**Unit 5: Our Federal Government**

**Big Picture Graphic**

**Overarching Question:**

How is the federal government structured to fulfill the purposes for which it was created?

<table>
<thead>
<tr>
<th>Previous Unit: Exploring Economics</th>
<th>This Unit: Our Federal Government</th>
<th>Next Unit: Rights and Responsibilities of Citizenship</th>
</tr>
</thead>
</table>

**The U.S. Constitution**

*Which Grants and Limits Power Through*

- Delegating, Reserving, and Sharing Power
- Organizing Structure
- Functions of Branches
- Bill of Rights
- Core Values of Constitutional Democracy

**Questions To Focus Assessment and Instruction:**

1. Why do people form limited governments?
2. How does our federal government work?
3. How does the Constitution, including its core democratic values, limit the power of government?

**Types of Thinking**

- Classification
- Compare and Contrast
- Forming and testing hypotheses
- Nonlinguistic representations
Unit Abstract:
In this unit students learn how the United States government works. It begins with a review of questions political scientists seek to answer. Building on these questions, students explore the need for government and examine the probable consequences of not having government, rules, or laws. After exploring the purposes of government as set forth in the Preamble to the U.S. Constitution, students learn how our current form of government functions to serve those purposes. Next, students investigate how the powers of the federal government are limited through the systems of separation of powers and checks and balances, and compare those to state government. They also begin to understand that the federal and state governments have different powers as a foundation for learning about federalism in fifth grade. Students extend their understanding of limited government by exploring key concepts such as popular sovereignty, rule of law, and the Bill of Rights. A wide variety of instructional strategies are used throughout the unit including small group work, large group substantive discussion, nonlinguistic representations, and web-based activities. In addition, graphic organizers, reading comprehension strategies, and literature connections are integrated throughout the unit.

Focus Questions
1. Why do people form limited governments?
2. How does our federal government work?
3. How does the Constitution, including its core democratic values, limit the power of government?

Content Expectations
4 – C1.0.1: Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).

4 – C1.0.2: Explain probable consequences of an absence of government and of rules and laws.

4 – C1.0.3: Describe the purposes of government as identified in the Preamble of the Constitution.

4 – C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

4 – C3.0.1: Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).

4 – C3.0.2: Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver’s license, marriage license).
4 – C3.0.3: Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

4 – C3.0.4: Describe how the powers of the federal government are separated among the branches.

4 – C3.0.5: Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).

4 – C3.0.6: Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).

**Key Concepts**
- Bill of Rights
- checks and balances
- Constitution
- delegated/reserved/shared powers
- executive/legislative/judicial branches of government
- federal government
- governmental authority
- individual rights
- limited government
- popular sovereignty
- representative government
- rule of law
- separation of powers

**Duration**
8 weeks

**Lesson Sequence**
Lesson 1: Why Do We Need a Government?
Lesson 2: What Kind of Government Do We Have?
Lesson 3: What Powers Does Our Government Have?
Lesson 4: How is Our Federal Government Organized?
Lesson 5: Why Do We Have a System of Checks and Balances?
Lesson 6: Limiting the Power of Government – The Bill of Rights

**Assessment**
- Selected Response Items
- Constructed Response Items
Extended Response Items

Performance Assessments

| 4 – C1.0.2 | Create a picture book or PowerPoint explaining why we have government and describing the ways the Constitution limits the power of government. Students should include constitutional principles and core democratic values such as the separation of powers, granted versus reserved powers, checks and balances, rule of law, popular sovereignty, and individual rights. |
| 4 – C1.0.3 |
| 4 – C2.0.1 |
| 4 – C3.0.1 |
| 4 – C3.0.3 |
| 4 – C3.0.4 |
| 4 – C3.0.5 |

Resources

Equipment/Manipulative
Butcher or chart paper
Large white drawing paper (14”x11” or 17”x11”)
Markers
Newspapers (National News section)
Overhead Projector or Document Camera and Projector
Political Scientist Hat from Unit 1
Student journal or notebook

Student Resource


* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.


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Teacher Resource


*Center for Civic Education. 13 January 2009 <http://www.civiced.org/>.


Resources for Further Professional Knowledge


* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.
Instructional Organization

Lesson 1: Why Do We Need a Government?

Content Expectations:

4 – C1.0.1: Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).

4 – C1.0.2: Explain probable consequences of an absence of government and of rules and laws.

4 – C1.0.3: Describe the purposes of government as identified in the Preamble of the Constitution.

Key Concepts: Constitution, federal government

Abstract: This lesson begins with a review of the questions political scientists ask which were introduced in the Foundations Unit. Students use these questions to guide their study of government in the United States throughout this unit. Next, student examine the reasons people establish governments. In small groups and class discussions, they consider what their school, local community, and country would be like without government or rules/laws. They explore reasons people institute governments in general and hypothesize what the purposes of government should be. Through informational text and literature, the class examines the Preamble to the United States Constitution. Students work in small groups to analyze parts of the Preamble by describing its meaning and importance and giving an example of how the government fulfills the particular purpose. After sharing the results of their analysis with the class, students create nonlinguistic representations of the purposes of government as identified in the Preamble.

Lesson 2: What Kind of Government Do We Have?

Content Expectations:

4 – C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

Key Concepts: individual rights, limited government, popular sovereignty, representative government, rule of law

Abstract: In this lesson students work in groups to design a government for a group of people on an island where there is no government. They then work as a class to construct a chart identifying the characteristics of a republican government and a constitutional government. In doing so, students are introduced to the ideas of popular sovereignty, rule of law, representative...
government, individual rights (liberty), and the common good. They then re-evaluate their plans for the island government in light of what they have learned and make modifications. Each group then presents their island government to class and explains any modifications they made and the reasons they changed their government.

**Lesson 3: What Powers Does Our Federal Government Have?**

**Content Expectations:**

4 – **C1.0.3:** Describe the purposes of government as identified in the Preamble of the Constitution.

4 – **C3.0.1:** Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).

4 – **C3.0.2:** Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver’s license, marriage license).

**Key Concepts:** delegated/reserved/shared powers, federal government, governmental authority, limited government

**Abstract:** In this lesson students consider the power people in the United States have given their government. The lesson begins with a web-based activity in which students examine how they are affected by different levels of government. Then, they explore the powers of the federal government and compare it to the power of the state government. They create a Venn diagram of the powers given to the different levels of government (federal, state, or shared). Students then discuss how a particular power granted to the federal government might serve one or more of the purposes found in the Preamble. They also discuss how the granting, reserving, and sharing of power serves to limit the power of government. This lesson serves as a foundation for learning about federalism in fifth grade.

