

**An Evaluation of the Instructional
Impact of the Elementary and Middle School Curricular Materials
Developed for the National Bicentennial Competition
on the Constitution and Bill of Rights**

**Final Report
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Introduction

The National Bicentennial Competition on the Constitution and Bill of Rights is a five-year program funded by Congress, administered by the Center for Civic Education, and cosponsored by the Commission on the Bicentennial of the United States Constitution, to promote greater knowledge and understanding among students of the history and principles of the Constitution. The National Bicentennial Competition features curricular materials developed by the Center for Civic Education for use at three different levels: high school, middle school, and upper elementary school. The materials at each level include: a student text entitled We the People... with an accompanying teacher's guide; a "Test on the History and Principles of the United States Constitution;" and a culminating activity that involves students in simulated congressional hearings designed to allow them to apply the principles and concepts learned in the curricular materials to historical and contemporary issues. At the high school level, students have the option of participating in competitive simulated congressional hearings that culminate in national finals in Washington, D.C., each spring.

In 1988, Educational Testing Service (ETS) conducted an evaluation of the instructional effects of the first year of the program, during which the high school materials were introduced. The primary focus of the evaluation was to determine the instructional impact of We the People... on students and to find out whether students who participated in the program knew more about the Constitution and Bill of Rights than comparable students who did not participate. That study found that high school students participating in the We the People... program scored significantly higher on a test of the history and principles of the United States Constitution than similar students in comparison classes.

In 1989, the Center for Civic Education introduced middle school and upper elementary school versions of the curriculum and contracted with ETS to conduct a study of the effects of the materials in a systematically selected set of middle schools in Houston, Texas, and elementary schools in a Milwaukee, Wisconsin, suburb. A textbook and a teacher's guide were provided to each teacher participating in the program; also, student texts were provided for each participating student. In all, 844 middle school students and 187 upper elementary students took part in the study as part of either a participating or comparison group.

The report that follows is based on the results of the upper elementary and middle school evaluation conducted by ETS.

Procedures

Evaluation Question

The general goal for this study was translated into a specific evaluation question:

What was the impact of the We the People... curricular materials on elementary and middle school students' knowledge of the Constitution?

This report will focus on data collected to respond to this evaluation question. Additionally, the report also discusses the effectiveness of the testing procedures and also discusses the performance of the test on the history and principles of the U.S. Constitution.

Sampling

Schools selected for participation in the elementary study were located in a suburb of Milwaukee, Wisconsin. Schools in the middle school study were from the Aldine School District located in Houston, Texas. These sites were selected because of the willingness and ability of the director of instruction in Franklin, Wisconsin, and the Aldine district's social studies coordinator to enlist the cooperation of teachers for the study.

Ten fifth-grade teachers from five different elementary schools in the Wisconsin suburb and ten eighth-grade teachers from three elementary schools in the Aldine School District agreed to participate in the study. Each teacher was assigned either a participating or comparison designation in random fashion to minimize the impact of sampling error.

Response Rate

The data collection occurred during the middle of the 1989-90 academic year. Because of this, some slight delays were encountered. Nevertheless, a large number of answer sheets were completed and received from all teachers involved in the study. In all, test results were received from 93 elementary school participating students and 94 elementary school comparison students and from 420 middle school participating students and 424 middle school comparison students.

Methods

Tests on the history and principles of the United States Constitution developed by the Center for Civic Education measured students' knowledge of the material covered in the curriculum. The middle school test was given to all students in the eighth-grade participating and comparison classes, and the elementary school version was given to all students in the fifth-grade participating and comparison classes. Total scores and subtest scores were compared to assess the impact of program participation.

T-tests were used to determine the significance of the observed differences in average scores of the participating and comparison groups. Standard reliability and item analyses were also conducted on the completed examinations received from the students participating in the We the People... curricular program. (A copy of the elementary test will be found in Appendix A, and a copy of the middle school test will be found in Appendix C.)

Questionnaires were used to gather information from teachers of participating and comparison classes. Both groups of teachers were asked to provide background information about their school and the students in their classes. The information was used to assist the analysis of the test score data.

Comparability of Groups

The sampling procedures were designed to yield participating and comparison groups that were equivalent. Classes were assigned randomly as either participating or comparison so they would be as similar as possible. However, this process is not always completely random. In order to insure comparability of the two groups, questions about significant background factors were included in the teacher questionnaires to enable more direct comparison of the two groups of classes. Teachers identified the subject of the selected class, estimated the average reading level of students, and reported whether the class had any special designations, such as special education or gifted. They also estimated the average socioeconomic level of students in the school and in the classroom.

Elementary Classes

The elementary participating and comparison classes were very similar on all of these variables. They were all self-contained (nondepartmentalized) fifth-grade classrooms composed of students who were reading at, or slightly above, their grade level. Most classes had no special designation. In most of the schools, median family incomes were in the range of \$30,000 to \$45,000. While the schools in each group were quite varied in terms of minority enrollment, most of the classes in the evaluation had at least 10% minority students.

Middle School Classes

The middle school participating and comparison classes were also very similar on all of these variables. They were almost exclusively U.S. Government or U.S. History classes, composed of students who were reading at, or slightly below their grade level. Most classes had no special designation. In most of the schools median family incomes were in the range of \$15,000 to \$30,000. While the schools in each group were quite varied in terms of minority enrollment, most of the classes in the evaluation had more than 40% minority students.

