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BRANCHES OF GOVERNMENT



Cooperative Groups Use Graphic Organizers to Reveal the Organization and Balance of Powers

Branches of Government

Cooperative groups use graphic organizers to reveal the organization and balance of powers



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Welcome to
*Branches of
Government!*



The words of the Constitution will guide your students as they become experts on the Legislative, Executive, and Judicial Branches of the United States government. Using graphic organizers to focus on key information, students learn the make-up and primary responsibilities of each branch, how the Constitution is amended, the role of the Electoral College, and the process of impeachment. They work in jigsaw groups to share what they've learned and participate in whole-class and team activities to understand the government's balance of power and discover how a bill becomes a law.

Designed for grades 5–8, this unit includes two levels of lesson plans. Level One focuses on each branch and its power, while Level Two contains more content for older or more capable students. Activities at both levels can stand alone or can be added to your existing curriculum and materials.

Branches of Government will help your students become more informed and involved citizens. Suddenly today's news stories will have more meaning for them. They will recognize that learning about the Constitution not only continues to be very relevant, but is also essential to the preservation of their American liberties.

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Purpose and Overview

What is *Branches of Government*?

Branches of Government is an interactive unit designed for grades 5 through 8. There are two levels, both organized so that you can tailor the content to your particular students' interests, abilities, grade level, and available time. Level One provides an overview of the branches and their basic powers. Level Two provides a more comprehensive description of the branches and their powers. Both include the essential aspects of our system of checks and balances. Your students will work in teams of six, in expert/jigsaw groupings, and as a whole class. They will use excerpts from the first seven articles of the United States Constitution as their primary source and participate in an interactive activity to learn how a bill becomes a law. Students will also create graphic organizers to better understand and apply the content.



What do students learn?

The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. We use national standards to identify and communicate learning objectives for each Interact unit. The content taught in *Branches of Government* is the target of most state frameworks for civics and social studies. The unit provides opportunities for students to become familiar with the Constitution and to demonstrate their understanding of the three branches of government and the balance of power among them. The cooperative work required in expert/jigsaw groupings and cooperative activities addresses standards collectively described as Applied Learning. The activities within this unit are correlated to national education standards.

Purpose and Overview

By using *Branches of Government*, your students will gain and experience the following:

Knowledge

- Become familiar with a brief history of the writing of the Constitution
- Describe the make-up and primary responsibilities of the Legislative Branch and the way in which it shares powers and functions with the other branches of the federal government
- Describe the make-up and primary responsibilities of the Executive Branch and the way in which it shares powers and functions with the other branches of the federal government
- Describe the make-up and primary responsibilities of the Judicial Branch and the way in which it shares powers and functions with the other branches of the federal government
- Describe how a bill becomes a law
- Recite the Preamble to the Constitution
- Learn the names of the President and Vice President
- Learn the names of their Senators and Representative (optional for Level One)
- Describe how the Constitution is amended (optional for Level One)
- Describe the role of the Electoral College when electing a President (optional for Level One)
- Describe the process of Impeachment (optional for Level One)

Skills

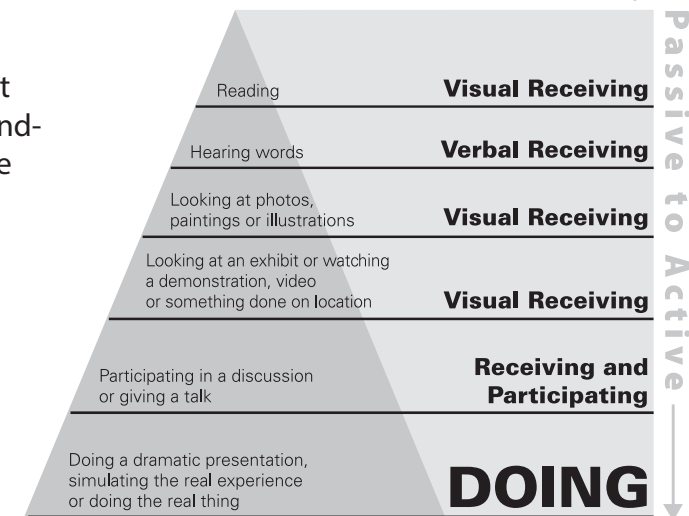
- Read a primary source (excerpts from the Constitution) with understanding
- Create and use graphic organizers to learn and share content
- Work cooperatively within a team, as part of an expert/jigsaw group, or a member of a whole class
- Learn how to contact their President, Representative, and Senators by phone, mail, or e-mail
- Organize and complete individual tasks

Attitudes

- Appreciate the continued relevance of learning about the United States Constitution
- Appreciate the importance of maintaining a balance of power among the three branches
- Appreciate the value of using graphic organizers as study tools

Experiential Learning

Students learn best through experience. Research shows that student retention and understanding increase as students become more involved and engaged in the learning process, regardless of whether they are high achievers, reluctant learners, or second-language learners. By working in cooperative groups, students assist each other in the learning process.



Adapted from Edgar Dale's "Cone of Experience"

How are students organized?

Students are organized into heterogeneous teams of six. During jigsaw activities, members of these teams separate and join expert groups who study a specific topic or complete a specific task. When that work is completed, the expert groups disband, and members return to their original teams to share (jigsaw) what they have learned.

Though much of their work is done collectively, students are responsible for learning the material so they can independently complete a End-of-Unit Assessment. Throughout the unit, students will convene as a class for review, debriefing, and assessment.

How much time is required?

The suggested time frame is 10 days of instruction. However, if your students need more time to complete a day's lesson, lessons can be extended into the next day. If your students are more capable or you have less available time, the schedule can be compressed by allowing students to work on activities at home. The time frame could also be compressed by eliminating select activities.

How is learning assessed?

Assessment opportunities are embedded throughout the unit. Every day, students must interpret content, share their understanding, and create graphic organizers when they “jigsaw.” Informal assessments might include observing students as they work and noting participation in whole-class discussions or debriefings. Graphic organizers can be informally evaluated or graded. We suggest having students submit two samples of their best work for evaluation at the end of the unit. A formal assessment composed of a prepared test with both short answer and brief essay questions is provided. Use the rubrics for assessing cooperative group work (Expert/Jigsaw Rubric) and creating graphic organizers (**Graphic Organizer Rubric**).

What do Rubric Scores Mean?

- 4 Exceeds Expectations**—This rating describes work that exceeds the standard. The descriptor includes words such as “consistently,” “complete,” “with detail,” “actively,” and “willingly.” Students who earn a “4” demonstrate leadership and knowledge during participation in the unit activities. Their performance and/or product are significantly better than what was required or expected.
- 3 Meets Expectations**—This rating describes work that meets the standard with quality. The descriptors lack some of the positive adjectives of a “4,” but this student has mastered the content or skill and can demonstrate his or her understanding in an application setting.
- 2 Nearly There**—This rating describes work that almost meets the standard. Sometimes inconsistent effort or a misconception of the content will result in a “2” rating. This student needs to try a little harder, or needs to revise his or her work in order to meet the standard described.
- 1 Incomplete**—This rating describes work that has not yet met the standard in content and/or skill. This student will require more instruction and another opportunity to demonstrate a knowledge or skill, or will require alternative instruction and assessment.

Why Use *Branches of Government*?

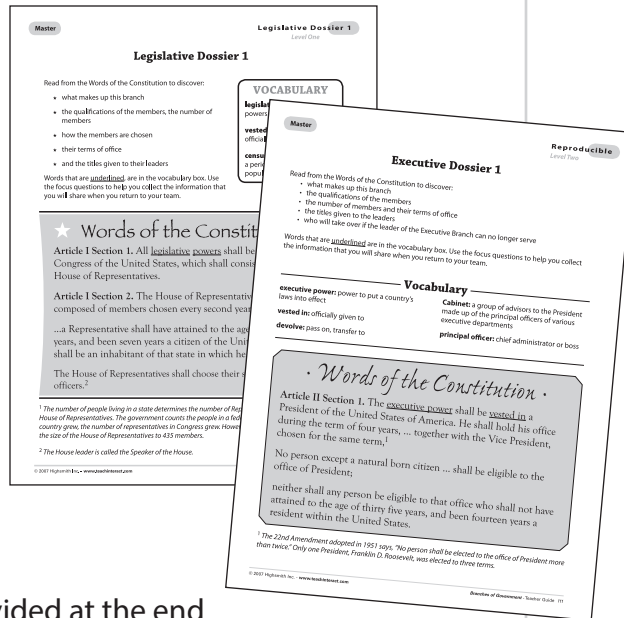
Branches of Government frees students from just reading textbooks and listening to lectures by providing engaging activities. It also allows students to take charge of their own learning and take responsibility to share what they learn with fellow classmates. They will work with a primary source (the Constitution) and gain confidence from what might have been a daunting document. As an added bonus, this unit also teaches students to create and use graphic organizers—a key study skill that can be transferred to other learning situations.

Differentiation

This unit, like all Interact products, offers differentiated instruction through a range of activities and assessment options. Students learn and experience knowledge, skills, and positive attitudes as they interact with important social studies curriculum.

Specific ways to differentiate:

- Choose Level One or Level Two. Younger students may do the work required in Level Two, although you may have to allow 15–20 days to complete all the activities.
- Review the vocabulary before students begin reading the Dossiers, which include the words of the Constitution.
- Edit the Dossiers to highlight information most important to your curriculum.
- Use the summary statements provided at the end of the days' lessons to help students focus on the most important information. Make student copies of the summary statements or post them around the room. Have students represent the summary statements visually and share their graphic organizers or drawings with their team or the class. Note that the summary statements are simplified for Level One.
- Use the blank graphic organizers provided so your students only have to fill in the information or allow students to create their own graphic organizers.
- Provide a set of possible wording for students to include in graphic organizers.
- Allow students class time to write and share reflection pieces using the prompts provided or ones that you create.
- Allow students to use a different multiple intelligence to present ideas or reflections.
- Engage in a fun activity called Jeopardy Review to help students review content.



- Engage in the extension activities such as Kinesthetic Preamble.
- Use oral debriefings as pre-writing activities for answering essay questions.
- Send study pairs to attend the expert groups.
- Allow students to answer assessment questions orally.
- Encourage or require students and teams to bring in news stories that relate to the balance of powers or other topics covered in the unit (**What's in the News?** activity). Use these news stories to reinforce the content and ongoing relevance.
- Have students work in expert groups, but instead of using the jigsaw model, have them work as a whole class to create graphic organizers with you.

Components

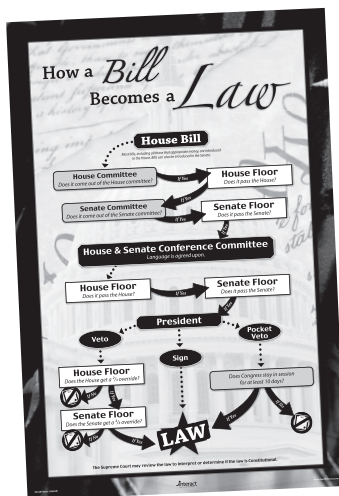
The Branches of Government Package

The Branches of Government complete package includes:

- Teacher Guide
- How a Bill Becomes a Law Poster

The **Teacher Guide** has all the information you need to run a successful unit. It includes complete preparation and setup instructions; a unit time chart; daily lesson plans; answer keys; and reproducible masters, assessments, and rubrics. A minimum amount of additional materials are required and outlined in the next section.

Teacher Guide



The **How a Bill Becomes a Law Poster** shows the path that a bill must take through Congress, through the President, and potentially on to the Supreme Court. This colorful poster can be displayed throughout the unit and used to keep track of each team's bill as it works to become a law in the How a Bill Becomes a Law interactive activity.

How a Bill Becomes a Law Poster

Within the Teacher Guide you will find the following six elements. It is important to be familiar with these elements and how you will use them.

Dossiers

The Dossiers contain the words of the Constitution, the primary source expert groups will use to learn about the branches of government. The words of the Constitution are excerpts from the first seven Articles and are arranged by topic rather than Article. During an activity, an expert group might be looking at three different sections of the Constitution—this re-organization is intentional. It allows students to make more connections and see the whole plan that the Founding Fathers had in mind.

IMPORTANT NOTE: To help students understand the language of these excerpts, original words that have been changed by Amendments were substituted with the amended words. If the original wording was redundant or obscure, it was deleted and/or summaries were provided as necessary.

Graphic Organizers

Graphic organizers help students create connections and hierarchy, and separate the most important information from the extraneous. Graphic organizers increase comprehension and retention for all students, but especially for visual learners.

After a day of lessons, students often have a jumble of “stuff” in their brain inventory. Unfortunately “cool” factoids are sometimes all they take away from your carefully planned lessons. (For example, many students can’t mark the times of ancient Egypt and the building of the pyramids on a time line, but they surely can tell you that when preparing a mummy, the surgeons reached up a nostril and pulled the brain out!) Therefore, it is essential that students organize their learning. Graphic organizers are one of the most effective tools used to accomplish this.

If you want to learn more about graphic organizers, go to www.teachinteract.com for a list of resources.

Summary Statements

At the end of each lesson, there is a short list of summary statements. This is the minimum information that all students must know and understand by the end of this unit.

Reflection Pieces

There are prompts for reflections in each day’s lesson, although you may choose to write your own prompts. Research shows that students remember more when they are asked to write in reflection. If there is no time during class, ask students to write reflection pieces for homework.

Current Events

Discussing current events relating to the Constitution is a worthwhile activity. Because the Constitution remains so relevant, your students will have no problem finding news stories about the branches of government. Every day, new bills are being introduced and crucial votes are being taken. There are also often big stories about challenges to the balance of the power among the branches. Consider discussing current events for a few minutes each day or devoting an extra day where students discuss the stories they have found within their team. Use the **What’s in the News?** handout.

Extension Activities

Some extension activities are described at the end of a day’s lesson. Although these are not necessary to completing the goals of the unit, they do provide opportunities for deeper understanding.

Getting Started

Read this Teacher Guide thoroughly to get an understanding of how the unit works and how to prepare.

Decisions to Make

1. Determine how much time you will spend on learning about the branches of government, keeping in mind what your students must know and understand by the end of the unit.
2. Choose the information you want to stress. The summary statements at the end of each lesson will help you.
3. Determine whether you will use Level One or Level Two. Level One provides an overview of each branch and its power. Level Two, designed for older or more capable students, contains more content, including activities to learn about the Electoral College, impeachment, and how to amend the Constitution.
4. Decide if your class will complete all the recommended activities, including the Jeopardy Review and the How a Bill Becomes a Law activity.
5. Decide which extension activities you might use and whether you will do them as class activities or assign them as homework.
6. Assess your students' previous experience with graphic organizers, and determine whether you need to spend more time introducing or reinforcing that skill.
7. Decide if your students will need pre-drawn graphic organizers to fill in. The unit provides templates for graphic organizing, but you may allow your students to draw their own.
8. Decide if you will have students create individual graphic organizers on plain paper or have each team create large graphic organizers on chart paper to post in the classroom. You might choose to do both!
9. Decide if your students will write their reflection pieces during class time or as homework.
10. Decide if you will require students to bring in news stories related to the Constitution or whether you will give extra credit if they do.
11. Determine if you will extend the time of the unit so that students can discuss their reflection pieces or their current events stories each day.

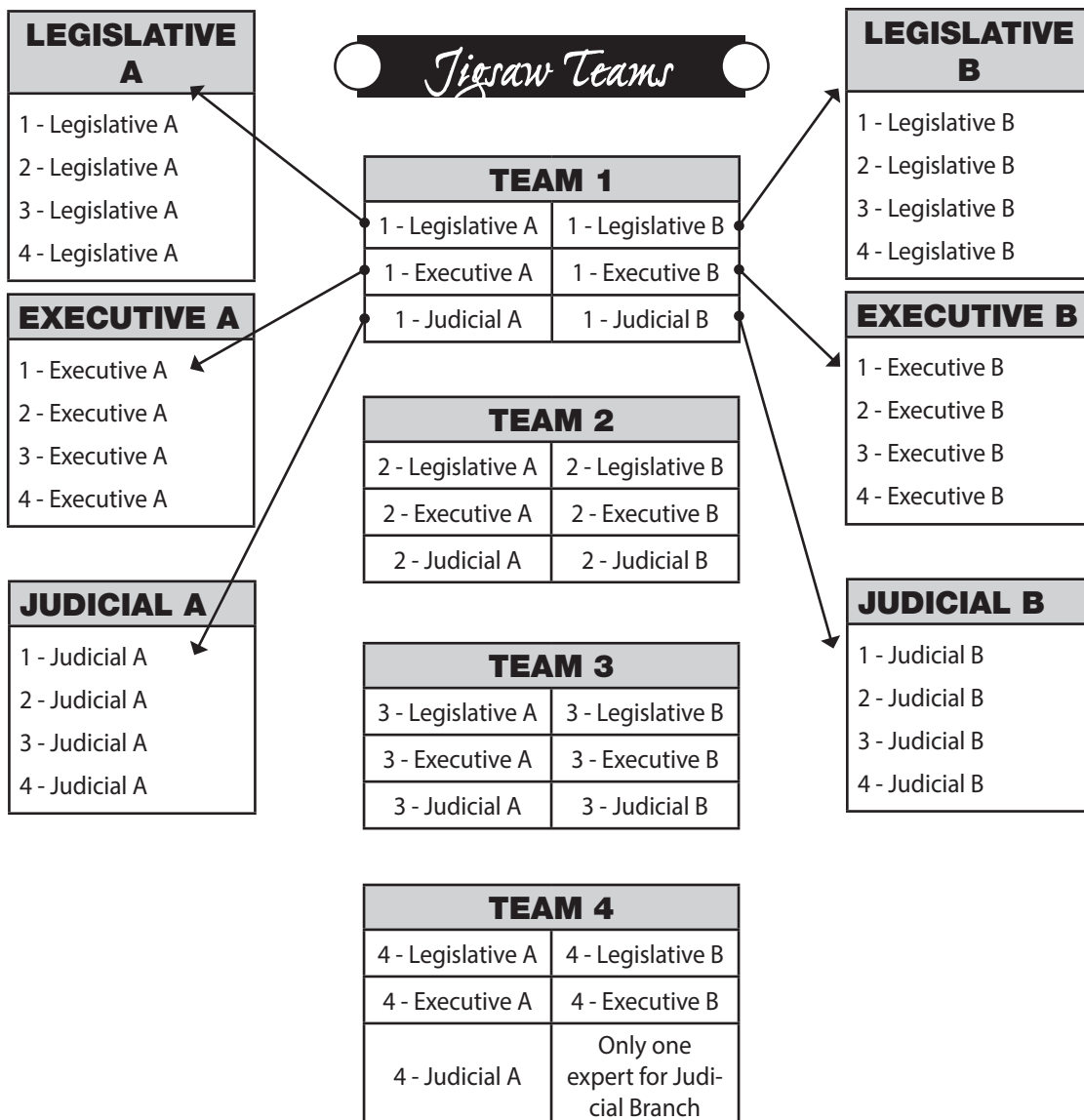
Preparation and Setup

1. Group Students

Create teams of six. These will be your jigsaw teams. Within each jigsaw team of six you will need two experts for each branch of government. Each branch will have two expert groups that study the same material and bring it back to their original jigsaw team. If your class number does not divide evenly by six, accommodate the team organization so that there is at least one branch expert returning to the jigsaw team. (See the example that follows for a class of 23 students.)

Expert Group A

Expert Group B



2. Make Copies

Reproduce all Masters for the leveled lesson plan you are using.

Level One

- **Introductory Essay**—one (1) per student
- **Legislative Dossier 1**—one (1) per expert team member
- **Executive Dossier 1**—one (1) per expert team member
- **Judicial Dossier 1**—one (1) per expert team member
- **Legislative Dossier 2**—one (1) per expert team member
- **Executive Dossier 2**—one (1) per expert team member
- **Judicial Dossier 2**—one (1) per expert team member
- **Jigsaw Tasks 1**—one (1) per student
- **Jigsaw Tasks 2**—one (1) per student
- **Balance of Power**—one (1) per student
- **End-of-Unit Assessment**—one (1) per student

Level Two

- **Introductory Essay**—one (1) per student
- **Legislative Dossier 1**—one (1) per expert team member
- **Executive Dossier 1**—one (1) per expert team member
- **Judicial Dossier 1**—one (1) per expert team member
- **Legislative Dossier 2**—one (1) per expert team member
- **Executive Dossier 2**—one (1) per expert team member
- **Judicial Dossier 2**—one (1) per expert team member
- **Legislative Dossier 3**—one (1) per expert team member
- **Executive Dossier 3**—one (1) per expert team member
- **Judicial Dossier 3**—one (1) per expert team member
- **Jigsaw Tasks 1**—one (1) per student
- **Jigsaw Tasks 2**—one (1) per student
- **Article I Section 7**—one (1) per student

- **Balance of Power**—one (1) per student
- **End-of-Unit Assessment**—one (1) per student

Both Levels

- **Family Letter**—one (1) per student
- **Pizza Scenario Chart**—one (1) per student and one (1) display copy
- **Procedure for Graphic Organizers**—one (1) per student
- **The Preamble**—one (1) per student
- **Graphic Organizer Rubric**—one (1) per student and one (1) to post
- **Article VI**—one (1) per student **OPTIONAL**
- **Oaths of Office**—one (1) per student **OPTIONAL**
- **Expert/Jigsaw Rubric**—one (1) per student and one (1) to post
- **Pizza Bill Amendment**—one (1) per student
- **Sequential Graphic Organizers**—one (1) per student
- **What's in the News?**—one (1) or more per student **OPTIONAL**
- **Jeopardy Board**—one (1) display copy (or reproduce on chart paper)

3. *Gather Materials*

- Plain white paper—about six (6) pieces per student
- Student folders—one (1) per student **OPTIONAL**
- Chart paper
- Historical time line and map **OPTIONAL**

4. *Send Family Letter*

Copy and send this letter so families will have an understanding of the unit's objectives and how students will be working together to learn the material. Families are encouraged to talk about current events that are related to the Constitution.

Unit Time Chart

The suggested time frame for *Branches of Government* is 10 days of instruction. Follow the unit time chart to complete the unit in 10 days, or compress the time frame by eliminating selected activities or by allowing students to work on activities outside of class.

Week 1 • Level One

Introduce Unit

- Class scenario for need of balanced government
- Set up teams

- Introductory essay—brief history of the Constitution
- Model graphic organizing

Expert/Jigsaw

- Look at general organization of each branch

- Create graphic organizer to compare the three branches

Expert/Jigsaw

- Look at the big “jobs” of each branch
- Create graphic organizer to chart responsibilities of each branch

Week 2 • Level One

Teams

- Pizza Bill Amendment activity—How to amend a bill

Teams

- How a Bill Becomes a Law activity

Teams

- Investigate balance of power among branches
- Create a table

Whole Class + Teams

- Jeopardy Review

Whole Class

- Assessment

Week 1 • Level Two

Introduce Unit

- Class scenario for need of balanced government
- Set up teams

- Introductory essay—brief history of the Constitution
- Model graphic organizing

Expert/Jigsaw

- Look at general organization of each branch
- Create graphic organizer to compare the three branches

Expert/Jigsaw

- Look at the big “jobs” of each branch
- Create graphic organizer to chart responsibilities for each branch

Expert/Jigsaw

- Amending the Constitution
- Process of Impeachment
- How the Electoral College works

Week 2 • Level Two

Teams

- Pizza Bill Amendment activity—How to amend a bill

Teams

- Article I Section 7—How a Bill Becomes a Law activity

Teams

- Investigate Balance of Power among branches
- Create a table

Whole Class + Teams

- Jeopardy Review

Whole Class

- Assessment

• *Level One* •

<i>Lesson Plan</i>	21
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Masters

<i>Introductory Essay</i>	45
<i>Legislative Dossier 1</i>	47
<i>Executive Dossier 1</i>	50
<i>Judicial Dossier 1</i>	52
<i>Legislative Dossier 2</i>	55
<i>Executive Dossier 2</i>	58
<i>Judicial Dossier 2</i>	60
<i>Jigsaw Tasks 1</i>	62
<i>Jigsaw Tasks 2</i>	64
<i>Balance of Power</i>	65
<i>End-of-Unit Assessment</i>	69



Day 1

Materials Needed

- Chart paper
- **Pizza Scenario Chart** + display copy
- Student folders
- Historical time line and map OPTIONAL

Directions

1. Tell students that they will be starting a new unit today, but before they start you want to ask them to think about and discuss the following scenario: *What if the school said that they were going to allow classes to have a pizza party in their rooms?*
2. After posing the scenario, have your students consider the following question. *What if only one student was given the power to decide what kind of pizza would be served at the pizza party and he or she would say how much the students were going to pay for their piece of pizza?* (You might add that the one student took this leadership spot because his older brother was a popular kid and leader last year.)
3. Allow the students to “pair and share” what they think is “good” about the idea and what they think is “bad” about the idea. They should jot their ideas in a T-chart on scrap paper. As the students work, create a class T-chart. Write the question at the top of one piece of chart paper and beneath create two columns with labels: POSITIVE and NEGATIVE.
4. When the students have discussed the question, ask the class as a whole to comment and fill in the class T-chart. Call on pairs if they don’t volunteer, and if a pair repeats a positive or negative, you can put a check mark next to the point on the chart, thereby acknowledging and encouraging student contributions.
5. Hand out the **Pizza Scenario Chart**. Tell students they are going to create a class organization made up of three separate parts with separate responsibilities and powers. They will consider the pizza scenario as they create this new organization. Display the chart as you discuss the scenario. Fill in the Possible Solutions column as you discuss.
6. Reinforce the point of the exercise. The Founding Fathers knew what happened when only one king or queen ruled. Their problems were different, but their solutions to them were the same as your students’



Teaching tip

If the pizza scenario is not appropriate

for your students, consider other scenarios such as: *What will be sold in the vending machines? Where will the class go on a field trip? Should our school require uniforms? What will be the style of school uniforms?*



Teaching tip

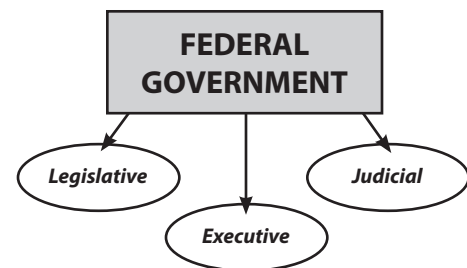
You may decide to talk briefly about

monarchies, but the purpose of this lesson is to show the need for a balanced government that listens to the people, works efficiently, and protects individual rights.

when they set up their government. Complete the third column of the chart labeling the three branches, each with different powers and responsibilities.

PIZZA SCENARIO CHART		
PROBLEMS	Possible SOLUTIONS	BRANCHES
a Having only one person in charge may be efficient, but that one person may not recognize the wants and needs of the rest of the students.	Create a committee with the power to find out and meet the people's wants and needs.	<i>Legislative</i>
b Having only one person who decides how much each student must pay is unfair. The few may choose a very expensive pizzeria or pizza type so that many students having limited financial resources could not afford the pizza.	Create a committee to find out what people can afford and to collect and spend the people's money responsibly.	<i>Legislative</i>
c Having all the students try to buy their own piece of pizza is very inefficient. Designating one person or a smaller committee to order the pizza and/or collect the money is much better.	Create a position giving one or two people the power to carry out the plan.	<i>Executive</i>
d What if the majority decided on a kind of pizza that some students couldn't eat? Who should stop the plan because it is a poor choice?	Create a committee with the power to overturn a majority decision in order to protect individual rights.	<i>Judicial</i>

- As an introduction to graphic organizing, translate the **Pizza Scenario Chart** into a very simple graphic organizer. Students may need to practice saying the words.



- Group together the jigsaw teams as you determined earlier and have students arrange their desks so teams may sit together.

9. Give students a few minutes to choose a name for their team.
Consider having them choose a name honoring the Founding Fathers (The Franklins, The Madisons, etc.), a name of a famous colonial city (New York, Boston, Trenton, etc.), or a ship's name (Liberty, Freedom, Independence, Reliance, etc.)
10. Distribute the student folders and have each student write his or her name and jigsaw team name on his or her folder.
11. If you have more class time and/or your students are not familiar with early United States history, take a moment to show on a time line when the Founding Fathers wrote the Constitution (1787) and when it was adopted (1788) by $\frac{9}{10}$ of the states. Display a historical map that shows the original 13 states and how small the original USA was.

Extension Activities

- Have students create a logo for their team.
- Have students prepare a one- to two-minute oral report on the significance of their team name.

Day 2

Materials Needed

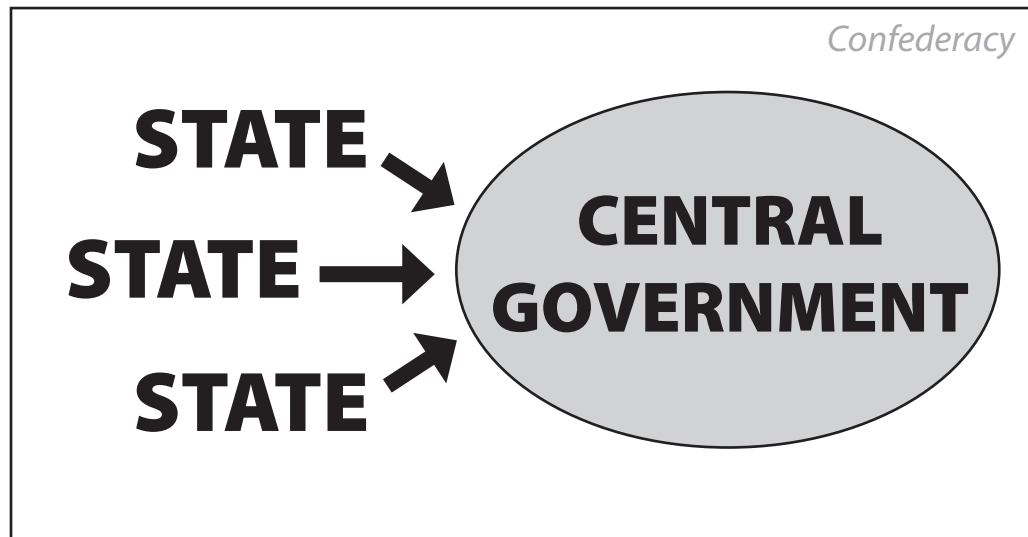
- **Introductory Essay**
- **Procedure for Graphic Organizers**
- **The Preamble**
- **Graphic Organizer Rubric**
- **Article VI** OPTIONAL
- **Oaths of Office** OPTIONAL

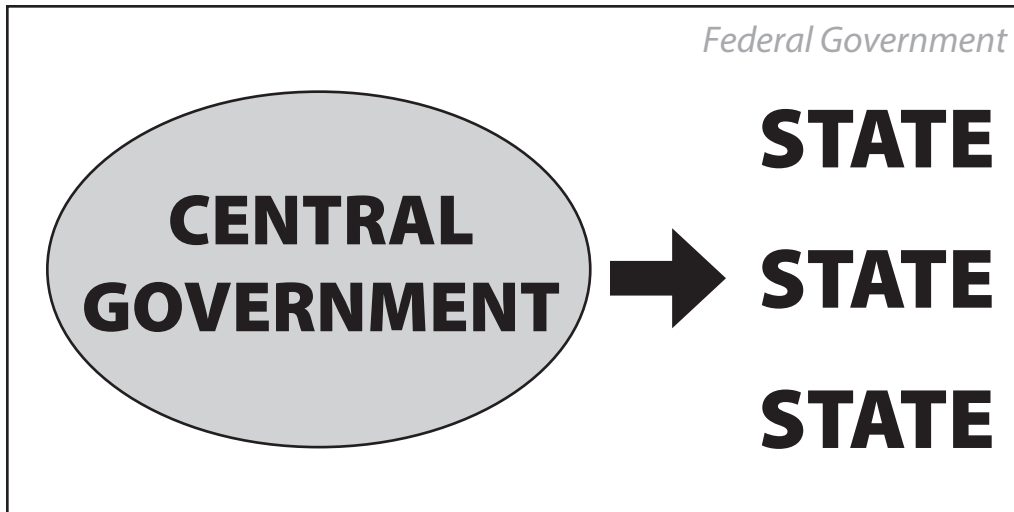
Directions

1. Have students sit in their jigsaw teams.
2. Hand out the **Introductory Essay**. Read the essay out loud as a whole class or allow students to read the essay within their teams. Ask students to write their answers to the focus questions on a separate piece of paper.
3. After 15–20 minutes, review the answers as a whole class, and/or collect papers to correct later.
4. You will formally introduce graphic organizers later in this lesson, but right now just model the skill of graphic organizing again by creating a graphic organizer on the chalkboard or chart paper showing the difference between a CONFEDERACY and a FEDERAL GOVERNMENT. Draw the examples below.

Teaching tip

Point out to your students that in 1861, at the beginning of the Civil War, some states voted to secede and re-establish a confederacy. The South wanted to return to the old form of government set up after the Revolution and before the Constitution. They resented the federal government interfering with their state government business, especially over the issue of slaves.





5. Formally introduce graphic organizers. Just as you used a graphic organizer to introduce the difference between a confederacy and a federal government, explain to students that they will be using graphic organizers throughout this unit to help them understand the Constitution. Depending on how much experience your class has had with graphic organizers, work with them as a whole, or allow them to complete The Preamble graphic organizer with their teams. Review and post the **Procedure for Graphic Organizers**.
6. Hand out **The Preamble**. Ask students to read the Preamble with you as a class. Take time to go over the vocabulary words.
7. Hand out the **Graphic Organizer Rubric** and have students staple it inside the cover of their student folders. If you made a display copy, display it. Review the information on the rubric and allow students to ask questions. Make sure students understand your expectations for creating graphic organizers.
8. If time allows, complete The Preamble graphic organizer as a whole-class activity. Announce that all students must recite the Preamble from memory by the end of the unit so they should begin to study it every night.
9. Reinforce these *summary statements*:
 - a. In the Preamble, the Founders clearly expressed the reasons why they were abandoning the old form of government (confederacy) and adopting the new Constitution.
 - b. The Constitution is a plan for a federal government where the central government is more powerful than the state government.



Teaching tip

If students are designing their own graphic organizers, have them write the wording first, then draw the shape around it. Otherwise, their text may get squished and be unreadable.



Teaching tip

The Preamble to the Constitution is one of the most significant documents in U.S. history. Reciting it from memory increases students' shared historical literacy.

10. Direct students to keep all their graphic organizers in their individual folders. Students should use the graphic organizers to study. Announce that you will collect two samples of their graphic organizers to evaluate at the end of the unit.

Homework

Complete *The Preamble* graphic organizer (if not completed in class).

Extension Activities

- Have each team create a kinesthetic representation of the Preamble to help them learn the words. They should think about how to represent the WHO (We the People of the U.S.) the six WHYs (reasons), and the WHAT (establish the Constitution) using their bodies. For example, one group of students in the piloting of this unit collectively pointed to themselves as they recited, “We the People,” and then pointed to the classroom flag saying, “of the United States.” When they said, “In order to form a more perfect union,” they held hands in a circle. This kinesthetic activity will help your students better understand the vocabulary and help them with their memorization.
- Have students read **Article VI** and/or **Oaths of Office** and complete the graphic organizers.

Day 3

Materials Needed

- **Expert/Jigsaw Rubric** + display copy
- **Legislative Dossier 1**
- **Executive Dossier 1**
- **Judicial Dossier 1**

Directions

1. Move students into their jigsaw teams, and discuss any homework assignments. To show the power of the graphic organizers, draw the shapes of the graphic organizer comparison between a confederacy and federal government on the chalkboard, but do not label it in any way. Ask students to close their eyes and visualize what they learned yesterday and studied last night—the basic difference between the two forms of government. Ask them to open their eyes and tell you what to write in the shapes and what it all means. They will be amazed at how much they remember.
2. As a progress check, ask each team to recite the Preamble as a group. Remind students that they all must be able to recite it (or write it) independently by the end of the unit.
3. Tell students that they are going to begin a jigsaw activity. Jigsaw teamwork requires members of a team to split up for a short time to join one of six expert groups. Each expert group is responsible for one set of information. (For example, today Legislative expert groups A and B will read and interpret information from **Legislative Dossier 1**, as shown on p. 14.)
4. Hand out the **Expert/Jigsaw Rubric** and have students staple it inside the cover of their student folders. Post your classroom copy. Review the information on the rubric and allow students to ask questions. Make sure students understand your expectations for the jigsaw activities.
5. Assign students to an expert group and send them to one of six different locations in your room. Give each team a moment to appoint one person in their group to be the expert group facilitator for the day. The facilitator will help the team work together—one focus question at a time. Rotate this role daily. Students who experience both being a leader and being under the direction of another leader will better understand concepts regarding power.

Lesson Plan

Level One

6. Distribute the Dossiers, giving all copies for each expert group to the group's facilitator. Explain that the Dossiers describe one of the three branches of government. The facilitator should hand out a Dossier to each member of his or her group. (If an expert team member is absent, the facilitator should write his or her name on the Dossier and give it to you.)
7. When they are ready to begin, tell students that the wording in the shaded boxes is taken directly from the Constitution. Remind them to look in the vocabulary boxes for the underlined words. Caution students not to skip the footnote information, which contains answers, too. All teams should follow this procedure:
 - The facilitator reads the information at the top of the first page.
 - The facilitator reads a question and asks the team to find the answer. The questions have been written in order matching the information in the Dossier.
 - After discussing possible answers, the group decides on the best answer to the question.
 - Team members write the answer on their focus question sheet.
8. Allow groups 30 minutes to complete the focus questions. Remind students that it is important to take their "expert" work seriously. Their answers must be accurate and spelled correctly. Walk around as students work and check the accuracy of their answers. When students return to their original jigsaw teams tomorrow, they must share what they have learned and help their team complete five jigsaw tasks.
9. When teams have finished, have them store their Dossiers and focus questions plus answers in their folders.
10. If time remains, review the three branches and their powers. Draw the empty graphic organizer they completed yesterday and have students fill in the powers.

Homework



*Review graphic organizers.
Practice reciting the Preamble.*

Day 4

Materials Needed

- **Jigsaw Tasks 1**
- **Graphic Organizer Rubric**
- Plain white paper—five (5) per student
- Large chart paper and markers OPTIONAL

Directions

1. Move students into their jigsaw teams and have them take out their Dossiers and focus questions from yesterday. When teams are ready, have them choose a new facilitator for today's tasks.
2. Hand out **Jigsaw Tasks 1**. Tell students that today they will be looking at how the three branches of government are organized. They will be completing five tasks in which they will create graphic organizers in both a web format and a table format. The facilitator will read the tasks one by one and ask team members to share what they know.

Differentiation Suggestion: Instead of having students make individual graphic organizers for each task, do one of the following:

- Have each team create team (rather than individual) graphic organizers that you can post and grade.
 - Have the students work with you on a whole-class graphic organizer that they can replicate.
3. Walk around the classroom as teams work and provide help as needed. Help to correct answers when necessary. Remind students that when creating graphic organizers, it makes sense to write the words or phrases first and then draw the shapes around them. Stress writing legibly and spelling correctly. Regularly announce how much time they have to finish their tasks. This will keep the teams better focused and on task.
 4. Reconvene the whole class to review the completed tasks and graphic organizers. Consider choosing several student graphic organizers to critique with the whole class. Using the **Graphic Organizer Rubric**, show which samples "meet" the standard and which "exceed." Show or describe work that "did not meet" the standard and explain why.

Lesson Plan

Level One

5. Remind students that the overall purpose of the day's tasks was to create graphic organizers that show how our three branches of government are organized. Reinforce these *summary statements*:
- a. There are three branches of government: legislative, executive, and judicial.
 - b. The Legislative branch is the law-making branch.
 - c. The Legislative branch is Congress, which is divided into the House and Senate.
 - d. Representatives are elected according to a state's population and Senators are elected two per state.
 - e. There are 435 Representatives and 100 Senators.
 - f. The Executive branch is the President and Vice President plus a Cabinet of advisors.
 - g. The President and Vice President must be natural-born citizens.
 - h. The Executive branch puts laws into effect.
 - i. The Judicial branch interprets the laws.
 - j. There is one Chief Justice and eight Associate Justices on the Supreme Court for a total of nine.
 - k. Justices are appointed for life.

Reflection Question



Which branch seems most powerful and why?

Homework



**Review graphic organizers.
Practice reciting the Preamble.**

Teaching tip

You can use a graphic organizer to give a formative assessment (quiz) at the beginning of each class.



Day 5

Materials Needed

- **Legislative Dossier 2**
- **Executive Dossier 2**
- **Judicial Dossier 2**
- **Jigsaw Tasks 2**
- **Expert/Jigsaw Rubric**
- **Graphic Organizer Rubric**
- Plain white paper—five (5) per student
- Large chart paper and markers OPTIONAL

Directions

1. Explain today's activities. For the first half of the class period expert groups will read and interpret information from Dossier 2. In the second half of class, students will return to their jigsaw teams to complete a new set of graphic organizers (**Jigsaw Tasks 2**).
2. Review the **Expert/Jigsaw Rubric**. Move students to their expert groups and have them choose a new facilitator. Review the procedure for the expert groups and the role of the facilitator if necessary.
3. Distribute the Dossiers to the group facilitators. Today the expert groups will learn about the most important "jobs" of each branch of government.
4. Allow groups 15–20 minutes to complete the focus questions. Remind students that it is important to take their "expert" work seriously. Their answers must be accurate and spelled correctly. Walk around as students work and check the accuracy of their answers. When students return to their original jigsaw teams, they must share what they have learned and help their team complete four jigsaw tasks.
5. When the expert groups are ready, send students back to their jigsaw teams and have them choose a new facilitator. Tell students that they will be completing four tasks in which they will create graphic organizers in both a web format and a table format.
6. Hand out **Jigsaw Tasks 2** to each team and have them begin working. If you are short on time or if you feel your students need additional assistance using graphic organizers, have the whole class "jigsaw" with you as the facilitator helping them complete the tasks.

