The Constitutional Amendments state that no person shall be deprived of life, liberty, or property without due process of law.

In this episode, a man convicted of an ATM robbery fights to prove his innocence, and two other men are accused of selling drugs.

What rights do these people have?
Look at the pictures from each story. Think about these questions. Share your ideas with someone.

- What do you see?
- What are these people thinking? What are they feeling?
- What do you think will happen?

Anwar Khalil's Story:

1. [Image of a man at a podium]
2. [Image of a woman testifying]
3. [Image of a man and woman hugging]

The Police Officers' Story:

1. [Image of a police officer and a woman]
2. [Image of police officers gathering]
3. [Image of a group of police officers and a crowd]

On Common Ground
The concept of *due process of law* is an important part of the Constitution. Due process means that government cannot interfere with a person’s right to life, liberty, or property without good and fair reasons.

Think about the ideas above as you look at the pictures.

Think about these questions. Share your answers with someone.

1. In these pictures, when is government involved? What is its role?
2. When should government not be involved in people’s lives?
3. Why is it important for government to act in ways that are fair and reasonable for all people?
Remember the Story

Anwar Khalil's Story

Read what people said. Look at the pictures. Complete the chart.

<table>
<thead>
<tr>
<th>What People Said</th>
<th>Who Said It</th>
<th>To Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;This is a terrible mistake. I did not commit this crime.&quot;</td>
<td>Anwar Khalil</td>
<td>Judge</td>
</tr>
<tr>
<td>2. &quot;Although he was positively identified in the line-up, Khalil maintained that he was not the person recorded on camera.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. &quot;After you hear the evidence, you will have the opportunity to allow an innocent man to reclaim his life.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. &quot;I was never interviewed by detectives at all.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. &quot;What should outrage this jury is that the police were under so much pressure to make an arrest that they never bothered to locate Miss Weaver.&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Put the paragraphs in order. Number them 1 to 5.

______ a. Anwar Khalil testifies that he was at a sports lounge the night of the robbery. Barbara Weaver verifies his story. It was her last night of work at the lounge, and she remembers Khalil because of his accent.

______ b. The jury reaches its **verdict**. Anwar Khalil is not guilty of the charges. The jury **acquits** him. In the end, Anwar Khalil feels that there really is **justice**.
c. Anwar Khalil was convicted 18 months ago for an ATM robbery. *Metro 5 News* anchor Katherine Morrison reports that the case was based on circumstantial evidence.

____ d. A closed-circuit video camera recorded the robbery. Khalil looked like the man on the video. The victim also identified Khalil in a lineup. Because of new evidence, Khalil will be given a new trial.

____ e. In her opening statement at the trial, Marilyn Corbin, Khalil's lawyer, tells the jury about the new evidence. Khalil has an alibi that will prove that he is innocent.

Write the underlined words in the paragraphs next to their definitions below.

1. proof that someone was not where a crime happened and is not guilty of the crime

2. system by which people are judged in courts of law and criminals are punished

3. someone affected by a crime

4. official decision by a jury in a court of law about whether someone is guilty

5. evidence that appears believable but cannot be proven

6. clears a person of a charge by declaring him or her not guilty

Imagine that Carla Castillo interviews Anwar Khalil after the trial. Role-play with someone. Your partner is Carla. You are Anwar Khalil.

**CARLA:** Why did this jury find you innocent?

**ANWAR KHALIL:**

**CARLA:** How did the legal system protect your rights?

**ANWAR KHALIL:**

**CARLA:** What advice would you give to other people charged with a crime?

**ANWAR KHALIL:**
The Police Officers' Story

Read what people said. Look at the pictures. Complete the chart.

