

American Government

Teacher's Guide



J. WESTON

WALCH
PUBLISHER

Social Studies

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To the Teacher

Overview

Power Basics® is a complete textbook program designed to meet the needs of students who are daunted by the length and complexity of traditional textbooks. The goal of all textbook programs is to provide students with important new information. However, in traditional textbook programs, this goal is often overshadowed by other considerations. Many textbooks are written for the above-average reader and cover a wide range of content. They are filled with photographs, illustrations, and other visual elements. For some students, the amount of material is overpowering, the visual elements are distracting, and the rapid pace is unnerving. In *Power Basics*®, we revisited the basic goal, developing a streamlined textbook program that presents the essential content students need to succeed.

Program Components

As with traditional textbook programs, *Power Basics*® includes a core textbook and ancillary products designed to round out the program. The student text provides coverage of the essential content in each subject area. A consumable workbook provides a variety of activities for each lesson, including practice activities, extension activities, and activities designed for different learning styles.

Teacher support materials include a teacher's guide and test pack for each student text. The teacher's guide includes the following: an overview of each unit in the student text; suggestions for extension activities; the student text glossary and appendixes; a complete answer key to all practice activities and unit reviews in the student text; classroom record-keeping forms, and graphic organizers for student use.

For more detailed assessments, the test pack offers a pretest, unit tests for each unit in the student text, a posttest, and test-taking strategies for students.

Student Book Organization

The student text is divided into units. Each unit contains a series of lessons on related topics, with one lesson for each topic. Each lesson begins with a clear,

student-centered goal and a list of key words that are introduced in the lesson. The definitions for these words are included in the glossary, which can be found in the student text and at the end of this teacher's guide.

Next comes a brief introduction to the topic of the lesson, followed by instructional text that presents essential information in short, easy-to-understand sections. Each section of instructional text is followed by a practice activity that lets students apply what they have just learned. A unit review is provided at the end of each unit to assess students' progress. The review is followed by an application activity that encourages students to extend and apply what they have learned.

The student text also includes several special features. "Think About It" sections ask students to use critical-thinking skills. "Tip" sections give students useful hints to help them remember specific pieces of information in the student text. "In Real Life" sections show students how the material they are learning connects to their own lives.

The reference section at the back of the student text includes appendixes, a glossary (with pronunciation guide) that includes all vocabulary in the Words to Know sections, and an index to help students locate information in the text.

Record-Keeping Forms

To make record-keeping easier, we have provided a reproducible class chart that you can use to track students' progress. Fill in your students' names, and make copies of the chart for each unit in the student text. Add lesson numbers, lesson titles, and practice numbers as needed. We have also provided a generic grading rubric for the application activities in the student text so that these activities may be assigned for credit, if you wish. You may customize the rubric by adding more grading criteria or adapting the criteria on the sheet to fit your needs.

We're pleased that you have chosen to Power Up your Basic Skills Curriculum with *Power Basics*®!

To the Teacher, *continued*

Guide to Icons

Teacher's Guide



Teaching Tip

Practical suggestions help you to engage students in the learning process.



Fascinating Facts

These tidbits of information are guaranteed to pique your students' interest.



Differentiation

Different approaches to the content gives all learners the opportunity to connect to the material.

Student Text



Tip

Tips give helpful hints to boost understanding and retention.



Think About It

These sections develop critical-thinking.



In Real Life

These features connect learning concepts to students' lives.

Workbook



Reinforcement

Reinforcement activities give students additional opportunities to practice what they have learned.



Multiple Intelligences

Different approaches capitalize on different learning styles and interests to help all students connect to the material.



Extension

Deepen and broaden learning with critical-thinking activities, real-life applications, and more.

Classroom Management

Student Name	Lesson No.: _____ Title: _____								Unit Review Score
	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	
1.									
2.									
3.									
4.									
5.									
6.									
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27.									
28.									
29.									
30.									

Application Activity Rubric

Name _____ Date _____

Unit _____ Activity _____

POINTS	4 all of the time	3 most of the time	2 some of the time	1 almost none of the time
followed directions				
organized material well				
used appropriate resources				
completed the entire activity				
showed an understanding of the content				
produced error-free materials				
drew logical conclusions				
where appropriate, listed sources used				

Use Chart

POWER BASICS WORKBOOK

STUDENT TEXT PRACTICE

Unit 1: What Is Government?