**Lesson 4: How is Our Federal Government Organized?**

**Content Expectations:**

4 – **C3.0.1:** Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).

4 – **C3.0.3:** Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

4 – **C3.0.4:** Describe how the powers of the federal government are separated among the branches.
4 – C3.0.6: Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).

Key Concepts: Constitution, executive/legislative/judicial branches of government, limited government, separation of powers

Abstract: This lesson continues the exploration of governmental authority, power, and limited government. Students explore how the Constitution establishes the structure of the federal government. Working individually students construct a three-tab booklet in which they describe each branch of government, identify the powers, limits to power, and how members come to power. They employ informational reading strategies as they examine the Constitution for information. Next, students engage in small group discussions sharing their booklets and answering questions such as: Which branch of government is the most powerful? Why? Should justices of the Supreme Court be elected or appointed (compare with state government)? Why? How does the structure of the federal government compare to the structure of our state government? Additional activities may include a virtual field trip to the House Chamber, a simulation about the Presidency, and lessons from We the People.

Lesson 5: Why Do We Have a System of Checks and Balances?

Content Expectations:
4 – C3.0.1: Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).

4 – C3.0.5: Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).

Key Concepts: checks and balances, executive/legislative/judicial branches of government, limited government

Abstract: This lesson expands on the study of the branches of government through an exploration of our system of checks and balances. It begins with an examination of how bills become laws and the related checks and balances. Students then examine a newspaper article describing a presidential veto. Next, students use a trade book to learn about judicial review. Finally, students use newspapers and the Internet to gather further examples of checks and balances. They use the articles and their own illustrations to create a poster describing the system of checks and balances. Students then present their posters to small groups and the group discusses the question: How do checks and balances serve to limit the power of the federal government?
Lesson 6: Limiting the Power of Government – the Bill of Rights

Content Expectations:
4 – C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

4 – C3.0.1: Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).

Key Concepts: Bill of Rights, governmental authority, individual rights, limited government, rule of law

Abstract: In this lesson students are introduced to the Bill of Rights as another way in which the power of government is limited in the United States. Working with a partner, students then write descriptions of several amendments in kid friendly language and illustrate them. Students engage in a class discussion about the protections to individual rights found in the Bill of Rights. Finally, the teacher reads a scenario and students identify instances when the Bill of Rights would provide protection.
Lesson 1: Why Do We Need a Government?

Big Ideas of the Lesson

Political scientists ask questions about what governments do, how governments are organized, the values and principles connected to government, and the role of citizens in government. There would be many serious consequences if schools, communities, and our country tried to function without government and rules or laws. People institute governments for many reasons such as safety, promoting the common good, and protecting individual rights. The Preamble to the U.S. Constitution describes the purposes of our federal government.

Lesson Abstract:
This lesson begins with a review of the questions political scientists ask which were introduced in the Foundations Unit. Students use these questions to guide their study of government in the United States throughout this unit. Next, student examine the reasons people establish governments. In small groups and class discussions, they consider what their school, local community, and country would be like without government or rules/laws. They explore reasons people institute governments in general and hypothesize what the purposes of government should be. Through informational text and literature, the class examines the Preamble to the United States Constitution. Students work in small groups to analyze parts of the Preamble by describing its meaning and importance and giving an example of how the government fulfills the particular purpose. After sharing the results of their analysis with the class, students create nonlinguistic representations of the purposes of government as identified in the Preamble.

Content Expectations
4 – C1.0.1: Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).

4 – C1.0.2: Explain probable consequences of an absence of government and of rules and laws.

4 – C1.0.3: Describe the purposes of government as identified in the Preamble of the Constitution.

Key Concepts
Constitution
federal government

**Instructional Resources**

Equipment/Manipulative
Overhead projector or Document Camera/Projector
The Political Scientists’ Hat from Unit 1
Recent newspapers (national news sections)
Student journal or notebook

**Student Resource**


**Teacher Resource**


**Lesson Sequence**

Putting on the Political Scientist’s Hat from Unit 1, remind students that they explored the types of questions political scientists ask in a previous unit. Ask them to write down one or two of these questions in their social studies journal. Give students time to think and write and then have them share what they wrote with a partner.

Lead a discussion of questions political scientists ask by having students share what they wrote in their journals. Then, make and display an overhead transparency of “Connecting Back” located in the **Supplemental Materials (Unit 5, Lesson 1)**. Use the transparency to discuss any questions students did not identify and to review the big ideas of Lesson 4 from Unit 1. Then, draw students’ attention to the following question from the transparency: Why is government needed? Explain that students will explore this question in this lesson.

Divide students into groups of three or four students each. Make copies and distribute the small group activity sheet labeled “Life Without government and Rules/Laws” located in the **Supplemental Materials (Unit 5, Lesson 1)**. Have the groups use the handout to guide their discussion of what life would be like in their school, community, and country without government or rules/laws. Ask
them also to think about what problems might occur. Have them record their ideas on the Group Activity Sheet. It may be helpful to provide students with an example such as the following: If school had no rules, people could talk whenever they wanted. Explain to the class that if there were no restrictions on talking in class, people who want to talk would benefit, but other students who want to learn may be disturbed by such behavior. This would no doubt create problems. Encourage students to think about specific situations that they may encounter in each situation. Allow students time to complete the group activity and then share their ideas with the entire class.

Explain that people institute governments in order to avoid the kinds of problems students identified in the small group activity. As a beginning step, people have to think carefully about what the purposes of government should be. Divide students in pairs and have each pair create a list of important purposes of government. Remind students to access their prior knowledge by remembering what they learned about the purposes of local and state government in previous years. Give pairs time to work together and then have them share ideas with the whole class. As students share their answers, make a master list of their ideas regarding the purposes of government on an overhead transparency or chart paper. Note that possible answers include:
to protect the rights of people
to make and enforce laws
to provide leadership
to keep people safe
to provide public services

Make and display an overhead transparency of the section of the first page of the “Constitution” located in the Supplemental Materials (Unit 5, Lesson 1). Explain that the Constitution is the agreement made among people of the United States to form a government. Explain that the Constitution is a written document that created the system of government for our country. It describes the power and organization of our government and the rights and powers reserved for the people or states. In other words, it describes how laws will be made, enforced, and interpreted. It also acts as the highest law of our land. States cannot create laws that conflict with it. The Constitution also places limits on our government so that people have certain rights that cannot be taken away by government.