The available evidence suggests that at both the elementary and middle school levels the two groups were quite comparable in every respect and that any error due to sampling would be minimized. It seems safe to conclude that differences in performance on the tests of the history and principles of the U.S. Constitution derive from participating in the We the People... program, not from dissimilarities in background factors.

Limitations of the Study

There was no evidence that those who participated in the evaluation were unrepresentative of the population. Furthermore, information provided by the teachers indicated that the participating and comparison groups were comparable on all background variables that were measured. However, while there is no reason to doubt the representativeness of the data that were analyzed, caution should be used when interpreting the results. Statistical tests were performed as if the groups were truly random.

RESULTS

The results for both the elementary and middle school studies are presented in two parts. The first part, Program Impact, addresses the study's major evaluation question:

What was the impact of We the People... curricular materials on students' knowledge of the Constitution?

The second part, Test Procedures and Performance, reports on the effectiveness of the testing procedures and the performance of the test on the history and principles of the United States Constitution.

ELEMENTARY STUDY RESULTS

Program Impact

The principal measure of program impact in this study was student performance on the elementary version of the test on the history and principles of the U.S. Constitution, developed by the Center for Civic Education to accompany the We the People... curricular materials. This test was administered to the participating classes following participation in the We the People... program and to the comparison classes following participation in their regular constitutional instructional program.

Overall Test Performance

The program had a strong positive impact on elementary students' knowledge of the history and principles of the U.S. Constitution. Students who participated in the instructional program scored significantly higher on the test than similar students in classes not using the We the People... materials. (See Table 1.) Students participating in the program answered 78% of the questions correctly on the average, compared to 53% correct for students in comparison classes. This is a clear indication that the We the People... project is meeting its goals--improving students' knowledge of the history and development of the United States Constitution.

Table 1
Average Total Percent Correct

Participating Classes (N=93)	Comparison Classes (N=94)
78%	53%

Comparison between participating and comparison classes was statistically significant, $p < .01$.

Unit Test Performance

Test performance on each of the five curricular units in the text was also analyzed for differences between participating and comparison classes. The five curricular units included political philosophy, issues and debates of the Philadelphia Convention, organization of the new government, protection of basic rights, and responsibilities of the citizen.

Significant differences in favor of program participants were observed in four of the five major curriculum units covered by the test. (See Table 2.) The unit on citizen responsibilities was not included in the final analysis because it consisted of only one item. The greatest difference between the groups occurred in the unit on the organization of the new government. On the questions relating to organization of the new government, the average scores of students participating in the program were 31% higher than the average scores of comparison students. On the other three units, the differences ranged from 20-25% higher for participating students.

Table 2

Average Percent Correct by Curriculum Unit

Curriculum Unit (Number of Items)	Participating Classes	Comparison Classes
Political Philosophy (11)	79%	59%
Issues and Debates (5)	68%	44%
Organization of the New Government (7)	81%	50%
Basic Rights (6)	78%	53%
Responsibilities of the Citizen (1)	N/A	N/A

All comparisons between participating and comparison classes were statistically significant, $p < .01$.

Individual Item Performance

In terms of the individual test items, the participating classes outperformed the comparison classes on each item. Examples of individual items are given below:

Eighty-one percent of the participating elementary students knew that a republican type government is characterized by the people giving power to elected representatives while only 41% of the comparison group knew this.

Ninety-four percent of the participating elementary students knew that the reason the Framers separated the powers of government was so that no branch would become too powerful. Only 56% of the comparison group understood this.

Eighty percent of the participating elementary students knew that the basic responsibility of the executive branch is to carry out the laws while only 38% of the comparison group were aware of this function.

Seventy-six percent of the participating elementary students knew that the Supreme Court can declare a law of Congress unconstitutional under its power of judicial review. Only 48% of the comparison group understood this.

Appendix B contains the number and percent correct achieved by both the participating and comparison elementary groups for each test item.

Additional Test Performance Analysis: Reading Levels

An additional analysis was conducted for the purpose of determining the impact of the materials on students at different reading levels. Caution should be used in interpreting these data since the variable categories are teacher-reported and not necessarily verified by test scores.

Two teacher-report categories for classroom reading level were employed for this analysis: reading at grade level and reading above grade level. Comparisons were conducted for the participating students only to explore whether the materials had a different impact on students at different reading levels. Tables 3 and 4 display the results of the analysis.

It is apparent that, even when using these two general categories of reading levels, no significant differences were found between the two groups. Students at reading level for their grade had little problem mastering the material. Their overall mean was 75% correct. Students who were above reading level had slightly improved performance (78% correct) over the other group. In the analysis comparing the two groups on each unit, no significant differences were found on any of the four major curricular units between the two reading level groups.

Table 3

Average Total Percent Correct By Reading Level
(Participating Classes Only)

At Reading Level	Above Reading Level
75%	78%

Comparison between groups with different reading abilities was not statistically significant.

Table 4

Average Percent Correct By Reading Level
(Participating Classes Only)

Curriculum Unit	At Reading Level	Above Reading Level
Political Philosophy	77%	78%
Issues and Debate	73%	81%
Establishment of the New Government	75%	77%
Basic Rights	75%	78%
Responsibilities of the Citizen	N/A	N/A

All comparisons between groups with different reading abilities were not statistically significant.

