

Answer all the questions.

Each question is followed by four options lettered A to D. Find the correct option for each question and shade in pencil on your answer sheet, the answer space which bears the same letter as the option you have chosen. Give only one answer to each question.

An example is given below.

The societal value which members are expected to uphold in order to ensure development is

- A. title.
- B. integrity.
- C. apathy.
- D. compromise.

The correct answer is integrity, which is lettered B and therefore answer space B would be shaded.

[ A ]



[ C ]

[ D ]

Think carefully before you shade the answer spaces; erase completely any answer(s) you wish to change

Now answer the following questions.

1. Fundamental rights are literally the rights that one can enjoy because one is
  - A. an individual.
  - B. a human being.
  - C. a citizen.
  - D. an educated elite.
2. Which of the following nationalists is associated with democratic socialism?
  - A. Ahmadu Bello
  - B. Tafawa Balewa
  - C. Anthony Enahoro
  - D. Obafemi Awolowo
3. When a person is being fair, impartial and reasonable in dealing with others, such person is said to be
  - A. responsible.
  - B. tolerant.
  - C. honest.
  - D. humble.
4. A limitation to the exercise of human right
  - A. war.
  - B. deportation.
  - C. migration.
  - D. HIV/AIDS.
5. Which of the following is **not** among the sources of authority?
  - A. Societal
  - B. Traditional
  - C. Rational Legal
  - D. Charismatic
6. Orderliness can be exhibited in the following ways **except**
  - A. observing the traffic lights.
  - B. queuing culture.
  - C. decorum behaviour.
  - D. interrupting an individual.



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## Past Question For Civic Education 2013

**J. Michael Hogan, Jessica A.  
Kurr, Michael J. Bergmaier, Jeremy D.  
Johnson**

### **Past Question For Civic Education 2013:**

**The Politics of Civic Education** Eleni M. Mantas-Kourounis, 2024-06-10 This book chronicles the progression of civic education advocacy since the early 2000s. It identifies the main actors that called for civic education reform, describes their motivations and policy platforms, and documents the path taken to capture state policy agendas. It argues that No Child Left Behind incentivized civic education advocates to mobilize a call to action to restore emphasis on civics that materialized into national policy reform proposals that successfully captured the agendas of state legislatures and bureaucracies. This book analyzes the implementation and sustainability of these civic education policy reforms by undertaking a comparative case study analysis of school districts in Utah and Connecticut. Through the voices of teachers and district administrators, the book tells the story of what happened when these state policy reforms inspired by national initiatives hit the local level where the rubber meets the road. As ideological debates about schools and democracy unfold across the country, as civic education advocates and proposals proliferate, this book treats civic education not as a panacea but as a concrete policy area to be analyzed and understood. It contextualizes the current debate and offers a critical assessment of the most recent comprehensive state level civic education policy reform. It argues that while questions linger about what type of civic inspired educational interventions remains most effective for whom, where and why the implementation of such interventions are profoundly impacted by local actors and local politics, and that future initiatives should take this dimension into consideration.

**Democracy's Education** Harry C. Boyte, 2021-04-30 Today Americans feel powerless in the face of problems on every front. Such feelings are acute in higher education where educators are experiencing an avalanche of changes: cost cutting, new technologies, and demands that higher education be narrowly geared to the needs of today's workplace. College graduates face mounting debt and uncertain job prospects and worry about a coarsening of the mass culture and the erosion of authentic human relationships. Higher education is increasingly seen and often portrays itself as a ticket to individual success, a private good, not a public one. *Democracy's Education* grows from the American Commonwealth Partnership, a year-long project to revitalize the democratic narrative of higher education that began with an invitation to Harry Boyte from the White House to put together a coalition aimed at strengthening higher education as a public good. The project was launched at the beginning of 2012 to mark the 150th anniversary of the Morrill Act, which created land grant colleges. Beginning with an essay by Harry C. Boyte, *Reinventing Citizenship as Public Work*, which challenges educators and their partners to claim their power to shape the story of higher education and the civic careers of students, the collection brings world famous scholars, senior government officials, and university presidents together with faculty, students, staff, community organizers, and intellectuals from across the United States and South Africa and Japan. Contributors describe many constructive responses to change already taking place in different kinds of institutions and present cutting edge ideas like civic science, civic studies, citizen professionalism, and citizen alumni. Authors detail practical approaches to making change from new faculty and

student roles to changes in curriculum and student life and strategies for everyday citizen empowerment Overall the work develops a democratic story of education urgently needed to address today s challenges from climate change to growing inequality

