

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING **ENHANCED SCOPE AND SEQUENCE**



Virginia and United States Government

Commonwealth of Virginia
Department of Education

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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:

- A related History and Social Science Standard(s) of Learning
- 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*
- Related sample Internet resources
- Lesson sessions containing various instructional activities and a list of required materials
- Handouts to accompany some of the instructional activities
- Sample assessment items covering the entire organizing topic

Comparative Government

Standard(s) of Learning _____

- GOVT.13 The student will demonstrate knowledge of how governments and economies in Mexico, the United Kingdom, and the People’s Republic of China compare with the government and the economy in the United States by
- a) describing the distribution of governmental power;
 - b) explaining the relationship between the legislative and executive branches;
 - c) comparing the extent of participation in the political process.

Essential Understandings, Knowledge, and Skills _____

Correlation to
Instructional Materials

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

- Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. _____
- 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 that governments organize their institutions to serve the fundamental purposes for which government is established. _____
- Explain the two most common ways to organize institutions of government:
- A federal system of government (United States and Mexico): Powers are shared between two levels of government; powers are separated and shared among the branches of the national government. _____
 - A unitary system of government (United Kingdom and People’s Republic of China): All governmental power is vested in the central government, which may choose to delegate some of its authority; this type of government often has a parliamentary system. The legislative branch holds both legislative and executive powers. The executive is chosen by the legislature. _____
- Explain how participation in the political process reflects the degree to which governmental power is limited:
- Limited governments have restraints on power and encourage broad-based participation in the political process. _____
 - Governments of unlimited power (authoritarian governments) place no limits on the power wielded by one person or a small group. _____

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.

Central Intelligence Agency. <http://www.cia.gov/>. This site presents operational and career information about the area of foreign intelligence.

A Country Study: Mexico. Federal Research Division, Library of Congress.

<http://lcweb2.loc.gov/frd/cs/mxtoc.html>. This site provides information on Mexico—its history, society, economy, government, and national security.

“The People’s Republic of China.” University of Maryland. <http://www-chaos.umd.edu/history/prc.html>. This site outlines the establishment of the People’s Republic and its transition to socialism in the early 1950s.

The World Factbook. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook/index.html>. This site provides searchable information on all countries.

Session 1: Why Do We Have Government?

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text.
- Students should understand the concept of rights.

Materials

- Textbook and other instructional resources
- Copies of the Declaration of Independence
- Copies of the Preamble to the Constitution of the United States

Instructional Activities

1. Ask students to use the textbook or other instructional resources to devise a working definition of the word *government*. Then, ask students, “Why do we have government?” Direct them to generate a list of reasons why we have government.
2. Explain that Thomas Jefferson attempted to answer this question for our nation in the Declaration of Independence. Distribute copies of the Declaration, and ask students to locate the paragraph in it that discusses the purpose of government. Direct them to summarize what it says and explain what Jefferson says people should do if their government does not protect their rights?
3. Distribute copies of the Preamble to the Constitution of the United States, and ask students to read it. Guide students in creating a list of the purposes of the federal government of the United States. Explain that they will study this later in more depth.
4. Discuss how a government organizes its institutions to serve the fundamental purposes for which the government is established.
5. Direct students to read the section in the textbook or other instructional resources on the types of government.

Specific Options for Differentiating This Session

Technology

- Have students use text-to-speech software with a digital version of the Declaration of Independence and the Preamble to the Constitution.
- Have students use word-prediction software to create the digital lists.

Multisensory

- Have students listen to online audio versions of the Declaration of Independence.

Community Connections

- Invite a historian to discuss the Declaration of Independence.

Small Group Learning

- Have students work in groups to generate the list of reasons for government and the purposes of the federal government.

Vocabulary

- Have students use the following vocabulary words: *constitution*, *preamble*, *tranquility*, *posterity*.

Student Organization of Content

- Have students create their notes in digital format and use note-taking skills (e.g., highlighting, adding photos, graphics, synonyms).

Session 2: Two Types of Government Systems

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text.
- Students should be able to compare and contrast.

Materials

- Attachment A: Unitary System of Government
- Attachment B: Federal System of Government

Instructional Activities

1. Explain that governments are categorized by how the power to govern is distributed between the two levels of government—national and state. Display the following:

The two most common ways to organize institutions of government are a unitary system of government and a federal system of government.

2. Display Attachment A, and point out that it shows how power radiates from the central government to the state governments. Briefly discuss the structure of a **unitary system of government**. Explain that both the United Kingdom and People's Republic of China are examples of countries with unitary systems of government. Emphasize that these types of government organization are not connected to the political nature of government (e.g., democratic, communist). Inform students that there are more countries with unitary systems than with any other type, and have them name some other countries with this system.
3. Display Attachment B, and point out that it shows how power is shared by the central government and the state (or provincial) governments. Each has powers that are defined, usually in a constitution. Briefly discuss the structure of a **federal system of government**. Tell students that the United States and Mexico are examples of countries with federal systems of government. Inform students that the federal system is a relatively new system of government and that the United States was the first federal system. Have students name some other countries with this system (Australia).
4. Direct students to read the section in the textbook or other instructional resources on comparative government.

Specific Options for Differentiating This Session

Technology

- Have students use the Internet for information on comparative governments.
- Scan both attachments for student use.
- Use speech-to-text-software for reading scanned attachments.

Multisensory

- Have students use a Venn diagram to compare and contrast the two types of governments.
- Use an interactive whiteboard to display the text in Activity 1.
- Have students use presentation software to display the countries currently operating under a specified type of government.

Small Group Learning

- Have students research a specified type of government and list the countries that operate under this type of system.

Vocabulary

- Have students use the following vocabulary words: *Unitary System of Government* and *Federal System of Government* and are able to explain the power structure of each.

Student Organization of Content

- Have students insert completed Attachments A and B into student notebooks as a reference.

Session 3: Limits on Governmental Power

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text.
- Students should be able to compare and contrast.
- Students should understand that there are two types of government systems: Unitary System of Government and Federal System of Government.


Materials

- Textbook and other instructional resources
- Attachment C: How Is the Leader Chosen?
- Internet access (optional)

Instructional Activities

1. Review the two types of government systems from the previous session, and re-emphasize that answering the question, “Which level of government has the power?” does not necessarily reveal whether a government is democratic.
2. Explain that the degree of participation in the political process reflects the degree to which governmental power is limited:
 - **Limited governments** have restraints on power and encourage broad-based participation in the political process.
 - **Authoritarian governments** are governments of unlimited power. They place no restraints on power, which is wielded by one person or a small group, and discourage or forbid any broad-based participation in the political process.

Have students devise a working definition of the term authoritarian, using the textbook or other instructional resources. Discuss why people in some countries might agree to or put up with an authoritarian government that permits no involvement in the political process by most of the citizens.

3. Explain that one good way to determine whether a country is democratic or authoritarian is to identify how its leader is chosen. Distribute copies of Attachment C, highlighting the executive branch of several countries. Ask students to examine the information on the leaders of each country—i.e., both the head of state and the head of the government. Ask, “What clues in the information tell you whether the countries are democratic or authoritarian?” Using the information presented, lead a discussion that guides students to determine which countries are democratic and which are authoritarian. (NOTE: You may wish to add additional countries to this activity. Information can be gathered from the Central Intelligence Agency’s *World Factbook* at <https://www.cia.gov/library/publications/the-world-factbook/docs/profileguide.html>. Select countries from the drop-down list near the top right, and then expand the blue “Government” bar by clicking on .)

Specific Options for Differentiating This Session

Technology

- Have students use text-to-speech software with a digital version of Attachment C.
- Have students interact with a whiteboard presentation that displays the working definitions of *authoritarian* and *democratic*.

Multisensory

- Have students color-code Attachment C for “democratic” and “authoritarian.”

Community Connections

- Have students search the Internet and explore photos and information on a specified country with an authoritarian government, comparing it with our democratic government.

Small Group Learning

- Have students work in groups to complete Attachment C.

Vocabulary

- Have students use the following vocabulary words: *authoritarian* and *democratic*.

Student Organization of Content

- Have students use organizing software with their notes from this session.
- Provide students with a digital version of Attachment C.

Sessions 4 and 5: Comparing Governments

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text.
- Students should be able to compare and contrast.

Materials

- Internet access (optional) or resources on the governments of Mexico, the United Kingdom, and the People's Republic of China

Instructional Activities

The following Web sites may be helpful in researching the governments of Mexico, the United Kingdom, and the People's Republic of China:

- <http://lcweb2.loc.gov/frd/cs/mxtoc.html>. Information on Mexico
- <https://www.cia.gov/library/publications/the-world-factbook/geos/uk.html>. Information on the United Kingdom
- <http://www-chaos.umd.edu/history/prc.html>. Information on China

1. Ask students to describe the government of the United States, and display their responses. Next, ask them to identify countries whose governments are considerably different than that of the United States. Explain to students that some countries differ drastically from the United States in the following areas:
 - Distribution of governmental power
 - The relationship between the legislative and executive branches of government
 - The extent of participation in the political process
2. Put students into three groups, and assign each group one of the following countries: Mexico, the United Kingdom, or the People's Republic of China. Direct each group to research and prepare a report on the government of its assigned country, including whether its system of government is federal or unitary and whether its government is limited or authoritarian. Instruct groups to define and describe these identified aspects of government. (NOTE: If research time on the Internet is not possible, provide resources in the classroom for groups to use and locate information on these countries.)
3. Assign the date for presentation of the reports.

Specific Options for Differentiating This Session

Technology

- Have students use the Internet to research information about various types of governments (United States and assigned government).
- Have students use speech-to-text software.

Multisensory

- Have students use a Venn diagram to compare and contrast a specific country's government with the government of the United States.
- Use an interactive whiteboard to display the Venn diagrams.
- Have students display information on the assigned country and its government, using presentation software.

Small Group Learning

- Have students work in small groups to research a specified country and its government and to develop and present their research.

Vocabulary

- Have students use the following vocabulary words: *Unitary System of Government* and *Federal System of Government* and are able to explain the power structure of each.

Student Organization of Content

- Have students insert completed Venn diagrams into their notebooks as a reference.

Session 6: Unit-Review Football

Materials

- Football field grid to display
- Football-shaped field markers in two different colors
- Review questions

Instructional Activities

NOTE: This unit-review activity may be used for any unit in this document. You are encouraged to determine for which units it would be most helpful.

1. Display a football grid showing goal lines at the ends of the field and the field marked off in ten 10-yard segments; thus, there will be nine lines between the goal lines.
2. Place students into two teams, and assign each team a different colored marker.
3. Flip a coin to determine which team will play first.
4. Ask the team that plays first a question about information presented in this unit.
5. If the team answers the question correctly, advance its colored marker from the zero line to the 10-yard line, and award them one point on the scoreboard.
6. Continue asking questions of that team, marking its progress from line to line, until the team either makes a touchdown or fails to answer correctly.
7. If the other team can answer an incorrectly answered question, award it the ball by placing its marker on the last marked line. This is considered to be an interception.
8. Continue play until all questions have been asked and answered correctly. The team with the most points on the scoreboard wins.
9. Close to the end of class, ask students if they have any questions pertaining to the information presented in this unit. If so, discuss.

Session 7: Assessment

Materials

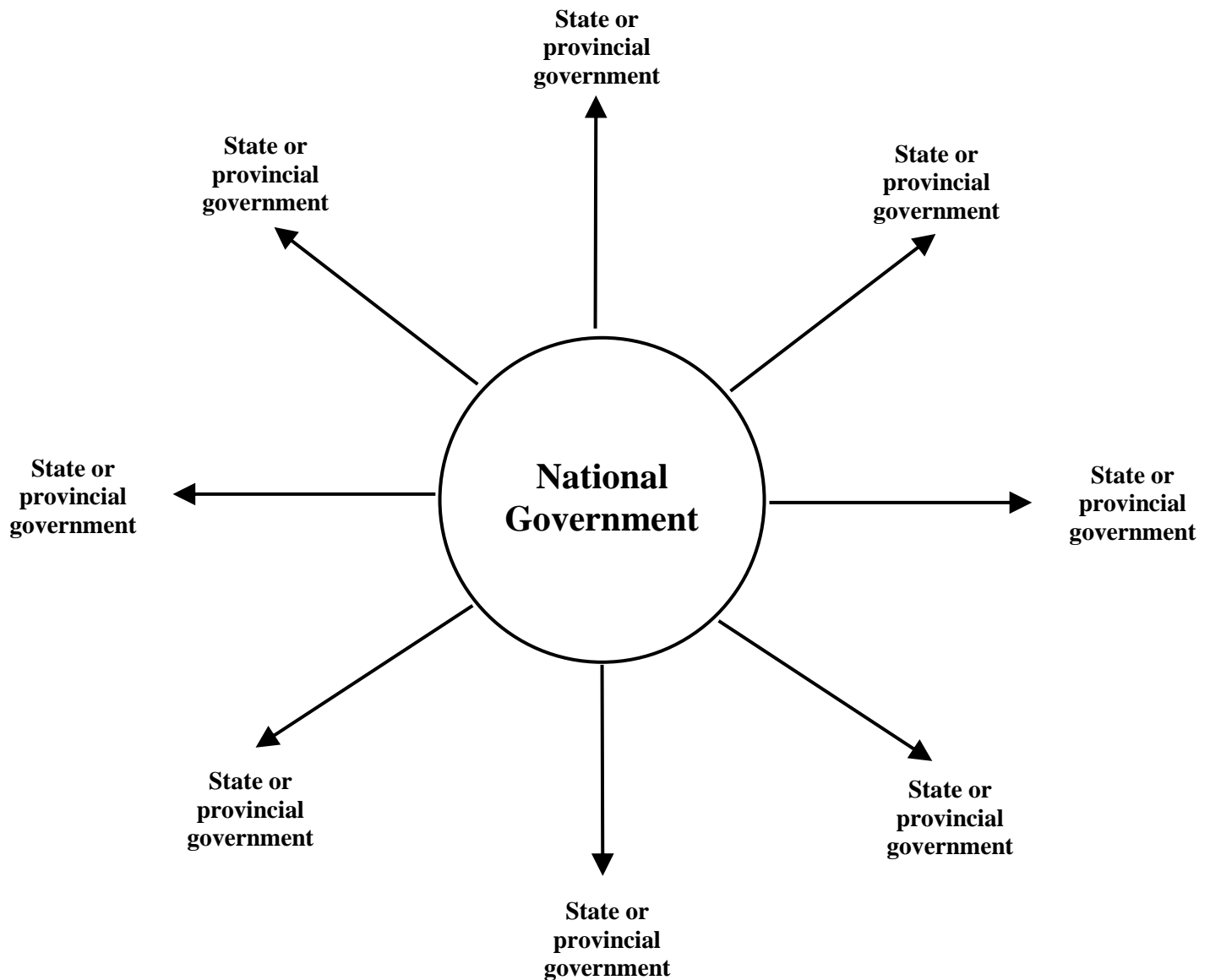
- Attachment D: Sample Assessment Items

Instructional Activities

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

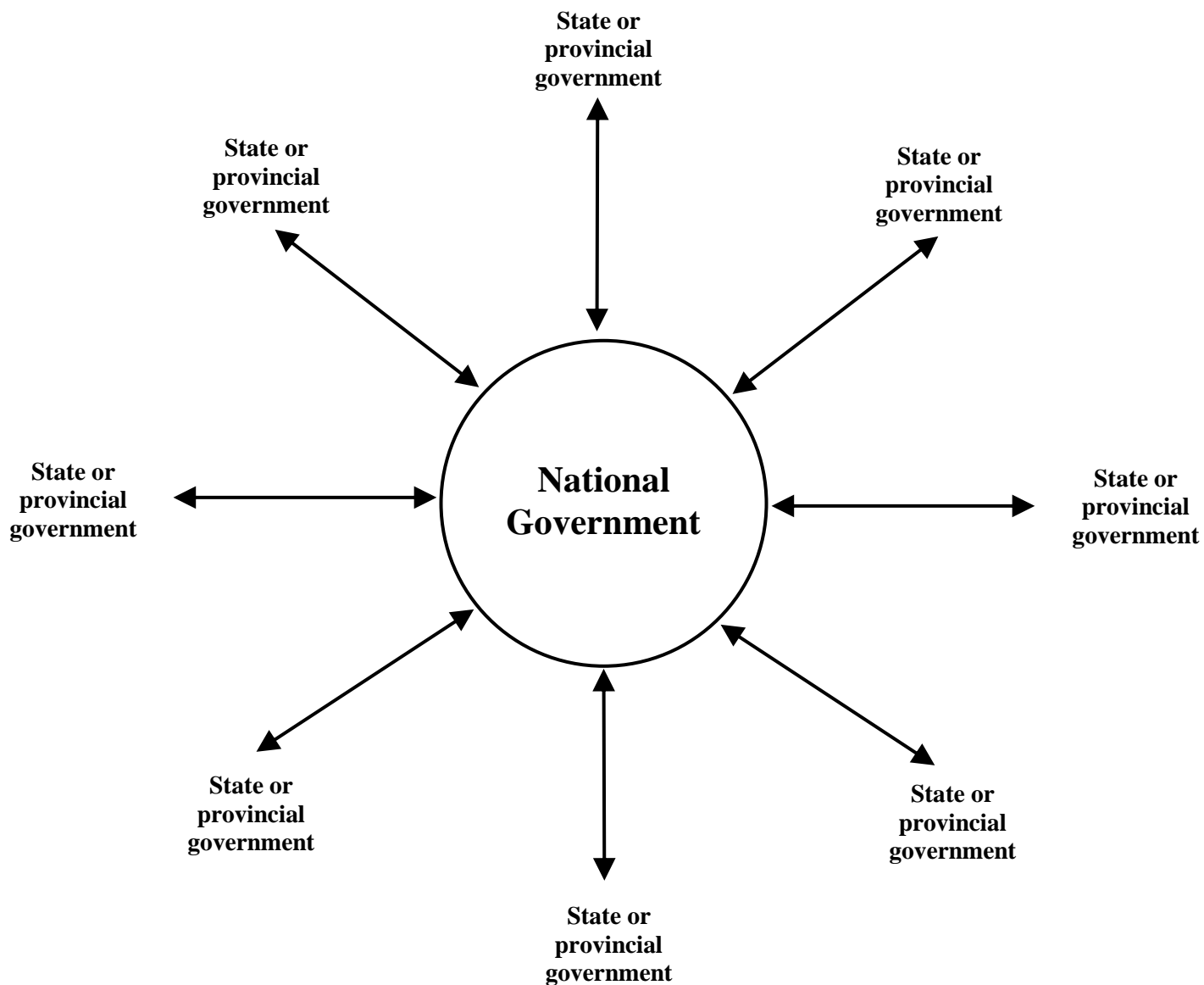
Attachment A: Unitary System of Government

In a unitary system of government, the national (central) government holds all the power. This type of system often involves weak state (or provincial) governments, which derive all their power from the national government.



Attachment B: Federal System of Government

In a federal system of government, power is shared between a powerful national government and powerful state (or provincial) governments. The state (or provincial) governments wield considerable self-rule, usually through their own legislatures.



Attachment C: How Is the Leader Chosen?

The following information describes the executive branches of the governments of several selected countries:

Mexico

- **Chief of state:** President Felipe de Jesus CALDERON Hinojosa (since 1 December 2006); note: the president is both the chief of state and head of government.
- **Head of government:** President Felipe de Jesus CALDERON Hinojosa (since 1 December 2006)
- **Cabinet:** Cabinet appointed by the president; note: appointment of attorney general requires consent of the Senate.
- **Elections:** president elected by popular vote for a single six-year term; election last held on 2 July 2006 (next to be held 1 July 2012)
- **Election results:** Felipe CALDERON elected president; percent of vote: Felipe CALDERON 35.89%, Andres Manuel LOPEZ OBRADOR 35.31%, Roberto MADRAZO 22.26%, other 6.54%

People's Republic of China

- **Chief of state:** President HU Jintao (since 15 March 2003); Vice President XI Jinping (since 15 March 2008)
- **Head of government:** Premier WEN Jiabao (since 16 March 2003); Executive Vice Premier LI Keqiang (17 March 2008), Vice Premier HUI Liangyu (since 17 March 2003), Vice Premier ZHANG Dejiang (since 17 March 2008), and Vice Premier WANG Qishan (since 17 March 2008)
- **Cabinet:** State Council appointed by National People's Congress
- **Elections:** president and vice president elected by National People's Congress for a five-year term (eligible for a second term); elections last held on 15-17 March 2008 (next to be held in mid-March 2013); premier nominated by president, confirmed by National People's Congress
- **Election results:** HU Jintao elected president by National People's Congress with a total of 2,963 votes; XI Jinping elected vice president with a total of 2,919 votes

United Kingdom

- **Chief of state:** Queen ELIZABETH II (since 6 February 1952); Heir Apparent Prince CHARLES (son of the queen, born 14 November 1948)
- **Head of government:** Prime Minister David CAMERON (since 11 May 2010)
- **Elections:** the monarchy is hereditary; following legislative elections, the leader of the majority party or the leader of the majority coalition usually becomes the prime minister.

United States

- **Chief of state:** President Barack H. OBAMA (since 20 January 2009); Vice President Joseph R. BIDEN (since 20 January 2009); note: the president is both the chief of state and head of government.
- **Head of government:** President Barack H. OBAMA (since 20 January 2009); Vice President Joseph BIDEN (since 20 January 2009)
- **Elections:** president and vice president elected on the same ticket by a college of representatives who are elected directly from each state; president and vice president serve four-year terms (eligible for a second term); election last held 4 November 2008 (next to be held on 6 November 2012)
- **Election results:** Barack H. OBAMA elected president; percent of popular vote: Barack H. OBAMA 52.4%, John MCCAIN 46.3%, other 1.3%.

Cuba

- **Chief of state:** President of the Council of State and President of the Council of Ministers Gen. Raul CASTRO Ruz (president since 24 February 2008); First Vice President of the Council of State and First Vice President of the Council of Ministers Gen. Jose Ramon MACHADO Ventura (since 24 February 2008); note: the president is both the chief of state and head of government.
- **Head of government:** President of the Council of State and President of the Council of Ministers Gen. Raul CASTRO Ruz (president since 24 February 2008); First Vice President of the Council of State and First Vice President of the Council of Ministers Gen. Jose Ramon MACHADO Ventura (since 24 February 2008)
- **Elections:** president and vice presidents elected by the National Assembly for a term of five years; election last held 24 February 2008 (next to be held in 2013)

- **Election results:** Gen. Raul CASTRO Ruz elected president; percent of legislative vote: 100%; Gen. Jose Ramon MACHADO Ventura elected vice president; percent of legislative vote: 100%

from *The World Factbook*, <https://www.cia.gov/library/publications/the-world-factbook/docs/profileguide.html>

Attachment D: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. A system of government in which powers are shared between two levels of government is known as a</p> <p>A federal system.* B unitary system. C parliamentary system. D confederate system.</p> <p>2. A government that gives unlimited power to one person or a small group is</p> <p>A a democracy. B authoritarian.* C a republic. D unitary.</p> <p>3. The system of government in which the national government holds all the power and may give some power to weak state (or provincial) governments is known as a</p> <p>A federal system. B unitary system.* C parliamentary system. D confederate system.</p> <p>4. A country with a federal system of government is</p> <p>A the United Kingdom. B Mexico.* C the People's Republic of China. D Cuba.</p> <p>5. A government that places no limits on the power wielded by one person or a small group is a/an</p> <p>A limited government. B authoritarian government.* C democracy. D constitutional monarchy.</p>	<p>6. A government that puts restraints on power and encourages broad-based participation in the political process is a/an</p> <p>A limited government.* B authoritarian government. C totalitarian government. D dictatorship.</p> <p>7. An authoritarian government</p> <p>A has unlimited power.* B shares power. C puts restraints on the power of leaders. D derives power from a constitution.</p> <p>8. A government with unlimited power</p> <p>A permits citizens little participation in political processes.* B offers citizens broad opportunities for self-government. C exercises little authoritarian power. D strongly supports democratic principles.</p> <p>9. In which form of government do you typically find the legislative and executive functions carried out by the same group?</p> <p>A parliamentary B unitary* C federal D confederate</p> <p>10. In a parliamentary form of government, the prime minister is usually chosen by the</p> <p>A legislature.* B voters. C president. D Central Committee.</p>
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ORGANIZING TOPIC

Origins and Foundations of American Government

Standard(s) of Learning

- GOVT.2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by
- a) describing the development of Athenian democracy and the Roman republic;
 - b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
 - c) examining the writings of Hobbes, Locke, and Montesquieu;
 - d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;
 - e) analyzing the natural rights philosophies expressed in the Declaration of Independence;
 - f) examining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Analyze primary and secondary source documents.
- Create and interpret 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.

Content

- Explain how the United States constitutional system of government incorporates democratic elements that were developed in Athens and Rome:
- Athens: Direct democracy
 - Rome: Indirect (representative) democracy, republic
- Explain how the United States constitutional system of government incorporated ideas from the Magna Carta, the English Petition of Rights, and the English Bill of Rights:
- Magna Carta
 - Limited power of government
 - Fundamental rights:
 - Trial by jury
 - Due process of law
 - English Petition of Rights
 - Early document supporting the idea that men have rights and establishing concept of rule of law
 - Included basic rights:
 - Guarantee of trial by jury
 - Protection against martial law
 - Protection against quartering of troops
 - Protection of private property

English Bill of Rights

- Limited power of the monarch
- Guarantee of no standing army in peacetime
- Guarantee of free elections
- Guarantee of right of petition
- Parliamentary checks on power

Explain the principles of government and law developed by leading European political thinkers Thomas Hobbes, John Locke, and Montesquieu that may be found in the Constitution of Virginia, the Declaration of Independence, and the Constitution of the United States:

- Limited government: John Locke (Constitution of Virginia, Constitution of the United States, Declaration of Independence)
- Government's authority coming only from the consent of the governed: Thomas Hobbes, John Locke (Declaration of Independence, Constitution of the United States)
- Separation of powers: Montesquieu (Constitution of the United States, Constitution of Virginia)

Explain that the charters of the Virginia Company of London extended the “rights of Englishmen” to the colonists.

Summarize the natural rights philosophies of John Locke and Jean-Jacques Rousseau expressed in the Declaration of Independence:

- Rousseau believed that all men are equal.
- Locke believed that government is based on an agreement between people and their rulers ("social contract"). He felt that people have the right to life, liberty, and property.

Explain how Virginians played key roles in securing individual liberties through adoption of the Bill of Rights by the First Congress:

- George Mason wrote the Virginia Declaration of Rights, which
 - states that all Virginians should have certain rights, including freedom of religion and freedom of the press
 - is the basis for the Bill of Rights of the Constitution of the United States.
- Thomas Jefferson wrote the Virginia Statute for Religious Freedom, which
 - states that all people should be free to worship as they please
 - was the first time religious freedom was protected by law
 - is the basis for the First Amendment to the Constitution of the United States, which guarantees religious freedom.
- James Madison, “Father of the Constitution”
 - kept detailed notes during the Constitutional Convention
 - engineered compromises on the most difficult issues facing the delegates
 - authored the “Virginia Plan,” which proposed a federal government of three separate branches (legislative, executive, and judicial) and became the foundation for the structure of the new government
 - authored much of the Bill of Rights.

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.

“Athenian Daily Life: Politics.” Brooklyn College Classics Department.

<http://depthome.brooklyn.cuny.edu/classics/dunkle/athnlife/politics.htm>. This site provides information on Athenian democracy.

The Avalon Project Documents in Law, History and Diplomacy: Ancient, Medieval and Renaissance Documents.

Yale Law School. http://avalon.law.yale.edu/subject_menus/medmenu.asp. This site provides a plain-text copy of the Magna Carta, along with definitions of legal or old English terms.

“Charles-Louis de Secondat, Baron de Montesquieu.” *New Advent*.

<http://www.newadvent.org/cathen/10536a.htm>. This site provides biographical information on the French writer and philosopher Montesquieu.

“Comparison of American and English Bill [sic] of Rights.” Central Michigan University.

http://www.chsbs.cmich.edu/timothy_hall/bofr/comparison.htm. This site compares amendments to the American Bill of Rights and selected articles of the English Bill of Rights.

“English Bill of Rights, 1689.” *Montauk Magazine*. http://www.montauk.com/history/1689_bill_intro.htm. This site traces the history of the English Bill of Rights.

The Founders’ Constitution. <http://press-pubs.uchicago.edu/founders/>. This site offers many documents related to the fundamental elements of the Constitution of the United States and the basis for political authority.

George Mason: Timelines. Gunston Hall. <http://gunstonhall.org/georgemason/timeline.html#convention>. This site gives three different timelines for George Mason as well as quotations.

Internet Ancient History Sourcebook: Rome. Paul Halsall. <http://www.fordham.edu/halsall/ancient/asbook09.html>. This site provides information on Rome and its political history.

James Madison’s Montpelier. The Montpelier Foundation. <http://www.montpelier.org/>. This site provides information on James Madison and his work throughout the Constitutional period.

“John Locke (1632–1704).” Oregon State. <http://oregonstate.edu/instruct/phl302/philosophers/locke.html>. This site provides biographical information on the philosopher John Locke.

“Lesson Plans.” *Youth Leadership Initiative*. <http://www.youthleadership.net/learning-programs/lesson-plans/>.

This site, supported by The University of Virginia Center for Politics, is an excellent resource for a variety of governmental topics. There are lessons devoted to political philosophers, such as Blackstone, Hobbes, Locke, Montesquieu, and Rousseau, who influenced the Founding Fathers. The downloadable lessons include pictures that help to explain the various philosophies. The site requires teacher registration to gain access to the material, but it is free of charge.

“The Magna Carta.” http://www.archives.gov/exhibits/featured_documents/magna_carta/. This site provides a translation and a brief history of the Magna Carta and its influence on the Constitution of the United States.

“Magna Carta.” <http://www.fordham.edu/halsall/source/magnacarta.txt>. This site provides a translation of the Magna Carta.

“Thomas Hobbes, 1588–1679.” *The History of Economic Thought Website*. Economics New School.

<http://homepage.newschool.edu/het/profiles/hobbes.htm>. This site provides biographical information on the philosopher Thomas Hobbes.

Thomas Jefferson Monticello. Thomas Jefferson Foundation, Inc. <http://www.monticello.org/>. This site has information on Jefferson and the Statute for Religious Freedom and includes lesson plans.

The University of Oklahoma College of Law. This site contains the texts of the three charters granted to the Virginia Company of London:

- “The First Virginia Charter.” <http://www.law.ou.edu/hist/vchart1.html>

- “The Second Virginia Charter.” <http://www.law.ou.edu/hist/vchart2.html>
 - “The Third Virginia Charter.” <http://www.law.ou.edu/hist/vchart3.html>
- “The Virginia Company of London.” *Historic Jamestowne*. National Park Service.
<http://www.nps.gov/jame/historyculture/the-virginia-company-of-london.htm>. This article offers a short history of the Virginia Company as a business venture and as an instrument of English exploration and influence in the New World. The Web site is a good source of background information for both Jamestown and The Virginia Company of London.

Sessions 1 and 2: Roots of the Constitutional Government of the United States _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text.
- Students should be able to compare and contrast.
- Students should understand the concept of rights.

Materials

- Attachment A: Roots of the Constitutional Government of the United States
- Copies of a translation of the Magna Carta with definitions (see Web sites below)
- Copies of the Declaration of Independence
- Copies of the Constitution of the United States
- Internet access

Instructional Activities

The following Web sites may be helpful in the study of the philosophies underlying the Constitution of the United States:

- *The Avalon Project Documents in Law*. http://avalon.law.yale.edu/subject_menus/medmenu.asp. Information on the Magna Carta with accompanying definitions
- *The Founders' Constitution*. <http://press-pubs.uchicago.edu/founders/>. Information on the English Petition of Rights and the English Bill of Rights
- "The Magna Carta." http://www.archives.gov/exhibits/featured_documents/magna_carta/. A translation and a brief history of the Magna Carta and its influence on the Constitution of the United States
- "Magna Carta." <http://www.fordham.edu/halsall/source/magnacarta.txt>. A translation of the Magna Carta

Day 1

1. Distribute copies of Attachment A, and review the outline of the roots of the U.S. constitutional system of government. Emphasize that the Founding Fathers drew on much existing philosophical thought about democracy and many historical models of democratic laws—i.e., they did not invent the American democratic republic from scratch.
2. Distribute copies of a translation of the Magna Carta of 1297 with definitions. Put students into groups, and divide up the numbered sections of the Magna Carta among the groups. Have each group develop explanations of the content of its sections of the document and determine to whom the sections apply. This may take the remainder of the class period. This activity may be expanded by having students compare the Magna Carta to the U.S. Bill of Rights to determine the similarities that exist between the two documents. Students could display the related passages in a chart. The activity may be further expanded to include comparisons among the Magna Carta, the English Petition of Rights, the English Bill of Rights, and the U.S. Bill of Rights.

Day 2

3. Have students work either individually or in teams to search the Declaration of Independence and the Constitution of the United States for passages that correspond to the philosophies outlined on Attachment A. When students are finished, work with the class to create a class chart identifying the passages from both documents.

Specific Options for Differentiating This Session

Technology

- Have students access the links listed in the activities.
- Scan Attachment A, and provide to students with text-to-speech software to complete assigned reading and research.
- Scan the translation of the Magna Carta (Activity 2/Day 1), and use text-to-speech software for reading.

- Scan the Declaration of Independence and the Constitution of the United States (Activity 1/Day 2, and have students use text-to-speech software for reading.

Multisensory

- Have students use a Venn diagram to compare and contrast the Declaration of Independence and the Constitution of the United States.
- Have students interact with a whiteboard presentation that displays the Venn diagrams, as well as the class chart (Activity 1/Day 2).
- Have students work in small groups to display information/explanations (Activity 2/Day 1), using presentation software.

Small Group Learning

- Have students work in small groups for all activities above.

Vocabulary

- Have students use the following vocabulary words: *Magna Carta*, *Declaration of Independence*, *Constitution of the United States*, *English Petition of Rights*, *the English Bill of Rights*, *the U.S. Bill of Rights*.

Student Organization of Content

- Have students insert completed Venn diagrams and Attachment A into their notebooks as a reference.

Sessions 3 and 4: Locke, Hobbes, Montesquieu, Madison, Mason, and Jefferson _____

Prerequisite Understanding/Knowledge/Skills

- Students should be familiar with the Enlightenment.
- Students should understand that the “natural rights philosophy” is a direct reaction to the “divine right” theory of government.
- Students should know the difference between a democracy and a republic.
- Students should be able to read and analyze text.
- Students should understand the concept of rights.

Materials

- Internet access

Instructional Activities

The following Web sites may be helpful for locating information on the philosophies of Locke, Hobbes, and Montesquieu in fundamental documents of American government:

- “John Locke,” “Thomas Hobbes,” and “Baron de Montesquieu.” *Youth Leadership Initiative*. http://www.youthleadership.net/?go_main=true
 - “Virginia Constitution of 1776,” “Declaration of Independence,” and “United States Constitution.” *The Founders’ Constitution*. <http://press-pubs.uchicago.edu/founders/>
1. Divide the class into six teams, and have each team examine one of the following documents to determine where it contains the political principles of limited government (from Locke), governmental authority deriving only from consent of the governed (from Hobbes and Locke), and separation of powers (from Montesquieu and Madison):
 - Constitution of Virginia (1776)
 - Virginia Declaration of Rights (1776)
 - Declaration of Independence (1776)
 - Virginia Statute for Religious Freedom (1779/1786)
 - Constitution of the United States (1787)
 - Bill of Rights (1789/1791)(NOTE: This process can become lengthy, but it is a valuable exercise for students to link the principles with the text of the documents.)
 2. Have the class create a chart that shows the links between the political principles and the texts of the documents so students can better understand how much these documents, written within a 13-year period and in some cases by some of the same writers, were influenced by the writings of Locke, Hobbes, and Montesquieu.

Specific Options for Differentiating This Lesson

Technology

- Have students use screen-reading software or text-to-speech software to supplement their reading and research.
- Have students highlight the political principles or key topics in assigned reading.

Multisensory

- Have students develop improvisational skits related to concepts written on index cards.
- Have students find pictures on the Internet or use teacher-provided pictures of each of the three philosophers studied.

Community Connections

- Arrange for the class to visit Monticello, Jefferson’s home; Montpelier, Madison’s home; Mount Vernon, Washington’s home; or Gunston Hall, Mason’s home.

- Arrange for the class to visit the National Archives, in Washington, D.C., to see the original documents, or take a virtual tour.
- Invite a historian to talk about the philosophies of Locke, Hobbes, and Montesquieu.

Small Group Learning

- Have pairs of students read and discuss the documents.

Vocabulary

- Have students use the following vocabulary words: *rights, document, relevant, irrelevant, prioritize, democracy, republic, due process, trial by jury, petition*.
- Have students develop vocabulary journals for new vocabulary/concepts.

Student Organization of Content

- Have students use graphic organizers to identify examples within the documents of the works of Locke, Hobbes, and Montesquieu.
- Have students create a comparison diagram identifying the similarities and differences of the six documents.

Session 5: The Charters of the Virginia Company of London

Prerequisite Understanding/Knowledge/Skills

- Students should be familiar with the Enlightenment.
- Students should understand that the “natural rights philosophy” is a direct reaction to the “divine right” theory of government.
- Students should understand difference between a democracy and a republic.
- Students should be able to read and analyze text.
- Students should understand the concept of rights.
- Students should know the meaning of charter.

Materials

- Internet access
- Copies of the charters of the Virginia Company of London, found at The University of Oklahoma College of Law Web site:
 - “The First Virginia Charter.” <http://www.law.ou.edu/hist/vchart1.html>
 - “The Second Virginia Charter.” <http://www.law.ou.edu/hist/vchart2.html>
 - “The Third Virginia Charter.” <http://www.law.ou.edu/hist/vchart3.html>

Instructional Activities

1. Have students read the article “The Virginia Company of London” found on the National Park Service’s Web site at <http://www.nps.gov/jame/historyculture/the-virginia-company-of-london.htm>. Alternatively, distribute copies of this article. Hold a class discussion on how the charters of the Virginia Company of London extended the “rights of Englishmen” to the colonists.
2. Put the students into three groups, and assign each group the task of examining one of the charters to see how many names are familiar and found in Virginia today. The charters may be found at the following Web sites:
 - “The First Virginia Charter.” <http://www.law.ou.edu/hist/vchart1.html>
 - “The Second Virginia Charter.” <http://www.law.ou.edu/hist/vchart2.html>
 - “The Third Virginia Charter.” <http://www.law.ou.edu/hist/vchart3.html>This is a way for students to understand that names they may see on a daily basis are found in these early charters of the founding of Virginia. Have students construct a chart of the different types of occupations and their numbers that are included in the lists of the second and third charters.

Specific Options for Differentiating This Lesson

Technology

- Have students use the Auto Summarize feature in Microsoft Word to summarize the article “The Virginia Company of London: Success or Failure?”
- Have students use screen-reading software or text-to-speech software to read information found on the Internet.
- Have students highlight the political principles or most important information in their assigned reading.

Multisensory

- Have students highlight names and occupations from documents.
- Using the charters, have students identify one “right of Englishmen” on a sticky note, and add it to a classroom display.

Community Connections

- Take students on a field trip to Monticello, Jefferson’s home; Montpelier, Madison’s home; Mount Vernon, Washington’s home; or Gunston Hall, Mason’s home.
- Arrange for the class to visit the National Archives in Washington, D.C., to see the original documents, or take a virtual tour.
- Invite a member of a local civic organization to discuss his or her organization’s charter and the function of the charter.

Small Group Learning

- Have students pair with a student from another group to compare current findings from research.

Vocabulary

- Have students use the following vocabulary words: *rights, document, relevant, irrelevant, prioritize, democracy, republic, due process, trial by jury, petition, charters.*

Student Organization of Content

- Have students develop pie charts that represent the proportion of people employed in different occupations.
- Have students create a comparison diagram of the three charters, highlighting names and occupations found in more than one charter.

Session 6: Comparing Political Philosophers

Prerequisite Understanding/Knowledge/Skills

- Students should be familiar with the Enlightenment.
- Students should understand that the “natural rights philosophy” is a direct reaction to the “divine right” theory of government.
- Students should understand the difference between a democracy and a republic.
- Students should be able to read and analyze text.
- Students should be able to read selectively for the most relevant information.
- Students should understand the concept of rights.

Materials

- Internet access

Instructional Activities

1. Put students into five groups, and assign each group to research the ideas of one of the political philosophers Blackstone, Hobbes, Locke, Montesquieu, or Rousseau. (NOTE: The Youth Leadership Initiative Lesson Plans found at <http://www.youthleadership.net/learning-programs/lesson-plans/> provide lessons devoted to these political philosophers. The downloadable lessons include pictures that help to explain the various philosophies. The site requires teacher registration to access to the material, but it is free of charge.)
2. Direct each group to prepare a class presentation on its assigned philosopher. The presentation should include charts and a comparison to at least one other philosopher.
3. Following the presentations, have the groups work together to develop a chart comparing the ideas of all these men.

Specific Options for Differentiating This Lesson

Technology

- Have students view a slide presentation template to guide students in developing presentations on the listed philosophers.
- Have students use graphic organizing software or tables in a word-processing program to construct charts comparing the ideas of the philosophers.

Multisensory

- Have students identify images on the Internet of the five philosophers.

Community Connections

- Arrange for the class to visit Independence Hall.
- Arrange for the class to visit Monticello, Jefferson’s home; Montpelier, Madison’s home; Mount Vernon, Washington’s home; or Gunston Hall, Mason’s home.
- Arrange for the class to visit National Archives in Washington, D.C., to see the original documents, or take a virtual tour.
- Invite a historian to discuss the philosophies of Locke, Hobbes, and Montesquieu.

Small Group Learning

- Have students work with a partner to create presentations.

Vocabulary

- Have students work in pairs or small groups to develop cinquains on each of the ideas advocated by the philosophers. A cinquain is a five-line poem. The first line consists of a one-word title; the second line is a two-word description of the topic; the third line contains three words expressing action of the topic (usually three “-ing” words); the fourth line is a four-word phrase showing feeling for the topic; and the last line is a one-word synonym that restates the essence of the topic.
- Have students develop vocabulary journals for new vocabulary/concepts.

Student Organization of Content

- Provide students with a list of guiding questions as they conduct their research on each philosopher.
- Have students journal about each philosopher highlighted in the presentations.

