

Building Academic Vocabulary

Listed below are some important terms that identify many of the key concepts in Virginia & United States Government. This list should be viewed as basic list of critical terms. There are many other terms that are important for students to know that are not on this list. It should serve as a starting point for teaching important terms in this course.

Virginia & United States Government

Amendment	Foreign policy
Appeal	Fundamental rights
Bicameral	Global economy
Branch (executive, judicial, executive)	Goods & services
Bureaucracy	Ideology
Campaign	Indicators
Capitalism	Interest group
Checks & balances	Judicial review
Circular flow	Jurisdiction
Civil liberties	Liberal
Civil rights	Natural rights
Compromise	Opinion
Consent (of the governed)	Political party
Conservative	Powers (implied, inherent)
Democracy	Public policy
Diplomacy	Ratification
Due process	Republic
Electorate	Rule of the Law
Entrepreneurship	Separation of powers
Equality	Social contract
Federalism	Trial by jury

Instructional Example for: Jurisdiction

STEP 1 – Teacher provides a description, explanation, or example of the new term. Explanation of the term: Jurisdiction is the territory within which a power or authority has rights. These may be judicial (related to the courts), law enforcement (the police) or other authority within a government. Jurisdictions include physical territory, such as Prince William County or the extent of control the court or government body has in a certain area of concern, such as the courts or schools. If you break the word down, *juris*, means “law” and *dictio* means “to say.” Basically jurisdiction means the power, right or authority to interpret, apply and declare the law. Share a visual such as the map of Virginia counties to illustrate the concept.

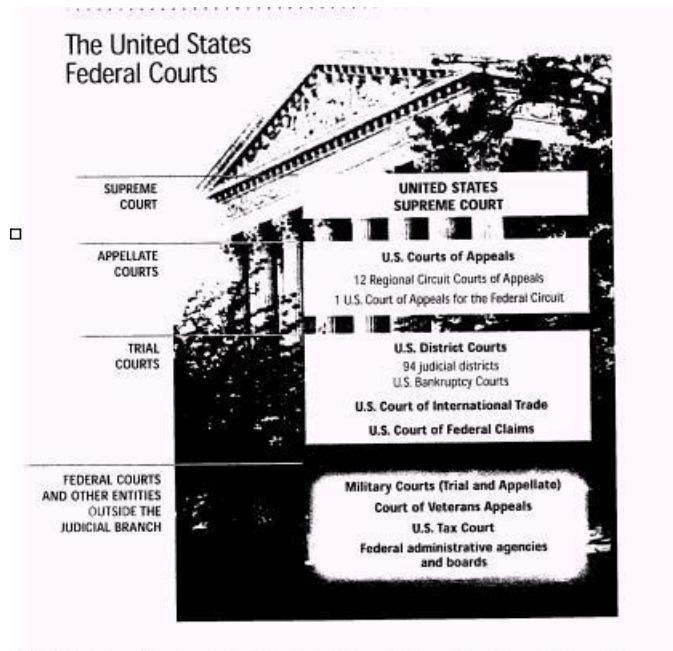
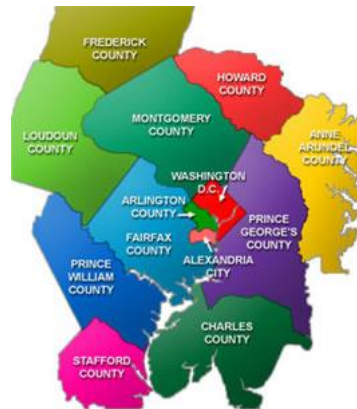


STEP 2 – Students restate the description, explanation, or example in their own words.

Students will describe jurisdiction in their own words. Model this for students by describing an experience such as a parking ticket or taxes. For example, in Prince William County, we pay sales tax. In the City of Manassas, there is a sales tax and an additional local tax on food eaten at a restaurant. Another example might be the fact that there are three school jurisdictions in and around Prince William County, City of Manassas, Manassas Park and Prince William County Schools. Select an example that is somewhat familiar to students to enhance relevance. Then, ask students to draw from their own personal experience to describe a jurisdiction they have encountered. This can be done verbally or in writing.