Lesson Plan

Level One

7. Walk around the classroom as teams work and provide help as needed. Help to correct answers when necessary. Regularly announce how much time they have to finish their tasks.
8. Reconvene the whole class to review the completed tasks. Remind students that the overall purpose of the day's tasks was to create graphic organizers that show the major "jobs" of the three branches of government. Reinforce these *summary statements*:
 - a. The three branches of government (Legislative, Executive, and Judicial) all have different "jobs."
 - b. The Legislative branch makes laws for the whole country.
 - c. The Legislative branch has the power of the purse—it's the only one that can make laws to "get" money and "spend" money.
 - d. The Legislative branch must spend money to provide for the "general welfare" and the "common defense."
 - e. The Legislative branch is the only branch with the power to declare war.
 - f. The President works as a CEO (Chief Executive Officer) of the whole country. He puts the laws Congress passes into effect.
 - g. The President is the Commander in Chief of all the armed services and can command them to fight at home or around the world.
 - h. The President is the Chief Diplomat and represents the country.
 - i. Under appellate jurisdiction the Supreme Court decides if the decisions in the District and Circuit Courts were Constitutional and/or the accused had a fair trial.
 - j. The Supreme Court safeguards individual liberties.
9. If time allows, reinforce the skill of creating graphic organizers by choosing student samples to critique with the whole class.
10. Tell students to expect a short quiz at the beginning of the next class.

Reflection

Question



Which branch affects your life most and why?

Homework



Study graphic organizers.

Day 6

Materials Needed

- **Pizza Bill Amendment**

Directions

1. Use a blank graphic organizer to give a review or a formative assessment (quiz) at the beginning of this class. Draw one of the graphic organizers from Day 4 or Day 5 on the chalkboard, but leave the squares and circles empty. Have your students close their eyes and visualize what they have learned. If you are giving a quiz, let them copy the shapes and fill them in. For a review, just ask them to open their eyes and tell you what to write in the shapes. If students have any difficulty completing a graphic organizer, they need to study the information more until they can readily retrieve it when given a blank graphic organizer.
2. Today your class will complete a pizza amendment activity to learn how a bill is amended as it finds its way through Congress. Divide your class into two groups. Each group represents one of two different House Committees.
3. Allow each committee time to appoint three positions: Chairman, Parliamentarian, and Recorder. The rest of the students are Committee Members. The Chairman runs the committee. He or she calls for motions, ends of discussions, and votes. The Parliamentarian writes the changes and keeps track of what the Committee is voting on. The Recorder records all the votes and announces the results.
4. Hand out the **Pizza Bill Amendment** to each group. Each group should distribute the Chairman Script and Voting Record Sheet to the special committee members. Read aloud the top part of the activity sheet, which explains that they are part of either the *House Committee on Sauces and Crusts* or the *House Committee on Toppings*. Assign one title to each committee.
5. Explain the following rules:
 - a. Each committee must **ONLY** look at the section that affects their committee.

- b. To amend the pizza bill, they must make a motion and then have the committee vote on the amendment. (They should use the words "I move that ..." or "I make a motion that we ...")
 - c. They can only amend one thing at a time. They must use the words "add," "remove," or "substitute" in the language of their amendment. (e.g., "I move that we remove pepperoni from the topping list" or "I make a motion that we substitute garlic sauce for tomato sauce")
 - d. Members may vote YES, NO, or ABSTAIN on an amendment. An amendment is only accepted if the bill passes by a simple majority of members present and voting. (A tie means the amendment fails "for lack of a majority.")
 - e. When all amendments have been made, then the Committee must vote to send the bill "out of Committee."
6. Make sure that the Committee Chairmen understand their scripts and the Recorder and Parliamentarian know what to do.
 7. Walk around the room as the teams complete their votes. If one committee finishes ahead of the other, tell them to "recess" and study the Preamble or look over their graphic organizers quietly.
 8. When both committees have voted their bill out of committee, re-read the newly amended pizza order including crust, sauce, and topping. Call for a vote from the whole house.
 9. Use the outcome of the vote as an opportunity to debrief the class on the following:
 - The process of using amendments to reach consensus
 - Whether they were satisfied with the outcome
 - Whether the outcome was fair
 - Whether the needs and wants of minority points of view were respected and/or protected
 10. Reinforce these *summary statements*:
 - a. As they pass through Congress, bills are amended.
 - b. Bills are amended to gather the greatest number of votes.

Reflection
Question

Sometimes people say that bills get "watered down" as they pass through Congress. Why is it that very strong bills sometimes never get out of committee?

Day 7

Materials Needed

- Sequential Graphic Organizers
- index cards
- How a Bill Becomes a Law poster

Prepare in Advance

- Create a set of Vote cards using a set of 10 identical index cards. Write YES on six cards and write NO on four cards.
- Create a set of Decision cards using three identical index cards. Write VETO on one card, SIGN on another, and POCKET VETO on the third card.

Directions

1. Move students into their teams. Hand out **Sequential Graphic Organizers**. As a whole class, discuss sequential graphic organizers, which are used when something must follow a specific order.
2. Have teams work together to draw the arrows for the field trip example. Reconvene the class to check answers.
3. Display the How a Bill Becomes a Law poster at the front of the class. Point out that the poster is a sequential graphic organizer. Use the poster to briefly explain the steps to a bill becoming a law. As students follow along, trace the steps, relating them back to the experience students had with the Pizza Bill Amendment.
4. Explain that while the poster only shows what happens to a bill that starts in the House, the process is similar for bills that start in the Senate. Note that most bills, including all bills that concern money, start in the House.
5. Have each team come up with a proposed bill. You might require them to choose something that is currently affecting their school, their state, or the country. Or, you might allow them to create a fictional scenario. Once teams have proposed their bills, assign numbers to the bills. (House bills have an HR prefix; Senate bills have an S prefix.) If you do not have time for teams to create their own bills, simply assign numbers to the bills. Write the names of the teams and their corresponding bill names and numbers on the chalkboard for reference.



Teaching tip

Having an actual bill idea makes this activity more engaging.



Read or say

6. Give each team an index card and have them write the name and/or number of their bill on the card. Place the cards on the poster near the House Committee box. Use removable tape to affix cards, in order to preserve your poster.

7. Introduce the exercise.

Today you will learn how a bill becomes a law by taking your own bill through the process. At each point along the path, the House or Senate seriously debates a bill, amends it, and thoughtfully votes. However, today we are just going to have fun learning the process. Instead of taking a vote, a member of your team will choose a card that says YES or NO. Yes means the vote passed and you can move on to the next step. No means it failed and your bill must stay at that place until the next round. It is possible that you might stay at one place for several rounds while other teams move on. When your team's bill gets to the President, you will choose cards that determine whether or not your bill becomes a law. Every team will have one (and only one) chance to move per round. Let's see which bills will become laws!

Teaching tip

If teams proposed their own bills, allow them to present the good points of the bill when it arrives at the Committee level at either house. It is at the committee hearings that much of an actual bill is examined and discussed.



8. Randomly choose a bill to begin the exercise. Each team gets a turn at each step. When a team draws a card, be sure to return the card to the deck and reshuffle. Physically move the bills along the poster as you proceed. Get the kids excited about what card is drawn and whether they are moving ahead. If a team is behind, point out that later down the road a team that is ahead may choose a veto card and be sent back. Remember that a bill gets a vote only once per round.

Use the following steps to guide each bill through the process:

- a. The bill is introduced in the House.
- b. The bill is sent to the House Committee in charge of that topic.

★ CARD VOTE

Does it come out of the House Committee? YES or NO

- c. The bill is sent to the floor of the House for further debate and a vote.

★ **CARD VOTE**

Does it pass the House? YES or NO

- d. The bill is sent to the Senate Committee in charge of the topic.

★ **CARD VOTE**

Does it come out of the Senate Committee? YES or NO

- e. The bill is sent to the floor of the Senate.

★ **CARD VOTE**

Does it pass the Senate? YES or NO

- f. The bill is then sent to a Conference Committee made up of Senators and Representatives who discuss the bill and decide on the final wording. With all its amended changes, the final bill is sent back to the floor of the House for another vote.

★ **CARD VOTE**

Does the bill that came out of conference pass the House?
YES or NO

- g. After passing the House, the final wording is sent to the Senate.

★ **CARD VOTE**

Does the bill that came out of conference pass the Senate?
YES or NO

- h. If it passes the Senate, the bill is sent on to the President. He can do one of three things.

★ **CARD DECISION**

What will the President do? VETO, POCKET VETO, or SIGN

- i. If they choose SIGN, then the bill becomes a law!
j. If they choose VETO, then the bill is sent back to the House.

★ **CARD VOTE**

Does the House get a $\frac{2}{3}$ override vote?
YES or NO. If no, the bill dies.

- k. If they get the override in the House, it goes to the Senate for an override vote.

★ **CARD VOTE**

Does the Senate get a $\frac{2}{3}$ override vote? YES or NO. If no, then the bill dies. If both House and Senate vote to override, the bill becomes a law without the President's signature!



Teaching tip

Tell students that the origin of a "Pocket" veto came from the expression that the President put the bill in his "pocket" and did not act on it. It either died there or was passed without his signature.



Teaching tip

Explain what two-thirds means. Have students compute $\frac{2}{3}$ of their class numbers, $\frac{2}{3}$ of the Senate, and $\frac{2}{3}$ of the House.

- I. If they choose POCKET VETO, two things may happen, depending on whether Congress adjourns or stays in session.

★ CARD VOTE

Does Congress stay in session? YES or NO

(Put four cards label-side down on the table, three YES and one NO. This ratio increases the odds that the answer will be YES.)

If the choice is YES, then the Bill becomes a law without the President's signature.

If the choice is NO, then Congress adjourned and the bill dies.

9. Continue the rounds as long as time allows and have teams continue even after the first team has finished. If a bill dies and time allows, let that team start a new bill and see how far they get. If no team looks like it will finish within the period, increase ratio of YES to NO cards to make the game move more quickly.
10. Ten minutes before the end of the period, stop the exercise and ask students to look at where the different bills are within the law-making system.



Read or say

Some bills are in Committees, some on the President's desk, and some have become law. This is the way it is on any given day on Capitol Hill where Congress meets. Passing a bill, however, is not just a game of chance. Bills must be analyzed and debated. What might be a good bill for one state may cause a hardship for another. Many "deals" are made, such as, "I'll vote for your bill, if you vote for mine." There are also outside people called lobbyists who try to pressure Congressmen and women to vote a certain way. Although there are flaws in the system, our laws are not the whim of a king. Ours is a system where many people representing many more people in their home states work to create a good law. And, this process has a fail-safe provision. If Congress passes and the President signs a law that violates our Constitution, we can appeal to the Supreme Court asking them to step in. If they declare the law is unconstitutional, then it is thrown out.

Congressmen or women must make compromises with other lawmakers or they will never get any of their own legislation through Congress. Would you make a rule about these compromises? What rule and why?



Reflection
Question

Write the names and contact information (accept e-mail or postal addresses, or phone numbers) of the President and Vice President of the United States, your state's Senators, and the Representative of your district. By the end of the unit students should know these names and be able to explain how to find their contact information (e.g. phone book, Web site).

Practice the Preamble.



Homework

Day 8

Materials Needed

- **Balance of Power**
- notebook paper—one (1) per student
- scissors—one (1) per team

Directions

1. Give students an opportunity to demonstrate what they learned about how a bill becomes a law. Ask them to number a piece of notebook paper 1–11. For numbers 1–7, have them make an ordered list of the steps a bill takes from the House Committee to the President’s desk. For numbers 8–10, have them describe the three possible outcomes from the President’s desk. For number 11, have them write the fraction that describes the majority of Congress needed to override a veto.

Have students correct their own papers. This is an informal formative assessment that will let you and the students know how much they have learned, studied, and retained. They need to know how a bill becomes a law for the End-of-Unit Assessment.

2. Move students into their teams. Hand out **Balance of Power**. Read the introduction as a class.

Have students follow directions 1 and 2 on the activity sheet. Remind students they may refer to the graphic organizers they have made over the last few days if they are not sure which branch has the power. Walk around the room as the teams work to check that they have identified the correct branch.

3. When teams have sorted all the powers, have them follow directions 3 and 4 to create a table (a form of graphic organizer) using their sorted cards.
4. When the teams have finished, reconvene the class to discuss the various combinations that the students have made. The answer key provides one set of combinations. Give credit to students who come up with another combination and can support their thinking. Reinforce these *summary statements*:
 - a. The Constitution established a government that shares power and duties among three branches.

Teaching tip

Reinforce the vocabulary word “check” and remind students that it means to “limit” or “stop.”



Teaching tip

The first row completed in the table shows the impeachment power discussed in the Balance of Power introduction. Congress can use impeachment to protect the country from a too powerful President or dishonest judges who ignore the Constitution.



- b. The powers of one branch can limit the power of another branch to prevent it from abusing its power. This is called a system of checks and balances.
5. Tell students that you will play a game of Jeopardy tomorrow that will allow them to show all that they've learned in this unit. If they want their team to win, they may want to study! Give students a date for the End-of-Unit Assessment, when they will also have to recite the Preamble. To provide a quick review, read and discuss the summary statements that are listed at the end of the previous lessons.

Do you think there is a real balance of power or does one branch seem to dominate the others? Explain your opinion.



Reflection
Question

Day 9

Materials Needed

- **Jeopardy Board** display copy or chart
- chart paper or chalkboard
- Jeopardy answer key (contains game “questions”)

Teaching tip

You can remove or cover the 70-point boxes on the game board, as Level One questions are only valued to 60 points.

**Prepare in Advance**

- Create a scoreboard on the chalkboard or chart paper. Set up the room with a specific place for the contestants and a specific place for the audience.
- Ask a teacher aide or parent to be your scorekeeper. It can be difficult keeping track when teams are both earning points and losing points. Your scorekeeper can be the judge of which hands were raised first or second when contestants try to answer questions.
- Choose a Jeopardy host. This might be you, another teacher, or an especially personable student.
- Choose a format for the game:

Individual Contestants Have teams choose one or two contestants to represent their team for the whole game. These contestants sit on chairs at the front of the room. The rest of their team will be part of the audience.

Rotating Team Contestant There are 42 questions. Rotate team members through the roles of contestants every 6–7 questions. New contestants replace the sitting contestants who then rejoin the audience. This does not mean that every student will answer a question, just that every student has the opportunity to answer a question.

“Spelling Bee” Have the whole class line up against the wall. Follow the Jeopardy format. If a student answers correctly in question form he or she gives the points to his or her team total. Optional: You may ask a person who misses a question to step back into the audience.

Directions

1. Today the class will play a game of Jeopardy to show all that they’ve learned in this unit. This will serve as a review for the End-of-Unit Assessment. Explain the chosen format for this game and the rules of play, which are much like the television game show.

Rules

The Jeopardy host will call on a contestant (choose randomly) to pick a category and point amount from the board. For example, the contestant would say, "SAY what you MEAN' for 10 points."

*The host reads the statement and the contestant must answer in **question form**. (You decide whether or not you will disqualify a response that is not in question form.)*

The first contestant who thinks he or she knows the answer should raise his or her hand. (Alternatively you can use a bell or buzzer system if you have one.) If hands go up simultaneously, repeat the question, count to three, and have both contestants give their answers at the same time. You might also have students write down their answers. If both have the correct answer, split the points. If one is correct and one incorrect, give the points to the correct contestant's team and subtract the points from the other.

When a contestant gives a correct answer, he or she earns points for his or her team and can choose the next category and point amount. (They do not have to start at the top of the category, although the questions become more difficult as the points increase.)

When a contestant gives an incorrect answer, he or she loses points for his or her team and another contestant from another team (choose the person whose hand went up second) gets a chance to answer.

Audience members should think about the answers to the questions, but remain silent during the game. If someone speaks out of turn, deduct the value of the question if the rule infraction is blatant. Deduct some other amount (10 to 20 points) if it is minor. Penalize contestants and/or teams for poor sportsmanship. Don't allow team members to give each other a hard time.

Each time the host reads a question, the scorekeeper crosses out its point value in the category column so students know which questions are still available.

2. If time allows, play Jeopardy more than once. The content of the game is significant. Poll students to see if they felt they knew the answers. If not, then they should review their graphic organizers and study more before the End-of-Unit Assessment.

Study for the End-of-Unit Assessment.



Homework

Day 10

Materials Needed

- **End-of-Unit Assessment**
- lined paper

Directions

1. Separate the desks so that students can take this assessment individually. Before beginning, remind students that they have worked with all the material on this test. They have created graphic organizers and have taught their fellow classmates. If they get stuck, suggest they close their eyes and try to visualize their graphic organizers.
2. Hand out the **End-of-Unit Assessment**. Read the directions for each part of the test. Point out that on the matching section they may use a letter more than once, or not at all. Point out that they should write neatly and spell correctly on the graphic organizer questions.
3. Allow students to write the Preamble from memory underneath their answer to the essay question. Those students who would rather recite the Preamble should come up to your desk during the test and softly recite it to you.
4. Collect the tests to correct later.
5. If time allows, go over the short answer parts of the tests. You can discover if one person or the whole class is confused about a point. Clarify that point. If a student fails the test, allow him/her to retake it after meeting with you to review. Set a standard of what all kids must know and understand and do not let a student move on without meeting the standard you set.



Introductory Essay



1) When did we fight our War of Independence from Great Britain?

2) What were the three reasons listed for fighting that war?

3) What kind of central government does a confederacy have?

4) What were four weaknesses of a confederacy?

5) What did people realize they needed to save the new country?

6) Why do we know so much about the Constitutional Convention, even though its meetings were secret?

7) How is a Federal government different from a confederacy form of government?

8) What do we now call the "Plan" that describes our federal government?

From 1776 to 1781, American colonists fought a war to win independence from Great Britain. The men who fought in that war wanted to establish a country based on individual freedoms. They wanted to have the right to determine their own futures. They wanted to be free from the rule of kings. With those goals in mind, they set up a *confederacy* of states. A confederacy is a form of government that has a very weak central government.

However, soon the people realized they were at risk of losing their new country. All the states were fighting among themselves. They could not agree on how to raise money. They could not recruit or maintain an army. They could not make universal laws for the whole country. Foreign countries saw how weak they were. They plotted to invade the new United States. The states finally realized that they needed a more powerful central government.

In 1787, George Washington, Thomas Jefferson, Alexander Hamilton, Ben Franklin, and other great minds of the time met in Philadelphia. We have come to refer to these men as "Founding Fathers." Their purpose was to hammer out a new form of government. They held their meetings in secret. However, we know a lot about the debates and heated arguments that took place. James Madison kept careful records of what was said and decided.

When this meeting was finished, they had written a plan for a *federal* government. Under a federal government, the states gave up much of their states' rights to a strong central government. We call the plan of government they wrote our **Constitution**. It is a simple, readable document. It describes the organization of a new central government that has power over all the states.

9) Why were some Americans unhappy with the new Constitution?

Nine of the original 13 states had to vote to ratify (accept) the new federal Constitution. In July 1788, America's new government was established when the ninth state (NH) voted "yes". Not everyone was happy about this vote. Many were afraid they were signing away their freedoms.

10) In what two ways did the Constitution make our freedoms MORE secure?

But, in fact, American freedoms were more secure because of the Constitution. First this document created three branches of government. These branches were separate and shared power. No one branch could become too powerful and abuse its power like a king. The Constitution also created a very strong central government. The Federal government of the United States was capable of protecting all the states and their citizens.

11) How did the Founding Fathers insure that the Constitution would always be up-to-date?

Don't make the mistake of thinking that the Constitution is carved in stone and unchangeable! It's been called a "living document." The Founding Fathers knew that as the country grew, future statesmen would need to change the Constitution. They set up a system within the document to amend it and always keep it up-to-date.

12) You can vote when you turn 18. In what year will you be eligible to vote?

You are a few years from casting your first vote, but it's not too soon to become familiar with the U.S. Constitution. It's really, really important! How else will you recognize threats to your freedoms? How else will you know which politicians are upholding their oath "to preserve and protect" the Constitution? And how else will you be able to keep American liberties truly safe?

Your textbook for this unit will be the Constitution itself. We are going to start today. Let's look at what we have already learned in this opening essay.

Legislative Dossier 1

Read from the Words of the Constitution to discover:

- ★ what makes up this branch
- ★ the qualifications of the members, the number of members
- ★ how the members are chosen
- ★ their terms of office
- ★ and the titles given to their leaders

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

VOCABULARY

legislative powers:

powers to make laws

vested in:

officially given to

census:

a periodic counting of population

★ Words of the Constitution ★

Article I Section 1. All legislative powers shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Article I Section 2. The House of Representatives shall be composed of members chosen every second year by the people.¹

... a Representative shall have attained to the age of twenty five years, and been seven years a citizen of the United States, and who shall be an inhabitant of that state in which he shall be chosen.

The House of Representatives shall choose their speaker and other officers.²

¹ The number of people living in a state determines the number of Representatives it will have in the House of Representatives. The government counts the people in a federal census every ten years. As the country grew, the number of representatives in Congress grew. However, in 1910, Congress voted to limit the size of the House of Representatives to 435 members.

² The House leader is called the Speaker of the House.

★ Words of the Constitution ★

Article I Section 3. The Senate of the United States shall be composed of two Senators from each state, chosen for six years.³

... a Senator shall have attained to the age of thirty years, and been nine years a citizen of the United States and who shall be an inhabitant of that state for which he shall be chosen.

The Vice President of the United States shall be President of the Senate⁴...

³ Individual Senators serve six-year terms, but their terms are staggered so that only about one-third of the Senators are up for re-election every two years.

⁴ The Vice President is the leader of the Senate, but can vote in the Senate only when there is a tie.

★ Focus Questions ★

Read the following questions, discuss possible answers, and when you all agree, write brief answers on your own answer sheet. Be certain to write clearly and neatly because you will have to share your answers with your jigsaw team.

1. What is legislative power? _____
2. Where is this legislative power vested? _____
3. What two groups make up Congress? _____ and _____
4. The term of office for a Representative is _____ years.
5. What are the three requirements a candidate must meet to run for Representative of a state?

6. What determines how many Representatives your state will have? _____

7. What is the total number of Representatives who can serve in the House of Representatives?

8. What is the title of the leader of the House of Representatives? _____
9. How many Senators represent each state? _____
10. The term of office for a Senator is _____ years.
11. What are the three requirements for a person to run for the Senate? _____

12. Who serves as the President of the Senate? _____
13. When can the President of the Senate vote? _____

Executive Dossier 1

Read from the Words of the Constitution to discover:

- ★ what makes up this branch
- ★ the qualifications of the members
- ★ the number of members and their terms of office
- ★ the titles given to the leaders

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

VOCABULARY

executive power:

power to put a country's laws into effect

vested in:

officially given to

devolve:

pass on, transfer to

principal officer:

chief administrator or boss

★ Words of the Constitution ★

Article II Section 1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, ... together with the Vice President, chosen for the same term,¹

No person except a natural born citizen ... shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty five years, and been fourteen years a resident within the United States.

In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice President.

¹ The 22nd Amendment adopted in 1951 says, "No person shall be elected to the office of President more than twice." Only one President, Franklin D. Roosevelt, was elected to three terms.

★ Words of the Constitution ★

Article II Section 2. The President may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices.³

³ Under this power, the President can set up a group of advisors from each executive department. In the Executive Branch, these advisors are called the Cabinet. The word cabinet comes from an Italian word meaning "a small meeting room." George Washington met his first advisors in such a room in 1791.

★ Focus Questions ★

Read the following questions, discuss possible answers, and when you all agree, write brief answers on your own answer sheet. Be certain to write clearly and neatly because you will have to share your answers with your jigsaw team.

1. What is executive power? _____
2. To whom did the Constitution give all executive power? _____
3. Who is the head of the Executive Branch? _____
4. The term of office for a President or Vice President is _____ years.
5. What are the three requirements a candidate must meet to run for President or Vice President?

6. If the President cannot complete his responsibilities, who will take over?

7. What does the Cabinet do? _____

Judicial Dossier 1

Read from the Words of the Constitution to discover:

- ★ what makes up this branch
- ★ how members are selected
- ★ the qualifications of the members
- ★ the number of members and their terms of office
- ★ the names of two federal courts below the Supreme Court

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

VOCABULARY

judicial power:

the power to interpret the law

vested in:

officially given to

inferior courts:

federal courts below the Supreme Court

constitute tribunals:

to set up courts of justice

appoint:

select to fill an office or position



Words of the Constitution



Article III Section 1. The judicial power of the United States, shall be vested in one Supreme Court,¹ and in such inferior courts as the Congress may establish.²

¹ The Constitution does not say how many people should sit as judges on the Supreme Court, but Congress passed a law that said the Supreme Court would have nine members—one Chief Justice and eight Associate Justices.

² Inferior courts are all those Federal courts below the Supreme Court. At the first level are 94 District Courts. After cases are tried at the district level, they can be appealed to one of 12 Regional or “Circuit” Courts of Appeal. The final appeal is made to the Supreme Court.

★ Words of the Constitution ★

Article I Section 8. The Congress shall have the power to constitute tribunals inferior to the Supreme Court.³

Article II Section 2. The President shall nominate and with advice and consent of the Senate shall appoint... judges of the Supreme Court.⁴

Article III Section 1. The judges, both of the supreme and inferior courts, shall hold their offices during good behaviour,⁵

³ Congress decides where and how many courts and judges there will be.

⁴ The President appoints all federal judges, but needs the approval by the Senate.
Note there are no specific qualifications spelled out in the Constitution to be a federal judge.

⁵ Supreme Court judges may hold their office "during good behavior." This means they are appointed to serve "for life," unless they are impeached for "bad" behavior.

★ Focus Questions ★

Read the following questions, discuss possible answers, and when you all agree, write brief answers on your own answer sheet. Be certain to write clearly and neatly because you will have to share your answers with your jigsaw team.

1. What is judicial power? _____
2. To whom did the Constitution give judicial power? _____
and _____
3. What court is at the head of the Judicial Branch? _____
4. What are the requirements listed in the Constitution that a person must meet to serve on the Supreme Court? _____

5. How many people serve on the Supreme Court at one time? _____
6. What title does the “head” judge on the Supreme Court have? _____
7. What is the title of the remaining eight judges on the Supreme Court? _____
8. How many District courts are there? _____
9. How many Circuit courts are there? _____
10. Who decides where and how many federal courts there will be? _____
11. Who appoints all federal judges? _____
12. Who must approve all federal judge appointments before they can be made?

13. What is the length of the term of office for a member of the Supreme Court?

Legislative Dossier 2

Read from the Words of the Constitution to discover:

- ★ the major job of Congress
- ★ the three reasons why Congress makes laws
- ★ the meaning of “power of the purse”

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

VOCABULARY

lay taxes:

set a tax or tax rate

coin money:

to make or mint money

counterfeiting:

making fake money

appropriation:

a specific amount of money for a specific reason

power of the purse:

power over how money is collected and spent

★ Words of the Constitution ★

Article I Section 8.¹ The Congress shall have power

To lay and collect taxes,

To borrow money on the credit of the United States;

To coin money, regulate the value thereof, and ... to provide for the punishment of counterfeiting

Article I Section 9. No money shall be drawn from the treasury, but in consequence of appropriations made by law;²

... and a regular statement and account of receipts and expenditures of all public money shall be published from time to time.

¹ Congress makes laws to say how money is collected and spent. (This is called the “power of the purse.”) Congress makes laws to “get” money three ways.

² The Founders also passed laws to be certain that when Congress spent money, it would be accountable to the people. Congress can’t just spend money. It must pass an appropriations law, which spells out how much money will be spent and why.

★ Words of the Constitution ★

Article I Section 8 continued.³ The Congress shall have power ...

To declare war

To raise and support armies,

To provide and maintain a navy;

Article I Section 8 concluded.⁴ Congress shall have the power to exercise exclusive legislation in all cases whatsoever, over such District,⁵

³ Congress makes laws with special powers to provide for the common defense.

⁴ Congress makes laws regarding the District of Columbia.

⁵ The Founding Fathers decided that the capital of the United States should not be located in one state. Instead, several states gave up land to create a “district.” The capital of the United States, therefore, became the city of Washington in the District of Columbia—Washington, D.C. Instead of being governed by a state government, Congress governs this district “in all cases whatsoever.”

★ Focus Questions ★

Read the following questions, discuss possible answers, and when you all agree, write brief answers on your own answer sheet. Be certain to write clearly and neatly because you will have to share your answers with your team when you return to them at the end of the period.

1. What does “power of the purse” mean? _____
2. What are the three ways that Congress can “get” money?

3. Congress cannot just spend money. What must it do to spend money from the treasury?

4. Congress has the power to protect the United States. What three military powers does it have that "provide for the common defense"?

5. What is the capital of the United States? _____

6. Who controls the government of Washington, D.C.? _____

Executive Dossier 2

Read from the Words of the Constitution to discover:

- ★ the major jobs of the President

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

VOCABULARY

executive power:

the power to put a country's laws into effect and to administer its government

vested in:

officially give to

information of the state of the union:

a speech given by the President to the Congress in January

advice and consent:

The Senate holds hearings to "advise" and approves when a $\frac{2}{3}$ majority vote to "consent."

militia:

National Guard

★ Words of the Constitution ★

Article II Section 1–3. The executive power shall be vested in a President of the United States of America.¹

He shall from time to time give to the Congress information of the state of the union, and recommend to their consideration such measures as he shall judge necessary.²

(The President) shall have power, by and with the advice and consent of the Senate ... appoint ambassadors, judges of the Supreme Court, and all other officers of the United States,³

¹ The Constitution gives the President "executive power." That makes the President the CEO (Chief Executive Officer) of the country— similar to the boss who runs a company.

² As CEO, the President gives a State of the Union address in January of each year. In it he/she outlines how the government is doing and proposes new ideas he/she would like Congress to enact.

³ As CEO, the President can appoint people to offices in the U.S. government. However, he must get $\frac{2}{3}$ of the Senate to agree with his actions and appointments. That means 67 Senators must agree with him.

★ Words of the Constitution ★

Article II Section 1–3 continued. (The President) shall have power, by and with the advice and consent of the Senate, to make treaties and shall receive ambassadors and other public ministers.⁴

The President shall be commander in chief of the Army and Navy of the United States, and of the militia of the states,⁵

⁴ *The President is the Chief Diplomat for the country and represents the United States. Therefore he or she must greet, meet, and make treaties with representatives from other countries.*

⁵ *The President is the Commander in Chief of the armed forces. He can send them anywhere in the world.*

★ Focus Questions ★

Read the following questions, discuss possible answers, and when you all agree, write brief answers on your own answer sheet. Be certain to write clearly and neatly because you will have to share your answers with your jigsaw team.

1. What does executive power mean? _____
and _____
2. What officer of our government is like the CEO of a company? _____
3. How does the Senate “advise and consent”? _____

4. How many Senators must vote to approve a Presidential appointment? _____
5. Who can the President appoint? _____
6. Why is the President considered the “Chief Diplomat” of the country? _____

7. Who holds the title of “Commander in Chief”? _____

Judicial Dossier 2

Read from the Words of the Constitution to discover:

- ★ the major jobs of the Judicial Branch
- ★ the four safeguards that protect the individual

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

VOCABULARY

appellate jurisdiction:

the power to review the decision of a lower court

writ:

an order written by a court

habeas corpus:

A Latin legal phrase meaning “you have the body”

bill of attainder:

punishing a person without a trial

ex post facto:

Latin legal phrase meaning “after the fact”

★ Words of the Constitution ★

Article III Section 2.¹ the Supreme Court shall have appellate jurisdiction, both as to law and fact,²

Article I Section 9.³ The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.⁴

¹ The Supreme Court interprets the law by hearing appeals from lower courts.

² Most often you hear that someone has “appealed” to the Supreme Court. That kind of case has been tried in another court, and the Supreme Court has appellate jurisdiction. The Supreme Court only rules on whether the lower court’s judgment was correct and the defendant had a fair trial. These appeals start in the 94 District Courts, then move up to the nine Circuit Courts, and finally reach the Supreme Court.

³ The Founders were always worried about abuses of power. Article I Section 9 lays out what the new government could NOT do. The Judicial Branch uses this section of the Constitution to protect individual rights.

⁴ The Writ of habeas corpus harks back to Common Law in Great Britain when Kings and Sheriffs might imprison someone without any reason. This Latin phrase literally means, “You have the body.” When the Court issues a writ of habeas corpus, it requires an arresting officer to bring his prisoner before the court and explain why the prisoner is being held. If there is no good reason, then the prisoner must be set free.

★ Words of the Constitution ★

Article I Section 9 continued. No bill of attainder.³

No ex post facto Law shall be passed.⁴

No title of nobility shall be granted by the United States:⁵

³ Under a bill of attainder, a person could be punished without ever being tried.

⁴ Ex post facto means "after the fact." In the past, kings could declare someone guilty of breaking a law even before the law had been passed.

⁵ At one point, Congress debated how it should address George Washington, the first President. Some suggested, "Your Highness," but Washington insisted that his title be "Mr. President." If Washington were a woman, he would have been "Madame President."

★ Focus Questions ★

Read the following questions, discuss possible answers, and when you all agree, write brief answers on your own answer sheet. Be certain to write clearly and neatly because you will have to share your answers with your jigsaw team.

1. Under what jurisdiction would the people "appeal" to the Supreme Court?

_____ jurisdiction.

2. What does the Supreme Court decide on an appeal? _____
or _____

3. What does the Latin phrase *habeas corpus* literally mean? _____

4. When might a court issue a writ of habeas corpus? _____

5. What happens to a person under a bill of attainder? _____

6. What does the Latin phrase *ex post facto* mean? _____

7. If you met the President of the United States, how would you address him?

_____ or her? _____

8. Which branch makes sure that individual rights are protected? _____

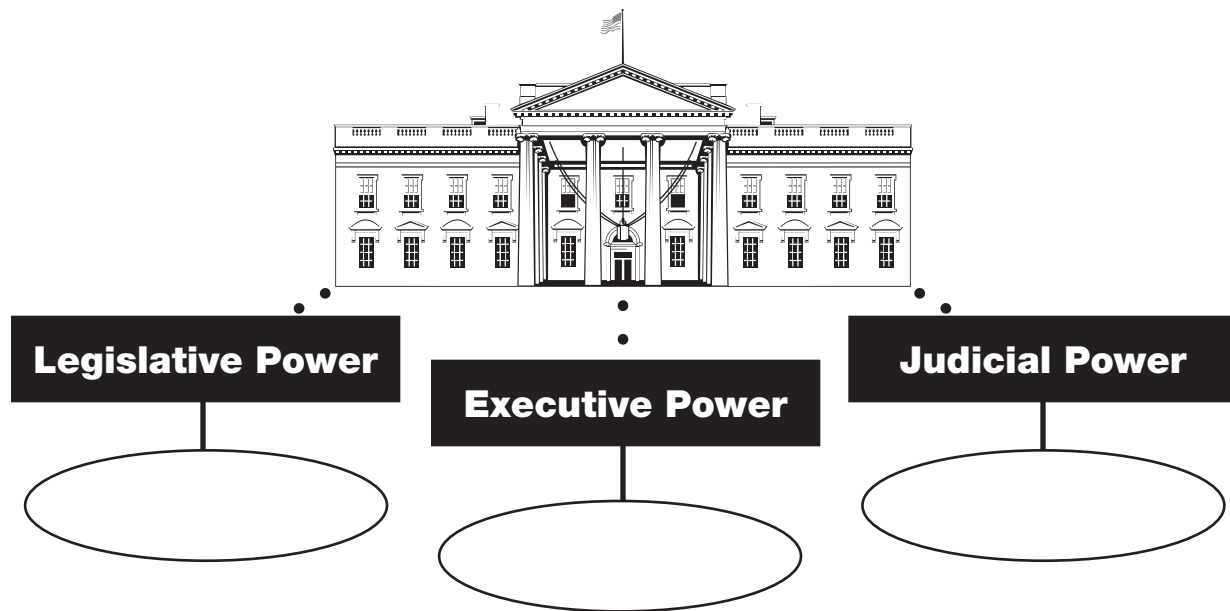
Jigsaw Tasks 1

DIRECTIONS

You and your team members are going to share information about the three branches of government and create five graphic organizers.

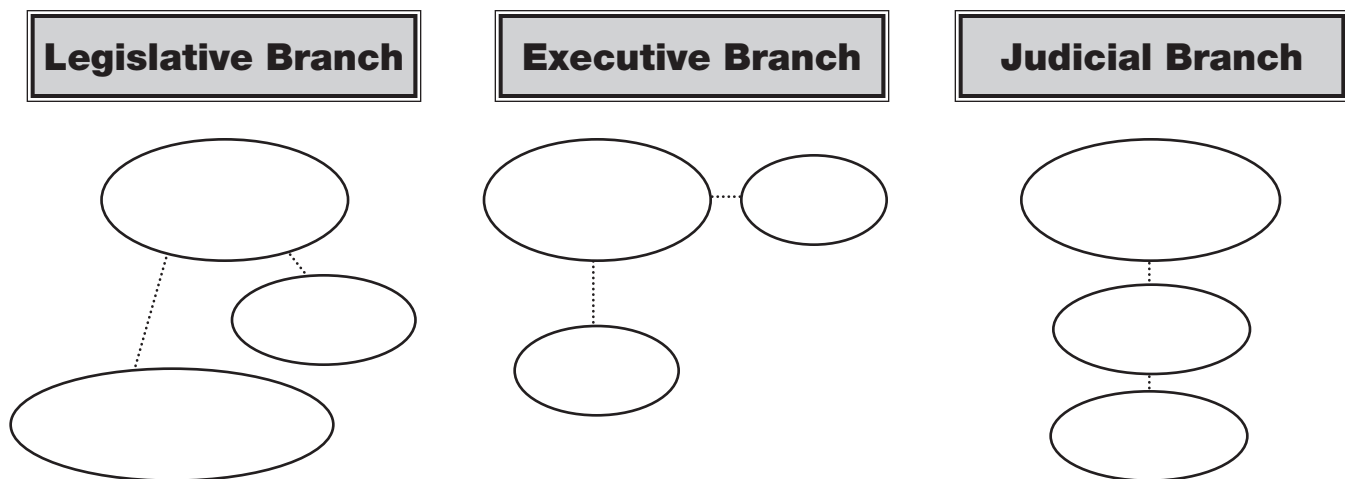
Task 1A

Create a graphic organizer that shows the primary powers of the three Branches of Government.



Task 1B

Create a graphic organizer that shows the basic parts of each branch of government. Use the following webbing format:



Task 1C

In the circles of the graphic organizer you made in task 1B, write the number of members. If you don't know how many there are, then write a "?" in the circle.

Task 1D

Make a chart graphic organizer that shows the Requirements for holding a particular office that are listed in the Constitution. Use a format such as:

Position	Requirements

Task 1E

Make another chart using the same format as Task D to list the Position, Term of Office, term limits if any, and whether the person is "elected" or "appointed."

Position	Term Lengths	Term Limits	Appointed/elected

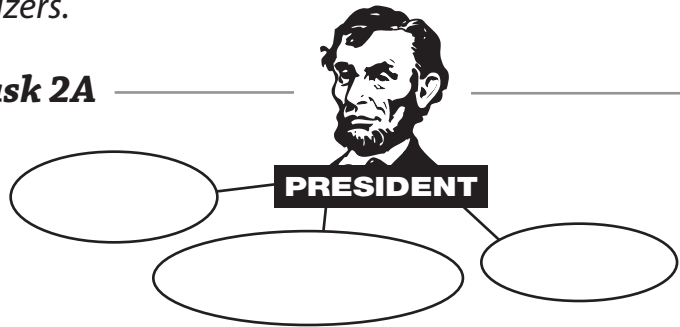
Jigsaw Tasks 2

DIRECTIONS

You and your team members are going to share information about the three branches of government and create five graphic organizers.

Task 2A

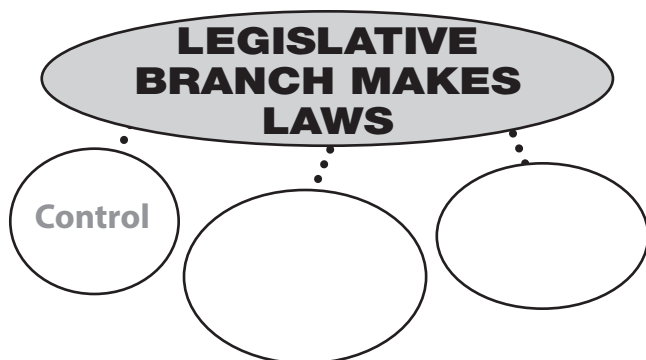
The President has three “chief” positions. Create a graphic organizer that shows the three titles.



