social Security payments are guaranteed by laws that cannot be changed.
- B. Most Social Security benefits are paid to older people, and older people are more likely to vote.
- C. The Social Security trust fund is so large that it is unlikely to run out of money in the next century.
- D. Democrats and Republicans have worked out their differences by partially privatizing Social Security.

Answer: B

An expensive, new state government building is most likely to be paid for by:

- A. a grant
- B. property taxes
- C. donations
- D. a bond

Answer: D

Study Resources

NAEP Questions Tool

<https://www.nationsreportcard.gov/nqt/searchquestions>

You are able to view, study, and test yourself with the NAEP guiding questions using the NAEP online Test Yourself tool. Here are instructions on how to access this tool and begin your preparations:

MAKE SELECTIONS —

Civics ▼

Grade 4, Grade 8, Grad... ▼

2010, 2006, 1998 ▼

FILTER BY

Content Classifications ▼

Question Types ▼

Difficulty Levels ▼

QUESTION TOTAL: 191

Only include items that can be used in an online test

GET QUESTIONS

Choose subject.
Use the dropdown menu to choose

Choose grade.
Use the dropdown menu to choose *Grade 4*, *Grade 8*, or *Grade 12*. All grade levels will be used during the National Civics Bee®.

Choose year.
Use the dropdown menu to choose

Filter by content area.
Use the dropdown menu to choose a

Filter by question type.
Use the dropdown menu to choose multiple choice. The National Civics Bee® will use multiple choice questions in Rounds I and II

Filter by difficulty level.
Use the dropdown menu to choose a difficulty level. The National Civics Bee® will use all difficulty levels.

Study Resources

iCivics Games

Use this site to play civics games, including such titles as *Branches of Power*, *Counties Work*, *Do I Have a Right?*, *LawCraft*, and *Sortify: U.S. Citizenship*.

<https://www.icivics.org/games>

The Constitution Explained by iCivics

This thirty-five-episode series explains the Constitution in short videos.

<https://www.youtube.com/playlist?list=PLK1002PPgA1Dspsd2DloV8ITiafL0BGe>

The Civic Literacy Curriculum

Explore this free online resource from Arizona State University's Center for Political Thought and Leadership. Access seven study guides to learn more about the Constitution and America's political history.

<https://cptl.asu.edu/civic-literacy-study-guides>

The National Constitution Center's Interactive Constitution

Learn about the history and meaning of the Constitution on this engaging and comprehensive website.

<https://constitutioncenter.org/the-constitution>

Khan Academy's Citizenship Course

Explore the definition of citizenship and understand the roles of citizens.

<https://www.khanacademy.org/humanities/high-school-civics>

CSPAN's US Foreign Policy Goals, Video Series

In this online lesson, students explore US foreign policy.

<https://www.c-span.org/classroom/document/?17949>

Periodic Presidents Infographics

Learn about the Constitution, amendments, elections, and presidents in these engaging infographics.

<https://www.periodicpresidents.com/civics-bee>

Bill of Rights Institute

Learn about the foundations of American government and civic life through founding principles and civic virtues with these engaging materials.

[Being an American](#)

[Founding Principles and Civic Virtues](#)

[Homework Help Videos](#)

[Primary source Essentials Videos](#)

Primary source [Close Read Videos](#)

[Documents of Freedom](#)

[Life, Liberty, and the Pursuit of Happiness](#)



Key Terms

Civic life

is the public life of citizens concerned with affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal satisfactions.

Civil society

refers to the complex network of freely formed voluntary political, social, and economic associations. Among the many nongovernmental actors making up civil society are groups such as parent-teacher, professional, and business associations; labor unions; religious, charitable, and youth organizations; and social and fraternal clubs. A vital civil society is an essential component of a constitutional democracy because it prevents the abuse or excessive concentration of power by government. The organizations of civil society also “are public laboratories in which citizens learn democracy by doing it.

