



bedford, freeman & worth
high school publishers

ACHIEVE digital platform

bfwpub.com

Achieve

is



Online
Courseware



E-book



Resources



Assignments



Reports &
Insights



Homework with
Targeted Feedback



Adaptive
Quizzing



Summative
Quizzes



Gradebook

WE DO MORE SO YOU CAN

ACHIEVE
MORE.



Achieve | My Course List [Need help?](#)

INSTRUCTOR COURSES SECTION MANAGERS







Search for Course

Current Courses (12)

Course Name	Course ID	Meeting Times	Term	Institution	Term Dates	Students Enrolled
AP Calculus <small>AP Calc</small>	zveqrd	MTuWThF 9:00 AM-10:00 AM	Fall 2023	Macmillan Learning Test College US	Start: Aug-31-2023 End: Aug-31-2024	0
AP Econ <small>AP Econ</small>	vausa0	MTuWThF 9:00 AM-10:00 AM	Fall 2023	Macmillan Learning - Domestic	Start: Jul-20-2023 End: Jul-31-2024	0
AP Econ <small>Anderson/Ray</small>	o7phdb	No meeting times set	Fall 2023	Macmillan Learning - Domestic	Start: Jul-10-2023 End: Dec-30-2024	0
AP European History <small>McKey</small>	r4pzw2	MTuWThF 9:00 AM-10:00 AM	Fall 2023	Macmillan Learning Test College US	Start: Sep-01-2023 End: Aug-31-2024	0
AP Gov copy <small>AP GOV</small>	bz2ytk	MTuWThF 9:00 AM-10:00 AM	Fall 2023	Macmillan Learning Test College US	Start: Aug-10-2023 End: Jul-31-2024	0
AP Government <small>APGOV101</small>	ksw4vj	MTuWThF 9:00 AM-10:00 AM	Fall 2023	Macmillan Learning Test College US	Start: Jul-10-2023 End: Aug-01-2024	0

Sign in
Find your course



<input checked="" type="checkbox"/>	<input type="checkbox"/>	Next Week <i>Nov 12 - Nov 18</i>
<input type="checkbox"/>		Dividing Power between the National Government and the States 5pts
<input type="checkbox"/>		Chapter 3 LearningCurve 10pts
<input type="checkbox"/>		Chapter 3 AP® Exam Practice Multiple-Choice 20pts
<input type="checkbox"/>		United States v. Lopez (1995) 5pts
<input type="checkbox"/>		United States v. Lopez: Check for Understanding 10pts
<input type="checkbox"/>		United States v. Lopez: SCOTUS Practice Question 10pts

Ebook

Adaptive formative assessment

Formative and summative assessment/AP exam practice

Documents/Cases



Ebook:

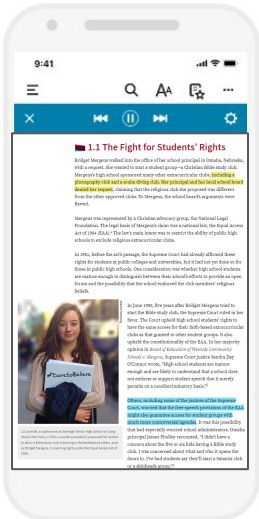
Read aloud

Highlights

Notes

Accessibility

Downloadable



1.1 The Fight for Students' Rights

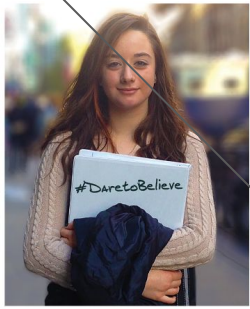
Bridget Mergens walked into the office of her school principal in Omaha, Nebraska, with a request. She wanted to start a student group—a Christian Bible study club. Mergens's high school sponsored many other extracurricular clubs, including a photography club and a scuba diving club. Her principal and her local school board denied her request, claiming that the religious club she proposed was different from the other approved clubs. To Mergens, the school board's arguments were flawed.

Mergens was represented by a Christian advocacy group, the National Legal Foundation. The legal basis of Mergens's claim was a national law, the Equal Access Act of 1984 (EAA).¹ The law's main intent was to restrict the ability of public high schools to exclude religious extracurricular clubs.

