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Concepts

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Political Science Curriculum Project

#### ABSTRACT

This is the introductory union to the second semester "Comparing Political Experiences" course which focuses on specific, controversial political issues. The unit uses a comic book format to teach 12th-grade students the fundamental political concepts of system, political-system types, and political experiences which will be used in later units that focus on specific issues. The unit is self-instructional, and students proceed at their own rate. The unit centers around the fictitious planet of Acton which is facing environmental disaster. In searching for a new planet to inhabit, the Actonites experience and learn about many new and diverse political systems. Episode 1 identifies the concept of system and describes a participant political system. Episode 2 describes and applies the concepts of political resources, activities, and maintenance. Episode 3 examines the elite political system and explains the concept of political development. Episode 4 identifies a bureaucratic political system and explains the concept of political conflict. Episode 5 defines a coalitional political system, political change, and the role of the observer in bring about change. (Author/DE)

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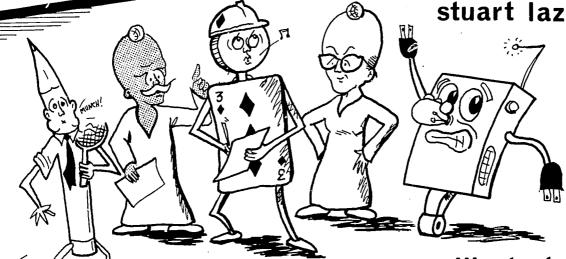
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# SAVE SYSTEM

judith gillespie stuart lazarus



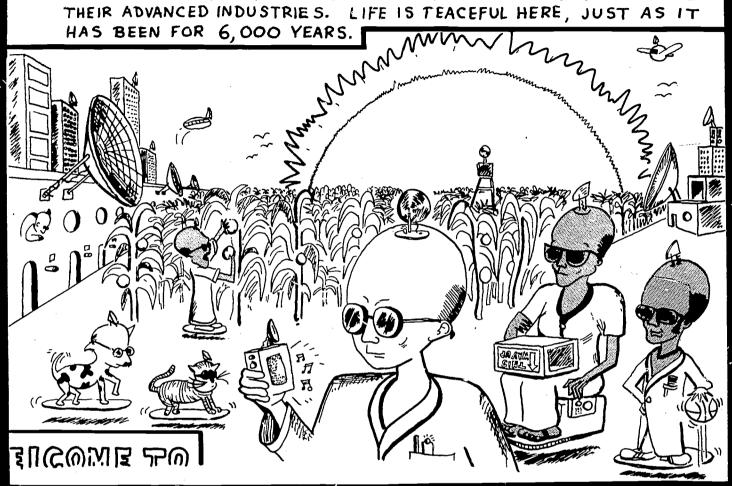
**Experimental Edition** 

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illustrated by joel pett

2

THE SUN, LIES THE TINY CIVILIZATION OF ACTON. THE TREMENDOUS SOLAR ENERGY HARNESSED BY THE REMARKABLY INTELLIGENT BEINGS WHO LIVE HERE HAS PROVIDED THEM WITH UNLIMITED FUEL TO POWER THEIR ADVANCED INDUSTRIES. LIFE IS TEACEFUL HERE, JUST AS IT HAS BEEN FOR 6 OOD YEARS.

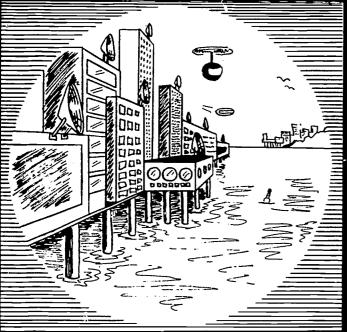


A S FATE WOULD HAVE IT, THIS TRANQUIL SOCIETY NOW MUST FEAR FOR IT'S FUTURE. A COLLISION WITH A METEOR HAS SENT ACTON INSIDE THE SUN'S GRAVITATIONAL FIELD! WEEK BY WEEK, MONTH BY MONTH, THE PLANET FALLS EVER CLOSER TO FIERY EXTINCTION!





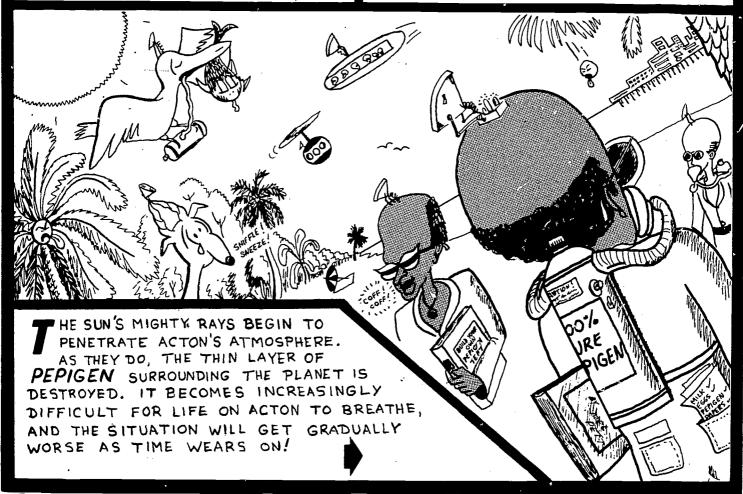
THE SLOWLY RISING TEMPERATURE CAUSES SOME STRANGE THINGS TO HAPPEN, DRASTICALLY AFFECTING LIFE FOR THE ACTONITES...