Activity 1: Monarchs of Europe	Practice 4: Monarchy
Activity 2: The Pros and Cons of Government Types	Practice 5: Dictatorship
Activity 3: Interpreting the Past	Practice 5: Dictatorship
Activity 4: Extreme Versus Moderate	Practice 6: Extreme Ideas Versus Moderate Ideas
Activity 5: Telling the Difference Between Extreme and Moderate	Practice 6: Extreme Ideas Versus Moderate Ideas
Activity 6: Democracy Versus Dictatorship	Practice 7: How Democracy Differs from Dictatorship
Activity 7: The Four Freedoms of Democracy	Practice 11: Two Kinds of Democracy
Activity 8: Learning About Your Senators	Practice 11: Two Kinds of Democracy
Activity 9: Getting to Know Your State Representatives	Practice 11: Two Kinds of Democracy

Unit 2: The Constitutional Framework

Activity 10: The Original Colonies	Practice 13: The Declaration of Independence
Activity 11: What Does the Declaration Mean?	Practice 13: The Declaration of Independence
Activity 12: Plotting Key Events in the Revolution	Practice 13: The Declaration of Independence
Activity 13: Discovering the Mystery of Roanoke	Practice 13: The Declaration of Independence
Activity 14: A Closer Look at the Constitution	Practice 18: The Executive Compromise
Activity 15: Understanding the Three-Fifths Compromise	Practice 17: The Three-Fifths Compromise
Activity 16: The Great Compromise	Practice 18: The Executive Compromise
Activity 17: One Six-Year Term?	Practice 18: The Executive Compromise
Activity 18: Looking at Federalism	Practice 19: Key Ideas in the Constitution
Activity 19: Constitution Trivia	Practice 18: The Executive Compromise
Activity 20: The Principles of the U.S. Constitution	Practice 20: Other Principles of the U.S. Constitution
Activity 21: Defining Separation of Powers and Checks and Balances	Practice 21: Checks and Balances
Activity 22: Context Clues and the Constitution	Practice 23: The Articles
Activity 23: What Led to Constitutional Amendments?	Practice 26: Other Amendments
Activity 24: Constitutional Nicknames	Practice 26: Other Amendments

Unit 3: Political Parties and Voting

Activity 25: What the Parties Stand For	Practice 29: The Two-Party System
Activity 26: Symbols of the Two-Party System	Practice 29: The Two-Party System
Activity 27: Learning About Other Political Parties	Practice 29: The Two-Party System
Activity 28: Interviews About Big and Small Government	Practice 33: The Size of Government
Activity 29: Unstable Governments in the World	Practice 34: Stable Government
Activity 30: Arguing Loyalty to the Government	Practice 35: How to Make Democracy Work
Activity 31: Convincing a Friend to Vote	Practice 42: Why All Citizens Do Not Vote

Unit 1: What Is Government?

Unit 1 presents the concept of government and its various forms. Lesson 1 introduces the idea of government and examines democracy, monarchy, and dictatorship. Lesson 2 explores the differences between moderate and extreme types of government. Lesson 3 focuses on the attributes of direct democracy and representative democracy.

Lesson 1—Forms of Government

Goal: To learn what government is and some forms it may take

WORDS TO KNOW

anarchists	dictator (tyrant, despot)	prime minister
anarchy	dictatorship	totalitarian state
citizen	government	totalitarianism
constitutional monarchy	majority	tyranny
democracy	monarch	
despotism	monarchy	

Lesson 2—Moderate Versus Extreme Government

Goal: To learn to differentiate between democracies and dictatorships

WORDS TO KNOW

extreme	moderate
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Lesson 3—Forms of Democracy

Goal: To understand the differences between direct democracy and representative democracy

WORDS TO KNOW

direct democracy	representative democracies	representatives
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Notes on Application Activity in Student Text

Activity	Skills Applied	Products
Government in Your Own Life	thinking critically, preparing a written presentation	paragraph

Additional Activity Suggestions

- Have each student pretend to be a monarch, a dictator, or a representative. Each student should write and present a short speech addressed to his or her citizens (classmates) on either the topic of making smoking illegal or the topic of universal health care. Explain that students' speeches should reflect the type of ruler they are.
- Work with students to brainstorm a list of countries. Then assign individual students or groups of students a different country to research. Students should gather information about the type of government the country currently has and whether this country has experienced any government-related controversies or changes in recent years. Have students present their findings to the class.
- Have students use a three-circle Venn diagram to compare the similarities and differences among democracy, monarchy, and dictatorship.



