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On Common GROUND



A Powerful, Dramatic Television and Print Series Addressing Key Civic and Government Concepts for U.S. Studies, Citizenship Education and Advanced ESL

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Article IV

On Common GROUND Sampler

Article I

Article I

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We are the people of the United States, and we are proud to be the first to establish a government of the people, by the people, and for the people. We are the people of the United States, and we are proud to be the first to establish a government of the people, by the people, and for the people. We are the people of the United States, and we are proud to be the first to establish a government of the people, by the people, and for the people.

February 20, 1999

19 FEB -3 P1:07

Doris Meissner, Commissioner
Immigration and Naturalization Service
425 I Street, NW, Suite 7100
Washington D.C. 20536

RECEIVED

Dear Commissioner Meissner:

This is a very satisfying period in the life of the *ON COMMON GROUND* Project. Video programs from the series are being delivered to PBS at the rate of one episode every two weeks, for satellite feed to the 350+ stations in the system. The first 20,000 copies of Worktext A are hot off the press, with a similar number of copies of Worktext B scheduled for printing next week. Two Teacher Resource Books have been published — one for teachers who are classroom based and one for teachers who are working with adults who are learning at a distance. And the response from everyone who has caught sight of the materials is extremely enthusiastic.

Thoughts now turn to the official launch of the series. It has been suggested that from many perspectives, an ideal date for the launch would be Citizenship Day — September 17, 1999 — on the occasion of the 212th anniversary of the signing of the Constitution. If this appeals to you as well, and the date can be reserved on your calendar, would you please assign someone from your office to head the planning effort for INS along with representatives from the U. S. Department of Education, INTELECOM, and PBS. In the meantime we will also be checking with Secretary Richard Riley and Assistant Secretary Patricia McNeil from the U. S. Department of Education, to make sure the date clears their calendars, and to ask them to name their representative to the launch event planning team as well.

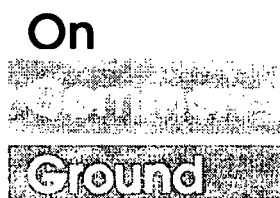
If you are planning to visit the INS office in Los Angeles any time in the next few months, please let us know. I would still like to videotape an interview with you to include as part of in the video for community leaders seeking information about the ON COMMON GROUND series. It would take no more than an hour of your time.

With warm regards,

Sally Beaty

Sally Beaty

COEX CASE# 1779845 www.intelecom.org



Press Release

For Immediate Release:

"Dramatic Approach to
U.S. Civics and History Education"

Contact:

Jessica Warne
Director, Corporate Communications
626-796-7300 Ext. 132

Students of United States civics and history can enjoy a dramatic alternative to dry book learning: *On Common Ground*, a 15-episode video series from INTELECOM Intelligent Telecommunications, producer of the award-winning *Crossroads Café* for ESL education. Available winter 1999, *On Common Ground* provides U.S. civics and history instruction to students of all ages, particularly those studying for U.S. citizenship. The *Crossroads Café* National Academic Council is overseeing the academic design of *On Common Ground*. The Immigration and Naturalization Service and key states are providing major funding for production. Sally Beaty, President of INTELECOM and Executive Producer of the series, explained: "Many people in the United States have a dual challenge learning English as well as studying for their citizenship exam. These two series together will provide learners with comprehensive and easily accessible instruction to meet their goals." Both series are designed to air on television and cable stations, as well as over college networks and community delivery systems for distance learning programs.

Like *Crossroads Café*, *On Common Ground* uses dramatic episodes to engage and motivate learners. The action-oriented stories take place in a typical American city, where a cast of characters enlist principles of law and government to resolve local challenges and conflicts. As learners are swept into these real-world stories, they use correlated text materials to identify and reinforce key civics concepts. "We wanted learners to experience what's involved in actually *being* a U.S. citizen," Sally Beaty emphasized, "not only in becoming one. This is what sets *On Common Ground* apart from other instructional programs."

Components of the *On Common Ground* series are: 15 half-hour videos; 2 correlated Worktexts; a Teacher's Resource Book; and Discussion Guides. Each video contains a short documentary-style video sidebar called "Turning Points" which emphasizes key concepts portrayed in the drama. For more information or to order a preview package, call INTELECOM: 626-796-7300.

