

Founding Principles Framework
A Tool to Support North Carolina High School Course 4209
American History: Founding Principles, Civics and Economics (AHFPCE)

Disclaimer: *This Cluster is a part of a Founding Principles Framework developed by the North Carolina Department of Public Instruction (NCDPI) and North Carolina teachers currently teaching the course American History: Founding Principles, Civics, and Economics (AHFPCE). Curriculum for this course is not provided by NCDPI. This Founding Principles Framework is intended to serve as a “framework” and resource to help guide social studies educators in the development of strongly aligned curriculum, classroom instruction, and resources for the AHFPCE course.*

CLUSTER 3 The Individual’s Voice in Civics and Economics	
DESCRIPTION	<p>Cluster 3 focuses on the rights of individuals and how students can participate in the local, state, and national community. It will enable students to explore political, social and economic issues impacting them and how they can civically participate to change, influence, or impact policies and laws. It will provide students with an understanding of the how decisions are made at the federal and state level, the ability to reason logically about key issues, and the knowledge and skills to participate in deliberative dialogue. In addition, students will learn about some of the tools individuals can use to be financially responsible citizens. Students will understand how their decisions can impact their future. Throughout this cluster students will be able to connect political and economic concepts to each other and be able to understand how their participation within each affect the policies that are produced at a national, state, and local level.</p> <p>The standards in this cluster tightly align to the rights of individuals and how government and institutions shape, change and influence citizens’ rights. Taken together these standards work to help students understand governmental response, social, political and economic forms of protest, individual right, equal treatment under the law, financial security, economic choices, and how policies and laws are influenced by people and institutions.</p>
ALIGNMENT TO THE FOUNDING PRINCIPLES ACT	<p>The following conceptual principles have been taken from the Civic Literacy subsection (g) of Section 2 (1) in HB 524 “The Founding Principles Act” and tightly align to the intent and focus of study for Cluster 1, the Founding Principles of American Government .</p> <ul style="list-style-type: none"> ● The Creator-endowed inalienable rights of the people ● Frequent and free elections in a representative government ● Equal justice under the law ● Private property rights ● Due process ● Individual rights as set forth in the Bill of Rights ● Individual responsibility ● Constitutional limitations on government power to tax and spend and prompt payment of public debt.

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ALIGNMENT TO THE STANDARDS	<p>The words bolded and underlined in the standards below are concepts. Concepts help identify the critical big ideas and content that will be addressed during the course of the cluster.</p> <ul style="list-style-type: none"> ● FP.C&G.1.3 Evaluate how <u>debates</u> on <u>power</u> and <u>authority</u> between Federalists and Anti-Federalists have helped shape <u>government</u> in the United States over <u>time</u> (e.g., Hamilton, Jefferson, Madison, Federalist Papers, strong central government, protection of individual rights, Elastic Clause, Bill of Rights, etc.) ● FP.C&G.1.4 Analyze the <u>principles</u> and <u>ideals</u> underlying American <u>democracy</u> in terms of how they promote <u>freedom</u> (i.e. separation of powers, rule of law, limited government, democracy, consent of the governed / individual rights –life, liberty, pursuit of happiness, self- government, representative democracy, equal opportunity, equal protection under the law, diversity, patriotism, etc.). ● FP.C&G.2.3 Evaluate the U.S. <u>Constitution</u> as a “living Constitution” in terms of how the words in the <u>Constitution</u> and Bill of <u>Rights</u> have been interpreted and applied throughout their existence (e.g., precedents, rule of law, judicial review, supremacy, equal protections, “establishment clause,” symbolic speech, due process, right to privacy, etc.). ● FP.C&G.2.7 Analyze contemporary <u>issues</u> and governmental <u>responses</u> at the local, state, and national levels in terms of how they promote the <u>public interest</u> and/or general <u>welfare</u> (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, healthcare, etc.). ● FP.C&G.3.6 Explain ways <u>laws</u> have been influenced by <u>political parties</u>, <u>constituents</u>, <u>interest groups</u>, <u>lobbyists</u>, the <u>media</u> and <u>public opinion</u> (e.g., extension of suffrage, labor legislation, civil rights legislation, military policy, environmental legislation, business regulation and educational policy). ● FP.C&G.3.8 Evaluate the <u>rights</u> of individuals in terms of how well those <u>rights</u> have been upheld by democratic <u>government</u> in the United States. ● FP.C&G.4.1 Compare <u>citizenship</u> in the American constitutional <u>democracy</u> to membership in other types of <u>governments</u> (e.g., right to privacy, civil rights, responsibilities, political rights, right to due process, equal protection under the law, participation, freedom, etc.). ● FP.C&G.4.3 Analyze the roles of <u>citizens</u> of North Carolina and the United States in terms of <u>responsibilities</u>, <u>participation</u>, <u>civic life</u> and criteria for membership or admission (e.g., voting, jury duty, lobbying, interacting successfully with government agencies, organizing and working in civic groups, volunteering, petitioning, picketing, running for political office, residency, etc.). ● FP.C&G.4.4 Analyze the obligations of <u>citizens</u> by determining when their <u>personal desires, interests</u> and involvement are subordinate to the good of the <u>nation</u> or <u>state</u>
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(e.g., Patriot Act, Homeland Security, sedition, civil rights, equal rights under the law, jury duty, Selective Services Act, rule of law, eminent domain, etc.).

