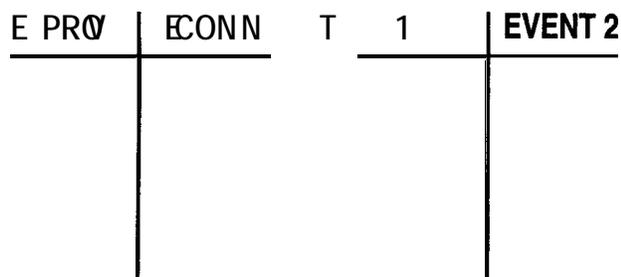


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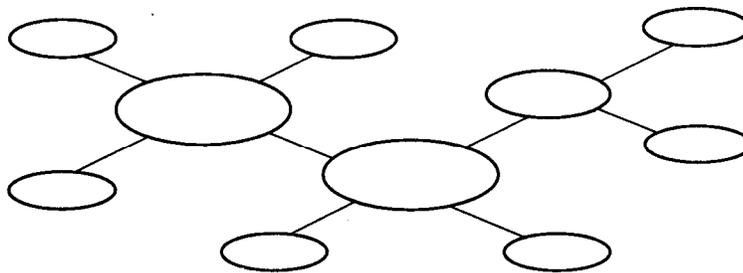
Bases of power — “Bases of power” may be defined as the various means one person may use to influence the behavior of others. Leaders of all sorts, political and otherwise, have influence over other people using one or a combination of bases of power: power **based on legitimate authority**, i.e., power based on a person holding an office through law or custom; power **based on the respect a person commands**, i.e., power based on a person possessing qualities followers hold in high esteem; power based on charisma, i.e., power based on a person’s personal magnetism, often as a speaker; power based on expertise, i.e., power based on a person’s possession of knowledge that is important to a group; power based on a person’s **capacity to reward**, i.e., power based on a person having the means and will to reward members of a group with favors that they value, such as jobs, prestige, or money; and power based on coercion, i.e., power based on a person having the means and will to punish others if they do not behave as he or she expects.

Charts — “Charts” may be defined as one or more types of graphic representations. Several kinds of charts may be used in social studies lessons. Following are some mentioned in the text of the framework:

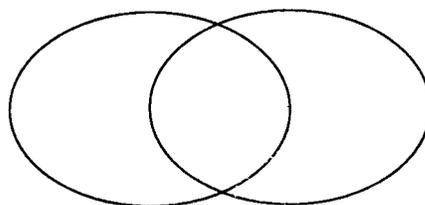
T chart:



Web chart:



Venn diagram:



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Civic dispositions — “Civic dispositions” may be defined as traits of character that are important for the preservation and improvement of a democratic system. American constitutional democracy depends upon the disposition of its citizens for responsible self-government, which includes such traits of private character as moral responsibility, self-discipline, compassion, and respect for the dignity of the individual. American constitutional democracy also depends on the disposition of its citizens to participate thoughtfully in public affairs, which includes such traits of public character as public spiritedness, civility, respect for law, critical mindedness, persistence, and a willingness to listen, negotiate, and compromise. Democratic political systems are fragile, as Germany learned in 1933. The more a citizenry possesses such civic dispositions as those just mentioned, the more likely it is that its democracy is secure. For a more extended discussion on the matter, see Center for Civic Education, *National Standards for Civics and Government*, Calabasas, California, 1994, pp. 132-133.

Civic life — “Civic life” pertains to the public life of the citizen, i.e., the life of the citizen that is concerned with the affairs of the community and nation.

Civil society — “Civil society” refers to those voluntary, personal, social, and economic relationships and organizations that are not part of a government even though they may be affected by law. Family, church, businesses, private schools, professional organizations, and private clubs are all part of civil society.

Command economic system — “Command economic system” may be defined as an economic system where major economic decisions are made by some authority, which may be a feudal lord, a dictator, or a government agency.

Common good — “Common good” may be defined as addressing the needs of the other people and the community, state, nation, or world at large, as opposed to addressing directly one’s own personal needs. The common good may be supported in many ways: **through** programs of government (public highways, public education, parks, libraries, etc.), through volunteer service and support of charitable causes, or through making personal decisions that reflect consideration for the needs of others.

