

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE



Civics and Economics

Commonwealth of Virginia
Department of Education

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by the

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Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in January 2008. The *Enhanced Scope and Sequence* is organized by topics from the original *History and Social Science Standards of Learning Scope and Sequence* document and includes the content of the Standards of Learning and the essential knowledge and skills found in the *History and Social Science Standards of Learning Curriculum Framework 2008*. In addition, the *Enhanced Scope and Sequence* provides teachers with sample lesson plans aligned with the essential knowledge and skills in the *Curriculum Framework*.

School divisions and teachers may use the *Enhanced Scope and Sequence* as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that have been aligned with the Standards of Learning. Teachers who use the *Enhanced Scope and Sequence* should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a useful instructional tool.

As stated above, the *Enhanced Scope and Sequence* is organized into units by topics found in the original *History and Social Science Standards of Learning Scope and Sequence* document. Each organizing topic contains the following:

- É A related History and Social Science Standard(s) of Learning
- É The essential understandings, knowledge, and skills that define the designated Standard(s) of Learning, as presented in the *History and Social Science Standards of Learning Curriculum Framework 2008*
- É Related sample Internet resources
- É Lesson sessions containing various instructional activities and a list of required materials
- É Handouts to accompany some of the instructional activities
- É Sample assessment items covering the entire organizing topic

ORGANIZING TOPIC

Foundations of American Government

Standard(s) of Learning

- CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by
- a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
 - b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;
 - c) identifying the purposes for the Constitution of the United States as they are stated in its Preamble;
 - d) identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.
- CE.6 The student will demonstrate knowledge of the American constitutional government at the national level by
- b) explaining the principle of separation of powers and the operation of checks and balances.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Examine and interpret primary and secondary source documents. _____

Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. _____

Analyze political cartoons, political advertisements, pictures, and other graphic media. _____

Distinguish between relevant and irrelevant information. _____

Review information for accuracy, separating fact from opinion. _____

Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. _____

Select and defend positions in writing, discussion, and debate. _____

Content

Explain that fundamental political principles define and shape American constitutional government. Include an analysis of the following fundamental political principles:

É Consent of the governed: The people are the source of any and all governmental power. _____

É Limited government: Government is not all-powerful and may do only those things the people have given it the power to do. _____

É Rule of law: The government and those who govern are bound by the law, as are those who are governed. _____

É Democracy: In a democratic system of government, the people rule. _____

É Representative government: In a representative system of government, the people elect public officeholders to make laws and conduct government on the people's behalf. _____

Explain that American constitutional government is founded on concepts articulated in earlier documents, including the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom. Analyze the influence of earlier documents on the Constitution of the United States of America, using the following information as a guide:

- É The charters of the Virginia Company of London guaranteed the rights of Englishmen to the colonists.
- É The Virginia Declaration of Rights served as a model for the Bill of Rights of the Constitution of the United States of America.
- É The Declaration of Independence
 - stated grievances against the king of Great Britain
 - declared the colonies' independence from Great Britain
 - affirmed "certain unalienable rights" (life, liberty, and the pursuit of happiness)
 - established the idea that all people are equal under the law.
- É The Articles of Confederation
 - established the first form of national government for the independent states
 - maintained that major powers resided with individual states
 - created a weak central government (e.g., no power to tax or enforce laws), which led to the writing of the Constitution of the United States of America.
- É The Virginia Statute for Religious Freedom stated freedom of religious beliefs and opinions.

Explain that the Constitution of the United States of America, including the Bill of Rights,

- É established the structure of the United States government
- É guaranteed equality under the law with majority rule and the rights of the minority protected
- É affirmed individual worth and dignity of all people
- É protected the fundamental freedoms of religion, speech, press, assembly, and petition.

Describe how the Preamble of a constitution sets forth the goals and purposes to be served by the government. Include an analysis of the following purposes of United States government:

- É To form a more perfect union
- É To establish justice
- É To ensure domestic tranquility
- É To provide for the common defense
- É To promote the general welfare
- É To preserve the blessings of liberty

Explain that the Preamble to the Constitution of the United States of America, begins, "We the people," thereby establishing that the power of government comes from the people.

Explain that the Constitution of the United States of America can be amended through processes outlined in the constitution.

Explain the amendment process for the Constitution of the United States of America:

- É Proposal: action by Congress or convention
- É Ratification: by the states

Explain that the amendment process is complex and that to date, only 27 amendments have been added to the Constitution of the United States.

Explain that the powers of the national government are separated among three branches of the government in ways that limit any one branch from abusing its power.

Explain the principle of separation of powers: The Constitution of the United States in Articles I, II, and III defines the powers of the legislative, executive, and judicial branches of the national government.

Explain the operation of checks and balances: Each of the three branches of the national government limits the exercise of power by the other two branches.

Explain the following checks exercised by the legislative branch:

É The Congress checks the president when legislators
override presidential vetoes
impeach and convict a president.

É The Congress checks the courts when legislators
confirm or refuse to confirm judges/justices
impeach and convict judges/justices.

Explain the following checks exercised by the executive branch:

É The president checks Congress when the president
proposes legislation
prepares an annual budget for Congress to approve
calls special sessions of Congress
vetoes legislation Congress has passed.

É The president checks the courts when the president
nominates judges/justices.

Explain the following checks exercised by the judicial branch:

É The courts check Congress when judges/justices
declare acts of Congress to be unconstitutional.

É The courts check the president when judges/justices
declare executive actions to be unconstitutional.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- America's Historical Documents*. The National Archives. <http://www.archives.gov/historical-docs/>. This site offers the Declaration of Independence, The Constitution of the United States, and the Bill of Rights and resources.
- Document Analysis Worksheets*. National Archives and Records Administration. <http://www.archives.gov/education/lessons/worksheets/>. This site supplies worksheets for analyzing every type of primary source document; including written documents, pictures, political cartoons, and sound recordings.
- Documents of American History*. Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/resources/documents_american_history.pdf. This publication includes the text of important historical documents in PDF form.
- Historical Documents. *Ben's Guide to the U.S. Government for Kids*. <http://bensguide.gpo.gov/6-8/documents/index.html>. This site contains the texts of the Declaration of Independence, Articles of Confederation, Constitution of the United States, and the Bill of Rights.
- The People's Vote. 100 Documents That Shaped America*. The National Archives. <http://www.ourdocuments.gov/content.php?page=vote>. This site provides text versions of documents and resources.
- Preamble Scramble. *Ben's Guide to Government for Kids*. http://bensguide.gpo.gov/9-12/games/preamble_scramble.html. Students can unscramble the words to the Preamble to the U.S. Constitution.
- Teaching with Documents: Images of the American Revolution. The National Archives. <http://www.archives.gov/education/lessons/revolution-images/>. This site offers a lesson for the period 1754 to the 1820s, various analysis worksheets, and a selection of correlated original documents for teachers to use in the classroom.
- Top Treasures. *American Treasures of the Library of Congress*. <http://www.loc.gov/exhibits/treasures/tr00.html>. This site presents digital photos of the original handwritten draft of the Declaration of Independence and the Virginia Declaration of Rights.
- The Virginia Act for Establishing Religious Freedom: Thomas Jefferson, 1786. Library of Virginia. <http://religiousfreedom.lib.virginia.edu/sacred/vaact.html>. This site offers the text of the Virginia Statute for Religious Freedom by Thomas Jefferson.
- Virginia Declaration of Rights. *The Avalon Project: Documents in Law, History and Diplomacy*. Yale University. http://avalon.law.yale.edu/18th_century/virginia.asp. This site contains the text of the Virginia Declaration of Rights.
- Virginia Declaration of Rights, June 12, 1776. *Virginia Memory*. Library of Virginia. http://www.virginiamemory.com/online_classroom/shaping_the_constitution/doc/declaration_rights. This site contains the text of the Virginia Declaration of Rights.
- A Voice of Dissent: George Mason. <http://www.virginiadeclarationofrights.com/>. This site, written by students, is devoted to The Virginia Declaration of Rights.
- What Is Meant by Returning to Fundamental Principles? *We the People: The Citizen and the Constitution*. Center for Civic Education. http://civiced.org/index.php?page=wtp_hs40_sb. This site presents a We the People lesson on the fundamental principles of our governmental system.

Session 1: Introduction

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to read and answer pretest questions.
- É Students are expected to be able to read and identify parts of a graphic organizer.
- É Students are expected to be able to distinguish between principles and documents.

Materials

- É Textbook or other instructional resources
- É Attachment A: Pretest
- É Attachment B: Foundations of Government Graphic Organizer
- É Student spiral notebooks

Instructional Activities

1. Distribute copies of Attachment A, and instruct students to answer the questions based on their background knowledge. Remind them to mark their answers in the **Before** column.
2. Go over the results of the pretest to see whether most students agree. Ask them to keep their handout so that they can answer the questions again by filling in the **After** column at the conclusion of the unit.
3. Display or distribute Attachment B, which presents an overview of the unit in the form of a graphic organizer. Briefly discuss the relationship of the principles and the documents listed on the organizer.
4. Have students create a personal dictionary for course-related terms in a spiral notebook, using one or two pages for each letter of the alphabet. As the course progresses, have them add important and/or unfamiliar terms and definitions for quick reference.
5. Assign students to read in the textbook or another instructional resource the section on the fundamental principles of government

Specific Options for Differentiating This Lesson

Technology

- É Provide access to text-to-speech software, electronic textbooks, and enlarged print as needed.
- É Have students use interactive responders for pretest and post-test responses.
- É Have students use cloud technology to provide access to the vocabulary organizer.

Multisensory Activity

- É Have students respond to pretest questions with red card/green card or thumbs up/thumbs down.

Small Group Learning

- É Divide students into teams, and have them complete the pretest as a group.

Vocabulary

- É Have students use the following vocabulary words: *principles, documents, government, foundation, consent, democracy, representative, and fundamental*.
- É Provide students with a list of vocabulary terms and definitions in a graphic organizer where they can fill in illustrations and examples/non-examples.

Student Organization of Content

- É Give students Attachments A and B.
- É Display pretest and post-test responses in the room for reference in moving through the unit.
- É Provide graphic organizer to categorize concepts and documents for Attachment B.
- É Have each student create a personal dictionary for use throughout the unit (See Instructional Activity #4).
- É Have students illustrate the terms using a vocabulary mapping technique.

Session 2: Fundamental Principles

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to navigate between identified Web sites.
- É Students are expected to be able to make brief oral/written presentations.
- É Students are expected to be able to participate in small-group discussions.

Materials

- É Textbook or other instructional resources
- É Daily newspapers
- É Internet access

Instructional Activities

1. Discuss the meaning of each of the listed fundamental principles. (NOTE: You may wish to visit the following Web site for lesson ideas on the fundamental principles of government: "What Is Meant by Returning to Fundamental Principles?" http://civiced.org/index.php?page=wtp_hs40_sb.)
2. Have students select one of the fundamental principles of government and explain how America's system of government would be different if that principle were not included.
3. Divide students into small groups. Give each group several newspapers, and ask them to find an article that shows a practical application of each principle discussed in activity step 1. Have the groups make oral or written presentations of their articles, including an explanation of how the article demonstrates a fundamental principle of American government.
4. Review fundamental principles by creating and using flash cards with the principle of government written on one side and the name of the document in which it is described written on the back.
5. Have students write one sentence using at least three fundamental principles in such a way that it shows their meaning. Also, direct them to read in the textbook or another instructional resource the section on the Virginia historical documents.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to text-to-speech software, electronic textbooks, and enlarged print as needed.
- É Provide directions orally and in written format.
- É Have students use graphic organizer software to organize information for presentation.
- É Have students use presentation software for their presentations.
- É Have students use interactive whiteboards for vocabulary organization and sorting.

Multisensory Activities

- É Have students participate in Instructional Activity #4 in match game format.
- É Have students make oral presentations as a skit, puppet show, or by utilizing presentation software.

Community Connections

- É Have students interview a local public official.

Small Group Learning

- É Have students divide into teams. Teams may use the "Think-Pair-Share" format for Instructional Activity #2.
- É Use jigsaw or expert groups for Instructional Activities #3 and #4.

Vocabulary

- É Have students use the following vocabulary words: *constitutional*, *consent of the governed*, *limited government*, *rule of law*, *democracy*, and *representative government*.

Student Organization of Content

- É Use technology-based word sorts for fundamental principles, descriptions, and examples with the reading.

- É Have students add to their personal dictionaries.
- É Have students create flash cards.
- É Have each student make a with/without chart for Instructional Activity #2.

Session 3: Virginia Documents

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to read and interpret primary-source material.
- É Students are expected to be able to navigate the Internet for research purposes.

Materials

- É Textbook or other instructional resources
- É Attachment C: Excerpts from the Virginia Declaration of Rights
- É Internet access

Instructional Activities

1. Explain the importance of the Charters of the Virginia Company of London. Include an explanation of the Virginia Declaration of Rights.
2. Distribute copies of Attachment C, and direct students to compare these passages with the Bill of Rights of the Constitution of the United States (found in the textbook or other instructional resources). Have students write the number of the constitutional amendment beside the corresponding passage from the Virginia Declaration of Rights.
3. Discuss the importance of the Virginia Statute for Religious Freedom as a foundation for the Bill of Rights.
4. Have students research Virginia documents that influenced the formation of the American government, using the following Web sites:
 - É “Virginia Declaration of Rights.” *The Avalon Project: Documents in Law, History and Diplomacy*. Yale University. http://avalon.law.yale.edu/18th_century/virginia.asp.
 - É “The Virginia Declaration of Rights, June 12, 1776.” *Virginia Memory*. Library of Virginia. http://www.virginiamemory.com/online_classroom/shaping_the_constitution/doc/declaration_rights.
 - É “The Charters of Freedom – A New World Is at Hand.” *The National Archives Experience*. <http://www.archives.gov/exhibits/charters/charters.html>.
 - É “The Virginia Act for Establishing Religious Freedom.” Library of Virginia. <http://religiousfreedom.lib.virginia.edu/sacred/vaact.html>.
 - É “A Voice of Dissent: George Mason.” <http://www.virginiadeclarationofrights.com/>.
5. Have students use the “Document Analysis Worksheets” from the National Archives and Records Administration Web site <http://www.archives.gov/education/lessons/worksheets/> to examine and analyze the Virginia documents.
6. Assign students to read in the textbook or another instructional resource the section on the Declaration of Independence.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to text-to-speech software, electronic textbooks, and enlarged print as needed.
- É Use enlarged video projection equipment during teacher-led lessons.
- É Use interactive whiteboard to lead activity comparing passages (highlighting tools, side by side documents).
- É Use Web-based video/activities to review the Charters of the Virginia Company of London.

Small Group Learning

- É Assign students to teams to complete and present research.
- É Have teams work together to analyze acquired research.
- É Use jigsaw or expert groups to analyze and share the acquired research.

Multisensory Activities

- É Have students use Web-based video clips (e.g., United Streaming) to provide and/or review information.
- É Have students use class review activity (i.e. õbeach-ballö learning activity) for reviewing key concepts of the amendments.

Community Connections

- É Have students take a field trip to Monticello and Ash Lawn and/or Gunston Hall.

Vocabulary

- É Have students use the following vocabulary words: *charters*, *declaration*, *statue*, *amendment*, *analysis*, and *religious freedom*.

Student Organization of Content

- É Have students complete a Venn diagram as a method for comparison for Instructional Activity #3.
- É Provide graphic organizer for concepts from Charters of Virginia Company of London, Virginia Declaration of Rights, and Virginia Statute of Religious Freedom.
- É Introduce Attachment F from Session 9.

Session 4: Declaration of Independence

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to write a persuasive essay.
- É Students are expected to be able to compare and contrast documents.

Materials

- É Textbook or other instructional resources
- É Attachment D: First Paragraph from the Virginia Declaration of Rights
- É Internet access

Instructional Activities

1. Distribute copies of Attachment D, and instruct students to use it and the textbook or other instructional resources to identify and underline words or phrases from the first paragraph of the Virginia Declaration of Rights that are also contained in the Declaration of Independence. When students are finished, review the common words or phrases and their meanings with the class.
2. Discuss the authors of the Declaration of Independence and the Virginia Declaration of Rights. Explain that both men were influenced by the ideas of the Enlightenment. (NOTE: While students do not need to know details about the Enlightenment and its influence, an overview will help them understand why ideas and phrases were popular and can be found in many documents of the period.)
3. Help students review the important elements of the Declaration of Independence. For example, have them underline six grievances the colonists had against the king, and direct them to circle the statement that actually *declares* independence from Great Britain.
4. Have students pretend to be Thomas Jefferson and write a persuasive paragraph urging their fellow delegates to sign the Declaration of Independence.
5. Assign students to read in the textbook or another instructional resource the section on the Articles of Confederation.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to computer projection equipment and video clips.
- É Provide access to word processing capabilities.
- É Provide access to audio recording equipment and speech-to-text software.
- É Provide access to graphic organizer software.
- É Have each student make a video of the Declaration of Independence.

Multisensory Activities

- É Have students write the grievances on large post-it paper around the room. Students can do a gallery walk.
- É Have students view video of the Declaration of Independence, then have them create versions of their own *o*Declaration of Independence.*o*

Community Connections

- É Invite a member of a local reenactment group to read the Declaration of Independence.

Vocabulary

- É Have students use the following vocabulary words: *unalienable*, *grievance*, *inherent*, *society*, *deprive*, *posterity*, and *enlightenment*.

Student Organization of Content

- É Have students continue personal dictionaries.
- É Have each student create a graphic organizer with the main ideas and supporting details of the Declaration of Independence.

- É Have students create a word wall with key terms.
- É Have students use sticky notes to document similarities in Virginia Declaration of Rights and the Declaration of Independence.
- É Provide a framed paragraph structure for the persuasive essay.

Session 5: Articles of Confederation

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to create and complete a T-Chart.
- É Students are expected to be able to use a two-column note format.

Materials

- É Attachment E: Distribution of Power in a Confederation

Instructional Activities

1. Display the visual on Attachment E. Explain that in a confederate form of government, the state governments give the national government only the powers to handle matters the states cannot manage individually, such as writing treaties.
2. Discuss why the colonists would select this type of government after the Revolutionary War.
3. Display the two-column chart shown below, and have students reproduce it as a full page in their notebook.

| The Articles of Confederation, July 12, 1776 | |
|--|------------|
| Accomplishments | Weaknesses |
| | |

4. Direct students to complete the two-column chart notes. These notes will be used for a writing assignment in Session 9.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to text-to-speech software, electronic textbooks, and enlarged print as needed.
- É Use graphic organizer software to give information on the Articles of Confederation.
- É Use interactive whiteboard to sort accomplishments and weaknesses.
- É Have students use graphic organizer software to organize accomplishments and weaknesses.

Multisensory Activities

- É Have students debate reasons for or against a weak central government.
- É Have students sort descriptors of strengths and weaknesses of the Articles of Confederation.

É Have students describe changes they would make to improve the Articles of Confederation to address the weaknesses.

Community Connections

É Have the class examine the present-day community as if the Articles of Confederation still existed (e.g., How would the government function? How would the roles of community members be different?).

Vocabulary

É Have students use the following vocabulary words: *accomplishment*, *weakness*, *confederate*, *confederation*, *articles*, and *treaty*.

Student Organization of Content

É Have students continue to create personal dictionaries.

É Have each student create a document timeline.

É Have each student create a graphic organizer citing the accomplishments and weakness of the Articles of Confederation.

Session 6: Preamble

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to rephrase text in their own words.

Materials

- É Textbook or other instructional resources
- É Triple-spaced copies of the Preamble to the Constitution of the United States
- É Internet access (optional)

Instructional Activities

1. Begin the class with a choral reading of the Preamble. Explain that it is one of the most widely recognized portions of any of the historical documents and has great importance. Discuss the purposes of the Constitution of the United States as stated in the Preamble.
2. Give students copies of the Preamble. Have them locate the instances of complex wording and then simplify it by paraphrasing, writing new wording above the original. When everyone is finished, ask for volunteers to read the new versions of the Preamble.
3. Lead a discussion in which students compare and contrast the Preamble to the beginning of the Declaration of Independence.
4. Have groups of students decide on and present one additional goal of the new government that they would have included in the Preamble to the Constitution.
5. Optional activity: Have students complete the "Preamble Scramble" at *Ben's Guide to Government for Kids*. http://bensguide.gpo.gov/9-12/games/preamble_scramble.html.
6. Assign students to read in the textbook or another instructional resource the section on the system of checks and balances.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to video clips.
- É Provide access to word processing software.

Multisensory Activities

- É Have students develop a musical version of the Preamble to the Constitution.
- É Have students unscramble magnetic Preamble phrases and place them in the correct order.

Community Connections

- É Have students use the local newspaper to find examples of current applications of Preamble goals of government.

Small Group Learning

- É Divide students into small groups for the newspaper activity described in Community Connections.
- É In small groups, students could write a summary or create a cartoon demonstrating their understanding of the Preamble.

Vocabulary

- É Have students use the following vocabulary words: *preamble, union, justice, domestic, tranquility, common defense, general welfare, and ordain*.

Student Organization of Content

- É Have students continue to add terms to their dictionaries.
- É Have each student create a graphic organizer in which definitions are paired with examples.

- É Have each student do a Venn diagram of comparing and contrasting the Preamble to the Declaration of Independence.

Session 7: Separation of Powers, Checks and Balances

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to draw and complete a graphic organizer.

Materials

É Textbook or other instructional resources

Instructional Activities

1. Explain the principle of separation of powers as set forth in Articles I, II, and III of the Constitution of the United States. These articles define the powers of the legislative, executive, and judicial branches of the national government. Create and show a visual that makes clear the meaning of separation of powers and the system of checks and balances:
 - É The powers of the national government are separated among three branches of the government in ways that limit any one branch from abusing its power.
 - É The system of checks and balances gives each of the three branches of the national government ways to limit the exercise of power by the other two branches.
2. Review the system of checks and balances, using the textbook or other instructional resources. Go over those checks and balances identified in the Standards of Learning Curriculum Framework:

Checks exercised by the legislative branch:

- É The Congress checks the president when legislators
override presidential vetoes
impeach and convict a president.
- É The Congress checks the courts when legislators
confirm or refuse to confirm judges/justices
impeach and convict judges/justices.

Checks exercised by the executive branch:

- É The president checks Congress when the president
proposes legislation
prepares an annual budget for Congress to approve
calls special sessions of Congress
vetoes legislation Congress has passed.
- É The president checks the courts when the president
nominates judges/justices.

Checks exercised by the judicial branch:

- É The courts check Congress when judges/justices
declare acts of Congress to be unconstitutional.
- É The courts check the president when judges/justices
declare executive actions to be unconstitutional.

3. Provide additional examples to those listed.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to text-to-speech software, electronic textbooks, and enlarged print as needed.
- É Have students use graphic organizer software to organize the three branches of government, their roles, and their checks and balances.

Multisensory Activities

- É Have students create a balanced mobile of the three branches of government.
- É Have each student sort roles and checks and balances of the three branches.

Community Connections

- É Have students take a field trip to the state capitol.
- É Have students interview local public officials.

Small Group Learning

- É Have students work together to create the balanced-powers mobile in the Multisensory Activities.
- É Have students participate in a teacher-created checks-and-balances game where each student represents a branch and must identify the correct powers of his or her assigned branch.

Vocabulary

- É Have students use the following vocabulary words: *branches, separation of powers, checks and balances, abuse of power, legislative, executive, judicial, override, impeach, veto, congress, unconstitutional, approve, and appoint.*

Student Organization of Content

- É Have students continue their personal dictionaries.
- É Have each student construct a graphic organizer that outlines the power of the three branches of government.

Session 8: Separation of Powers

Materials

- É Markers or colored pencils
- É Chart paper or bulletin board paper strips

Instructional Activities

1. Distribute art supplies. Instruct students to create a graphic organizer using only hand-drawn pictures (nonverbal pictorial representation) to represent the separation of powers among the branches of government and the system of checks and balances.
2. Post the drawings around the room. Select students to describe the two concepts as depicted in someone else's drawing.

Specific Options for Differentiating This Lesson

Technology

- É Provide a software program for creating the graphic organizer.
- É Use a software program to have students create a video describing and representing the three branches of government.

Multisensory Activity

- É Have student create a video describing and representing the three branches of government.

Small Group Learning

- É Have students do pair-share, or gallery walk to describe their drawings.
- É Have students do expert groups for a specific branch

Vocabulary

- É Have students use the following vocabulary words: *branches, separation of powers, checks and balances, abuse of power, legislative, executive, judicial, override, impeach, veto, congress, and unconstitutional.*

Student Organization of Content

- É Have each student continue to construct a graphic organizer that outlines the power of the three branches of government.

Session 9: Amendment Process/Conceptual Connections

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to acquire notes using an identified source or technique.
- É Students are expected to be able to respond to a quote with a written opinion paragraph.

Materials

- É Two-column notes on the Articles of Confederation (from Session 5)
- É Attachment F: Review Organizer

Instructional Activities

1. Select two or three students to review the concepts studied in the previous session, using the posted drawings.
2. Explain that the Constitution of the United States can be amended through processes outlined in the constitution itself; however, the amendment process is complex and to date, only 27 amendments have been added to the Constitution. The procedure for proposing and ratifying an amendment is as follows:
 - É Proposal—by action of Congress or convention
 - É Ratification—by the statesExplain that because of the difficulty involved in amending the Constitution of the United States, most changes in the way the federal government operates have come about through informal means.
3. Tell students that all of the documents they have studied reflect the language and the intent of fundamental principles of government. Display the following statement:

Many historians feel the Constitution of the United States was written because the Articles of Confederation did not protect our rights or uphold the fundamental principles upon which our government is based.

Ask students to look back over the information from this unit and decide if they agree with this statement. Have them write a paragraph stating their opinion and the reasons for it. (Help students understand the meaning of the statement without providing answers.)
4. Distribute copies of Attachment F, and instruct students to complete as much of it as they can from memory for the next session. Tell them this is not a test, so they should fill in what they know, using pencil, and leave blank the parts they do not know. The class will work through the organizer at the next session to correct and complete it.

Specific Options for Differentiating This Lesson

Technology

- É Provide students with access to a tape recorder or a student scribe.
- É Provide a writing template.
- É Provide access to word-processing software with writing supports.
- É Provide graphic organizer software for prewriting.
- É Provide graphic organizer software to create a flowchart for proposing and ratifying an amendment.

Multisensory Activity

- É Assign students an amendment, and have them physically line up according to their perceived importance determined by debating their rank.

Small Group Learning

- É Have students work in small groups or in writing pairs to discuss the writing prompt.

Vocabulary

- É Have students use the following vocabulary words: *amend*, *propose*, *ratify*, *convention*, and *state legislature*.

Student Organization of Content

- Have each student complete his or her personal dictionary for the Foundations unit.

- Have each student create a flowchart of amendment process alternatives.
- Introduce Attachment F.

Session 10: Review

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to participate in review activities.

Materials

- É Textbook or other instructional resources
- É Attachment F: Review Organizer
- É Attachment G: Review Organizer Answer Key

Instructional Activities

1. Display a copy of the Review Organizer, and work through it with the class. Allow students to share the information they filled in from memory and to consult information in the textbook or other instructional resources. Have students fill in and/or correct their own organizer as needed.
2. Briefly go over information from each block, using a visual of Attachment G. Answer any questions.

Specific Options for Differentiating This Lesson

Technology

- É Have students use crossword creation software.
- É Use presentation software for jeopardy review.
- É Have students use graphic organizer software.
- É Use technology-based products from the unit as a review for the lesson.

Multisensory Activity

- É Have students participate in a variety of memory/review/engaging games (e.g., whip-around, I have/who has, snowball fight, jeopardy).

Community Connections

- É Invite a local or state government representative to speak to the class.

Small Group Learning

- É Have students create their own review game in small groups.

Vocabulary

- É Have students use flashcards, bingo, and graphic organizers to review unit vocabulary.

Student Organization of Content

- É Have each student complete a review organizer as a study guide for Foundations unit.
- É Have students use their personal dictionaries to create self-generated review activities such as crossword puzzles or word finds with definitions.
- É Provide a test-specific study guide.
- É Have students complete Attachment A from Session 1 (After column).

Session 11: Assessment

Materials

É Attachment H: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment H, and have students complete the assessment.

Additional Activities

1. Write a paragraph that addresses all five of the fundamental principles of American government.
2. Follow newspaper and news magazines for a week to identify issues that involve one or more fundamental principles of American government.
3. Research how the system of checks and balances may apply to Virginia government. Identify any differences between the Virginia system and the national system.
4. Interview a professional librarian or a journalist to learn how certain fundamental principles of American government can play important roles in their work.

Attachment A: Pretest _____

Name: _____ Date: _____

Instructions

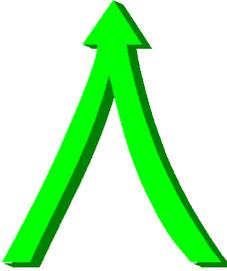
É In the **Before** column below, write **T** or **F** beside each statement about our government.

É Leave the **After** column blank.

| Before | After | Statement |
|--------|-------|--|
| | | The people are the source of all power in government. |
| | | The Constitution of the United States was the first form of government for the new states. |
| | | The Virginia Declaration of Rights served as a model for the Bill of Rights. |
| | | Only the president can disobey the Constitution of the United States. |
| | | The system of checks and balances is based on sharing power between the national government and the state governments. |

Attachment B: Foundations of Government Graphic Organizer _____

American constitutional government is founded on concepts written in earlier documents.



- **Consent of the governed**
- **Limited government**
- **Rule of law**
- **Democracy**
- **Representative government**

- **The Charters of the Virginia Company of London**
- **The Virginia Declaration of Rights**
- **The Declaration of Independence**
- **The Articles of Confederation**
- **The Virginia Statute for Religious Freedom**

Constitution of the United States
(Preamble ó Articles ó Amendments)

Attachment C: Excerpts from the Virginia Declaration of Rights

- VIII That in all capital or criminal prosecutions a man hath a right to demand the cause and nature of his accusation, to be confronted with the accusers and witnesses, to call for evidence in his favor, and to a speedy trial by an impartial jury of his vicinage, without whose unanimous consent he cannot be found guilty, nor can he be compelled to give evidence against himself; that no man be deprived of his liberty except by the law of the land or the judgment of his peers.
- IX That excessive bail ought not to be required, nor excessive fines imposed; nor cruel and unusual punishments inflicted.
- X That general warrants, whereby any officer or messenger may be commanded to search suspected places without evidence of a fact committed, or to seize any person or persons not named, or whose offense is not particularly described and supported by evidence, are grievous and oppressive and ought not to be granted.
- XI That in controversies respecting property and in suits between man and man, the ancient trial by jury is preferable to any other and ought to be held sacred.
- XII That the freedom of the press is one of the greatest bulwarks of liberty and can never be restrained but by despotic governments.
- XIII That a well regulated militia, composed of the body of the people, trained to arms, is the proper, natural, and safe defense of a free state; that standing armies, in time of peace, should be avoided as dangerous to liberty; and that, in all cases, the military should be under strict subordination to, and be governed by, the civil power.
- XVI That religion, or the duty which we owe to our Creator and the manner of discharging it, can be directed by reason and conviction, not by force or violence; and therefore, all men are equally entitled to the free exercise of religion, according to the dictates of conscience; and that it is the mutual duty of all to practice Christian forbearance, love, and charity towards each other.

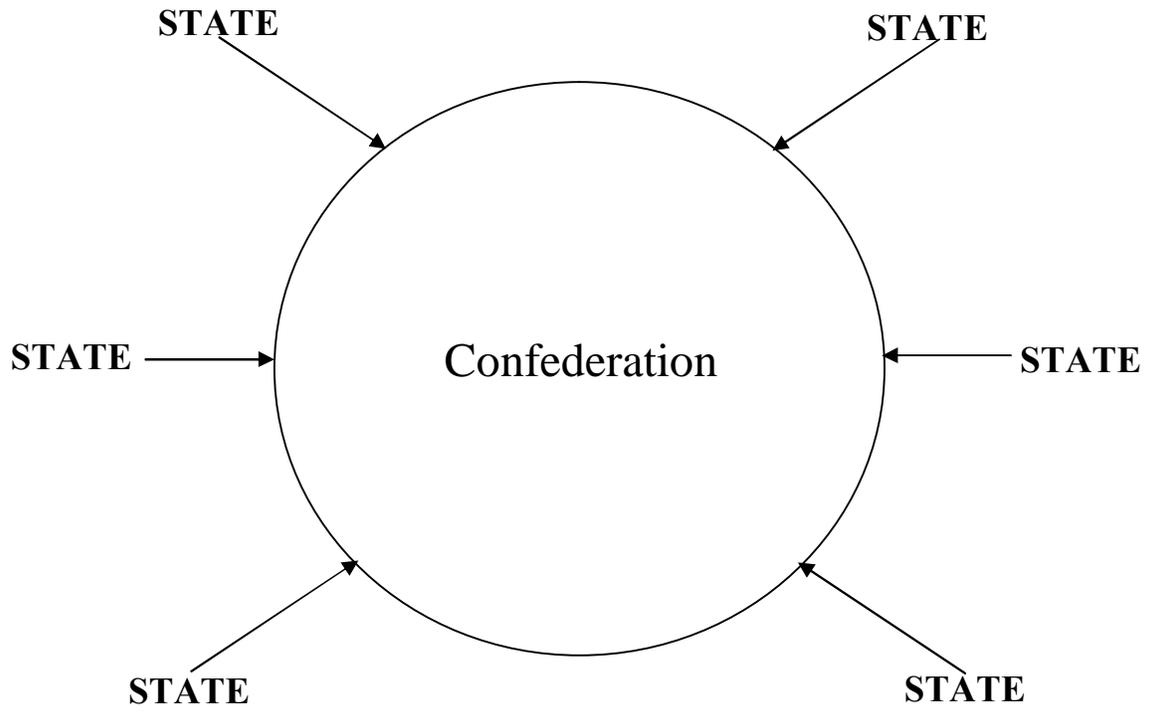
Adopted unanimously June 12, 1776, Virginia Convention of Delegates.
Drafted by Mr. George Mason.

Source: http://avalon.law.yale.edu/18th_century/virginia.asp

Attachment D: First Paragraph from the Virginia Declaration of Rights _____

- I That all men are by nature equally free and independent, and have certain inherent rights, of which, when they enter into a state of society, they cannot, by any compact, deprive or divest their posterity; namely, the enjoyment of life and liberty, with the means of acquiring and possessing property, and pursuing and obtaining happiness and safety.

Attachment E: Distribution of Power in a Confederation _____



Attachment F: Review Organizer _____

Name: _____ Date: _____

| | Charters of the Virginia Company of London | Virginia Declaration of Rights | Virginia Statute for Religious Freedom | Declaration of Independence | Articles of Confederation |
|---|---|---------------------------------------|---|------------------------------------|----------------------------------|
| Author | | | | | |
| Fundamental Principle(s) or Guarantee(s) | | | | | |
| Main Impact(s) | | | | | |

Attachment G: Review Organizer—Answer Key

| | Charters of the Virginia Company of London | Virginia Declaration of Rights | Virginia Statute for Religious Freedom | Declaration of Independence | Articles of Confederation |
|---|--|--|---|---|---|
| Author | King of England (King James I) | George Mason | Thomas Jefferson | Thomas Jefferson, primary author | Continental Congress |
| Fundamental Principle(s) or Guarantee(s) | Guaranteed the rights of Englishmen to the colonists | Rights later contained in the Bill of Rights | Freedom of religion | Life, liberty, and the pursuit of happiness Unalienable rights | States would hold power |
| Main Impact(s) | Provided a government for the Virginia colony | Was the model for the Bill of Rights | Established separation of church and state | Declared the colonies independent | Created a weak central government Led to the Constitution of the United States |

Attachment H: Sample Assessment Items

Asterisk (*) indicates correct answer.

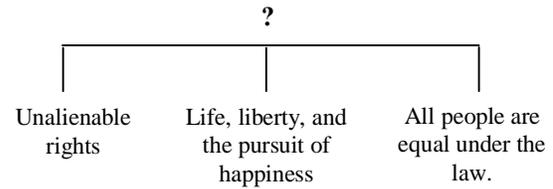
Essay Questions

1. How have fundamental political principles helped to define the way our government operates?
2. How is the Constitution of the United States based on documents written during the colonial period?
3. Why did the Articles of Confederation create a weak federal government?
4. What are the purposes of the Constitution of the United States as stated in the Preamble?
5. What is the formal amendment process?

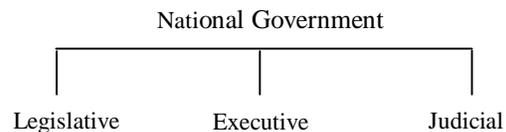
Multiple-Choice Questions

“We the people of the United States do ordain and establish”

6. What does the phrase in the box above mean?
 - A The power of government comes from the people.*
 - B We will be called the United States.
 - C Our new government will be perfect.
 - D The United States will ordain ministers.
 7. A system of government in which the people elect public officeholders to make laws and conduct government on the people’s behalf is called
 - A a pure democracy.
 - B a representative government.*
 - C federalism.
 - D socialism.
- Judge Doris Lyn was tried and convicted of stealing jewelry from the mall. She received a fine and was sentenced to 10 days in jail.
8. The situation described in the box above involves applying which fundamental principle?
 - A A system of checks and balances
 - B Separation of powers
 - C The rule of law*
 - D Consent of the governed
 9. The document that guaranteed rights of Englishmen to the colonists was the
 - A Virginia Declaration of Rights.
 - B The Declaration of Independence.
 - C Charters of the Virginia Company of London.*
 - D Virginia Statute for Religious Freedom.



10. Which early American document is the best title for the diagram above?
 - A The Constitution of the United States
 - B The Virginia Declaration of Rights
 - C The Declaration of Independence*
 - D The Articles of Confederation
11. Which is NOT true of the Articles of Confederation?
 - A It created a weak central government.
 - B The national government had no power to tax.
 - C It gave no power to enforce laws.
 - D The states had little power.*
12. When the United States Army defends our country, it is fulfilling one purpose of our government listed in the
 - A Virginia Declaration of Rights.
 - B Charters of the Virginia Company of London.
 - C Preamble to the Constitution.*
 - D Bill of Rights.
13. One way the legislative branch checks the executive branch is to
 - A call Congress into special session.
 - B impeach the president.*
 - C declare laws unconstitutional.
 - D write laws for the nation.
14. Vetoing an Act of Congress is an example of a check by the executive branch over the
 - A legislative branch.*
 - B judicial branch.
 - C president.
 - D Supreme Court.



15. The diagram above illustrates the principle of
 - A checks and balances.
 - B rules of law.
 - C separation of powers.*
 - D majority rule.

16. The Constitution of the United States has

- A 22 amendments.
- B 26 amendments.
- C 27 amendments.*
- D 29 amendments.

Action by Congress
or convention



Ratification by states

17. To which process does the diagram above refer?

- A Amendment of the Constitution*
- B How a bill becomes law
- C How a judge is approved
- D The Electoral College

ORGANIZING TOPIC

Our Federal System of Government

Standard(s) of Learning

- CE.6 The student will demonstrate knowledge of the American constitutional government at the national level by
 - a) describing the structure and powers of the national government;
 - c) explaining and/or simulating the lawmaking process;
 - d) describing the roles and powers of the executive branch.

- CE.7 The student will demonstrate knowledge of the American constitutional government at the state level by
 - b) explaining the relationship of state governments to the national government in the federal system.

- CE.10 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
 - a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;
 - b) describing the exercise of judicial review;
 - c) comparing and contrasting civil and criminal cases.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

- Examine and interpret primary and secondary source documents. _____
- Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. _____
- Analyze political cartoons, political advertisements, pictures, and other graphic media. _____
- Distinguish between relevant and irrelevant information. _____
- Review information for accuracy, separating fact from opinion. _____
- Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. _____
- Formulate an informed, carefully reasoned position on a community issue. _____
- Select and defend positions in writing, discussion, and debate. _____

Content

- Explain how the Constitution of the United States defines the structure and powers of the national government. _____
- Explain that the powers held by government are divided between the national government in Washington, D.C., and the governments of the 50 states. _____
- Describe how the Constitution of the United States of America outlines powers divided and shared among the levels of government, using the following information:
 - É The Constitution of the United States of America establishes the principle of federalism, which is the division of power between the state governments and the national government. _____
 - É The Constitution of the United States of America establishes a federal form of government in which the national government is supreme. _____

- É The powers not given to the national government by the Constitution of the United States of America are reserved to the states.
- É The Constitution of the United States of America denies certain powers to both the national and state governments.

Explain the primary responsibilities of each level of government:

- É National: Conducts foreign policy, regulates commerce, and provides for the common defense
- É State: Promotes public health, safety, and welfare

Summarize how the expansion of the national government's powers into areas traditionally reserved to the states has altered the relationship of states to the national government.

Explain that tensions exist when federal mandates require state actions without adequate funding.

Describe how the legislative, executive, and judicial powers of the national government are distributed among three distinct and independent branches of government.

Summarize the makeup and powers of the **legislative branch**, using the following information as a guide:

- É Consists of the Congress, a bicameral legislature consisting of the House of Representatives (435 members, based upon populations of the states) and the Senate (100 members - two per state)
- É Makes the laws of the nation
- É Approves the annual budget
- É Confirms presidential appointments
- É Raises revenue through taxes and other levies
- É Regulates interstate and foreign trade
- É Declares war

Explain that officials who are elected to serve in the national legislatures make laws, and that national laws are made by Congress.

Describe how all citizens can learn the importance of the individual's participation in the policy-making process through direct participation and simulations.

Explain that legislative powers are either

- É expressed: Specifically listed in the Constitution of the United States
- É implied: Used to carry out expressed powers

Identify the steps in the lawmaking process in Congress:

- É Introducing a bill by a senator or representative
- É Working in committees
- É Debating the bill on the floor of each house
- É Voting on a bill in each house
- É Sending the bill to the president to sign into law

Explain that elected officials write laws and take action in response to problems or issues.

Describe how individuals and interest groups help shape legislation.

Explain that the formal powers of Congress are limited by the Constitution of the United States.

Describe how citizens (including students) learn the importance of the legislative process through direct involvement and/or simulations.

Summarize the makeup and powers of the **executive branch**, using the following information as a guide:

- É Headed by the president of the United States, the chief executive officer of the nation.

- É Executes the laws of the land _____
- É Prepares the annual budget for congressional action _____
- É Appoints cabinet officers, ambassadors, and federal judges _____
- É Administers the federal bureaucracy _____

Explain that presidential power is broad in both domestic and foreign affairs, but there are limits on what the president can and cannot do. _____

Explain that the executive branch plays a key role in the policy-making process. _____

Identify the ways the executive branch influences policy making:

- É Proposing legislation in an annual speech to Congress (State of the Union Address) _____
- É Appealing directly to the people _____
- É Approving or vetoing legislation _____
- É Appointing officials who carry out the laws _____

Explain that cabinet departments, independent regulatory agencies, and other regulatory groups interpret and execute the laws. _____

Describe how the president exercises power as

- É chief of state: Ceremonial head of the government _____
- É chief executive: Head of the executive branch of government _____
- É chief legislator: Proposer of the legislative agenda _____
- É commander-in-chief: Head of the nation's armed forces _____
- É chief diplomat: Architect of American foreign policy _____
- É chief of party: Leader of the political party that controls the executive branch _____
- É chief citizen: Representative of all of the people _____

Explain that presidential power has grown in the years since the Constitution was ratified. _____

Summarize the makeup and powers of the **judicial branch**, using the following information as a guide:

Explain that the judicial function is exercised in a dual court system, which consists of state courts and federal courts. (Virginia State courts are covered in the unit entitled "State and Local Government.") _____

Explain that the United States has a court system whose organization and jurisdiction are derived from the Constitution of the United States and federal laws. _____

Identify the federal courts:

- É U.S. Supreme Court: Justices, no jury; appellate jurisdiction; limited original jurisdiction _____
- É U.S. Court of Appeals: Judges, no jury; appellate jurisdiction _____
- É U.S. District Court: Judge, with or without jury; original jurisdiction _____

Explain the national judicial branch, using the following information as a guide:

- É The judicial branch consists of the federal courts, including the Supreme Court, the highest court in the land _____
- É The Supreme Court exercises the power of judicial review. _____
- É The federal courts try cases involving federal law and questions involving interpretation of the Constitution of the United States. _____

Explain that the Constitution of the United States of America is the supreme law of the land and that Virginia's state laws must conform to the Virginia and United States constitutions. _____

Explain that the supreme courts of the United States and Virginia determine the constitutionality of laws and acts of the executive branch of government. This power is called "judicial review." _____

Describe how the power of judicial review is an important check on the legislative and executive branches of government. _____

Explain that *Marbury v. Madison* established the principle of judicial review at the national level.

Explain that courts resolve two kinds of legal conflicts—civil and criminal.

Explain that in a criminal case, a court determines whether a person accused of breaking the law is guilty or not guilty of a misdemeanor or a felony.

Explain that in a civil case, a court settles a disagreement between two parties to recover damages or receive compensation.

(NOTE: Civil law and criminal law are covered in greater detail in the unit entitled “State and Local Government.”)

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- Ben's Guide to Government for Kids (6–8)*. U.S. Government Printing Office. <http://bensguide.gpo.gov/6-8/government/state/index.html>. Written at a middle school level, this site provides an overview of the constitutional authority of state governments.
- The Cabinet*. The White House. <http://www.whitehouse.gov/government/cabinet.html>. This site shows the current members of the president's cabinet.
- A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774–1873*. Library of Congress. <http://www.loc.gov/teachers/classroommaterials/connections/lawmaking/>. This site contains lesson activities that integrate U.S. history, critical thinking, and arts and humanities.
- Congress for Kids*. <http://www.congressforkids.net/index.htm>. This site, sponsored by the Dirksen Center, a nonpartisan, nonprofit, educational organization, is interactive and written at a middle school reading level.
- CongressLink*. The Dirksen Congressional Center. <http://www.congresslink.org/>. This site provides engaging instructional activities to teach the basic structure and powers of the national government.
- Federal Courts*. Judicial Branch of the U.S. Government. <http://www.uscourts.gov/FederalCourts.aspx>. This government-sponsored site provides information on the federal courts and many important court cases.
- Government Information by Topic*. Office of Citizen Services and Communication, U.S. General Services Administration. <http://www.firstgov.gov/>. This site, the U.S. government's official Web portal, provides access for federal, state, and local government sites; contact information, references, and news of interest.
- How a Bill Becomes a Law. *Kids in the House*: The Office of the Clerk, U.S. Capitol. <http://kids.clerk.house.gov/middle-school/lesson.html?intID=17>. This site provides information on the steps that are followed for a bill to become law.
- I Do Solemnly Swear! : Presidential Inaugurations. Library of Congress. <http://memory.loc.gov/ammem/pihtml/pihome.html>. This site provides a set of activities on presidents of the United States (requires Shock-wave plug-in).
- In Congress Assembled: Continuity and Change in the Governing of the United States. *The Learning Page*. Library of Congress. <http://memory.loc.gov/learn/lessons/constitu/conintro.html>. This site provides a unit lesson plan on Congress, the Constitution, and current events.
- The James Madison Center for Liberty & Learning*. James Madison University. <http://www.jmu.edu/madison/center/index.html>. This site provides information on James Madison and his impact on the courts.
- Lesson Two: The Executive Branch: Our Presidency and Cabinet. *Rapid Immigration*. This site is a lesson on the Executive Branch containing a description of each of the cabinet departments. http://www.rapidimmigration.com/usa/1_eng_civics_less2.html.
- Our Courts. www.ourcourts.org. This site is a project of former Supreme Court Justice Sandra Day O'Connor. It provides information and activities specifically designed for middle school students. Online games will be available to provide simulation activities.
- Teaching Court Cases. *Lesson to Go*. Minnesota Center for Community Legal Education. <http://www.ccle.fourh.umn.edu/lessons.html#Teaching>. This site provides a portal to dozens of lessons relating to legal issues, mock trials, and other very active lessons.
- Thomas: Legislative Information on the Internet*. <http://thomas.loc.gov/>. This is the official site of the Congress of the United States. It contains the texts of all bills before Congress and a listing of all members of Congress with contact information.

Understanding the Federal Courts. Judicial Branch of the U.S. Government.

<http://www.uscourts.gov/EducationalResources/FederalCourtBasics/UnderstandingTheFederalCourts.aspx>.

This site contains a publication on the federal court system to be downloaded or ordered.

Youth Leadership Initiative. University of Virginia. <http://youthleadership.net/index.jsp>. This site provides access to lessons and simulations on the election process.

Sessions 1 and 2: A Government Simulation

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to work cooperatively in small groups.
- É Students are expected to be able to present information to the class in a variety of formats.

Materials

- É Chart paper
- É Markers

Instructional Activities

Day 1

1. Explain that this unit is about the organization and powers of our national government. Before students begin their study of the United States federal government, ask them to describe the type of government they would create if they had the opportunity to invent one from scratch. What powers would it have? How would it be structured?
2. Divide the class into groups of three to five students each. Explain that each group is going to create a new nation. Each group must do the following:
 - É Name their country.
 - É Draw a national flag on chart paper.
 - É Draw a map of the country on chart paper.
 - É Briefly outline a form of government, including its structure and powers. (This will be the country's constitution.)
3. Distribute chart paper and markers to the groups, and allow them to work cooperatively for the remainder of the class. Explain that they will need to assign each group member a task in order to finish the project during the first part of the next class session.

Day 2

4. On the second day, allow groups to complete their work during the first half of class.
5. During the second half, have each group share the information about the country they have created, explaining what form of government it has (2-3 minutes per group).
6. Explain that tomorrow; students will learn what the founding fathers of our country decided to do when they were faced with a similar task.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to a variety of software programs (e.g., word processing, presentation painting/drawing).

Multisensory Activity

- É Have students use a variety of art and craft supplies to create flags of their county (See Instructional Activity #2).

Community Connections

- É Have community groups (e.g., scouting groups, Rotary clubs), that have an established organizational structure, talk to the class.

Vocabulary

- É Have students use the following vocabulary words: *organization, national government, cooperatively, and founding fathers.*

Student Organization of Content

- É Give students a rubric to use as a self-check containing all parts of the small-group project (See Instructional Activity #2).

Session 3: National Government versus State Governments _____

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to read for information.
- É Students are expected to be able to access prior knowledge.

Materials

- É Attachment A: The Federal Government versus State Governments
- É Attachment B: Powers Denied the Federal Government and State Governments

Instructional Activities

1. Explain that the Constitution of the United States establishes the principle of *federalism*, which is the division of power between the state governments and the national government. However, the relationship between these two levels of government has changed over time.
2. Distribute copies of Attachment A, and direct students to read the text and then write the answers to the given questions. When they have finished, go over the answers in a whole-class discussion.
3. Using the visual on Attachment B, present and discuss the powers that the Constitution denies the federal government and those it denies state governments.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to large-print, double-spaced copies of Attachments A and B.
- É Provide word processing software to answer questions.

Multisensory Activity

- É Have students use highlighters to illustrate different levels of government.

Community Connections

- É Have students use a phone book to compare offices and/or departments of state, local, and federal governments.

Small Group Learning

- É Have students brainstorm in groups about information from the previous unit regarding foundations and structure of the U.S. Government.
- É Have students discuss Instructional Activity #2 in pairs using the “Preview-Connect-Predict” technique.

Vocabulary

- É Have students use the following vocabulary words: *national, state, division of power, confederation, centralized, diversity, federalism, reserved* and *unity*.

Student Organization of Content

- É Have each student create a graphic organizer comparing advantages and disadvantages of federalism.

Session 4: Federalism

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to compare and contrast powers of the government.
- É Students should be familiar with the construction and use of a Venn diagram.

Materials

- É Textbook or other instructional resources
- É Internet access
- É Chart paper
- É Markers

Instructional Activities

1. Review that federalism is the sharing of power between the state governments and the national government. Each level of government has some powers all its own: for example, the federal government has the power to print money, wage war, and write treaties, while state governments have powers related to education and voting. Some powers are duplicated at both levels: for example, both levels have court systems. The primary responsibilities of each level of government include the following:
 - É The federal government conducts foreign policy and regulates commerce.
 - É State governments promote public health, safety, and welfare.
2. Have students create a chart to show selected powers of the state governments and the federal government. Allow them to use the textbook or other instructional resources and the Internet to research additional powers. When they are finished, create a class chart to post for reference.
3. Instruct students to evaluate the powers listed on the class chart and make three lists:
 - É Powers exercised only by the federal government
 - É Powers exercised only by state governments
 - É Powers exercised by both levels of government
4. Have students create a Venn diagram, using the powers listed. Explain that the purpose of today's lesson is not to remember the powers of each level of government, but just to discover which powers are unique and which are exercised by both levels.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to text-to-speech software, electronic textbooks, and enlarged print as needed.
- É Collect responses on an interactive whiteboard: sorting on a Venn diagram on the whiteboard.
- É Have students use a software program to list federal powers versus state powers.

Multisensory Activities

- É Have students use an enlarged Venn diagram constructed by using two oversized rings where students may place sticky notes to communicate thoughts and ideas.
- É Have students sort powers into categories: federal versus state.

Community Connections

- É Have students discuss the concepts of regulation by identifying things that are regulated by home and school such as class scheduling and bedtime.
- É Give students an issue and have them decide whether it belongs to federal or state powers.

Small Group Learning

- É Have students work in teams to complete the Venn diagram (See Instructional Activity #4).

Vocabulary

- É Have students use the following vocabulary words: *coin money*, *treaties*, *welfare*, *public*, and *commerce*.

Student Organization of Content

É Give students copies of Attachment B and the Venn diagram

É Have students compose a summary of the information from their Venn diagrams.

Session 5: Powers Denied the Federal Government and State Governments _____

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to compare and contrast powers denied to national and state governments.

Materials

É Attachment B: Powers Denied the Federal Government and State Governments

É Chart paper and markers

Instructional Activities

1. Direct students to turn to Article I, Section 9, in the Constitution of the United States and read the passage on powers denied Congress.
2. Explain that the powers of government at both the national and state levels are limited. Display Attachment B, and discuss some of the limits to government. Refer back to the principle of limited government discussed in the “Foundations of American Government” unit.
3. Guide students in creating a chart comparing and contrasting the powers granted to and those denied state governments and the federal government.
4. Explain that The Constitution of the United States of America is the supreme law of the land. All laws—federal, state, and local—must be in accordance with the Constitution.

Specific Options for Differentiating This Lesson

Technology

É Provide access to text-to-speech software, electronic textbooks, and enlarged print as needed.

É Provide an overhead transparency or an online copy of the United States Constitution.

Multisensory Activity

É Have students create short skits about a power denied to the state or national government.

Community Connections

É Invite local lawmakers to the class to discuss a topic of interest regarding powers of state.

Small Group Learning

É Assign students to work as a team to create skits on powers granted or not granted to the federal and state governments.