Write the word “Preamble” on an overhead transparency or board. Explain that this term refers to the first part of Constitution which describes the purposes of government. Point out the first three words of the Preamble and ask students to read the words out loud. Use the following questions to discuss the first three words:
Why do you think these three words are written in such large letters?
What do you think these words mean?
Discuss how the words “We the People” mean that the power to govern belongs to the people who have created the government.


Read students the introduction to the book We the Kids: The Preamble to the Constitution of the United States by David Catrow, which provides a good beginning to teaching about the Preamble. Note that as an alternative informational text lesson you may want to provide students with their own copy of the two-page introduction and have them read it independently.

Divide students into six small groups and assign each group to one of the following sections of the Preamble:

To form a more perfect union
To establish justice
To insure domestic tranquility
To provide for the common defense
To promote the general welfare
To secure the blessings of liberty to ourselves and our posterity

Then, give each group a copy of the “Analyzing a Section of the Preamble” chart located in the Supplemental Materials (Unit 5, Lesson 1). Explain that groups should work together to determine the meaning of their section, its importance, and an example of how our federal government carries out that purpose. Encourage students to utilize dictionaries, textbooks and other resources. Provide students with recent newspapers to explore for examples of the government at work based on the headlines. Note that groups may struggle with identifying an example of the government carrying the purposes described in the Preamble. Therefore, you may find it necessary to meet with individual groups and assist them for this section of the analysis. For example, the social security system, the EPA and the Food and Drug Administration are good examples of the government carrying out the purpose of promoting the general welfare.

After groups have had time to work, have them share their analysis with the whole class. As each group reports, have students summarize what each section means on the “What Does the Preamble Mean?” chart located in the Supplemental Materials (Unit 5, Lesson 1).

Share David Catrow’s explanation of the meaning of each section of the
Preamble from his book “We the Kids” and have groups compare their explanations with his in a class discussion. Note that it may be helpful to make an overhead transparency of the page from the book to share with students.

Share the rest of the Catrow book with students making sure they are close enough to view the illustrations. Discuss how the author has illustrated the ideas of the Preamble.

As a culminating activity have students create nonlinguistic representations of the purposes of government as identified in the Preamble.

**Assessment**

The nonlinguistic representations of the purposes of government as identified in the Preamble created in Step 13 can be used as an assessment as well as the small group activity from Steps 9 and 10.
Graphic Organizer

Need for Government
- Why do we need government?
- What would life be like without rules or laws?

Purposes of Government
- Listed in the Preamble

The U.S. Constitution
### Big Ideas of Lesson 1, Unit 5

- Political scientists ask questions about what governments do, how governments are organized, the values and principles connected to government, and the role of citizens in government.

- There would be many serious consequences if schools, communities, and our country tried to function without government and rules or laws.

- People institute governments for many reasons such as safety, promoting the common good, and protecting individual rights.

- The Preamble to the U.S. Constitution describes the purposes of our federal government.
### Word Cards

<table>
<thead>
<tr>
<th>1</th>
<th>government</th>
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</thead>
<tbody>
<tr>
<td>a system people use to exercise authority, distribute power, and regulate conduct of people</td>
<td></td>
</tr>
<tr>
<td><strong>Example:</strong> Cities, states, and countries all have a government.</td>
<td></td>
</tr>
<tr>
<td>(SS040501)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>federal government</th>
</tr>
</thead>
<tbody>
<tr>
<td>the government of our country</td>
<td></td>
</tr>
<tr>
<td><strong>Example:</strong> Our federal government is centered in Washington, D.C.</td>
<td></td>
</tr>
<tr>
<td>(SS040501)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>the written document that created the system of government for our country</td>
<td></td>
</tr>
<tr>
<td><strong>Example:</strong> Our Constitution describes the power and organization of our government.</td>
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<table>
<thead>
<tr>
<th>4</th>
<th>Preamble</th>
</tr>
</thead>
<tbody>
<tr>
<td>the introduction to our Constitution</td>
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<tr>
<td><strong>Example:</strong> Our Constitution begins with a Preamble which explains the purposes of our federal government.</td>
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</tr>
<tr>
<td>(SS040501)</td>
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</table>
Connecting Back

Questions Political Scientists Ask

- Why is government needed?
- What does government do?
- How is the government organized?
- On what values and principles is the government based?
- What role do citizens play?

Big Ideas of Lesson 4, Unit 1

1. Government is a system people use to exercise authority, distribute power, and regulate conduct of people.

2. Civics is the study of the rights and duties of citizens.

3. Political scientists study government and how people interact with them (civics).

4. Political scientists ask questions about what governments do, how governments are organized, the values and principles connected to government, and the role of citizens in government.
## Life Without Government or Rules/Laws

Small Group Activity Sheet

<table>
<thead>
<tr>
<th>What Would Life Be like?</th>
<th>What Problems Would Be Likely to Happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td></td>
</tr>
<tr>
<td>(Think about life in the lunchroom, playground, and hallways)</td>
<td></td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td></td>
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<tr>
<td>(Think about life in shopping centers, neighborhoods, and at traffic intersections)</td>
<td></td>
</tr>
<tr>
<td><strong>Country</strong></td>
<td></td>
</tr>
<tr>
<td>(Think about how people in one state might treat someone from another state or country)</td>
<td></td>
</tr>
</tbody>
</table>
We the People

Article 1

Section 1: All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2: The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, counting every free Person three fifths of a whole Person.

But when any of the States, through popular impossibility, shall be unable to provide for the Defences of this Union, the Congress may in such Case, propose such Amendments as they think proper, and propose them for Assembley of the Legislatures of three fourths of the several States, or of a Convention in each State, assembled by the Legislatures thereof, for the Propos, and ratification thereof, the ratification of the Articles of Confederation were the sole Method prescribed, by that Instrument, for amending it.

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

<table>
<thead>
<tr>
<th>Your assigned section of the Preamble</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does it mean?</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Why is it important?</strong></td>
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<td></td>
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<tr>
<td><strong>Give an example of how the federal government carries out that purpose.</strong></td>
</tr>
</tbody>
</table>
What Does the Preamble Mean?

<table>
<thead>
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<th></th>
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<tr>
<td>To form a more perfect union</td>
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<tr>
<td>To secure the blessings of liberty to ours</td>
<td></td>
</tr>
<tr>
<td>selves and our posterity</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2: What Kind of Government Do We Have?