Session 7: Assessment

Materials

- Attachment B: Sample Assessment Items

Instructional Activities

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

Attachment A: Roots of the Constitutional Government of the United States _____

- I. Contributions of Ancient Civilizations
 - A. Athens: Direct democracy
 - B. Rome: Indirect (representative) democracy, republic
- II. Contributions of English Heritage
 - A. Magna Carta
 - 1. Limited governmental power
 - 2. Fundamental rights
 - a. Trial by jury
 - b. Due process of law
 - B. English Petition of Rights
 - 1. Rule of law
 - 2. Basic rights
 - a. Trial by jury
 - b. Private property
 - c. Protection against martial law
 - d. Protection against quartering of troops
 - C. English Bill of Rights
 - 1. Limited power of the monarch
 - 2. Guarantee of no standing army in peacetime
 - 3. Guarantee of free elections
 - 4. Guarantee of right of petition
 - 5. Parliamentary checks on power
 - D. Charters of the Virginia Company of London
 - 1. Basic “rights of Englishmen” guaranteed to colonists
- III. Contributions of European and American Political Thinkers
 - A. Limited government
 - 1. From John Locke
 - 2. Reflected in Virginia Constitution, Constitution of the United States, Declaration of Independence
 - B. Governmental authority deriving only from the consent of the governed
 - 1. From John Locke, Thomas Hobbes
 - 2. Reflected in Declaration of Independence, Constitution of the United States
 - C. Separation of powers
 - 1. From Montesquieu, James Madison
 - 2. Reflected in Constitution of the United States, Virginia Constitution
- IV. Contributions of Natural Rights Philosophers
 - A. All men are equal
 - 1. From Jean-Jacques Rousseau
 - 2. Reflected in Declaration of Independence
 - B. Government based on agreement between people and their rulers (“social contract”)
 - 1. From John Locke, Thomas Jefferson
 - 2. Reflected in Declaration of Independence
 - C. Right to life, liberty, and property
 - 1. From John Locke, Thomas Jefferson (changed “property” to “pursuit of happiness”)
 - 2. Reflected in Declaration of Independence

Attachment B: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The United States acquired which concept from ancient Athens? A Trial by jury B Protection of private property C Direct democracy* D Due process of law</p> <p>2. Which document includes the guarantee of the right of petition? A Magna Carta B English Bill of Rights* C Declaration of Independence D English Petition of Rights</p> <p>3. Which philosopher is known for his belief that people have the right to life, liberty, and property? A Montesquieu B Hobbes C Rousseau D Locke*</p> <p>4. John Locke’s philosophy includes the belief that A the purpose of government is to protect the rights of its citizens.* B individuals are born with a duty to obey laws. C people are fundamentally unable to change government. D kings rule by divine right.</p> <p>5. The King of England granted charters to A The Virginia Company of London.* B The Hudson Bay Company. C John Smith. D Christopher Columbus.</p> <p>6. The Virginia Declaration of Rights A was a first draft for the Declaration of Independence. B is part of the Constitution of the United States. C is modeled after the Charters of Virginia. D served as a model for the Bill of Rights.*</p>	<p>7. The charters of the Virginia Company of London A extended basic rights of Englishmen to American colonists.* B applied to all colonists living in the New England colonies. C extended basic rights to Englishmen living in land held by France. D applied to American Indians.</p> <p>8. Montesquieu proposed which concept of government in his writings? A All men are created equal. B Free elections C Limited government D Separation of powers*</p> <p>9. Who believed man’s unalienable rights were life, liberty, and the pursuit of happiness? A Montesquieu B Locke C Rousseau D Jefferson*</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> • Kept notes during Constitutional Convention • Known for engineering compromises • Authored “Virginia Plan” </div> <p>10. The list above BEST describes which American leader? A James Madison* B Thomas Jefferson C John Locke D George Mason</p>
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ORGANIZING TOPIC

The Constitution: Framework for Government in the United States

Standard(s) of Learning

- GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by
- examining the ratification debates and *The Federalist*;
 - identifying the purposes for government stated in the Preamble;
 - examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
 - illustrating the structure of the national government outlined in Article I, Article II, and Article III;
 - describing the amendment process.
- GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by
- examining the Bill of Rights, with emphasis on First Amendment freedoms;
 - explaining selective incorporation of the Bill of Rights.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

Analyze primary and secondary source documents.

Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.

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

Distinguish between relevant and irrelevant information.

Evaluate 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.

Content

Explain how the debates over ratification of the Constitution of the United States focused on powers given to the national government and how the issue of the amount of power given to the national government polarized the ratification debates:

- Nine of thirteen states were needed to ratify the Constitution.
- Anti-Federalist position:
 - Was suspicious of a strong central government
 - Wanted a Bill of Rights to protect personal liberties
- Federalist position:
 - Believed that a strong central government was the best way to protect freedom

Explain that *The Federalist* was a series of essays supporting adoption of the Constitution of the United States.

Explain that the purposes for government are established in the Preamble of the Constitution of the United States.

Identify the purposes for government as stated in the Preamble:

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

Enumerate the fundamental principles upon which the Constitution of the United States is based:

- Consent of the governed: People are the only source of governmental power.
- Limited government: The government may do only those things that the people have given it the power to do.
- Separation of powers: Government is divided into three branches—the legislative, executive, and judicial.
- Checks and balances: This is a system whereby each branch of government exercises some control over the others.
- Federalism: In this form of government, powers are divided between the national government and state governments.
- Rule of law: The Constitution of the United States is supreme, and all individuals are accountable under the law.

Describe how Articles I, II, and III of the Constitution of the United States establish three co-equal branches of the national government:

- Article I establishes the legislative branch by setting forth the two houses of Congress to make laws.
- Article II establishes the executive branch to carry out the laws passed by Congress.
- Article III creates the United States Supreme Court and empowers Congress to establish lower federal courts to interpret the laws.

State that an *amendment* is a formal revision to the Constitution, responding to needs of a changing nation.

Summarize how the amendment process, as described in Article V, provides a way that the Constitution of the United States can remain responsive to the needs of a changing nation:

- Proposing an amendment requires a two-thirds vote of both houses of Congress *or* a national convention requested by two-thirds of the state legislatures.
- Ratifying an amendment requires approval by three-fourths of the state legislatures *or* acceptance by conventions in three-fourths of the states.

State that to date, there have been 27 amendments to the Constitution.

State that *civil liberties* are freedoms upon which the government may not infringe.

Explain that the first ten amendments to the Constitution of the United States, known as the Bill of Rights, outline American civil liberties and express limitations on federal and state governments.

Identify the freedoms listed in the First Amendment:

- Religion: Government may not establish an official religion, endorse an official religion, or unduly interfere with the free exercise of religion.
- Speech: Individuals are free to express their opinions and beliefs.
- Press: The press is free to gather and publish information, including that which criticizes the government.
- Assembly: Individuals may peacefully gather.
- Petition: Individuals have the freedom to make their views known to public officials.

Explain that the Bill of Rights protects citizens from

- unreasonable search and seizure
- double jeopardy
- self-incrimination
- cruel and unusual punishment.

Explain how the selective incorporation of the Bill of Rights through the 14th Amendment (due process of law clause) greatly enhances the protection of civil rights:

- Beginning in the twentieth century, the Supreme Court used the 14th Amendment (due process of law clause) to limit state actions, just as the Bill of Rights limits the national government.
- The Supreme Court has incorporated in the due process clause all of the provisions of the Bill of Rights except those of the 2nd, 3rd, 7th, and 10th Amendments and the grand jury requirement of the 5th Amendment.

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 Founding Fathers: Delegates to the Constitutional Convention. The Charters of Freedom. The National Archives. http://www.archives.gov/exhibits/charters/constitution_founding_fathers.html. This government site features a brief biography of each of the Founding Fathers who served as delegates to the Constitutional Convention.

Biographies of the Founding Fathers. John Vinci. <http://colonialhall.com/biography.php>. This site features 103 biographical sketches of America's Founding Fathers divided into three groups: Signers of the Declaration, Signers of the Articles of Confederation, and Signers of the Constitution of the United States.

The Founders' Almanac. The Heritage Foundation. <http://site.heritage.org/research/features/almanac/welcome.html>. This site provides quotations from the American Founders, detailed biographies of selected Founders, and primary documents of the era. A section of the site allows users to search the database for important historical events or quotations of the Founders.

The Founders' Constitution. University of Chicago Press and the Liberty Fund. <http://press-pubs.uchicago.edu/founders/>. This site offers many documents related to the fundamental elements of the Constitution of the United States and the basis for political authority.

George Mason: Timelines. Gunston Hall. <http://gunstonhall.org/georgemason/timeline.html#convention>. This site gives three different timelines for George Mason as well as quotations.

James Madison's Montpelier. The Montpelier Foundation. <http://www.montpelier.org/>. This site provides information on James Madison and his work throughout the Constitutional period.

Thomas Jefferson Monticello. Thomas Jefferson Foundation, Inc. <http://www.monticello.org/>. This site has information on Jefferson and the Statute for Religious Freedom and includes lesson plans.

Youth Leadership Initiative. http://www.youthleadership.net/?go_main=true. This site, supported by The University of Virginia Center for Politics, provides information on a variety of governmental topics. It requires teacher registration to gain access to the material, but it is free of charge.

Session 1: Framers of the Constitution of the United States

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using Internet resources.
- Students should be able to read and distinguish between relevant and irrelevant information.

Materials

- Internet access
- Textbook and other resources
- Poster board
- Colored markers
- Glue

Instructional Activities

1. Divide students into groups representing the state delegations that attended the Philadelphia Convention in 1787. Direct each group to gather biographical sketches for its state's delegation, using the Colonial Hall Web site at <http://colonialhall.com/biography.php> and/or other resources.
2. Have groups work together to create a class poster displaying information about each of the Framers of the Constitution: his profession, age, marital status, education, and other factors that they would like to explore. The poster might include a picture of each framer as well as a list of data about him.
3. If desired, extend the lesson to include the Founding Fathers who were present at the creation of the Articles of Confederation and the Declaration of Independence.

Specific Options for Differentiating This Lesson

Technology

- Have students view a slide presentation of each delegate.
- Have students research the delegates' goals to provide additional information for the slides.

Multisensory

- Have students research images of each delegate.

Community Connections

- Invite a historian to discuss the Constitution Convention of 1787 in Philadelphia.

Small Group Learning

- Have students work in pairs or small groups to develop biographical sketches of each of the delegates.
- Have students create a chart showing the voting record of the delegate(s).

Vocabulary

- Have students use the following vocabulary words: *polarize*, *Federalist*, *anti-Federalist*, *declaration*, *articles*, *marital status*, *biographical*.

Student Organization of Content

- Have students develop a graphic organizer to provide a visual representation of the Founding Fathers who attended each of the conventions (which led to the creation of the Declaration of Independence and at the Articles of Confederation) or maybe "of the delegates who signed the Declaration of Independence."

Session 2: Touring the Constitution of the United States

Prerequisite Understanding/Knowledge/Skills

- Guided Tour of the Constitution (Attachment A)
- Guided Tour Test (Attachment B)

Materials

- Copy of the Constitution of the United States
- Dictionaries
- Attachment A: Touring the Constitution of the United States
- Attachment B: Notes on the Constitution of the United States

Instructional Activities

NOTE: This activity can be modified to suit virtually any level class.

1. Distribute copies of the Constitution of the United States, Attachments A and B, and dictionaries. In a class discussion, review the notes on Attachment B, answering any questions that might arise.
2. Direct students to answer the questions found on Attachment A and give the citations, as directed. Tell students that the answers may be as detailed or as simple as they wish.
3. When students have finished answering the questions, review them with the class, and allow students to correct their answers as necessary. Have students use these corrected answers as a study guide later.

Specific Options for Differentiating This Lesson

Technology

- Have students use graphic organizing software to create a chart with the following headings/themes: Purposes of the Constitution; Organization of Government; Powers of Government; Checks and Balances; Amendments.
- Have students use screen-reading software or text-to-speech software to [supplement](#) their online reading and research.

Multisensory

- Have students create flashcards based on the questions in Attachment A. These cards could be colored to match the themes used in the chart.

Community Connections

- Invite a local politician or U.S. representative to discuss the Constitution.
- Invite a historian to guide students through a virtual tour of the Constitution.

Small Group Learning

- Distribute questions for pairs of students or small groups to answer.
- Have students use flashcards to quiz one another.

Vocabulary

- Have students use the following vocabulary words: *Constitution, checks and balances, amendments, express powers, due process*.
- Have students complete online vocabulary-related puzzles or use resources to create their own puzzles. .

Student Organization of Content

- Have students create a chart showing the themes found in the Constitution.

Session 3: Structuring a New Government

Prerequisite Understanding/Knowledge/Skills

- Students should understand the concepts of government, elections, and laws.

Materials

(None)

Instructional Activities

1. Divide the class into groups of three or five students (odd-numbers of members work best). Give each group the task of creating a new government for a group of people who find themselves suddenly living together within a new, theoretical situation. Be creative in devising this theoretical situation, such as a deserted island with no chance of rescue, a recently founded colony on another planet, or a new colony under the sea. This will allow students to imagine what the Founding Fathers were faced with when creating a new government for their new, permanent situation separate from Great Britain.

Instruct groups to decide how they are going to govern themselves—i.e., what form of government they will practice. Here are some questions they will need to address:

- Why do the people need a government? What are some of the things the new government needs to do?
 - Will all of the people have the same rights?
 - Will the people vote on how the government is run?
 - If there are elected officials, how long will their terms be?
 - How will the government establish laws? What if someone breaks a law? How will punishment be handled? Will there be capital punishment?
 - Will there be a written constitution? If so, can it be amended? How?
2. Allow the groups about 45 minutes to an hour to create and structure their new governments. Have each group record its decisions. After all groups have completed the assignment, have each group present its version of government, explaining how it is structured and how it would function.
 3. After the presentations, have the groups create charts that describe ways in which their governments compare and contrast with the one created by the Founding Fathers.

Specific Options for Differentiating This Lesson

Technology

- Have students videotape their small group's role-play (see Multisensory) to share with other groups.
- Students who are challenged in presenting orally may use a device to prerecord their part of the presentation.

Multisensory

- Have students view a movie of *Swiss Family Robinson* or *Lord of the Flies*, and discuss the need for establishing rules.
- Assign a character to each student. Students may then role-play a scenario depicting people on an island establishing rules/laws.
- Amend class rules to include those proposed by students. Have the students come to a consensus. Limit the final version to five classroom rules.

Small Group Learning

- Have student groups create objectives and areas of expertise for assigned characters. Have them write out scenarios for their characters prior to role-playing.

Vocabulary

- Have students use the following vocabulary words: *rights*, *amending*, *rescue*, *colony*.

Student Organization of Content

- Provide students with outlines of various forms of government without labeling or naming them. Have the students label them.
- Have students discuss the role of government and determine whether it is necessary or not. Have students journal about the steps needed to create structure for a new government. Use the questions from the instructional activity to guide students through the steps.

Session 4: Ratifying the Constitution of the United States

Prerequisite Understanding/Knowledge/Skills

- Students should be able to create a simple expression of graphic editorial content.

Materials

- Copies of *The Federalist*
- Copies of Anti-Federalist writings
- Internet access

Instructional Activities

NOTE: This activity requires students to work with selections from *The Federalist* and selected Anti-Federalist writings in order to understand the arguments of both sides during the ratification process for the Constitution of the United States. The following Web site may prove helpful: *The Founders' Constitution* at <http://press-pubs.uchicago.edu/founders/tocs/toc.html>. Search "Federalist" and "Anti-Federalist."

1. Assign students various teacher-selected topics for research on the ratification process for the Constitution of the United States. Have students reference selections from *The Federalist* and various Anti-Federalist writings during their research, as well as records from the ratifying conventions of various states, including Virginia.
2. Direct students to construct charts that compare the arguments of both sides concerning the topics that they have been assigned.
3. Have each student write an essay stating the positions of both sides on his/her assigned topic, declaring how he/she would have voted at the Virginia Ratifying Convention, and explaining the reasons why. Instruct students to argue their points from the perspective of the citizens of Virginia at the time.

Specific Options for Differentiating This Lesson

Technology

- Have students videotape their debate.

Multisensory

- Divide class into group A and group B. Have group A take on the role of the Federalists. Have group B take on the role of the Anti-Federalists. Have the two sides debate each other, defending their ideas and beliefs.

Community Connections

- Invite a government official to explain how Virginia laws are written and voted on.

Small Group Learning

- Have small groups watch the recording of the class debate. Have students create a Venn diagram comparing and contrasting the key arguments of each group.

Vocabulary

- Have students use the following vocabulary words: *rights*, *amending*, *rescue*, *colony*.

Student Organization of Content

- Have students discuss why a government is necessary, prior to the group activity.
- Provide students with outlines of various forms of government without labeling or naming them.

Session 5: Assessment

Materials

- Attachment C: Sample Assessment Items

Instructional Activities

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

Attachment A: Touring the Constitution of the United States

Using a copy of the Constitution, a dictionary, and other teacher-provided resources, answer the following questions and give a citation to the article, section, and clause where the answer is found in the Constitution.

Example	
Question:	Where do bills for revenue begin?
Answer and citation:	Revenue bills must originate in the House of Representatives. AI, S7, C1

1. The Constitution of the United States created a government for what reasons?
2. List the seven articles of the Constitution and the basic purpose of each.
3. How is representation in the United States Congress (U.S. House and Senate) determined?
4. How is the Speaker of the House of Representatives chosen? Does the Speaker have to be a member of the House?
5. What officers are required of the Senate by the Constitution?
6. What happens when a seat becomes vacant in the House? In the Senate?
7. What are the rules of operation in both houses of Congress?
8. List and briefly explain the 18 expressed powers of Congress.
9. What must happen if a senator is appointed and confirmed as a justice to the U.S. Supreme Court?
10. In your own words, explain the importance of Article I, Section 8, Clause 18.
11. List and explain the powers expressly denied Congress.
12. List and explain the three powers denied the states.
13. What are the qualifications for becoming president?
14. List and explain the powers of the president.
15. In what ways can the U.S. Senate check the president?
16. Who has the power to create lower federal courts?
17. How many justices sit on the U.S. Supreme Court?
18. What is impeachment? Who has the power to impeach?
19. Who tries an impeachment? Who can be impeached?
20. What is the relationship between states concerning their laws?
21. How are new states created?
22. What is the relationship between federal law and state law?
23. Detail all of the ways to amend the Constitution.
24. What freedoms of expression are protected by the Constitution?
25. List and explain the rights of an accused person.
26. Where are the “due process of law” clauses found in the Constitution? Explain how they work.
27. When is a search warrant required?
28. List the four times when suffrage has been expanded.
29. What happens in the event of a vacancy in the presidency? The vice presidency?
30. Which amendment was repealed?
31. What did the 17th Amendment do? What part of the original Constitution was altered?
32. What happens in the event of disability of the president?
33. What was the most recent amendment to the Constitution? What does it do?
34. Who controls elections? When are elections held?
35. What special privileges do members of Congress enjoy?

Attachment B: Notes on the Constitution of the United States

How did the amount of power given to the national government polarize the ratification debates?

- Nine of thirteen states were needed to ratify the Constitution of the United States.
- Anti-Federalist position:
 - Was suspicious of a strong central government
 - Wanted a Bill of Rights to protect personal liberties
- Federalist position:
 - Believed that a strong central government was the best way to protect freedom
 - *The Federalist* was a series of essays supporting adoption of the Constitution.

What is the significance of the Preamble of the Constitution of the United States?

- The purposes for government are established in the Preamble of the Constitution. They are as follows:
 - To form a more perfect union
 - To establish justice
 - To ensure domestic tranquility
 - To provide for the common defense
 - To promote the general welfare
 - To secure the blessings of liberty

What are the fundamental principles contained in the Constitution of the United States?

- Consent of the governed: People are the only source of governmental power.
- Limited government: The government may do only those things that the people have given it the power to do.
- Separation of powers: Government is divided into three branches—the legislative, executive, and judicial.
- Checks and balances: This is a system whereby each branch of government exercises some control over the others.
- Federalism: In this form of government, powers are divided between the national government and state governments.
- Rule of law: The Constitution of the United States is supreme, and all individuals are accountable under the law.

How does the Constitution of the United States organize the national government?

- Articles I, II, and III of the Constitution of the United States establish three co-equal branches of the national government:
 - Article I establishes the legislative branch by setting forth the two houses of Congress to make laws.
 - Article II establishes the executive branch to carry out the laws passed by Congress.
 - Article III creates the United States Supreme Court and empowers Congress to establish lower federal courts to interpret the laws.

What are the procedures to amend the Constitution of the United States?

- The amendment process, as described in Article V, provides a way that the Constitution of the United States can remain responsive to the needs of a changing nation:
 - Proposing an amendment requires a two-thirds vote of both houses of Congress or a national convention requested by two-thirds of the state legislatures.
 - Ratifying an amendment requires approval by three-fourths of the state legislatures or acceptance by conventions in three-fourths of the states.
 - To date, there have been 27 amendments to the Constitution.

What is the Bill of Rights?

- Civil liberties are freedoms upon which the government may not infringe.
- The first ten amendments to the Constitution are known as the Bill of Rights; they outline American civil liberties and express limitations on federal and state governments.
- The Bill of Rights protects citizens from
 - unreasonable search and seizure
 - double jeopardy
 - self-incrimination
 - cruel and unusual punishment.

What are the freedoms listed in the First Amendment to the Constitution?

- The freedoms listed in the First Amendment:
 - Religion: Government may not establish an official religion, endorse an official religion, or unduly interfere with the free exercise of religion.
 - Speech: Individuals are free to express their opinions and beliefs.
 - Press: The press is free to gather and publish information, including that which criticizes the government.
 - Assembly: Individuals may peacefully gather.
 - Petition: Individuals have the freedom to make their views known to public officials.

How did the Supreme Court use the 14th Amendment to extend the Bill of Rights protections to state proceedings?

- The selective incorporation of the Bill of Rights through the 14th Amendment (due process of law clause) greatly enhances the protection of civil rights:
 - Beginning in the twentieth century, the Supreme Court used the 14th Amendment (due process of law clause) to limit state actions, just as the Bill of Rights limits the national government.
 - The Supreme Court has incorporated in the due process clause all of the provisions of the Bill of Rights except those of the 2nd, 3rd, 7th, and 10th Amendments and the grand jury requirement of the 5th Amendment.

Attachment C: Sample Assessment Items

Constitution Tour Test

Word Bank

- | | | |
|------------------------------|---------------------------|----------------------------------|
| 1. James Madison | 21. judicial review | 41. ex post facto |
| 2. Edmund Randolph | 22. exclusive powers | 42. writ of <i>habeas corpus</i> |
| 3. Roger Sherman | 23. vice president | 43. judicial branch |
| 4. George Washington | 24. three-fourths | 44. separation of powers |
| 5. Preamble | 25. compromise | 45. due process of law |
| 6. Article I | 26. Philadelphia | 46. Amendment |
| 7. Article II | 27. concurrent powers | 47. executive agreement |
| 8. Article III | 28. 17th Amendment | 48. Congress |
| 9. Article IV | 29. state legislatures | 49. limited government |
| 10. Article V | 30. three | 50. popular sovereignty |
| 11. Article VI | 31. elastic clause | 51. Articles of Confederation |
| 12. Article VII | 32. impeach | 52. president pro tempore |
| 13. Population | 33. legislative branch | 53. supremacy clause |
| 14. 4th & 5th Amendments | 34. Bill of Rights | 54. two-thirds |
| 15. 6th & 8th Amendments | 35. executive branch | 55. Connecticut Compromise |
| 16. federalism | 36. bills of attainder | 56. reserved powers |
| 17. Senate | 37. full faith and credit | 57. four |
| 18. House of Representatives | 38. Speaker of the House | 58. nine |
| 19. checks and balances | 39. treaty | 59. president |
| 20. ratify | 40. extradition | 60. search warrant |

PART 1: Matching

For each statement or question below, select the correct response from the Word Bank above, and place the number of the response in the column on the right beside the statement. Some items from the Word Bank **will** be used more than once, and some items will **not** be used at all.

Statement or Question	#
1. The delegate who presented the Virginia Plan at the Constitutional Convention	
2. The city where the Constitutional Convention was held	
3. Approve	
4. A statement in Article VI of the Constitution which establishes that the Constitution, laws passed by Congress, and treaties of the United States are superior to state laws and local ordinances	
5. All legislative powers herein granted shall be vested in a Congress of the United States....	
6. Who has the authority to declare war?	
7. This paragraph states the purpose of the Constitution and lists the six reasons for writing the Constitution.	
8. The executive power shall be vested in a president of the United States of America.	
9. The United States Supreme Court consists of how many justices?	
10. The 18th _____ was repealed in 1933 by the 21st Amendment.	
11. The first ten amendments to the Constitution	
12. The last amendment to the Constitution affected any pay raise of which branch?	
13. Who controls elections in the United States?	
14. The division of power among the three branches of the federal government	
15. How many powers are denied to the states?	
16. The method of applying control over each other	
17. Father of the Constitution of the United States	
18. Elected president of the Constitutional Convention	
19. The division of governmental powers between a central government and state governments	

20. Article I, Section 8, Clause 9 delegated the power to create lower federal court to whom?	
21. Article IV, Section 1, established the principle of _____.	
22. A formal agreement between two governments	
23. The creator of the “Great Compromise”	
24. A formal change to the Constitution	
25. Which article detailed how to amend the constitution?	
26. Determines the number of seats apportioned to states in the House of Representatives	
27. The officer of the Senate who presides over the Senate when the primary officer is absent	
28. This established the procedures for the ratification of the Constitution	
29. The ability to use your driver’s license in any state in the Union is an example of this.	
30. This established the judicial branch of the national government.	
31. The equal body of the national legislature	
32. The percentage of the U.S. Senate needed to impeach a federal official and remove him or her from office	
33. With what police power does the 4th Amendment deal?	
34. An accusation of misconduct towards a public office holder	
35. The constitutionally provided-for office that is the presiding officer of the House of Representatives	
36. The body of the national government whose membership is apportioned based upon the state’s population	
37. The percentage of the House of Representatives and the Senate needed to override a presidential veto	
38. Where are the “due process of law” clauses found in the Constitution?	
39. Who appoints a new vice president when there is a vacancy in the office?	
40. Who approves the appointment of a new vice president?	
41. What amendments explain the rights of a person accused of a crime?	
42. Who has the power to conduct a trial of impeachment?	
43. The constitutionally established post that follows the vice president in the order of presidential succession	
44. Which branch of government has the authority to admit new states into the Union?	
45. Article VI, Section 2, establishes _____.	
46. The head of which branch of government presides over any impeachment trial?	
47. The percentage of states needed to ratify amendments to the Constitution of the United States	
48. Who has the power to bring articles of impeachment against a federal official?	
49. How many different ways are there to amend the Constitution?	
50. What body has the responsibility to confirm presidential appointments and treaties?	
51. Article I, Section 9, Clause 7 says that the _____ branch cannot spend money without authorization by _____.	
53. When Congress is not in session, the president can temporarily appoint officials requiring _____ approval.	
54. Article I, Section 3, Clause 1 was altered by _____.	
55. The constitutionally provided office that is the president of the U.S. Senate	
56. The constitutionally provided post that follows the Speaker of the House in the order of presidential succession	
57. Article I, Section 9, Clause 3 states that this type of law cannot be passed.	
58. Article II, Section 1, Clause 5 details the qualifications for _____.	
59. _____ could not touch the slave trade until 1808.	
60. Article I, Section 8, Clause 18 has come to be known as the _____.	

PART II: The Amendments (extra credit)

A. First Amendment	J. Tenth Amendment	S. Nineteenth Amendment
B. Second Amendment	K. Eleventh Amendment	T. Twentieth Amendment
C. Third Amendment	L. Twelfth Amendment	U. Twenty-First Amendment
D. Fourth Amendment	M. Thirteenth Amendment	V. Twenty-Second Amendment
E. Fifth Amendment	N. Fourteenth Amendment	W. Twenty-Third Amendment
F. Sixth Amendment	O. Fifteenth Amendment	X. Twenty-Fourth Amendment
G. Seventh Amendment	P. Sixteenth Amendment	Y. Twenty-Fifth Amendment
H. Eighth Amendment	Q. Seventeenth Amendment	Z. Twenty-Sixth Amendment
I. Ninth Amendment	R. Eighteenth Amendment	AA. Twenty-Seventh Amendment

Match the Constitutional Amendments listed above with the identifications below. Each correct answer is worth 1 point.

- _____ 1. Abolition of slavery
- _____ 2. Civil suits
- _____ 3. Direct election of Senators
- _____ 4. Freedom of religion, speech, press, and assembly
- _____ 5. Powers reserved to the states
- _____ 6. Income tax
- _____ 7. Repeal of prohibition of alcoholic beverages
- _____ 8. Quartering of troops
- _____ 9. Right to vote
- _____ 10. Rights of citizens
- _____ 11. "Lame-Duck" amendment
- _____ 12. Presidential disability and succession
- _____ 13. Right to bear arms
- _____ 14. Rights of accused persons
- _____ 15. Woman's suffrage
- _____ 16. Limit on presidential terms
- _____ 17. Searches and seizures
- _____ 18. Presidential electors of the District of Columbia
- _____ 19. Powers reserved to the people
- _____ 20. Election of president and vice president
- _____ 21. Right to a speedy, fair trial
- _____ 22. Restraint on Congressional salaries
- _____ 23. Suits against states
- _____ 24. Prohibition of alcoholic beverages
- _____ 25. Eighteen-year-old vote
- _____ 26. Bail and punishment
- _____ 27. Abolition of poll tax

ORGANIZING TOPIC

The Federal System: Relationship of the State and National Governments

Standard(s) of Learning

- GOVT.5 The student will demonstrate knowledge of the federal system described in the Constitution of the United States by
- a) explaining the relationship of the state governments to the national government;
 - b) describing the extent to which power is shared;
 - c) identifying the powers denied state and national governments;
 - d) examining the ongoing debate that focuses on the balance of power between state and national governments.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Analyze primary and secondary source documents.
- Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.
- Analyze political cartoons, political advertisements, pictures, and other graphic media.
- Distinguish between relevant and irrelevant information.
- Evaluate 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.

Content

- Summarize how the Constitution of the United States provides for a federal system of government in which power is shared between the national government and the state governments:
- The Constitution of the United States establishes a federal form of government in which the national government is supreme.
 - The powers not given to the national government by the Constitution of the United States are reserved to the states or people (10th Amendment).
- Identify the kinds of powers held by the national government:
- **Expressed powers** are those directly stated in the Constitution of the United States (e.g., levy and collect taxes, make war, regulate trade among the states).
 - **Implied powers** are those not specifically listed in the Constitution of the United States but held by the national government in order to carry out the expressed powers. The authority for implied powers comes from the elastic or “necessary and proper” clause (Article I, Section 8).
 - **Inherent powers** are those that the national government may exercise simply because it is the national government of a sovereign state (e.g., establish diplomatic relations, regulate immigration).

Identify areas where powers are shared between the national government and state governments:

- Taxation
- Education policy
- Criminal justice laws

Explain why conflicts between state and national authority in a federal system are found in concurrently held powers.

Identify powers denied to both the national and state governments:

- Enactment of ex post facto laws
- Taxation of exports

Explain that federalism is not a static relationship between levels of government and that the distribution of power between the states and the national government is the source of considerable ongoing political debate.

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 Constitution: Limiting Governmental...” Online study guide to accompany *Politics in America*, Fifth Edition, by Thomas R. Dye. http://wps.prenhall.com/hss_dye_politics_5/0%2C7238%2C445356-%2C00.html. This site provides a brief history of the Constitution of the United States and the limits put on federal authority.
- “Exclusive Powers of the National Government and State Government.” *Ben’s Guide to U.S. Government for Kids*. <http://bensguide.gpo.gov/6-8/government/federalism2.html>. This site provides a rundown of the exclusive and concurrent powers of national and state governments.
- “Ex Post Facto.” Legal Information Institute. Cornell University. http://www.law.cornell.edu/lexicon/ex_post_facto.htm. This site provides definitions and overviews of legal cases related to ex post facto laws.
- Landmark Cases of the U.S. Supreme Court*. Street Law, Inc. and The Supreme Court Historical Society. <http://www.landmarkcases.org/mcculloch/fedimpliedpowers.html>. This site provides information on the implied powers of the United States government and a discussion of *McCulloch v. Maryland*.
- THOMAS: In the spirit of Thomas Jefferson, legislative information from the Library of Congress*. The Library of Congress. <http://thomas.loc.gov/>. This site provides access to information on the governmental process.
- “U.S. Constitution: Article VI.” *FindLaw*. <http://caselaw.lp.findlaw.com/data/constitution/article06/>. This article presents an in-depth examination of the Supremacy Clause.

Session 1: State vs. National Powers of Government

Prerequisite Understanding/Knowledge/Skills

- Students should understand the concept of a hierarchy of power.

Materials

- Copy of the Constitution of the United States
- Textbook and other instructional resources
- Chart paper
- Markers

Instructional Activities

1. Remind students that *federalism* is the sharing of power between the national government and state (and local) governments. Discuss the fact that the United States power-sharing form of government is different from “centralized” governments, such as those of England and France, in which the national government has all power.
2. Emphasize that although the Constitution of the United States establishes a federal form of government, the national government is supreme. Instruct students to read the Supremacy Clause (Article VI, Section 1, Clause 2) in the Constitution and draw a pyramid depicting the hierarchy of power of the United States government system.
3. Display the 10th Amendment to the Constitution:

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Have students think about this for a moment and then rewrite the amendment in their own words. Ask students to share their rewordings. Lead them in a discussion to identify its broadness/vagueness and to specify some powers reserved to the states or people.

Specific Options for Differentiating This Lesson

Technology

- Have students use screen-reading software or text-to-speech software to [supplement](#) their reading and research.

Multisensory

- Have groups construct pyramids, using construction blocks (e.g., Legos) of different colors for the various levels of power.
- Create a song or poem describing how the U.S. national, state, and local governments share power.

Community Connections

- Invite the city manager to explain the hierarchy of power in city government.
- Have student groups create a sketch of the hierarchy of power in their school.

Small Group Learning

- Have student groups identify examples of expressed, inherent, and implied powers in everyday life (e.g., their parents, their school, their coaches).

Vocabulary

- Have students use the following vocabulary words: *expressed*, *implied*, *inherent*, *supremacy*, *pyramid*, *broad*, *vague*.
- Have students add the terms and definitions to their vocabulary notebooks.

Student Organization of Content

- Have students complete a graphic organizer showing the hierarchy of power between the national, state, and local governments.

Session 2: Expressed, Implied, and Inherent Powers of Government

Prerequisite Understanding/Knowledge/Skills

- Students should understand the role of the Supreme Court.

Materials

- Attachment A: Class Notes for GOVT.5
- Internet access (optional)

Instructional Activities

1. Display the terms *expressed powers*, *implied powers*, and *inherent powers*, and have students use the Constitution, the textbook, and other instructional resources to define the terms and identify specific examples of each type of power. Have students share their findings with the class. Use their responses to create a class chart explaining these three types of powers, making sure the chart includes the following information:
 - **Expressed powers** of the national government are those directly stated in the Constitution of the United States (e.g., levy and collect taxes, make war, regulate trade among the states).
 - **Implied powers** of the national government are those not specifically listed in the Constitution of the United States but held by the national government in order to carry out the expressed powers (e.g., establish a national bank). The authority for implied powers comes from the elastic or “necessary and proper” clause (Article I, Section 8, Clause 18).
 - **Inherent powers** of the national government are those that it may exercise simply because it is the national government of a sovereign state (e.g., establish diplomatic relations, regulate immigration).
2. Have students use the Internet (see <http://www.landmarkcases.org/mcculloch/fedimpliedpowers.html>), the textbook, and/or other instructional resources to read a summary of the case *McCulloch v. Maryland* (1819) and answer the following questions:
 - Who was McCulloch?
 - Who was Maryland?
 - What were the essential questions posed to the court in this case?
 - What was the decision of the Supreme Court?

Discuss the significance of this decision, which went well beyond the question of creating a national bank to define implied powers of Congress within the “necessary and proper” clause. Explain that implied powers are derived from expressed powers: they are powers deemed necessary and proper in order to carry out the expressed powers. Discuss the legitimacy of creating a national bank as an implied power, and cite other implied powers.
3. Distribute copies of Attachment A, and discuss the first five notes.

Specific Options for Differentiating This Lesson

Technology

- Have students use screen-reading software or text-to-speech software to [supplement](#) their reading and research.
- Present notes, or have students take notes, using a word processor.

Multisensory

- Have students highlight important information from the first five notes of Attachment A.
- Write “express,” “implied,” and “inherent” on index cards. Write examples of each on separate index cards. Have students manipulate the cards and put them in columns under the three headings.

Community Connections

- Invite a local judge to discuss the powers of government.
- Arrange for students to visit a court in session.

Small Group Learning

- Have students read the case *McCulloch v. Maryland* and answer questions in small groups, then share them with the class.

Vocabulary

- Have students use the following vocabulary words: *treaties, expressed, implied, inherent, concurrent, criminal justice, sovereign state, ex post facto, prosecute, tax, exports, to foster trade.*

Student Organization of Content

- Have students create an events timeline for the case *McCulloch v. Maryland*.
- Have students record the events from their timelines into journals.

Session 3: Exclusive, Reserved, and Concurrent Powers of Governments _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to compare and contrast.

Materials

- Attachment A: Class Notes for GOVT.5
- Textbook and other instructional resources
- Plain white paper
- Colored pencils

Instructional Activities

1. Have students access Attachment A, distributed in the last session, and review notes 6 through 8.
2. Direct students to draw a Venn diagram to depict the United States federal system of government by showing the **exclusive powers** of the national government, the **reserved powers** of the state governments, and the **concurrent powers** shared by both levels of government. Have them use one color to list in the left circle some of the national government's exclusive powers; have them use another color to list in the right circle some of the state governments' reserved powers; direct them to use both colors, overlaying one on the other, to list some concurrent powers within the overlapping portion of both circles.
3. Have students write below the Venn diagram three positive aspects and three negative aspects of this distribution of power in our federal system of government. Have students share their answers, and discuss whether the positive aspects of this distribution of power outweigh the negative. Explain why conflicts between state and national authority in a federal system commonly occur in areas of concurrently held powers.

Specific Options for Differentiating This Lesson

Technology

- Provide students with circles to trace, a paper with the overlapping circles pre-drawn, or allow students to use a drawing tool online for Activity 1.

Multisensory

- Have students produce the Venn diagram from Activity 2 on a dry-erase board.

Community Connections

- Invite someone from the city manager's office to discuss the various departments run by city government.

Small Group Learning

- Have student groups research and report on the different departments found within their city government.

Vocabulary

- Have students use the following vocabulary words: *positive*, *negative*, *outcomes*.
- Have students add the vocabulary to their vocabulary journals.

Student Organization of Content

- Have students work in groups of three to produce a three-column chart from the Venn diagram.
- Have students provide pros and cons of federal power in the U.S. system of government. Have students sort these examples into the appropriate categories.

Session 4: Powers Denied to Governments

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using Internet resources.
- Students should be able to synthesize and summarize from a variety of information sources.

Materials

- Textbook and other instructional resources
- Attachment A: Class Notes for GOVT.5
- Internet access

Instructional Activities

1. Direct students to research powers that are denied to both levels of government. Make sure they include the enactment of ex post facto laws and the taxation of exports. Have students access their copies of Attachment A, and review note 5. Discuss other powers denied and the reasons such powers should be denied any government.
2. Have students do Internet research on a teacher-developed topic that involves a power denied to both levels of government. Instruct students to write a brief explanation of their findings, explaining the power denied to the government and the reason the government should be denied that power.

Specific Options for Differentiating This Lesson

Technology

- Have students use the Internet to research their assigned articles.
- Have students use screen-reading software or text-to-speech software to [supplement](#) their reading and research.

Multisensory

- Have students report their findings by using slide presentation software or posters.

Community Connections

- Invite a judge to discuss criminal laws that were applied retroactively, thereby criminalizing conduct that was legal when originally performed.

Small Group Learning

- Have small groups present the research on their topics.

Vocabulary

- Have students use the following vocabulary words: *powers denied* and *ex post facto law*.
- Have students add the new vocabulary to their vocabulary journals.

Student Organization of Content

- Have students follow guided questions for their research.
- Have students use a provided rubric as a self-assessment for Activity 2.

Session 5: How Well Is Federalism Functioning? _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to understand the concept of Federalism.

Materials

- Textbook and other instructional resources
- Internet access (optional)

Instructional Activities

1. Divide the class in groups of two or three. Direct each group to use class notes, the Internet, various instructional resources such as the textbook and teacher-provided articles, and discussion to create a two-to-three-minute presentation on how well federalism is functioning in the United States today and what changes, if any, need to be made for the future.
2. Have each group give their presentation to the class. End with a discussion of why the United States has had a federal system from the beginning (fear of abuse of federal power) and how it has evolved.

Specific Options for Differentiating This Lesson

Technology

- Have students use cameras to create infomercials.
- Provide students with an incomplete slide-show template on the topic and have them provide additional information.

Multisensory

- Have small groups create an infomercial on the current state of federalism.
- Have students record their infomercial and show it to the class.

Community Connections

- Invite a state representative to discuss the state's relationship with the federal government.

Small Group Learning

- Divide the class and have the groups debate a topic on the current state of federalism.

Vocabulary

- Have students use the following vocabulary words: *evolve* and *abuse*.
- Have students add the new vocabulary to their vocabulary journals and to a word wall.

Student Organization of Content

- Have students use a rubric for self-assessment.
- Have students use a graphic organizer that compares and contrasts the state and federal governments.

Session 6: Federalism Simulation

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text.
- Students should be able to synthesize and summarize from a variety of information sources.
- Students should understand the concept of Federalism.
- Students should be able to conduct research using Internet resources.

Materials

- Textbook and other instructional resources
- Internet access

Instructional Activities

1. Select an issue that is relevant to your state or locality, such as road construction, unemployment, or welfare. Divide the class into three groups: one to represent the federal government, one the state government, and the third the public. Have each group use class notes, the Internet, various instructional resources, and discussion to create a two-to-three-minute presentation identifying the challenge that pertains to the given issue and the way their entity would address it. Make sure each group is aware of unfunded mandates, funded mandates, and the current budget situation for their entity.
2. Have each group present its view of the issue and how the group proposes to address it.
3. End with a discussion of how the federal system works in the United States to address issues and solve problems.

Specific Options for Differentiating This Session

Technology

- Have students use presentation software or movie-making software for their presentations.
- Have students use text-to-speech and word prediction software to supplement their reading and research.

Multisensory

- Have students adapt their presentations to a play or commercial format.

Community Connections

- Invite a representative from the state government to discuss the influence of federalism.

Small Group Learning

- Create cooperative groups within the three groups, and assign roles and responsibilities.

Vocabulary

- Have students use the following vocabulary words: *unfunded mandates* and *funded mandates*.

Student Organization of Content

- Have students use an outline or rubric to assess the presentations.