Vocabulary

É Have students use the following vocabulary words: *supreme*, *abide*, and *limited*.

Student Organization of Content

É Provide copies of Attachment B.

É Provide students a “two-column chart for Instructional Activity #3.

Session 6: Organization of the Federal Government

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to read the text to gain information.
- É Students are expected to be able to read primary-source documents to locate information.
- É Students are expected to be able to read a chart for information.

Materials

- É Textbook or other instructional resources
- É Attachment C: Three Branches of Government

Instructional Activities

1. Explain that the power of the United States government comes from the Constitution and is divided among three branches of government. Display the visual on Attachment C, and briefly explain the three branches of government. Explain that each branch has members that serve different terms and have different qualifications. Cite some examples.
2. As you explain each branch, direct students to turn to the appropriate articles of the Constitution and point out where the organization, powers, and terms are located.
3. Challenge students to name the current officeholders for the executive and legislative branches. Tell students that these individuals and their jobs will be discussed later in the unit.
4. Explain that the United States had a Congress under the Articles of Confederation. The founding fathers trusted this group of representatives and had a clear idea of how they wanted this group structured in the new government. Show students that Article I of the Constitution is the longest and most detailed description.
5. Assign students to read in the textbook or another instructional resource the section on the legislative branch.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to text-to-speech software.
- É Provide access to graphic organizer software.

Multisensory Activity

- É Provide students a hands-on copy of the Constitution that may be highlighted.

Community Connections

- É Have students take a walking field trip of the locality to identify the impact that government and/or the Constitution has on community and daily life.

Vocabulary

- É Have students use the following vocabulary words: *Constitution*, *term*, and *office holder*.

Student Organization of Content

- É Have each student create a graphic organizer for offices, office holders, and terms.
- É Have each student create a graphic organizer of Attachment C with spaces to be filled in.
- É Have students create mnemonic devices for the three branches of government and their function.

Session 7: Quiz on the Three Branches of Government

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to take a quiz formatted as an open-ended question.

Materials

É Attachment D: Quiz on the Three Branches of Government

É Textbook or other instructional resources

Instructional Activities

1. Distribute Attachment D, and have students complete the quiz.
2. Assign students to read in the textbook or another instructional resource the section on the Congress.

Specific Options for Differentiating This Lesson

Technology

É Provide access to text-to-speech software, electronic textbooks, and enlarged print as needed.

É Provide access to a word processor and printer.

Multisensory Activity

É Have students take information and create a game format that will assess the same knowledge.

Small Group Learning

É Assign students to work in teams to answer game questions.

Vocabulary

É Have students review questions prior to taking the quiz or participating in the game.

Student Organization of Content

É Provide an outline of a graphic organizer to use with questioning.

É Provide a word bank, with distracters, at the top of the quiz.

É Provide a partially completed graphic organizer of the branches of government and powers for students to complete.

Session 8: Overview of the Legislative Branch

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to read text for information.

Materials

- É Textbook or other instructional resources
- É Attachment E: The Legislative Branch

Instructional Activities

1. Go over the answers to the quiz from the previous session.
2. Display the visual on Attachment E, and use it to explain the bicameral structure of the United States Congress. Guide students in defining the term *bicameral* as consisting of two houses— in the case of the U.S. Congress, the Senate and the House of Representatives. Discuss the following information:
 - É Officials are elected to serve in Congress.
 - É Congress consists of the House of Representatives (435 members based upon the populations of the states) and the Senate (100 members— two per state).
 - É The Congress
 - makes the laws for the nation
 - approves the annual federal budget
 - confirms presidential appointments
 - raises revenue through taxes and other levies
 - regulates interstate and foreign trade
 - declares war.
3. Assign students to read or reread the section in the textbook or other instructional resource on the powers of Congress.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to computer projection equipment and video clips.
- É Have students take a virtual tour of the Capitol building using the Internet.

Multisensory Activity

- É Have students construct a floor-sized map of Virginia divided into districts to illustrate House and Senate representation.

Community Connections

- É Have students visit legislators' Web sites.
- É Have students write a letter to their Congress persons, expressing their opinions on certain topics.

Vocabulary

- É Have students use the following vocabulary words: *bicameral*, *federal*, *consists*, *approve*, *confirm*, *revenue*, *regulate*, *levies*, *interstate*, *foreign*, and *budget*.

Student Organization of Content

- É Give students a copy of Attachment E with a slot outline for key questions/notes (See Instructional Activity #2).

Session 9: The Work of Congress

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to read tables and charts for information.

Materials

É Attachment F: Congressional Workload Table

Instructional Activities

1. Explain that every two years; all members of the House of Representatives and one-third of the Senate members are elected. The two-year period of time or term that these particular representatives and senators serve together is called a Congress. Each Congress is numbered from the first Congress to the current 111th Congress, which serves from January 3, 2009, to January 3, 2011.
2. Distribute copies of Attachment F. Inform students that many bills are introduced during each Congress two-year term. Ask questions such as the following to engage students in analyzing the data:
 - É In which year were the most bills introduced in the House of Representatives?
 - É In which year were the most bills introduced in the Senate?
 - É Was this the same year?
 - É In which year did the House of Representatives pass the most bills?
 - É In which year did the Senate pass the most bills?
 - É Was this the same year?
 - É Were the years in which the most bills were passed also the years in which the most were introduced?
 - É What factors can influence how many bills are introduced and whether they are passed?
 - É What is interesting or peculiar about the number of days the Senate was in session during each Congress?

Specific Options for Differentiating This Lesson

Technology

- É Provide access to large-print copies of handouts.
- É Use interactive whiteboard in displaying chart.
- É Have students use interactive response system in answering questions.

Multisensory Activities

- É Provide access to highlighters so students can mark on handouts.
- É Show video clip of the process where a bill becomes a law.

Small Group Learning

- É Assign students to complete the handout questions that evaluate data in a small-group setting.

Community Connections

- É Invite local Congressman to speak to the class.

Vocabulary

- É Have students use the following vocabulary words: *bill*, *data*, *introduced*, *passed*, *session*, and *workload*.

Student Organization of Content

- É Have each student construct a timeline of the lifespan of a bill.
- É Provide a hard-copy of the questions used in analyzing the data presented in Attachment F (See Instructional Activity #2).
- É Put questions in the form of multiple-choice to use with the interactive response system.

Session 10: Expressed and Implied Powers of Congress

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to read for information.
- É Students are expected to be able to categorize for information.

Materials

(None)

Instructional Activities

1. Explain that Congress has certain **expressed powers** that are specifically listed in the Constitution of the United States. Sometimes, these are also called **enumerated powers**. Have students turn to Article 1, Section 8, paragraphs 1617 in the Constitution. Have students work in pairs to list 15 expressed powers. Then, conduct a whole-class discussion on expressed powers, compiling a list of the powers students identify. Make sure students understand what the powers mean. Cite examples.
2. Explain that it was not possible for the writers of the Constitution to anticipate all of the future needs of our government. Therefore, they gave Congress broad **implied powers**, which are used to carry out the expressed powers. Direct students to turn to Article 1, Section 8, paragraph 18, and have one student read the paragraph aloud. Conduct a discussion on the meaning of this clause. Ask students to predict how this clause is used today. Explain that some issues (e.g., regulating the airline industry) did not exist when the Constitution was written. However, the power to regulate this industry is implied by the power to regulate commerce (trade). Remind students that Congress has these powers only in matters that cross state lines. Briefly explain the concept of interstate and intrastate, without holding students responsible for the definitions.
3. Explain that state legislatures have many of these same powers within their borders.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to presentation software with visual representation of various powers of government.
- É Provide students access to text-to-speech software.
- É Use interactive whiteboard to highlight/underline the powers outlined in Article I.
- É Have students use graphic organizer software to sort/compare/contrast the expressed and implied powers.

Multisensory Activity

- É Have students use index cards with power illustrations and terms in a sorting game.

Community Connections

- É Have students use the local newspaper to find relevant contemporary examples of implied or expressed powers.

Small Group Learning

- É Have students work in small groups using paired reading of Article I.
- É Have students work in small groups to jigsaw the expressed and implied powers.

Vocabulary

- É Have students use the following vocabulary words: *powers*, *expressed*, *enumeration*, *implied*, *regulate*, *interstate*, and *intrastate*.

Student Organization of Content

- É Have each student complete a teacher-created graphic organizer charting the implied and expressed powers.
- É Have each student complete a teacher-created word map of key vocabulary words (e.g., flipbook, foldable).
- É Have students create their own questions based on information in Article I of the U.S. Constitution (i.e., Question-Answer Relationships, Seed questions) to guide student-centered discussion.

Session 11: Expressed and Implied Powers of Congress, continued _____

Materials

É Index cards

Instructional Activities

Before this session, prepare multiple sets of sorting cards for groups of students. Prepare *each set* as follows: On index cards, write 15 to 20 expressed powers of Congress as listed in Article 1, Section 8, paragraphs 1-17 of the Constitution of the United States. On other cards, write 10 to 12 implied powers of Congress. Shuffle all the cards in the set together.

1. Form groups of three or four students each, and distribute a set of cards to each group.
2. Have the groups refer to Article 1, Section 8, paragraphs 1-17 of the Constitution, and direct them to sort the cards into expressed and implied powers.
3. After the groups have completed sorting all cards, ask them to stand and defend their choices.

Specific Options for Differentiating This Lesson

Technology

É Have students use interactive whiteboard and responders to identify powers as expressed or implied as they are shown. Use results to guide discussion.

Note: Differentiated instruction is already included in the session.

Session 12: How a Bill Becomes a Law

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to read a flowchart.

Materials

É Envelopes

É Teacher-created strips listing the steps taken in Congress for introducing a bill and turning it into a law

Instructional Activities

1. Discuss how elected officials take action in response to problems or issues by writing bills in hopes of turning them into laws. Emphasize that individuals and interest groups can also help shape legislation. Cite examples in which individuals or groups were involved in the legislative process (e.g., Mothers Against Drunk Driving [MADD] in drunk driving laws or James Brady in gun control issues).
2. Explain that most federal bills follow a similar path to becoming a law: The president proposes an idea for a bill in the State of the Union address, or a constituent or interest group suggests an idea for a bill. Then the following steps take place to turn the bill into a law:
 - É A senator or representative writes and introduces a bill.
 - É Work is done on the bill in committees.
 - É The bill is debated on the floor of each house.
 - É A vote takes place on the bill in each house.
 - É The bill is sent to the president to sign into law (or veto).
3. Direct students to clear their desks. Distribute envelopes, each containing a set of strips listing the steps for introducing and passing a bill. Instruct students to place the strips in the correct sequence.
4. Explain that students are going to simulate writing bills during the next session. Assign students to think of ideas for bills based on an expressed or implied power of Congress. Tell them to jot down their ideas and bring them to class tomorrow to use in the bill-creation activity.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to computer projection equipment and video clips.
- É Refer students to teacher-designated Web sites that outline how a bill becomes a law.
- É Provide highlighting instruments.
- É Use responders for voting on student-introduced bill.

Multisensory Activities

- É Have each student make a clothespin bill that moves along the timeline of the steps involved.
- É Have students create a game that demonstrates the steps in the bill-to-law process.
- É Have students weigh a hard copy of an actual bill.
- É Have students view video clips on how a bill becomes a law.

Community Connections

- É Have students conduct an opinion survey on pending legislation.

Small Group Learning

- É Have students work in pairs to sequence strips (See Instructional Activity #3).
- É Have students choose an issue at school and simulate the bill-to-law process.

Vocabulary

- É Have students use the following vocabulary words: *interest groups, legislation, committee, debate, floor, majority, veto, sponsor, public, constituent, and State of the Union Address.*

Student Organization of Content

É Have each student create a graphic organizer of how a bill becomes a law using highlighters to trace the route.

Session 13: Review of the Legislative Branch

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to identify the meaning of terms from previous lessons.

Materials

É Attachment G: Legislative Branch Organizer and Word Bank

É Textbook or other instructional resources

Instructional Activities

1. Distribute copies of Attachment G, and have students complete the word-bank activity.
2. Direct students to write a definition of each term, using the textbook or other instructional resources.
3. Before the class ends, go over all answers to ensure correctness.

Specific Options for Differentiating This Lesson

Technology

É Provide students access to text-to-speech software.

É Have students use a word processor to create a list of terms.

É Have students use an interactive whiteboard to drag/sort vocabulary items into the organization chart (Attachment G).

É Have students use a software program to outline the categories and details within the legislative branch.

Multisensory Activity

É Have student teams race to place terms into the correct locations in an organizational game.

Community Connections

É Invite a speaker from an interest group to speak about a topic (e.g., skateboard parks, curfews) relevant to students.

Small Group Learning

É Have students work as a team to complete Instructional Activity #1.

Vocabulary

É Have students review the terms from previous lessons or on Attachment I.

É Provide definitions to vocabulary and integrate into word sort within the Attachment G chart.

Student Organization of Content

É Have students create large charts for Instructional Activity #1 to be placed in different parts of the classroom.

Session 14: Overview of the Executive Branch

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to listen for information.
- É Students are expected to be able to put given information into a chart format.

Materials

- É Attachment H: Executive Branch Structure

Instructional Activities

1. Display the visual on Attachment H, and briefly describe each of the listed parts of the executive branch's organization.
2. Explain the following statements:
 - ó the executive branch of government enforces the laws of the land. When George Washington was president, people recognized that one person could not carry out the duties of the president without advice and assistance. The president receives this help from the vice president, department heads (cabinet members), heads of independent agencies, and heads of executive agencies. Unlike the powers of the president, their responsibilities are not defined in the Constitution, but each has special powers and functions.ö

– *Ben's Guide to Government for Kids (6–8)*. U.S. Government Printing Office.
<http://bensguide.gpo.gov/6-8/government/state/index.html>

Specific Options for Differentiating This Lesson

Technology

- É Provide access to a large-print copy of Attachment H.
- É Provide highlighting materials.
- É Have students use interactive whiteboard (with Attachment H) to sort details/descriptors.
- É Have students use a software program to categorize details of the executive branch.

Multisensory Activities

- É Have students create a poster detailing one of the sections of the executive branch.
- É Create and distribute cards with functions and descriptors of the executive branch, one per student, and have students organize themselves into a human outline.

Community Connections

- É Invite the principal, who is the executive branch of the school setting, to discuss his or her various duties and responsibilities.

Small Group Learning

- É Have students work together in small groups to complete the Multisensory poster activity.

Vocabulary

- É Have students use the following vocabulary words: *enforces*, *duties*, *independent agencies*, *cabinet*, and *executive agencies*.

Student Organization of Content

- É Provide students an outline copy of Attachment H.
- É Have each student create a flipbook of vocabulary related to the executive branch.
- É Provide students with details that can be categorized into the chart in the form of a word bank.

Session 15: Powers of the Executive Branch

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to read primary-source documents for information.

Materials

(None)

Instructional Activities

1. Ask students to turn to Article II of the Constitution of the United States, and have one student read Section 2 aloud.
2. Pair students and ask them to reread this passage. As they read, ask them to create a list of the duties and powers of the president.
3. Instruct students to list aloud the duties and powers they found. Display their responses. Direct students to write down any powers they did not already have in their notebooks. Explain that tomorrow the students are going to create an illustrated poster depicting the powers of the president.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to a large-print copy of the Constitution of the United States.
- É Provide a transparent version of the Constitution.
- É Provide students access to text-to-speech software.
- É Use interactive whiteboard to display Article II of the U.S. Constitution to highlight specific duties and powers of the president.

Multisensory Activities

- É Provide audio reading for students.
- É Have students highlight the powers of the president.

Community Connections

- É Provide newspaper articles related to duties and powers of the president, and have students summarize events/actions and their connections to Article II.

Small Group Learning

- É Have students use “Think-Pair-Share” to complete Instructional Activity #2.

Vocabulary

- É Have students use the following vocabulary words: *diplomat*, *commander-in-chief*, *executive*, *duty*, and *power*.

Student Organization of Content

- É Give students a T-Chart detailing the duties and powers to use when completing Instructional Activity #2.
- É Have each student fill in a graphic organizer/content frame of duties and powers of the president.

Session 16: Presidential Powers

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to use previously obtained research information to complete an illustrated web.

Materials

- É Textbook or other instructional resources
- É Chart paper
- É Markers

Instructional Activities

1. Explain that the United States president has several roles. The president's actions in these roles include the powers listed in the Constitution and reviewed in the last session. Some actions have come about through custom. The president's roles include
 - É chief of state: Ceremonial head of the government
 - É chief executive: Head of the executive branch of government
 - É chief legislator: Proposer of the legislative agenda
 - É commander-in-chief: Head of the nation's armed forces
 - É chief diplomat: Architect of American foreign policy
 - É chief of party: Leader of the political party that controls the executive branch
 - É chief citizen: Representative of all of the people.Review each role with students. (NOTE: You may vary the wording to match the wording in the textbook.)
2. Distribute markers and chart paper to each student. Instruct students to create an illustrated web showing the president in the center and the president's powers and actions in each role surrounding the president.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to Internet.
- É Provide access to text-to-speech software.
- É Provide access to presentation software and projection equipment.
- É Have students use a variety of software programs (e.g., graphic organizer, drawing).

Multisensory Activity

- É Have students choose one of the presidential powers to illustrate.

Community Connections

- É Have students take a field trip to or a virtual tour of the White House.
- É Invite the principal of the school to talk about his or her duties and powers as executive branch of the school.

Small Group Learning

- É Have students work in teams of two or three to create a poster of the roles of the president.

Vocabulary

- É Have students use the following vocabulary words: *illustrated web*, *economic*, *legislator*, *diplomat*, and *executive*.

Student Organization of Content

- É Give students an outline chart of the roles of the president.
- É Give students a scoring rubric so they can self-check their work.
- É Provide a blank graphic for students to brainstorm ideas for their poster.
- É Have each student create a foldable/flipbook of the roles of the executive branch. Roles can include illustrations.

Session 17: Executive Branch and Policy Making

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be familiar with duties of the executive branch.

Materials

É Attachment I: Powers and Actions of the Executive Branch

Instructional Activities

1. Post the student webs from the previous session until the unit test. Ask each student to stand and explain one of the president's roles that he/she illustrated. Make sure all roles are discussed.
2. Display the visual on Attachment I, and briefly the president's responsibilities in relation to the various roles. Explain that since the president cannot introduce laws, he or she must influence a member of Congress to do so. One of the most important opportunities to do this is during the State of the Union address (to be studied in the next session). Explain that in addition to carrying out federal laws, the president is the head of the world's largest bureaucracy. Define the word *bureaucracy*, and explain that the cabinet departments, independent agencies, and other regulatory groups make up the federal bureaucracy and interpret and execute (carry out) laws. (NOTE: Later in this unit, students will study the various parts of the executive branch and how it carries out laws.)

Specific Options for Differentiating This Lesson

Technology

- É Provide access to a large-print copy of Attachment I.
- É Provide highlighting instruments and chart paper.
- É Have students present information in presentation format with examples of powers and actions of the president.

Multisensory Activities

- É Have students orally present the webs created in Session 16.
- É Have students role-play information on their webs from Session 16.

Small Group Learning

- Have students work in groups of two or three to demonstrate how Congress is influenced by the president to create or introduce a bill.

Community Connections

- É Invite a member of an interest group to present how his or her group influences policy making.

Vocabulary

- É Have students use the following vocabulary words: *budget*, *ambassador*, and *bureaucracy*.
- É Have students use concept of definition map for bureaucracy.

Student Organization of Content

- É Provide students an outline form of Attachment I.
- É Provide note-taking organizer to accompany presentation.

Session 18: The State of the Union Address

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to read primary-source material to acquire information.

Materials

É Attachment J: The State of the Union Address

Instructional Activities

1. Explain that the State of the Union address is an important way for a president's agenda to be communicated to the public as well as the policy makers in Washington.
2. Distribute copies of Attachment J. Direct students to read the first section and respond in the lines provided. Then, ask them to complete the reading and write a short essay in the space provided.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., text-to-speech, word-processing).
- É Provide a large-print version of Attachment J.
- É Have students use an interactive whiteboard to list/document main ideas.

Multisensory Activity

- É Have students watch or listen to an excerpt from a recent State of the Union Address and discuss important facts.

Small Group Learning

- É Have students work in teams to complete a "State of the Classroom" address.

Vocabulary

- É Have students use the following vocabulary words: *agenda* and *address*.

Student Organization of Content

- É Have each student use a double-entry diary format to respond to specific statements made in the State of the Union Address.
- É Have students list/document main ideas on poster paper.
- É Have students analyze a prior State of the Union address, identifying a specific presidential agenda item and document its progression from idea to law.

Session 19: The Cabinet

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to read for meaning and to access identified Internet sites for required information.

Materials

- É Textbook or other instructional resources
- É Daily newspapers
- É Internet access

Instructional Activities

1. Explain that although the cabinet is not included in the Constitution of the United States, every president has had a cabinet whose role was to advise the chief executive and help him implement federal laws. George Washington began with four cabinet secretaries. Help students name them. Direct students to turn to the section in the textbook or other instructional resource on the cabinet.
2. Today there are many more cabinet positions. The cabinet includes the vice president and, by law, the heads of 15 executive departments—the Secretaries of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Homeland Security, Housing and Urban Development, Interior, Labor, State, Transportation, Treasury, and Veterans Affairs, as well as the attorney general. Under President George W. Bush, cabinet-level rank also was accorded to the Administrator of the Environmental Protection Agency, the Director of the Office of Management and Budget, the Director of the National Drug Control Policy, and the United States Trade Representative. For more information, go to the White House Web site at <http://www.whitehouse.gov/government/cabinet.html>.
3. Provide a selection of newspaper and/or Internet news articles about the activities of the cabinet and how it operates. Have students write a summary of the situation in one article to explain how the cabinet agency was involved.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to text-to-speech software.
- É Provide students access to Internet.
- É Provide enlarged copies of newspaper articles for Instructional Activity #5.

Multisensory Activity

- É Have students participate in a card sorting activity—matching cabinet departments and functions.

Community Connections

- É Provide students copies from relevant news articles about the president's cabinet.

Small Group Learning

- É Have students participate in a small group, using an outcome-sentence format.
- É Have students participate in expert groups to jigsaw about cabinet positions and functions.

Vocabulary

- É Have students use the following vocabulary words: *agriculture, commerce, homeland security, urban, interior, and environmental*.

Student Organization of Content

- É Give students a chart of all cabinet positions.
- É Give students outcome sentences to facilitate writing the summary.
- É Have each student create a content frame to organize information about cabinet and department functions.

Session 20: Independent Regulatory Agencies

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to navigate the Internet to identified sites to gather information.

Materials

É Internet access

Instructional Activities

1. Explain that Congress creates independent regulatory agencies, which are part of the executive branch of the federal government. These agencies are responsible for *regulating* the government—keeping the government and economy running smoothly. (NOTE: Four agencies will be studied in depth during the economics portion of this course—the Federal Trade Commission (FTC), Federal Communications Commission (FCC), Environmental Protection Agency (EPA), and Federal Reserve System—so make sure these are included in this activity.)
2. Divide the class into groups of three students each. Explain that each group is going to research four of the independent agencies of the executive branch. They will find out each agency's official name and any nickname it uses and write three sentences describing what it does. This information will be written on an index card, one for each agency. Students should consult a variety of sources. (The official government site for the agencies is *Independent Agencies and Government Corporations* at <http://www.firstgov.gov/Agencies/Federal/Independent.shtml>.) To ensure coverage of all agencies, ask students to sign up for the agencies they would like to research.
3. Once all cards are complete, have each group switch cards with another group and identify which expressed or implied power of Congress each agency helps to carry out. Continue circulating the cards until all student groups have used the cards from every other group.

Specific Options for Differentiating This Lesson

Technology

É Provide student access to various software programs (e.g., text-to-speech, word-processing, graphic organizer).

Multisensory Activity

É Have students play a match game matching applied and express power to their designation.

Community Connections

É Have students visit a bank and interview bank officials regarding storage of monies and destruction of older currency.

Small Group Learning

É Assign students to work in pairs to complete a research card on one or more independent agencies.

É Assign an agency per small group to research; jigsaw, or use a gallery walk to share information.

Vocabulary

É Have students use the following vocabulary words: *independent agencies*, *economy*, and *official*.

Student Organization of Content

É Provide students with an outline chart for Instructional Activity #3.

É Solicit background knowledge of Franklin Roosevelt's New Deal programs and make connections to agencies that exist today (e.g., KWL, sponge activity).

É Have each student create a graphic organizer showing connections between the president, cabinet, and independent agencies roles and functions.

Session 21: Executive Branch Business Cards

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be familiar with the concept of a business card.

Materials

- É Blank index cards (or pre-cut construction paper cards)
- É Markers
- É Computers (optional)

Instructional Activities

1. Explain that a business card is used to present to a new acquaintance so that the new acquaintance can remember the presenter's name and have access to his/her important professional and personal information.
2. Instruct students to use index cards and markers to create a business card for a member of the executive branch i.e., the president, vice president, a cabinet member, or a head of an independent regulatory agency. Model what should be included on the card. For example, besides the basic information (name, address, phone numbers, fax numbers, e-mail address), you might include a clever name for the official, a pertinent graphic from a Web site, an organizational design, a motto or slogan, or other information that demonstrates knowledge of the role of the person or agency within the executive branch.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to presentation software and projection equipment.
- É Provide students access to various software programs (e.g., word-processing, graphic organizer, drawing).

Multisensory Activity

- É Have students present the information on the student-created business cards as an infomercial or 30-second introduction of the role when presenting the business card.

Community Connections

- É Invite members of the school community to share personal business cards.

Small Group Learning

- É Have students work in pairs to create a business card for an assigned member of the executive branch (See Instructional Activity #2).

Student Organization of Content

- É Give students a template of information required for the business cards.

Session 22: Review of the Executive Branch

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to complete graphic organizers with the required information.

Materials

- É Attachment K: Executive Branch Review
- É Textbook or other instructional resources
- É Student notes

Instructional Activities

1. Delete the answers from the second column on Attachment K, and print and distribute the handout to students. (NOTE: You may wish to add one or more categories to the handout, such as the names of the current office holder or various members of the executive branch department.)
2. Direct students to use the textbook or other instructional resources and notes to complete the handout.
3. Before the class ends, go over all answers to ensure correctness.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to a large-print copy of Attachment K.
- É Provide highlighting instruments.
- É Provide students access to various software programs (e.g., text-to-speech, word-processing).
- É Have students use interactive whiteboard and graphic organizer software to sort or create an outline of the executive branch.

Multisensory Activities

- É Have students use teacher-generated bingo style cards to play executive branch review game.
- É Have students sort information about the executive branch into categories reflected in Attachment K.

Community Connections

- É Invite a guest host from a local executive branch to moderate the class game.

Small Group Learning

- É Have students work in pairs to complete index cards of information on the different members of the executive branch.
- É Have students do “Think-Pair-Share” with Attachment K.

Vocabulary

- É Have students review terms and questions prior to commencing assignment.

Student Organization of Content

- É Give students a copy of Attachment K with only the left side turned in.
- É Provide information from Attachment K on individual cards/note strips for sorting.

Session 23: Overview of the Judicial Branch

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to read text.

Materials

É Attachment L: Judicial Branch Structure

É Textbook or other instructional resources

Instructional Activities

1. Tell students that they are now going to study the judicial branch, the third branch of the federal government. Explain that the United States has a dual court system involving two levels of government—the federal and the state. There are federal courts, which have jurisdiction over cases involving federal laws, and state courts, which have jurisdiction over state matters. Define and briefly discuss the term *jurisdiction*.
2. Use the visual on Attachment L to preview the structure of the judicial branch.
3. Assign students to read in the textbook or another instructional resource the section on the organization of federal courts.

Specific Options for Differentiating This Lesson

Technology

É Provide students access to various software programs (e.g., text-to-speech, graphic organizer).

É Have students use interactive whiteboard for viewing graphic of judicial branch structure and sort activity.

Multisensory Activities

É Have each student create a color cut-and-paste court system diagram.

É Have students participate in a judicial branch outburst game.

É Use video clips to introduce the judicial branch, both federal- and state-level court systems.

É Have students do a sort with categories of courts within the judicial system.

Community Connections

É Have students take a field trip to a local court.

É Invite an attorney to present organization of state/federal court systems.

Small Group Learning

É Have students complete a K-W-L chart, in small groups, about the judicial branch.

Vocabulary

É Have students use the following vocabulary words: *jurisdiction*, *appeals*, *appellate*, *circuit*, *bankruptcy*, *district*, *small claims*, and *international*.

Student Organization of Content

É Provide students ladder-model graphic organizer of the court system.

É Provide students with their own copy of Attachment L.

É Have students begin completing judicial unit glossary with definition provided, adding their own meaning and example (maximum of three words per day).

Session 24: Introduction to the Judicial Branch

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to read for information.
- É Students are expected to be able to write summary paragraph.
- É Students are expected to be able to answer open-ended quiz questions, using the text as a resource.

Materials

- É Attachment M: About the United States Courts
- É Attachment N: Study Guide for the United States Courts

Instructional Activities

1. Direct students to turn to Article III of the United States Constitution, and have a student read it aloud. Ask students what they notice is different about this article. (Possible responses: shorter than the others, *treason* is defined, etc.) Prompt a discussion by asking students *why* they think this article is different. Remind students that one of the weaknesses of the Articles of Confederation was that there was no national judicial branch; therefore, the founding fathers had not yet decided what they wanted this branch to be. They left it to the new Congress to design the courts system.
2. Explain that we have not always had three levels of courts in the federal system. The United States Courts of Appeals were added by an act of Congress.
3. Distribute copies of Attachments M and N. Allow students time to read the information about the United States courts and complete the study guide. Remind them that they should answer these questions in paragraph form.
4. Before the end of class, go over the answer to the study guide. Ask student volunteers to read their paragraphs, and discuss the answers in a class discussion.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g. text-to-speech, word-processing, graphic organizer).

Multisensory Activities

- É Have students illustrate the structure of the court system.
- É Have students view video clip of judicial system.

Community Connections

- É Invite a legal professional to speak to the class.
- É Have students interview a legal professional.

Small Group Learning

- É Modify the Attachment N study guide to be completed in small groups or in pairs of students.

Vocabulary

- É Have students use the following vocabulary words: *bribery, treason, act of Congress, guardian, impartial, interpret, disputes, judiciary, misdemeanors, compensation, and continuance.*

Student Organization of Content

- Have students continue to complete the judicial unit glossary with definition provided, adding their own meaning and example.
- É Have students use puzzle activity and sticky notes to locate answers for study guide Attachment N.
- É Reformat Attachment N in the form of a two-column/Cornell note frame.
- É Have each student begin creating foldable for judicial branch which includes role, functions, and court systems.

Session 25: Jurisdiction

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to read text and read charts.

Materials

É Attachment O: Structure of the Federal Courts

É Textbook or other instructional resources

Instructional Activities

1. Explain that the right of a court to hear a particular case is controlled by its *jurisdiction*—i.e., the case must fall within its scope of concern. Define *original jurisdiction* and *appellate jurisdiction*, and give several examples of cases fitting into these categories:
 - É Original jurisdiction: The authority or power of a court to hear a case first, before any other court
 - É Appellate jurisdiction: The authority or power of a court to review the decisions of a lower court
2. Tell students that federal courts get their jurisdiction from Article III, Section 2 of the Constitution. Ask students to find this section in the textbook or other instructional resource, and select a student to read it aloud. Explain that the first clause describes the types of cases that are heard by federal courts. Ask students to name several types. The second clause specifically states the jurisdiction of the Supreme Court. Point out that this section identifies two factors to consider when deciding that a federal court has jurisdiction:
 - É The case arises from a law passed by Congress.
 - É There is a special type of person involved (e.g., an ambassador).

One important conflict that occurred under the Articles of Confederation was the resolution of disagreements between states. The Constitution helps resolve this issue by naming the Supreme Court, a court that is not tied to any one state, as the court with original jurisdiction in such disagreements.
3. Use the visual on Attachment O to review the federal court structure. Explain that the only place a case is heard by a jury in a federal court is in the United States District Courts. The proceedings in these courts are similar to what the public is familiar with from movies and television. There is a plaintiff (the United States government), a defendant, attorneys for each side, a jury (although a defendant can elect to have a judge hear the case rather than a jury), witnesses, and other court personnel. If one of the sides is not happy with the ruling and there is a legal reason to appeal, they can ask the United States Court of Appeals to review the case.
4. In the United States Court of Appeals, a panel of usually three judges hears an appeal of a case from the United States District Court. If the case is very important, all of the judges for that circuit can sit to hear the case. After the ruling, if one of the sides is not happy with the ruling and there is a legal reason to appeal, they can ask the United States Supreme Court to review the case.
5. The Supreme Court can decide to hear a case or let the ruling of the lower court stand. If it agrees to hear a case, all nine justices of the Supreme Court participate in the decision. The decision is expressed in the “Opinion of the Court,” which are often long, technical documents that explain why the court decided as it did and whether any members disagreed with the decision and why. Courts around the country use these written comments to guide them in deciding similar cases.
6. The Supreme Court also hears cases appealed from the supreme court of each of the states. Just as in federal cases, the Supreme Court can decide to hear a case or let the ruling of the state Supreme Court stand. Cases involving the death penalty are automatically appealed to the Supreme Court.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., text-to-speech, graphic organizer).
- É Provide access to the Internet.
- É Have students use an interactive whiteboard for sorting activity (See Instructional Activity #1).

Multisensory Activities

- É Have each student use a Popsicle stick and index card to create a flowchart of the court system.
- É Have students complete a sorting activity to identify jurisdiction with sample cases on index cards.

Small Group Learning

- É Have students complete the reading (See Instructional Activity #2) and sorting activity in pairs.

Vocabulary

- É Have students use the following vocabulary words: *clause, jury, district, plaintiff, defendant, attorney, justices, verdict, ruling, decision, and opinion.*

Student Organization of Content

- É Have students continue to complete the judicial unit glossary with definitions provided, adding their own meaning and example.
- É Allow students to refer to the Popsicle stick flowchart.

Session 26: Civil and Criminal Cases

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to read for information.
- É Students are expected to be able to write summary sentences.

Materials

- É Attachment P: Civil and Criminal Cases

Instructional Activities

1. Distribute copies of Attachment P, and direct students to read the section on civil cases. Ask them to write a one-sentence summary of the most important points about civil cases.
2. Pair students, and direct each pair to select one of their summary sentences as the best, or to combine them to form a sentence that they both agree covers the most important points about civil cases. Have one member of each pair write the pair's sentence on the board. (These sentences will be used later.)
3. Direct students to work individually to read the section on criminal cases and write a summary sentence. Then, pair students, and have the pairs repeat the process above.
4. Once all sentences are displayed, lead a class discussion regarding civil and criminal cases. Have the class select one summary sentence about each type of case as the best and then copy it into their notebook for future reference and review.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to computer projection equipment and video clips.
- É Provide students access to various software programs (e.g., word-processing, graphic organizer, text-to-speech).
- É Provide highlighting instruments.
- É Provide enlarged copies of Attachment P.

Multisensory Activity

- É Have students participate in the teacher-created game, "You Be the Judge" to identify types of court cases.

Community Connections

- É Invite a police officer or law enforcement representative to answer students' questions.

Small Group Learning

- É Have students participate in a paired "Preview-Connect-Predict" technique prior to reading Attachment P (See Instructional Activity #1).

Vocabulary

- É Have students use the following vocabulary words: *civil*, *criminal*, *lawsuit*, *complaint*, *injury*, *relief*, *damages*, *preponderance*, *evidence*, *grand jury*, *prosecutor*, *burden of proof*, *reasonable*, and *doubt*.

Student Organization of Content

- É Have students continue to complete the judicial unit glossary with definitions provided, adding their own meanings and examples.
- É Have each student create a graphic organizer to outline the key points of Attachment P.

Session 27: Judicial Caseloads

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to read a bar graph.
- É Students are expected to be able to analyze data.
- É Students are expected to be able to use a calculator to compute.
- É Students are expected to be able to write a persuasive paragraph.

Materials

- É Attachment Q: Eastern Virginia U.S. District Court Caseloads
- É Internet access
- É Teacher-provided resources on the United States Courts of Appeals

Instructional Activities

1. Direct students to review Article II of the Constitution. Have them note that the only court actually created by the Constitution is the Supreme Court.
2. Explain that the first Congress created the United States District Courts in 1789 because they knew the Supreme Court could not hear every case. These were the only two levels of federal courts for about a century. Today, more than 80 percent of all federal cases are heard in the U.S. District Courts.
3. Display the visual on Attachment Q. Ask questions to prompt students to use the graphs to gather information. These questions might include the following:
 - É What year had the highest number of cases filed? (2004) How many were there? (8,227)
 - É What year had the lowest number of cases filed? (2008) How many were there? (6,440)
 - É What was the decrease in the number of cases filed between the year with the highest number and the year with the lowest number? (1,787)
 - É What percent decrease is this? (78%)
 - É There are 94 federal districts in the U.S. How many cases would have been filed in U.S. District Courts in 2008 if each of them had had the same number as this district? (605,360)
 - É There were actually only 338,153 cases filed in all 94 District Courts that year. From this fact, what conclusion can you make? (The Eastern Virginia U.S. District Court has a high caseload compared to others.)
4. Inform students that by 1891, the United States Supreme Court was three years behind on hearing cases appealed from the U.S. District Courts. It was obvious that the Supreme Court needed to be relieved of the heavy load of hearing all of the appeals from the U.S. District Courts. Therefore, Congress created the United States Courts of Appeals that year to do just that. Over the last 25 years, some people have called for another level of courts to weed out cases where there is really no legal question. Others disagree, saying this would just add more federal bureaucracy and cost the taxpayers more money.
5. Have students do research on the Internet and other teacher-provided resources to find out whether the caseloads of the United States Courts of Appeals are manageable i.e., what their caseloads have been over the past several years and how backlogged they may have become. Once research is completed, hold a class discussion on the subject.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., text-to-speech, word-processing).
- É Provide access to a calculator.

Vocabulary

- É Have students use the following vocabulary words: *caseload*, *district court*, and *bureaucracy*.

Student Organization of Content

É Provide an enlarged copy of Attachment Q.

É Have students continue to complete the judicial unit glossary with definitions provided, adding their own meanings and examples.

É Provide students with a written copy of the questions (See Instructional Activity #3).

Session 28: Judicial Review

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to read for understanding.

Materials

É Attachment R: Anticipation Guide— Judicial Review

É Attachment S: Judicial Review

Instructional Activities

1. Display the visual on Attachment R. Instruct students to take out a sheet of paper and write down whether the questions are true or false. Do not give students the answers. Direct them to turn their papers over until they have completed the rest of the lesson.
2. Explain that judicial review is one of the most important functions of the Supreme Court. However, it is not written into the Constitution. How did the Court get this power?
3. Distribute Attachment S, and direct students to read it.
4. After all have read the handout, have students turn over their anticipation guide and change any answers they discovered were incorrect. Lead a class discussion on judicial review.

Specific Options for Differentiating This Lesson

Technology

É Provide access to computer projection equipment and video clips.

É Provide students access to various software programs (e.g., text-to-speech, graphic organizer).

É Provide highlighting instruments.

Small Group Learning

É Assign students to work in pairs to complete the graphic organizer on main idea.

Vocabulary

É Have students use the following words: *legality*, *constitutionality*, *judicial review*, *doctrine*, and *precedent*.

Student Organization of Content

É Have students continue to complete the judicial unit glossary with definitions provided, adding their own meanings and examples.

É Have students work together to complete a cause-and-effect graphic organizer to illustrate court decisions and their impact.

É Have students work together to complete a main-idea graphic organizer of Attachment U.

Session 29 and 30: *Marbury v. Madison*

Prerequisite Understanding/Knowledge/Skills

É Students are expected to understand the function of a court.

Materials

É Attachment T: *Marbury v. Madison*

É Attachment U: Case Brief for *Marbury v. Madison*

Instructional Activities

The following Web site may be helpful in teaching this topic: *Marbury v. Madison*. James Madison University.
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0005_0137_ZS.html.

1. Explain that in this session, students will study the case that gave the Supreme Court the power of judicial review: *Marbury v. Madison*. As they study this case, they will look at it in the same way lawyers look at all cases: by separating the facts of the case, the legal issues, and the applicable decisions of the courts.
2. Distribute copies of Attachments T and U. Define the term *writ of mandamus* (requiring a government official to take a specific action). Direct students to read the background facts of the case on Attachment T. When they have finished this section, have them decide what should be written in the first section of the chart on Attachment U.
3. Read the three legal issues aloud. Stop after each one, and rephrase it into language the students will readily understand. If necessary, give examples to help students understand the concepts. Then, have students write these issues into the second section of the chart.
4. Finally, ask a student to read the first part of the opinion of the Supreme Court. Discuss this as a class. Direct students to write on note paper a one-sentence summary explaining this portion of the opinion. Repeat this process for the next two parts of the opinion.
5. As a class, use the students' one-sentence summaries to draft a class summary for each of the legal issues. Direct students to write these summaries in the third section of the chart.

Specific Options for Differentiating This Lesson

Technology

É Provide access to large-print copies of Attachments V and W.

É Provide access to the Internet.

É Provide highlighting instruments.

É Provide access to word-processing software.

Multisensory Activities

É Give students a "brief the case" folder to use in completing Instructional Activities 265.

É Have students orally present Attachment V as a team in a mock hearing.

Community Connections

É Invite a local judge to present over the mock hearing.

Small Group Learning

É Divide the students into three teams, and ask each team to prepare the answers to one activity question from Instructional Activity #5.

Vocabulary

É Have students use the following vocabulary words: *summary*, *opinion*, *draft*, and *legal* and *judicial review*.

Student Organization of Content

- É Have students continue to complete the judicial unit glossary with definitions provided, adding their own meanings and examples.
- É Provide each student a graphic organizer chart to use for Instructional Activities #4, 5, and 8.

Session 31 Review of Checks and Balances

Prerequisite Understanding/Knowledge/Skills

É Students are expected to demonstrate knowledge of checks and balances of the three branches of government.

Materials

- É Construction paper
- É Chart paper
- É Markers
- É Textbook or other instructional resources

Instructional Activities

1. Direct students to look back in their notebooks for the notes they took on the federal system of checks and balances during their study of the Constitution of the United States (Organizing Topic 1, Session 7). Also, have them return to the checks and balances chart in the textbook or other instructional resources, which shows the relationship of the three branches of government. Explain that now that they have studied each of these branches, they are going to revisit checks and balances by creating a human chart.
2. Divide the class into three groups representing the three branches of the federal government— legislative, executive, and judicial. Direct students in each group to write each check their branch has on a separate sheet of construction paper, e.g., Congress checks the courts by approving judges. When they are finished, each group should have written three to seven checks their branch has on the other two. Instruct students to create a sign on chart paper to identify their branch.
3. Designate three locations in the room, one for each branch. Have each group gather in their location, post their chart-paper sign, and hold the construction-paper sheets listing their checks.
4. Instruct each student holding a check sheet to face the branch that is checked and explain in his or her own words what the check is and why it is important. (If they have trouble with this, another member of the group may help.) Continue until all three checks have been explained.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to large-print handouts.
- É Provide access to word-processing software.

Vocabulary

- É Have students use the vocabulary presented on checks and balances.

Student Organization of Content

- É Provide each student with a teacher-generated review of the checks-and-balances topic.

Session 32: Review of the Judicial Branch

Prerequisite Understanding/Knowledge/Skills

É Students are expected to understand information related to the judicial branch of government.

Materials

É Attachment V: Review of the Judicial Branch

Instructional Activities

1. Distribute copies of Attachment V. Allow time for students to complete it.
2. Before the class ends, go over all answers to ensure correctness.

Specific Options for Differentiating This Lesson

Technology

- É Use Internet resources to generate question-and-answer game.
- É Provide access to whiteboards and markers for use in game responses.

Multisensory Activity

- É Divide students into teams to play question-and-answer game reviewing required knowledge of the judicial branch.

Community Connections

- É Invite a guest moderator, such as a peer mediator or local judge.

Small Group Learning

- É Have students work in teams to respond to game questions.

Vocabulary

- É Have students use the vocabulary from previous session relating to the judicial branch.

Student Organization of Content

- É Give each student a handout of all questions and answers at the conclusion of the game for use as a study guide.

Session 33: Assessment

Materials

É Attachment W: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment W, and have students complete the assessment.

Additional Activities

1. Show students a video of all or part of a State of the Union address. Have them complete a response activity on the president's use of the State of the Union address. Direct them to analyze whether the address would be most effective if watched on television, listened to on radio, or read from a newspaper or online.
2. Show students a video (or have them read a written transcript) of a State of the Union address, and instruct them to make a list of the most important points in the address. Then, have them view (or read) the official response from the opposing political party. In a class discussion, compare the student's points to those that the opposing party representative chose to focus on.
3. Have students research a U.S. cabinet office or independent regulatory agency. Have them create a brochure explaining its role in the national executive branch.
4. Have students research a local issue that involves both federal and state (or regional, or local) regulatory agencies. Analyze the different roles that each agency plays in the issue and any interaction they may have with each other. Do they seem to cooperate with one another? Are they in conflict? (An example could be an issue related to the Chesapeake Bay watershed, using resources cited in the Virginia Department of Education's *Lessons from the Bay* at http://www.doe.virginia.gov/instruction/elementary_school/science/lessons_bay/about_watershed/index.shtml.)
5. Have students research a federal court case that has had an impact on their family or community. Instruct them to trace the steps leading to the court's ruling. What have been (or what do you expect to be) the long-term results of this court ruling? Why?
6. Prepare and display a poster showing a symbolic hat for each presidential role:
 - É chief of state: Ceremonial head of the government
 - É chief executive: Head of the executive branch of government
 - É chief legislator: Proposer of the legislative agenda
 - É commander-in-chief: Head of the nation's armed forces
 - É chief diplomat: Architect of American foreign policy
 - É chief of party: Leader of the political party that controls the executive branch
 - É chief citizen: Representative of all of the peopleHave students explain orally or in writing the significance of each hat and the power it represents.

Attachment A: National Government versus State Governments _____

Name: _____ Date: _____

Directions: Read the paragraphs below. Then, write answers to the questions that follow.

The first type of government in America was based primarily on state government. Prior to the signing of the Constitution, America was made up of thirteen colonies, all of which were ruled by Great Britain. Following the Revolutionary War, these colonies basically governed themselves, although they had formed a league of friendship under the Articles of Confederation. They feared a strong central government like the one they lived with when they were ruled by Britain. However, it was soon discovered that this weak form of state government could not survive, and so the Constitution was drafted.

The Constitution

É defines and limits the power of the national government

É defines the relationship between the national government and the individual state governments

É guarantees the rights of the citizens of the United States.

This time, it was decided that a government system based on federalism would be established. In other words, power was to be shared between the national government and the state (local) governments. The opposite of this system of government is a centralized government in which the national government maintains all power. France and Great Britain have this system of government.

Sharing power between the national government and state governments allows the United States to enjoy the benefits of diversity and unity. For example, the national government may develop a uniform monetary system with one currency. (Imagine having 50 different types of coins and bills, each with a different value, requiring a calculator for shopping in another state!) A national system is fair to everyone, and the states do not have to bear the heavy burden of regulating their currency.

On the other hand, issues such as the death penalty for specified crimes have been left up to the individual states. The decision whether or not to have a death penalty depends on that state's history, needs, and philosophies.

Source: *Ben's Guide to Government for Kids*. U.S. Government Printing Office.
<http://bensguide.gpo.gov/6-8/government/state/index.html>

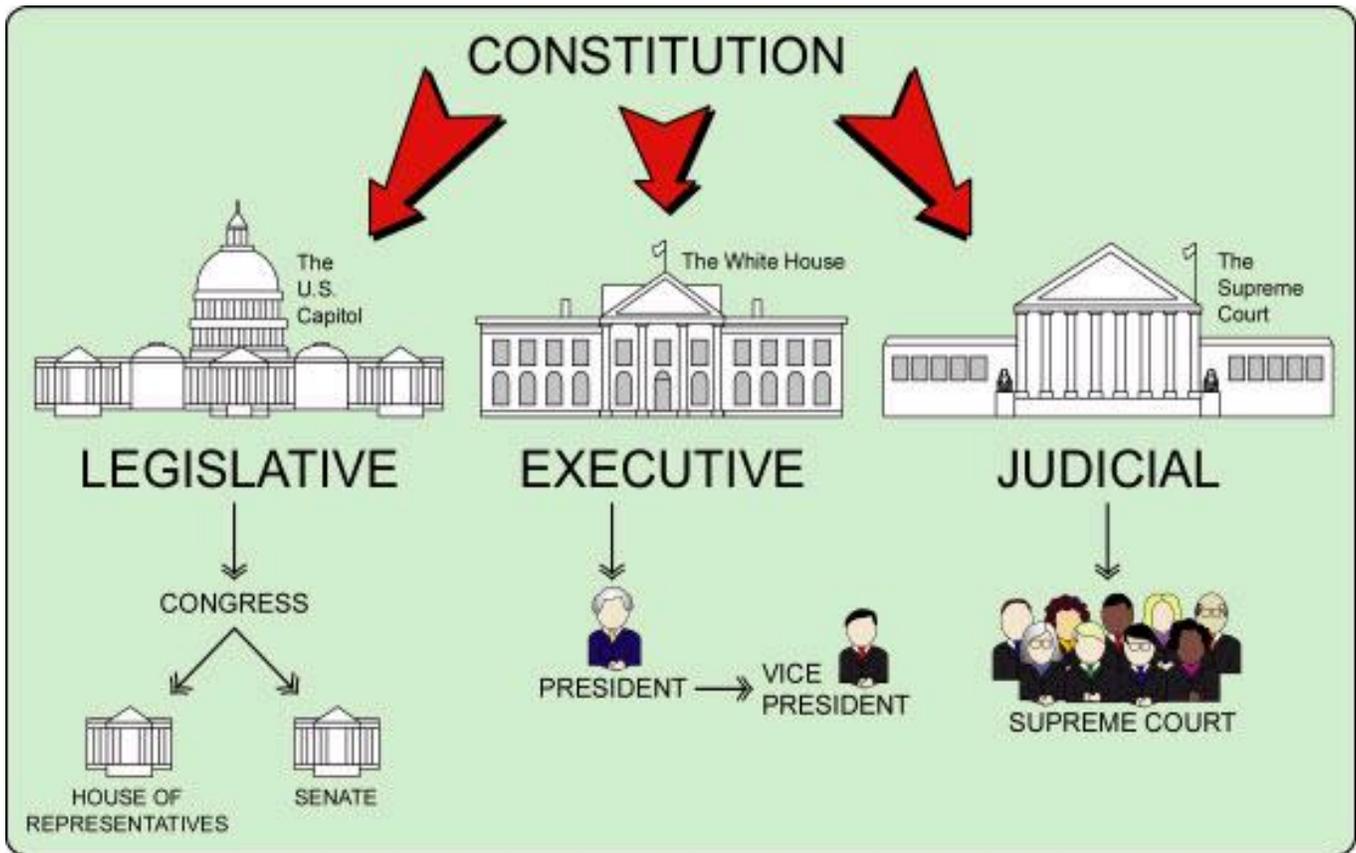
Questions

1. What was the first type of government in America?
2. Why did the colonies form a weak government under the Articles of Confederation?
3. What does the word *federalism* mean?
4. What is the advantage of federalism?

Attachment B: Powers Denied the Federal Government and State Governments _____

| Federal Government | State Governments |
|--|---|
| <ul style="list-style-type: none">• May not violate the Bill of Rights• May not impose export taxes among states• May not use money from the Treasury without the passage and approval of an appropriations bill• May not change state boundaries | <ul style="list-style-type: none">• May not enter into treaties with other countries• May not print money• May not tax imports or exports• May not impair obligations of contracts• May not suspend a person's rights without due process |

Attachment C: Three Branches of Government



Source: *Ben's Guide to Government for Kids*. U.S. Government Printing Office.
<http://bensguide.gpo.gov/6-8/government/state/index.html>

Attachment D: Three Branches of Government—Quiz _____

Name: _____ Date: _____

1. Federalism is _____.
2. Federalism is established by _____
_____.
3. The powers of government are shared by the _____, _____,
and _____ levels of government.
4. The Constitution of the United States of America establishes a form of government in which
_____ is supreme.
5. The powers not given to the national government by the Constitution of the United States of America are reserved for _____.
6. List two responsibilities of the national government:

7. The Constitution of the United States of America denies powers to which governments?

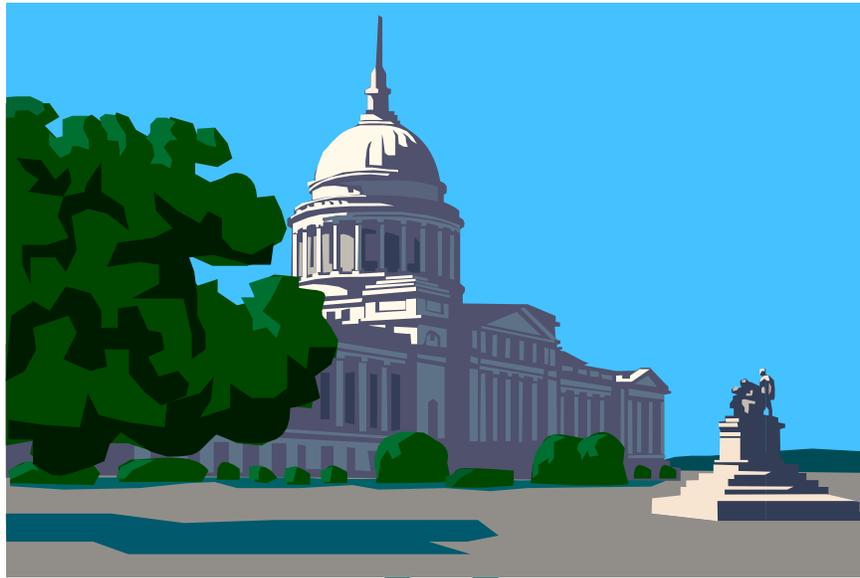
8. On the back of this page, draw a brief graphic organizer (web) that shows the three branches of the national government and/or their most important powers (leadership).
9. Describe why certain powers are denied to government. Include at least two examples of powers denied government.

Attachment E: The Legislative Branch

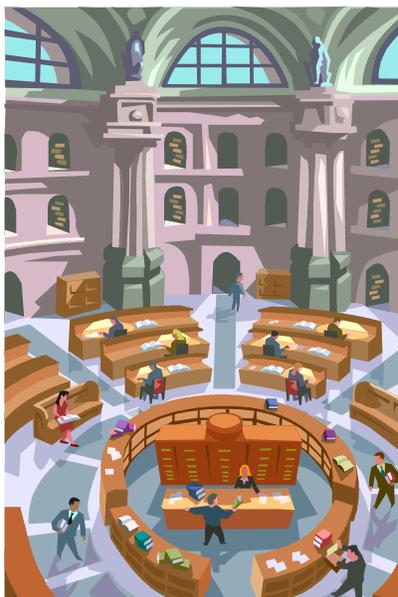
Article I of the Constitution established the legislative branch of the United States government. This branch is made up of the Congress and certain governmental support agencies, such as the Government Printing Office and the Library of Congress, that provide assistance to and support services for Congress.