Test Procedures and Performance

Elementary teachers were asked a number of questions about the test on the history and principles of the U.S. Constitution. Both participating teachers and comparison teachers were asked to comment on the difficulty of the test and the test administration process. Participating teachers also answered questions about the match between the test and the curriculum. An item analysis was conducted to examine the performance of the test items.

Test Difficulty

All elementary teachers (100%) indicated that they felt the test was "somewhat difficult" for students in their class. This judgment was shared by participating class teachers and comparison class teachers. The general comment was that the "wording of the questions" was not always clear. No specific test items were cited.

Comments on Specific Test Questions

Both participating and comparison teachers were given an opportunity to identify specific questions they felt were wrong or inappropriate. Only 20% of the participating teachers said there were inappropriate questions.

However, when given the opportunity to indicate the questions or the content area, they provided little useful information. One teacher said only that some questions were "vague." Two teachers cited specific questions. These include 1, 12, 14, 15 and 21.

Test Instructions and Administration

Both groups of teachers indicated that the instructions for administering the test were adequate. All of the teachers in both groups rated instructions as either clear or extremely clear. Similarly, no problems were reported during the administration of the test by either group of teachers.

Test Content Coverage and Importance

Elementary teachers of participating classes were asked to indicate how well the test of the history and principles of the Constitution matched the curriculum that was contained in We the People... They were asked specifically about how well the test covered the curriculum and how well the test measured important concepts in We the People... Eighty percent of the teachers indicated that the test provided reasonable coverage of the curriculum. Only 20% indicated that the test provided an incomplete coverage of the curriculum. Forty percent of the teachers indicated that the test measured most of the important concepts in We the People... The fact that 20% of the teachers rated the match between test content and curriculum content as incomplete coupled with the fact that 60% of the teachers reported that the test measured only some important concepts in We the People suggest that test developers review specific items and consider minor revisions. However, this recommendation must be tempered in light of the small sample of teachers responding to the questionnaire.

Reliability and Item Analysis

Test results collected from elementary students who participated in the evaluation were used to examine the reliability of the test and to explore the effectiveness of individual test questions. Test reliability ranged from .81 to .90, using data from the participating and comparison groups in elementary grades. These values are quite high, and they indicate that the test measured student performance quite consistently. Item analyses of the test

produced no unusual findings. Both item difficulty and item discrimination indices were within normal bounds for both groups of students. Overall, the test performed as anticipated.

Conclusions

Overall, the initial use of the We the People... upper elementary school curriculum program was a great instructional success. In particular, use of the materials had a significant positive impact on students' knowledge of the Constitution. This impact was reflected in the test scores obtained by the students participating in the classrooms where these materials were being used as the main instructional medium for instruction on the Constitution.

A secondary analysis was performed to explore more specific impact of the materials on the students. This analysis was a comparison of the impact on two general reading levels: at grade level and above grade level. The results indicated no significant differences between the two groups. Students at reading level for their grade and students who were reading above grade level had little problem mastering the material.

The evaluation examined the test used to determine students' knowledge of the Constitution. A large majority of teachers felt that the test on the history and principles of the U.S. Constitution provided a reasonable coverage of the content of the curriculum. An item analysis showed that the test measured student performance quite consistently, and the individual questions performed well.

MIDDLE SCHOOL RESULTS

Program Impact

The principal measure of program impact in this study was student performance on the middle school version of the test on the history and principles of the Constitution which was administered to the participating classes. This test was also administered to the comparison classes following participation in their regular constitutional instructional program. The test was developed by the Center for Civic Education to accompany the We the People... curricular materials.

Overall Test Performance

The program had a strong positive impact on middle school students' knowledge of the history and principles of the U.S. Constitution. Students who participated in the program scored significantly higher on the test than similar students who did not use the We the People... materials. (See Table 1.) Participating students answered 60% of the questions correctly on the average, compared to 36% correct for students in comparison classes. This is a clear indication that the We the People... curricular materials were effective in bringing about change in middle school students' knowledge of U.S. history and government; that is, the participating students' knowledge of the history of the founding of the United States and the development of the U.S. Constitution was significantly greater after having been exposed to the We the People... materials.

Table 1

Average Total Percent Correct

Participating Classes (N=420)	Comparison Classes (N=424)
60%	36%

Comparison between participating and comparison classes was statistically significant, $p < .01$.

Unit Test Performance

Test performance on each of the six curricular units was also analyzed for differences between participating and comparison classes. The six curricular units included political philosophy, history and experience of the Founders, issues and debates of the Philadelphia Convention, organization of the new government, protection of basic rights, and responsibilities of the citizen.

Significant differences in favor of the participating students were found in each of the six major curricular units covered by the test. (See Table 2.) The greatest difference between the groups occurred in the unit on political philosophy where the participating students achieved 38% higher scores than the comparison students. On the other five units the differences ranged from 18%-26% higher for participating students.

Table 2
Average Percentage Correct by Curriculum Unit

Curriculum Unit (Number of Items)	Participating Classes	Comparison Classes
Political Philosophy (9)	72%	34%
History and Experience (6)	63%	37%
Issues and Debates at Philadelphia (15)	55%	33%
Establishment of the Government (10)	54%	36%
Basic Rights (7)	60%	35%
Responsibilities of the Citizen (3)	73%	47%

All comparisons between participating and comparison classes were statistically significant, $p < .01$.