**Human Rights Literacies** Cornelia Roux, Anne Becker, 2018-12-29 This book adds impetus to the nexus between human rights human rights education and material reality The dissonance between these aspects is of growing concern for most human rights educators in various social contexts The first part of the book opens up new discourses and presents new ontologies and epistemologies from scholars in human rights human rights education and human rights literacies to critique and or justify the understandings of human rights complex applications Today s rapidly changing social contexts and new languages attempting to understand ongoing dehumanization and violations put enormous pressure on higher education educators individuals working in social sciences policy makers and scholars engaged in curricula making The second part demonstrates how global interactions between citizens from different countries with diverse understandings of human rights from developed and developing democracies question the link between human rights and its exclusive Western philosophies Continuing inhumane actions around the globe reflect the failure of human rights law and human rights education in schools higher education and society at large The book shows that human rights education is no longer a blueprint for understanding human rights and its universal or contextual values presented for multicomplex societies The final chapters argue for new ontologies and epistemologies of human rights human rights education and human rights literacies to open up difficult conversations and to give space to dissonant and disruptive discourses The many opportunities for human rights education and literacies lies in these conversations

The Professions and Civic Life Gary J. Schmitt, 2016-06-10 Professions are institutions which through their small size self governing elements and sense of social mission can assist in maintaining a sound civic culture As mediating institutions in our democratic society that are neither entirely birthed by the state nor are entirely private the individual professions such as the legal and education professions journalism economics architecture or the military arguably present practical avenues through which to teach civic behavior and to restore Americans broken trust This volume on the professions and civic life undertakes a unique and timely examination of twelve individual professions to see how each affects the character of American citizenship and the civic culture of the nation through their practices and ethos Among the questions each essay in the volume addresses are What is distinctive or not about the specific profession as it came to be practiced in the United States Given the specialized knowledge training and sometimes licensing of a profession what do the professions perceive to be their role in promoting the larger common good How can we bring professionals expert knowledge to bear on social problems in an open and deliberative way Is the ethic of a particular profession as it understands itself today at odds with the American conception of self government and a healthy civic life Through analysis of these questions each chapter presents a rich treatment of how the twelve longstanding professions of political science teaching the law the military economics medicine journalism

literature science architecture music and history help support and challenge the general public's civic behavior in general and their attachment to the American regime in particular

**Critical Perspectives on Teaching in the Southern United States** Tori K. Flint, Natalie Keefer, 2020-10-21 Critical Perspectives on Teaching in the Southern United States presents provocative insights into education in the Southern United States from the perspective of educators This book foregrounds the Southern United States unique sociopolitical sociohistorical and sociocultural contexts which directly influence knowledge and classroom pedagogies Contributors use critical frameworks that coalesce around methods including self reflection social justice and culturally responsive relevant sustaining and asset based pedagogies Chapters explore salient topics such as race language gender discrimination identity immigration poverty social justice and their influences on pedagogy This book raises complex questions considering how history has shaped present day education in the Southern U S context Democracy, Civic Engagement, and Citizenship in Higher Education William V. Flores, Katrina S.

Rogers, 2019-05-24 In the most recent Democracy Index the Economic Intelligence Unit downgraded the United States from a full democracy to a flawed democracy Democracy Civic Engagement and Citizenship in Higher Education takes a hard look at the state of American democracy today through the lens of one of the nation's most important actors colleges and universities Democracy is more than voting it includes a wide range of democratic practices and depends on a culture of civic participation Critical for strengthening democracy is the role that higher education leaders play in educating their constituencies about their responsibilities of citizenship During a period of time when higher education is under pressure to meet 21st century workforce needs the authors here exhort to remember the public mission of education to serve the needs of the democracy a government by the people means that the people must be ready to govern It is in this spirit that these stories are offered to show how institutions across the country are reclaiming and reinvigorating one of the essential pillars upon which American democracy is based **Qualitative Inquiry—Past, Present, and Future** Norman K Denzin, Michael