Big Ideas of the Lesson

The United States has a constitutional form of government. The Constitution, a written document, establishes the powers and limits of government. The United States is a republic. It is based on the idea of popular sovereignty – that the people hold the power of government in the United States. Since it is impractical for everyone to make decisions in government, people give representatives authority to make decisions for them. This means we have a representative government. In a representative democracy like the United States, the emphasis is on values and principles such as liberty, rule of law, popular sovereignty, and the common good.

Lesson Abstract:
In this lesson students work in groups to design a government for a group of people on an island where there is no government. They then work as a class to construct a chart identifying the characteristics of a representative democracy and a constitutional government. In doing so, students are introduced to the ideas of popular sovereignty, rule of law, representative government, individual rights (liberty), and the common good. They then re-evaluate their plans for the island government in light of what they have learned and make modifications. Each group then presents their island government to class and explains any modifications they made and the reasons they changed their government.

Content Expectations
4 – C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

Key Concepts
individual rights
limited government
popular sovereignty
representative government
rule of law
Instructional Resources
Equipment/Manipulative
Overhead projector or Document Camera/Projector
Student journal or notebook

Student Resource

Teacher Resource


Lesson Sequence
Note that the following pages from *We the People* can be used to supplement this lesson: 22-28, 29-38, 123-130. (*We the People* materials can be obtained from the Michigan Center for Civic Education.)

Begin the lesson by reviewing the meaning and importance of each section of the Preamble as studied in the previous lesson. Explain that one of the challenges facing the Founders, or people who helped establish our country, was how to create a government that would fulfill these purposes. Explain that in this lesson students will explore the characteristics of the government on which they decided.

Write the following statement made by President Theodore Roosevelt in 1902 on the board or an overhead transparency: “The government is us; we are the government, you and I.” Ask students to write what they think the quotation means in their social studies journal. Discuss student responses. Explain that this lesson will help them better understand what President Roosevelt meant when he made this statement.

Divide students into groups of three or four students and give each a group a copy of the group activity sheet, “Designing a Government,” located in the *Supplemental Materials (Unit 5, Lesson 2).* Make an overhead transparency of the sheet and use it to explain the activity to students. Tell students to imagine a group of 200 people made up of about 60 families have decided to go to an island to live for two years. They want to form a government that will help them manage conflict, keep them safe, and protect their rights. Instruct students that their job is to work in their small group to design a government that they think will work for the people. Explain that they will be presenting their plan at the end of this lesson to the rest of the class. Give groups time to design their plan.
Have students present their plans to the class. When all the plans have been presented use the following discussion questions to debrief the activity:

What was the hardest part of the government to design?
What was the easiest?
How were the various plans similar?
How were they different?
Were any of the plans similar to our state or federal governments? If so, in what ways?

Explain that over two hundred years ago, the Founders, the people who designed our government, wanted the government to be based on important values and principles in which they believed. Write the terms “Popular Sovereignty” and “Limited Government” on the board or overhead transparency. Explain these two principles were very important the Founders. Draw students’ attention to the fact that “Popular Sovereignty” is considered one of the core democratic values and “Limited Government” is an important constitutional principle. Use the following information to help students understand these terms:

**Popular Sovereignty** means that the power and authority of the government comes from the people.

**Limited Government** means the national government does not have absolute authority. It can only do what the people have given it the power to do. The government must also obey its own laws. Officers of the government are not above the law. This was not the case in most countries when we were trying to establish our young country. Most countries of Europe had kings that ruled with absolute power. The Founders did not want that kind of a government. They created many ways to limit the power of the government. (Note: Teachers may also use examples of kings to distinguish the heredity pass of power to rulers from that of a republic in which leaders are chosen by the people – popular sovereignty).

Write the term “Republic” on the board or overhead transparency. Ask students where they may have heard this term before. Discuss student answers. Remind them that this term is used in the Pledge of Allegiance. Make an overhead transparency of “A Republic” located in the Supplemental Materials (Unit 5, Lesson 2). Use the transparency to discuss the characteristics and advantages of a republic. Explain to students that one main purpose of a republic is to make sure the decision makers in the government are responsive to the people and serve the common good. Ask students to help define this core democratic value and record students' responses on the board or overhead transparency.

Give each student a copy of the “Our Federal Government” chart located in
the Supplemental Materials (Unit 5, Lesson 2). Using a transparency of the chart or a chart drawn on large paper, guide students in summarizing what they have learned about a republic on the chart. Note that a completed chart for you to use for reference has also been included in the Supplemental Materials (Unit 5, Lesson 2).

Explain to students that besides being a republic our federal government is also “constitutional government.” Write the term “Constitution” on the board or overhead transparency. Remind students that a constitution is a plan that explains how a government is organized and how it works. Explain that a country can have a constitution but not a constitutional government where people have the power. For example, a country could have a constitution that gives all the power to a single leader. In this case the leader would be a dictator and the country would be a dictatorship. Explain that in order to have a constitutional government like we have, there must be limits on the powers of government. Explain that a limit is a point beyond which someone or something cannot go. For example, our Constitution places limits on what the President can do. Guide students in summarizing what they have learned about a constitutional government on the chart from Step 7.

Write the following quote by John Adams on the board or overhead transparency: “We are a nation of laws, not men.” Ask students what this statement means. Discuss students’ responses and guide them to the idea that a republic is highly dependent on a system of laws. Ask students why they think this is true. Discuss student responses. Remind students that our Constitution describes how our laws are made, enforced, and interpreted. Use an overhead transparency of “Functions of Laws” located in the Supplemental Materials (Unit 5, Lesson 2) to discuss how laws support a republic and a constitutional government. Explain that the core democratic value of rule of law refers to the idea that everyone must follow the laws including the people who run the government. Have students add the phrase ‘rule of law’ to the “Our Federal Government” chart under the column for “A Constitutional Government.”

Write the following phrase on an overhead transparency or board “Democratic Ideals.” Explain that this refers to some of the fundamental values stressed in a government. Some democratic ideas include liberty or individual rights, rule of law, popular sovereignty, limited government, and the common good. Write the statement from Step 2 on the board or an overhead again: “The government is us; we are the government, you and I.” Ask students to write reflectively in their social studies journal about the quote in light of what they have learned in this lesson.
Ask students to look again at the governments they designed for the island in Step 3. Ask them to re-evaluate their plans now in light of what they have learned in this lesson. Use the following questions to guide them in this process. Then, allow them time to modify their plans.

- Which of the plans would have created a republic?
- Did any of the plans include a Constitution?
- Did any of the plans have limits on government? If so, what kinds of limits?
- How did the plans handle the making and enforcing of laws?