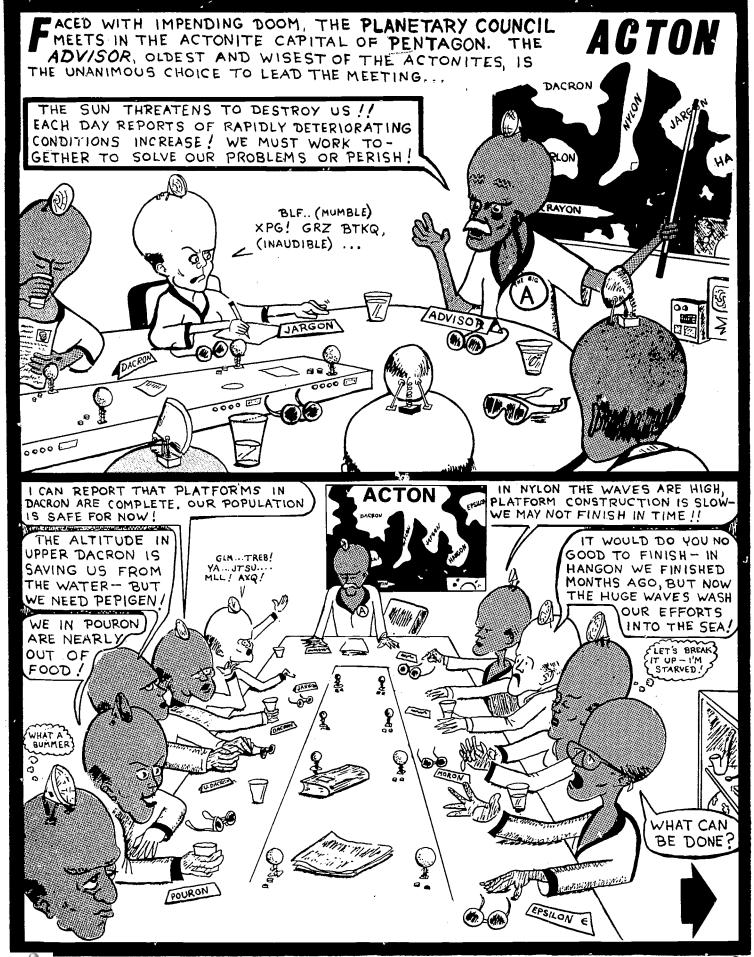


AS GIANT SOUTHERN GLACIERS MELT, RISING TIDES FORCE THE CONSTRUCTION OF PLATFORM CITIES.