Government

may be described as the formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern, such as society’s order, security, and prosperity. The term “government” also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision-making power or enforce laws and regulations. Some parts of government such as Congress, state legislatures, and city councils make laws; other parts, including federal, state, and local agencies such as taxation authorities and police, enforce laws; and still others, such as federal and state courts, interpret laws and rules.

Politics

is a process by which people reach collective decisions that are generally regarded as binding and enforced as common policy.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

Appendix of Concepts

The section includes the concepts found in Rounds I and II of the National Civics Bee®.

Constitution: basics

an understanding of the structure, contents, historical significance, and text, including the Preamble, the seven articles, and the twenty-seven amendments (including the Bill of Rights)

Constitution: principles

checks and balances, federalism, individual rights, popular sovereignty, republicanism, rule of law, separation of powers, natural rights

Amendments

summary of each amendment, how amendments changed the original Constitution, the amendment process, examples of amendments in action, protections, restrictions, Bill of Rights, suffrage amendments, Reconstruction (Civil War) amendments, Progressive Era amendments

Documents and speeches

Articles of Confederation, *Common Sense*, Declaration of Independence, Emancipation Proclamation, English Bill of Rights, *Federalist Papers*, George Washington's First Inaugural and Farewell Addresses, Gettysburg Address, Magna Carta, Mayflower Compact, Virginia Bill of Rights, Martin Luther King Jr's Letter from a Birmingham Jail, Aristotle's *Politics* and *Ethics*, Plato's *Republic*, Locke's *Two Treatises of Government*,

Government types and terms

absolute monarchy, autocracy, communism, confederacy, constitutional government, democracy (direct and indirect), dictatorship, federalism, limited government, oligarchy, parliamentary system, republicanism, socialism, totalitarianism, unitary system, unlimited government, theories of how government came to be (divine right, evolutionary, force, social contract)

Legislative branch

The Congress, both the House of Representatives and the Senate. This may include:

- powers of each house
- terms and requirements of each house
- leadership of each house
- types of representation in each house (proportional vs. equal)
- how each house is elected

Appendix of Concepts

Executive branch

Knowledge of the executive branch. This may include:

- qualifications for the President and Vice President
- terms of office
- powers as defined by the Constitution
- cabinet positions and their responsibilities
- orders of succession
- the process of presidential appointments
- mode of election
- history of elections and campaigns
- Federal executive departments and agencies

Judicial branch

Knowledge of the Judicial branch. This may include:

- levels of the federal judiciary
- role in the government
- general court procedures
- Supreme Court: members, terms, and qualifications

Laws and acts

- Alien and Sedition Acts
- Butler Act
- Chinese Exclusion Act
- Clean Air Act
- Civil Rights Act of 1964
- Compromise of 1850
- Dawes Act
- Embargo Act of 1807
- Federal Highway Act of 1956
- Freedom of Information Act
- Fugitive Slave Act
- Homestead Act
- Immigration and Nationality Act of 1965
- Indian Removal Act
- Interstate Commerce Act
- Intolerable Acts
- Jim Crow laws
- Judiciary Act of 1789
- Judiciary Act of 1801
- Judiciary Act of 1869
- Land Ordinance of 1785
- Missouri Compromise
- Morrill Act
- National Emergencies Act
- No Child Left Behind
- Northwest Ordinance of 1787
- Quartering Act
- Privacy Protection Act
- Pure Food and Drug Act
- Selective Service Act
- Sherman Antitrust Act
- Social Security Act
- Stamp Act
- Sugar Act
- Taft-Hartley Act
- Telecommunications Act of 1996
- Toleration Act
- Voting Rights Act of 1965



Appendix of Concepts

Landmark Supreme Court cases

- *Marbury v. Madison* (1803)
- *McCulloch v. Maryland* (1819)
- *Gibbons v. Ogden* (1824)
- *Dred Scott v. Sandford* (1857)
- *Munn v. Illinois* (1877)
- *Plessy v. Ferguson* (1896)
- *Lochner v. New York* (1905)
- *Schenck v. United States* (1919)
- *Near v. Minnesota* (1931)
- *Korematsu v. United States* (1944)
- *Brown v. Board of Education* (1954)
- *Mapp v. Ohio* (1961)
- *Engel v. Vitale* (1962)
- *Baker v. Carr* (1962)
- *Gideon v. Wainwright* (1963)
- *Miranda v. Arizona* (1966)
- *Tinker v. Des Moines* (1968)
- *New York Times v. United States* (1971)
- *Texas v. Johnson* (1989)
- *United States v. Lopez* (1995)