Article I of the Constitution gave Congress the power to make laws. Congress has two parts, the House of Representatives and the Senate.

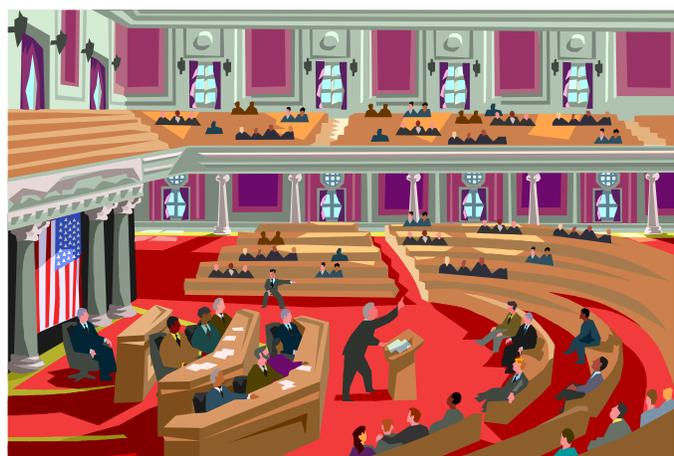
United States Congress



United States Senate



United States House of Representatives



Attachment F: Congressional Workload Table

| Congressional Workload 1985–2006 | | | |
|---|-------------------------|---------------------|------------------------|
| HOUSE OF REPRESENTATIVES | | | |
| Congress | Bills Introduced | Bills Passed | Days in Session |
| 99th (1985-86) | 6,499 | 973 | 281 |
| 100th (1987-88) | 6,263 | 1,061 | 298 |
| 101st (1989-90) | 6,683 | 968 | 281 |
| 102nd (1991-92) | 7,771 | 932 | 277 |
| 103rd (1993-94) | 6,647 | 749 | 265 |
| 104th (1995-96) | 4,542 | 611 | 289 |
| 105th (1997-98) | 5,014 | 710 | 251 |
| 106th (1999-2000) | 5,815 | 957 | 272 |
| 107th (2001-2002) | 5,892 | 677 | 265 |
| 108th (2003-2004) | 5,547 | 801 | 243 |
| 109th (2005-2006) | 6,540 | 770 | 241 |
| SENATE | | | |
| Congress | Bills Introduced | Bills Passed | Days in Session |
| 99th (1985-86) | 3,386 | 940 | 313 |
| 100th (1987-88) | 3,325 | 1,002 | 307 |
| 101st (1989-90) | 3,669 | 980 | 274 |
| 102nd (1991-92) | 4,245 | 947 | 287 |
| 103rd (1993-94) | 3,177 | 682 | 291 |
| 104th (1995-96) | 2,266 | 518 | 343 |
| 105th (1997-98) | 2,718 | 586 | 296 |
| 106th (1999-2000) | 3,343 | 819 | 303 |
| 107th (2001-2002) | 3,242 | 554 | 322 |
| 108th (2003-2004) | 3,078 | 759 | 300 |
| 109th (2005-2006) | 4,163 | 684 | 297 |

Source: *The Dirksen Congressional Center*, http://www.congresslink.org/print_basics_histmats_workloadstats.htm

Attachment G: Legislative Branch Organizer and Word Bank _____

Name: _____ Date: _____

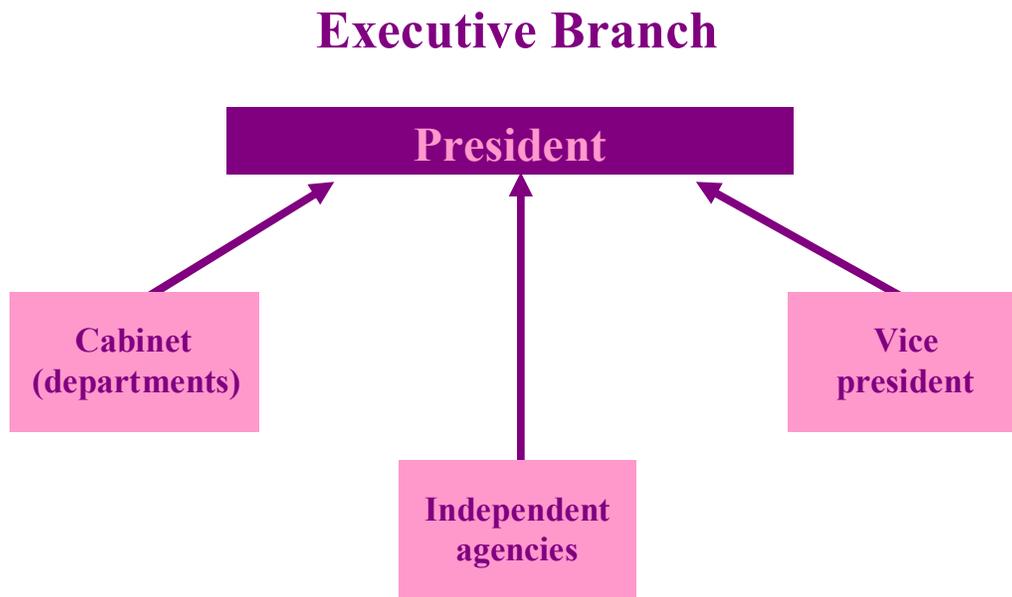
Directions: Write the terms from the Word Bank underneath the headings to which they apply.

Legislative Branch



| WORD BANK | |
|--------------------------|------------------------------------|
| bicameral | committee work |
| denied | floor debate |
| House of Representatives | approves presidential appointments |
| expressed | approves budgets |
| Senate | interest groups |
| enumerated | sign into law by executive branch |

Attachment H: Executive Branch Structure



Attachment I: Powers and Actions of the Executive Branch

Powers and Actions of the Executive Branch

- ◆ **Carries out the law of the land**
- ◆ **Prepares annual budget for congressional action**
- ◆ **Appoints cabinet officers**
- ◆ **Appoints ambassadors**
- ◆ **Appoints federal judges**
- ◆ **Administers federal bureaucracy**

Attachment J: The State of the Union Address _____

Name: _____ Date: _____

“He [the President] shall from time to time give to Congress Information of the State of the Union and recommend to their Consideration such Measures as he shall judge necessary and expedient;”
ó United States Constitution, Article II, Sec. 3

Analyzing Primary Sources

Explain in your own words what the above passage of the Constitution means.

Background

On a cold January morning, the president rode in a carriage drawn by six horses from his residence on Cherry Street in New York to Federal Hall for a joint meeting of the two bodies of Congress, the House of Representatives and the Senate. When George Washington personally delivered the first annual message to Congress on January 8, 1790, he was aware of his constitutional duty to deliver his message and of the precedent he was setting for future presidents.

The president’s focus, however, was on the very concept of union itself. Washington and his administration were concerned with the challenges of establishing a nation and maintaining a union. The experiment of American democracy was in its infancy. Aware of the need to prove the success of the “union of states,” Washington included a significant detail in his speech. Instead of datelining his message with the name of the nation’s capital, New York, Washington emphasized unity by writing “United States” on the speech’s dateline.

Since George Washington’s first speech to Congress, United States presidents have “from time to time” given Congress an assessment of the condition of the union. Presidents have used the opportunity to present their goals and agenda through broad ideas or specific details. The annual, or “State of the Union,” speech’s length, frequency, and method of delivery have varied from president to president and era to era.

For example, Thomas Jefferson thought Washington’s oral presentation was too “royal” or kingly for the new republic. Likewise, Congress’s practice of giving a courteous reply in person at the president’s residence was too formal. Jefferson detailed his priorities in his first annual message in 1801 and sent copies of the written message to each house of Congress. The president’s annual message, as it was then called, was not actually spoken by any president for the next 112 years. The message was often printed in full or as excerpts in newspapers for the American public to read.

The first president to revive Washington’s spoken precedent was Woodrow Wilson in 1913. Although controversial at the time, Wilson delivered his first annual message in person to both houses of Congress, outlining in it his legislative priorities.

With the advent of radio and television, the president’s annual message has become not only an address to Congress but also an opportunity for the president to communicate with the American people. Calvin Coolidge’s 1923 speech was the first annual message broadcast on radio. Franklin Roosevelt began using the phrase “State of the Union” in 1935, which became the common name of the president’s annual message. Roosevelt’s successor,

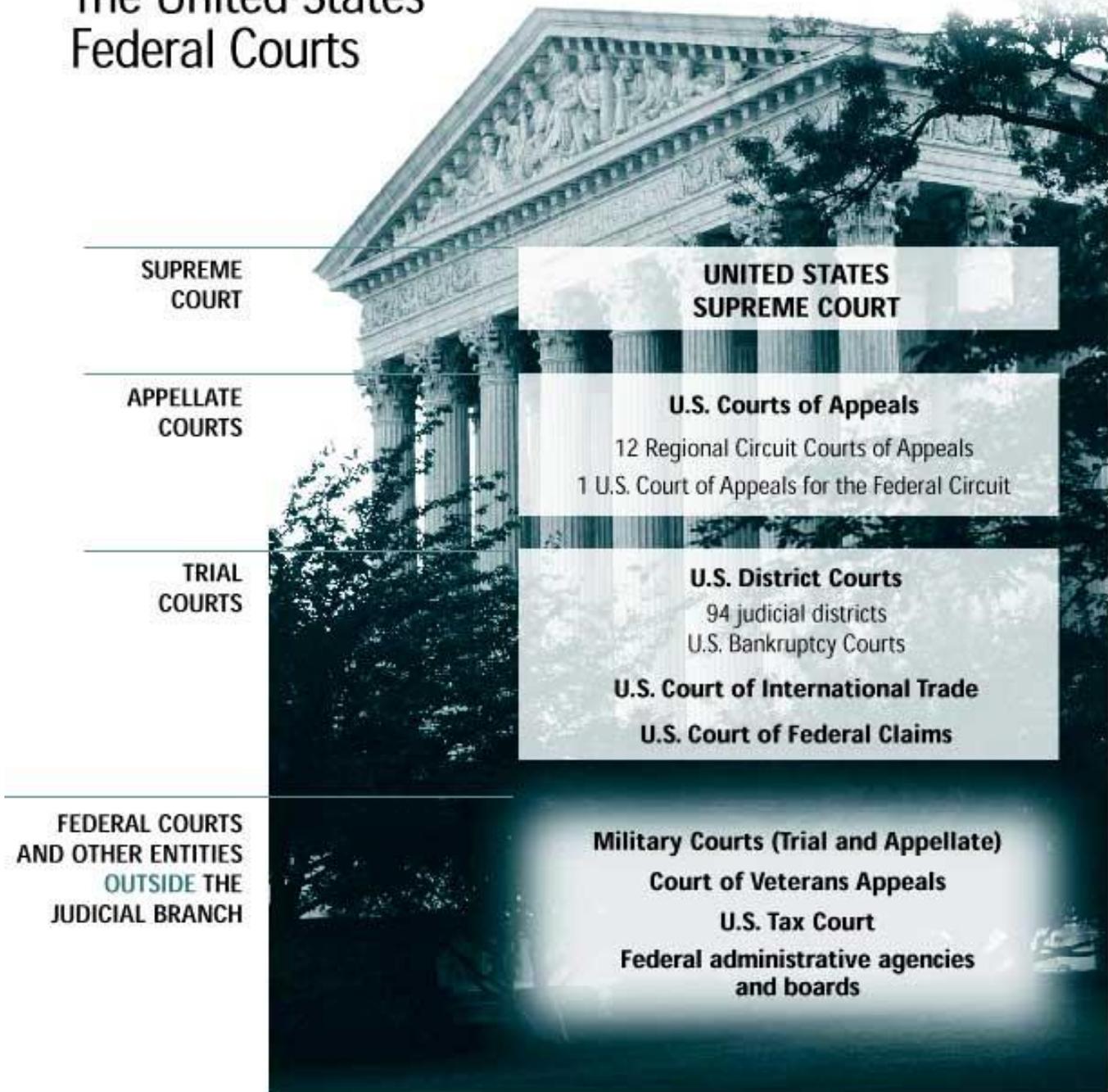
Attachment K: Executive Branch Review

Executive Branch Review

| | |
|---|--|
| <p>Structure of the executive branch (including the leaders and the parts of the bureaucracy)</p> | <p><i>President</i> <i>Vice president</i> <i>The cabinet departments</i> <i>Independent agencies and regulatory groups</i></p> |
| <p>Powers and duties of the executive branch</p> | <p><i>Executes law of the land</i> <i>Prepares the annual budget</i> <i>Appoints cabinet officers</i> <i>Appoints judges</i> <i>Administers federal bureaucracy</i></p> |
| <p>Ways the executive branch influences policy making</p> | <p><i>Proposing legislation</i> <i>Giving the State of the Union address</i> <i>Appealing directly to the people</i> <i>Approving or vetoing bills</i> <i>Appointing officials that carry out the laws</i></p> |
| <p>The bureaucracy is made up of</p> | <p><i>The cabinet</i> <i>Independent agencies and regulatory groups</i></p> |

Attachment L: Judicial Branch Structure

The United States Federal Courts



Source: *United States Courts: Federal Courts' Structure*.
<http://www.uscourts.gov/FederalCourts/UnderstandingtheFederalCourts/FederalCourtsStructure.aspx>

Attachment M: About the United States Courts

Article III of the United States Constitution establishes the judicial branch as one of the three separate and distinct branches of the federal government. The other two are the legislative and executive branches.

The federal courts often are called the guardians of the Constitution because their rulings protect rights and liberties guaranteed by the Constitution. Through fair and impartial judgments, the federal courts interpret and apply the law to resolve disputes. The courts do not make the laws. That is the responsibility of Congress. Nor do the courts have the power to enforce the laws. That is the role of the president and the many departments and agencies of the executive branch.

The founding fathers of the nation considered an independent federal judiciary essential to ensure fairness and equal justice for all citizens of the United States. The Constitution they drafted promotes judicial independence in two major ways. First, federal judges are appointed for life, and they can be removed from office only through impeachment and conviction by Congress of "Treason, Bribery, or other high Crimes and Misdemeanors." Second, the Constitution provides that the compensation of federal judges "shall not be diminished during their Continuance in Office," which means that neither the president nor Congress can reduce the salary of a federal judge. These two protections help an independent judiciary to decide cases free from popular passions and political influence.

Source: *United States Courts*. <http://www.uscourts.gov/about.html>

Attachment N: Study Guide for the United States Courts _____

Name: _____ **Date:** _____

1. What are the three distinct branches of the national government?

2. Why is it said that the federal courts are "the guardians of the Constitution"?

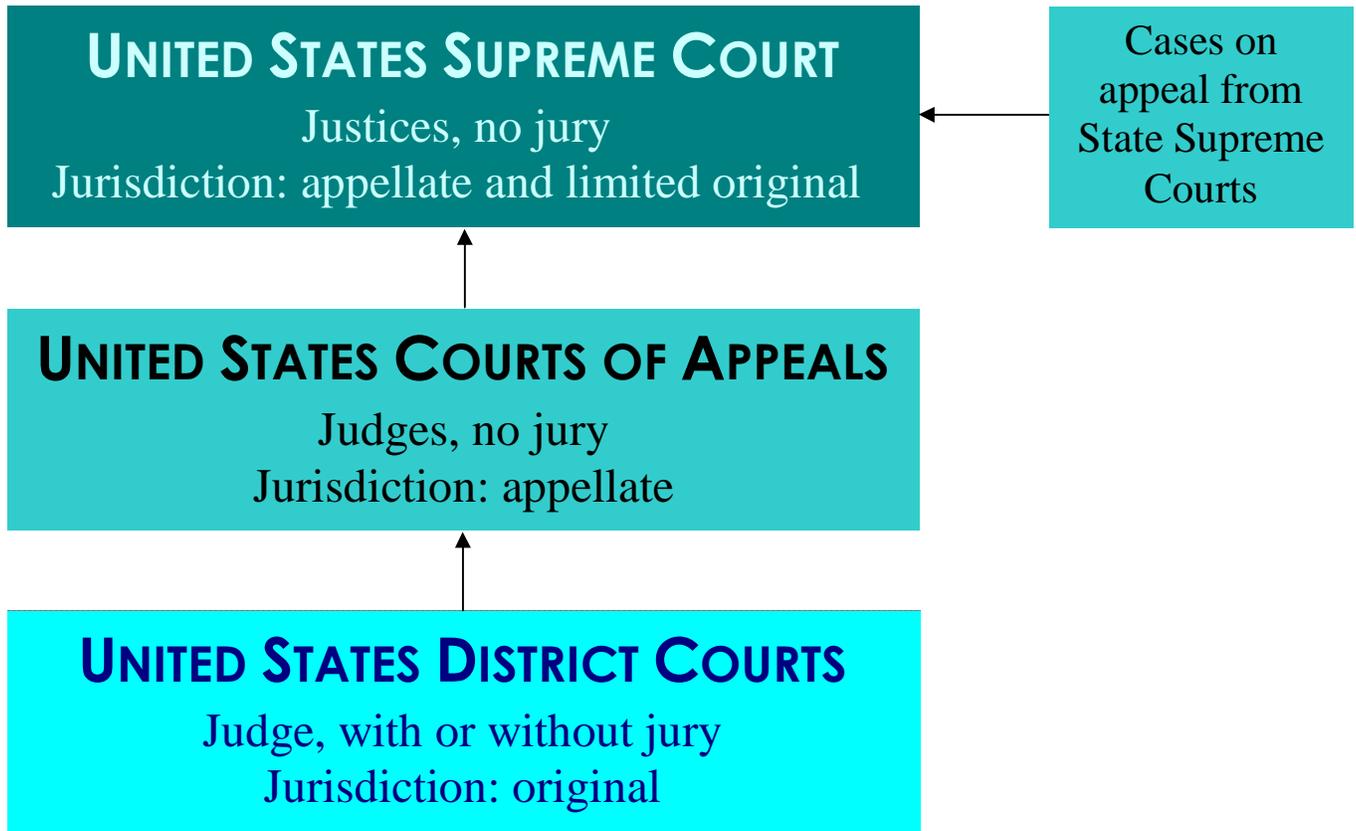
3. What role does the judicial branch have in the lawmaking and law-enforcing processes?

4. What is meant by the expression "an independent court system"? (Read the entire last paragraph. Your answer should summarize all of the information that pertains to the question. Answer in a complete paragraph.)

5. What are the two ways the founding fathers made this happen?

6. In your own words, write the reasons that a federal judge can be impeached.

Attachment O: Structure of the Federal Courts



Attachment P: Civil and Criminal Cases

Civil Cases

A federal civil case involves a legal dispute between two or more parties. To begin a civil lawsuit in federal court, the plaintiff files a complaint with the court and serves a copy of the complaint on the defendant. The complaint describes the plaintiff's injury, explains how the defendant caused the injury, and asks the court to order relief. A plaintiff may seek money to compensate for the injury, or may ask the court to order the defendant to stop the conduct that is causing the harm. The court may also order other types of relief, such as a declaration of the legal rights of the plaintiff in a particular situation.

At the conclusion of the evidence, each side gives a closing argument. In a jury trial, the judge will explain the law that is relevant to the case and the decisions the jury needs to make. The jury generally is asked to determine whether the defendant is responsible for harming the plaintiff in some way, and then to determine the amount of damages that the defendant will be required to pay. If the case is being tried before a judge without a jury, known as a bench trial, the judge will decide these issues. In a civil case, the plaintiff must convince the jury by a preponderance of the evidence (i.e., that it is more likely than not) that the defendant is responsible for the harm the plaintiff has suffered.

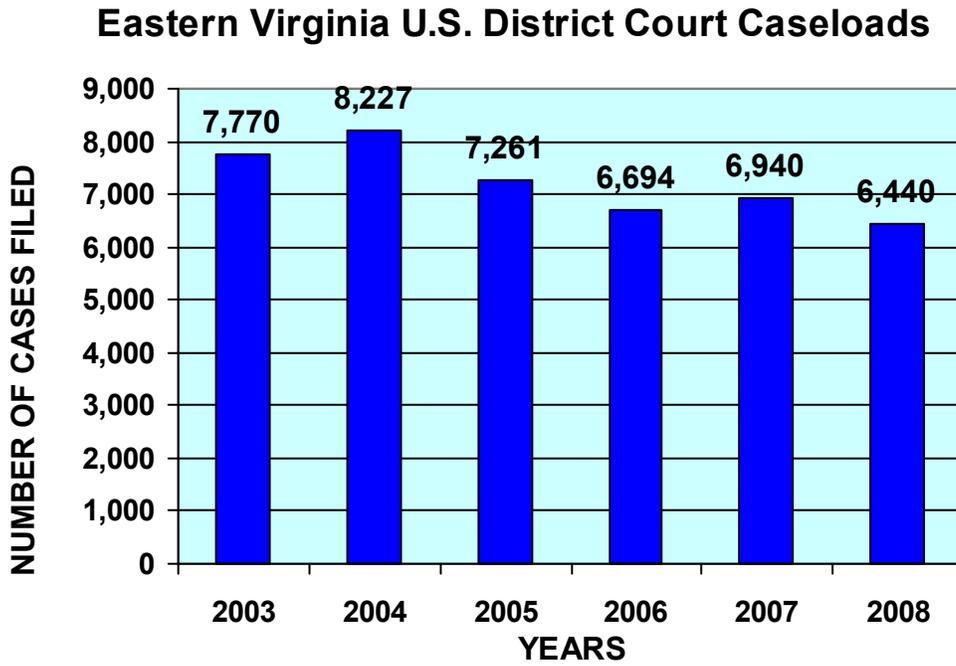
Criminal Cases

The judicial process in a criminal case differs from a civil case in several important ways. At the beginning of a federal criminal case, the principal actors are the United States attorney (the prosecutor) and the grand jury. The United States attorney represents the United States in most court proceedings, including all criminal prosecutions. The grand jury reviews evidence presented by the United States attorney and decides whether there is sufficient evidence to require a defendant to stand trial.

In a criminal trial, the burden of proof is on the government. Defendants do not have to prove their innocence. Instead, the government must provide evidence to convince the jury of the defendant's guilt. The standard of proof in a criminal trial is proof beyond a reasonable doubt, which means the evidence must be so strong that there is no reasonable doubt that the defendant committed the crime.

Source: "Understanding the Federal Courts." <http://www.uscourts.gov/understand02/>

Attachment Q: Eastern Virginia U.S. District Court Caseloads _____



Source: *United States Courts*. <http://www.uscourts.gov/Statistics/JudicialFactsAndFigures/JudicialFactsAndFigures2008.aspx>

Attachment R: Anticipation Guide—Judicial Review _____

True or False

1. _____ The power of the Supreme Court to determine whether laws are constitutional is written into the Constitution of the United States.
2. _____ Judicial review was established by an act of Congress.
3. _____ Judicial review was first applied to a situation in the 1803 case *Marbury v. Madison*.
4. _____ Chief Justice John Marshall acted cleverly to avoid a conflict with the president and Congress when he helped establish judicial review.
5. _____ The Supreme Court cannot declare state laws unconstitutional.
6. _____ Judicial review is no longer an important power of the Supreme Court.

Attachment S: Judicial Review

When it comes to disagreements, someone has to make the final decision. Interestingly, the writers of the Constitution did not specify which of the three branches of government would be the final decision-maker on Constitutional issues. Today, it is firmly established that the Supreme Court of the United States has the power to determine the constitutionality and legality of the acts of the other two branches of government—a concept that is a fundamental characteristic of American government. But this was not always the case.

In the case *Marbury v. Madison*, decided in 1803, the Supreme Court, for the first time, struck down an act of Congress as unconstitutional. This decision created the doctrine of judicial review and established the Supreme Court of the United States as chief interpreter of the Constitution.

Historians say that the genius of Chief Justice John Marshall's decision is that it established the power of the judicial branch to review the acts of the legislative and executive branches and declare them unconstitutional without creating a constitutional crisis. The Supreme Court's first decision declaring an act of Congress unconstitutional was acceptable because it did two things: the Court recognized that Congress gives the Judiciary certain powers, and at the same time, the Court restricted some of its own authority.

By applying judicial review for the first time with a case that recognized the power of Congress and limited the power of the Court, Chief Justice Marshall successfully established the Supreme Court—not Congress—as the ultimate Constitutional authority without triggering what could have been adamant resistance from the legislative and executive branches.

This skillful handling of a difficult situation established the Judiciary as an independent, equal branch of government. The concept of judicial review is so fundamental to the success and maintenance of American democracy that to this day, international delegations of judges and court staff study the American Judiciary to learn how they might apply this model in their own countries.

Since *Marbury v. Madison*, the Supreme Court has relied heavily on the precedent it set in this case to ensure that government acts comply with the United States Constitution. The decision set the stage for pivotal decisions ever since, such as critical decisions regarding issues of race (*Brown v. Board of Education, 1954*), a presidential election (*Bush v. Gore, 2000*), and many other issues that have an impact on daily life in America.

Judicial Review in *Brown v. Board of Education*

Brown v. Board of Education is an important example of the Supreme Court using its power to declare the acts of a state government unconstitutional. In this historic case, the Supreme Court declared that racial segregation in public schools was a violation of the Constitution. Specifically, the Court held that the public schools involved in this case violated the 14th Amendment rights of minority children to be treated equally under the law.

Judicial Review in *Bush v. Gore*

The Supreme Court ruled that the manual re-counts of ballots in Florida should be abandoned because the re-counts were unconstitutional and could not be completed by the December 12, 2000, deadline mandated by federal law. Without the precedent set in *Marbury v. Madison*, the Court would not have had the power to resolve such a dispute.

Source: "Two Centuries Later: The Enduring Legacy of *Marbury v. Madison* (1803)." United States Courts.
<http://www.uscourts.gov/EducationalResources/ConstitutionResources/LegalLandmarks/TheEnduringLegacyOfMarburyVMadison.aspx>

Attachment T: *Marbury v. Madison*

Background of the case

In the waning months of President John Adams's term, when Chief Justice Oliver Ellsworth resigned, Adams first sought to reappoint former Chief Justice John Jay to the Supreme Court. Jay declined the appointment. Following Jay's refusal, Adams nominated John Marshall, who then became the fourth Chief Justice of the United States on February 4, 1801.

In the last few weeks of Adams's administration, before President Thomas Jefferson took office, Congress authorized the appointment of 42 justices of the peace in the District of Columbia and Alexandria, Virginia. President Adams made appointments to these positions, and the Senate confirmed them on March 3, the day before Jefferson took office. The formal letters announcing the appointments were to be delivered by the Secretary of State's Office. However, not all of the commissions were delivered by the deadline that night.

William Marbury was one of those persons appointed a justice of the peace who failed to receive his appointment letter (commission) on time. He brought suit against Secretary of State James Madison for failing to deliver his commission by the deadline. Marbury went right to the Supreme Court and filed an *original action* seeking a *writ of mandamus* to compel Madison to deliver his commission. Marbury asserted that the Supreme Court was the proper jurisdiction to start this action under Section 13 of the Judiciary Act of 1789. This section of the Judiciary Act was later declared unconstitutional by the Supreme Court because it conflicted with Article III of the United States Constitution.

President Jefferson believed that a court could not order him to have the commissions delivered, and Secretary of State Madison refused to appear before the Supreme Court. The Court then ordered Jefferson to show cause as to why the president should not comply with the writ of mandamus.

Legal Issues

On February 24, 1803, Chief Justice Marshall delivered the opinion of the Supreme Court in *Marbury v. Madison*. Justice Marshall began the opinion by outlining the case in terms of three legal issues:

- É Issue #1: Whether Marbury had a right to the commission once it had been signed by the president and sealed by the Secretary of State
- É Issue #2: Whether the existing laws established a remedy for the deprivation of the right
- É Issue #3: Whether the Court should issue a writ of mandamus requiring delivery of the commission *in an original action* before the Court

Decision of the Supreme Court

Chief Justice Marshall continued with the decision.

Issue #1: Whether Marbury Had a Right to the Commission

Yes. Marshall found that Marbury had a right to the commission. The Court might have held that the commission was not in force until it was delivered. However, the justices stated that the commission went into effect as soon as the president signed it.

Issue #2: Whether Existing Laws Established a Remedy

Yes. The opinion found that a legal remedy was required for a legal wrong. Since the government of the United States is one of laws and not of men, the courts must grant a remedy for violation of legal rights. The Supreme Court decided that if an executive branch duty is established by the Constitution or federal law, the Judiciary could enforce it.

Issue #3: Whether the Court Should Issue a Writ of Mandamus in an Original Action

No. Marshall found a conflict between the Judiciary Act of 1789, established by Congress, and the United States Constitution. He found that Section 13 of the Act allowed writs of mandamus, such as the action involved in this case. However, he found Section 13 of the Act to be unconstitutional because it was in direct opposition to Article III of the Constitution.

The opinion admitted that Congress has the power to alter the jurisdiction of the Court. However, original jurisdiction for a writ of mandamus, such as the one in this case, was not permitted by the Constitution. In the opinion, Marshall established that a law in conflict with the Constitution is not valid. It also held that the Supreme Court had the power to invalidate such a law.

In *Marbury v. Madison*, the Supreme Court at the beginning of its 1803 term asserted its power to review the constitutionality of executive and legislative actions. At the same time, the Court limited its power in this case: the Court decided that it would be unconstitutional for it to issue a writ of mandamus as an original action (provided for in the Judiciary Act) because doing so would violate Section III of the Constitution.

The decision in *Marbury v. Madison* greatly expanded the power of the Supreme Court by establishing its right to overturn acts of Congress by declaring them unconstitutional, a power not explicitly granted by the Constitution. The Court exercised the system of checks and balances by assuming the authority to declare acts of Congress, and by implication, acts of the president, unconstitutional. After *Marbury v. Madison*, the Court became the final authority on what the Constitution means. The Supreme Court became, in fact as well as in theory, an equal partner in government. It has played that role ever since.

Source: δTwo Centuries Later: The Enduring Legacy of *Marbury v. Madison* (1803).δ United States Courts.
<http://www.uscourts.gov/EducationalResources/ConstitutionResources/LegalLandmarks/TheEnduringLegacyOfMarburyVMadison.aspx>

Attachment U: Case Brief for *Marbury v. Madison* _____

Name: _____ Date: _____

Organizing information helps you to separate the main ideas from the details and helps you remember information longer. Use the two-column note format below to do a case brief (study) of *Marbury v. Madison*.

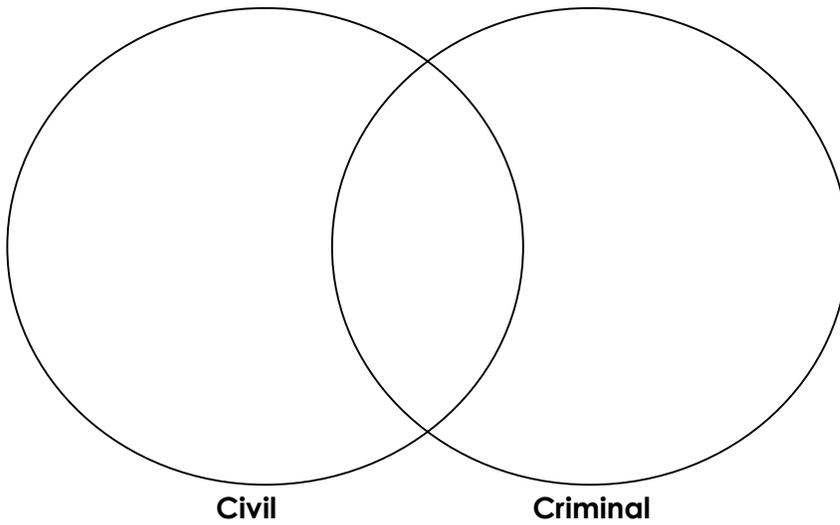
| <i>Marbury v. Madison</i> | Details |
|--------------------------------------|---------|
| Background of the case | |
| Legal issues | |
| Decision of the Supreme Court | |

Attachment V: Review of the Judicial Branch _____

Name: _____ Date: _____

Directions: Complete the organizer below describing the structure of the federal judicial branch of government.

1. Judicial review is _____.
2. *Marbury v. Madison* established _____.
3. _____ is the supreme law of the land.
4. Compare and contrast civil and criminal cases, using the Venn diagram below.



5. Fill in the boxes below to describe the structure of the federal courts.

| |
|--|
| United States _____ Organization: _____ Jurisdiction: _____ |
|--|



| |
|--|
| United States _____ Organization: _____ Jurisdiction: _____ |
|--|



| |
|--|
| United States _____ Organization: _____ Jurisdiction: _____ |
|--|

Attachment W: Sample Assessment Items

Asterisk () indicates correct answer.*

Essay Questions

1. How does the Constitution of the United States divide power among the state and national levels of government?
2. How are the responsibilities of government separated among the branches of government at the national level?
3. Compare and contrast the expressed and implied powers of Congress.
4. Discuss ways the president has a significant role in the policy-making process.
5. Discuss why the Supreme Court of the United States has both original and appellate jurisdiction.
6. Explain why and how the principle of judicial review began.
7. Compare and contrast civil and criminal cases in the federal court system.

Multiple-Choice Questions

| National | State |
|---------------------------------|--------------------------|
| É Conducts foreign affairs | É Promotes public health |
| É Levies taxes | É Protects public safety |
| É Regulates interstate commerce | É Promotes welfare |

8. What would be the best title for the chart above?
 - A The Executive Branch
 - B Checks and Balances
 - C Responsibilities of Government*
 - D Reserved Powers

9. In our federal system of government
 - A the national government is supreme.*
 - B the state government has the final say.
 - C national and state constitutions are equal.
 - D national laws and state laws must agree.
10. The federal bureaucracy is administered by the
 - A Supreme Court.
 - B House of Representatives.
 - C United States Senate.
 - D executive branch.*
11. Elected officials write laws for all of the following reasons EXCEPT
 - A to revise the Bill of Rights.*
 - B in response to information from interest groups.
 - C in response to issues.
 - D as solutions to problems.
12. One way the president influences the policy-making process is by
 - A introducing bills on the Senate floor.
 - B declaring bills unconstitutional.
 - C removing federal judges.
 - D giving the State of the Union address.*
13. Cabinet departments and independent regulatory agencies
 - A are part of the legislative branch.
 - B help carry out federal laws.*
 - C pass bills into laws.
 - D are appointed by Congress.
14. Which federal court uses a jury to determine the outcome of a case?
 - A United States Court of Appeals
 - B United States Maritime Court
 - C United States Supreme Court
 - D United States District Court*

ORGANIZING TOPIC

Elections and Political Parties

Standard(s) of Learning _____

- CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
- a) describing the functions of political parties;
 - b) comparing the similarities and differences of political parties;
 - c) analyzing campaigns for elective office, with emphasis on the role of the media;
 - d) examining the role of campaign contributions and costs;
 - e) describing voter registration and participation;
 - f) describing the role of the Electoral College in the election of the president and vice president;
 - g) participating in simulated local, state and/or national elections.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Examine and interpret primary and secondary source documents. _____

Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. _____

Analyze political cartoons, political advertisements, pictures, and other graphic media. _____

Distinguish between relevant and irrelevant information. _____

Review information for accuracy, separating fact from opinion. _____

Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. _____

Formulate an informed, carefully reasoned position on a community issue. _____

Select and defend positions in writing, discussion, and debate. _____

Content

Explain how political parties play a key role in government and provide opportunities for citizens to participate in the political process. _____

Identify the functions of political parties:

É Recruiting and nominating candidates _____

É Educating the electorate about campaign issues _____

É Helping candidates win elections _____

É Monitoring actions of officeholder _____

Explain that a two-party system characterizes the American political process. _____

Explain that although third parties rarely win elections, they play an important role in public politics, as follows:

É Introduce new ideas and/or press for a particular issue _____

É Often revolve around a political personality (e.g., Theodore Roosevelt) _____

Compare the similarities and differences between parties, using the following information as a guide:

É Similarities between parties:

Organize to win elections _____

Influence public policies _____

Reflect both liberal and conservative views

Define themselves in a way that wins majority support by appealing to the political center

É Differences between parties:

Stated in a party's platform and reflected in campaigning

Explain that voters evaluate information presented in political campaigns to make reasoned choices among candidates.

Explain the following strategies for evaluating campaign speeches, literature, and advertisements for accuracy:

É Separating fact from opinion

É Detecting bias

É Evaluating sources

É Identifying propaganda

Explain how the media play an important role in the political process by doing the following in elections:

É Identifying candidates

É Emphasizing selected issues

É Writing editorials, creating political cartoons, publishing op-ed pieces

É Broadcasting different points of view

Explain that running for political office is expensive.

Explain that rising campaign costs

É require candidates to conduct extensive fund-raising activities

É limit opportunities to run for public office

É give an advantage to wealthy individuals who run for office

É encourage the development of political action committees (PACs)

É give issue-oriented interest groups increased influence.

Explain how the high cost of getting elected has changed campaigning for public office.

Explain campaign finance reform, using the following information as a guide:

É Rising campaign costs have led to efforts to reform campaign finance laws.

É Limits have been placed on the amount individuals may contribute to political candidates and campaigns.

Explain that voting is a basic responsibility of citizenship.

Explain that only citizens who register can participate in primary and general elections.

Explain why the number of citizens who register and vote is related to how important election issues are to citizens.

Identify the qualifications to register to vote in Virginia:

É Citizen of the United States

É Resident of Virginia and precinct

É At least 18 years of age by day of general election

Identify ways to register to vote in Virginia:

É In person at the registrar's office, at the Department of Motor Vehicles, or at other designated sites

É By mail-in application

Identify that voter registration is closed 22 days before elections.

Identify the factors in predicting which citizens will vote:

É Education

É Age

É Income

Identify reasons why citizens fail to vote:

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Administering and Enforcing Federal Campaign Finance Laws. Federal Election Commission.

<http://www.fec.gov/>. This site contains information on campaign finance and PACs. It also supplies statistics on voter registration and turnout for recent elections.

America Votes. Presidential Campaign Memorabilia from the Duke University Special Collections Library. Duke University. <http://scriptorium.lib.duke.edu/americanvotes/>. This site offers excellent information, pictures, and ephemera.

Daryl Cagle's Political Cartoonists Index. <http://www.cagle.com/politicalcartoons/teacher/>. This site provides links to most of the well known political cartoonists. It includes five lesson plans. The site gives teachers permission to print the cartoons for instructional purposes.

Document Analysis Worksheets. National Archives and Records Administration.

<http://www.archives.gov/education/lessons/worksheets/>. This site supplies worksheets for analyzing every type of primary source document; including written documents, pictures, political cartoons, and sound recordings.

“Elections: The American Way.” *The Learning Page.* Library of Congress.

<http://frontiers.loc.gov/ammem/ndlpedu/features/election/index2.html>. This site is an interactive tool for students and teachers on candidates, voters, the election process, issues, and party system.

League of Women Voters. <http://www.lwv.org/>. This site contains information on the League's efforts for election campaign finance reform. The League offers nonpartisan information during elections.

Project Vote Smart: The Voter's Self-Defense System. <http://www.vote-smart.org/>. This is the site of a nonpartisan organization begun by many elected leaders, including former presidents Ford and Carter. It contains information on all the major political issues.

Public Agenda. <http://www.publicagenda.org/>. This is the site of a nonpartisan, nonprofit public opinion research and citizen education organization. It provides information on most issues of interest to students and contains backgrounds and opposing points of view.

Rock the Vote: Building political power for young people. <http://www.rockthevote.com>. This site was very active in the last presidential election. It provides information about government policy and resources on issues of interest, including violence, free expression, the economy, education, and the environment.

Youth Leadership Initiative. University of Virginia. <http://youthleadership.net/index.jsp>. This site provides access to lesson and simulations on the election process.

Session 1: Unit Overview

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to define unfamiliar terms.

Materials

- É Textbook or other instructional resources
- É Attachment A: Political Process Vocabulary List
- É Attachment B: Unit Graphic Organizer

Instructional Activities

1. Distribute copies of Attachment A, and explain that because this unit will make use of many terms that may be unfamiliar, the terms used in each day's lesson will be highlighted and discussed at the beginning of each class. Students should keep their vocabulary list handy throughout the unit and use it to fill in each day's definitions. They can use their list to study for a weekly vocabulary quiz on these terms.
2. Display the term *political process*, and ask students to help define it. Once you have a good class definition displayed, direct students to fill in the definition on their vocabulary list.
3. Display the organizer on Attachment B, and use it to provide students with a general understanding of the political process and to set a purpose for the unit. Briefly describe each section of the organizer.
4. Assign students to read in the textbook or another instructional resource the section on political parties.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to enlarged copies of Attachment A to provide extra writing space.
- É Provide access to a recording of the textbook.
- É Provide access to word-processing program.

Multisensory Activity

- É Have students use vocabulary note cards to define their vocabulary terms.

Small Group Learning

- É Assign students to work in teams to define terms.

Vocabulary

- É Use concept of definition map to develop students' conceptual thinking of *political process*.

Student Organization of Content

- É Provide a content-frame format for students to use in defining and illustrating words.
- É Provide copies of Attachment B for students to color code.

Session 2: Political Parties

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to define key terms.
- É Students are expected to be able to identify the two major political parties.

Materials

- É Attachment A: Political Process Vocabulary List
- É Textbook or other instructional resources

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Political Process Vocabulary List.
2. Hold a brief Q&A to ensure students have read and understood the section in the textbook or other instructional resource on political parties and to provide additional background knowledge.
3. Lecture and provide notes on the American two-party system. Explain that a two-party system characterizes the American political process. Name the two parties, show their symbols, and give students a brief overview of their major national leaders and their positions on some major issues currently in the news. Explain how the political parties play a key role in government and provide opportunities for citizens to participate in the political process. They
 - É recruit and nominate candidates
 - É educate the electorate about campaign issues
 - É help candidates win elections
 - É monitor actions of officeholders.
4. Explain that although third parties rarely win elections, they play an important role in public politics by introducing new ideas and/or pressing for a particular issue (e.g., environmental sustainability—The Green Party) and often by revolving around a political personality (e.g., Theodore Roosevelt—Progressive [“Bull Moose”] Party of 1912).
5. Explain that all political parties share certain similarities, such as
 - É organizing to win elections
 - É influencing public policies
 - É reflecting both liberal and conservative views
 - É defining themselves in a way that wins majority support by appealing to the political center.Inform students that the major differences between parties are stated in their platforms and reflected in their campaigning.
6. Divide the class into groups of four or five students each. Tell them that tomorrow each group will create a political party of their own. They will need a name, a symbol, and five-to-seven issues on which the group can form positions by coming to a consensus. Each party will make a poster showing its name, symbol, and positions of the issues. Then, each party will report to the class.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., graphic organizer for vocabulary, word processing).

Multisensory Activity

- É Have students create a poster for a political party (See Instructional Activity #6).

Community Connections

- É Have students identify political party propaganda in their locality.

Small Group Learning

É Assign students to work in teams to generate ideas about the functions of political parties.

Vocabulary

É Have students use the vocabulary words from Attachment A (See Instructional Activity #1).

É Make sure students understand the meanings of the vocabulary from Attachment A.

Student Organization of Content

É Provide back-up notes covering political parties and their functions.

É Have each student use a two-column note format to organize notes on political parties and their functions.

Session 3: Creating a Political Party

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to create an imaginary political party.

Materials

É Attachment A: Political Process Vocabulary List

É Markers

É Poster board

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Political Process Vocabulary List.
2. Distribute art materials. Allow students to meet in their political party groups and complete the assignment to create a political party, as outlined in step 6 of the previous session. Be sure they include
 - É a name
 - É a symbol
 - É five to seven issues on which the group can form positions by coming to a consensus.Have each party make a poster showing its name, symbol, issues, and positions of the issues.
3. Direct each party to display their poster and present their platform issues and positions.
4. Instruct students to describe in two or three sentences the process of compromise their group used to come up with their positions on the issues.

Specific Options for Differentiating This Lesson

Technology

É Provide an overhead transparency of key terms and definitions.

É Provide students access to video clips of political party advertising.

É Provide students access to word-processing and presentation software programs.

Multisensory Activity

É Have student groups present their imaginary political parties through the use of multiple media.

Community Connections

É Have students identify alternate political groups in their locality.

Small Group Learning

É Assign students to small groups to create imaginary political parties in Instructional Activity #2.

Vocabulary

É Make sure students understand the meanings of the vocabulary words from Attachment A.

Student Organization of Content

É Supply students with printed instructions of items to be included in creating imaginary political parties.

Session 4: The Political Spectrum

Prerequisite Understanding/Knowledge/Skills

É Students are expected to use the Internet as a news source.

Materials

É Attachment A: Political Process Vocabulary List

É Attachment C: Political Spectrum Chart

É Internet access

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Political Process Vocabulary List.

POLITICAL SPECTRUM

Liberal

Center

Conservative

2. Display the political spectrum graphic shown above. Define the terms *liberal* and *conservative*. Explain that liberals generally favor more government involvement in regulating society's social issues and solving social problems, while conservatives favor less government involvement. For example, conservatives often champion tax cuts, while liberals often favor higher taxes as a means of funding social programs. Lead a discussion, using political issues currently in the news.
3. Emphasize that both of the major political parties have members who hold liberal and conservative views; however, relatively more Republicans hold conservative views, and relatively more Democrats hold liberal views. Both parties try to win elections by appealing to the political center.
4. Distribute copies of Attachment C. Add issues to the chart that are currently in the news. Divide students into pairs and direct them to complete the chart by researching political issues and points of view. Discuss results with the class. (NOTE: Information on issues and points of view is available on the Internet from *Public Agenda*. <http://www.publicagenda.org/>.)
5. Direct students to analyze the political cartoon in today's newspaper.

Specific Options for Differentiating This Lesson

Technology

É Provide students access to the Internet.

É Provide students access to word-processing software.

Multisensory Activity

É Have students create a human political spectrum with three or four sample issues (öWhere do you stand?ö activity).

Community Connections

É Have students conduct a survey of people with whom they are familiar, on a specific issue, and place the survey responses on the political spectrum.

Vocabulary

É Have students use the following vocabulary words: *political spectrum*, *political party*, *political center*, *liberal*, and *conservative*.

Student Organization of Content

- É Give students a large printed copy of the overview of the political spectrum.
- É Have each student continue to complete the political process vocabulary list (Attachment A).
- É Have each student use content frame to organize vocabulary definitions and illustrations.

Session 5: Political Cartoons

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to interpret political cartoons.

Materials

- É Attachment A: Political Process Vocabulary List
- É Political cartoon from yesterday's newspaper
- É Attachment D: Election Day
- É Attachment E: Cartoon Analysis Chart
- É Internet access

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Political Process Vocabulary List.
2. Explain to students that political cartoons reflect a particular time and place by referencing current events, situations, and political views that informed people will easily recognize. Display the political cartoon from yesterday's newspaper, and hold a class discussion on what it depicts and what it means. Is the cartoon's purpose only for entertainment, like the comics, or does it have a more serious purpose? If it does, what is its purpose? What point of view is the cartoonist expressing?
3. Explain that the cartoon the class is going to analyze was published around the time women were first permitted to vote. Display the visual on Attachment D. Then, distribute copies of Attachment E, and go through the Level 1 analysis with students. Direct them to complete Levels 2 and 3 on their own. Discuss student findings after each level.
4. Inform students they will have to draw their own political cartoon, and give them five minutes to begin thinking and sketching.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide students access to graphic-organizer software program.
- É Provide students access to video projection equipment.

Multisensory Activities

- É Have students draw political cartoons.
- É Have students participate in a caption-writing contest.

Community Connections

- É Invite a guest cartoonist from a local paper to talk to the class.

Small Group Learning

- É Have students work in groups to complete Instructional Activity #3. Have students discuss their findings after each level.

Vocabulary

- É Have students use the following vocabulary words: *political cartoon*, *caption*, and *symbol*.

Student Organization of Content

- É Give students printed copies of all attachments.
- É Have each student complete a graphic organizer by adding a frame to an existing political cartoon.

Session 6: Election Project

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to complete vocabulary quiz.
- É Students are expected to be able to work independently on a major homework project that includes: analyzing current events, summarizing information, writing biographical sketches, interpreting a political cartoon, drawing a political cartoon, researching election candidates and issues, and organizing that information.

Materials

- É Attachment F: Election Project Description
- É Sample election-related editorial, political cartoon, biographical sketch, and/or other literature
- É Textbook or other instructional resources

Instructional Activities

1. Distribute copies of Attachment F. Explain that the project has 10 components and that grades will be determined according to the point values listed. Missing elements will result in losing all of the points for that item. Partial credit will be given where appropriate. Go over each element of the project. Show examples of an election-related editorial, political cartoon, biographical sketch, and/or other literature.
2. Assign students to read in the textbook or another instructional resource the section on voter turnout.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., text-to-speech, word processing).
- É Provide students access to the Internet.

Multisensory Activity

- É Show examples of completed projects as models.

Community Connections

- É Have students conduct an opinion survey or interviews as part of the project.

Small Group Learning

- É Assign students to work in small groups, subdividing tasks and completing Instructional Activity #1 as a group project.

Vocabulary

- É Have students use the following vocabulary words: *candidate*, *biographical*, *referendum*, and *editorial*.

Student Organization of Content

- É Provide students a rubric of the expectations for each section of the project.
- É Provide students with a written form of the vocabulary quiz, and ask them to answer it using either a multiple-choice or fill-in-the-blank format with a word bank.

Session 7: Voter Registration and Voter Turnout

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to read text for information.
- É Students are expected to be able to read a standardized form and complete the information required.

Materials

- É Attachment A: Political Process Vocabulary List
- É Copies of the Virginia Voter Registration Application Form (available at http://www.sbe.virginia.gov/cms/documents/VoterRegistration/sbe_voter_app_DOJ-Printed.pdf)
- É Attachment G: Voting Statistics, Virginia 2008
- É Internet access
- É Textbook or other instructional resources

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Political Process Vocabulary List.
2. Distribute copies of the Virginia Voter Registration Application Form. Instruct students to study the form to find the requirements for registration (e.g., age, residency). You may need to explain several of the questions, particularly references to being declared incompetent.
3. Display notes on the basics of voter registration:
 - É Qualifications to register to vote in Virginia:
 - Citizen of the United States
 - Resident of Virginia and precinct
 - At least 18 years of age by day of general election
 - É Ways to register in Virginia:
 - In person at the registrar's office
 - In person at the Division of Motor Vehicles
 - In person at other designated sites
 - By mail-in application
 - É Registration closes 22 days before elections.Have students copy the notes, and discuss them with the class, answering any questions that may arise. Ask why there is no way to register to vote online yet.
4. Ask students to turn to the section in the textbook or other instructional resource on voter turnout. Also, display the visual on Attachment G, and have students examine it. Explain that the registration process has become more convenient in recent years, yet voter turnout is often low. Direct them to identify three reasons people may not vote. Ask them to brainstorm with a fellow student ways to increase voter turnout. Hold a class discussion on student suggestions. Emphasize that turnout is higher in an election expected to be close or one in which voters have a keen interest in the outcome.
5. Assign students to read in the textbook or another instructional resource the section on rising campaign costs.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Give students a hard copy of the voter registration form.
- É Have students give oral presentations of the textbook material.
- É Provide an overhead of vocabulary terms.

Multisensory Activities

- É Have students role-play a reluctant voter scenario, culminating in each student completing a voter registration form.
- É Have students conduct a school voter registration prior to a schoolwide election.

Community Connections

- É Invite a guest speaker from the League of Women Voters to come to the class.

Small Group Learning

- É Have students pair up to brainstorm ways to increase voter turnout.

Vocabulary

- É Have students continue with the vocabulary from Attachment A.
- É Have students use the following vocabulary words : *reluctant*, *statistics*, and *voter turnout*.

Student Organization of Content

- É Have students use a spreadsheet to register voters in their school.

Session 8: Rising Campaign Costs

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to analyze political cartoons.
- É Students are expected to be able to read for content.
- É Students are expected to be able to identify examples of cause and effect.

Materials

- É Attachment A: Political Process Vocabulary List
- É Textbook or other instructional resources
- É Attachment H: Political Cartoon

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Political Process Vocabulary List.
2. Lecture and provide notes on the rising cost of campaigning for public office. Explain that rising campaign costs
 - É require candidates to conduct extensive fund-raising activities
 - É limit opportunities to run for public office
 - É give an advantage to wealthy individuals who run for office
 - É encourage the development of political action committees (PACs)
 - É give issue-oriented interest groups increased influence.Explain how rising campaign costs have led to efforts to reform campaign finance laws. Describe the terms of some recent laws, such as placing limits on the amount individuals may contribute to political candidates and campaigns.
3. Display the visual on Attachment H, and have students examine the cartoon. Ask students to explain the concern the cartoonist has with campaign costs.
4. Assign students to read in the textbook or another instructional resource the section on the Electoral College.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., word-processing, text-to-speech, graphic organizer, presentation).

Multisensory Activities

- É Have students present their notes using visual images.
- É Have students participate in a simulation activity: distribute uneven amounts of fake money to students; post campaign cost list on board, and have students design a campaign budget.

Community Connections

- É Have students research and present actual financial statistics from recent elections.

Small Group Learning

- É Have students participate in the simulation activity in Multisensory Activities.

Vocabulary

- É Have students use the following vocabulary words: *reform*, *campaign finance*, *PAC (political action committees)*, *fundraising*, and *special interest groups*.

Student Organization of Content

- É Have each student complete a graphic organizer based on class notes regarding cause and effect.
- É Provide students with a cartoon analysis sheet with specific questions for them to answer about Attachment H.

Session 9: The Electoral College

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to explain the Electoral College system.

Materials

É Attachment A: Political Process Vocabulary List

É Textbook or other instructional resources

É Attachment I: Electoral Votes

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Political Process Vocabulary List.
2. Explain the Electoral College system, including the following:
 - É The number of electors of each state is based on the size of the state's Congressional representation, which is based on the state's population. Ask students to look in the textbook or other instructional resources at the map of electoral votes.
 - É The number of electors of each state changes after each census. Display the chart on Attachment I, and review it.
 - É The slate of electors to the Electoral College for each state is chosen by popular vote.
 - É The electors meet to vote for president and vice president of the United States.
 - É The winner-take-all system leads to the targeting of densely populated states for campaigning, although candidates must pay attention to less populated states whose electoral votes may make the difference in tight elections.
3. Explain why the requirements for a majority vote to win in the Electoral College favors a two-party system. Ask whether the Electoral College actually serves to prevent a third party from becoming as popular and viable as the existing two parties. Why, or why not?
4. Using the 2000 election as an example, explain to students how a candidate can win the popular vote and still lose the election.
5. Explain that in tomorrow's class, the students will simulate the Electoral College. Ask for volunteers to be the two candidates. If time permits, explain the next day's procedure in order to give the candidates time to think about their stands and their campaigning strategies for gaining the most Electoral College votes.