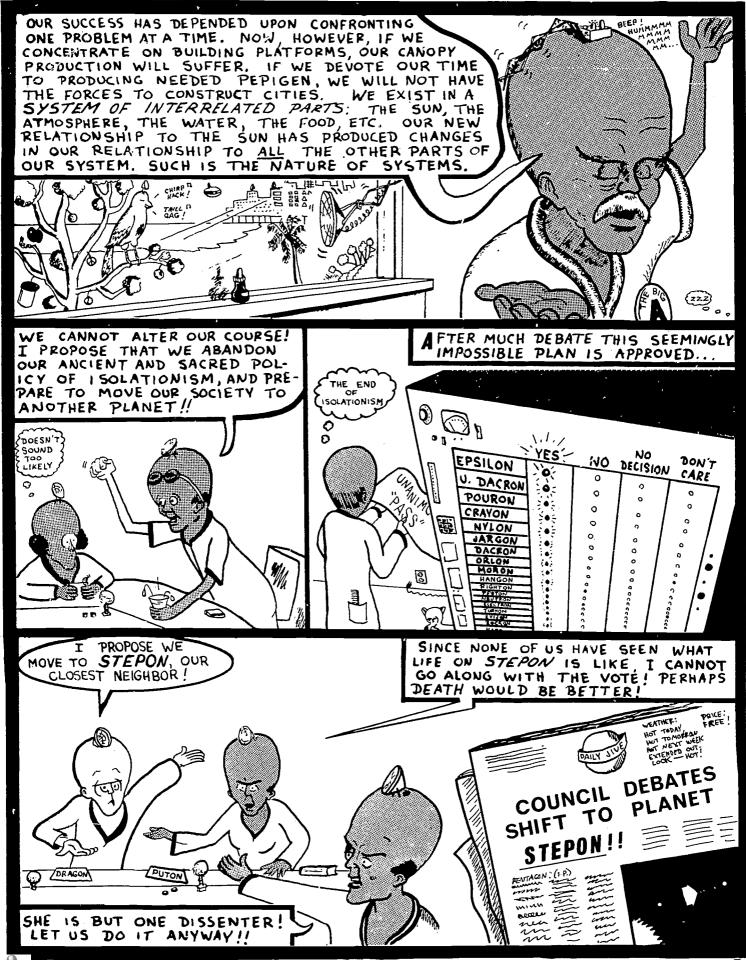


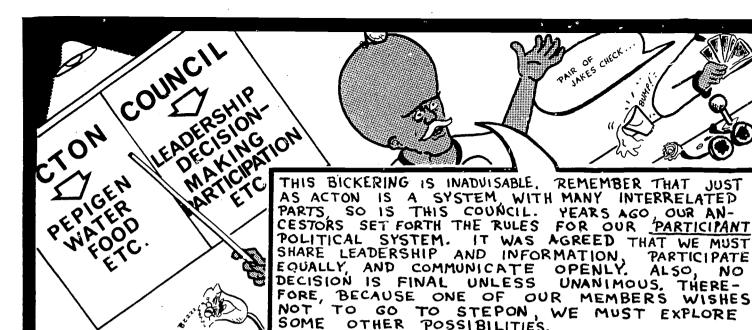
CROPS ARE SCORCHED BY THE BLISTER-ING HEAT. SOON THERE MAY BE NO FOOD.











OTHER

POSSIBILITIES.

YES! SEARCH FORCE THAT'S IT! EXPLORE ! PROPOSE THAT WE SEND MISSION TO EXPLORE STEPON, AS WELL AS SOME OTHER PLANETS, TO GATHER INFORMATION!