STEP 3 – Students create picture, symbol, or graphic representation of the term.

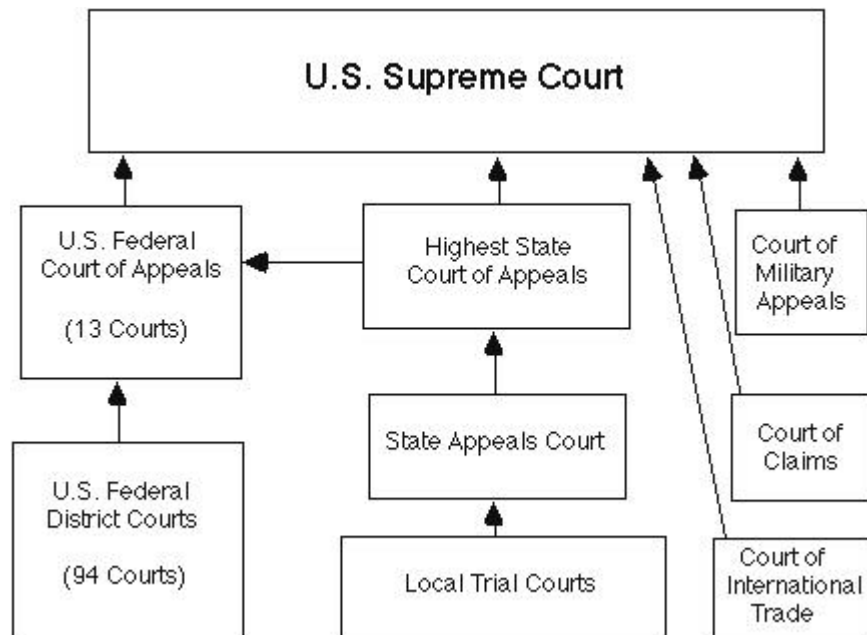
After approaching the term linguistically, creating a non-linguistic representation requires students to process information in new ways. Students should not overdraw – these are supposed to be quick and simple representations. You might consider referring to these as “quick-draws.” It is critical for the teacher to model this and allow for practice. At first, students can be allowed to work together. These drawings can also be added to over time. The “representation” can be a sketch of the actual thing (diameter = a circle with an arrow), or a symbol (scales for justice). For the term jurisdiction, student representations might include drawings illustrating political jurisdictions like counties, a police car with the name of the locality on its side or the structure of the courts.



STEP 4 – Engage students periodically in activities that help them add to their knowledge of the term.

Students will read and analyze a wide variety of sources for the term jurisdiction, since it appears in a variety of contexts in the Virginia and United States Government curriculum. Some examples of the use of the term jurisdiction in the course relate to the federal court system, the Virginia Judicial system and types of jurisdiction (exclusive, concurrent).

As students study the examples of jurisdictions and encounter sources specific to the content, their understanding of the term may be refined. Students should be given the opportunity to re-visit their initial descriptions and non-linguistic representations of the term to update or change them reflecting this expanded understanding. One way to accomplish this is for students to create a diagram or chart of the court system representing each court’s jurisdiction. For each jurisdiction, provide a case so that students can compare/contrast the types of issues on which each court focuses. As content is taught throughout the course, court cases relevant to specific topics can be added to the chart. For example, the bankruptcy cases of Walt Disney or Donald Trump could be studied and added to the chart when providing instruction on finances. A chart similar to the one below can be used with space left for students to add their notes on sample cases.



STEP 5 - Students discuss the term with one another.