Have each group present their plan for a government for the island. Encourage groups to explain any modifications they made based on what they learned throughout the lesson. When all the plans have been presented, use the following discussion questions to debrief the activity:

- What was the hardest part of the government to design?
- What was the easiest?
- How were the various plans similar?
- How were they different?
- Were any of the plans similar to our national government? If so, in what ways?

**Assessment**

As an assessment, give each student a copy of the “Analyzing the Government of Egbonia” text passage and question sheet. Explain that students should read the text carefully and then answer the questions using what they have learned in the lesson.
What kind of government do we have?

- Constitutional Republic
- Constitutional Democracy
- Democratic Republic
- Representative Democracy

Democratic Ideals

- Liberty / Individual Rights
- Rule of law
- Popular sovereignty
- The common good
- Limited government

A Republic

- Based on popular sovereignty where the people hold the power of government
- Government “of the people, by the people, and for the people”
- Representative government

A Constitutional Government

- Establishes the powers of the government
- Based on a written document -- the Constitution
- Limits power of government
## Big Ideas Card

### Big Ideas of Lesson 2, Unit 5

- The United States has a constitutional form of government. The Constitution, a written document, establishes the powers and limits of government.

- The United States is a republic. It is based on the idea of popular sovereignty – that the people hold the power of government in the United States.

- Since it is impractical for everyone to make decisions in government, people give representatives authority to make decisions for them. This means we have a representative government.

- In a representative democracy like the United States, the emphasis is on values and principles such as liberty, rule of law, popular sovereignty, and the common good.
Word Cards

Word Cards from previous lessons needed for this lesson:

- Government – Word Card #1 from Lesson 1
- Federal Government – Word Card #2 from Lesson 1
- Constitution – Word Card #3 from Lesson 1

<table>
<thead>
<tr>
<th>5</th>
<th>Founders</th>
</tr>
</thead>
<tbody>
<tr>
<td>the people who helped establish our country</td>
<td></td>
</tr>
</tbody>
</table>

**Example:** The Founders of our country helped create our first government.

(SS040502)

<table>
<thead>
<tr>
<th>6</th>
<th>popular sovereignty</th>
</tr>
</thead>
<tbody>
<tr>
<td>the power and authority of the government comes from the people</td>
<td></td>
</tr>
</tbody>
</table>

**Example:** Popular sovereignty is an important core democratic value.

(SS040502)

<table>
<thead>
<tr>
<th>7</th>
<th>core democratic values</th>
</tr>
</thead>
<tbody>
<tr>
<td>things people believe in that bring people together as Americans</td>
<td></td>
</tr>
</tbody>
</table>

**Example:** Freedom and fairness are examples of core democratic values.

(SS040502)

<table>
<thead>
<tr>
<th>8</th>
<th>limited government</th>
</tr>
</thead>
<tbody>
<tr>
<td>the government can only do what the people have given it the power to do</td>
<td></td>
</tr>
</tbody>
</table>

**Example:** Limited government means the government can’t just do whatever it wants.

(SS040502)
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>republic</strong></td>
<td><strong>representative government</strong></td>
</tr>
<tr>
<td>a government not led by a hereditary rule (leaders based on birth), but where people hold the power of government and choose leaders to make decisions</td>
<td>a form of government where people choose representatives to make decisions for them</td>
</tr>
<tr>
<td><strong>Example:</strong> Our government is a republic.</td>
<td><strong>Example:</strong> Our U.S. government is a representative democracy.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>the common good</strong></td>
<td><strong>constitutional government</strong></td>
</tr>
<tr>
<td>people working together for the benefit of everybody</td>
<td>a government based on a Constitution describes powers of government</td>
</tr>
<tr>
<td><strong>Example:</strong> When you help clean up in the classroom you are doing something for the common good.</td>
<td><strong>Example:</strong> Many governments have a constitution, but not all limit the power of the government.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13</strong></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>laws</strong></td>
<td><strong>rule of law</strong></td>
</tr>
<tr>
<td>statements that define how citizens should behave</td>
<td>everyone, including the people who run the government, must obey the laws</td>
</tr>
<tr>
<td><strong>Example:</strong> Communities, states and countries have laws.</td>
<td><strong>Example:</strong> By following the rule of law, we can make sure that nobody is above the law.</td>
</tr>
</tbody>
</table>
Designing a Government
Small Group Activity Sheet

**Directions:** Imagine a group of 200 people made up of about 60 families have decided to go to an island to live for two years. They want to form a government that will help them manage conflict, keep them safe, and protect their rights. Work in your group to design a government that you think will work for them. Be prepared to present your plan to the rest of the class. Use the questions below to help you design the government.

1. How will the government be organized? Will it have different parts? If so, what role will each part play?

2. How will the government carry out business? When and where will it meet?

3. How will rules and laws be made?

4. How will people be chosen to serve in the government?
A Republic

Characteristics of a Republic:

- Heredity or birthright does not decide who will rule in our country.

- A republic is based on the core democratic value of popular sovereignty. This means the people hold the power of government.

- Since we all cannot make decisions on a daily basis for our government, we have a representative government. This means the people choose representatives to make decisions for them.

Advantages of a Republic:

- Representatives are chosen to serve the common good.

- Representatives help everybody, not just a favored group.

- Having representatives make laws and decisions is a more efficient system than having everybody make them.

- The people maintain a say in their government through their representatives.

- The representatives listen to the people or the people will vote them out of office.
# Our Federal Government

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>A Republic</th>
<th>A Constitutional Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Core Democratic Values and Principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengths</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Our Federal Government – Sample Completed Chart

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>A Republic</th>
<th>A Constitutional Government</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People hold the power of government</strong></td>
<td><strong>Representatives are chosen to make decisions for the people</strong></td>
<td><strong>A constitution explains how the government is organized and run</strong></td>
</tr>
<tr>
<td><strong>Representatives are responsible to help all the people</strong></td>
<td></td>
<td><strong>Limits on the power of the government</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>everybody has to obey the laws, even people running the government</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Core Democratic Values and Principles</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Popular sovereignty</strong></td>
<td><strong>Representative government</strong></td>
<td><strong>Limited government</strong></td>
</tr>
<tr>
<td><strong>The common good</strong></td>
<td></td>
<td><strong>Individual rights</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Rule of law</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Representatives serve the common good</strong></td>
<td><strong>More efficient than having everybody try to make decisions</strong></td>
<td><strong>Limits on the power of government helps to protect individual rights</strong></td>
</tr>
<tr>
<td><strong>The people maintain power through their representatives</strong></td>
<td><strong>People can vote out representatives who don’t listen to them</strong></td>
<td><strong>There is a clear plan for how the government will run.</strong></td>
</tr>
</tbody>
</table>
Functions of Laws

- To protect our rights
- To limit government
- To promote the common good
- To set guidelines for resolving conflicts
- To control crime
- To set guidelines for law enforcement
- To punish those who break laws
- To promote security and order
- To describe our responsibilities as citizens
Analyzing The Government of Egbonia

The small country of Egbonia is governed by a President and a Council. According to the Egbonian Constitution, the Council is made up of the ten richest people in Egbonia. The President is chosen by the Council. The Constitution allows the President to make and enforce all the laws. The main roles of the Council are to choose the President and give him ideas for new laws.