PASSPASSPASSPASSPASSPASSP ASSPASSPASSPASSPASSPAS SSPASSPASSPASSPASSPASS SPASSPASSPASSPASSPASSF

WE MUST

THERE-

WISHES

THIS PROPOSITION IS VOTED UPON, AND PASSED BY COUNCIL

AGSSAGSSAGSSAGSSAGSSAG TSSA TSSA TSSA TSSA TSSA TS SSA4SSA4SSA4SSA4SSA4SSA SA q S S A q S S A q S S A q S S A q S S A

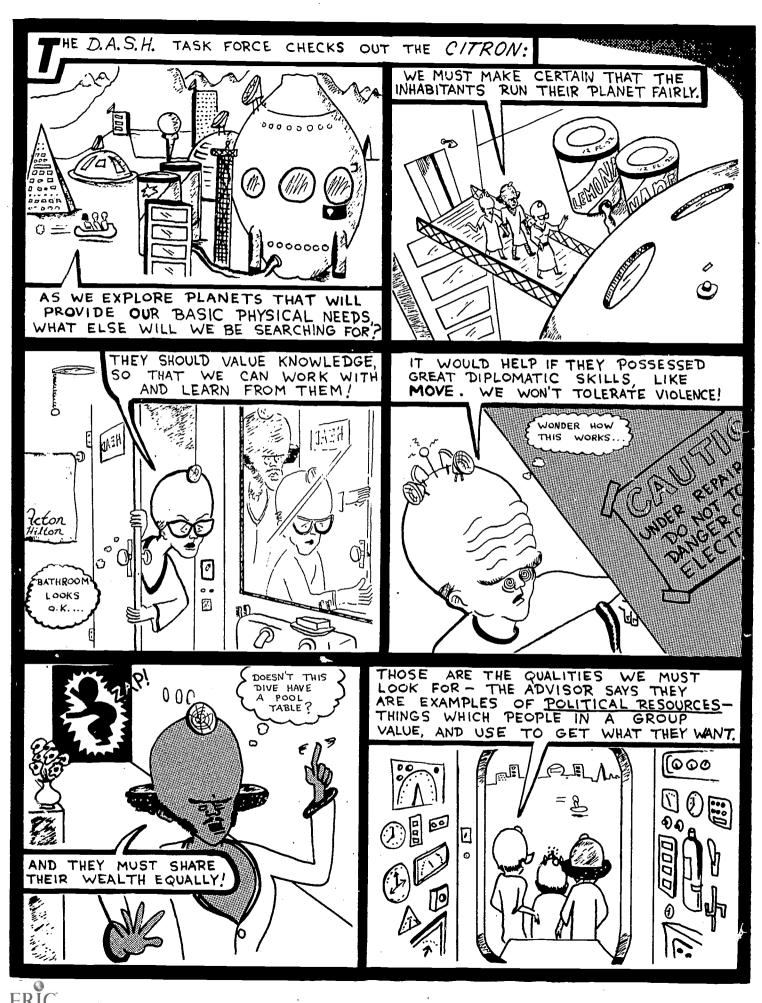
OOMED A.CTONITES FOR S.EARCH H.OMELAND

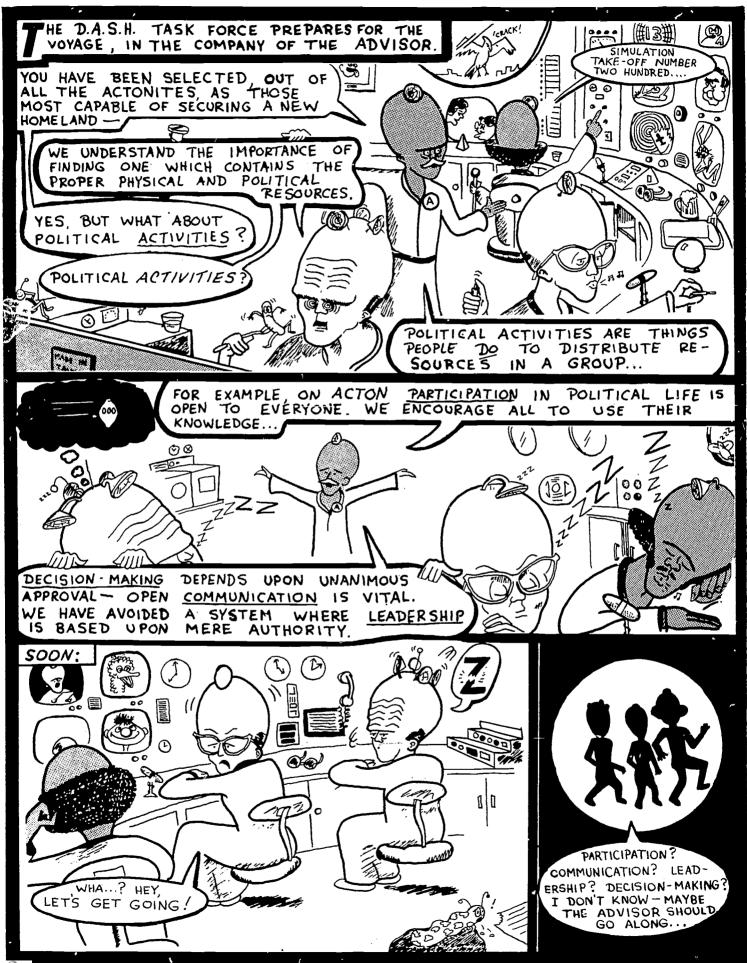
CONCEIVED.