Individual Item Performance

In terms of the individual test items, the participating classes outperformed the comparison classes on each item. Examples of individual items are given below.

Sixty-nine percent of the participating middle school students knew that a constitutional government always includes a limitation of powers while only 30% of the comparison group knew this.

Sixty-five percent of the participating middle school students knew that the idea that government gets its authority from the people is known as popular sovereignty. Only 24% of the comparison group understood this concept.

Seventy-five percent of the participating middle school students knew that the Fourteenth Amendment was intended to guarantee the equal protection of the laws to blacks while only 43% of the comparison group knew this fact.

Appendix D contains the number and percent correct achieved by both the participating and comparison middle school groups for each test item.

Additional Test Performance Analysis: Reading Levels

An additional analysis was conducted for the purpose of determining the impact of the materials on students at different reading levels. Caution should be used in interpreting these data since the variable categories are teacher-reported and are not necessarily verified by test scores.

Two teacher-reported categories for classroom reading level were employed for this analysis: reading at or above grade level and reading below grade level. Comparisons were conducted for the participating students only to explore whether the materials had a different impact on students at different reading levels. Tables 3 and 4 display the results of the analysis.

It is apparent that, even when using these two general categories for reading levels, significant differences were found between the two groups. Students at or above the reading level for their grade had little problem mastering the material. However, students who were below reading level had a much more difficult time with the material. This is especially evident in table 4, where significant differences are found on all of the six curricular units between the two reading level groups.

Table 3
Average Total Percent Correct By Reading Level
(Participating Classes Only)

At or Above Reading Level	Below Reading Level
75%	51%

Comparison between groups with different reading abilities was statistically significant, $p < .01$.

Table 4
Average Percent Correct By Reading Level
(Participating Classes Only)

Curriculum Unit (Number of Items)	At or Above Reading Level	Below Reading Level
Political Philosophy (9)	77%	42%
History and Experience (6)	69%	46%
Issues and Debate (15)	71%	41%
Establishment of the Government (10)	62%	41%
Basic Rights (7)	61%	48%
Responsibilities of the Citizen (3)	69%	47%

All comparisons between groups with different reading abilities were statistically significant, $p < .01$.

Test Procedures and Performance

Middle school teachers were asked a number of questions about the test on the history and principles of the U.S. Constitution. Both participating and comparison teachers were asked to comment on the difficulty of the test and the test administration process. Participating teachers also answered questions about the match between the test and the curriculum. An item analysis was conducted to examine the performance of the test items.

Test Difficulty

Most (80%) of the participating class teachers indicated that they felt the test was "much too difficult" for students in their class. This judgment was shared universally by teachers in the comparison classes.

Comments on Specific Test Questions

The teachers were given an opportunity to identify specific questions they felt were wrong or inappropriate. Forty percent of the teachers said there were inappropriate questions. However, when given the opportunity to indicate the questions or the content area, they provided very little useful information. Only one teacher identified some questions as too "tricky" or difficult for his students. The questions are 2, 5, 15, 23, 33, and 40.

Test Instructions and Administration

The teachers indicated that the instructions for administering the test were adequate. All of the teachers rated instructions as either clear or extremely clear. Similarly, no problems were reported during the administration of the test by either group of teachers.

Test Content Coverage and Importance

Middle school teachers of participating classes were asked to indicate how well the test of the history and principles of the Constitution matched the curriculum that was contained in We the People... All of the teachers indicated that the test coverage was reasonable or complete. Eighty percent of these teachers indicated that the test measured most or all of the important concepts of the We the People... materials.

Reliability and Item Analysis

Test results collected from middle school students who participated in the evaluation were used to examine the reliability of the test and to explore the effectiveness of individual test questions. Test reliability was .88, using data from the participating group in the study. This value is quite high and indicates that the test

measured student performance quite consistently. Item analyses of the test produced no unusual findings. Overall, the test performed as anticipated.

Conclusions

Overall, the We the People... middle school curricular materials developed for the National Bicentennial Competition on the Constitution and Bill of Rights were instructionally successful. There was a significant positive impact on students' knowledge of the Constitution. This impact was reflected in the test scores obtained by the students participating in the classrooms where these materials were being used as the main instructional medium for instruction on the Constitution.

An analysis was also conducted to examine the relationship between student reading levels and the curricular materials. This analysis included a comparison of the impact on students at two general reading levels: below grade level and at or above grade level. The results indicated that generally students with below grade-level reading ability experience difficulty with the materials. This was reflected in the consistently lower test scores. No one unit seemed to be of greater difficulty. In light of these results, consideration should be given to using the We the People... upper elementary version with classes reading below grade level.

The evaluation also examined the test used to determine students' knowledge of the Constitution. Teachers felt that the test of the history and principles of the U.S. Constitution was a valid reflection of the content of the curriculum. An item analysis showed that the test was reliable and the individual questions performed well. Most teachers indicated that they felt the test was "much too difficult" for students in their classes. Despite this assessment, the participating students significantly outscored the comparison students. A suggestion for teachers who consider the test too difficult would be to modify it or use the upper elementary version, especially with students who read below grade level.

General Summary

In summary, the initial use of the We the People... elementary and middle school materials achieved its major instructional goal of increasing students' knowledge of the Constitution and Bill of Rights.