Task 2B

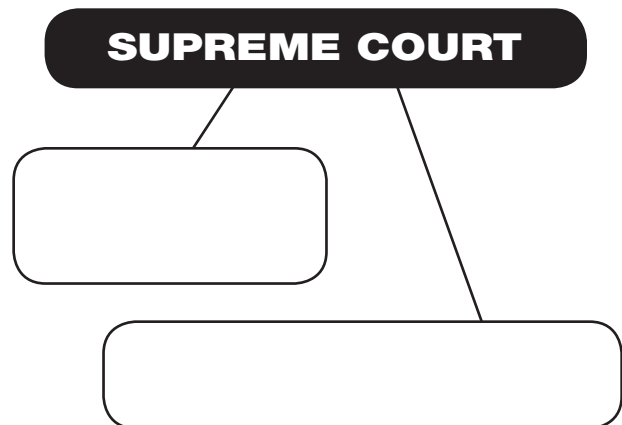
The legislative branch makes laws, but what are the laws about? Actually there are three major “jobs” under the big one to make laws.

Complete a graphic organizer with the following format:



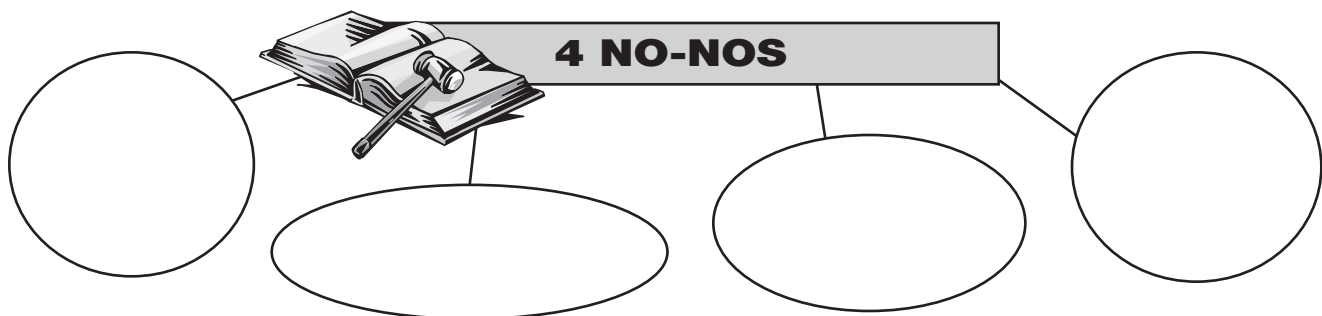
Task 2C

The Supreme Court looks at two things when a case comes to them on appeal.



Task 2D

The Supreme Court protects the rights of individuals. Create a graphic organizer that shows the four safeguards the Courts must uphold according to the Constitution. Consider this format.



Balance of Power

When the Founders met in 1787, they created a government with separate branches. Each branch would have different powers.

The Legislative Branch

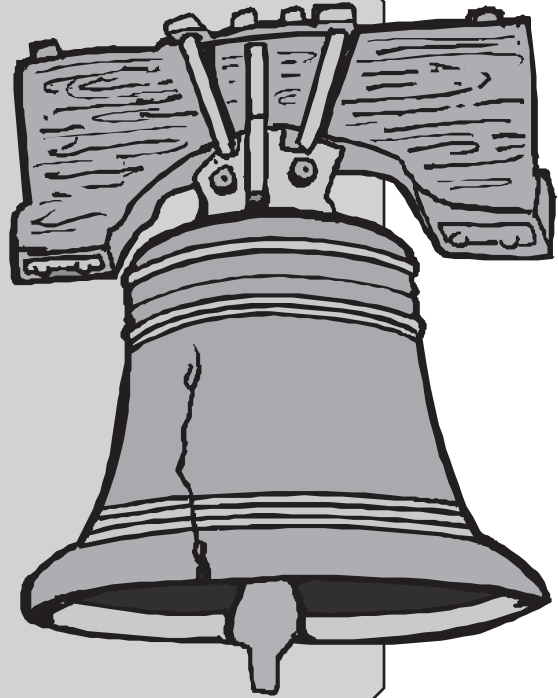
The Founders needed a nation of LAWS—They created CONGRESS, which has the power to make laws.

The Executive Branch

The Founders needed an executive leader, but not a king—They created the position of PRESIDENT (the government's CEO), who has the power to put the laws into effect.

The Judicial Branch

The Founders needed to insure rights of individuals—They created the SUPREME COURT, which has the power to interpret the laws so that rights are protected.



The Founders always worried that one branch of government would become too powerful. They set up a built-in **system of checks and balances**. When the Constitution gives a power to one branch, it also provides a method for another branch to “check” (limit) that power. This is how the Constitution protects the country from tyranny.

You have learned about how the branches are organized. You have learned what powers each branch holds. However, today you are going to see how carefully the Constitution limits those powers.

Let's look at an example. Congress has the power to **impeach**. This power allows Congress to accuse a President, a judge, or other federal appointee of abuse of power. If a President started to act like a dictator or to put himself/herself above the law, the Legislative Branch would step in. The House would hold an impeachment hearing to determine if there was enough evidence to bring a formal charge against the President. If they voted YES, then the Senate would put the President on trial. If the Senate also voted YES, then the President would be removed from office. In this case, the Legislative Branch checks (limits) the power of the Executive Branch.

You will discover the balance of power and the system of checks and balances created by the Constitution in the Balance of Power Activity.

Balance of Power Activity

DIRECTIONS



1 Prepare the cards.

- Cut out the squares.
- As a team, decide which branch of government holds that power.
- Label the cards: LEG, EXE, or JUD.
- Lay out all the cards on the table in three columns sorted by branch.



2 Match the cards.

- To begin, choose one of the cards from the first column on the table. Now find one or two other cards that relate to the power on the first card in the other two columns.
- If the first card described a power, then look for a card (or cards) that limits that power.
- If the first card limits a power, you are looking for a card (or cards) describing the power that was limited.
- Put the two or three cards together and set aside.
- Repeat the process until all the cards on the table are sorted.



3 Complete a table.

- Complete a table that shows the checks and balances of our system. (The first row is already filled in for you.)
- You may work as a team, but all team members must create their own table.

Balance of Power Activity

DIRECTIONS

First cut out the squares and then label them *LEGISLATIVE*, *EXECUTIVE*, or *JUDICIAL*.

To interpret laws	To fund or not fund an executive order	To negotiate treaties
To work with advisors to create a budget for the country	To approve or reject treaties	To make laws
To put laws into effect	To veto or pocket veto	To approve or reject appointments
To override vetoes	To make sure that federal money is spent constitutionally	To pass laws to spend money
To appoint officials including judges	To command the military	To declare war

Balance of Power Activity Table

LEGISLATIVE BRANCH	EXECUTIVE BRANCH	JUDICIAL BRANCH
To make laws	To put laws into effect	To interpret the laws

Branches of Government

Name: _____

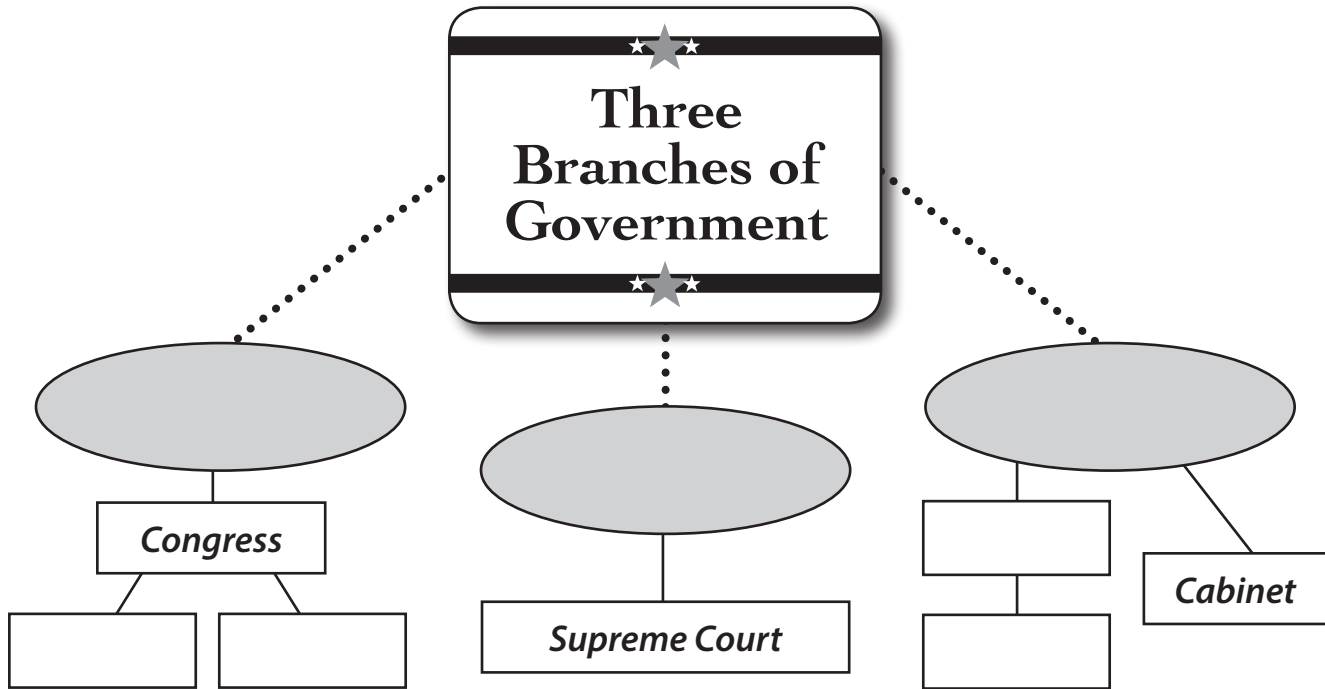
Match the words on the left to the definitions on the right. You may use a letter MORE THAN ONCE. Some letters you will NOT use.

- A. Senate**
- B. House of Representatives**
- C. Supreme Court**
- D. Preamble**
- E. Writ of habeas corpus**
- F. 1776**
- G. 1787**
- H. Constitution**
- I. Congress**
- J. President**
- K. Vice President**
- L. Chief Justice**
- M. 4**
- N. 2**
- O. 8**
- P. 6**
- Q. 270**
- R. 435**
- S. 100**
- T. Lifetime**

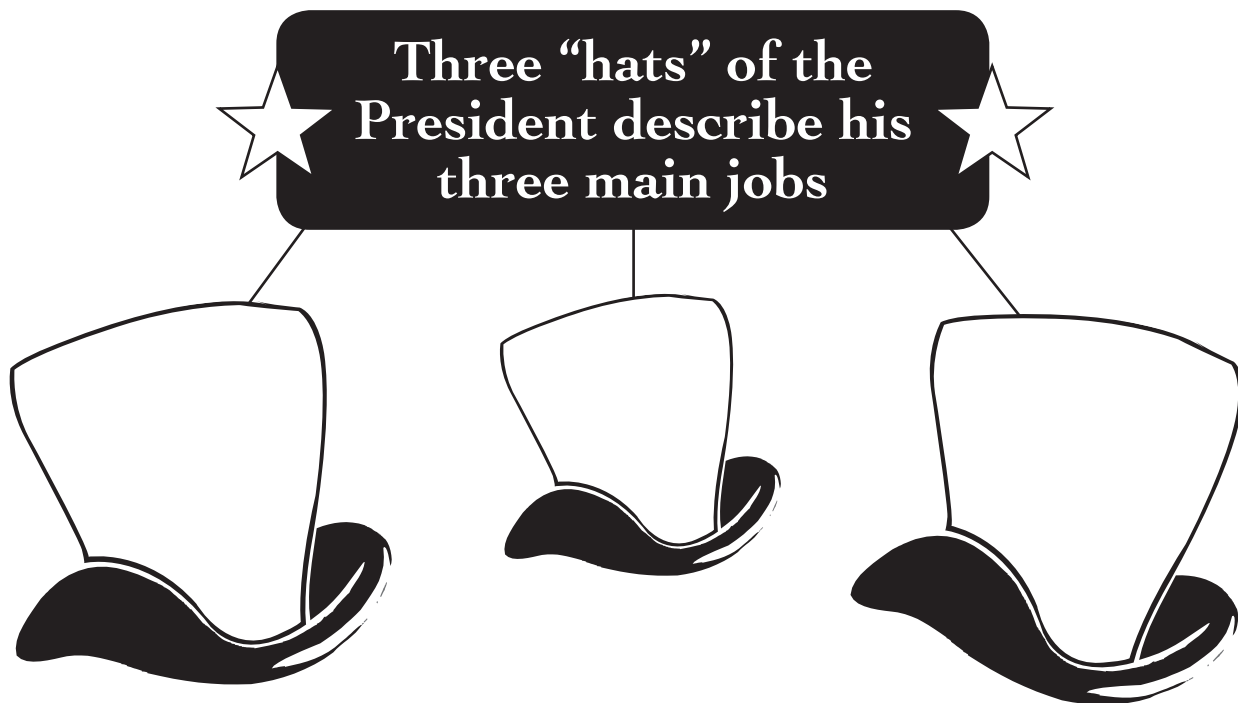
- 1_____ The plan of the United States federal government
- 2_____ The number of Senators
- 3_____ The next person to take charge if the President cannot do his or her duties
- 4_____ The year that the Constitution was written
- 5_____ Another name for both the House of Representatives AND the Senate
- 6_____ The number of years of a Senator's term of office
- 7_____ Has the power to approve or disapprove of treaties
- 8_____ A prisoner's right to be called before a judge to know why he/she has been arrested
- 9_____ A paragraph that tells the reasons why the Founders adopted the new Constitution
- 10_____ Number of years of a President's term of office
- 11_____ Number of years of a Representative's term of office
- 12_____ The number of Representatives
- 13_____ Its membership is made up of two per state
- 14_____ The term of office for a Supreme Court Justice
- 15_____ Its membership is determined by the population of each state

DIRECTIONS

Fill in the missing information in the graphic organizer below to show the major parts of the three branches of government.

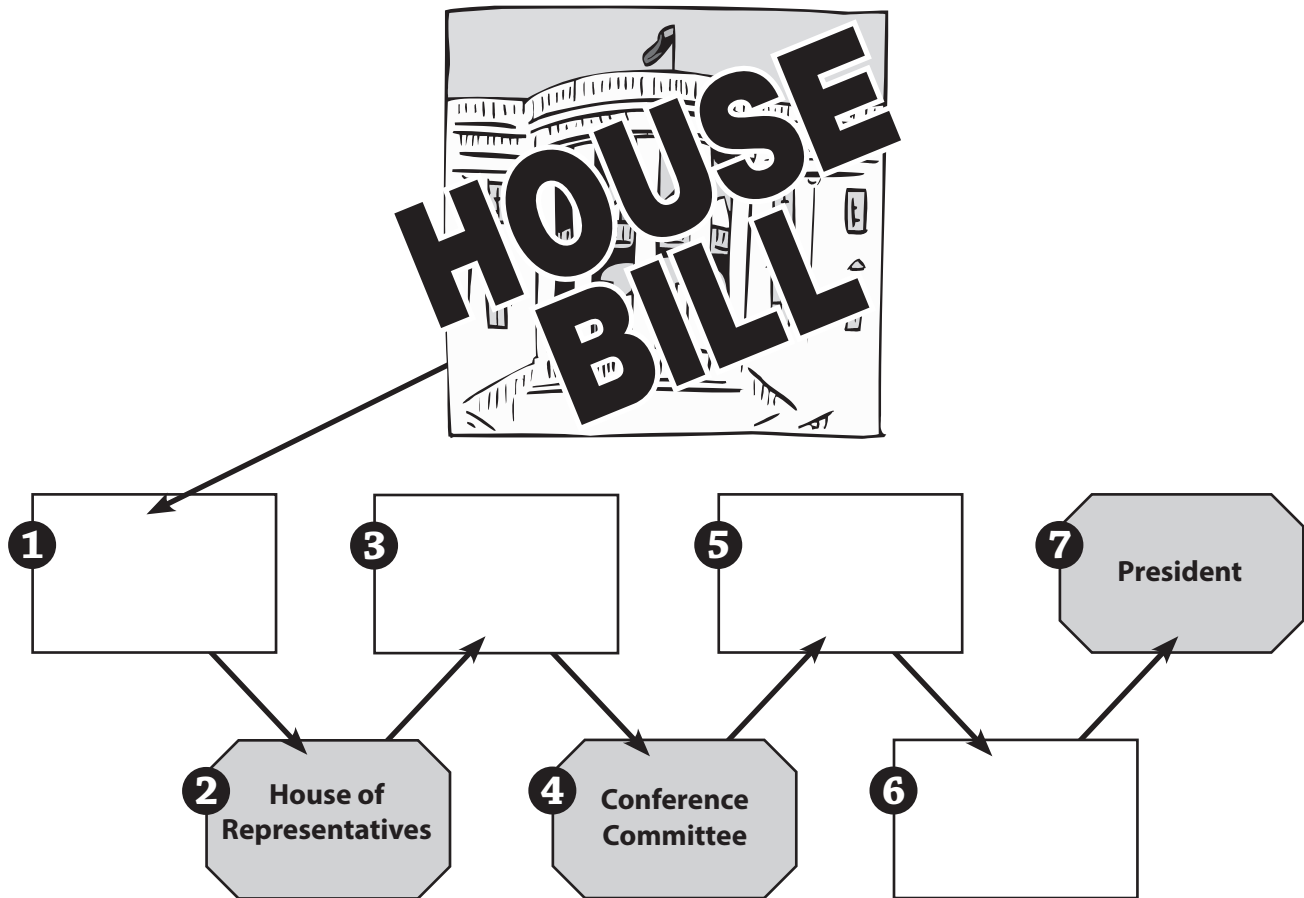


Fill in the hats to show the chief positions held by the President.

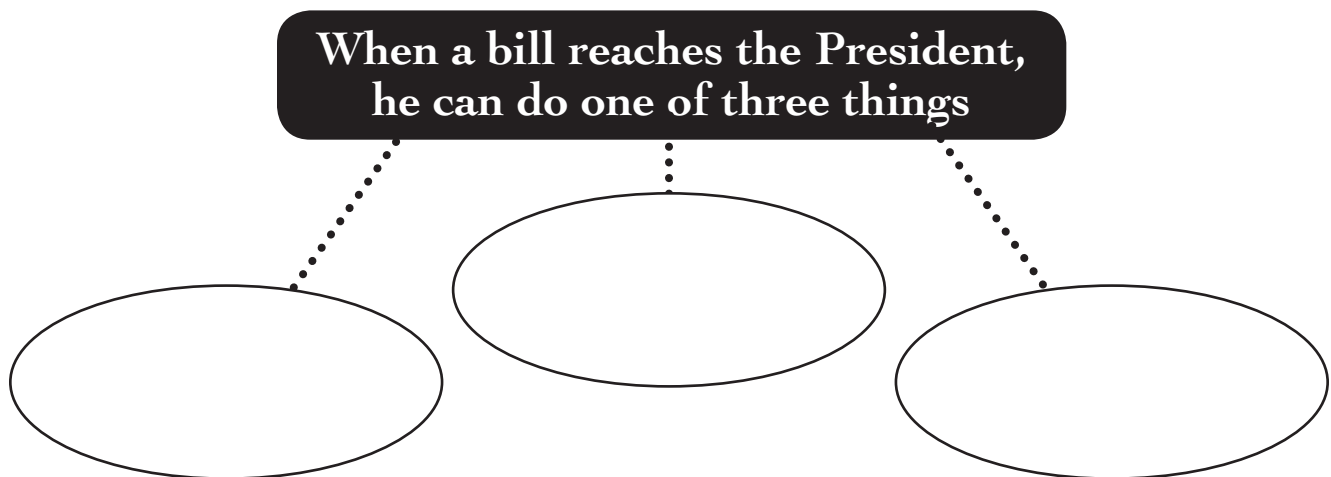


DIRECTIONS

Fill in the blocks to explain where a bill goes before reaching the President's desk.



Fill in the ovals to explain what the President can do after a bill passes Congress.

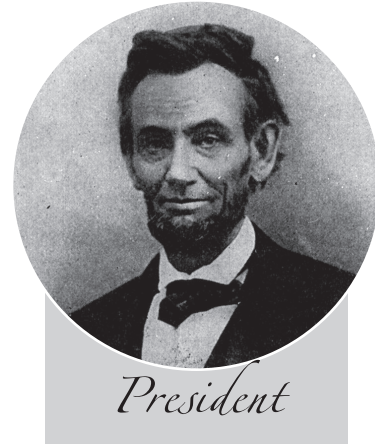


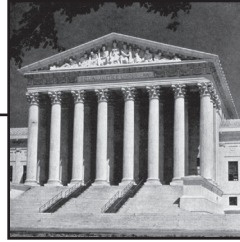
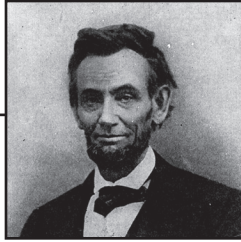
DIRECTIONS

For all the powers listed below, write

- **PRES** in front of a Presidential power
- **SC** in front of a power of the Supreme Court
- **CONG** in front of the powers of Congress.

- 1 _____ Make laws
- 2 _____ Veto laws
- 3 _____ Sign bills into law
- 4 _____ Interpret the law
- 5 _____ Appoint judges
- 6 _____ Has power to tax
- 7 _____ Negotiate treaties
- 8 _____ Declare war
- 9 _____ Preside over the Cabinet
- 10 _____ Override vetoes
- 11 _____ Command the military
- 12 _____ Approve or reject treaties
- 13 _____ Declare laws as unconstitutional
- 14 _____ Put laws into effect
- 15 _____ Approve or reject appointments





DIRECTIONS

The Founders wanted to be sure that no one branch of government became too powerful. On a separate sheet of paper, write a paragraph that describes the “checks and balances” of our three branches of government. Be specific.

Hint: Look back at the powers described in the last section. Read the rubric below before you start to write.

	4 Exceeds	3 Meets	2 Nearly There	1 Unsatisfactory
Organization	My paragraph is very well organized.	My paragraph is well organized.	My paragraph is organized.	My paragraph is disorganized.
Examples	I used five or more examples of checks and balances.	I used at least three examples of checks and balances.	I used one or two examples of checks and balances.	I used no clear examples of checks and balances.
Spelling and Grammar	My paragraph has no errors in spelling and grammar.	My paragraph has very few errors in spelling and grammar.	My paragraph has several errors in spelling and grammar.	My paragraph has significant errors in spelling and grammar.

• *Level Two* •

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Masters

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Day 1

Materials Needed

- Chart paper
- **Pizza Scenario Chart** + display copy
- Student folders
- Historical time line and map OPTIONAL

Directions

1. Tell students that they will be starting a new unit today, but before they start you want to ask them to think about and discuss the following scenario: *What if the school said that they were going to allow classes to have a pizza party in their rooms?*
2. After posing the scenario, have your students consider the following question. *What if only one student was given the power to decide what kind of pizza would be served at the pizza party and he or she would say how much the students were going to pay for their piece of pizza?* (You might add that the one student took this leadership spot because his older brother was a popular kid and leader last year.)
3. Allow the students to “pair and share” what they think is “good” about the idea and what they think is “bad” about the idea. They should jot their ideas in a T-chart on scrap paper. As the students work, create a class T-chart. Write the question at the top of one piece of chart paper and beneath create two columns with labels: POSITIVE and NEGATIVE.
4. When the students have discussed the question, ask the class as a whole to comment and fill in the class T-chart. Call on pairs if they don’t volunteer, and if a pair repeats a positive or negative, you can put a check mark next to the point on the chart, thereby acknowledging and encouraging student contributions.
5. Hand out the **Pizza Scenario Chart**. Tell students they are going to create a class organization made up of three separate parts with separate responsibilities and powers. They will consider the pizza scenario as they create this new organization. Display the chart as you discuss the scenario. Fill in the Possible Solutions column as you discuss.
6. Reinforce the point of the exercise. The Founding Fathers knew what happened when only one king or queen ruled. Their problems were



Teaching tip

If the pizza scenario is not appropriate

for your students, consider other scenarios such as: *What will be sold in the vending machines? Where will the class go on a field trip? Should our school require uniforms? What will be the style of school uniforms?*



Teaching tip

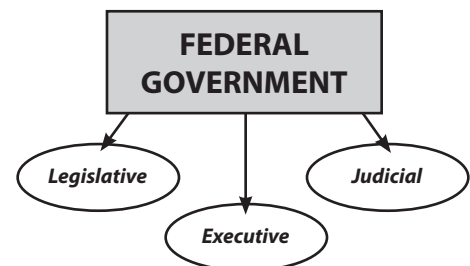
You may decide to talk briefly about

monarchies, but the purpose of this lesson is to show the need for a balanced government that listens to the people, works efficiently, and protects individual rights.

different, but their solutions to them were the same as your students' when they set up their government. Complete the third column of the chart labeling the three branches, each with different powers and responsibilities.

PIZZA SCENARIO CHART		
PROBLEMS	Possible SOLUTIONS	BRANCHES
a Having only one person in charge may be efficient, but that one person may not recognize the wants and needs of the rest of the students.	Create a committee with the power to find out and meet the people's wants and needs.	<i>Legislative</i>
b Having only one person who decides how much each student must pay is unfair. The few may choose a very expensive pizzeria or pizza type so that many students having limited financial resources could not afford the pizza.	Create a committee to find out what people can afford and to collect and spend the people's money responsibly.	<i>Legislative</i>
c Having all the students try to buy their own piece of pizza is very inefficient. Designating one person or a smaller committee to order the pizza and/or collect the money is much better.	Create a position giving one or two people the power to carry out the plan.	<i>Executive</i>
d What if the majority decided on a kind of pizza that some students couldn't eat? Who should stop the plan because it is a poor choice?	Create a committee with the power to overturn a majority decision in order to protect individual rights.	<i>Judicial</i>

7. As an introduction to graphic organizing, translate the **Pizza Scenario Chart** into a very simple graphic organizer. Students may need to practice saying the words.



8. Group together the jigsaw teams as you determined earlier and have students arrange their desks so teams may sit together.
9. Give students a few minutes to choose a name for their team. Consider having them choose a name honoring the Founding Fathers (The Franklins, The Madisons, etc.), a name of a famous colonial city (New York, Boston, Trenton, etc.), or a ship's name (Liberty, Freedom, Independence, Reliance, etc.).
10. Distribute the student folders and have each student write his or her name and jigsaw team name on his or her folder.
11. If you have more class time and/or your students are not familiar with early United States history, take a moment to show on a time line when the Founding Fathers wrote the Constitution (1787) and when it was adopted (1788) by $\frac{4}{5}$ of the states. Display a historical map that shows the original 13 states and how small the original USA was.

Extension Activities

- Have students create a logo for their team.
- Have students prepare a one- to two-minute oral report on the significance of their team name.

Day 2

Materials Needed

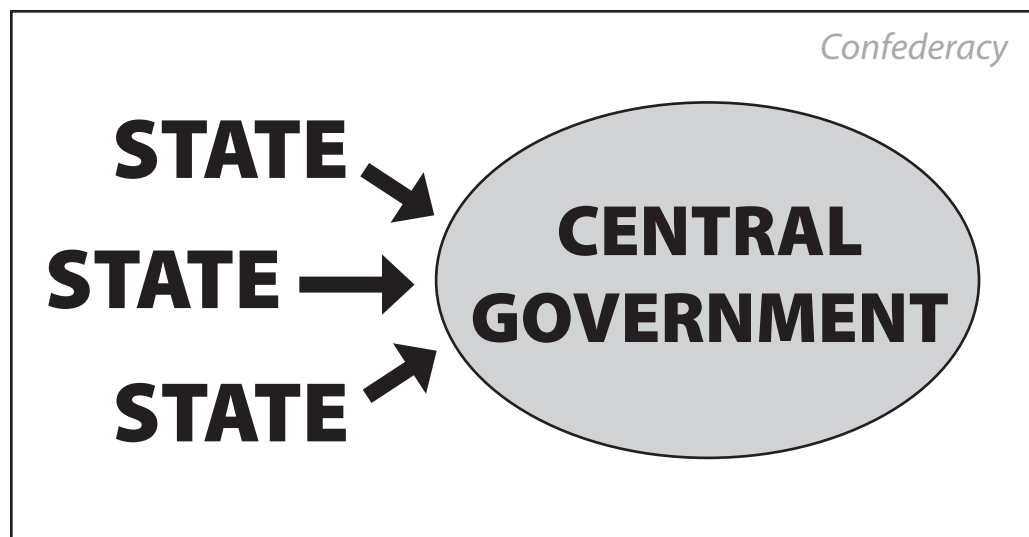
- **Introductory Essay**
- **Procedure for Graphic Organizers**
- **The Preamble**
- **Graphic Organizer Rubric**
- **Article VI**
- **Oaths of Office**

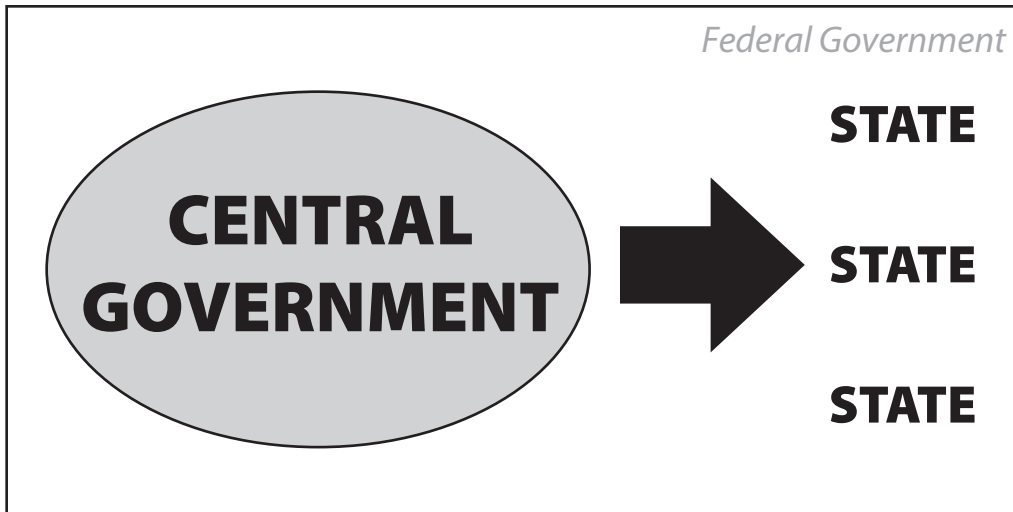
Directions

1. Have students sit in their jigsaw teams.
2. Hand out the **Introductory Essay**. Read the essay out loud as a whole class or allow students to read the essay within their teams. Ask students to write their answers to the focus questions on a separate piece of paper.
3. After 10–15 minutes, go over the answers as a whole class, and/or collect papers to correct later.
4. You will formally introduce the graphic organizers later in this lesson, but right now just model the skill of graphic organizing again by creating a graphic organizer on the chalkboard or chart paper showing the difference between a CONFEDERACY and a FEDERAL GOVERNMENT. Draw the examples below. If possible leave these graphic organizers visible throughout the unit for students to reference.

Teaching tip

Point out to your students that in 1861, at the beginning of the Civil War, some states voted to secede and re-establish a Confederacy. The South wanted to return to the old form of government set up after the Revolution and before the Constitution. They resented the federal government interfering with their state government business, especially over the issue of slaves.





5. Hand out **The Preamble**. Ask students to read the Preamble with you as a class, and announce that they will have to recite the Preamble from memory by the end of the unit.
6. Formally introduce graphic organizers. Just as you used a graphic organizer to introduce the difference between a confederacy and a federal government, explain that they will be using graphic organizers throughout this unit to help them understand the Constitution. Review and post the **Procedure for Graphic Organizers**.
7. Hand out the **Graphic Organizer Rubric** and have students staple it inside the cover of their student folders. If you made a display copy, display it. Review the information on the rubric and allow students to ask questions. Make sure students understand your expectations for creating graphic organizers.
8. Depending on how much experience your class has had with graphic organizers, work with them as a class, or allow teams to complete The Preamble graphic organizer on their own.
9. Once the graphic organizers are completed, reinforce these *summary statements*:
 - a. In the Preamble, the Founders clearly expressed the reasons why they were abandoning the old form of government (confederacy) and adopting the new Constitution.
 - b. The Constitution is a plan for a federal government where the central government is more powerful than the state government.
10. Direct students to keep all their graphic organizers in their individual folders. Students should use the graphic organizers to study. Announce that you will collect one or two samples of the graphic organizers to evaluate at the end of the unit.



Teaching tip

The Preamble to the Constitution is one of the most significant documents in U.S. history. Reciting it from memory increases students' shared historical literacy.



Teaching tip

If students are designing their own graphic organizers, have them write the wording first, and then draw the shape around it. Otherwise, their text may get squished and be unreadable.

Homework

Complete the **Article VI** and/or **Oaths of Office** graphic organizers.

Begin memorizing the Preamble.

Extension Activities

—● **Kinesthetic Preamble**

Have each team create a kinesthetic representation of the Preamble to help them learn the words. They should think about how to represent the WHO (We the People of the U.S.) the six WHYs (reasons), and the WHAT (Establish the Constitution) using their bodies. For example, one group of students in the piloting of this unit collectively pointed to themselves as they recited, "We the People," and then pointed to the classroom flag saying, "of the United States." When they said, "In order to form a more perfect union," they held hands in a circle. This kinesthetic activity will help your students better understand the vocabulary and help them with their memorization.

Day 3

Materials Needed

- **Expert/Jigsaw Rubric** + display copy
- **Legislative Dossier 1**
- **Executive Dossier 1**
- **Judicial Dossier 1**
- **Jigsaw Tasks 1**
- **Graphic Organizer Rubric**

Directions

1. Move students into their jigsaw teams, and discuss any homework assignments. To show the power of the graphic organizers, draw the shapes of the graphic organizer comparison between a confederacy and federal government on the chalkboard, but do not label it in any way. Ask students to close their eyes and visualize what they learned yesterday and studied last night—the basic difference between the two forms of government. Ask them to open their eyes and tell you what to write in the shapes and what it all means. They will be amazed at how much they remember.
2. As a progress check, ask each team to recite the Preamble as a group. Remind students that they all must be able to recite it (or write it) independently by the end of the unit.
3. Tell students that they are going to begin a jigsaw activity. Jigsaw teamwork requires members of a team to split up for a short time to join one of six expert groups. Each expert group is responsible for one set of information. (For example, today Legislative expert groups A and B will read and interpret information from **Legislative Dossier 1**, as shown on p. 14.)
4. Hand out the **Expert/Jigsaw Rubric** and have students staple it inside the cover of their student folders. Post your classroom copy. Review the information on the rubric and allow students to ask questions. Make sure students understand your expectations for the jigsaw activities.
5. Assign students to an expert group and send them to one of six different locations in your room. Give each team a moment to appoint one person in their group to be the expert group facilitator for the day. The facilitator will help the team work together—one focus question

at a time. Rotate this role daily. Students who experience both being a leader and being under the direction of another leader will better understand concepts regarding power.

6. Distribute the Dossiers, giving all copies for each expert group to the group's facilitator. Explain that the Dossiers describe one of the three branches of government. The facilitator should hand out a Dossier to each member of his or her group. (If an expert member is absent, the facilitator should write his or her name on the Dossier and give it to you.)
7. When they are ready to begin, tell students that the wording in the shaded boxes is taken directly from the Constitution. Remind them to look in the vocabulary boxes for underlined words. Caution students not to skip the footnote information, which contains answers, too. All teams should follow this procedure:
 - The facilitator reads the directions at the top of the first page.
 - The facilitator reads a question and asks the team to find the answer. The questions have been written in order matching the information in the Dossier.
 - After discussing possible answers, the group decides on the best answer to the question.
 - Team members write the answer on their focus question sheet.
8. Allow groups 15–20 minutes to complete the focus questions. Remind students that it is important to take their “expert” work seriously. Their answers must be accurate and spelled correctly. Walk around as students work and check the accuracy of their answers.
9. When groups have finished, send students back to their original jigsaw teams. Explain that they will be looking at how the three branches of government are organized. They will be completing five tasks requiring them to create graphic organizers in both a web format and a table format. Have teams appoint a new facilitator who will read the tasks one by one and ask team members to share what they know.
10. Hand out **Jigsaw Tasks 1**. You may decide to ask each team to create team (rather than individual) graphic organizers that you can post and grade. The advantage is that the students will be working on one product. The disadvantage is that students will not have a copy of the content to take home and study.
11. Walk around the classroom as teams work and provide help as needed. Help to correct answers when necessary. Remind students that when creating graphic organizers, it makes sense to write the words or phrases and then draw a shape around it. Stress writing legibly and

spelling correctly. Regularly announce how much time they have to finish their tasks. This will keep the teams better focused and on task.

12. Reconvene the whole class to review the completed tasks and graphic organizers. Consider choosing several student graphic organizers to critique with the whole class. Using the **Graphic Organizer Rubric**, show which samples “meet” the standard and which “exceed.” Show or describe work that “did not meet” the standard and explain why.

Remind students that the overall purpose of the day’s tasks was to create graphic organizers that show how our three branches of government are organized. Reinforce these *summary statements*:

- a. There are three branches of government: legislative, executive, and judicial.
- b. The Legislative Branch is the law-making branch.
- c. The Legislative Branch is Congress, which is divided into the House and Senate.
- d. Representatives are elected according to a state’s population and Senators are elected two per state.
- e. There are 435 Representatives and 100 Senators.
- f. The Executive branch is the President and Vice President plus a Cabinet of advisors.
- g. The President and Vice President must be natural-born citizens.
- h. The Executive branch puts laws into effect.
- i. The Supreme Court interprets the laws.
- j. There is one Chief Justice and eight Associate Justices on the Supreme Court for a total of nine.
- k. Supreme Court Justices are appointed for life.
- l. Representatives serve two-year terms.
- m. Senators serve six-year terms.
- n. The President serves a four-year term and may be elected only twice.



Teaching tip

You can use a graphic organizer to give a formative assessment (quiz) at the beginning of each class.

Which branch seems most powerful and why?



Reflection
Question

*Review graphic organizers.
Practice the Preamble.*



Homework

Day 4

Materials Needed

- **Expert/Jigsaw Rubric** + display copy
- **Legislative Dossier 2**
- **Executive Dossier 2**
- **Judicial Dossier 2**
- **Jigsaw Tasks 2**
- **Graphic Organizer Rubric**
- Plain white paper—five (5) per student
- Large chart paper and markers OPTIONAL

Directions

1. Move students into their expert groups and have each group choose a new facilitator. Explain that like yesterday, they will read and interpret information from the Constitution then return to their jigsaw teams to complete the graphic organizers. Review the **Expert/Jigsaw Rubric** if necessary.
2. Hand out Dossiers to the facilitators.
3. Today the expert groups will learn about the most important “jobs” of each branch of government. They will have about 15–20 minutes to complete the focus questions. Remind students that it is important that they take their “expert” work seriously. When they return to their original teams, they must share what they have learned and help their team complete four jigsaw tasks.
4. Walk around the room and check answers as the students work. It is essential that the students are sharing accurate information.
5. When the expert groups have finished answering the focus questions, send students back to their original jigsaw groups. Explain that they will be completing four tasks requiring them to create graphic organizers in both a web format and a table format. Have teams appoint a new facilitator who will read the tasks one by one and ask team members to share what they know.
6. Hand out **Jigsaw Tasks 2** to each team to complete.

7. Walk around the classroom as teams work and provide help as needed. Help to correct answers when necessary. Remind students that when creating graphic organizers, it makes sense to write the words or phrases and then draw a shape around it. Stress writing legibly and spelling correctly. Regularly announce how much time they have to finish their tasks. This will keep the teams better focused and on task.
8. Reconvene the whole class to go over the completed tasks. If you have time to reinforce the skill of graphic organizing, choose several student graphic organizers to critique. Using the **Graphic Organizer Rubric**, show which samples “meet” the standard and which “exceed.” Show or describe work that “did not meet” the standard and explain why.
9. Remind students that the overall purpose of the day’s tasks was to create graphic organizers that show the major “jobs” of the three branches of government. Reinforce these *summary statements*:
 - a. The three branches of government (legislative, executive, and judicial) all have different “jobs.”
 - b. The Legislative branch makes laws for the whole country.
 - c. The Legislative branch has the power of the purse—it’s the only one that can make laws to “get” money and “spend” money.
 - d. The Legislative branch must spend money to provide for the “general welfare” and the “common defense.”
 - e. The Legislative branch is the only branch with the power to declare war.
 - f. The President in the Executive Branch works as a CEO of the whole country. He puts the laws Congress passes into effect.
 - g. The President is the Commander-in-Chief of all the armed services and can command them to fight at home or around the world.
 - h. The President is the Chief Diplomat and represents the country.
 - i. Under appellate jurisdiction the Supreme Court decides if the decisions in the District and Circuit Courts were Constitutional and/or the accused had a fair trial.
 - j. The Supreme Court safeguards individual liberties even though citizens live under a very powerful central government.

Reflection

Question



Which branch affects your life most and why?

Homework



Write the names and contact information (accept e-mail or postal addresses, or phone numbers) of the President and Vice President of the United States, your state's Senators, and the Representative of your district. Tell students that by the end of the unit they must know these names and be able to explain how to find their contact information (e.g. phone book, Web site).

Review graphic organizers.

Practice the Preamble.

Teaching tip

You can use a graphic organizer to give a formative assessment (quiz) at the beginning of each class.