Student interaction plays a key role in vocabulary development, so teachers should organize students and ask them to discuss the term **jurisdiction**. One way to facilitate this discussion is to provide an example such as *Dred Scott v Sandford* (1857). Students can follow the steps taken as the case moved through the court system's jurisdictions and discuss the case's movement and the resulting decision at each level. Relevant background reading and questions for this example can be found at <http://www.landmarkcases.org/dredscott/courtsystem.html>

STEP 6 – Involve students periodically in games that allow them to play with terms.

Games are an excellent way for students to reexamine their understanding of terms. After teaching the term ***jurisdiction*** in several contexts, review by playing a game of *Flyswatter* using the board provided below.

FLYSWATTER DIRECTIONS

This strategy promotes cooperation and teamwork while challenging students to recall content.

1. Create transparencies of Flyswatter game boards (sample provided below).
2. Divide participants into two teams.
3. Choose a Fly Swatter game board transparency and project in onto the chalkboard at the front of the classroom (not the screen so as not to damage the screen).
4. Be sure to remind students of the rules of handling fly swatters.
5. Have one student from each team come to the front of the room and stand on either side of the projected game.
6. Ask a question, or make a statement about one of the sections on the game board. The students search for the correct answer and swat it. The student who swats the correct answer first wins a point for their team. Participants may pass the fly swatter over or next to an image, but they must land and stay on first one they touch.
7. Rotate through students from each team until all questions have been asked.

Article III	Bankruptcy	State	Appellate
Original	Last resort	Jurisdiction	Supreme
Exclusive	Justice	Appeal	Jury
Judge	District	Concurrent	Federal

ASSESSMENT

Virginia & United States Government

After sharing the content below, assess student mastery of the concept of jurisdiction and related terms (appellate, original, etc), have students analyze the cartoon and data table on the case load of the Supreme Court and reinforce that each court has a different case load. Then, have students create scenarios for several cases, following the directions on the handout.

.7a - United States Court System

- Supreme Court
 - Nine justices, no jury
 - Hears appeals from lower federal courts and highest state court
 - Has limited original jurisdiction
- United States Court of Appeals
 - Judges, no jury
 - Hears appeals from United States district courts and certain other federal courts and commissions
- United States District Court
 - Judge and jury
 - Tries cases involving federal crimes and federal civil proceedings
 - Does not hear appeals

.10 - Types of jurisdiction

- Exclusive jurisdiction—Certain cases, such as bankruptcy and federal crimes, can only be tried in federal courts.
- Concurrent jurisdiction—Congress allows some cases to be tried in either federal or state courts (e.g., cases between citizens of different states).

Jurisdiction of regular federal courts

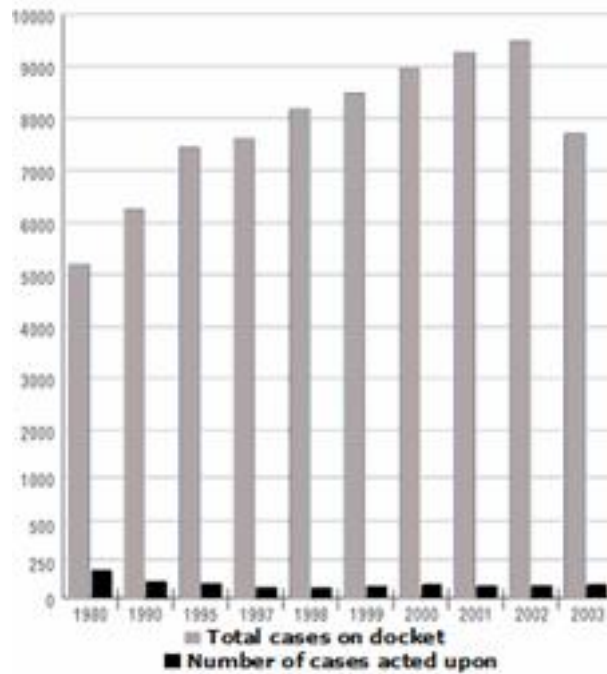
- Supreme Court—Appellate and limited original
- U. S. Court of Appeals—Appellate
- U. S. District Courts— Original