APPENDIX A
ELEMENTARY TEST

*Test on the History and Principles
of the
United States Constitution*

*We the People...
Congress and the Constitution*

directed by the Center for Civic Education
cosponsored by the Commission on the Bicentennial of the United States Constitution
funded by an act of Congress



Level I

Instructions: For each question, select the one best answer. Mark your answers on a separate answer sheet as instructed by your teacher.

1. Which best describes the American colonists' experience with self-government?
 - a. They didn't participate in government.
 - b. They let Great Britain make all the laws.
 - c. They developed their own governments.
 - d. They ignored British customs and laws.
2. Practicing the religion of your choice is part of the right to
 - a. life.
 - b. liberty.
 - c. property.
 - d. equality.
3. The Founders believed the main purpose of government is to
 - a. arrest lawbreakers.
 - b. tax its citizens.
 - c. protect people's rights.
 - d. control its citizens' lives.
4. When people form a government they agree to
 - a. hold yearly elections.
 - b. run for office.
 - c. believe what the government says.
 - d. obey its laws.
5. Which best describes what life would be like without laws or a government?
 - a. Nobody's rights would be protected.
 - b. Everybody's rights would be protected.
 - c. People would behave reasonably.
 - d. Strong people would help weak people.
6. Citizens who have "civic virtue" want the government to help
 - a. farmers.
 - b. factory workers.
 - c. students.
 - d. all people.
7. Which is a true statement about a republican type of government?
 - a. Only a few leaders have all the power.
 - b. The people give power to elected representatives.
 - c. All leaders are appointed.
 - d. Leaders are not responsible to anyone.

GO TO QUESTION NUMBER 8 PAGE 2

8. Which would be the best source of information about how a nation's government is organized?
- A dictionary.
 - A constitution.
 - A government report.
 - A speech by a government leader.
9. According to the Declaration of Independence, government gets its power from
- a king.
 - a president.
 - the law makers.
 - the people.
10. The first United States plan of government was known as the
- Articles of Confederation.
 - U.S. Constitution.
 - Declaration of Independence.
 - Emancipation Proclamation.
11. The major problem with the first United States government was
- the President had too much power.
 - the state governments had more power than Congress.
 - Congress took away the rights of the people.
 - some states had more power than other states in Congress.
12. Which action did the delegates to the Philadelphia Convention agree to take?
- Follow the instructions of Congress.
 - Improve the Articles of Confederation.
 - Give the state governments more power.
 - Write a new constitution.
13. The decision to divide Congress into two houses, a Senate and a House of Representatives, solved a conflict about
- slavery.
 - taxes.
 - representation.
 - natural rights.
14. Which delegate to the Philadelphia Convention would most likely want the U.S. Constitution to protect slavery?
- A Southern plantation owner.
 - A Northern factory owner.
 - A fisherman.
 - A shop owner.
15. Which idea best explains why the North was willing to compromise with the South on slavery?
- Both the North and the South had large numbers of slaves.
 - Northern farms needed slave labor.
 - The North wanted the South to join the new government.
 - The South agreed to stop slavery soon.

GO TO QUESTION NUMBER 16 PAGE 3

16. The purposes of the Constitution are included in the
- First Amendment.
 - Bill of Rights.
 - Preamble.
 - Declaration of Independence.
17. The Framers separated the powers of government so that no branch would
- raise taxes.
 - become too powerful.
 - disagree with the others.
 - protect the rights of the people.
18. In the U.S. Constitution the legislative branch of government has the power to
- make laws.
 - carry out laws.
 - settle disagreements over laws.
 - declare laws unconstitutional.
19. The basic responsibility of the executive branch of government is to
- make laws.
 - enforce laws.
 - settle disagreements over laws.
 - amend laws.
20. Which is an important responsibility of the judicial branch of government?
- Appointing members to Congress.
 - Settling disagreements over laws.
 - Making laws.
 - Declaring war.
21. Using its power of judicial review, the Supreme Court can
- declare a law of Congress unconstitutional.
 - declare war.
 - make treaties.
 - appoint cabinet officers.
22. Which best describes a federal system of government?
- One government has all the power.
 - People have no power.
 - Power is divided among national, state, and local governments.
 - Power is divided among the states.
23. With the U.S. Constitution as the supreme law of the land, which government would most likely have the greatest power?
- National.
 - State.
 - County.
 - City.
24. The first ten amendments to the Constitution are known as the
- Bill of Rights.
 - Declaration of Independence.
 - Articles of Confederation.
 - Preamble.

GO TO QUESTION NUMBER 25 PAGE 4

25. Which is an abuse of freedom of expression?
- a. Teaching that slavery and war are evil.
 - b. Criticizing the government.
 - c. Yelling "Fire!" just to frighten people.
 - d. Protesting unfair treatment.
26. Which is not allowed by the U.S. Constitution?
- a. Practicing your religion.
 - b. Creating your own religion.
 - c. Joining any religion you want.
 - d. Establishing a government religion.
27. Treating people unfairly because of their race, sex, or religion is called
- a. equal protection.
 - b. disability.
 - c. violation.
 - d. discrimination.
28. The right to due process means that government cannot
- a. arrest you.
 - b. make laws that you disagree with.
 - c. send you to prison.
 - d. treat you unfairly.
29. The largest group denied the right to vote in our country was
- a. women.
 - b. blacks.
 - c. Native Americans.
 - d. eighteen-year-olds.
30. A good way for fifth and sixth graders to participate in our government is to
- a. vote in elections.
 - b. write to a representative.
 - c. run for public office.
 - d. serve on a jury.