Teaching Tip

- Many of the activities in this book will require library research. Students who have had little library experience may find this intimidating. Make sure that they are familiar with the most basic reference tools, including dictionaries, encyclopedias, and world atlases. Also, review the following note-taking procedures: (1) Take notes on index cards. (2) List one main source on its own card. (3) Always write a heading at the top of each card. (4) Always identify the source. (5) Keep notes brief. (6) Write important terms at the bottom of each card. (7) Underline the main ideas on each card. Finally, remind learners to ask the reference librarian for help should they have difficulty locating resources.

POWER BASICS

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■ PRACTICE 1: What Is a Government?

Circle the letter of the correct answer to each question below.

1. Which statement is TRUE about having a plan for running a group?
 - a. It will not work with a small group.
 - b. It works better with more people.
 - c. It helps people work together.
 - d. It will make people angry.

2. What is a government?
 - a. a system for managing a city, state, or country
 - b. a club made up of ten or fewer members
 - c. a disorderly meeting
 - d. a system for managing a small club

Types of Government

You and your friends decide to find a plan to run your neighborhood group. Three possible plans are listed below. Most governments are also based on these same plans.

PLAN 1: Each member gets to vote on every decision. Everybody goes along with the **majority** (the side with the most votes).

A country with this system is called a **democracy**.

PLAN 2: The leader of the group is a bully. Everybody does what the bully says.

A country with this system is called a **dictatorship**.

PLAN 3: The richest, most powerful person gets to tell everybody what to do. This person's children will lead the group some day.

A country with this system is called a **monarchy**.

A situation in which there is no plan or government is called **anarchy**. People who want no government are called **anarchists**.

■ PRACTICE 2: Types of Government

Circle the letter of the type(s) of government that each statement describes.

1. “You have to give the club a dollar every week. That is how we voted.”
 - a. democracy
 - b. dictatorship
 - c. monarchy
 - d. anarchy

2. “You have to give the club a dollar every week. Our leader, Joe, says so.” (*Hint: There are two correct answers.*)
 - a. democracy
 - b. dictatorship
 - c. monarchy
 - d. anarchy

Democracy

The members of your neighborhood group are holding a meeting. First, they discuss whether or not to start a recycling project. They talk about who they want to be the leader of the group. Every member who wants to speak up gets a chance. Then the group votes. Every member votes. Each member’s vote is equally important.

After the vote is counted, everybody goes along with the majority’s decision. The majority is the side with the most votes.

This neighborhood group is run like a *democracy*.

These items listed below are features of a democracy.

- Every citizen has a say in how the country is run. (A **citizen** is a member of a community, such as a town, a state, or a nation.)
- Every citizen can vote.
- Citizens vote for their leaders.
- Citizens go along with the vote of the majority.

Many countries are run as democracies today. The United States and Canada are two examples.

■ PRACTICE 3: Democracy

Circle the letter of the correct answer to each question below.

1. Which of the following is one thing a citizen CANNOT do in a democracy?
 - a. have a say in government
 - b. tell others what to do
 - c. vote for their leaders
 - d. go along with the majority
2. Which of the following describes a democracy?
 - a. The people in city A do not vote.
 - b. The people in city B do as they please. There are no leaders.
 - c. The people in city C vote for their leaders.
 - d. The people in city D do exactly what their leader says.

Monarchy

A local charity club called The Givers has been around for 20 years. The Winsure family has always run The Givers. Regina Winsure runs every meeting. She makes up all of the rules. Club members must adopt any new rules she decrees. Regina Winsure is training her oldest child to run The Givers one day.

The Givers is run like a *monarchy*.

The items listed below are features of a monarchy.