INTELECOM Intelligent Telecommunications
150 East Colorado Blvd. Suite #300
Pasadena, California 91105-1937
Tel: 626-796-7300 Fax: 626-477-4282

On Common GROUND ORDER FORM

To Order by Phone

Call (626) 796-7300 between
9:00 a.m. and 4:00 p.m. PST,
Monday through Friday.

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Photocopy and complete the order
form and mail with payment or
purchase order. All purchase orders must include a PO number, name
of institution, address, phone number, ISBN numbers, name of buyer
and signature. Payment of purchase orders is due 30 days from the
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payment by VISA or MasterCard. American Express is not accepted.

Price & Discount Schedule (Video)*

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*Distance learning licenses sold separately. Contact INTELECOM for details.

Price & Discount Schedule (Print)**

Worktext A - Lessons 1-7	\$11.95
Worktext B - Lessons 8-15	\$11.95
Teacher's Resource Book: Classroom Edition	\$24.95
Teacher's Resource Book: Distance Learning Edition	\$24.95
Video Transcripts (includes site reproduction rights)	\$25.00
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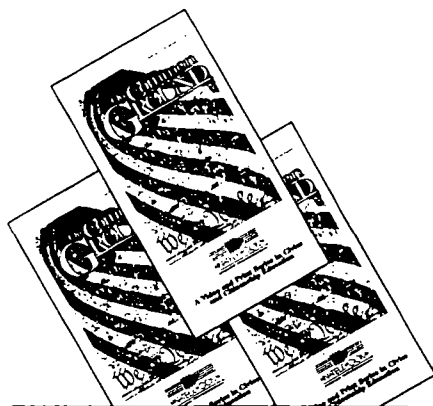
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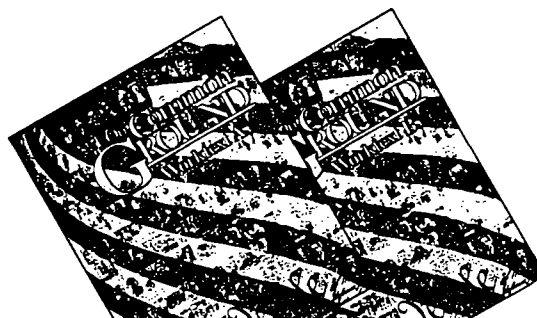
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On Common GROUND



Videos

- The Story
- Turning Points



Worktexts A & B

- Closely integrated with video
- Multi-level structure encourages critical thinking
- Exercises reinforce concepts and themes



Teacher's Resource Books

- Distance learning edition
- Classroom edition

Worktext Framework

UNIT SECTION	PURPOSE	LEVEL ONE	LEVEL TWO	LEVEL THREE
OPENER	Arouse interest; introduce theme and characters; activate prior knowledge about the theme; allow for prediction			
PREVIEW ■ THE STORY ■ TURNING POINTS	■ Pique interest ■ Introduce structure of story ■ Pique interest ■ Introduce vocabulary and organization of Turning Points section of video	Describe pictures (What do you see?) Answer questions about pictures	Make inferences (What are the people thinking? What are they feeling?) Answer questions that relate theme to personal experience	Make predictions (What do you think will happen?) Answer problem-solving questions
REMEMBER ■ THE STORY ■ TURNING POINTS	■ Check story comprehension ■ Use vocabulary from the story ■ Check comprehension ■ Use vocabulary from the Turning Points segment of the video	Match quotes with pictures of characters to indicate who says what to whom Categorize or match items, or identify statements as true or false	Sequence paragraphs to summarize the story and match key vocabulary words with definitions Complete a graphic organizer such as a timeline or an idea map using vocabulary provided	Complete the conversation and role-play it with responses that require recall and inference or creativity Synthesize information by doing tasks such as giving examples or comparing two different elements
MAKING CONNECTIONS	■ Use the language and concepts of Turning Points to interpret the story	Identify key person(s) (who question)	Identify key facts or events (what question)	Identify different courses of action for solving a problem
FIND OUT MORE ■ READING ■ KEY IDEAS	■ Provide additional key concepts ■ Check comprehension	Choose phrase to finish statements Identify information in reading that supports answer	Finish sentences in own words	Answer questions that relate events in reading to learners' lives
PICK YOUR PROJECT	■ Apply learning by doing a multistep project	<u>Community Matters</u> Interact with a person or service in the community	<u>In the News</u> Collect and analyze news stories on a topic related to theme	<u>Creative Works</u> Create a product such as a speech, a poster, or a written document
INSIDE INFORMATION	■ Complete game-like low-stress activities such as crossword puzzles and board games to practice 100 questions on current citizenship test and learn other general information about U.S. culture			
CHECK YOUR PROGRESS ■ RATE YOURSELF	■ Measure understanding of unit content ■ Evaluate your own learning	<u>Check Your Memory</u> Answer questions about key concepts	<u>Make it Real</u> Answer questions that require synthesis	<u>You Be the Judge</u> Select the better solution in a given situation, explain reasons for choice, and suggest one more solution