Specific Options for Differentiating This Lesson

Technology

É Provide an overhead of vocabulary terms and definitions.

É Create an overhead of a U.S. map for each student.

Multisensory Activity

É Have students use maps to place electoral votes for each state in their corresponding area.

Small Group Learning

É Have students pair up to discuss different ways a candidate can win the electoral vote.

Vocabulary

É Have students continue with vocabulary from Attachment A.

Student Organization of Content

É Have students complete an outline of the function of the Electoral College.

Session 10: Electoral College Simulation

Prerequisite Understanding/Knowledge/Skills

É Students are expected to demonstrate an understanding of role-play techniques.

Materials

É Attachment A: Political Process Vocabulary List

É Textbook or other instructional resources

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Political Process Vocabulary List.
2. Explain that the class is going to simulate the working of the Electoral College. Decide on two candidates for president. Divide the rest of the class into five to seven groups of *various* sizes to be the electors from states of different-size populations.
3. Direct the candidates to campaign among the states' electors for votes, pointing out that because of the winner-take-all system, gaining the majority of votes in the larger electoral delegations is more important than in the smaller delegations. After 10 to 15 minutes of campaigning, direct electors from each state to vote on secret ballots within their state and tally their state's electoral votes, using the winner-take-all system.
4. Next, determine the popular vote by tallying all the students' ballots together. Did the winner-take-all system cause an outcome different from the popular vote? If it didn't, is it possible that it could have? How? Discuss the campaigning strategies used by the candidates and the reasons for those strategies.
5. Assign students to read in the textbook or another instructional resource the section on the role of the media in elections.

Specific Options for Differentiating This Lesson

Technology

É Create an overhead of vocabulary terms and definitions.

Multisensory Activity

É Have students participate in role-playing activity as outlined in Instructional Activity #2.

Vocabulary

É Have students continue working with vocabulary from Attachment A.

Student Organization of Content

É Have each student use a survey sheet to tally and vote for his/her role-play candidate.

Session 11: The Role of the Media in Elections

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to identify types of media used to influence the population.

Materials

- É Attachment A: Political Process Vocabulary List
- É Newspapers
- É Textbook or other instructional resources

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Political Process Vocabulary List.
2. Discuss what makes up the mass media (TV, radio, newspapers, national magazines, Internet). Ask students to give examples. Why is it called the "mass media"?
3. Explain that the mass media plays an important role in the political process by doing the following in elections:
 - É Identifying the candidates
 - É Emphasizing selected issues (i.e., selecting certain issues to emphasize and others not to emphasize)
 - É Writing editorials, creating political cartoons, publishing op-ed pieces (articles)
 - É Broadcasting different points of view
4. Locate an example of the print media doing each of the things listed above, and make five copies of each. Divide students into five groups, and direct them to examine the content and appearance of each example. After the groups have finished their examinations, discuss as a class the nature of each example. Discuss how they are similar and how they are different.
5. Assign students to read in the textbook or another instructional resource the section on campaign propaganda techniques.

Specific Options for Differentiating This Lesson

Technology

- É Create an overhead of vocabulary terms and definitions.
- É Provide students access to the Internet and projection equipment.

Multisensory Activity

- É Supply and demonstrate examples of mass media.

Community Connections

- É Invite a mass media personality to visit the class or be interviewed.

Small Group Learning

- É Have students participate in small-group activity referenced in Instructional Activity #4.

Vocabulary

- É Have students continue with the vocabulary from Attachment A.
- É Have students use the following vocabulary word: *mass media*.

Student Organization of Content

- É Have each student use a two-column note format to identify types of mass media and examples.

Session 12: Evaluating Campaign Ads and Other Rhetoric

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to read and interpret a variety of propaganda sources.

Materials

- É Attachment A: Political Process Vocabulary List
- É Textbook or other instructional resources
- É Examples of campaign ads and other campaign literature
- É Videos of campaign ads (optional)

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Political Process Vocabulary List.
2. Display copies of campaign ads and other literature, such as speeches and brochures (and/or show videos of them), and use them to facilitate a class discussion of campaign techniques. Direct students to use information from the textbook or other instructional resources to list the characteristics of the displayed items. Display student suggestions, and then have the class select the best three or four.
3. Ask students to open their textbooks or other instructional resources to the description of the propaganda techniques used by candidates in election campaigns. Go over the definition of each, and give an example.
 - É Glittering generalities: Using ideas and phrases with which everyone agrees (e.g., "I love America and freedom.")
 - É Testimonials: Using the endorsement and active support of a well-known person (e.g., President Obama campaigning for other Democrats)
 - É Transfer: Connecting himself/herself with a respected group (e.g., "I served in the Army in World War II.")
 - É Plain folks: Trying to make voters think he or she has the same sort of life and lives in the same ordinary neighborhood as they do (e.g., "I'm a member of the Jefferson Elementary PTA, where my daughter goes to school. Public education is very important to me.")
 - É Bandwagon: Appealing to the human instinct to want to support a winner (e.g., "The polls show that I'm ahead by seven percentage points.")Include any others listed in the textbook or other instructional resources. Discuss each technique. Ask students to look again at the displayed items and identify the techniques used in each. Ask whether they are effective, and why.
4. Explain that voters must not only identify propaganda in campaign ads, speeches, and other literature, but they must separate fact from opinion, detect bias, and evaluate sources cited in order to evaluate the accuracy of campaign rhetoric. Being a responsible voter involves doing all of these things. Have students look through the displayed items again to locate and evaluate examples of fact vs. opinion, bias, and sources.
5. Instruct students to write 10 questions to use in tomorrow's review game.

Specific Options for Differentiating This Lesson

Technology

- É Present the text orally.
- É Provide access to presentation equipment.

Multisensory Activity

- É Supply a variety of campaign materials for students to view.

Community Connections

- É Invite a representative from a local advertising agency to discuss how political ads are created.

Small Group Learning

- É Have students work in teams of two or three. Have the teams choose one type of propaganda technique and use it to create a campaign ad.

Vocabulary

- É Have students continue learning vocabulary from Attachment A.

Student Organization of Content

- É Provide a graphic organizer that identifies types of propaganda techniques.
- É Provide an overhead of vocabulary terms and definitions.
- É Have each student use a content frame with columns for definitions and illustrations for vocabulary.

Session 13: Assessment

Materials

É Attachment J: Sample Assessment Items

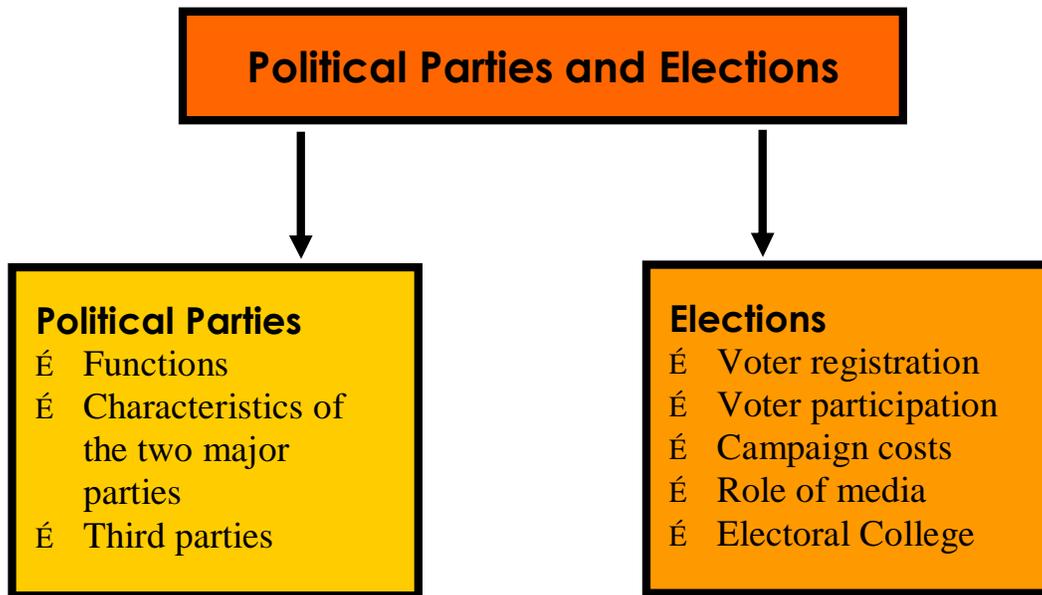
Instructional Activities

1. Distribute copies of Attachment J, and have students complete the assessment.

Additional Activities

1. Have students research the positions of various national and Virginia political groups on issues of interest to the students. Based on their research, have them draw the political spectrum and locate these groups on the spectrum.
2. Have students analyze specific campaign advertisements and other campaign tactics to identify propaganda and bias. Then, have them conduct a survey to determine how effective these advertisements and other tactics are in winning voters.
3. Have students select a third party that is active and research its candidates, issues, and successes.
4. Have students design a platform for two or three parties with issues that are important to young people. Hold a mock election among the parties, and guide students in analyzing the results.
5. Have students simulate a debate between two candidates for national, state, or local office.

Attachment B: Unit Graphic Organizer



Attachment D: "Election Day" Political Cartoon



Source: Library of Congress

Attachment E: Cartoon Analysis Chart

| Cartoon Analysis Chart | |
|---|--|
| Level 1 | |
| Visuals | Words <i>(not all cartoons include words)</i> |
| 1. List the objects or people you see in the cartoon. | 2. What is the cartoon's caption and/or title? 3. What are three words or phrases used by the cartoonist to identify objects or people within the cartoon? 4. Are there any important dates or numbers that appear in the cartoon? If so, what are they? |
| Level 2 | |
| Visuals | Words |
| 5. Which of the objects on your list are symbols? 6. What do you think each symbol means? | 7. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 8. List adjectives that describe the emotions portrayed in the cartoon. |
| Level 3 | |
| 9. Describe the action taking place in the cartoon. 10. Explain how the words in the cartoon clarify the symbols. 11. Explain the message of the cartoon. 12. What interest groups would agree/disagree with the cartoon's message? Why? | |

Source: National Archives

Attachment F: Election Project Instructions

Directions: Become an expert on the candidates and issues in the coming election. Trace various aspects of the election process by completing an election project according to the following steps.

Election Project

| Project step | Points |
|---|--------|
| 1. Include a biographical sketch or profile of the two candidates for _____. Possibly include family, education, previous experience, and pictures. | 10 |
| 2. Include a biographical sketch or profile of the candidates running for _____ from your district. | 10 |
| 3. Summarize a current event article concerning the _____ race. | 10 |
| 4. Summarize another current event article concerning the _____ race. | 10 |
| 5. Summarize a current event article concerning _____ (a local issue or referendum on the ballot). | 10 |
| 6. Summarize the key topics discussed in a debate between the candidates for _____. | 10 |
| 7. Provide a political cartoon related to an election with an explanation in your own words regarding the message the cartoonist hoped to convey. | 10 |
| 8. Draw an original political cartoon about an issue or candidate in the election. | 10 |
| 9. Summarize a newspaper editorial relating to the upcoming elections (include a copy of the editorial). | 10 |
| 10. Select an election in another state, and list the candidates, their parties, and the major issues and positions of each candidate. | 10 |
| Total possible points: | 100 |

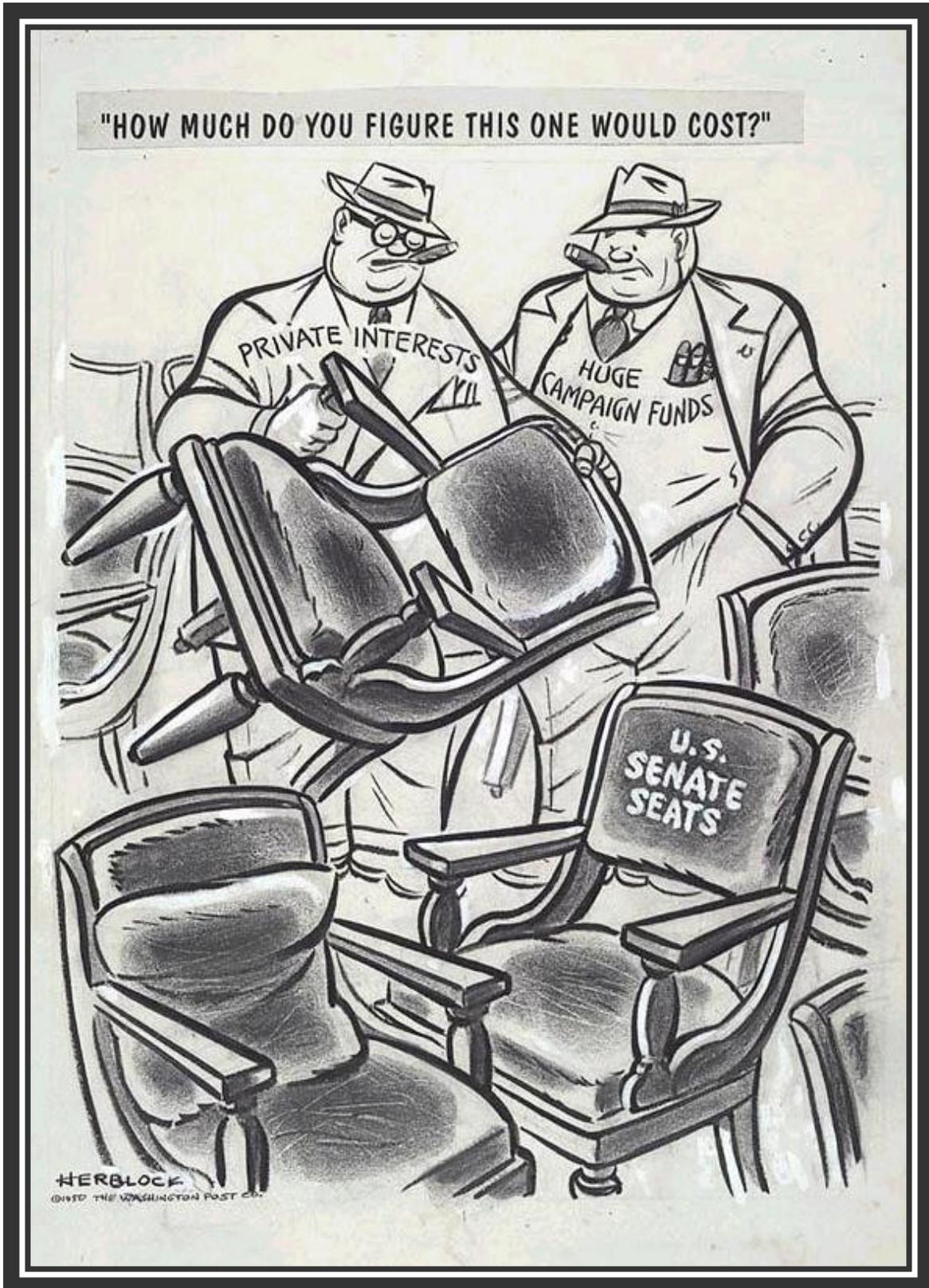
Attachment G: Voting Statistics, Virginia 2008

**Voting Statistics
2008 Presidential Election in Virginia**

| | |
|--|-----------|
| Voting age population | 5,975,728 |
| Registered voters | 5,034,660 |
| Percent of voting age population registered | 84.3% |
| Turnout..... | 3,752,858 |
| Percent of registered population to vote..... | 74.5% |
| Percent of voting age population to vote..... | 62.8% |

Source: Virginia State Board of Elections. https://www.voterinfo.sbe.virginia.gov/election/DATA/2008/07261AFC-9ED3-410F-B07D-84D014AB2C6B/Official/95_s.shtml

Attachment H: "How Much...?" Political Cartoon



Attachment I: Electoral Votes

| ELECTORAL VOTES | | | |
|------------------------|------------------|------------------|------------------|
| State | 1981–1990 | 1991–2000 | 2001–2010 |
| California | 47 | 54 | 55 |
| New York | 36 | 33 | 31 |
| Texas | 29 | 32 | 34 |
| Virginia | 12 | 13 | 13 |

Attachment J: Sample Assessment Items

Asterisk (*) indicates correct answer.

Essay Questions

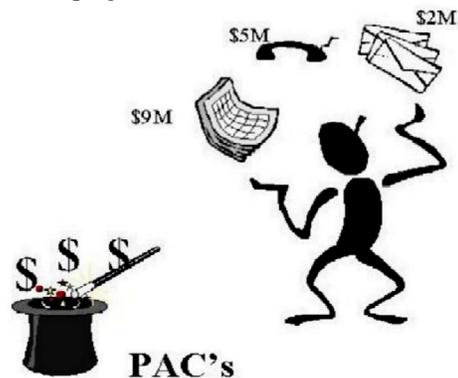
1. What is the role of political parties in the United States political process?
2. How would you compare and contrast the two major political parties?
3. What role does the media play in elections?
4. How has the high cost of campaigning changed American elections?
5. What factors determine the voter turnout in an election?
6. How does the Electoral College elect a president?

Multiple-Choice Questions

7. The most important function of political parties is to
 - A conduct public opinion polls.
 - B help candidates win elections.*
 - C organize debates.
 - D hold campaign rallies.
8. Political parties do NOT
 - A nominate candidates.
 - B raise money for campaigns.
 - C monitor office holders.
 - D count the electoral vote.*
9. In order to win elections, political parties
 - A appeal to the political center.*
 - B take positions that are unpopular with the voters.
 - C avoid all propaganda techniques.
 - D try to attract only liberal voters.
10. One example of mass media used in political campaigns is
 - A campaign flyers.
 - B posters.
 - C political mailings.
 - D newspaper coverage.*
11. The president and vice president are elected by a
 - A popular vote of the people.
 - B majority vote in the Senate of the United States.
 - C majority vote in the Electoral College.*
 - D presidential primary in the states.

- Separating fact from opinion
- Detecting bias
- Evaluating sources
- Identifying propaganda

12. The best title for the chart above is “STRATEGIES FOR
 - A ASSESSING VOTER REGISTRATION.ö
 - B SELECTING A POLITICAL ACTION COMMITTEE (PAC).ö
 - C EVALUATING CAMPAIGN INFORMATION.ö*
 - D INCREASING VOTER TURNOUT.ö
13. The high cost of getting elected has changed campaigns for political office by
 - A increasing the influence of interest groups.*
 - B expanding the opportunities for people to run for office.
 - C discouraging the development of PACs.
 - D requiring the national government to pay all campaign costs.



14. The cartoon above implies that PACs
 - A are an important source of funding for campaigns.*
 - B handle all of the communications for a candidate.
 - C organize the candidates calendar.
 - D are not important to campaigns.
15. In Virginia, a citizen may register to vote in all of the following ways EXCEPT
 - A at the registrar's office.
 - B by mail-in application.
 - C at the Department of Motor Vehicles.
 - D by absentee ballot.*

16. The winner-take-all system in the Electoral College leads to

- A targeting large states for campaigning.*
- B electors from two or more parties in the same state.
- C an equal number of electors from each state.
- D frequent ties in elections.

17. The mass media has an important effect on elections by

- A financing a particular candidate.
- B reporting only one candidate's information.
- C creating ads for candidates they support.
- D emphasizing selected issues.*

18. Elected office holders use the mass media to

- A communicate with the public.*
- B pre-approve their ideas.
- C serve as fundraisers.
- D give their opponents equal exposure.

ORGANIZING TOPIC

State and Local Governments

Standard(s) of Learning

- CE.2 The student will demonstrate knowledge the foundations of American constitutional government by
 - d) identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.

- CE.7 The student will demonstrate knowledge of the American constitutional government at the state level by
 - a) describing the structure and powers of the state government;
 - b) explaining the relationship of state governments to the national government in the federal system;
 - c) explaining and/or simulating the lawmaking process;
 - d) describing the roles and powers of the executive branch and regulatory boards.

- CE.8 The student will demonstrate knowledge of the American constitutional government at the local level by
 - a) describing the structure and powers of the local government;
 - b) explaining the relationship of local governments to the state government;
 - c) explaining and/or simulating the lawmaking process.

- CE.10 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
 - a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;
 - c) comparing and contrasting civil and criminal cases.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills *(to be incorporated into instruction throughout the academic year)*

Examine and interpret primary and secondary source documents. _____

Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. _____

Distinguish between relevant and irrelevant information. _____

Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. _____

Select and defend positions in writing, discussion, and debate. _____

Content

Explain that the Constitution of the United States of America establishes the principle of federalism, which is the division of power between the state governments and the national government. _____

Explain that the form of government of the Commonwealth of Virginia is established by the Virginia Constitution. _____

Identify that legislative, executive, and judicial powers are separated at the state level of government. _____

Describe how the Constitution of Virginia can be amended: _____

É Proposal: action by General Assembly or convention _____

É Ratification: by voters of Virginia

Explain that the Virginia Constitution distributes power among the legislative, executive, and judicial branches of the state government, which are organized as follows:

É The legislative branch is the General Assembly, a bicameral legislature—the House of Delegates and the Virginia Senate—that meets annually for a fixed number of days.

É The executive power is exercised by the governor who is elected for a four-year term of office. The governor appoints members of the cabinet, who oversee specific functions of government. The lieutenant governor and the attorney general are executive branch officers who are elected for a four-year term of office.

É The judicial power is exercised by a court system that consists of four levels of courts:

Virginia Supreme Court

Virginia Court of Appeals

Circuit courts

District courts (including small claims courts and juvenile and domestic relations courts)

Describe how all citizens can learn the importance of the individual’s participation in the policy-making process through direct participation and simulations.

Summarize the powers and processes of the **legislative branch** of the Virginia state government, using the following information as a guide:

É The legislative branch of the Virginia state government has the power to pass laws.

É Members of the Virginia General Assembly are elected to make state laws.

É The lawmaking process in the Virginia General Assembly includes the following:

Introducing a bill

Working in committees

Debating the bill on the floor of each house

Voting on a bill in each house

Sending the bill to the governor to sign into law

Explain that elected officials in the Virginia General Assembly write bills and take action in response to problems or issues.

Explain how individuals and interest groups help shape legislation.

Identify the primary issues in the legislative process at the state level:

É Education: To promote an informed and engaged citizenry (i.e., establish minimum standards for local schools)

É Public health: To promote and protect the health of its citizens (i.e., fund health benefits)

É Environment: To protect natural resources (i.e., improve water quality in the Chesapeake Bay)

É State budget: To approve a biennial (two year) budget prepared by the governor

É Revenue: To levy and collect taxes

Summarize the roles and powers of the **executive branch** of the Virginia state government, using the following information as a guide:

É The executive branch enforces the laws and plays a key role in the policy-making process.

É The governor of Virginia exercises the formal powers granted by the Virginia Constitution.

É In carrying out both the formal and informal powers of the office, the governor fills several roles, including

chief of state

chief legislator

chief administrator
party chief
commander-in-chief.

- É Cabinet secretaries and departments, agencies, commissions, and regulatory boards administer the laws
- enforce the laws
- regulate aspects of business and the economy
- provide services.

Summarize the organization and jurisdiction of the **judicial branch** of the Virginia state government, using the following information as a guide:

- É The judicial function is exercised in a dual court system, which consists of state courts and federal courts.
- É Virginia, like each of the other 49 states, has its own court system whose organization and jurisdiction are derived from Virginia's constitution and state laws.
- É The Virginia court system includes the following:
 - Virginia Supreme Court: Justices, no jury; appellate jurisdiction; limited original jurisdiction
 - Virginia Court of Appeals: Judges, no jury; appellate jurisdiction to review decisions of circuit courts
 - Circuit courts: Judge, with or without jury; original jurisdiction for felony criminal cases and for certain civil cases; appellate jurisdiction from district courts
 - General district courts, and juvenile and domestic relations courts: Judge, no jury; original jurisdiction for misdemeanors in civil cases generally involving lower dollar amounts and original jurisdiction in juvenile and family cases

Describe the structure and powers of local governments in Virginia, using the following information as a guide:

- É The units of local governments in Virginia are political subdivisions created by the General Assembly, i.e., counties, towns, and cities exercise legislative, executive, and judicial powers.
- É Each Virginia county has an elected board of supervisors, which exercises legislative powers, enacting ordinances (local laws) and adopting an annual budget.
- É Each Virginia county and city has an elected or appointed school board, which oversees the operation of the K-12 public schools in the county or city.
- É Each Virginia incorporated town has an elected town council, which exercises legislative powers, enacting ordinances and adopting an annual budget. A mayor is elected either by the voters or the town council members.
- É Each Virginia city has an elected city council, which exercises legislative powers, enacting ordinances and adopting an annual budget. A mayor is elected either by the voters or the city council members.
- É In Virginia counties, towns, and cities, a manager may be hired by the elected legislative branch to oversee the operations of the local government.
- É In every Virginia locality, state courts resolve judicial disputes. Judges of the circuit courts, district courts, juvenile and domestic relations courts, and small claims courts hear cases in each locality.
- É The Virginia Constitution requires that voters in every locality elect a sheriff, a clerk of the circuit court, a commissioner of revenue, and a treasurer.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Capitol Classroom. <http://www.governor.virginia.gov/VirginiaGovernment/branches.cfm>. This site provides information on several reading levels on all three branches of the Virginia Government.

Citizen's Guide to the General Assembly. <http://legis.state.va.us/CitizensGuide/CitizensGuide.htm>. This site includes The General Assembly, Citizen Participation, How Bills Become Laws, How to Track a Bill, Lobbyist Links, Voting, and Elections.

öCourts in Briefö *Virginia Judicial System* <http://legis.state.va.us/>. This site offers an excellent overview of the Virginia Court System and the duties of each level. Printed copies may be obtained at (804) 786-6455 to use as a supplement to textbooks. The advantage of using this online version is that the teacher can edit the content to exclude large blocks of material not appropriate to the SOL.

Documents of American History. Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/resources/documents_american_history.pdf. This site presents historic documents, including the Constitution of Virginia.

Graphic Organizers. Virginia Pathways. <http://www.vastudies.org/episode3/graphicOrganizers.pdf>. A joint project of Virginia educators and PBS stations created video programs and study guides for students. This link provides a graphic organizer (pp. 3, 4) on Virginia government.

öHow a Bill Becomes a Law.ö *Kids in the House: The Office of the Clerk, U.S. Capitol.* <http://kids.clerk.house.gov/middle-school/lesson.html?intID=17>. This site provides information on the steps that are followed in a bill becoming law.

Lesson to Go. <http://www.ccle.fourh.umn.edu/lessons.html>. This site functions as the home page for CRADLE, an organization dedicated to law-related education, and provides many links to other law-related sites.

Mini-Mock Trial Program. Minnesota Center for Community Legal Education. <http://civicallyspeaking.org/trials.html>. This site offers many links to rights and judicial procedures.

öPutting on Mock Trials.ö *American Bar Association.* <http://www.abanet.org/publiced/mocktrialguide.pdf>. This site offers a downloadable guide to staging mock trials, as well as several examples of mock trials for different grade levels.

State and Local Government on the Net: A directory of official state, county, and city government websites. <http://www.statelocalgov.net/index.cfm>. This site links to every state department, office, and agency. Much of this information is more appropriate for teacher background than for direct instruction.

öState Government.ö *Ben's Guide to Government for Kids* (668). U.S. Government Printing Office. <http://bensguide.gpo.gov/6-8/government/state/index.html>. This site provides an overview of the constitutional authority of state governments. It is written at a middle school level.

Virginia Association of Counties. <http://www.vaco.org/>. This site provides comprehensive information on issues of importance to localities; links to federal and state legislators; and links to Virginia county Web sites.

Virginia General Assembly. <http://legis.state.va.us>. Legislative Information Services provides varied resources on the Virginia legislative process.

Virginia's Judicial System. <http://www.courts.state.va.us/>. The official Web site of Virginia's Judicial System contains links to each of the levels of Virginia courts and the special courts.

Virginia Newspapers. <http://www.usnpl.com/vanews.php>. This site provides links to the online editions of all major newspapers in Virginia.

Virginia Government in Brief. <http://hodcap.state.va.us/publications/VGIB.pdf>. This site provides a comprehensive overview of Virginia state and local government in a booklet form.

Session 1: Relationships Among the National, State, and Local Governments _____

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to correctly use applicable vocabulary from prior units.
- É Students are expected to be able to sort information by category.

Materials

- É Textbook or other instructional resources
- É Attachment A: Structures of Government at Three Levels

Instructional Activities

1. Explain that this unit will focus on the structure and powers of state and local governments. However, to understand these governments, students must understand how state and local governments relate to the national government. Remind students that *federalism* is the division of power between the state governments and the national government. Each level of government has some powers all its own (for example, the national government can coin money, wage war, and write treaties, while state governments are responsible for education and voting), and some powers are duplicated at both levels (court system). Additional information on this topic is contained in the second unit, "Our Federal System of Government."
2. Display the visual on Attachment A, and preview the unit by briefly discussing each level of government listed in the chart. Point out students will study elected and appointed state and local officials, who have similar powers to those at the national level.
3. Assign students to read in the textbook or another instructional resource the section on the sharing of power between the state governments and the national government.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide students access to graphic organizer software.

Multisensory Activity

- É Have students extend Attachment A, adding small maps and pictures of government officials.

Community Connections

- É Have students use a variety of community resources to identify the power and responsibilities of state and local government.

Small Group Learning

- É Have student groups sort information from Attachment A into different categories.

Vocabulary

- É Have students use the following vocabulary words: *board of supervisors*, *city council*, and *general assembly*.

Student Organization of Content

- É Have each student complete a Venn diagram with explanation, comparing state and federal government powers.
- É Give students Attachment A with spaces designated for the extension activity in the Multisensory Activity.

Session 2: Overview of Virginia Government

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to correctly use applicable vocabulary from prior units.
- É Students are expected to be able to brainstorm ideas.
- É Students are expected to be able to work cooperatively in pairs.

Materials

- É Attachment B: View of Your State

Instructional Activities

1. Distribute copies of Attachment B. Allow students to work in pairs for 10 to 15 minutes, brainstorming the key issues confronting state and local governments in Virginia.
2. Lead a class discussion using the results of the brainstorming. Call on each pair to contribute. Explain that solving these and other issues is the job of the state government. Direct students to name additional issues (e.g., the environment).

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to word-processing software.

Multisensory Activity

- É Have students use markers and a tablet to chart brainstorming ideas.

Small Group Learning

- É Have students participate in pairs using the “Think-Pair-Share” technique to complete Attachment B (See Instructional Activity #1).

Vocabulary

- É Have students use the following vocabulary words: *economy*, *rural*, *urban*, *suburban agriculture*, and *tuition*.

Student Organization of Content

- É Provide students copies of Attachment B with specific questions for each component.

Session 3: The Big Picture of Virginia Government

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to correctly use applicable vocabulary from prior units.
- É Students are expected to be able to read for information.

Materials

- É Attachment A: Structures of Government at Three Levels
- É Attachment C: The Big Picture of Virginia Government

Instructional Activities

1. Display the visual on Attachment A once again, and review the structure of the three branches of Virginia's state government. Explain that the principles of separation of powers and checks and balances operate at the state level in the same way as they do at the national level. Instruct students to state these principles and predict how they work at the state level, basing their prediction on their knowledge of how these principles operate at the national level.
2. Distribute copies of Attachment C, and review it with students.
3. Have the class work together to fill in an overview chart, using information from the handout. Explain that tomorrow the class will begin their study of state government with the legislative branch.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., text-to-speech, graphic organizer).
- É Provide highlighting instruments.

Multisensory Activities

- É Have students color-code attachment C.
- É Create a sort with information in Attachment C.

Small Group Learning

- É Assign students to work with a partner using the "Preview-Connect-Predict" format for Instructional Activity #1.
- É Have students work in groups to create a poster based on the completion of Attachment C.
- É Have students work in pairs to sort information into content frame on Attachment C.

Vocabulary

- É Have students use the following vocabulary words: *commonwealth*, *governor*, *General Assembly*, *House of Delegates*, *biennial*, *bureaucracy*, and *cabinet*.

Student Organization of Content

- É Expand Attachment C, providing lined writing space.
- É Create a flowchart to illustrate state-level checks and balances.
- É Have each student create a T-Chart of similarities and differences between state and federal governments.

Session 4: The Legislative Branch

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to correctly use applicable vocabulary from prior units.
- É Students are expected to be able to read for information.
- É Students are expected to be able to read flowchart.
- É Students are expected to be able to use two-column note-taking format.
- É Students are expected to be able to navigate the Internet.

Materials

- É Textbook or other instructional resources
- É Attachment D: The Legislative Branch

Instructional Activities

1. Review the meaning of *bicameral* and that both the Virginia General Assembly and the United States Congress are bicameral legislatures.
2. Lecture and give two-column notes on Virginia's legislative process.
3. Assign students to read in the textbook or another instructional resource the section on the lawmaking process in Virginia.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide students access to various software programs (e.g., graphic organizer, word-processing).
- É Provide access to projection equipment.

Multisensory Activity

- É Have students take a virtual tour of the General Assembly.

Community Connections

- É Invite local legislators to come to the class.
- É Have students write letters to local legislators.

Small Group Learning

- É Have students use the Internet in pairs to research bills proposed by the General Assembly.
- É Have students work in pairs to prioritize key state-level issues.
- É Have students work in pairs to write a summary of the legislative process in Virginia.

Vocabulary

- É Have students use the following vocabulary word: *bicameral*.

Student Organization of Content

- É Provide students with a two-column note graphic organizer.
- É Have each student create a flowchart of Virginia's law-making process using Attachment D.

Session 5: Writing Laws

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to correctly use applicable vocabulary from prior units.
- É Students are expected to use the Internet.
- É Students are expected to work in pairs.

Materials

- É Internet access
- É Activity #2: "There Ought to be a Law!" from "Laws Who Needs Them?" *Capitol Classroom*, http://legis.state.va.us/1_cap_class/class_media/k_3_pdfs/Laws-WhoNeedsThem.pdf
- É Textbook or other instructional resources

Instructional Activities

1. Begin by exclaiming, "There ought to be a law!" Ask students how many times they have heard or thought these words. Ask why people use this expression. Discuss the fact that this phrase is used most often by persons who are disgruntled over some situation, condition, or practice that they feel could be remedied if only there were a law on the books to deal with it. Display the phrase, and direct students to complete the thought it expresses by naming some particular concerns that irritate them, for example, "There ought to be a law against too much homework." or "for a shorter school year." or "allowing people to vote at age 18."
2. Ask students how a new law begins, and note that any new law must start as an idea. Model the procedure of writing a new law by describing a real problem or situation that you have noticed in everyday life and that you strongly feel needs to be corrected. On one half of a sheet of paper, write down the problem or situation and why you feel it needs to be corrected. On the other half, write a law you feel would solve the problem. Be sure to describe the consequences of not obeying the new law, and make sure the consequences are reasonable and fit the law. Here is an example:

"In order to correct the problem of shopping carts sitting all over the parking lots of stores, this law would make it mandatory for grocery and other stores with carts to have the carts cleared from the parking lot every 15 minutes. This would prevent accidents and would end the "runaway" cart problem. Failure to keep parking lots cleared of carts would result in a fine of \$100 for each violation. After 10 fines in one year, the store could lose its license to operate."
3. Pair students, and direct them to follow the same procedure you followed to write a new law. After all pairs are finished, ask each pair to describe the problem or situation they identified, the law they wrote to address it, and the consequences of not obeying the new law.
4. Have the class select the new law they feel is both the most important and practical. You may wish to consider forwarding the issue and the class's proposed solution to your representative. (NOTE: If you do this, you should check school policy on whether the school's name can be used.)
5. Assign students to read in the textbook or another instructional resource the section on the executive branch.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide students access to various software programs (e.g., graphic organizer, word-processing).

Multisensory Activity

- É Provide students a copy of a state-code book.

Community Connections

- É Invite local General Assembly representative/Senator to present information about how laws are written.

Small Group Learning

É Have student groups do Think-Pair-Share on why there needs to be laws.

Vocabulary

É Have students use the following vocabulary word: *law*.

Student Organization of Content

É Have students complete the problem-solving activity (See Instructional Activity #3) using a storyboard format.

É Have students complete the activity (See Instructional Activity #3) using a problem-solution chart.

Session 6: The Executive Branch

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to correctly use applicable vocabulary from prior units.
- É Students are expected to brainstorm their ideas.
- É Students are expected to work collaboratively.
- É Students are expected to use the Internet.

Materials

- É Attachment E: The Executive Branch Q & A
- É Attachment F: The Governor's Hats
- É Chart paper
- É Virginia newspapers
- É Internet access
- É Poster board
- É Glue
- É Markers or colored pencils

Instructional Activities

1. Explain that the executive branch of the Virginia government is made up of the governor, lieutenant governor, attorney general, cabinet secretaries and departments, agencies, commissions, and regulatory boards. List the current governor, lieutenant governor, attorney general, and any other members of the executive branch who are in the news. Ask students where the powers of the executive branch are defined. (In the Constitution of Virginia) Explain that the executive branch at the state level carries out state laws.
2. Distribute copies of Attachment E, and have students read it to discover the qualifications for running for governor, the schedule for electing the governor, and the governor's term of office, salary, and work and home locations. After all have read the handout, direct students to turn it over. Ask the various questions on the handout aloud, and discuss student answers.
3. Ask students to list in their notebooks all powers they think the governor of Virginia has. Lead a class discussion on the powers of the governor, and display all student responses. Distribute copies of Attachment F, and have students read it to discover the governor's duties and powers. Correct and add to the student list, as necessary, making a master list on chart paper. Keep the chart for reference.
4. Divide the class into groups of three or four students each. Distribute newspapers, and have each group search for articles about the governor exercising his/her powers. You may also want to have students search for such articles online. (Virginia newspapers may be accessed online at <http://www.usnpl.com/vanews.php>.) Have each group create a poster, as follows:
 - É Label the poster "Powers of Virginia's Governor."
 - É Cut out each article found.
 - É Glue the article on the poster.
 - É Underline the sentences that show the governor exercising his/her powers.
 - É List each power next to the article.
5. Ask each group to create a list of the governor's actions and the referenced powers that they found in the news articles, and to bring the list to class for a discussion the next day.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., text-to-speech, word-processing).
- É Provide access to the Internet.
- É Provide access to a camera.

Multisensory Activities

- É Have students create a poster described in Instructional Activity #5.
- É Show an example of a desired product as a sample.
- É Have students create an imovie/recording, in small groups, interviewing the ògovernorö about the executive branch.

Community Connections

- É Have students survey the general community regarding the influence of state government on daily life.

Small Group Learning

- É Have students complete Instructional Activities #365.
- É Have students write a script/interview of the ògovernorö on the executive branch.

Vocabulary

- É Have students use the following vocabulary words: *lieutenant governor*, *cabinet*, *state boards*, and *exercising power*.

Student Organization of Content

- É Provide a chart showing executive-branch positions and office holders.

Session 7: Powers of the Executive Branch

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to correctly use applicable vocabulary from previous units.
- É Students are expected to use a two-column note format.
- É Students are expected to compare and contrast information.

Materials

- É Textbook or other instructional resources
- É Student posters
- É Attachment G: Constitutional Officers

Instructional Activities

1. Review the master list of the powers of Virginia's governor from step 3 in the previous session.
2. Give two-column notes on the powers and roles of the executive branch. Cite an example of each type of power exercised or executive action taken when the governor acts as
 - É chief of state
 - É chief legislator
 - É chief administrator
 - É party chief
 - É commander-in-chief.Compare this list with the powers the class listed.
3. Distribute copies of Attachment G, and direct students to read it. Explain that the lieutenant governor and attorney general are elected by the people and that their duties are outlined in the Constitution of Virginia.
4. Explain that cabinet departments, agencies, commissions, and regulatory boards interpret and help with carrying out laws. They
 - É administer the laws
 - É enforce the laws
 - É regulate aspects of business and the economy
 - É provide services.
5. Assign students to read in the textbook or another instructional resource the section on the state court system.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., word-processing, graphic organizer).

Multisensory Activity

- É Present the content of the lesson wearing a paper facsimile of the current governor's face.

Small Group Learning

- É Use reciprocal teaching by having students read Attachment G and dividing the reading by sections.

Vocabulary

- É Have students use the following vocabulary words: *policymaking*, *executive action*, and *State of the Commonwealth Address*.

Student Organization of Content

- É Provide a copy of the content in a two-column note format.
- É Provide the notes in a slot outline format.
- É Have each student complete a Venn diagram comparing poster content and teacher notes.
- É Have students use selective underlining reading strategy.

Session 8: Judicial System

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to correctly use applicable vocabulary from previous units.
- É Students are expected to read for information.

Materials

- É Attachment H: Virginia Courts in Brief
- É Attachment I: Study Guide for Virginia Courts in Brief

Instructional Activities

1. Explain that the role of the Virginia judicial branch is to decide whether laws have been broken and to dispense justice. Explain that many trials take place in state courts because crimes with which the federal courts deal, such as kidnapping, bank robbery, and counterfeiting, are committed much less often than state offenses.
2. Distribute copies of Attachments H and I. Ask students to read the handout and complete the questions on the study guide.
3. Allow time to go over the questions on the study guide before the class ends.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., text-to-speech, presentation, graphic organizer, crossword creator).

Multisensory Activities

- É Have students participate in sponge basketball game to review study guide.
- É Have students play a teacher-created card game based on which court hears a given case.

Community Connections

- É Have students visit a courtroom.
- É Invite a lawyer to speak to the class.

Small Group Learning

- É Have students play the teacher-generated games listed in Multisensory Activities in a small group.

Vocabulary

- É Have students use the following vocabulary words: *magistrate, warrant, summons, juvenile, domestic relations, delinquent, rehabilitate, and confidentiality*.

Student Organization of Content

- É Have each student complete a flowchart of Virginia courts in brief.
- É Have students work in pairs to create a crossword puzzle with judicial branch vocabulary using Attachment I.

Session 9: Procedure for Criminal Cases

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to correctly use applicable vocabulary from previous units.
- É Students are expected to be able to read a flowchart.
- É Students are expected to be able to illustrate a chart.

Materials

- É Chart paper
- É Markers
- É Attachment J: When a Person Is Accused of a Crime

Instructional Activities

1. Explain that courts resolve two kinds of legal conflicts—civil and criminal. Ask students to give examples of both types of cases. Display all student responses, and then explain the following:
 - É In a criminal case, a court determines whether a person accused of breaking the law is guilty or not guilty of a misdemeanor or a felony.
 - É In a civil case, a court settles a disagreement between two parties to recover damages or receive compensation.
2. Display the visual on Attachment J, showing the procedure for a criminal case in the Virginia court system.
3. Distribute paper and markers. Tell students that they are going to make an illustrated flowchart showing the steps in the criminal case procedure.
4. Discuss each step in the procedure listed on the visual. Pay particular attention to unfamiliar vocabulary. Allow time after each step for students to write the information on the paper and illustrate it.
5. Have students show their illustrated charts and discuss one of the steps. Display charts until the assessment to reinforce the content.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., graphic organizer, presentation).

Multisensory Activities

- É Have students complete Instructional Activity #3 as described above, or by using presentation software.
- É Print steps and descriptions of the steps in the criminal case procedure. Distribute one per student and have students create a human graphic organizer.

Community Connections

- É Invite a local magistrate to speak to the class.

Small Group Learning

- É Have students complete Instructional Activities #3&5 in small groups.

Vocabulary

- É Have students use the following vocabulary words: *criminal*, *civil*, *probable cause*, *arraignment*, *plea*, and *bail*.

Student Organization of Content

- É Have each student complete Attachment J as an illustrated storyboard.
- É Have each student label a graphic organizer map of a courtroom.

Session 10: Civil Cases, Proceedings for Juveniles

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to correctly use applicable vocabulary from previous units.
- É Students are expected to take oral notes.
- É Students are expected to define vocabulary.

Materials

- É Textbook and other instructional resources
- É Attachment K: Court-System Vocabulary List

Instructional Activities

1. Lecture and give notes on civil cases and proceedings for juveniles, as follows:
 - É Procedure for civil cases
 - When one party (an individual or organization) suffers at the hands of another, the first party files a complaint to recover damages or receive compensation. The filer is known as the plaintiff.
 - The civil case is tried in a state court—circuit or general district, depending on the dollar amount of the damages the plaintiff claims.
 - In a circuit court, the case is heard by a judge with or without a jury; in a general district court, the case is heard by a judge without jury.
 - Once a verdict has been reached, the plaintiff may choose to appeal the case to the Virginia Court of Appeals and, ultimately, the Virginia Supreme Court.
 - É Proceedings for juveniles
 - Judges have greater latitude in handling juvenile cases than they have in cases involving adults. This allows judges to take into account the age of the person committing the crime and any other extenuating circumstances.
 - Juveniles who commit serious crimes can be tried as adults.
2. Distribute copies of Attachment K, and instruct students to use their notes, the textbook, and other instructional resources to define each term in their own words. Also, have students make a drawing to illustrate the meaning of each term.
3. Have students form pairs and share their definitions and drawings for each term.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., word-processing, graphic organizer, presentation).
- É Provide access to a tape recorder.

Multisensory Activities

- É Put lecture notes into presentation software.
- É Have students act-out meanings of vocabulary words.

Community Connections

- É Have students use the daily newspaper to find current examples of the vocabulary words.
- É Invite a juvenile justice caseworker to class to answer questions.

Small Group Learning

- É Have students work in pairs to write headlines that relate to teacher-given notes.
- É Have students work together in pairs to write "what if" questions.

Vocabulary

- É Make sure students understand the meanings of the vocabulary list on Attachment K.

Student Organization of Content

- É Have each student complete a graphic organizer that can be used to fill in content from the lecture.
- É Have each student complete a flowchart of the juvenile justice process.
- É Have each student illustrate the definitions for Attachment K.

Sessions 11 and 12: Pro Se Court

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to correctly use applicable vocabulary from previous units.
- É Students are expected to read for information.
- É Students are expected to role-play appropriately.
- É Students are expected to work in collaborative groups.

Materials

- É Attachment L: *Pro Se* Court Script (A *Pro Se* court simulation is a well-known legal education technique. This activity is a modification of scenarios from several unknown sources.)

Instructional Activities

Day 1

1. Divide the class into groups of three students each. Have each group assign themselves the roles of plaintiff, defendant, or judge.
2. Explain that the term *pro se* refers to representing oneself in a court without the assistance of a lawyer. In Virginia, the general district courts handle cases that typically do not involve lawyers. Explain that the rules of evidence are very informal and proceed in a common-sense manner.
3. Distribute the handout, and go over the role-play procedures.
4. Allow each group to work through each of the cases and write down their findings, with group members changing roles for each case.

Day 2

5. On the second day, continue with step 4.
6. Have each group report to the class.

Specific Options for Differentiating This Lesson

Technology

- É Provide video recording device.

Multisensory Activity

- É Have students participate in a role-play activity (see Instructional Activities #3 and 4).

Community Connections

- É Have a judge visit the class to describe the *pro se* process, comparing that to a trial.

Small Group Learning

- É Have students participate in Instructional Activities #165.

Vocabulary

- É Have students use the following vocabulary words: *Pro Se*, *scenario*, *judge*, *plaintiff* and *defendant*.

Student Organization of Content

- É Provide each student with a problem-solving framework to organize information from scenarios.

Session 13: State Government Organization

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to correctly use applicable vocabulary from previous units.
- É Students are expected to be able to use notes for review activity.

Materials

- É Attachment M: Virginia Government Graphic Organizer

Instructional Activities

1. Distribute copies of Attachment M showing graphically the organization of the state government. Allow students time to complete the graphic organizer in class. (NOTE: Graphic organizers are available at <http://www.vastudies.org/episode3/graphicOrganizers.pdf>.)
2. Before class ends, go over all answers to be sure they are correct.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to graphic organizer software.

Multisensory Activity

- É Have each student color code Attachment M for each branch of state government.

Community Connections

- É Have students take a field trip to the state capitol.

Small Group Learning

- É Have students work in pairs to do peer review in completing Attachment M (See Instructional Activity #1).
- É Jigsaw each section of the graphic organizer, working cooperatively to teach group members about assigned section.

Vocabulary

- É Review vocabulary from previous lessons that relate to branches of state government (e.g., *bicameral*, *executive*, *legislative*, *judicial*).

Student Organization of Content

- É Create a sort with functions and other details about each branch of state government.

Sessions 14 and 15: Local Places of Importance

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to correctly use applicable vocabulary from previous units.
- É Students are expected to read and be able to create a variety of maps.

Materials

- É Map of Virginia counties and cities
- É Attachment N: Sample Map of Virginia
- É Outline map of the students' own county or city
- É Markers or colored pencils

Instructional Activities

Day 1

1. Explain that local governments in Virginia consist of counties and independent cities. Some cities and all towns are parts of counties and do not have independent governments.
2. Distribute a map of Virginia showing its counties and independent cities. Explain that Virginia is unique in having independent cities. In most other states, cities (even very large cities) are part of a county.
3. Ask students to locate their own city or county and that of neighboring locales to enhance geographic literacy.
4. Explain to students that in order to be more familiar with their community, they are going to identify local places of historical, economic, or personal importance in their county or city. They must identify at least five historically or governmentally important sites (e.g., Thomas Jefferson's home, the site of the first coal mine in Virginia, a Civil War battle site), five economically important sites (e.g., the site of the major employer in town), and five personally important sites (e.g., the site of their elementary school, church, favorite shopping mall). These places will be denoted by symbols.
5. Model creating such a map by showing an outline map of Virginia that you have illustrated in the desired way. Draw symbols on the map to identify important historical, economic, and personal places all across the state. For example, draw a cannon to identify a battle site (historical), draw a crab to identify the Chesapeake Bay (economic), and draw the mascot of your favorite Virginia college to identify its location (personal). Identify as many places as possible in this way.
6. Instruct students to compile a list of 15 places of historical, economic, or personal importance in their county or city.

Day 2

7. On the second day, distribute outline maps of your city or county. Ask students to use their markers to draw symbols of their 15 places. Leave enough time at the end of class for students to share their work.
8. Ask each student to select his or her two favorite places and explain their symbols and why the places are important to the community or to the student personally.
9. Create a collage on the bulletin board, using the students' maps.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to a large-scale wall map of Virginia.
- É Provide access to large-scale area maps.
- É Provide access to highlighting materials.
- É Provide access to various software programs (e.g., drawing).

Multisensory Activity

É Have students use a variety of tour/visitor information to identify local places of interest to create brochures.

Community Connections

É Invite a representative from the local visitor center to discuss places of interest.

Small Group Learning

É Have students work in pairs to create local interest brochures.

É Design a game using the symbols to identify/locate major sites/cities on the map.

Vocabulary

É Have students use the following vocabulary words: *independent cities* and *locals*.

Student Organization of Content

É Provide hard copies of state and local maps.

Session 16: Overview of the Structure and Powers of Local Governments

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to correctly use applicable vocabulary from previous units.
- É Students are expected to read for information.
- É Students are expected to take notes from lecture.
- É Students are expected to be able to brainstorm their ideas.

Materials

- É Internet access

Instructional Activities

1. Explain that the units of local governments in Virginia are political subdivisions created by the General Assembly—that is, counties, towns, and cities. The authority of local governments in Virginia is derived from the state, that is, all powers of local governments are given to them by the Constitution of Virginia or acts of the General Assembly. Not all counties and cities are given the same powers, and cities have charters listing their powers. Virginia delegates to localities the powers that they feel are best conducted at a local level. Schools are a good example. Ask students to explain advantages of having schools operated at a local level.
2. Inform students that Virginia has 40 independent cities, 95 counties, and 191 incorporated towns. These three types of local government vary as to their organization and responsibilities. (See *Virginia Government in Brief* at <http://hodcap.state.va.us/publications/VGIB.pdf> for more information.) Explain that local governments can perform similar legislative and executive functions as state and national governments, such as making laws and carrying out laws.
3. Describe the structure and powers of local governments in Virginia, as follows, and display the information in a graphic organizer. Have students copy the organizer into their notebooks.
 - É Each Virginia **county** has an elected **board of supervisors**, which exercises **legislative powers**, enacting ordinances (local laws) and adopting an annual budget.
 - É Each Virginia **incorporated town** has an elected **town council**, which exercises **legislative powers**, enacting ordinances and adopting an annual budget. A **mayor** is elected either by the voters or the town council members.
 - É Each Virginia **city** has an elected **city council**, which exercises **legislative powers**, enacting ordinances and adopting an annual budget. A **mayor** is elected either by the voters or the city council members.
 - É In Virginia counties, towns, and cities, a **manager** may be hired by the elected legislative branch to oversee the operations of the local government.
 - É In every Virginia locality, **state courts** resolve judicial disputes. Judges of the circuit courts, district courts, juvenile and domestic relations courts, and small claims courts hear cases in each locality.
 - É Each Virginia county and city has an elected or appointed **school board**, which oversees the operation of the K-12 public schools in the county or city.
 - É The Virginia Constitution requires that voters in every locality elect a **sheriff**, a **clerk of the court**, a **commissioner of revenue**, and a **treasurer**.
4. Guide students in adding information to their organizers about how Virginia's local governments exercise defined and limited powers as they adopt and enforce ordinances to provide services for their residents. They
 - É enforce state and local laws
 - É promote public health
 - É protect public safety
 - É educate children
 - É protect the environment
 - É regulate land use
 - É levy and collect taxes.
5. Identify two or three important topics of local concern, and discuss possible actions of local government to address each.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to a video camera.
- É Provide students access to graphic organizer software.

Multisensory Activities

- É Have students view locally shot video to generate ideas for brainstorming.
- É Have students use local newspapers to find examples of government action concerning issues listed in Instructional Activity #4.

Community Connections

- É Have students use a local video as described in Multisensory Activities.

Small Group Learning

- É Have students work together to brainstorm issues of local concern.
- É Have students work together to prioritize those issues.
- É Have students role-play how local governments address a certain issue (pick one issue from a list of issues).

Vocabulary

- É Have students use the following vocabulary words: *ordinance*, *delegated*, *city manager*, *school board*, and *localities*.

Student Organization of Content

- É Have students complete graphic organizers of local government branches and powers.
- É Have students complete problem-solving graphic organizers of issues-actions-consequence.

Sessions 17 and 18: Local Government Simulation Activity

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to correctly use applicable vocabulary from previous units.
- É Students are expected to be able to participate in the simulation role-playing activity.