Session 7: Assessment

Materials

- Attachment B: Sample Assessment Items

Instructional Activities

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

Attachment A: Class Notes for GOVT.5

1. The **Supremacy Clause** (Article VI, Section 1, Clause 2) of the Constitution of the United States declares that Constitution, the laws of the United States, and all treaties made under the authority of the United States are the supreme law of the land.
2. The **10th Amendment** states that the powers not delegated to the United States [the national government] by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.
3. **Expressed powers** of the national government are those directly stated in the Constitution of the United States (e.g., levy and collect taxes, make war, regulate trade among the states).
4. **Implied powers** of the national government are those not specifically listed in the Constitution of the United States but held by the national government in order to carry out the expressed powers (e.g., establish a national bank). The authority for implied powers comes from the elastic or “necessary and proper” clause (Article I, Section 8, Clause 18).
5. **Inherent powers** of the national government are those that it may exercise simply because it is the national government of a sovereign state (e.g., establish diplomatic relations, regulate immigration).
6. **Exclusive powers** of the national government are those held solely by the national government (e.g., coin money, declare war, establish an army and navy, enter into treaties with foreign governments, regulate commerce between states, regulate international trade).
7. **Reserved powers** of the state governments are those held solely by the state governments (e.g., establish local governments; issue licenses such as driver, hunting, marriage; regulate intrastate commerce; conduct elections; ratify amendments to the U.S. Constitution; provide for public health and safety).
8. **Concurrent powers** are those shared by both the national and the state governments (e.g., levy taxes, set education policy, pass criminal justice laws).
9. **Powers denied both national and state governments**
 - **Enactment of ex post facto laws** (criminal laws that apply retroactively, thereby criminalizing conduct that was legal when originally performed. Ex post fact laws make it possible to punish people for acts that were *not* offenses when there were committed.)
 - **Taxation of exports** (because it would hinder or discourage trade)

Attachment B: Sample Assessment Items

1. Write a brief paragraph defining a federal form of government. Explain why the United States is described as a federal system.
2. Develop a diagram that illustrates the expressed, implied, and inherent powers of the national government of the United States. Include examples of each of these powers.
3. Provide a sample list of powers reserved for the states or people.
4. Identify the concurrent powers shared by the national government and the state governments, and explain some conflicts that arise as a result of the exercise of these concurrent powers.
5. Identify and explain the powers denied to both national and state governments.

ORGANIZING TOPIC

National Government: The Legislative Branch

Standard(s) of Learning

- GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by
- a) examining the legislative, executive, and judicial branches;
 - b) analyzing the relationships among the three branches in a system of checks and balances;
 - c) examining the ways individuals and groups exert influence on the national government.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Analyze primary and secondary source documents.
- Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.
- Analyze political cartoons, political advertisements, pictures, and other graphic media.
- Distinguish between relevant and irrelevant information.
- Evaluate 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.

Content

- Describe how the legislative branch of the national government is a bicameral body with committees playing a major role in the legislative process:
- The two houses of Congress:
 - The Senate: 100 members, with each state having two senators
 - The House of Representatives: 435 members, with each state’s representation based on the population
 - Congressional committees:
 - Committees are organized by subject matter.
 - Because of the large volume of work, committees are essential to the legislative process.
- Explain that the Constitution of the United States grants both expressed and implied powers to the legislative branch, using the following information as a guide:
- Expressed powers of Congress:
 - Levy taxes
 - Borrow money
 - Regulate commerce
 - Coin money
 - Implied powers of Congress
 - allow it to do all things “necessary and proper” to carry out its expressed powers.
- Explain that the constitutional system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches and protect against an abuse of power by any one branch.

Identify the checks of the legislative branch over the executive branch:

- To override presidential vetoes
- To impeach and convict a president
- To approve treaties
- To approve presidential appointments

Identify the checks of the legislative branch over the judicial branch:

- To confirm appointments of federal judges/justices
- To impeach and convict judges/justices

State that individuals and groups exert influence on the national government.

Explain the ways individuals influence public policy at the national level:

- Participating in politics (e.g., voting, campaigning, seeking office)
- Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public meetings, petitioning, meeting with public officials)
- Joining interest groups or political parties

Explain the ways interest groups/lobbyists influence public policy at the national level:

- Identifying issues
- Stimulating interest in public affairs
- Working to build a positive image for the group
- Organizing individuals of like-minded interests
- Providing useful information to government officials
- Lobbying to persuade policymakers to share an interest group's point of view
- Making political contributions
- Monitoring the policy-making and regulatory processes
- Organizing communities of like interests

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.

“Bills and Resolutions.” The Library of Congress. <http://memory.loc.gov/ammem/amlaw/lwhbsb.html>. This searchable site allows users to access specific bills and resolutions introduced in the House and Senate, as well as Joint Resolutions of Congress.

Committees. United States Senate.

http://www.senate.gov/pagelayout/committees/d_three_sections_with_teasers/committees_home.htm. This site offers information on Senate committees.

Committee Offices. United States House of Representatives. <http://www.house.gov/house/CommitteeWWW.html>. This site offers information on House committees.

Congress. http://www.congressmerge.com/onlinedb/cgi-bin/committee_list.cgi?site=congressmerge. This site offers information on Congressional committees.

“Congressional Committee Information.” <http://www.lib.umich.edu/government-documents-center>. This site provides information on Congressional committees.

Congress.Org. <http://www.congress.org/congressorg/home/>. This site allows searches of Congressional representation by zip code. It also provides contact information on the members of Congress.

C-SPAN Live Stream. <http://www.c-span.org/Watch/C-SPAN.aspx>. This site offers gavel-to-gavel coverage of the U.S. House of Representatives at work. It also offers a variety of public affairs programming, including congressional hearings; press briefings from the White House, State Department, and Pentagon; campaign and election coverage; and international programming.

Session 1: Function and Organization of the Legislative Branch

Prerequisite Understanding/Knowledge/Skills

- The students should have a basic understanding of the three branches of the government.
- The students should be able to conduct research using Internet resources.
- The students should be able to make inferences.

Materials

- Internet access (optional)

Instructional Activities

1. Display the following questions, and ask students to respond to them in their notebooks:

What is the function of the legislative branch of the national government?

How is the legislative branch organized?

Direct students to write down what they already know without using any reference materials.

2. Encourage students to share their responses with the class, and display the responses. Responses should center on the legislative branch making the laws. Prompt discussion by asking questions such as the following:
 - What are the titles of the members of Congress?
 - How many members are in each house?
 - What are the qualifications for serving in Congress?
 - How are the members of Congress selected?Tell students that these topics will be discussed during this unit.
3. Point out that in Article I of the Constitution of the United States, the Founding Fathers addressed the legislative branch of government—the branch with the responsibility of making laws—first, directly after the Preamble. Discuss the significance of this placement before the other branches of government.
4. Ask students to identify the persons from Virginia who currently serve in the Congress of the United States. If possible, have students search the lists at <http://www.house.gov/> and <http://www.senate.gov/>. These official Web sites provide up-to-the-minute information about all representatives and senators. Discuss Virginia's current members of Congress, including the party to which they belong and when they were elected. If possible, show students some of these persons' official Congressional Web sites and the kinds of information found there. Emphasize that citizens have not only the right, but also the responsibility to communicate their views about current issues with their representatives and senators. Ask students why this is so. Have students identify some current issues about which they might communicate their opinions. (NOTE: As an extension of this activity, you may wish to have the class frame and send a communication to their representative and/or senator about an important teacher-selected national issue. This can be an important lesson in civics and the rights and responsibilities of American citizens.)

Specific Options for Differentiating This Lesson

Technology

- Allow students to use a graphic organizer for Activity 1 instead of submitting written responses.

Multisensory

- Have students work in small groups to create a poster of their local representative that includes a picture, biographical information, and the region he or she serves.

Community Connections

- Invite a local representative to discuss the responsibilities of the legislative branch.

Small Group Learning

- Allow students to work on Activity 1 in small groups and to discuss and report verbally, rather than in writing.

Vocabulary

- Have students use the following vocabulary words: *legislative, branch, Congress, house, qualifications, select, representative*.

Student Organization of Content

- Provide a rubric for the poster activity listed in the Multisensory section.

Session 2: Qualifications for Service in the Legislative Branches of Government_____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using Internet resources.
- Students should be able to distinguish between relevant and irrelevant information.

Materials

- Attachment A: Qualifications for Service in the Legislative Branches of Government
- Copy of the Constitution of Virginia
- Copy of the Constitution of the United States
- Internet access

Instructional Activities

1. Distribute copies of Attachment A. Instruct students to research the qualifications for service in the United States Congress and the qualifications for service in the Virginia General Assembly. Explain that the requirements for the United States House of Representatives and the United States Senate can be found in Article I of the Constitution of the United States. Guide students to a copy of the Constitution of Virginia. The qualifications for service in the Virginia General Assembly can be found at http://legis.state.va.us/1_cit_guide/cit_welcome.html. Have students list their findings in the chart on Attachment A.
2. When students have finished their research, discuss the similarities and differences between the qualifications for service in Congress and in the Virginia General Assembly.

Specific Options for Differentiating This Lesson

Technology

- Have students use the chart in digital format.
- Have students use a text reader to complete Activity 2.

Multisensory

- Have students view and respond to a session of Congress on C-SPAN.
- Provide the chart on poster paper. Provide information on index cards to be placed in each column. Have small groups place the cards in the appropriate column and row.

Community Connections

- Invite a delegate to discuss his or her qualifications for public service.

Small Group Learning

- Allow students to work on all activities in pairs.

Vocabulary

- Have students use the following vocabulary words: *delegate, minimum, citizenship, residency, senate, term*.
- Have students add the new vocabulary to their vocabulary journals.

Student Organization of Content

- Provide students with a guided reading worksheet for Activity 2.

Session 3: Powers of Congress

Prerequisite Understanding/Knowledge/Skills

- Students should be able to participate in class discussions.

Materials

- Copy of the Constitution of the United States
- Textbook and other instructional resources

Instructional Activities

1. Instruct students to access Article I of the Constitution of the United States and to write down in their own words the powers it grants to Congress.
2. Conduct a discussion of the information students have identified. Ensure that the students identify the following expressed powers granted to Congress:
 - Levy taxes
 - Borrow money
 - Regulate commerce
 - Coin money

Specific Options for Differentiating This Lesson

Technology

- Have students use screen-reading software or text-to-speech software to read online versions of Article 1 of the U.S. Constitution.
- Have students use a word processor to complete Activity 1.

Multisensory

- Have students create flashcards for the concepts in Activity 2, placing the term on one side and the definition on the other.

Small Group Learning

- Have students work in pairs or small groups to complete the activities.

Vocabulary

- Have students use the following vocabulary words: *powers granted, tax, levy, regulate, commerce, coin* (verb).
- Have students add the new vocabulary to their vocabulary journals or to the word wall.

Student Organization of Content

- Provide students with a guided reading worksheet for Activity 1.

Session 4: Congressional Committees

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using Internet resources.
- Students should be able to synthesize information collected from a variety of sources.

Materials

- Attachment B: Congressional Committees
- Textbook and other instructional resources
- Internet access

Instructional Activities

1. Distribute copies of Attachment B. Instruct students to identify the various standing committees of the United States Congress, using the Internet and/or printed instructional resources for research. The following Web sites will be of assistance:
 - <http://www.house.gov/house/CommitteeWWW.shtml>
 - http://www.senate.gov/pagelayout/committees/d_three_sections_with_tasers/committees_home.htm
 - <http://www.lib.umich.edu/government-documents-center>
 - http://www.congressmerge.com/online/b/cgi-bin/committee_list.cgi?site=congressmerge.Have students list their findings in the chart on Attachment B.
2. Hold a class discussion on the Congressional committees, based on the information students listed on their charts. Emphasize that the committees are organized by subject matter and that because of the large volume of work, they are essential to the legislative process.

Specific Options for Differentiating This Lesson

Technology

- Provide the chart for students in digital format to complete the activities.
- Have students use screen-reading software or text-to-speech software online to supplement assigned reading.

Multisensory

- Have students create a bulletin board depicting an organizational chart of the Congressional committees.

Community Connections

- Have students discuss the need for committees when undertaking a large task. Provide examples from their own experiences (e.g., hosting a field day for the entire school). Help students develop the idea that someone would take charge of different activities for the event and that they would have helpers, and this would be their committees and subcommittees.
- Invite a local representative to speak to the class about his or her role on a subcommittee.

Small Group Learning

- Have students work in pairs and, for the chart, assign a specific committee to each pair to identify their functions.

Vocabulary

- Have students use the following vocabulary words: *committee, agriculture, intelligence, work force, budget, appropriations, ways and means, transportation, other committees*.
- Have students add the new vocabulary to their vocabulary journals.

Student Organization of Content

- Provide a guided reading worksheet for Activity 1.

Sessions 5 and 6: Making Laws

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using Internet resources.
- Students should be able to synthesize information collected from a variety of sources.

Materials

- Sample flow chart for students to use as a guide
- Internet access
- Computer and LCD projector

Instructional Activities

1. Divide students into groups, and instruct each group to develop a flow chart showing the process followed by the United States Senate and House of Representatives when making a law. The following Web site may be of assistance: <http://memory.loc.gov/ammem/amlaw/lwhbsb.html>.
2. Have students view the House of Representatives at work (seen on *C-SPAN Live Stream* at <http://www.c-span.org/Watch/C-SPAN.aspx>) and then write a one-page review of the process observed. The paper should detail the bill(s) that were being discussed and the process that was taking place (debating, voting, etc.).
3. Instruct students to conduct research to identify the bills Congress is currently debating and the issues they involve. The following Web site may be of assistance: <http://www.congress.org/congressorg/home/>.

Specific Options for Differentiating This Lesson

Technology

- Have students use software that allows them to produce a flowchart.
- Have students use screen-reading software or text-to-speech software online to supplement assigned reading.

Multisensory

- Have students view and respond to a recorded session from C-SPAN.
- Have students create a board game depicting the process of passing a law.
- Assign roles and opinions, and have students role-play a scenario depicting the process of passing a law. Choose a topic that is interesting to students, such as changing the age for getting a driver's license.

Small Group Learning

- Have students work on Activity 3 in pairs or small groups.

Vocabulary

- Have students use the following vocabulary words: *bill, legislation, source, voting, congressional action, referral, conference, debate*.

Student Organization of Content

- Provide students with a guided reading worksheet or rubric for Activities 2 and 3.

Session 7: Checks and Balances

Prerequisite Understanding/Knowledge/Skills

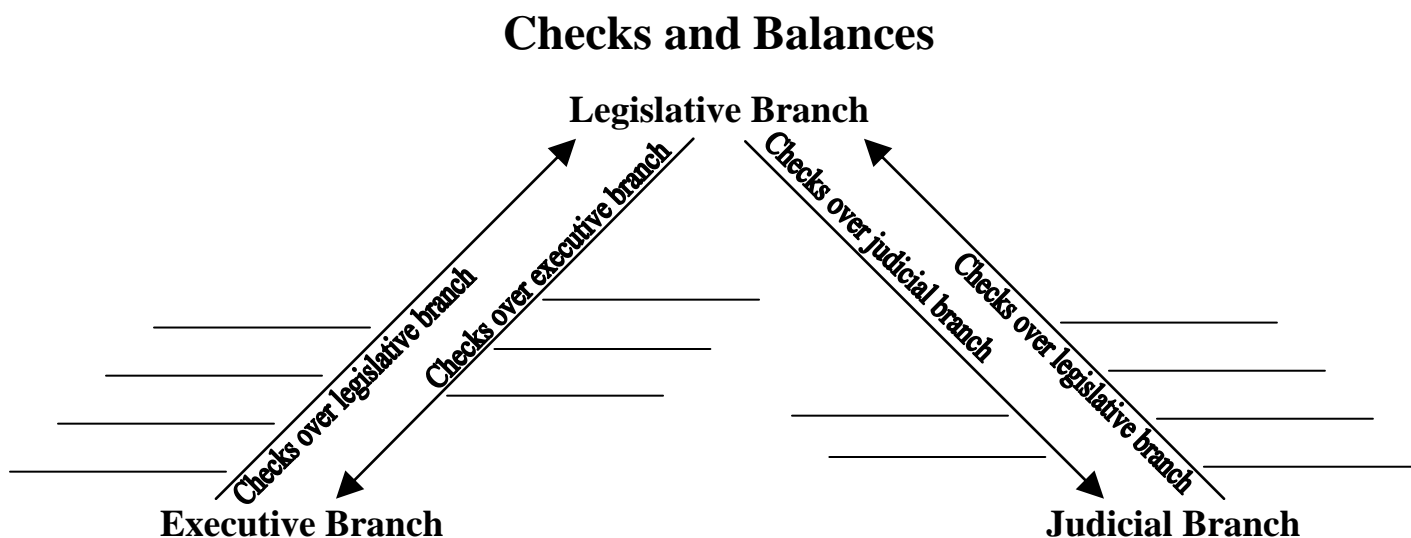
- Students should be able to participate in class discussions and make brief presentations.
- Students should be familiar with the concept of checks and balances.
- Students should be familiar with Montesquieu's philosophy.

Materials

- Textbook and other instructional resources
- Chart paper
- Colored markers

Instructional Activities

1. Remind students that the United States constitutional system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches and protect against an abuse of power by any one branch. Ask students to explain this concept.
2. After a brief discussion, instruct students to use available classroom resources to develop a list of the checks the legislative branch has over the executive and judicial branches. Have them also list the checks the executive and judicial branches have over the legislative branch. When students are finished, have them work as a class to create a chart similar to the one shown below. Make sure they include the following checks of the legislative branch over the executive branch:
 - To override presidential vetoes
 - To impeach and convict a president
 - To approve treaties
 - To approve presidential appointments
 Also, make sure they include the following checks of the legislative branch over the judicial branch:
 - To confirm appointments of federal judges/justices
 - To impeach and convict judges/justices



Specific Options for Differentiating This Lesson

Technology

- Have students use the chart in a digital format.

Multisensory

- Show students the film *All the President's Men*, providing them with guided questions prior to viewing. Have them take notes during the film, and follow with a class discussion.

Community Connections

- Invite an elected official to discuss the checks-and-balances system.

Small Group Learning

- Have students work in pairs or small groups to discuss the film before sharing as a class and completing the chart.

Vocabulary

- Have students use the following vocabulary words: *checks, judicial, executive, legislative, override, veto, impeach, ratify, approve, appointment* (not on the calendar).
- Have students add the new vocabulary to their vocabulary journals and/or word wall.

Student Organization of Content

- See chart and guided questions.

Session 8: House of Representatives Simulation

Prerequisite Understanding/Knowledge/Skills

- The students should have a basic understanding of the three branches of the government.
- The students should be able to conduct research using Internet resources.

Materials

- Attachment C: Sample Bill
- Copy of the Constitution of the United States

Instructional Activities

1. In this simulation activity, students will write bills to address a national issue of their choosing. Put students into two groups of representatives to simulate the two political parties. Distribute copies of Attachment C, and discuss it so that students understand the components of an actual bill.
2. Display a list of national issues, and have students choose one issue about which they feel strongly and which they want to address by writing a bill.
3. Direct each representative to draft a very brief “speech” stressing the need for a bill to address the issue and the wording that it should have to address the issue.
4. Assign the bills to the appropriate committees (the two student groups) of the two parties. Direct each committee to discuss the individual bills assigned to it and work to create one bill to be presented by the committee to the full House of Representatives. Have each committee vote on its bill in committee.
5. Then, have the representatives convene as the full House. After each of the two bills is read, allow the representatives favoring that bill to give brief speeches advocating it, if they wish. Follow these speeches with a full House debate in which the representatives work to create one bill and then vote on it. Have the representatives follow rules or procedures similar to proper House rules (see <http://rules.house.gov/>).
6. If the House passes the bill, have the House forward the bill to the Senate for action.

Specific Options for Differentiating This Lesson

Technology

- Have students use software that allows them to produce a flowchart.
- Have students use screen-reading software or text-to-speech software online to supplement assigned reading.
- Monitor web-based bill tracking on the Congressional website

Multisensory

- Have students view and respond to a recorded session from C-SPAN.
- Have students create a board game depicting the process of passing a law.
- Assign roles and opinions, and have students role-play a scenario depicting the process of passing a law. Choose a topic that is interesting to students, such as changing the age for getting a driver’s license.

Small Group Learning

- Have students work on Activity 3 in pairs or small groups.

Vocabulary

- Have students use the following vocabulary words: *bill*, *legislation*, *source*, *voting*, *congressional action*, *referral*, *conference*, *debate*.

Student Organization of Content

- Provide students with a guided reading worksheet or rubric for Activities 2 and 3.

Session 9: Assessment

Materials

- Attachment B: Sample Assessment Items

Instructional Activities

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

Attachment A: Qualifications for Service in the Legislative Branches of Government_____

Legislative Body	Number of Members	Length of Term	Minimum Age	Citizenship Requirement	Other Requirements (Education, Residency, etc.)
United States House of Representatives					
Virginia House of Delegates					
United States Senate					
Virginia Senate					

Attachment B: Congressional Committees

[illegible]

Attachment C: Sample Bill

HRES 146 IH

111th CONGRESS

1st Session

H. RES. 146

Designating March 2, 2009, as ‘Read Across America Day’

IN THE HOUSE OF REPRESENTATIVES

February 10, 2009

Ms. MARKEY of Colorado (for herself and Mr. EHLERS) submitted the following resolution; which was referred to the Committee on Education and Labor

RESOLUTION

Designating March 2, 2009, as ‘Read Across America Day’.

Whereas reading is a basic requirement for quality education and professional success, and is a source of pleasure throughout life;

Whereas the people of the United States must be able to read if the United States is to remain competitive in the global economy;

Whereas Congress, through the No Child Left Behind Act of 2001 (Public Law 107-110) and the Reading First, Early Reading First, and Improving Literacy Through School Libraries programs, has placed great emphasis on reading intervention and providing additional resources for reading assistance; and

Whereas more than 50 national organizations concerned about reading and education have joined with the National Education Association to use March 2 to celebrate reading and the birth of Theodor Geisel, also known as Dr. Seuss: Now, therefore, be it

Resolved, That the House of Representatives—

- (1) honors Theodor Geisel, also known as Dr. Seuss, for his success in encouraging children to discover the joy of reading;
- (2) honors the 12th anniversary of Read Across America Day;
- (3) encourages parents to read with their children for at least 30 minutes on Read Across America Day in honor of the commitment of the House of Representatives to building a Nation of readers; and
- (4) encourages the people of the United States to observe the day with appropriate ceremonies and activities.

Attachment D: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The House of Representatives has A 535 members. B 235 members. C 400 members. D 435 members.*</p> <p>2. The United States Senate has A 150 members. B 100 members.* C 120 members. D 50 members.</p> <p>3. Which power is expressly granted to Congress in the Constitution of the United States? A Coin money* B Enforce laws C Organize schools D Establish marriage laws</p> <p>4. The legislative branch checks the executive branch by A appointing the vice president. B approving treaties.* C nominating cabinet members. D electing the Chairman of the Joint Chiefs.</p> <p>5. The legislative branch checks the judicial branch by A establishing a term limit for Supreme Court justices. B nominating federal judges. C impeaching justices who break the law.* D conducting an annual review of Supreme Court decisions.</p> <p>6. The system of checks and balances protects our democratic government by A ensuring one branch of government cannot act without the other. B limiting the power of each branch in the federal system.* C giving state governments final authority over the national government. D making the executive branch more powerful than the other two branches.</p>	<p>7. Congress has been able to expand the powers of the federal government based largely on its authority to A coin money. B govern the District of Columbia. C declare war. D make all laws necessary to carry out its expressed powers.*</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> • Levy taxes • Borrow money • Regulate commerce • Coin money </div> <p>8. The BEST title for the above list of Congressional powers is A Reserved Powers. B Expressed Powers.* C Implied Powers. D Denied Powers.</p> <p>9. Why does separating power among the branches of government limit power? A It allows the Congress to control all of the branches. B It prevents any one branch from abusing power.* C When one branch is more powerful, it keeps the others in line. D Dividing power makes each branch powerless.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>To override vetoes To impeach a president To approve treaties To approve presidential appointments</p> </div> <p>10. The list above is the check of the A legislative branch over the executive branch.* B Supreme Court over the executive branch. C Congress over the judicial branch. D national government over the states.</p>
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ORGANIZING TOPIC

National Government: The Executive Branch

Standard(s) of Learning

- GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by
- a) examining the legislative, executive, and judicial branches;
 - b) analyzing the relationships among the three branches in a system of checks and balances.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Analyze primary and secondary source documents.
- Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.
- Analyze political cartoons, political advertisements, pictures, and other graphic media.
- Distinguish between relevant and irrelevant information.
- Evaluate 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.

Content

- Explain that the executive branch of the national government is headed by the president and vice president, who are supported by the Executive Office, the Cabinet, and the federal bureaucracy.
- Identify the responsibilities of the president:
- Overseeing the various parts of the executive branch
 - Enforcing laws
 - Issuing executive ordinances
 - Appointing and removing officials
 - Making treaties and executive agreements
 - Commanding the military
- Identify the checks of the executive branch over the legislative branch:
- To veto acts of Congress
 - To call special sessions of Congress
- Identify the checks of the executive branch over the judicial branch:
- To appoint federal judges/justices

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.

“Government Offices.” *Infoplease*. <http://www.infoplease.com/ipa/A0101184.html#axzz10568Kv7z>. This site provides information on dates of appointment of cabinet members.

“Official U.S. Executive Branch Web Sites.” The Library of Congress. <http://www.loc.gov/rr/news/fedgov.html>.

Picture History. http://www.picturehistory.com/category/cat_id/261. This site provides pictures, historical and current, related to the United States government.

The White House. <http://www.whitehouse.gov/administration/cabinet/>. This is the official White House site for the president’s cabinet.

Session 1: Function and Organization of the Executive Branch

Prerequisite Understanding/Knowledge/Skills

- Students should be able to compare and contrast.

Materials

- Attachment A: Organization of the Executive Branch
- Textbook and other instructional resources
- Internet access (optional)
- Chart paper
- Markers

Instructional Activities

1. Display the following questions, and ask students to respond to them in writing:

What is the function of the executive branch of the national government?

How would our country be operated differently if the national executive branch did not exist?

Responses should center on the executive branch enforcing, executing, or carrying out the law. If students have a difficult time answering the second question, ask them to think about how the government operated under the Articles of Confederation.

2. Have students share their responses aloud, and create a class list of correct responses. (NOTE: Do not list incorrect responses because wrong answers, if displayed, may be remembered by some students.)
3. Remind students that Article II of the Constitution of the United States pertains to the executive branch. Ask which officer of the national government is the head of the executive branch. Distribute copies of Attachment A, and discuss it with students to ensure they understand the overall organization of the executive branch.
4. Direct students to do research in the textbook, other instructional resources, and on the Internet, if possible, to determine the concerns and activities of each executive office and cabinet department listed on Attachment A. The *White House Administration* Web site at <http://www.whitehouse.gov/administration> will be helpful. When they have finished their research, have the class create a class chart depicting the results.

Specific Options for Differentiating This Lesson

Technology

- Produce a computer game for students to match the person with the job and the office/department with its function.

Multisensory

- Ask students to find pictures on the Internet or in magazines/newspapers of the people in the executive branch and create a bulletin board with pictures, names, and roles.

Small Group Learning

- Have students work in small groups to discuss the question in Activity 1, and select one person to record responses.

Vocabulary

- Have students use the following vocabulary words: *enforce, execute/executive, confederation, cabinet, branch, domestic, AIDS, policy, intelligence, foreign, economic, advisor, environmental, technology, infrastructure, agriculture, commerce, defense, homeland security, urban development, interior, justice, veteran.*
- Have students add the new vocabulary to their vocabulary journals.
- Develop a crossword puzzle using the vocabulary presented in this lesson.
- Have students develop flashcards with the name of the executive office/cabinet on one side and the function on the other.

Student Organization of Content

- Provide a template of a graphic organizer for students to complete. This can reflect executive offices vs. cabinets and a chart with offices and functions.

Session 2: The President and Vice President

Prerequisite Understanding/Knowledge/Skills

- Students should be able to compare and contrast.

Materials

- Textbook and other instructional resources

Instructional Activities

1. Ask students to name the qualifications they think are necessary for someone to have in order to become president or vice president of the United States. Display their responses.
2. Have students use the textbook or other instructional resources to determine the actual qualifications for becoming president or vice president (as stated in Article II, Section I). Point out that the qualifications for vice president must be identical to those for president. Why? Have students share their findings. Discuss why each qualification was required by the Founding Fathers. Prompt discussion with such questions as, “Why natural born? Why age 35? Why 14 years? Why were these important?” Ask students whether they believe any of these qualifications should be changed. Are any of them out of date, or are they just as important today as they were more than 200 years ago? Have each student select one of these three qualifications and write a brief essay on the reason(s) it should be preserved, altered, or dispensed with altogether.
3. When students are finished writing, organize them into groups according to the three qualifications and the various points of view about each qualification. Have the students in each group confer and decide some persuasive points to make to the entire class. Then, have each group present their arguments to the class.
4. Direct students to determine the term limits, salary, and benefits associated with each office. Make sure students understand that the 22nd Amendment sets a limit on the number of terms a person may serve as president. Identify when this amendment was passed, and discuss the reasons for its passage.
5. Have students generate a list of responsibilities of the president, including the following:
 - Overseeing the various parts of the executive branch
 - Enforcing laws
 - Issuing executive ordinances
 - Appointing and removing officials
 - Making treaties and executive agreements
 - Commanding the military
 - Delivering the State of the Union Address

Specific Options for Differentiating This Lesson

Technology

- Have students use e-text to access the book in digital format.
- Have students use sticky notes or highlight tape to mark in their textbooks the qualifications necessary to become president or vice president.

Multisensory

- Show digital biographical material of the current or past president and vice president, and outline their qualifications.

Community Connections

- Have students work in small groups to identify the qualifications they believe are necessary for a person to become a class president or vice president. Discuss whether or not it is necessary for the candidates to have been a student at the school for a minimum number of years.

Small Group Learning

- Have students work in small groups to determine whether the qualifications as stated in Activity 2 are true qualifications.

Vocabulary

- Have students use the following vocabulary words: *qualification, duties, term limits, salary, benefits, natural born citizen, similarities*.
- Have students add the new vocabulary to their vocabulary journals and to the word wall.

Student Organization of Content

- Have students generate a graphic organizer (paper or electronic) to illustrate the qualifications of the president and the vice president.

Session 3: Roles of the President

Prerequisite Understanding/Knowledge/Skills

- Students should be able to analyze oral presentations.

Materials

- Textbook and other instructional resources
- Teacher-selected excerpt from a State of the Union Address (optional)
- Internet access, newspapers, news magazines (optional)

Instructional Activities

1. Inform students that the president must fill as many as eight roles at the same time. Ask students to identify the eight roles of the president, and display their responses.
2. Display the following information:

Eight roles of the president:

- **Chief of state:** ceremonial head of the United States government
- **Chief executive:** established by the Constitution of the United States in domestic and foreign affairs
- **Chief administrator:** head of the executive branch of government
- **Chief diplomat:** designer of foreign policy and the nation's chief spokesman to the world
- **Commander-in-chief:** head of the United States military
- **Chief legislator:** main architect of public policy
- **Chief of party:** head of the political party he/she represents
- **Chief citizen:** the representative of all citizens of the United States

Discuss with students, which roles are more important and which are of lesser importance. Have students explain the reasons for their decisions. Instruct students to list the roles in order of importance.

3. Direct students to use the information above to create a table listing the president's roles in order of importance on the left and the exact functions he/she fulfills in each role, with some examples, on the right. Have students write or discuss which roles are most generally identified with the president.
4. Distribute copies of an excerpt from a State of the Union Address, and have students work in groups to find in it examples of the president performing the various roles of the president. Alternatively, you might have students use the Internet, newspapers, and/or magazines to find examples of the president fulfilling his/her presidential roles.

Specific Options for Differentiating This Lesson

Technology

- Have students view and respond to a video of the president giving his State of the Union address.
- Have students use software to generate a graphic organizer to complete Activities 2 and 3.

Multisensory

- After writing a State of the Union address, have students record the presentation of their addresses. Have them view and respond to videos to analyze the roles of the president.

Community Connections

- Invite the principal to discuss the various roles he or she plays in the school. Have him or her change hats as the described roles change.
- Afterward, have small groups develop lists of the various roles of the president.

Small Group Learning

- Divide students into small groups, and have them complete Activities 1–4 with assigned roles.

Vocabulary

- Have students use the following vocabulary words: *role* and *address*.
- Have students find synonyms for the new vocabulary words.
- Have students add the new vocabulary to their vocabulary journals or to the word wall.

Student Organization of Content

- Have students work in small groups to develop a “Presidential Scorecard.” The scorecard should include a listing of the eight roles and functions in the left column. Across the top should be the name of the current president and past president. Have students work in groups to develop information for each square on their charts, illustrating how each president fulfilled his function.

Session 4: Presidential Succession

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research independently using the Internet.

Materials

- Attachment B: Presidential Succession

Instructional Activities

1. Inform students that some jobs or functions people perform are so necessary or crucial to others that provisions must be in place for other trained people to step in at a moment's notice and perform the functions in case of illness or death. Ask students to cite some examples of these kinds of functions, such as operating a business, producing a daily newspaper, or leading an army. Student responses may vary, but responses should center on functions or job for which it might be necessary for a previously identified and qualified "deputy" to step into a particular role immediately. Relate these examples to the provisions made for presidential succession. Inform students that the United States cannot be allowed to go for even a moment without a president; therefore, the vice president must take over from the president and assume the reigns of the office, even if for only a matter of minutes or hours, when the president becomes incapacitated during, for example, an operation.
2. Distribute copies of Attachment B, and ask students how the positions listed demonstrate the importance of each position in the national government.
3. Have students create a chart with the heading "Duties of the Presidential Successors." Under the Presidential Successor column, have the students write in order the titles of the positions that are next in line for the office. Under the Duties column, have students write the duties or responsibilities for each position listed. Review the chart.
4. Have students identify the Constitutional Amendment that pertains to presidential succession (the 25th Amendment) and research and summarize in their own words what it says.
5. Discuss the rationale of having the presidential succession list so clearly and thoroughly defined. Ask students how someone who is near the bottom of the list might actually become president. What could happen to cause this?

Specific Options for Differentiating This Lesson

Technology

- Using the Internet, have students research cases of presidential and vice presidential succession per the 25th Amendment.

Multisensory

- Have students write the position title of each person who could succeed the president on an index card; mix, then sort into the correct order of succession.

Community Connections

- Invite the principal to talk about the chain of command in the school.

Small Group Learning

- Have small groups locate images of the current individuals in each position listed on Attachment B.

Vocabulary

- Have students use the following vocabulary words: *succession*, *duties*, *amendment*.
- Have students work in pairs to write a sentence using each of the new vocabulary words.

Student Organization of Content

- Have students use a software program to generate a flow chart showing the line of succession.

Session 5: Checks and Balances of the Executive Branch

Prerequisite Understanding/Knowledge/Skills

- Students should have a basic understanding of how the concept of checks and balances prevents the abuse of power.

Materials

- Textbook and other instructional resources

Instructional Activities

1. Ask students to respond to the following question in their notebooks.

Why it is important at times for both sides of a weight scale to be equal?

Student responses may vary; however, they should center on the fact that equality is necessary for the scale to balance. Discuss the concept of “balance” in this context.

2. Instruct students to read the section of the textbook or other instructional resources that pertains to the checks and balances of the executive branch of the national government.
3. Have students create a list of the checks the executive branch exercises over the other two branches of government. Likewise, have students create a list of the checks the other two branches of government exercise over the executive branch.
4. Have students explain the importance of each check exercised by the executive branch on the other two branches, as well as each check exercised by the other two branches on the executive branch. Ask students what might happen if these checks and balances did not exist.
5. Have students identify the checks and balances they believe are essential, and explain why. Have them also identify a check they believe is not essential, if any, and justify their reasoning.

Specific Options for Differentiating This Lesson

Technology

- Have students use screen-reading software or text-to-speech software to supplement their assigned reading and research.

Multisensory

- Using a balance-beam scale, have students demonstrate the system of checks and balances using equal weights that are labeled with powers of the judicial and executive branch (one weight should be labeled “President appoints a Supreme Court Justice” and the other weight should be labeled “Congress must approve a presidential appointment to the Supreme Court”).

Community Connections

- Have students look for examples of checks and balances in current events, such as pending treaties, nominated judges, or cabinet positions.

Small Group Learning

- Have small groups create more labeled weights (see Multisensory) and share with the class.
- Have small groups or pairs create additional checks and balances.

Vocabulary

- Have students use the following vocabulary words: *checks, balances, equality*.

Student Organization of Content

- Have students create or fill in a teacher-generated chart or other graphic organizer to illustrate essential and nonessential checks and balances.

Session 6: Assessment

Materials

- Attachment C: Sample Assessment Items

Instructional Activities

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

Attachment A: Organization of the Executive Branch

President

The president of the United States is both the head of state and head of government of the United States of America, and commander-in-chief of the armed forces. Under Article II of the Constitution, the President is responsible for the execution and enforcement of the laws created by Congress.

Vice President

The primary responsibility of the vice president of the United States is to be ready at a moment's notice to assume the Presidency if the President is unable to perform his/her duties. The vice president also serves as the president of the United States Senate, where he or she casts the deciding vote in the case of a tie. Except in the case of tiebreaking votes, the vice president rarely actually presides over the Senate.

Executive Office of the President

Every day, the president of the United States is faced with scores of decisions, each with important consequences for America. To provide the president with the support he or she needs to govern effectively, President Franklin D. Roosevelt created the Executive Office of the President (EOP) in 1939. The EOP has responsibility for tasks ranging from communicating the president's message to the American people to promoting U.S. trade interests abroad. The EOP, overseen by the White House chief of staff, includes the following entities:

- Council of Economic Advisers
- Council on Environmental Quality
- National Security Council and Homeland Security Council
- Office of Administration
- Office of Management and Budget
- Office of National Drug Control Policy
- Office of Science and Technology Policy
- Office of the United States Trade Representative
- Office of the Vice President
- The White House
 - Office of Cabinet Affairs
 - Office of the Chief of Staff
 - Office of Communications
 - Office of the Press Secretary
 - Office of Energy and Climate Change Policy
 - National Security Advisor
 - Office of Legislative Affairs
 - Office of Political Affairs
 - Office of Public Engagement and Intergovernmental Affairs
 - Office of the White House Counsel
 - Office of White House Policy
 - White House Military Office

Cabinet / Executive Departments

The Cabinet is an advisory body made up of the heads of the 15 executive departments. Appointed by the president and confirmed by the Senate, the members of the Cabinet are often the president's closest confidants. The 15 executive departments are as follows:

- Department of Agriculture (USDA)
- Department of Commerce (DOC)
- Department of Defense (DOD)
- Department of Education (ED)
- Department of Energy (DOE)
- Department of Health and Human Services (HHS)
- Department of Homeland Security (DHS)
- Department of Housing and Urban Development (HUD)
- Department of Justice (DOJ)
- Department of Labor (DOL)
- Department of the Interior (DOI)
- Department of State (DOS)
- Department of Transportation (DOT)
- Department of the Treasury
- Department of Veterans Affairs (VA)

Attachment B: Presidential Succession

Below is the list of officers who would succeed the president in an emergency situation. Identify the person who currently fills each of these offices:

1. Vice President
2. Speaker of the House
3. President pro tempore of the Senate
4. Secretary of State
5. Secretary of the Treasury
6. Secretary of Defense
7. Attorney General
8. Secretary of the Interior
9. Secretary of Agriculture
10. Secretary of Commerce
11. Secretary of Labor
12. Secretary of Health and Human Services
13. Secretary of Housing and Urban Development
14. Secretary of Transportation
15. Secretary of Energy
16. Secretary of Education
17. Secretary of Veterans Affairs
18. Secretary of Homeland Security

Attachment C: Sample Assessment Items

Asterisk () indicates correct answer.*

1. Which Article of the Constitution of the United States pertains to the executive branch?
 - A Article I
 - B Article II*
 - C Article III
 - D Article IV
2. What is the function of the executive branch?
 - A Make the laws
 - B Carry out the laws*
 - C Interpret the laws
 - D Adjust the laws
3. What title is given to the individual who heads the executive branch?
 - A Speaker of the House
 - B president pro tempore
 - C president*
 - D vice president
4. Who is the second person in line to head the executive branch?
 - A Speaker of the House
 - B president pro tempore
 - C president
 - D vice president*
5. The federal bureaucracy is administered by the
 - A United States Senate.
 - B House of Representatives.
 - C Supreme Court.
 - D executive branch.*
6. The executive branch influences policy making at the national level in all of the following ways EXCEPT
 - A proposing legislation in an annual speech.
 - B appealing directly to voters.
 - C vetoing legislation.
 - D passing new laws.*



7. The newspaper above describes which executive power?
 - A Issuing executive ordinances
 - B Appointing and removing officials*
 - C Making treaties and executive agreements
 - D Commanding the military
8. Which is an implied power of the president?
 - A Issuing executive ordinances
 - B Appointing officials
 - C Making treaties and executive agreements
 - D Announcing executive agreements*
9. Cabinet positions are filled by what process?
 - A Appointment by the president and approval by the House of Representatives
 - B Appointment by the president and approval by the Senate*
 - C Selection by a Congressional committee and approval by the president
 - D Selection and approval by a bi-partisan commission
10. All are components of the national government bureaucracy EXCEPT the
 - A Supreme Court.*
 - B Cabinet departments.
 - C Office of the President.
 - D federal agencies.

ORGANIZING TOPIC

National Government: The Judicial Branch

Standard(s) of Learning

- GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by
 - a) examining the legislative, executive, and judicial branches;
 - b) analyzing the relationships among the three branches in a system of checks and balances.
- GOVT.10 The student will demonstrate knowledge of the operation of the federal judiciary by
 - a) describing the organization, jurisdiction, and proceedings of federal courts;
 - b) examining how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in *Marbury v. Madison*;
 - c) describing how the Supreme Court decides cases;
 - d) comparing the philosophies of judicial activism and judicial restraint;
 - e) evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Analyze primary and secondary source documents.
- Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.
- Analyze political cartoons, political advertisements, pictures, and other graphic media.
- Distinguish between relevant and irrelevant information.
- Evaluate 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.

Content

- Explain that the organization and powers of the judicial branch of the national government are derived from the Constitution of the United States and federal law.
- Describe the organization and jurisdiction of the United States court system:
 - Supreme Court:
 - Nine justices, no jury
 - Hears appeals from lower federal courts and the highest state courts
 - Has limited original jurisdiction
 - United States Court of Appeals:
 - Judges, no jury
 - Hears appeals from United States district courts and certain other federal courts and commissions
 - United States District Court:
 - Judge, with or without jury
 - Tries cases involving federal crimes and federal civil proceedings
 - Does not hear appeals
- Identify the checks of the judicial branch over the legislative branch:
 - To declare laws to be unconstitutional

Identify the check of the judicial branch over the executive branch:

- To declare executive actions to be unconstitutional

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

Explain that Article III of the Constitution of the United States and federal laws establish the jurisdictions of the federal courts.