A Citizenship and U.S. Studies Video Course

***Underlying Principles
ESL Applications***

Video	<i>Use of life experiences is a condition of adult learning.</i> Adults have rich life experiences. The stories in <i>On Common Ground</i> invite learners to relate their prior knowledge and experience and encourage their participation in discussion and decision making.
	<i>Characters with whom learners can identify.</i> Identification with characters arouses learners' feelings and leads to empathy, which enhances learning. <i>On Common Ground</i> revolves around a group of characters who provide diversity in many different ways -- ethnically, culturally, socio-economically, first language, family situation, employment position. No matter what the learners' background, they will find that they identify with the characters and their situations.
	<i>Stories enhance memory.</i> More than 99% of the information that reaches the brain is quickly forgotten. Information is retained when it is grasped through an active process, has apparent relevance, and is emotionally charged rather than neutral. Because the stories in <i>On Common Ground</i> are engaging, learners are motivated to remember the principles that the stories illustrate.
	<i>Learning strategies surface through the story environment.</i> Language-learning strategies include direct strategies for memory and indirect strategies in the affective and social areas. The stories, through video, of <i>On Common Ground</i>, encourage learners to use such indirect strategies such as lowering the anxiety level, and empathizing with others as well as the following direct strategies: creating mental images, applying images and sounds, and guessing intelligently.
	<i>Communication based on non-verbal cues as well as spoken language.</i> Researchers say more than half (some say as much as 80%) of meaning in conversation is communicated through non-verbal cues. By providing "input" through video, <i>On Common Ground</i> helps learners get meaning from contextual clues such as facial expressions, body language, and other gestures and actions. The meaning is not dependent on only the spoken word.
	<i>Integration of content with real-life application.</i> The video stories illustrate the concepts on which the documentaries, "Turning Points," focus. The real-life applications in the stories provide a bridge to the history and civics concepts. This bridge facilitates discussion in both informal and formal settings.
<i>Dynamic Television Fused with Closely Correlated Text Materials.</i>	
Print	<i>A flexible multi-level approach.</i> Each section in the print materials provides three different levels of exercises. Though all learners have the same input, what is expected for output differs in the type of thinking that the exercise requires. In one-bell exercises learners describe or recall facts. In two-bell exercises learners make inferences and interpret as well as recall facts; they also use content-specific vocabulary. In three-bell exercises, learners synthesize and evaluate.
	<i>Self-Instructional.</i> Many learners do not have access to citizenship classes. The print materials for <i>On Common Ground</i> were developed with the independent learner in mind. Answer keys are provided for all exercises except those that are based on learners' experiences and opinions. Each unit ends with a self-check. A glossary identifies key words and provides their definitions.



Correlation to National History and Civics Content Standards

Episode 1: Domino Effect

National Standards for Civics and Government¹

Standard I-A: What is Government? Why are government and politics necessary? What purposes should government serve?

Standard I-B: What are the essential characteristics of limited and unlimited government?

Standard I-D: What are alternative ways of organizing constitutional governments?

National Standards for United States History²

Era 2, Standard 1B: The European struggle for control of North America
— The Seven Years War

Era 2, Standard 2A: The roots of representative government and how political rights were defined

Era 3, Standard 1A: The causes of the American Revolution

Era 3, Standard 1B: The principles articulated in the Declaration of Independence

Episode 2: Like Taking Candy from a Baby

National Standards for Civics and Government

Standard I-C: What are the nature and purposes of constitutions?

Standard III-A: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

Standard III-D: What is the place of law in the American constitutional system?

National Standards for United States History

Era 3, Standard 2A: Revolutionary government-making at national and state levels

Era 3, Standard 2B: The economic issues arising out of the Revolution
— The factors that led to Shays' Rebellion

Era 3, Standard 3A: The issues involved in the creation and ratification of the United States Constitution and the new government it established

Episode 3: For the Greater Good

National Standards for Civics and Government

Standard II-A: What is the American idea of constitutional government?