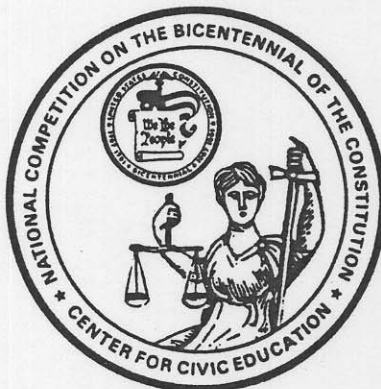
APPENDIX B
Elementary Results

Percent Correct by Test Item:
Participating (N=93) versus Non-participating (N=94) Elementary Respondents

Item	Subscale	Percent Correct Participating Group			Percent Correct Non-Participating Group	
		(n)	%		(n)	%
1	Philosophy	(77)	83%	+20	(59)	63%
2	Philosophy	(72)	77%	+ 18	(55)	59%
3	Philosophy	(84)	90%	+ 22	(64)	68%
4	Philosophy	(71)	76%	+ 02	(70)	74%
5	Philosophy	(90)	97%	+ 04	(87)	93%
6	Philosophy	(91)	98%	+ 12	(81)	86%
7	Philosophy	(75)	81%	+ 40	(39)	41%
8	Philosophy	(77)	83%	+ 23	(56)	60%
9	Philosophy	(80)	86%	+ 32	(51)	54%
10	Philosophy	(74)	80%	+ 44	(34)	36%
11	Philosophy	(22)	24%	+ 07	(16)	17%
12	Debates	(57)	61%	+ 21	(38)	40%
13	Debates	(67)	72%	+ 36	(34)	36%
14	Debates	(79)	85%	+ 23	(58)	62%
15	Debates	(47)	51%	+ 10	(39)	41%
16	Debates	(68)	73%	+ 30	(40)	43%
17	New Gov't	(87)	94%	+ 38	(53)	56%
18	New Gov't	(80)	86%	+ 36	(47)	50%
19	New Gov't	(74)	80%	+ 42	(36)	38%
20	New Gov't	(82)	88%	+ 41	(44)	47%
21	New Gov't	(71)	76%	+ 28	(45)	48%
22	New Gov't	(63)	68%	+ 15	(50)	53%
23	New Gov't	(80)	86%	+ 27	(55)	59%
24	Basic Rts	(79)	85%	+ 19	(62)	66%
25	Basic Rts	(54)	58%	+ 32	(24)	26%
26	Basic Rts	(76)	82%	+ 23	(55)	59%
27	Basic Rts	(83)	89%	+ 21	(64)	68%
28	Basic Rts	(82)	88%	+ 21	(63)	67%
29	Basic Rts	(64)	69%	+ 34	(33)	35%
30	Citz Resp	(86)	92%	+ 23	(65)	69%

APPENDIX C
MIDDLE SCHOOL TEST

*Test on the History and Principles
of the
United States Constitution*



National Bicentennial Competition on the Constitution and Bill of Rights
a project of the
Center for Civic Education
cosponsored by the
Commission on the Bicentennial of the United States Constitution

Level II

Instructions: For each question, select the one best answer. Mark your answers on a separate answer sheet as instructed by your teacher.

1. The Founders believed that "natural rights" meant the right to
 - a. an education, property, and security.
 - b. life, liberty, and property.
 - c. clothing, food, and shelter.
 - d. life, work, and protection.
2. An agreement to create a government and consent to its laws is known as a
 - a. consent decree.
 - b. constitution.
 - c. social contract.
 - d. declaration of intent.
3. Living with no rules or laws is known as
 - a. the state of nature.
 - b. democracy.
 - c. the social compact.
 - d. a natural right.
4. Citizens who put the common welfare above their own selfish interests demonstrate
 - a. democracy.
 - b. separation of powers.
 - c. balance of powers.
 - d. civic virtue.
5. A constitutional government always includes
 - a. a strong executive.
 - b. a limitation of powers.
 - c. a written constitution.
 - d. the idea of judicial review.
6. A constitution is considered a "higher law" if it
 - a. must be obeyed by those running the government.
 - b. cannot be changed.
 - c. provides for religious freedom.
 - d. lists the rights of the people.
7. The system of checks and balances was established to
 - a. protect the people's freedom of expression.
 - b. control the spending of tax money.
 - c. prevent branches of government from abusing power.
 - d. protect the states' powers.
8. Dividing the government into three branches is known as
 - a. federalism.
 - b. constitutional government.
 - c. separation of powers.
 - d. private domain.
9. Which of the following statements is not true?
 - a. The Supreme Court can declare laws passed by Congress and signed by the President invalid.
 - b. The President may remove a Congressman from office for high crimes.
 - c. The President can check the power of Congress by vetoing laws.
 - d. The Senate may reject a President's appointments.

10. An example of representation in the English government was the
 - a. Parliament.
 - b. English Bill of Rights
 - c. monarchy.
 - d. feudal system.

11. The Declaration of Independence is
 - a. the peace treaty from the American Revolution.
 - b. an explanation of the colonists' revolt against Britain.
 - c. the first United States Constitution.
 - d. the first ten amendments to the Constitution.