Events

- American Revolution
- Boston Massacre
- Boston Tea Party
- Civil Rights Movement
- Civil War
- Constitutional Convention
- Election Day
- Emancipation Proclamation
- Freedom Summer
- Gadsden Purchase
- Inauguration Day
- Launching of Sputnik 1
- Louisiana Purchase
- Mexican-American War
- Opening of the Panama Canal
- Panic of 1837
- Ratification of the 13th Amendment
- Second Great Awakening
- Seneca Falls Convention
- September 11th
- Spanish-American War
- The Enlightenment
- Treaty of Guadalupe Hidalgo
- Treaty of Paris (1783)
- Treaty of Versailles
- US Census
- Vietnam War
- Whiskey Rebellion
- Women's Suffrage Movement
- World War I
- World War II
- Wounded Knee Massacre

People

- John Adams
- Susan B. Anthony
- Aristotle
- William Blackstone
- Aaron Burr
- Shirley Chisholm
- Henry Clay
- Benjamin Franklin
- Alexander Hamilton
- Thomas Hobbes
- Herbert Hoover
- Andrew Jackson
- Plato
- John Jay
- Thomas Jefferson
- Francis Scott Key
- Martin Luther King, Jr.
- John Lewis
- Abraham Lincoln
- John Locke
- James Madison
- James Wilson
- John Marshall
- Joseph Story
- Montesquieu
- Richard Nixon
- Sandra Day O'Connor
- Barack Obama
- Thomas Paine
- Nancy Pelosi
- John Roberts
- Franklin D. Roosevelt
- Theodore Roosevelt
- Jean-Jacques Rousseau
- William H. Taft
- Harry S. Truman
- Mercy Otis Warren
- George Washington
- Benjamin Banneker
- Robert R. Livingston
- Roger Sherman
- Rutherford B Hayes

Appendix of Concepts

Groups, organizations, and agencies

- American Federation of Labor (AFL-CIO)
- Americans for Democratic Action
- Cabinet
- Centers for Disease Control (CDC)
- Christian Coalition
- Committee of Five
- Congressional Black Caucus
- Congressional Budget Office (CBO)
- congressional select committee
- Consumer Product Safety
- Commission Environmental Defense Fund
- Environmental Protection Agency (EPA)
- Federal Aviation Administration (FAA)
- Federal Communications Commission (FCC)
- Federal Election Commission (FEC)
- Federal Housing Administration (FHA)
- Federal Reserve
- First and Second Continental Congresses
- Food and Drug Administration (FDA)
- Framers
- intergovernmental organizations
- League of Nations
- Little Rock Nine
- Mothers Against Drunk Driving (MADD)
- National Association for the Advancement of Colored People (NAACP)
- National Coalition to Ban Handguns
- National Labor Relations Board (NLRB)
- National League of Cities
- National Rifle Association (NRA)
- Native American nations
- non-governmental organization (NGO)
- North American Free Trade Agreement (NAFTA)
- North Atlantic Treaty Organization (NATO)
- Office of Management and Budget (OMB)
- Organization of the Petroleum Exporting Countries (OPEC)
- political action committee (PAC)
- Super PAC
- Tennessee Valley Authority (TVA)
- thirteen colonies
- Tuskegee Airmen United Nations (UN)
- US Armed Forces
- US Chamber of Commerce
- US Secret Service

Political parties

- Federalist
- Jeffersonian Republicans
- Free Soil
- Whigs
- Democrats
- Republicans
- Third parties (Liberty, Libertarian, Green, etc.)