- **FP.C&G.4.5** Explain the changing perception and interpretation of **citizenship** and **naturalization** (e.g., aliens, Interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.).
- **FP.C&G.5.1** Analyze the **election process** at the national, state and local levels in terms of the **checks and balances** provided by qualifications and procedures for **voting** (e.g., civic participation, public hearings, forums, at large voting, petition, local initiatives, local referendums, voting amendments, types of elections, etc.).
- **FP.C&G.5.5** Analyze the development and implementation of **domestic** and **foreign policy** by outlining opposing **arguments** on major **issues** and efforts toward **resolution** (e.g., health care, education, immigration, regulation of business and industry, foreign aid, intervention abroad, etc.).
- **FP.PFL.1.1** Explain how **education**, **income**, **career**, and life **choices** impact an individual's **financial plan** and **goals** (e.g., job, wage, salary, college/university, community college, military, workforce, skill development, social security, entrepreneur, rent, mortgage, etc.).
- **FP.PFL.1.2** Explain how fiscally responsible **individuals** create and manage a personal **budget** that is inclusive of **income**, **taxes**, **gross** and **net pay**, giving, fixed and variable **expenses** and **retirement** (e.g., budget, financial plan, money management, saving and investing plan, etc.).
- **FP.PFL.1.3** Analyze how managing a **checking** and **savings** account contributes to **financial well-being** (e.g., deposits, withdrawals, transfers, automated transactions, fees, etc.).
- **FP.PFL.1.4** Summarize how **debt management** and **creditworthiness** impact an **individual**'s ability to become responsible **consumers** and **borrowers** (e.g., credit card management, monitoring percentage rates and personal credit reports, analyzing loan details, keeping and maintaining records, etc.).
- **FP.PFL.1.5** Analyze how fiscally responsible individuals **save** and **invest** to meet financial goals (e.g., investment, stock market, bonds, mutual funds, etc.).
- **FP.PFL.1.6** Compare various **investing strategies** and **tax** implications for their potential to build **wealth** (e.g., individual stocks and bonds with investing in stock, giving, bonds, mutual funds, retirement plans, etc.).
- **FP.PFL.2.1** Explain how consumer protection **laws** and government **regulation** contribute to the empowerment of the **individual** (e.g., consumer credit laws, regulation, FTC- Federal Trade Commission, protection agencies, etc.).
- **FP.PFL.2.2** Summarize various types of fraudulent **solicitation** and business **practices** (e.g., identity theft, personal information disclosure, online scams, Ponzi schemes, investment scams, internet fraud, etc.).