D Giardina, 2016-07-01 In this critical reader the best writing of two dozen key figures in qualitative research is gathered together to help students to identify emerging themes in the field and the latest thinking of the leaders in qualitative inquiry These groundbreaking articles are pulled from a decade of social justice focused plenary volumes emanating from the annual International Congress of Qualitative Inquiry These are the ideas that have helped shape the landscape of the field over the past decade This work brings together the latest work of 25 leading figures in qualitative research from 4 continents addresses the central themes of the field over the past decade in theory methodology politics and interventions includes contextualizing essays by the volume editors who direct the Congress Inquiry-Based Practice in Social Studies Education S.G. Grant, Kathy Swan, John Lee, 2022-09-15 Now in its second edition Inquiry Based Practice in Social Studies Education Understanding the Inquiry Design Model presents a conceptual base for shaping the classroom experience through inquiry based teaching and learning Using their Inquiry Design Model IDM the authors present a field tested approach for ambitious

social studies teaching They do so by providing a detailed account of inquiry's scholarly roots as well as the rationale for viewing questions tasks and sources as inquiry's foundational elements Based on work done with classroom teachers university faculty and state education department personnel this book encourages readers to transform classrooms into places where inquiry thrives as everyday practice The second edition includes a new chapter highlighting three ways that the blueprint acts as an assessment and curriculum system and includes updated and enhanced references throughout the book Both pre service and in service teachers are sure to learn strategies for developing the reinforcing elements of IDM from planning inquiries to communicating conclusions and taking informed action The updated curricular and pedagogical examples included make this practical book essential reading for researchers students of pre service and in service methods courses and professional development programs Reassessing the Social Studies Curriculum Wayne Journell,2016-05-03

The terrorist attacks of September 11 2001 dramatically changed many aspects of American society and the ramifications of that horrific event are still impacting the domestic and foreign policies of the United States Yet fifteen years after 9 11 an event that was predicted to change the scope of public education in the United States we find that the social studies curriculum remains virtually the same as before the attacks For a discipline charged with developing informed citizens prepared to enter a global economy such curricular stagnation makes little sense This book which contains chapters from many leading scholars within the field of social studies education both assesses the ways in which the social studies curriculum has failed to live up to the promises of progressive citizenship education made in the wake of the attacks and offers practical advice for teachers who wish to encourage a critical understanding of the post 9 11 global society in which their students live *Research Anthology on Citizen Engagement and Activism for Social Change* Management Association, Information Resources,2021-11-26

Activism and the role everyday people play in making a change in society are increasingly popular topics in the world right now especially as younger generations begin to speak out From traditional protests to activities on college campuses to the use of social media more individuals are finding accessible platforms with which to share their views and become more actively involved in politics and social welfare With the emergence of new technologies and a spotlight on important social issues people are able to become more involved in society than ever before as they fight for what they believe It is essential to consider the recent trends technologies and movements in order to understand where society is headed in the future The *Research Anthology on Citizen Engagement and Activism for Social Change* examines a plethora of innovative research surrounding social change and the various ways citizens are involved in shaping society Covering topics such as accountability social media voter turnout and leadership it is an ideal work for activists sociologists social workers politicians public administrators sociologists journalists policymakers social media analysts government administrators academicians researchers practitioners and students **Speech and Debate as Civic Education** J. Michael Hogan,Jessica A. Kurr,Michael J. Bergmaier,Jeremy D. Johnson,2017-11-08 In an era increasingly marked by polarized and