<table>
<thead>
<tr>
<th>Sandra Baker</th>
<th>Brenda</th>
<th>Diane Clayton</th>
<th>Frankie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police officer</td>
<td>Diane Clayton's sister</td>
<td>Community Relations</td>
<td>Accused drug dealer</td>
</tr>
<tr>
<td>Phil Genelli</td>
<td>Edward Reilly</td>
<td>Dave Kinnard</td>
<td>Derek Powell</td>
</tr>
<tr>
<td>Police officer</td>
<td>Mayor</td>
<td>Chief of Police</td>
<td>Mayor's Assistant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What People Said</th>
<th>Who Said It</th>
<th>To Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;I went up to his room, and he was just lying there. He was barely breathing.&quot;</td>
<td>Brenda</td>
<td>Diane Clayton</td>
</tr>
<tr>
<td>2. &quot;I don't have enough cops to cover the areas where the drugs are sold.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. &quot;You are under arrest for possession of narcotics.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. &quot;It wasn't a clean search. I don't want to perjure myself.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. &quot;You want to catch the bad guys... Sometimes you have to bend the rules a little.&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Put the paragraphs in order. Number them 1 to 6.

_____ a. In court, Genelli testifies that the brown paper bag was on the back seat of the car. He could see small plastic bags inside the brown bag. Then Officer Baker testifies. She admits that the paper bag was under the driver's seat.

1 b. City officials are worried about drug dealers, especially around schools. It is difficult to catch these dealers with evidence that can be used in court. Police officers Genelli and Baker watch a car circling the high school from their unmarked police car.
c. The case is dismissed because due process procedures in gathering evidence were not followed.

d. Frankie and Nick's attorney meets with Assistant District Attorney Marty Siegel. Their attorney wants the charges dropped. He says that the paper bag was under the seat and not clearly visible. This is an illegal search.

e. Baker talks with Genelli about the upcoming trial. She is worried about testifying. She says she doesn't want to commit perjury.

f. The police officers, suspicious of the car, question the two men when they park. Genelli looks around the car while Baker checks the driver's record. When Genelli finds a brown paper bag containing white powder, he arrests the men.

Write the underlined words in the paragraphs next to their definitions below.

1. something legally submitted to a court of law to determine the truth

2. searching a person’s home, car, or other property without obtaining permission or without having a warrant signed by a judge

3. official statements accusing someone of a crime

4. crime of deliberately giving false, misleading, or incomplete testimony under oath

5. takes or keeps in custody by authority of law

6. gives information under oath in a court of law

testifies

Imagine that Officer Genelli talks to Officer Baker after the trial. Role-play with someone. Your partner is Officer Genelli. You are Officer Baker.

OFFICER GENELLI: I'm your partner. We're supposed to support each other, no matter what.

OFFICER BAKER:

OFFICER GENELLI: Your actions freed two drug dealers!

OFFICER BAKER:

OFFICER GENELLI: You don't know anything about law enforcement.

OFFICER BAKER:
Remember Turning Points

Write T (True) or F (False) next to each statement.

T  1. The Fifth Amendment to the Constitution protects people from unfair and unreasonable treatment by the federal government.

____  2. The Constitution does not address the question of whether or not state governments must also treat people fairly.

____  3. Due process is a fair and reasonable plan for paying back borrowed money.

____  4. Under due process, government cannot pass laws that interfere with what people believe, the friends they choose, or where they live.

____  5. Due process applies to everyone except people charged with committing a serious crime.

Read the phrases on the right. Write each phrase in one of the four spaces in the column where it belongs.

<table>
<thead>
<tr>
<th>Content of Laws (What does due process protect?)</th>
<th>Procedures (How does due process provide fair treatment?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. what people believe</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

- what people believe
- trying people charged with crimes
- enforcing the law
- where people choose to live
- the kind of work people do
- investigating crimes
- the friends people choose
- conducting hearings
For each characteristic of due process on the left, write an example on the right.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Laws cannot interfere with what people believe.</td>
<td>People are free to worship whatever god they choose, or no god at all.</td>
</tr>
<tr>
<td>2. Laws cannot interfere with the kind of work people do.</td>
<td></td>
</tr>
<tr>
<td>3. Laws cannot interfere with where people choose to live.</td>
<td></td>
</tr>
<tr>
<td>4. Laws cannot interfere with the friends people choose.</td>
<td></td>
</tr>
<tr>
<td>5. Police must use fair methods in investigating crime and enforcing the law.</td>
<td></td>
</tr>
<tr>
<td>6. Courts must use fair methods in conducting hearings and trying people charged with crimes.</td>
<td></td>
</tr>
</tbody>
</table>

Making Connections

Read the quote below. Think about the questions. Share your answers with someone.