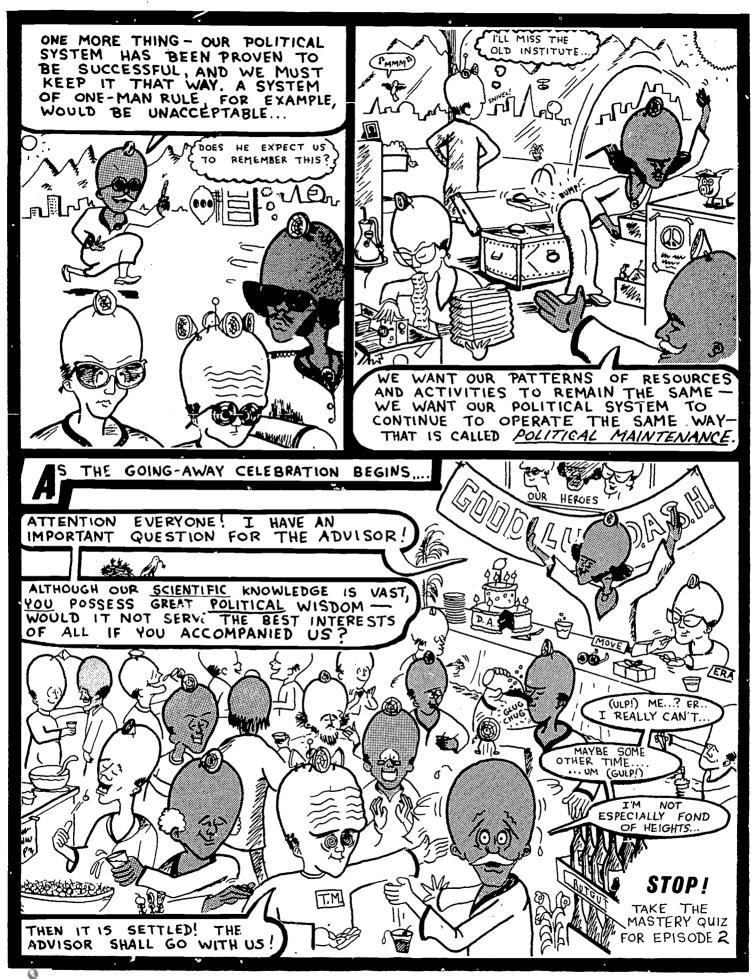
TAKE THE MASTERY QUIZ FOR EPISODE 1



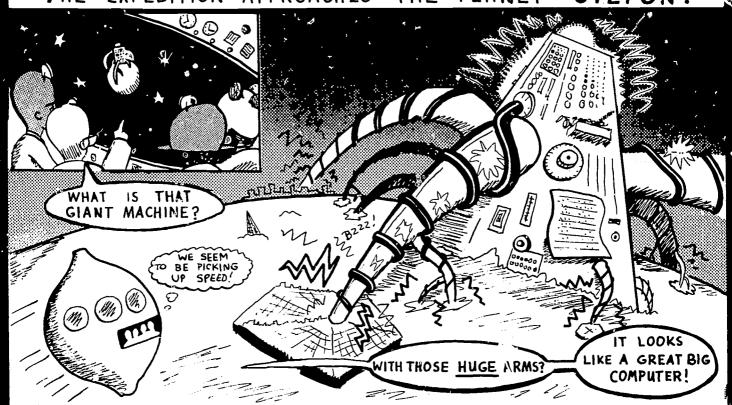








## THE EXPEDITION APPROACHES THE PLANET STEPON:





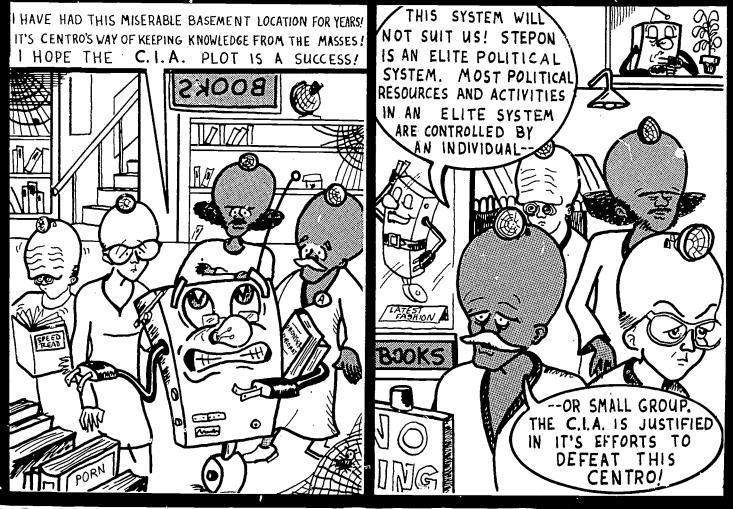


YOU MUST HAVE SEEN OUR ELECTRO-MAGNETIC POWER SOURCE, CENTRO, FROM YOUR SHIP\_\_\_ IT TAKES CARE OF OUR NEEDS AND SATISFIES MOST OF US...



... BUT NOT ALL OF US! AS WE APPROACH
THE MARKETPLACE NOTE HOW CENTRO'S POWER
KERPS ALL THE STORES CONCENTRATED TOGETHER
... BUT SOME GROUPS WISH TO BE IMPEPENDENT!

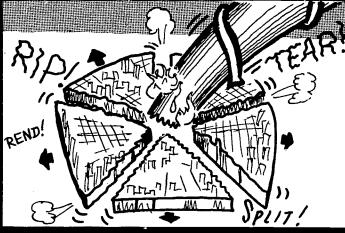






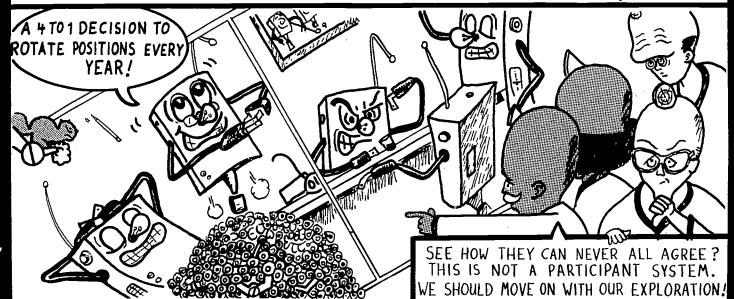
AS CENTRO'S MAGNETIC GRIP IS BROKEN, THE FIVE SECTIONS OF THE MARKETPLACE BECOME INDEPENDENT...