Day 5

Materials Needed

- **Expert/Jigsaw Rubric** + display copy
- **Sequential Graphic Organizers**
- **Legislative Dossier 3**
- **Executive Dossier 3**
- **Judicial Dossier 3**
- **Graphic Organizer Rubric**
- Plain white paper—five (5) per student
- Large chart paper and markers OPTIONAL

Directions

1. Ask for volunteers who are ready to recite the Preamble by themselves. Remind students that they all must be able to recite it (or write it) independently by the end of the unit.
2. Again to show the power of the graphic organizers, draw one of the graphic organizers from yesterday's work on the chalkboard, but leave the squares and circles empty. Ask students to close their eyes and visualize what they learned yesterday and studied last night—the big “jobs” of the three branches. Ask them to open their eyes and tell you what to write in the shapes. They will be amazed at how much they remember.
3. Move students into their expert groups and have them choose a new facilitator. Explain that like yesterday, they will read and interpret information from the Constitution. This time, however, they will create their graphic organizers in their expert groups and share what they learned when they return to their jigsaw teams. Review the **Expert/Jigsaw Rubric** if necessary.
4. Hand out **Sequential Graphic Organizers**. Demonstrate how this graphic organizer shows a sequence using arrows. Add important information in a webbing format, but do not obscure the arrows.
5. Hand out Dossiers. The Legislative group will study How to Amend the Constitution. The Executive Group will study the Electoral College, and the Judicial Group will study Impeachment.



Teaching tip

Spend as much time as your students need to understand sequential graphic organizers. They need this skill to complete today's expert work. If they are already familiar with this type of graphic organizer, then just review quickly with the display copy.

Teaching tip

You may want to make display copies of the incomplete graphic organizers or draw the shapes on chart paper so that you can point to the shapes as you review the three different processes of Impeachment, Amending the Constitution, and the Electoral College.



It is important to stress that Impeachment is really a power of the Legislative group and that the Judicial team has the responsibility only for this unit.

6. Walk around the classroom as teams work and provide help as needed. Help to correct graphic organizers when necessary. Regularly announce how much time they have to finish their tasks. This will keep the teams better focused and on task.
7. After 10–15 minutes, send students back to their jigsaw teams. Hand out the three graphic organizers so each student has a set. Have teams choose a new facilitator who will lead the experts to share what they have learned about How to Amend the Constitution, the Electoral College, and Impeachment. Jigsaw team members will listen to the team experts and add the arrows to their own graphic organizers.
8. Reconvene the whole class to review the completed tasks. You may want to use display copies of the incomplete graphic organizers or draw the shapes on chart paper so you can point to the shapes as you review.
9. Remind students that the overall purpose of the day's tasks was to create sequential graphic organizers that show How to Amend the Constitution, the process of Impeachment, and how the Electoral College works. Reinforce these *summary statements*:
 - a. The President and Vice President are elected indirectly through the Electoral College.
 - b. The process for the election starts in November when the voters vote for electors representing a candidate. The electors promise to vote for the winning candidate when the Electoral College meets in December. A candidate must earn 270 votes to win. If he or she doesn't earn enough votes, the election moves to the House of Representatives in January where each state gets one vote. The winner must earn 26 votes.
 - c. If a government official is suspected of crimes, he or she can be removed from office by the impeachment process.
 - d. The two-part impeachment process starts in the House of Representatives. It holds hearings and votes by a simple majority whether to impeach him or her. (Impeachment is just a formal charge, like an indictment.) Then the impeached official must be tried in the Senate. (The Chief Justice of the Supreme Court acts as the judge if it's the President who is impeached.) Two-thirds of the Senate must vote to convict. If an impeached official is convicted, he or she is thrown out of office and is disqualified for other offices. Later, he or she may face charges in the regular courts.

- e. The Constitution can only be amended by a careful process involving both Congress and States.
- f. The process begins when $\frac{2}{3}$ of Congress or $\frac{2}{3}$ of the State legislatures votes for an amendment. Then it must be sent to the states for ratification. Three-fourths of the State legislatures (or $\frac{3}{4}$ of state special conventions) must vote to ratify the amendment within a seven-year time limit. Then the amendment will be ratified.

In the past, voting took a long time and reporting the vote took even longer. Some people today want to change the system to vote directly for President through an online computer. What are the pros and cons of this idea?



Reflection Question

*Review new graphic organizers.
Practice the Preamble.*



Homework



Teaching tip

Consider giving students a quiz at the beginning of the period tomorrow, using blank templates on one or all of the three concepts studied today.

Day 6

Materials Needed

- **Pizza Bill Amendment**

Directions

1. Use a blank graphic organizer to give a review or a formative assessment (quiz) at the beginning of this class. Draw one of the graphic organizers from Day 4 or Day 5 on the chalkboard, but leave the squares and circles empty. Have your students close their eyes and visualize what they have learned. If you are giving a quiz, let them copy the shapes and fill them in. For a review, just ask them to open their eyes and tell you what to write in the shapes. If students have any difficulty completing a graphic organizer, they need to study the information more until they can readily retrieve it when given a blank graphic organizer.
2. Today your class will complete a pizza amendment activity to learn how a bill is amended as it finds its way through Congress. Divide your class into two groups. Each group represents one of two different House Committees.
3. Allow each committee time to appoint three positions: Chairman, Parliamentarian, and Recorder. The rest of the students are Committee Members. The Chairman runs the committee. He or she calls for motions, ends of discussions, and votes. The Parliamentarian writes the changes and keeps track of what the Committee is voting on. The Recorder records all the votes and announces the results.
4. Hand out the **Pizza Bill Amendment** to each group. Each group should distribute the Chairman Script and Voting Record Sheet to the special committee members. Read aloud the top part of the Activity Sheet, which explains that they are part of either the *House Committee on Sauces and Crusts* or the *House Committee on Toppings*. Assign one title to each committee.
5. Explain the following rules:
 - a. Each committee must **ONLY** look at the section that affects their committee.
 - b. To amend the pizza bill, they must make a motion and then have the committee vote on the amendment. (They should use the words "I move that ..." or "I make a motion that we ...")

- c. They can only amend one thing at a time. They must use the words "add," "remove," or "substitute" in the language of their amendment. (e.g., "I move that we remove pepperoni from the topping list" or "I make a motion that we substitute garlic sauce for tomato sauce")
 - d. Members may vote YES, NO, or ABSTAIN on an amendment. An amendment is only accepted if the bill passes by a simple majority of members present and voting. (A tie means the amendment failed "for lack of a majority.")
 - e. When all amendments have been made, then the Committee must vote to send the bill "out of Committee."
6. Make sure that the Committee Chairmen understand their scripts and the Recorder and Parliamentarian know what to do.
 7. Walk around the room as the teams complete their votes. If one committee finishes ahead of the other, tell them to "recess" and study the Preamble or look over their graphic organizers quietly.
 8. When both committees have voted their bill out of committee, reread the newly amended pizza order including crust, sauce, and topping. Call for a vote from the whole house.
 9. Use the outcome of the vote as an opportunity to debrief the class on the following:
 - The process of using amendments to reach consensus
 - Whether they were satisfied with the outcome
 - Whether the outcome was fair
 - Whether the needs and wants of minority points of view were respected and/or protected
 10. Reinforce these *summary statements*:
 - a. As they pass through Congress, bills are amended.
 - b. Bills are amended to gather the greatest number of votes.

Sometimes people say that bills get "watered down" as they pass through Congress. Why is it that very strong bills sometimes never get out of committee?



Reflection Question

Day 7

Materials Needed

- index cards
- How a Bill Becomes a Law poster
- **Article I Section 7**

Prepare in Advance

- Create a set of Vote cards using a set of 10 identical index cards. Write YES on five cards and write NO on five cards.
- Create a set of Decision cards using three identical index cards. Write VETO on one card, SIGN on another, and POCKET VETO on the third card.

Directions

1. Move students into their teams. Have each team come up with a proposed bill. You might require them to choose something that is currently affecting their school, their state, or the country. Or, you might allow them to create a fictional scenario. Once teams have proposed their bills, assign numbers to the bills. (House bills have an HR prefix; Senate bills have an S prefix.) If you do not have time for teams to create their own bills, simply assign numbers to the bills. Write the names of the teams and their corresponding bill names and numbers on the chalkboard for reference.
2. Give each team an index card and have them write the name and/or number of their bill on the card. Place the cards on the poster near the House Committee box. Use removable tape to affix cards, in order to preserve your poster.
3. Display the How a Bill Becomes a Law poster at the front of the class. Point out that the poster is a sequential graphic organizer. Use the poster to briefly explain the steps to a bill becoming a law. As students follow along, trace the steps, relating them back to the experience students had with the Pizza Bill Amendment.
4. Explain that while the poster only shows what happens to a bill that starts in the House, the process is similar for bills that start in the Senate. Note that most bills, including all bills that concern money, start in the House.

Teaching tip

Having an actual bill idea makes this activity more engaging.



5. Introduce the exercise.

Today you will learn how a bill becomes a law by taking your own bill through the process. At each point along the path, the House or Senate seriously debates a bill, amends it, and thoughtfully votes. However, today we are just going to have fun learning the process. Instead of taking a vote, a member of your team will choose a card that says YES or NO. Yes means the vote passed and you can move on to the next step. No means it failed and your bill must stay at that place until the next round. It is possible that you might stay at one place for several rounds while other teams move on. When your team's bill gets to the President, you will choose cards that determine whether or not your bill becomes a law. Every team will have one (and only one) chance to move per round. Let's see which bills will become laws!



Read or say



Teaching tip

If students proposed their own bills, allow them to present the good points of the bill when it arrives at the Committee level at either house. It is at the committee hearings that much of an actual bill is examined and discussed.

6. Randomly choose a bill to begin the exercise. Each team gets a turn at each step. When a team draws a card, be sure to return the card to the deck and reshuffle. Physically move the bills along the poster as you proceed. Get the kids excited about what card is drawn and whether they are moving ahead. If a team is behind, point out that later down the road a team that is ahead may choose a veto card and be sent back. Remember that a bill gets a vote only once per round.

Use the following steps to guide each bill through the process:

- a. The bill is introduced in the House.
- b. The bill is sent to the House Committee in charge of that topic.

★ **CARD VOTE**

Does it come out of the House Committee? YES or NO

- c. The bill is sent to the floor of the House for further debate and a vote.

★ **CARD VOTE**

Does it pass the House? YES or NO

Teaching tip

Explain what two-thirds means.

Have students compute $\frac{2}{3}$ of their class numbers, $\frac{2}{3}$ of the Senate, and $\frac{2}{3}$ of the House.



Teaching tip

Tell students that the origin of a "Pocket" veto came from the expression that the President put the bill in his "pocket" and did not act on it. It either died there or was passed without his signature.



d. The bill is sent to the Senate committee in charge of the topic.

★ CARD VOTE

Does it come out of the Senate Committee? YES or NO

e. The bill is sent to the floor of the Senate.

★ CARD VOTE

Does it pass the Senate? YES or NO

f. The bill is then sent to a Conference Committee made up of Senators and Representatives who discuss the bill and decide on the final wording. With all its amended changes, the final bill is sent back to the floor of the House for another vote.

★ CARD VOTE

Does the bill that came out of conference pass the House?
YES or NO

g. After passing the House, the final wording is sent to the Senate.

★ CARD VOTE

Does the bill that came out of conference pass the Senate?
YES or NO

h. If it passes the Senate, the bill is sent on to the President. He can do one of three things.

★ CARD DECISION

What will the President do? VETO, POCKET VETO, or SIGN

i. If they choose SIGN, then the bill becomes a law!

j. If they choose VETO, then the bill is sent back to the House.

★ CARD VOTE

Does the House get a $\frac{2}{3}$ override vote?
YES or NO. If no, the bill dies.

k. If they get the override in the House, it goes to the Senate for an override vote.

★ CARD VOTE

Does the Senate get a $\frac{2}{3}$ override vote? YES or NO. If no, then the bill dies. If both House and Senate vote to override, the bill becomes a law without the President's signature!

- I. If they choose POCKET VETO, two things may happen, depending on whether Congress adjourns or stays in session.

★ **CARD VOTE**

Does Congress stay in session? YES or NO

(Put four cards label-side down on the table, three YES and one NO. This ratio increases the odds that the answer will be YES.)

7. Continue the rounds as long as time allows and have teams continue even after the first team has finished. If a bill dies and time allows, let that team start a new bill and see how far they get. If no team looks like it will finish within the period, increase ratio of YES to NO cards to make the game move more quickly.
8. Ten minutes before the end of the period, stop the exercise and ask students to look at where the different bills are within the law-making system.

Some bills are in Committees, some on the President's desk, and some have become law. This is the way it is on any given day on Capitol Hill where Congress meets. Passing a bill, however, is not just a game of chance. Bills must be analyzed and debated. What might be a good bill for one state may cause a hardship for another. Many "deals" are made, such as, "I'll vote for your bill, if you vote for mine." There are also outside people called lobbyists who try to pressure Congressmen and women to vote a certain way. Although there are flaws in the system, our laws are not the whim of a king. Ours is a system where many people representing many more people in their home states work to create a good law. And, this process has a fail-safe provision. If Congress passes and the President signs a law that violates our Constitution, we can appeal to the Supreme Court asking them to step in. If they declare the law is unconstitutional, then it is thrown out.



Read or say

Reflection

Question



Congressmen or women must make compromises with other lawmakers or they will never get any of their own legislation through Congress. Would you make a rule about these compromises? What rule and why?

Homework



Read the original language of the Constitution in Article I Section 7 and write what each paragraph means in the space under the paragraph. Pay attention to the letters that appear at the left of the explanations. Put those letters in the correct spot on the How a Bill Becomes a Law graphic organizer, showing the point of the process being described.

Day 8

Materials Needed

- **Balance of Power**
- notebook paper—one (1) per student
- scissors—one (1) per team

Directions

1. Give students an opportunity to demonstrate what they learned about how a bill becomes a law. Ask them to number a piece of notebook paper 1–11. For numbers 1–7, have them make an ordered list of the steps a bill takes from the House Committee to the President’s desk. For numbers 8–10, have them describe the three possible outcomes from the President’s desk. For number 11, have them write the fraction that describes the majority of Congress needed to override a veto.

Have students correct their own papers. This is an informal formative assessment that will let you and the students know how much they have learned, studied, and retained. They need to know how a bill becomes a law for the End-of-Unit Assessment.

2. Move students into their teams. Hand out **Balance of Power**. Read the introduction as a class. Reinforce the vocabulary word “check” and remind students that it means to “limit” or “stop.”

Have students follow directions 1 and 2 on the activity sheet. Remind students they may refer to the graphic organizers they have made over the last few days if they are not sure which branch has the power. Walk around the room as teams work to check that they have identified the correct branch.

3. When teams have sorted all the powers, have them follow directions 3 and 4 to create a table (a form of graphic organizer) using their sorted cards.

Note that the first row is done for them. You can see again that the Founders were really worried about abuse of power. Congress can use impeachment to protect the country from a too powerful President or laws that infringe on individual rights.

4. When teams have finished, reconvene the class to discuss the various combinations that the students have made. The answer key provides one set of combinations. Give credit to students who come up with

another combination and can support their thinking. Reinforce these *summary statements*:

- a. The Constitution established a government that shares power and duties among three branches.
 - b. The powers of one branch can limit the power of another branch to prevent it from abusing its power. This is called a system of checks and balances.
5. Tell students that you will play a game of Jeopardy tomorrow that will allow them to show all that they've learned in this unit. If they want their team to win, they may want to study! Give students a date for the End-of-Unit Assessment, when they will also have to recite the Preamble. To provide a quick review, read and discuss the summary statements that are listed at the end of the previous lessons.

Reflection

Question



Do you think that there is a real balance of power or does one branch seem to dominate the others? Explain your opinion.

Day 9

Materials Needed

- **Jeopardy Board** display copy or chart
- chart paper or chalkboard
- Jeopardy answer key (contains game “questions”)

Prepare in Advance

- Create a scoreboard on the chalkboard or chart paper. Set up the room with a specific place for the contestants and a specific place for the audience.
- Ask a teacher aide or parent to be your scorekeeper. It can be difficult keeping track when teams are both earning points and losing points. Your scorekeeper can be the judge of which hands were raised first or second when contestants try to answer questions.
- Choose a Jeopardy host. This might be you, another teacher, or an especially personable student.
- Choose a format for the game:

Individual Contestants Have teams choose one or two contestants to represent their team for the whole game. These contestants sit on chairs at the front of the room. The rest of their team will be part of the audience.

Rotating Team Contestant There are 42 questions. Rotate team members through the roles of contestants every 6–7 questions. New contestants replace the sitting contestants who then rejoin the audience. This does not mean that every student will answer a question, just that every student has the opportunity to answer a question.

“Spelling Bee” Have the whole class line up against the wall. Follow the Jeopardy format. If a student answers correctly in question form he or she gives the points to his or her team total. Optional: You may ask a person who misses a question to step back into the audience.

Directions

1. Today the class will play a game of Jeopardy to show all that they've learned in this unit. This will serve as a review for the End-of-Unit Assessment. Explain the chosen format for this game and the rules of play, which are much like the television game show.

Rules

The Jeopardy host will call on a contestant (choose randomly) to pick a category and point amount from the board. For example, the contestant would say, "SAY what you MEAN' for 10 points."

The host reads the statement and the contestant must answer in question form. (You decide whether or not you will disqualify a response that is not in question form.)

The first contestant who thinks he or she knows the answer should raise his or her hand. (Alternatively you can use a bell or buzzer system if you have one.) If hands go up simultaneously, repeat the question, count to three, and have both contestants give their answers at the same time. You might also have students write down their answers. If both have the correct answer, split the points. If one is correct and one incorrect, give the points to the correct contestant's team and subtract the points from the other.

When a contestant gives a correct answer, he or she earns points for his or her team and can choose the next category and point amount. (They do not have to start at the top of the category, although the questions become more difficult as the points increase.)

When a contestant gives an incorrect answer, he or she loses points for his or her team and another contestant from another team (choose the person whose hand went up second) gets a chance to answer.

Audience members should think about the answers to the questions, but remain silent during the game. If someone speaks out of turn, deduct the value of the question if the rule infraction is blatant. Deduct some other amount (10 to 20 points) if it is minor. Penalize contestants and/or teams for poor sportsmanship. Don't allow team members to give each other a hard time.

Each time the host reads a question, the scorekeeper crosses out its point value in the category column so students know which questions are still available.

2. If time allows, play Jeopardy more than once. The content of the game is significant. Poll students to see if they felt they knew the answers. If not, then they should review their graphic organizers and study more before the End-of-Unit Assessment.

*Study for the End-of-Unit Assessment.
Practice reciting the Preamble.*



Homework

Day 10

Materials Needed

- **End-of-Unit Assessment**
- lined paper

Directions

1. Separate the desks so that students can take this assessment individually. Before beginning, remind students that they have worked with all the material on this test. They have created graphic organizers and have taught their fellow classmates. If they get stuck, suggest they close their eyes and try to visualize their graphic organizers.
2. Hand out the **End-of-Unit Assessment**. Read the directions for each part of the test. Point out that on the matching section they may use a letter more than once, or not at all. Point out that they should write neatly and spell correctly on the graphic organizer questions.
3. Allow students to write the Preamble from memory underneath their answer to the essay question. Those students who would rather recite the Preamble should come up to your desk during the test and softly recite it to you.
4. Collect the tests to correct later.
5. If time allows, go over the short answer parts of the tests. You can discover if one person or the whole class is confused about a point. Clarify that point. If a student fails the test, allow him/her to retake it after meeting with you to review. Set a standard of what all kids must know and understand and do not let a student move on without meeting the standard you set.



Introductory Essay



1) When did we fight our War of Independence from Great Britain?

2) What were the three reasons listed for fighting that war?

3) What kind of central government does a confederacy have?

4) What were four weaknesses of a confederacy?

5) Why do we know so much about the Constitutional Convention, even though its meetings were secret?

6) How is a federal government different from a confederacy form of government?

You probably have heard much in the news lately about how our country is fighting terrorism. We want to keep America safe and to maintain our American liberties. This has always been the goal of people who love this country.

From 1776 to 1781, Americans fought a war to win our independence from Great Britain. The men who fought in that war wanted to establish a country based on individual freedoms. They wanted to be free from the rule of kings, and they wanted to have the right to determine their own futures. With that in mind, they set up a confederacy of states. A confederacy is a form of government that has a very weak central government.

However, soon the people realized they were at risk of losing their new country. Individual states were fighting among themselves. They could not raise money, they could not maintain an army, they could not settle disputes, and they could not make universal laws. Foreign countries were even thinking about invading the new United States. They needed a more powerful central government.

In 1787, some of the great minds of the time including Jefferson, Washington, Hamilton, Madison, and Franklin met in Philadelphia. Their purpose was to hammer out a new form of government that would save the country, but also maintain individual freedoms. They held their meetings in secret, but we know a lot about the debates and heated arguments that took place. James Madison kept careful records of what was said and decided.

When this Convention was finished, the Founders had written a plan for a federal government. Under a federal government, states gave up much of their states' rights to a strong central government. We call the plan of government they wrote our Constitution. It is a simple, readable document. It describes the

7) What do we now call the “Plan” that describes our federal government?

8) Why were some Americans unhappy with the new Constitution?

9) In what two ways did the Constitution make our freedoms MORE secure?

10) Knowing that over time, the country would change, how did the Founding Fathers insure that the Constitution would always be up-to-date?

11) You can vote when you turn 18. In what year will you be eligible to vote?

organization of a new central government, which has authority (power) over all the states.

A minimum of nine of the original 13 states had to vote to ratify (accept) the new federal Constitution before it was adopted. When the ninth state (New Hampshire) voted “yes” in July 1788, the new government was established. Not everyone was happy about this vote. Many were afraid they were signing away their freedoms.

But, in fact, their freedoms were more secure because of the Constitution. First this document created three branches of government. These branches were separate and provided a system of checks and balances. No one branch could become too powerful and abuse its power like a king. The Constitution also created a very strong central government. The Federal government of the United States was capable of protecting all the states and their citizens.

Don’t make the mistake of thinking that the Constitution is carved in stone and unchangeable! It’s been called a “living document.” The Founding Fathers knew that as the country grew, future statesmen would need to change the Constitution. They set up a system within the document to amend it and always keep it up-to-date.

You are a few years from casting your first vote, but it’s not too soon to become familiar with the U.S. Constitution. It’s really, really important! How else will you recognize threats to your freedoms? How else will you know which politicians are upholding their oath “to preserve and protect” the Constitution? And how else will you be able to keep American liberties truly safe?

Your textbook for this unit will be the Constitution itself. We are going to start today. Let’s look at what we have already learned in this opening essay.

Legislative Dossier 1

Read from the Words of the Constitution to discover:

- what makes up this branch
- the qualifications of the members, the number of members
- how the members are chosen
- their terms of office
- and the titles given to their leaders

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

Vocabulary

legislative powers: powers to make laws.

vested in: officially given to

apportioned: assigned fairly

respective numbers: population

pro tempore: "for the time being"

census: a periodic counting of population

• Words of the Constitution •

Article I Section 1. All legislative powers shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Article I Section 2. The House of Representatives shall be composed of members chosen every second year by the people.

... a Representative shall have attained to the age of twenty five years, and been seven years a citizen of the United States, and who shall be an inhabitant of that state in which he shall be chosen.

• Words of the Constitution •

Article I Section 2 continued. Representatives shall be apportioned among the states according to their respective numbers.¹ ... Each state shall have at least one Representative;

The House of Representatives shall choose their speaker and other officers.²

Article I Section 3. The Senate of the United States shall be composed of two Senators from each state, chosen for six years³

... a Senator shall have attained to the age of thirty years, and been nine years a citizen of the United States and who shall be an inhabitant of that state for which he shall be chosen.

The Vice President of the United States shall be President of the Senate⁴...

The Senate shall choose their other officers, and also a President pro tempore⁵...

¹ Over time, much of Section 1 has been replaced by Amendments. In the past, women and American Indians were not counted and male slaves were counted as three-fifths persons. Now the population includes all persons. To determine the number, there is a federal census every 10 years. As the country grew, the number of representatives in Congress grew. However, in 1910, Congress voted to limit the size of the House of Representatives to 435 members.

² The House leader is called the Speaker of the House.

³ Individual Senators serve six-year terms, but their terms are staggered so that only about one-third of the Senators are up for re-election every two years. The original language of the Constitution said that state legislatures would elect the Senators. However, in 1913, the 17th Amendment allowed the people to elect their own senators directly.

⁴ The Vice President is the leader of the Senate, but can vote in the Senate only when there is a tie.

⁵ If the Vice President is unavailable, the Senate chooses a President Pro Tempore to lead the Senate.

• FOCUS QUESTIONS •

Read the following questions, discuss possible answers, and when you all agree, write brief answers on your own answer sheet. Be certain to write clearly and neatly because you will have to share your answers with your jigsaw team.

1. What is legislative power? _____

2. Where is this legislative power vested? _____
3. What two groups make up Congress?

4. The term of office for a Representative is _____ years.
5. What are the three requirements a candidate must meet to run for Representative of a state?

6. What is a census? _____
7. How often do we have a federal census? _____
8. What determines how many Representatives your state will have? _____

9. What is the total number of Representatives who can serve in the House ? _____
10. What is the title of the leader of the House of Representatives? _____
11. How many Senators are chosen in each state? _____
12. The term of office for a Senator is _____ years.

13. What are the three requirements for a person to run for the Senate?

14. Who serves as the President of the Senate? _____

15. If the President of the Senate is not available, who leads the Senate? _____

16. When can the President of the Senate vote? _____

Executive Dossier 1

Read from the Words of the Constitution to discover:

- what makes up this branch
- the qualifications of the members
- the number of members and their terms of office
- the titles given to the leaders
- who will take over if the leader of the Executive Branch can no longer serve

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

Vocabulary

executive power: power to put a country's laws into effect

vested in: officially given to

devolve: pass on, transfer to

Cabinet: a group of advisors to the President made up of the principal officers of various executive departments

principal officer: chief administrator or boss

• Words of the Constitution •

Article II Section 1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, ... together with the Vice President, chosen for the same term,¹

No person except a natural born citizen ... shall be eligible to the office of President;

neither shall any person be eligible to that office who shall not have attained to the age of thirty five years, and been fourteen years a resident within the United States.

¹ The 22nd Amendment adopted in 1951 says, "No person shall be elected to the office of President more than twice." Only one President, Franklin D. Roosevelt, was elected to three terms.

• Words of the Constitution •

Article II Section 1 continued. In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice President.²

Article II Section 2. The President may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices.³

² The Presidential Succession Act of 1947 set up an ordered list of people who would become President, if the office became vacant. The first seven in order are: the Vice President, Speaker of the House, President Pro Tempore of the Senate, Secretary of State, Secretary of the Treasury, Secretary of Defense, and the Attorney General.

³ Under this power, the President can set up a group of advisors from each executive department. In the Executive Branch, these advisors are called the Cabinet. The word cabinet comes from an Italian word meaning “a small meeting room.” George Washington met his first advisors in such a room in 1791.

Since then Presidents have met with their Cabinets regularly to hear their reports and advice. The Cabinet generally includes the Vice President and the principal officers of 15 executive departments: the Secretaries of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Homeland Security, Housing & Urban Development, Interior, Labor, State, Transportation, the Treasury, and Veterans Affairs; and the Attorney General at the Justice Dept.

Other Cabinet-level officers include the White House Chief of Staff, the heads of the Office of Management and Budget, the Office of National Drug Control Policy, the Environmental Protection Agency, and U.S. Trade Representative.

• FOCUS QUESTIONS •

Read the following questions, discuss possible answers, and when you all agree, write brief answers on your own answer sheet. Be certain to write clearly and neatly because you will have to share your answers with your jigsaw team.

1. What is executive power? _____

2. To whom did the Constitution give all executive power? _____

3. Who is the head of the Executive Branch? _____

4. The term of office for a President or Vice President is _____ years.

5. How many times may a President be elected? _____

6. What are the three requirements a candidate must meet to run for President or Vice President?

7. If the President cannot complete his responsibilities, list *in order* the next seven officers who will take over:

_____ 1) _____	5) _____
_____ 2) _____	6) _____
_____ 3) _____	7) _____
_____ 4) _____	

8. Who set up the first Cabinet and when did he do it? _____

9. What does the Cabinet do? _____

10. If you want to run for President, what is the first year that you will be eligible?

Judicial Dossier 1

Read from the Words of the Constitution to discover:

- what makes up this branch
- how members are selected
- the qualifications of the members
- the number of members and their terms of office
- the names of federal courts below the Supreme Court.

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

Vocabulary

judicial power: the power to interpret the law

vested in: officially given to

inferior courts: federal courts below the Supreme Court

constitute tribunals: to set up courts of justice

appoint: select to fill an office or position

• Words of the Constitution •

Article III Section 1. The judicial power of the United States, shall be vested in one Supreme Court,¹ and in such inferior courts as the Congress may establish.²

¹ *The Constitution does not say how many people should sit as judges on the Supreme Court, but Congress passed a law that said the Supreme Court would have nine members— one Chief Justice and eight Associate Justices.*

² *Inferior courts are all those Federal courts below the Supreme Court. At the first level are 94 District Courts. They are found throughout the fifty states, District of Columbia, and U.S. territories. After cases are tried at the district level, they can be appealed to one of 12 Regional or “Circuit” Courts of Appeal. The final appeal is made to the Supreme Court.*

Other inferior courts include the Court of Claims, the U.S. Tax Court, and the Court of Customs and Patent Appeals.

• Words of the Constitution •

Article I Section 8. The Congress shall have the power to constitute tribunals inferior to the Supreme Court.³

Article II Section 2. The President shall nominate and with advice and consent of the Senate shall appoint... judges of the Supreme Court.⁴

Article III Section 1. The judges, both of the supreme and inferior courts, shall hold their offices during good behaviour,⁵

³ Congress decides where and how many courts and judges there will be.

⁴ The President appoints all federal judges, but needs the approval by the Senate.
Note there are no specific qualifications spelled out in the Constitution to be a federal judge.

⁵ Supreme Court judges may hold their office "during good behavior." This means they are appointed to serve "for life," unless they are impeached for "bad" behavior.

• FOCUS QUESTIONS •

Read the following questions, discuss possible answers, and when you all agree, write brief answers on your own answer sheet. Be certain to write clearly and neatly because you will have to share your answers with your jigsaw team.

1. What is judicial power? _____
2. To whom did the Constitution give judicial power? _____
and _____
3. What court is at the head of the Judicial Branch? _____
4. What are the requirements listed in the Constitution that a person must meet to serve on the Supreme Court? _____

5. How many people serve on the Supreme Court at one time? _____
6. What title does the “head” judge on the Supreme Court have? _____

7. What is the title of the remaining eight judges on the Supreme Court? _____

8. How many District courts are there? _____
9. How many Circuit courts are there? _____
10. What are the names of three other inferior courts?

11. Who decides where and how many federal courts there will be? _____
12. Who appoints all federal judges? _____
13. Who must approve all federal judge appointments before they can take place?

14. What is the length of the term of office for a member of the Supreme Court?

Legislative Dossier 2

Read from the Words of the Constitution to discover:

- The major job of Congress
- The three major reasons why Congress makes laws
- The meaning of “power of the purse”

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

Vocabulary

power of the purse: the power over how money is collected and spent

appropriations: a specific amount of money for a specific reason

militia: National Guard

insurrections: revolts inside the country

District: District of Columbia, the nation’s capital

• Words of the Constitution •

Article I Section 8.¹ The Congress shall have power
To lay and collect taxes,
To borrow money on the credit of the United States;
To coin money, regulate the value thereof, and ... to provide for
the punishment of counterfeiting

To regulate commerce with foreign nations, and among the several
states, and with the Indian tribes.²

To pay the debts and provide for the general welfare of the United
States;³

¹ Congress makes laws to say how money is collected and spent. (This is called the “power of the purse.”)

² Congress has interpreted this commerce clause to mean it has the power to establish minimum wages, outlaw segregation in public places, require safety in the workplace, and regulate transportation and communication.

³ When the government “provides for the general welfare,” this does not necessarily mean giving money to families. What it means is that the government creates a safe and healthy environment for people to pursue their life and liberty.

• Words of the Constitution •

Article I Section 9.⁴ No money shall be drawn from the treasury, but in consequence of appropriations made by law;⁵

and a regular statement and account of receipts and expenditures of all public money shall be published from time to time.

Article I Section 8 continued.⁶ The Congress shall have power ...

To provide for the common defense

To declare war

To raise and support armies,

To provide and maintain a navy;

To provide for calling forth the militia to execute the laws of the union, suppress insurrections and repel invasions;

Article I Section 8 concluded. Congress shall have the power

To exercise exclusive legislation in all cases whatsoever, over such District as may become the seat of the government of the United States,⁷

To make all laws which shall be necessary and proper for carrying into execution the foregoing powers.⁸

⁴ The Founders also established safeguards because they wanted to be certain that when Congress spent money, it would be accountable to the people.

⁵ Congress can't just spend money. It must pass an appropriations law that says how much it is spending and why.

⁶ The President is the Commander in Chief, but Congress passes laws giving it separate military powers.

⁷ The Founding Fathers decided that the capital of the United States should not be located in one state. Instead, several states gave up land to create a "district." The capital of the United States, therefore,

became the city of Washington in the District of Columbia—Washington, D.C. Instead of being governed by a state government, Congress governs this district “in all cases whatsoever.” Not being a citizen of a state meant that residents of Washington, D.C., did not have the same powers or rights as residents of other states. In fact, the Twenty-third Amendment (ratified in 1961) finally allowed citizens living in Washington, D.C., to choose electors to vote for President and Vice President in the Electoral College.

⁸“Carrying into execution the foregoing powers” is a catch-all phrase that gives Congress the right to make any and all laws necessary for the government of the country to run smoothly. The Founding Fathers never imagined jet planes and the Internet. But with this phrase, the Constitution allows Congress to make modern laws for modern times.

• FOCUS QUESTIONS •

Read the following questions, discuss possible answers, and when you all agree, write brief answers on your own answer sheet. Be certain to write clearly and neatly because you will have to share your answers with your jigsaw team.

1. What does “power of the purse” mean? _____

2. What are the three ways that Congress can “get” money?

3. Under what clause can Congress insist on a minimum wage and outlaw segregation in public places? _____
4. What does it mean “to provide for the general welfare”? _____

5. Congress cannot just spend money. What must it do to spend money from the treasury?

6. How will the people know what Congress has done with the money in the treasury?

7. Congress has the power to protect the United States. What four military powers does it have that "provide for the common defense"?

8. What is the capital of the United States? _____

9. Who controls the government of Washington, D.C.? _____

10. The Founders could not think of everything. Explain how the catch-all phrase helps Congress today. _____

Executive Dossier 2

Read from the Words of the Constitution to discover:

- The major jobs of the President

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

Vocabulary

executive power: the power to put a country's laws into effect and to administer its government

vested in: officially give to

militia: National Guard

reprieves and pardons: setting convicted people free or excusing their punishment

advice and consent: The Senate holds hearings to "advise" and approves when a $\frac{2}{3}$ majority vote to "consent."

information of the state of the union: a speech given by the President to Congress in January

• Words of the Constitution •

Article II Section 1. The executive power shall be vested in a President of the United States of America.¹

Article II Section 2. The President shall be commander in chief of the Army and Navy of the United States, and of the militia of the several states, when called into the actual service of the United States;²

have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

¹ The Constitution gives the President "executive power." This makes him the CEO (Chief Executive Officer) of the country—similar to the boss who runs a company.

² The President is the Commander in Chief and presides over the National Security Council (NSC). This special group advises the President in issues of national security and when and where to send the armed forces. It is generally made up of the Vice President, selected Cabinet members, the Chairman of the Joint Chiefs of Staff for the military, and the Director of National Intelligence.

• Words of the Constitution •

He shall have power, by and with the advice and consent of the Senate, to make treaties, and shall appoint ambassadors, judges of the Supreme Court, and all other officers of the United States,³

Article II Section 3. He shall from time to time give to the Congress information of the state of the union, and recommend to their consideration such measures as he shall judge necessary and expedient;⁴

he shall receive ambassadors and other public ministers⁵

³ The President can make treaties on behalf of the United States and appoint people to offices in the U.S. government. However, he must get $\frac{2}{3}$ of the Senate to agree with his actions and appointments. That means 67 Senators must agree with him.

⁴ The President generally gives his State of the Union address in January of each year. In it he or she outlines how the government is doing and proposes new ideas he/she would like Congress to enact. Today television gives the President many opportunities to promote his ideas directly to the people. Pres. Theodore Roosevelt referred to speaking to the public from the office of the President as "exercising his bully pulpit."

⁵ The President is the Chief Diplomat for the country and represents the United States. Therefore he or she must greet, meet, and make treaties with representatives from other countries. He must get $\frac{2}{3}$ of the Senate to approve of the treaties he makes.

• FOCUS QUESTIONS •

Read the following questions, discuss possible answers, and when you all agree, write brief answers on your own answer sheet. Be certain to write clearly and neatly because you will have to share your answers with your jigsaw team.

1. What does executive power mean? _____
and _____
2. What officer of our government is like the CEO of a company? _____

3. Who holds the title of "Commander in Chief"? _____

4. What are the three groups that are under the command of the Commander in Chief?

5. What does the NSC do for the President? _____

6. What happens when the President pardons someone? _____

7. What does "advice and consent" mean? _____

8. How many Senators must vote to approve a Presidential appointment? _____

9. Who can the President appoint?

10. What does the President tell Congress in his yearly speech? _____

11. When does he give his yearly speech? _____

12. What two things might the President talk about in his State of the Union address? _____

13. What is the expression that means the President speaks directly to the public to promote his ideas? _____

14. Why is the President considered the "Chief Diplomat" of the country? _____

Judicial Dossier 2

Read from the Words of the Constitution to discover:

- The major job of the Judicial Branch
- The jurisdictions of the Judicial Branch
- The four safeguards that protect the individual

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

Vocabulary

original jurisdiction: Supreme Court decides guilt or innocence

appellate jurisdiction: Supreme Court decides if the decision of a lower court was Constitutional

writ: an order written by a court

habeas corpus: a Latin legal phrase meaning, "You have the body."

bill of attainder: punishing a person without a trial

ex post facto: Latin legal phrase meaning "after the fact"

• Words of the Constitution •

Article III Section 2. The Supreme Court shall have original jurisdiction.¹

... in all cases affecting ambassadors, other public ministers and consuls ... in all cases of admiralty and maritime jurisdiction;

In all the OTHER cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact,²

¹ The Supreme Court interprets the law under two different jurisdictions.

² Most often you hear that someone has "appealed" to the Supreme Court. That kind of case has been tried in another court, and the Supreme Court has appellate jurisdiction. The Supreme Court only rules on whether the lower court's judgment was correct and if the defendant had a fair trial. These appeals come up from the 94 District Courts and the 12 Circuit Courts.

• Words of the Constitution •

Article I Section 9.³ The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.⁴

No bill of attainder.⁵

No ex post facto Law shall be passed.⁶

No title of nobility shall be granted by the United States.⁷

³ The Founders were always worried about abuses of power. Article I Section 9 lays out what the new government could NOT do. The Judicial Branch uses this section of the Constitution to protect individual rights.

⁴ The writ of habeas corpus harks back to Common Law in Great Britain when Kings and Sheriffs might imprison someone without any reason. This Latin phrase literally meant, "You have the body." When the Court issues a writ of habeas corpus, it requires an arresting officer to bring his prisoner before the court and explain why the prisoner is being held. If there is no good reason, then the prisoner must be set free.

⁵ Under a bill of attainder, a person could be punished without ever being tried.

⁶ Ex post facto means "after the fact." In the past, kings could declare someone guilty of breaking a law even before the law had been passed.

⁷ At one point, Congress debated how it should address George Washington, the first President. Some suggested, "Your Highness," but Washington insisted that his title be "Mr. President." If Washington were a woman, he would have been "Madame President."

• FOCUS QUESTIONS •

Read the following questions, discuss possible answers, and when you all agree, write brief answers on your own answer sheet. Be certain to write clearly and neatly because you will have to share your answers with your jigsaw team.

1. There are two kinds of cases the Supreme Court hears. One is heard under _____ jurisdiction and the other under _____ jurisdiction.

2. Under which jurisdiction would the Supreme Court hear a case involving ambassadors or crime on the high seas? _____ jurisdiction
3. Under what jurisdiction would the people “appeal” to the Supreme Court?
_____ jurisdiction
4. What does the Latin phrase *habeas corpus* literally mean? _____

5. When might a court issue a writ of habeas corpus? _____

6. What happens to a person under a bill of attainder? _____

7. What does the Latin phrase *ex post facto* mean? _____
8. Look at the two situations below. In which one was the law *ex post facto* and Jay really should not have been arrested? _____
 - A. Congress passed a law against smoking on planes on July 12, 2004. Jay was arrested on July 13 because he had smoked a cigarette on a plane on July 2.
 - B. Congress passed a law against smoking on planes on July 12, 2004. On July 13, Jay was arrested when he lit up a cigarette on a plane.
9. If you met the President of the United States, how would you address him?
_____ or her? _____
10. Who makes sure that individual rights are protected?
_____ Branch

Legislative Dossier 3

Amending the Constitution

Read from the Words of the Constitution to discover:

- How we amend the Constitution

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

Vocabulary

amendments: formal changes or additions to a document

conventions: meetings of citizens of a state called to discuss a special issue

ratified: given formal approval

• Words of the Constitution •

Article V.¹ The Congress, whenever two thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two thirds of the several states, shall call a convention for proposing amendments

(The amendment) shall be valid ... as part of this Constitution, when ratified² by the legislatures of three fourths of the several states, or by (state) conventions in three fourths thereof ³

¹ There are two ways that an amendment may be proposed.