Standard II-C: What is American political culture?

- Explain the shared ideas and values of American political culture set forth in basic documents such as the Declaration of Independence, the United States Constitution and Bill of Rights; other sources such as *The Federalist* and Anti-federalists writings.

Standard II-D: What values and principles are basic to American constitutional democracy?

Standard V-B: What are the rights of citizens?

- Personal rights
- Political rights
- Scope and limit of rights

National Standards for United States History

Era 3, Standard 3A: The issues involved in the creation and ratification of the United States Constitution

- Arguments of the Federalists and Anti-Federalists during the ratification debates

Era 3, Standard 3B: The guarantees of the Bill of Rights and its continuing significance

Era 10, Standard 2E: How a democratic polity debates social issues and mediates between individual or group rights and the common good

Episode 4: Between a Rock and a Hard Place

National Standards for Civics and Government

Standard II-D: What values and principles are basic to American constitutional democracy?

Standard III-A: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

Standard III-B: How is the national government organized and what does it do?

Standard III-C: How are state and local governments organized and what do they do?

¹ Center for Civic Education, *National Standards for Civics and Government* (Calabasas, CA: Center for Civic Education, 1994).

² National Center for History in the Schools, *National Standards for History, Basic Edition* (Los Angeles: National Center for History in the Schools, 1996)

On Common Ground Correlation to National History and Civics Content Standards

National Standards for United States History

- Era III, Standard 3A: The issues involved in the creation and ratification of the United States and the new government it established
- The fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution

Episode 5: Collision Course, Part I

National Standards for Civics and Government

- Standard II-B: What are the distinctive characteristics of American society?
- Evaluate, take and defend positions on issues regarding diversity in American life.
- Standard II-D: What values and principles are basic to American constitutional democracy?

National Standards for United States History

- Era 2, Standard 2B: Religious diversity in the colonies and how ideas about religious freedom evolved
- Era 4, Standard 2C: How antebellum immigration changed American society
- Era 4, Standard 4B: How Americans strived to reform society and create a distinct culture
- Era 6, Standard 2A: The sources and experiences of the new immigrants (1870-1900)

Episode 6: Collision Course, Part 2

National Standards for Civics and Government

- Standard I-B: What are the characteristics of limited and unlimited governments?
- The essential political freedoms, e.g., freedom of religion, speech, press, and assembly
- Standard III-E: How does the American political system provide for choice and opportunities for participation?
- Standard V-A: What are the rights of citizens?
- Standard V-B: What are the responsibilities of citizens?

National Standards for United States History

- Era 3, Standard 3B: The guarantees of the Bill of Rights and its continuing significance
- Issues addressed in recent court cases involving the Bill of Rights to assess their continuing significance today
- Era 7, Standard 2C: The impact at home and abroad of the United States involvement in World War I
- The impact of public opinion and government policies on constitutional interpretation and civil liberties

- Era 9, Standard 4C: The Warren Court's role in addressing civil liberties and equal rights

Episode 7: A Delicate Balance

National Standards for Civics and Government

- Standard III-D: What is the place of law in the American constitutional system?
- Standard V-B: What are the rights of citizens?
- Personal rights
 - Political rights

National Standards for United States History

- Era 3, Standard 3B: The guarantees of the Bill of Rights and its continuing significance
- Era 10, Standard 2E: How a democratic polity debates social issues and mediates between individual or group rights and the common good

Episode 8: Rules of the Game

National Standards for Civics and Government

- Standard II-D: What values and principles are basic to American constitutional democracy?
- Standard III-D: What is the place of law in the American constitutional system?
- Standard V-B: What are the rights of citizens?
- Personal rights
 - Political rights
- Standard V-D: What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?

National Standards for History

- Era III, Standard 3A: The issues involved in the creation and ratification of the United States Constitution and the new government it established
- Era III, Standard 3B: The guarantees of the Bill of Rights and its continuing significance.

Episode 9: Sticks and Stones, Part 1

National Standards for Civics and Government

- Standard II-A: What is the American idea of constitutional government?
- Standard II-B: What are the distinctive characteristics of American society?
- Standard II-D: What values and principles are basic to American constitutional democracy?

National Standards for History

- Era III, Standard 4C: The Warren Court's role in addressing civil liberties and equal rights

Episode 10: Sticks and Stones, Part 2

National Standards for Civics and Government

- Standard III-C: How are state and local governments organized and what do they do?