.8a

- Virginia's judicial system consists of four levels of courts. Judges are elected by the state legislature for a specific term.
 - Supreme Court: Reviews decisions of lower courts
 - Court of Appeals: Provides a review of lower court decisions and state commissions
 - Circuit Courts: Has original and appellate jurisdiction in civil and criminal cases
 - General District Courts: Has original jurisdiction in misdemeanor and traffic cases



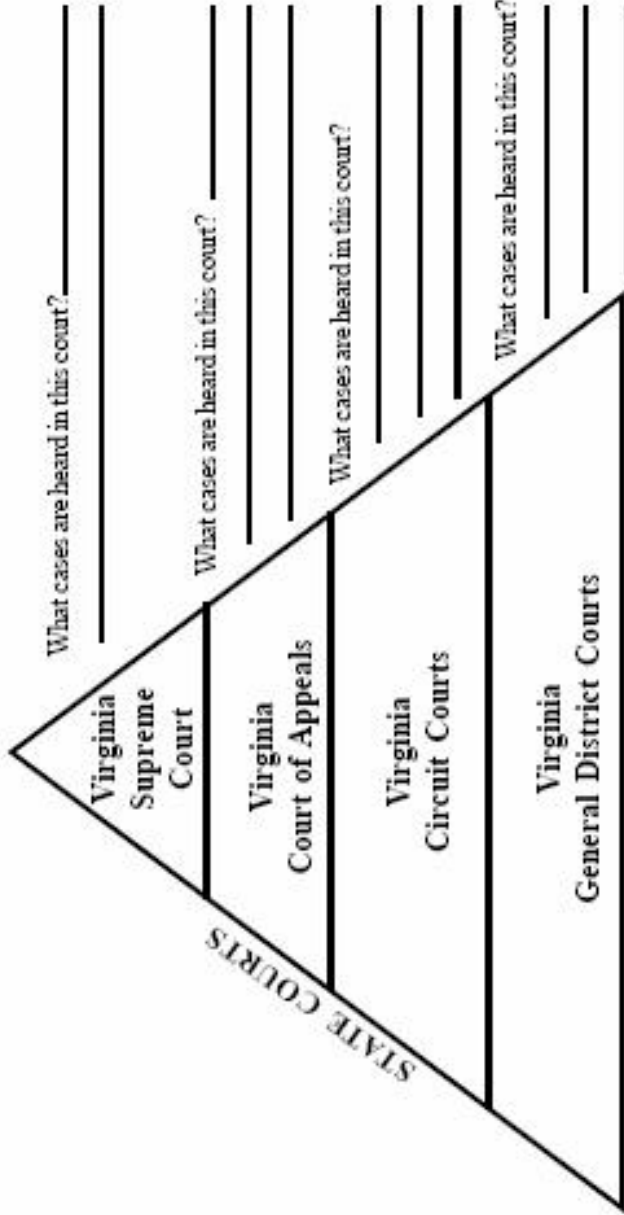
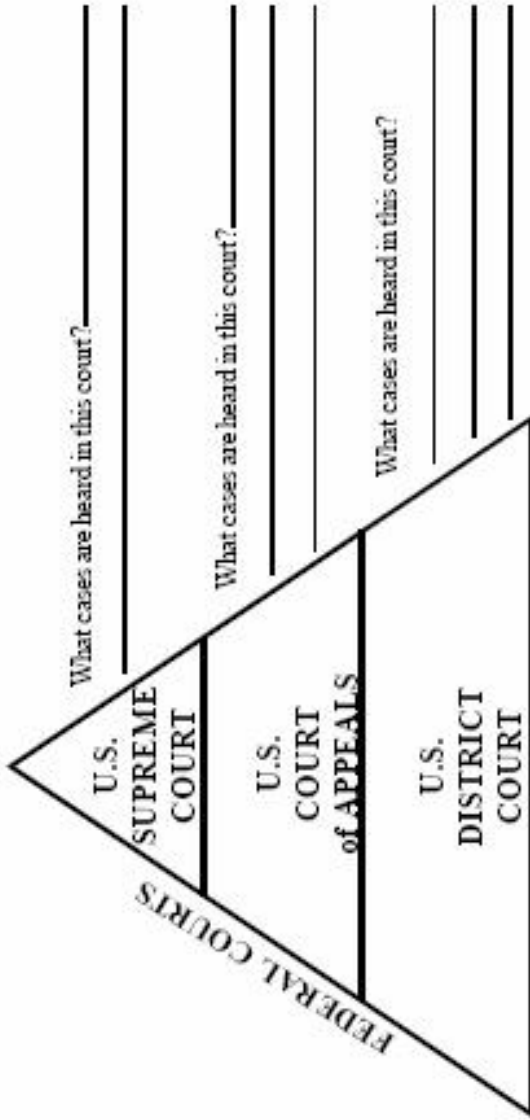
Supreme Court justices deluged with petitions to review cases from lower courts.
(Puck Magazine, 1885, Library of Congress)