² Once an amendment is proposed, it can be ratified two different ways.

³ Since 1789, over 10,000 proposals for amendments have been introduced in the House and Senate. Yet by 2006, only 27 have ever become Amendments. Changing the Constitution is serious business and not an easy thing to do. After an amendment is officially proposed, there is a time limit of seven years for the states to ratify it. If the time limit expires before enough states have ratified it, then the amendment fails.

Legislative Dossier 3

Amending the Constitution Graphic Organizer

DIRECTIONS

Add lines, arrows, and other information (such as required number of votes) to show how our Constitution can be amended.

**House of
Representatives**

Senate

OR

**States
Legislatures**

States Legislatures

OR

State Conventions

**Amendment
Ratified**

**Amendment
Fails**

**Less than
____ years**

**More than
____ states**

**More than
____ years**

**Less than
____ states**

Executive Dossier 3

Electoral College

Read from the Words of the Constitution to discover:

- How the Electoral College works

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

Vocabulary

electors: Members of the Electoral College

• Words of the Constitution •

Article II Section 1. Each State shall appoint a number of electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress:

NOTE: This part of Article II set up our system of the Electoral College, but the 12th, 20th, and 23rd Amendments have all changed Article II. Here is a summary of how our Electoral College works now. The facilitator should read each underlined question. Another member of the team should read the answer below it. Highlight the important information.

How does the Electoral College elect the President?

When we cast a vote for President, we are not voting directly for the President. We are voting for a slate of electors who promise to vote for our candidate. When a Presidential candidate wins the most votes in the state, it's a "winner-take-all" situation, and the slate of electors representing the winner casts all its electoral votes for him/her.

How many electors for each state?

The number of electors in any state is equal to the number of Senators and Representatives for that state. For example, Rhode Island has two Senators and two Representatives and so has four electors. Missouri has two Senators and nine Representatives for a total of eleven electors. The District of Columbia (a special case because it has no representation in Congress) has three electors.

How many electoral votes does a candidate need to win?

In total, 538 electors cast votes for the President and Vice President. To win, a candidate must earn a majority of the votes, or 270 electoral votes.
(Majority = one-half + one)

When does the public vote?

Congress set a specific date when the American people should go to the polls to vote for the electors representing their Presidential and Vice Presidential candidates. Election Day is always held on *“the Tuesday following the first Monday in November in years divisible by four.”*

When does the Electoral College vote?

The Electors meet after the election in December to cast their votes and send their results to the sitting Vice President who officially announces the winner.

What happens If no candidate for President earns 270 votes?

If that happens, then the election moves to the new House of Representatives. Its first order of business in January must be to elect a President. They must consider the top three vote-getters of the Electoral College election. Each state casts only one vote. They must keep taking votes until one candidate earns a majority of votes—at least 26 votes. (The majority is one-half 50 plus 1.)

What about the Vice President?

If no Vice Presidential candidate wins 270 electoral votes, they use the same procedure except the winner is chosen in the Senate.

Electoral College Graphic Organizer

Directions: Redraw this graphic organizer and add lines, arrows, and other information (such as number of necessary votes) to show how our Electoral College Works.

Executive Dossier 3

Electoral College Graphic Organizer

DIRECTIONS

Redraw this graphic organizer and add lines, arrows, and other information (such as number of necessary votes) to show how our Electoral College works.

Voters

**Candidate
Represented by
Slate of Electors**

Electoral College

Winner

No Winner

**Top ____ vote
getters**

**House of
Representatives**

Winner

Judicial Dossier 3

Impeachment

Read from the Words of the Constitution to discover:

- How to impeach a government official

Words that are underlined are in the vocabulary box. Use the focus questions to help you collect the information that you will share when you return to your team.

Vocabulary

impeachment: a formal charge against a public official

misdemeanors: less serious crimes

try: to determine guilt or innocence by trial

concurrence: agreement

indictment: a formal charge against a criminal

• Words of the Constitution •

Why might a President be impeached?

Article II Section 4. The President, Vice President and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.¹

Who has the power to impeach?

Article I Section 2. The House of Representatives shall have the sole power of impeachment.

¹ Impeachment is not just for Presidents. If a President, VP, Supreme Court Judge, or any other civil officer is suspected of committing a crime, the House of Representatives must meet and have hearings. If they believe he/she has committed a crime, then they vote to "impeach." Impeachment is a formal charge (indictment). The impeached person then would be tried in the Senate. If the Senate voted "guilty," then the impeached person would be forced out of office.

• Words of the Constitution •

Who has the power to try the President?

Article I Section 3. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation.

Who runs the trial?

When the President of the United States is tried, the Chief Justice shall preside:

What is the number needed to convict a President?

And no person shall be convicted without the concurrence of two thirds of the members present.

What is the punishment for impeachment?

Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States:

What other punishment might happen after the official leaves office?

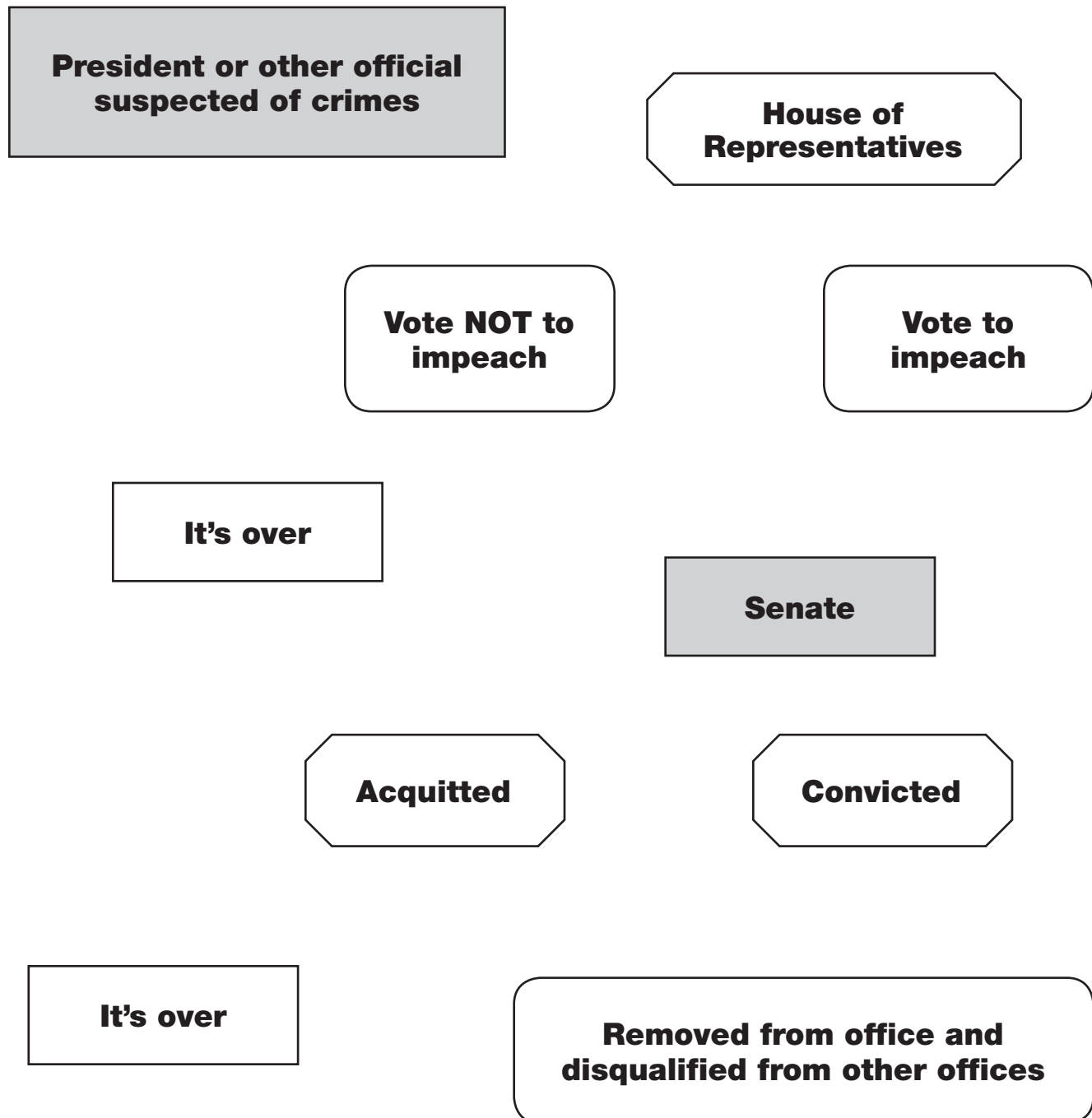
but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

Judicial Dossier 3

Impeachment Graphic Organizer

DIRECTIONS

Add lines, arrows, and other information (such as number of necessary votes) to complete this graphic organizer of the Impeachment Process.



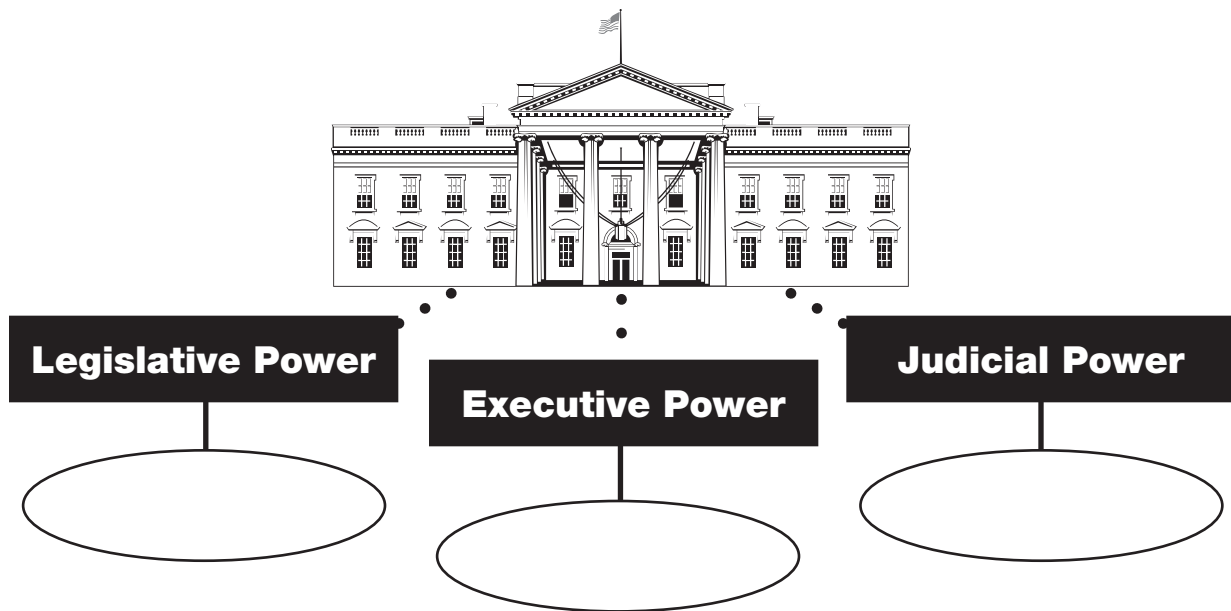
Jigsaw Tasks 1

DIRECTIONS

You and your team members are going to share information about the three branches of government and create five graphic organizers.

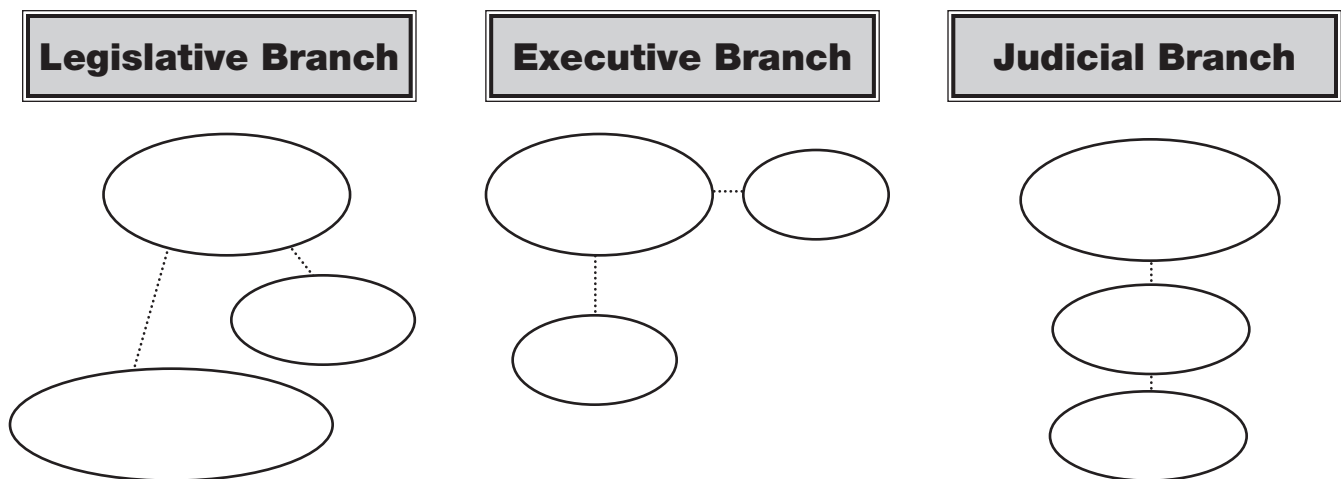
Task 1A

Create a graphic organizer that shows the primary powers of the three Branches of Government.



Task 1B

Create a graphic organizer that shows the basic parts of each branch of government. Use the following webbing format:



Task 1C

In the circles of the graphic organizer you made in task 1B, write the number of members. If you don't know how many there are, then write a "?" in the circle.

Task 1D

Make a chart graphic organizer that shows the Requirements for holding a particular office that are listed in the Constitution. Use a format such as:

Position	Requirements

Task 1E

Make another chart using the same format as Task D to list the Position, Term of Office, term limits if any, and whether the person is "elected" or "appointed."

Position	Term Lengths	Term Limits	Appointed/Elected

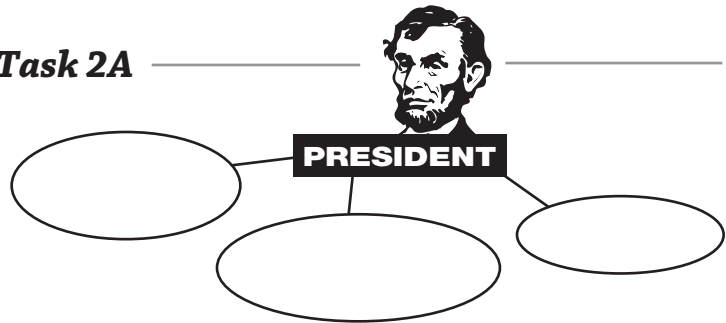
Jigsaw Tasks 2

DIRECTIONS

You and your team members are going to share information about the three branches of government and create five graphic organizers.

Task 2A

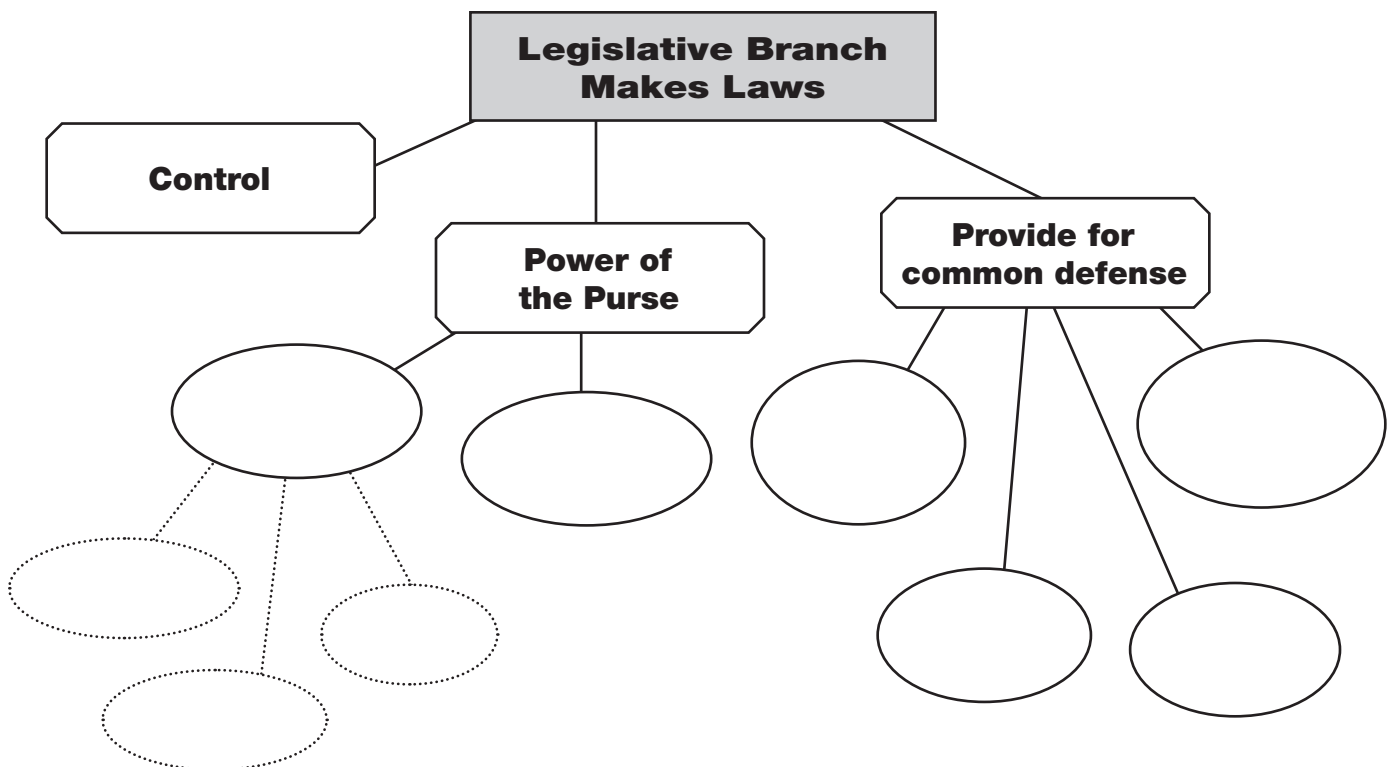
The President has three "chief" positions. Create a graphic organizer that shows the three titles. Use this format to begin your graphic organizer. Add more circles and information to show what powers each position holds.



Task 2B

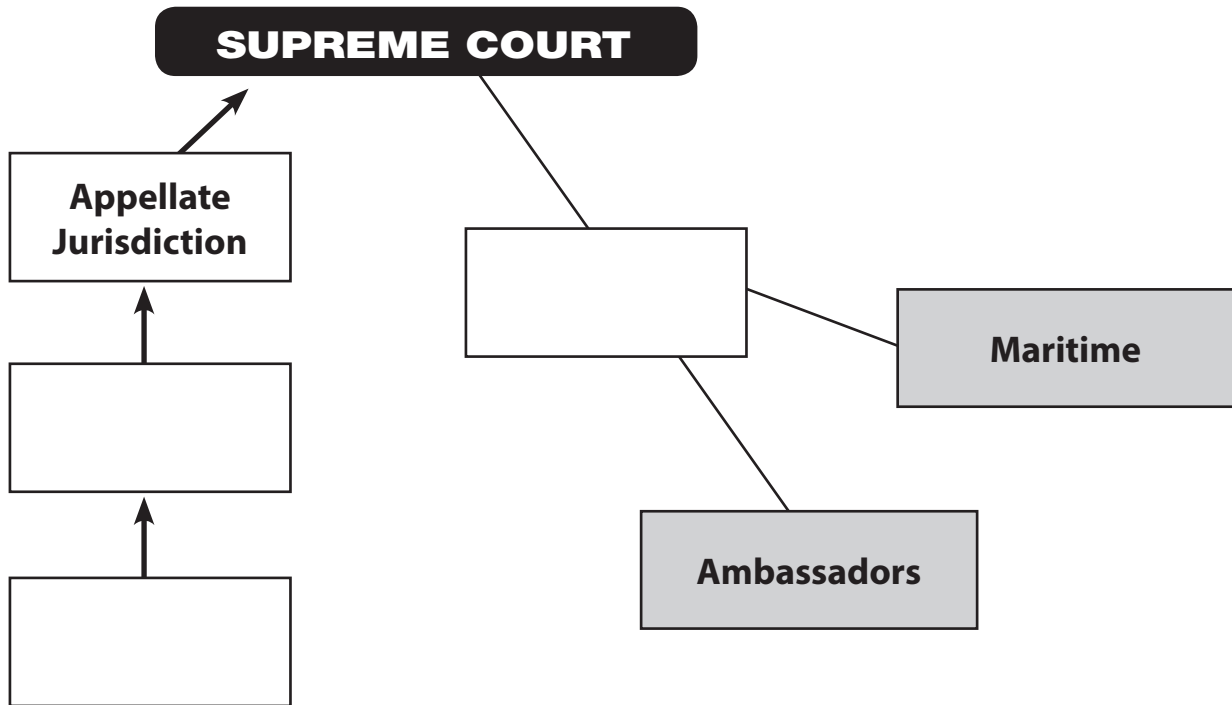
The legislative branch makes laws, but what are the laws about? Actually there are three major "jobs" under the big one to make laws.

Use this format to begin your graphic organizer. Add more circles and information where you can.



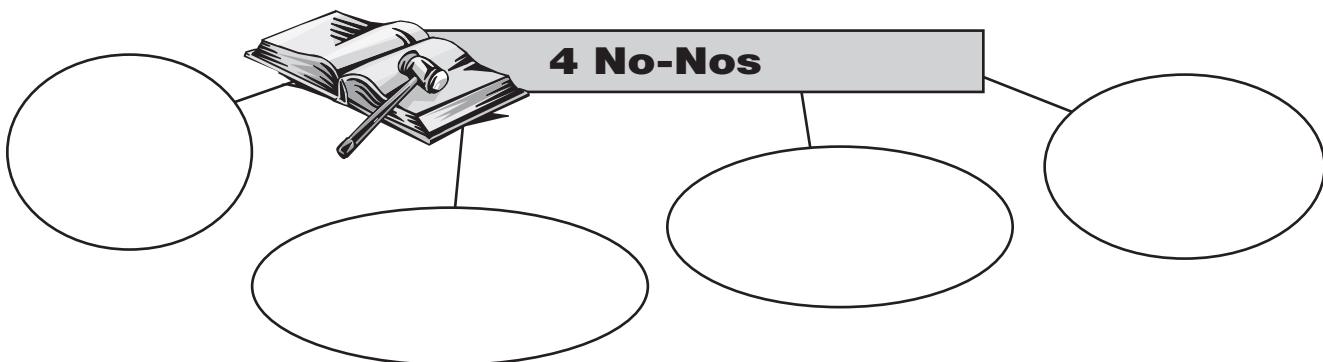
Task 2C

The Supreme Court interprets the law in two jurisdictions. Create a graphic organizer that shows those jurisdictions.



Task 2D

The Supreme Court protects the rights of individuals. Create a graphic organizer that shows the four safeguards the courts must uphold according to the Constitution. Consider this format.



Article I Section 7

How a Bill Becomes a Law

Let's take a look at the Constitution language of Section 7 in Article I. As you read, look at the graphic organizer for How A Bill Becomes A Law. In the space under the paragraph, briefly explain what each paragraph means. Put the LETTER that you see in front of each paragraph in the correct spot on your How A Bill Becomes a Law Graphic Organizer marking what is being explained.

A All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with ... other bills.

B Every bill which shall have passed the House of Representatives and the Senate, shall, before it becomes a law, be presented to the President of the United States; if he approves he shall sign it,

C But if not he shall return it, with his objections to that house in which it shall have originated.

D Who shall enter the objections at large on their journal, and proceed to reconsider it.

If after such reconsideration two thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved by two thirds of that house, it shall become a law.

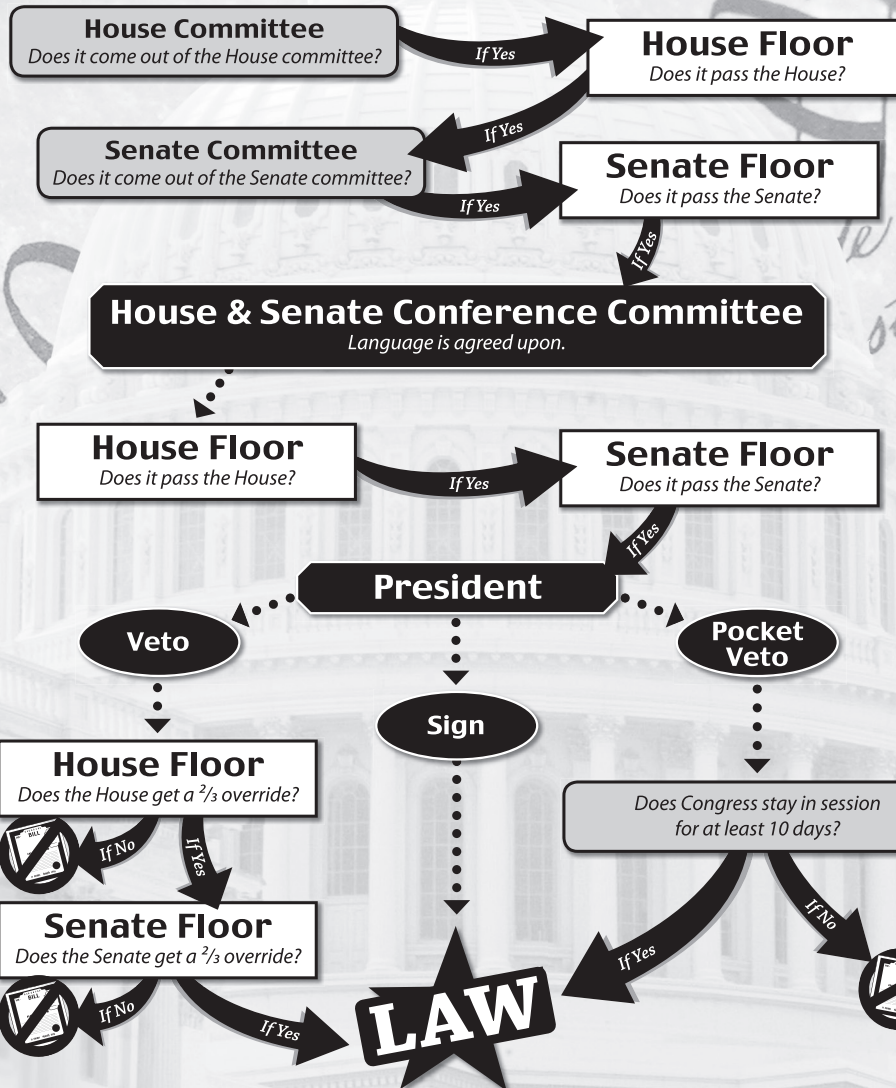
E If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it,

F Unless Congress by their adjournment prevent its return, in which case it shall not be a law.

How a *Bill* Becomes a *Law*

House Bill

Most bills, including all those that appropriate money, are introduced in the House. Bills can also be introduced in the Senate.



The Supreme Court may review the law to interpret or determine if the law is Constitutional.

Balance of Power

When the Founders met in 1787 to write a new plan of government, they realized they needed to create separate branches within the government. Each would have a different purpose.

The Legislative Branch

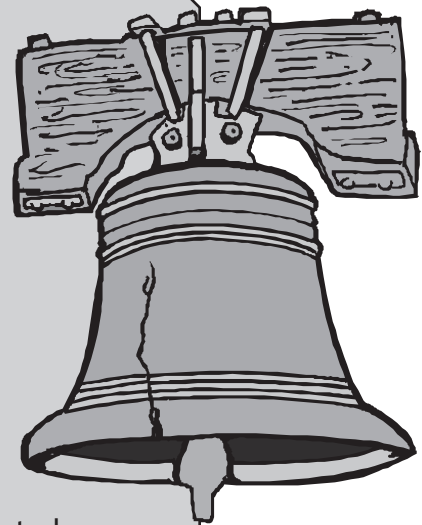
The Founders needed a nation of LAWS—They created CONGRESS, which has the power to make laws.

The Executive Branch

The Founders needed an executive leader, but not a king—They created the position of PRESIDENT (the government's CEO) who has the power to put the laws into effect.

The Judicial Branch

The Founders needed a strong central government that could protect the nation, but it also needed to insure rights of individuals—They created the SUPREME COURT of the Judicial Branch to interpret the laws so that rights were protected.



From the beginning, the Founders worried that one branch of government would become too powerful. Only the separation and sharing of powers would guard against tyranny. James Madison in Federalist Papers #47 said,

The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elective, may justly be pronounced the very definition of tyranny.

During this unit you have learned about how the branches are organized. You have learned what powers each branch holds. However, today you are going to see how carefully the powers are shared. Our government has a built-in system of checks and balances. When the Constitution gives a power to one branch, it provides a method for another branch to “check” (limit) that power. This is how the Constitution protects the country from tyranny.

Let's look at some examples. What if a President assumes too much power? Congress can call an impeachment hearing. In this case, the Legislative Branch is checking (limiting) the power of the Executive Branch. What if Congress uses its power to prevent a bill from passing by adjourning its session? Then the President can use his/her power to demand that Congress come into session. In this case, the Executive Branch checks the power of the Legislative Branch. And what if the President or Congress tries to assume a power that belongs to the other branch? Then either one may appeal to the Supreme Court. When it rules on the appeal, the Supreme Court safeguards the separation and balance of powers among all the branches.

You will discover the balance of power and the system of checks and balances created by the Constitution in the Balance of Power Activity.

Balance of Power Activity

DIRECTIONS



1 Prepare the cards.

- Cut out the squares.
- As a team, decide which branch of government holds that power.
- Label the cards: LEG, EXE, or JUD.
- Lay out all the cards on the table in three columns sorted by branch.



2 Match the cards.

- To begin, choose one of the cards from the first column on the table. Now find one or two other cards that relate to the power on the first card in the other two columns.
- If the first card described a power, then look for a card (or cards) that limits that power.
- If the first card limits a power, you are looking for a card (or cards) describing the power that was limited.
- Put the two or three cards together and set aside.
- Repeat the process until all the cards on the table are sorted.



3 Complete a table.

- Complete a table that shows the checks and balances of our system. (The first row is already filled in for you.)
- You may work as a team, but all team members must create their own table.

Balance of Power Activity

DIRECTIONS

First cut out the squares and then label them LEGISLATIVE, EXECUTIVE, or JUDICIAL.

To make laws and override vetoes	To fund or not fund an executive order	To pass laws to spend money on the budget
To pardon people	To negotiate treaties	To declare executive orders unconstitutional
To give executive orders	To sign, veto, or pocket veto bills	To approve or reject treaties
To draw up a budget with the help of advisors	To approve or reject appointments	To declare war and spend money to support troops
To command the military	To declare laws unconstitutional	To make sure that federal money is spent constitutionally
To appoint officials, including judges	To decide the innocence and guilt of people	To impeach
To protect individual rights	To run the country like a CEO	

Balance of Power Activity Table

LEGISLATIVE BRANCH	EXECUTIVE BRANCH	JUDICIAL BRANCH
To impeach	To run the country like a CEO	To protect individual rights

Branches of Government

Name: _____

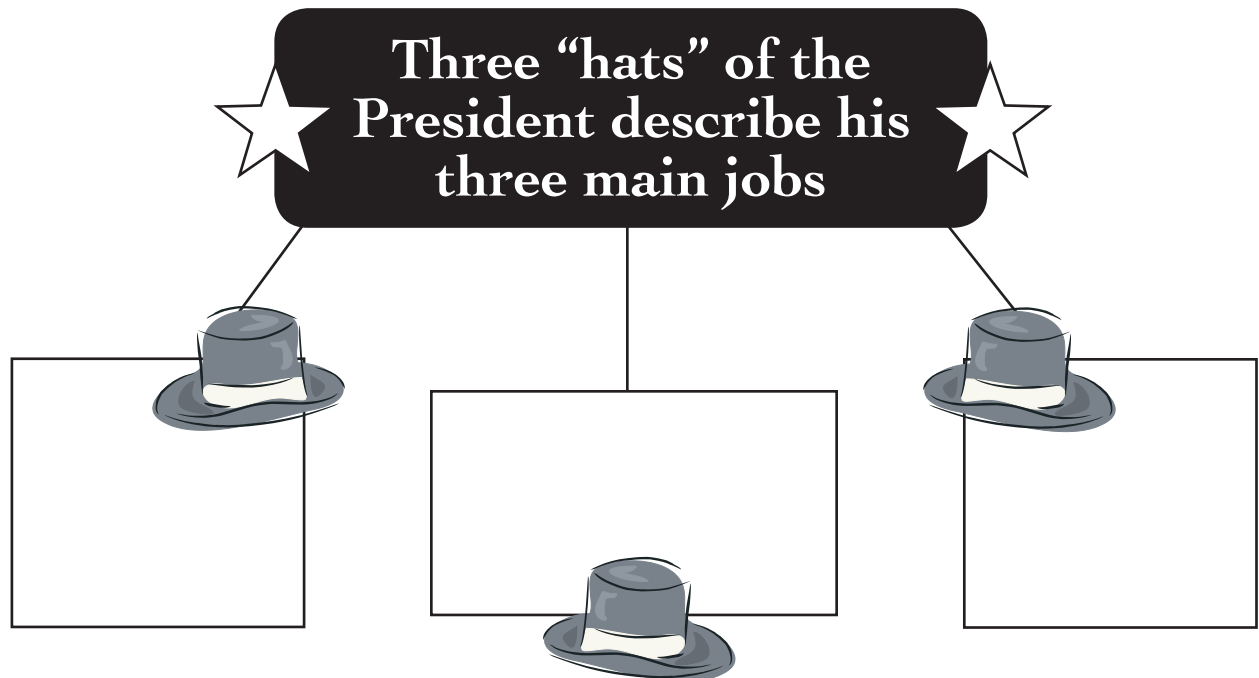
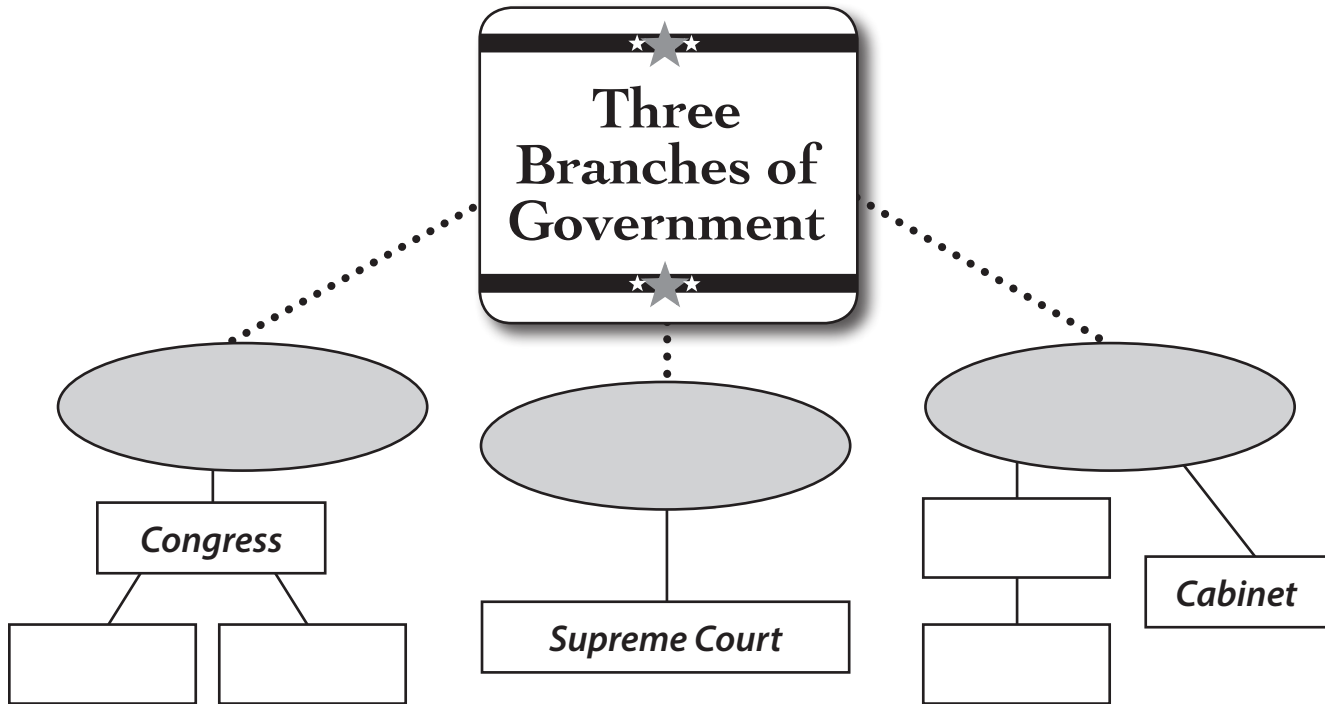
Match the words on the left to the definitions on the right. You may use a letter MORE THAN ONCE. Some letters you will NOT use.

- A. Senate**
- B. House of Representatives**
- C. Supreme Court**
- D. Preamble**
- E. Writ of habeas corpus**
- F. Ex poste facto**
- G. Electoral College**
- H. Speaker of the House**
- I. President**
- J. Vice President**
- K. Chief Justice**
- L. Lifetime**
- M. 4**
- N. 2**
- O. 8**
- P. 6**
- Q. 100**
- R. 270**
- S. 435**
- T. 578**
- U. 1492**
- V. 1776**
- W. 1787**
- X. Impeachment**
- Y. Constitution**
- Z. Amendment**

- 1 _____ The head of the Supreme Court
- 2 _____ The plan of the United States federal government
- 3 _____ Number of Senators
- 4 _____ The process used to remove a President or judge from office
- 5 _____ Leader of the House of Representatives
- 6 _____ Next person to take charge if the President cannot do his/her duties
- 7 _____ A position where the Constitution does not specify any requirements of age, education, citizenship, etc.
- 8 _____ A change in the Constitution
- 9 _____ Number of associate justices on the Supreme Court
- 10 _____ The year that the Constitution was written
- 11 _____ Its membership is determined by the population of each state
- 12 _____ Number of years of a Senator's term of office
- 13 _____ Has the power to approve or disapprove of treaties
- 14 _____ A prisoner's right to be called before a judge to know why he/she has been arrested
- 15 _____ A paragraph that tells the reasons why the Founders adopted the new Constitution
- 16 _____ Number of years of a President's term of office
- 17 _____ Total number of terms (not years) that a President can be elected to serve
- 18 _____ Where the President is put on trial for impeachment
- 19 _____ Number of years of a Representative's term of office
- 20 _____ Person who presides over the impeachment trial of a President
- 21 _____ Number of Representatives
- 22 _____ Its membership is made up of two per state
- 23 _____ Where the President and Vice President are actually elected
- 24 _____ Leader of the Senate
- 25 _____ Describes a law passed after the fact

DIRECTIONS

Fill in missing information in the graphic organizers below.



DIRECTIONS

Fill in the blanks below about how a bill becomes a law.

- 1** Where do bills start? _____
and/or _____
- 2** Before a bill can go to the floor of the whole House or Senate for a vote, where is it generally sent? _____
- 3** When the House and the Senate have made and passed two different forms of the same bill, where does the bill go to write the final wording? _____

- 4** After a bill has passed both houses of Congress, where is it sent? _____

- 5** If a President likes a bill, what must he do so that it becomes a law? _____

- 6** If a President really dislikes a bill and vetoes it, what must Congress do in order for the bill to become a law? _____

- 7** If a President holds a bill for more than 10 days and doesn't do anything to it, this is considered a _____
- 8** If a President holds a bill for eight days and Congress adjourns, what happens to the bill? _____

- 9** If a President holds a bill for 10 days and Congress stays in session, what happens to the bill? _____

- 10** If a law is challenged, who ultimately decides if the law should remain or be thrown out? _____

DIRECTIONS

For all the powers listed below, write

- **PRES** in front of a Presidential power
- **SC** in front of a power of the Supreme Court
- **CONG** in front of the powers of Congress

1 _____ Make laws

2 _____ Veto laws

3 _____ Sign bills into law

4 _____ Interpret the law

5 _____ Appoint judges

6 _____ Has power of the purse

7 _____ Negotiate treaties

8 _____ Declare war

9 _____ Coin money

10 _____ Impeach federal officials

11 _____ Send troops to foreign lands

12 _____ Ratifies (approves) treaties

13 _____ Begin the process of amending the Constitution

14 _____ Finances and runs the government of Washington, D.C.

15 _____ Regulate commerce with foreign countries or among states

16 _____ Borrow money

17 _____ Declare laws as unconstitutional

18 _____ Pay for the Armed forces

19 _____ Rules on the decisions of lower courts

20 _____ Can pardon convicted criminals

21 _____ Override vetoes

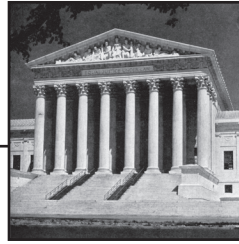
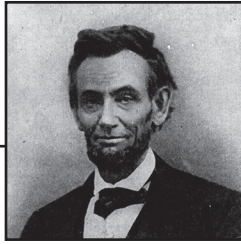
22 _____ Set federal minimum wage

23 _____ Call up the militia

24 _____ Presides over the Cabinet

25 _____ Approve or reject appointments





DIRECTIONS

The Founders wanted to be sure that no one branch of government became too powerful. Write a paragraph that describe the “checks and balances” of our three branches of government. Be specific.