On Common Ground Correlation to National History and Civics Content Standards

- Judicial functions at state and local levels
- Standard III-D: What is the place of law in the American constitutional system?
- Judicial protection of the rights of individuals

National Standards for United States History

Era 3: Standard 3B: The guarantees of the Bill of Rights and its continuing significance

Episode 11: A House Divided

National Standards for Civics and Government

- Standard II-B: What are the distinctive characteristics of American society?
- Standard II-D: What is the place of law in the American constitutional system?
- Standard III-E: How does the American political system provide for choice and opportunities for participation?
- Standard V-E: How can citizens take part in civic life?

National Standards for United States History

- Era 6, Standard 2B: “Scientific racism”, race relations, and the struggle for equal rights
 - The role of new laws and the federal judiciary in instituting racial inequality and in disfranchising various racial groups (1870-1900)
- Era 9, Standard 4A: The “Second Reconstruction” and its advancement of civil rights
- Era 9, Standard 4B: The women’s movement for civil rights and equal opportunities
- Era 9, Standard 4C: The Warren Court’s role in addressing civil liberties and equal rights

Episode 12: Fall From Grace, Part 1

National Standards for Civics and Government

- Standard II: What are the Foundations of the American Political System?
- Standard II-A: What is the American idea of constitutional government?
 - The central ideas of American constitutional government and their history

National Standards for United States History

Era 2, Standard 2: How political, religious, and social institutions emerged in the English colonies

Episode 13: Fall From Grace, Part 2

National Standards for Civics and Government

- Standard III-A: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution

- How [the United States Constitution] seeks to prevent the abuse of power.
- Standard V-A: What is citizenship?
- Standard V-E: How can citizens take part in civic life?

National Standards for United States History

Era 3, Standard 1B: The principles articulated in the Declaration of Independence

Episode 14: Skin Deep

National Standards for Civics and Government

- Standard II-B: What are the distinctive characteristics of American society?
 - Students should be able to evaluate, take and defend positions on issues regarding diversity in American society.
- Standard IV-C: How has the United States influenced other nations?
- Standard V-B: What are the rights of citizens?
 - Economic rights

National Standards for United States History

- Era 2, Standard 1A: How diverse immigrants affected the formation of European colonies
- Era 2, Standard 3B: Economic life and the development of labor systems in the English colonies
 - Indentured servitude
- Era 4, Standard 2C: How antebellum immigration changed American society
- Era 6, Standard 2A: The sources and experiences of the new immigrants (1870-1900)
- Era 9, Standard 2B: The new immigration (1945 to the early 1970s)

Episode 15: Hidden Agenda

National Standards for Civics and Government

- Standard II-B: What are the distinctive characteristics of American society?
 - What characteristics distinguish American society from most other societies?
 - Students should be able to evaluate, take, and defend positions on issues regarding diversity in American life.
- Standard II-D: What values and principles are basic to American constitutional democracy?

National Standards for United States History

Era 6, Standard 3C: How Americans grappled with social, economic, and political issues

Materials Correlation to 100 INS Questions for Citizenship					
Number	Question	Chapter	Book	Page	Turning Points Video
62	What is the national anthem of the United States?	13	B	74	
63	Who wrote the <i>Star Spangled Banner</i> ?	13	B	74	
64	Where does freedom of speech come from?	3	A	35	EPISODE 6
65	What is the minimum voting age in the United States?	11	B	44, 46/ ANSWER ON PAGE 128	EPISODE 11
66	Who signs federal bills into law?	4 7	A A	47 88/ ANSWER ON PAGE 127	EPISODE 4
67	What is the highest court in the United States?	2 4 8	A A B	23 47-50/ ANSWER ON PAGE 118-119 14/ ANSWER ON PAGE 122	EPISODE 4
68	Who was the President during the Civil War?	9	B	26/ ANSWER ON PAGE 125	
69	What did the Emancipation Proclamation do?	9	B	26/ ANSWER ON PAGE 125	
70	What special group advises the President?	7	A	88/ ANSWER ON PAGE 127	
71	Which president is called the "Father of our Country"	TERM 3 9	NOT A B	USED 34 26/ ANSWER ON PAGE 125	
72	What is the 50 th state of the United States?	3	A	38/ ANSWER ON PAGE 116	
73	Who helped the Pilgrims in America?	15	B	100	
74	What is the name of the ship that brought the Pilgrims to America?	INFORMATION NOT INCLUDED IN MATERIALS			
75	What were the 13 original states of the United States?	1 2	A A	6 26	EPISODE 1
76	Name 3 rights or freedoms guaranteed by the Bill of Rights.	3	A	35	EPISODE 3
77	Who has the power to declare war?	4	A	46-47	
78	Name one amendment which guarantees or addresses voting rights.	APPENDIX APPENDIX APPENDIX APPENDIX APPENDIX APPENDIX	A A A B B B	AMENDMENT 103 AMENDMENT 104 AMENDMENT 107 AMENDMENT 115 AMENDMENT 116 AMENDMENT 119	EPISODE 11
79	Which president freed the slaves?	9	B	26/ ANSWER ON PAGE 125	
80	In what year was the Constitution written?	2 3	A A	20, 21, 23/ ANSWER ON PAGE 112-113 32	EPISODE 2