Comparative advantage — “Comparative advantage” refers to the condition for a nation where its opportunity cost of producing a good or service is lower than another nation’s opportunity cost of producing the same good or service. The concept may also be applied to any producer, not just nations. A physician who becomes a typist would have the high opportunity cost of giving up being a physician, whereas a taxi driver who becomes a typist would have the lower opportunity cost of giving up being a taxi driver, assuming there is more value to being a physician than a taxi driver. At the national level the United States has a comparative advantage over Cuba when it comes to producing sophisticated jet planes.

Confederal political system — “Confederal political system” may be defined as a political system in which sovereign states delegate few limited powers to a central government for specific purposes, such as mutual defense against foreign enemies. Examples of confederal systems from U.S. history are the Articles of Confederation and the Confederate States of America. (See also “federal system” and “unitary system.”)

Consumption — “Consumption” may be defined as the use of goods and services by consumers, businesses, or governments.

Cultural symbols — “Cultural symbols” refers to landmarks or structures that come to be identified with an area. Examples include the Gateway Arch in St. Louis, the state capitol in Jefferson City, the Golden Gate Bridge in San Francisco, and the Washington Monument in Washington, D.C.

Culture — “Culture” refers to the integrated pattern of learned behavior that includes thought, speech, action, and artifacts of a social group. Culture depends upon people’s capacity to learn and transmit knowledge to succeeding generations. Specific features of a culture include the language, social organization, beliefs and customs, rules, arts, and technologies.

Decision-Making Grid — “Decision-making grid” is defined here as a matrix that may be used in analyzing alternatives when making an economic decision. Each horizontal row of the matrix represents a different alternative use of resources, such as a different item to buy, and each vertical column represents a different criterion for evaluating the alternatives, such as “low cost,” “durability,” and other such criteria that are relevant to the specific decision. An individual uses the matrix to tally, score, or assess how well each alternative fulfills each criterion.

Demand — “Demand” refers to the different quantities of a resource, good, or service that will be purchased at various prices during a given period of time. According to the law of demand, the lower the price of something, the more of it will be purchased, whereas the higher the price of something, the less of it will be purchased.

Democratic ideals — “Democratic ideals” refers to those values (standards for judgment) that are deemed to be fundamental in those societies and systems of governance that emphasize the **dignity** of the individual. Democratic ideals include, but are not limited to **freedom**, justice, equality, and concern for the common good. (The ideals may be worded more specifically — freedom of speech, due process of law, etc. — and people may order them in different levels of importance.) In the United States, democratic ideals are reflected in such **documents** as the Declaration of Independence, the Preamble to the United States Constitution, the Bill of Rights, and the Gettysburg Address. They are also engraved in stone on government buildings, such as the Missouri state capitol in Jefferson City.

Democratic values — “Democratic values” is used here synonymously with “democratic ideals.”

Diamante — “Diamante” may be defined as a seven-line poem, where a noun is centered on the top line and where another noun, having opposite meaning, is centered on the bottom line. The rules for a Diamante are as follows:

- a. The poem is diamond-shaped.
- b. The poem does not have to rhyme.
- c. The poem contains the following pattern of words:
 - Line 1 - 1 subject, a noun which is the title
 - Line 2 - 2 adjectives, modifying the noun on Line 1
 - Line 3 - 3 participles (ing, ed) describing the noun on Line 1
 - Line 4 - 4 nouns, first two related to the subject on Line 1, the second two related to the subject on Line 7
 - Line 5 - 3 participles (ing, ed) describing the noun on Line 7
 - Line 6 - 2 adjectives, modifying the noun on Line 7
 - Line 7 - 1 noun, which is opposite to the subject.