unproductive political debates this volume makes the case for a renewed emphasis on teaching speech and debate both in and outside of the classroom Speech and debate education leads students to better understand their First Amendment rights and the power of speaking It teaches them to work together collaboratively to solve problems and it encourages critical thinking reasoned and fact based argumentation and respect for differing viewpoints in our increasingly diverse and global society Highlighting the need for more emphasis on the ethics and skills of democratic deliberation the contributors to this volume leading scholars teachers and coaches in speech and debate programs around the country offer new ideas for reinvigorating curricular and co curricular speech and debate by recovering and reinventing their historical mission as civic education Combining historical case studies theoretical reflections and reports on programs that utilize rhetorical pedagogies to educate for citizenship Speech and Debate as Civic Education is a first of its kind collection of the best ideas for reinventing and revitalizing the civic mission of speech and debate for a new generation of students In addition to the editors the contributors to this volume include Jenn Anderson Michael D Bartanen Ann Crigler Sara A Mehlretter Drury David A Frank G Thomas Goodnight Ronald Walter Greene Taylor W Hahn Darrin Hicks Edward A Hinck Jin Huang Una Kimokeo Goes Rebecca A Kuehl Lorand Laskai Tim Lewis Robert S Littlefield Allan D Louden Paul E Mabrey III Jamie McKown Gordon R Mitchell Catherine H Palczewski Angela G Ray Robert C Rowland Minhee Son Sarah Stone Watt Melissa Maxcy Wade David Weeks Carly S Woods and David Zarefsky

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*The Relationship between Regime "Type" and Civic Education* Hui Li, 2021-09-28 Using comparative qualitative methodology this book examines three Chinese societies Taiwan Hong Kong and Mainland China as specific cases of democratic hybrid and authoritarian regimes presenting the theoretical underpinnings of civic education in contexts other than liberal democracy It highlights on the concept of good citizens in these three regime contexts and explores how these concepts are reflected in civic education and perceived by students in the three societies The book focuses on three levels of comparison to ensure that all relevant issues can be identified Level 1 regime type Level 2 curriculum and policy formulations Level 3 students personal experiences These three levels are linked with each other and form a continuous process of civic education implementation in Taiwan Hong Kong and Mainland China

**Multicultural Curriculum Transformation in Social Studies and Civic Education** Kenneth J. Fasching-Varner, Kerri J. Tobin, Norma A. Marrun, Iesha Jackson, Christine Clark, 2021-07-12 This book focuses on multicultural curriculum transformation in social studies and civic education subject areas The discussion of each area outlines critical considerations for multicultural curriculum transformation for the area by grade level and then by eight organizing tools including content standards relationships with and among students and their families and evaluation of student learning and teaching effectiveness The volume is designed to speak with PK 12 teachers as colleagues in the multicultural curriculum transformation work Readers are exposed to things to think about but also given curricular examples to work with or from in going about the actual

concrete work of curriculum change This work supports PK 12 teachers to independently multiculturally adapt existing curriculum to create new multicultural curriculum differentiated by content areas and grade levels and by providing ample examples of what such multicultural transformed social studies and civic education curricula looks like in practice

**Replicating Atonement** Mischa Gabowitsch, 2017-12-07 This collection examines what happens when one country's experience of dealing with its traumatic past is held up as a model for others to follow In regional and country studies covering Argentina Canada Japan Lebanon Rwanda Russia Turkey the United States and former Yugoslavia the authors look at the pitfalls misunderstandings and perverse effects but also the promise of trying to replicate atonement Going beyond the idea of a global or transnational memory this book examines the significance of foreign models in atonement practices and analyses the role of national governments international organisations museums foundations NGOs and public intellectuals in shaping the idea that good practices of atonement can be learned The volume also demonstrates how one can productively learn from others by appreciating the complex and contested nature of atonement practices such as Germany's and also by finding the necessary resources in the history of one's own country

**Civic Media** Eric Gordon, Paul Mihailidis, 2022-06-07 Examinations of civic engagement in digital culture the technologies designs and practices that support connection through common purpose in civic political and social life Countless people around the world harness the affordances of digital media to enable democratic participation coordinate disaster relief campaign for policy change and strengthen local advocacy groups The world watched as activists used social media to organize protests during the Arab Spring Occupy Wall Street and Hong Kong's Umbrella Revolution Many governmental and community organizations changed their mission and function as they adopted new digital tools and practices This book examines the use of civic media the technologies designs and practices that support connection through common purpose in civic political and social life Scholars from a range of disciplines and practitioners from a variety of organizations offer analyses and case studies that explore the theory and practice of civic media The contributors set out the conceptual context for the intersection of civic and media examine the pressure to innovate and the sustainability of innovation explore play as a template for resistance look at civic education discuss media enabled activism in communities and consider methods and funding for civic media research The case studies that round out each section range from a debt resistance movement to government service delivery ratings to the It Gets Better campaign aimed at combating suicide among lesbian gay bisexual transgender and queer youth The book offers a valuable interdisciplinary dialogue on the challenges and opportunities of the increasingly influential space of civic media