Voting

Knowledge related to voting. This may include:

- qualifications
- registration
- straight-ticket voting
- change in voting over time (i.e. changes to qualifications)
- historical limitations on voting (i.e. poll taxes, grandfather clauses, etc.)

Appendix of Concepts

American symbols and holidays

Knowledge of American symbols and holidays. This may include:

- US flag
- The Star-Spangled Banner
- Pledge of Allegiance
- Statue of Liberty
- Liberty Bell
- bald eagle
- *Mayflower*
- national parks
- White House
- US Capitol
- National Archives
- Washington, DC
- Columbus Day
- Constitution Day
- Independence Day
- Juneteenth National Independence Day
- Martin Luther King's Birthday
- Memorial Day
- Labor Day
- Veterans' Day
- Washington's Birthday (Presidents Day)

Citizenship

Knowledge related to citizenship. This may include:

- Requirements
- path to naturalization
- rights
- responsibilities

Immigration

Knowledge of immigration. This may include:

- Policy
- Naturalization
- sources of immigration,
- visas
- historical policies
- quotas

Interest groups

Knowledge of interest groups. This may include:

- role in a legislative process
- types: civil rights, economic, government, ideological, public, single-issue, religious

Appendix of Concepts

Vocabulary

absentee voting
adjourn
ambassador
amend
appeal
appellate jurisdiction
appropriations bill
arbitrator
asylum
bicameral
bill of attainder
bond
budget
candidate
capitalism
census
citizen
citizenship
civic duties
civic life
civic participation
civic values
civil disobedience
civil law
clerk
cloture
Commerce Clause
common good
community service
concurrent powers
concurring opinion
Connecticut Compromise
constituent
constitution
consulate
containment
contiguous
copyright
criminal code
debt ceiling
delegated
powers digital
citizenship
diplomacy
discrimination
disenfranchisement
dissenting opinion
domino theory
double jeopardy
due process
Elastic Clause
embargo
embassy
eminent domain
enfranchisement
entitlement
enumerated powers
Equal Protection Clause
Equal Rights Amendment (ERA)
equality
ex post facto law
exclusionary rule
executive order
exit polls
expenditure
expressed powers
extradition
federal budget
federalism
filibuster
fiscal policy
foreign policy
Freddie Mac
free enterprise
free trade agreement
Full Faith and Credit Clause
G.I. Bill of Rights
gerrymandering
global economy
government
governor
grand jury
grassroots movement
Great Compromise
Guarantee Clause
hard news story
home rule
immunity
implied powers
impoundment
integration
internationalism
interstate compact
isolationist
judicial activism
judicial restraint
judicial review
jurisdiction
jury selection
labor union law
legal tender
legislative oversight
libel
line-item veto
lobbyist
logrolling
mandate
Marshall Plan
mass media
mayor
Medicare
mercantilism
monopoly
Monroe Doctrine
muckraker
multilateral agreement
nation
national debt
national park
natural-born citizen
Necessary and Proper Clause
net neutrality
New Deal
New Jersey Compromise
nullification
original jurisdiction
pardon
passport patent
patriotism
patronage
plea bargain
pocket veto
policy

Appendix of Concepts

Vocabulary (continued)

polis
political culture
political efficacy
political machine
political socialization
pork-barrel legislation
Power of the Purse
precedent
precinct preemption
press release
prior restraint
property tax
prosecute
public opinion
public policy
quorum
ratification
recall
referendum
refugee
reserved powers
revenue
rider sanction
segregation shield
law
simple resolution
slander
Slave Trade Compromise
social contract
spoils system
Square Deal
state
status offense
statute
straw poll
subpoena
subsidy
suffrage
summit
summons
sunset law
sunshine law
Supremacy Clause
tariff
tax
territory
terrorism
Three-fifths Compromise
Tonkin Gulf Resolution
trademark
treason
treaty
unalienable rights
unicameral
verdict
Virginia Dynasty
Virginia Plan
volunteerism
waffling
ward
watchdog
whistleblower
writ of habeas corpus
Zimmerman Telegram