The police must use fair methods in investigating crimes, and the courts must use fair procedures in trying people charged with crimes.

1. Whom did the police investigate in each story?
2. What were the charges against the suspect in each story?

1. What methods did the police use to investigate each case?
2. What procedures did the courts use in trying each case?

1. What should the police do differently next time about collecting evidence or questioning witnesses in Anwar Khalil's story?
2. What should they do differently in the police officers' story?
What is due process of law?

It is difficult to define **due process of law** exactly. The closest meaning is the **right to be treated fairly by government**. This meaning is applied in two important ways.

- Due process means that the content of laws that legislatures pass must be fair and reasonable. Congress and the state legislatures cannot pass laws that place unfair or unreasonable limitations on a person’s right to life, liberty, or property. This is known as **substantive due process**.

- Due process also means that the procedures, or methods, used to conduct hearings and enforce the law must be fair and reasonable. All branches of federal and state government must use fair procedures when they carry out their responsibilities. This is known as **procedural due process**.

What does the U.S. Constitution say about due process?

The words **due process of law** were not part of the original **Constitution**. They were added when the first ten amendments, called the **Bill of Rights**, were approved. Before the Bill of Rights was ratified, all the original state constitutions used the phrase “law of the land” to refer to procedural due process.

The due process clause is found in two places in the Constitution—in the Fifth **Amendment** of the Bill of Rights, ratified in 1791, and in the Fourteenth Amendment, ratified in 1868.

The Fifth Amendment was designed to protect people from unfair and unreasonable treatment by the federal government. It says, **No person shall be deprived of life, liberty, or property, without due process of law**.

The Fourteenth Amendment protects people from unfair and unreasonable treatment by state governments. Section I states, **. . . nor shall any State deprive any person of life, liberty, or property, without due process of law**. Over the years, the Supreme Court has interpreted this to mean that almost all the protections in the Bill of Rights apply to actions of state governments as well as to actions of the federal government.
During the twentieth century, the United States Supreme Court has used these two due process clauses to strengthen individual rights and to prevent government from making laws or taking actions that interfere with certain areas of your life. Government cannot interfere with what you believe, the friends you choose, the kind of work you do, or where you travel.

The Supreme Court has overturned laws that give government unfair control over personal freedoms. For example, in 1965, in *Griswold v. Connecticut*, the Court ruled that the due process clause protects the privacy of married couples. For this reason, a state law cannot outlaw the use of contraceptives by married couples.

**What happens when the rights of the individual conflict with the rights of society?**

Government is responsible for protecting the rights of all people, even people who have broken the law and *endangered* the lives, liberty, or property of others. In the United States, people who are accused of breaking a law are presumed innocent unless they are found guilty by a jury of their *peers*. There are strict rules about the following:

- what evidence can be used, and how it can be obtained
- what testimony is relevant, and how it can be challenged

It is difficult to balance these two responsibilities. People in government and the court system face this challenge every day. In spite of this difficulty, due process is among the most important protections of a constitutional democracy.
Find Out More: Key Ideas

Use information in the reading on pages 10 and 11 to complete the sentences. Underline or highlight the sentence in the reading that supports your answer. Then write the sentence in the space below the choices.

1. Due process requires all laws to be
   a. clear and specific.
   b. fair and reasonable.
   c. focused on process.

2. The words *due process of law* appear in
   a. the original Constitution.
   b. all the amendments.
   c. the Bill of Rights.

3. The Fifth Amendment protects people from unfair treatment by
   a. the federal government.
   b. state governments.
   c. city governments.