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Following is a sample Diamante (author unknown, found in Zane Spencer, *Flair: A Handbook of Creative Writing for the Elementary School Teacher*, Stevensville, MI: Educational Service, 1972, p. 135):

county
Beautiful, peaceful
Calming, resting, flowering
Shade, frees, dust, smog
Rushing, hurrying, working
Busy, ugly
City

“Distinctive characteristics of Americans and their society” -These characteristics have been shaped by this nation’s unique history and geography. According to the *National Standards for Civics and Government*, drafted by the Center for Civic Education, those characteristics include the following: such attitudes as individualism, antipathy toward rigid class systems, importance placed on equality of opportunity, education as means for social mobility, work ethic, voluntaryism, diverse religious commitments, and pride in country; diversity; traditions of membership in organized groups; and an American identity of shared values and principles, such as those in the Declaration of Independence and United States Constitution.

Due process of law — “Due process of law” refers to the right of every citizen to be protected against arbitrary action by government. Procedural rights of citizens in the Bill of Rights exemplify due process of law.

Economic decisions — “Economic decisions” are those decisions where individuals or groups make choices from among scarce resources. They entail opportunity costs, which are discussed below in this glossary.

Economic goals — “Economic goals” may be defined as important societal goals that pertain to economics, such as economic choice, security, growth, equity, and efficiency.

Economic incentives — “Economic incentives” are those desires to achieve the greatest benefits relative to costs.

Economic issues — “Economic issues” may be defined as those questions of controversy or debate that flow from the fact that resources are scarce relative to people’s wants. Economic issues may pertain to tax levies, regulation of businesses, governments providing or cutting back on various services or programs, and so on.

Economic systems — An “economic system” is a society’s collection of institutions, laws, activities, controlling values, and human motivations that collectively provide a framework for economic decision making in that society. For different types of economic systems see “command economic system,” “market economic system,” “mixed economic system,” and “traditional economic system” in this glossary.

Entrepreneurship — “Entrepreneurship” refers to assuming the risk of organizing natural, human, and capital resources to produce goods and services.

Ethical standards — “Ethical standards” may be defined as standards for behavior, such as honesty, integrity, loyalty, courtesy, responsibility, fairness, kindness, and compassion.

Federal system — “Federal system” may be defined as a political system in which a national government shares powers with state or provincial governments. Each level of government has definite powers and each level of government may act directly on individuals within its jurisdiction. For example, in the United States federal system both the national government and Missouri’s government have the power to require individuals to pay income taxes. (See also “confederal system” and “unitary system.”)

Field inquiry — “Field inquiry” pertains to studies in which an investigator studies some social phenomenon by observing it in the real world. Some field inquiries are exploratory, where the aim is to formulate hypotheses; other field inquiries aim to check into the validity of one or more hypotheses. Students may carry out field inquiries by doing such things as mapping their school based on real-world observations or by observing groups (e.g., a city council) in operation.

Fiscal policies — “Fiscal policies” are those government decisions with regard to taxing and spending that are made in order to achieve economic goals.

General welfare — “General welfare” pertains to programs or activities designed to address the common needs of a society, such as the need for clean water, for highways, for parks and recreation, and for public safety.

Geographic factors — “Geographic factors” pertain to the location and social and physical characteristics of a place as well as the relationships among that place, its environment, and other places and environments.

Geo-political relationships — “Geo-political relationships” refer to patterns of ‘how disputes over boundaries and competition over control of resources and territory are handled among political systems.

Governance systems — “Governance systems” refer to formal and informal institutions and procedures for making and carrying out decisions in and for groups. All groups, even those as small as families, have systems of governance because they have to make decisions that have impact on their members. Formal systems of governance that have jurisdiction over people living within given spatial boundaries are governments.

Government — “Government” refers to the formal institutions of a society that have the authority to make and implement binding decisions on such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts.

Human-built heritage — “Human-built heritage” refers to those items in the environment that people have built, such as buildings, bridges, dams, roads, and so on.

Human-environment interaction — “Human-environment interaction” refers to the theme of geographic education called “Relationships within Places: Humans and Environments,” one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education: Elementary and Secondary Schools*.

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This theme explores the fact that people and the environments in which those people live and work often have a profound impact on each other.