In 1981, before the act's passage, the Supreme Court had already affirmed these rights for students at public colleges and universities, but it had not yet done so for those in public high schools. One consideration was whether high school students are mature enough to distinguish between their school's efforts to provide an open forum and the possibility that the school endorsed the club members' religious beliefs.

In June 1990, five years after Bridget Mergens tried to start the Bible study club, the Supreme Court ruled in her favor. The Court upheld high school students' rights to have the same access for their faith-based extracurricular clubs as that granted to other student groups. It also upheld the constitutionality of the EAA. In her majority opinion in *Board of Education of Westside Community Schools v. Mergens*, Supreme Court justice Sandra Day O'Connor wrote, "High school students are mature enough and are likely to understand that a school does not endorse or support student speech that it merely permits on a nondiscriminatory basis."²

Others, including some of the justices of the Supreme Court, worried that the free-speech provisions of the EAA might also guarantee access for student groups with much more controversial agendas. It was this possibility that had especially worried school administrators. Omaha principal James Findley recounted, "I didn't have a concern about the five or six kids having a Bible study club. I was concerned about what and who it opens the doors to. I've had students say they'll start a Satanist club or a skinheads group."³



The Bible Project

Liz Lovede, a sophomore at WestHigh Senior High School on Long Island, New York, in 2014. Lovede successfully pressured her school to allow a Bible study club, following in the footsteps of others, such as Bridget Mergens, in claiming rights under the Equal Access Act of 1984.

1.1 The Fight for Students' Rights

Bridget Mergens walked into the office of her school principal in Omaha, Nebraska, with a request. She wanted to start a student group—a Christian Bible study club. Mergens's high school sponsored many other extracurricular clubs, including a photography club and a scuba diving club. Her principal and her local school board denied her request, claiming that the religious club she proposed was different from the other approved clubs. To Mergens, the school board's arguments were flawed.

Reader Preferences

Display Highlighters Sharing

Text Size: Aa Aa Aa Aa

Font: OpenDyslexic

Mode: Day Night Sepia Cyan

Margin: [Icons] Line Height: [Icons]

Does something not look right?
[Reset to publisher format](#)

9/6/2023
Use this for paper/



Learning Curve – Adaptive formative assessment

Score: 20/600 Question Value: 5

Sorry! ✕

The correct answer is not

Medicaid

Medicaid is a means to aid poor people.

[Challenge this Question](#)

According to elite theorists, which of the following is an example of a means by which wealthy people benefit from government?

- voting
- tax exemptions
- Medicaid
- more social programs

Need help on this question?

Read the ebook page on this topic (no penalty)

Get a hint (fewer points)

Show answer (no points)

Score: 55/600

+20pts

Nice job! The correct answer is:

branches

Political institutions in the U.S. government are divided into executive, legislative, and judicial _____.

Your answer:

branches
✓

Next question

Take a break

Assignment Details

Target Score: **600 pts** [Edit Target](#)

Topics: **4** [Edit Topics](#)

Est. Time to Complete: --

[How is this calculated?](#)

Class Performance

Assignment Completion

5 in progress

0 Completed

[How is this calculated?](#)

Performance Distribution

- 5 Under 70%
- 0 70-89%
- 0 90% and up

Avg. to Complete: **46 min**

[How is this calculated?](#)

Activity Completion Roster

🔍

Name	Questions	Completion	Points
Marie Curie	27	🕒	523
Ralph Emerson	28	🕒	525
Ada Lovelace	23	🕒	457
Louis Pasteur	30	🕒	556
Adam Smith	24	🕒	452

Hide Sample Students

Activity Performance: All Students

Average Accuracy: 63% Accuracy

Topic Performance

- ▶ 1a) The Fight for Students' Rights 58% Accuracy
- ▶ 1b) American Political Culture 60% Accuracy
- ▶ 1c) Competing Theories of Democracy 53% Accuracy
- ▶ 1d) Institutions, Systems, and Power 83% Accuracy