Describe the types of jurisdiction:

- Exclusive jurisdiction: Certain cases, such as bankruptcy cases and cases involving federal crimes, may be tried only in federal courts.
- Concurrent jurisdiction: Congress allows some cases, such as those between citizens of different states, to be tried in either federal or state courts.
- Original jurisdiction is the authority of a court to hear cases first.
- Appellate jurisdiction is the authority of a court to review case decisions of a lower trial court.

Identify the jurisdiction of regular federal courts:

- U.S. Supreme Court: Appellate and limited original
- U.S. Court of Appeals: Appellate
- U.S. District Courts: Original

Explain that the Supreme Court of the United States is the court of last resort: it hears appeals from federal, state, and special courts.

Explain how the United States Supreme Court gained recognition as an equal branch of government as a result of John Marshall's judicial strategy:

- Prior to the appointment of Chief Justice John Marshall, the Supreme Court had little power.
- In the case *Marbury v. Madison* (1803), Chief Justice John Marshall and the Supreme Court for the first time declared an act of Congress unconstitutional, thus establishing the power of judicial review.

Describe how the Supreme Court hears cases and makes decisions based on the opinions of the majority of the justices.

Explain the steps in deciding Supreme Court cases:

- Briefs: Both sides of the case and any interested parties submit written information summarizing their points of view.
- Oral arguments: Lawyers for each side present oral arguments. They are often questioned by the justices regarding their arguments.
- Conference: Following oral arguments, justices meet to discuss the merits of the case. The decision of the court is determined by a majority vote.
- Opinions: Justices are assigned to write the majority and minority opinions of the court. When all opinions have been written and the justices have determined which opinion they will support, the decision is announced to the public. A justice who disagrees with that opinion may write a dissenting opinion.

Describe how supporters of the philosophies of judicial activism and judicial restraint disagree regarding the role of the federal judiciary.

Explain how the philosophies of judicial activism and judicial restraint relate to the federal judiciary's exercise and its authority:

- Judicial activists believe federal courts should use the power of judicial review to resolve important societal issues. Since justices are not elected, they can make controversial decisions without fear of losing office.
- Those in favor of judicial restraint argue that the Supreme Court should avoid ruling on constitutional issues whenever possible. When action is necessary, the Court should decide cases in as narrow a manner as possible.

Describe how the U.S. Supreme Court's exercise of the power of judicial review can invalidate legislative acts and executive actions that exceed the scope of powers granted by the Constitution of the United States.

Explain that federal courts, by interpreting and applying federal law to specific situations, provide meaning to legislative acts and executive actions.

Explain how the U.S. Supreme Court defines the limits of government power and protects individual rights from governmental abuse.

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.

“Full Text of Supreme Court Decisions Issued between 1937 and 1975.” U.S. Department of Commerce.

<http://www.fedworld.gov/supcourt/index.htm>. This site allows users to search for cases by name.

“The Great Chief Justice at Home.” The National Park Service.

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/49marshall/49marshall.htm>. This site provides biographical information on John Marshall, emphasizing his accomplishments within the historical context of his time on the bench.

“How Does Our System of Checks and Balances Protect Our Rights?” *The Social Studies Help Center*.

http://www.socialstudieshelp.com/Lesson_13_Notes.htm. This site provides information on the checks and balances within the United States government system.

Supreme Court of the United States. <http://www.supremecourt.gov/>. This site provides information on the United States Supreme Court—its structure, procedures, and cases.

“United States District Courts.” *U.S. Courts*.

<http://www.uscourts.gov/FederalCourts/UnderstandingtheFederalCourts/DistrictCourts.aspx>. This site provides information on the jurisdiction of U.S. District Courts.

“U.S. Courts, The Federal Judiciary.” <http://www.uscourts.gov/links.html>. This site provides links to all U.S. federal courts.

“U.S. Judiciary.” *Law Library of Congress*. <http://lcweb.loc.gov/law/guide/usjudic.html>. This site provides information on the United States court system.

Session 1: Function and Organization of the Judicial Branch

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and distinguish between relevant and irrelevant information.

Materials

- Textbook and other instructional resources

Instructional Activities

1. Ask students to respond to the following questions:

What is justice?

What groups or individuals are responsible for establishing justice in our society?

What is the function of the judicial branch of the national government?

What would our society be like without the court system?

Responses should center on the judicial branch interpreting the law. If students have a difficult time thinking of how our society would be different without the court system, suggest that they recall how the government operated under the Articles of Confederation. Create a list of student responses.

2. Remind students that Article III of the Constitution of the United States pertains to the judicial branch. Have students perform a book scavenger hunt to locate the title and qualifications of the officials on the Supreme Court, including the head of the court. (justices, chief justice)
3. Have students identify in writing the benefits and drawbacks of a lack of formal qualifications required for becoming a Supreme Court justice.
4. Ask students whether Supreme Court decisions could and/or do affect their daily lives, and if so, how. Based on student responses, have them make a list of things in their daily lives that they believe have been affected by Supreme Court decisions.

Specific Options for Differentiating This Lesson

Technology

- Have students use a word-processing program to record their answers.
- Have students use graphic-organizer software or drawing software to display their answers.

Multisensory

- Provide students with a checklist of the qualifications for becoming a member of the Supreme Court. Have students interview several individuals to determine if they would be qualified for this position.

Community Connections

- Invite a judge to discuss the organization of the judicial branch.
- Arrange for the class to visit a local court in session.

Small Group Learning

- Have students role-play as key individuals and jury members in a mock trial.

Vocabulary

- Have students use the following vocabulary words: *judicial, branch, supreme, judicial branch, Supreme Court, Articles of Confederation, justice*.

Student Organization of Content

- Have students create a graphic organizer, “The Supreme Court,” that represents the lesson concepts. Have students fill in the information for the following headings: Title of the Supreme Court; Qualifications for Becoming a Justice; and Purpose of the Articles of Confederation.

Session 2: Jurisdiction and Powers of the Federal Courts

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and distinguish between relevant and irrelevant information.

Materials

- Attachment A: Jurisdiction and Powers of the Federal Courts
- Textbook and other instructional resources
- Internet access (optional)

Instructional Activities

1. Distribute copies of Attachment A, and have students analyze the information as a means of developing a definition of the word *jurisdiction*. Responses should include such words as *authority*, *control*, and *power*.
2. Display the following:

Exclusive jurisdiction vs. concurrent jurisdiction

Explain that certain cases, such as bankruptcy cases and cases involving federal crimes, may be tried *only* in federal courts. We say that the federal courts have **exclusive jurisdiction** over these kinds of cases. On the other hand, Congress allows some cases, such as cases between citizens of different states, to be tried in either federal or state courts. We call this sharing of authority over these kinds of cases **concurrent jurisdiction**.

3. Display the following:

Original jurisdiction vs. appellate jurisdiction

Ask students to explain these two types of jurisdiction, and display their responses. Guide students to understand that **original jurisdiction** is the authority of a court to hear cases first, while **appellate jurisdiction** is the authority of a court to review and uphold or reverse case decisions of a lower trial court.

4. Put students into groups, and have each group create two case scenarios—one showing original jurisdiction and one showing appellate jurisdiction. Then, direct each group to read its two scenarios to the other groups, and have the other groups identify the type of jurisdiction depicted in each.
5. Have students work individually to determine the type of jurisdiction assigned to the Supreme Court (appellate and limited original), U.S. Court of Appeals (appellate), and U.S. District Courts (original). The following Web sites may be helpful in this activity:
 - *Supreme Court of the United States*. <http://www.supremecourt.gov/>. This site provides information on the United States Supreme Court—its structure, procedures, and cases.
 - “United States District Courts.” *U.S. Courts*. <http://www.uscourts.gov/FederalCourts/UnderstandingtheFederalCourts/DistrictCourts.aspx>. This site provides information on the jurisdiction of U.S. District Courts.
 - “U.S. Judiciary.” *Law Library of Congress*. <http://www.loc.gov/law/help/guide/federal/usjudic.php>. This site provides information on the United States court system.

Discuss the students’ findings.

6. Challenge students to explain their views on whether the U.S. federal courts having different types of jurisdictions is a positive thing.

Specific Options for Differentiating Instruction

Technology

- Have students use a text-to-speech reader software to supplement their assigned reading and research.
- Have students record and review their scenario.
- Have students use graphic-organizer software or drawing software to create the chart for Activity 5.
- Provide students with printed materials in digital format.

Multisensory

- In Activity 4, allow students to present their scenarios in digital slides or an animation/drawing software.
- Have students create index cards labeled “original,” “appellate,” and “concurrent jurisdiction” to use for Activity 4.

Community Connections

- Invite a judge to discuss jurisdiction issues.
- Arrange for the class to visit a local court in session.

Small Group Learning

- Have students complete Activity 5 in pairs or small groups.

Vocabulary

- Have students use the following vocabulary words: *jurisdiction*, *appellate*, *concurrent*.
- Place students in groups of three. Have each student choose a word. Using online resources, have each student determine the meaning of the word; write the definition in their own words; and create an illustration or memorable saying to go with the words. Have students then share their definitions with others in their groups.

Student Organization of Content

- Have students create a spider diagram for each type of jurisdiction. Branches of the diagram should include words, pictures, or ideas that are representative of each jurisdiction. This may be done in digital format.

Session 3: Distinguishing among Federal Courts

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and distinguish between relevant and irrelevant information.

Materials

- Textbook and other instructional resources
- Attachment B: Structure of the Judicial Branch

Instructional Activities

1. Instruct students to read the section in the textbook or another instructional resource about the United States Supreme Court. As they read, have students record answers to the following questions:
 - Who is in charge and renders decisions in cases heard before the United Supreme Court? (justices)
 - How many justices serve on the Supreme Court? (nine)
 - How many justices hear the cases before the Supreme Court? (all nine)
 - How many jurors serve in a case being heard before the Supreme Court? (none: there is no jury)
 - How are Supreme Court justices appointed? (nominated by the president and confirmed by the Senate)
 - What are the qualifications for becoming a Supreme Court justice?
 - What types of cases does the Supreme Court hear? (appeals from lower federal courts and the highest state courts)
 - What is the difference between original and appellate jurisdiction?
 - Does the Supreme Court have any original jurisdiction? (yes, but only limited)
 - In what type of cases does the Supreme Court have original jurisdiction?Review students' answers to the questions.
2. Instruct students to read the section in the textbook or another instructional resource about the United States Court of Appeals. As they read, have students record answers to the following questions:
 - Who is in charge and renders decisions in cases heard before the United States Court of Appeals? (judges)
 - How many judges hear cases before the U.S. Court of Appeals? (usually three)
 - How many jurors serve in a case being heard before the U.S. Court of Appeals? (none: there is no jury)
 - What types of cases does the United States Court of Appeals hear? (appeals from U.S. district courts and certain other federal courts and commissions)Review students' answers to the questions.
3. Have students read the section in the textbook or another instructional resource about United States District Courts. As they read, have students record answers to the following questions:
 - Who is in charge of the cases heard before a United States District Court? (a judge)
 - How many judges hear cases before a U.S. District Court? (one)
 - How many jurors serve in a case being heard before a U.S. District Court? (six to twelve, depending on the type of case, or none: some cases have no jury)
 - What types of cases does a U.S. District Court hear? (cases involving federal crimes and federal civil proceedings; does not hear appeals)Review students' answers to the questions.
4. Distribute copies of Attachment B, and review it. Have students use it and the answers to the questions above to create charts that compare and contrast the three types of federal courts.
5. Lead a class discussion of the reasons for having three levels of federal courts. Ask students what the consequences might be of *not* having all three levels.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record their answers for Activities 1–3.

- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader [to](#) supplement assigned reading and research. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students record the audio of their answers.
- Have students use graphic-organizer software or drawing software to create the chart for Activity 4.

Multisensory

- Using enlarged copies of the text material, have students highlight the answers to questions.
- Have students record the questions on one side of index cards with answers on the back to use for review purposes.

Community Connections

- Invite a judge to discuss federal courts.
- Arrange for the class to visit a local court in session.

Small Group Learning

- Have small groups answer several of the questions and share their information with the class.

Vocabulary

- Have students use the following vocabulary words: *judicial*, *branch*, *jurors*, *appeals*.
- Place students in groups of three. Have each student choose a word. Using the book glossary, talking dictionary, or an online dictionary, have each student determine the meaning of the word; write the definition in their own words; and create an illustration or memorable saying to go with the words. Have students then share their definitions with their group.

Student Organization of Content

- Have students record questions and answers on index cards to serve as content organizers.
- Have students record each question and answer as a single slide in a digital slide show. The slide show will collect the individual slides from the class and be used as a study guide and class review.

Session 4: *Marbury v. Madison* and Judicial Review

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and distinguish between relevant and irrelevant information.

Materials

- Textbook and other instructional resources
- Internet access (optional)

Instructional Activities

1. Review the three types of federal courts, which were explored in the previous session, and have students identify the characteristics of each type. Ask students which court is the court of last resort. Explain that the power of the Supreme Court has expanded over time, moving from having very little power to having a great deal of power, and discuss why this might have happened.
2. Direct students to read the section in the textbook or another instructional resource about the *Marbury v. Madison* (1803) Supreme Court case. After they have finished reading, have students summarize the three parts of the opinion of the court in the case. Ask students to explain the significance of this case. Make sure students understand that as a result of this case, the Supreme Court gained recognition as an equal branch of government. Prior to the appointment of Chief Justice John Marshall, the Supreme Court had little power, but in 1803 in the *Marbury v. Madison* case, Chief Justice Marshall and the Supreme Court for the first time declared an act of Congress unconstitutional, thus establishing the power of judicial review.
3. Have students write a summary of ways in which *Marbury v. Madison* changed the role of the Supreme Court. Ensure that students identify and define the concept of **judicial review**. Ask students why judicial review is so important.
4. Have students use the textbook, another instructional resource, or the Internet to determine the checks the judicial branch has over the other two branches. The following Web site, which provides information on the checks and balances within the United States government system, will be helpful: “How Does Our System of Checks and Balances Protect Our Rights?” *The Social Studies Help Center*.
http://www.socialstudieshelp.com/Lesson_13_Notes.htm.

Specific Options for Differentiating This Lesson

Technology

- Have students use a word processor to record their answers for Activities 2 and 3.
- Provide any printed text in digital format by scanning the pages, then read with a text-to-speech reader. Allow alternate reading assignments in a digital format (e.g., Internet resources, Word documents).
- Have students record the audio of their answers.
- Have students use graphic-organizer software or drawing software to create a chart for Activity 2.
- Provide students who do not have access to the Internet with a hard copy of the article needed for Activity 4.

Multisensory

- Using enlarged copies of the text material, have students highlight the answers to questions.
- Have small groups create posters illustrating the federal court system.
- Provide students with the components of the federal court system labeled on index cards. Have them organize the cards into a chart showing the structure of the federal court system.

Community Connections

- Invite a judge to discuss judicial review.
- Arrange for the class to visit a local court in session.

Small Group Learning

- Have small groups complete various research tasks and share their information with the class.

Vocabulary

- Have students use the following vocabulary words: *judicial*, *branch*, *jurors*, *appeals*.
- Place students in groups of three. Have each student choose a word. Using the book glossary, talking dictionary, or an Internet dictionary, have each student determine the meaning of the word; write the definition in their own words; and create an illustration or memorable saying to go with the words. Have students share their definitions with the class.

Student Organization of Content

- Provide students with specific questions, guidelines, and locations for finding the information needed for the scavenger hunt.
- Provide students with guiding questions for reviewing the case of *Marbury v. Madison*.

Session 5: Court Cases

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and distinguish between relevant and irrelevant information.
- Students should be able to summarize information.

Materials

- Magazines, newspapers
- Internet access
- Scissors
- Tape or glue
- 8½ x 11 inch plain white paper

Instructional Activities

1. Instruct students to work in groups to create portfolios of court cases, using magazines, newspapers, and the Internet to find articles on cases. Instruct each group to gather two articles per member of the group so that the resulting portfolio contains twice as many cases as group members. Clippings should be affixed to letter-size sheets of paper for storage in the portfolio, or they may be photocopied.
2. Have students in each group summarize their court cases, identifying whether they are criminal or civil, determining in which court jurisdiction the cases were or are being heard, and explaining which cases have the potential to be appealed. (NOTE: If necessary, review the difference between criminal and civil cases.)

Specific Options for Differentiating This Lesson

Technology

- Have students use a word processor to record summaries of articles.
- Provide any printed text in digital format by scanning the pages, then read with a text-to-speech reader. Allow alternate reading assignments in a digital format (e.g., Internet resources, Word documents).
- Have students record summaries of the information collected.

Multisensory

- Using enlarged copies of the text material, have students highlight the answers to questions.
- Have students use digital slides to display information and summaries of the court cases they collected.
- Allow students to create posters to display information and summaries of the court cases they collected.

Community Connections

- Invite a judge to discuss court cases.
- Arrange for the class to visit to a local court in session.

Small Group Learning

- Have students work in pairs instead of small groups.

Vocabulary

- Have students use the following vocabulary words: *criminals*, *civil*, *jurisdiction*, *appeal*.
- Place students in groups of three. Have each student choose a word. Using the book glossary, talking dictionary, or an Internet dictionary, have each student determine the meaning of the word; write the definition in their own words; and create an illustration or memorable saying to go with the words. Have students then share their definitions with others in their group.

Student Organization of Content

- Have students use papers, posters, scrapbooks, or slide presentations as tools for organizing their portfolios.

Session 6: How the Supreme Court Works

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and distinguish between relevant and irrelevant information.
- Students should be able to make inferences from written and graphic materials.

Materials

- Textbook and other instructional resources
- Attachment C: How the Supreme Court Works
- Chart paper
- Drawing pencils
- Markers

Instructional Activities

1. Instruct students to respond in writing to the following question:

What were the benefits of the Supreme Court assuming additional areas of power, as established by the *Marbury v. Madison* case?

2. Direct students to read the section in the textbook or other instructional resources that pertains to the Supreme Court at work, including the steps in deciding major cases.
3. Distribute copies of Attachment C, and have students complete the graphic organizer of each phase of a case before the Supreme Court by placing important details about each step on the lines to the right. All vocabulary words that are italicized or bolded in the textbook or other instructional resources should be explained on the lines as well.
4. Put students into groups, and have each group create on chart paper either a poster or a political cartoon that illustrates and explains the workings of the Supreme Court. Concepts such as conferences, opinions, and the expanded privileges that the court acquired after the *Marbury v. Madison* case should be included. When they have finished, have the groups present their posters or cartoons to the class.

Specific Options for Differentiating This Lesson

Technology

- Have students use a word processor to record responses for Activity 1.
- Provide any printed text in digital format by scanning the pages, then read with a text-to-speech reader. Allow alternate reading assignments in a digital format (e.g., Internet resources, Word documents).
- Have students record summaries of the information collected.

Multisensory

- Using enlarged copies of the text material, have students highlight the answers to questions.
- Have students use digital drawings and clip art to illustrate Activity 4.

Community Connections

- Invite a judge to speak to the class.
- Arrange for the class to visit to a local court in session.

Small Group Learning

- Have students work in pairs to complete activities.

Vocabulary

- Have students use the following vocabulary words: *brief*, *arguments*, *opinions*.
- Place students in groups of three. Have each student choose a word. Using the book glossary, talking dictionary, or an Internet dictionary, have each student determine the meaning of the word; write the

definition in their own words; and create an illustration or memorable saying to go with the words. Have students then share their definitions with others in their group.

Student Organization of Content

- Have students use papers, posters, scrapbooks, or slide presentations as tools for organizing student content for Activity 4.
- Have students use a digital graphic organizer instead of Attachment C.

Session 7: Supreme Court Majority and Dissenting Opinions

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to make inferences from written and graphic materials.

Materials

- Internet access

Instructional Activities

1. Group students in pairs, and instruct pairs to research two Supreme Court cases having to do with the topics of affirmative action or capital punishment. The following Web site will be helpful: <http://www.fedworld.gov/supcourt/index.htm>. Have each pair determine the actual complaint involved in each case and summarize the details in writing. Have pairs record the Supreme Court rulings in the cases and any concurring and dissenting opinions. When pairs find concurring or dissenting opinions, have them explain in their own words the rationale for those opinions.
2. Have each pair explain to the rest of the class the majority opinion and the dissenting opinion of one of the cases found. The explanation should include the rationales for the majority opinion as well as the dissenting opinion and a conjecture as to why the majority went with the particular opinion. Are both opinions based solely on interpreting the constitution and/or other existing laws?
3. Discuss the reasons for written and recorded dissenting opinions from the Supreme Court. Why are they important to know? Why is it important to record them “for the record”? Why are they valuable for history? What can be learned from dissenting Supreme Court opinions many years later?

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record responses for Activity 1.
- Provide any printed text in digital format by scanning the pages, then read with a text-to-speech reader . Allow alternate reading assignments in a digital format (e.g., Internet resources, Word documents).
- Have students record summaries of the information collected.

Multisensory

- Have students discuss how decisions are made within a group of people and how they might come to a consensus. Provide the example of what to have for lunch (e.g., pizza or hamburgers) and have the class come to a consensus.
- Using enlarged copies of the text material, have students highlight the answers to questions.
- Have students record information as it is discovered.

Community Connections

- Invite a lawyer to discuss Supreme Court cases.

Small Group Learning

- Have students work in small groups to complete activities.

Vocabulary

- Have students use the following vocabulary words: *affirmative action*, *capital punishment*, *complaint*, *ruling*, *concurring/dissenting opinion*.
- Place students in groups of three. Have each student choose two words. Using the book glossary, talking dictionary, or an Internet dictionary, have each student determine the meaning of the word; write the definition in their own words; and create an illustration or memorable saying to go with the words. Have students then share their definitions with others in their group.

Student Organization of Content

- Have students create a case organizer with the following headings: “Name of Case,” “Year,” “Issues,” and “Rulings.” This may be constructed in digital or print format.

Sessions 8–10: Supreme Court Simulation; Judicial Activism

Prerequisite Understanding/Knowledge/Skills

- Students should understand the roles and functions of the Supreme Court.

Materials

- Internet access

Instructional Activities

1. Divide the class into two groups, and assign one group a case from the previous session having to do with affirmative action. Assign the other group a case having to do with capital punishment. Assign a role to each group member—solicitor general, attorney, chief justice of the Supreme Court, or justice of the Supreme Court—for a Supreme Court simulation. (NOTE: For this activity, it will be beneficial to all the students to assign the roles of solicitor general and attorney to students who routinely excel.) Explain that each student assigned the role of solicitor general or attorney will prepare a brief on his/her group's topic and present oral arguments about it to the court. Students assigned the role of chief justice and justice will hear the case, confer, and then write and hand down their opinions.
2. Direct the two solicitor generals and two attorneys to formulate their arguments for or against issues in their cases, basing their arguments on the details of the cases gathered in the previous session. If more data is needed, allow the solicitor generals and attorneys to do additional research on their cases.
3. Have the attorney in the affirmative action case present his/her oral arguments to the court, and direct the justices to ask questions of the attorney and take notes. Then, have the solicitor general present his/her oral arguments with the justices asking questions and taking notes.
4. Direct the justices to confer (discuss) the arguments that were presented. Have them arrive at a majority option and assign it to one justice to write down. If there is a dissenting opinion, have the justices direct a dissenter to write it down.
5. Allow the court to hand down its majority ruling by having the chief justice read it aloud. If there is a dissenting opinion, have the chief justice read it, too.
6. Repeat steps 3 through 5 for the capital punishment case.
7. Discuss with students how they made their decisions as justices of the Supreme Court. How was the decision-making process different from just any committee making a decision? (It was based on having a great store of knowledge about the Constitution and the laws of the land.) What did they have to be sure they were doing the whole time? (upholding the Constitution)
8. Guide students in a discussion of the concepts of **judicial activism** and **judicial restraint**, including “legislating from the bench.” Provide background on this topic and some recent examples, and prompt discussion with questions such as the following:
 - What is judicial activism?
 - What is judicial restraint?
 - Why was the expression “legislating from the bench” invented? What does it mean?
 - Why is judicial activism such a controversial political issue, particularly in the United States?
 - Is judicial activism inevitable in the U.S.? Why, or why not?
 - Can judicial activism be classified as either good or bad? Why, or why not?

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record their work.
- Provide any printed text in digital format by scanning the pages, then read with a text-to-speech reader. Allow alternate reading assignments in a digital format (e.g., Internet resources, Word documents).
- Have students use note cards or visual reminders for presentation of the brief.

Multisensory

- Have students add images into the presentation.

Community Connections

- Invite a judge or someone within the legal field to serve as the justice for the case.

Small Group Learning

- See Instructional Activities.

Vocabulary

- Have students use the following vocabulary words: *brief*, *arguments*, *opinions*, *solicitor general*, *attorney*, *justice*, *confer*.
- Place students in groups of three. Have each student choose two words. Using the book glossary, talking dictionary, or an Internet dictionary, have each student determine the meaning of the word; write the definition in their own words; and create an illustration or memorable saying to go with the words. Have students then share their definitions with the class.

Student Organization of Content

- Provide students with a set of guidelines for forming their briefs.
- Provide students with a rubric for self-assessment.

Session 11: Assessment

Materials

- Attachment D: Sample Assessment Items

Instructional Activities

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

Attachment A: Jurisdiction and Powers of the Federal Courts

Federal courts have jurisdiction in cases involving the following:

- Federal law
- Treaties with foreign nations
- Bankruptcy
- Admiralty and maritime law
- Foreign diplomats or foreign governments
- Two or more state governments
- The United States government
- Citizens of different states
- A state and a citizen of a different state
- Land grant claims of different states

The Supreme Court has power to do the following:

- Interpret the Constitution
- Determine the constitutionality of laws passed by Congress
- Uphold regulatory laws
- Protect civil liberties
- Influence public policy

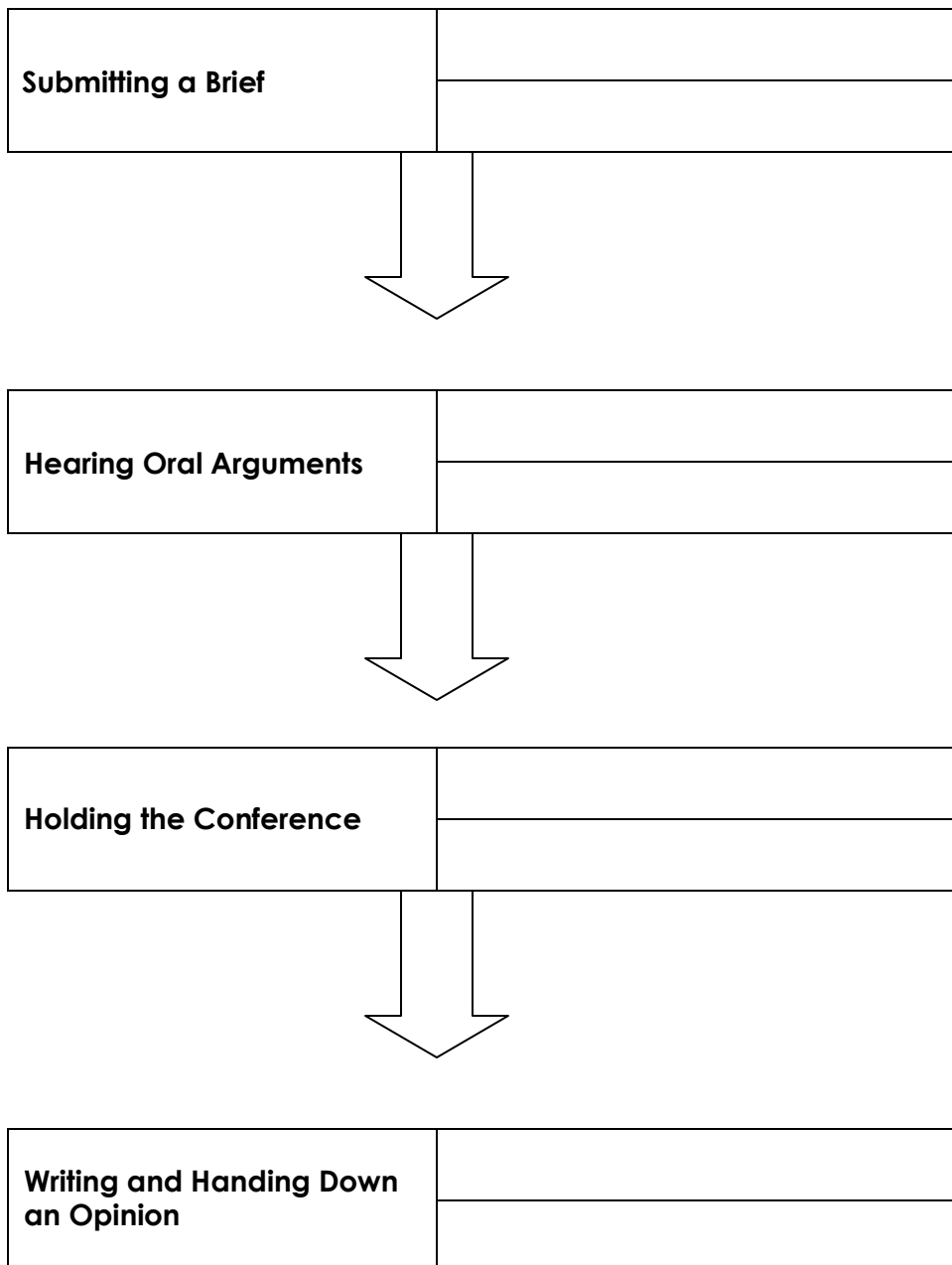
Attachment B: Structure of the Judicial Branch

The United States Federal Courts



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

Attachment C: How the Supreme Court Works _____



Attachment D: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>Discussion Questions</p> <ol style="list-style-type: none"> 1. Prepare a chart that compares the Supreme Court, the United States Court of Appeals, and the United States District Court. Include in the chart whether juries are used in the different courts and how cases arrive at the courts. 2. What checks does the judicial branch have on the executive branch? Explain your answer. 3. What checks does the judicial branch have on the legislative branch? Explain your answer. 4. What checks does the legislative branch have on the judicial branch? Explain your answer. 5. What checks does the executive branch have on the judicial branch? Explain your answer. <p>Multiple-Choice Questions</p> <ol style="list-style-type: none"> 6. How many justices make up the United States Supreme Court? <ol style="list-style-type: none"> A. 7 B. 9* C. 13 D. 20 7. The United States Supreme Court and the United States Court of Appeals have which of the following characteristic in common? <ol style="list-style-type: none"> A. Both courts have no jury.* B. Both courts have a limit on the length of a judge's term. C. Both courts hear cases only against individuals. D. Both courts hear only capital cases. 	<ol style="list-style-type: none"> 8. The United States Supreme Court provides a check on the legislative branch of the United States government by <ol style="list-style-type: none"> A. reviewing foreign policy established by the president. B. determining whether sufficient evidence exists to prosecute governors. C. recommending new legislation to members of Congress. D. determining the constitutionality of laws passed by Congress.* 9. The United States Supreme Court established itself as an equal branch of government under which chief justice? <ol style="list-style-type: none"> A. Warren Burger B. John Marshall* C. John Jay D. Roger Taney <div data-bbox="803 892 1429 1113" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>“When two [people] come into [the Supreme] Court, one may say: ‘An act of Congress means this.’ The other may say it means the opposite. We [the Court] then say it means one of the two or something else in between.”</p> <p style="text-align: right;">– Earl Warren, chief justice of the Supreme Court</p> </div> <ol style="list-style-type: none"> 10. The function of the Supreme Court that Chief Justice Warren described in the quote above is called <ol style="list-style-type: none"> A. judicial restraint. B. advise and consent. C. judicial review.* D. judicial activism.
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National Government: Shaping Public Policy

Standard(s) of Learning

- GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by
- examining different perspectives on the role of government;
 - describing how the national government influences the public agenda and shapes public policy;
 - describing how the state and local governments influence the public agenda and shape public policy;
 - describing the process by which policy is implemented by the bureaucracy at each level;
 - analyzing how individuals, interest groups, and the media influence public policy;
 - formulating and practicing a course of action to address local and/or state issues.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

Analyze primary and secondary source documents.

Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.

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

Distinguish between relevant and irrelevant information.

Evaluate 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.

Content

Explain how individuals have different opinions about the role of government in shaping public policy:

- Differences of opinion about the role of government are due primarily to differing ideologies.
- An *ideology* is a set of basic beliefs about life, culture, government, and society. A person's ideology provides a framework for looking at government and public policy. Ideology is shaped by many factors including family, education, religion, socio-economic status, race and ethnicity, gender, and region.
- Traditionally, American political perspectives fall into three broad categories of opinion:
 - Conservative opinion generally believes that the role of government should be limited and that free enterprise and initiative should be promoted.
 - Moderate opinion generally seeks middle ground between conservative and liberal positions.
 - Liberal opinion generally believes that the role of government should be active and that economic opportunity should be promoted by government.

Explain that individuals may not always be consistent in their opinions about public policy: for example, a person may hold conservative views about the economy and liberal views about society.

Describe how the laws enacted by the national government generally reflect the public agenda that is shaped by individuals, elected officials, political leaders, interest groups, and the print and digital media.

Explain that *public policy* is the action the government takes to address an issue, solve a problem, or meet the needs and wishes of the citizens.

Explain that participants in the policy process include elected officials, political leaders, interest groups, the print and digital media, and individual citizens.

Explain that participants in the policy process influence the public agenda and shape public policy by

- attending political and governmental meetings
- lobbying
- working in campaigns
- contributing money to candidates and funding causes
- organizing public opinion
- filing legal challenges
- petitioning government
- demonstrating
- running for office.

Explain that state and local government officials and individual citizens can shape policy through

- direct participation in public meetings
- personal contact with elected officials
- service on boards and commissions
- advocacy within the community and across the state, individually or as a member of an interest group.

Explain that public policy is primarily implemented by bureaucracies at the national, state, and local levels.

Explain how at all levels of government, bureaucracies conduct the day-to-day operation of government and carry out public policy.

- Bureaucracies shape the meaning of laws passed by legislatures through rule-making and help to draft new bills for lawmakers.
- Some bureaucrats shape policy by providing information and advice to the executive branches of governments.

Identify levels of bureaucracy:

- National
 - Cabinet departments
 - Office of the president
 - Federal agencies
- State (Virginia)
 - Cabinet departments
 - Office of the governor
 - State agencies
- Local
 - County/city agencies
 - Regional authorities

Explain way individuals influence public policy:

- Participating in politics (e.g., voting, campaigning)
- Expressing opinions (e.g., lobbying, demonstrating, writing letters)
- Joining interest groups

Explain ways interest groups influence public policy:

- Identifying issues
- Making political contributions
- Lobbying government officials

Explain ways the media influence public opinion:

- Giving selective attention to issues
- Shaping attitudes and beliefs
- Providing information to policy-makers

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.

Democratic National Committee. <http://www.democrats.org/>. This site offers news and opinions about regional, national, and international issues from the perspective of the Democratic Party.

“Directory of U.S. Political Parties.” <http://www.politics1.com/parties.htm>. This site contains information on the two major political parties and a large variety of third parties in the United States.

FedWorld.gov. <http://www.fedworld.gov/>. This site, a program of the U.S. Department of Commerce, allows users to locate government information and link to many Web sites.

FirstGov.Gov. <http://www.firstgov.gov/>. The United States Government’s Official Web Portal allows users to search for information on a variety of offices and services.

Government Accounting Office. <http://www.gao.gov/>. This site provides information regarding the auditing, evaluation, and investigation of government programs and offices.

Grassroots International. <http://www.grassrootsonline.org/>. The purpose of this organization is to promote justice throughout the world.

Grassroots Recycling Network. <http://www.grrn.org/>. The site promotes recycling and other environmental protections.

@Grass-Roots.org. <http://www.grassroots.org/>. This site tells the stories of some of the nation’s most successful grassroots programs.

“Media Bias Videos.” <http://www.mediaresearch.org/video/bias/vidbias.asp>. This site contains the Media Research Center’s collection of media bias caught on tape.

“NOW with Bill Moyers.” <http://www.pbs.org/now/politics/mediahistory.html>. This site presents milestones in the history of media and politics.

“The Political Quiz Show.” *U.S.A. Weekend.* <http://madrabbit.net/webrabbit/quizshow.html>. This site contains an online quiz that, when completed, suggests whether the individual completing the quiz is more liberal or conservative.

Republican National Committee. <http://www.rnc.org>. This site offers news and opinions about regional, national, and international issues from the perspective of the Republican Party.

Virginia Information Providers Network. <http://www.vipnet.org/>. This site functions as a portal for services of and information on Virginia’s government.

Session 1: Exploring Ideology

Prerequisite Understanding/Knowledge/Skills

- Students should understand the concepts of facts and opinions.
- Students should understand the functions of the national government.

Materials

(None)

Instructional Activities

1. Introduce the session with a short class discussion about different beliefs people have concerning life, culture, government, and society. Give an example for each of these four topics, making sure they are different from the issues identified in step 2 below. Allow students to brainstorm other examples, such as the following:
 - Life: views on the right to die
 - Culture: ways of celebrating the New Year
 - Government: views on dictatorship
 - Society: views on prescription drug coverage for the elderly
2. Display the following list of topics, and direct students to copy each one and write a sentence or two expressing their personal opinions or beliefs about it, based on their own knowledge, experience, and feelings. Tell them there are no correct or incorrect answers: they are simply expressing their personal opinions and beliefs. Instruct students to keep this sheet to use in the next session.

Death penalty

Democracy

Communism

Freedom of religion

Gun control

Government's role in fighting pollution

Government's role in combating homelessness

Government's role in providing welfare

Legalization of illegal drugs

3. Ask for volunteers to read some of their opinions. Highlight the differences of opinion expressed about the same topic. (NOTE: Do not permit the class to engage in debating opinions at this point, as this is not the point of this activity and would consume much time.)
4. Inform students that differences of opinion about the role of government in the United States are due primarily to differing ideologies. Display the following definition of *ideology*:

Ideology: A set of basic beliefs about life, culture, government, and society.

Have students copy this definition and below it, draw a four-column table with the following four column headings: **Life, Culture, Government, Society**. Guide students in identifying the column in which to place the topics listed in step 2.

5. Ask which student's ideology should be chosen to shape public policy in the United States. Allow discussion of this question, pointing out the fundamental problem with it. During the discussion, be certain that the distinction between a *belief* and an *objective truth* is made completely clear. Include in the discussion the fact that one great problem with our national dialogue today is the failure of many people to make this distinction between a belief and an objective truth. Ask students why they think so many people in American today seem to make this mistake. Is it possible that the media make the problem seem worse than it is? If so, why?
6. Prepare for the next session by asking students, "What shapes your individual ideology?" Ask the students *when* and *how* they formed the beliefs they described in step 2. Answers should focus on the formation of their beliefs on the basis of
 - the *knowledge* they have acquired over the years
 - the *experiences* they have had
 - the *feelings* they currently have.
 Point out the logic of concluding from this that if they were to gain different and/or more knowledge, to have different experiences, or to have different feelings, they would likely have different ideologies. Extend this

concept by asking whether they think it is possible for a person's strong ideological feelings to hinder or even prevent the acquisition of new knowledge and clear, logical thinking. Why, or why not?

7. Have students interview several adult family members or other adults about *how* they formed their beliefs about the topics listed above—on what basis (knowledge, experiences, and/or feelings) they formed their beliefs and what factors may have shaped their knowledge, experiences, and feelings. Caution students that these interviews can easily get hung up on the person explaining his/her beliefs and advocating them, but that is not the point. Tell students to be prepared to discuss their findings in class tomorrow, and make sure they take their notes home to use for the assignment.

Specific Options for Differentiating This Session

Technology

- Have students record and take notes during their interviews.
- Have students use word processors to take notes.
- Have students use graphing software to complete the activities.

Multisensory

- Have students collect images that focus on the political parties, their symbols, their ideology, and the individuals who represent a given party. These items should be displayed on a bulletin board as an ongoing project throughout this unit.

Community Connections

- Have students conduct phone interviews with leaders of local community groups, clubs, and organizations. Students should survey opinions on the influence the U.S. Government has on cultural values, leadership, and social issues. Have students graph their results.

Small Group Learning

- Assign students to work in pairs or small groups to complete activities.

Vocabulary

- Have students use the following vocabulary words: *belief, objective truth ideology*.

Student Organization of Content

- Have students use graphic-organizer software or drawing software to create a chart for gathering information.
- Provide students with note-taking guidelines or slot notes for the class discussion and presentations.

Session 2: Determining Individual Ideology

Prerequisite Understanding/Knowledge/Skills

- Students should have a basic understanding of how political parties are organized to win elections.
- Students should be able to organize information into categories.

Materials

- Internet access

Instructional Activities

The following Web site may be helpful in the study of political parties and public policy: “Directory of U.S. Political Parties.” <http://www.politics1.com/parties.htm>.

1. Remind students that in the United States today, there are more than the two major political parties—i.e., the Democratic and Republican. Help students list some of the other existing political parties, such as the Libertarian, Green, and Constitution parties. Instruct students to write down the political party with which they most identify, based on their knowledge of them. Tell them to keep what they wrote confidential.
2. Ask student volunteers to report their findings about *how* the adults they interviewed formed their beliefs about the topics listed (see previous session, step 7). Have students categorize responses as being based on knowledge, experiences, and/or feelings. Take note of any mention of factors that may have affected the person’s knowledge, experiences, and/or feelings (e.g., family, education, religion, socio-economic status, race and ethnicity, gender, region).
3. Have students access the sheets from the previous session on which they wrote their beliefs and opinions about certain topics. After reviewing the meaning of the term *ideology* from the previous session, have students title their sheets, “My Ideology.” Explain that a person’s ideology provides a framework for looking at government and public policy.
4. Display the following list of additional controversial topics or issues, and direct students to add them to their lists. Instruct students again to write a sentence or two expressing their personal opinions or beliefs about each topic, based on their own knowledge, experience, and feelings. You may wish to add other controversial topics to the list.

Parole for three-time offenders

Drilling for oil in wildlife preserves in Alaska

Interference of the United States in the affairs of foreign countries

Raising federal income taxes

Regulation of education by the federal government

Have students save their “My Ideology” sheets for future reference.

5. Explain that students will look at the platforms of political parties during the next session and determine whether the party they wrote down in step 1 is actually the party that matches their political views the most.

Specific Options for Differentiating This Session

Technology

- Have students record and take notes on the various controversial topics on their list.
- Provide students with an assignment sheet in digital format.
- Have students use word processors to record vocabulary and notes.