According to the Constitution, a huge birthday party is held for the President each year. This year the President wanted it to be bigger than ever. Therefore, he wrote a new law requiring every citizen of Egbonia to donate five hundred dollars for the party plus birthday cakes.

Many citizens were unhappy with the law and said it was unfair. The President responded that the Constitution gave him the power to make any law he wanted. To make sure citizens gave the money and birthday cakes, the President wrote a second law. This law stated that anyone who did not pay the money and donate cake would be forced to leave the country and find another place to live.

The Council members told the President they didn’t want to give money or cake. He told them not to worry. The law was only for the rest of the citizens, not for them. They were all welcome to come to the birthday party and didn’t need to donate a thing!

Some citizens decided to protest these two new laws. They met outside the President’s mansion holding signs that said “The New Laws are Unfair!” The President had all these citizens arrested and put into jail. He told newspaper reporters covering the story that this was completely within his power. He read them a section from the Egbonian Constitution that stated that the President could arrest and jail any citizen who complained about him.

The birthday party was held at the President’s mansion and attended by the Council and twenty of the President’s closest friends. There were thousands of balloons, a huge feast and hundreds of presents the President had bought for himself using the money given by citizens. The protesting citizens remained in jail for over three months. Fifty citizens were sent out of the country for failing to give money and birthday cake.

The President had such a good time at his birthday party that he amended the Constitution to allow him to have three birthday parties each year.
Analyzing the Government of Egbonia

1. Was Egbonia a republic? Give evidence for your answer.

2. Did Egbonia have a Constitution? Give evidence for your answer.

3. Did Egbonia have a constitutional government? Give evidence for your answer.

4. Did the President of Egbonia look out for the common good? Give evidence for your answer.

5. Was the Egbonian government based on the principle of popular sovereignty? Give evidence for your answer.

6. Were people’s individual rights protected in Egbonia? Give evidence for your answer.

7. Was the rule of law followed in Egbonia? Give evidence for your answer.
Lesson 3: What Powers Does Our Federal Government Have?

Big Ideas of the Lesson

In the United States, the government is based on the idea of popular sovereignty which means that the ultimate power belongs to the people in our government. The people agreed to delegate some of their power to the federal government and expressed this in the Constitution. All other powers not given to the federal government in the Constitution are reserved to the states or the people. In a few cases, certain powers like making laws and collecting taxes are shared by both federal and state governments. The system of delegating, reserving, and sharing of power explained in the Constitution serves to limit the power of government.

Lesson Abstract:
In this lesson students consider the power people in the United States have given their government. The lesson begins with a web-based activity in which students examine how they are affected by different levels of government. Then, they explore the powers of the federal government and compare it to the power of the state government. They create a Venn diagram of the powers given to the different levels of government (federal, state, or shared). Students then discuss how a particular power granted to the federal government might serve one or more of the purposes found in the Preamble. They also discuss how the granting, reserving, and sharing of power serves to limit the power of government. This lesson serves as a foundation for learning about federalism in fifth grade.

Content Expectations
4 – C1.0.3: Describe the purposes of government as identified in the Preamble of the Constitution.

4 – C3.0.1: Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).

4 – C3.0.2: Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver’s license, marriage license).

Key Concepts
delegated/reserved/shared powers
Lesson Sequence

Begin the lesson by reviewing the three levels of government. Note that students should have studied local government in second grade and state government in third grade. They have begun to explore the federal (national) government in the Lessons 1 and 2 of this unit. Assess their prior knowledge by leading a discussion based on the questions below. Alternatively, place students in groups of three or four and have them discuss the questions below before conducting a whole class discussion. Note that a handout of these questions has been included in the Supplemental Materials (Unit 5, Lesson 3).

What are the three different levels of government found in our country?
Why do we need all three levels?
How is our local government organized?
What are some of the important functions of our local government?
How is our state government organized?
What are some of the important functions of our state government?
What have you learned so far about our national, or federal, government?

Explain to students that their lives are affected everyday by all three levels of government. Tell them that they will be visiting a website to explore some specific examples of how government affects them. Place students in pairs and give each pair a copy of the “How Does Government Affect Me
Chart” located in the Supplemental Materials (Unit 5, Lesson 3). Explain the following directions to them or write them on the board or an overhead transparency:

Visit the PBS Kids Democracy Project located at <HYPERLINK "http://pbskids.org/democracy/govandme/" http://pbskids.org/democracy/govandme/>. Click on the different sections of the town to explore how local, state, and federal governments affect you every day. Take notes about what you discover on the “How Does Government Affect Me Chart.” Be prepared to share what you have learned with the whole class.

Give students time to complete the web-based activity and to record information on their charts. When they have finished have students compare their charts in groups of four students or discuss with the entire class. Note that a chart with showing possible answers has been included in the Supplemental Materials (Unit 5, Lesson 3). Conclude by asking students to share what they have learned about how government affects their daily lives.

Point out to students that the people have given government the power to carry out the activities demonstrated at the website they visited in Step 2 such as creating schools, building parks, and making laws. Explain to students that in our system of government, the people have the power, but agreed through the Constitution to give some powers to the federal (national) government. Some of those powers given to the federal government are also shared with state governments. Powers not given to the federal government in the Constitution are reserved for the states or the people. Discuss this concept using the following questions:

Why not give all the power to the federal government since it looks out for all the people in the country?
What is an example of a power you think only the federal government should have?
What is an example of a power you think only the states should have?
What kind of power do you think they should share?
What do you think is the main purpose of this system of granting, reserving, and sharing power?