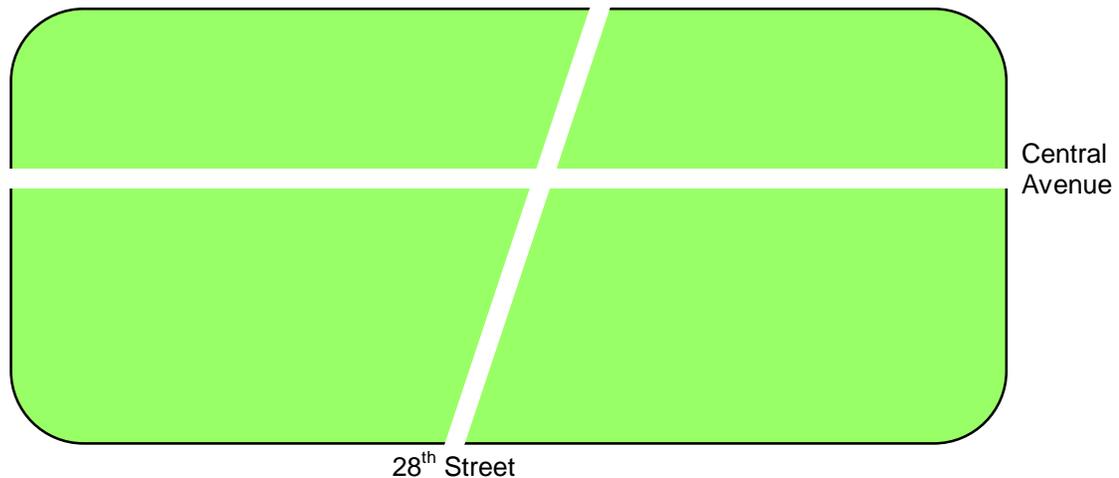
Materials

- É Attachment O: "No Vehicles in the Park" Script

Instructional Activities

Day 1

1. Explain that the class is going to simulate a meeting of a board of supervisors or city council. (NOTE: Select board or council based on your own local form of government.) Arrange desks to suggest a meeting of the board. Assign speaking parts found on Attachment O. Explain that students not assigned speaking parts will be part of the board that must listen to speakers' complaints, deliberate, and take action. (NOTE: You may wish to divide the board into two or three groups and have each group hold separate deliberations in step 4.)
2. As secretary of the board, review the theoretical "minutes" of last month's meeting in which the board responded to citizens' concerns about safety in Lincoln Park by voting (passing an ordinance) to close the roads crossing Lincoln Park to all vehicular traffic. Display the map below, and point out the roads to be closed.



3. Have each citizen in the "No Vehicles in the Park" script speak publicly to the board, stepping up to the podium and asking for clarification or an exemption to the local ordinance.

Day 2

4. On the second day, continue and/or review the comments of the citizens to the board.
5. After all speakers have addressed the board, allow the board (or boards, if the class has been divided) to discuss the issue. The speakers must remain silent during the deliberations. When the discussion is complete, ask the board members to take an action that they feel is appropriate. Explain their options. If there are multiple boards taking action, ask each group to explain why the board members took the action they did.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to presentation equipment.

Community Connections

É Have students view a video of a local City Council meeting.

Small Group Learning

É Have students participate in Instructional Activities #165.

Vocabulary

É Have students use the following vocabulary words: *deliberation*, *vehicular*, *public comment*, *exemption*, *sanitation*, *negotiate*, and *petition*.

Student Organization of Content

É Provide students in the audience a list of look fors for use of vocabulary and council/board of supervisors process to complete during the simulation.

Session 19: Review

Prerequisite Understanding/Knowledge/Skills

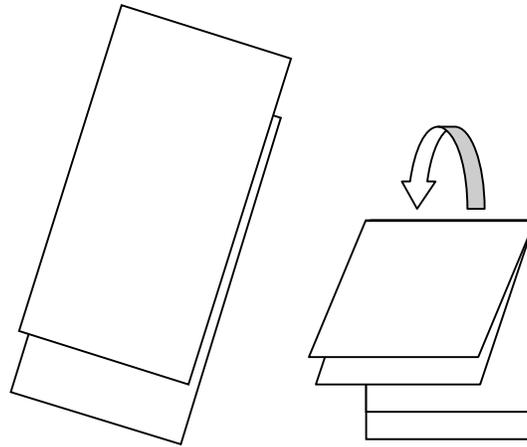
- É Students are expected to correctly use applicable vocabulary from prior units.
- É Students are expected to use notes for unit review.

Materials

- É Construction paper in two different colors
- É Colored markers or pencils
- É Textbook or other instructional resources
- É Class notes

Instructional Activities

1. Distribute two different colored sheets of construction paper to each student. Have them align the sheets as shown below and fold them in half, thereby creating a flipbook with eight pages.



2. Instruct students to design a cover for their “State and Local Government Review” flipbook, using color and appropriate drawings.
3. Have students flip open their book and diagram the organization of the government of Virginia on the top page of the book (the reverse side of the cover). Allow students to use the textbook or other instructional resources and their class notes so they are sure the diagram is correct. Have them describe on the lower page the job of each branch of the state government, again using the resources available.
4. Flip to the next two pages. Have students draw on the top page a picture of the Capitol building and explain just below the drawing the expressed and implied powers of the legislative branch of state government. Then, direct them to create on the lower page a flow chart showing how a bill becomes law.
5. Flip to the final two pages. Tell students to list on the top page the duties and powers of the executive branch of state government. Have them list on the lower half the state courts and their jurisdictions.
6. Have students describe on the back page the structure and powers of local governments in Virginia.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., word-processing, presentation).

Multisensory Activity

- É Have students cut and paste headings and illustrations for flipbook from newspapers, magazines, etc.

Small Group Learning

É Have students do peer review of their flipbooks, providing feedback on information presented so that students have correct information.

Vocabulary

É Vocabulary from the unit should be included in the flipbook.

Student Organization of Content

É Provide graphic organizer blanks to be completed by students for each page of review flipbooks.

Session 20: Assessment

Materials

É Attachment P: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment P, and have students complete the assessment.

Additional Activities

1. Invite a lawyer to speak to your class about courtroom procedures.
2. Have students create an illustrated flow chart on criminal court room procedures.
3. Have students research important issues in Virginia.
4. Have students conduct a mock trial.
5. Have students watch a video of a board of supervisors or city council meeting.
6. Take a field trip to the nearest courthouse to observe an actual trial.

Attachment A: Structures of Government at Three Levels

| Level of Government | Legislative Branch | Executive Branch | Judicial Branch |
|--------------------------------------|--|--|--|
| 1 National Government | Congress: House of Representatives and Senate | president, vice president, cabinet departments, independent agencies, and regulatory groups | U.S. Supreme Court, U.S. Courts of Appeals, and U.S. District Courts |
| 2 Virginia Government | General Assembly: House of Delegates and Virginia Senate | governor, lieutenant governor, attorney general, cabinet secretaries and departments, agencies, commissions, and regulatory boards | Virginia Supreme Court, Virginia Court of Appeals, circuit courts, and district courts |
| 3 Local Government | board of supervisors or city council | board of supervisors or city council, and mayor or manager | (Local issues are dealt with by state district courts, as provided by state legislation.) |

Attachment B: View of Your State

The purpose of government is to meet the needs of the people it serves. Elected and appointed officials must determine what the needs are.

Look at your state from the point of view of a state or local government official. When you think of Virginia, what comes to mind? Using the categories below, record your view of your state on the key issues listed.

| | |
|---|--|
| <p style="text-align: center;">History</p> <p style="text-align: center;">Virginia's history dates to the first permanent English settlement in the New World, etc.</p> | <p style="text-align: center;">People</p> <p style="text-align: center;">Virginia has many people living in Northern Virginia and Tidewater. These areas have needs that are different from those of rural areas.</p> |
| <p style="text-align: center;">Economy/Jobs</p> <p style="text-align: center;">Many jobs are tied to the federal government. Many businesses in Virginia use technology to a high degree.</p> | <p style="text-align: center;">Transportation</p> <p style="text-align: center;">Transportation is a major issue. Our roads are too crowded.</p> |
| <p style="text-align: center;">Politics/Government</p> <p style="text-align: center;">There never seems to be enough money to solve the state's problems. There is little support for raising taxes.</p> | <p style="text-align: center;">Education</p> <p style="text-align: center;">The population is growing, and more support for education is needed. Colleges must raise tuition rates. Voters do not like that.</p> |

Attachment C: The Big Picture of Virginia Government

Virginia's government is made up of three branches, as shown below.

The legislative branch consists of the General Assembly, which is bicameral and consists of the House of Delegates and the Virginia Senate. The General Assembly is charged with making the laws of the Commonwealth, appointing state agency heads and board members, approving the budget, and electing

- É Virginia Supreme Court justices
- É Virginia Court of Appeals judges
- É circuit and district court judges
- É members of the Judicial Inquiry and Review Commission
- É the Auditor of Public Accounts
- É the commissioners of the State Corporation Commission
- É members of the Virginia Workers' Compensation Commission.

The executive branch is made up of

- É the governor and his cabinet secretaries and their departments
- É the lieutenant governor
- É the attorney general
- É various agencies, commissions, and regulatory boards.

The governor is the head of the executive branch. He prepares the biennial budget, administers the state bureaucracy, appoints cabinet secretaries, and grants pardons.

The judicial branch consists of the following state courts:

- É Virginia Supreme Court
- É Virginia Court of Appeals
- É Circuit courts
- É District courts (including small claims courts and juvenile and domestic relations courts)

These courts decide cases of persons accused of breaking state laws, and the Virginia Supreme Court decides whether state laws agree with the Constitution of Virginia (judicial review).

These three branches of government are interconnected in many ways. For example, the General Assembly makes the laws, and the Virginia Supreme Court makes sure those laws are constitutional. The courts have judges, and the General Assembly elects those judges to their positions. The governor introduces the biennial budget, and the General Assembly must approve that budget. These are just a few examples of how the three branches of government work together under a system of checks and balances to ensure that the citizens of the Commonwealth have a fair and just system of governance.

Source: http://legis.virginia.gov/1_cap_class/just_teachers/jft_ga_unit.html

| The Big Picture of Virginia Government | | | |
|--|------------|------------------------|--------------------------------------|
| Branch | Made up of | Primary responsibility | Example of a check on another branch |
| Legislative | | | |
| Executive | | | |
| Judicial | | | |

Attachment D: Legislative Branch of Virginia Government

The Virginia General Assembly

- É Makes laws for Virginia
- É Approves the biennial (two-year) budget of Virginia
- É Exercises power under the 10th Amendment to the Constitution of the United States

Legislative powers

- É Expressed (specifically listed)
- É Implied (used to carry out expressed powers)

The lawmaking process in the Virginia General Assembly

- É Introducing a bill
- É Working in committees
- É Debating the bill on the floor of each house
- É Voting on a bill in each house
- É Sending the bill to the governor to sign into law

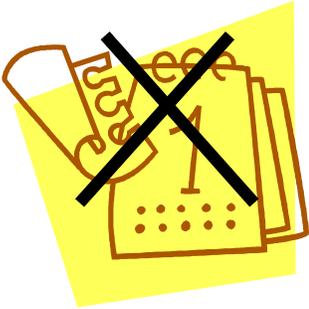
Elected officials write laws and take action in response to problems or issues.

Individuals and interest groups help shape legislation.

Attachment E: The Executive Branch—Q & A

What are the qualifications to become governor of Virginia?

The governor of Virginia must be (1) at least 30 years of age, (2) a citizen of the United States, (3) a resident of the Commonwealth, (4) a registered voter in the Commonwealth for at least five years immediately preceding election, and a (5) resident of Richmond during his/her term of office.



When is the governor elected?

The governor, the chief executive officer of the state, is elected by popular vote on the first Tuesday after the first Monday in November of odd numbered years following the presidential election. **Why is this formula used?** When the Constitution of Virginia was written, lawmakers did not want an election to be held on the first day of the month because it is a very busy day for business and commerce. They also did not want the Virginia gubernatorial election to compete with the voters' attention during a presidential election year.

What is the governor's term of office?

The governor of Virginia takes office for a term of four years and is not allowed by the Constitution of Virginia to succeed himself. Remember, Virginians fought the American Revolution to limit the power of rulers over them, and they did not want the governor to remain in office long. The governor's inauguration takes place on the Saturday after the second Wednesday in January.

What is the governor's salary?

Where does the governor work?

Governors' salaries vary from state to state. The salary for Virginia's governor is near the top of the scale at \$175,000. People who become governor are doing it to serve the public, not to become rich. However, the governor does receive several perks in addition to a salary. The official office of the governor is located in the Virginia State Capitol.



Where does the governor live?

The governor has a short daily commute because he/she lives in the Executive Mansion, which is located next door to the Virginia State Capitol on Capitol Square in Richmond. The Executive Mansion is the oldest occupied governor's residence built for that purpose.

Attachment F: The Governor's Hats

The governor of Virginia exercises powers granted by the Virginia Constitution. Just like the president of the United States, the governor wears many hats, as follows:



Chief of state: As chief executive officer of the state, the governor fulfills his responsibilities as chief of state by communicating with other states, the national government, and foreign states.



Chief legislator: As chief legislator, the governor recommends legislation to the General Assembly. The governor presents to the General Assembly a State of the Commonwealth address, just like the president of the United States delivers a State of the Union address. The governor has the authority to call special sessions of the General Assembly when he/she finds it necessary.

All bills must be sent to the governor before becoming law. The governor has three choices. He/she may (1) sign the bill, (2) let it sit unsigned for seven days, after which it becomes law without the governor's signature, or (3) veto the legislation. When there are fewer than seven days remaining in the legislative session from the date a bill is presented to the governor, and the General Assembly adjourns, the governor has 30 days from the date of adjournment in which to act on the bill. If the governor does not act on the bill, it becomes law without his/her signature.

The governor may veto bills and/or send bills back to the legislature with recommendations and amendments. The legislature must either approve the changes by a majority in each house, or override the veto with a two-thirds majority in each house.

The governor also has a special power that the president does not have— a line-item veto, which is the power to strike out parts of a bill and allow the remaining parts to be approved. This is especially useful when dealing with specific amounts of money contained in bills, as the governor can edit wasteful and unnecessary spending.



Chief administrator: As chief administrator, the governor makes sure that the laws and policies are faithfully executed by overseeing the state bureaucracy. He/she appoints cabinet secretaries, heads of various state agencies, and members of policy-setting boards and commissions. The governor may "commute" (change) fines or sentences and "pardon" (forgive) people for committing state offenses. The governor may also restore voting rights and overturn other political penalties imposed on persons.



Party chief: As party chief, the governor leads his/her political party. The governor is the public face of the political party. He/she appoints members of the political party to state positions and campaigns for party candidates at both the state and national level.



Commander-in-chief: As commander-in-chief, the governor is the head of the armed forces of the Commonwealth—the Virginia National Guard. He has the power to use the National Guard to enforce the execution of the laws, put down insurrections, and protect the Commonwealth from an invasion.

Attachment G: Constitutional Officers

The Constitution of Virginia directs that the lieutenant governor and attorney general shall be elected by the voters of the Commonwealth.

Lieutenant Governor of Virginia

Election and Qualifications

The lieutenant governor is elected at the same time and for the same term as the governor. His qualifications are the same, except there is no limit on the number of terms of the lieutenant governor.

Duties

The lieutenant governor succeeds to the governorship if a vacancy occurs. He is the president of the Virginia Senate and presides over all Senate proceedings. The lieutenant governor has no vote in the Senate except in the case of a tie.

Attorney General of Virginia

Election and Qualifications

The attorney general is elected by the voters of the Commonwealth at the same time and for the same term as the governor. No person is eligible for election or appointment to the office of attorney general unless he/she is a citizen of the United States, has attained the age of 30 years, and has the qualifications required for a judge of a court of record. There is no limit on the number of terms of the attorney general.

Duties

The attorney general is the state's lawyer. He/she acts as the legal advisor to state officers and agencies as they perform their duties, represents the Commonwealth in court, and oversees the work of local prosecutors as they try cases on behalf of the state. The attorney general issues nonbinding advisory opinions on legal issues. These are formal, written interpretations of constitutional and statutory law provided to the governor, other executive officers, legislators, and local officials in regard to the lawfulness of their actions or proposed actions.

Attachment H: Virginia Courts in Brief

Virginia's judicial system includes the Virginia Supreme Court; Virginia Court of Appeals; circuit courts; general district courts, including juvenile and domestic relations courts; and magistrates.

The **Virginia Supreme Court** (justices, no jury) possesses both appellate and limited original jurisdiction. Nevertheless, its primary function is to review decisions of lower courts on appeal. Virginia does not allow an appeal to the Supreme Court as a matter of right except in certain cases, such as those involving the death penalty.

The **Virginia Court of Appeals** (judges, no jury) hears appeals of decisions of the circuit courts in traffic violations, criminal cases (except where a sentence of death has been imposed), juvenile and domestic relations matters, and cases involving administrative agencies.

Circuit courts (judge, with or without jury) are the only trial courts of general jurisdiction in Virginia. They have original jurisdiction for civil claims, felony criminal cases, and misdemeanor cases originating from a grand jury indictment. They have appellate jurisdiction from general district courts, juvenile and domestic relations courts, and cases involving administrative agencies. At the beginning of each term of the circuit court, a grand jury is convened to determine whether accused persons will be indicted and held for trial in the circuit court.

General district courts (judge, no jury) have original jurisdiction for misdemeanors in civil cases generally involving lower dollar amounts and original jurisdiction in juvenile and family cases. They also decide all criminal cases involving city or county ordinances and all traffic offenses. A general district court holds a preliminary hearing in felony cases (any charge that may be punishable by more than one year in jail). These preliminary hearings determine whether there is sufficient evidence to justify holding the defendant for a grand jury hearing. **Juvenile and domestic relations district courts** have original jurisdiction in cases involving delinquents, juveniles accused of traffic violations, and children in need of services. In Virginia, a *juvenile* is any person under 18 years of age. A *delinquent* is a juvenile who has committed an act that would be a crime if committed by an adult. Juvenile courts protect the confidentiality of all juveniles coming before the court, and rehabilitate or treat rather than punish them. The welfare of the child and the family is the court's main concern.

Magistrates provide an independent review of complaints brought by police officers, sheriff's departments, and citizens. Magistrates issue warrants, summonses, bonds, search warrants, and subpoenas.

Adapted from: Virginia Courts in Brief

Attachment I: Study Guide for Virginia Courts in Brief _____

Name: _____ Date: _____

1. Virginia's judicial system includes

The jurisdiction of a court describes the types of cases it hears.

2. What is the jurisdiction of general district courts?

3. What is the jurisdiction of circuit courts?

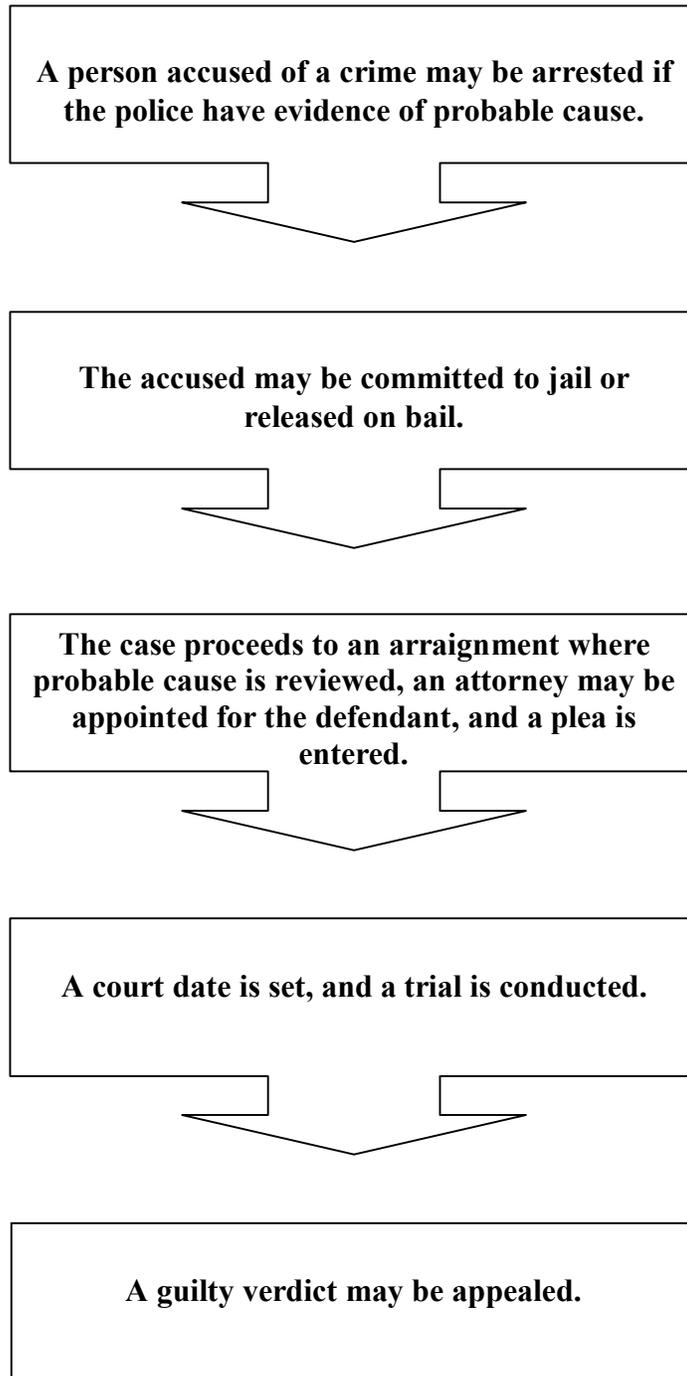
4. What is the jurisdiction of the Virginia Court of Appeals?

5. What is the jurisdiction of the Virginia Supreme Court?

6. What is the jurisdiction of juvenile and domestic relations courts?

7. What is the role of the magistrate in the Virginia judicial system?

Attachment J: When a Person Is Accused of a Crime _____



Attachment K: Court System Vocabulary List

arraignment

criminal

juvenile

arrest

damages

misdemeanor

attorney

defendant

plaintiff

bail

felony

plea

civil

jail

probable cause

compensation

judge

trial

crime

jury

Attachment I: Pro Se Court _____

Name: _____ Date: _____

In *Pro Se* Court, there are three roles: Judge, Plaintiff, and Defendant. Rules of evidence (what you can say and show) are very informal and proceed in a common-sense manner. The plaintiff speaks first, then the defendant.

Judge: Must be sure both sides have an equal chance to present their cases. He/she must also decide whether a law has been broken. If it has, he/she must uphold the law.

Plaintiff: Is the person who requests the court to hear the case. The Plaintiff has accused another person (the Defendant) of doing or not doing something that the Plaintiff thinks is not fair.

Defendant: Is the person who has been accused by the Plaintiff. He/she has been summoned (called to court). He/she listens to the charges and then either tries to give reasons for his/her actions or tries to prove that the charges are untrue.

FIRST CASE

Facts

1. Plaintiff is a babysitter.
2. Defendant is a parent.
3. Plaintiff agreed to baby sit for Defendant's two children for \$5.00 per hour. When Plaintiff arrived, there was a third child, a cousin, present. Plaintiff said nothing about an increased rate, but demanded an additional \$2.50 per hour when Defendant returned home two hours later. Plaintiff claimed the rate was \$2.50 *per child*. Defendant refused to pay the additional money. Plaintiff sued.

What is the issue? _____

How do you decide? Judgment for the _____

Why? _____

SECOND CASE

Facts

1. Plaintiff is the owner of a three-speed bicycle.
2. Defendant is the owner of a bicycle repair shop.
3. Plaintiff brought the bicycle into shop when the gears didn't shift properly. Plaintiff told Defendant to fix the gears as well as possible but not to do anything that cost more than \$25. When Plaintiff came to pick up the bicycle, he found that the shop had installed brand new gears and had sold his broken gearshift to a bicycle used-parts company. Defendant told Plaintiff that he owed \$50.

Plaintiff told Defendant that he would pay \$25 since that was the amount he had agreed to spend, no more. Defendant said he would not get the bicycle back until \$50 was paid. Plaintiff sued.

What is the issue? _____

How do you decide? Judgment for the _____

Why? _____

THIRD CASE

Facts

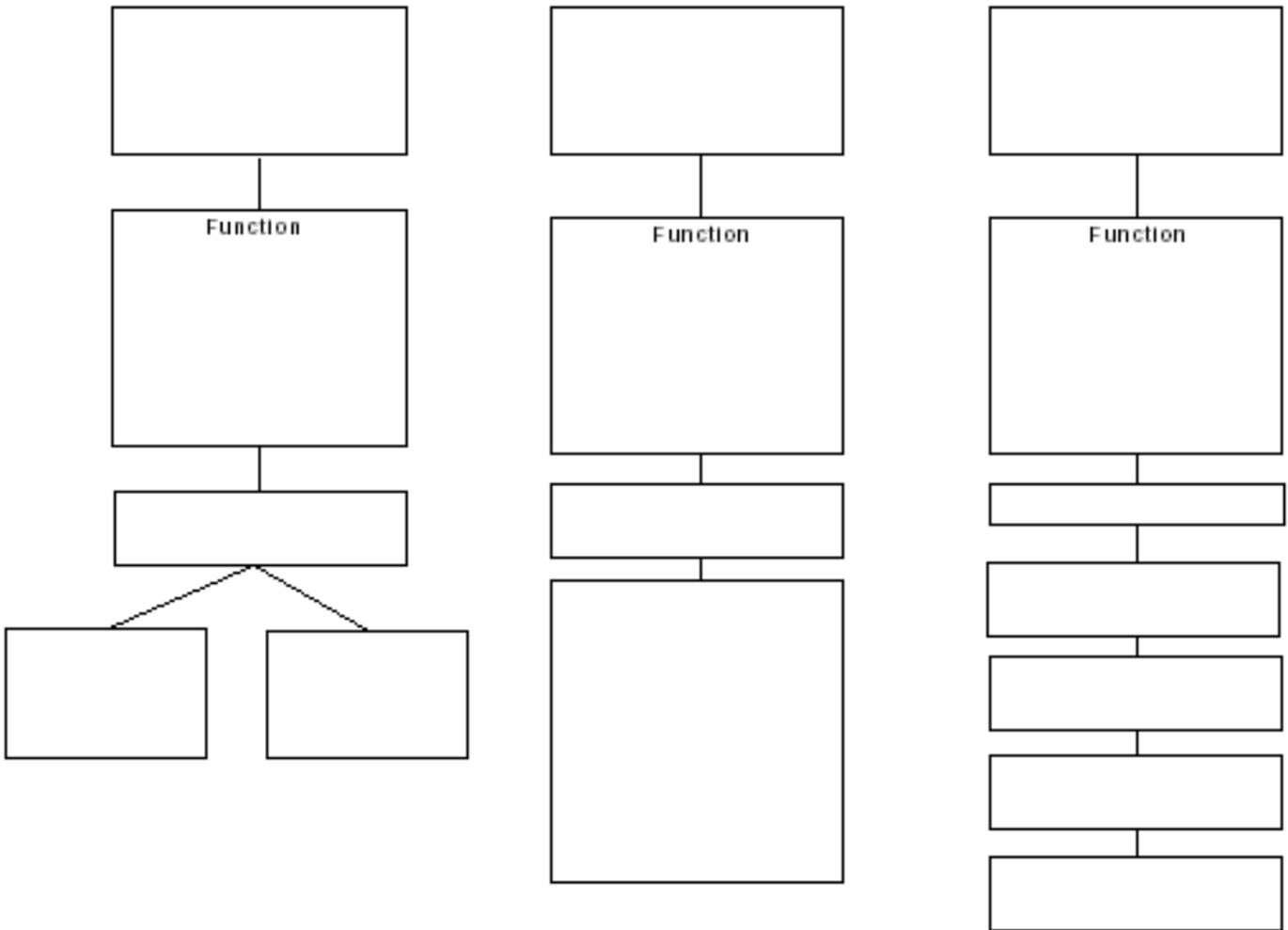
1. Plaintiff is a teen who makes extra money by shoveling snow.
2. Defendant is a homeowner.
3. Plaintiff agreed to shovel Defendant's driveway and sidewalk for \$30. When the job was done, Defendant noticed some ice along the edges of the sidewalk. He refused to pay more than \$15. He said the job was not done to his satisfaction. Plaintiff said he could not remove the ice and that he was contracted to remove the snow, which he did. Plaintiff sued to get his remaining amount.

What is the issue? _____

How do you decide? Judgment for the _____

Why? _____

Attachment M: Virginia Government Graphic Organizer _____



Attachment N: Sample Map of Virginia



Attachment O: “No Vehicles in the Park” Script

Robert Lewis: I own the company that has the sanitation contract for Lincoln Park. My trucks pick up trash at cans throughout the park every other day. If I can't take my trucks into the park, I'll have to buy wheeled carts to collect the trash. You didn't include this in the contract we negotiated. Can I have a permit to drive my vehicles in the park?

Juanita Chandler: I'm confined to a wheelchair. The only type of wheelchair I have is a motorized one. Does the “No Vehicles in the Park” ordinance mean I can't use my wheelchair in the park?

Stephen Tuck: I represent the local Veterans of Foreign Wars. As you know, we have a World War II tank on display in the park. The children love to climb on it, and we feel it's important to remind them of the sacrifices our veterans make for society. Do we have to remove the tank?

Alice Jones: I take my twin sons for a ride in their stroller in the park daily. I think a park should be for everyone's use. Is my twin stroller considered a vehicle?

Nancy Andres: I'm training for a long-distance bike race. I like to ride my 10-speed bike around Lincoln Park because it's cooler in the park and especially because I've measured my race distance of five miles and created a five-mile route. If I can't use the park, I'll have to use a route that doesn't match the race I'm entering. It will hurt my chances of victory.

Alan Bennett: I represent the Lincoln Park Homeowners Association. Our subdivision is located at the west entrance to the park. Many of us work at the automobile plant on East Road. We have a long commute to work each morning and evening. Most of us drive through the park. We'll have to drive three miles east from our homes to get to a road that will take us around the park. Then, we'll have to backtrack those three miles. If we have to go around the park, it will add 20 minutes to our driving time during periods of heavy traffic. There are 140 homeowners in our association. We feel you should have held a public hearing before deciding to close the park. We'll remember your actions on Election Day!

Jaime Smith: I'm a member of the Lincoln County Fire and Rescue Squad. I hope we can get an exemption to drive through the park. Every minute is important when you're saving lives.

Tommy Jones: I want to ride my all-terrain vehicle in the park. The dirt paths are a perfect course. I don't see why the park can't be for everyone to use.

Amanda Mitchell: I'm the chairwoman of the annual Fourth of July celebration. We've always held the parade along Central Avenue. That's one of the roads you plan to close. We build grandstands along the side of the road for people to sit. I have a petition signed by 325 citizens saying they oppose closing the park if it interferes with the annual parade.

Attachment P: Sample Assessment Items

Asterisk () indicates correct answer.*

| | |
|---|---|
| <p>Essay Questions</p> <ol style="list-style-type: none"> How does our federal system of government share power between the national government and state governments? How would you compare and contrast the powers of the state government and local governments? What is the lawmaking process in the Virginia General Assembly? How does the governor of Virginia influence the policy-making process? What is the organization and jurisdiction of Virginia's courts? What is the procedure for a criminal case? <p>Multiple-Choice Questions</p> <ol style="list-style-type: none"> In Virginia, from where do local governments derive their power? <ul style="list-style-type: none"> A The Constitution of the United States B The Virginia Charters C The State* D The Congress What is a primary responsibility of the state government? <ul style="list-style-type: none"> A Conduct foreign policy B Regulate interstate commerce C Promote public health* D Regulate the army The relationship between Virginia and its General Assembly is the same as that between a county and its <ul style="list-style-type: none"> A city council. B ordinance. C town manager. D board of supervisors.* The Virginia Constitution requires that voters in every locality elect a <ul style="list-style-type: none"> A county manager. B superintendent of public schools. C circuit court judge. D commissioner of revenue.* | <ol style="list-style-type: none"> Legislative powers specifically stated in the Constitution of Virginia are called <ul style="list-style-type: none"> A expressed.* B reserved. C implied. D concurrent. State laws are written for all of the following reasons EXCEPT <ul style="list-style-type: none"> A in response to state problems. B the actions requested by interest groups. C identification of individuals' issues of concern for the state. D to avoid complying with the Constitution of the United States.* The powers of the governor are <ul style="list-style-type: none"> A expressed in the Bill of Rights. B listed in the Constitution of Virginia.* C approved by Congress. D declared by the Supreme Court. How does the governor influence policy making in Virginia? <ul style="list-style-type: none"> A By signing and vetoing bills* B By appointing and nominating officials C By granting pardons D By passing the biennial budget Which court in Virginia is the only court to use juries? <ul style="list-style-type: none"> A Virginia Supreme Court B Virginia Court of Appeals C Circuit Court* D General District Court <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> É Issue search warrants É Issue subpoenas É Issue arrest warrants É Issue summonses É Set bail </div> In the Virginia court system, who is responsible for the tasks listed in the box above? <ul style="list-style-type: none"> A The chief justice B A magistrate* C A circuit court judge D A plaintiff |
|---|---|

17. When the Supreme Court of Virginia declares a Virginia law unconstitutional, it is exercising

- A federalism.
- B popular sovereignty.
- C original jurisdiction.
- D judicial review.*

18. Which is considered the supreme law in the state of Virginia?

- A The Constitution of the Commonwealth
- B The Constitution of the United States*
- C Laws passed by Congress
- D Laws passed by the General Assembly

Last summer, Maria Bennett was involved in an automobile accident on the road near her house. A driver ran into her car while she was stopped at a stop sign. She had only minor injuries, but there was a great deal of damage to her car. She has not been able to get the driver to pay for the damages and has decided to go to court to get her money.

19. The scenario above describes what type of case?

- A Criminal
- B Felony
- C Civil*
- D Misdemeanor

20. A court hearing in which probable cause is reviewed is called

- A a plea bargain.
- B an arraignment.*
- C a trial.
- D a summons.

ORGANIZING TOPIC

Policy Making

Standard(s) of Learning _____

- CE.9 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
- a) examining the impact of the media on public opinion and public policy;
 - b) describing how individuals and interest groups influence public policy;
 - c) describing the impact of international issues and events on local decision making.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

- Examine and interpret primary and secondary source documents. _____
- Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. _____
- Analyze political cartoons, political advertisements, pictures, and other graphic media. _____
- Distinguish between relevant and irrelevant information. _____
- Review information for accuracy, separating fact from opinion. _____
- Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. _____
- Select and defend positions in writing, discussion, and debate. _____

Content

- Identify ways media play an important role in setting the public agenda:
 - É Focusing public attention on selected issues _____
 - É Offering a forum in which opposing viewpoints are communicated _____
 - É Holding government officials accountable to the public _____
- Explain that government officials use the media to communicate with the public. _____
- Identify lobbying as seeking to influence legislators to introduce or vote for or against a bill. _____
- Identify ways individuals influence public policy:
 - É Participating in politics (voting, campaigning, seeking office) _____
 - É Expressing opinions (lobbying, demonstrating, writing letters) _____
 - É Joining interest groups _____
- Identify ways interest groups influence public policy:
 - É Identifying issues _____
 - É Making political contributions _____
 - É Lobbying government officials _____
- Explain that local governments may be required to formulate, adopt, and implement public policies in response to international issues and events. _____
- Explain that issues and events that would require policy decisions by local government officials could include the following:
 - É Public health concerns in the event of a pandemic _____
 - É Public safety in the event of an act of terrorism _____
 - É Economic development policies in response to the emerging global economy _____
 - É Policies to protect the environment (e.g., wildlife protection) _____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Congress Debates Lobbying Reform,” *NewsHour Extra*. PBS. http://www.pbs.org/newshour/extra/features/jan-june06/lobby_3-06.html. This site contains a short printer friendly version of an article on lobbying and a link to a glossary of terms. It has a good overview of lobbying and describes why Congress is considering new regulations.

Constitutional Rights Foundation: Educating Tomorrow’s Citizens. <http://www.crf-usa.org/online-lessons-index/>. This site contains free lesson plans for all civics topics, including policy making. Teachers must register to access lessons.

“Local Media, Public Opinion, and State Legislative Policies: Agenda Setting at the State Level.” *all academic research*. All Academic Inc. http://www.allacademic.com/meta/p_mla_apa_research_citation/2/7/1/2/9/p271293_index.html. This site provides background for teachers. It looks at the relationships among the coverage of local newspapers, state-level public opinion, and state legislative policies, in order to better understand mass media’s role in state policy making.

Michigan Civics Institute. <http://www.civicsinstitute.org/>. This site contains information and downloadable handouts and movies.

“The Study and Practice of Public Policy,” Chapter 1. *An Introduction to the Policy Process*. Google Books. <http://books.google.com/books?id=VVZaJV8bWxYC&printsec=frontcover&dq=public+policymaking+introduction&lr=#PPA3,M2>. This is a read-only site (will not print). It provides chapter 1 of the book, which is an excellent overview for the teacher.

Session 1: What Is Policy Making?

Materials

- É Attachment A: Players in the Policy-Making Process
- É Textbook or other instructional resources

Instructional Activities

1. Distribute copies of Attachment A. Explain that *policy making* is government problem solving. When government officials decide on a course of action, either by passing laws or taking other official actions, they are setting public policy. They do not do this in isolation. Individuals and interest groups help set the agenda and provide information in the policy-making process. The media influence public opinion, which in turn influences policy makers. Also, local, national, and international events and issues impact those who set public policy.
2. Ask students to share some “policies” set by their families to solve family problems, such as solutions for doing the dishes after dinner, for doing laundry, for cleaning up certain areas of the house, or for spending money. Ask who the policy makers are in the family. Point out that family policies relate to the beliefs, values, and goals of the family, and similarly, governments set policy according to the beliefs, values, and goals of the national, state, or local community. Display the following information:
 - É A study of public policy looks at how rules, laws, goals, and standards are created which guide government actions. This includes how they allocate resources that benefit some at the expense of others. We look at the decisions made by government officials to address problems that are in need of a solution. Individuals, groups, the media, and other international, national, state, local and government officials influence decisions makers.*

Explain that most government solutions involve time and money and that it is not possible to do all things that are needed or wanted in a community. Individuals and interest groups try to convince government officials that their problems and/or solutions are important. Sometimes they offer information and solutions. Other times they simply want the issue or problem to be on the “agenda.”
3. Direct students to write a short essay about a problem in your community. Have them include what they think needs to be done to solve the problem. Ask several students to read their essays on the problems and solutions and to explain how the solutions involve policy making by some level of government.
4. Assign students to read in the textbook or another instructional resource the section on policy making at the national level of government.

* From “The Study and Practice of Politics,” the first chapter of the book *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making* by Thomas A. Birkland.

<http://books.google.com/books?id=VVZaJV8bWxYC&printsec=frontcover&dq=public+polycymaking+introduction&lr=#PPA3,M2>

Specific Options for Differentiating This Lesson

Technology

- É Provide students with various software programs (e.g., word-processing, graphic organizer, voice recording).

Multisensory Activity

- É Show visuals of situations where rules/laws are in action.

Community Connections

- É Invite local attorneys to talk about why laws are needed.

Small Group Learning

- É Have students work in small groups to create a situation where a rule or law was necessary.

Vocabulary

- É Have students use the following vocabulary words: *public*, *policy*, and *policy making*.

Student Organization of Content

- É Provide each student with a framed paragraph (See Instructional Activity #3).
- É Provide each student with a topic outline frame to organize information before writing (See Instructional Activity #3).

Sessions 2 and 3: Policy Making at the National Level

Materials

- É Various daily newspapers and news magazines
- É Textbook or other instructional resources

Instructional Activities

Day 1

1. Explain that when the president takes action or identifies a national problem as a priority, he/she is policy making. Since the president cannot introduce laws in Congress, he/she must influence members of Congress to do so. One of the most important opportunities to do this is during the State of the Union address. Also, a savvy president uses the media to convey his/her agenda to the public through radio broadcasts, press conferences, and primetime television speeches to the American public.
2. Explain that other members of the executive branch help make public policy by how they enforce the laws. Cite some examples.
3. Explain that Congress makes public policy by passing laws. However, Congress is made up of individual members who have their own priorities and constituents to whom they must answer.
4. Divide the class into groups of three to five students each. Distribute newspapers and news magazines to each group. Direct students to locate and cut out articles that show a national government official influencing public policy, such as the following:
 - É A congressman holding a town meeting on immigration reform
 - É The secretary of state briefing reporters on changing travel restrictions to Cuba
 - É The president holding a nationally televised press conference to announce that the United States will support American banks by lending them billions of taxpayer dollars

Day 2

5. On the second day, have student groups finish locating and cutting out articles that show a national government official influencing public policy.
6. When all groups are finished, direct groups to identify the policy maker in the article and summarize the policy. Allow groups to report to the whole class on the policy issues.
7. Assign students to read in the textbook or another instructional resource the section on policy making at the state and local levels of government.

Specific Options for Differentiating This Lesson

Technology

- É Provide students with various software programs (e.g., word-processing, presentation).

Multisensory Activities

- É Have students view State of the Union address.
- É Provide students with pictures of situations where policy was enforced, as an example.

Community Connections

- É Have students attend a Congressmen's public forum.

Small Group Learning

- É Have students prepare a skit demonstrating a public official influencing public policy.

Vocabulary

- É Have students use the following vocabulary words: *constituents* and *policy making*.

Student Organization of Content

É Provide each student with a content frame to organize information from articles (See Instructional Activity #4).

Session 4: Policy Making at the State and Local Levels of Government

Materials

- É Textbook or other instructional resources

Instructional Activities

1. Explain that a state government makes policies that are important to the citizens of that particular state. For example, off-shore oil drilling is more important to people in Louisiana and Alaska than in Kansas; regulations on raising beef cattle are a priority for people in Texas, but not Nevada.
2. Explain that local governments may be required to formulate, adopt, and implement public policies in response to international issues and events (e.g., Swine Flu). Put students into cooperative learning groups. Instruct groups to generate a short list of international events or issues that could affect people statewide or in a local community and require policy making by the state or local government. Discuss the characteristics these problems have in common. Explain that international issues and events that would require policy decisions by local government officials could include the following:
 - É Public health concerns in the event of a pandemic
 - É Public safety in the event of an act of terrorism
 - É Economic development policies in response to the emerging global economy
 - É Policies to protect the environment (e.g., wildlife protection)
3. Assign students to read in the textbook or another instructional resource the section on the role of lobbyists in the policy-making process.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide students access to various software programs (e.g., word-processing, presentation).

Multisensory Activity

- É Have students watch the State of the Commonwealth address to identify specific issues of interest at the state level.

Community Connections

- É Have students visit a city council/board of supervisors meeting to identify specific issues of interest at the local level.

Small Group Learning

- É Add specific group roles to Instructional Activity #2.

Vocabulary

- É Review the vocabulary word: *policy making*.

Student Organization of Content

- É Have each student organize information into a Venn diagram to compare the characteristics between the problems/issues.
- É Provide each student with a content frame to organize specific information for each issue/problem.

Session 5 Lobbyists and Policy Making

Materials

- É Attachment B: A Day in the Life of a Washington, D.C., Lobbyist
- É Attachment C: CONGRESS DEBATES LOBBYING REFORM
- É Teacher-created questions for "CONGRESS DEBATES LOBBYING REFORM"
- É Textbook or other instructional resources
- É Dictionary
- É Internet access

Instructional Activities

1. Ask student to define the term *lobbyist* by using the dictionary, textbook, and/or online resources.
2. Read aloud the following scenario (from "Lobbying Power!" http://www.civicsinstitute.org/curricula/high/Lobbying_Power.html.) Who is the lobbyist in this scenario?

A student, Beckie, is having trouble with her class schedule. In order for Beckie to arrive at work on time, she needs to be on a schedule that allows her to take earlier classes. She has met with her counselor to see if she could get this changed and has also met with her employer. Neither party would budge. Beckie went to her parents to see if they had any ideas about how to help her solve her problem. They discussed how her employer cannot change the work situation for Beckie, as it would disrupt the rest of the company. School looked to be the best chance at solving her dilemma. Her mother offered to go into the school and talk to the counselor on Beckie's behalf. After the meeting, Beckie and her mother left with a feeling of success, because Beckie was now going to have the schedule she needed.

Ask students who the lobbyist is in this scenario. Have students brainstorm as a whole class as many types of people as they can who could be considered lobbyists.

3. Display and read to the class Attachment B. Discuss the types of activities that make up much of a lobbyist's time. Ask how lobbyists help the policy-making process.
4. Read "follow the money" articles, such as "Power Play: Political Contributions from Dominion Power" by Scott Jordan at <http://www.policyarchive.org/handle/10207/bitstreams/6036.pdf>.

Dominion has narrowed the focus of its giving. In the 2005 election cycle, Dominion gave 92 of the 140 members of the General Assembly \$1,000 or more, with 32 of them not even appearing on a ballot. In the House, Dominion focused its funds almost entirely on incumbent candidates up for re-election. Since Republicans took power of both houses in 1999, Dominion has ratcheted up its giving to Republican Party committees while decreasing its financial attention to Democratic Party committees, culminating in 2005 when Republican committees received more than Democratic committees for the first time in four cycles.

Ask students whether they think lobbyists and the organizations they represent should be allowed to make donations to election committees in order to try to influence legislators to introduce or vote for or against legislation. Ask whether they think this is a form of bribery? Why, or why not? (See: "What's the difference between lobbying and bribery?" http://blogs.abcnews.com/theworldnewser/2006/01/whats_the_diffe.html)

5. Distribute copies of Attachment C, and direct students to read it. Have students answer teacher-created questions about the handout information to ensure comprehension.
6. Assign students to read in the textbook or another instructional resource the section on the role of the media in the policy-making process.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., word processing, graphic organizer).
- É Use projection and interactive whiteboard for active reading strategies.

Multisensory Activity

- É Have students perform a skit based on a lobby scenario.

Community Connections

É Invite a lobbyist to present his/her role in policy making to the class.

Small Group Learning

É Have students create a skit showing how lobbyists influence policy making.

Vocabulary

É Have students use the following vocabulary words: *lobby*, *lobbyist*, and *policy making*.

Student Organization of Content

É Provide each student with a content frame to organize specific information from scenarios.

Session 6: The Role of the Media in Policy Making

Materials

(None)

Instructional Activities

1. Explain that the media play a very important role in setting the public agenda. The media
 - É focus public attention on selected issues
 - É offer a forum in which opposing viewpoints are communicated
 - É hold government officials accountable to the public.

By publishing articles or airing stories about a particular issue, the mass media are able to create interest in a topic where none existed. (NOTE: Cite some recent examples in the news.)

The editorial section of a newspaper, a televised debate, or a newsmagazine on television provides candidates or experts a way to present opposing views.

The mass media follow office holders to make sure they keep their promises. They also inform voters about actions of office holders that might not otherwise be known.

Explain that government officials use the media to communicate with the public. Ask how government officials could communicate with the public without participation by the media.
2. Direct students to give specific examples of each of these roles of the mass media in policy making.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide students access to presentation software.
- É Provide students access to video recording technology.

Multisensory Activity

- É Have students view commercials and news reports that display the media's role in policy making.

Community Connections

- É Invite local representatives to discuss the importance of media to their campaigns and in policy making.

Small Group Learning

- É In small groups, have students research and present specific examples of mass media in policy making.

Vocabulary

- É Have students use the following vocabulary words: *mass media*, *policy making*, and *opposing viewpoint*.

Student Organization of Content

- É Use a Venn diagram to have students compare two or more examples of the media's role in policy making.

Session 7: The Role of the Individual in Policy Making

Materials

É Attachment D: Case Study: The Individual in Policy Making

Instructional Activities

1. Explain that individuals influence public policy at all levels of government. Discuss each of the following ways:
 - É Participating in politics (voting, campaigning, seeking office)
 - É Expressing opinions (lobbying, demonstrating, writing letters)
 - É Joining interest groups
2. Distribute copies of Attachment D, and direct students to read the first section silently. Ask them to react to what they have read in the space provided. Call on students to read their reactions aloud. Conduct a class discussion, as appropriate.
3. Instruct students to complete the reading selection. Ask them to react to the entire case study in the space provided. Ask them to identify ways individuals influenced public policy in this example.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide students access to presentation software.
- É Use interactive whiteboard for active reading strategy.

Multisensory Activity

- É Have students participate in a Socratic seminar with the reading (See Instructional Activity #2).

Small Group Learning

- É In small groups, have students create a presentation demonstrating how individuals can influence policy.

Vocabulary

- É Have students use the following vocabulary words: *policy making*, *campaigning*, *demonstrating*, and *public policy*.

Student Organization of Content

- É Provide students with summary prompts for thought organization.

Session 8: Review

Materials

- É Construction paper
- É Scissors
- É Markers

Instructional Activities

1. Give each student a sheet of construction paper, scissors, and markers. Instruct students to fold the paper in half lengthwise, leaving a half-inch lip along the bottom edge, as shown below. Tell them to cut the top fold of paper into thirds along the dotted lines shown, thereby creating a three-dimensional graphic organizer for note taking. Have them label each of the three flaps as shown and write "POLICY MAKING" in the center along the exposed edge tab.



2. Have students describe policy making at each level of government under the appropriate flap, listing the important influences on the policy makers at each level.
3. Have students use the graphic organizer to review all pertinent material in the unit.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide students access to various software programs (e.g., graphic organizer, presentation).

Multisensory Activity

- É Have students organize a description sort, cutting and pasting the descriptions under the matching title.

Small Group Learning

- É In small groups, have students create a multimedia presentation demonstrating policy making at the national, state, and local levels of government.

Vocabulary

- É Have students review the unit vocabulary words.

Student Organization of Content

- É Have each student use a graphic organizer to sort information on policy making at the national, state, and local levels of government.

Session 9: Assessment

Materials

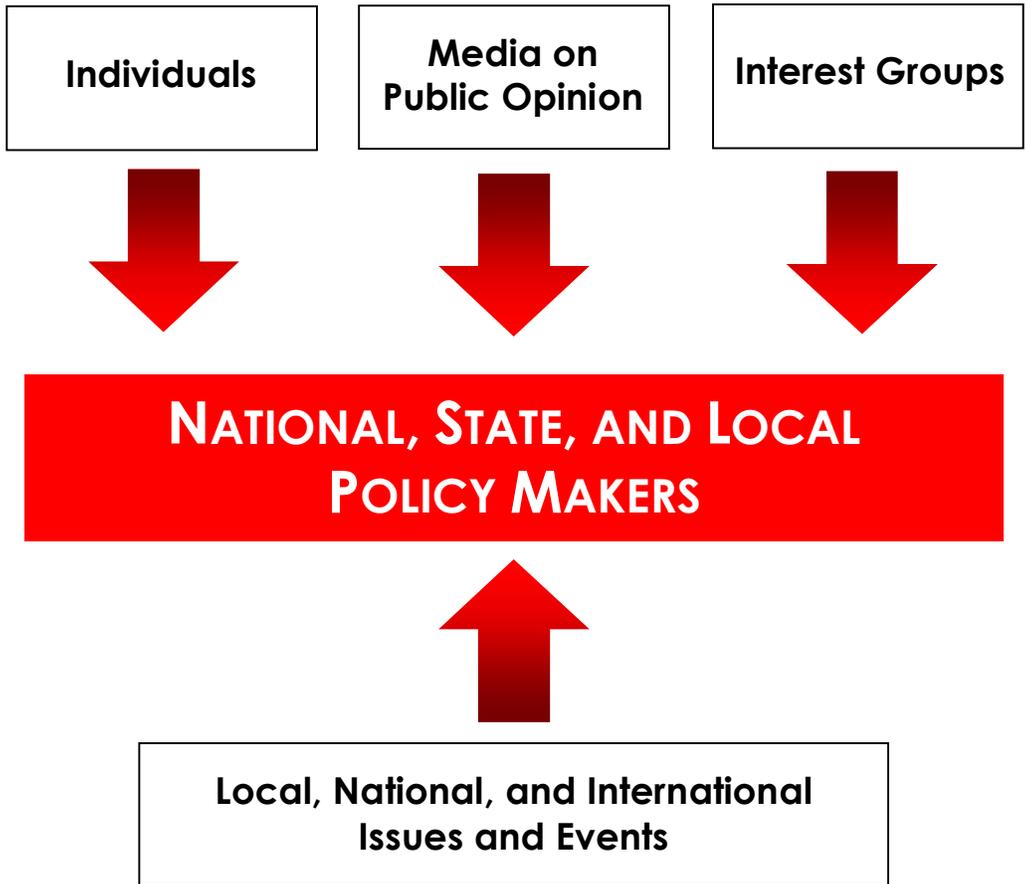
É Attachment E: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment E, and have students complete the assessment.

Attachment A: Players in the Policy-Making Process _____

Players in the Policy-Making Process



Attachment B: A Day in the Life of a Washington, D.C., Lobbyist

- 8:30 a.m.** Arrive early to read the papers and look over the schedule for the day.
- 9 a.m.** Meet with colleagues to run through the lobbying schedule for the week. This is a good time to leverage their contacts on the Hill on behalf of your clients.
- 10 a.m.** Take a cab up to Capitol Hill to meet with staff members on behalf of several clients. A good portion of the day is typically spent outside the office, especially for lobbyists working for a firm.
- 10:30 a.m.** Meet with several legislative assistants to Congressional members serving on the House Transportation and Infrastructure Committee on behalf of a client looking to encourage members of Congress to support a particular piece of legislation.
- Noon** Take a senior Senate staff member to lunch. Meals are a huge part of the job since they are a great opportunity to build and maintain relationships with key Hill contacts.
- 1 p.m.** Go back to the Hill to meet with more staff members.
- 3 p.m.** Return to the office. Spend some time scheduling appointments for the rest of the week on behalf of clients.
- 4 p.m.** Participate in a conference call with a client who wants to ensure his project is funded in the upcoming appropriations process.
- 5 p.m.** Start putting together a pitch for a new business presentation at the end of the week.
- 6:30 p.m.** Meet a former Hill colleague for dinner.

Source: Vault: IBM WebSphere Portal. <http://www.vault.com/wps/portal/usa>

Attachment C: CONGRESS DEBATES LOBBYING REFORM

March 6, 2006

Since a Republican lobbyist pleaded guilty to bribery charges earlier this year, leaders from both parties in the U.S. Congress have been emphasizing the need for lobbying reform. Lobbyist Jack Abramoff, who pleaded guilty to fraud, tax evasion, and conspiracy, is the key witness in an investigation into allegations that members of Congress accepted money and other gifts from Abramoff and his associates in exchange for votes.

Abramoff, a close friend of powerful Republican representative Tom Delay of Texas, has become the public face of what some politicians refer to as the culture of corruption in Washington. The investigation threatens to ensnare several U.S. lawmakers and their aides, rattle the Republican and, possibly, Democratic parties, and change the way lobbyists and lawmakers do business in Washington.

Democratic challengers to the Republican-led Congress every seat in the House is up for election in November say the unethical behavior in Washington is a Republican problem and that a change is necessary. Republicans counter that politicians from both parties are guilty of lobbying abuses and the problem is the system, not the party.