Multisensory

- Have students design political cartoons reflecting some of their opinions about the controversial topics given.

Community Connections

- Invite volunteers from offices of the two major parties to discuss their service to their parties.

Small Group Learning

- Have small groups add personal opinions to sentence strips. Have them create a chart with names of political parties as headings on the chart and place the sentence strips beneath the party heading that the group decides it fits best. Have students share the completed charts with the class.

Vocabulary

- Have students use the following vocabulary words: *Democratic Party*, *Republican Party*, *Libertarian Party*, *Green Party*, *Constitution Party*.

Student Organization of Content

- Have students use note-taking devices to organize information under each of the political parties studied.

Session 3: Ideology and Political Parties

Prerequisite Understanding/Knowledge/Skills

- Students should understand the concept of ideology.
- Students should understand the two major political parties of the United States.

Materials

- “My Ideology” sheets from previous session

Instructional Activities

NOTE: Prior to this session, make a list of third parties and their beliefs, using the Web site <http://www.politics1.com/parties.htm>. Scroll down to The Third Parties.

1. Have students refer to their “My Ideology” sheets to write a short essay about how a person forms his/her individual ideology. Use the following writing prompt:
I’ve discovered that I get my individual ideology by or through...
2. Ask some of the students to read their essays to the class. As they read, display the various influences on the formation of an ideology, as follows:
 - Ideology, which is based on a person’s knowledge, experiences, and feelings, is shaped by many factors, including
 - family
 - education
 - religion
 - socio-economic status
 - race and ethnicity
 - gender
 - region.

Discuss each factor and how it can affect a person’s knowledge, experiences, and feelings, thus shaping that person’s ideology.
3. Display the terms *conservative* and *liberal*, and describe how most opinions about issues fall into these two broad categories. Under the terms write Republican Party and Democratic Party, respectively.
4. Ask students whether they can describe the ideologies of the Republican Party and the Democratic Party. Display the political spectrum shown below, and using the topics and questions from the previous sessions, discuss which position on the political spectrum members of the two majority parties might be expected to take. Display responses. Ask students whether the political party they identified with in the previous session actually matches their own political ideology.

POLITICAL SPECTRUM



5. Discuss ultra liberals and right wing conservatives. Explain that most American citizens are not extreme in either direction on the spectrum; therefore most politicians strive to identify with the center to get elected or re-elected. Also, explain that a person can hold both conservative and liberal views at the same time, such as conservative views about the economy and liberal views about society. Be sure to give some specific examples, such as a person supporting more funding for the military (a conservative position) but also supporting government protection of the environment (a liberal position).
6. Explain to students that many American citizens have ideologies that do not match the positions of any of the political parties and that they therefore choose to remain unaffiliated. Emphasize that this does not mean that

they do not fully participate in the national dialogue and take their civic responsibilities seriously. Sometimes they may vote for a Republican candidate, sometimes a Democrat, and sometimes for a third-party candidate. Extend this discussion by asking students why this lack of affiliation might be a good thing in avoiding the oversimplification of all issues into black-and-white, us-and-them disagreements.

Specific Options for Differentiating This Session

Technology

- Provide students with online access to research U.S. political parties other than Republican and Democratic.
- Provide students with access to word-processing and speech-to-text software to complete their activities.

Multisensory

- Show students video clips of candidates, and have them discuss the candidates' political ideologies. Provide students with guiding questions.

Community Connections

- Arrange for the class to visit a local Republican or Democratic campaign office.
- Invite the local chairperson from the Republican Party and from the Democratic Party to discuss ideology and compromise.

Small Group Learning

- Have small groups peer edit and discuss their essays.

Vocabulary

- Using a graphic organizer or chart, have students complete a word-association activity based on the theme of political parties. Have students develop a list of words associated with each of the parties.

Student Organization of Content

- Provide students with a graphic organizer or a writing rubric for essays.

Session 4: Influencing Public Agenda and Shaping Public Policy

Prerequisite Understanding/Knowledge/Skills

- Students should understand the roles and functions of the federal government.

Materials

- Internet access

Instructional Activities

The following Web sites will be helpful to students in gathering information on groups that influence public agenda and shape public policy:

- <http://www.rnc.org/>
- <http://www.dontpardonbigtobacco.org/>
- <http://www.democrats.org/>
- <http://www.protectkids.com/>
- <http://www.politics1.com/parties.htm>
- <http://www.grn.org/>
- <http://www.pbs.org/now/politics/mediahistory.html>
- <http://www.grassrootsonline.org/>
- <http://www.mediaresearch.org/videobias/vidbias.asp>
- <http://www.grassroots.org/>

1. Display the following definition:

public policy: The action the government takes to address an issue, solve a problem, or meet the needs and wishes of the citizens

Provide examples of various public policies, such as the following government actions:

- Providing federal funds to encourage companies to employ handicapped workers
- Sending monetary aid to a foreign country
- Deploying military troops to provide assistance to a foreign country
- Passing laws setting speed limits
- Passing a law requiring seatbelts

2. Introduce the different groups that participate in the public policy process:

- Elected officials
- Political leaders
- Interest groups
- The print and electronic media
- Individual citizens

Ask students to identify how each of these groups might influence the public agenda and shape public policy. Explain the term *public agenda*.

3. Group students into five teams, and assign one of the groups listed in step 2 above to each team. Direct teams to research, using the Web sites listed above, how its group uses the following ways to influence the public agenda and shape public policy:

- Attending political and governmental meetings
- Lobbying
- Working in campaigns
- Contributing money to candidates and funding causes
- Organizing public opinion
- Filing a legal challenge
- Petitioning government
- Demonstrating
- Running for office

Discuss each of these methods of influencing public policy. Ask students to consider which methods might be the most effective. How might one decide which method would be most effective in any particular case? Ask whether any one group they researched could implement the policies it wants without help from other groups. Why, or why not? Discuss the need for cooperation and compromise in the public policy process.

Specific Options for Differentiating This Session

Technology

- Have students develop a slide-show presentation for the small group learning Activity 3.
- Have students conduct online research on the public policies.

Multisensory

- Have students brainstorm a list of public policies and identify the issue(s) or problem(s) each policy was developed to address.

Community Connections

- Have students categorize public policy issues and solutions in a scrapbook of newspaper articles.

Small Group Learning

- Have small groups determine a school-related policy that they would like to change. Have the groups describe the policies, address why they need to be changed, and develop plans to address the issues. Provide discussion questions to guide their plans.

Student Organization of Content

- Provide students with a chart or graphic organizer to display the information in Activities 2 and 3.

Session 5: Carrying Out Public Policy

Prerequisite Understanding/Knowledge/Skills

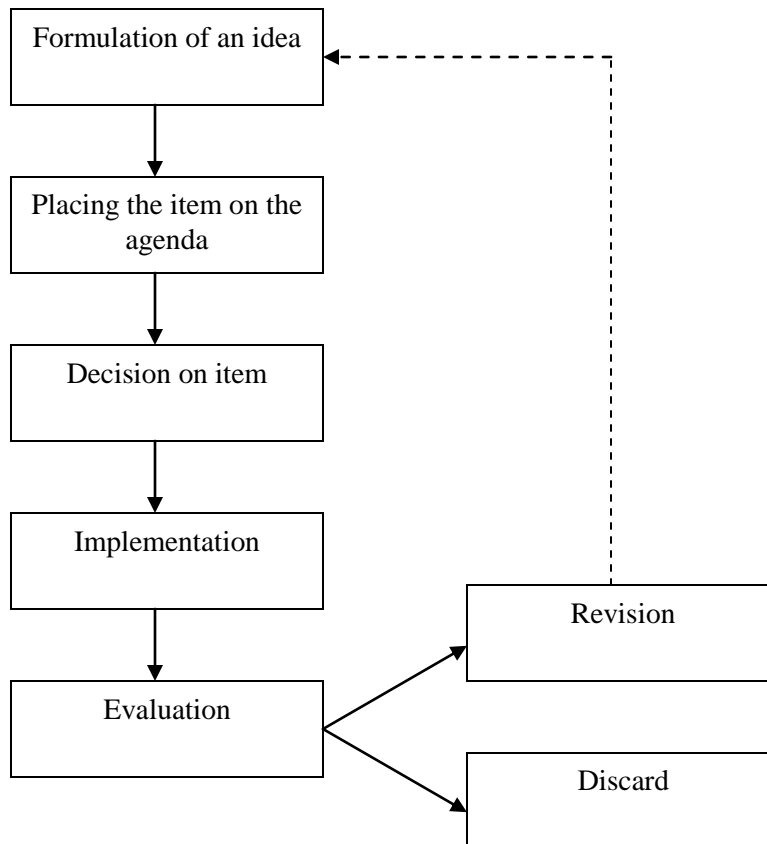
- Students should understand the functions and organizational structures of the three branches of government.

Materials

- Attachment A: Levels of Bureaucracy
- Internet access

Instructional Activities

- Define the term *bureaucrat*, and discuss the work of bureaucrats. Inform students that at all levels of government, bureaucracies conduct the day-to-day operations of government and carry out public policy. Bureaucracies shape the meaning of laws passed by legislatures through rule-making. They also help to draft new bills for lawmakers. Some bureaucrats shape policy by providing information and advice to the executive branches of governments.
- Provide the following flowchart to guide discussion as students are introduced to the major steps in the public policy process:



- Distribute copies of Attachment A, and have students research bureaucracy at all levels of government, using the Web sites listed on the handout.

Specific Options for Differentiating This Session

Technology

- Have students use a digital spreadsheet to complete the assigned activity.

- Have students design a table using Web-based tools.

Multisensory

- Have students write a letter or an e-mail to an assigned agency or department of interest requesting additional information about the agency/department.

Community Connections

- Invite a local representative of city or county government to discuss the organization of local government.

Small Group Learning

- Have individual groups research one of the three types of government listed in Attachment A. Have each group share their research with the class.
- Have students create tables or charts to display the information required by the activities.

Session 6: Assessment

Materials

- Attachment B: Sample Assessment Items

Instructional Activities

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

Attachment A: Levels of Bureaucracy

Directions

Create a chart with the headings and subheading shown below. Be sure to follow the directions beside each subheading. Use the following Web sites to do your research:

- <http://www.firstgov.gov/>
- <http://www.vipnet.org/>
- <http://www.gao.gov/>
- <http://www.fedworld.gov/>

National Government

- **Cabinet departments:** List the departments, the person in charge of each, and a brief job description of the department.
- **Office of the President:** List the different offices assisting the current president, the person holding each position, and a brief description of what he or she does to aid the president.
- **Federal agencies:** List any 10 federal agencies, the person in charge of each, and a brief description of the duties of that agency.

State (Virginia) Government

- **Cabinet departments:** List the departments, the person in charge of each, and a brief job description of the department.
- **Office of the Governor:** List the different offices assisting the current governor, the person holding each position, and a brief description of what he or she does to aid the governor.
- **State agencies:** List any five state agencies, the person in charge of each, and a brief description of the duties of that agency.

Local (your city) Government

- **County/city agencies:** List any five county/city agencies, the person in charge of each, and a brief description of the duties of that agency.
- **Regional authorities:** List any five regional authorities, the person in charge of each, and a brief description of the duties of that regional authority.

Attachment B: Sample Assessment Items

Asterisk () indicates correct answer.*

Discussion Questions

1. Describe the political spectrum.
2. Compare and contrast liberal and conservative points of view.
3. Describe the role of the media in shaping public policy.

Multiple-Choice Questions

4. The term that best describes a set of basic beliefs about life, culture, government, and society is
 - A sociology.
 - B theory.
 - C ideology.*
 - D dogmatism.
5. The action the government takes to address an issue, solve a problem, or meet the needs and wishes of the citizens is called
 - A lobbying.
 - B public policy.*
 - C passing laws.
 - D government control.
6. The political ideology that generally believes that the role of the government should be limited is called
 - A socialist.
 - B liberal.
 - C communist.
 - D conservative.*

7. What is the way that government officials most often communicate with the public?

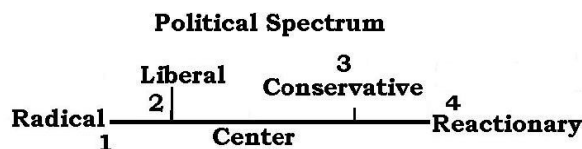
- A By letters and surveys
- B By using the media*
- C By speaking at town meetings
- D By going door-to-door

8. Which characterizes most people's political ideologies?

- A Permanent
- B Both conservative and liberal views on different topics*
- C Rarely influenced by his/her life experiences
- D Extreme

9. A politician appeals to the most citizens by

- A meeting with foreign leaders.
- B belonging to a third party.
- C holding moderate views.*
- D leading an activist group.



10. Which position on the political spectrum above represents a person who feels government should take a larger role in regulating the economy?

- A 1
- B 2
- C 3
- D 4

ORGANIZING TOPIC

Political Parties, Voting, and Interest Groups

Standard(s) of Learning

- GOVT.6 The student will demonstrate knowledge of local, state, and national elections by
- a) describing the organization, role, and constituencies of political parties;
 - b) describing the nomination and election process;
 - c) examining campaign funding and spending;
 - d) analyzing the influence of media coverage, campaign advertising, public opinion polls, and Internet-based communications on elections;
 - e) examining the impact of reapportionment and redistricting on elections;
 - f) identifying how amendments extend the right to vote;
 - g) analyzing voter turnout;
 - h) evaluating the degree to which interest groups influence political life;
 - i) participating in simulations of 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)

- Analyze primary and secondary source documents.
- Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.
- Analyze political cartoons, political advertisements, pictures, and other graphic media.
- Distinguish between relevant and irrelevant information.
- Evaluate 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.

Content

- Explain how political parties organize to win elections:
- Each major political party seeks to define itself in ways that win majority support while remaining committed to its core principles.
 - Each major party is a coalition of several factions and interest groups and recognizes the importance of conducting campaigns that appeal to voters in the middle of the political spectrum, veering neither too far left nor too far right of the political center.
 - Third parties can form to highlight single issues in a given election or provide long-term forums for minority views.
- Explain that political parties have national, state, and local organizations.
- Identify the roles of political parties:
- Select candidates
 - Raise funds
 - Conduct campaigns
 - Identify important issues
 - Monitor the party in power
- Explain that at each level of government, candidates for elective offices are chosen by using a variety of nominating methods.

Identify ways individuals may seek nomination for national, state, and local offices:

- Caucus
- Nominating convention
- Petitions
- Direct primary

Describe how political parties nominate candidates for national, state, and local offices:

- The two major political parties use national nominating conventions to select presidential and vice-presidential candidates.
- In Virginia, state and local party organizations determine which method of nomination will be used to select candidates. Once nominated, candidates campaign and go before the voters for election to office.

Explain why democracy requires that elections be free, honest, and accurate.

State that in Virginia, 17-year-olds can register and vote in special elections or participate in the nominating process if their 18th birthday is on or before the general election.

Explain that campaigning for political office is expensive.

Describe how the high cost of getting elected has affected campaign funding and spending:

- Laws limit the amount individuals and groups may contribute to federal, state, and local candidates.
- The Federal Election Campaign Act provides for a system of financing based on three principles:
 - Public funding of presidential elections
 - Limitations on the amounts presidential and congressional candidates may receive from contributors
 - Public disclosure of the amount candidates spend to get elected
- In state and local campaigns, campaign contributions received by a candidate are unlimited but must be reported.
- Rising campaign costs require candidates to conduct extensive fundraising activities.
- Increasingly, fundraising is done online.

Explain how media coverage, campaign advertising, public opinion polls, and Internet-based communications influence public opinions during a political campaign:

- Mass media (including Internet) influence public opinion.
- Campaign advertisements are used to persuade and/or mobilize the electorate.
- Scientific polling is used to measure public attitudes, target ads, and refine campaign strategies.
- Internet-based communications include
 - campaign Web sites
 - e-mail communications with voters
 - use of social networking sites and blogging
 - online grassroots organizing.

State that *reapportionment* means redistribution of the fixed number of seats in a legislative body (e.g., the 435 Congressional seats).

State that *redistricting* means redrawing the boundaries of legislative districts.

State that *gerrymandering* means the process of redrawing district boundaries to benefit one political party or group of citizens.

Describe why changes in population and resulting reapportionment have a political effect on legislative membership through national, state, and local elections:

- The Constitution of the United States requires reapportionment of Congressional seats following each census.

- In Virginia, the General Assembly’s majority party redraws state and Congressional districts.
- Some states have removed legislators completely or partially from the redistricting process (e.g., by using non-partisan commissions).

Describe how United States Supreme Court cases in the early 1960s established the “one man, one vote” principle.

Identify the amendments to the Constitution of the United States that extended suffrage:

- The 15th Amendment ensures the right to vote regardless of race.
- The 17th Amendment provides for direct election of United States senators.
- The 19th Amendment grants women the right to vote.
- The 23rd Amendment allows voters in Washington, D.C., to vote for president and vice president.
- The 26th Amendment gives the right to vote to citizens 18 years old and older.

Explain that the extent of engagement in a political campaign can be measured by voter turnout.

Identify influences on voter turnout:

- Campaign issues
- Candidates
- Voter attitudes toward government
- Voter loyalty to political parties
- Competitive and noncompetitive races

Explain that education, age, and income are important factors in predicting which citizens will vote.

Explain why more citizens vote in presidential elections than in other national, state, and local contests, but the percentage of Americans voting in presidential elections was on the decline until the 2008 election.

Explain why voters’ belief that they have little impact on the outcome of an election tends to discourage voter turnout.

Explain that voter apathy, dissatisfaction, and the failure to meet voting requirements contribute to decline in voting.

Enumerate ways interest groups influence political life:

- Stimulate interest in public affairs
- Serve as a vehicle for participation in the political process
- Advance specific political, social, or economic issues
- Contribute to political campaigns

Explain why the high cost of campaigning increases the influence of interest groups and political action committees (PACs).

Evaluate the degree to which interest groups influence political life.

Explain how students under 18 can learn the importance of the individual’s participation in the political process through direct involvement in campaigns and/or simulations, as follows:

- Participating in student elections and school governance
- Volunteering to work in political campaigns
- Registering and voting in a primary election (if the student turns 18 on or before the general election)
- Participating in classroom and online simulations

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.

“Congressional Districts and Representatives.” *Virginia Places*.

<http://www.virginiaplaces.org/government/congdist.html>. This site offers information on the congressional districts of Virginia.

FindLaw. http://supreme.findlaw.com/Supreme_Court/resources.html. This site provides access to the Supreme Court docket.

“House of Delegates Districts by Political Party.” *Virginia Places*.

<http://www.virginiaplaces.org/government/17map.html>. This site supplies information about congressional districts and a map showing which Virginia House of Delegates Districts are controlled by the Democratic, Republican, and Independent parties.

“Map of Congressional Districts and Representatives.” *Virginia Places*.

<http://www.virginiaplaces.org/government/congdist.html>. This site provides a map that shows which Virginia House of Delegates districts are controlled by the Democratic, Republican, and Independent parties.

United States Supreme Court. <http://www.supremecourtus.gov/>. This searchable site provides information on the operation and procedures of the Court as well as cases, decisions, and opinions.

“*Wesberry v. Sanders*.” *FindLaw*. <http://laws.findlaw.com/us/376/1.html>. This site provides information on a 1964 case that involved racial gerrymandering.

Sessions 1–6: Conducting a Political Campaign

Prerequisite Understanding/Knowledge/Skills

- Students should understand the concept of elections.
- The students should be able to read for a specific purpose.

Materials

- Attachment A: Political Parties Project Assignment
- Attachment B: Project Rubric
- Internet access
- Library access
- Textbook and other instructional resources

Instructional Activities

Day 1

1. Explain that political parties organize to get candidates elected to national, state, and local levels of government and to get their agenda passed, as follows:
 - Each major political party seeks to define itself in ways that win majority support while remaining committed to its core principles.
 - Each major party is a coalition of several factions and interest groups that recognizes the importance of conducting campaigns that appeal to voters in the middle of the political spectrum, veering neither too far left nor too far right of the political center.
 - Third parties can form to highlight single issues in a given election or provide long-term forums for minority views.
2. Describe the five roles of political parties, particularly as evidenced in the previous presidential campaign:
 - Select candidates
 - Raise funds
 - Conduct campaigns
 - Identify important issues
 - Monitor the party in power
3. Explain that students will work in groups to carry out a multi-day project that will illustrate the actions of political parties in a presidential election. Divide the class into groups of four or five students each, and assign each group a political party—i.e., Republican, Democratic, or any third party. Also, assign each group a level of government. Distribute Attachments A and B, and review both, pointing out that students will have two days for group work in the classroom (today and day 4), one day for research in the library, one day for the research on the Internet, and one day for group presentations.

Day 2

4. Have members of each group discuss the assignment. Check to observe the level of participation of each student within his/her group.
5. Have group members divide up and assign the various tasks.
6. Allow students to begin their research, using the textbook and other classroom resources. Direct students to write down evidence of their research by writing source citations next to notes taken.
7. Sign off on students notes and citations.
8. Assign points to individuals according to the rubric.

Day 3

9. Have students do research in the library. Remind them to write down evidence of their research, as before.
10. Monitor student time on task to make sure time is used wisely.

11. Check to see that students in each group have formed a plan for completing the assignment.
12. Check and document progress in library research.
13. Assign points to individuals according to the rubric.

Day 4

14. Have students do research on the Internet. Remind them to write down evidence of their research, as before.
15. Monitor student time on task to make sure time is used wisely.
16. Check and document progress in Internet research.
17. Check status of work to date.
18. Assign points to individuals according to the rubric.

Day 5

19. While groups work to prepare for their presentations, have each student present to the teacher evidence of accurate information. This is time-consuming but very necessary for proper presentations. Tell groups that they may be creative in their presentations as long as they present the content clearly. Instruct groups to have each member of the group participate actively in the presentation.
20. Assign points to individuals according to the rubric.

Day 6

21. Have each group make its presentation to the class, and direct the class to take notes on each presentation.
22. Assure that each group member participates actively in the presentation according to the role assigned him/her by the group. Look for evidence that directions were followed and that the information presented is accurate. Challenge inaccurate information.
23. Determine whether each student and group has completed all details of the assignment.
24. Assign points to individuals according to the rubric.

Specific Options for Differentiating This Lesson

Technology

- Have students record their research and take notes on the various cases.
- Provide students with rubrics and assignment sheets in digital format.
- Have students use word processors to develop vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Have students ask family and friends about their political party affiliations and tabulate and graph the results. Post their graphs for the duration of the unit.
- Have students collect images that focus on the political parties, their symbols, and prominent figures, and display their findings on a bulletin board throughout this unit.

Community Connections

- Invite the heads of the local political parties to discuss campaigns.
- Invite the local voter registrar to discuss his/her role.
- Arrange for the class to visit local campaign offices.

Small Group Learning

- Have students work in pairs to complete activities.

Vocabulary

- Have students use the following vocabulary words: *political parties, candidates, agenda, campaign, core principles, coalitions, factions*.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students illustrate the words. The illustrations may be included in their notebooks.
- Ask students to highlight key words in the texts they are assigned.

Student Organization of Content

- Have students use graphic-organizer software or drawing software to create a chart for gathering information.
- Provide students with note-taking guidelines or slot notes for the class discussion and presentations.

Session 7: Reapportionment and Redistricting

Prerequisite Understanding/Knowledge/Skills

- Students should understand the purposes of the Constitution.
- Students should understand the three branches of the federal government.
- Students should understand the legislative branch of the federal government.

Materials

- Internet access

Instructional Activities

The following Web resources may be helpful for information about redistricting.

- *FindLaw*. http://supreme.findlaw.com/Supreme_Court/resources.html. (Supreme Court docket)
- *United States Supreme Court*. <http://www.supremecourtus.gov/>. (United States Supreme Court site)

1. Display the following definition, and discuss what it means:

reapportionment: Redistribution of the fixed number of seats in a legislative body (e.g., the 435 Congressional seats)

2. Display the following:

The Constitution of the United States requires reapportionment of Congressional seats following each census.

Reapportionment (redistribution of legislative seats) can significantly change the outcome of elections.

Review that the census takes place every ten years. Ask students to explain why changes in population and the resulting reapportionment have a political effect on legislative membership through national, state, and local elections. In the class discussion, cite several concrete examples of this.

3. Display the following definitions, and discuss the meaning of each:

redistricting: Redrawing the boundaries of legislative districts

gerrymandering: The process of redistricting (redrawing district boundaries) to benefit one political party or group of citizens

4. Display the following:

Redistricting is a legislative function in Virginia: the General Assembly's majority party redraws state and Congressional districts.

Some states have removed legislators completely or partially from the redistricting process (e.g., by using non-partisan commissions).

Discuss the reasons that the General Assembly would redistrict, including some actual examples. Explain that United States Supreme Court cases in the early 1960s, such as *Baker v. Carr* 1962, *Reynolds v. Simms* 1964, *Shaw v. Reno* 1993, and *Miller v. Johnson* 1995, established the "one man, one vote" principle. If possible, while court cases on redistricting are discussed, display the following Web site containing information on a 1964 case involving racial gerrymandering: "*Wesberry v. Sanders*." <http://laws.findlaw.com/us/376/1.html>. Discuss Virginia's 1999 redistricting plan that caused friction between the Republicans and the Democrats. Use the maps and information on the following Web sites to guide discussion:

- <http://www.virginiaplaces.org/government/congdist.html>. Information on congressional districting in Virginia.
- <http://www.virginiaplaces.org/government/17map.html>. Map of Virginia congressional districts.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes.
- Provide students with any printed text in digital format by scanning the pages from the book and using a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- To help students understand redistricting, reapportionment, and gerrymandering, divide the class into uneven groups and assign them a task, such as totaling the letters in last names. Each letter would indicate units of wealth and /or electoral votes. Options could include put the students with the longest names together and other groups with shorter names. Offer a small reward to the group with the largest total. The largest group will have the greatest total. Discuss how the groups could have been made more equitable.
- Have small groups gather information about the court cases discussed in Activities 4 and 5. Provide students with an organizing tool, such as a chart, to help them collect the relevant information about the case.

Community Connections

- Invite the local voter registrar to discuss redistricting policies and procedures.

Small Group Learning

- Have small groups facilitate the discussions around the activities and allow them the opportunity to research and summarize their findings.

Vocabulary

- Have students use the following vocabulary words: reapportionment, legislative bodies, constitution, redistribution, reappointment, redistricting, census, and gerrymandering.
- Have students create their own definitions focusing on meaningful word parts (morphemes) and compare their definitions with the dictionary or glossary definition.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students illustrate the words. The illustrations may be included in their notebooks.
- Ask students to highlight key words in the texts they are assigned.

Student Organization of Content

- Have students use graphic-organizer software or drawing software to create a chart for gathering information.
- Provide students with note-taking guidelines or slot notes for the class discussion.

Session 8: Laws Affecting the Right to Vote

Prerequisite Understanding/Knowledge/Skills

- Students should understand the purposes and functions of the U.S. Constitution.

Materials

- Textbook and other instructional resources
- Internet access (optional)

Instructional Activities

1. Review the meaning of the word *suffrage*.
2. Display the following list of amendments to the Constitution of the United States:

15th Amendment

17th Amendment

19th Amendment

23rd Amendment

26th Amendment

Instruct students to refer to the Constitution of the United States to prepare a brief explanation in their own words of the provisions of these amendments. Students may access the following Web site for information: <http://www.findlaw.com/casecode/constitution>.

3. Conduct a discussion with students about their findings on the amendments to check for accuracy. Direct students to refer to the textbook or other instructional resources to discover how each of these amendments affected the right to vote. Ask students why citizens of the United States living in the District of Columbia were not permitted to vote in presidential elections until the passage of the 23rd Amendment in 1960. Does this seem grossly unfair? If so, why was this unfairness not rectified until 1960? Inform students that the citizens of Washington, D.C., are still not permitted to send voting Representatives or Senators to Congress. Why might this be? Should it be changed?
4. Discuss with students why voter turnout and election patterns do not drastically change. Discuss voter apathy. Compare voter turnout in the United States to that in other countries such as the United Kingdom.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes and answers.
- Provide students with any printed text in digital format by scanning the pages from the book and using a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students use graphic-organizer software or drawing software to create the chart for Activity 3.
- Use video clips from the women's suffrage movement and the civil rights movement of the 1960s, as tools for discussion.

Multisensory

- Using enlarged copies of texts, have students highlight the answers to questions.
- Write each of the amendments on the front of an index card with its explanation on the back. Allow students to use the cards as a study tool.
- Have students create a timeline showing each of the amendments and other national and world events that occurred before and after the passage of each amendment.

Community Connections

- Invite the heads of the local political parties to discuss the right to vote.
- Invite the local voter registrar to discuss his/her role.

- Invite local citizens who participated in the marches for voting rights as part of the civil rights movement to discuss their experiences.
- Have students interview their parents about voting-rights issues and share at least one issue.
- Have students develop survey questions and survey their parents and others in the family about their views on voting-rights issues.

Small Group Learning

- Have small groups create a print or digital poster about each of the amendments listed in Activity 3. Provide guidelines and a self-assessment rubric to assist them.
- After completing posters, use the jigsaw method to help students share.

Vocabulary

- Have students use the following vocabulary words: *amendment, apathy, election, provision, suffrage*.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students illustrate the words. The illustrations may be included in their notebooks.
- Ask students to highlight key words in the text they are reading. Have them create their own meanings using context clues.

Student Organization of Content

- Have students record questions and answers on index cards to use as a content organizers.
- Provide students with a graphic organizer to record each of the amendments listed in Activity 3 and the provisions in each.

Sessions 9 and 10: Running for the United States Senate

Prerequisite Understanding/Knowledge/Skills

- Students should understand the role of the legislative branch of federal government.
- Students should understand the constitutional qualifications for members of the legislative branch of federal government.

Materials

- Textbook and other instructional resources
- Internet access
- Construction paper
- Poster board
- Glue or tape
- Colored markers

Instructional Activities

1. Have students take an Internet-based or teacher-created issue survey to identify their views and ascertain where on the political spectrum they lie.
2. Assign each student a different state from which to run for the United States Senate. No two students should run from the same state. Direct students to research some facts about their states, such as their demographics (statistical characteristics of the population), major businesses, major population centers, and landmarks.
3. Distribute art supplies, and have each student produce a poster with the following elements:
 - A profile of the state indicating its demographics, major businesses, major population centers, and landmarks
 - A script and scenario for a one-minute TV campaign ad
 - A two-panel campaign flyer/brochure
 - Two brief speeches—one to a teacher-identified interest group and the other the basic stump speech
 - A candidate schedule for the last week of the campaign, showing at least five campaigning or fund-raising events per day
4. Have students display their portfolios and present the highlights to the class, who will assume the role of the voters of the various states, respectively.

Specific Options for Differentiating This Session

Technology

- Provide students with links to relevant state Web sites to supplement their research.
- Have students develop slide presentation profiles in lieu of a poster.
- Have students produce brochures, using computers.

Multisensory

- Use video clips of famous campaign speeches, and have students analyze them to determine the elements that made them effective.

Community Connections

- Invite a local candidate or representative to discuss his/her campaign.
- Arrange for the students to attend a local campaign rally.
- Have students compare a television, Web, or newspaper account of a recent campaign rally.

Small Group Learning

- Assign each student group to a state (see Activity 2). In this case, students will act as delegates of their states sent to vote at their party's national convention. Use the most recent Republican or Democratic Convention candidates and have the students choose their nominee.

Vocabulary

- Allow students to develop their own personal vocabulary from their research.

Student Organization of Content

- Provide students with a checklist or rubric for the project to self-assess.
- Have students develop digital portfolios.

Session 11: Assessment

Materials

- Attachment C: Sample Assessment Items

Instructional Activities

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

Attachment A: Political Parties Project Assignment

Step One

Create an agenda for your political party in the next presidential election. Define the roles of your political party in the election by doing the following:

1. Explain how you will select your candidate, using either a caucus, a nominating convention, petitions, or a direct primary. Describe the process you choose.
2. Describe the methods for and limits on raising funds for your political party and your candidate's campaign. Determine, based on this information, if you plan to accept public funding. If you choose not to accept public funding, explain why.
3. Detail how your party will conduct your candidate's campaign.
4. Identify the important issues to your party.
5. Monitor the party in power by finding out its agenda and developing a strategy to counteract its efforts to promote the agenda.

Step Two

Find out the average cost of running a campaign. Develop a strategy for raising the money for your candidate's campaign. Send a memo from your party to your candidate, reminding him or her of the three principles of the Federal Election Campaign Act:

1. Public funding of presidential elections
2. Limitations on the amounts presidential and congressional candidates may receive from contributors
3. Public disclosure of the amount a candidate spends to get elected

Step Three

Describe the creative use of at least two forms of the media—TV, radio, Internet, newspapers, magazines—to do the following:

1. Influence public opinion on a key issue
2. Advertise your candidate

Step Four

Identify important issues to the voters by use of scientific polling.

1. Explain which major polls command the attention of candidates and the public today.
2. Design a poll to identify important issues for the voters.
3. Design a poll for your party to gauge public reaction to the key parts of your agenda.
4. Determine ways that individuals, interest groups, and the media influence public opinion. Find a way to alert your candidate to the problems he or she may face from these three groups.

Attachment B: Project Rubric

Day	Location	Student Responsibilities	Possible Points
Day 1	Classroom	1. Participates in group discussion of the assignment 2. Accepts a task assignment within group 3. Shows evidence of research—notes and citations 4. Has teacher sign off on notes and citations	20
Day 2	Library	1. Shows evidence of research—notes and citations 2. Demonstrates wise use of time 3. Has teacher check ideas to achieve all four steps	20
Day 3	Computer Lab	1. Shows evidence of research—notes and citations 2. Demonstrates wise use of time 3. Has teacher check status of work to date	20
Day 4	Classroom	1. Presents evidence of accurate information to teacher 2. Prepares for presentation	20
Day 5	Classroom (presentations)	1. Participates in group presentation 2. Shows evidence that directions were followed 3. Presents accurate information 4. Completes all details of the assignment	20
Possible Total Points			100

Attachment C: Sample Assessment Items

Asterisk (*) indicates correct answer.

Discussion Questions

1. What is gerrymandering?
2. How can redistricting affect the outcome of elections.

Multiple-Choice Questions

3. The principle of “one man, one vote” was established by which Supreme Court case?
 - A *Marbury v. Madison*
 - B *Gideon v. Wainwright*
 - C *Brown v. Board of Education*
 - D *Wesberry v. Sanders**
4. Which amendment to the United States Constitution allowed for the direct election of United States Senators?
 - A 15th Amendment
 - B 17th Amendment*
 - C 19th Amendment
 - D 26th Amendment
5. In order to make informed choices, voters should consider all of the following when they view political advertising EXCEPT
 - A. evidence of bias.
 - B. the cost of the ad.*
 - C. propaganda techniques.
 - D. the source.
6. In which election would you expect the voter turnout to be the highest?
 - A. congressional
 - B. state-wide
 - C. local
 - D. presidential*
7. The most common reason citizens cannot vote in an election is that they
 - A. did not register long enough in advance to vote.*
 - B. have not lived in the state for six months.
 - C. did not pay their poll taxes.
 - D. could not get to the polling place.

8. A document stating the views and ideas of a political party is known as its
 - A. propaganda.
 - B. platform.*
 - C. op-ed piece.
 - D. editorial.



9. The political cartoon above suggests that political action committees (PACs)
 - A. seldom contribute to campaign expenses.
 - B. charge candidates to handle their direct mailing.
 - C. keep their support secret.
 - D. are an important source of campaign funding.*
10. “The two major parties have become too similar.” What statement BEST supports this conclusion?
 - A. The parties appeal to the extremes to capture new voters.
 - B. The parties have very different issues and positions.
 - C. Both parties are too liberal and represent the same views.
 - D. Both parties try to appeal to the mainstream of American voters.*

State and Local Governments

Standard(s) of Learning _____

- GOVT.8 The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by
- a) examining the legislative, executive, and judicial branches;
 - b) examining the structure and powers of local governments: county, city, and town;
 - c) analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions;
 - d) examining the ways individuals and groups exert influence on state and local governments;
 - e) evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events.

Essential Understandings, Knowledge, and Skills _____

Correlation to
Instructional Materials

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

- Analyze primary and secondary source documents. _____
- Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. _____
- Analyze political cartoons, political advertisements, pictures, and other graphic media. _____
- Distinguish between relevant and irrelevant information. _____
- Evaluate 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. _____

Content

- Explain that the Constitution of Virginia provides for legislative, executive, and judicial branches of state government. _____
- Describe the organization of the three branches of Virginia government and their essential duties, as follows:
 - The executive branch consists of three statewide-elected officials. _____
 - The governor, who is the chief executive officer of the state, is responsible for overseeing the state bureaucracy, preparing the biennial state budget, overseeing the execution of state laws and policies, proposing legislation, and appointing cabinet secretaries, the heads of various state agencies, and the members of policy-setting boards and commissions. The governor can exercise veto power. The governor serves a four-year term but may not serve two consecutive terms. _____
 - The lieutenant governor’s main duty is to preside over the Virginia Senate. _____
 - The attorney general’s main function is to be the lawyer for the state. He/she issues non-binding advisory opinions on legal issues and defends the state in legal matters. _____
 - The legislative branch is known as the General Assembly; it is the oldest continuous legislative body in the Americas. _____
 - The General Assembly is a bicameral (two-house) lawmaking body. It confirms the governor’s appointments, enacts state laws, passes the state budget, and levies taxes to fund the state budget. _____

- The Senate consists of 40 members who serve single-member districts based upon population. Senators are elected to four-year terms.
- The House of Delegates consists of 100 members representing single-member districts based upon population. Delegates serve two-year terms.
- Virginia’s judicial system consists of four levels of courts. Judges are elected by the state legislature for a specific term.
 - Supreme Court reviews decisions of lower state courts.
 - Court of appeals reviews lower court decisions and state commissions.
 - Circuit courts have original and appellate jurisdiction in civil and criminal cases.
 - General district courts have original jurisdiction in misdemeanor traffic cases and lesser civil cases. Juvenile and domestic relations district courts have original jurisdiction in cases involving juveniles.

Describe how Virginia’s local governments vary in type, form of organization, and responsibilities, as follows:

- County, independent city, and incorporated town are the three types of local government in Virginia.
- Cities are separate governmental entities, independent of the authority and taxing power of adjoining counties.
- Incorporated towns are governmentally part of the county in which they are located.
- Counties and independent cities, as units of local government, adopt and enforce ordinances, set their own budget and tax rate, and provide services for their residents.
- An elected board of supervisors is generally responsible for the legislative and administrative affairs of the county.
- An elected council is the local legislative body in an independent city or incorporated town.
- A city or town manager can be appointed by the council to oversee daily operations of the local government.
- An elected or appointed school board oversees the operation of the public schools in a county or city.

Explain that the authority of local governments in Virginia is derived from the Virginia Constitution and the state government, as follows.

- The relationship between state and local governments is determined by Dillon’s Rule, which states that all power of local government is derived from the state.
- Counties and cities, as administrative subdivisions of the state, assist in the local implementation of state laws and programs.
- Regional authorities are political subdivisions of the state and address needs that cross local government boundaries.
- Regional authorities are created by the General Assembly to serve one or more special functions, such as planning for regional land use, regional transportation, water and waste-disposal systems, and facilities such as parks, libraries, and jails.
- Boards and commissions establish policy, work collaboratively with government officials, and oversee public institutions such as Virginia’s public universities.

Identify ways individuals influence public policy at the state and local levels:

- Participating in politics (e.g., voting, campaigning, seeking office)
- Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public hearings, petitioning, meeting with state and local officials)
- Joining interest groups or political parties
- Providing officials with accurate and detailed information

Identify ways groups influence public policy at the state and local levels:

- Identifying issues
- Stimulating interest in public affairs
- Working to build a positive image for the group

- Organizing individuals of like-minded interests
- Providing useful information to government officials
- Lobbying to persuade policymakers to share the group's point of view

Identify ways individual citizens can influence public policy:

- Direct participation in public meetings
- Personal contact with elected officials
- Service on commissions and boards
- Membership in interest groups
- Advocacy within the community and across Virginia

Explain how a contemporary or historical case study of a public policy debate can provide the opportunity to evaluate the effectiveness of citizen efforts to influence decisions of state and local governments.

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.

“American National Government.” West Virginia Northern Community College.

<http://www.northern.wvnet.edu/~gnorton/pols102/govlec10.htm>. This site provides information on the bureaucratic functions of the United States government.

“Dillon’s Rule: Good or Bad for Local Governments?” League of Women Voters of the Fairfax Area Education Fund. <http://www.lwv-fairfax.org/files/lwv-dillon-dtp-99041.pdf>. This site presents the background and scope of Dillon’s Rule, which affects the power of local governments as granted by the state.

“Local Empowerment Key in Fighting Federal and State Bureaucracy.” *FreeRepublic.com*.

<http://www.freerepublic.com/focus/fr/904666/posts>. This site provides a report on a community’s encounter with government bureaucracy.

Official Site of the Governor of Virginia. <http://www.governor.virginia.gov/>. This site provides extensive information about the Governor’s issues and initiatives, resources, policies, and appointments.

“State and Local Governments in Virginia.” *Virginia.gov*.

http://www.vipnet.org/cmsportal/government_881/government_985/. This link provides access to information on local governments in Virginia.

Virginia Association of Counties. <http://www.vaco.org/>. This site provides information on the ways VACo fulfills its mission to support county officials and to effectively represent, promote and protect the interests of counties to better serve the people of Virginia.

Virginia General Assembly. <http://legis.state.va.us/>. This site presents activities of the Virginia General Assembly and allows users to track legislation through the assembly. It identifies legislators and provides copies of the *Code of Virginia*, *Virginia Constitution*, and other documents.

Virginia.gov. <http://www.virginia.gov/cmsportal/>. This site provides links to a variety of sites that allow citizens to interact with departments and agencies of Virginia government.

Virginia Institute of Government. <http://www.coopercenter.org/institute>. This site provides access to information on local governments in Virginia. It was established “to increase the training, technical services, and information resources available to the Commonwealth’s local governments.”

“Virginia’s Judicial System”. <http://www.courts.state.va.us/>. This site identifies the structure, operation, and news regarding the courts in Virginia.

Session 1: State Government: Legislative Branch

Prerequisite Understanding/Knowledge/Skills

- Students should understand the concept of *Federalism*.
- Students should understand that federal and state governments are separate.
- Students should know that both federal government and state government have three branches.

Materials

- Attachment A: Virginia Government Chart
- Names of Virginia State government officers and local representatives to the General Assembly

Instructional Activities

1. Use the chart on Attachment A to preview the unit.
2. Ask students to identify the persons currently serving in the following Virginia government positions, and display the correct responses. (NOTE: Prepare in advance a list of the delegates and senators from the districts(s) in which students reside.):
 - Governor
 - Lieutenant governor
 - Attorney general
 - Their delegate in the House of Delegates
 - Their senator in the Virginia Senate
3. Explain that the Virginia Constitution provides for a government organization with three branches similar to that of the United States government. Display the following:

The legislative branch of the Virginia government is known as the General Assembly.