Income — “Income” may be defined as money or other gain received by a person or business as a result of earnings or transfer payments. Earned income comes in three major forms: profit, the net difference in a business between revenues and total costs; wages, payment received in return for labor services; interest, payment received for the use of loaned money or for savings account deposits; and rent, payment received for the loan of land or other property such as buildings, tools, or machinery. Another form of income is transfer payments, which is income received for which no goods or services are exchanged, as in the case of government transfers of Social Security, welfare, and unemployment payments.

Investment — “Investment” refers to the use of resources by businesses, individuals, or government to increase productive capacity by developing new technology, obtaining new capital resources, or improving the skills of the work force. Investment in capital resources refers to the purchase of human-made resources such as tools, factories, computers, etc. used to produce goods and services. Investment in human resources refers to education or training to improve the skills of a work force.

Jurisprudential thinking — “Jurisprudential thinking,” as used here, pertains to reasoned thinking, to exercising sound judgment in practical affairs, especially with regard to rules, laws, and how they are to be made, interpreted, and applied. Citizens need to use such thinking when they serve on juries. The Supreme Court uses such thinking when it makes its decisions. Such thinking requires competence in using the following skills: identifying and defining issues, identifying and determining what facts are relevant to the issue, identifying and clarifying terms and laws that are relevant to the issue, identifying democratic values and constitutional principles that bear on the issue, determining whether some of those values and principles are in conflict with one another in the issue at hand, projecting consequences of decisions, making decisions considering past precedents and consequences for the future, and justifying decisions. The Harvard Social Studies Project of Don Oliver, Jim Shaver, and Fred Newmann in the 1960s and 1970s developed a social studies curriculum to teach such thinking, as do a number of current law-related education programs.

Law of demand — See “demand” above.

Law of supply — See “supply” below.

Limited government — “Limited government” may be defined as a government whose powers are limited through constitutionally-imposed restrictions.

Location — “Location” pertains to descriptions of the positions of people and places on the Earth’s surface. One way of describing the location of a place is by “absolute location,” in which we can precisely locate any place on the Earth’s surface by using the arbitrary grid system of latitude and longitude. Another way of describing the location of a place is by “relative location,” in which we locate the place by explaining where that place is in relationship to one or more familiar places. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education: Elements and Secondary Schools*.

Market clearing price — “Market clearing price,” also called the equilibrium price, is that one price where the amount buyers want to buy is equal to the amount sellers want to sell. If the price is higher than the market clearing price, sellers will have items to sell left over, whereas if the price is lower than the market clearing price, sellers will run out of products buyers want to buy.

Market economic system — “Market economic system” is an economic system where major economic decisions are made on a decentralized basis. In such a system people participate by registering what they want in the market in their varying capacities as consumers, producers, workers, savers, and investors. The market pulls together the individual desires and creates out of them aggregate forces of supply and demand, which in turn determine prices which serve as signals to producers on what consumers are wanting to buy and serve also as regulators, allocating productive resources and finished goods and services among the members of society.

Mental maps — “Mental maps” pertain to those ideas in people’s minds related to locations of places, characteristics of places and environments, and *spatial relationships* among places.

Mixed economic system — “Mixed economic system” is an economic system that combines features of two or more economic systems (traditional, market, or command). Some less developed nations, for example, combine features of traditional and command economies, perhaps with some market trade also included. As for the economies of the United States, most Western European nations, and Japan, the decentralized element of market economies is most evident, with some elements of command, as in cases where government agencies engage in economic planning and regulation.

Monetary policy — “Monetary policy” pertains to those actions taken in an economy to control the total money supply in order to promote economic growth or price stability. Monetary policy in the United States is exercised by the Federal Reserve Bank. It strives to exercise control of money supply by changing reserve requirements in member banks, by changing discount rates (the rate of interest at which it loans money to member banks), and by buying and selling government securities.

Money — “Money” may be defined as a good that may be used to buy all other goods and services. It has special utility for trade, because it serves as a store of value (i.e., it may be saved for use later on) and it is a unit of account that shows the market value of different items. Forms of money include coins, cash, and checks.

Movement — “Movement” pertains to how people interact on the Earth, traveling from place to place, communicating with each other, and relying upon products, information, and ideas that come from beyond their localities. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education: Elementary and Secondary Schools*.