4. The U.S. government must protect the due process rights of
   a. all people who break the law.
   b. only people who obey the law.
   c. some people who break the law.

Complete the sentences. Use your own words.

1. *Procedural due process* means that ____________________________

   ____________________________

2. In a trial, the rules of due process control ____________________________

   ____________________________

Think about the questions. Share your answers with someone.

1. How have the Fifth and Fourteenth Amendments influenced Supreme Court decisions?

2. What individual freedoms does due process give you?
Pick Your Project

Do one or more of the following activities. Share your work with someone.

Community Matters: Interact!

It is often difficult for people to understand the importance of due process of law unless they have had their rights violated. Interview three people who have watched “Rules of the Game.” Ask them these questions and take notes.

- Do you think that the rules of due process are too easy on people suspected of committing a crime? In what way?
- How would you change the process?
- Imagine that you were accused of a crime you didn’t commit. How would you feel about due process then?

In the News: Get the Facts!

Collect at least two articles from newspapers or news magazines about a law being challenged in court because some people feel it is unfair (substantive due process). Make a chart like the one below.

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Issue</th>
<th>Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Sentinel</td>
<td>Affirmative action</td>
<td>Affirmative action policies discriminate against people who are not members of a minority group.</td>
</tr>
<tr>
<td>February 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The People’s Voice</td>
<td>Affirmative action</td>
<td>Affirmative action is the only way to correct past injustices. The policies eventually create a stronger, more united nation.</td>
</tr>
<tr>
<td>February 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you were a judge, what decision would you make about the law? Why?

Creative Works: React!

Draw at least three scenes that show what life might be like without due process of law.
Inside Information

Here Comes the Judge!

The judicial branch of government interprets the law and settles disagreements between individuals and the government. First complete the sentences. Then circle the missing words in the puzzle. Some of this information was provided in the first seven units of On Common Ground. The words are written across, up and down, or diagonally. If you don't know an answer, look back through earlier units or ask a friend.

A S P C O N S T I T U T I O N
R I P L F A T O R H C B L I U
K J O P T O M E E I G H T P G
S U P R E M E D J Q U E I N Y
H S R L V X C G T F M B E S
A T L S F E R N R P D C B E F
L I M I H A P P E A L S T T Q
T C P D N C L R T U G A F H U
R E M E A Q R D I E T B V A S
T S E N A T E L R S C A R E S
I T N T T L N A E T C U S R A

1. The highest court in the land is called the Supreme Court.
2. The judges who serve on this court are called ________.
3. The person who heads this group of judges is the ________ justice.
4. There are ________ judges who also serve as associates.
5. Members of the court are appointed by the ________ and confirmed by the ________.
6. They serve on the court until they ________ or ________.
7. The highest court handles a limited number of ________ that have already gone through the lower courts.
8. It interprets the ________ and settles disputes between ________.

Now check your progress on Unit 8, Rules of the Game. Turn to page 142.
Many immigrants come to the United States to find work and a better life.

In this episode, an immigrant business owner has a conflict with another business owner.

What can business owners do to protect their economic rights?
Preview the Story

Look at the pictures. Think about these questions. Share your ideas with someone.

What do you see?

What are these people thinking? What are they feeling?

What do you think will happen?
Preview Turning Points

Many people have immigrated to the United States to find work and achieve a better life.

Think about the ideas above as you look at the pictures.

1. 

2.

3.

4.

Think about these questions. Share your answers with someone.

1. What kind of work or life have immigrants found in the United States?
2. Why did you or someone you know come to the United States?
3. How have your thoughts about opportunities in the United States changed through the years?
Remember the Story

Read what people said. Look at the pictures. Complete the chart.