Ebook link



Assessment/AP Exam practice

The image displays two screenshots of a digital assessment interface. The top screenshot shows a question about constitutional democracy with four options. The selected option is "Representatives are elected to carry out the will of the people," which is marked as incorrect. The feedback provided is: "Answers C and D involve democracy, but not necessarily a 'constitutional democracy,' since the mere power to vote may lead to a tyranny of the majority over a minority." The bottom screenshot shows the same question with a different selected option: "The power of government is clearly specified in the Constitution." This option is also marked as incorrect. The feedback provided is: "Answer A describes a constitution, but a constitution can establish a government with unlimited power that is not a 'constitutional democracy.'"

Which of the following best describes a constitutional democracy?

- The power of government is clearly specified in the Constitution.
- The powers of government are both described and limited by the Constitution.
- Representatives are elected to carry out the will of the people.
- Citizens have the opportunity to vote directly on policies.

Incorrect

Feedback

Answers C and D involve democracy, but not necessarily a "constitutional democracy," since the mere power to vote may lead to a tyranny of the majority over a minority.

Which of the following best describes a constitutional democracy?

- The power of government is clearly specified in the Constitution.
- The powers of government are both described and limited by the Constitution.
- Representatives are elected to carry out the will of the people.
- Citizens have the opportunity to vote directly on policies.

Incorrect

Feedback

Answer A describes a constitution, but a constitution can establish a government with unlimited power that is not a "constitutional democracy."

Different wrong answer-different feedback



Foundational documents/court case reader

E-book NOTEBOOK 138

United States v. Lopez

Focus on *United States v. Lopez* (1995)

United States v. Lopez, 514 U.S. 549 (1995), is generally considered to be a landmark point in the Supreme Court's interpretation of federalism. This case redefines the rights of the states under the Tenth Amendment and restricts Congress's power to pass legislation under the commerce clause to those laws that have a "substantial effect" on interstate commerce. This case reverses a trend in which Congress has increasingly encroached on state powers by broadly interpreting congressional power under the commerce clause.

Reader Alert!

In *United States v. Lopez*, the Supreme Court interpreted the commerce clause more narrowly than in the past, reasserting the power of the states under the Tenth Amendment. Although this case is about a student who brought a gun to school, the case does not have any impact on Second Amendment rights, because it does not address the right to own a firearm. Instead, this is a federalism case, which addresses whether the states or the national government has the power to pass laws banning firearms in school zones.

E-book NOTEBOOK 139

Facts of the Case

In the Gun Free School Zones Act of 1990, Congress made it a federal offense for any individual knowingly to possess a firearm at a place that the individual knew or had reasonable cause to believe, is a school zone."

On March 10, 1992, respondent, who was then a 12th grade student, attended Edison High School in San Antonio, Texas, carrying a concealed .38 caliber handgun and five bullets. Acting upon an anonymous tip, school authorities confronted respondent, who admitted that he was carrying the weapon. He was arrested and charged under Texas law with firearm possession on school premises. The state charges were dismissed after federal agents charged respondent with violating the Gun Free School Zones Act of 1990.

On appeal, respondent challenged his conviction based on his claim that the Gun Free School Zones Act [exceeded Congress's power to legislate under the Commerce Clause. [514 U.S. 549.]

Issue

Did Congress exceed its authority under the commerce clause in passing the Gun Free School Zones Act of 1990?

Holding/Decision

The Supreme Court ruled in favor of Lopez. (515 U.S. 549.)

E-book NOTEBOOK 140

Excerpt from Majority Opinion

[Overview of federalism]

- Chief Justice Rehnquist delivered the opinion of the Court.
- We start with first principles. The Constitution creates a Federal Government of enumerated powers. See U. S. Const., Art. I, §8. As James Madison wrote, "[t]he powers delegated by the proposed Constitution to the federal government are few and defined. Those which are to remain in the State governments are numerous and indefinite." The Federalist No. 45, pp. 292–293 (C. Rossiter ed. 1961). This constitutionally mandated division of authority "was adopted by the Framers to ensure protection of our fundamental liberties." *Gregory v. Ashcraft*, 501 U.S. 452, 458 (1991) (internal quotation marks omitted). "Just as the separation and independence of the coordinate branches of the Federal Government serves to prevent the accumulation of excessive power in any one branch, a healthy balance of power between the States and the Federal Government will reduce the risk of tyranny and abuse from either front." *Ibid*.