Nation-state — “Nation-state” refers to the modern nation as the representative unit of political organization. The United States, Great Britain, and Nigeria are nation-states.

Opportunity cost — “Opportunity cost” is the most important alternative that is given up as a result of a specific economic decision. The opportunity cost of purchasing of an automobile may be that an eighteen-year-old boy cannot afford to attend college. The opportunity cost of using all of one’s spare time to practice to become a tennis star may be that a teen-age girl will not have the time to obtain a general education.

Parliamentary political system — “Parliamentary political system” is a form of democratic political system. Canada, Great Britain, France, and Germany have parliamentary political systems. In such systems political authority is held by a bicameral legislature, which may be called a Parliament. The Prime Minister is a member of Parliament chosen from the lower house, in two-party systems from the majority party. The Prime Minister then forms a cabinet, which is responsible for directing the administration of the government. In parliamentary systems the heads of cabinet positions are members of both the executive and legislative branch of government, whereas in shared powers systems like the United States members of the cabinet are not allowed to belong to the legislative branch of government.

Per capita real Gross Domestic Product — “Per capita real Gross Domestic Product” is a measure of an economy’s production. The G.D.P is the measure of the total value of goods and services produced in an economy in one year’s time. Per *capita* G.D.P indicates that total value divided by the total population, giving an estimate of how much has been produced in dollar value per *person*, thereby making it possible to compare the productiveness of two nations with different populations. *Real* per capita G.D.P. is the per capita G.D.P. when the value of the dollar is held constant; so that the appearance of increased production of goods and services, which may have really resulted from inflation, is corrected.

Physical environment — “Physical environment” is synonymous with the natural environment. It may be conceptualized as follows: the *lithosphere*, the solid outer part of Earth; the *atmosphere*, the layer of air that extends above the lithosphere; the *hydrosphere*, Earth’s water in the ground, on the surface, and in the air; and the *biosphere*, the portion of Earth where living things may be found.

Place — “Place,” as the term is used by geographers, pertains to those physical characteristics and human characteristics used to describe an area. Two individuals may have different conceptions of the same place, because they perceive things based on their points of view and experiences. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education: Elementary and Secondary Schools*.

Political culture — “Political culture” may be defined as the fundamental beliefs and assumptions a people hold about how government and politics should work in their nation or region.

Political entities — “Political entities” may be defined as governments and organizations which have powers to tax and provide services, such as public school systems, fire protection districts, and sewer districts.

Political system — “Political system” pertains to a society’s collection of institutions, laws, activities, controlling values, and human motivations that collectively provide a framework for

how the people of the society is governed, to how political decisions are made, interpreted, and enforced. Direct democracies, representative democracies, constitutional monarchies, absolute monarchies, and oligarchies of various types are examples of political systems.

Politics — “Politics” refers to the process by which a group of people, who may have divergent opinions or interests, reach collective decisions that are typically binding on the group and enforced as common policy.

Private goods — “Private goods” may be defined as those goods that producers can withhold from customers who refuse to pay for them, where the consumption of the product or service by one person reduces its usefulness to others. One example is a hamburger. See also “public goods.”

Private or personal life — “Private or personal life,” in contrast to civic life, refers to the life of the citizen that is devoted to the pursuit of private and personal interests.

Productivity — “Productivity” is defined as the quantity of goods and services produced in a given amount of time.

Public agenda — “Public agenda” is here defined as those issues that are commanding the most attention of public officials.

Public goods — “Public goods” are goods or services that cannot be withheld from customers who refuse to pay for them (nonexclusion), where the consumption of products or services by one person does not reduce its usefulness to others (shared consumption). Examples include national defense, street lighting, flood control, public safety, and fire protection in a crowded neighborhood. See also “private goods.”

Public opinion — “Public opinion” refers to the people’s attitude toward an issue.

Rational decision-making process — “Rational decision-making process” may be defined as a thoughtful, rather than impulsive way of making decisions. It includes the identification of alternatives, identification of explicit criteria for evaluating the alternatives, evaluation of the alternatives in the light of the criteria, and making decisions one can justify. Rational decision-making processes are important to use in making major decisions.