<table>
<thead>
<tr>
<th>What People Said</th>
<th>Who Said It</th>
<th>To Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;I don't know what you saw, or what you think you saw, but there is nothing illegal going on outside your store.&quot;</td>
<td>Police officer</td>
<td>Grace Ardmore</td>
</tr>
<tr>
<td>2. &quot;This would be a renovation project from the ground up. The mayor thinks it could make a real difference.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. &quot;I have broken no laws. A neighbor was angry at my customers. Now it looks like the entire...city is against me.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. &quot;You can inform Prescott that this office is not in the business of harassing innocent store owners.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. &quot;My line of work, as you call it, is what I must do to support my family.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. &quot;All I want is for this city to make an investment in the people who live and work in my district.&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Put the paragraphs in order. Number them 1 to 5.

a. Mayor Reilly learns from a Metro 5 News broadcast that the city has closed the tattoo parlor while inspectors check for health and safety violations. Powell tells him that closing the tattoo parlor was Prescott's price for supporting the Third Street renovation. The mayor says the city should not harass innocent store owners.
b. Grace Ardmore owns an elegant dress shop. Customers from the tattoo parlor next door play loud music as they wait on the sidewalk. Grace is losing business. She wants the police to arrest the tattoo shop customers for disturbing the peace. The police tell her the people are not doing anything illegal.

c. The tattoo parlor is in the district of City Councilman Walter Prescott. Derek Powell, the mayor's assistant, asks Prescott to support a proposal to renovate Third Street. Prescott wants something in exchange for his support. He wants the tattoo parlor out of his district. He wants his constituents to be happy.

d. The Mayor doesn't want a lawsuit, but he needs to have the Third Street project approved. He tells Powell to make the deal with Prescott, but to be sure it includes money to relocate Hasharian.

e. Nate Thompson introduced the plan for the renovation of Third Street many months ago. Now people from the district are threatening to file a class-action lawsuit because the city has done nothing with the plan.

Write the underlined words in the paragraphs next to their definitions below.

1. people living in an elected official's district

2. improvement made by repairing or remodeling a building or neighborhood

3. problem that a group of people take to a court of law

4. annoying, interfering with, or disrupting the activities of others

5. failures to keep an area clean and safe

Imagine that Danny Hasharian talks to his father, Sam Hasharian. Role-play with someone. Your partner is Danny. You are Sam.

DAD: Why do you have to own a tattoo parlor?

I have to make money to support our family.

DANNY: Some kids say you are ruining the neighborhood. What should I tell them?

SAM:

DANNY: Can't you move your business to another street?

SAM:

DANNY: I'm tired of this. Why did we come to this country?

SAM:
Remember Turning Points

Write T (True) or F (False) next to each statement.

F  1. In the early days of the colonies, both land and labor were abundant.

___ 2. Many colonists paid the cost of ship passage for young men who agreed to work for them for four to seven years without pay.

___ 3. Most immigrants left their home countries because of political or religious persecution, crop failure, famine, or loss of jobs.

___ 4. Immigrants contributed enormously to the changing American scene, doubling the population of the country in just a few years.

___ 5. But after the first few decades, the desire to immigrate to the United States decreased as countries around the world achieved economic and political stability.

Read the phrases on the right. Look at the chart. Write each phrase in one of the columns in the chart. Check each phrase after you use it.

<table>
<thead>
<tr>
<th>Reasons for Leaving Home Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Reasons</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1. political persecution</td>
</tr>
</tbody>
</table>

1. political persecution
2. crop failure
3. famine
4. loss of jobs
5. religious persecution
6. revolution
7. war
Fill in the chart. List at least three opportunities for immigrants in their new country. Then list at least three contributions of immigrants who took advantage of the opportunities.

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Immigrant Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. abundance of land</td>
<td>farmed the land</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

Making Connections

Read the statement below. Think about the questions. Share your answers with someone.

Common reasons that people immigrate to the United States are to find work and achieve a better life.

In this story, what kind of work does Sam Hasharian do? Why?

How do the neighbors feel about his business? Why? What did each of these people do to try to change things?