Why does the majority opinion begin with a review of the principle of federalism?

[On the dangers of expanding congressional power under the commerce clause]

- In *Jones & Laughlin Steel*, the Court warned that the scope of the interstate commerce power "must be considered in the light of our dual system of government and not be extended so as to embrace effects upon interstate commerce so indirectly remote that to embrace them, in view of our complex society, would effectually obliterate the distinction between what is national and what is local and create a completely centralized government." 301 U. S., at 37.

Foundational Documents and Court Cases Reader



Karen Waples ■ Pamela Lamb
Katie Piper ■ Benwari Singh



Foundational documents/Court case questions

Assessment

1 of 5 Questions | Assignment Score: 0%

1 Question 0% | 0 of ∞ Attempts

2 Question 0% | 0 of ∞ Attempts

3 Question 0% | 0 of ∞ Attempts

4 Question 0% | 0 of ∞ Attempts

5 Question 0% | 0 of ∞ Attempts

Question 1 of 5

Identify the two constitutional clauses that the Supreme Court interpreted in *United States v. Lopez*.

© Macmillan Learning

Assessment

1 of 1 Questions | Assignment Score: 0%

1 Question 0% | 0 of ∞ Attempts

Question 1 of 1

In 1994, Christy Brzonkala, a student at Virginia Polytechnic Institute (Virginia Tech), alleged that she had been raped by Antonio Morrison and James Crawford, both students and varsity football players at Virginia Tech. In 1995, Brzonkala filed a complaint against Morrison and Crawford under Virginia Tech's sexual assault policy. A hearing board found Morrison guilty of sexual assault and suspended him from Virginia Tech for two semesters. Brzonkala sued Morrison, Crawford, and Virginia Tech in federal district court, alleging that Morrison's and Crawford's attack violated the Violence Against Women Act of 1994 (42 U.S.C. § 13981), which provides a federal civil remedy to victims of gender-motivated violence.

In a 5-4 opinion, the Supreme Court held that Congress lacked the authority to enact the Violence Against Women Act of 1994. Chief Justice Rehnquist wrote the majority decision which states that "under our federal system that remedy must be provided by the Commonwealth of Virginia, and not by the United States."

A. Identify the constitutional clause that is common to both *United States v. Morrison* (2000) and *United States v. Lopez* (1995).

B. Based on the constitutional clause identified in part A, explain why the facts of *United States v. Morrison* led to a similar holding as the holding in *United States v. Lopez*.

C. Describe one way in which Congress could influence state policies regarding domestic violence.

- Critical Thinking Questions
- SCOTUS questions



You are currently viewing your course as a student.

[Return to Instru](#)

Fabric of a Nation: APUSH

MTuWThF 9:00 AM-10:00 AM



Cindy Rabinowitz

VIEWING BY: Assignments

New Activities Available

Calendar

> **This Week** Nov 06 - Nov 12

∨ **Next Week** Nov 13 - Nov 19



Module 7-1 Progressivism and Social Reform

Due Mon, Nov 13, 11:59 pm | 5pts

Complete



Video Clip: "Buy an Electric Refrigerator", c. 1926 (0:45)

Due Tue, Nov 14, 11:59 pm | 5pts

Complete



Mod 7-1 Map Quiz

Due Wed, Nov 15, 11:59 pm | 5pts

In Progress



Mod 7-1 Short-Answer Question Practice

Due Wed, Nov 15, 11:59 pm | 10pts

In Progress



Pd 7 LearningCurve

Due Thu, Nov 16, 11:59 pm | 5pts

In Progress



Pd 7 AP® Exam : Through 1945

Due Fri, Nov 17, 11:59 pm | 25pts

In Progress

Ebook
Videos
Map quiz
Assessment



Videos

Video Clip: "Buy an Electric Refrigerator", c. 1926 (0:45)

Due: Thu, Sep 7

An Electric Refrigerator Provides Convenience and Comfort, Safeguards Health and Is A Real Economy

0:00 | 0:45

1x



Map quizzes

Assessment

1 of 3 Questions Assignment Score: 0% Resources Give Up? Check Answer

1 Question 0% 1 of ∞ Attempts Question 1 of 3 Attempt 2

2 Question 0% 0 of ∞ Attempts

3 Question 0% 0 of ∞ Attempts

Which state granted women's suffrage first?