It is the oldest continuous legislative body in the Americas.

The General Assembly is a bicameral (two-house) law-making body.

The General Assembly

- **confirms the governor's appointments**
- **enacts state laws**
- **passes the state budget**
- **levies taxes to fund the state budget.**

The Senate consists of 40 members who represent single-member districts based upon population. Senators are elected to four-year terms.

The House of Delegates consists of 100 members who represent single-member districts based upon population. Delegates are elected to two-year terms.

Discuss the activities of the General Assembly and the reasons it has these powers. Also, discuss the makeup of the Senate and House of Delegates. Ask students what happens when the population of a district changes. Ask why senators serve four-year terms while delegates serve for only two-years. How many consecutive terms may Virginia senators and delegates serve?

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes and answers.
- Provide students with any printed text in digital format by scanning the pages from the book and using a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students record notes and answers.

Multisensory

- Using enlarged copies of the text material, have students highlight the answers to questions.
- Use index cards with pictures of the governor, lieutenant governor, and attorney general and have students fill in biographical information or responsibilities of their offices.
- Create a state government organizational structure in the shape of a pyramid.

Community Connections

- Arrange for students to take a virtual tour of Capitol Hill.
- Have students view and respond to a live video stream of a legislative session.

Small Group Learning

- Have small groups or pairs create a print or digital poster about each of the government officials in Activity 1. Provide students with guidelines and a self-assessment rubric to assist them.
- After students complete their posters, use the jigsaw method to have students share them.

Vocabulary

- Have students use the following vocabulary words: *governor, lieutenant, attorney general, house of delegates, representative, general assembly*.
- Have students match the titles for government officials used at the federal level with those used at the state level. Have the class compare and contrast their roles.
- Have students to highlight key words in their assigned texts.

Student Organization of Content

- Provide students with a graphic organizer that shows three boxes labeled with the three parts of government: “Judicial,” “Executive,” and “Legislative.” Have students record questions and answers on index cards and place them under the appropriate heading in the graphic organizer.

Session 2: State Government: Executive Branch

Prerequisite Understanding/Knowledge/Skills

- Students should understand that the leader of the state is the governor and the leader of the nation or federal government is the president.
- Students should be able to demonstrate social skills that will allow them to function in a group setting.

Materials

- Attachment B: Virginia's Government Structure
- Internet access (optional)

Instructional Activities

1. Group students, and assign each group one of the three statewide-elected officials of the Virginia executive branch—the governor, lieutenant governor, or attorney general. (Several groups may be assigned the same official.) Instruct each group to prepare a series of statements describing the duties of the assigned official.
2. After groups are finished working, have each group report its findings to the class. As they report, ensure that the following information is included:
 - The governor, who is the chief executive officer of the state, is responsible for
 - overseeing the state bureaucracy
 - preparing the biennial state budget
 - overseeing the execution of state laws and policies
 - proposing legislation
 - appointing cabinet secretaries, the heads of various state agencies, and the members of policy-setting boards and commissions.

The governor can exercise veto power. The governor serves a four-year term but may not serve two consecutive terms.

 - The lieutenant governor's main duty is to preside over the Virginia Senate.
 - The attorney general's main function is to be the lawyer for the state. He/she issues non-binding advisory opinions on legal issues and defends the state in legal matters.
3. Distribute copies of Attachment B, and have student individually complete the first two sections. Provide resources in the classroom to assist students and/or have them access the Virginia government Web site: <http://www.virginia.gov/cmsportal3/>.
4. When students have finished, review the handout, and have students correct their answers as needed.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes and answers.
- Provide students with any printed text in digital format by scanning the pages from the book and using a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students use graphic organizer software or drawing software to create the chart for this activity.

Multisensory

- Have student go to the governor's Web site at <http://www.virginia.gov> and complete a scavenger hunt activity, using the information available on the Web site.

Community Connections

- Invite a member from governor's staff to discuss the executive branch.
- Arrange for students to visit or go on a virtual tour of the governor's mansion and executive offices.

Small Group Learning

- Have small groups or pairs create print or digital posters or slide presentations about the executive branch of government. Provide students with guidelines and a self-assessment rubric to assist them in developing the project.

Vocabulary

- Have students use the following vocabulary words: *governor*, *lieutenant*, *attorney general*. Have students compare the roles of these state level officials to their counterparts at the federal level.
- When reading, have students create their own definitions based on the context of the words.
- Have students create a mnemonic for the members and roles of the executive branch at the state level.

Student Organization of Content

- Have students record questions and answers on index cards to serve as a content organizer.

Session 3: State Government: Judicial Branch

Prerequisite Understanding/Knowledge/Skills

- Students should understand the executive and legislative branches of state government.
- Students should understand that courts help to reinforce laws.

Materials

- Attachment B: Virginia's Government Structure
- Internet access (optional)

Instructional Activities

1. Display the following information:

Virginia's judicial system consists of four levels of courts. Judges are elected by the state legislature for a specific term.

- **The Supreme Court reviews decisions of lower state courts.**
- **The court of appeals reviews lower court decisions and state commissions.**
- **Circuit courts have original and appellate jurisdiction in civil and criminal cases.**
- **General district courts have original jurisdiction in misdemeanor traffic cases and lesser civil cases. Juvenile and domestic relations district courts have original jurisdiction in cases involving juveniles.**

Conduct a class discussion of each type of court. Ensure students understand the difference between

- a civil case and a criminal case (Explain that in a civil case, a plaintiff seeks monetary damages, which in a criminal case, the prosecutor seeks conviction of a crime.)
- a misdemeanor and a felony (Discuss the differences in dollar values and potential jail sentences that define a misdemeanor and a felony.)
- original jurisdiction and appellate jurisdiction.

Also ensure students understand which courts have jury trials and which do not.

2. Have students access their copies of Attachment B, which was partially completed in the previous session. Instruct them to complete the third section. Provide resources in the classroom to assist students and/or have them access the following Web site: *Virginia's Judicial System*. <http://www.courts.state.va.us/>.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes and answers.
- Provide students with Internet access to supplement their research.
- Have students use graphic-organizer software or drawing software to create the chart for Activity 2.

Multisensory

- Using video clips of actual civil or criminal trials, have student discuss the type of case and its outcome.
- Have students research Virginia's judicial system: <http://www.courts.state.va.us/>. Provide students with a scavenger hunt activity sheet to direct their research.

Community Connections

- Arrange for students to visit a local court.
- Invite a judge or court official to discuss the judicial branch.
- Have students read court reports from the newspaper and determine where the trial took place. Place cases on a bulletin board with each of the local courts shown.

Small Group Learning

- Have small groups research one of the local courts. Have students create a role-play the type of case that might be heard in that particular court.
- Using a T-chart with "Civil" on the left and "Criminal" on the right. Have students brainstorm a list of crimes and place them on one side of the chart or the other.

Vocabulary

- Have students use the following vocabulary words: *misdemeanor, felony, court, jurisdiction, appellate jurisdiction, civil, criminal*.
- Have students complete a fill-in-the-blank activity sheet, using the meaning of the words in context.

Student Organization of Content

- Have students create a graphic organizer with boxes representing each of the courts discussed. List the characteristics of each in the boxes.

Session 4: Court Proceedings

Prerequisite Understanding/Knowledge/Skills

- Students should have a basic understanding of the judiciary branch of government and the court system.

Materials

- Guest speaker, video, or information on current court trials

Instructional Activities

1. Invite a lawyer from your local commonwealth attorney's office to speak to the students about court proceedings, or take the students to the courthouse to view the proceedings. (NOTE: Your local commonwealth attorney's office may be able to assist with arranging for a speaker or a court visit.) If a speaker is not available, show a video on the Virginia court system.
2. Alternatively, conduct a discussion of trials currently in the news, and encourage students to research the process that should be followed throughout each trial.

Specific Options for Differentiating This Lesson

Technology

- Have students view and respond to a video podcast of a university professor's lecture on the court system.
- Have students create a class blog or short video that demonstrates their knowledge of how the court system works.

Multisensory

- Have students role-play a trial.
- Have students create a job advertisement for the Commonwealth's Attorney. The ad should include all the requirements to obtain the position.

Community Connections

- Arrange for the class to visit a court in session.
- Invite a defense attorney to discuss court proceedings.

Small Group Learning

- Provide one case study per small group or pair of students, and have each group/pair analyze their assigned case and present it to the class. Students be able to answer at least the 5WH questions in their presentations.

Vocabulary

- Have students play a vocabulary quiz game with a partner, using the following words: *misdemeanor, felony, court, jurisdiction, appellate jurisdiction, civil, criminal*.
- Have students play a word game whereby they match vocabulary words with definitions.

Student Organization of Content

- Prior to the visit by the guest speaker or to viewing the video, have students create a KWL chart or write questions on index cards that they would like to have answered by the speaker. Following the presentation, have students form groups to discuss and record the answers.

Session 5: Structures and Services of Local Governments

Prerequisite Understanding/Knowledge/Skills

- Students should understand the structure of state and federal governments.

Materials

- Attachment C: Local Governments in Virginia
- Instructional resources on local governments in Virginia

Instructional Activities

1. Ask students to identify the three types of local governments in Virginia (county, city, and incorporated town). Distribute copies of Attachment C, and direct students to use teacher-provided instructional resources to complete the graphic organizer.
2. When students have completed their research and finished filling in their organizers, review the information shown below, and have students amend their organizers, as necessary:
 - Cities are separate governmental entities, independent of the authority and taxing power of adjoining counties.
 - Incorporated towns are governmentally part of the county in which they are located.
 - Counties and independent cities, as units of local government, adopt and enforce ordinances, set their own budget and tax rate, and provide services for their residents.
 - An elected board of supervisors is generally responsible for the legislative and administrative affairs of the county.
 - An elected council is the local legislative body in an independent city or incorporated town.
 - A city or town manager can be appointed by the council to oversee daily operations of the local government.
 - An elected or appointed school board oversees the operation of the public schools in a county or city.
3. Explain that local governments exist to provide services not provided by the higher levels of governments. Display the following list, and ask students what level of government provides these services. Remind them that some services may be provided by more than one level of government, and discuss why this is so.
 - **Military**
 - **Fire protection**
 - **Police protection**
 - **Utilities (water, sewer)**
 - **Parks and recreation**
 - **Automobile registration**
 - **Schools**
 - **Road and bridge construction**
 - **Product safety regulations**
 - **Air traffic safety regulations**
 - **Environmental protection**
 - **(Additional services, as specified by the teacher)**

Specific Options for Differentiating This Lesson

Technology

- Have students sort the services in Activity 3, using an interactive whiteboard.
- Have students view a board of supervisors meeting and summarize the issues addressed.

Multisensory

- Have students gather images that correspond to each of the services provided by the government.
- Have students write explanations of how and to whom each identified service is provided.
- Have students accumulate and graph data about the popularity of services and discuss which services were selected the most and why this might be the case.

Community Connections

- Invite a member of the local town council or a member of the board of supervisors to discuss public services.
- Have students attend a board of supervisors meeting.
- Using a copy of the town or city budget, have students discuss the costs of individual services provided. Have them discuss how budget cuts can impact a community.

Small Group Learning

- Have small groups create a new town: choosing a name for the town, the type of governing body it will have, how the town officials will be selected, and the services the town will provide. Have the groups share their towns with the class.

Vocabulary

- Have students use the following vocabulary words: county, independent city, incorporated town, board of supervisors, council, service.
- Have students use new vocabulary in the development of their towns.

Student Organization of Content

- Have students create a Venn diagram identifying categories of public services. Have them place a picture or word representing each of the services into the correct place in the diagram.

Session 6: Local Governmental Authority; Regional Authorities; Boards and Commissions

Prerequisite Understanding/Knowledge/Skills

- Students should have a basic understanding of government levels and functions.
- Students should be able to demonstrate good listening skills.

Materials

- Internet access

Instructional Activities

1. Remind students that in the American system of government, all authority or power held by governments is granted directly by the people through, for example, a constitution, or it is derived from a higher level of government whose authority has been granted by the people. Emphasize that the relationship between Virginia's state and local governments is determined by Dillon's Rule, which states that all power of local governments is derived from the state government—i.e., from the Virginia Constitution and the laws passed by Virginia's state government. Review Dillon's Rule, and discuss its significance, using information found at the following Web site: <http://www.lwv-fairfax.org/files/lwv-dillon-dtp-99041.pdf>.
2. Explain that the local governments of counties and cities function as administrative subdivisions of the state by assisting in the local implementation of state laws and programs. Provide some examples.
3. Guide students in defining the term *regional authority* as a political subdivision of the state that addresses needs that cross local governmental boundaries. Discuss how regional authorities are created by the General Assembly to serve one or more special functions, such as planning for and implementing regional land use, regional transportation, water and waste-disposal systems, or facilities such as parks, libraries, and jails.
4. Ask students to describe the activities of boards and commissions within Virginia's state government. Lead them to recognize that boards and commissions establish policy, work collaboratively with government officials, and oversee public institutions such as Virginia's public universities.

Specific Options for Differentiating This Session

Technology

- Have students use word processors to record notes and answers.
- Have students research a board/commission/agency, online. Have them create and share slide presentations of the role and responsibilities of that board/commission/agency and discuss how that board/commission/agency impacts their daily lives.

Multisensory

- Have students create a multimedia presentation that reflects their ideal form of government and its responsibilities.

Community Connections

- Have students collect newspaper stories about government activities. These stories should be categorized and placed under the headings "Federal," "State," and "Local" on a bulletin board.
- Invite a representative from the county commissioner's office to discuss regional authority.

Small Group Learning

- Have small groups complete the multimedia presentation.

Vocabulary

- Have students use the following vocabulary words: *authority*, *elected*, *Dillon's Rule*.

Student Organization of Content

- Have students use graphic-organizer software or drawing software to create the chart.

Session 7: An Ideal Government

Prerequisite Understanding/Knowledge/Skills

- Students should have a basic understanding of government and its functions.
- Students should be able to demonstrate good listening skills.

Materials

(None)

Instructional Activities

1. Encourage organized debate on what the role of government should be. Require students to state the reasons for their opinions. Record and use some of their responses to guide discussion.
2. Tell students that they will prepare oral presentations that identify and describe what they believe to be an ideal form of government, including the role the government should play in the everyday lives of the citizens within its jurisdiction. Instruct students to do this by developing a one-page paper that can be presented orally within two minutes. Remind students that a government is not free and that if their ideal governments are to have professionals running them and are to provide services to their citizens, the way these professionals and services will be funded must be explained.
3. When students have finished writing, have them present their ideal governments to the class. Instruct the listening students to take notes on the main points and to star those that they think are good but that they did not include in their own government plans. Do not allow discussion at this point.
4. After all presentations have been made, instruct students to reexamine their own plans and make adjustments based on their responses to the presentations. Encourage students to share any significant changes they may have made, and encourage class discussion about them. Ask whether any of the ideas presented do not seem feasible, and if so, ask why they are not feasible. During the class discussion, list the characteristics/features of an ideal government that most students favor.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes and answers.
- Allow students to do a multimedia or slide presentation.

Multisensory

- Have students view a video clip of a recent debate and summarize the different viewpoints on the role of government. If appropriate, have students identify the candidate that best represents their views.

Community Connections

- Invite key figures in local political parties to discuss their vision of an ideal government.

Small Group Learning

- Have small groups make presentations.
- Divide students into groups: the pros and the cons. One group should brainstorm the pros of government and the other, the cons of government. Regroup, and have a representative from the each group share their lists.

Vocabulary

- Have students apply the terminology of state and local government in their presentations.

Student Organization of Content

- Provide students with a rubric, in print or digital format, to guide their observations of each presentation.
- Provide students with a graphic organizer to help them develop their presentations.

Sessions 8 and 9: Local Government Simulation

Prerequisite Understanding/Knowledge/Skills

- Students should understand the role of local commissions and boards in Virginia.

Materials

- Plat map for a large parcel of land (see below)
- Zoning information (see below)
- Internet access (optional)
- Copies of the local budget
- Poster board

Instructional Activities

NOTE: Before undertaking this activity, contact the local Planning and Zoning Board for the plat map for a large parcel of land that is or was for sale near the school. Also, obtain a list of the different types of zones in the community and the requirements/restrictions for building on each.

Day 1

1. Select students to serve as members of the local governing body (i.e., board of supervisors, city or town council). Divide up the remaining students into five groups, each of which wants to build one of the following five things on the parcel in question: a neighborhood of homes, a park, commercial businesses, a mixed-use development with commercial businesses and multi-family-unit housing, a community-run sports complex.
2. Have each interest group use the community's zoning ordinances and other information (either teacher-provided or gathered by student research) to produce a proposal to present to the local governing body. Instruct groups to include two drawings on poster board in their proposals—a bird's-eye view and a view from the main street. Have the groups divide up among their members the responsibilities for specific elements of the proposals (e.g., making the drawings, writing the proposal, speaking at the presentation). Each group will make two presentations: the original, during which the members of the governing body will make comments, express concerns, and ask questions, and a second presentation, in which the group will present a revised proposal and address the comments, concerns, and questions expressed during the first presentation. Make sure everyone understands that the questions posed during the first presentation are to be recorded but *not* answered until the second presentation.
3. While the interest groups are working on their proposals, have the members of the governing body study the community's zoning ordinances and other zoning information, as well as the budget of the local government. Have them also research the areas and constituents of the community they represent as well as the status of the community regarding schools, growth, parks and recreation, business, and housing.

Day 2

4. Have each interest group present its first proposal to the local governing body, whose members may make comments about the proposal and ask questions. Remind students that the interest group should record the comments and questions, but not answer them at this time.
5. After all five proposals have been presented, instruct the interest groups to work to answer the questions, address the comments, and revised their proposals, if necessary.
6. Have each interest group present its second proposal to the local governing body, during which it should address the comments, concerns, and questions expressed by the governing body members during the first presentation. Any new questions should be answered as well as possible.
7. Finally, have the governing body deliberate about all the proposals and then present to the interest groups its reactions to each proposal and its decision about which proposal, if any, it approves.

Specific Options for Differentiating This Session

Technology

- Provide students with Internet access to supplement their research on zoning ordinances.

Multisensory

- Have students watch a live or recorded presentation of a zoning or board of supervisors meeting.

Community Connections

- Invite local building contractors to serve as facilitators for each group.
- Invite a local building contractor to discuss his/her interactions with local government.
- Arrange for students to visit to a local builder's office or technical center to see the building design process.

Small Group Learning

- Assign tasks to students, based on their strengths, such as making the drawings, writing the proposal, and speaking at the presentation.

Student Organization of Content

- Provide students with a rubric for each component of the presentation.
- Provide students with guided questions for the presentations.

Session 10: Assessment

Materials

- Attachment D: Sample Assessment Items

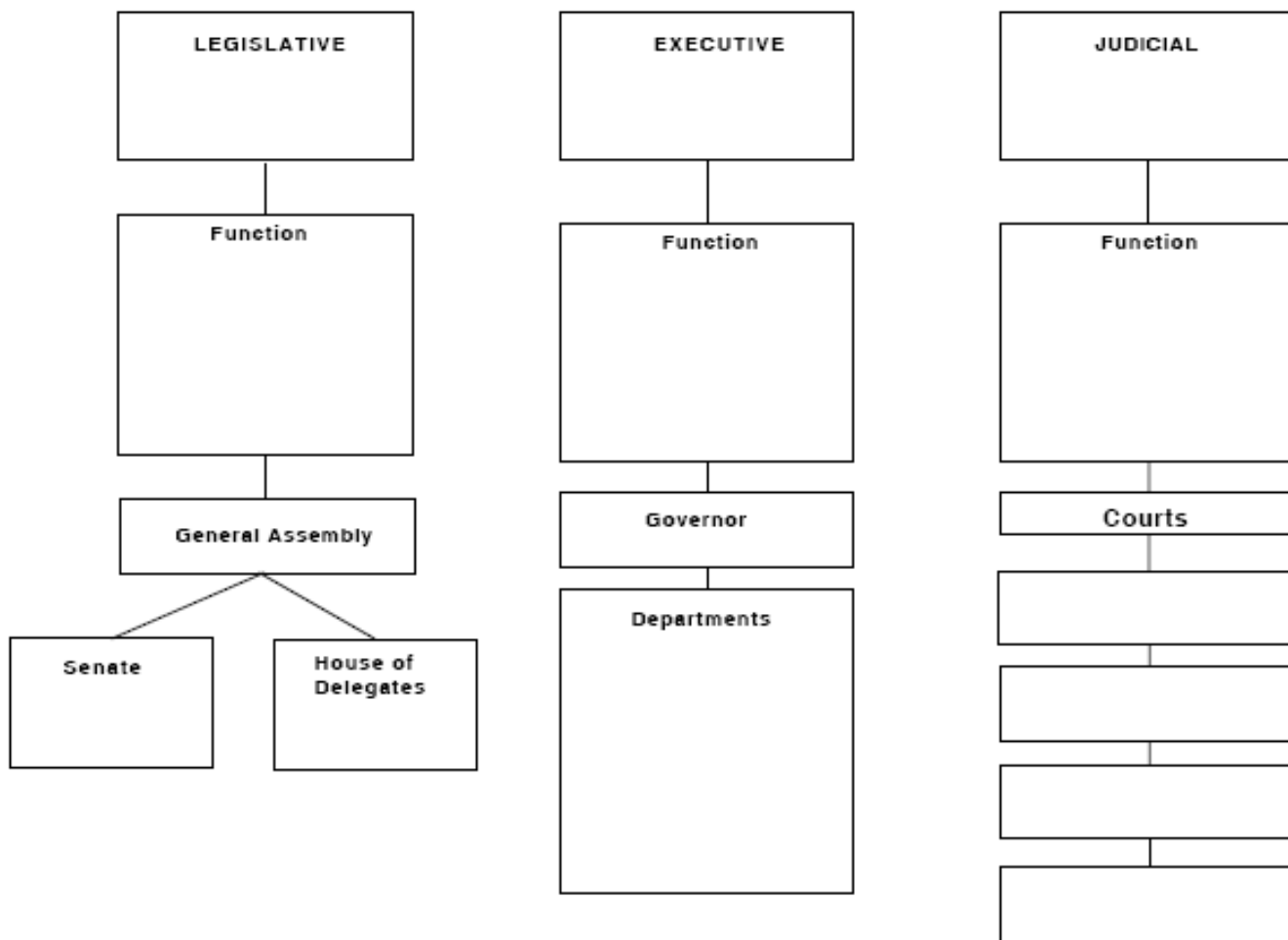
Instructional Activities

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

Attachment A: Virginia Government Chart _____

Study Guide for Virginia Pathways Episode 3: Virginia Government

VIRGINIA GOVERNMENT GRAPHIC ORGANIZER



Source: www.vastudies.org

Attachment B: Virginia Government Structure _____

Executive Branch

Governor: _____

Date he/she took office: _____

Responsibilities of the governor: _____

Lieutenant Governor: _____

Date he/she took office: _____

Responsibilities of the lieutenant governor: _____

Attorney General: _____

Date he/she took office: _____

Responsibilities of the attorney general: _____

Legislative Branch (General Assembly)

House of Delegates

Number of members: _____

Length of term: _____

Which political party is currently the majority party? _____

Name of delegate from your district: _____

How long has your district's delegate been a member of the General Assembly? _____

Virginia Senate

Number of members: _____

Length of term: _____

Which political party is currently the majority party? _____

Name of state senator from your district: _____

How long has your district's state senator been in the General Assembly? _____

Judicial Branch

The process for selecting judges to Virginia's courts is _____

Levels and duties of courts in Virginia:

The Virginia Supreme Court: _____

The court of appeals: _____

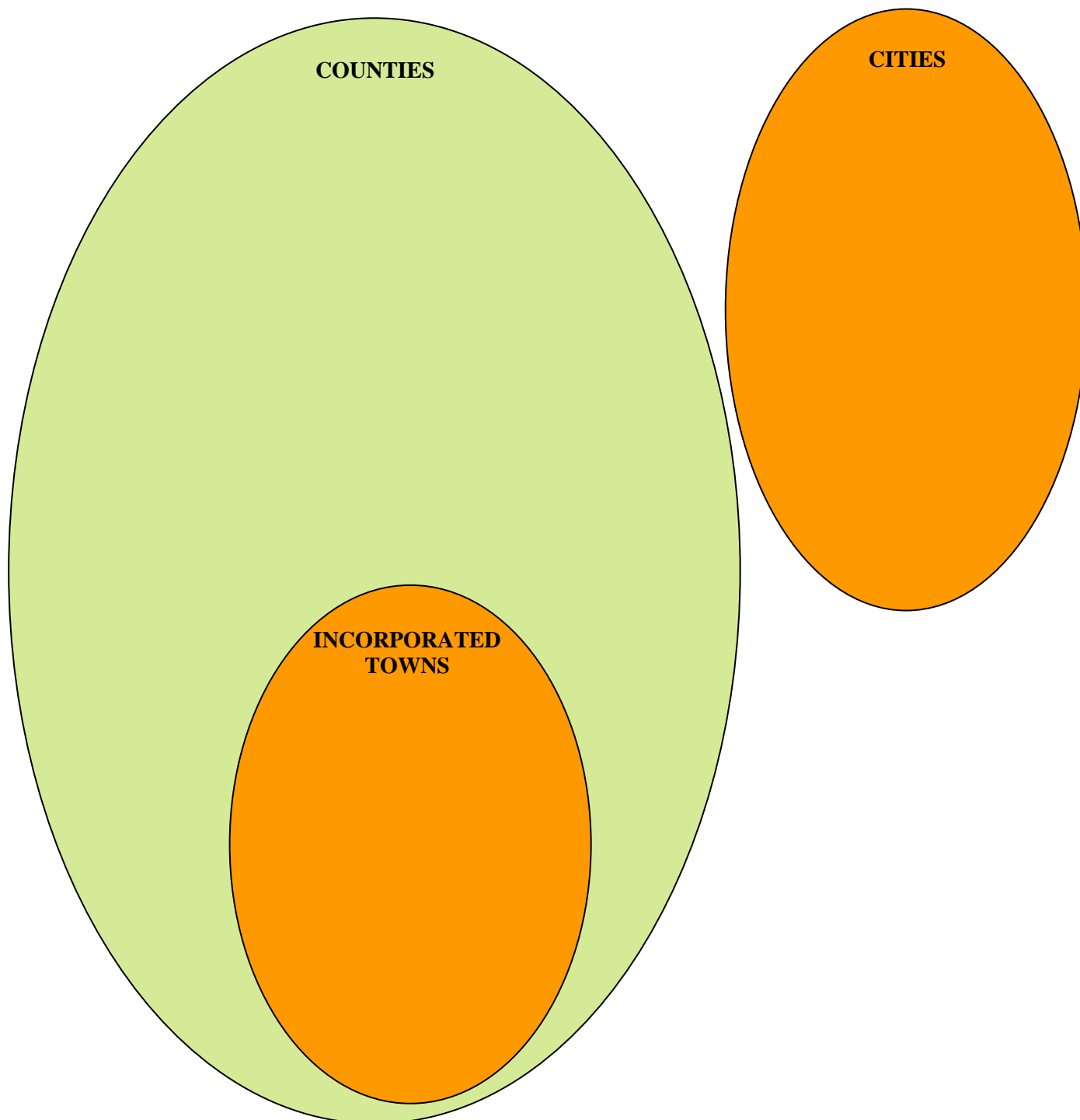
Circuit courts: _____

General district courts: _____

Attachment C: Local Governments in Virginia

Directions: Use teacher-provided instructional resources to research the following features of the three types of local governments in Virginia. Then, notate these features in appropriate places on the graphic organizer below.

- The relationship of cities to counties; the relationship of incorporated towns to counties
- The responsibilities of a county; the responsibilities of a city
- The legislative body of a county; the legislative body of a city or incorporated town
- The executive who oversees operations of a city or incorporated town government; how he/she is selected
- The group that oversees the operation of the public schools of a county or city, and how the group is selected



Attachment D: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Which statement is true of Virginia governors? A They are limited to two consecutive terms. B They appoint the state's attorney general. C They nominate a running mate for lieutenant governor. D They serve a four-year term but may not serve consecutive terms.*</p> <p>2. Virginia's legislative branch is known as the A State Assembly. B Congress of Representatives. C State Congress. D General Assembly.*</p> <p>3. The Virginia Senate consists of how many members, each elected for four years? A 100 B 40* C 50 D 80</p> <p>4. The Virginia House of Delegates consists of how many members, each elected for two years? A 200 B 150 C 80 D 100*</p> <p>5. Which court in the Virginia judicial system has original and appellate jurisdiction in civil and criminal cases? A Supreme Court* B Court of appeals C Circuit court D General district court</p> <p>6. According to Dillon's rule, which statement is correct? A All power of the local government is derived from the state.* B Power of local governments is granted by the voters of the locality. C The federal government grants local governments their power. D Local governments have priority over the state government.</p>	<p>7. The powers of the governor are A expressed in the Constitution of Virginia.* B expressed in the Bill of Rights. C approved by Congress. D declared by the Supreme Court.</p> <p>8. The only court in the Virginia system that has a judge and jury is the Virginia A court of appeals. B circuit court.* C general district court. D Supreme Court.</p> <p>9. What happens at an arraignment in a Virginia criminal case? A A person is arrested. B A verdict is decided. C Probable cause is reviewed.* D A sentence is pronounced.</p> <p>10. A case of a seventeen-year-old student arrested in Virginia for possession of illegal drugs would be heard in A circuit court. B juvenile and domestic relations court.* C United States district court. D court of appeals of Virginia.</p> <p>11. The policy-making power of the Virginia governor includes A passing the state budget. B ruling on the constitutionality of laws. C passing bills into law. D approving or vetoing legislation.*</p>
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ORGANIZING TOPIC

Citizenship: Rights, Responsibilities, and Liberties

Standard(s) of Learning

- GOVT.3 The student will demonstrate knowledge of the concepts of democracy by
- a) recognizing the fundamental worth and dignity of the individual;
 - b) recognizing the equality of all citizens under the law;
 - c) recognizing majority rule and minority rights;
 - d) recognizing the necessity of compromise;
 - e) recognizing the freedom of the individual.
- GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by
- b) analyzing due process of law expressed in the 5th and 14th Amendments;
 - d) exploring the balance between individual liberties and the public interest;
 - e) explaining every citizen's right to be treated equally under the law.
- GOVT.17 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 financial responsibility.
- GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by
- a) obeying the law and paying taxes;
 - b) serving as a juror;
 - c) participating in the political process;
 - d) performing public service;
 - e) keeping informed about current issues;
 - f) respecting differing opinions in a diverse society;
 - g) practicing personal and fiscal responsibility.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

Analyze primary and secondary source documents.

Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.

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

Distinguish between relevant and irrelevant information.

Evaluate information for accuracy, separating fact from opinion.

Identify a problem and prioritize solutions.

Content

State that concepts of democracy define and shape the meaning of U.S. citizenship.

Identify the fundamental concepts of democracy:

- **Fundamental worth and dignity of the individual:** All persons are entitled to life, liberty, and due process under the law.
- **Equality:** All persons are entitled to equal rights and treatment under the law.
- **Majority rule:** The will of the majority as expressed through free elections is fundamental to the American system.
- **Minority rights:** The Constitution of the United States protects the rights of the few from oppression.
- **Compromise:** The structure of the United States government necessitates compromise by all sides.
- **Individual freedom:** All persons are born free, equal, and independent.

Explain how an analysis of current events demonstrates contemporary applications of these democratic concepts.

Explain that the right to due process of law is outlined in the 5th and 14th Amendments of the Constitution of the United States.

Identify two types of due process of law:

- Procedural due process of law: The government must use fair proceedings.
- Substantive due process of law: The laws under which the government acts must be constitutional.

Explain how the 5th and 14th amendments to the Constitution of the United States protect due process of law:

- The 5th Amendment prohibits the national government from acting in an unfair or arbitrary manner.
- The 14th Amendment prohibits state and local governments from acting in an unfair or arbitrary manner.

Explain why the protection of civil liberties and civil rights, as guaranteed by the Constitution of the United States, is balanced by compelling public interest.

Describe why few rights, if any, are considered absolute.

Describe the limitations of rights:

- Some forms of speech are not protected (e.g., libel, slander, obscenity).
- Speech that is a “clear and present danger” is not protected (e.g., shouting “Fire!” in a crowded building).
- The press can be restricted when publication will cause serious and irreparable harm (e.g., breach of national security).

Explain that the equal protection clause contained in the 14th Amendment to the Constitution of the United States provides the basis for the safekeeping of civil rights.

Describe why the promise of equal protection under the law does not guarantee all people will be treated exactly the same.

Explain that the government may classify or categorize people into groups for justifiable government goals (e.g., adults under 21 may not purchase alcohol).

Identify some applications of the equal protection principle:

- Civil Rights Movement: Congress passed a series of laws outlawing discrimination.
- Affirmative action: The government passed laws and implemented procedures to reverse the effects of years of discrimination primarily against women and minorities.

Explain that thoughtful and effective participation in civic life depends upon the exercise of good citizenship.

Explain that characteristics of a good citizen, include practicing

- trustworthiness and honesty
- courtesy
- respect for the rights of others
- responsibility
- accountability
- self-reliance
- respect for the law
- patriotism
- financial responsibility.

Explain why thoughtful and effective participation in civic life is essential to the nation's well-being.

Identify ways to participate thoughtfully and effectively in civic life:

- Obeying the law
- Paying taxes
- Serving as a juror
- Registering to vote and voting
- Performing public service
- Keeping informed about current issues
- Respecting the opinions of others in a diverse society
- Practicing personal and fiscal responsibility

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.

Civil Rights Division. U.S. Department of Justice. <http://www.justice.gov/crt/index.php>. This site offers information to individuals and communities on procedures for reporting specific types of discrimination complaints.

“Equal Protection: an Overview.” Legal Information Institute.
http://www.law.cornell.edu/topics/equal_protection.html. This site provides information about the 14th Amendment and related federal and state court decisions.

“Supreme Court Decisions.” Yahoo Directory.
http://dir.yahoo.com/Government/U_S_Government/Judicial_Branch/Supreme_Court/Court_Decisions/. This site provides information on Supreme Court cases related to the First Amendment.

“JumpStart Coalition.” <http://www.jumpstartcoalition.org/> This site is dedicated to personal financial literacy for all Americans. There are many useful links.

Session 1: The Meaning of Democracy

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and synthesize information.
- Students should understand the concepts of rights and freedoms.

Materials

- Textbook and other instructional resources
- Plain white paper
- Colored pencils or markers

Instructional Activities

1. Display the word *democracy*, and have students brainstorm the various concepts of democracy, listing each mentioned concept. Then, ask students for their ideas about these concepts to list under them.
2. Lead the class in a discussion about how these ideas are linked to the concepts and how the concepts are essential for democracy to work. Refer to the instructional notes shown below, as well as to the Standards of Learning and the Essential Understandings, Knowledge, and Skills listed at the beginning of this unit.
3. Have each student create an 8½ x 11 inch poster depicting at least two of the concepts and write a paragraph below the drawing, explaining the drawing and the ways in which the concepts relate to democracy.

Instructional Notes

1. The **fundamental concepts of democracy**:
 - **Fundamental worth and dignity of the individual**: All persons are entitled to life, liberty, and due process under the law. One's opinion must be valued to foster active participation in government.
 - **Equality**: All persons are entitled to equal rights and treatment under the law. The 14th Amendment ensures "equal protection" for all citizens.
 - **Majority rule**: The will of the majority as expressed through free elections is fundamental to the American system. Representative democracy
 - **Minority rights**: The Constitution of the United States protects the rights of the few from oppression. Minority rights help to support and maintain fundamental worth.
 - **Compromise**: The structure of the United States government necessitates compromise by all sides. Compromise is essential for the legislative process to work.
 - **Individual freedom**: All persons are born free, equal, and independent. Protection of civil liberties or freedoms allows full and active participation in government.
2. **Civil liberties** are our freedoms, such as those outlined in the First Amendment to the Constitution of the United States. **Civil rights** are actions by the government to protect our civil liberties or freedoms.
3. **Rights of the accused**
 - 4th Amendment: Protection against arbitrary search and seizure (*Mapp v. Ohio*)
 - 5th Amendment: Double jeopardy (a person may not stand trial twice for the same crime); Self-incrimination (*Miranda v. Arizona*)
 - 6th Amendment: Right to have representation by a lawyer (*Gideon v. Wainwright*)
 - 8th Amendment: Protection against cruel and unusual punishment (*Furman v. Georgia*)
4. **Due process of law**
 - Procedural due process: Procedure must be fair.
 - Substantive due process: Laws must be constitutional.
 - 5th Amendment prohibits the national government from acting in an unfair or arbitrary manner.
 - 14th Amendment prohibits state and local governments from acting in an unfair or arbitrary manner.
5. The Supreme Court has interpreted the equal protection clause of the 14th Amendment so as to guarantee that the 1st, 4th, 5th, 6th, 8th, and 9th Amendments apply to the states, thus safeguarding civil rights.
6. The 14th Amendment was also the conduit for the **Civil Rights Movement**.
 - **Affirmative action**: Requires anyone who receives federal money to have a positive plan to increase underrepresented classes.
 - **Civil Rights Act of 1964**: One cannot discriminate in public places on the basis of race, sex, national origin, religion, or age (over 40).
 - *Brown v. Board of Education*: Outlawed school segregation
 - *De facto* segregation: Separation by circumstance, situation
 - *De jure* segregation: Separation by law; Jim Crow laws

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes and answers.
- Provide students with any printed text in digital format by scanning the pages from the book and using a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Have students use a multimedia technology program to create a concept drawing.
- Have students use graphic organizers to link concepts.

Community Connections

- Based on their concept drawings, have students debate whether their school culture would be considered a democracy or a different form of governance.

Small Group Learning

- Have small groups or pairs complete Activities 2 and 3.

Vocabulary

- Have students use the following vocabulary words: *democracy, freedoms, rights, government*. Write each word on an index card, and have students associate as many words as possible.

Student Organization of Content

- Have students create a KWL chart about democracy. This may serve as an outline for their discussion in small groups or pairs.
- Provide students with a slot outline to help them take notes.

Session 2: Civil Liberties and Civil Rights

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and synthesize information.
- Students should understand that rights are protected by laws.

Materials

- Copy of the Bill of Rights
- Internet access

Instructional Activities

1. Review the concept that **civil liberties** are our freedoms, such as those outlined in the First Amendment to the Constitution of the United States (freedom of religion, speech, press, assembly, and petition), while **civil rights** are actions by the government to protect our civil liberties or freedoms.
2. Help the students create a comparison chart to distinguish the differences between civil liberties (freedoms) and civil rights (government actions to protect freedoms). Have the students generate examples to foster understanding. Explain that civil rights are not absolute.
3. Divide the class into groups of three or four students. Have each group go to http://dir.yahoo.com/Government/U_S_Government/Judicial_Branch/Supreme_Court/Court_Decisions/ and research Supreme Court cases related to the First Amendment. Have each group identify the following information for each case:
 - Case name
 - Specific First Amendment freedom
 - Significance of case
4. Have each group report its findings to the class.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research of a selected public-policy topic. Research can be used in the Multisensory and Small Group Learning activities.

Multisensory

- Have students create and role-play a situation that demonstrates one of our civil liberties and one of our civil rights. Classmates may use a chart created for Activity 2 to help them determine whether the role-play represents a civil right or a liberty.

Community Connections

- Have students look through local newspapers and collect articles related to the First Amendment and the rights we are guaranteed.
- Invite a local attorney to discuss the concepts of civil liberties and civil rights.

Small Group Learning

- Have a member of one group present his/her group's findings to another group in a jigsaw activity.

Vocabulary

- Have students use the following vocabulary words: *civil liberties*, *freedoms*, *civil rights*, *1st Amendment*, *Supreme Court*.
- Have students create an illustration or reminder word for each word. The illustrations may be included in their notebook.

Student Organization of Content

- For Activity 2, create and complete a Venn diagram with two circles, one labeled “civil rights” and the other labeled “civil liberties.” Provide students with a rubric to help them process the cases they are exploring.

Session 3: Rights of the Accused

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and synthesize information.
- Students should understand that laws guarantee certain rights and freedoms.

Materials

- Copy of the Constitution of the United States
- Textbook and other instructional resources

Instructional Activities

1. Have students use copies of the Constitution of the United States and the textbook and/or other instructional resources to research the 4th, 5th, 6th, and 8th Amendments.
2. Have students report on their findings in the context of a class discussion. Be sure the discussion includes the following, adding some details from the listed cases:
 - Rights of the accused
 - 4th Amendment: Protection against arbitrary search and seizure (*Mapp v. Ohio*)
 - 5th Amendment: Double jeopardy (a person may not stand trial twice for the same crime); Self-incrimination (*Miranda v. Arizona*)
 - 6th Amendment: Right to have representation by a lawyer (*Gideon v. Wainwright*)
 - 8th Amendment: Protection against cruel and unusual punishment (*Furman v. Georgia*)
3. Invite the School Resource Officer or local Commonwealth Attorney to speak to the class. Ask them to focus on the applications of these amendments to criminal procedure.

Specific Options for Differentiating This Lesson

Technology

- Have students research online a selected amendment topic, gathering information for use in the Multisensory and Small Group Learning activities.

Multisensory

- Have students create a poster showing the most important components of one of the identified amendments.

Community Connections

- See Activity 3.

Small Group Learning

- Have pairs or small groups to complete the Multisensory activity.
- Have students brainstorm the pros and cons of each amendment.

Vocabulary

- Have students use the following vocabulary words: *attorney*, *U.S. Constitution*, *amendments*. Have students create a vocabulary list of unfamiliar words from the assigned reading, create their own meaning from context, and confirm with a dictionary or glossary.

Student Organization of Content

- Have students create a KWL chart for the 4th, 5th, and 8th Amendments. The chart may be used to guide their explorations.
- Have students prepare a list of questions to ask the guest speaker(s).

Session 4: Equal Protection under the Law

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and synthesize information.

Materials

- Textbook and other instructional resources
- Newspapers and magazines
- Copy of the Constitution of the United States

Instructional Activities

1. Review the steps in criminal procedure as outlined by the guest speaker in the previous session or by various instructional resources. Get the students' reaction to cases in which one of those steps was omitted. Explain that these omissions would be violations of procedural due process, as listed in the 14th Amendment.
2. Have the students imagine some laws that might violate the Constitution of the United States. Then, lead them in a discussion of why the violations might exist. Next, explain that these laws would be violations of substantive due process, as set out in the 14th Amendment.
3. Have students read the "equal protection clause" of the 14th Amendment, and then instruct them to write in their own words what they think it means. Discuss student responses, and lead them to responses that relate to the Bill of Rights. Explain that the equal protection clause has provided the basis for safeguarding civil rights because the Supreme Court has interpreted the equal protection clause so as to guarantee that the 1st, 4th, 5th, 6th, 8th, and 9th Amendments apply to the states.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research of court cases that were associated with violations of procedural due process, gathering information for use in the Multisensory and Small Group Learning activities.