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	<ul style="list-style-type: none"> ● FP.PFL.2.3 Summarize ways consumers can protect themselves from fraudulent and deceptive practices (e.g., do not call lists, reading the fine print, terms and conditions, personal information disclosure, investment protection laws, fees, etc.). ● FP.PFL.2.4 Classify the various types of insurance and estate planning including the benefits and consequences (e.g., car, health, renters, life, liability, travel, disability, long-term care, natural disaster, etc.). ● FP.PFL.2.5 Summarize strategies individuals use for resolving consumer conflict (e.g., contacting Attorney General, filing claims, Better Business Bureau, Secretary of State, etc.). ● FP.E.1.2 Analyze a market economy in terms of economic characteristics, the roles they play in decision-making and the importance of each role (e.g., private property, free enterprise, circular flow, competition and profit motive, and allocation of resources via the price system). ● FP.E.1.3 Explain how supply and demand determine equilibrium price and quantity produced (e.g., any market example –apples, tires, etc.). ● FP.E.1.4 Analyze the ways in which incentives and profits influence what is produced and distributed in a market system (e.g., supply, demand, free enterprise, What to produce? How to produce it? How much to produce? For whom to produce it? etc.).
GENERALIZATIONS	<ol style="list-style-type: none"> 1. A nation may agree on values, beliefs, and principles philosophically, but disagree on their practical application. 2. Government responses to contemporary issues often create or defuse conflict depending upon the political, economic, social, or cultural agenda of groups or organizations. 3. Individuals and institutions may be shaped by government actions and respond in ways which may result in social protest or community and national unity. 4. Individuals have the responsibility to be aware of their rights, and limits on their rights, in order to ensure fair and equal treatment under the law. 5. An increased level of citizen participation often results in a government which is more responsive to the needs and interests of the people. 6. Members of a society often have certain rights, responsibilities and privileges associated with citizenship. 7. A nation's founding documents may be interpreted differently overtime based on changing values and beliefs of it's citizenry. 8. Elections may allow citizens to guide the direction of public policy and limit the power of government. 9. The financial plan an individual commit to follow can greatly contribute to their financial well-being and security. 10. Investment in capital and human resources can determine production and drive the economic choices of groups and individuals.
EXAMPLES OF IMPLEMENTING CLUSTER 3 IN THE CLASSROOM	

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UNIT EXAMPLES	<p>Click the links below to access some example curriculum developed using the standards, generalizations, and components from the Founding Principles and Student Citizen Act as guiding elements. Units and Lesson can be accessed and downloaded in School Net as well.</p> <p><u>Unit 1: Citizenship and You</u></p> <ul style="list-style-type: none"> ● Lesson 1: Rights, Responsibilities, and You ● Lesson 2: Immigration and You ● Lesson 3: You and the Government ● Lesson 4: Activism and You <p><u>Unit 2: Personal Financial Literacy</u></p> <ul style="list-style-type: none"> ● Lesson 1: Living on a Budget ● Lesson 2: The True Cost of Borrowing Money ● Lesson 3: Who Wants to Be a Millionaire ● Lesson 4: Protect Yourself Before You Wreck Yourself ● Lesson 5: Don't Be a Victim: Protect Yourself from Fraud ● Lesson 6: How will you play the "Game"
	<p><u>Founding Principles Aligned to the Inquiry</u></p> <ul style="list-style-type: none"> ● The Creator-endowed inalienable rights of the people ● Equal justice under the law ● Individual rights as set forth in the Bill of Rights <p><u>Objectives Aligned to the Inquiry</u></p> <ul style="list-style-type: none"> ● FP.C&G.1.3 ● FP.C&G.1.4 ● FP.C&G.2.3 ● FP.C&G.2.7 ● FP.C&G.3.8 ● FP.C&G.4.3 ● FP.C&G.4.4 <p><u>Generalization(s) Aligned to the Inquiry</u></p> <ul style="list-style-type: none"> ● Government responses to contemporary issues often create or defuse conflict depending upon the political, economic, social, or cultural agenda of groups or organizations. ● Individuals and institutions may be shaped by government actions and respond in ways which may result in social protest or community and national unity. ● Institutions often encourage the development of laws and policies in order to further agendas to reflect their values and beliefs.