What is lobbying?

Lobbying, or seeking to influence the passage or defeat of legislation, is not only legal, it is protected by the Constitution under the First Amendment which guarantees the right to petition the government for a redress of grievances. Writing a letter to a representative, signing a petition, and speaking at a town hall forum are examples of lobbying in its most basic form. By lobbying, constituents tell lawmakers how proposed legislation or regulations will affect their community or business. Lobbyists are often former congressmen or legislative staffers, hired either by an organization to forward its interests or as a consultant for multiple clients.

There are lobbyists who represent almost every person in this country, whether it's the lobbyist for the AARP, or the lobbyists for the Children's Hospital Association, or the lobbyist for the soybean growers, said Representative Deborah Pryce, a Republican from Ohio. They have organizations and they come in and they don't always serve an ill purpose.

Reforms in the Senate

Lobbying reform legislation will come before the Senate this week after two committees voted in favor of bills that would limit the power and reach of lobbyists. The Homeland Security and Governmental Affairs Committee approved a bill that would require lobbyists to provide detailed reports of their activities four times a year and make them available on the Internet. They previously had to provide reports only twice a year. The legislation also requires lobbyists to disclose their campaign contributions and details of any trips they arrange for politicians. There also was a proposal to create an independent office to oversee congressional ethics issues, but it was voted down.

The Senate Rules Committee drafted legislation to curtail the widespread use of earmarks a practice lawmakers use to insert pet projects such as roads or special programs into larger bills. The bill also prohibits lawmakers from accepting gifts from lobbyists and requires that former congressmen wait two years before registering as lobbyists.

Even though Speaker of the House Dennis Hastert, an Illinois Republican, said in January that Congress need[s] to reform the rules, the House of Representatives has been slow to enact lobbying reforms. So far, the only lobbying reform approved by the House was to ban former members from using the House gym and from walking on the floor of the House chamber.

Compiled by Brian Wolly and Anne Bell for *News Hour Extra* © 2006, MacNeil/Lehrer Productions

Attachment D: Case Study: The Individual in Policy Making

How Individuals Can Make a Difference

The 15-story Dominion Virginia Power towers and crackling cables that were planned to cut across the Northern Virginia countryside were just red lines on a map. But when Loudoun, Prince William, and Fauquier County property owners learned in 2006 of the proposed routes, they feared financial ruin. They owned some of the most valuable land in Virginia and were shocked to learn that Dominion Virginia Power planned to build 40 miles of power line through their back yards. They thought no one would buy their land if ugly cables ran right over their houses.

Of particular concern was the plan to strip trees and buildings along a 150-foot-wide ribbon of land to build steel towers that would carry 500,000-volt cables. The picturesque countryside with its beautiful, green horse farms was in danger! Not only were preservationists and residents concerned about the visual impact the line would have on the area, some were worried about the medical risks that a high-powered transmission line may bring. A 2005 Oxford University public study found significant increases in the risk of childhood leukemia among children born in close proximity to a high-voltage power line.

The citizens in Loudoun, Prince William, and Fauquier Counties began to talk to newspaper reporters, write legislators, and petition Dominion Virginia Power. In 2006, Matt Sheedy, a land developer opposed to the power lines, formed an interest group called *Virginians for Sensible Energy Policy*. Sheedy's group wanted to raise awareness of the line's impact on property values and to fight any effort by Dominion to confiscate private property through eminent domain. The group estimated that land directly under the line could lose as much as 75 percent of its value.

In 2007, Dominion Power released a map of several possible routes for the line. The company had long supported energy conservation efforts, but it felt no realistic energy efficiency program or available technologies could prevent the need for construction of a new 500-kV electric transmission line for Northern Virginia by 2011. Dominion Power said electrical demand in Northern Virginia had grown by about 40 percent over the last 10 years and was projected to grow by another 8 percent by 2011. They argued that there was no conclusive evidence to support any health risks from a transmission line. Dominion Power investigated the option of installing the transmission line underground, but the company determined that the costs and physical impacts were too great for such a project.

The final decision about the need for the line and route would be made by the Virginia State Corporation Commission. Citizen groups increased in number, and the voice of opposition became stronger. Citizens lobbied legislators even more. Some legislators began to speak out too. Prince William Supervisor, John Stirrup, Virginia State legislator, Joe May, and United States Congressman, Frank Wolf, opposed the power line. By 2008, environmental activists and interest groups, such as the Virginia League of Conservation Voters Education Fund, urged citizens to tell legislators not to endorse Dominion's plan. They wrote:

Dear Concerned Citizen,

Dominion Power Is Asking Legislators to Support Another Environmentally Destructive Plan.

We have learned that Dominion Virginia Power and Allegheny Energy are actively soliciting support for a massive 500-kV transmission line that would cut through private land, park land, historic sites, historic districts, Civil War battlefields, magnificent views, and a high concentration of conservation easements. Dominion and Allegheny are asking Delegates, Senators and private citizens from all over the state to send letters to the State Corporation Commission in support of this ill-conceived proposal.

Tell Your Legislators: Don't Endorse Dominion's Plan

Ask your Legislators to respect the State Corporation Commission (SCC) process. This transmission line proposal is highly controversial and subject to an SCC proceeding (case # PUE-2007-00031) to determine whether or not it is necessary. So far, only Dominion and Allegheny's experts have been heard, and evidentiary hearings do not begin until January of 2008. Please write your Legislator today and ask him or her not to take a position of support on the Dominion/Allegheny transmission line until both sides of the story have been heard.

There Are Better Ways to Guarantee Secure and Reliable Power

The environmental community has been unified in its opposition to this transmission line. Alternative solutions would better provide for the reliability and security of electricity supply without harming the residents, natural resources, history, and scenic beauty of Virginia.

YOUR REACTION:

In February 2008, the State Corporation Commission approved the application for the transmission line and determined its route. They said the power line would travel above ground for 1.8 miles along a wooded portion of the Washington & Old Dominion Railroad Regional Park between Leesburg and Clarks Gap in Loudon County. "We find (this route) reduces as much as practicable the adverse impact on scenic assets, historic districts, and the environment in the areas concerned, and results in fewer adverse impacts than other proposed routes," wrote the SCC.

The citizens were disappointed with the decision. In March 2008, Del. Joe T. May (R-33) introduced and helped pass emergency legislation requiring that two miles of the transmission line— a segment west of Leesburg near Dry Mill Run near the W&OD Trail— be installed underground as part of a pilot program. The Virginia General Assembly unanimously passed this legislation. This bill went into effect when Governor Tim Kaine approved it on April 2, 2008.

YOUR REACTION:

The text above was compiled from the following newspaper articles and other sources:

- É "Landowners Fear Ruin From Power Line Route." <http://www.washingtonpost.com/wp-dyn/content/article/2006/12/10/AR2006121000912.html>.
- É "Dominion: Northern Virginia Power Line Critical to Reliability." <http://tdworld.com/news/dominion-virginia-powerline/>.
- É "Connecting the Dots on Dominion's Transmission Line Proposal." <http://thegreenmiles.blogspot.com/2007/08/connecting-dots-on-dominions.html>.
- É "Dominion Virginia Power Welcomes Approval of Northern Virginia Transmission Line." <http://www.reuters.com/article/pressRelease/idUS248943+07-Oct-2008+PRN20081007>.
- É "Transmission Lines." <http://www.gainesvillesupervisor.com/Transmission%20Lines.htm>.
- É "Wiki: Dominion Resources." http://wapedia.mobi/en/Dominion_Virginia_Power.

Attachment E: Sample Assessment Items

Asterisk (*) indicates correct answer.

| | |
|---|--|
| <p>Essay Questions</p> <ol style="list-style-type: none"> 1. What is the influence of the media on public policy? 2. How do the cabinet departments, agencies, and regulatory groups interpret and execute public policy? 3. How does the governor of Virginia influence the policy-making process in the Commonwealth? 4. What is the policy-making process at the local level of government? 5. How can international events affect policy making at the local level of government? <p>Multiple-Choice Questions</p> <ol style="list-style-type: none"> 6. The media plays an important role in policy making because they <ol style="list-style-type: none"> A focus public attention on important issues.* B are the only source the people trust. C report only correct information. D get all of their information from the government. 7. One way the president influences the policy-making process is by <ol style="list-style-type: none"> A introducing bills on the Senate floor. B declaring bills unconstitutional. C removing federal judges. D giving the State of the Union address.* | <ol style="list-style-type: none"> 8. The governor of Virginia influences policy making in Virginia by <ol style="list-style-type: none"> A signing and vetoing bills.* B appointing and nominating officials. C granting pardons. D passing the biennial budget. 9. Influencing a legislator to introduce or vote for a bill is called <ol style="list-style-type: none"> A lobbying.* B filibustering. C assessing. D proposing. 10. A person who seeks to influence legislators is called a/an <ol style="list-style-type: none"> A officeholder. B demonstrator. C lobbyist.* D government official. 11. One way for individuals to influence public policy is by <ol style="list-style-type: none"> A volunteering. B reading newspapers. C voting.* D watching television. 12. Citizens influence public policy in all of the following ways, EXCEPT by <ol style="list-style-type: none"> A writing legislation.* B writing letters to government officials. C joining interest groups. D participating in political campaigns. |
|---|--|

ORGANIZING TOPIC

Citizenship: Duties, Rights, Responsibilities, and Liberties

Standard(s) of Learning

- CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- a) describing the processes by which an individual becomes a citizen of the United States;
 - b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
 - c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
 - d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
 - e) evaluating how civic and social duties address community needs and serve the public good.
- CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
- a) practicing trustworthiness and honesty;
 - b) practicing courtesy and respect for the rights of others;
 - c) practicing responsibility, accountability, and self-reliance;
 - d) practicing respect for the law;
 - e) practicing patriotism;
 - f) practicing decision making;
 - g) practicing service to the school and/or local community.
- CE.10 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
- d) explaining how due process protections seek to ensure justice.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Examine and interpret primary and secondary source documents. _____

Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. _____

Analyze political cartoons, political advertisements, pictures, and other graphic media. _____

Distinguish between relevant and irrelevant information. _____

Review information for accuracy, separating fact from opinion. _____

Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. _____

Formulate an informed, carefully reasoned position on a community issue. _____

Select and defend positions in writing, discussion, and debate. _____

Content

Explain that a citizen is an individual with certain rights and duties under a government and who, by birth or by choice, owes allegiance to that government. _____

Explain how an individual becomes a citizen, using the following information as a guide:

É The 14th Amendment to the Constitution of the United States of America defines citizenship as follows: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the state wherein they reside."

É Means of obtaining citizenship are
by birth
by naturalization.

Describe how immigration and naturalization, particularly in the twentieth century, have led to an increasingly diverse society.

Explain that to become a citizen through naturalization, a person must demonstrate knowledge of American history and principles and the ability to read, speak and write words in ordinary usage in the English language.

Explain how the Constitution of the United States of America establishes and protects the citizens' fundamental rights and liberties.

Explain that few rights, if any, are considered absolute.

Identify the First Amendment freedoms:

É Religion: Government may not establish an official religion, endorse an official religion, or unduly interfere with the free exercise of religion.

É Speech: Individuals are free to express their opinions and beliefs.

É Press: The press has the right to gather and publish information, including that which criticizes the government.

É Assembly: Individuals may peacefully gather.

É Petition: Individuals have the right to make their views known to public officials.

Explain that the 14th Amendment extends the due process protection to actions of the states.

Explain that for government to be effective, citizens must fulfill their civic duties.

Identify the duties of citizens:

É Obey laws.

É Pay taxes.

É Serve in the armed forces, if called.

É Serve on a jury or as a witness in court, when summoned.

Explain why citizens who do not fulfill these civic duties face legal consequences.

Explain why a basic responsibility of citizenship is to contribute to the common good.

Explain why civic responsibilities are fulfilled by choice; they are voluntary.

Identify some responsibilities of citizens, including the following:

É Register and vote.

É Hold elective office.

É Communicate with government officials to influence government actions.

É Serve in voluntary, appointed government positions.

É Participate in political campaigns.

É Keep informed regarding current issues.

É Respect others' rights to an equal voice in government.

Explain why a democratic society requires the active participation of its citizens.

Identify ways for citizens to participate in community service:

É Volunteer to support democratic institutions (e.g., League of Women Voters).

É Express concern about the welfare of the community as a whole (e.g., as related to the environment, public health and safety, education).

É Help to make the community a good place to work and live (e.g., by becoming involved with public service organizations, tutoring, volunteering in nursing homes).

Explain that thoughtful and effective participation in civic life depends upon the exercise of good citizenship.

Identify personal traits of good citizens:

- É Trustworthiness and honesty
- É Courtesy and respect for the rights of others
- É Responsibility, accountability, and self-reliance
- É Respect for the law
- É Patriotism
- É Participation in the school and/or local community
- É Participation in elections as an informed voter

Explain that effective participation in civic life can include the following:

- É Formulating questions
- É Analyzing information from a variety of sources
- É Expressing a position
- É Devising and implementing a plan
- É Practicing thoughtful decision making in personal, financial, and civic matters (e.g. voting, civic issues)

Explain that the right to due process of law is outlined in the 5th and 14th Amendments to the Constitution of the United States of America.

Identify due process of law as the constitutional protection against unfair governmental actions and laws.

Describe how due process protections seek to ensure justice:

- É The 5th Amendment prohibits the national government from acting in an unfair manner.
- É The 14th Amendment prohibits state and local governments from acting in an unfair manner.

Explain that the Supreme Court has extended the guarantees of the Bill of Rights, based upon the due process clause.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

The American Promise. Farmers Insurance Group.

<http://www.farmers.com/FarmComm/AmericanPromise/index.html>. This site contains a teaching guide, and teachers can register to receive a newsletter. Activities are tied to the *America's Promise* (free) video.

Bill of Rights Institute. <http://www.billofrightsinstitute.org/>. This site contains the text of the Bill of Rights and free lesson ideas.

CIVNET. Center for Civic Education. http://www.civnet.org/contenidos.php?id_secciones=OA. This site contains lessons and texts of many documents important to American and world governments.

Corporation for National and Community Service. <http://www.nationalservice.gov/>. This site provides background information and links to sites on community service.

•Create a Graph. • *National Center for Education Statistics.* <http://nces.ed.gov/nceskids/graphing>. This site allows students to fill in fields with titles and numbers and construct full-color graphs that can be saved, copied, and printed.

Ellis Island. The Statue of Liberty • Ellis Island Foundation, Inc. <http://www.ellisland.org/>. This site includes information about Ellis Island and a searchable database.

First Amendment Center. <http://www.firstamendmentcenter.org/>. This is an extensive site on the First Amendment that also includes texts, lessons, and links.

•Immigration: Introduction and Statistics. • <http://sorrel.humboldt.edu/~economic/econ104/immigrat/>. This site provides statistical data for the percentage of foreign-born Americans in each decade. Only goes to the 1980s (based on 1990 census).

•Kids • Corner. • U.S. Census Bureau. <http://factfinder.census.gov/home/en/kids/kids.html>. This site provides current United States population estimates and analyzes census data by state.

United States Census 2010. U.S. Census Bureau. <http://www.census.gov/> This site contains information about the United States and Virginia from the 2010 census, as well as from the 2000 census.

We the People: The Citizen and the Constitution. Center for Civic Education.

http://www.civiced.org/index.php?page=wtp_introduction. This site promotes civic competence and responsibility among America's elementary and secondary students.

•What Responsibilities Accompany Our Rights? • *Center for Civic Education.*

http://www.civiced.org/index.php?page=Lesson_21_What_Responsibilities_Accompany_Our_Rights_Student_Book. This site presents a "We the People" lesson on the responsibilities that accompany the rights guaranteed by the Constitution of the United States.

Session 1: Definition of Citizenship

Prerequisite Understandings/Knowledge/Skills

- É Students are expected to read and interpret primary-source document.
- É Students are expected to demonstrate the understanding of the definition of *citizenship*.

Materials

- É Attachment A: Unit Organizer
- É Attachment B: Citizenship and Naturalization
- É Textbook or other instructional resources

Instructional Activities

1. Direct students to access the 14th Amendment to the Constitution of the United States in the textbook or other instructional resource and read the definition of *citizenship*. Explain that before this amendment was added, there was no official definition of what it means to be a citizen of the United States.
2. Display the visual on Attachment A, and give a brief overview of the topic.
3. Display the visual on Attachment B, and direct students to list the ways a person can become a citizen. Explain the terms *jus soli* [Latin: right of soil] and *jus sanguinis* [Latin: right of blood]. Explain that *jus soli* refers to the determination of a child's citizenship by *place* of birth (e.g., birth on American soil). Explain that the term *jus sanguinis* refers to the determination of a child's citizenship by the citizenship of his/her parents (e.g., blood relation to one's parents). Ask students why the latter is needed (to give U.S. citizenship to a child born to an American-citizen mother who happen to be in another country at the time).
4. Go over the list of privileges of citizenship shown on Attachment B. Explain that citizenship is not entirely free: for our society to function, citizens must contribute to the common good.
5. Review the general requirements for naturalization shown on Attachment B. Direct students to write down each of the requirements in sentence form. For example: "A person must demonstrate knowledge of U.S. history and governments."
6. Optional activity: Invite a naturalized citizen to speak to the class about the citizenship process.
7. Assign students to read in the textbook or another instructional resource the section on citizenship.

Specific Options for Differentiating This Lesson

Technology

- É Show an overhead transparency of the 14th Amendment.
- É Provide access to text-to-speech software.
- É Use presentation system and interactive whiteboard to demonstrate specific reading strategies with the 14th Amendment.

Multisensory Activity

- É Have students provide music and/or videos about citizenship or freedom that have been approved by the teacher.

Community Connections

- É Invite a naturalized citizen to speak to the class about the citizenship process.
- É Have students attend a naturalization ceremony.

Small Group Learning

- É Have students work in pairs or small groups to brainstorm a list of privileges of U.S. citizenship.
- É In small groups, have students create a commercial about how one becomes a citizen.

Vocabulary

É Have students use the following vocabulary words: *privilege, responsibility, right, allegiance, moral, naturalization, and citizenship.*

Student Organization of Content

É Have each student create a flowchart of ways to become a U.S. citizen.

Sessions 2 and 3: Diversity

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to create and interpret a graph.

Materials

É Attachment C: Making a Census Graph

É Internet access

É Copies of United States census tables for Virginia for 1990 and 2000 (see <http://www.census.gov/>)

É Textbook or other instructional resources

Instructional Activities

NOTE: The following Web site is an effective resource for study: *The Immigrant Experience*. The Statue of LibertyóEllis Island Foundation, Inc. <http://www.ellisland.org/Immexp/index.asp>.

Day 1

1. Explain that the United States is a nation of immigrants, with the exception of American Indians. Explain the term *diversity*, and give examples of types of diversity.
2. Explain the purpose of and authority for the United States census. Emphasize that examining the population figures for the entire United States is complex, so the class will analyze Virginia's census data as an example of how the nation changed over a period of 10 years. Display United States census tables for Virginia for the years 1990 and 2000. Explain how to read and interpret the tables. Point out that the table of figures for the earlier year is given for comparison. Figure the percentage change in several categories as a demonstration. Ask questions about the data on the tables to give students practice extracting and working with information from them.
3. Distribute copies of the census tables, and instruct students to examine them. (This is much easier than analyzing figures for the entire country.) Ask them to list the types of information about diversity in Virginia that is provided on the tables.
4. Divide students into pairs for a Think-Pair-Share. Have students check their list with that of their partner and combine the information into one list.
5. Conduct a whole class discussion in which pairs share their lists. Display this information (e.g., age, gender, race, foreign born, income). Explain that this is a snapshot of diversity in Virginia on the official date of the census.

Day 2

6. On the second day, divide the class into five or more groups, and assign each group one of the topics listed during the previous session. Have each group look in the census tables and write down the Virginia population figures in their category in 1990 and 2000. Direct them to figure the percentage change that took place.
7. Use the visual on Attachment C to show students how to use census data to develop a graph. Have each group visit <http://nces.ed.gov/nceskids/graphing> and select a bar graph. Direct them to fill in their topic, years, and data figures from the census, and then click on the graph button. The site will create a graph for their topic. Have the groups print their graphs. Display these graphs so that students can draw conclusions from the data (e.g., Virginia has a larger population of older citizens, the Hispanic population has grown by a greater percentage than African Americans).
8. Instruct students to make a prediction about the 2010 census based on the data they found. Then, have students access the 2010 census data, as it becomes available, to check the accuracy of their prediction.

9. Assign students to read in the textbook or another instructional resource the section on the duties required of citizens.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide students access to various software programs (e.g., text-to-speech software with printing capabilities, graphing, presentation).

Community Connections

- É Have students create and administer a survey detailing the ethnic background of their class, team, grade, and school.

Vocabulary

- É Have students use the following vocabulary words: *Ellis Island, immigrants, census, population, diversity, and data.*

Student Organization of Content

- É Provide a checklist of activities students are to complete over Sessions 2 and 3.
- É Provide guiding questions for examining the census reports.
- É Have each student complete a Venn diagram to compare the similarities and differences in the census reports.

Session 4: Duties of Citizenship

Prerequisite Understanding/Knowledge/Skills

É Students are expected to work cooperatively in pairs.

Materials

(None)

Instructional Activities

1. Define the word *duty*, and emphasize that the duties of citizenship are *mandatory*. Display the following duties of citizenship, and go over each one to make sure students understand them fully:
 - É Obey laws
 - É Pay taxes
 - É Serve in the armed forces, if called (NOTE: You will need to explain the concept of the military draft, if students have no knowledge of it.)
 - É Serve on a jury or as a witness in court, when summoned.Point out that some of these civic duties apply not only to citizens, but to everyone in the U.S. or, if not to everyone, to many others who are not citizens, such as tourists and permanent resident aliens. For example, everyone in the U.S. must obey laws: even foreign diplomats may not break the laws. Most everyone in the U.S. must pay taxes in one form or another, e.g., sales tax, property tax, income tax. Permanent resident aliens must serve on a jury or as a witness in court, when summoned.
2. Pair students, and ask them to write a list of things that might/would happen to society if citizens and others refused to perform the duties listed above. For example, if people refused to obey laws, the result could be complete lawlessness and anarchy with thugs controlling everyone. If people refused to serve on juries, our entire system of justice would collapse. Explain that citizens face legal consequences for not performing these mandatory civic duties because the government must have a means of ensuring performance of them. Explain that the legal consequences can include being fined, held in contempt, or put in jail.
3. Inform students that tomorrow the class will discuss civic responsibilities and that a basic responsibility of citizenship is to contribute to the common good. Instruct students to write one way they can contribute to the good of the community.

Specific Options for Differentiating This Lesson

Technology

- É Provide students a copy of the transparency of terms and definitions.
- É Provide a written copy of the oral directions.
- É Provide students access to various software programs (e.g., word processing, presentation, graphic organizer).

Multisensory Activities

- É Have student teams take turns listing the negative consequences of not following the duties of citizenship on the classroom board.
- É Have student teams create a presentation of the duties of citizenship and the consequences of not performing the duties of citizenship.

Community Connections

- É Invite a school resource officer or other law professional to discuss the role of citizenship in the school community.

Vocabulary

- É Have students use the following vocabulary words: *duties*, *mandatory*, *jury*, *witness*, *armed forces*, *resident aliens*, *common good*, and *consequences*.

Student Organization of Content

- É Provide two-column back-up notes for students to use as a study tool at the conclusion of lesson.

- É Have each student create a graphic organizer making connections between duties and possible consequences for not performing the duties.

Session 5: Responsibilities of Citizenship

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to write a short essay independently.

Materials

(None)

Instructional Activities

1. Have students define the term *responsibility* and then explain why a basic responsibility of citizenship is to contribute to the common good. Ask, “What is the common good, and why is it so important to society? Why do individuals have a responsibility to add to the common good?” Explain that civic responsibilities are fulfilled by choice; they are voluntary, not mandatory. Why is this?
2. Ask students to identify some responsibilities of citizens, including the following:
 - É Register and vote
 - É Hold elective office
 - É Communicate with government officials to influence government actions
 - É Serve in voluntary, appointed government positions
 - É Participate in political campaigns
 - É Keep informed regarding current issues
 - É Respect others’ rights to an equal voice in governmentAs students mention these, display them, and discuss each one, asking why each is important and a responsibility of citizens to do.
3. Use the last 15 minutes of class for a brief writing activity, such as a one- or two-paragraph essay answering the following questions:
 - É Which of the civic responsibilities listed above is the most important?
 - É Why do you think it is?

Specific Options for Differentiating This Lesson

Technology

É Provide students access to various software programs (e.g., word processing, presentation).

Multisensory Activity

É Have each student create a collage of pictures from newspapers and magazines showing people exercising the responsibilities of citizenship.

Community Connections

É Have students pick one citizenship responsibility to act out.

Small Group Learning

É In small groups, have students create a brochure/presentation on the responsibilities of citizenship.

Vocabulary

É Have students use the following vocabulary words: *civic responsibility*, *influence*, *common good*, and *voluntary*.

Student Organization of Content

É Have students use paragraph-frames format to complete Instructional Activity #3 (available at www.readingquest.org).

Session 6: Community Service

Prerequisite Understanding/Knowledge/Skills

É Students are expected to define *community service* and explain why it is necessary.

Materials

- É Student essays from previous session
- É Internet access

Instructional Activities

NOTE: The following Web sites may be useful to teachers and students alike during a study of community service:

- É *The American Promise*. Farmers Insurance Group.
<http://www.farmers.com/FarmComm/AmericanPromise/index.html>.
- É *Corporation for National and Community Service*. <http://www.nationalservice.gov/>.

1. Begin by asking selected students to read aloud their essays on the most important civic responsibility. Explain that for society to function properly in a democratic nation, individuals must participate. Explain that effective participation in civic life includes the following things, and cite examples of persons in the community doing each:
 - É Formulating questions
 - É Analyzing information from a variety of sources
 - É Expressing a position
 - É Devising and implementing a plan
 - É Practicing thoughtful decision making in personal, financial, and civic matters (e.g. voting, civic issues)
 - É Performing community serviceHave students brainstorm a definition of the term *community service*.
2. Lecture and give notes on ways for citizens to participate in community service:
 - É Volunteer to support democratic institutions (e.g., League of Women Voters).
 - É Express concern about the welfare of the community as a whole (e.g., as related to the environment, public health and safety, education).
 - É Help to make the community a good place to work and live (e.g., by becoming involved with public service organizations, tutoring, volunteering in nursing homes).
3. Explain that because a democratic society requires the active participation of its citizens, the class is going to do some community service—i.e., a service-learning project. Have students make a list of things they feel need doing in their community and bring the list to the next class.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide access to overhead projector and markers.
- É Provide students access to word-processing software.

Multisensory Activities

- É Have students present essays written in Session 5.
- É Have students vote for the project the class will participate in for community service.

Community Connections

- É Invite guest speakers from several community service organizations to present information about their groups.
- É Have students perform an act of community service around the school or in their neighborhood.

Small Group Learning

É Have students participate in “Think-Pair-Share” for Instructional Activity #2.

É In small groups, have students plan a community-service project.

Vocabulary

É Have students use the following vocabulary words: *community*, *volunteer*, *democratic*, and *welfare*.

Student Organization of Content

É Provide each student with an outline of information in a two-column note format.

É Provide each student with a note-taking frame for the lecture notes.

Session 7: Service-Learning Project—Preparation and Action

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to work together to complete a project.

Materials

- É Student-generated lists from previous session
- É Attachment D: Steps in a Service-Learning Project

Instructional Activities

1. Using Attachment D, explain each of the four steps in a service-learning project, and discuss why each is essential.
 - É Preparation: Identifying the needs of the community and determining what is practical to do
 - É Action: Developing an action plan and taking action
 - É Reflection: Evaluating the project to determine whether goals were accomplished
 - É Celebration: Celebrating the project's successes
2. Ask students for suggestions for a service-learning project, and display all their suggestions. Discuss each to see which serves the needs of the community best and is also practical for the class to do within the next month. (NOTE: Most students will want to raise money for a cause. Explain that in the course of a project, it may be desirable or necessary to raise money, but for a project to be identified as service learning, students must be applying the knowledge they learn in school to their community service. In this case, the knowledge to apply concerns the responsibilities of citizenship.) Brainstorm the resources needed to accomplish each project. Eliminate projects that are not practical. Continue discussing and eliminating projects until the class agrees on one project. Listed below are a few suggestions for service-learning projects:
 - É Design and send greeting cards to a nearby nursing home.
 - É Create emergency toiletry bags (e.g., sample size soap, toothpaste, deodorant) for a local women's or homeless shelter.
 - É Clean up trash around the school grounds.
 - É Conduct a recycling project.
3. List the steps needed to accomplish the class project. Divide the class into committees to accomplish the listed tasks (e.g., steering committee, resource committee, celebration committee, publicity committee). Provide time for committees to meet for a few minutes every day until they formulate a plan of action. Make sure each committee understands clearly what they are supposed to do and how they will do it.
4. Have students do the project. Take digital pictures during all stages of the project for students to use during both the reflection and celebration stages.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to an overhead projector and markers.
- É Provide access to digital cameras.

Multisensory Activity

- É Have students generate suggestions for why steps to service learning are essential.

Community Connections

- É Invite guest speakers from several community service organizations to present information about their groups.

Small Group Learning

- É Have students divide into committees to prepare a task list to accomplish their specific jobs.

Vocabulary

- É Have students use the following vocabulary words: *committee*, *service learning*, and *resources*.

Student Organization of Content

- É Generate a checklist for students to gauge the progress of their project.
- É Create a graphic organizer schedule that highlights the due dates of different project sections.
- É Provide students a note-taking frame to document committee work.

Session 8: Service-Learning Project—Reflection and Celebration

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to evaluate the outcome of their group project.

Materials

É Committee reports

É Electronic slide presentation or printed photographs of students engaged in the service-learning project

Instructional Activities

1. When the service-learning project has been completed, have each committee report to the class on their task in the project—the steps they took, the resources they used, what project goals were accomplished. Ask them what they might do differently next time to make the project even more successful.
2. Ask students to evaluate the success of the project. Have each student describe, either in writing or in a class discussion, how he/she helped the community and how it felt to help others.
3. Display a slide show or make a collage of the pictures of the students taking part in the service-learning project.

Specific Options for Differentiating This Lesson

Technology

É Provide students access to various software programs (e.g., presentation, word processing).

Multisensory Activity

É Have students explore different ways to present their projects using a variety of media.

Community Connections

É Have students evaluate the outcome of their projects by surveying the organization.

Small Group Learning

É Have students work as teams to complete the evaluation of the community-service activity.

Student Organization of Content

É Assist students in generating a survey to meet their needs.

É Provide students with an evaluation template.

Session 9: Traits of Responsible Citizens

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to work in cooperative pairs to complete the assignment.

Materials

É Attachment E: Traits of a Responsible Citizen

Instructional Activities

1. Define the term *personal traits of good citizens*
2. Use the visual on Attachment E to help students understand that the traits of responsible citizens are interrelated and that they lead to a society that is better for all citizens. Explain each of the following traits, and discuss how it leads to a better society for everyone.
 - É Trustworthiness and honesty
 - É Courtesy and respect for the rights of others
 - É Responsibility, accountability, and self-reliance
 - É Respect for the law
 - É Patriotism
 - É Participation in the school and/or local community
 - É Participation in elections as an informed voter
3. Ask students to bring to class one or more daily newspapers for the next session, if possible.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to overhead projectors and markers.
- É Provide students access to the Internet.
- É Provide students access to word-processing software.

Multisensory Activity

É Have students identify people who fall into the specific categories given for good citizenship.

Community Connections

É Have students survey members of the community about their thoughts on traits of a responsible citizen.

Small Group Learning

É Have students work as pairs to give examples of character traits that good citizens demonstrate.

Vocabulary

É Have students use the following vocabulary words: *character traits*, *patriotism*, *accountability*, and *self-reliance*.

Student Organization of Content

É Generate a two-column note outline for students to complete with character traits and examples.

Session 10: Americans of Character

Prerequisite Understanding/Knowledge/Skills

É Students are expected to associate good character traits with a specific person.

Materials

- É Newspapers
- É Attachment F: Americans of Character
- É Textbook or other instruction resources

Instructional Activities

1. Lead a discussion on the meanings of various character traits. Ask students to name famous people who show or have shown these traits.
2. Explain that many Americans exhibit these traits every day; however, they and their actions are not widely known. One way that the public hears about ordinary people exhibiting good character traits is through the newspaper.
3. Distribute a daily newspaper and a copy of Attachment F to each student. Ask students to select an article about someone who has shown good character traits. Ask them to complete the handout.
4. Assign students to read in the textbook or another instructional resource the section on the First Amendment.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide students access to various software programs (e.g., text-to-speech, word processing).
- É Provide access to large-print copies of newspaper articles.
- É Use interactive whiteboard to project articles for modeling of strategic reading strategies.

Multisensory Activities

- É Have students use highlighters to organize information in newspaper articles.
- É Have students use the Internet to locate news sources.

Community Connections

- É Have students use news article to identify an “American of Character.”

Small Group Learning

- É Have students work in pairs to complete Attachment F.

Vocabulary

- É Have students use the following vocabulary word: *character traits*.

Sessions 11 and 12: First Amendment Freedoms

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to navigate assigned Internet sites.
- É Students are expected to read primary-source documents.

Materials

- É Attachment G: Rights without Responsibilities?
- É Attachment H: First Amendment Freedoms
- É Internet access

Instructional Activities

NOTE: The following Web sites may be helpful during the study of First Amendment rights and freedoms:

- É "What Responsibilities Accompany Our Rights?" *Center for Civic Education*.
http://www.civiced.org/index.php?page=Lesson_21_What_Responsibilities_Accompany_Our_Rights_Student_Book.
- É *Bill of Rights Institute*. <http://www.billofrightsinstitute.org/>.

Day 1

1. Distribute copies of Attachment G, and discuss the question raised: "Should we have rights without responsibilities?" Have students recall the lists of the duties and responsibilities of citizenship.
2. In a class discussion, have students consider these questions:
 - É Do most people understand the responsibilities of citizenship and the importance of fulfilling them?
 - É How do young children learn these responsibilities?
 - É Would you add any other responsibilities to the list?
 - É Which responsibilities do you think are the most difficult to fulfill?
3. Divide the class into five groups to represent the five First Amendment freedoms: religion, speech, the press, assembly, and petition. Give each group one of the freedom strips found on Attachment H. Ask one member of each to lead the discussion of the group and another to take notes on what is said. Ask a third member to be the group spokesperson in the class discussion.

Day 2

4. On the second day, after each group has discussed their First Amendment freedom and finished the activities presented on the strip, have groups report back to the whole class. Discuss the importance of these rights. Conclude the class by discussing the ways rights, responsibilities, and duties are interrelated.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide students access to a text-to-speech reader.
- É Provide access to large-print versions of Attachments G and H.
- É Provide students access to word-processing software.

Multisensory Activity

- É Have students work as a group to chart responses for Instructional Activity #2.

Small Group Learning

- É Have students work in small groups for Instructional Activity #3.

Vocabulary

- É Have students use the following vocabulary words: *framers*, *rights*, *responsibilities*, and *duties*.

Student Organization of Content

- É Provide a rubric for completion of Instructional Activity #3.
- É Put questions from Instructional Activity #2 into a two-column note format.
- É Provide a content frame to record information for all 1st Amendment rights during Day 2 activity.

Session 13: Due Process

Prerequisite Understanding/Knowledge/Skills

É Students are expected to read and interpret primary-source documents.

Materials

É Attachment I: *In re Gault*

Instructional Activities

1. Distribute copies of Attachment I, and have students read the Supreme Court case *In re Gault*. Alternately, you might read it aloud to the class. Ask for student reactions. Ask them to list the elements of the case they think are not fair. Explain that the elements they have mentioned are all part of due process. Define the term *due process*.
2. Have students read the 5th and 14th Amendments to the Constitution of the United States. Explain that these amendments protect the rights of citizens. Instruct students to rewrite the due process section of each amendment in their own words in their notebooks.
3. Explain that the 14th Amendment is designed to guarantee that states give citizens the same rights in state courts that the Bill of Rights guarantees in federal courts. Explain that violation of a defendant's right to due process is the primary reason cases are appealed.

Specific Options for Differentiating This Lesson

Technology

É Show overhead transparencies of the 4th and 5th Amendments.

É Use projection system and interactive whiteboard for specific reading strategies for Attachment I and the 5th and 14th Amendments.

Multisensory Activity

É Have students create two-sided illustrated posters of the 5th and 14th Amendments in their own words.

Community Connections

É Invite a school resource officer or other law enforcement personnel to discuss the process of arresting a juvenile.

Small Group Learning

É Have students work in teams to create poster activity in Multisensory Activity.

Vocabulary

É Have students use the following vocabulary words: *regulate flexibility*, *indecent*, *juvenile*, and *due process*.

Student Organization of Content

É Provide students with double-entry diary format outlines, in which they respond to amendments in their own words.

É Provide problem-solution frame or storyboard to organize information from Attachment I.

Session 14: Review

Prerequisite Understanding/Knowledge/Skills

É Students are expected to demonstrate an understanding of citizenship by completing the class review.

Materials

É Teacher-created review

Instructional Activities

1. Design a review for the unit, using the content Essential Understandings, Knowledge, and Skills at the beginning of the unit. For example, have students do the following:
 - É Define *citizenship*.
 - É Explain how an individual becomes a citizen.
 - É Explain how the Constitution of the United States establishes and protects the citizens' fundamental rights and liberties.
 - É Explain why few rights, if any, are considered absolute.
 - É Identify the First Amendment freedoms.
 - É Explain how the 14th Amendment extends the due process protection to actions of the states.
 - É Explain why citizens must fulfill their civic duties for the government to be effective.
2. Direct students to work independently to complete the review.
3. Go over the answers at the end of class to be sure all students have the correct answers.

Specific Options for Differentiating This Lesson

Technology

- É Use presentation software and presentation equipment to create a review activity for unit 5.
- É Provide students access to various software programs (e.g., graphic organizer, word processing).

Multisensory Activities

- É Have students participate in teacher-generated review activity.
- É Create a sort with essential knowledge and vocabulary from the unit.

Small Group Learning

- É Divide students into pairs or teams to conduct the review activity.

Vocabulary

- É Have students review all vocabulary from unit 5 prior to teacher-generated activity.

Student Organization of Content

- É Supply students with questions and answers in a two-column format to be given at the end of the session as a review tool.

Session 15: Assessment

Materials

É Attachment J: Sample Assessment Items

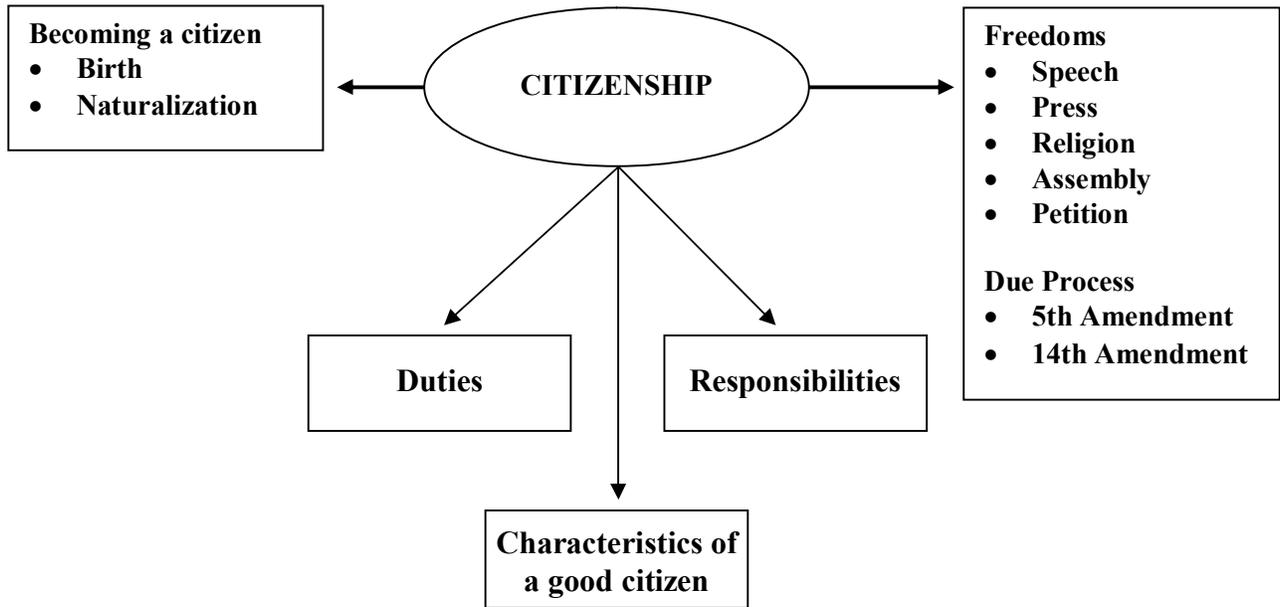
Instructional Activities

1. Distribute copies of Attachment J, and have students complete the assessment.

Additional Activities

1. Have students create a flow chart showing the steps in the naturalization process.
2. Ask students to answer some of the questions that are asked of persons applying to become naturalized citizen.
3. Lead the class in analyzing the rights contained in the First Amendment to the Constitution of the United States. Have the class debate which is most/least important, and why.
4. Have students research some current/recent First Amendment challenges that have been in the news. This information may be gathered into a bulletin board or class newsletter.
5. Direct students to write and role-play scenarios showing various examples of good citizenship.

Attachment A: Unit Organizer



Attachment B: Citizenship and Naturalization

CITIZENSHIP

“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the State wherein they reside.”

ó The 14th Amendment to the Constitution of the United States

In addition to the naturalization process, the United States recognizes the U.S. citizenship of individuals according to two fundamental principles:

É *jus soli*, or right of birthplace

É *jus sanguinis*, or right of blood

Naturalized citizens get unique rights and privileges, which include

É the right to vote

É the right to have a U.S. passport

É the right to the U.S. government's protection when abroad

É the right to petition for green cards for your children and close relatives.

Naturalized U.S. citizens cannot be deported or lose citizenship even if they commit a crime or choose to live elsewhere in the world, unless they misrepresented themselves to get citizenship or were ineligible at the time.

NATURALIZATION

Naturalization is the way immigrants become citizens of the United States.

The general requirements for administrative naturalization include the following:

É A period of continuous residence and physical presence in the United States

É Ability to read, speak, and write words in ordinary usage in the English language

É Knowledge and understanding of U.S. history and government

É Good moral character

É Attachment to the principles of the U.S. Constitution

É Favorable disposition toward the United States

The naturalization requirements may be modified or waived for certain applicants, such as spouses of U.S. citizens.

Source: *Articles Directory*. <http://www.usais.org/>

Attachment C: Making a Census Graph

The image shows a screenshot of a web-based interface for creating a bar graph. The interface includes several input fields and a table for data entry. Annotations with arrows point to specific parts of the interface:

- 1990 (*2000)**: Points to the 'Name' field for Bar 1.
- 2000 (*2010)**: Points to the 'Value' field for Bar 1.
- Topic**: Points to the 'Title of Graph' field.
- Year**: Points to the 'Title of X Axis' field.
- Population of Virginia**: Points to the 'Title of Y Axis' field.
- Data**: Points to the 'Color' dropdown menu for Bar 1.

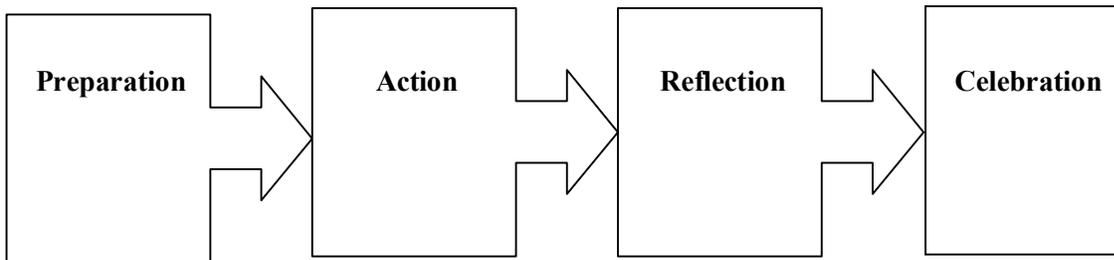
The interface itself contains the following elements:

- A dropdown menu for "Number of bars you would like to display" set to 15.
- Text input fields for "Title of Graph:", "Title of X Axis:", and "Title of Y Axis:".
- A table with four rows labeled "Bar 1:" through "Bar 4:". Each row has three columns: "Name:", "Value:", and "Color:". The "Color:" column contains a dropdown menu with "*Default" selected.

*NOTE: When 2010 census data are available, input data from 2000 and 2010.

Attachment D: Steps in a Service-Learning Project

**A service-learning project has four steps.
A high-quality service-learning activity must include each of the following:**



Attachment E: Traits of a Responsible Citizen _____

The Traits of a Responsible Citizen...

| | |
|-----------------|--|
| Begin with | trustworthiness and honesty |
| And include | courtesy and respect for the rights of others |
| Coexisting with | the practice of responsibility, accountability, and self-reliance |
| Which result in | respect for the law and patriotism. |

Attachment F: Americans of Character _____

Name of Person _____ Date of Birth (and Death) _____

Newspaper _____ Date / Page Number _____

WHERE?

Important places in his/her life

WHEN?

Important dates and times

WHO?

Important people in his/her life and other important and interesting facts

WHAT?

Important contributions to the community

WHY?

Reasons this person is important, today or in history

Which qualities of a good citizen does/did this person exhibit?

1. _____ Respect for the law
2. _____ Honesty
3. _____ Courtesy
4. _____ Patriotism
5. _____ Accountability
6. _____ Trustworthiness
7. _____ Respect for the rights of others

For each of the qualities you checked above, explain on another sheet of paper why you think so.

Attachment G: Rights without Responsibilities?

The Framers of the Constitution of the United States planned our government carefully. They organized it so its powers are limited. They separated the powers of our government among three different branches. They balanced the powers among these branches. They provided ways each branch could check or limit the powers of the other branches. Finally, they added a Bill of Rights. The Bill of Rights now protects our rights from abuse by our national, state, and local governments.

Some of the Framers believed they had organized the government very well. They believed the way they planned the government was enough to make sure our rights and welfare would be protected.

Other Framers did not agree. They did agree that the way the government was organized was very important. However, they believed that the government would work well only if there were good people running it. They also believed it would succeed only if the citizens were good citizens.

Today, most people agree that a well-written constitution is not enough to protect our rights. We need to elect leaders who will make and enforce laws that protect our rights and promote our welfare.

However, even a good constitution and good leaders may not be enough. If we want to protect our rights and welfare, we, the people, have certain responsibilities to fulfill. Let's examine what some of these responsibilities might be.

What responsibilities go along with our rights?

Most of us agree we all should have certain basic rights. For example, we all want the right to speak freely. We want the right to believe as we wish. We also want to be able to own property and to travel wherever we want to go. Is it fair to say that if we have these rights, we must also take on some responsibilities? Let's examine this question.

Should we have rights without responsibilities?

Source: *We the People: The Citizen and the Constitution*. Center for Civic Education.
http://www.civiced.org/index.php?page=Lesson_21_What_Responsibilities_Accompany_Our_Rights_Student_Book

Attachment H: First Amendment Freedoms

Group 1. Freedom of Religion

Government may not establish an official religion, endorse an official religion, or unduly interfere with the free exercise of religion. Your government cannot unfairly limit your religious beliefs and practices. What responsibilities might go along with this right?

- É Suppose you believe in a particular religion and attend a place of worship in your community. List and explain what responsibilities you should have in the way you practice your religion.
 - É What might happen to the right to freedom of religion if people did not fulfill the responsibilities you have discussed?
-

Group 2. Freedom of Speech

Individuals are free to express their opinions and beliefs. Your government cannot unfairly limit your right to speak freely. What responsibilities might go along with this right?

- É What responsibilities should you have in the way you speak and in what you say? List and explain these responsibilities.
 - É What might happen to the right to freedom of speech if people did not fulfill the responsibilities you have discussed?
-

Group 3. Freedom of the Press

The press has the right to gather and publish information, including that which criticizes the government. Your government cannot unfairly limit your right to report information. What responsibilities might go along with this right?

- É Suppose you help edit a class or school newspaper. List and explain what responsibilities you should have in the way you report news and handle information.
 - É What might happen to the right to freedom of the press if people did not fulfill the responsibilities that you have discussed?
-

Group 4. Freedom of Assembly

Individuals may peacefully gather. Your government cannot unfairly limit your right to gather with others peacefully in a public place. What responsibilities might go along with this right?

- É Suppose you want to hold a meeting in a public park. List and explain what responsibilities you have in the way you organize and control your meeting.
 - É What might happen to the right to freedom of assembly if people did not fulfill the responsibilities that you have discussed?
-

Group 5. Freedom of Petition

Individuals have the right to make their views known to public officials. Your government cannot unfairly limit your right to let public officials know your opinions. What responsibilities might go along with this right?

- É Suppose some friends, neighbors, and others in your community do not agree with the actions of a public official, and all of you decide to make your views known to him or her. List and explain what responsibilities you have in the way you make your petition.
- É What might happen to the right to freedom of petition if people did not fulfill the responsibilities that you have discussed?

Attachment I: "In re Gault"

The Supreme Court was slow to regulate the way that states deal with juveniles in court. They felt that flexibility allowed states to help juvenile offenders and to rehabilitate them. However, this allowed state courts to ignore certain rights protected by the Bill of Rights. Read the following description of a case which began in Arizona, *In re Gault*:

On June 8, 1964, Gerald Gault was arrested on a complaint by his neighbor, Mrs. Cooke, for making indecent telephone calls. At the time of his arrest, he was 15-years-old and on probation for another offense. He was taken to a Children's Detention Home. Gault's parents did not find out about his arrest until they returned home from work. When Gerald's mother arrived at the detention home, she was told of the charges against him and that a hearing would be held the following day.

At the hearing, Gerald Gault was questioned by the judge. He was not told of his right to remain silent or to have a lawyer present. His neighbor did not attend the hearing and no record was kept of the proceedings. After several days, he was allowed to return home.

There was a second hearing on June 15. The Gaults asked that Mrs. Cooke attend; however, the judge refused the request. No lawyer was present, no one was placed under oath, and no records were kept. The judge said that Gault had admitted to the charge during the first hearing. There was disagreement over what Gault said at his first hearing. The judge sentenced Gault to six years in the Arizona Industrial School (until he turned 21). Had Gault been 18 at the time of the offense, the heaviest sentence he could have received was \$50 fine or not more than two months in jail.

ó *In re Gault*: 387 U.S. 1 (1967)

Attachment J: Sample Assessment Items

Asterisk (*) indicates correct answer.

Essay Questions

1. How does a person become a citizen of the United States?
2. Why are the First Amendment freedoms considered the most important by most citizens?
3. What are the differences between the duties and responsibilities of citizens?
4. In what ways does community service contribute to a democratic society?
5. What character traits are exhibited by good citizens in their daily lives?
6. How do the First and 14th Amendments to the Constitution protect the fundamental rights of citizens?

Multiple-Choice Questions

“All persons born or naturalized in the United States are citizens of the United States and the state wherein they reside.”

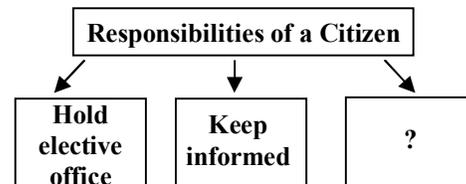
7. This excerpt from the Constitution of the United States
 - A lists one means for obtaining citizenship.*
 - B describes the naturalization process.
 - C has led to a less diverse society.
 - D is contained in the First Amendment.
8. An important goal of the First Amendment regarding religion is
 - A establishing popular religions.
 - B collecting taxes for charity work by churches.
 - C outlawing certain violent religions.
 - D allowing the free exercise of religion.*
9. The part of the First Amendment that guarantees the right to contact public officials to make views known is known as freedom of
 - A speech.
 - B civic duty.
 - C assembly.
 - D petition.*

10. Citizens who do not fulfill their civic duties

- A cannot vote in the next election.
- B must pay higher taxes.
- C face legal consequences.*
- D lose their citizenship.

11. While all citizens have both duties and responsibilities, responsibilities

- A are voluntary actions.*
- B carry consequences if they are not fulfilled.
- C are fulfilled by choice.
- D are described in the Constitution of the United States.



12. Which completes the graphic shown above?

- A Register and vote.*
- B Register for the armed forces.
- C Earn income and pay taxes.
- D Serve on a jury.

13. The most basic responsibility of all citizens is to

- A pay taxes.
- B contribute to the common good.*
- C serve on a jury.
- D volunteer at a school.

14. All are ways citizens can serve their community EXCEPT

- A become a tutor at an elementary school.
- B volunteer at a nursing home.
- C collect trash along a roadside.
- D watch others organize a blood drive.*

15. The newspaper headline, “Teens Find Wallet and Return It to Thankful Owner” displays which trait of a good citizen?

- A Accountability
- B Self-reliance
- C Honesty*
- D Patriotism

16. Polite behavior refers to which trait of a good citizen?

- A Courtesy*
- B Patriotism
- C Self-reliance
- D Accountability

17. Which is NOT a trait of good citizenship?

- A responsibility
- B accountability
- C self-reliance
- D church membership*

18. The amendment that requires the national government to provide due process protection is the

- A First Amendment.
- B Fourth Amendment.
- C Fifth Amendment.*
- D Sixth Amendment.

19. The 14th Amendment guarantees due process when dealing with

- A state and local governments.*
- B federal courts.
- C local and foreign governments.
- D military courts.

Marita begins each day at school with the Pledge of Allegiance to the United States flag and then stands for the national anthem.

20. Marita's actions show

- A patriotism.*
- B accountability.
- C respect for the rights of others.
- D trustworthiness.

ORGANIZING TOPIC

The American Free Market Economic System

Standard(s) of Learning

- CE.11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by
 - a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;
 - b) comparing the differences among traditional, free market, command, and mixed economies;
 - c) describing the characteristics of the United States economy, including limited government, private property, profit, and competition.

- CE.12 The student will demonstrate knowledge of the structure and operation of the United States economy by
 - a) describing the types of business organizations and the role of entrepreneurship;
 - b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
 - c) explaining how financial institutions channel funds from savers to borrowers.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

- Examine and interpret primary and secondary source documents. _____
- Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. _____
- Analyze political cartoons, political advertisements, pictures, and other graphic media. _____
- Distinguish between relevant and irrelevant information. _____
- Review information for accuracy, separating fact from opinion. _____
- Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. _____
- Select and defend positions in writing, discussion, and debate. _____

Content

- Explain that people make choices about how to use limited resources, decide the ownership of resources, and structure markets for the distribution of goods and services. _____
- Using the following information, explain how people deal with scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption:
 - É **Scarcity** is the inability to satisfy all wants at the same time. All resources and goods are limited. This requires that choices be made. _____
 - É **Resources** are factors of production that are used in the production of goods and services. Types of resources are natural, human, capital, and entrepreneurship. _____
 - É **Choice** is selection of an item or action from a set of possible alternatives. Individuals must choose or make decisions about desired goods and services because these goods and services are limited. _____
 - É **Opportunity cost** is what is given up when a choice is made i.e., the highest valued alternative is forgone. Individuals must consider the value of what is given up when making a choice. _____
 - É **Price** is the amount of money exchanged for a good or service. Interaction of supply and demand determines price. Price determines who acquires goods and services. _____

É **Incentives** are things that incite or motivate. Incentives are used to change economic behavior.