Draw a large Venn diagram on a large piece of butcher or chart paper and label the two sections “Federal” and “State.” Cut apart the “Power Pieces” located in the Supplemental Materials (Unit 5, Lesson 3). Place students in pairs and give each pair a Power Piece. Explain that pairs should talk together and decide where their Power Piece belongs on the Venn diagram. Remind them that if they think the power shown on their piece belongs to both the federal and state governments, they should the piece in the center section. Give students time to make a decision and then have each pair come up, tape their piece to the Venn
diagram. Have each pair explain why they think it belongs in that section. When all the pieces are up, ask students if they think any pieces are in the wrong place. As a group decide on any changes to be made. Make an overhead transparency of the completed “Venn Diagram,” found in the Supplemental Materials (Unit 5, Lesson 3) and use the transparency to compare the Venn diagram created by students. Discuss any discrepancies. Use the following questions to extend student thinking regarding the issue of power:

- How close were we to having all the pieces in the correct places?
- In cases where we were wrong, why do you think we had it in the wrong place?
- What problems could arise if each state printed its own money?
- Why do you think the power to make marriage laws is given to the states, not the federal government?
- Why do you think states were not given the power to declare war?

Divide students into groups of three or four and give each group a copy of the “What If? Group Activity Sheet” located in the Supplemental Materials (Unit 5, Lesson 3). Tell students to discuss the scenarios described on the Activity Sheet. Tell them to choose a group recorder and write what they think might happen if each of the scenarios were true. Allow groups time to finish and then have the groups share their ideas with the whole class.

Explain to students that the Constitution, in addition to describing how powers are shared between the federal/national and state governments, also puts limits on the powers of each level. Use the following information to discuss these limits with students:

- The federal government may not make laws that favor trade in one state over another.
- The federal government may not spend money unless there is a law giving it approval to do so.
- The federal government may not tax goods that are leaving the country.
- The states may not coin or print money.
- The states may not make treaties with other countries.

Explain to students that the Founders – the people who create our system of government in the Constitution -- limited the powers of government through the system of delegating, reserving, and sharing power. The Constitution identified what powers the people delegated or entrusted to the federal government. The Founders were also concerned about holding the nation together. They wrote something in the Constitution that protected the country from control by individual states. Therefore, the Constitution contains something known as the “Supremacy Clause.” This means that:

- States cannot make laws that are in conflict with the U. S. Constitution.
States cannot make laws that are in conflict with the laws made by the U.S. Congress. Ask students to think of some laws that the Supremacy Clause would not allow a state to make. Discuss student responses. Possible answers include that a state could not make laws that prohibited women from voting, required people to attend a certain church, or prevented people from criticizing their government.

As a culminating activity divide students into small groups and give each group a copy of the “Small Group Activity Chart” located in the Supplemental Materials (Unit 5, Lesson 3). Explain that students should use what they learned in this lesson as well as what they learned in Lessons 1 and 2 to complete this activity. Explain that they need to work together to identify an example of how the federal government uses a specific power to carry out a specific purpose of government. If necessary, provide the following example: To carry out the purpose of promoting the common good the federal government uses its power to create post offices so people can mail letters and packages to each other. Note that a chart showing possible answers has also been included in the Supplemental Materials (Unit 5, Lesson 3).

Give groups time to work and then have them share their charts in the whole group. If time permits, have groups create a poster or graphic organizer based on their chart.

**Assessment**
Students could create a Venn diagram illustrating powers granted to the federal government, powers reserved for the state governments and powers shared by both. Students could also create a “Power Poster” describing in words and illustrations what they have learned in this lesson.
Graphic Organizer

Powers Granted to the Federal Government (Delegated Powers)
- Printing money
- Declaring war
- Conducting foreign relations
- Overseeing trade with other countries
- Overseeing interstate trade
- Making treaties
- Providing an army and a navy
- Establishing post offices

Powers Reserved for the States (Reserved Powers)
- Overseeing trade within the state
- Issuing licenses, e.g. driver’s licenses
- Creating public schools
- Making motor vehicle and traffic laws
- Making laws regarding marriage and divorce

Shared Powers
- Making laws
- Enforcing laws
- Taxing
- Borrowing money
- Building roads
- Establishing courts
- Providing for the health and welfare of people
Big Ideas Card

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 3, Unit 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In the United States, the government is based on the idea of popular sovereignty which means that the ultimate power belongs to the people in our government.</td>
</tr>
<tr>
<td>• The people agreed to delegate some of their power to the federal government and expressed this in the Constitution.</td>
</tr>
<tr>
<td>• All other powers not given to the federal government in the Constitution are reserved to the states or the people.</td>
</tr>
<tr>
<td>• In a few cases, certain powers like making laws and collecting taxes are shared by both federal and state governments.</td>
</tr>
<tr>
<td>• The system of delegating, reserving, and sharing of power explained in the Constitution serves to limit the power of government.</td>
</tr>
</tbody>
</table>
## Word Cards

**Word Cards from previous lessons needed for this lesson:**

- Government – Word Card #1 from Lesson 1
- Federal Government – Word Card #2 from Lesson 1
- Constitution – Word Card #3 from Lesson 1

<table>
<thead>
<tr>
<th>15</th>
<th>16</th>
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</thead>
<tbody>
<tr>
<td><strong>levels of government</strong></td>
<td><strong>shared powers</strong></td>
</tr>
<tr>
<td>federal, state, and local governments</td>
<td>powers granted to both the federal and state governments</td>
</tr>
</tbody>
</table>

*Example:* In our country we have three levels of government.

### Levels of Government

- **Federal, State, and Local Governments**

### Shared Powers

- **Powers Granted to Both the Federal and State Governments**

*Example:* The power to collect taxes is a shared power.

<table>
<thead>
<tr>
<th>17</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>reserved powers</strong></td>
<td><strong>delegated powers</strong></td>
</tr>
<tr>
<td>powers not given to the federal government</td>
<td>powers people give to the federal government by the Constitution</td>
</tr>
</tbody>
</table>

*Example:* The power to create schools is an example of a reserved power.