Hint: Look back at the powers described in the last section. Read the rubric below before you start to write.

	4 Exceeds	3 Meets	2 Nearly There	1 Unsatisfactory
Organization	My paragraph is very well organized.	My paragraph is well organized.	My paragraph is organized.	My paragraph is disorganized.
Examples	I used five or more examples of checks and balances.	I used at least three examples of checks and balances.	I used one or two examples of checks and balances.	I used no clear examples of checks and balances.
Spelling and Grammar	My paragraph has no errors in spelling and grammar.	My paragraph has very few errors in spelling and grammar.	My paragraph has several errors in spelling and grammar.	My paragraph has significant errors in spelling and grammar.

• **Whole-Unit Masters** •

<i>Family Letter.....</i>	<i>153</i>
<i>Pizza Scenario Chart</i>	<i>154</i>
<i>Procedure for Graphic Organizers</i>	<i>155</i>
<i>The Preamble</i>	<i>156</i>
<i>Graphic Organizer Rubric.....</i>	<i>158</i>
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Dear Families,

Soon our class will begin *Branches of Government*, an interactive social studies unit. For two weeks, the students will study the Constitution. They will work individually, in teams, and as a whole class to learn about the Legislative, Executive, and Judicial branches of our government. They will become familiar with the process of how a bill becomes a law and how our Constitution is amended. They will also see the wisdom of the Founding Fathers to create a system of checks and balances among the branches to maintain a balance of power.

As part of this unit, the students will learn how to read and understand information from a primary source—our Constitution. The students will also learn to create graphic organizers that they will use with their teams to organize and study content. This study skill is extremely valuable because it can be transferred to other subjects at every grade level.

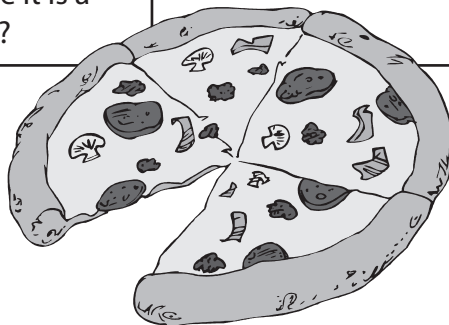
I encourage you to talk with your student about what they are learning. Don't miss the opportunity to discuss current events related to Congress, the Presidency, and/or the Supreme Court. Although the Constitution is now over 200 years old, it's as relevant today as it ever was.

Sincerely,



PIZZA SCENARIO CHART

	Problems	Solutions	Branch
<i>A</i>	Having only one person in charge may be efficient, but that one person may not recognize the wants and needs of the rest of the students.		
<i>B</i>	Having only one person decide how much each student must pay is unfair. He or she may choose a very expensive pizzeria or pizza type so that many students could not afford the pizza.		
<i>C</i>	Having all the students try to buy their own piece of pizza is very inefficient. Designating one person or a smaller committee to order the pizza and/or collect the money is much better.		
<i>D</i>	What if the majority decided on a kind of pizza that some students couldn't eat? Who should stop the plan because it is a poor choice?		



Procedure for Graphic Organizers

- 1. Read the primary source and underline or highlight important information.**
- 2. Check the vocabulary to be certain you understand what is being said.**
- 3. Shorten the content to key words and phrases, or summarize.**
- 4. Use shapes and arrows to connect key ideas and concepts.**
- 5. Write neatly and spell correctly so that you can study what you wrote.**



The Preamble

The word preamble comes from two Latin words that mean to “walk in front.” Preambles are generally written as introductions to formal documents. When we refer to THE Preamble, we are generally talking about the opening paragraph of our Constitution. In just over 50 words, the Founding Fathers established why they needed to write the Constitution.

As part of this unit, you must be prepared to recite (or write) the Preamble from memory. Start practicing today.

VOCABULARY

domestic: having to do with affairs within a country

tranquility: peace

general welfare: public good of the people

posterity: future generations of Americans

ordain: decree, announce with the authority of the law

The Preamble of the Constitution

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

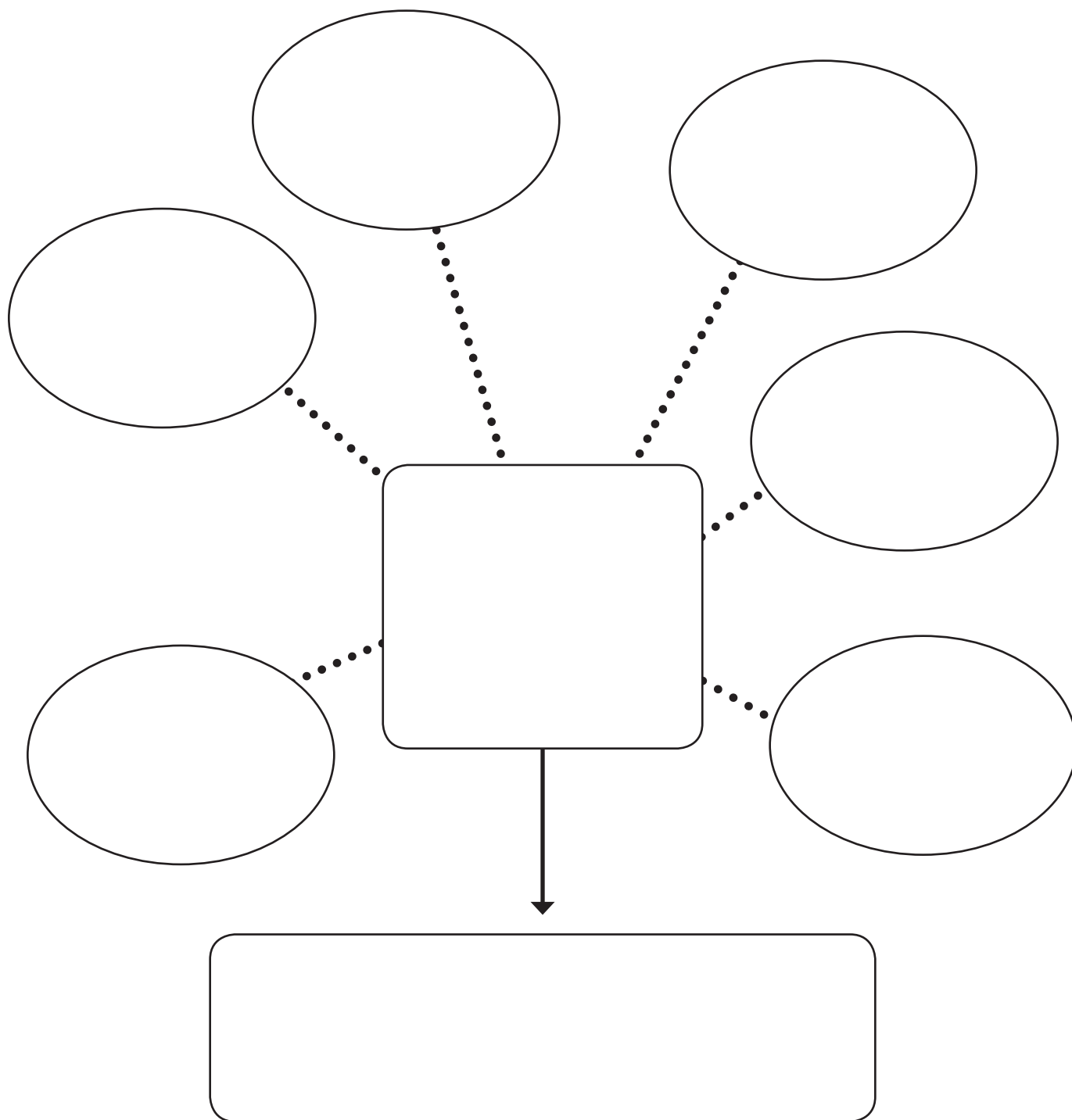
Graphic organizers will help you keep track of the important elements of the Constitution as you study them. Use the following words and phrases to complete the following graphic organizer.

Hint: The center circle is the WHO? the large rectangle is the WHAT? and the circles are the WHYs?

- We the people of the United States
- common defense
- more perfect union
- general welfare
- justice
- blessings of liberty
- domestic tranquility
- establish Constitution for the United States of America

The Preamble

Graphic Organizer



Graphic Organizer Rubric

	4 Exceeds Expectations	3 Meets Expectations	2 Nearly There	1 Ineffective
Key Information	My graphic organizer summarized all the key information.	My graphic organizer summarized most of the key information.	My graphic organizer summarized most of the key information, but has a few minor errors.	My graphic organizer is inaccurate or very incomplete.
Relationships and Sequencing	My graphic organizer consistently showed relationships, hierarchy, or sequence between/among the concepts.	My graphic organizer generally showed relationships, hierarchy, or sequence between/among the concepts.	My graphic organizer only sometimes showed relationships, hierarchy, or sequence between/among the concepts.	My graphic organizer shows few, if any, relationships, hierarchy, or sequence between/among the concepts.
Appearance and Spelling	My graphic organizer was very neat, very easy to read, and had two or fewer errors in spelling.	My graphic organizer was legible, easy to read, and had two or fewer errors in spelling.	My graphic organizer was legible, easy to read, but had more than two errors in spelling.	My graphic organizer is messy/illegible and/or contained many spelling errors.

Article VI

Read the following excerpts from Article VI of the Constitution. Keep each focus question in mind as you read. Discuss the answer to the question before moving on.

VOCABULARY

VI: 6

oath: a sworn promise

affirmation: a solemn declaration made instead of an oath

Excerpts from Article VI

Before adopting the Constitution, individual states made their own laws. What does this wording say about the power under the new Constitution?

This Constitution, and the laws of the United States, and all treaties ... made under the authority of the United States, shall be the supreme law of the land.

What must all legislative, executive, and judicial officers promise to do?

The Senators and Representatives ... and all executive and judicial officers ... shall be bound by oath or affirmation to support this Constitution;

What is NEVER a requirement of public office?

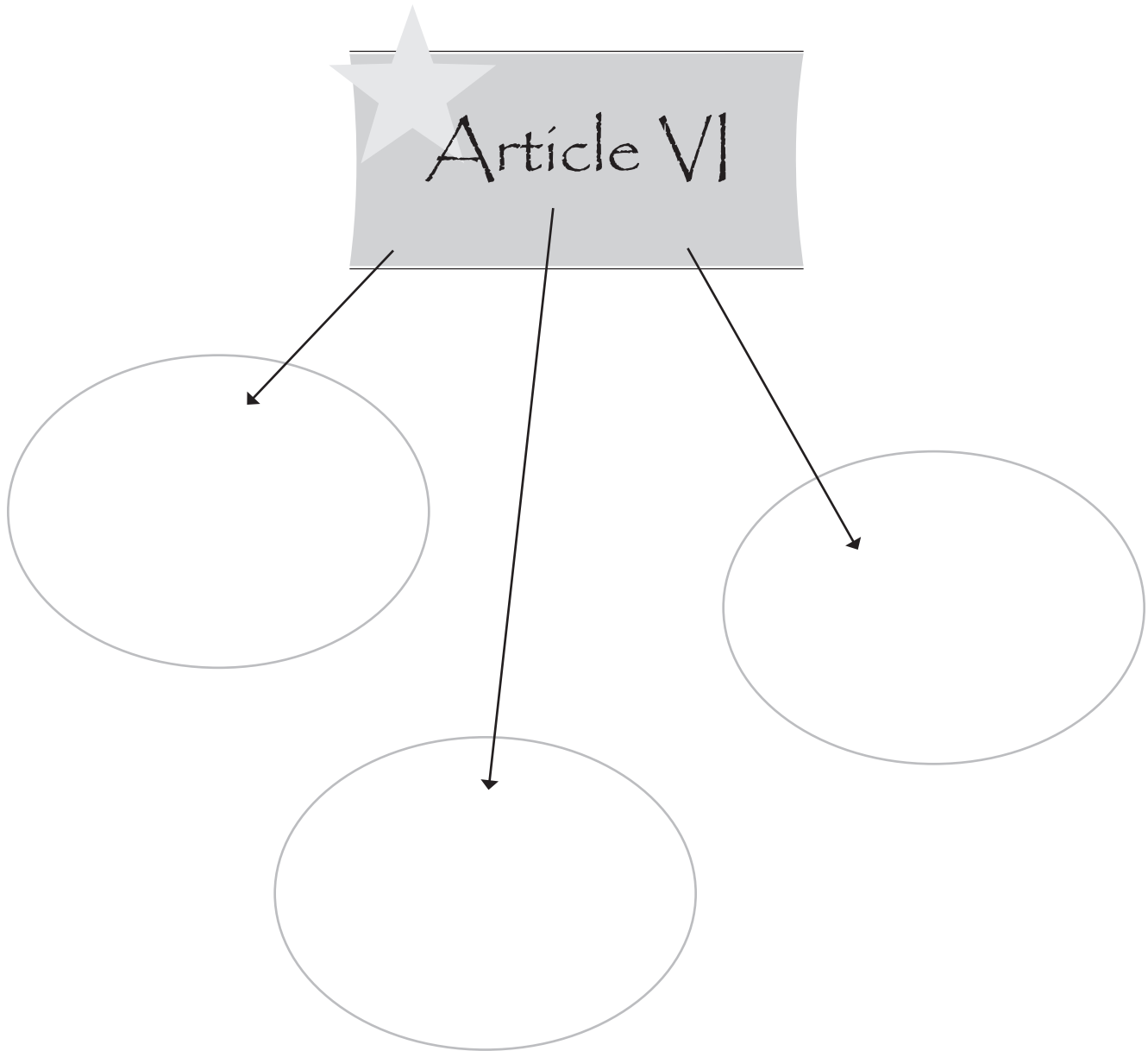
... but no religious test shall ever be required as a qualification to any office or public trust under the United States.¹

¹ Article VI also validated religious freedom. Although the Founding Fathers wanted all government officials to promise to uphold the Constitution, they allowed for different religious practices. When a person's religion did not permit taking an oath, they allowed that person to make an affirmation. Throughout the history, people were persecuted for their religious beliefs and denied a place in government. The Founders did not want membership in certain religion to be a requirement to hold office in America.

Article VI

Graphic Organizer

What are the three main points of Article VI?



Oaths of Office

Practice what you have learned to make a Graphic Organizer for each of the oaths below.

- Use a dictionary for any vocabulary you don't understand.
- Underline or highlight the important words or phrases.
- Summarize and abbreviate so that the information fits into the shapes.
- Draw connecting lines to connecting content.

The Legislative and Judicial Oath

I, Loyal Citizen of the Republic, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter. So help me God.



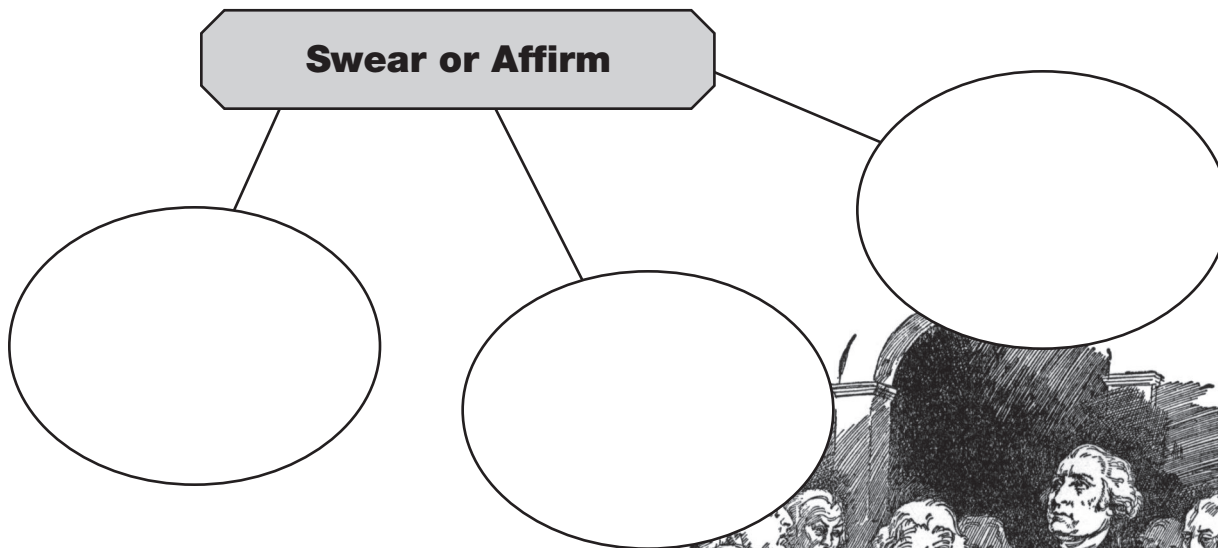
The Presidential Oath of Office

I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States.

Oaths of Office Graphic Organizers

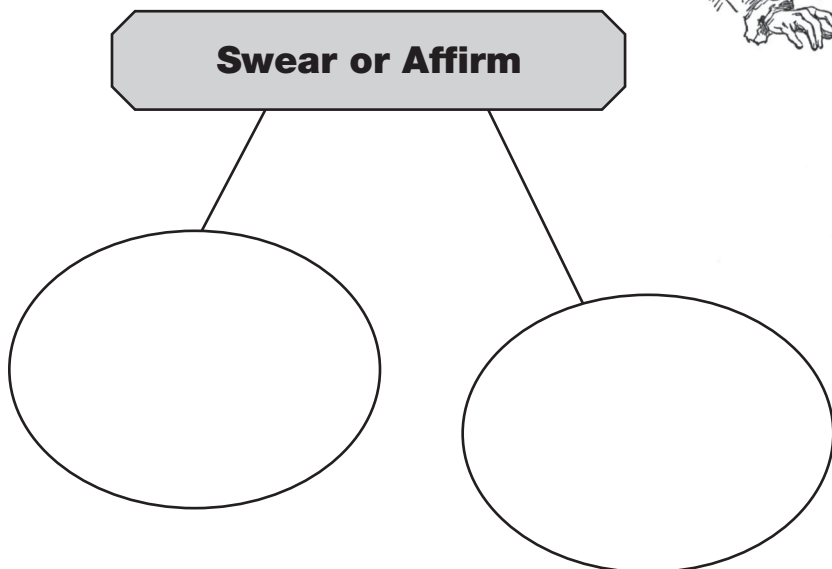
Legislative & Judicial Oaths

Swear or Affirm



Presidential Oath

Swear or Affirm



Expert/Jigsaw Rubric

	4 Exceeds Expectations	3 Meets Expectations	2 Nearly There	1 Ineffective
Commitment to Goals	I consistently and actively helped my team achieve its goals.	I usually helped my team achieve its goals.	I sometimes helped my team achieve its goals.	I did very little to help my team achieve its goals.
Research and Communication	As an expert, I did my best to collect lots of accurate information for my team. In jigsaw, I shared what I learned with my team.	As an expert, I did my best to collect accurate information for my team. In jigsaw, I shared what I learned with my team.	As an expert, I collected some accurate information for my team. In jigsaw, I generally shared with my team.	As an expert, I collected little accurate information for my team. In jigsaw, I did not share, or had little to share with my team.
Leadership and Teamwork	I encouraged my team to work together and stay on task. I willingly accepted the duties of my role.	I encouraged my team to work together, and I accepted the duties of my role.	I was sometimes off task or reluctant to accept the duties of my role.	I was often off task and reluctant to accept the duties of my role.

Pizza Bill Amendment

To make a law, one of the Houses of Congress introduces a bill. From the day that the bill is first drafted until it becomes a law is a long process. Along the way, the bill changes as more and more people add their opinion to what was originally proposed. Most of this work occurs in the House or Senate Committees. Today you are going to become very familiar with how a bill is amended in committee.

In this scenario your class can buy one kind of pizza for your class party. You are a member of one of two House Committees that will deliberate and decide what that pizza will be. The committees are the House Committee on Sauces and Crusts or the House Committee on Toppings.

Rules

- A** Your committee must *ONLY* look at the wording that affects your committee.
- B** To amend the pizza bill, you must make a motion and then have the committee vote on the amendment. (Say "I move that ..." or "I make a motion that we ...")
- C** You can only amend one thing at a time. (Use the words "add," "delete," or "substitute" in the language of your amendment. e.g. "I move that we remove _____ from the topping list" or "I make a motion that we substitute _____ for _____.")
- D** Every proposed amendment must have a "second," at least one other person who wants this amendment. After a second, your committee may discuss the motion—reasons for or against why the motion should be passed.
- E** You may vote YES, NO, or ABSTAIN on an amendment. An amendment is only accepted if the bill passes by a simple majority of members present and voting. (A tie means the amendment fails "for lack of a majority.")
- F** When all amendments have been made, then your committee must vote to send the bill "out of Committee."

House Committee on Sauces and Crusts

The original draft of pizza legislation reads:

The pizza will have a whole-wheat garlic crust with a spicy tomato basil sauce.

House Committee on Toppings

The original draft of pizza legislation reads:

The pizza topping will have sausage, peppers, mushrooms, black olives, anchovies, and mozzarella cheese.

Pizza Bill Amendment

Chairman Script

Your job today is to preside over the Committee meeting. Use the following phrases to run the meeting.

To start the meeting: ***Attention, I am calling to order the meeting of the House Committee on _____***

Say: ***Today we are going to discuss the original language of the pizza bill.*** Ask the Recorder to read the original, draft language that has to do with your committee.

Ask: ***Does anyone want to make a motion to amend this wording?***
Listen to the proposed amendment. Look back at the rules to make sure that the amendment only makes one change and that the member has used correct wording.

After the amendment has been made, ask for a "second." ***Will someone second this motion?*** A second means that at least one other person wants to discuss this amendment. If there is no second, the amendment automatically fails.

After the second, the Parliamentarian should write the proposed change in the second column and then rewrite the bill using the new wording in the next row of the first column on the Record Sheet.

Now ask, ***Is there any discussion?*** At this time members of the committee can speak for or against the amendment.

When the discussion winds down, call for the vote. Ask the Parliamentarian to reread the new bill. This is the bill WITH THE AMENDED LANGUAGE.

Say: ***All those in favor of this amendment, raise their hands.***
You and the Recorder should count the hands and agree on the count. The Recorder should record the number. Repeat for All those opposed? Any abstentions? Ask the Recorder to announce the results. Remember an amendment fails on a tie vote for lack of a majority.

Say either: ***The amendment passed*** or ***The amendment failed.***

Ask: ***Are there any other amendments?*** Follow the procedure again until all the amendments are voted on.

Say: ***It's time to vote this bill out of committee. Parliamentarian read the final version of the bill.***
When the amended bill is read, say: ***All those in favor of sending this bill out of committee raise their hands. All opposed? Any abstentions?***

Pizza Bill Amendment **Voting Record Sheet**

Wording	Proposed change	Yes	No	Abstain
<i>(Original draft) The pizza will have ...</i>	<i>(Add, Delete, Substitute ...)</i>			
<i>(First amended draft) The pizza will have ...</i>	<i>(Add, Delete, Substitute ...)</i>			
<i>The pizza will have ...</i>	<i>(Add, Delete, Substitute ...)</i>			
<i>The pizza will have ...</i>	<i>(Add, Delete, Substitute ...)</i>			
<i>The pizza will have ...</i>	<i>(Add, Delete, Substitute ...)</i>			
<i>The pizza will have ...</i>	<i>(Add, Delete, Substitute ...)</i>			
<i>The pizza will have ...</i>	<i>(Add, Delete, Substitute ...)</i>			
<i>The pizza will have ...</i>	<i>(Add, Delete, Substitute ...)</i>			

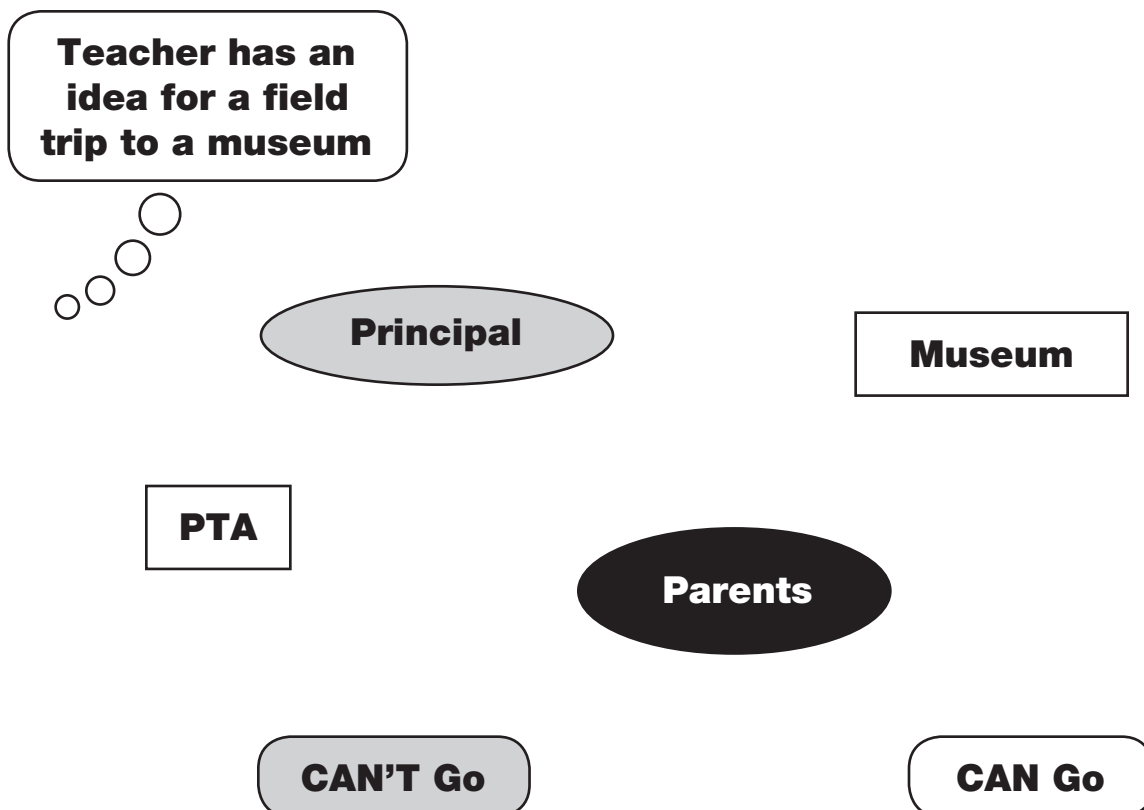
Sequential Graphic Organizers

DIRECTIONS

Redraw this graphic organizer and add lines, arrows, and other information (such as required approval) to show the process of going on a field trip from the teacher's idea to the actual trip.

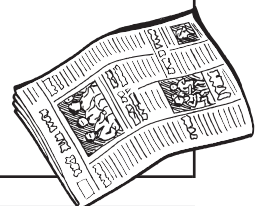
Sequential graphic organizers describe a process with a specific order of events. To help you better understand these graphic organizers, let's look at a scenario describing a class field trip to a museum.

When a teacher has an idea for a field trip, he must first ask permission from the Principal. If she approves of the idea, then the teacher needs to go to the Parent Teachers Association to ask for funding. The PTA will vote yes or no to finance the class trip. If they vote yes, then the teacher needs to call the museum to make a reservation. After the reservation is made, the teacher must send a letter with a permission slip to the parents. If the parents sign the permission slip, then the students can go. If they don't sign, then the students can't go.



What's in the News?

Source of the news story (television, newspaper, magazine, radio, Internet)		Summarize the news story		What Branch or power is involved?		Explain why this news story is significant?	



Jeopardy Board

The BASICS	Give me a NUMBER	WHO would you call?	Parts of a whole	Who has the POWER?	SAY what you MEAN
10	10	10	10	10	10
20	20	20	20	20	20
30	30	30	30	30	30
40	40	40	40	40	40
50	50	50	50	50	50
60	60	60	60	60	60
70	70	70	70	70	70

• Answer Keys •

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<i>Level Two Executive Dossier 2</i>	195
<i>Level Two Judicial Dossier 2</i>	196
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Level One Introductory Essay

Answer Key

1. When did we fight our War of Independence from Great Britain?
From 1776–1781
2. What were the three reasons listed for fighting that war?
 - **wanted to establish a country based on individual freedoms**
 - **wanted to be free from the rule of kings**
 - **wanted to have the right to determine their own futures**
3. What kind of central government does a confederacy have?
A very weak central government
4. What were four weaknesses of a confederacy?
 - **States were fighting among themselves**
 - **They could not raise money**
 - **They could not maintain an army, they could not settle disputes**
 - **They could not make universal laws**
5. What did people realize they needed to save the new country?
They needed a more powerful central government.
6. Why do we know so much about the Constitutional Convention, even though its meetings were secret?
We know a lot about the debates and heated arguments that took place. James Madison kept careful records of what was said and decided.
7. How is a federal government different from a confederacy form of government?
It has a strong central government
8. What do we now call the “Plan” that describes our federal government?
The Constitution
9. Why were some Americans unhappy with the new Constitution?
They thought they were giving away their freedoms.
10. In what two ways did the Constitution make our freedoms MORE secure?
First this document created three branches of government with a system of checks and balances so no one branch could become too powerful and abuse its power like a king. The Federal government of the United States was capable of protecting all the states and their citizens.
11. How did the Founding Fathers insure that the Constitution would always be up-to-date?
They set up a system within the document to amend it and always keep it up-to-date.
12. You can vote when you turn 18. In what year will you be eligible to vote?
Answers will vary.

Level One Legislative Dossier 1

Focus Questions—Answer Key

1. What is legislative power?
The power to make laws
2. Where is this legislative power vested?
Congress
3. What two groups make up Congress?
The Senate and the House of Representatives
4. The term of office for a Representative is
two years.
5. What are the three requirements a candidate must meet to run for Representative of a state?
 - **25 years old**
 - **U.S. citizen for seven years**
 - **Inhabitant of the state**
6. What determines how many Representatives your state will have?
The number of people living in the state
7. What is the total number of Representatives who can serve in the House of Representatives?
435
8. What is the title of the leader of the House of Representatives?
Speaker
9. How many Senators represent each state?
Two
10. The term of office for a Senator is
six years.
11. What are the three requirements for a person to run for the Senate?
 - **30 years old**
 - **U.S. citizen for nine years**
 - **Inhabitant of the state**
12. Who serves as the President of the Senate?
The Vice President
13. When can the President of the Senate vote?
Only when there is a tie vote

Level One Executive Dossier 1

Focus Questions—Answer Key

1. What is executive power?

The power to put a country's laws into effect

2. To whom did the Constitution give all executive power?

The President

3. Who is the head of the Executive Branch?

The President

4. The term of office for a President or Vice President is **four** years.

5. What are the three requirements a candidate must meet to run for President or Vice President?

- **Natural born citizen**
- **35 years old**
- **Resident of the country for 14 years**

6. If the President cannot complete his responsibilities, who would take over?

The Vice President

7. What does the Cabinet do?

Advise the President

Level One Judicial Dossier 1

Focus Questions—Answer Key

1. What is judicial power?

The power to interpret the law.

2. To whom did the Constitution give judicial power?

Supreme Court and inferior courts that Congress establishes

3. What court is at the head of the Judicial Branch?

The Supreme Court

4. What are the requirements listed in the Constitution that a person must meet to serve on the Supreme Court?

There are no specific requirements to serve mentioned in the Constitution.

5. How many people serve on the Supreme Court at one time?

Nine

6. What title does the “head” judge on the Supreme Court have?

Chief Justice

7. What is the title of the remaining eight judges on the Supreme Court?

Associate Justice

8. How many District courts are there?

94

9. How many Circuit courts are there?

13

10. Who decides where and how many federal courts there will be?

Congress

11. Who appoints all federal judges?

The President

12. Who must approval all federal judge appointments before they can take place?

The Senate

13. What is the length of the term of office for a member of the Supreme Court?

They serve for life in “good behavior”

Level One Legislative Dossier 2

Focus Questions—Answer Key

1. What does “power of the purse” mean?

It’s an expression meaning power over how money is collected and spent

2. What are the three ways that Congress can “get” money?

- **To lay (levy) and collect taxes**
- **To borrow money**
- **To coin money**

3. Congress cannot just spend money. What must it do to spend money from the treasury?

It must make a specific law (an appropriations law) to spend the money.

4. Congress has the power to protect the United States. What three military powers does it have that “provide for the common defense”?

- **To declare war**
- **To raise and support armies**
- **To provide and maintain a navy**

5. What is the capital of the United States?

Washington, D.C.

6. Who controls the government of Washington, D.C.?

Congress

Level One Executive Dossier 2

Focus Questions—Answer Key

1. What does executive power mean?

The power to put a country's laws into effect and to administer its government

2. What officer of our government is like the CEO of a company?

President

3. How does the Senate "advise and consent"?

The Senate holds hearings to "advise" and approves when a $\frac{2}{3}$ majority vote to "consent."

4. How many Senators must vote to approve a Presidential appointment?

67

5. Who can the President appoint?

- **Ambassadors**
- **Judges of the Supreme Court**
- **All other officers of the U.S.**

6. Why is the President considered the "Chief Diplomat" of the country?

He must greet, meet, and make treaties with representatives from other countries.

7. Who holds the title of "Commander in Chief"?

The President

Level One Judicial Dossier 2

Focus Questions—Answer Key

1. Under what jurisdiction would the people “appeal” to the Supreme Court?

Appellate jurisdiction

2. What does the Supreme Court decide on an appeal?

If lower court made the right decision or if the defendant had a fair trial

3. What does the Latin phrase habeas corpus literally mean?

“You have the body.”

4. When might a court issue a *writ of habeas corpus*?

If someone was arrested and put into prison without a reason

5. What happens to a person under a *bill of attainder*?

They are punished without a trial.

6. What does the Latin phrase *ex poste facto* mean?

After the fact

7. If you met the President of the United States, how would you address him?

Mr. President or Madame President

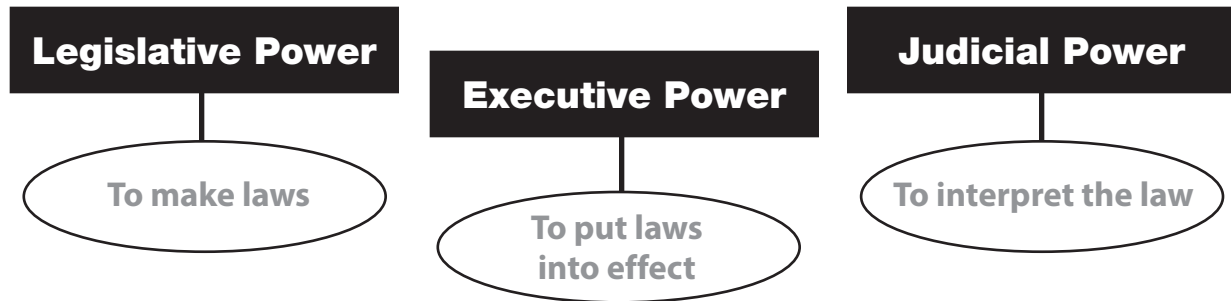
8. Which branch makes sure that individual rights are protected?

Judicial Branch

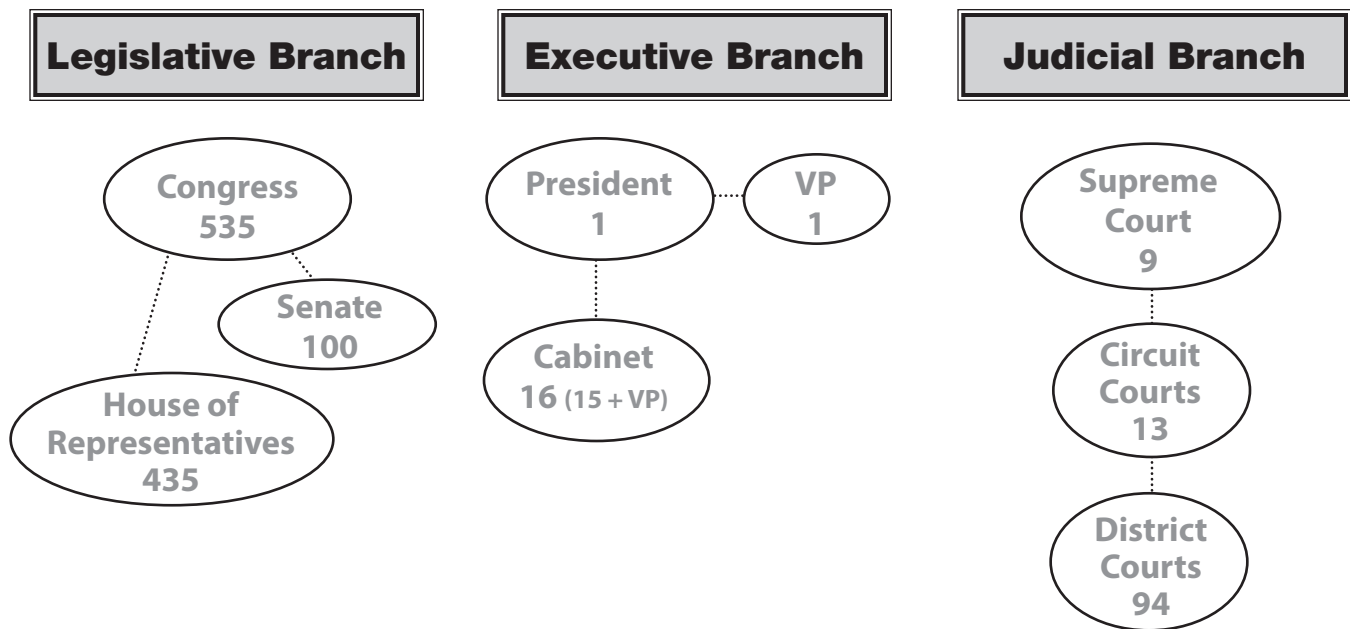
Level One Jigsaw Tasks 1

Answer Key

Task 1A



Tasks 1B & 1C



Task 1D

Position	Requirements
Representative	25 years old, seven years citizen, live in the state they represent
Senator	35 years old, nine years citizen, live in the state they represent
President/Vice President	Natural born citizen, 35 years old, resident for 13 years
Supreme Court Justice	No stated requirements

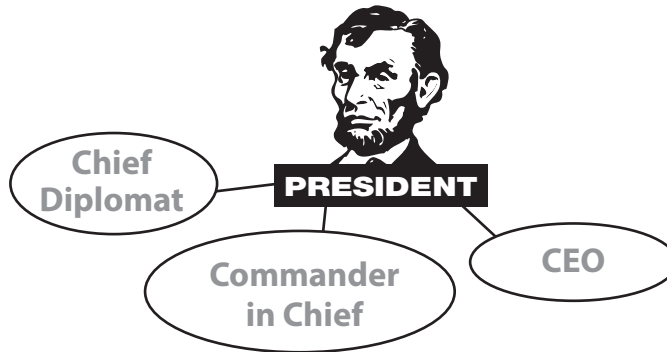
Task 1E

Position	Term Lengths	Term Limits	Appointed/Elected
Representative	Two years	No	Elected
Senator	Six years	No	Elected
President/Vice President	Four years	Yes, two terms	Elected
Supreme Court Justice	Lifetime	No	Appointed

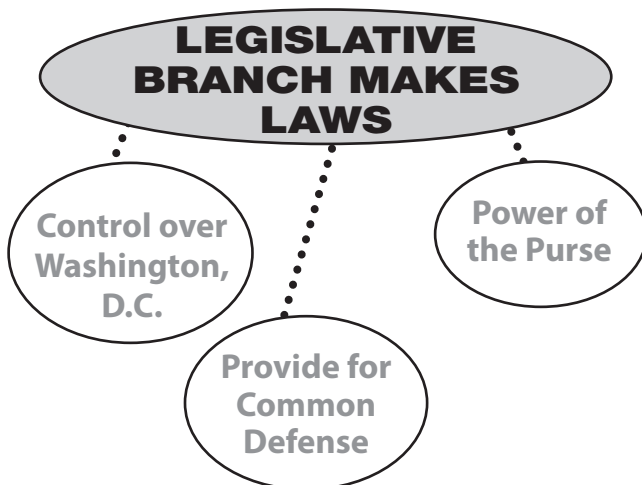
Level One Jigsaw Tasks 2

Answer Key

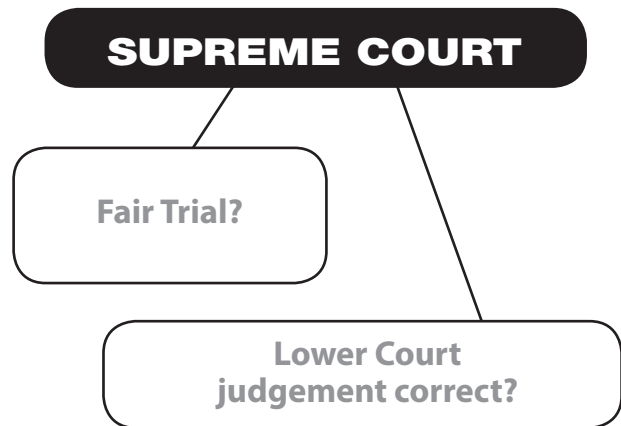
Task 2A



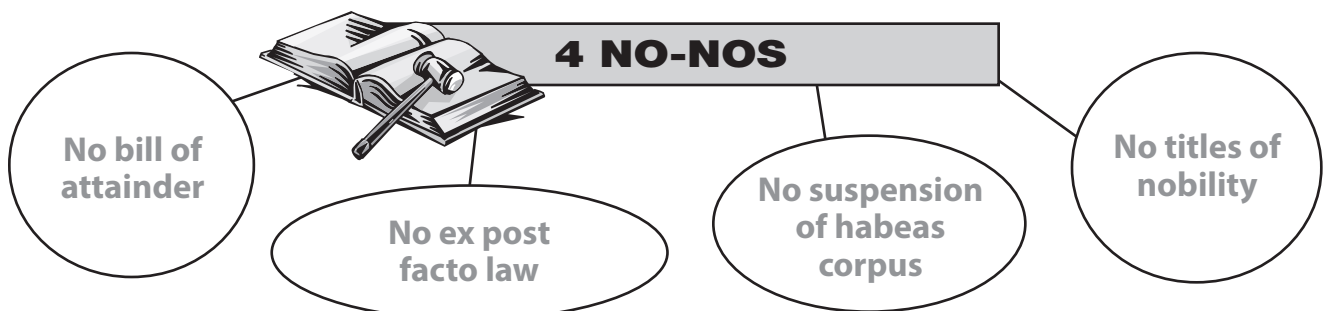
Task 2B



Task 2C



Task 2D



Level One Balance of Power

Activity Table—Answer Key

LEGISLATIVE BRANCH	EXECUTIVE BRANCH	JUDICIAL BRANCH
To make laws	To put laws into effect	To interpret laws
To approve or reject appointments	To appoint officials, including judges	
To approve or reject treaties	To negotiate treaties	
To pass laws to spend money	To work with advisors to create a budget for the country	To make sure that federal money is spent constitutionally
To override vetoes	To veto or pocket veto	To declare laws unconstitutional
To declare war	To command the military	

Level One Jeopardy Answer Key

The BASICS		
<i>Points</i>	<i>ANSWER</i>	<i>QUESTION What is the ...</i>
10	The written plan for the U.S. federal government	Constitution
20	The name given when referring to both the House of Representatives and Senate	Congress
30	The law-making branch	Legislative Branch
40	The branch of the Commander-in-Chief	Executive Branch
50	The branch that interprets laws	Judicial Branch
60	The branch in charge of the District of Columbia	Legislative Branch

Give me a NUMBER		
<i>Points</i>	<i>ANSWER</i>	<i>QUESTION What is ...</i>
10	The number of U.S. Senators	100
20	The year term length of Representatives	2
30	The year term length of a President	4
40	The number of Supreme Court Justices	9
50	The year term length for Senators	6
60	The number of U.S. Representatives	435

WHO would you call?		
<i>Points</i>	<i>ANSWER</i>	<i>QUESTION Who or what is the ...</i>
10	To make laws	Congress or the Legislative Branch
20	To speak with the CEO of the United States	President
30	To interpret the law	Supreme Court or Judicial Branch
40	To speak to the President's advisors	Cabinet
50	To serve as the President of the Senate	Vice President
60	To get approval for a treaty	Senate

Parts of a whole

<i>Points</i>	<i>ANSWER</i>	<i>QUESTION What is the...</i>
10	House of Representatives	Legislative Branch
20	The President	Executive Branch
30	Senate	Legislative Branch
40	Supreme Court	Judicial Branch
50	The Cabinet	Executive Branch
60	Chief Justice	Judicial Branch

Who has the POWER?