É **Supply and demand:** Interaction of supply and demand determines price. Demand is the amount of a good or service that consumers are willing and able to buy at a certain price. Supply is the amount of a good or service that producers are willing and able to sell at a certain price.

É **Production** is the combining of human, natural, capital, and entrepreneurship resources to make goods or provide services. Resources available and consumer preferences determine what is produced.

É **Consumption** is the using of goods and services. Consumer preferences and price determine what is purchased and consumed.

Explain that every country must develop an economic system to determine how to use its limited productive resources.

Explain that the key factor in determining the type of economy is the extent of government involvement.

Identify the three basic questions of economics, and explain that each type of economy answers them differently:

É What will be produced?

É Who will produce it?

É For whom will it be produced?

Explain that the characteristics of major economic systems include that no country relies exclusively on markets to deal with the economic problem of scarcity.

Identify characteristics of a **traditional economy**:

É Economic decisions are based on custom and historical precedent.

É People often perform the same type of work as their parents and grandparents, regardless of ability or potential.

Identify characteristics of a **free market economy**:

É Private ownership of property and resources

É Profit motive

É Competition

É Consumer sovereignty

É Individual choice

É Minimal government involvement in the economy

Identify characteristics of a **command economy**:

É Central ownership (usually by government) of property/resources

É Centrally-planned economy

É Lack of consumer choice

Identify characteristics of a **mixed economy**:

É Individuals and businesses are owners and decision makers for the private sector.

É Government is owner and decision maker for the public sector.

É Government's role is greater than in a free market economy and less than in a command economy.

É Most economies today, including that of the United States, are mixed economies.

The United States economy is primarily a free market economy, but because there is some government involvement, it is characterized as a mixed economy.

Government intervenes in a market economy when the perceived benefits of a government policy outweigh the anticipated costs.

Describe the characteristics of the United States economy:

- É Markets are generally allowed to operate without undue interference from the government. Prices are determined by supply and demand as buyers and sellers interact in the marketplace. _____
- É Private property: Individuals and businesses have the right to own real and personal property as well as the means of production without undue interference from the government. _____
- É Profit: Profit consists of earnings after all expenses have been paid. _____
- É Competition: Rivalry between producers and/or between sellers of a good or service usually results in better quality goods and services at lower prices. _____
- É Consumer sovereignty: Consumers determine through purchases what goods and services will be produced. Government involvement in the economy is limited. Most decisions regarding the production of goods and services are made in the private sector. _____

Describe the three basic types of business organizations:

- É Proprietorship: A form of business organization with one owner who takes all the risks and all the profits. _____
- É Partnership: A form of business organization with two or more owners who share the risks and the profits. _____
- É Corporation: A form of business organization that is authorized by law to act as a legal entity regardless of the number of owners. Owners share the profits. Owners' liability is limited to the amount of their investment. _____

Describe an entrepreneur, using the following information:

- É A person who takes a risk to produce and sell goods and services in search of profit _____
- É May establish a business according to any of the three types of organizational structures _____

Explain that entrepreneurs play an important role in all three types of business organizations. _____

Using the following information about economic flow (circular flow), explain how resources, goods and services, and money flow continuously among households, businesses, and governments in the United States economy:

- É Individual and business savings and investments provide financial capital that can be borrowed for business expansion and increased consumption. _____
- É Individuals/households (consumers) own the resources used in production, sell the resources, and use the income to purchase products. _____
- É Businesses (producers) buy resources; make products that are sold to individuals, other businesses, and governments; and use the profits to buy more resources. _____
- É Governments use tax revenue from individuals and businesses to provide public goods and services. _____

Explain how private financial institutions act as intermediaries between savers and borrowers that include households and business investors. _____

Identify characteristics of private financial institutions:

- É Include banks, savings and loans, and credit unions _____
- É Receive deposits and make loans _____
- É Encourage saving and investing by paying interest on deposits _____

Explain that Virginia and the United States pursue international trade in order to increase wealth. _____

Explain global economy as worldwide markets in which the buying and selling of goods and services by all nations takes place. _____

Identify reasons that states and nations trade:

- É To obtain goods and services they cannot produce or cannot produce efficiently themselves _____

É To buy goods and services at a lower cost or a lower opportunity cost

É To sell goods and services to other countries

É To create jobs

Virginia and the United States specialize in the production of certain goods and services, which promotes efficiency and growth.

Explain the impact of technological innovations on the relationship of Virginia and the United States to the global economy:

É Innovations in technology (e.g., the Internet) contribute to the global flow of information, capital, goods, and services.

É The use of such technology also lowers the cost of production.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

EconEdLink. National Council on Economic Education. <http://www.econedlink.org/>. This site contains lesson plans and general economic information for educational use.

EPA: United States Environmental Protection Agency. <http://www.epa.gov/>. This site provides information on a number of environmental issues. The Educational Resources link offers activities for Grades 5-8.

Federal Reserve Bank of Richmond. <http://www.rich.frb.org/>. This site offers a number of economic resources, including several for teachers and students.

Federal Trade Commission: Protecting America's Consumers. <http://www.ftc.gov/>. This site links to information on each of the areas monitored by the FTC. The consumer site contains an overview of how the FTC protects consumers.

For Consumers. Federal Communication Commission. <http://www.fcc.gov/cgb/consumers.html>. This site provides information on the FCC regulations pertaining to radio, television, satellite communication, telephones, cell phones, Internet, and cable television.

History of the Levi's® 501® Jeans. Levi Strauss and Company. http://www.levistrauss.com/sites/default/files/librarydocument/2010/4/history_of_levis_501_jeans.pdf. This site contains a short history of the product that created an entire segment of the garment industry.

How Banks Work. *How Stuff Works*. <http://money.howstuffworks.com/bank1.htm>. This site explains the workings of a large number of common things important to everyday life. This particular link explains for whom a bank operates in language middle school students can understand.

National Center for Education Statistics. <http://nces.ed.gov/nceskids/createagraph/default.aspx>. This is a graphing site that allows students to fill in fields with titles and numbers. The site constructs full color graphs that can be saved, copied, and printed.

Session 1: Unit Overview

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to brainstorm their ideas.
- É Students are expected to follow directions to organize their notebooks.

Materials

- É Attachment A: Overview of the American Free Market Economic System

Instructional Activities

1. Display the visual on Attachment A, and briefly describe each section in the graphic organizer.
2. Explain to students that the way a country answers certain economic questions helps one determine (indicates) the type of government that country has.
3. Explain that the United States, like most countries today, has a mixed economy. However, the influence of free markets is very strong. Briefly list these characteristics.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., word-processing, graphic organizer).

Multisensory Activities

- É Bring in objects to generate responses to the question, "What economic decisions do you make in your daily life?"
- É Bring in objects or photographs to generate responses to students' needs or wants list.
- É Provide a poster-size version of Attachment A for the classroom.
- É Conduct a simulation, such as the Bead Game, to introduce the concept of economy and the three basic economic questions.

Small Group Learning

- É Have students work in pairs or small groups to respond to the questions listed in Multisensory Activities.
- É Have students work in pairs to complete K-W-L response to Attachment A.

Vocabulary

- É Have students use the following vocabulary words: *economy*, *economics*, *economic decision*, *need*, and *wants*.

Student Organization of Content

- É Provide a graphic organizer of the unit table of contents for students to complete on daily basis.
- É Have students create a unit vocabulary content frame to complete on daily basis.
- É Create a graphic organizer for the vocabulary list that includes word and economic definition, leaving a place for students to add date and practical examples.

Session 2: Economic Choice

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to read for information.
- É Students are expected to brainstorm their ideas.
- É Students are expected to highlight important terms.

Materials

- É Attachment B: Economic System Vocabulary List

Instructional Activities

1. Distribute copies of Attachment B, and explain that because this unit will make use of many terms that may be unfamiliar or have special meanings within the context of economics, such terms used in each day's lesson will be highlighted and discussed at the beginning of each class. Students should keep their vocabulary list handy throughout the unit and use it to fill in each day's definitions. They can use their list to study for a weekly vocabulary quiz on these terms. (NOTE: The definitions for this unit, as presented in the *History and Social Science Standards of Learning Curriculum Framework 2008: Civics and Economics*, are shown below.)
2. Display the terms *choice* and *opportunity cost*. Explain that these terms are associated with the most basic concept in economics—scarcity. Define the term *scarcity*, and direct students to fill in the definition on their vocabulary list. Ask students what might be the reason that scarcity is such a basic economic concept. Have students quickly list in their notebooks all the gifts they would like to get for their next birthday. Ask why they probably will not get all of these things. Remind students that those who purchase birthday gifts are usually making choices because of a limitation (scarcity) of money, which limits their choices. Provide the definition of *choice* for students to fill in on their vocabulary list.
3. Explain that when someone makes a choice, he or she *foregoes* choosing, or passes up, something else— a second choice. This foregone second choice is called *opportunity cost*. Have students remember having to choose among many options for lunch at a restaurant. They can have only one selection because their money is limited (scarcity), so they have to decide which menu item is their first choice. It's so difficult because they know they really like so many of them! After ordering their first choice, they have a little regret that they did not order their second choice. This second choice is what they passed up in order to get their first choice; it is their opportunity cost. Make sure students understand that time can be a resource with an opportunity cost, too. When they choose to spend time riding bikes right after school, they forego choosing to spend that same time doing their second choice. Their opportunity cost is spending time doing something else they also really enjoy.
4. Provide the definition of the terms *resources* and *incentives* for students to fill in. Explain that producers often use incentives to influence consumer decisions— to change economic behavior. Ask students to give a few examples (discount prices, cash-back deals, two-for-one offers).
5. Direct students to make a list of incentives producers use to influence consumers.

Unit Vocabulary

scarcity. The inability to satisfy all wants at the same time. All resources and goods are limited. This requires that choices be made.

choice. Selection of an item or action from a set of possible alternatives. Individuals must choose or make decisions about desired goods and services because these goods and services, or the means for acquiring them, are limited.

opportunity cost. What is given up when a choice is made— i.e., the highest valued alternative is foregone. Individuals must consider the value of what is given up when making a choice.

resources. Factors of production that are used in the production of goods and services. Types of resources are natural, human, capital, and entrepreneurship.

price. The amount of money exchanged for a good or service. Interaction of supply and demand determines price. Price determines who acquires goods and services.

incentives. Things that incite or motivate. Incentives are used to change economic behavior

demand. The amount of a good or service that consumers are willing and able to buy at a certain price

supply. The amount of a good or service that producers are willing and able to sell at a certain price

supply and demand. Interaction of supply and demand determines price.

production. Combining human, natural, capital, and entrepreneurship resources to make goods or provide services. Resources available and consumer preferences determine what is produced.

consumption. The using of goods and services. Consumer preferences and price determine what is purchased and consumed.

free market economy. A market system that is allowed to operate without undue interference from the government

private property. Individuals and businesses have the right to own personal property as well as the means of production without undue interference from the government.

profit. Earnings after all expenses have been paid

competition. Rivalry between producers and/or between sellers of a good or service. Competition usually results in better quality goods and services at lower prices.

consumer sovereignty. Through their purchases, consumers determine what goods and services will be produced.

proprietorship. A form of business organization with one owner who takes all the risks and all the profits

partnership. A form of business organization with two or more owners who share the risks and the profits

corporation. A form of business organization that is authorized by law to act as a legal entity regardless of the number of owners. Owners share the profits. Owner liability is limited to the amount of their investment.

entrepreneur. A person who takes a risk to produce goods and services in search of profit

Specific Options for Differentiating This Lesson

Technology

É Provide students access to various software programs (e.g., word processing, graphic organizer).

Multisensory Activities

É Provide a poster-size version of Attachment B for the classroom.

É Bring in demonstration items for Instructional Activity #7.

É Provide sale catalogues and circulars for expansion of Instructional Activity #4.

É Provide vocabulary definitions for students to sort, cut, and paste into vocabulary frame.

Community Connections

É Provide access to local stores/sale circulars.

É Have students participate in a survey of their favorite local stores.

Small Group Learning

É Have students work in pairs to complete vocabulary examples using the "Think-Pair-Share" technique.

Vocabulary

É Have students use the following vocabulary words on Attachment B: *scarcity, choice, opportunity cost, resources, and incentives.*

É Make sure students understand the meanings of the following terms: *producer, consumer, sale price, incite, motivate, goods, and services.*

Student Organization of Content

- É Have students continue to add to the unit table of contents.
- É Have each student continue to complete the unit vocabulary list on daily basis.
- É Have each student put vocabulary list into a content frame with space for illustrations/examples.

Session 3: Supply and Demand

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to use the Internet.
- É Students are expected to be able to graph a supply curve.
- É Students are expected to be able to make generalizations according to data displayed on a graph.

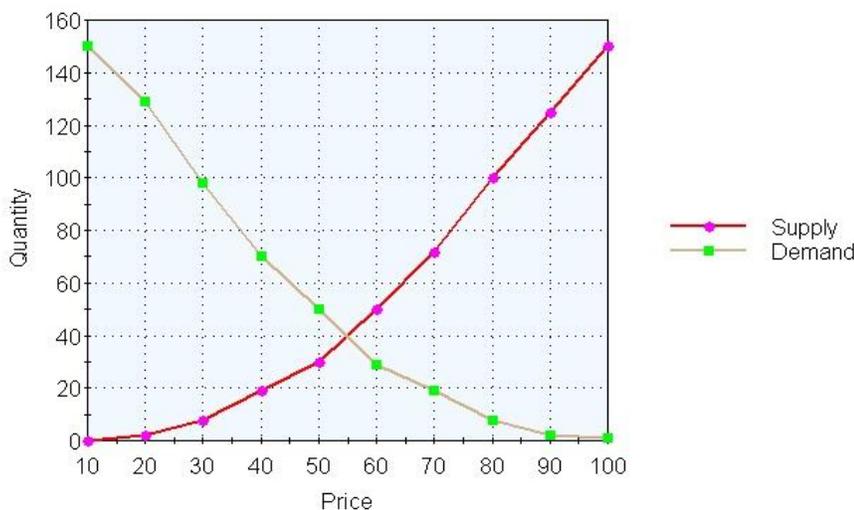
Materials

- É Attachment B: Economic System Vocabulary List
- É Large candy bar
- É Graphing calculator or Internet access (optional)
- É Attachment C: Sample Demand Curve
- É Attachment D: Sample Supply-and-Demand Chart

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Economic System Vocabulary List.
2. Begin by listing the student-generated incentives producers use to influence consumers. Explain that there are incentives used to influence producers, too, and that the government provides most of these in the form of such things as tax breaks, subsidies, and payments not to produce.
3. Hold up a large candy bar, and tell students they will now determine how much they would be willing to pay for it. On the board, write the heading, "Demand for Candy Bar." Begin by writing \$0.25 under the heading and asking how many students would buy the candy bar at that price; record the number of students beside the price. Continue by increasing the price in \$0.25 increments until there are no more students willing to buy the candy bar at a final price. Have students graph this information, using pencil and paper, a graphing calculator, or a computer (<http://nces.ed.gov/nceskids/createagraph/default.aspx>). Display or distribute copies of Attachment C. Instruct students to make a generalization about the graph. (e.g., "As the price goes up, the demand goes down.") Explain that this is true for almost all demand (except for true necessities, such as medicine). In fact, this is known as the law of demand.
4. Ask students whether producers (supply) react in the same way to price as consumers (demand) do—that is, "As the price goes up, the supply goes down." Students will realize this is not true of producers (supply). To help them determine why, lead a discussion on the cost of the resources and the profit motive for producers. Instruct students to predict what a supply curve would look like. Then, display or distribute copies of Attachment D, and direct students to graph on the same set of x and y axes all the given data regarding the All-American Game System (see below). When students are finished graphing, display the graph shown below, and explain that the point where the supply and demand curves intersect generally determines the price in the marketplace (here, \$55). If the price is too low, there will not be enough supply, and if the price is too high, there will not be enough demand.

Supply and Demand for All-American Game System



Created by: <http://nces.ed.gov/nceskids/graphing>

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet
- É Provide access to a graphing calculator.

Multisensory Activities

- É See Instructional Activity #2.
- É Have each student cut, sort, and paste vocabulary definitions onto the vocabulary frame.

Community Connections

- É Invite an auctioneer to speak to the class.

Small Group Learning

- É Have students participate in an inside-outside circle activity to check for vocabulary understanding.
- É Have students use thumbs-up/thumbs-down activity for additional practice solving supply-and-demand examples.
- É Have student pairs write a summary describing the law of supply and demand.

Vocabulary

- É Have students use the following vocabulary words on Attachment B: *price, demand, supply, interaction, production, consumption, and free market.*
- É Make sure students understand the meanings of the following terms: *tax break, economic “laws,” profit motive, supplier, marketplace, and money.*

Student Organization of Content

- É Have students continue to add to the unit table of contents.
- É Have each student continue to complete the unit vocabulary list on daily basis.
- É Have each student put vocabulary definitions into a content frame with a space for illustrations and examples.

Session 4: The Productive Blues (Jeans)

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to read for information.
- É Students are expected to navigate the Internet.
- É Students are expected to follow online directions.
- É Students are expected to brainstorm their ideas.

Materials

- É Attachment B: Economic System Vocabulary List
- É Internet access

Instructional Activities

NOTE: In this activity, students will complete a lesson provided by the Council for Economic Education through their Web site, *EconEdLink*, ða premier source of classroom-tested, Internet-based economic lesson materials for Kó12 teachers and their students.ö The story in this lesson demonstrates the value of a partnership as a business organization, the role of the entrepreneur, and the types of resources (human, natural, capital, and entrepreneurship) used to produce goods.

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Economic System Vocabulary List.
2. Before beginning the activity, review the teacher version of the online lesson ðThe Productive Blues (Jeans)ö at <http://www.econedlink.org/lessons/index.php?lesson=229&page=teacher>. It contains the definitions of resources and answers to questions students will encounter when doing the lesson.
3. Print and distribute copies of the student version of the lesson ðThe Productive Blues (Jeans),ö found at <http://www.econedlink.org/lessons/index.php?lesson=EM229>. Also, print and distribute the following three handouts:
 - É ðLevi Strauss: A Short Biography,ö http://www.levistrauss.com/sites/default/files/librarydocument/2010/4/History_Levi_Strauss_Biography.pdf.
 - É ðA Short History of Denim,ö <http://www.levistrauss.com/sites/default/files/librarydocument/2010/4/History-Denim.pdf>.
 - É ðHistory of the Levi's® 501® Jeans,ö http://www.levistrauss.com/sites/default/files/librarydocument/2010/4/history_of_levis_501_jeans.pdf.
4. Have students do the lesson by following the instructions for Activity 1 and Activity 2, using the handouts.
5. After students have completed the lesson, debrief them on the definitions and concepts surrounding resources used in production.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide access to text-to-speech software.
- É Use interactive whiteboard for modeling of strategic reading strategies.

Multisensory Activities

- É Bring in a pair of denim jeans as referenced in the lesson to generate a list of resources.
- É Have each student cut, sort, and paste vocabulary definitions into the vocabulary frame.

Community Connections

- É Have students visit a local factory.

Small Group Learning

É Have students work in small groups to jigsaw the readings and complete Instructional Activity #2.

Vocabulary

É Have students use the following vocabulary words: *natural resources*, *human resources*, *capital*, *entrepreneurship*, and *consumer preferences*.

Student Organization of Content

É Have students continue to add to the unit table of contents.

É Have each student continue to complete the unit vocabulary list on daily basis.

É Provide students with hard copies of Web-based activities as needed.

É Provide each student with a vocabulary content frame that includes space for illustrations and examples.

Session 5: Types of World Economies

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to read for information.
- É Students are expected to be able to categorize information.

Materials

- É Attachment B: Economic System Vocabulary List
- É Attachment E: World Economies
- É Envelopes with sentence strips (see step 6 below)

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Economic System Vocabulary List.
2. Explain that all of the economies in the world have to answer the same three economic questions.
 - É *What* will be produced?
 - É *How* it will be produced?
 - É For *whom* it will be produced?
 - É Inform students that how a country answers these three questions determines the type of economy it has and tells a great deal about its system of government. Cite examples of countries that answer these questions in different ways and have different systems of government.
3. Display the visual on Attachment E. Show that this is a continuum regarding the degree to which the government answers the three fundamental economic questions.
4. Display the following characteristics of the major economic systems, and discuss each point:
 - É Characteristics of a **traditional economy**:
 - Economic decisions are based on custom and historical precedent.
 - People often perform the same type of work as their parents and grandparents, regardless of ability or potential.
 - É Characteristics of a **free market economy**:
 - Private ownership of property/resources
 - Profit motive
 - Competition
 - Consumer sovereignty
 - Individual choice
 - Minimal government involvement in the economy
 - É Characteristics of a **command economy**:
 - Central ownership (usually by government) of property/resources
 - Centrally-planned economy
 - Lack of consumer choice
 - É Characteristics of a **mixed economy**:
 - Individual and businesses are owners and decision makers for the private sector.
 - Government is owner and decision maker for the public sector.
 - Government's role is greater than in a free market economy and less than in a command economy.
 - Most economies today, including that of the United States, are mixed economies.
5. Explain that the United States economy is primarily a free market economy, but because there is some government involvement, it is characterized as a mixed economy. Provide other examples of similar mixed economies. Include additional information on Adam Smith, Karl Marx, and other economists as time permits.
6. Copy and paste the bulleted information in step 4 above into a new document. Triple space after each bullet. Cut apart with a paper cutter, and place strips in an envelope. Direct students to work individually or in pairs

to create an organizer at their desks, using the strips. Go over the correct placement to ensure correctness and mastery.

Specific Options for Differentiating This Lesson

Technology

É Provide students access to various software programs (e.g., text-to-speech, presentation, word processing, graphic organizer).

Multisensory Activities

É Bring in a globe or world map to have students identify the locations of various world economies.

É Have students use question cards: What? How? Who? for Instructional Activity #1 examples.

É Provide a poster-size version of Attachment E.

Community Connections

É Invite participants to discuss economic conditions in different countries.

Small Group Learning

É Have students complete Instructional Activity #6 in small groups.

É Have students work in pairs to complete Instructional Activity #1, using question cards.

Vocabulary

É Have students use the following vocabulary words: *free market economy, command economy, mixed economy, continuum, central planning, private sector, and public sector.*

Student Organization of Content

É Have students continue to add to the unit table of contents.

É Have each student continue to complete the unit vocabulary list on daily basis.

É Provide each student with a graphic organizer for Instructional Activity #6.

É Provide each student with a vocabulary content frame with space for illustrations and examples.

Session 6: Characteristics of the United States Economy

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to complete a vocabulary quiz.
- É Students are expected to take notes in a two-column format.
- É Students are expected to be able to write summary sentences.
- É Students are expected to read text for information.

Materials

- É Attachment B: Economic System Vocabulary List
- É Textbook or other instructional resources
- É Attachment F: Characteristics of the United States Economy

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Economic System Vocabulary List.
2. Give two-column notes on the characteristics of the American economy, using the information on Attachment F. Direct students to add the new definitions to their vocabulary list. Discuss how the profit motive affects our economy. Instruct students to write a one-sentence summary of the characteristics of the American economy.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., word processing, graphic organizer, text-to-speech).

Multisensory Activities

- É Have students use political cartoons to illustrate economic principles.
- É Have students participate in a teacher-created game matching vocabulary concepts with laminated photographs.

Community Connections

- É Invite a local businessperson or marketing teacher to come to the class to answer questions about the characteristics of the United States economy.

Small Group Learning

- É Have students participate in the matching game in Multisensory Activities in pairs or small groups.

Vocabulary

- É Have students use the following vocabulary words on Attachment B: *free market*, *private property*, *profit*, *competition*, and *consumer sovereignty*.
- É Have students use the following vocabulary words: *ownership*, *means of production*, *earnings*, *expenses*, *interference*, *rivalry*, and *sovereignty*.

Student Organization of Content

- É Have students continue to add to the unit table of contents.
- É Have each student continue to complete the unit vocabulary list on daily basis.
- É Provide each student with a two-column note template.
- É Provide each student with a vocabulary frame with space for illustrations and examples.
- É Provide each student a prompt for the one-sentence summary.
- É Provide scaffolding questions for students to create the one-sentence summary.

Session 7: Types of Business Organizations

Prerequisite Understanding/Knowledge/Skills

É Students are expected to read the textbook for information.

Materials

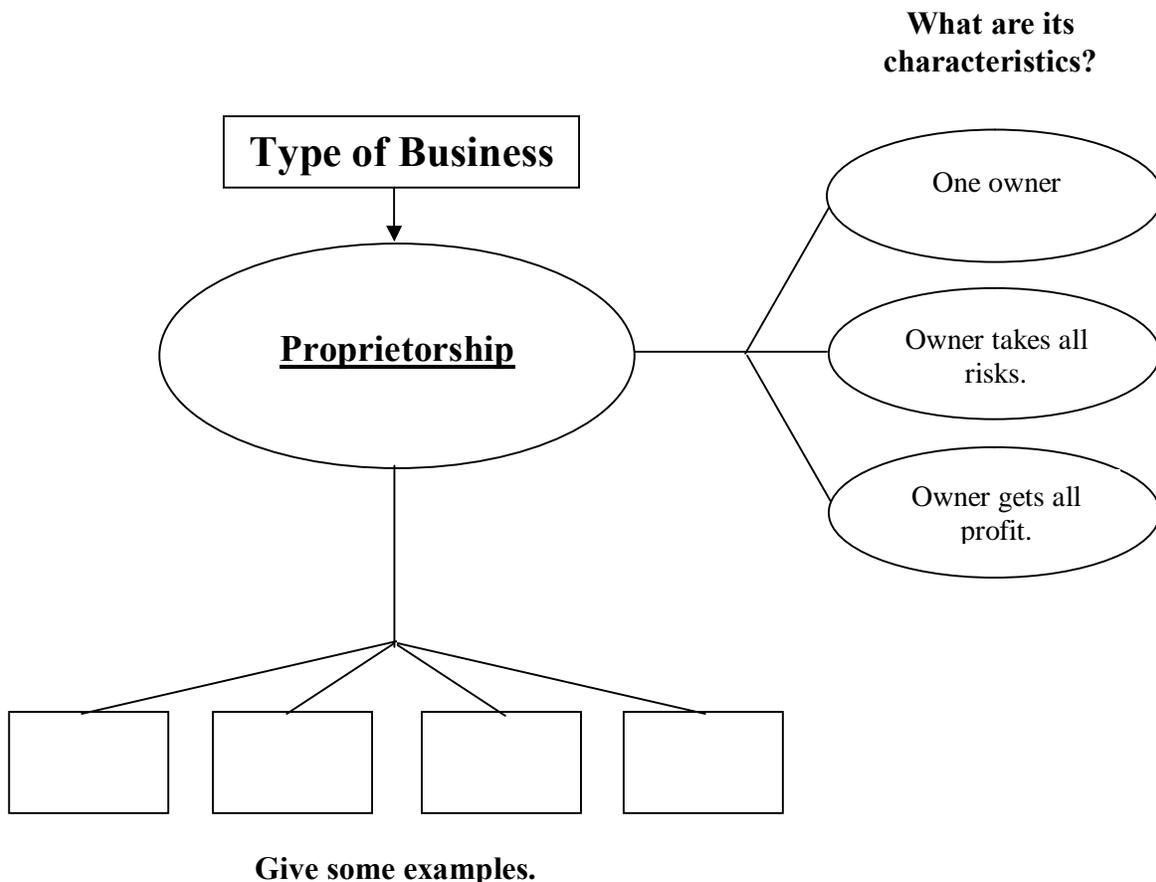
É Attachment B: Economic System Vocabulary List

É Textbook or other instructional resources

É Attachment G: Mapping Definitions

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Economic System Vocabulary List.
2. Explain that today the class is going to study the three main types of business organizations found in the United States: **proprietorship**, **partnership**, and **corporation**. Distribute three copies of Attachment G to each student, and model the completion of the definition map for a proprietorship (see below).
3. Direct students to use the textbook or other instructional resources to complete the definition maps for the remaining two types of business organizations: partnership (two or more owners who share the risks and the profits) and corporation (authorized by law to act as a legal entity regardless of the number of owners; owners share the profits, and owners' liability is limited to the amount of their investment).
4. Ask students to refer back to the lesson on the production of jeans (Session 4). What type of business organization was formed? Why was this type chosen?
5. Assign students to read in the textbook or another instructional resource the section on the interaction among consumers, producers, and markets (circular flow).



Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., word processing, graphic organizer, text-to-speech).
- É Provide access to interactive whiteboard.

Multisensory Activities

- É Have students use phone books to find examples of three different local business organization types.
- É Collect a wide range of local business cards for students to sort into three different business organization types.
- É Put information on types of businesses into interactive whiteboard activity for students to sort.

Community Connections

- É Invite representatives from the three different business types to class to discuss the advantages and disadvantages of each type and answer student-generated questions.

Small Group Learning

- É Have students work in small groups to create a threefold pamphlet of three business types.
- É Have students participate in large-scale business simulation (available commercially).
- É Have students work collaboratively in reading and completing interactive whiteboard activity.

Vocabulary

- É Have students use the following vocabulary words on Attachment B: *proprietorship*, *partnership*, *corporation*, and *entrepreneur*.
- É Have students use the following vocabulary words: *business organization*, *owner liability*, and *investment*.

Student Organization of Content

- É Have students continue to add to the unit table of contents.
- É Have each student continue to complete the unit vocabulary list on daily basis.
- É Provide each student with a vocabulary frame with space for illustrations and examples.

Session 8: Circular Flow of the Economy

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to read a flowchart.
- É Students are expected to follow directions.
- É Students are expected to work in a group.

Materials

- É Attachment B: Economic System Vocabulary List
- É Attachments H: Circular Flow of the Economy Diagram

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Economic System Vocabulary List.
2. Explain that today students are going to look at how all parts of the economy depend on each other as resources (human, natural, capital, and entrepreneurship), goods and services, and money flow continuously among consumers (individuals/households), producers (businesses), and governments (federal, state, and local) in the United States economy.
3. Tell students that the best way to understand this is with a diagram. Display Attachment H, and use it to help students understand the following steps in the circular flow of the economy:
 - a. Individuals/households (consumers) own the resources (human, natural, capital, and entrepreneurship) used in production, sell the resources to businesses (producers), and use the income to purchase products from the businesses.
 - b. Businesses (producers) buy resources from individuals (consumers); make products that are sold to individuals, other businesses, and governments; and use the profits to buy more resources from individuals.
 - c. Governments collect taxes from individuals and businesses and use these tax revenues to provide public goods and services.As you explain each step, have students make their own diagram of it.
4. Ask students how individuals and businesses get money for business expansion and increased consumption when business profits and individual income are not sufficient. Display student responses. When the concept of borrowing money is mentioned, ask where this borrowed money comes from. Explain that the banks have money to loan because of individual and business savings and investments, which provide financial capital that can be borrowed for business expansion and increased consumption.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., word processing, graphic organizer, text-to-speech).
- É Provide access to interactive whiteboard.

Multisensory Activities

- É Create a poster-sized version of Attachment H.
- É Create a poster-sized game board version of a circular flow diagram with game pieces for students to manipulate.
- É Have students use interactive whiteboard for sorting descriptors into the circular flow diagram.

Small Group Learning

- É See Instructional Activities #168.
- É In small groups, have students find pictures in magazines or newspapers to build an illustration of the circular economic flow.

Vocabulary

É Have students use the following vocabulary words: *savings, investment, financial capital, business expansion, tax revenue, quadrant, capital, resources, producers, consumers, and circular flow.*

Student Organization of Content

É Have students continue to add to the unit table of contents.

É Have each student continue to complete the unit vocabulary list on daily basis.

É Provide students with hard copies of Attachments H.

É Provide each student with a vocabulary frame with space for illustrations and examples.

Session 9: Economic Terms and Concepts

Prerequisite Understanding/Knowledge/Skills

É Students are expected to demonstrate knowledge of vocabulary words.

Materials

É Teacher-provided vocabulary cards

Instructional Activities

1. Write all of the terms and topic headings in the unit on index cards. Make sure that there are at least as many cards as students in the class. Shuffle the cards and distribute one vocabulary card to each student.
2. Ask students to move around the room to make groupings of terms that belong together. Then, have each group look for organization of the terms within their group e.g., main idea, supporting detail. Ask each group to explain why their terms belong to a particular category. Point out that many of the economic terms can be placed in more than one category. (NOTE: The instructional conversations that take place during this process will help visual and kinesthetic learners process important economic concepts.).

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to word-processing software and a printer.
- É Provide students access to interactive whiteboard for sort activity.

Multisensory Activities

- É Have students participate in Instructional Activity #2.
- É Make an electronic version of Instructional Activity #2 for students to sort.

Small Group Learning

- É Make multiple sets of cards for small groups of students to sort definitions and descriptions to match with vocabulary terms.

Vocabulary

- É Have students review all terms from Attachment B.

Student Organization of Content

- É Have students continue to add to the unit table of contents.

Session 10: Private Financial Institutions

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to navigate the Internet.
- É Students are expected to read for information.

Materials

- É Attachment B: Economic System Vocabulary List
- É Internet access
- É Textbook or other instructional resources

Instructional Activities

1. Display the day's vocabulary terms, and briefly discuss their meanings. Direct students to add the definitions (and the terms, if necessary) to their Economic System Vocabulary List.
2. Define the term *private financial institution*. Explain that private financial institutions act as intermediaries between savers and borrowers. They encourage saving and investing by paying interest on deposits. Identify private financial institutions, including banks, savings and loans, and credit unions. Explain that they receive deposits and make loans.
3. On the *howstuffworks* Web site, access the article "How Banks Work" at <http://money.howstuffworks.com/personal-finance/banking/bank.htm>. Print out the sections "2. What is a bank?" and "5. How do banks make money?" Distribute copies of these two sections of the article, and have students read the handouts and answer the following study questions:
 - É What is a bank?
 - É What are the primary responsibilities of a bank?
 - É What are some other types of private financial institutions?
 - É How do private financial institutions act as intermediaries between savers and borrowers that include households and business investors?Have pairs of students share their answers with each other. Then, go over the answers with the class.
4. Assign students to read in the textbook or another instructional resource the section on the role of government regulatory agencies in the economy.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide students access to various software programs (e.g., text-to-speech, graphic organizer).
- É Provide access to projection equipment.
- É Provide access to interactive whiteboard for strategic reading strategies.

Multisensory Activity

- É Have students role-play in banking simulation activities such as opening an account, and applying for a loan.

Community Connections

- É Invite bank employees to class to participate in the role-play activity.

Small Group Learning

- É See Instructional Activities #5 and #6.
- É Have students work in small groups to jigsaw the readings and answer the questions.

Vocabulary

- É Have students use the following vocabulary words: *intermediaries, banks, savings and loans, credit union, securities brokerages, financial institution, and interest.*

Student Organization of Content

- É Have students continue to add to the unit table of contents.
- É Have each student continue to complete the unit vocabulary list on a daily basis.
- É Have each student complete teacher-generated graphic organizer for Instructional Activity #5.
- É Create a two-column note to organize questions and answers.

Session 11: Review: “Econopardy”

Prerequisite Understanding/Knowledge/Skills

É Students are expected to participate in class activities to review Unit 6.

Materials

- É Attachment B: Economic System Vocabulary List
- É Question and answer cards
- É Attachment I: “Econopardy” Game Board
- É Attachment J: “Econopardy” Questions and Answers

Instructional Activities

1. Explain to students that today they will review material in this unit for a test by playing a game modeled after the television question-and-answer game “Jeopardy.” Direct students to take out notebook paper to take notes on questions and answers that they do not know.
2. Display the “Econopardy” Game Board (Attachment I) as a visual throughout the game.
3. Divide students into four teams, and have team members sit together. Direct each team to select a team captain. Draw straws to see which team goes first.
4. Rules of the game:
 - É The first team begins with the team captain selecting a category and point value. He or she must answer without help from teammates. If the answer is correct, this amount is added to the team’s point total. If not, the point total is deducted. Play continues from team to team in a clockwise direction.
 - É When an answer is incorrect, one of the other teams may answer the question: the team captain who raises his or her hand first is recognized. On a missed question, the entire team may confer for 30 seconds before the team captain gives the answer. If the answer is correct, the point value amount is added to that team’s point total. If not, the point value is deducted.
 - É Every member of a team must have attempted to answer a question before a team member may answer a second question. This does not include questions answered because of an incorrect response by another team.
 - É Play continues until all questions have been asked and answered or the class period ends.

Specific Options for Differentiating This Lesson

Technology

- É Use presentation equipment.
- É Provide students access to word-processing software.

Multisensory Activity

- É See Instructional Activity #4.

Community Connections

- É Invite a guest host who is related to the local economy such as the mayor.

Small Group Learning

- É Have students work in teams to respond to the game questions.

Vocabulary

- É Have students review the vocabulary from Sessions 1613.

Student Organization of Content

- É Supply each student with a copy of all questions and answers at the conclusion of the activity.
- É Provide a content frame for each student to record notes during the game.

Session 12: Assessment

Materials

É Attachment K: Sample Assessment Items

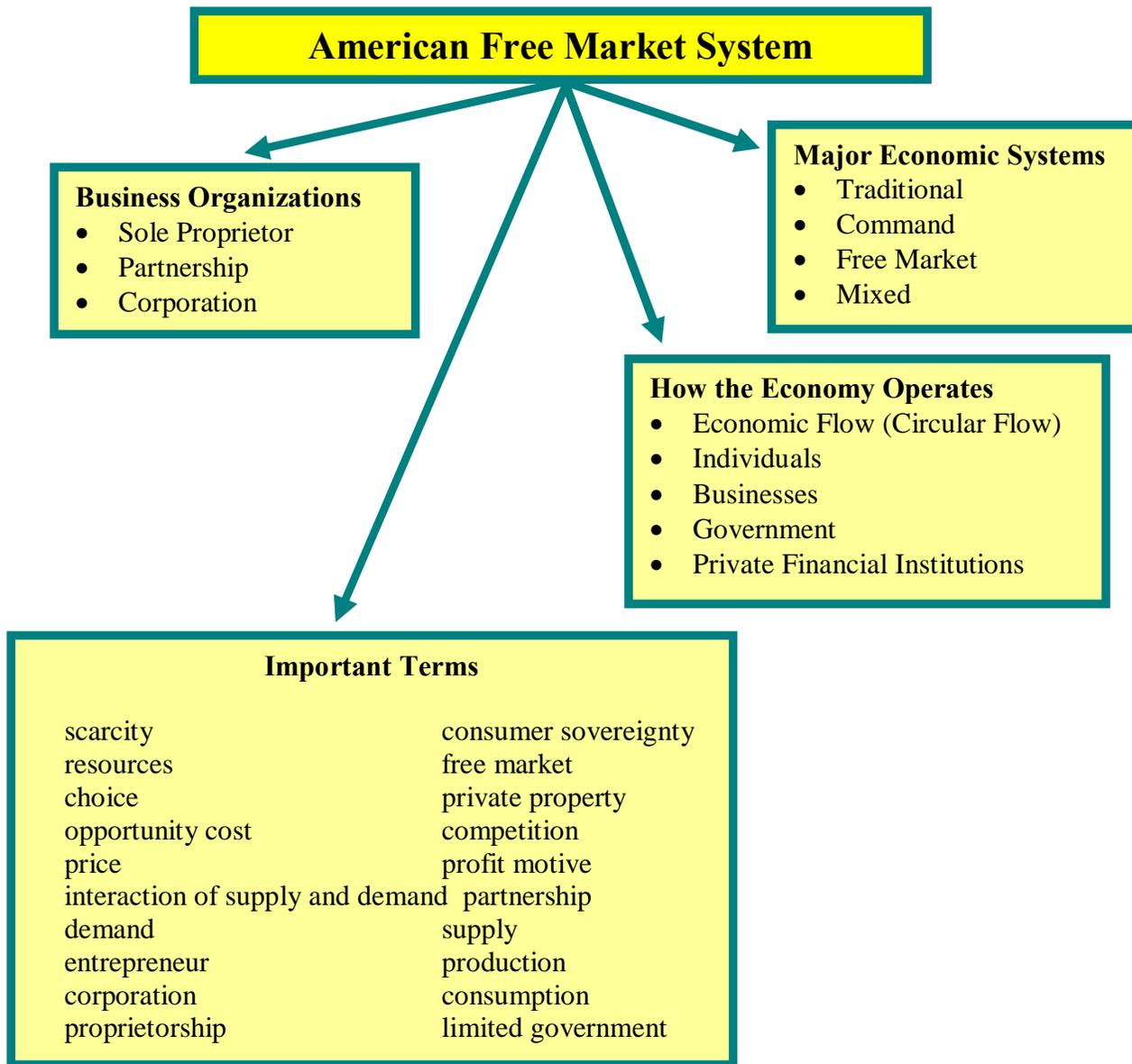
Instructional Activities

1. Distribute copies of Attachment K, and have students complete the assessment.

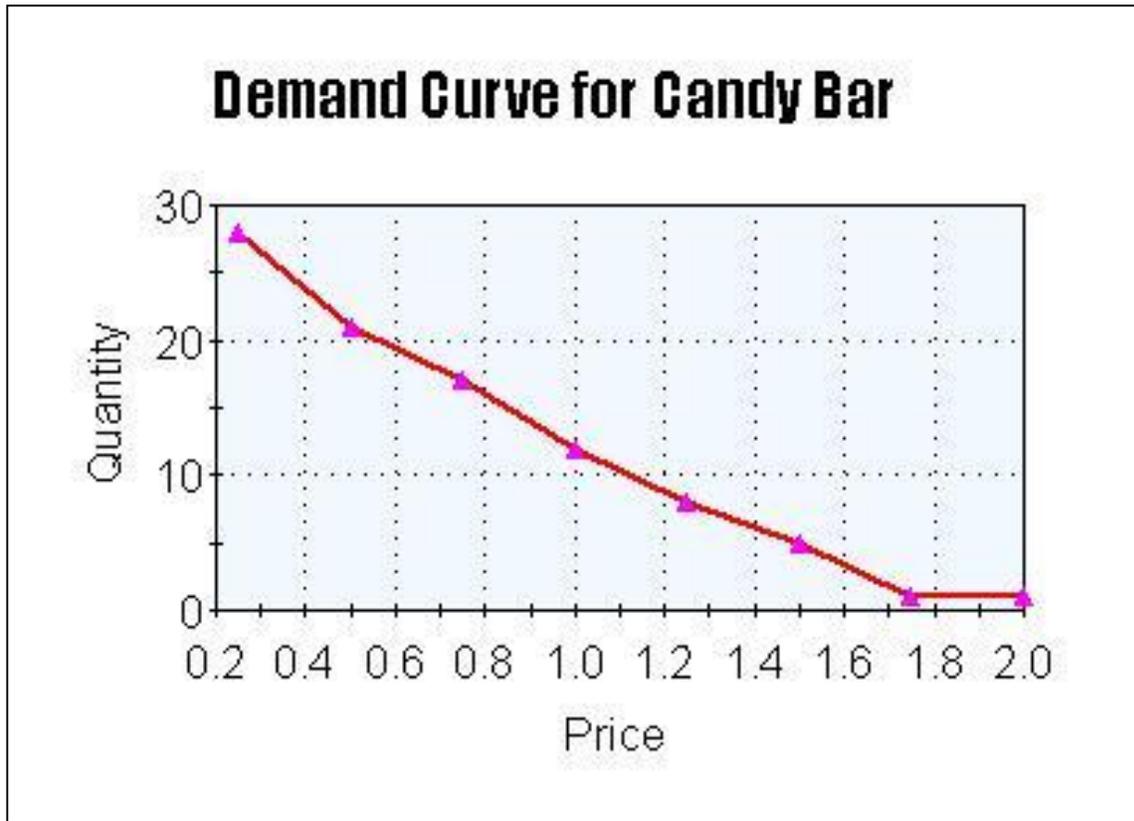
Additional Activities

1. Have students graph supply and demand for specific consumer items and identify the market price.
2. Have students map complete definitions of the three types of business organizations.
3. Have students create a content frame (chart) showing the world economic systems.
4. Direct students to select a controversial action of the Environmental Protection Agency, research the facts of the case, and debate both sides of the issue (e.g., snail darter case, spotted owl case).

Attachment A: Overview of the American Free Market System



Attachment C: Sample Demand Curve



Created by: <http://nces.ed.gov/nceskids/graphing>

Attachment D: Sample Supply-and-Demand Chart _____

| Supply and Demand for the Hand-Held All-American Game System | | |
|---|--------------|------------------------------|
| Quantity Supplied | Price | Quantity Demanded |
| 0 | \$10 | 150 |
| 2 | \$20 | 129 |
| 8 | \$30 | 98 |
| 19 | \$40 | 70 |
| 30 | \$50 | 50 |
| 50 | \$60 | 29 |
| 72 | \$70 | 19 |
| 100 | \$80 | 8 |
| 125 | \$90 | 2 |
| 150 | \$100 | 1 |

Attachment E: World Economies

| Command Economies | Traditional Economies | Mixed Economies | Free Market Economies |
|--------------------------|---|---|---|
| Central planning | Decision making based on custom and tradition | Central planning and individual decision making | Decision making by individuals and businesses |

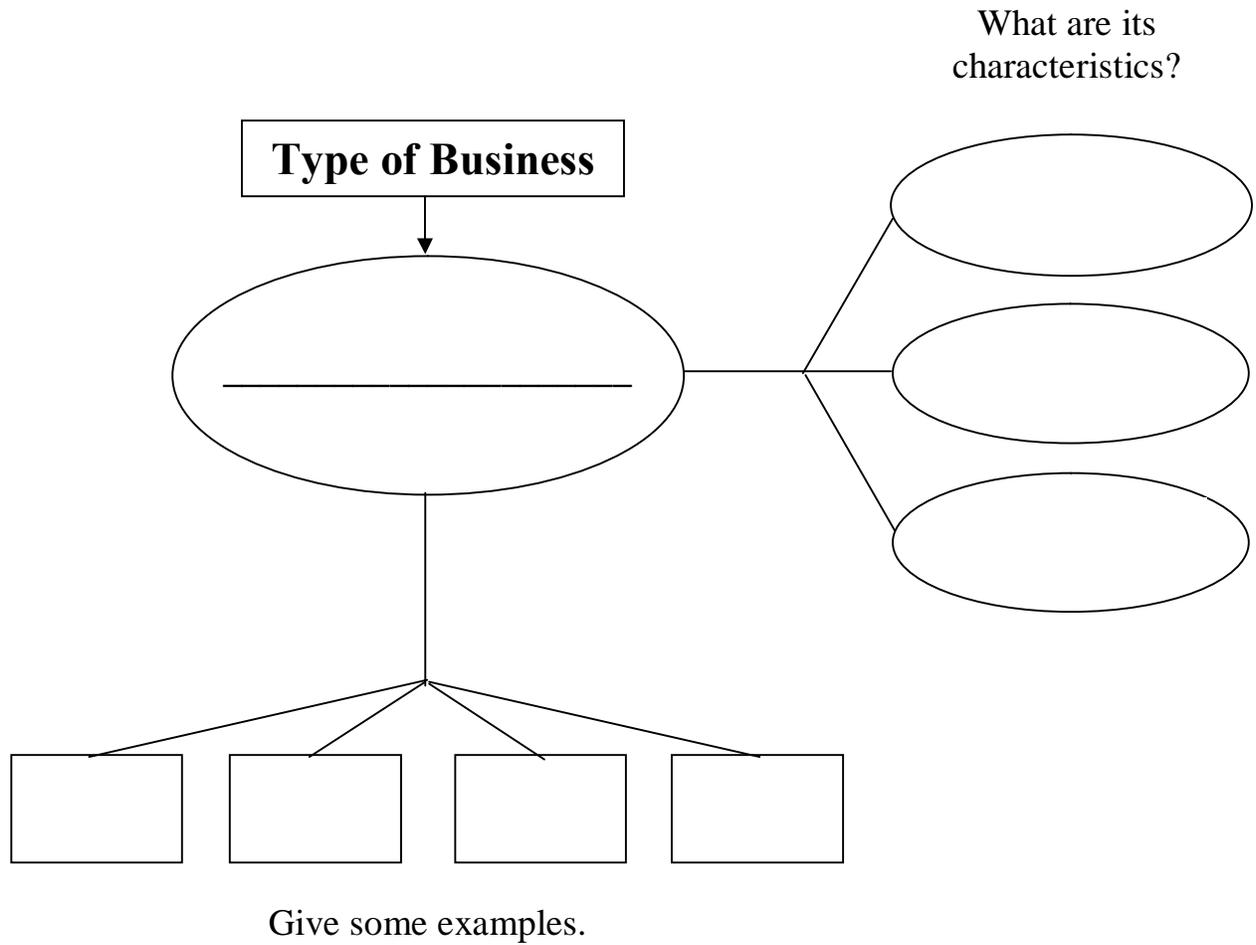
Attachment F: Characteristics of the United States Economy _____

In the United States, private individuals, businesses, and government share economic decision making.

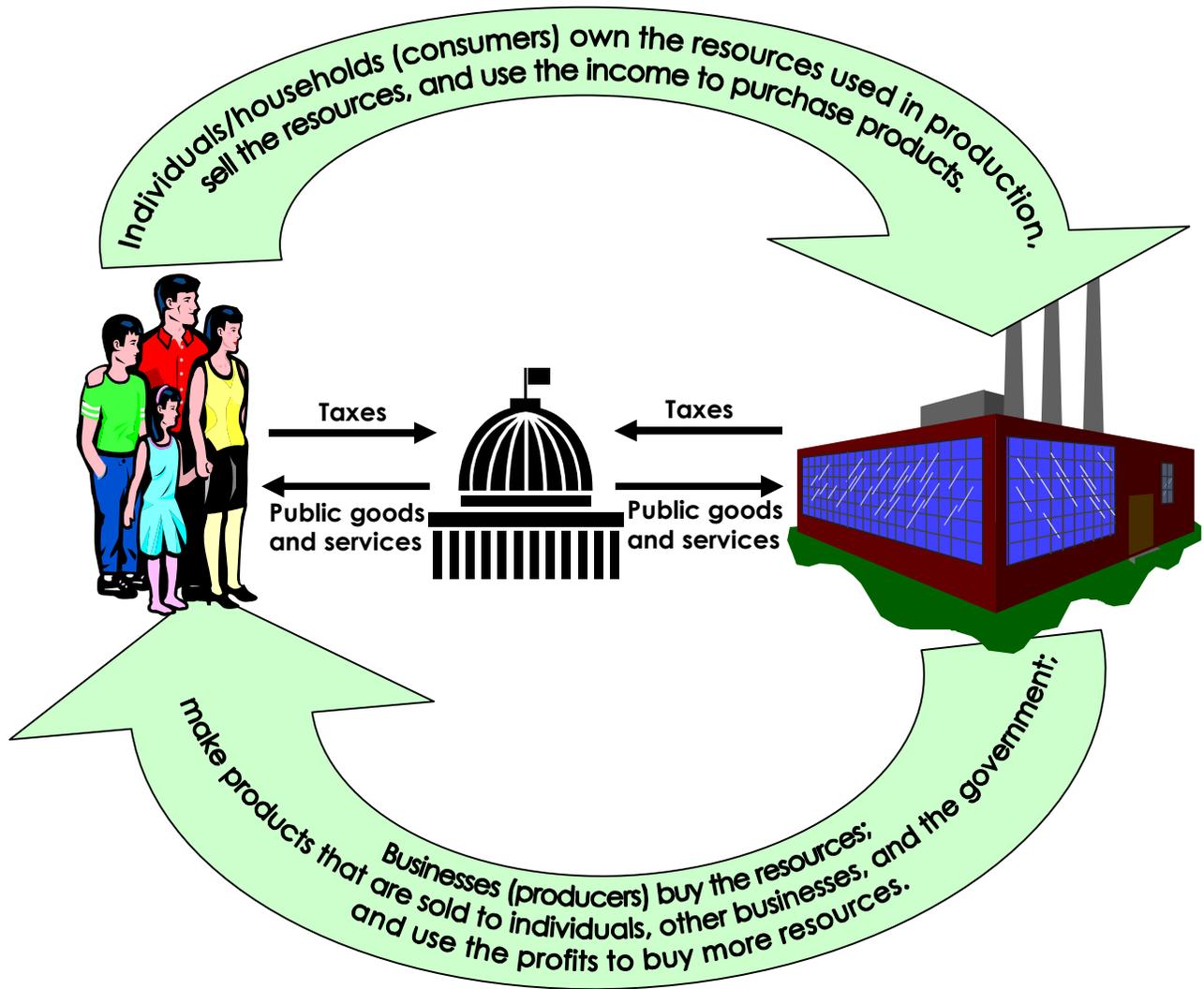
Characteristics of the United States Economy

- É **Free markets:** Markets are generally allowed to operate without undue interference from the government. Prices are determined by supply and demand as individual buyers and sellers interact freely in the marketplace.
- É **Private property:** Individuals and businesses have the right to own personal property as well as the means of production without undue interference from the government.
- É **Profit:** Profit consists of earnings after all expenses have been paid.
- É **Competition:** Rivalry between producers and/or between sellers of a good or service. Competition usually results in better quality goods and services at lower prices.
- É **Consumer sovereignty:** Consumers determine through their purchases what goods and services will be produced. Government involvement in the economy is limited. Most decisions regarding the production of goods and services are made in the private sector.