- One person—the **monarch**—rules the country.
- Most monarchs inherit power. This means that the power is passed down from one generation to the next.
- The monarch (king, queen, emperor, empress) rules for life.

IN REAL LIFE



Most modern monarchs have no real power at all. In such cases, the monarch is not a real ruler. He or she is a living “symbol” of the country. But other people actually run the government. For example, you may have read about Queen Elizabeth II of England. England is part of the United Kingdom. The United Kingdom (England, Scotland, Wales, and Northern Ireland) is a **constitutional monarchy**. This means that Queen Elizabeth’s main role is to represent the United Kingdom during state occasions and ceremonies. She is the “head of state.” The queen does not, however, run the government. This is the job of the **prime minister**.

PRACTICE 4: Monarchy

Circle the letter of the correct answer to each question below.

1. What is a monarch?
 - a. a citizen in a democracy
 - b. a leader of a club
 - c. someone who inherits power and rules for life
 - d. a person voted into power

2. Which statement describes a monarchy?
 - a. The ruler receives power for life by a vote of the people.
 - b. The ruler inherits power for life after his or her parents’ deaths.
 - c. The ruler kills the monarch to get power for life.
 - d. The ruler shares power with a dictator.

Dictatorship

Dean Saur is a member of the social committee at his workplace. One day he got sick and tired of listening to other social committee members. He took control of the committee. Members were afraid to stand up to Dean. Now they do what he says. He runs the social committee the way he wants.

Dean’s social committee is run like a *dictatorship*.

The items listed below are features of a dictatorship.

- One person, the **dictator**, runs the country by force.
- The dictator has all the power.
- The dictator may try to control people's beliefs.
- People are not allowed to criticize the dictator.

There are a few other words that have about the same meaning as *dictatorship*.

They are

- **tyranny**
- **totalitarian state/totalitarianism**
- **despotism**

Other words also mean about the same as *dictator*.

They are

- **tyrant**
- **despot**

■ THINK ABOUT IT



You may have seen the movie *Evita*. This movie focused on the life of Eva (or Evita) Perón, the wife of Juan Perón. Juan and Evita Perón ruled Argentina from 1946 to 1955. When Juan Perón ran for president, he used police and armed thugs to stop any opposition. Once he was president, he controlled the government through his army. The people of Argentina lost many rights and freedoms.

However, Juan and Evita also did many good things. They gave wage increases and better benefits to workers. They also established thousands of hospitals, schools, and orphanages. Do you think it is possible to have a “good” dictatorship? Would you be willing to give up your freedom in exchange for higher wages and better social programs? Write your answer on a separate sheet of paper.

■ PRACTICE 5: Dictatorship

Circle the letter of the correct answer to each question below.

1. What rights do citizens have in a dictatorship?
 - a. They have no rights.
 - b. They can vote.
 - c. They can choose their leaders.
 - d. They can do anything they please.
2. Which statement describes a dictatorship?
 - a. The government can force people to pay any tax.
 - b. The government cannot force people to pay taxes.
 - c. There is no government at all.
 - d. The people vote on whether or not to pay taxes.
3. Which word means about the same as *dictatorship*?
 - a. monarchy
 - b. democracy
 - c. anarchy
 - d. despotism
4. Which word means about the same as *dictator*?
 - a. representative
 - b. tyrant
 - c. monarch
 - d. anarchist
5. Draw a line from each name for a ruler to the name for a state. The words in each pair should have the same root, or basic part. The first one is done for you.

RULER

tyrant

despot

dictator

STATE

dictatorship

tyranny

despotism



**UNIT 1 • ACTIVITY 2****The Pros and Cons of Government Types**

You have learned about three forms of government: monarchy, democracy, and dictatorship. Each type of government has its advantages and disadvantages. On the lines below, write the characteristics of each type of government. Then write one or more things you think might be an advantage and a disadvantage of each type of government.

1. MonarchyCharacteristics: _____
_____Advantages: _____
_____Disadvantages: _____
_____**2. Democracy**Characteristics: _____
_____Advantages: _____
_____Disadvantages: _____
_____**3. Dictatorship**Characteristics: _____
_____Advantages: _____
_____Disadvantages: _____