Multisensory

- Have groups create a poster or role-play their interpretation of the equal protection clause.

Small Group Learning

- Have small groups or pairs share the information about their case by answering the "WH" questions in the discussion/presentation.

Vocabulary

- Have students use the following vocabulary words: equal protection clause, amendments, Bill of Rights, Supreme Court, substantive due process, violation.

Student Organization of Content

- Provide students with a graphic organizer that identifies and briefly describes the amendment.

Sessions 5 and 6: Civil Rights Then and Now

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and synthesize information.
- Students should be able to use active listening skills.
- Students should understand the concept of civil rights.

Materials

- Attachment A: Movie Analysis
- Textbook and other instructional resources
- Teacher-selected movie about the era of the Civil Rights Movement, such as *Remember the Titans* or *Eyes on the Prize*
- Plain white paper
- Colored pencils or markers

Instructional Activities

Day 1

1. Distribute copies of Attachment A, and have students define or identify the items listed, using the textbook and/or other instructional resources.
2. Show the selected video, and as students view it, have them find and list specific examples of each term.

Day 2

3. Have students write a brief essay addressing the topic “The State of Race Relations in the U.S. Today.”
4. Have students draw a line to divide a sheet of paper in half. On one half, instruct them to depict in a drawing, a poem, or some other form, an example of one of the terms as seen in the video. On the other half, have them depict an example of one of the terms from today’s perspective.
5. Finally, have students write a paragraph comparing and contrasting civil rights in the two eras.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research of a selected public-policy topic, gathering information for use in the Multisensory and Small Group Learning activities.
- Have students develop a digital timeline of the Civil Rights Movement.

Multisensory

- Have students create and play a flashcard game with index cards to reinforce the vocabulary from the movie worksheet.
- Have students view a closed-captioning version of the movie.
- Have students use a multimedia technology program to complete Activity 4.
- Have students illustrate or write about audio from the civil rights era, and share with the class.

Community Connections

- Have students brainstorm ways to improve race relations at their school.
- Invite a member of the local chapter of NAACP or other local civic groups to discuss the history of race relations in the local community.
- Take students on a field trip to local civil rights or black history museum.

Small Group Learning

- Have small groups or pairs complete Activities 2–4.
- Have pairs of students take virtual tour of a civil rights museum.

- Have pairs of students produce multimedia presentations of the sounds and sights of the Civil Rights Movement.

Vocabulary

- Have students use the vocabulary words on the Movie Analysis worksheet (Attachment A).

Student Organization of Content

- Provide students with a sheet of questions to help them process the information in the movie.
- Provide students with a rubric to guide their completion of Activity 4.

Session 7: Character Traits of a Good Citizen

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and synthesize information.
- Students should understand the concepts of honesty, respect, and responsibility.

Materials

- Butcher paper
- Colored pencils and/or markers

Instructional Activities

1. Lead students in a discussion of the personal character traits of a good citizen. Ask students to name things people do that demonstrate thoughtful and effective participation in civic life—i.e., things they consistently practice or show. List student responses. Among them should be the following:
 - Practicing trustworthiness and honesty
 - Practicing courtesy and respect for the rights of others
 - Practicing responsibility, accountability, and self-reliance
 - Practicing respect for the law
 - Practicing patriotism
 - Practicing financial responsibilityAsk students to explain why thoughtful and effective participation in civic life is essential to the nation's well-being. What could be the consequences of many citizens not participating in civic life in a thoughtful and effective way? Are there obvious examples of this happening today?
2. Have students create a class mural entitled "Character Traits of a Good Citizen." Put students into groups of two or three, and assign a character trait to each group. Have each group brainstorm ways to depict their trait on the mural and make a plan for doing it. Assign each group a space on the mural and a time to do their work. After all groups have finished their contributions to the mural, display it in the classroom or hallway.

Specific Options for Differentiating This Lesson

Technology

- Have students use a multimedia program to create a presentation about the characteristics of a good citizen.

Multisensory

- Have students create posters that describe different traits of a good citizens, and place them around the school.
- Have students select a civic organization that operates in the community and create a presentation on ways in which that organization demonstrates the characteristics of good citizenship.

Community Connections

- Have students document examples of good citizenship that are demonstrated within the community. These examples may be placed on a bulletin board.
- Have students collect a list of community civic organizations and the activities that they perform.
- Invite a speaker(s) from a local civic organization to discuss good citizenship.

Small Group Learning

- Have small groups or pairs complete the Multisensory activity.
- Have small groups create and implement a service-based learning activity.

Vocabulary

- Have students use the following vocabulary words: *honesty, patriotism, accountability, respect, trustworthiness, citizenship, civic duty*, defining them by developing a mural.

Student Organization of Content

- Provide students with a rubric to help them complete Activity 4 and/or the Multisensory activity.

- Provide the students with a rubric to help them complete their service-based learning project.

Session 8: Benefits and Responsibilities of Citizenship

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and synthesize information.
- Students should understand the concept of responsibility.

Materials

- Internet access
- Federal tax form 1040ez (see below)
- Virginia voter registration application form (see below)
- Sample newspaper editorials

Instructional Activities

NOTE: Before undertaking this activity, go to the IRS Web site (<http://www.irs.gov/>), enter “1040ez” in the search box at top right, click on “Form 1040EZ in Adobe PDF Format,” save the PDF file, and print out a copy of it. Also, go to the “Forms and Publications” page of the Virginia State Board of Elections Web site (http://www.sbe.virginia.gov/cms/Forms_Publications/Index.html), click on “Virginia Voter Registration Application (Interactive and Printable version),” save the PDF file, and print out a copy of it. Finally, collect a set of sample newspaper editorials.

1. Discuss with students their responsibility to pay taxes, pointing out that this is the primary way the government gets money to operate and provide services. Explain the basic steps in completing a federal tax return. Then, distribute copies of form 1040ez, and guide students through filling it out, using a set of fictitious information. Allow the class to make up the data about the taxpayer as it is needed.
2. Discuss the importance of voting, and remind students of the qualifications for registering to vote (U.S. citizen, resident of Virginia, at least 18 years old by the next general election). Following this discussion, distribute copies of the Virginia voter registration application form, and have students fill it out as if they are going to register. Suggest that they save this sample application form until they actually do register in the not-distant future.
3. Have students read sample newspaper editorials. Then, discuss the opinions expressed in the editorials and how one might agree or disagree with them. Turn the discussion to the importance of trying to understand and show respect for others’ opinions even when you strongly disagree with them. Stimulate discussion with questions such as the following:
 - How can you try to understand and show respect for others’ opinions?
 - Why must you try to understand and show respect for others’ opinions?
 - Why is trying to understand and show respect for others’ opinions, even when you strongly disagree with them, so important in our society?
 - What can be the consequences of not doing this?
 - Is someone’s opinion ever changed or modified by being disrespectful of it?
 - Is showing disrespect or hostility to someone’s opinion ever a good way to get him/her to agree with you?
 - How does it make you feel when someone shows you disrespect or hostility because of your opinion about something?
 - What would be the most effective approach someone could take to persuade you to change or modify your opinion?

Connect the concept to respecting the opinions of others to the rights outlined in the First Amendment.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes and answers.

- Provide students with any printed text in digital format by scanning the pages from the book and using a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students use a voice recorder to record notes and answers.
- Have students research online a selected public policy topic. Have them gather information about this topic for use in the Multisensory and Small Group Learning activities.

Multisensory

- Allow students to create an editorial cartoon or skit.

Community Connections

- Invite the local registrar to speak to the class.

Small Group Learning

- In small groups or pairs have students complete Activity 3.

Vocabulary

- Have students use the following vocabulary words: *vote, registration, tax, editorials, responsibility*.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students illustrate the words. The illustrations may be included in their notebooks.

Student Organization of Content

- Provide the students with a rubric to help them complete their editorials.
- Provide students with a note-taking device to help them complete the activities.

Session 9: Assessment

Materials

- Attachment B: Sample Assessment Items

Instructional Activities

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

Attachment A: Movie Analysis

Define or identify the items listed below, using the textbook and/or other instructional resources. As you view the movie, list examples of each of the following topics that you see:

1. Effects of *Brown v. Board of Education*
2. *De facto* segregation:
3. *De jure* segregation:
4. Jim Crow laws:
5. Affirmative action:
6. Civil Rights Act of 1964:

Attachment B: Sample Assessment Items

Asterisk () indicates correct answer.*

1. Which right is included in the First Amendment?

- A Right to trial by jury
- B Right to bear arms
- C Freedom of petition*
- D Non-quartering of troops

2. The Bill of Rights provides

- A protection against double jeopardy.*
- B guarantee of a free education.
- C protection from arrest.
- D provision for income tax.

3. The 5th and 14th Amendments to the Constitution have which in common?

- A Each prohibits governments from acting unfairly and arbitrarily.*
- B Each provides for/protects the right to bear arms.
- C Each addresses the consumption of alcohol.
- D Each establishes provisions for presidential succession.

A man attending a movie plays a trick on the audience by suddenly standing up and yelling, "Fire!" and then running out. The audience panics and runs out of the theater, injuring some people in the process. Witnesses identify the man who yelled, and he is arrested.

4. Based on the protections of the Constitution, which applies to this situation?

- A The First Amendment protects the man from prosecution due to the free speech protection.
- B The man can be prosecuted because of the double jeopardy provision.
- C The due process clause of the Constitution protects the man from prosecution.
- D The man can be prosecuted because his speech created a clear and present danger.*

5. Affirmative action refers to laws passed by the federal government to

- A obtain consensus on the passage of tax legislation.
- B establish criteria for voting eligibility.
- C reverse the effects of years of discrimination against minorities.*
- D provide for the creation of laws to protect against double jeopardy.

Short-Answer Questions

6. How can you save, invest, and manage your money to show fiscal responsibility?

7. The Declaration of Independence states that "all men are created equal." However, there are some circumstances in which the government may treat citizens differently. Explain a situation in which the government is permitted to treat citizens differently.

(Possible answers may include citizens under 21 may not purchase alcohol, citizens under 18 may not vote, citizens under a certain age established by each state may not drive.)

8. Identify five characteristics of a good citizen.

9. Identify five responsibilities of all United States citizens.

ORGANIZING TOPIC**Foreign Policy****Standard(s) of Learning** _____

- GOVT.12 The student will demonstrate knowledge of the role of the United States in a changing world by
- describing the responsibilities of the national government for foreign policy and national security;
 - assessing the role played by national interest in shaping foreign policy and promoting world peace;
 - examining the relationship of Virginia and the United States to the global economy;
 - examining recent foreign policy and international trade initiatives since 1980.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

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

Analyze primary and secondary source documents. _____

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

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

Distinguish between relevant and irrelevant information. _____

Evaluate 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. _____

Content

Explain that American foreign policy consists of the official positions and actions that the national government takes in its relationships with other countries. _____

Explain that the president has primary responsibility for making foreign policy and can negotiate, persuade, apply economic pressure, and threaten military intervention. _____

Describe foreign policy powers of the other branches of government:

- Congress has the power to declare war and to appropriate funds. _____
- The Senate has the power to confirm ambassadors and to ratify treaties. _____
- The Supreme Court has the power to interpret treaties. _____

Identify key agencies in the foreign policy arena:

- State Department _____
- National Security Council _____
- Foreign Service _____
- Department of Defense _____
- Central Intelligence Agency _____

Explain how foreign policy decisions are made and implemented:

- Public opinion, special interests, international organizations, and foreign countries influence decisions about foreign policy and national security issues. _____
- The president is the commander-in-chief of the armed forces. _____

Explain how American interests are safeguarded at home and abroad:

- Conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad serve to protect American interests and promote national security. _____

Explain that United States foreign policy priorities reflect American political values. _____

Enumerate United States foreign policy goals:

- Fulfilling a commitment to preserve a peaceful world
- Promoting democratic values
- Protecting nations from aggression
- Encouraging market-oriented economies and free trade
- Safeguarding the global environment
- Advancing international cooperation

Explain that making foreign policy decisions requires balancing competing or contradictory foreign policy goals.

Explain why total world production is greater when nations specialize in the production of those products that they can produce most efficiently.

Explain why the economies of Virginia and the United States depend on resources and markets around the world for the production and sale of goods and services.

- Virginia and United States businesses have become multinational in their quest for resources, markets, and profits.
- International trade provides Virginia and the United States with goods and services for which they do not possess absolute or comparative advantage.
- Virginia and the United States benefit when they produce goods and services for which they have a comparative advantage and trade for other products.

Explain that the United States continues to face challenges to its security and economic well-being in the post-Cold War era.

Identify challenges that shaped American foreign policy in the post-Cold War world.

Identify recent foreign policy initiatives to address foreign policy challenges:

- Trading with China
- Curtailing human rights abuses
- Controlling nuclear and biological arms
- Determining the future of NATO
- Curbing drug traffic
- Improving the global environment

Explain that in recent decades, the national government has worked to reduce barriers to international trade.

Explain how the national government has worked to promote fair and free trade throughout the world through trade agreements:

- North American Free Trade Agreement (NAFTA): A free-trade zone of Canada, Mexico, and the United States intended to eliminate trade barriers, promote fair competition, and increase investment opportunities
- World Trade Organization (WTO): Established in 1995 to administer trade agreements, handle disputes, and provide a venue for negotiating among its member nations

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.

Central Intelligence Agency. <http://www.cia.gov/>. This site presents operational and career information about the area of foreign intelligence.

China. The U.S. Department of State. <http://www.state.gov/p/eap/ci/ch/>. This site provides information on U.S./China relations.

“Comparative Advantage.” Auburn University.

http://www.auburn.edu/~johnspm/gloss/index.html?http://www.auburn.edu/~johnspm/gloss/comparative_advantage.html. This site explains the economic concept of comparative advantage.

Mexico—A Country Study. <http://lcweb2.loc.gov/frd/cs/mxtoc.html>. This site provides information on Mexico: its history, society, economy, government, and national security.

“The National Security Council.” *The White House.* <http://www.whitehouse.gov/nsc/>. This site provides policies, news, and features related to the National Security Council.

“The People’s Republic of China.” University of Maryland. <http://www-chaos.umd.edu/history/prc.html>. This site outlines the establishment of the People’s Republic and its transition to socialism in the early 1950s.

U.S. Department of Defense. <http://www.defenselink.mil/>. This site provides news articles and other information related to the U.S. military and its operations around the world.

U.S. Department of State. <http://www.state.gov/>. This site presents the structure and operations of the U.S. Department of State, along with the latest related news.

The World Factbook. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook/index.html>. This site provides searchable information on all countries.

Session 1: Introduction to Foreign Policy

Prerequisite Understanding/Knowledge/Skills

- Students should understand the difference between national, state, and local governments.

Materials

(None)

Instructional Activities

1. Ask students under what circumstances they think the United States should become involved in the affairs of a foreign country, and what type of involvement it should be. Have them write their responses.
2. After the students have finished writing, ask them to share their responses with the class. Conduct a discussion of the foreign situations where the United States is currently involved. Ask students why the United States becomes involved in foreign affairs. (NOTE: Some students, especially those with relatives or friends in the armed forces abroad, may be very vocal about U.S. involvement overseas. Caution all students to be considerate and respectful of others when expressing their opinions. Point out that this is a good opportunity for demonstrating the character traits of a good citizen by practicing courtesy and respect for others.)
3. Ask students to answer the following questions in writing:
 - Who in the United States has the power to declare war? (Congress)
 - Who is the commander-in-chief of the armed forces? (the president)
 - What role do United States ambassadors serve? (represent U.S. interests in other countries)
 - Who has the power to confirm ambassadors? (Senate)
 - Who has the power to ratify and interpret treaties? (ratify: Senate; interpret: Supreme Court)
 - What are the key agencies in the United States government responsible for administering foreign policy? (State Department, National Security Council, Foreign Service, Department of Defense, Central Intelligence Agency)
 - What factors influence decisions about foreign policy and national security issues? (public opinion, special interests, international organizations, and foreign countries)
 - What serves in foreign countries to protect American interests and promote national security? (conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad)
4. After students have finished writing, discuss their responses, making sure that they have included the information contained in the GOVT.12a Essential Knowledge column of the Curriculum Framework.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes and answers.
- Provide students with any printed text in digital format by scanning the pages from the book and then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students record the audio of their answers.

Multisensory

- Using enlarged copies of the text material, have students highlight the answers to the questions.

Community Connections

- Ask students to identify the real names of those who currently hold community positions or are heads of key agencies.

Small Group Learning

- Have student pairs create and practice with vocabulary study cards.

Vocabulary

- Have students use the following vocabulary words: *ambassadors, international, foreign aid, national security, diplomacy, foreign aid, economic sanctions, public opinion, special interests*.
- Place students in groups of three. Have each student choose a word. Using the book glossary, talking dictionary, or an online dictionary, have each student determine the meaning of the word, write the definition in his/her own words, and create an illustration or memorable saying to go with the words. Then have students share their definitions with others in their group.

Student Organization of Content

- Have students create a board game that uses the questions and answers from Activity 3.

Session 2: Foreign Affairs

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.
- Students should be able to read and synthesize information.
- Students should understand that the United States works with other countries around the world.

Materials

- Video depicting recent United States involvement in foreign affairs
- Teacher-prepared video-viewing guide (see instructions below)
- Internet access
- Textbook and other instructional resources

Instructional Activities

1. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
2. Hold a class discussion of the video in which students share their observations based on their viewing guides. Guide students in summarizing important points, making connections, and drawing conclusions as a class.

OR

1. If a video is not available, have students conduct research on areas in the world where the United States is currently involved in foreign affairs. Direct each student to prepare a one-to-two-page written report on a specific involvement. The report should include an explanation of where, how long, and why the United States is involved, as well as an explanation of specific events.
2. Have students prepare and present to the class two-minute oral reports based on their written reports.

To create a video-viewing guide for students, follow the steps below:

1. Play the video. As you note important information, pause the video, and write a question that corresponds to the information you want students to remember. An effective way to do this is to quote the video directly (you may have to replay the scene to do this) and omit the information you want students to learn, so that they can fill in the blanks.
2. Continue this process until you have watched the entire video.
3. Aim for a total of 25 to 30 questions.
4. At the end, you may also wish to add a few open-ended directives that encourage the students to think critically about the video as a whole and to summarize important points, make connections, and draw conclusions. For example, you may wish to assign these open-ended directives to help students, as appropriate:
 - Compare and contrast selected concepts or images from different parts of the video.
 - Consider the causes and/or effects of events presented in the video.
 - Relate the concepts in the video to concepts studied in previous organizing topics or in previous grades.
 - Make connections between concepts, practices, or events in the video to such things in the present day.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes and answers.

- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students record the audio of their answers.

Multisensory

- Using enlarged copies of the text material, have students highlight answers to questions.
- Have students display information and a summary for their presentations as slide shows.
- Have students collect examples from newspapers, magazines, and the Internet about the ways that the United States interacts with other countries. On a world map, have students locate the countries that are discussed in these articles.

Small Group Learning

- Have pairs or small groups create their reports and presentations.

Vocabulary

- Have students use the following vocabulary word: *foreign policy*.

Student Organization of Content

- Provide guiding questions and a rubric in print and digital formats to help students self-assess.
- Have students use papers, posters, scrapbooks, or slide presentations as tools for organizing content.
- Use the flashcards created in the previous lesson to review concepts.

Session 3: Goals of Foreign Policy

Prerequisite Understanding/Knowledge/Skills

- Students should understand the importance of the United States working with other countries.

Materials

(None)

Instructional Activities

1. Explain that United States foreign policy priorities reflect American political values, and cite and discuss some recent examples of this. Explain that the United States has several goals when conducting foreign policy. Display the following foreign policy goals of the United States, and give some recent examples of each:

United States foreign policy goals:

- **Fulfilling a commitment to preserve a peaceful world**
- **Promoting democratic values**
- **Protecting nations from aggression**
- **Encouraging market-oriented economies and free trade**
- **Safeguarding the global environment**
- **Advancing international cooperation**

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes and answers.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students record the audio of their answers.

Multisensory

- Using enlarged copies of the text material, have students highlight the answers to questions.

Small Group Learning

- Have pairs or small groups research a topic from the activity.

Vocabulary

- Have students use the following vocabulary words: *commitment, democratic values, aggression, market-oriented economy, free trade, global environment, international cooperation*.
- Place students in groups of four. Have each student choose two words. Using a glossary, talking dictionary, or an Internet dictionary, have each student determine the meaning of the word; write the definition in their own words; and create an illustration or memorable saying to go with the words. Then have students share their definitions with others in their group.

Student Organization of Content

- Have students create a chart that organizes their examples of United States foreign policy goals.

Session 4: Foreign Trade and Comparative Advantage

Prerequisite Understanding/Knowledge/Skills

- Students should understand that the United States has to interact with other countries on many levels.

Materials

- Plain white paper
- Notes on the concept of comparative advantage (see http://auburn.edu/~johnspm/gloss/comparative_advantage for assistance)
- Internet access

Instructional Activities

1. Ask students to name some issues that must be considered whenever the United States is determining whether to become involved in the affairs of a foreign country. Explain that in addition to the foreign policy goals discussed in the previous session, the United States is heavily involved in the global economy. Define *global economy*, emphasizing that Virginia and United States businesses have become multinational in their quest for resources, markets, and profits. Lead students to understand that because national economic interests are high on the list of priorities set by our federal government, the decision to become involved in the affairs of a foreign country may be guided by economic concerns. Guide students to realize that making foreign policy decisions often requires balancing competing or contradictory foreign policy goals.
2. Review the economic terms *absolute advantage*, *comparative advantage*, and *trade*. Provide examples to illustrate the concept of comparative advantage. Explain that total world production is greater when nations specialize in the production of those products that they can produce most efficiently. Display the following, and discuss both notes with the students to promote understanding of the concept of comparative advantage.

International trade provides Virginia and the United States with goods and services for which they do not possess absolute or comparative advantage.

Virginia and the United States benefit when they produce goods and services for which they have a comparative advantage and trade for other products.

3. Direct students to develop a chart illustrating the concept of comparative advantage. The chart should use actual products for examples. (NOTE: This could constitute a larger project for advanced students in which they research the actual costs of production of specific products to determine which countries have comparative advantage for those products and to explain why.)

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes and answers.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students record the audio of their answers.

Multisensory

- Using enlarged copies of the text material, have students highlight the answers to questions.

Community Connections

- Invite a speaker from a local business that relies on trade resources from other countries to discuss this relationship.

Small Group Learning

- Have students work in pairs to complete activities.

Vocabulary

- Place students in groups of three. Have each student choose a word. Using a glossary, talking dictionary, or an Internet dictionary, have each student determine the meaning of the word, write the definition in his/her own words, and create an illustration or memorable saying to go with the words. Then have students share their definitions with others in their group.

Student Organization of Content

- Provide students with a chart template in digital format.

Session 5: Foreign Policy Research

Prerequisite Understanding/Knowledge/Skills

- Students should understand that the United States depends on many other countries to support its economy.

Materials

- Internet access

Instructional Activities

1. Have students conduct research on North American Free Trade Agreement (NAFTA) in order to write a one-page paper reflecting the purpose of the agreement, the current status of the agreement, and whether it is considered successful. The paper should also indicate which countries are benefiting from the agreement.

OR

1. Allow students to select one of the following topics to research with the aim of developing a report explaining the current status of the U.S. foreign policy challenges involved:
 - Trade with China
 - Human rights abuses
 - Nuclear and biological arms control
 - The future of NATO
 - Curbing drug traffic
 - Global environment
 - North American Free Trade Agreement (NAFTA)
2. After students have finished their research, have those who researched the same topic confer together and pool their findings. Encourage them to use a graphic organizer such as a chart to merge their research. Then, have each group develop a three-to-five-minute oral report explaining the current status of the U.S. foreign policy challenges involved with the issue.
3. Have the groups present their completed reports to the class.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes and answers.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students record the audio of their answers.

Multisensory

- Using enlarged copies of the text material, have students highlight the answers to questions.

Small Group Learning

- For Activity 1, establish groups of three, and divide the responsibilities for online research, organization of content, and creating graphic displays or audiovisual content. All participants should be responsible for the presentation.

Vocabulary

- Have students use the following vocabulary words: *NATO*, *free trade*, *biological arms*.
- Place students in groups of three. Have each student choose a word. Using a glossary, talking dictionary, or an Internet dictionary, have each student determine the meaning of the word, write the definition in his/her own words, and create an illustration or memorable saying to go with the words. Then have students share their definitions with others in their group.

Student Organization of Content

- Provide the students with a rubric that details the responsibilities for the groups and their presentations and includes grading procedures.

Session 6: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

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

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Which does the president do when making foreign policy? A Declares war B Applies economic pressure* C Ratifies treaties D Confirms ambassadors</p> <p>2. World production is greater when A countries pass tariffs to limit imports. B nations specialize in products they can produce most efficiently.* C countries form cooperatives to prevent competition. D nations slow production of certain products in order to create a higher demand.</p> <p>3. The principle that countries should primarily produce goods they can generate at a relatively low cost and purchase goods they cannot is known as A supply and demand policy. B trade interdependence. C comparative advantage.* D national fiscal policy.</p> <p>4. A formal agreement between two or more sovereign nations is known as A a treaty.* B an executive agreement. C a pact. D a domestic policy.</p> <p>5. United States trade agreements promote fair and free trade by A eliminating import taxes and taxes on durable goods. B eliminating barriers and promoting competition.* C mandating fair labor practices for all nations. D making cheaper goods available to consumers and retailers.</p> <p>6. The primary goal of American foreign policy is to A safeguard the global environment. B advance international cooperation. C promote national interests.* D support third-world economies.</p>	<p>7. The economy in a country depends for the most part on the A amount of government involvement in economic decisions.* B choices of material used in the production of goods. C number of markets available. D adaptability to market demands.</p> <p>8. How does American foreign policy reflect national American political values? A It balances competing interests and represents compromise.* B It is driven by competing interest groups. C It is determined by Congress through public opinion polls. D It is determined by the president in conference with state legislators.</p> <p>9. International trade allows Virginia and the United States to A increase the size of their economies.* B remove competition in the marketplace. C reduce the dependence on foreign products. D decrease demand for consumer goods.</p> <p>10. Virginia does not enjoy an economic advantage in textiles because A the world-wide demand for textiles has decreased. B neither the raw materials nor a low wage labor pool is available in Virginia.* C Virginia has a high tariff on textile products, which discourages buyers. D High wages paid to Virginia workers increase the profit margin.</p>
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ORGANIZING TOPIC

Free Market and Other Economic Systems

Standard(s) of Learning

- GOVT.13 The student will demonstrate knowledge of how governments and economies in Mexico, the United Kingdom, and the People’s Republic of China compare with the government and the economy in the United States by
- d) comparing the degrees of government involvement in the economies.
- GOVT.14 The student will demonstrate knowledge of economic systems by
- a) identifying the basic economic questions encountered by all economic systems;
 - b) comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx;
 - d) explaining the relationship between economic freedom and political freedom;
 - e) examining productivity and the standard of living as measured by key economic indicators.
- GOVT.15 The student will demonstrate knowledge of the United States market economy by
- a) assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;
 - b) comparing types of business organizations;
 - c) describing the factors of production;
 - d) explaining the interaction of supply and demand;
 - e) illustrating the circular flow of economic activity;
 - f) analyzing global economic trends and the relationship of Virginia and the United States to the global economy.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Analyze primary and secondary source documents.
- Create and interpret 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.

Content

- Identify the three basic economic questions that every society must answer:
- What goods and services should be produced?
 - How should they be produced?
 - For whom are they produced?
- Explain that how a society answers these questions determines the type of economy it has.
- Explain that the type of economy a country has is determined by the amount of government involvement in economic decision making.

Describe the basic characteristics of traditional, free market, command, and mixed economies:

- 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.
- Free market economy:
 - Characterized by private ownership of property/resources, profit motive, competition, consumer sovereignty, and individual choice
 - Adam Smith was one of the founders of free market capitalism.
- Command economy:
 - Characterized by central ownership of property/resources, centrally-planned economy, and lack of consumer choice
 - Karl Marx provided the ideological foundation for communist/centrally-planned economies.
- Mixed economy
 - Individuals and businesses make decisions for the private sector.
 - Government makes decisions 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 are mixed economies.

Explain that the degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy:

- Democratic nations have a high degree of economic freedom and a high degree of political freedom.
- Authoritarian nations have limited economic freedom and limited political freedom.

Compare the economies in Mexico, the United Kingdom, and the People's Republic of China with the economy in the United States:

- Mexico: Market economy with government ownership of some major industries
- United Kingdom: Generally market economy and private ownership of property
- People's Republic of China: Command economy with an increasing importance for markets

Explain that formulation of economic policies requires an accurate understanding of economic indicators or measures of the economy's performance.

Identify indicators of economic performance:

- Gross Domestic Product (GDP) is the total dollar value of all final goods and services produced in a year.
- Consumer price index measures the monthly price changes of sample consumer goods and services.
- Unemployment rate is the percentage of the labor force without jobs.
- Balance of trade is the difference in dollar value between imports and exports.
- Stock market averages are select groups of stocks whose performance is averaged, and over time, the averages serve as an indicator for the market.
- Productivity is the amount of output per unit of input over a period of time.

Explain why productivity and the standard of living are generally higher in economies that have limited governmental planning and limited control of the economy.

Explain that *entrepreneurship* is the organizational abilities and risk-taking involved in starting a new business or introducing a new product.

Explain that the entrepreneur sees an economic need and tries to fill it.

Explain that entrepreneurs must have the freedom to start new business ventures but must accept the responsibilities of that freedom.

Explain that entrepreneurs must be willing to take risks, handle rejection, survive financial uncertainty, and make personal sacrifices.

Explain that *profit* is the difference between the revenue received from the sale of a good or service and the costs of providing that good or service.

Explain that profit is an entrepreneur's reward for taking a risk and succeeding.

Describe the relationship between entrepreneurship and economic independence as economic structures that provide freedom of choice and encourage entrepreneurship.

Describe the three basic ways that businesses organize to earn profits (the three types of profit-seeking business structures):

- 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

Explain that in a corporation, owners share in the profit, and their liability is limited to the amount of their investment.

Explain that the production of goods and services depends on four factors of production (basic categories of resources), which are interdependent in the production process, as follows:

- Labor, also called human resources, is any form of human effort used in the production of goods and services.
- Capital is human-made resources (e.g., tools, buildings, equipment) used in the production of other goods and services.
- Natural resources are items provided by nature that are used in the production of goods and services.
- An entrepreneur is the risk-taker who organizes the other resources for production.

Explain that all production depends on natural resources, which need capital for conversion to usable goods and labor to make the conversion.

Explain how the interaction of supply and demand in a market economy determines price.

Explain that *demand* is willingness and ability to buy various quantities of a good or service at various prices.

Explain that *supply* is willingness and ability to provide various quantities of a good or service at various prices.

Explain the Law of Demand: Quantity demanded varies inversely to price. If all else remains equal, the lower the price, the higher the quantity demanded, and the higher the price, the lower the quantity demanded.

Explain the Law of Supply: Quantity supplied varies directly with price. If all else remains equal, the lower the price, the lower the quantity supplied, and the higher the price, the higher the quantity supplied.

Identify factors other than price influencing demand: substitutes, complements, number of demanders, consumer preference, income

Identify factors other than price influencing supply: number of producers, technology, government policies, productivity of resources

Describe how households, businesses, and government are interdependent in a market economy.

Explain that resources, goods and services, and money constantly flow in a market economy.

Explain the circular flow of economic activity as the interaction of households, businesses, and the government:

- Households, which are owners of the factors of production, sell those resources to businesses.
- Businesses use the resources to produce goods and services that households want.
- Households use the money from the sale of resources to purchase goods and services.
- Businesses use the profits from the sale of goods and services to buy more productive resources.
- Government taxation policies and regulations may speed up or slow down the flow of resources, goods and services, and money in a market economy.

Explain that the economies of individual nations are interdependent.

Explain how the economy of the United States depends on resources and markets around the world for the production and sale of goods and services.

Explain that United States businesses have become multinational in their quest for productive resources, markets, and profits, and that they may move factories to other countries to reduce costs (off-shoring).

Describe how advances in technology allow businesses to get skilled work, such as engineering and accounting, done by people who remain in their home countries (i.e., to outsource this work); that this increases the supply of workers and holds wages and costs of production down; and that immigration brings workers into the country and also increases the supply of labor.

Explain that as foreign countries develop and grow, they demand more products and natural resources, such as oil, pushing up prices.

Explain that when the United States imports more goods and services than it exports, the difference is the trade deficit.

Explain that Canada, Mexico, the European Union, China, and Japan are the major trading partners of the United States.

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 Center on Japanese Economy and Business at Columbia Business School.” *Columbia Business School*. <http://www4.gsb.columbia.edu/cjeb>. This site offers computer-based resources for information on the business and economic issues of Japan.

“The Chinese Economy.” *Asian Info*. <http://www.asianinfo.org/asianinfo/china/pro-economy.htm>. This site presents both historical and current information on the economy of China.

“Comparative Advantage.” Auburn University. http://www.auburn.edu/~johnspm/gloss/index.html?http://www.auburn.edu/~johnspm/gloss/comparative_advantage.html. This site explains the economic concept of comparative advantage.

EarthTrends: The Environmental Information Portal. World Resources Institute. http://earthtrends.wri.org/country_profiles/index.cfm?theme=1&rcode=4. This site provides a searchable database of the world’s resources by country. It requires registration but is free.

“Economic Freedom of the World, 2001.” *Economic Freedom of the World: 2003 Annual Report*. <http://www.freetheworld.com/2003/1EFW2003ch1.pdf>. This site explains the meaning of economic freedom and the factors that affect it. Charts display related data for countries of the world.

National Council on Economic Education. <http://www.ncee.net/>. This site allows users to search for programs and resources to assist in teaching economic concepts and issues.

The World Factbook. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook/index.html>. This site provides searchable information on all countries.

Session 1: Review of Economics

Prerequisite Understanding/Knowledge/Skills

- Students should understand that economics is a social science.
- Students should understand how money, buying, and saving influence the economy.

Materials

- Textbook and other instructional resources

Instructional Activities

NOTE: Many of the concepts in this unit were taught in the Civics and Economics course that students typically take in grade 7; therefore, they should be familiar with the material to some degree.

1. Ask students to define the term *economics*, and record their responses. Then, instruct them to look up the definition and write it down. Hold a class discussion of the definition, ensuring that students fully understand it. Explain that countries have different economic systems or economies based, in part, on their governmental structures—i.e., the type of economy a country has is determined by the amount of government involvement in economic decision making.
2. Ask students to name and define the economy of the United States, and discuss this as a class.
3. Ask students to explain the terms *goods* and *services* as they are used in economics. Ask for examples of each to ensure that students understand the terms.
4. Display the following three basic economic questions that every society must answer, and explain that how a society answers these questions determines the type of economy it has.

What goods and services should be produced?

How should they be produced?

For whom are they produced?

5. Direct students to record these questions. Discuss them in terms of the United States economy, asking students to identify who answers these questions in our economy. Remind them that while companies determine what goods and services they will produce, the desires of consumers drive the final answer to these questions in our economic system. Discuss the role of the consumer in the U.S. economy.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record notes and answers.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students audio record their answers.

Multisensory

- Have students collect pictures and graphics that focus on economics to help them create a goods-and-services poster. The posters can be displayed in the classroom.

Community Connections

- Invite local business owners to discuss factors that influence their purchasing decisions for consumer use (e.g., quality, availability).

Small Group Learning

- Have pairs or small groups create the posters.

Vocabulary

- Have students use the following vocabulary words: *goods, services, economics, consumers*.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students create an illustration for each word. The illustrations may be included in their notebooks.
- Have students highlight key words in their assigned reading or research.

Student Organization of Content

- Have students use graphic-organizer software or drawing software to create a chart for gathering information.
- Provide students with note-taking guidelines or slot notes for the class discussion and presentations.

Session 2: Economic Systems

Prerequisite Understanding/Knowledge/Skills

- Students should be familiar with the geographic locations and related factors of given countries.

Materials

- Attachment A: Notes on Economic Systems
- Attachment B: Economic Freedoms
- Internet access
- Textbook and other instructional resources

Instructional Activities

The following authoritative Web sites will be helpful in the study of the economies of Mexico, the United Kingdom, and the People's Republic of China:

- <https://www.cia.gov/library/publications/the-world-factbook/geos/mx.html>
- <http://www.state.gov/r/pa/ei/bgn/35749.htm>
- <https://www.cia.gov/library/publications/the-world-factbook/geos/uk.html>
- <http://www.state.gov/r/pa/ei/bgn/3846.htm>
- <https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html>
- <http://www.state.gov/r/pa/ei/bgn/18902.htm>
- <http://www.asianinfo.org/asianinfo/china/pro-economy.htm>.

1. Explain that there are four basic economic systems. Emphasize that the amount of government involvement in the economy determines a country's economic system.
2. Distribute copies of Attachment A, and review the chart with students. Provide examples of each type of economic system based on research conducted on the economies of Mexico, the United Kingdom, and the People's Republic of China. Alternatively, have students research the economies of these countries and prepare a report for the class. Discuss the impact competition has in each of these types of economies. Remind students that competition often contributes to better quality products, and ask students to suggest reasons for this.
3. Distribute copies of Attachment B, and instruct students to complete the chart, using the textbook, other instructional resources, and the Internet. You may wish to make this a long-term assignment.

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research.
- Provide students with a rubric and assignment sheets in digital format.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students record the audio of their answers.

Multisensory

- Have students create a cinquain collage poster on the topic of command economy or free market economy.

Community Connections

- Show a clip from Oliver Stone's *Wall Street* where Gordon Gekko (Michael Douglas) delivers his "greed" speech at a shareholders' meeting. Use the following questions to guide students' viewing: Is greed good? How did greed build America? If unchecked, how can greed be negative for America? Who is responsible for controlling or regulating these parts of the economic process?

Small Group Learning

- Have pairs or small groups create a music video or a slide presentation that explains the three basic economies.
- Have pairs research Adam Smith or Karl Marx.

Vocabulary

- Have students use the following vocabulary words: *private ownership, profit competition, consumer sovereignty, private sector, public sector, restrictive, occupations, income regulations*.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students create an illustration for each word. The illustrations may be included in their notebooks.
- Have students highlight key words in their assigned reading.

Student Organization of Content

- Have students use graphic-organizer software or drawing software to create a chart for gathering information.
- Provide students with note-taking guidelines or slot notes for the class discussion and presentations.
- Provide a guided-reading question sheet to help them with their biographical research. Categories should include: Name, Date of Birth, Place of Birth, Author of, Concepts, Ideas, and Beliefs.

Session 3: Economic and Political Freedoms

Prerequisite Understanding/Knowledge/Skills

- Students should be able to use computers.
- Students should understand that buying and selling influence the economy.

Materials

- Plain white paper
- Pencils

Instructional Activities

1. Display the following:

The degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy:

- **Democratic nations have a high degree of economic freedom and a high degree of political freedom.**
- **Authoritarian nations have limited economic freedom and limited political freedom.**

Discuss these statements and the reasons they are true. Cite examples.

2. Instruct each student to develop a chart that reflects the relationship between economic freedom and political freedom.

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students record the audio of their answers.

Multisensory

- Have students create a bulletin-board display with pictures that depicts the concepts of economic and political freedoms. They may use yarn to show the connections between images or concepts.

Community Connections

- Have students discuss the economic and political freedoms and limitations that they experience in their own lives. How do these restrictions affect their consumer choices?

Small Group Learning

- Have two groups of students work on the different sections for the bulletin board display—political freedoms or economic freedoms.

Vocabulary

- Have students use the following vocabulary words: *democratic authoritarian, degree*.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students create an illustration for each word. The illustrations may be included in their notebooks.
- Have students highlight key words in their assigned reading and research.

Student Organization of Content

- Have students use graphic-organizer software or drawing software to create a chart for gathering information.
- Provide students with note-taking guidelines or slot notes for the class discussion and presentations.
- Provide a blank chart template on political and economic relationships for students to fill out after completing the bulletin board assignment. This can become a study guide.

Session 4: Economic Indicators

Prerequisite Understanding/Knowledge/Skills

- Students should be able to conduct research using a variety of resources.

Materials

(None)

Instructional Activities

1. Explain that just as the health of a person's body is measured by temperature and other medical indicators such as blood pressure, several indicators measure the health of a country's economy. This is important because formulation of economic policies requires an accurate understanding of economic indicators or measures of the economy's performance. Display the following indicators of economic performance, and discuss each one with students, providing examples:

Gross Domestic Product (GDP) is the total dollar value of all final goods and services produced in a year.

Consumer price index measures the monthly price changes of sample consumer goods and services.

Unemployment rate is the percentage of the labor force without jobs.

Balance of trade is the difference in dollar value of imports and exports.

Stock market averages are select groups of stocks whose performance is averaged, and over time, the averages serve as an indicator for the market.

Productivity is the amount of output per unit of input over a period of time.

2. Ask students to explain why productivity and the standard of living are generally higher in economies that have limited government planning and limited control of the economy.

Specific Options for Differentiating This Lesson

Technology

- Locate magazines and newspapers online.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students record the audio of their notes and research.
- Provide students with a rubric and assignment sheets in digital format.
- Have students use word processors to record vocabulary and notes.

Multisensory

- Have students create a GDP (Gross Domestic Product) collage based on the following information:
Consumer Spending + Investment Spending + Government Spending + Exports = GDP
- Involve students in a stock market simulation.
- Have students play the board game LIFE. Ask them to note the things in the game that could be considered economic indicators.

Community Connections

- Invite a stockbroker to discuss economic indicators.

Small Group Learning

- Have small groups choose a stock and track the gains and losses over a set period of time. This information should be graphed daily.

Vocabulary

- Have students use the following vocabulary words: *gross domestic product, balance of trade, consumer price index, stock market average, unemployment rate, stock market average, Dow Jones, productivity, standard of living*.
- Have students play a drawing game such as *Pictionary*, using key terms from the unit.
- Have students highlight key words in their assigned reading and research.

Student Organization of Content

- Have students use graphic-organizer software or drawing software to create a chart for gathering information.
- Provide students with note-taking guidelines or slot notes for the class discussion.

Session 5: Research on Indicators of Economic Performance

Prerequisite Understanding/Knowledge/Skills

- Students should understand economic indicators.