12. The purpose of government as described in the Declaration of Independence is to
 - a. protect the people's natural rights.
 - b. prevent attacks by foreign countries.
 - c. make agreements with other nations.
 - d. serve as a check on special interest groups.

13. According to the Declaration of Independence, if the government takes away people's natural rights,
 - a. the President can be impeached.
 - b. a new constitution must be written.
 - c. military leaders may take over the government.
 - d. the people can change or abolish the government.

14. The idea that government gets its authority from the people is known as
 - a. a state of nature.
 - b. social justice.
 - c. popular sovereignty.
 - d. a natural right.

15. Which of the following did the authors of the Articles of Confederation fear?
 - a. A strong national government.
 - b. Strong state governments.
 - c. Powerful judges.
 - d. All of the above.

16. The author of the Virginia Plan, also known as the "Father of the Constitution," was
 - a. George Washington.
 - b. James Madison.
 - c. Benjamin Franklin.
 - d. Thomas Jefferson.

17. Who was not at the Philadelphia Convention?
 - a. James Madison.
 - b. George Mason.
 - c. Thomas Jefferson.
 - d. Benjamin Franklin.

18. One issue on which most Framers agreed was the need for
 - a. equal representation.
 - b. a stronger national government.
 - c. proportional representation.
 - d. an easy method of amending the Constitution.

19. The decision to divide Congress into two houses, with equal representation in one and proportional representation in the other, was called the
 - a. Great Compromise.
 - b. Virginia Plan.
 - c. New Jersey Plan.
 - d. New York Compromise.

20. Under the Constitution, all bills for national taxes and government spending must begin with the
- President.
 - Senate.
 - House of Representatives.
 - states.
21. The major reason the Framers from the northern states agreed to allow the slave trade to continue was that they
- saw the need for slavery in the southern states.
 - wanted to expand slavery into new territories.
 - expected improved trade with the South.
 - wanted the South to agree to the new national government.
22. An important difference between the Articles of Confederation and the Constitution is that the Constitution gives
- Congress the power to act directly upon the people.
 - Congress the right to establish a national school system.
 - any state the right to leave the Union if it wishes.
 - smaller states greater power.
23. The "necessary and proper" clause of Article 1 has allowed Congress to
- control the powers of the President.
 - expand its powers.
 - limit the power of the Supreme Court.
 - add amendments to the Constitution.
24. The requirement in the Constitution that the President's nominations to the Supreme Court be approved by the Senate is an example of
- legislative supremacy.
 - original jurisdiction.
 - checks and balances.
 - judicial review.
25. The complicated system the Framers created for choosing the President is known as
- the electoral college.
 - voter registration.
 - nominating by convention.
 - political campaigning.
26. George Mason's objections to the Constitution were primarily concerned with
- the difficulty of amending the Constitution.
 - protecting people's rights.
 - economic issues.
 - the threat of judicial review.
27. Benjamin Franklin thought that the Constitution
- had too many flaws to be signed.
 - should have a bill of rights.
 - was not perfect, but was the best plan yet designed.
 - should have its weaknesses pointed out to the people.

28. Those who opposed the Constitution, such as George Mason and Patrick Henry, were known as
- Anti-Federalists.
 - Federalists.
 - Framers.
 - Revolutionaries.
29. In order to get enough support for the ratification of the Constitution, the Federalists agreed to
- remove the "necessary and proper" clause.
 - amend the "three-fifths" clause.
 - outlaw slavery in the territories.
 - add a bill of rights.
30. The Constitution was ratified by a vote of
- state legislatures.
 - special state conventions.
 - all registered voters.
 - members of Congress.
31. Final authority, or sovereignty, in the government of the United States is held by the
- President.
 - Congress.
 - people.
 - Constitution.
32. In which system of government do the people delegate some power to the national government, some to the state governments, and keep some for themselves?
- Unitary system.
 - Confederate system.
 - Federal system.
 - Republican system.
33. "This Constitution, and the laws of the United States . . . shall be the supreme law of the land; . . ." means that
- only the laws of the United States Constitution must be obeyed.
 - the Constitution may not be changed.
 - the laws of the U.S. government may not be changed.
 - state laws may not conflict with federal laws.
34. As a group, the people who head the executive branch departments created by the first Congress to assist the President became known as the
- appellate courts.
 - cabinet.
 - judiciary.
 - Pentagon.
35. The highest court to which an individual citizen can appeal is the
- Federal District Court.
 - State Supreme Court.
 - U.S. Supreme Court.
 - State Appellate Court.