Materials Correlation to 100 INS Questions for Citizenship					
Number	Question	Chapter	Book	Page	Turning Points Video
41	Who is the current governor of your state?	INFORMATION THAT IS TIME SPECIFIC AND SUBJECT TO CHANGE NOT INCLUDED IN MATERIALS			
42	Who becomes President of the United States, if the President and Vice President should die?	APPENDIX APPENDIX	A B	AMENDMENT 25 AMENDMENT 20, SEC.3 104, 106 116, 118	
43	Who is the Chief Justice of the Supreme Court?	INFORMATION THAT IS TIME SPECIFIC AND SUBJECT TO CHANGE NOT INCLUDED IN MATERIALS			
44	Name the thirteen original colonies.	APPENDIX APPENDIX	A B	ARTICLE 1, SEC. 2 89 101	
45	Who said, "Give me liberty or give me death"?	NOT INCLUDED IN MATERIALS			
46	Which countries were the principal allies of the United States during World War II?	2	A	26/ANSWER ON PAGE 114	
47	What is the 49 th state of the United States?	3	A	38/ANSWER ON PAGE 116	
48	How many terms can a President serve?	11	B	50/ANSWER ON PAGE 130	
49	Who was Martin Luther King Jr.?	15	B	100	
50	Name the most important leader of your local government.	4	A	50/ANSWER ON PAGE 119	
51	According to the Constitution, a person must meet certain requirements in order to be eligible to become president. Name one of those requirements.	11	B	50/ ANSWER ON PAGE 130	
52	Why are there 100 senators in the Senate?	2	A	23	EPISODE 2
53	Who selects the Supreme Court justices?	4	A	47	
54	How many Supreme Court justices are there?	8	B	14/ ANSWER ON PAGE 122	
55	Why did the Pilgrims come to America?	5	A	61	
56	What is the head executive of a state government called?	4	A	50/ ANSWER ON PAGE 119	
57	What is the head executive of a city government called?	4	A	50/ ANSWER ON PAGE 119	
58	What holiday was celebrated for the first time by the American colonists?	15	B	100	
59	Who was the main writer of the Declaration of Independence?	9	B	26/ ANSWER ON PAGE 125	
60	When was the Declaration of Independence adopted?	1 15	A B	6/ ANSWER ON PAGE 108 100	EPISODE 1, 2
61	What is the basic belief of the Declaration of Independence?				EPISODE 1