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- Individuals have the responsibility to be aware of their rights, and limits on their rights, in order to ensure fair and equal treatment under the law.
- An increased level of citizen participation often results in a government which is more responsive to the needs and interests of the people.

Description

Students will be able to examine at multiple perspectives in the debate of “how far is too far” for the both the government and its citizens in terms of laws, rights, and privileges. Students will examine and explore their own values and beliefs, and understand how these values are the basis on which we each make decisions. The exploration will then move to the values, ideals, and beliefs of the government of the United States. Students will explore democratic ideals and then constitutional principles that form the backbone of the U.S. government. They will make connections between and among various aspects of the U.S. Constitution and the democratic ideals on which they are based. This inquiry leads students through an investigation of the power struggle between federal and state governments to legislate. By investigating the compelling question “How far is too far.....How much power should the federal or state government have over our rights in North Carolina? (e.g., speech, press, expression, habeas corpus, due process, internet, telephone, public use of facilities etc.)? students will consider the role of state government in initiating the best legislation for its citizens, even in cases where state law conflicts with federal law. In investigating evidence from historic and contemporary sources, students develop an interpretation of federalism and begin to evaluate both the historic and contemporary arguments and issues. This inquiry is expected to take 6-9, 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers may adapt the inquiry to meet the needs and interests of their particular students.

Staging the Inquiry

One way to introduce this inquiry by doing the following [Teacher Enactment](#)

Compelling & Supporting Questions

Compelling Question: How far is too far? How much power should the federal or state government have over our rights in North Carolina? (e.g., speech, press, expression, habeas corpus, due process, internet, telephone, public use of facilities etc.)?

Supporting Questions

- How are federal and state powers constitutionally delineated?

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	<ul style="list-style-type: none"> • How should we balance individual rights and the common good? • How are public attitudes toward federalism changing? • To what extent can the 14th Amendment provide equal access under the law? 	
	<p><u>Supporting Question 1</u></p> <ul style="list-style-type: none"> • How are federal and state powers constitutionally delineated? <p>Student Task</p> <ul style="list-style-type: none"> • Research and annotate a blank Venn diagram illustrating the unique and shared powers of the state and federal government. • Compare the ways you divided power between state and federal levels with the system the Founders provided in the Constitution. • What reasoning can you see behind the way the Founders divided power? Why were certain powers given to the federal government, but not others? Why were the powers not delegated reserved to the states and the people? • Identify and underline ways in which the people’s rights are protected by limits on the powers of Congress. Be prepared to explain the significance of each point that you identify. <p>Sources</p> <ul style="list-style-type: none"> • Annotated Venn diagram on federalism 	<p><u>Supporting Question 2</u></p> <ul style="list-style-type: none"> • How should we balance individual rights and the common good? <p>Student Task</p> <ul style="list-style-type: none"> • Ask students to respond to the support question #2 after holding a class discussion on each scenario with the students. Ask them to think about how the balance of individual rights vs the common good was involved with each program or Supreme Court case discussed in their response • <u>Voter ID</u>: Voter ID laws point out the differences and the struggles between the national and the state government • <u>Lopez</u>: Congress believed that gun-free school zones were constitutional because schools prepared people for the business world and were, therefore, part of interstate commerce. The Supreme Court stated that the law only dealt with gun possession and not commerce. • <u>Morrison</u>: The Supreme Court overturned parts of the Violence Against Women Act because it said that Congress did not have the power to allow rape victims to sue their attackers for money damages under the Commerce Clause. • <u>The Affordable Care Act</u>: The Supreme Court ruled that the federal government did not have the power to force Americans to buy health insurance under the Commerce Clause, but that they did have the power to tax. The Chief Justice asserted that the penalty or fine that would have to be paid for not getting insurance could be considered a tax and was within Congress’ power.