Attachment G: Mapping Definitions



Attachment H: Circular Flow of the Economy Diagram _____



Attachment I: “Econopardy” Game Board

| Business Types | World Economies | Supply & Demand | Circular Flow | U.S. Economy | Word Wall |
|-----------------------|------------------------|----------------------------|----------------------|---------------------|------------------|
| 5 | 5 | 5 | 5 | 5 | 5 |
| 10 | 10 | 10 | 10 | 10 | 10 |
| 15 | 15 | 15 | 15 | 15 | 15 |
| 20 | 20 | 20 | 20 | 20 | 20 |
| 25 | 25 | 25 | 25 | 25 | 25 |

Attachment J: “Econopardy” Questions and Answers**Business Types**

| Points | Questions | Answer |
|--------|--|--|
| 5 | Which type of business has only one owner? | Proprietorship |
| 10 | What are the three types of business organizations? | Proprietorship, partnership, corporation |
| 15 | Which type of business organization limits liability to the amount of money invested? | Corporation |
| 20 | In which type of business organization do the owners share all of the risks and all of the profits? | Partnership |
| 25 | Which type of business organization is treated as a legal entity regardless of the number of owners? | Corporation |

World Economies

| Points | Questions | Answer |
|--------|--|--|
| 5 | Which type of economy allows private ownership of property and resources? | Free market economy |
| 10 | What is the most common type of economic system? | Mixed economy |
| 15 | The government is the most important economic decision maker in which type of economy? | Command economy |
| 20 | Which type of economy is based on consumer sovereignty? | Free market economy |
| 25 | The type of economy a country has is based on | the amount of government involvement in the economy. |

Supply & Demand

| Points | Questions | Answer |
|--------|---|---|
| 5 | What is the term for the amount of a product consumers are willing to buy? | Demand |
| 10 | What is the term for the amount of a good a producer will provide at a given price? | Supply |
| 15 | As the price of a good increases, demand for that good | decreases. |
| 20 | The amount of supply or demand for a product is based on what? | The price of the product |
| 25 | How is price determined in the marketplace? | By the interaction of supply and demand |

Circular Flow

| Points | Questions | Answer |
|--------|--|---|
| 5 | What are the types of resources businesses use? | Human, natural, capital, and entrepreneurship |
| 10 | Why do businesses buy resources from individuals? | To produce products |
| 15 | Governments use taxes to provide | public goods and services. |
| 20 | The circular flow is made up of a continuous interaction of what three groups? | Individuals/households (consumers), businesses (producers), and governments |
| 25 | What do the savings and investments of individuals and businesses provide? | Financial capital for business expansion and increased consumption |

United States Economy

| Points | Questions | Answer |
|--------|--|----------------------|
| 5 | Where do buyers and sellers interact without government interference? | In a free market |
| 10 | When individuals and businesses have the right to own personal property as well as the means of production without undue interference from the government, they have | private property. |
| 15 | Earnings after all expenses have been paid are called what? | Profit |
| 20 | What is it called when consumers determine through purchases what goods and services will be produced? | Consumer sovereignty |
| 25 | What is rivalry between producers and/or between sellers of a good or service? | Competition |

Word Wall

| Points | Questions | Answer |
|--------|---|-----------------------|
| 5 | What is the term for not enough goods to satisfy all wants? | Scarcity |
| 10 | What is the term for the amount of money exchanged for a good or service? | Price |
| 15 | What is the term for things that motivate people to change economic behavior? | Incentives |
| 20 | A person who takes a risk in order to make a profit is known as what? | An entrepreneur |
| 25 | Natural, human, capital, and entrepreneurship resources used to produce goods and services are known as what? | Factors of production |

Attachment K: Sample Assessment Items

Asterisk (*) indicates correct answer.

Essay Questions

1. What is the influence of supply and demand on prices in the marketplace?
2. How would you compare and contrast the role of government in free market, command, and mixed economies?
3. How do individuals, businesses, and government share economic decision making in the United States?
4. What role does the entrepreneur play in the profit-making function of a business?
5. How do businesses and households interact in the marketplace?
6. How would you describe the function of private financial institutions in the United States economy?
7. How does the U.S. government promote competition?

Multiple-Choice Questions

8. The interaction of supply and demand in the American marketplace
 - A is heavily regulated by the government.
 - B is based on a command economic system.
 - C determines the price of a good or service.*
 - D can take place only in mixed economies.
9. Scarcity leads individuals and businesses to
 - A choose actions from a set of alternatives.*
 - B give up their opportunity cost.
 - C choose between supply and demand.
 - D produce goods without the factors of production.

- | |
|---|
| É Free Financing É Tax Credits É Buy one Get one free |
|---|

10. The list above shows which principle of the American economic system in action?
 - A Opportunity cost
 - B Incentives*
 - C Scarcity
 - D Monopolies

11. The type of economy a country has is determined by the

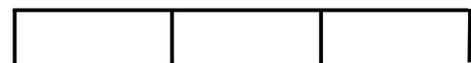
- A amount of government involvement in economic decision-making.*
- B number of consumers and producers in the marketplace.
- C profit motive of its people.
- D vote of its citizens.

| | |
|--|---|
| Individuals and businesses as decision makers for private sector | Government as decision maker in the public sector |
|--|---|

12. The chart above describes what type of economy?

- A Traditional
- B Command
- C Mixed*
- D Free market

World Economic Systems



Free market Mixed Traditional ?

13. Which world economic system shown above best completes the organizer?

- A Capitalism
- B Limited
- C Command*
- D Entrepreneurial

14. In the American economy, buyers determine what is produced by the purchases they make. This is known as

- A consumer sovereignty.*
- B opportunity cost.
- C incentives.
- D capital resources.

15. Which is NOT a right held by individuals and businesses in the United States?

- A Owning personal property without undue influence from the government
- B Determining which goods and services can be produced
- C Making profits on business investments
- D Acting without any government regulation*

- 16. A business' profit is its**
 A net worth minus earnings.
 B earnings minus expenses.*
 C price per share of stock.
 D investment divided by income.

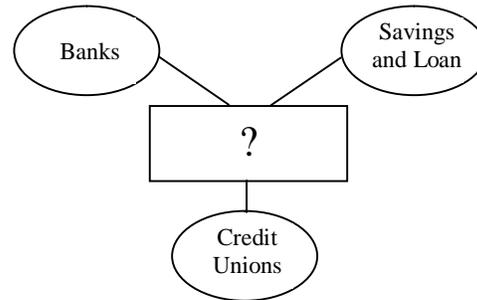
- É Two or more owners
- É Share all risks
- É Share all profits

- 17. What type of business organization is characterized by the list above?**
 A Corporation
 B Cooperative
 C Proprietorship
 D Partnership*

- 18. The type of business organization that limits the owners' risk to the amount of money invested is**
 A a corporation.*
 B an entrepreneurship.
 C a proprietorship.
 D a partnership.

- 19. The circular flow of economic activity includes interactions between all EXCEPT**
 A businesses.
 B incentives.*
 C government.
 D households.

- 20. What is the most important source of financial capital for business expansion in the United States economy?**
 A Individual and business savings and investment*
 B Opportunity costs
 C Consumer sovereignty
 D Taxes paid by the state and federal government



- 21. Which completes the web above?**
 A Sole proprietorship
 B Partnerships
 C Private financial institutions*
 D Public goods and services

ORGANIZING TOPIC

Government and the Economy

Standard(s) of Learning

- CE.13 The student will demonstrate knowledge of the role of government in the United States economy by
- a) examining competition in the marketplace;
 - b) explaining how government provides certain goods and services;
 - c) describing the impact of taxation, including an understanding of the reasons for the 16th Amendment, spending, and borrowing;
 - d) explaining how the Federal Reserve System acts as the nation's central bank;
 - e) describing the protection of consumer rights and property rights;
 - f) recognizing that government creates currency and coins and that there are additional forms of money.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills (to be incorporated into instruction throughout the academic year)

Examine and interpret primary and secondary source documents. _____

Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. _____

Analyze political cartoons, political advertisements, pictures, and other graphic media. _____

Distinguish between relevant and irrelevant information. _____

Review information for accuracy, separating fact from opinion. _____

Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. _____

Select and defend positions in writing, discussion, and debate. _____

Content

Explain that government provides certain goods and services that individuals and businesses acting alone cannot provide efficiently. _____

Identify characteristics of most goods and services provided by governments:

É Provide benefits to many simultaneously _____

É Would not likely be available if individuals had to provide them _____

É Include such items as interstate highways, postal service, and national defense _____

Identify ways governments pay for public goods and services:

É Through tax revenues _____

É Through borrowed funds _____

É Through fees (e.g. park entrance fees) _____

Using the following information, explain that the government taxes, borrows, and spends to influence economic activity:

É Government tax increases reduce the funds available for individual and business spending; tax decreases increase funds for individual and business spending. _____

É Increased government borrowing reduces funds available for borrowing by individuals and businesses; decreased government borrowing increases funds available for borrowing by individuals and businesses. _____

É Increased government spending increases demand, which may increase employment and production; decreased government spending reduces demand, which may result in a slowing of the economy.

É Increased government spending may result in higher taxes; decreased government spending may result in lower taxes.

É The 16th Amendment to the Constitution of the United States of America authorizes Congress to tax personal and business incomes.

Identify the Federal Reserve System as our nation's central bank.

Explain that as the central bank of the United States, the Federal Reserve System

É has the duty to maintain the value of the national currency (dollar)

É regulates banks to ensure the soundness of the banking system and the safety of deposits

É manages the amount of money in the economy to try to keep inflation low and stable

É acts as the federal government's bank.

Explain that the United States government passes laws and creates agencies to protect consumer rights and property rights.

Explain that individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law.

Explain that government agencies establish guidelines that protect public health and safety.

Explain that consumers may take legal action against violations of consumer rights.

Explain that money is defined as anything that is generally accepted as a method of payment.

Explain that when the United States government issues coins and currency, people accept it in exchange for goods and services because they have confidence in the government.

Explain that the reason government issues money is to facilitate this exchange.

Describe the three forms of money generally used in the United States:

É Coins

É Federal Reserve notes (currency)

É Deposits in bank accounts that can be accessed by checks and debit cards

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

EconSources. <http://www.econsources.com/>. This site provides information on and resources for all economic topics.

Federal Reserve Bank of New York. <http://www.newyorkfed.org/education/elemiddleschool.html>. This section of the bank's Web site is designed for elementary and middle school students.

Federal Reserve Bank of San Francisco. <http://www.frbsf.org/publications/federalreserve/monetary/index.html>. This site provides a brief overview of monetary policy and several links to additional resources.

Federal Reserve Education. <http://www.federalreserveeducation.org/>. This site contains links for three excellent education resources.

Building Brighter Futures. NCEE: National Center on Education and the Economy.
<http://www.ncee.org/index.jsp?setProtocol=true>. This site contains lesson plans and general information for educational use.

Session 1: Introduction

Prerequisite Understanding/Knowledge/Skills

É Students are expected to identify the meanings of previously taught terms.

Materials

- É Textbook or other instructional resources
- É Attachment A: Overview of Government and the Economy
- É Attachment B: Government in the Economy
- É Attachment C: Government-Provided Public Goods and Services

Instructional Activities

1. Display the visual on Attachment A, and briefly describe the various aspects of the economy contained in this organizing topic.
2. Display the visual on Attachment B, and ask students to follow the instructions given. Allow time for students to complete the assignment. Then, go over each term by asking students either to read their work or to show their pictures. (All of these terms are part of earlier Standards of Learning.)
3. Explain that governments provide public goods and services that individuals acting alone could not provide efficiently.
 - É Characteristics of most goods and services provided by governments:
 - Provide benefits to many simultaneously
 - Would not likely be available if individuals had to provide them
 - Include such items as interstate highways, postal service, and national defense
 - É Ways governments pay for public goods and services:
 - Through tax revenues
 - Through borrowed funds
 - Through fees (e.g. park entrance fees)
4. Distribute Attachment C, and direct students to complete it, using the textbook or other instructional resources.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., text-to-speech, presentation, word processing, graphic organizer).
- É Provide students access to the Internet.

Multisensory Activities

- É See Instructional Activity #2.
- É Have students cut out pictures from magazines and newspapers that describe each of the terms in Attachment B. Have students paste pictures into notes.

Community Connections

- É Have students identify and chart community members who provide services.

Small Group Learning

- É Have students work in pairs to complete Instructional Activity #2.

Vocabulary

- É Have students use the following vocabulary words: *public goods*, *public services*, *consumer rights*, and *property rights*.

Student Organization of Content

- É Provide a vocabulary map outline for each student to use in completing Instructional Activity #2.
- É Provide a two-column outline for each student to use in completing Instructional Activity #3.
- É Provide each student a graphic organizer for completing Instructional Activity #3.

Sessions 2 and 3: Taxation and Spending Simulation

Prerequisite Understanding/Knowledge/Skills

- É Students are expected to be able to compare and contrast a variety of information.
- É Students are expected to follow directions.

Materials

- É Attachment C: Government-Provided Public Goods and Services
- É Zippered plastic sandwich bags (1 per pair of students)
- É Manipulative (dried beans which will not roll, such as kidney or pinto beans)
- É Attachment D: Effects of Government Economic Activity

Instructional Activities

Day 1

1. Go over the government-provided public goods and services that students listed on Attachment C.
2. Direct students to turn to the 16th Amendment to the Constitution of the United States. Ask someone to read it aloud. Discuss why it was necessary to pass this amendment. (Having different tax rates for citizens was unconstitutional before this amendment.) Explain the advantages of a graduated tax rate. Draw a Venn diagram, and compare and contrast what students know about taxes before and after the 16th Amendment. (This should be a review of material from previous grades.)
3. Explain that government taxing, spending, and borrowing has the effect of slowing down the economy or making it more active and that you will show this through a simulation. Give each pair of students a zippered bag containing 20630 dried beans to represent a certain amount of money.
 - É Ask students to count the number of beans they have and make four equal (or almost equal) piles of them. These piles will represent the amount of money they have as consumers for food, shelter, clothing, and taxes. Explain that this represents a 25-percent tax rate because 25 percent of the total number of beans has been ðpaidö into the tax pile.
 - É Next, tell them that Congress has passed a new tax rate. It is now 33 percent. Have them recombine all their beans, ðpayö 33 percent of them in the tax pile, and divide the remaining beans equally among the food, shelter, and clothing piles. Ask students what happens to the amount of money that they have to spend. What effect will this have on businesses from which they make purchases?
 - É Next, tell them that Congress has passed a tax cut. The tax rate is now only 10 percent. Ask them to rearrange the beans to reflect this tax cut. What happens to the piles of beans devoted to consumer spending on food, shelter, and clothing?

Day 2

4. On the second day, display Attachment D from which the answers have been deleted. Model completing the first section on taxation.
5. Tell students to pretend to be banks and to divide their money (beans) among four piles representing two loans to businesses, for which they should use most of the beans, and two loans to individuals, for which they should use only a couple. But wait! Banks also make loans to all levels of government; in fact, because government is such a safe investment, banks will lend money to it before they will lend to businesses or individuals. Instruct students to recombine their beans and then make a loan to government. What has happened to the total amount of money available for loans? To whom will banks most naturally want to lend the remaining money? (Businesses) This is the reason that individuals have to pay higher interest rates: they must make it worth the bank's investment to lend the available money to them rather than to government or businesses. On the other hand, when the government decreases the amount it borrows, the opposite happens.
6. Distribute copies of Attachment D, and direct students to complete the rest of it. Have students rearrange the beans into piles to match the scenarios.

Specific Options for Differentiating This Lesson

Technology

- É Give written and oral directions for all activities.
- É Use presentation system and interactive whiteboard for displaying the 16th Amendment and specific reading strategies.
- É Provide students access to text-to-speech software.

Multisensory Activity

- É See Instructional Activities #668, and #10.

Community Connections

- É Invite the local commissioner of revenue to discuss how money collected locally is distributed.

Small Group Learning

- É See Instructional Activities #668, and #10.

Vocabulary

- É Have students use the following vocabulary words: *spending, borrow, loan, graduated, economy, consumers, shelter, tax rate, and interest rate.*

Student Organization of Content

- É Provide each student with a content frame/chart to record data from Instructional Activities #3 and #5 with space for notes (reflection, compare and contrast individual and business).

Session 4: The Federal Reserve System

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to read a map and create a graphic organizer.

Materials

- É Textbook or other instructional resources
- É Attachment E: Life of a Check
- É Attachment F: The Four Hats of the Federal Reserve

Instructional Activities

1. Explain that the Federal Reserve System, which is the central bank of the United States and is often called the Fed, has many functions:
 - É It acts as the federal government's bank.
 - É It maintains the value of the national currency (dollar).
 - É It regulates member banks to ensure the soundness of the banking system and the safety of deposits.
 - É It manages the amount of money in the economy to try to keep inflation low and stable and make sure that the economy does not grow too quickly or slowly.
 - É It is the clearinghouse for checks, as shown on Attachment E. (NOTE: While this is not included in the Standards of Learning, it provides a concrete example of one thing the Fed does that students can understand and that relates to their lives. You may choose to display Attachment E and have the students enact the process.)
2. Explain that the Fed is divided into districts. Direct students to find a map of the Federal Reserve System in the textbook, in another instructional resource, or on the Internet. Briefly go over the structure of the Fed to give students a basic understanding of how it is organized.
3. Distribute copies of Attachment F, and direct students to complete it.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide students access to various software programs (e.g., text-to-speech, presentation, graphic organizer, word processing).

Multisensory Activity

- É Have students take a virtual tour of the Federal Reserve.

Community Connections

- É Have students visit a local bank or the Federal Reserve in Washington, DC.

Small Group Learning

- É Have students work in teams to complete the role-play activity in Multisensory Activities.

Vocabulary

- É Have students use the following vocabulary words: *federal*, *reserve*, *districts*, *regulate*, and *supply*.

Student Organization of Content

- É Have each student create a flowchart of the roles of the Federal Reserve Bank.

Session 5: Consumer Protection

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to read and interpret a legal document.

Materials

É Textbook or other instructional resources

Instructional Activities

1. Ask students to write down what they think a contract is. Ask several students to give their definitions.
2. Explain that a *contract* is a legal agreement between two entities (persons, groups) to do something. For purposes of this unit, it is a legal agreement between a buyer and a seller. The buyer agrees to buy a good or service, and the seller agrees to deliver the good or service at a given price and to meet certain standards.
3. Explain that individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law. Give examples of private ownership of various types of property, and cite ways enforceable contracts protect the right of private ownership.
4. Explain that the federal government has agencies that protect consumers. Direct students to find the section on federal regulatory agencies in the textbook or other instructional resource. Ask them to name several such agencies, and briefly discuss what these agencies do. Include in the discussion the fact that government agencies establish guidelines that protect public health and safety, and cite examples. Also, explain that consumers may take legal action against violations of consumer rights, and cite examples.
5. Instruct students to write a paragraph explaining why consumers asked the government for protection. Have several students read their paragraphs, and ask for additional ideas. Develop a consensus about why the government is expected to protect consumers.

Specific Options for Differentiating This Lesson

Technology

É Provide students access to various software programs (e.g., text-to-speech, word processing, graphic organizer).

É Use interactive whiteboard for modeling specific reading strategies.

Multisensory Activities

É Have students cut up parts of sample contract to identify the various sections.

É Create a sort of main ideas and details of the reading.

Community Connections

É Have students write to the Consumer Protections Agency in Pueblo, Colorado.

Small Group Learning

É Have students participate in Instructional Activity #1 using the “Think-Pair-Share” technique.

Vocabulary

É Have students use the following vocabulary words: *agency, consumer, public health, legal, contract, and negotiate*.

Student Organization of Content

É Have students use paragraph frames outline to complete Instructional Activity #4.

É Provide graphic organizers for reading activity.

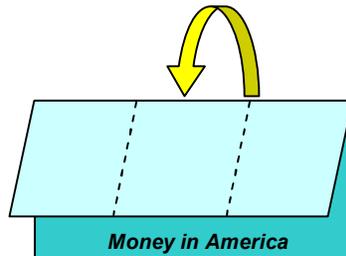
Session 6: Forms of Money

Materials

- É Scissors
- É Heavy, colored 8½ x 11 inch paper
- É Markers

Instructional Activities

1. Ask students to name as many different forms of money as they can, and display their responses.
2. Display several forms of money, such as a check, debit card, coin, and Federal Reserve note (currency). Explain that money is defined as anything that is generally accepted as a method of payment. Ask students why a credit card is not a form of money by this definition. Guide them to understand that a payment by credit card is not really a payment from a consumer to a seller and that the payment still has to be made from the consumer to the credit card company.
3. Describe how the government issues money (coins and currency) to facilitate payments for goods and services. Sellers accept the coins and currency issues by the United States government in exchange for goods and services because they have confidence in the government i.e., confidence that the money will always have its specified value. Discuss the three forms of money generally used in the United States:
 - É Coins
 - É Federal Reserve notes (currency)
 - É Deposits in bank accounts that can be accessed by checks and debit cards
4. Have students make a three-dimensional graphic organizer about money what it is, why the government issues it, and the forms in general use in the United States. Distribute a sheet of colored paper, scissors, and a marker to each student. Instruct students to turn the sheet of paper sideways so the long edge is horizontal. Then, tell them to fold the sheet from the top down, leaving a small tab showing along the bottom edge of the bottom fold. Have students divide the folded sheet vertically into thirds (see dotted lines below) and then cut along the dotted lines so each flap can be lifted to reveal the paper beneath. Direct students to write "Money in America" along the tab, as shown below.



5. Display the following questions:
 - É What is money?
 - É Why does the government issue money?
 - É What forms of money are generally used in the United States?
 Have students write one of these questions on the outside of each flap. Then, as you discuss each question with the class and get their responses, have students write answers and take notes in the spaces under the flaps.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to various software programs (e.g., word processing, graphic organizer).

Multisensory Activity

- É Provide students with a list of descriptors that can be cut, sorted, and pasted into the flipbook.

Community Connections

É Have students visit the Federal Reserve.

Small Group Learning

É Have students do a “Think-Pair-Share” for the questions (See Instructional Activity #5).

Vocabulary

É Have student use the following vocabulary words: *Federal Reserve*, *note*, *currency*, and *credit*.

Student Organization of Content

É Have students put information into their graphic organizers.

Session 7: Assessment

Materials

É Attachment G: Sample Assessment Items

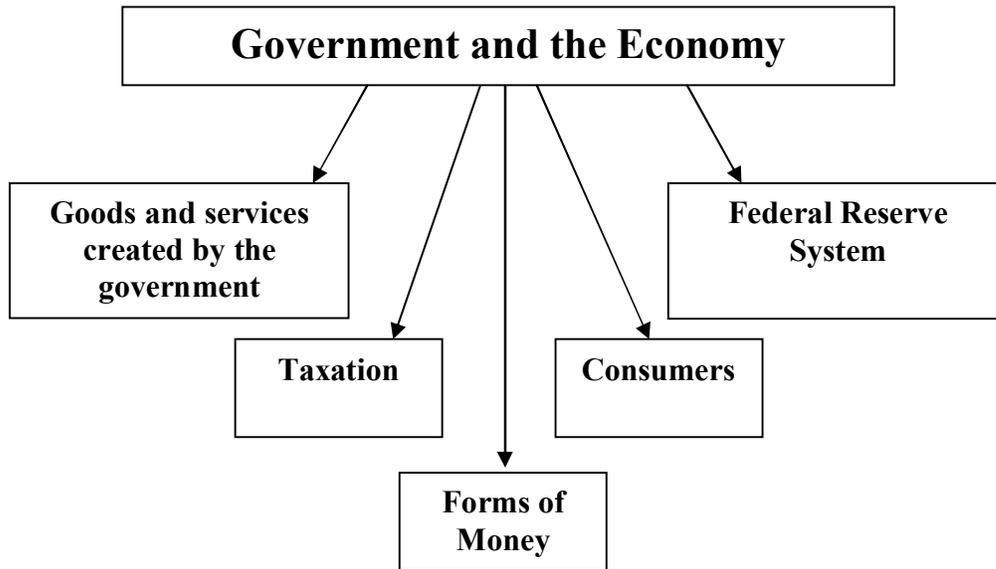
Instructional Activities

1. Distribute copies of Attachment G, and have students complete the assessment.

Additional Activities

1. Have students complete a chart listing the public goods and services produced by the various levels of government.
2. Have students work in groups to research the structure and roles of the Federal Reserve System.
3. Have students debate on the following question: "Which is more important for the U.S. economy, the actions of the Fed or congressional taxation and spending?"
4. Have students simulate the effects of the government raising taxes or cutting spending by using manipulatives (beans or other objects).
5. Have students create an organizer showing how government taxation and spending affect the economy.
6. Direct students to use the textbook or other instructional resources to create a chart listing agencies that protect consumers and describing what the agencies do.

Attachment A: Overview of Government and the Economy _____



Attachment B: Government and the Economy

Select two of the terms listed below, and show that you know their meanings by providing a definition, an example, a picture/drawing, and a description for each one.



Government-created goods

Government-created services

Consumer rights

Property rights

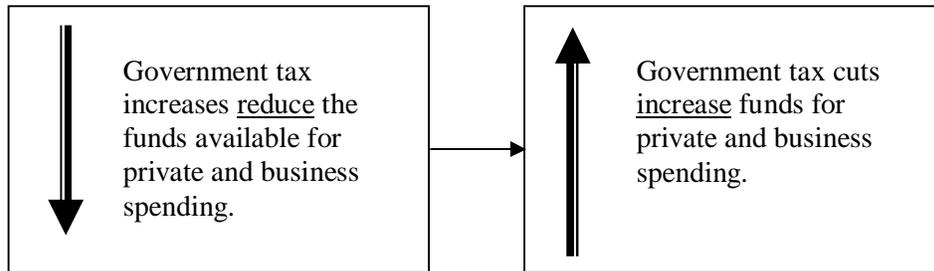
16th Amendment

Attachment C: Government-Provided Public Goods and Services _____

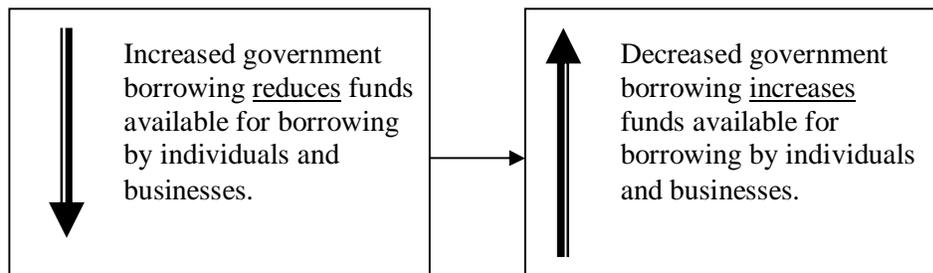
| Public Goods and Services Provided by Governments | | | |
|--|---------------------------|-------------------------|-------------------------|
| Public goods and services provided | Federal Government | State Government | Local Government |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |

Attachment D: Effects of Government Economic Activity

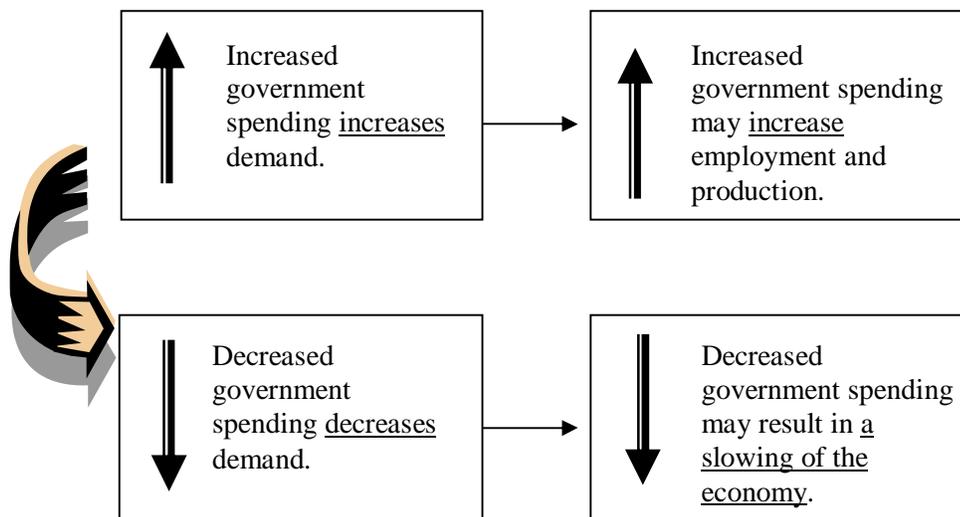
Taxation



Government Borrowing



Government Spending



É Increased government spending may result in higher taxes.

É Decreased government spending may result in lower taxes.

Attachment E: Life of a Check

Life of a Check

A person living in New York writes a check to someone in northern California.

*

The party to whom the check is written deposits it in his/her bank.

*

The bank credits the depositor's account and sends the check to the Federal Reserve Bank of San Francisco.

*

The San Francisco Fed credits the amount of the check to the account that the depositor's bank has with them.

*

The San Francisco Fed sends the check to the Federal Reserve Bank of New York.

*

The New York Fed debits the account of the check issuer's bank.

*

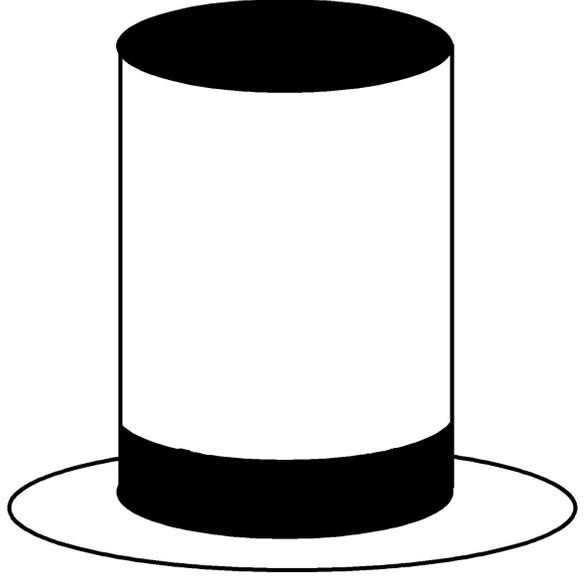
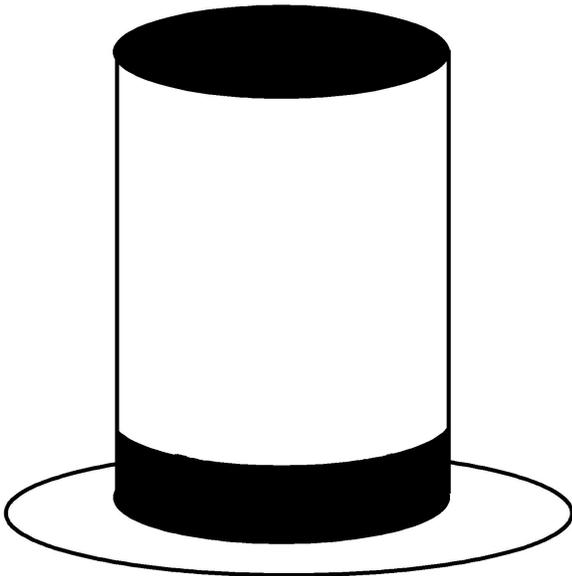
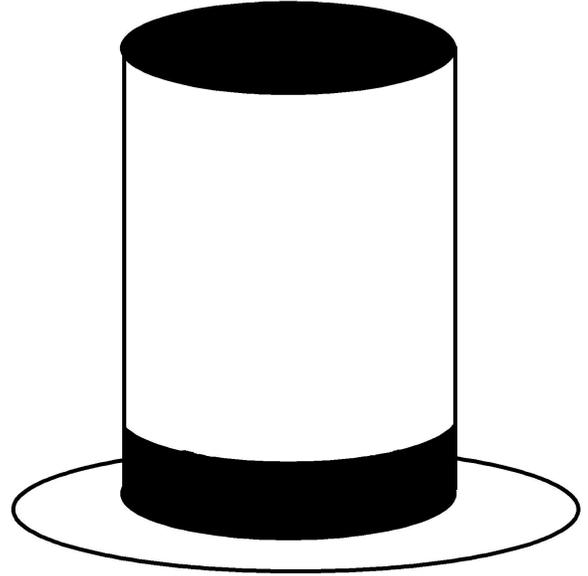
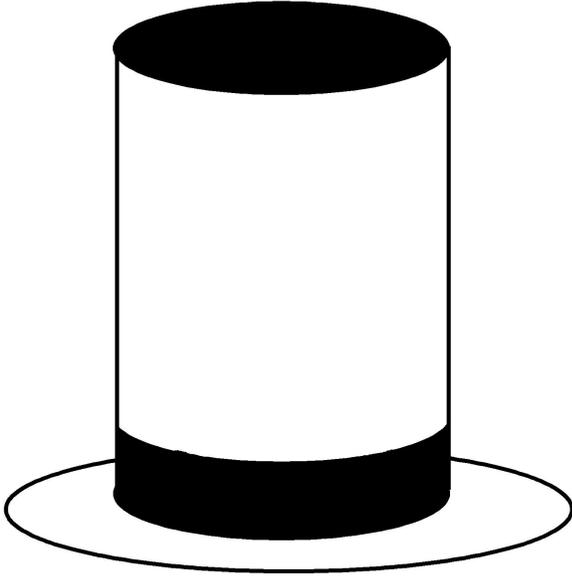
The New York Fed sends the check to the issuer's bank, which then debits the issuer's account.

Source: Federal Reserve System

Attachment F: The Four Hats of the Federal Reserve System _____

Name: _____ Date: _____

The Federal Reserve System is our nation's central bank. It has four main functions as it helps provide for a stable economy. Describe each of these on the hats below.



Attachment G: Sample Assessment Items

Asterisk (*) indicates correct answer.

| | |
|---|---|
| <p>Essay Questions</p> <ol style="list-style-type: none"> 1. Identify and explain the reason for goods and services to be provided by government. 2. If the economy is growing too quickly, describe what Congress could do to slow growth. 3. Describe the main functions of the Federal Reserve System. 4. Explain why contracts are important protections for consumers. 5. Describe the different forms of money generally used in the United States. <p>Multiple-Choice Questions</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>**NEWS** President Eisenhower Signs Interstate Highway Bill</p> </div> <ol style="list-style-type: none"> 6. The headline above best describes <ol style="list-style-type: none"> A a public service. B an individual initiative. C a state program. D a public good.* 7. Governments produce goods and services because <ol style="list-style-type: none"> A individuals acting alone could not produce them efficiently.* B U.S. businesses refuse to produce them. C individual businesses are forbidden by law from delivering public commodities. D the Constitution of the United States requires it. | <ol style="list-style-type: none"> 8. The amendment that authorizes personal and business income tax is the <ol style="list-style-type: none"> A 14th Amendment. B 16th Amendment.* C 17th Amendment. D 26th Amendment. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>É Checks É Currency É Federal Reserve notes</p> </div> 9. What is the <i>best</i> title for the list of items above? <ol style="list-style-type: none"> A Money* B Public goods C Securities D Stocks and bonds 10. The Federal Reserve System (Fed) does all of the following <i>EXCEPT</i> <ol style="list-style-type: none"> A control interest rates. B regulate the nation's money supply. C sell government securities. D write new banking laws.* 11. The right of private property is protected by <ol style="list-style-type: none"> A the First Amendment. B the Federal Reserve System. C government securities. D negotiated contracts.* 12. To protect consumers, federal agencies <ol style="list-style-type: none"> A write contracts for consumers. B establish guidelines for public health and safety.* C ask the Supreme Court to research businesses. D approve all consumer contracts before they take effect. |
|---|---|

ORGANIZING TOPIC

Personal Finance and Careers

Standard(s) of Learning _____

- CE.14 The student will demonstrate knowledge of personal finance and career opportunities by
- a) identifying talents, interests, and aspirations that influence career choice;
 - b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
 - c) identifying abilities, skills, and education and the changing supply and demand for them in the economy;
 - d) examining the impact of technological change and globalization on career opportunities;
 - e) describing the importance of education to lifelong personal finances;
 - f) examining the financial responsibilities of citizenship including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. _____

Review information for accuracy, separating fact from opinion. _____

Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. _____

Select and defend positions in writing, discussion, and debate. _____

Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. _____

Content

Explain why career planning starts with self-assessment. _____

Explain why an awareness of personal talents, interests, and aspirations is needed to select a career. _____

Explain why attitudes and behaviors that support a strong work ethic enhance career success. _____

Describe why employers seek employees who demonstrate the attitudes and behaviors of a strong work ethic. _____

Describe how there is a correlation among skills, education, and income, i.e., higher skill and/or education levels generally lead to higher incomes. _____

Explain how supply and demand also influence job income. _____

Explain that changes in technology influence the abilities, skills, and education needed in the workforce and that technological advancements create new jobs in the workplace. _____

Describe why employers seek employees who have kept pace with technological changes by updating their skills. _____

Explain that technology and the flow of information permit people to work across international borders. This creates competition from foreign workers for United States jobs but also may create opportunities for United States workers to work for companies based in other countries. _____

Explain that being fiscally responsible includes making careful spending decisions, saving and investing for the future, having insurance, keeping to a budget, using credit wisely, as well as understanding how contracts, warranties, and guarantees can protect the individual.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

About.com: Career Planning. <http://careerplanning.about.com/>. This site contains information on careers, self-assessment, and tips for getting a job, such as interview techniques and résumé writing.

•Career Planning and Education. • *Junior Achievement / American Express Personal Finance Center.* <http://www.japersonalfinance.com/gsjapf/activities/page3.jsp?key=Activity2Page2>. This site provides information on career planning, educational options, and additional resources.

•Career Quiz. • *Junior Achievement / American Express Personal Finance Center.* <http://www.japersonalfinance.com/gsjapf/activities/quiz.jsp?key=Activity2Quiz>. This site provides a quiz for students to check their understanding of careers and career issues.

Illinois Workforce Information. <http://www.workforceinfo.state.il.us/>. This site offers information on 700 careers, including the education levels needed and the wage ranges.

MAGIC (Mid-Atlantic Guide to Information on Careers). http://www.vec.state.va.us/pdf/lmi_magic.pdf. This site offers a free downloadable Virginia Employment Commission publication that contains information on the world of work, job training, and applying for a job.

•Occupational Outlook Handbook. • *Bureau of Labor Statistics.* United States Department of Labor. This site provides current information about careers and maintains a link to *OOQ Online*, the quarterly magazine that contains in-depth looks at specific careers. <http://stats.bls.gov/oco/home.htm>.

•Reality Check • What lifestyle do you want? • *Jump\$tart Coalition for Personal Financial Literacy.* <http://www.jumpstart.org/reality-check-page1.html>. This site provides a test to determine what it takes to live the life a student may want to lead and what it takes to get there. This is a great warm-up activity for this unit.

Saludos.com. <http://www.saludos.com/>. This site, maintained by *Saludos Hispanos* for Hispanic workers and employers, allows users to post résumés, advertise job openings, and gain information about workforce issues of interest to the Hispanic community.

Virginia Career Planning Guide. <http://www.cteresource.org/cpg>. This site, maintained by the CTE Resource Center, helps students identify secondary school courses that will further their career goals.

Virginia Career VIEW. <http://www.vaview.vt.edu/>. This site, maintained by Virginia Tech, offers an occupation search that allows students to compare duties, training, and education required for various jobs. Users may download software or use directly from the Web site.

•Working for a Living. • *PBS.* <http://www.pbs.org/newshour/on2/money/jobs.html>. This site presents an article on teen attitudes about jobs.

Session 1: The Impact of Technology on the World of Work

Prerequisite Understanding/Knowledge/Skills

É Students are expected to identify a variety of career choices.

Materials

- É Dictionary
- É Internet access
- É Attachment A: Focus on Use of Technology

Instructional Activities

1. Display the word *technology*, and ask students to say what other words come to mind when they see this word. Write their responses in random locations around *technology*. Have students brainstorm definitions of *technology*, and write them below the words already listed. Finally, write a dictionary definition of *technology* above all the words listed.
2. Distribute copies of Attachment A, and ask students to read about the ways technological innovation has changed the world of work and the economy in the past. Then, discuss the definition given on the handout. Prompt discussion with the following questions: How does it compare with the dictionary definition that is displayed? How does the profit motive encourage the development of new technologies? Why would it take months or years for someone to acquire the necessary education and training to understand and use many new technologies? Which technologies would you be motivated to learn? Why?
3. Have students access *MAGIC: Mid-Atlantic Guide to Information on Careers*, 4th edition, found at http://www.vec.state.va.us/pdf/lmi_magic.pdf. Direct them to read pages 5 and 8 and then list three ways technology is changing the global economy, as described in the reading.
4. Explain that changes in technology influence the abilities, skills, and education needed in the workforce and that technological advancements create new jobs in the workplace. Describe why employers seek employees who have kept pace with technological changes by updating their skills. Explain that technology and information flows permit people to work across international borders. This creates competition from foreign workers for United States jobs but also may create opportunities for United States workers to work for companies based in other countries.
5. Instruct students to keep a Daily Career Diary for the next 24 hours, using the following chart format:

| Career Encountered | Producer of Good or Service | Job in Existence 50 Years Ago |
|--------------------|-----------------------------|-------------------------------|
| Teacher | Service | Yes |
| | | |
| | | |
| | | |

Ask students to write down each career they encounter. Model how to fill in the information, using the career of “Teacher” as the example. Teachers perform a service, and the job did exist 50 years ago. Have students bring the diary back to class tomorrow.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide hard copies of Web pages for Instructional Activity #3.
- É Provide students access to various software programs (e.g., graphic organizer, word processing).
- É Provide access to large-print copy of Attachments A.

Multisensory Activity

É Have students participate in a game of charades by acting out various careers of interest.

Community Connections

É Invite a school counselor, career counselor, or transition specialist to come to the class to discuss opportunities for career training during high school.

Small Group Learning

É Have students participate in the charades game in pairs.

Vocabulary

É Have students use the following vocabulary words: *occupation, cultivation, archeological, industrial revolution, technology, and diverse*.

Student Organization of Content

É Generate a three-column activity worksheet for Instructional Activity #5.

Session 2: Influence of Talents, Interests, and Aspirations on Career Choice _____

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to navigate the assigned Web sites independently.

Materials

É Internet access

Instructional Activities

1. Divide students into pairs for a Think-Pair-Share. Ask students to describe their current skills, interests, and goals in the context of the Think-Pair-Share.
2. Have students access *MAGIC: Mid-Atlantic Guide to Information on Careers*, 4th edition, found at http://www.vec.state.va.us/pdf/lmi_magic.pdf. Direct them to read page 12. Discuss why self-assessment is an important step in planning for a future career—that is, why an awareness of one's personal talents, interests, and aspirations is needed to select a career that will be satisfying.
3. Have students complete an online career-interest inventory, such as "Who R U?" at *Virginia Career VIEW*, <http://www.vaview.vt.edu/>. Provide time for students to input interests, be matched with careers clusters, and investigate careers within those clusters. Have them print out the results for future use.
4. Direct students to write a paragraph identifying three careers that appeal to them the most and explaining why. Tell students that they will research one of these careers and create a poster to be used as part of a Job Fair in Session 5.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide a hard copy of relevant Internet pages.
- É Use interactive whiteboard to model specific reading strategies.

Multisensory Activity

- É See Instructional Activities #2 and #3.

Community Connections

- É Invite a human resources person to visit the class to share information about matching interests, skills, and jobs.

Small Group Learning

- É See Instructional Activity #1.

Vocabulary

- É Have students use the following vocabulary words: *career*, *skills*, *interests*, *self-assessment* and *goals*.

Student Organization of Content

- É Have each student use the teacher-generated paragraph frame to complete Instructional Activity #4.

Session 3: Career Research

Materials

- É 16 x 20 inch poster white board
- É Colored markers
- É Rulers
- É Pencils
- É Library career-research resources
- É Internet access

Instructional Activities

1. Distribute a piece of poster board, a ruler, and colored markers to each student. Present the requirements for the Job Fair poster:
 - É Must use at least three colors
 - É Must be neat in appearance
 - É Must include
 - the name of the career
 - a description of the job, including a list (or other display) of the activities done by a person in this career
 - a brief description of the future outlook for the career
 - the education required to obtain entry into the career
 - a list of the skills required to obtain entry into the career
 - an approximate salary range.
2. Assign students to research one of the three careers they identified in the previous session. Students must first select the career they most want to research and then find the necessary information. Direct students to use teacher-selected Internet resources from the Sample Resources list on p. 256, as well as identified library resources.
3. Have students create a poster as specified above. Advise students to use a pencil and ruler to sketch their poster design *very lightly* first before using the markers. Tell them that although their poster must be neat, artistic talent will not be a grading factor. Distribute a teacher-prepared grading rubric for students to follow.

Specific Options for Differentiating This Lesson

Technology

- É Provide access to presentation software.
- É Provide access to video recording technology.

Multisensory Activity

- É Have each student create a poster for the specific job/career (See Instructional Activity #3).

Community Connections

- É Have students attend a local job fair.

Small Group Learning

- É Have students in small groups produce commercials on jobs/careers.

Student Organization of Content

- É Provide each student a checklist of look-fors or criteria for the job fair posters or commercials.

Session 4: Good Work Ethic

Prerequisite Understanding/Knowledge/Skills

É Students are expected to be able to conduct independent research.

Materials

- É Internet access
- É Role-play situation cards

Instructional Activities

1. Read aloud the definition of *good work ethic* found on page 10 of *MAGIC: Mid-Atlantic Guide to Information on Careers*, 4th edition, at http://www.vec.state.va.us/pdf/lmi_magic.pdf:
 - É Good attendance, promptness, the flexibility to meet employers' changing requirements, having a positive attitude, and making an effort to do the job thoroughly and well.Lead a discussion on types of behaviors that reflect good and poor work ethics.
2. Distribute role-play situation cards, and instruct students to simulate a good or poor work ethic as described on the card.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to the Internet.
- É Provide hard copies of the relevant Internet pages.

Multisensory Activity

- É See Instructional Activity #2.

Community Connections

- É Have students send invitations to professionals in a variety of careers asking them to participate in their job fair.

Small Group Learning

- É Group students for the job fair into categories based on their career choices.

Vocabulary

- É Have students use the following vocabulary words: *simulation*, *ethic*, *career*, and *job*.

Student Organization of Content

- É Generate an outline for each student to follow for the class discussion in Instructional Activity #1.

Sessions 5 and 6: Fiscal Responsibility and Financial Literacy

Materials

- É Attachment B: Financial Literacy Game Board
- É Attachment C: Financial Literacy Sort Cards
- É Scissors

Instructional Activities

Day 1

1. Review the economic principles of scarcity, wants vs. needs, supply and demand, opportunity cost, and competition. Explain that smart personal financial decisions are based on an understanding of these fundamental economic principles.
2. Define *fiscal responsibility*. Discuss how being fiscally responsible includes
 - É making careful spending decisions
 - É saving and investing for the future
 - É having necessary insurance
 - É keeping to a budget
 - É using credit wisely
 - É understanding how contracts, warranties, and guarantees can protect the individual.Ask students why fiscal responsibility is so important to success in life.

Day 2

3. On the second day, in order to reinforce the concepts associated with being fiscally responsible, have students play a Financial Literacy Sorting Game. Distribute to each student copies of Attachments B and C and a pair of scissors. Instruct students to cut out the sort cards, shuffle them, and arrange them face up on their desks around the game board. When you read out a card, have students find it and place it in the correct box on the game board. Continue until all cards have been placed. Then, review the answers by telling which cards should be in which boxes. Award points according to the following scale:
 - É No mistakes = 100 points
 - É One mistake = 90 points
 - É Two mistakes = 80 points
 - É Three mistakes = 70 points
 - É Four mistakes = 60 points, etc.Have the students play the game a second time to see whether they can better their imperfect score or equal their perfect score.
4. Have students collect pictures/articles/headlines from newspapers or magazines, and use these to make new sort cards for future games.

Specific Options for Differentiating This Lesson

Technology

- É Provide students access to word processing software.
- É Use electronic version of the game and presentation system to model how to play.

Multisensory Activity

- É See Day 2, Instructional Activities #3 and #4 completion.

Community Connections

- É Invite a financial planner to present to the class.

Small Group Learning

- É Integrate “think-pair-share-write” strategy to Day 1, Instructional Activity #2.

Vocabulary

É Have students use the following vocabulary words: *fiscal*, *fiscal responsibility*, and *financial*.

Student Organization of Content

É Provide students with copies of notes.

É Have each student respond in writing to a prompt to Day 1, Instructional Activity #2.

Session 7: Job Fair

Prerequisite Understanding/Knowledge/Skills

É Students are expected to appropriately participate in the job fair activity.

Materials

É Students' posters

Instructional Activities

1. Instruct students to present their posters to the class, summarizing the important information regarding the career they selected.
2. Describe how there is a correlation among skills, education, and income—that is, higher skill and/or education levels generally lead to higher incomes. Also, explain how supply and demand influence job income.
3. Optional for block schedule classes: Have a guest speaker from a local business or employment agency talk to the class about employment skills and opportunities.

Specific Options for Differentiating This Lesson

Technology

É Provide access to presentation equipment.

Multisensory Activity

É See Instructional Activity #1.

Community Connections

É See Instructional Activity #2.

Small Group Learning

É Have students "think-pair-share" for Instructional Activity #2.

Vocabulary

É Have students use vocabulary that is pertinent to their career choice.

Student Organization of Content

É Provide a presentation agenda that lists all participants and their career choices.

É Provide access to text-to-speech software, electronic textbooks, and enlarged print as needed.

É Provide a content frame for each student to record notes/information from presentations.

É Provide a framed paragraph for Instructional Activity #2.

Session 8: Assessment

Materials

É Attachment D: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment D, and have students complete the assessment.

Additional Activities

1. Have student role-play on-the-job behaviors that exhibit a good work ethic and, then, a poor work ethic.
2. Direct students to complete an application for the job of Eighth-Grader (or other grade), including educational background, special skills, interests, and goals.
3. Arrange student field trips to or job shadows at local businesses.

Attachment A: Focus on the Use of Technology

Technology: The application of scientific principles to solve practical problems

Practical problems that invite technological solutions include

- É providing better-quality goods and services
- É providing goods and services in a more timely fashion
- É making access to goods and services available to greater numbers of people.

Technology and the history of jobs

Had you been alive 50,000 years ago during the Paleolithic Era (Old Stone Age), you would not have had a distinct occupation. You would still have had to work in order to live, of course, but everyone's occupation was the same: hunter-gatherer. Any kind of *technology* that was used by humans was fairly easy to learn with practice; no specialization was required. To shape a flint knife or tan leather, you simply watched and imitated.

Later, in the Neolithic Era, (New Stone Age), successful animal care, plant cultivation, and food preparation were likewise a matter of general, shared knowledge. Technology was simple to master—the wheel, the plow, irrigation, the abacus. When people gathered in villages, most people were farmers, but a few were able to specialize in skilled trades, entertainment, or administration.

During the Bronze Age and the Iron Age, successful metalworking gave a hint of how technology would change the world. Many archaeological sites point to the existence of cities with large numbers of specialized workers, such as clerks, accountants, scribes, skilled craftspeople, traders, engineers, and warriors.

Right up through the Middle Ages, technology did not dominate most people's lives, as it does today. We might describe human society then as "low-tech." That would change.

The Industrial Revolution, begun in Western Europe in the early 1700s, attracted people to stable employment in cities and towns. Factories and workshops required people who were trained for specific jobs: designing, maintaining, or operating equipment; following complex procedures; managing workflow; ensuring safety and product quality; etc. People who lived in cities could not grow their own food, so farming technologies were developed to help the people who farmed in the country be more productive. As cities and towns grew, technology, interdependence, and specialization became characteristics of the free market economy. Occupations became more diverse.

In a free market economy, people frequently search for better or more efficient ways to make and transport goods or provide services because it enables them to make higher profits.

Keep in mind that technology requires specialized skills, and it may take months or years for someone to acquire the necessary education and training. Which technologies would you be motivated to learn? Why?

Ann Emerson, Stafford County Public Schools, used by permission

Attachment B: Financial Literacy Game Board

| | | | |
|--|--|--|---|
| <p>Using the Decision- Making Model</p> | <p>Investing for the Future</p> | <p>Budgeting Money</p> | <p>Using Credit Cards Wisely</p> |
| <p>Reviewing Economic Principles</p> | <p>Saving for the Future</p> | <p>Purchasing Insurance</p> | <p>Understanding Contracts, Warranties, & Guarantees</p> |

Attachment C: Financial Literacy Sort Cards

| | | |
|--|--|--|
| How much of my money should I <u>not</u> spend each month so I am prepared for future emergencies? | Competition | After identifying a problem, how should I weigh the expected costs, benefits, and possible consequences of proposed solutions? |
| Supply and demand | What can I do to help my family pay for my burial expenses if I should die? | Should I pay extra for a warranty for my new iPod? |
| Is there a yearly fee to keep this card? What are the late fees? | Should I compare annual percentage rates (APR)? | What should I do before signing a service agreement? |
| Should I create a plan allocating my limited income/resources? | What interest rate is paid to me on a savings account at a bank or credit union? | Opportunity cost |
| Scarcity | What percent of my income should I save each month? | Wants vs. needs |
| What fees are charged for stock purchases? | Where shall I put my extra money so that it will grow the most? | How will I protect my belongings from fire and theft while renting an apartment? |

Attachment D: Sample Assessment Items

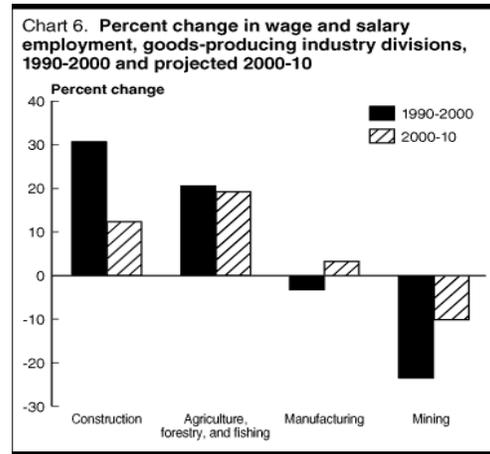
Asterisk () indicates correct answer.*

Essay Questions

1. Explain how interests, skills, and behaviors influence career opportunities and success in the workplace.
2. Explain the role your work ethic has in building a successful career.
3. Describe the relationship among education, skills, and income.
4. Explain how innovations in technology will affect how you prepare for your career.

Multiple-Choice Questions

5. Which is NOT part of the financial planning process?
 - A Determining your current financial situation
 - B Developing financial goals
 - C Acquiring large credit card bills*
 - D Carefully reading warranties and contracts
6. Self-assessment is an important step in career planning because
 - A it is a government requirement.
 - B employers consider this responsible behavior.
 - C aspirations should be guided by talents and interests.*
 - D it shows you where the demand is for a particular job.
7. An individual's work ethic includes
 - A attitudes and behaviors.*
 - B interests and abilities.
 - C aspirations and skills.
 - D education and income.
8. All of the following influence job income EXCEPT
 - A education.
 - B skills.
 - C supply and demand.
 - D opportunity cost.*
9. One important influence of new technology in the workplace is the
 - A increase in the cost of production.
 - B reduction of the flow of capital.
 - C decrease of supply and demand.
 - D creation of new jobs.*
10. Which statement best describes the job outlook for the more traditional jobs described in the chart below?
 - A They will decline over the next 10 years.
 - B Agriculture shows the most change.
 - C Mining shows the most improvement.*
 - D Manufacturing will employ the most workers.



Source: U.S. Department of Labor