Materials Correlation to 100 INS Questions for Citizenship					
Number	Question	Chapter	Book	Page	Turning Points Video
19	What is the Constitution?	2	A	22, 23	EPISODE 2
20	Can the Constitution be changed?	3 15	A B	34 96	EPISODE 3
21	What do we call a change to the Constitution?	3 GLOSSARY	A A	34 159	EPISODE 3
22	How many changes or amendments have been added to the United States Constitution?	APPENDIX APPENDIX	A B	107 119	EPISODE 3
23	How many branches are there in our United States government?	2 4	A A	23 44-45, 47, 50	EPISODE 4
24	What are the three branches of our United States government?	2 4	A A	23 44-45, 47, 50	EPISODE 4
25	What is the name of the legislative branch of our United States government?	2 4 7	A A A	23 45, 47, 50 76/ANSWER ON PAGE 124	EPISODE 4
26	Who makes the laws in the United States?	4 7	A A	44-45, 47 76/ANSWER ON PAGE 124	EPISODE 4
27	What is Congress?	2 4	A A	23 45, 50	EPISODE 4
28	What is the main duty of Congress?	4 7	A A	47 76/ANSWER ON PAGE 124	EPISODE 4
29	Who elects Congress?	4 11	A B	47 50/ANSWER ON PAGE 130	
30	How many Senators are there in Congress?	2 11	A B	23 50/ANSWER ON PAGE 130	
31	Name the two United States Senators from your state?	2	A	25	
32	For how many years is a United States Senator elected?	11	B	50/ANSWER ON PAGE 130	
33	How many representatives are there in Congress?	11	B	50/ANSWER ON PAGE 130	
34	For how many years is a United States Representative elected to Congress?	11	B	50/ANSWER ON PAGE 130	
35	Who is the head of the executive branch of our United States government?	2 4	A A	23 45, 47	
36	What is the judicial branch of our United States government called?	2 4	A A	23 47, 50	
37	What are the duties of the Supreme Court?	2 4	A A	23 47	EPISODE 4
38	What is the supreme law of the United States?	2	A	22	
39	What is the Bill of Rights?	3	A	34	EPISODE 3
40	What is the capital of your state?	INFORMATION NOT INCLUDED IN MATERIALS			

Correlation to 100 INS Questions for Citizenship

Materials Correlation to 100 INS Questions for Citizenship					
Number	Question	Chapter	Book	Page	Turning Points Video
1	What are the colors of the United States flag?	3	A	38	EPISODES 1, 2, 3, 4, 5, 10, 12
2	How many stars are on our United States flag?	3	A	38	
3	What color are the stars on our United States flag?	3	A	38	EPISODES 1, 2, 3, 4, 5, 10, 12
4	What do the stars on our United States flag mean?	3	A	38	
5	How many stripes are on our United States flag?	3	A	38	
6	What color are the stripes on our United States flag?	3	A	38	EPISODES 1, 2, 3, 4, 5, 10, 12
7	What do the stripes on our United States flag mean?	3	A	38	
8	How many states are there in the Union?	10	B	38	
9	What holiday is celebrated on the 4 th of July	15	B	100	EPISODE 1
10	On what date is the United States Independence Day celebrated?	15	B	100	EPISODE 1
11	From what country did the United States declare its Independence?	1 2	A A	6 26	EPISODES 1 AND 2
12	What country did the United States fight during the Revolutionary War?	1 2	A A	6 26	EPISODES 1 AND 2
13	Who was the first President of the United States?	9	B	26	
14	Who is the President of the United States today?	INFORMATION THAT IS TIME SPECIFIC AND SUBJECT TO CHANGE NOT INCLUDED IN MATERIALS			
15	Who is the Vice President of the United States today?	INFORMATION THAT IS TIME SPECIFIC AND SUBJECT TO CHANGE NOT INCLUDED IN MATERIALS			
16	What group elects the United States President?	INFORMATION NOT INCLUDED IN MATERIALS			
17	Who becomes President of the United States if the President should die?	7 APPENDIX APPENDIX	A A B	88/ANSWER ON PAGE 127 AMENDMENT 20, SEC. 3 OR AMENDMENT 25 104, 106 116, 118	
18	For how many years do we elect the U.S. President?	7 11	A B	88/ ANSWER ON PAGE 127 50	

Materials Correlation to 100 INS Questions for Citizenship					
Number	Question	Chapter	Book	Page	Turning Points Video
81	What are the first ten amendments to the Constitution called?	3	A	34	EPISODE 3
82	Name one purpose of the United Nations	INFORMATION NOT INCLUDED IN MATERIALS			
83	In what city does Congress meet?	5 13	A B	64/ ANSWER ON PAGE 121 74	
84	Whose rights are guaranteed by the Constitution and the Bill of Rights?	2 8	A B	15, 22 10-11	EPISODE 2, 3, 8
85	What is the introduction to the Constitution called?	2 GLOSSARY	A A	23 161	
86	Name one benefit of being a citizen of the United States.	2 14	A B	35 71	EPISODE 2, 3, 5, 6, 7, 8, 9, 10, 11, 14, 15
87	What is the most important right granted to United States citizens?	11 14	B B	46, 47 71	
88	Who meets in the United States Capitol building?	5	A	64/ ANSWER ON PAGE 121	
89	What is the White House?	5	A	64/ ANSWER ON PAGE 121	
90	Where is the White House located?	INFORMATION NOT INCLUDED IN MATERIALS			
91	What is the name of the President's official home?	5	A	64/ ANSWER ON PAGE 121	
92	Name one right guaranteed by the first amendment.	3 6 7 APPENDIX APPENDIX	A A A A B	35 65, 72- 73 79, 85 100 112	EPISODE 6,7
93	Who is the Commander in Chief of the United States military?	4 7	A A	47 88/ ANSWER ON PAGE 127	
94	Which president was the first Commander in Chief of the United States military?	3 9	A B	34 26/ANSWER ON PAGE 125	EPISODE 3
95	In what month do we vote for the President of the United States?	11	B	47	
96	In what month is the new president inaugurated?	APPENDIX APPENDIX	A B	AMENDMENT 20 104 116	
97	How many times may a senator be re-elected?	11	B	50/ ANSWER ON PAGE 130	
98	How many times may a congressman be re-elected?	11	B	50/ ANSWER ON PAGE 130	
99	What are the two major political parties in the U. S. today?	11	B	46	
100	How many states are there in the United States?	10	B	38	