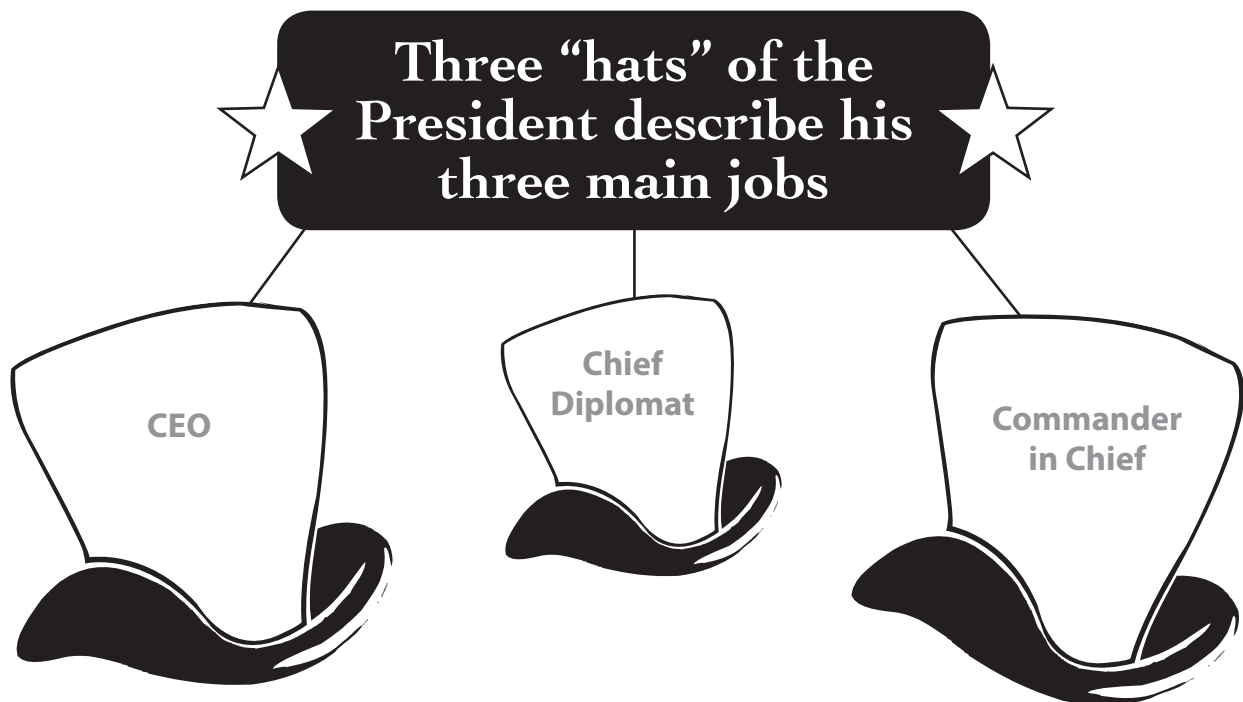
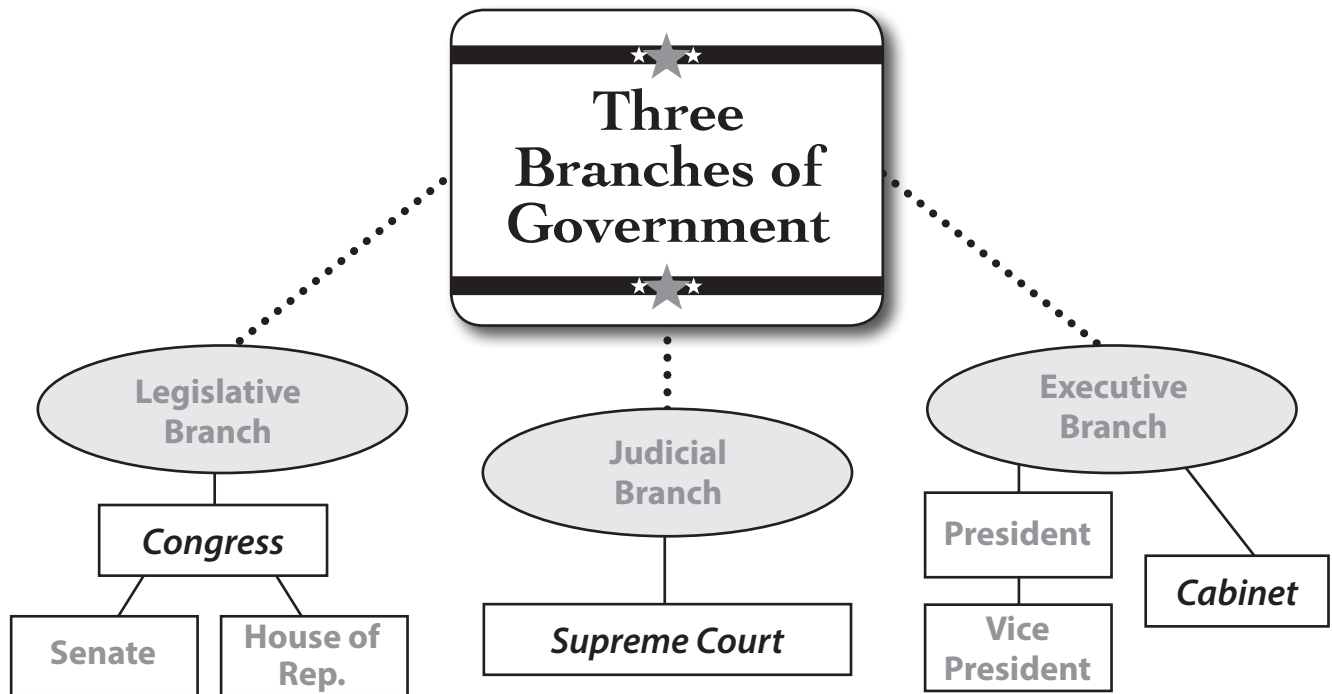
<i>Points</i>	<i>ANSWER</i>	<i>QUESTION What or who is the ...</i>
10	To sign a bill into law	President
20	To determine if a law is Constitutional	Supreme Court
30	To levy taxes and coin money	Congress or House and Senate
40	To appoint a Supreme Court Justice	President
50	To command the army and navy	President
60	To declare war	Congress or House and Senate

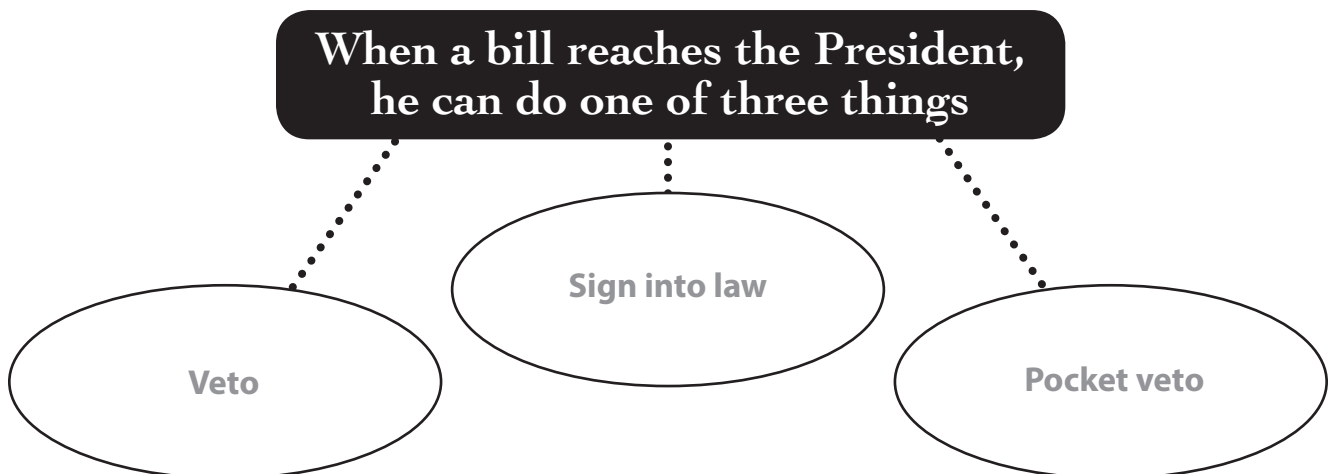
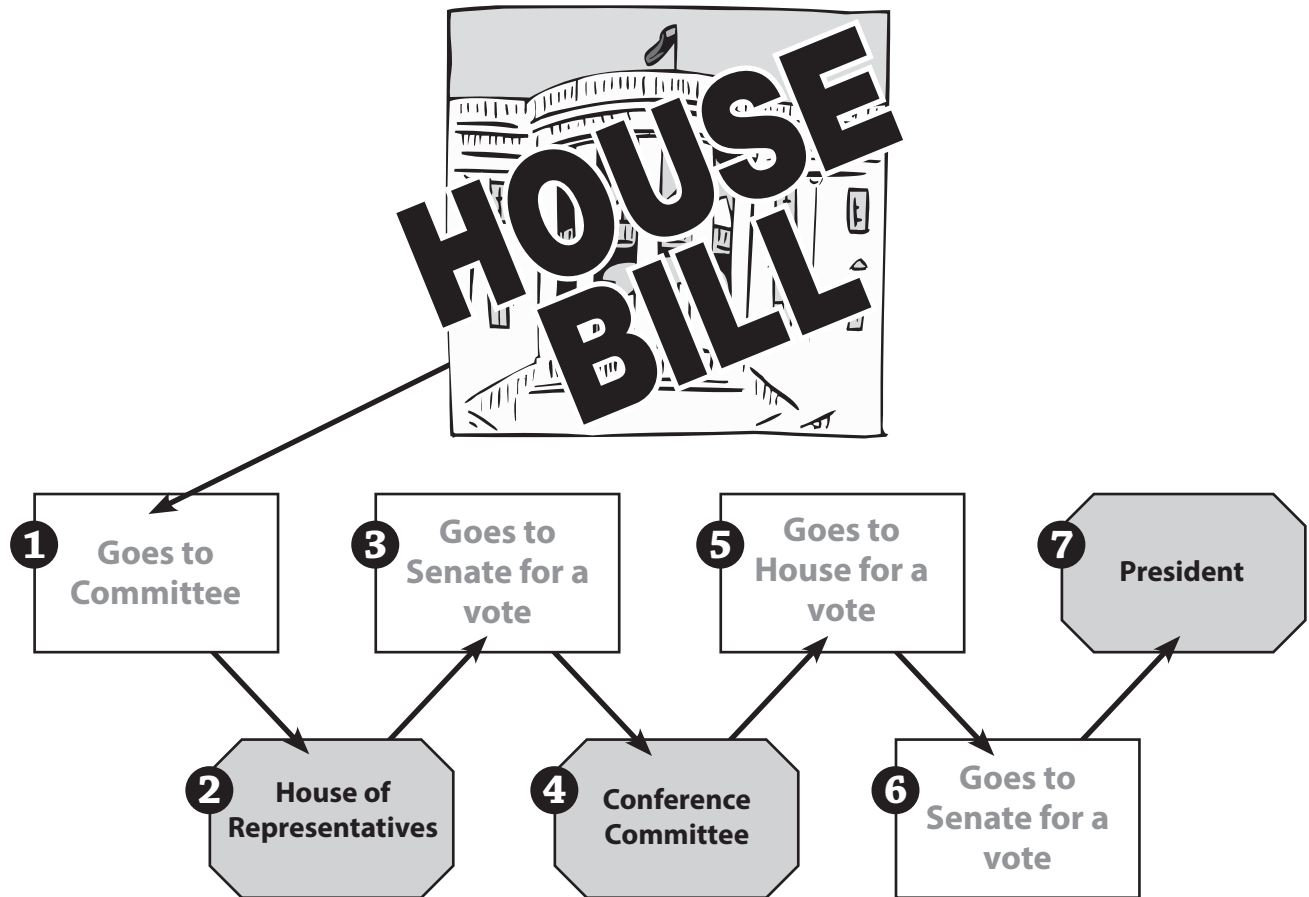
SAY what you MEAN

<i>Points</i>	<i>ANSWER</i>	<i>QUESTION What is ...</i>
10	The opening paragraph to the Constitution	The Preamble
20	The name given to legislation before it becomes a law	A Bill
30	When the President strikes down a bill and sends it back to Congress	A Veto
40	The word used to describe when the Senate and House vote to pass a bill by $\frac{2}{3}$ after the President has vetoed it	An Override
50	When the President neither signs nor vetoes a bill	A Pocket Veto
60	A Latin phrase meaning "You have the Body" that allows a person to come before a judge to know why he has been arrested	Habeas Corpus

Level One End-of-Unit Assessment Answer Key

- 1 **H** The plan of the United States federal government
- 2 **S** The number of Senators
- 3 **K** The next person to take charge if the President cannot do his or her duties
- 4 **G** The year that the Constitution was written
- 5 **I** Another name for both the House of Representatives AND the Senate
- 6 **P** The number of years of a Senator's term of office
- 7 **A** Has the power to approve or disapprove of treaties
- 8 **E** A prisoner's right to be called before a judge to know why he/she has been arrested
- 9 **D** A paragraph that tells the reasons why the Founders adopted the new Constitution
- 10 **M** Number of years of a President's term of office
- 11 **N** Number of years of a Representative's term of office
- 12 **R** The number of Representatives
- 13 **A** Its membership is made up of two per state
- 14 **T** The term of office for a Supreme Court Justice
- 15 **B** Its membership is determined by the population of each state





- 1 **CONG** Make laws
- 2 **PRES** Veto laws
- 3 **PRES** Sign bills into law
- 4 **SC** Interpret the law
- 5 **PRES** Appoint judges
- 6 **CONG** Has power to tax
- 7 **PRES** Negotiate treaties
- 8 **CONG** Declare war
- 9 **PRES** Preside over the Cabinet
- 10 **CONG** Override vetoes
- 11 **PRES** Command the military
- 12 **CONG** Approve or reject treaties
- 13 **SC** Declare laws as unconstitutional
- 14 **PRES** Put laws into effect
- 15 **CONG** Approve or reject appointments

Level Two Introductory Essay

Answer Key

1. When did we fight our War of Independence from Great Britain?

From 1776–1781

2. What were the three reasons listed for fighting that war?

- **Wanted to establish a country based on individual freedoms**
- **Wanted to be free from the rule of kings**
- **Wanted to have the right to determine their own futures**

3. What kind of central government does a confederacy have?

A very weak central government

4. What were four weaknesses of a confederacy?

- **They could not raise money.**
- **They could not maintain an army.**
- **They could not settle disputes.**
- **They could not make universal laws.**

5. Why do we know so much about the Constitutional Convention, even though its meetings were secret?

We know a lot about the debates and heated arguments that took place. James Madison kept careful records of what was said and decided.

6. How is a federal government different from a confederacy form of government?

It has a strong central government.

7. What do we now call the “Plan” that describes our federal government?

The Constitution

8. Why were some Americans unhappy with the new Constitution?

They thought they were giving away their freedoms.

9. In what two ways did the Constitution make our freedoms MORE secure?

First this document created three branches of government with a system of checks and balances so no one branch could become too powerful and abuse its power like a king. A federal government of the United States was capable of protecting all the states and their citizens.

10. Knowing that over time, the country would change, how did the Founding Fathers insure that the Constitution would always be up-to-date?

They set up a system within the document to amend it and always keep it up-to-date.

11. You can vote when you turn 18. In what year will you be eligible to vote?

Answers will vary.

Level Two Legislative Dossier 1

Focus Questions—Answer Key

1. What is legislative power?

The power to make laws

2. Where is this legislative power vested?

Congress

3. What two groups make up Congress?

The Senate and the House of Representatives

4. The term of office for a Representative is **two** years.

5. What are the three requirements a candidate must meet to run for Representative of a state?

- **25 years old**
- **U.S. citizen for seven years**
- **Inhabitant of the state**

6. What is a census?

A periodic counting of the population

7. How often do we have a federal census?

Every ten years

8. What determines how many Representatives your state will have?

Its population

9. What is the total number of Representatives who can serve in the House of Representatives?

435

10. What is the title of the leader of the House of Representatives?

Speaker or Speaker of the House

11. How many Senators are chosen in each state?

Two

12. The term of office for a Senator is **six** years.

13. What are the three requirements for a person to run for the Senate?

- **30 years old**
- **U.S. citizen for nine years**
- **Inhabitant of the state**

14. Who serves as the President of the Senate?

The Vice President

15. If the President of the Senate is not available, who leads the Senate?

The President pro tempore

16. When can the President of the Senate vote?

Only when there is a tie vote

Level Two Executive Dossier 1

Focus Questions—Answer Key

1. What is executive power?

The power to put a country's laws into effect

2. To whom did the Constitution give all executive power?

The President

3. Who is the head of the Executive Branch?

The President

4. The term of office for a President or Vice President is **four** years.

5. How many times may a President be elected?

Two

6. What are the three requirements a candidate must meet to run for President or Vice President?

- **Natural born citizen**
- **35 years old**
- **Resident of the country for 14 years**

7. If the President cannot complete his responsibilities, list *in order* the next seven officers who would take over:

1. **Vice President**
2. **Speaker of the House**
3. **President Pro Tempore**
4. **Secretary of State**
5. **Secretary of Treasury**
6. **Secretary of Defense**
7. **Attorney General**

8. Who set up the first Cabinet and when did he do it?

George Washington in 1791

9. What does the Cabinet do?

Advise the President

10. If you want to run for President, what is the first year that you will be eligible?

Answer varies. It's the student's current age + 35 years.

Level Two Judicial Dossier 1

Focus Questions—Answer Key

1. What is judicial power?

The power to interpret the law

2. To whom did the Constitution give judicial power?

The Supreme Court and inferior or lower courts that Congress establishes

3. What court is at the head of the Judicial Branch?

The Supreme Court

4. What are the requirements listed in the Constitution that a person must meet to serve on the Supreme Court?

There are no specific requirements to serve mentioned in the Constitution.

5. How many people serve on the Supreme Court at one time?

Nine

6. What title does the “head” judge on the Supreme Court have?

Chief Justice

7. What is the title of the remaining eight judges on the Supreme Court?

Associate Justice

8. How many District courts are there?

94

9. How many Circuit courts are there?

12

10. What are the names of three other inferior courts?

The Court of Claims, the U.S. Tax Court, and the Court of Customs and Patent Appeals

11. Who decides where and how many federal courts there will be?

Congress

12. Who appoints all federal judges?

The President

13. Who must approve all federal judge appointments before they can take place?

The Senate

14. What is the length of the term of office for a member of the Supreme Court?

They serve for life in “good behavior”

Level Two Legislative Dossier 2

Focus Questions—Answer Key

1. What does “power of the purse” mean?

It’s an expression meaning power over how money is collected and spent.

2. What are the three ways that Congress can “get” money?

- **To lay (levy) and collect taxes**
- **To borrow money**
- **To coin money**

3. Under what clause can Congress insist on a minimum wage and outlaw segregation in public places?

The commerce clause

4. What does it mean “to provide for the general welfare”?

It means that the government creates a safe and healthy environment for people to pursue their life and liberty.

5. Congress cannot just spend money. What must it do to spend money from the treasury?

It must make a specific law (an appropriations law) to spend the money.

6. How will the people know what Congress has done with the money in the treasury?

Congress must produce a statement of all the receipts and expenditures.

7. Congress has the power to protect the United States. What four military powers does it have that “provide for the common defense”?

- **To declare war**
- **To raise and support armies**
- **To provide and maintain a navy**
- **To call up the militia to uphold the laws in case of a revolt or invasion**

8. What is the capital of the United States?

Washington, D.C.

9. Who controls the government of Washington, D.C.?

Congress

10. The Founders could not think of everything. Explain how the catch-all phrase helps Congress today.

With a catch-all phrase, Congress can create modern laws for the modern times.

Level Two Executive Dossier 2

Focus Questions—Answer Key

1. What does executive power mean?

The power to put a country's laws into effect and to administer its government

2. What officer of our government is like the CEO of a company?

The President

3. Who holds the title of "Commander in Chief"?

The President

4. What are the three groups that are under the command of the Commander in Chief?

- **Army**
- **Navy**
- **militia or National Guard**

5. What does the NSC do for the President?

Advises in issues of national security and when and where to send the armed forces

6. What happens when the President pardons someone?

He or she sets them free or excuses them from punishment

7. What does "advice and consent" mean?

The Senate holds hearings to "advise" and approves when a $\frac{2}{3}$ majority vote to "consent."

8. How many Senators must vote to approve a Presidential appointment?

9. Who can the President appoint?

- **Ambassadors**
- **Judges of the Supreme Court**
- **All other officers of the U.S.**

10. What does the President tell the Congress in his yearly speech?

Information about the state of the union

11. When does he give his yearly speech?

January

12. What two things might the President talk about in his State of the Union address?

Tell how the government is doing and propose new ideas he or she would like Congress to enact.

13. What is the expression that means the President speaks directly to the public to promote his ideas?

(Exercising his) bully pulpit

14. Why is the President considered the "Chief Diplomat" of the country?

The President represents the United States and therefore must greet, meet, and make treaties with representatives from other countries.

Level Two Judicial Dossier 2

Focus Questions—Answer Key

1. There are two kinds of cases the Supreme Court hears. One is heard under **original** jurisdiction and the other under **appellate** jurisdiction.

2. Under which jurisdiction would the Supreme Court hear a case involving ambassadors or crime on the high seas?

Original jurisdiction

3. Under what jurisdiction would the people “appeal” to the Supreme Court?

Appellate jurisdiction

4. What does the Latin phrase habeas corpus literally mean?

“You have the body.”

5. When might a court issue a writ of habeas corpus?

When a person is arrested and there is no reason given as to why they are being held.

6. What happens to a person under a bill of attainder?

The person is punished without ever having a trial

7. What does the Latin phrase ex post facto mean?

After the fact

8. Look at the two situations below. In which one was the law ex post facto and Jay really should not have been arrested? **A**

Congress passed a law against smoking on planes on July 12, 2004. Jay was arrested on July 13 because he had smoked a cigarette on a plane on July 2.

9. If you met the President of the United States, how would you address him?

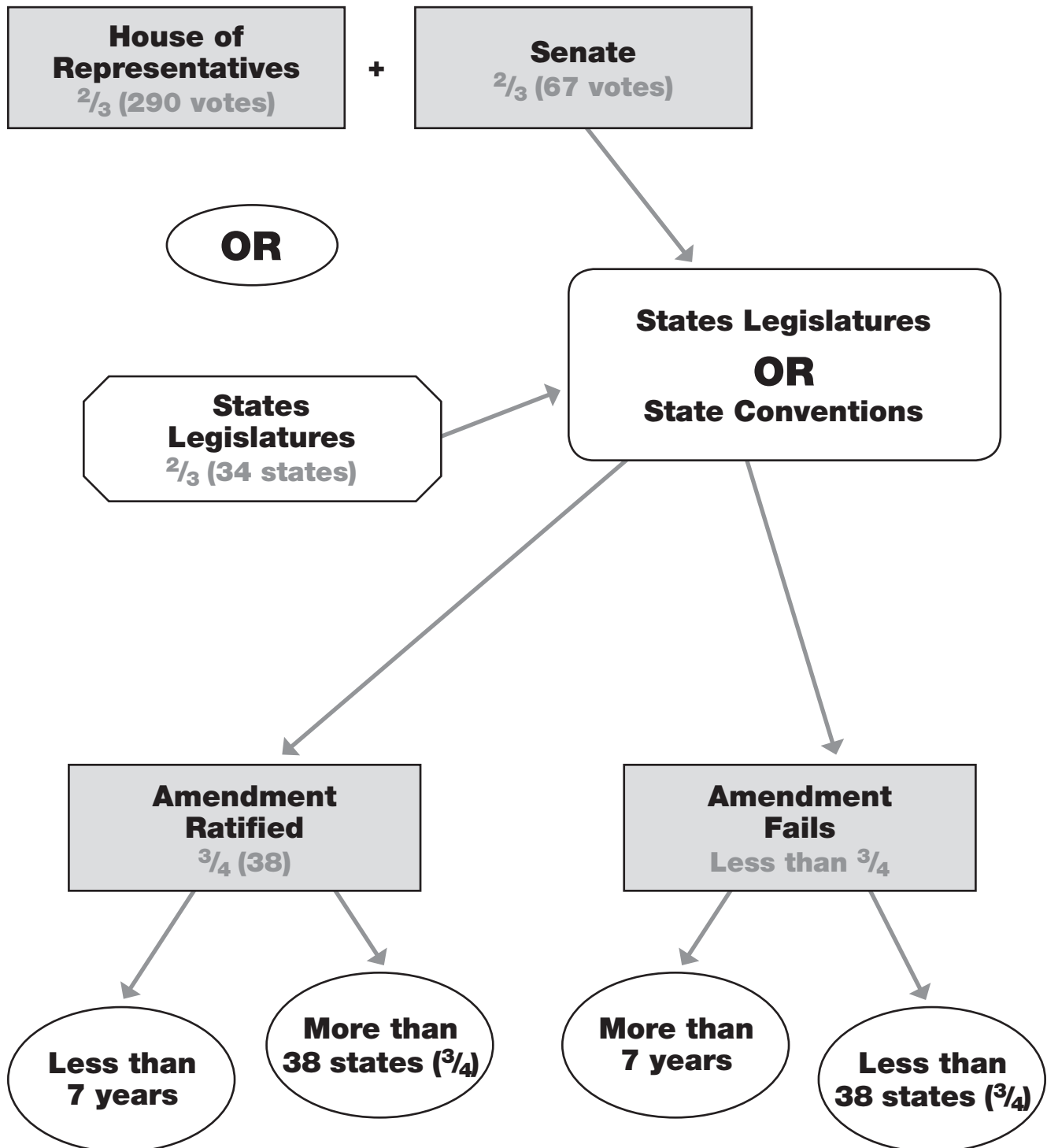
Mr. President or Madame President

10. Who makes sure that individual rights are protected?

Judicial Branch

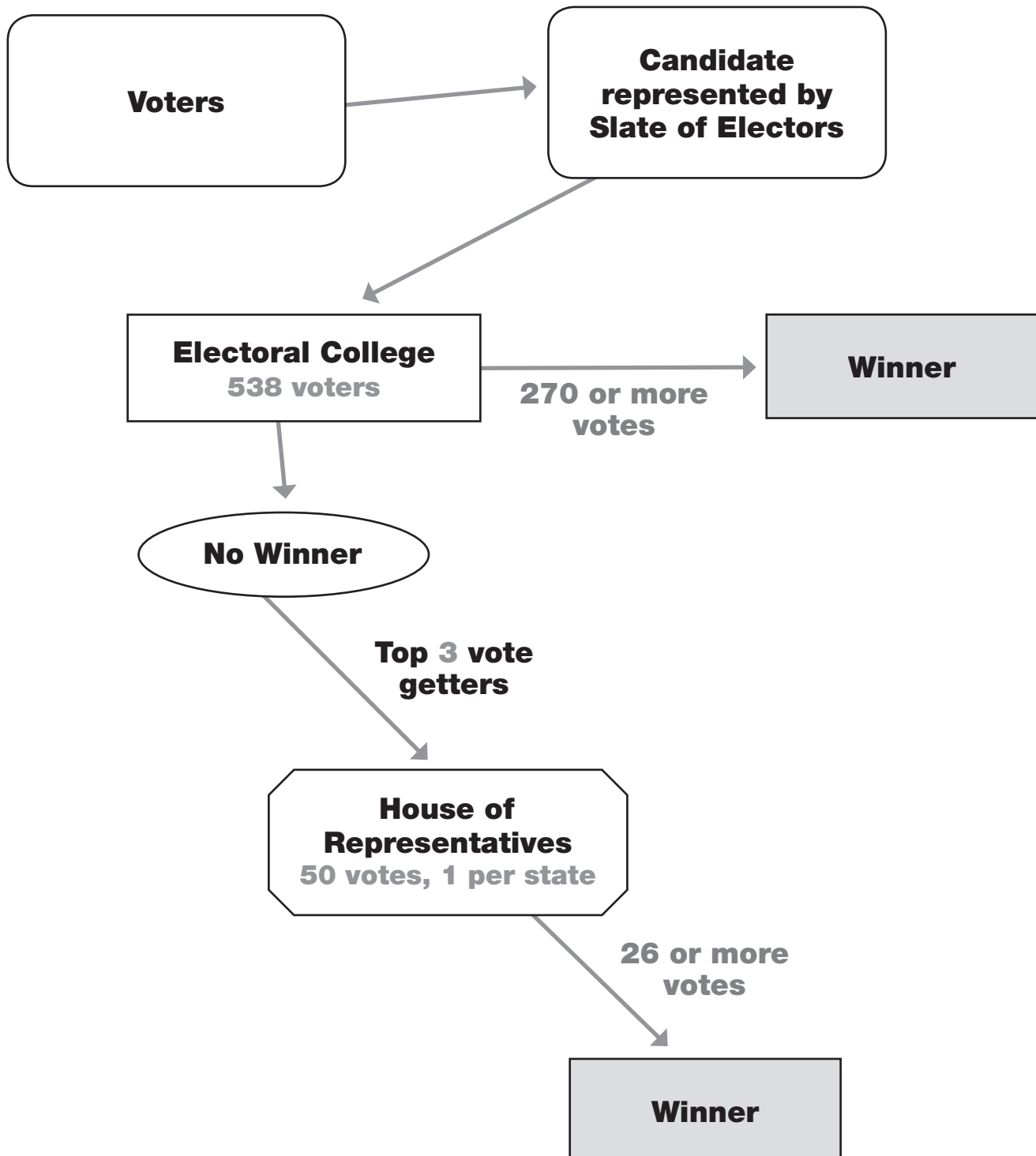
Level Two Legislative Dossier 3

Graphic Organizer—Answer Key



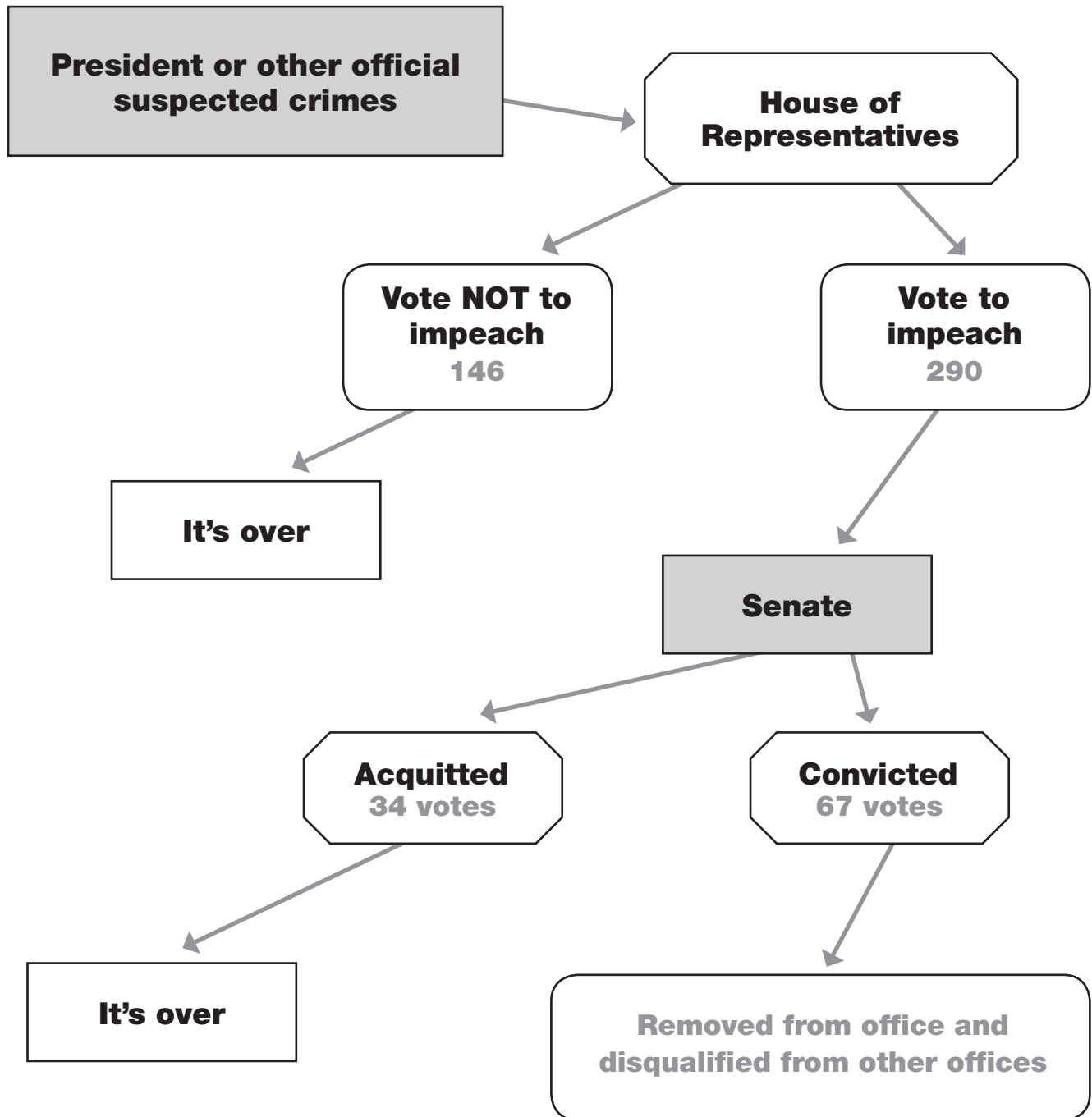
Level Two Executive Dossier 3

Graphic Organizer—Answer Key



Level Two Judicial Dossier 3

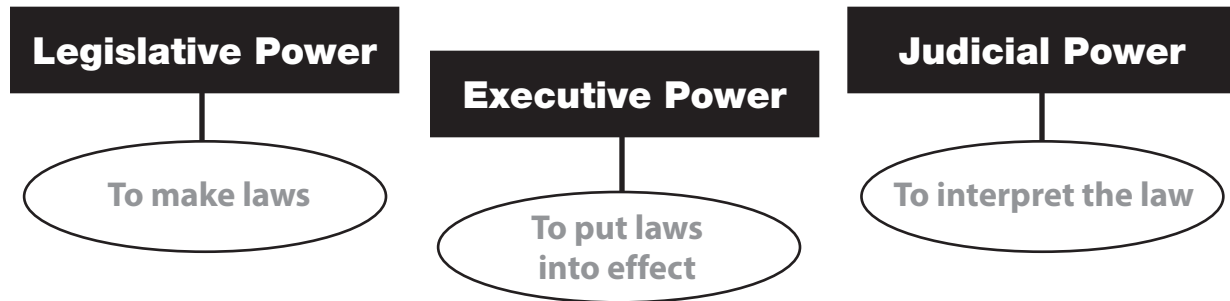
Graphic Organizer—Answer Key



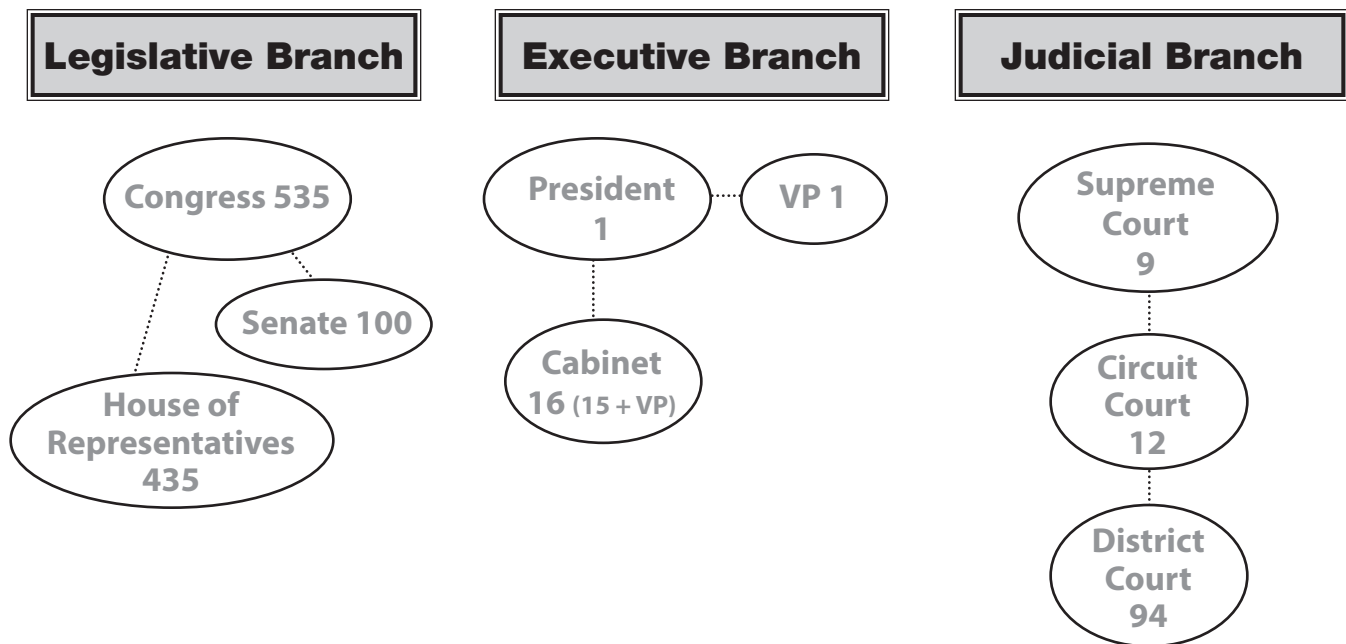
Level Two Jigsaw Tasks 1

Answer Key

Task 1A



Tasks 1B & 1C



Task 1D

Position	Requirements
Representative	25 years old, seven years citizen, live in the state they represent
Senator	35 years old, nine years citizen, live in the state they represent
President/Vice President	Natural born citizen, 35 years old, resident for 13 years
Supreme Court Justice	No stated requirements