Supreme Court Cases Filed and Accepted for Disposition 1980 to 2003

DIRECTIONS:

1. Select one Federal Court and two State Courts on which to focus.
2. For each court, create a scenario for a crime that would result in a criminal or civil case.
3. Explain which court would have original jurisdiction and why.
4. If the case were appealed, what would happen?



Criteria for assessing student understanding of academic vocabulary:

Level of Understanding	Description
5	<p>Student has mastered the use of the term and applies it to a wide variety of concepts consistently. Examples using the term:</p> <ul style="list-style-type: none"> • are extensive • demonstrate sophisticated understanding • are accurate and appropriate • are highly detailed
4	<p>Student uses the term correctly consistently and applies it to a variety of concepts. Examples using the term:</p> <ul style="list-style-type: none"> • are provided • demonstrate understanding • are accurate and appropriate • are detailed
3	<p>Student uses the term correctly consistently. Examples using the term:</p> <ul style="list-style-type: none"> • are provided • demonstrate understanding • are accurate and appropriate • are basic with some detail
2	<p>Student uses the term correctly but not consistently. Examples using the term:</p> <ul style="list-style-type: none"> • are provided • usually demonstrate understanding • are usually accurate and appropriate • are basic with no detail
1	<p>Student uses the term incorrectly or inconsistently. Examples using the term:</p> <ul style="list-style-type: none"> • are not provided • do not demonstrate understanding • are inaccurate or inappropriate • provide no detail
0	<p>Student fails to meet any performance descriptions listed above.</p>

Constitution of the United States : Article III

Section 1- Judicial powers. Tenure. Compensation.

The judicial power of the United States, shall be vested in one supreme court, and in such inferior courts as the Congress may, from time to time, ordain and establish. The judges, both of the supreme and inferior courts, shall hold their offices during good behaviour, and shall, at stated times, receive for their services a compensation, which shall not be diminished during their continuance in office.

Section 2 - Judicial power; to what cases it extends. Original jurisdiction of Supreme Court Appellate. Trial by Jury, etc. Trial, where

1. The judicial power shall extend to all cases, in law and equity, arising under this constitution, the laws of the United States, and treaties made, or which shall be made under their authority; to all cases affecting ambassadors, other public ministers and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more states, between a state and Citizens of another state, between Citizens of different states, between Citizens of the same state, claiming lands under grants of different states, and between a state, or the Citizens thereof, and foreign states, Citizens or subjects. (This section modified by **Amendment XI**)

2. In all cases affecting ambassadors, other public ministers and consuls, and those in which a state shall be a party, the supreme court shall have original jurisdiction. In all the other cases before-mentioned, the supreme court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

3. The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.

Section 3 - Treason defined. Proof of. Punishment of.

1. Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

2. The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture, except during the life of the person attainted.