GED Topics in *On Common Ground*

The *On Common Ground* series is a useful companion tool for students engaged in ABE and GED courses of study. The series reviews key historical and political concepts typically addressed in the Social Science portion of the GED, and assists students in honing their comprehension, application, analysis, and evaluation skills tested on the GED exam.

Below you will find the topics included in both *On Common Ground* and the Social Science portion of the GED test. Although this list focuses on the history and political science concepts highlighted in current GED materials, since that is the thrust of the series, this is not to suggest that the series is only useful for these subjects alone.

History			
Topic	Chapter	Book	Episode
Native Americans	1	A	TURNING POINTS 5
Discovery of America	1	A	
Colonization of North America	1	A	
European Quest for Discovery and Empire	1	A	
Afro-American Heritage	5 11	A B	TURNING POINTS 5, 11
American Colonial Development	1, 2, 3, 5	A	TURNING POINTS 1, 2, 3
Revolutionary War: A National Government	1, 2	A	TURNING POINTS 1, 2
Principles of Declaration of Independence			TURNING POINTS 1
Growth of the U.S.: Economic and Geographic	5 14	A B	TURNING POINTS 5
Principles of U.S. Constitution	2, 3, 4, and whole series	A	TURNING POINTS 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 15
Slavery and Equal Rights	5 11, 15	A B	TURNING POINTS 5, 11, 15
Westward Expansion	5	A	TURNING POINTS 5
Industrial Revolution: Economic Goals			
Labor and Immigration	5 14, 15	A B	TURNING POINTS 5, 14, 15

History			
Topic	Chapter	Book	Episode
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Labor and Management Relations	15	B	TURNING POINTS 15
Beginnings of reform: Suffrage, Social Reforms, Farmers, Labor, NAACP	11 15	B B	TURNING POINTS 11, 15
Protests and Politics	5, 6 15	A B	TURNING POINTS 6, 15
Sixties and Seventies: The New Frontier, The Great Society, Vietnam, Watergate, Arms Race, Civil Rights Movement	CIVIL RIGHTS 11 15	B B	TURNING POINTS 15
Responsibility in Modern World: Change in Workforce			TURNING POINTS 5
Political Science			
Government and Society: Basic Role of Government	1, and whole series	A	TURNING POINTS 1
Types of Modern Government: Federal vs. Unitary States	2, 3, and 4	A	TURNING POINTS 2, 4
Meaning of Democracy	1, 8, and 12, and whole series	A B	TURNING POINTS 1, 8, and 12
Principles of U.S. Declaration of Independence and Constitution	2, 3, 4, and whole series	A	TURNING POINTS 1, 2, 3, 4
American federalism: National, State, and Local Governments	2, 4	A	TURNING POINTS 2, 4
Political Party System	11	B	
Right to Vote/Voter Behavior	11, 13	B	TURNING POINTS 11, 13
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Public Opinion and Pressure Groups	5, 6 11	A B	DRAMA 5, 6, 11 TURNING POINTS 6
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History			
Topic	Chapter	Book	Episode
Legislative Powers and Processes	4 13	A B	TURNING POINTS 4, 13
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Federal-State Relations	4	A	
Functions of Local Government	4	A	
Services Provided by Local Government: Roads, Transit, Development, Sanitation, Water Supply			DRAMAS, particularly episode 4
Government and Business: Capitalism and Socialism	14	B	
Labor and Social Security	14, 15	B	DRAMAS 14, 15

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