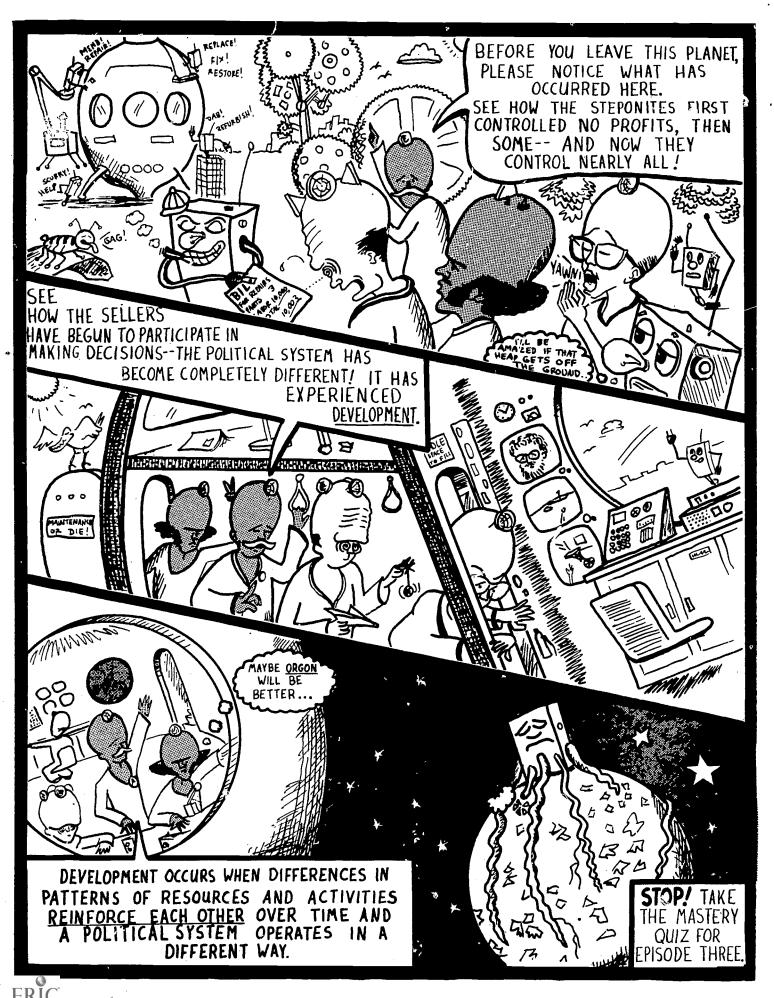


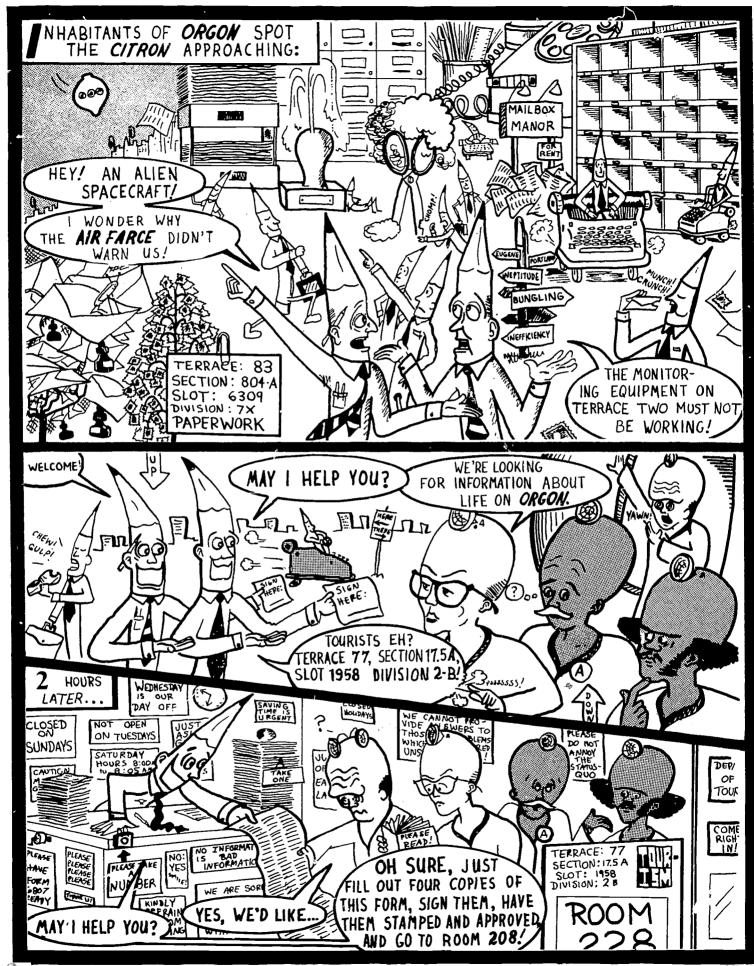


### A VOTE IS TAKEN TO DETERMINE THE LOCATION OF SHOPS;

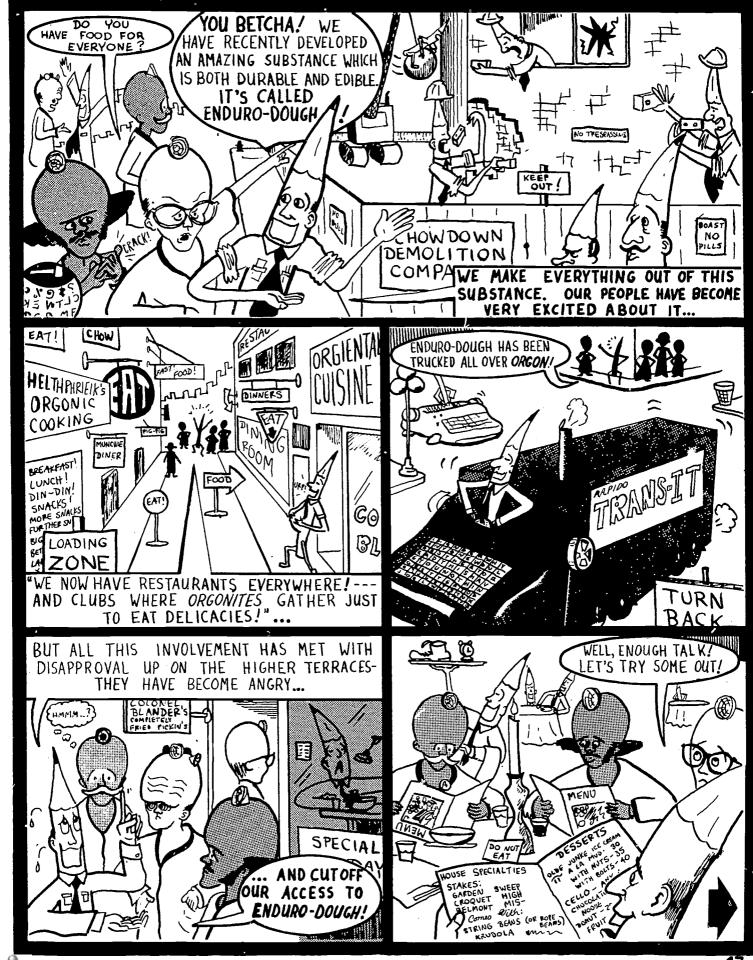




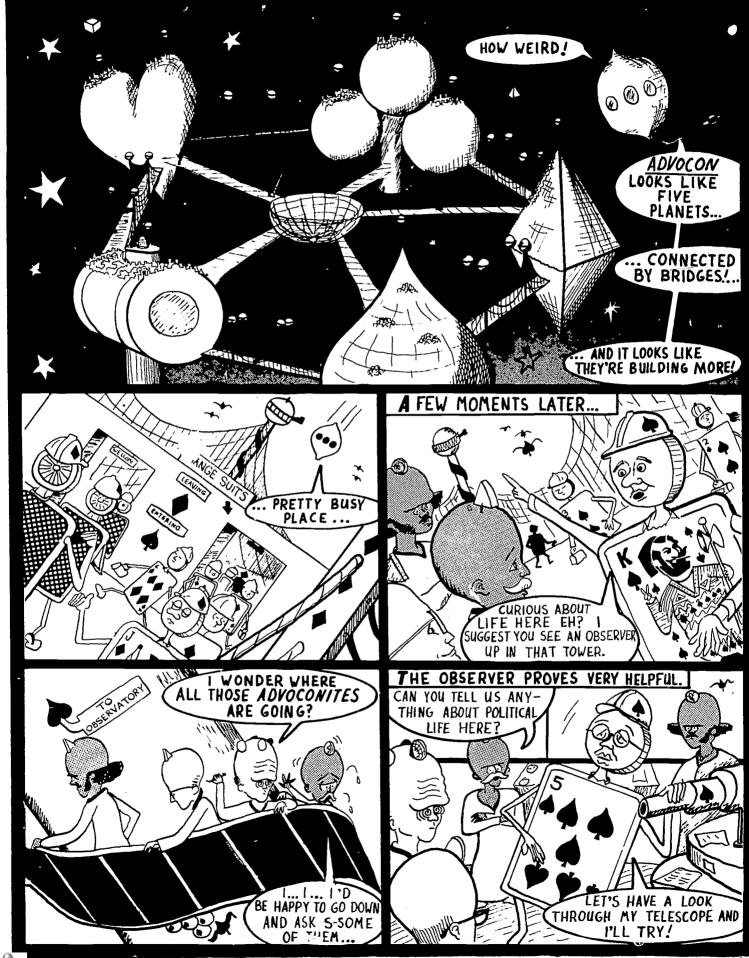


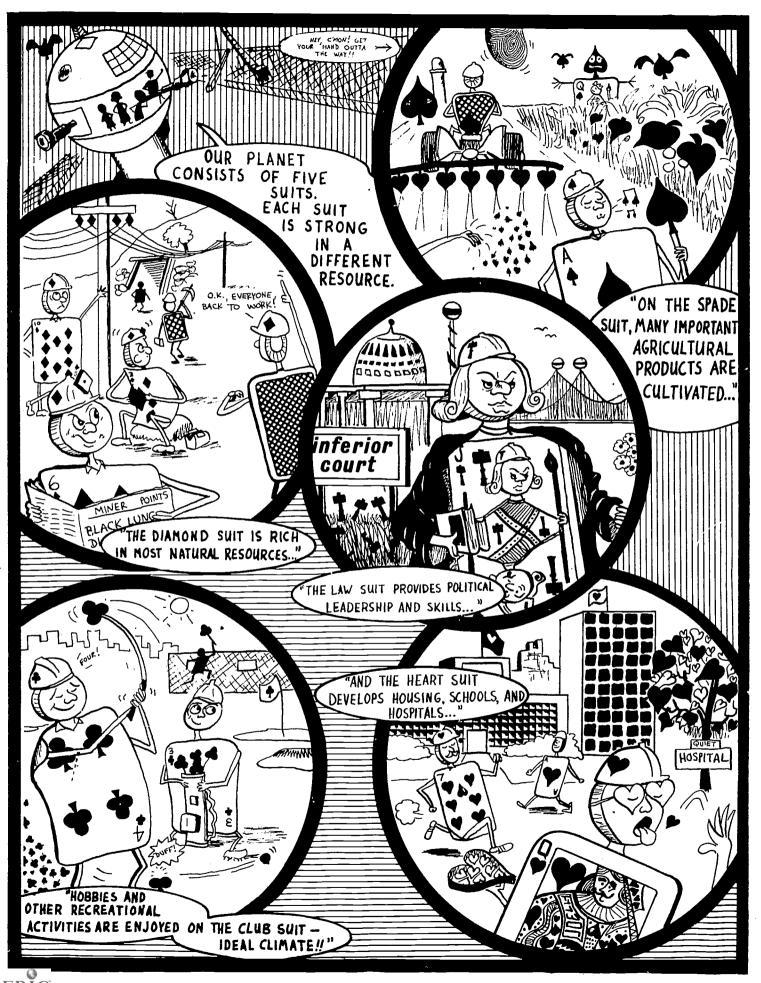


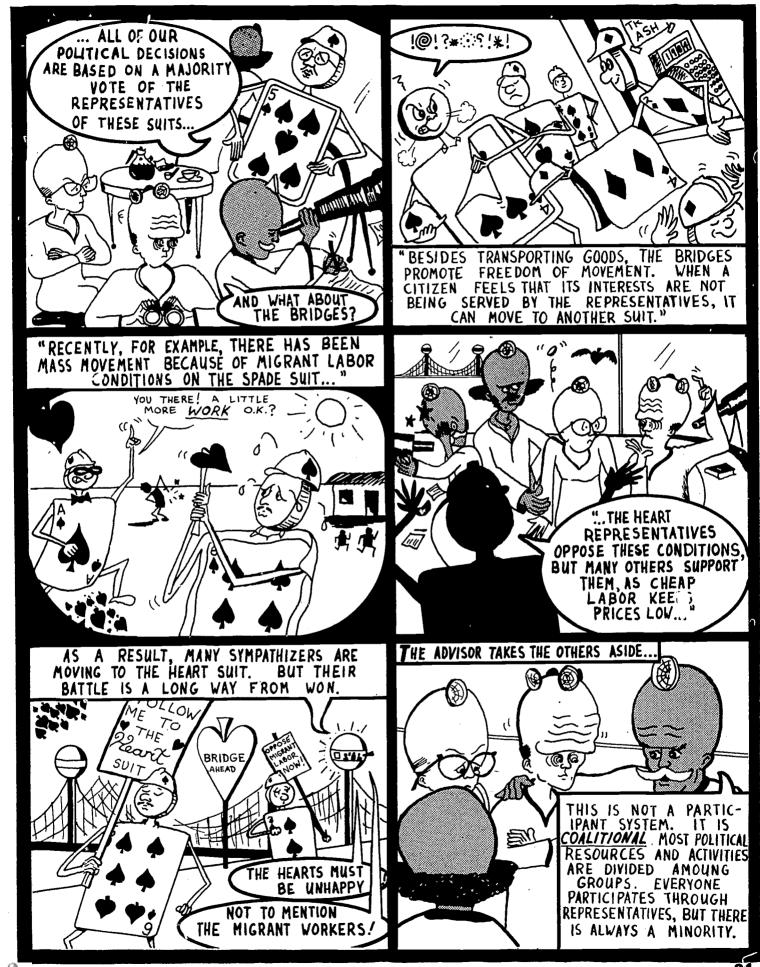


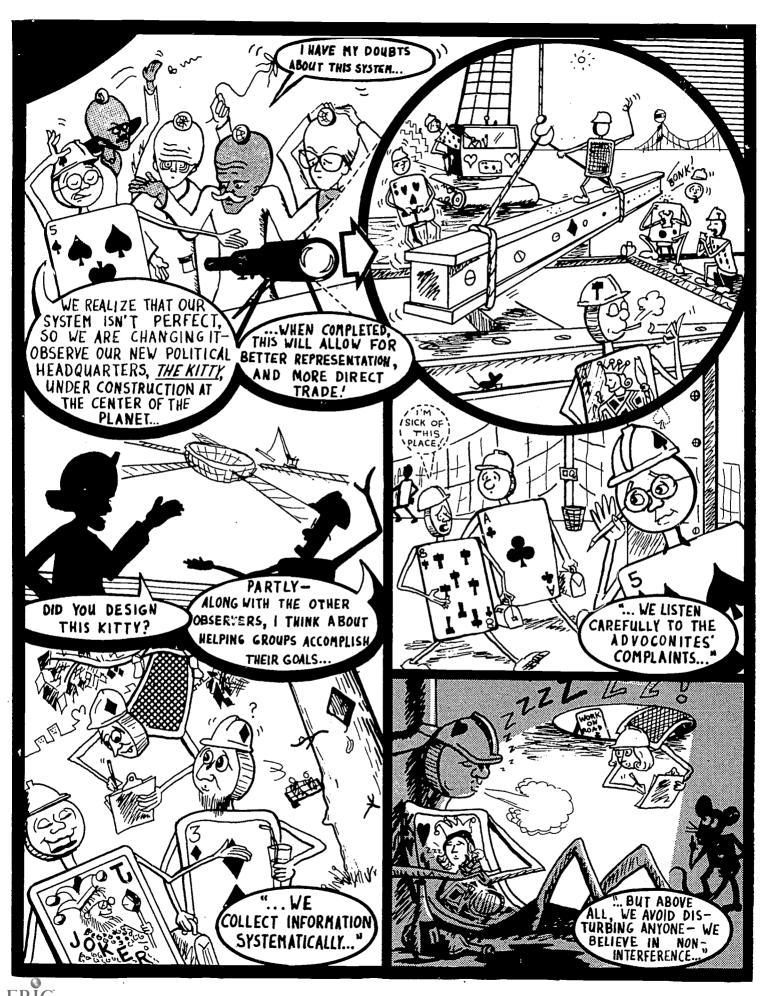
















Experimental Edition

These experimental curriculum materials are part of a high school course, Comparing Political Experiences. The materials constitute one unit of one semester, Political Issues. The course is being developed by the High School Political Science Curriculum Project, which is one of the projects sponsored by the American Political Science Association's Committee on Pre-Collegiate Education. Development of these materials was supported in part or in whole by the National Science Foundation. Any opinions, findings, conclusions, or recommendations expressed herin do not necessarily reflect the view of the National Science Foundation or the copyright holder. These materials cannot be duplicated, reproduced or used in any manner without specific written approval of the High School Political Science Curriculum Project.

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