36. The Bill of Rights is the
- Declaration of Independence.
 - Judiciary Act of 1789.
 - original text of the Constitution.
 - first ten amendments to the Constitution.
37. The Framers opposed political parties because they were viewed as
- undemocratic.
 - selfish.
 - illegal.
 - inefficient.
38. The authority of the federal government to create a Bank of the United States came from the
- due process clause.
 - necessary and proper clause.
 - Fifth Amendment.
 - supremacy clause.
39. Political parties came about as a result of
- a constitutional amendment.
 - disagreements over the powers of the national government.
 - conflicts between the Senate and House of Representatives.
 - an Act of Congress.
40. Judicial review over the legislative and executive branches of the federal government was established by
- the original Constitution.
 - a Supreme Court opinion.
 - a constitutional amendment.
 - an Act of Congress.
41. Which of the following school situations involves a First Amendment right?
- Principal searches a student's purse.
 - Principal searches a student's locker.
 - Principal suspends a student for leaving campus without permission.
 - Principal suspends a student for picketing the school cafeteria.
42. Constitutional guarantees of freedom of speech, press, assembly, and religion are
- limited in some situations.
 - officially ended during times of war.
 - only for U.S. citizens.
 - listed in the Preamble to the Constitution.
43. Suffrage is defined as the right to
- run for public office.
 - receive humane punishment.
 - vote.
 - practice your religion.
44. In 1787 most states allowed white males over 21 to vote if they
- passed a literacy test.
 - owned property.
 - had a high school diploma.
 - passed a test on government.
45. The Fourteenth Amendment was intended to guarantee the equal protection of the laws to
- blacks.
 - females.
 - whites under age twenty-one.
 - whites who did not own property.

46. A Supreme Court decision in the 1890s upheld the idea of "separate but equal." This decision allowed state laws which
- limited the right of citizens to own guns.
 - strengthened the powers of state governors.
 - required different public facilities for whites and blacks.
 - sent Native Americans to reservations to live.
47. The right to "due process of law" means that
- laws will be publicly debated.
 - important public questions must be settled by direct vote of the people.
 - proposed laws must be passed by both houses of the Congress.
 - laws and procedures of government must be fair.
48. How can a U.S. citizen influence the governing of our nation?
- Write letters to elected representatives.
 - Attend meetings to gain information and discuss issues.
 - Vote in local, state, and national elections.
 - All of the above.
49. Which of the following rights do U.S. citizens have that aliens do not? The right to
- due process of law.
 - freedom of religion.
 - vote and hold public office.
 - trial by jury.
50. Henry David Thoreau and Dr. Martin Luther King, Jr., are examples of people who went to jail because they
- spoke against the government.
 - disobeyed laws which they believed were unjust.
 - refused to serve in the military.
 - committed violent acts of protest.

APPENDIX D

Percent Correct by Test Item: Participating (N=420) versus
Non-participating (N=424) Middle School Respondents

Item	Subscale	Percent Correct Participating Group			Percent Correct Non-Participating Group	
		(n)	%		(n)	%
1	Philosophy	(369)	88%	+31	(242)	57%
2	Philosophy	(278)	66%	+53	(55)	13%
3	Philosophy	(337)	80%	+50	(129)	30%
4	Philosophy	(353)	84%	+41	(184)	43%
5	Philosophy	(290)	69%	+39	(129)	30%
6	Philosophy	(237)	56%	+30	(110)	26%
7	Philosophy	(325)	77%	+44	(139)	33%
8	Philosophy	(375)	89%	+33	(236)	56%
9	Philosophy	(137)	33%	+08	(91)	21%
10	History	(292)	70%	+25	(191)	45%
11	History	(173)	41%	+17	(101)	24%
12	History	(384)	91%	+26	(276)	65%
13	History	(318)	76%	+25	(216)	51%
14	History	(271)	65%	+41	(101)	24%
15	History	(136)	32%	+16	(67)	16%
16	Debates	(286)	68%	+52	(137)	32%
17	Debates	(215)	51%	+34	(71)	17%
18	Debates	(185)	44%	+16	(117)	28%
19	Debates	(279)	66%	+15	(217)	51%
20	Debates	(225)	54%	+18	(152)	36%
21	Debates	(194)	46%	+14	(135)	32%
22	Debates	(211)	50%	+12	(160)	38%
23	Debates	(132)	31%	+08	(99)	23%
24	Debates	(198)	47%	+20	(115)	27%
25	Debates	(263)	63%	+36	(114)	27%
26	Debates	(258)	61%	+18	(184)	43%
27	Debates	(294)	70%	+30	(171)	40%
28	Debates	(315)	75%	+26	(207)	49%
29	Debates	(270)	64%	+24	(170)	40%
30	Debates	(114)	27%	+10	(70)	17%
31	New Gov't	(228)	54%	+32	(92)	22%
32	New Gov't	(180)	43%	+10	(138)	33%
33	New Gov't	(155)	37%	+08	(107)	25%
34	New Gov't	(344)	82%	+25	(242)	57%
35	New Gov't	(263)	63%	+08	(217)	51%
36	New Gov't	(336)	80%	+14	(278)	66%
37	New Gov't	(135)	32%	+11	(88)	21%
38	New Gov't	(256)	61%	+36	(108)	25%
39	New Gov't	(206)	49%	+17	(137)	32%
40	New Gov't	(165)	39%	+14	(106)	25%
41	Basic Rts	(209)	50%	+23	(114)	27%
42	Basic Rts	(187)	45%	+17	(120)	28
43	Basic Rts	(241)	57%	+28	(121)	29%
44	Basic Rts	(291)	69%	+20	(206)	49%
45	Basic Rts	(317)	75%	+32	(182)	43%
46	Basic Rts	(307)	73%	+34	(166)	39%
47	Basic Rts	(222)	53%	+24	(121)	29%
48	Citz Resp	(325)	77%	+24	(226)	53%
49	Citz Resp	(333)	79%	+25	(228)	54%
50	Citz Resp	(259)	62%	+27	(148)	35%

