**Critical Thinking Questions**

Most students already know how to make simple flashcards, but need help going deeper to learn the significance of the terms they memorize. Go deeper and you will see better results on quizzes and tests.

|  |  |  |
| --- | --- | --- |
| *Unit 1 – Enlightenment influences*  *Explain John Locke’s  ideas about natural rights  and the social contract.* |  |  |
| *English writer, Enlightenment thinker* |
|  |
| *Natural rights = life, liberty, property* |
|  |
| *Social contract = the agreement that* |
| *the people give up part of their freedom* |
| *to the government in exchange for protection* |
| *of their natural rights* |
| *p. 34-35* |

|  |  |  |
| --- | --- | --- |
| *Unit 2 – Legal Protections*  *List the 5 main  protections included in  the Fifth Amendment.* |  |  |
| *1. Grand jury reviews evidence for serious crimes* |
| *2. No double jeopardy (bring tried again* |
| *once found not-guilty)* |
| *3. No self-incrimination (right to remain silent)* |
| *4. “Life, liberty, and property” protected* |
| *by due process of law* |
| *5. Limit gov't power of eminent domain* |
| *(taking private land for public use)* |
| *p.128* |

|  |  |  |
| --- | --- | --- |
| *Unit 3 – N.C. Courts*  *Diagram the hierarchy of  the N.C. court system.* |  |  |
| *APPELLATE* |
| *Supreme Court* |
|  |
| *TRIAL* |
| *Superior Courts Court of Appeals* |
| *(major)* |
| *District Courts* |
| *(minor)* |
| *p.389-395* |

|  |  |  |
| --- | --- | --- |
| *Unit 4 – The Media*  *Describe the “freedom within limits” enjoyed by the press.* |  |  |
| *FREEDOM LIMITS* |
|  |
| *- First Amendment - No libel (false info that* |
| *- No prior restraint, causes harm on purpose)* |
| *or gov’t censorship - National security* |
| *before publication - Naming sources in court* |
| *- “Watchdog” role - FCC penalties* |
|  |
| *p. 329-330* |

|  |  |  |
| --- | --- | --- |
| *Unit 5 – Influencing Laws*  *What are the pros and cons of how political parties and interest groups affect legislation?* |  |  |
| *+ Keep citizens and lawmakers informed* |
| *+ Speak for the people, act as a watchdog* |
| *+ Link national, state, and local leaders* |
|  |
| *- Campaigning and $ overshadows issues* |
| *- Use of propaganda hinders informed decisions* |
| *- Too much rivalry, not enough cooperation* |
|  |
| *Ch. 9-11* |