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	<ul style="list-style-type: none"> Excerpts from United States Constitution Excerpts from North Carolina Constitution 	<ul style="list-style-type: none"> Letter from Birmingham Jail: The 30 arrests of Dr. Martin Luther King are examined to respond to the provocative question of “How far”? It is an examination of the power of the government vs the rights of the people. Explain to students that under the law Dr. King was breaking the law. Guide the discussion as students deliberate.
	<p>Supporting Question 3</p> <ul style="list-style-type: none"> How are public attitudes toward federalism changing? <p>Student Task</p> <ul style="list-style-type: none"> Conduct a class survey that mirrors the Pew and Cato public-attitude surveys and discuss the results. <p>Sources</p> <ul style="list-style-type: none"> Excerpt from Views of Government: Key Data Points Excerpt from Public Attitudes toward Federalism 	<p>Supporting Question 4</p> <ul style="list-style-type: none"> To what extent can the 14th Amendment provide equal access under the law? <p>Student Task</p> <ul style="list-style-type: none"> Yick Wo and the 14th Amendment This documentary examines the case Yick Wo v. Hopkins (1886) in which the Supreme Court held that noncitizens have due process rights under the 14th Amendment’s equal protection clause. The Court said that unequal application of a law violated the rights of a Chinese immigrant. Editable Sample Viewing Guide: Video is 25 minutes in length, however it is recommended to pause video throughout in order to complete the viewing guide and for class discussion. Suggested total class time: 50 minutes. <p>Sources</p> <ul style="list-style-type: none"> Yick Wo and the 14th Amendment Editable Sample Viewing Guide
	<p>Summative Performance Assessment</p> <p>Question: How far is too far? How much power should the federal or state government have over our rights in North Carolina? (e.g., speech, press, expression, habeas corpus, due process, internet, telephone, public use of facilities etc.)?</p>	

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In order to better help students understand “what power does the federal or state government have over our rights in North Carolina? (e.g., speech, press, expression, habeas corpus, due process, internet, telephone, public use of facilities etc.)?”

- Have students watch the video [Habeas Corpus: The Guantanamo Cases](#) and complete the [Editable Sample Viewing Guide](#): Video is 25 minutes in length, however it is recommended to pause video throughout in order to complete the viewing guide and for class discussion. Suggested total class time: 50 minutes.

TASK: Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing perspectives. Possible resources students could start with in constructing an argument.

- [CNN News Article](#)
- [NPR News Article](#)
- [NC State Constitution](#)
- [Debating the Federal Constitution](#)
- Possible Issues to Discuss
 - [Health insurance](#)
 - [Education standards](#)
 - [Medical and recreational marijuana](#)
 - [Assisted Suicide http://www.learnnc.org/lp/editions/nchist-revolution/4285](http://www.learnnc.org/lp/editions/nchist-revolution/4285)

Extension:

To better understand the local community context, poll school and neighborhood populations on a controversial issue (e.g., same-sex marriage, legalized marijuana) and who has the power to legislate it.

At this point in the inquiry, students have examined the constitutional powers of the United States and North Carolina state governments. Students have also reviewed expert opinions and public attitudes on the continuing debate around federalism and the rights of states to legislate what is best for their citizens, and they have examined case studies. Students should now be able to demonstrate a breadth of understanding and ability to use evidence from multiple sources to support distinct claims. In this task, students construct evidence-based arguments responding to the compelling question “Who has the power?” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