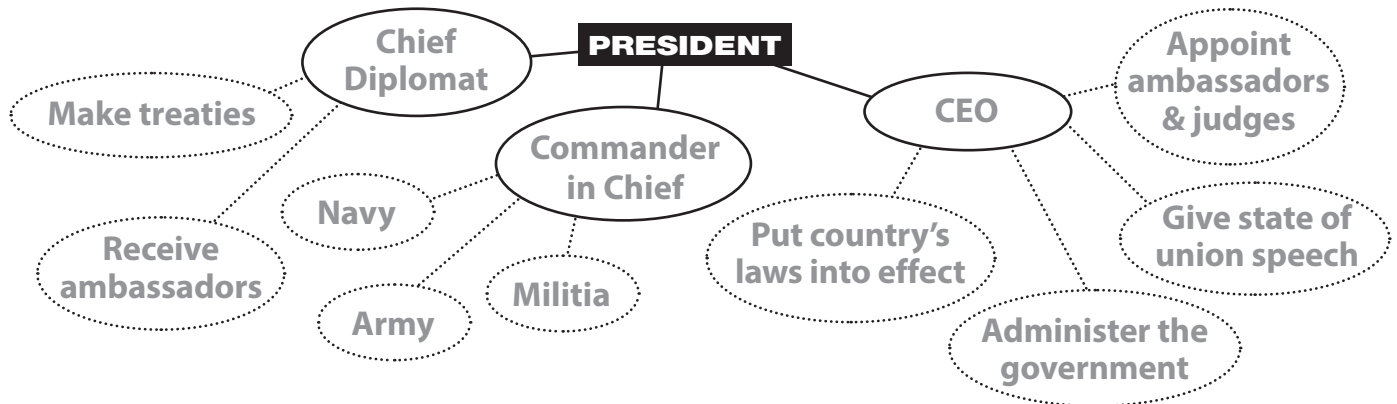
Task 1E

Position	Term Lengths	Term Limits	Appointed/Elected
Representative	Two years	No	Elected
Senator	Six years	No	Elected
President/Vice President	Four years	Yes, two terms	Elected
Supreme Court Justice	Lifetime	No	Appointed

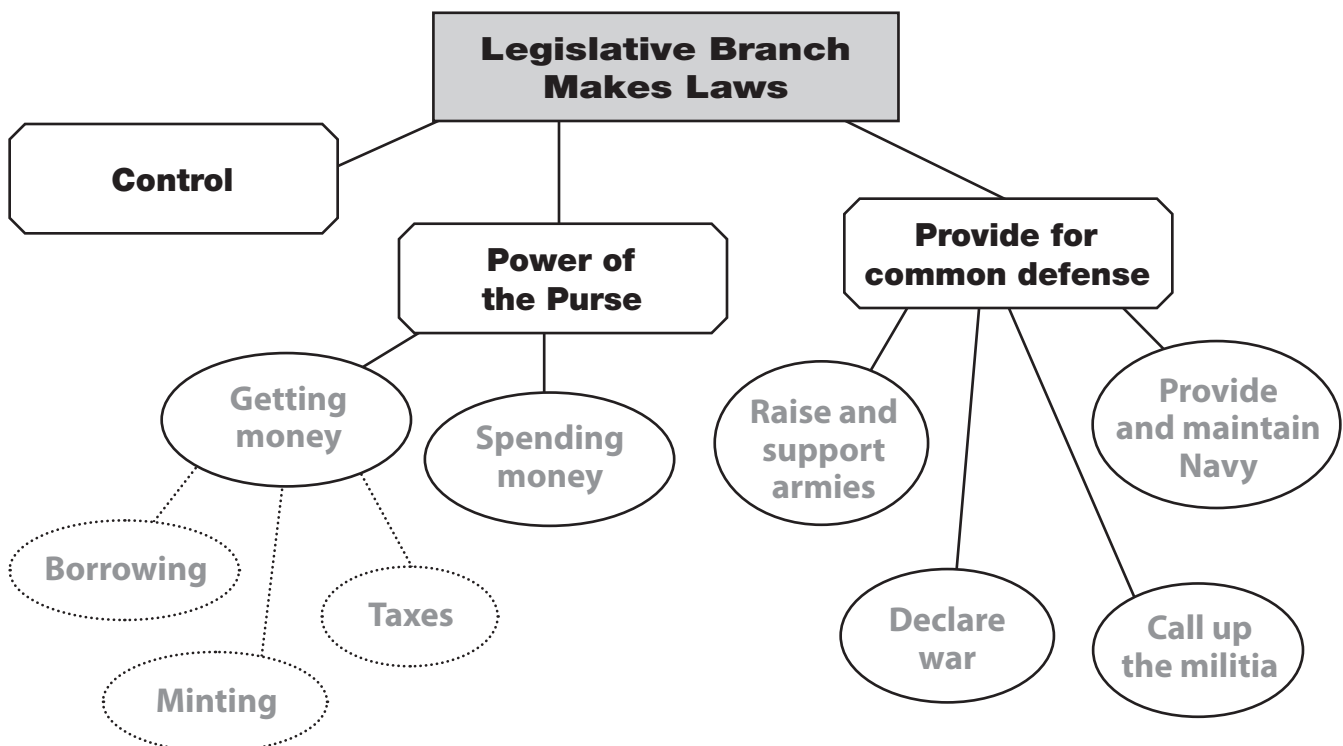
Level Two Jigsaw Tasks 2

Answer Key

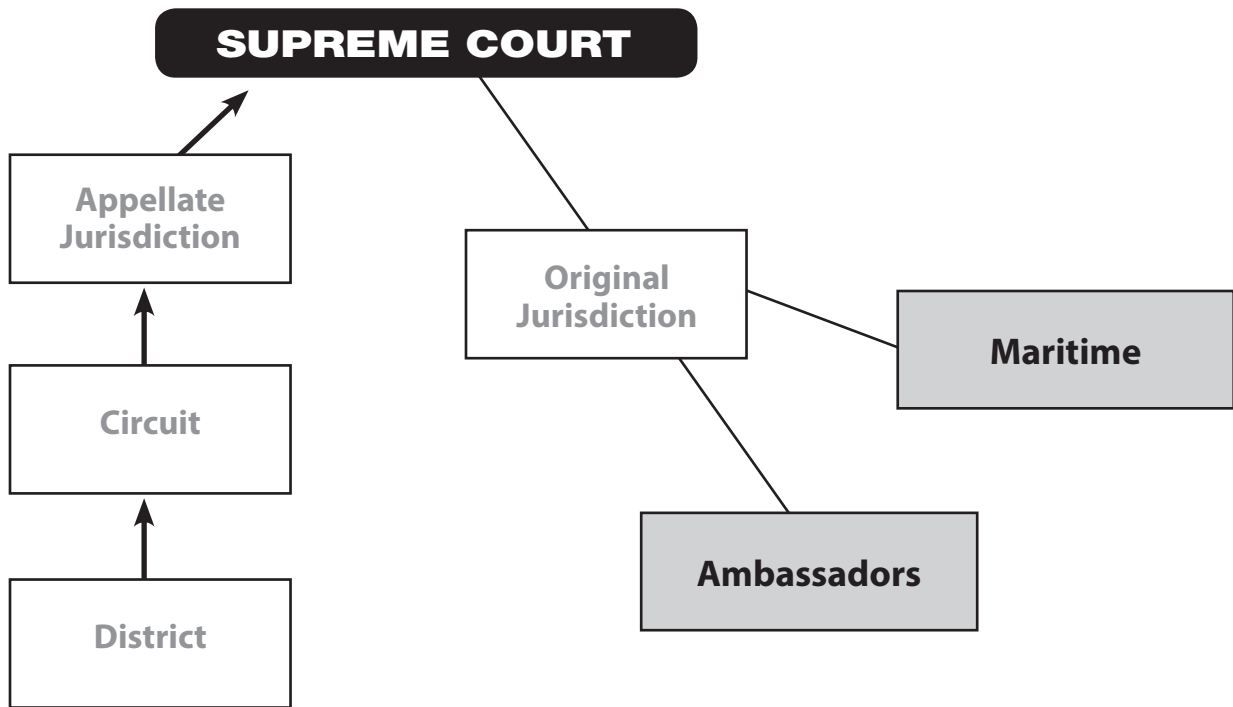
Task 2A



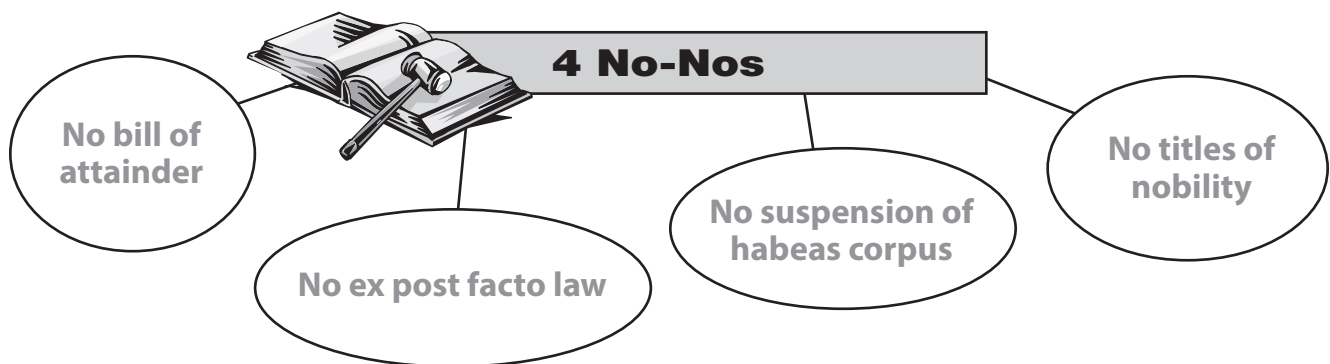
Task 2B



Task 2C



Task 2D



Level Two Balance of Power

Activity Table—Answer Key

LEGISLATIVE BRANCH	EXECUTIVE BRANCH	JUDICIAL BRANCH
To impeach	To run the country like a CEO	To protect individual rights
To approve or reject appointments	To appoint officials, including judges	
To approve or reject treaties	To negotiate treaties	
	To pardon people	To decide the innocence and guilt of people
To pass laws to spend money on the budget	To draw up a budget with the help of advisors	To make sure that federal money is spent constitutionally
To fund or not fund an executive order	To give executive orders	To declare executive orders unconstitutional
To make laws and override vetoes	To sign, veto or pocket veto bills	To declare laws unconstitutional
To declare war and spend money to support troops	To command the military	

Article I Section 7

Answer Key

A All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with ... other bills.

Money bills start in House of

Representatives. All other bills can

start in either House.

B Every bill which shall have passed the House of Representatives and the Senate, shall, before it becomes a law, be presented to the President of the United States; if he approves he shall sign it,

If bill passes both houses, it goes to

President.

C But if not he shall return it, with his objections to that house in which it shall have originated.

President can sign it or send it back (veto

it). If he vetoes it, it returns to the house

where it started.

D Who shall enter the objections at large on their journal, and proceed to reconsider it.

If after such reconsideration two thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved by two thirds of that house, it shall become a law.

If $\frac{2}{3}$ of both houses pass the bill, then

they "override the veto" and the bill

becomes a law.

E If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it,

If the President doesn't return it or sign it,

and "puts it in his pocket," for 10 days, the

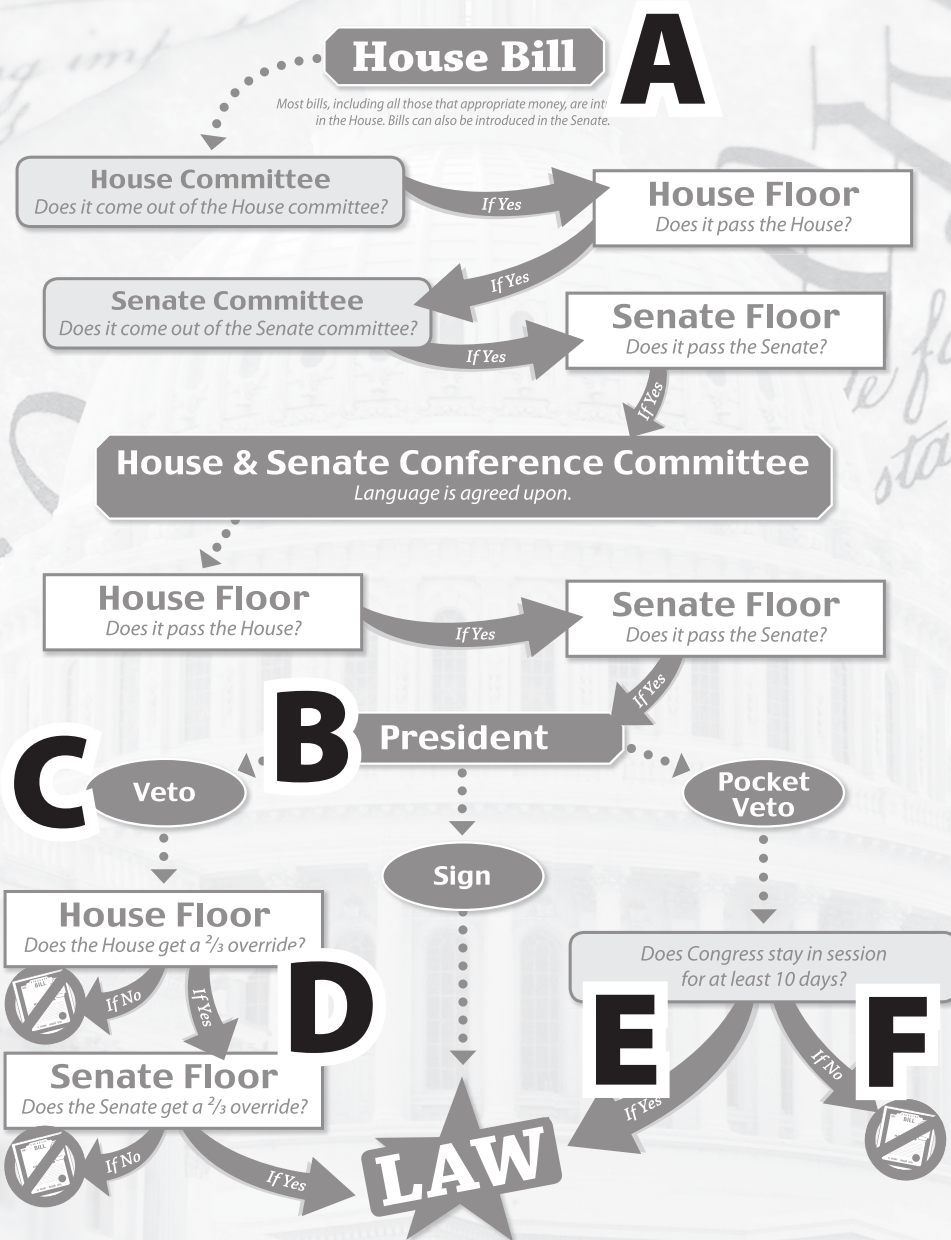
bill becomes a law.

F Unless Congress by their adjournment prevent its return, in which case it shall not be a law.

If Congress adjourns within 10 days, the

bill does not become law.

How a Bill Becomes a Law



Level Two Jeopardy

Answer Key

The BASICS		
Points	ANSWER	QUESTION What is the ...
10	The written plan for the U.S. federal government	Constitution
20	The name given when referring to both the House of Representatives and Senate	Congress
30	The law-making branch	Legislative Branch
40	The branch of the Commander-in-Chief	Executive Branch
50	The branch that interprets laws passed by Congress	Judicial Branch
60	The branch in charge of the District of Columbia	Legislative Branch
70	The branch that can impeach and try the President	Legislative Branch

Give me a NUMBER		
Points	ANSWER	QUESTION What is ...
10	The number of U.S. Senators	100
20	The year term length of Representatives	2
30	The number of Supreme Court Justices	9
40	The number of times a President can be elected	2
50	The year term length for Senators	6
60	The number of U.S. Representatives	435
70	The number of electors in the Electoral College	538

WHO would you call?		
Points	ANSWER	QUESTION Who or what is the ...
10	To speak with the CEO of the U.S.	President
20	To get financial support for the army and navy	Congress or House + Senate
30	To appoint ambassadors	President
40	To advise the President on departments in government	The Cabinet
50	To serve as the President of the Senate	Vice President
60	To preside over an impeachment trial of a President	Chief Justice of the Sup. Ct.
70	To assume the presidency if the President and Vice President died	Speaker of the House

Parts of a whole

<i>Points</i>	<i>ANSWER</i>	<i>QUESTION What is...</i>
10	½ plus 1	A majority
20	The fraction of the Senate needed to approve a Presidential appointment	$\frac{2}{3}$
30	The fraction of the states that must vote to ratify an amendment before it is adopted.	$\frac{3}{4}$
40	The fraction of both houses of Congress needed to override a Presidential veto	$\frac{2}{3}$
50	270	The number of votes in the Electoral College for a President to win
60	The smallest fraction that represents a majority when the entire Supreme Court votes	$\frac{5}{9}$
70	The number of votes in the House of Rep for a President to win if the election is settled in the House	51

Who has the POWER?

<i>Points</i>	<i>ANSWER</i>	<i>QUESTION What or who is...</i>
10	To determine if a law is Constitutional	Supreme Court
20 of the Purse	Congress or House + Senate
30	To appoint a Sup. Court Justice	President
40	To give the State of the Union Address	President
50	To declare war	Congress or House + Senate
60	To try an impeachment of the President	Senate
70	To elect a President	Electoral College

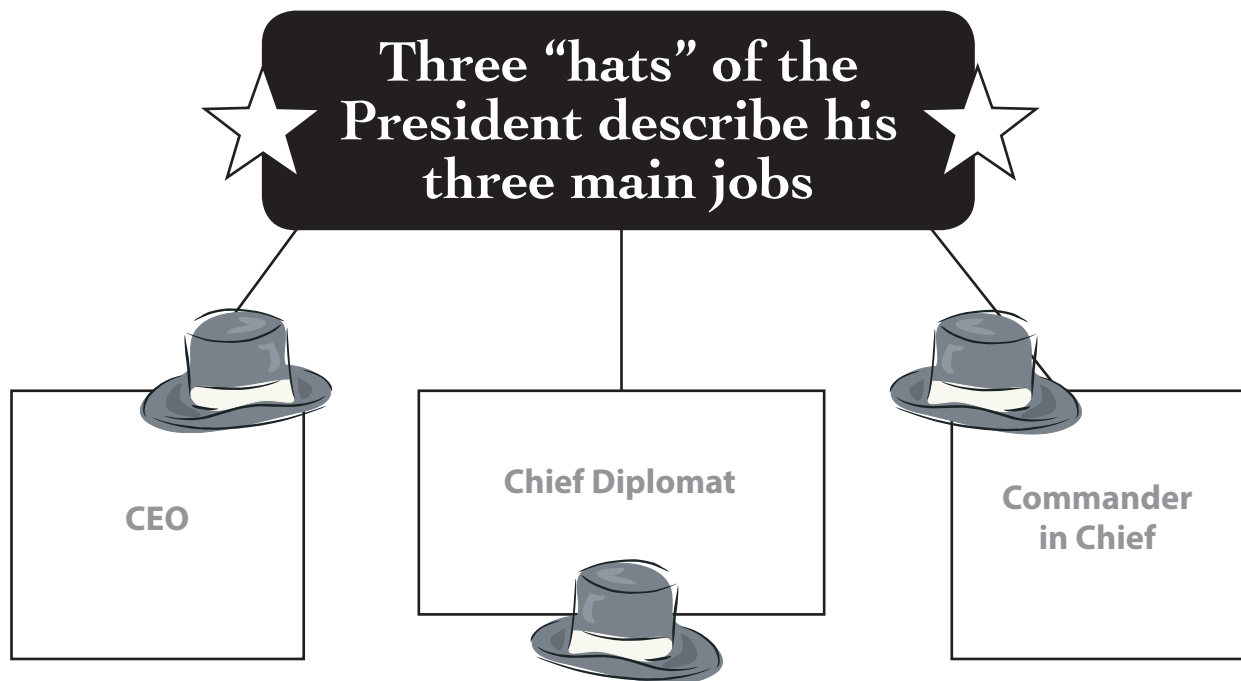
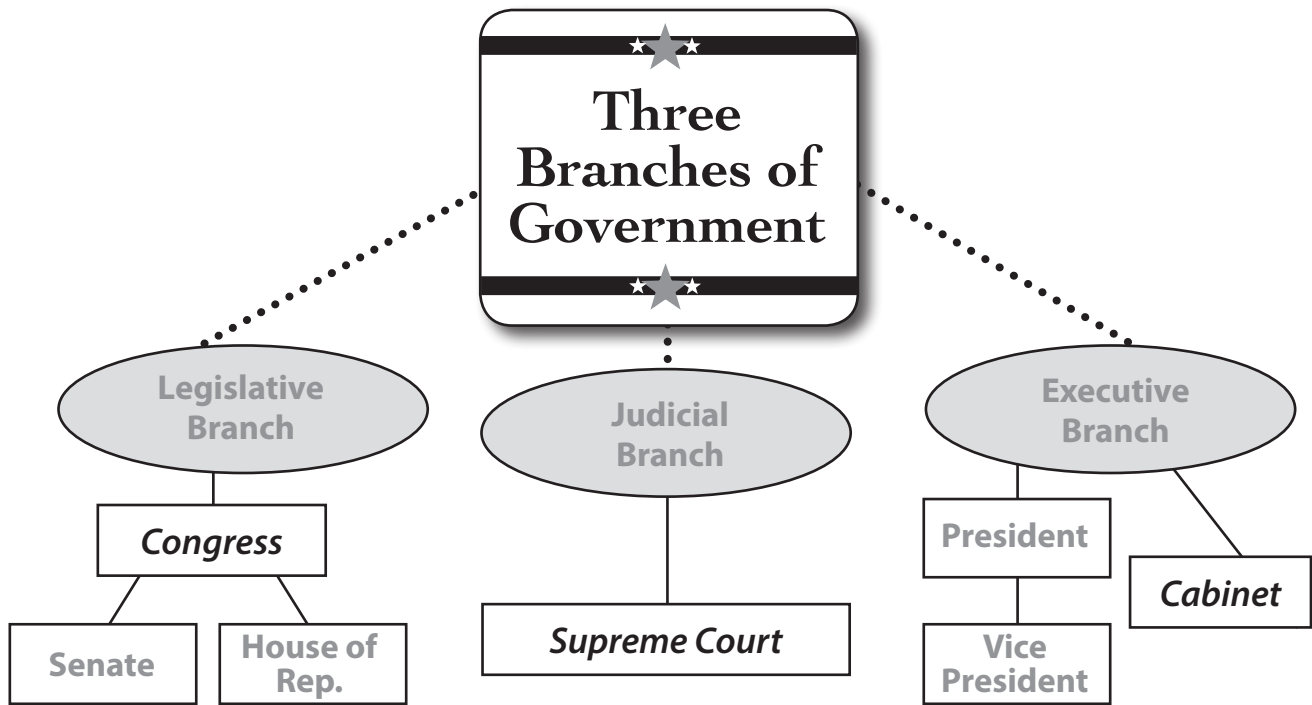
SAY what you MEAN

<i>Points</i>	<i>ANSWER</i>	<i>QUESTION What is ...</i>
10	The opening paragraph to the Constitution	The Preamble
20	The word meaning to "change" the Constitution	Amend
30	The name given to legislation before it becomes a law	A Bill
40	When the President strikes down a bill and sends it back to Congress	A Veto
50	The kind of jurisdiction the Supreme Court has when it hears appeals	Appellate
60	The word used to describe when the Senate and House vote to pass a bill by $\frac{2}{3}$ after the President has vetoed it	An Override
70	A Latin phrase meaning "you have the body" that allows a person to come before a judge to know why he has been arrested	Habeas Corpus

Level Two End-of-Unit Assessment

Answer Key

- 1 **K** The head of the Supreme Court
- 2 **Y** The plan of the United States federal government
- 3 **Q** Number of Senators
- 4 **X** The process used to remove a President or judge from office
- 5 **H** Leader of the House of Representatives
- 6 **J** Next person to take charge if the President cannot do his or her duties
- 7 **K or C** A position where the Constitution does not specify any requirements of age, education, citizenship, etc.
- 8 **Z** A change in the Constitution
- 9 **O** Number of associate justices on the Supreme Court
- 10 **W** The year that the Constitution was written
- 11 **B** Its membership determined by the population of each state
- 12 **P** Number of years of a Senator's term of office
- 13 **A** Has the power to approve or disapprove of treaties
- 14 **E** A prisoner's right to be called before a judge to know why he/she has been arrested
- 15 **D** A paragraph that tells the reasons why the Founders adopted the new Constitution
- 16 **M** Number of years of a President's term of office
- 17 **N** Total number of terms (not years) that a President can be elected to serve
- 18 **A** Where the President put on trial for impeachment
- 19 **N** Number of years of a Representative's term of office
- 20 **K** Person who presides over the impeachment trial of a President
- 21 **S** Number of Representatives
- 22 **A** Its membership is made up of two per state
- 23 **G** Where the President and Vice President are actually elected
- 24 **J** Leader of the Senate
- 25 **F** Describes a law passed after the fact



- 1 Where do bills start? House of Representatives
and/or Senate
- 2 Before a bill can go to the floor of the whole House or Senate for a vote, where is it generally sent? Committee
- 3 When the House and the Senate have made and passed two different forms of the same bill, where does the bill go to write the final wording? Conference Committee
- 4 After a bill has passed both houses of Congress, where is it sent? President
- 5 If a President likes a bill, what must he do so that it becomes a law? Sign it
- 6 If a President really dislikes a bill and vetoes it, what must Congress do in order for the bill to become a law? Vote by $\frac{2}{3}$ to override the veto
- 7 If a President holds a bill for more than 10 days and doesn't do anything to it, this is considered a Pocket veto
- 8 If a President holds a bill for 8 days and Congress adjourns, what happens to the bill? It dies (not passed)
- 9 If a President holds a bill for 10 days and Congress stays in session, what happens to the bill? It becomes law
(without the President's signature)
- 10 If a law is challenged, who ultimately decides if the law should remain or be thrown out? Supreme Court

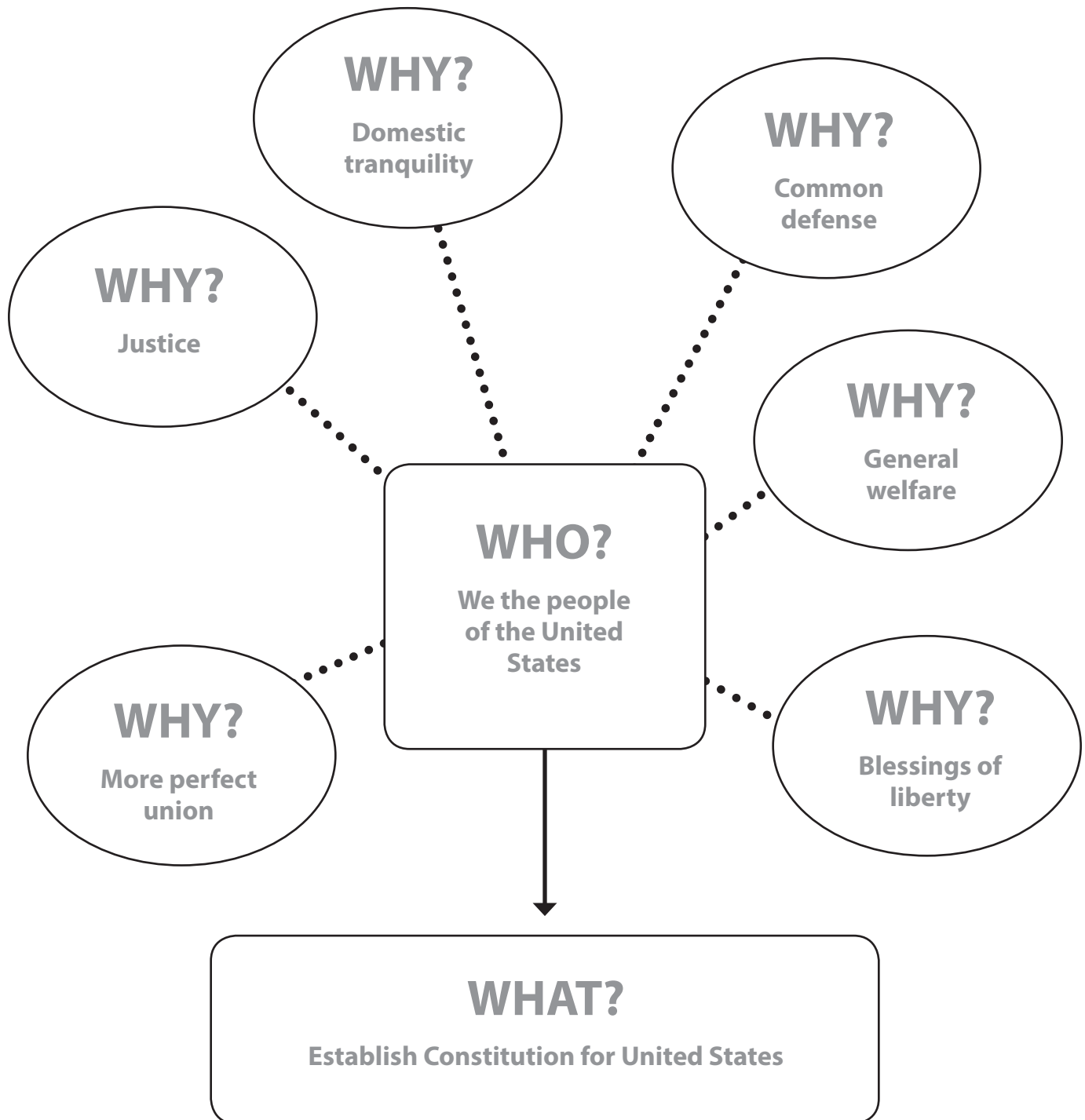
Level Two End-of-Unit Assessment

Answer Key

- 1 **CONG** Make laws
- 2 **PRES** Veto laws
- 3 **PRES** Sign bills into law
- 4 **SC** Interpret the law
- 5 **PRES** Appoint judges
- 6 **CONG** Has power of the purse
- 7 **PRES** Negotiate treaties
- 8 **CONG** Declare war
- 9 **CONG** Coin money
- 10 **CONG** Impeach federal officials
- 11 **PRES** Send troops to foreign lands
- 12 **CONG** Ratifies (approves) treaties
- 13 **CONG** Begin the process of amending the Constitution
- 14 **CONG** Finances and runs the government of Washington, D.C.
- 15 **CONG** Regulate commerce with foreign countries or among states
- 16 **CONG** Borrow money
- 17 **SC** Declare laws as unconstitutional
- 18 **CONG** Pay for the Armed forces
- 19 **SC** Rules on the decisions of lower courts
- 20 **PRES** Can pardon convicted criminals
- 21 **CONG** Override vetoes
- 22 **CONG** Set federal minimum wage
- 23 **PRES** Call up the militia
- 24 **PRES** Presides over the Cabinet
- 25 **CONG** Approve or reject appointments

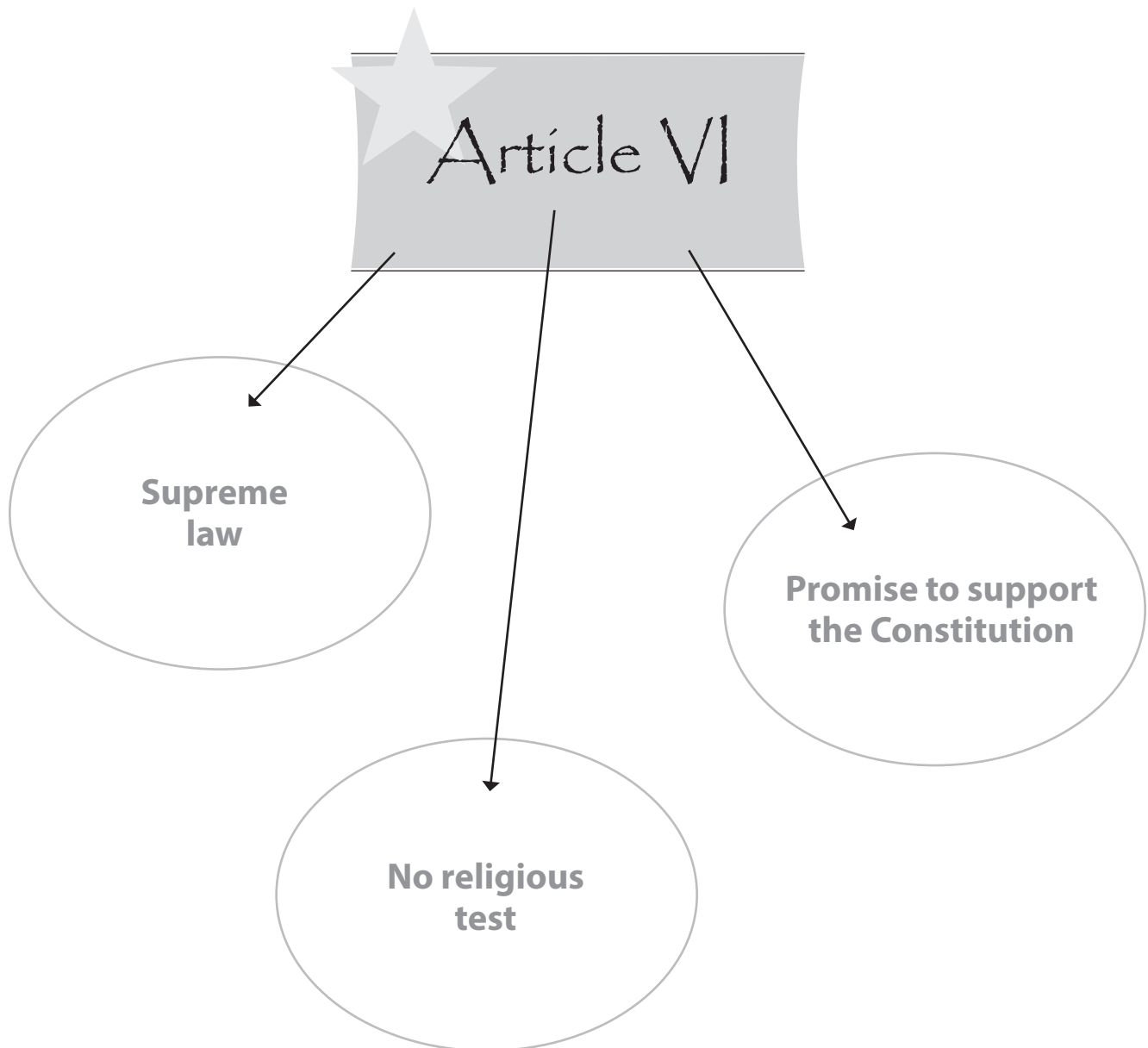


The Preamble **Graphic Organizer—Answer Key**



Article VI

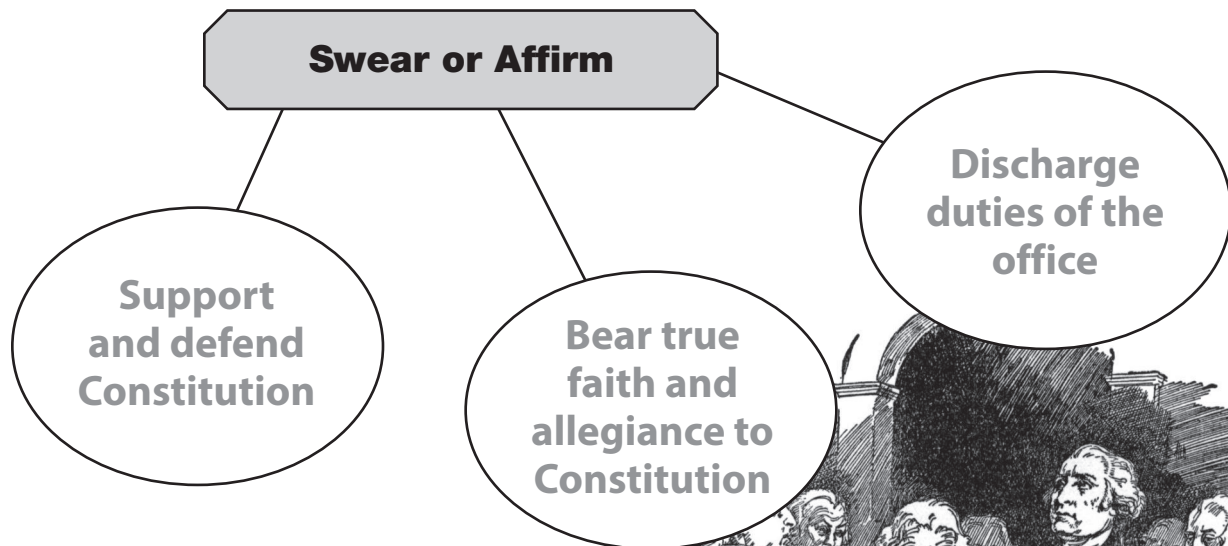
Graphic Organizer—Answer Key



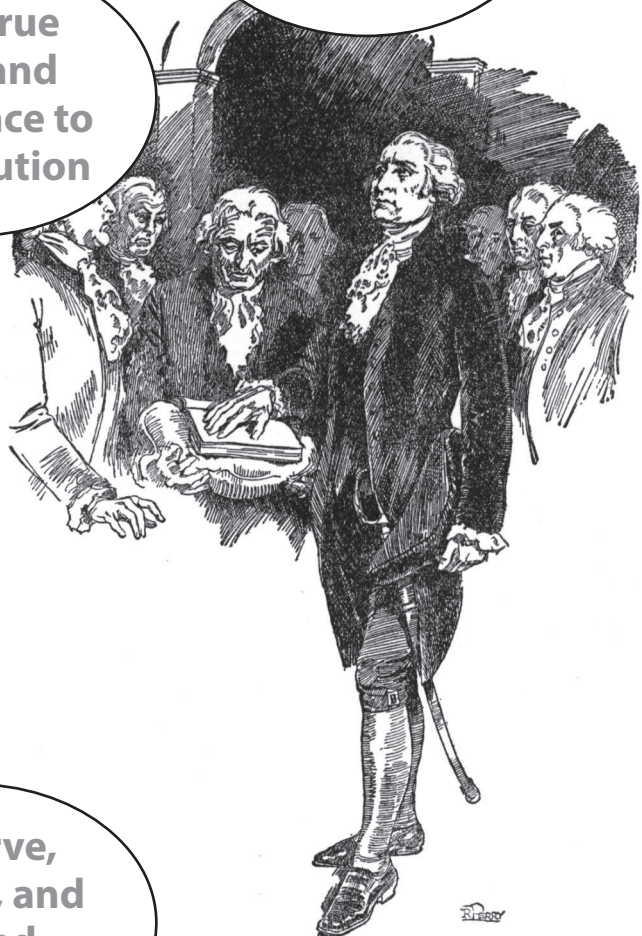
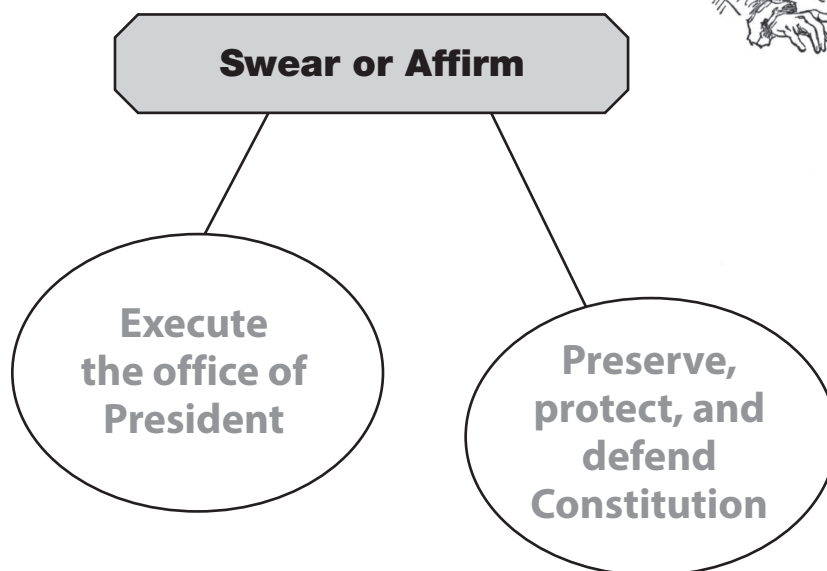
Oaths of Office

Graphic Organizers—Answer Key

Legislative & Judicial Oaths



Presidential Oath



Teacher Feedback Form

At Interact, we constantly strive to make our units the best they can be. We always appreciate feedback from you—our customer—to facilitate this process. With your input, we can continue to provide high-quality, interactive, and meaningful instructional materials to enhance your curriculum and engage your students. Please take a few moments to complete this feedback form and drop it in the mail. Address it to:

Interact • Attn: Editorial
10200 Jefferson Blvd. • P.O. Box 802
Culver City, CA 90232-0802

or fax it to us at **(800) 944-5432**

or e-mail it to us at **access@teachinteract.com**

We enjoy receiving photos or videos of our units in action! Happy teaching!

Your Name: _____

Address: _____

E-mail: _____

Interact Unit: _____

Comments: _____