© Macmillan Learning

Stacy/Ellington, *Fabric of a Nation*, 1e © 2020 Bedford, Freeman & Worth

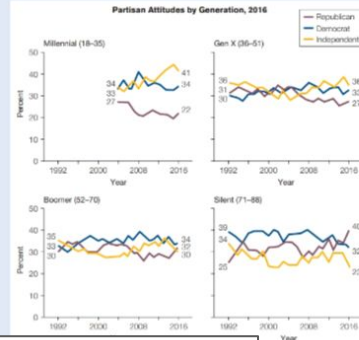
- Idaho
- Utah
- Wyoming
- California



Teacher ebook

Teacher resources

10.2 Review Question: Free Response



Differentiation

There are many ways that teachers can use these practice free-response questions, and not every student will interact with them in the same way. Some students can tackle the whole question, while others can be assigned only a part depending on their skill level. You can also have some students score a student response and discuss ways to make a sample response stronger. Students can also tackle a prompt in pairs, doing a think-pair-share before drafting a response.

TRM Section Review Answers

You can find this resource in the Teacher's Edition e-book (TE-book), searching by category or chapter on the Teacher's Resource Flash Drive (TRFD), or logging into the book's digital platform.

10.3 Bell Ringer: Think-Pair-Share

Ask students to consider the campaigns and policy positions of the 2020 presidential candidates, Joe Biden and Donald Trump. How did the forces of globalization impact their messaging and their policy prescriptions?

American Government: Stories of a Nation for the AP® Course | Presidential Election Update

ANSWER KEY FOR CHAPTER 10
Section Review Questions

Section 10.1: In part A, the response should describe that the bar chart measures the percentage of people who would vote for a candidate who promised to reform the economic system. In part B, the response should identify a trend shown in the bar chart. One trend is that younger people are more likely to vote for a candidate who promises to reform the economic system than older people. Another trend is that Democrats are more likely to vote for such a candidate, followed by Independents, with Republicans less likely to support a candidate who favors reforming the economic system. In part C, the response should explain how a pro-business candidate could use the information from the bar chart in his or her campaign. Because only 49% of Republicans favor candidates who promise to reform the economic system, a pro-business candidate could promise not to make major reforms to the economic system and target Republican for campaign donations. In part D, a critic of pro-business policies could use the information in the bar chart to target young and middle-aged voters with a message that the current economic system favors big business over the interests of average citizens. The response is worth 4 points.

Section 10.2: Credit for part A is awarded by describing what the graphs measure, essentially a comparison of the political party affiliations of differing generations, ranging from Millennial (18-35) through the Silent Generation (71-88). Part B requires the student to describe one difference in partisanship among generations, which could include a greater tendency to remain unaffiliated in the Millennial generation than any other, or a steady decrease in independent affiliation from generation to generation, or an increase in Republican Party affiliation from generation to generation, or a rather steady alignment with the Democratic Party from generation to generation (ranging from 34% of Millennials to 33% of Gen Xers, to 34% of Boomers, to 32% of the Silent Generation). The student must compare at least two generations to receive credit and should add numerical data in support of the answer. To receive credit for part C, the student must explain how life-cycle effects impact the difference identified in part B. For example, the response might explain how people become increasingly conservative and party-affiliation grows stronger with age. Part D requires an explanation of how generational effects impact the difference described in part B. For example, the response could explain how the Boomer generation's internal conflict during the Vietnam War led to increasingly divided support for both political parties or how the Millennial generation has turned away from the Republican Party's focus on divisive social issues such as same-sex marriage and abortion. The response is worth 4 points.