Materials

- Attachment C: Indicators of Economic Performance
- Internet access
- Textbook and other instructional resources

Instructional Activities

1. Distribute copies of Attachment C, and have students gather the information necessary to complete the chart, using the textbook and other instructional resources, as well as the Internet. The following Web site may be helpful: <https://www.cia.gov/library/publications/the-world-factbook/index.html>.
2. Discuss the results of the students' research. Ask students to identify the countries that seem to have the healthiest economies and the types of governments that exist in those countries. Discuss the correlation, if any, between the type of government and the health of a country's economy.

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research.
- Provide students with Attachment C in digital format.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).
- Have students record the audio of their notes and research.

Multisensory

- Have students research a specified country. Have them fill in the information on a digital slide template that will be compiled for a presentation. Students may also choose to use graphics to reinforce their points.

Community Connections

- To show the influence of other countries' products on our economy, have students document items that they use that are made outside of the United States. Have them write the name of the item and country. Compile and graph the results.

Small Group Learning

- Have student pairs complete the activities.

Vocabulary

- Have students use the following vocabulary words: *gross domestic product, balance of trade, consumer price index, stock market average, unemployment rate, Dow Jones, productivity, standard of living*.
- Have students highlight key words in their assigned reading and research.

Student Organization of Content

- Have students use Attachment C to help them organize the content. Provide Attachment C in a digital format.
- If groups are presenting the information, have students use Attachment C as a note-taking tool.

Session 6: Factors That Influence Profit

Prerequisite Understanding/Knowledge/Skills

- Students should be able to compare and contrast.
- Students should be able to formulate conclusions from a variety of materials.

Materials

- Information about the costs of running various businesses

Instructional Activities

1. Ask students to suggest answers to the questions, “Who meets the needs of consumers in the United States economy? Why would people attempt to meet the needs of consumers?” Ensure that students understand that business owners seek to meet the needs of consumers in order to earn a profit.
2. Explain that *entrepreneurship* requires organizational abilities and risk-taking on the part of entrepreneurs to start a new business or introduce a new product. Entrepreneurs contribute to the United States economy. Ask students to define the term *entrepreneur* and determine what an entrepreneur does. Display the following, and discuss:

Entrepreneurs take the risk of starting businesses and introducing new products as they recognize and try to fill an economic need. They plan to earn a profit for their efforts.

Emphasize that entrepreneurs must have the freedom to start new business ventures but must accept the responsibilities of that freedom. Economic structures that provide freedom of choice encourage entrepreneurship. Entrepreneurs must be willing to take risks, handle rejection, survive financial uncertainty, and make personal sacrifices. Profit is an entrepreneur’s reward for taking a risk and succeeding.

3. Ask students to define the term *profit*. Make sure students understand that profit is the difference between the revenue received from the sale of a good or service and the costs of providing that good or service—in other words, it is the amount of money left after a business pays its operating expenses. Ask students to list the operating expenses of various businesses, using teacher-provided data.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book and using a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Create a bulletin board, using the information gathered from the Community Connections activity.

Community Connections

- Have students record a sample of businesses visible in their local communities, such as restaurants, dry cleaners, and department stores. Compile the information from the class, and graph it. As a class, examine the results, and consider why there might be more of some businesses than others.

Small Group Learning

- Have student pairs complete activities.

Vocabulary

- Have students use the following vocabulary words: *profit*, *entrepreneur*, *operating expenses*, *risks*.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students create an illustration for each word. The illustrations may be included in their notebooks.
- Have students highlight key words in their assigned reading and research.

Student Organization of Content

- Provide students with note-taking guidelines or slot notes to help them contribute to discussions.

Session 7: Factors of Production

Prerequisite Understanding/Knowledge/Skills

- Students should understand the concept of production.

Materials

- Textbook and other instructional resources
- Internet access

Instructional Activities

1. Explain that the production of goods and services depends on four factors of production (basic categories of resources), which are interdependent in the production process. Display the following four factors of production, and discuss them:

Labor, also called human resources, is any form of human effort used in the production of goods and services.

Capital is human-made resources (e.g., tools, buildings, equipment) used in the production of other goods and services.

Natural resources are items provided by nature that are used in the production of goods and services.

An entrepreneur is the risk-taker who organizes the other resources for production.

Explain that all production depends on natural resources, which need capital for conversion to usable goods and labor to make the conversion.

2. Ask students to suggest ways an entrepreneur may acquire the money needed to start a business. Divide the class into groups, and assign a small product to each group. Instruct each group to determine the resources it will need to develop, produce, and market the product, as well as how it will get the money required. Allow time for students in each group to work together to determine these things. Guide them throughout the exercise by asking questions such as the following:
 - What tools, buildings, and other equipment (capital) will be needed?
 - Will rent have to be paid?
 - Will employees (human resources) be needed to help?
 - Will employee benefits be provided to the employees?
 - What natural resources will be needed?
 - What will be the source of the money?
3. Encourage students to begin to examine what it takes to operate a business. Allow students to work on this for the remainder of the class session. Instruct each group to prepare a report that will explain how it addressed the various questions. (NOTE: This one-session activity could become a large project spanning several weeks and requiring students to research actual production costs of a particular product for a class presentation.)

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Using a graphic showing the outline of a house, have students label the rooms with the factors of production (e.g., labor in the kitchen, natural resources in the bathroom).
- Have students create a mobile that includes the factors of production.

- Have students create a slide presentation that focuses on the factors of the production.

Community Connections

- Invite a local entrepreneur or a small business owner to discuss the factors of production.

Small Group Learning

- Have small groups or pairs complete Activity 2.

Vocabulary

- Have students use the following vocabulary words: *products, capital, natural resources, rent, benefits, labor, employees, factors of production*.
- Have students use a print or a digital thesaurus to find a synonym for each vocabulary word. When appropriate, have students create an illustration for each word. These can then be included in their notebooks.
- Have students highlight key words in their assigned reading and research.

Student Organization of Content

- For use during the lecture in Activity 1, provide a handout with blank spaces for student responses, that lists key concepts and questions. Use the board or the overhead to clarify student responses. This form should also be provided in digital format.
- Provide students with an Activity 2 rubric so they can self-assess.

Session 8: Types of Profit-Seeking Business Structures

Prerequisite Understanding/Knowledge/Skills

- Students should understand that businesses differ in functions and sizes.

Materials

- Textbook and other instructional resources
- Internet access

Instructional Activities

1. In regard to step 2 in the previous session, ask whether any students considered getting business-start-up money from other people. Explain that often entrepreneurs choose to share the risk of producing a product or service by acquiring partners or accepting shareowners. Display the following three basic ways that businesses organize to earn profits (i.e., the three types of profit-seeking business structures):

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. In a corporation, owners share in the profit, and their liability is limited to the amount of their investment.

2. Ask students to recall the previous exercise and share which business structures they designed. Discuss with the students the benefits and disadvantages of each of these business structures. Ask them which one they would want to be involved in and to explain why.

Specific Options for Differentiating This Lesson

Technology

- Have students use graphic-organizer software or drawing software to create a chart for organizing research and notes.
- Have students record the audio of their notes and research on the various cases that are examined.
- Provide students with a rubric and assignment sheets in digital format.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Using a local phone book or by taking a walking tour of the community, have students compile a list of businesses. Have students group these businesses by type or industry.
- Have students choose one business from each type or industry category and highlight its characteristics on a poster. Photos, graphics, and other materials may be used.

Community Connections

- Invite a local business owner in to discuss how he/she started the business. Have students group the business by type or industry.

Small Group Learning

- Have pairs of students complete the activities.

Vocabulary

- Have students use the following vocabulary words: *sole proprietorship*, *shareholders*, *partnership*, *limited liability*, *corporation*, *benefits*, *disadvantage*.

- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students create an illustration for each word. The illustrations may be included in their notebooks.
- Have students highlight key words in their assigned reading and research.

Student Organization of Content

- Have students use graphic-organizer software or drawing software to create a Venn diagram of the three business structures.
- Provide students with note-taking guidelines or slot notes for the class discussion and presentations.

Session 9: Economic Performance in the United States

Prerequisite Understanding/Knowledge/Skills

- Students should understand that the use of money in society influences the success of the United States.

Materials

- Attachment D: Economic Performance in the United States
- Textbook and other instructional resources
- Internet access

Instructional Activities

1. Distribute copies of Attachment D, and review the information students will be researching.
2. Have students do research to fill in the missing information. Then, have them develop a chart to display the information.
3. Discuss with students the importance of knowing such data and the uses of this type of information.

Specific Options for Differentiating This Lesson

Technology

- Use software to create a pie chart to show each of the areas listed on Attachment D.
- Have students record the audio of their notes and research on the various cases that are examined.
- Provide students with assignment sheets in digital format.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book and use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Have students collect images that represent each of the sectors of the economy identified in Attachment D and create a collage. A pie graph could substitute for the images used to create their collages.

Small Group Learning

- Have student pairs or small groups complete the activities.

Vocabulary

- Have students use the following vocabulary words: *industry, small business, corporations, military service sector, nonprofit business*.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students illustrate the words. The illustrations may be included in their notebooks.
- Have students highlight key words in their assigned reading and research.

Student Organization of Content

- Have students use Attachment D to document research and organize content.
- Provide students with note-taking guidelines or slot notes to help them contribute to class discussion and presentations.

Session 10: Supply and Demand

Prerequisite Understanding/Knowledge/Skills

- Students should understand the concept of supply and demand.

Materials

- Attachment E: Supply and Demand

Instructional Activities

1. Explain that consumer demand contributes to the decision by entrepreneurs to produce particular products. Discuss the fact that available supply plus consumer demand determines the price of a particular product. Then, distribute copies of Attachment E, and discuss the concepts on the chart.
2. Present several scenarios to help students understand the concept of supply and demand. For example:
 - Announce that you have 20 concert tickets for a band that is extremely popular with students their age. Tell each student to imagine that he/she has \$100 to spend within the next two months. Ask how many students would buy a ticket for \$100. You probably will not have many buyers. Lower the price in \$20 increments until several students are willing to buy a ticket at a reduced price. Continue to lower the price until more students will buy. Explain that this demonstrates how entrepreneurs can set the price for a product or service as high as they want, but that price will work only as long as consumers are willing to pay that amount for the product—i.e., only as long as there is a *demand* for the product at that price. When the product does not sell for that amount, the entrepreneur must lower the price to sell the product.
 - Next, tell students you have the 3 remaining tickets to see the popular band before it is sold out. Ask how many students would buy a ticket for \$100; for \$80; for \$60; etc. Explain that as the supply of the desired product decreases, you are able to charge more for the product even though its production cost did not increase.
3. Ask the students to share their observations from the exercise, and discuss them as a class. Review the Law of Demand and the Law of Supply, and give examples:
 - Law of Demand: Quantity demanded varies inversely to price. If all else remains equal, the lower the price, the higher the quantity demanded, and the higher the price, the lower the quantity demanded.
 - Law of Supply: Quantity supplied varies directly with price. If all else remains equal, the lower the price, the lower the quantity supplied, and the higher the price, the higher the quantity supplied.

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research on the various cases that are examined.
- Provide students with a rubric and assignment sheets in digital format.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Community Connections

- Invite a clothing retailer or salesperson to discuss the objectives of sales events.

Small Group Learning

- Divide students into groups of producers and consumers to write their evaluations.

Vocabulary

- Have students use the following vocabulary words: *consumer, demand, supply, market price, consumer, equilibrium, surplus, market price, dollar vote*.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students illustrate the words. The illustrations may be included in their notebooks.
- Have students find and highlight key words in their reading and research.

Student Organization of Content

- Provide students with an evaluation handout and guided questions about their participation in the supply-and-demand game. Questions may include: What happened when Starburst demand was high relative to supply? How would this shortage affect price? How does a lack of productivity affect profit margin?

Session 11: Circular Flow of Economic Activity

Prerequisite Understanding/Knowledge/Skills

- Students should understand how supply and demand influence the economy.

Materials

- Attachment F: Circular Flow of Economic Activity

Instructional Activities

1. Explain the circular flow of economic activity as the interaction of households, businesses, and the government. Distribute copies of Attachment F, and review it with students. Emphasize the following:
 - Households, which are owners of the factors of production, sell those resources to businesses.
 - Businesses use the resources to produce goods and services that households want.
 - Households use the money from the sale of resources to purchase goods and services.
 - Businesses use the profits from the sale of goods and services to buy more productive resources.
 - Government taxation policies and regulations may speed up or slow down the flow of resources, goods and services, and money in a market economy.
2. Instruct students to develop a similar economic flow chart that names actual products and services so as to demonstrate their comprehension of the circular flow pattern.

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research on the various cases that are examined.
- Provide students with a rubric and assignment sheets in digital format.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book and use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Have students create a poster or multimedia graphic to depict the products and services they created in their economic flow charts.

Community Connections

- Invite a local, small business owner in to discuss the goods and services he/she sells.

Small Group Learning

- Have student pairs complete the activities.

Vocabulary

- Have students use the following vocabulary words: *circular flow*, *household*, *firms*.
- Have students highlight key words in their assigned reading and research.

Student Organization of Content

- Have students use graphic-organizer software or drawing software to create a chart for organizing content.
- Provide students with note-taking guidelines or slot notes for the class discussion and presentations.

Session 12: The Benefits of Natural Resources

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read an atlas.

Materials

- Atlases and other instructional resources
- Internet access

Instructional Activities

The following Web sites may be helpful in the study of natural resources:

- <https://www.cia.gov/library/publications/the-world-factbook/index.html>
 - http://earthtrends.wri.org/country_profiles/index.cfm?theme=1&rcode=4
1. Have students research, using atlases and other available resources, the natural resources of teacher-specified countries. Be sure to select countries that have a lot of resources and others that have limited natural resources (e.g., United States, Japan, Ghana, Ethiopia, and Columbia).
 2. After students have had time to complete their research, ask them to share their findings. Ask students to suggest what benefits are enjoyed by countries that have many natural resources. Also, ask what problems countries with few natural resources commonly have.

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research on the various cases that are examined.
- Provide students with a rubric and assignment sheets in digital format.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book and use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Have students create a poster or multimedia graphic that depicts the research on their assigned countries.

Community Connections

- Invite a parent or school volunteer, who has lived in another country, to discuss the natural resources in that country.

Small Group Learning

- Arrange students in small groups and assign a country to research and share their findings (see Activity 2).

Vocabulary

- Have students use the following vocabulary words: *interdependence*, *absolute advantage*, *trade specialization*, *comparative advantage*.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students illustrate the words. The illustrations may be included in their notebooks.
- Have students highlight key words in their assigned reading and research.

Student Organization of Content

- Have students use a guided handout in chart form to complete Activity 2.

Session 13: Assessment

Materials

- Attachment G: Sample Assessment Items

Instructional Activities

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

Attachment A: Notes on Economic Systems

Traditional Economy	Free Market Economy	Command Economy	Mixed Economy
Economic decisions are based on custom and historical precedent.	Characterized by <ul style="list-style-type: none"> • private ownership of property/resources • profit motive • competition • consumer sovereignty • individual choice 	Characterized by <ul style="list-style-type: none"> • central ownership of property/resources • centrally planned economy • lack of consumer choice 	Individuals and businesses make decisions for the private sector.
People often perform the same type of work as their parents and grandparents, regardless of ability or potential.	Adam Smith was one of the founders of free market capitalism.	Karl Marx provided the ideological foundation for communist/centrally planned economies.	Government makes decisions 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 are mixed economies.

Attachment B: Economic Freedoms

Determine the levels of economic freedom of the countries on the chart. Under each heading, give each country a score of 1 to 5 according to the scale below, and include information in the appropriate cell to justify your ranking.

- 5 = unlimited economic freedom
- 4 = limited government regulation
- 3 = moderate government regulation
- 2 = restrictive government regulation
- 1 = most restrictive government regulation

The following Web site may be helpful in this activity: <http://www.freetheworld.com/2003/1EFW2003ch1.pdf>.

Economic Freedoms Chart							
Country	Ability to earn money	Right to make choices about where to save and how much	Right to purchase property	Right to spend incomes on goods and services	Right to choose occupations or change jobs	Right to open new business	Total Points
United States							
Mexico							
United Kingdom							
People's Republic of China							
Vietnam							
Japan							
Iran							

Attachment C: Indicators of Economic Performance _____

Country	Gross Domestic Product (GDP)	Consumer Price Index	Unemployment Rate	Balance of Trade	Stock Market	Productivity
United States						
Mexico						
United Kingdom						
China						
Vietnam						
Guatemala						
Iran						
Afghanistan						
Saudi Arabia						
Ghana						
Liberia						
Japan						
Australia						
Brazil						
Panama						
Canada						

Attachment D: Economic Performance in the United States _____

Complete the following information on jobs in the United States. Then, develop a chart that reflects the data listed below.

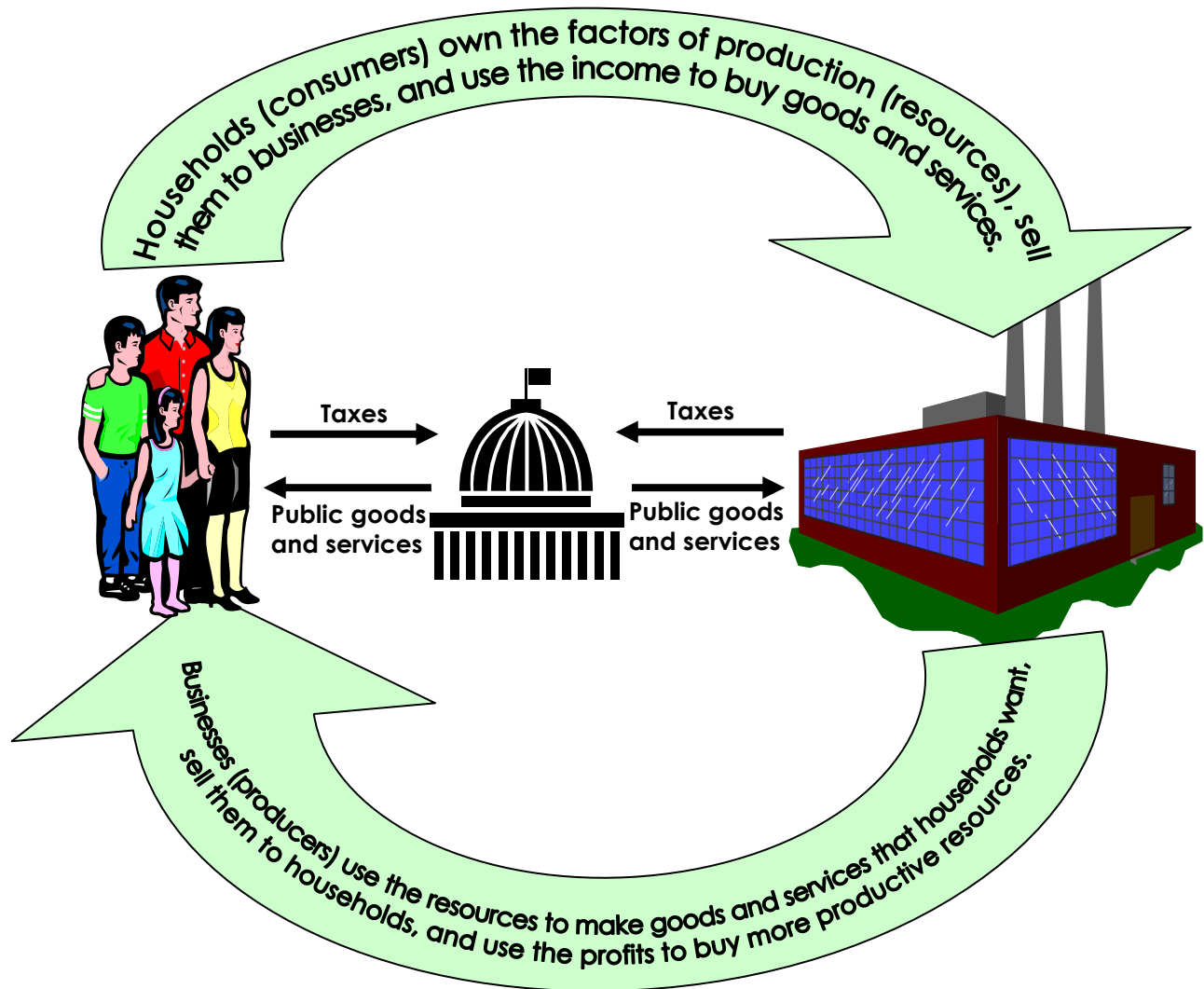
1. The current employment rate in the United States is_____.
2. _____ Americans are currently employed in some capacity in the United States.
3. _____ are employed in industry.
4. _____ are employed in large corporations.
5. _____ are employed in the service sector.
6. _____ are employed in government jobs.
7. _____ are employed in the military.
8. _____ are employed in non-profit businesses.
9. _____ are employed in small businesses.
10. (additional teacher-specified information)

Attachment E: Supply and Demand

The interaction of supply and demand in a market economy determines price.

	Definition	Laws	Determinants	Equilibrium
Demand	Willingness and ability to buy various quantities of a good or service at various prices	Law of Demand: Quantity demanded varies inversely to price. If all else remains equal, the lower the price, the higher the quantity demanded, and the higher the price, the lower the quantity demanded.	Factors other than price influencing demand include substitutes, complements, number of demanders, consumer preference, and income.	The point where supply and demand balance each other; below this point is a shortage, and above this point is a surplus.
Supply	Willingness and ability to provide various quantities of a good or service at various prices	Law of Supply: Quantity supplied varies directly with price. If all else remains equal, the lower the price, the lower the quantity supplied, and the higher the price, the higher the quantity supplied.	Factors other than price influencing supply include number of producers, technology, government policies, and productivity of resources	The point where supply and demand balance each other; below this point is a shortage, and above this point is a surplus.

Attachment F: Circular Flow of Economic Activity



Attachment G: Sample Assessment Items

Asterisk () indicates correct answer.*

1. List the three basic economic questions, and explain who answers the questions in an economic system.

2. Briefly describe a free market economy.

3. Briefly describe a command economy.

4. Which indicator of economic performance is the total dollar value of all goods and services produced in a year?

A Consumer Price Index
 B Gross Domestic Product*
 C Product Revenue Index
 D Economic Advantage List

5. Productivity is measured by the

A amount of output per unit of input over a period of time.*
 B total profit a company earns in a quarter.
 C amount consumers purchase over a specified period of time.
 D total amount of raw materials ordered by industry.

6. Which type of economic system is based on private ownership of property and the profit motive?

A Traditional
 B Command
 C Socialist
 D Free market*

7. Who holds the most power in a free market system?

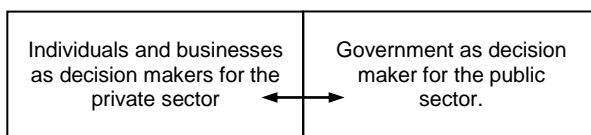
A Consumers*
 B Producers
 C Economists
 D Suppliers

8. The interaction of supply and demand in the American marketplace

A is heavily regulated by the government.
 B is based on a command economy.
 C takes place only in mixed economies.
 D determines the price of a good or service.*

9. The most likely effect of scarcity on the price of oil is

A the price will stay the same.
 B no effect on price.
 C the price will decrease.
 D the price will increase.*



10. The chart above describes what type of economy?

A Mixed*
 B Traditional
 C Command
 D Free market

ORGANIZING TOPIC

Government and the Economy

Standard(s) of Learning _____

- GOVT.14 The student will demonstrate knowledge of economic systems by
- c) evaluating the impact of the government’s role in the economy on individual economic freedoms.
- GOVT.16 The student will demonstrate knowledge of the role of government in the Virginia and United States economies by
- a) analyzing the impact of fiscal and monetary policies on the economy;
 - b) describing the creation of government-provided goods and services that are not readily produced by the market;
 - c) examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace;
 - d) understanding the types and purposes of taxation.

Essential Understandings, Knowledge, and Skills _____

Correlation to
Instructional Materials

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

- Analyze primary and secondary source documents. _____
- Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. _____
- Analyze political cartoons, political advertisements, pictures, and other graphic media. _____
- Distinguish between relevant and irrelevant information. _____
- Evaluate 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. _____

Content

- Explain that maintaining freedom of choice in the marketplace is the basis of the free-enterprise system and that government plays a limited but important role in protecting individual economic freedoms. _____
- Identify economic freedoms of individuals:
- Ability to earn money _____
 - Right to purchase property _____
 - Right to spend incomes on goods and services _____
 - Right to choose occupations or change jobs _____
 - Right to make choices about where and how much to save _____
 - Right to start new businesses _____
- Explain that individuals have the right to the basic economic freedoms enjoyed in a free market society and that the government is responsible for protecting these freedoms. _____
- Describe how government’s role in protecting these economic freedoms has been to create certain consumer-protection laws and agencies. _____
- Explain that two major instruments for influencing economic activity are fiscal and monetary policies. _____

Describe how fiscal and monetary policy influence economic activity:

- Changes in fiscal and monetary policies can stimulate or slow the economy.
- The Federal Reserve Board controls monetary policy by changing the availability of loanable funds and/or adjusting interest rates.

Explain that three instruments of monetary policy are reserve requirements, discount rates, and open-market operations.

Explain that the government can use fiscal policies, which are changes in taxing, changes in spending, and the issue of government bonds, to influence economic activity.

Explain why government-provided public goods and services, sometimes called “collective” goods and services, benefit many but would not be available to everyone if individuals or private businesses had to provide them.

Explain that taxes and/or fees pay for the production of government-provided goods and services.

Identify some examples of goods and services provided by the government:

- Infrastructure
- Public health and safety services
- Public schools

Identify reasons why government provides public goods and services:

- It is more efficient.
- The goods or services may benefit everyone, not only the purchaser.
- The value of the goods or services is greater than most individual consumers could afford.
- It promotes economic equity.

Explain why protecting the environment is a public service.

Explain that the government sets regulations and levies fees to ensure that the producer pays all costs resulting from polluting and that it also subsidizes pollution reduction efforts.

Explain that property rights of an individual are relative and limited.

Explain that individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law; however, the rights of the society as a whole rank above those of the individual.

Explain that contracts are legally binding.

Explain that individuals enter into agreements (contracts) with one another to buy and sell goods and services and that whether written or oral, these agreements are legally binding.

Explain how governmental agencies have been created to ensure consumer safety and protect against fraud and deception:

- The Consumer Product Safety Commission ensures safety of products other than food, drugs, and cosmetics.
- The Food and Drug Administration ensures the safety of food, drugs, and cosmetics.

Explain that the United States government creates laws and agencies to regulate production and exchange activities, conduct research, and establish guidelines for consumer rights and safety and that the government can also intervene in labor-management relations and regulate competition in the marketplace.

Explain that the government can intervene in labor-management relations and can regulate competition in the marketplace.

State that the power to tax is the first among the expressed powers of Congress.

Explain that income taxes paid by individuals and corporations are the largest single source of governmental revenue today.

Explain that taxation is used not only to raise revenue but also to regulate or discourage some activities.

Identify the types of taxes:

- Income tax (16th Amendment)
 - Individual income tax
 - Corporate income tax
- Payroll taxes
- Customs duties
- Sales tax
- Real estate and personal property taxes
- Proportional tax (flat tax)

Describe how the governments of Virginia and the United States finance the operations of government through the taxes that are collected from individuals and corporations.

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 the Bureau of Consumer Protection. The Federal Trade Commission. <http://www.ftc.gov/bcp/about.shtm>. This site presents information on the federal Bureau of Consumer Protection and its work.

Board of Governors of the Federal Reserve System. <http://www.federalreserve.gov/>. This site provides access to information on the Federal Reserve System and its offerings, ranging from personal economics education to news concerning U.S. monetary policy.

Labor Management Relations Update. <http://www.usda.gov/da/employ/Dues%20Advisory.pdf>. This file presents a situation concerning union dues allotment and agency liability.

“Security Council.” United Nations. <http://www.globalpolicy.org/security/index.htm>. This site contains information on the membership and operations of the United Nations Security Council. It includes President Bush’s Official Draft of the Plan for Free Market Economy in Iraq.

United States Department of State. <http://www.state.gov/e/eeb/tpp/ipe/index.htm>. This site includes information on protecting intellectual property rights.

United States Environmental Protection Agency. <http://www.epa.gov/>. This site contains information on EPA efforts to fulfill its missions of protecting human health and safeguarding the natural environment.

Session 1: Protecting Economic Freedoms

Prerequisite Understanding/Knowledge/Skills

- Students should understand how supply and demand influences the economy.
- Students should understand that laws protect the rights of all citizens.

Materials

- Internet access

Instructional Activities

The following Web site may be of assistance in the study of the ways the federal government protects consumers:
<http://www.ftc.gov/bcp/about.shtm>.

1. Explain that maintaining freedom of choice in the marketplace is the basis of the free-enterprise system and that government plays a limited but important role in protecting individual economic freedoms. Display the following list of individual economic freedoms in a free market economy, and ask students how the government protects each one:

Economic freedoms of individuals

- **Ability to earn money**
 - **Right to purchase property**
 - **Right to spend incomes on goods and services**
 - **Right to choose occupations or change jobs**
 - **Right to make choices about where and how much to save**
 - **Right to start new businesses**
2. Continue discussion by describing how government's role in protecting these economic freedoms has been to create consumer-protection laws and agencies, such as the Bureau of Consumer Protection, which is a part of the Federal Trade Commission (FTC). Inform students that various laws at both the federal and state levels regulate consumer affairs. Among them are the federal Fair Debt Collection Practices Act, Fair Credit Reporting Act, Truth in Lending Act, Fair Credit Billing Act, and Gramm-Leach-Bliley Act. Many states have a Department of Consumer Affairs devoted to regulating certain industries and protecting consumers who purchase goods and services from those industries.
 3. Provide some examples of actual legislation and other regulations the government has put in place to protect consumers. Explain why the government passed these laws. For example, the right to purchase property was once denied to certain ethnic groups in certain locations, so the government established laws to guarantee that all individuals have the right to purchase a home in the neighborhood of their choice. The right to employment was once denied to certain individuals due to handicapping conditions, so the government passed laws that protect the right of the disabled to gain employment. Ask students to suggest other situations that may have contributed to legislation to protect the economic freedoms of individuals in a free market economy.

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research on the various cases that are examined.
- Provide students with a rubric and assignment sheets in digital format.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Have students create their own mock financial plans by researching local banks and their offerings. Have them select the bank at which they would open an account and explain their rationale. Have them create advertisements for the banks they have selected.

Community Connections

- Invite a local banker to discuss how his/her bank supports start-up businesses.

Small Group Learning

- Have students create and role-play a scenario that is discussed in Activity 3. Then discuss the examples of economic freedoms presented in the role-play.

Vocabulary

- Have students use the following vocabulary words: *consumer, demand, supply, market price, consumer, equilibrium, surplus, dollar vote, free market, economic freedoms*.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students illustrate the words. The illustrations may be included in their notebooks.
- Have students highlight key words in their assigned reading and research.

Student Organization of Content

- Have students create an idea web for the economic freedoms of a free market economy. Label the center circle in the web “Economic Freedoms.” Examples from the role-plays may be included.

Session 2: Fiscal and Monetary Policies

Prerequisite Understanding/Knowledge/Skills

- Students should understand the concept of a cycle.
- Students should understand the concept of supply and demand.

Materials

- Balloon
- Internet access

Instructional Activities

The following Web site may be helpful in the study of economic cycles:

<http://www.agclassroom.org/gan/timeline/index.htm>.

1. Ask students who have savings accounts to raise their hands. Then, ask the students with such accounts whether they know how much interest their accounts are earning. Also, ask what determines the interest rate they will earn.
2. Ask students to define the term *fiscal*, and discuss the definition to ensure that everyone understands it. Explain that the governmental fiscal and monetary policies change in order to stimulate or slow down the economy. Illustrate this concept with the following demonstrations:
 - Blow up a balloon, and when it is almost fully inflated, stop and point out that the balloon cannot be inflated indefinitely because we all know what will happen: it will over-inflate and burst. Tell students that the economy is like a balloon in this respect: using fiscal and monetary policies, the government takes action when the economy is deflated or flat to cause it to inflate, but when the economy nears full inflation, the government takes other steps to prevent over-inflation and bursting.
 - Ask students to imagine a heart monitor monitoring a heartbeat of a patient in the hospital. Ask which is best—a heartbeat that shows on the monitor as small up and down waves, as big up and down waves, or as a flat line. Explain that the measure of the economy is much the same: big fluctuations or a flat line indicates an unhealthy economy. The economy needs small fluctuations. Therefore, just as the doctor takes action to stabilize a patient's heartbeat, the government takes action to stabilize the economy.
3. In a class discussion, emphasize that changes in fiscal and monetary policies can stimulate or slow the economy. Ask students to suggest ways the government may act to influence economic activity and stabilize the economy. After some discussion, explain that they will discover the full answer in the next session.

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research on the various cases that are examined.
- Provide students with a rubric and assignment sheets in digital format.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Using the information that students collected in Session 1, have students determine the amount of annual interest they would receive on deposits of \$100, \$500, and \$1000.
- Have students create a poster or an online graphic presentation that depicts the situation in the small group learning activity.

Community Connections

- Invite someone working in the division's human resource financial department to talk about the different saving options of the school division employees.

Small Group Learning

- Have small groups or pairs brainstorm other real-life examples of things that have to be monitored so that they do not become too large or inflated. Have students list the pros and cons of having their specific situations inflated. Have them determine the method for balancing or stabilizing the situation.

Vocabulary

- Have students use the following vocabulary words: *fiscal*, *monetary policies*, *fluctuations*.
- Have students use new vocabulary words to write about the small-group learning activity.

Student Organization of Content

- Have students use a graphic organizer to represent the information that was collected in their small-group learning activity.

Session 3: The Federal Reserve System

Prerequisite Understanding/Knowledge/Skills

- Students should be able to work in small groups and with a partner.
- Students should have a basic understanding of a bank and its functions.

Materials

- Textbook and other instructional resources on the Federal Reserve System
- Internet access

Instructional Activities

The following Web site may be helpful in the study of the Federal Reserve System:

<http://www.federalreserve.gov/>. This activity may take more than one session to complete.

1. Explain that the national government has a Federal Reserve System that serves as the central bank for the United States and controls monetary policy. Discuss the history of the Federal Reserve System, including the reasons it was created in 1913.
2. Divide students into groups of three or four, and instruct each group to develop a chart indicating how the Federal Reserve System operates. Provide resource material and/or have students access the Internet (see Web site listed above). Explain that the chart should indicate an understanding of the following three instruments of monetary policy:
 - Reserve requirements
 - Discount rates
 - Open-market operationsFurther explain that the chart must reflect the steps the Federal Reserve Board takes to control monetary policy—i.e., changing the availability of funds to be loaned and/or adjusting interest rates.
3. Ask students what other ways the federal government uses to influence economic activity. List responses, making sure they include using fiscal policies such as changes in taxing, changes in spending, and the issue of government bonds.

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research on the various cases that are examined.
- Provide students with a rubric and assignment sheets in digital format.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Complete Activity 2 as an online graphic or presentation.

Community Connections

- Arrange for students to take a virtual tour of a Federal Reserve Building:
<http://www.philadelphiafed.org/education/money-in-motion/virtual-tour/>

Small Group Learning

- Have students work in pairs to complete Activity 2.

Vocabulary

- Have students use the following vocabulary words: *market price, equilibrium, Federal Reserve, discount rates, open-market options, interest rates, government bonds.*

- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students illustrate the words. The illustrations may be included in their notebooks.

Student Organization of Content

- Provide students with a rubric to help them complete Activity 2.

Session 4: Government-Provided Goods and Services

Prerequisite Understanding/Knowledge/Skills

- Students should have a basic understanding of government and its functions.
- Students should understand the concept of tax.

Materials

- Information on local, state, and national public services

Instructional Activities

1. Ask the class how many of them traveled on public roads that morning on their way to school. Also, ask how many have had to use the services of the government-operated fire department, police department, or ambulance service. Explain that services such as these are considered “public services,” sometimes called “collective services.” They benefit many but would not be available to everyone if individuals or private businesses had to provide them. Ask students to list other goods and services that are provided to the public by the government. Make sure they include infrastructure, public health and safety services, and public schools.
2. Ask students to list reasons the government provides these goods and services instead of leaving it up to individuals and/or private businesses to provide them. Ensure the discussion includes the following:
 - It is more efficient.
 - The goods or services may benefit everyone, not only the purchaser.
 - The value of the goods or services is greater than most individual consumers could afford.
 - It promotes economic equity.
3. Discuss the local, state, and national government agencies that provide government-provided goods and services. Ask students how the government gets funds to pay for these goods and services. Make sure they include taxes (income, sales, property) as well as other methods, such as charging fees, the government has to raise funds.

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research on the various cases that are examined.
- Provide students with a rubric and assignment sheets in digital format.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Have students collect data about the public services that they use during a week. Have them graph these services.
- Have make a list of school services and what they might cost if students had to pay for them. Have students determine a cost-per-student basis for the services. Have students create a multimedia presentation showing the results.

Community Connections

- Invite a representative from the division’s administration to discuss annual funding and allocations on a per-student basis. Invite the town/county manager to discuss the services that the town/county provides for its citizens.

Small Group Learning

- Have small groups or pairs complete Activities 4 and 5 and the Multisensory activity.

Vocabulary

- Have students use the following vocabulary words: *goods, services, public services, consumer*.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students illustrate the words. The illustrations may be included in their notebooks.

Session 5: The Government's Role in the Economy

Prerequisite Understanding/Knowledge/Skills

- Students should have a basic understanding of government and its functions.
- Students should be able to work in small groups and with a partner.

Materials

- Internet access

Instructional Activities

The following Web sites may be helpful in the study of the government's role in the economy:

- <http://www.epa.gov/>
- <http://www.state.gov/e/eeb/tpp/ipe/index.htm>
- <http://www.ftc.gov/bcp/consumer.shtm>
- <http://www.usda.gov/da/employ/Dues%20Advisory.pdf>

1. Display the following questions:

How does the government protect the environment?

What is the role of the government in protecting property rights?

What is the role of the government in the enforcement of legal contracts?

How does the government protect consumer rights?

What is the government's role in labor-management relations?

How does the government regulate marketplace competition?

2. Group the students into pairs, and instruct each pair to research the answers to the questions.
3. Provide time for students to conduct their research and prepare papers with responses to each question.

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research on the various cases that are examined.
- Provide students with a rubric and assignment sheets in digital format.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Have students create multimedia presentations for Activities 1–3.

Community Connections

- Invite a representative from the city manager's office to discuss how personal property rights are protected in the local government system.

Small Group Learning

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

Vocabulary

- Have students use the following vocabulary words: *environment, property rights, legal contracts, consumer rights, labor management, marketplace competition*.
- Have students use a thesaurus to find a synonym for each vocabulary word. When appropriate, have students illustrate the words. The illustrations may be included in their notebooks.
- Ask students to find and highlight key words in their assigned reading.

Student Organization of Content

- Provide students with a rubric to help guide their presentations and reports.

Session 6: Types of Taxes

Prerequisite Understanding/Knowledge/Skills

- Students should have a basic understanding of paying taxes on goods and products they buy.
- Students should be able to work in small groups and with a partner.

Materials

- Internet access

Instructional Activities

1. Remind students that the power to tax is the first among the expressed powers of Congress and that taxation is used not only to raise revenue but also to regulate or discourage some activities. Cite some examples of this (e.g., cigarette tax). Income taxes paid by individuals and corporations are the largest single source of governmental revenue today.
2. Display the various types of taxes:
 - Individual income tax**
 - Corporate income tax**
 - Payroll taxes**
 - Customs duties**
 - Sales tax**
 - Real estate and personal property taxes**
 - Proportional tax (flat tax)**
3. Ask students to explain why a major public concern in urban areas of Virginia continues to be transportation problems. Have students research some current proposals for funding more road construction and/or public transit. After listing the elements of each proposal, have students explain whether each element is Keynesian or Supply Side in nature and identify who would pay for it and why.
4. Add to this activity by assigning each student one of the following regions of the commonwealth and having students examine the issue from the local residents' point of view.
 - Northern Virginia
 - Shenandoah Valley
 - Piedmont
 - Richmond
 - Suburbs of Richmond
 - Southwest Virginia
 - Norfolk/Newport News
 - Stafford/Culpepper
 - Your regionInstruct student to create a list of the transportation issues and/or concerns faced by the residents of the area and to evaluate the elements of each proposal in step 3 from the perspective of the region's residents.

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research information gathered from their assigned region.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format.

Multisensory

- Have students create a collage using images from their region representing taxable issues/concerns (e.g., roads, trash collection, public property).

Community Connections

- Invite a representative from the city manager's office to discuss the different types of taxes and fees residents pay to their city/county.

Vocabulary

- Have students use the following vocabulary words: *individual income tax, corporate income tax, payroll taxes, customs duties, sales tax, real estate tax, personal property tax, proportional tax.*
- Have students use vocabulary and online tools or graph paper to create crossword puzzles or word searches.

Student Organization of Content

- Provide a note-taking document to help students gather and organize information on their assigned regions.

Session 7: Student Research Reports

Prerequisite Understanding/Knowledge/Skills

- Students should demonstrate good listening skills.

Materials

(None)

Instructional Activities

1. Allow time for students to report their answers to the questions from Session 5.
2. Discuss each answer, making sure that students have included the information contained in the GOVT.16c Essential Understandings and Essential Knowledge columns of the Curriculum Framework.

Specific Options for Differentiating This Lesson

Technology

- Have students record the audio of their notes and research on the various cases that are examined.
- Provide students with a rubric and assignment sheets in digital format.
- Have students use word processors to record vocabulary and notes.
- Provide students with any printed text in digital format by scanning the pages from the book, then use a text-to-speech reader. Allow for alternate reading assignments in digital format (e.g., Internet resources, Word documents).

Multisensory

- Have students create a multimedia presentation.
- Have students present information in a skit/role-playing format.

Small Group Learning

- Have small groups or pairs complete presentations.

Vocabulary

- Have students use all key vocabulary from the Vocabulary activities in the previous sessions of this unit.

Student Organization of Content

- Provide students with a rubric to help guide their presentations and reports.
- Provide a note-taking document to help students gather and organize information to create their presentations.

Session 8: Assessment

Materials

- Attachment A: Sample Assessment

Instructional Activities

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

Attachment A: Sample Assessment

Conduct research on an area of the United States economy, and explain in a one-page paper the impact the government has on that economic area. Include your opinion on whether the government is too involved or not involved enough in this economic area, and defend your opinion by providing facts. Examples of areas that may be researched are listed below. If you wish to research an area not listed, please get your teacher's approval of your plan before you proceed.

- Privatization of government services
- Utility rates
- Medical care (to include costs of treatment and prescription drugs)
- Product safety
- Environmental issues (related to large manufacturing)
- Production limits
- Import/export limits
- Minimum wage
- Ability to purchase property
- Social Security
- Taxes on small business
- Interest rates
- Food production