Students’ arguments likely will vary, but could include any of the following

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	<ul style="list-style-type: none"> ● Federalism allows states the power to make change, because states have been able to pass legislation that is more progressive than federal legislation. ● Federalism does not allow states the power to make change because federal law still applies to the whole nation and state laws only go as far as the state line. ● Federalism does allow states some power in initiating change, but the federal government still has the final say in determining the legality of laws. <p>Students could extend these arguments by examining the political climate of their school and neighborhood communities. To begin, students could create a survey that asks participants about their feelings on one or more controversial issues and whether the state or the federal government should be responsible for determining the legality of those issues. Once the questionnaire is completed, students could have school staff and/or other trusted adults complete it. With the data collected, students could look for trends in respondents' views.</p>
ADDITIONAL RESOURCES	<p><u>Additional Resources Teachers Can Use to Help Teach This Inquiry</u></p> <ul style="list-style-type: none"> ● Article Americans More Likely to Say Government Doing Too Much ● Article Federal Government Is More Powerful Than State Government ● Article States Get Things Done, Affecting National Policy ● Article: States Need More Control Over the Federal Government ● Article from <i>Frontline</i> entitled "The Kevorkian Verdict" <p><u>Take Informed Action:</u> Students have an opportunity to Take Informed Action by drawing on their knowledge of the complex power relationship between the state and federal government. In order to demonstrate that they <i>understand</i>, students can investigate the challenges facing the state of North Carolina since passing a law. Students should examine and <i>assess</i> possible outcomes of the case and whether the North Carolina state law is in the best interest of the citizens of North Carolina. Finally, students should consider whether or not the federal government should pass legislation on the matter. Students can then <i>act</i> by writing letters to a local state representative to express their views.</p> <p><u>Additional Resources for Cluster 3</u></p> <ul style="list-style-type: none"> ● LDC <ul style="list-style-type: none"> ○ Strengths: The LDC is a repository of lessons, task, and modules that improve teacher practice and align to school and district initiatives. ○ Weaknesses: Computer access is required ● Youth Leadership Initiative, E-Congress

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	<ul style="list-style-type: none"> ○ Strengths: It is an online simulation of Congress, Students draft legislation, Students from across the country vote on bills, Lesson plans and handouts are provided, Free access to the resource, and teachers register the school. ○ Weaknesses: Computer access is required, Votes must be cast within a time-line ○ Additional: Supporting Question(s): 1. What was the economic impact of the slave trade on Africa? What was the economic impact of the slave trade on colonial America? ● Annenberg Classroom <ul style="list-style-type: none"> ○ Strengths: Award-winning, comprehensive curriculum on the Constitution to daily civics news and student discussion. Presents national and local news and current events expressly for civics classrooms. When students “Speak Out” at AnnenbergClassroom.org, they participate in a moderated, national dialogue of their peers. ○ Weaknesses: Computer access is required ● iCivics <ul style="list-style-type: none"> ○ Strengths: iCivics teaches students how government works by having them experience it directly. Through games, the player steps into any role – a judge, a member of Congress, a community activist fighting for local change, even the President of the United States – and does the job they do. Educational video games allow for concepts to happen to us. They convey information while teaching skills for effective civic engagement. ○ Weaknesses: Internet and Computer access required ● Carolina K-12 <ul style="list-style-type: none"> ○ Strengths: Carolina K-12 (formerly the NC Civic Education Consortium) is a program of UNC-Chapel Hill’s Program in the Humanities & Human Values and works to extend the resources of the University to North Carolina’s K-12 educators. The organization offers quality professional development programs which includes access to scholars on key topics, innovative lesson plans, and interactive pedagogical training. ○ Weaknesses: Internet and Computer access required to access lessons. ● Everfi.com <ul style="list-style-type: none"> ○ Standards: FP.PFL.2.3, FP.PFL.2.4, FP.PFL.2.5 ○ Principles: Individual Responsibility ○ Strengths: EverFi focuses on teaching, assessing, and certifying students in the critical skills that real life demands. ○ Weaknesses: Must have computer access ○ Additional: Topics Include financial literacy, STEM, diversity and inclusion, student loan management, digital citizenship, civic awareness, entrepreneurial thinking, alcohol and substance abuse, and sexual assault prevention. ● Bill of Rights Institute Modules
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