**Critical Race Theory and Classroom Practice** Daniella Ann Cook, Nathaniel Bryan, 2024-05-03 This edited book shows how critical race theory CRT can shape teacher practices in ways that improve educational outcomes for all children especially those most marginalized in PreK 20 classrooms The volume bridges the gap between the theoretical foundations of critical race theory and its application in formal and informal learning environments To promote an active and



interdisciplinary engagement of critical race praxis it illuminates the pedagogical possibilities of using CRT while explicitly addressing grade span specific content area standards and skills Each chapter explores how educators use a critical race theory lens to deepen student learning teach honestly about racism and white supremacy and actively prepare learners to equitably participate in a multiracial democracy Written for pre and in service teachers teacher educators and anti racist community stakeholders the text addresses the applicability of CRT as a pedagogical practice for PreK 20 educators seeking to meaningfully combat intersectional racial injustice and to create a more just democracy This book is necessary reading for educators and courses in Educational Foundations Anti Racist Education Social Justice Education Curriculum Studies Educational Leadership and Multicultural Education

The Networked Young Citizen Brian D. Loader, Ariadne Vromen, Michael Xenos, 2014-06-05 The future engagement of young citizens from a wide range of socio economic ethnic and cultural backgrounds in democratic politics remains a crucial concern for academics policy makers civics teachers and youth workers around the world At a time when the negative relationship between socio economic inequality and levels of political participation is compounded by high youth unemployment or precarious employment in many countries it is not surprising that new social media communications may be seen as a means to re engage young citizens This edited collection explores the influence of social media such as YouTube Facebook and Twitter upon the participatory culture of young citizens This collection comprising contributions from a number of leading international scholars in this field examines such themes as the possible effects of social media use upon patterns of political socialization the potential of social media to ameliorate young people's political inequality the role of social media communications for enhancing the civic education curriculum and evidence for social media manifesting new forms of political engagement and participation by young citizens These issues are considered from a number of theoretical and methodological approaches but all attempt to move beyond simplistic notions of young people as an undifferentiated category of the internet generation

**How to Confront Climate Denial** James S. Damico, Mark C. Baildon, 2022 Climate change and climate denial have remained largely off the radar in literacy and social studies education This book addresses this gap with the design of the Climate Denial Inquiry Model CDIM and clear examples of how educators and students can confront two forms of climate denial science denial and action denial The CDIM highlights how critical literacies specifically designed for climate denial texts can be used alongside eco civic practices of deliberation reflexivity and counter narration to help students discern corporate financial and politically motivated roots of climate denial and to better understand efforts to misinform the American public sow doubt and distrust of basic scientific knowledge and erode support for evidence based policymaking and collective civic action With an emphasis on inquiry based teaching and learning the book also charts a path from destructive stories we live by that are steeped in climate denial humans are separate from nature the primary goal of society is economic growth without limits nature is a resource to be used and exploited to ecojustice stories To live by that invite teachers and students to consider more just and sustainable futures Book

Features Climate Denial Inquiry Model to help educators identify and confront two forms of climate denial climate science denial and climate action denial Clear examples of how to integrate critical literacies designed specifically for climate denial with eco civic practices of deliberation reflexivity and counter narration Concrete climate based inquiry based teaching and learning pathways in literacy and social studies with much potential for connections across other content areas A path from destructive stories we live by that are steeped in climate denial to ecojustice stories To live by that invite teachers and students to consider more just and sustainable futures

**Education, Globalization and the Nation** Andrew Peterson, Ian Davies, King Man Chong, Terrie Epstein, Carla L. Peck, Alistair Ross, Alan Sears, Maria Auxiliadora Moreira dos Santos Schmidt, Debbie Sonu, 2016-01-26 Globalization and the Nation provide significant contexts for examining past educational thinking and practice and to identify how education has been influenced today This book written collaboratively explores country case studies Australia Brazil Canada China the UK and USA as well as discussing the transnational European Union

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