Section 10.3: A correct answer to part A would require the response to identify Facebook as the social-media platform used in the largest geographical area, covering much of North, Central, and South America, as well as Western Europe, Africa, Southeast Asia, and Australia. In part B, the response should explain that Facebook is not available in many authoritarian countries, such as Russia, China, and Iran, that want to censor news from outside sources and monitor citizens' social-media posts. In part C, the response should define globalization as the increased

information in the
part B.
n

ies, and con-
ative connect-
the increasing
interconnectedness of
people, businesses, and
countries throughout the
world.

is and instru-
decisions will

tion and American Core Values

AP GOV: AP Gov copy
MTUWTFH 9:00 AM-10:00 AM

CONTENT LIBRARY MY CONTENT

Search Content [Need help customizing?](#)
Add term here

Select filtered results to add to your course

- Guided Reading Worksheets - Answers (.pdf)
- All Answers - zipped (.zip)
- Chapter 10 Concepts and Skills Video
- Chapter 10 Overview Video
- Section 10.1 Guided Reading Worksheet (.docx)
- Section 10.2 Guided Reading Worksheet (.docx)
- Section 10.3 Guided Reading Worksheet (.docx)
- Chapter 10 Lecture Slides (.pptx)

Privacy Policy // Terms of Use // Cookie Settings // © 2023 Macmillan Learning

Table of Contents

- Teacher's Edition for Presidential Election Update
- American Government: Stories of a Nation
- Document Reader
- Errata
- AP® Correlation and Pacing Guides
- Testbank FRQ Rubrics
- AP® Practice Exam
- Argument Template
- Supreme Court Cases Study Guide
- Answers



Reports and Insights

Achieve

Leslie Allen: Leslie's Interactive General Chemistry ▾

[? Show Help](#) | [Instructor ▾](#)

- [My Course](#)
- [Browse](#)
- [Gradebook](#)
- [Reports](#)
- [People](#)

Hide Menu ⏪

Reports Dashboard

- ▾ Course Overview
 - ▾ Chapter 1 - Science and Measure...
 - [Unit Overview](#)
 - [Unit Level Activities](#)
 - Chapter 2 - Atoms and the Perio...
 - [Unit Overview](#)
 - [Unit Level Activities](#)
 - [4.1 Chemical Equations](#)
 - ▾ Chapter 4 - Chemical Reactions
 - [Unit Overview](#)
 - [Unit Level Activities](#)
 - [4.1 Chemical Equations](#)
 - Chapter 7 - Gases

Most Active Unit This Week: Chapter 4 - Chemical Reactions

How is this calculated?

<p style="font-size: small;">There are</p> <h1 style="font-size: 2em; margin: 0;">3</h1> <p style="font-size: small;">Assignments in this Unit</p>	<p style="font-size: small;">Students Completed</p> <h1 style="font-size: 2em; margin: 0;">92%</h1> <p style="font-size: small;">of Assignments</p>	<p style="font-size: small;">There are</p> <h1 style="font-size: 2em; margin: 0;">—</h1> <p style="font-size: small;">Students Scoring Below 60%</p>	<p style="font-size: small;">Students Answered</p> <h1 style="font-size: 2em; margin: 0;">23%</h1> <p style="font-size: small;">of Questions Correctly On Their First Try</p>
--	---	--	---

[View Unit Report](#)

Other Units in this Course

<p style="font-size: small;">Chapter 1 - Science an... Students Answered</p> <h1 style="font-size: 2em; margin: 0;">35%</h1> <p style="font-size: small;">of Questions Correctly On Their First Try</p>	<p style="font-size: small;">Chapter 2 - Atoms and ... Students Answered</p> <h1 style="font-size: 2em; margin: 0;">0%</h1> <p style="font-size: small;">of Questions Correctly On Their First Try</p>	<p style="font-size: small;">Chapter 7 - Gases</p> <p style="font-size: small; margin-top: 20px;">Not Started</p>
---	--	---



**Reach out to your
rep for demo access!**

- ★ **All your course content in one place**
- ★ **Easy to use and fully mobile**
- ★ **Proven to engage students/help them learn the material**