- the owner of the business next door
- the councilman from the district
- people from the Department of Health and Safety
- the people from the neighborhood

What happens in the end? What else might have happened?
What economic powers does the Constitution give Congress?
The Framers of the Constitution—the people who wrote the Constitution—wanted to be sure that the economy of the new nation could grow and be strong. As they wrote the Constitution, they gave Congress these powers:

- to collect taxes
- to borrow money
- to regulate business—between states and also with other nations
- to coin or issue money and regulate its value

The states did not have the right to coin money or enter into treaties with foreign nations.

What economic rights do people have in the United States?
The only reference to the economic rights of the individual in the Constitution is found in the Fifth and the Fourteenth Amendments. These amendments state that no person shall lose life, liberty, or property without due process of law. This means that no one can take away what someone else has worked for and owns without a reason based on law.

People in the United States have several kinds of economic rights. Most of these rights are the result of legislative and court decisions.

People have the right to buy, own, and sell property.

People have the right to choose the kind of work they do, and they have the right to change jobs.
People have the right to join labor unions and professional associations.

People have the right to establish and operate a business.

Someone who invents a new product or process has the right to protect that idea with a copyright or patent.
Use information in the reading on pages 82 and 83 to complete the sentences. Underline or highlight the sentence in the reading that supports your answer. Then write the sentence in the space below the choices.

1. The men who wrote the Constitution wanted to help the country’s economy a. stay the same as it was. b. grow and become stronger. c. become the strongest in the world.

   **The Framers of the Constitution wanted to be sure that the economy of the new nation could grow and be strong.**

2. The Constitution does not allow states a. to make coins or issue money. b. to elect legislators. c. to attract new businesses.

3. A patent is a legal document that protects a. new ideas or products. b. professional associations. c. the power to coin money.

4. U.S. workers a. must join a labor union. b. cannot join a labor union. c. can join a labor union.

Complete the sentences. Use your own words.

1. The Constitution gives Congress the economic power to ____________________________

2. Two economic rights of U.S. citizens are ____________________________

Think about the questions. Share your answers with someone.

1. Why does the Constitution give the power to coin money to Congress but not to the states?

2. Tell at least one way that individuals’ economic rights help the economy of the country.
Pick Your Project

Do one or more of the following activities. Share your work with someone.

Community Matters: Interact!

Interview two people who own small businesses, such as a bookkeeping service, laundromat, lawn care service, auto repair shop, and so on. Ask these questions and take notes.

- When did you start this business?
- Why did you start it?
- Did you have any problems in the beginning?
- What advice do you have for other people who want to start a new small business?

In the News: Get the Facts!

Collect at least three newspaper and magazine articles about different economic actions taken by the federal government. Relate each action to the economic power of Congress to collect taxes, to borrow money, to regulate business, or to regulate the value of money.

Make and fill out a chart like the one below to identify the action and the congressional power it represents.

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Action and Congressional Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Voices</td>
<td>• ACTION: interest rates lowered by Federal Reserve chairman</td>
</tr>
<tr>
<td>July 1, 1998</td>
<td>• CONGRESSIONAL POWER: to regulate the value of money</td>
</tr>
</tbody>
</table>

When you complete the chart, look at the different types of economic activities in which the government is involved. What conclusions can you make about the influence government has on the economy?

Creative Works: React!

Create a simple guide for young people who would like to start a small business. The business might provide a service such as babysitting or lawn care, or it might involve a product they create and sell.

The guide should include such topics as these:

- the need for the service or product
- the competition
- government regulations that apply
- the importance of quality work
- expenses involved in providing the service or product
- determining what to charge
- low-cost advertising
Inside Information

Read the descriptions of five immigrants who found the same kind of jobs in the United States that they had in their own countries. Look at the map and the map key at the left. Where do you think those jobs would be located?

Write the letter for each immigrant on a region of the map where that person could find a job. If you don’t know enough about some regions of the country, ask someone.

a. Pablo was a farmer who grew wheat and corn.
b. Tuan was a mining engineer.
c. Sophia was a ski instructor.
d. Jacques was a lobster fisherman
e. Sven was a lumberman.

Now check your progress on Unit 14, Skin Deep. Turn to page 154.