Region — “Region” may be defined as an area that displays unity in terms of one or more selected criteria. The criteria used in defining regions may vary considerably. Regions, for example, may be defined by political boundaries, types of terrain, how land is used, rainfall, soil type, dominant religion of the people, and so on. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education: Elementa y and Secunda y Schools*.

Savings — “Savings” may be defined as a decision to withhold a portion of current income from consumption. Savings from the individual’s point of view represents income not spent, which may be placed in savings deposits in banks, making it possible for those banks to make loans to those who wish to buy capital goods or other resources. Savings may also be used to purchase corporate stocks and bonds and shares in mutual funds or to contribute to pension

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funds. Savings makes it possible to divert productive resources from current consumption to investments, which may contribute to the creation of up-to-date, technologically advanced capital goods that may be used to expand production and contribute to a nation's productivity.

Scarcity — “Scarcity” is a term referring to the condition where there is an **imbalance** between the relatively unlimited wants and the relatively limited resources available for satisfying those wants. Scarcity is a condition found in all societies.

Shared powers political system — “Shared powers political system” is a political system where powers of government are separated among branches of government, with each branch having responsibility for certain functions, but with each branch also sharing powers and functions with other branches. For example, the President, Congress, and the Supreme Court all share power over the laws of the nation in the United States shared powers political system. (See also “parliamentary political system.”)

Social institutions — “Social institutions” may be defined as significant, long-standing practices, relationships, or organizations in a society or culture. Gift giving at Christmas time, marriage, Congress, and public schools are all examples of social institutions found in the United States.

Society — “Society” may be defined as a community, nation, or broad grouping of **people** who have common traditions, institutions, and collective activities and interests.

Spatial — “Spatial” pertains to space on the Earth's surface. “Spatial relationships” pertains to how one place on the Earth's surface relates to other places (e.g., St. Louis proximate to the Mississippi River, the United States and Japan engaged in trade, urban-suburban-rural connections,).

Supply — “Supply” refers to the different quantities of a resource, good, or service that will be offered for sale at various possible prices during a specified time period. According to the law of supply, the higher the an item's price is, the more of it that will likely be offered for sale.

Systems of governance — See “Governance systems.”

T chart — See “Charts” above.

Trade- “Trade” refers to the exchange of goods and services either in the form of barter, where a good or service is exchanged for a good or service, or in the form of a transaction where money is used.

Trade-offs — “Trade-offs” refers to the acceptance or choice of less of one thing to get more of something else (e.g., less of one good to get more of another, less regulation to protect the environment to get lower business costs and reduced prices of final products).

Traditional economic system — “Traditional economic system” may be defined as an economic system in which major economic decisions are made on the basis of tradition, i.e., where decisions made in earlier generations are repeated in subsequent generations. (See also “command economic system” and “market economic system.”)

Unitary political systems — “Unitary political system” may be defined as a political system in which all power is concentrated in a central government, where other governments within the jurisdictional boundaries of the central government can exercise only those powers given to them by the central government. France as a nation has a unitary system. Missouri the state with its counties and cities is also a unitary system. (See also “confederal political system” and “federal political system.”)

Unlimited government — “Unlimited government” is a term pertaining to autocracies, or governments that have no effective limits on the powers of their rulers. Examples of unlimited governments are divine-right monarchies and totalitarian dictatorships.

Values — “Values” may be defined as standards of worth, criteria used in making judgments. Values that are used to judge the rightness or wrongness of behavior, such as honesty, justice, and courage, are *moral values*. Values that are used to judge whether something is beautiful, such balance and dramatic tension, are *aesthetic values*. Values that are used to judge whether something carries out its functions well, such as high gasoline mileage or smooth drive in an automobile, are performance *values*.

Venn diagram — See “Charts” above.

Wants — “Wants,” or “economic wants,” as we are using the term, pertains to those human desires and needs that can be satisfied by the consumption of a good or a service.

Web chart — See “Charts” above.