*Example:* The power to print money is a delegated power.
Small Group Discussion Questions for Step 1

1. What are the three different levels of government found in our country?

2. Why do we need all three levels?

3. How is our local government organized?

4. What are some of the important functions of our local government?

5. How is our state government organized?

6. What are some of the important functions of our state government?

7. What have you learned so far about our national, or federal, government?
### How Does Government Affect Me?

**Internet Activity**

Website: [http://pbskids.org/democracy/govandme/](http://pbskids.org/democracy/govandme/)

<table>
<thead>
<tr>
<th></th>
<th>Local</th>
<th>State</th>
<th>Federal</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Libraries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Does Government Affect Me?
Internet Activity – Possible Answers

<table>
<thead>
<tr>
<th></th>
<th>Local</th>
<th>State</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Most of the money for schools comes from the local government.</td>
<td>States give a certain amount of money to schools for each student.</td>
<td>The federal government gives money for special projects.</td>
</tr>
<tr>
<td></td>
<td>(Note that in Michigan, Prop A provides that locally collected taxes are sent to the state government which redistributes it to local districts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>Pays for roads in towns and cities</td>
<td>Builds and maintain state roads</td>
<td>National Highway Traffic Safety Administration</td>
</tr>
<tr>
<td></td>
<td>Removes snow</td>
<td></td>
<td>Builds and Maintains Interstate Highways</td>
</tr>
<tr>
<td></td>
<td>Builds local subways and bus systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Libraries</td>
<td>Public libraries</td>
<td>The website does not mention state libraries specifically but students may know that Michigan does have a State Library in Lansing.</td>
<td>Library of Congress</td>
</tr>
<tr>
<td>Police</td>
<td>Local police officers</td>
<td>State police patrol highways</td>
<td>Federal Bureau of Investigation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work with local police to enforce state laws</td>
<td>Federal marshals protect federal courts</td>
</tr>
<tr>
<td>Parks</td>
<td>Local parks</td>
<td>State parks</td>
<td>National Park Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>National Parks such as Grand Canyon</td>
</tr>
</tbody>
</table>
### POWER PIECES

<table>
<thead>
<tr>
<th>Collecting taxes</th>
<th>Creating public schools</th>
<th>Making marriage laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining an army</td>
<td>Establishing post offices</td>
<td>Printing money</td>
</tr>
<tr>
<td>Establishing local governments</td>
<td>Handling trade with other countries</td>
<td>Borrowing money</td>
</tr>
<tr>
<td>Making laws</td>
<td>Issuing drivers’ licenses</td>
<td>Declaring war</td>
</tr>
<tr>
<td>Handling trade within a state</td>
<td>Making treaties with other countries</td>
<td>Providing for the welfare of people</td>
</tr>
</tbody>
</table>
**COMPLETED VENN DIAGRAM**

**Federal Government**
- Declaring war
- Operating post offices
- Printing money
- Maintaining an army
- Handling trade with other countries
- Making treaties with other counties

**State Government**
- Creating public schools
- Handling trade within a state
- Making marriage laws
- Issuing drivers’ licenses
- Establishing local governments
- Collecting taxes
- Borrowing money
- Making laws
- Providing for the welfare of people

** Michigan Citizenship Collaborative Curriculum  
www.micitizenshipcurriculum.org  
July 28, 2009**
## What If?

### Group Activity Sheet

<table>
<thead>
<tr>
<th>What Might Happen If…</th>
<th>Describe your group’s ideas here</th>
</tr>
</thead>
<tbody>
<tr>
<td>States could run their own post offices and make their own stamps</td>
<td></td>
</tr>
<tr>
<td>States could declare war on another country</td>
<td></td>
</tr>
<tr>
<td>States could make treaties with other countries</td>
<td></td>
</tr>
<tr>
<td>Only the federal (national) government could tax the people</td>
<td></td>
</tr>
<tr>
<td>Only the federal (national) government could make laws</td>
<td></td>
</tr>
</tbody>
</table>
### Small Group Activity Chart

How does the Federal Government Use Its Powers to Fulfill the Purposes of Government?

<table>
<thead>
<tr>
<th>Purpose of Government</th>
<th>Power delegated to the Federal Government</th>
<th>How this power helps the government fulfill this purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Small Group Activity Chart**

How does the Federal Government Use Its Powers to Fulfill the Purposes of Government?

Possible Answers

<table>
<thead>
<tr>
<th>Purpose of Government</th>
<th>To provide for the common defense (common good)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power delegated to the Federal Government</td>
<td>Providing an army and a navy</td>
</tr>
<tr>
<td>How this power helps the government fulfill this purpose</td>
<td>This power helps the federal government defend the people.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose of Government</th>
<th>To insure domestic tranquility (manage conflict)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power delegated to the Federal Government</td>
<td>To make and enforce laws</td>
</tr>
<tr>
<td>How this power helps the government fulfill this purpose</td>
<td>Laws help maintain order and minimize conflict.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose of Government</th>
<th>Establishing justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power delegated to the Federal Government</td>
<td>Creating a court system</td>
</tr>
<tr>
<td>How this power helps the government fulfill this purpose</td>
<td>This power provides a fair court system where people can go if they think they have been treated unfairly.</td>
</tr>
</tbody>
</table>
Lesson 4: How is Our Federal Government Organized?

Big Ideas of the Lesson

The Framers of the Constitution were afraid of giving one group or one person in government too much power. They limited the power of the federal government by separating or dividing power among three groups or branches of government. The three branches are known as the legislative branch, the executive branch and the judicial branch. Each branch has a different function and its own special powers.

Lesson Abstract:
This lesson continues the exploration of governmental authority, power, and limited government. Students explore how the Constitution establishes the structure of the federal government. Working individually students construct a three-tab booklet in which they describe each branch of government, identify the powers, limits to power, and how members come to power. They employ informational reading strategies as they examine the Constitution for information. Next, students engage in small group discussions sharing their booklets and answering questions such as: Which branch of government is the most powerful? Why? Should justices of the Supreme Court be elected or appointed (compare with state government)? Why? How does the structure of the federal government compare to the structure of our state government? Additional activities may include a virtual field trip to the House Chamber, a simulation about the Presidency, and lessons from We the People.

Content Expectations

4 – C3.0.1: Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).

4 – C3.0.3: Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

4 – C3.0.4: Describe how the powers of the federal government are separated among the branches.

4 – C3.0.6: Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).

Key Concepts
Constitution
executive/legislative/judicial branches of government
limited government
separation of powers

**Instructional Resources**

**Equipment/Manipulative**
Overhead projector or Document Camera/Projector
Student journal or notebook

**Student Resource**


**Teacher Resource**

Barnes, Peter and Barnes Cheryl. *A Mice Way to Learn About Government: A*
Lesson Sequence

Begin the lesson by reviewing the concepts of republican government, constitutional government and limited government as studied in previous lessons. Write the three terms on the board or overhead transparency. Divide students into groups of three and have them discuss and write down what they know about each of the concepts.

Discuss the concepts from Step 1 with the entire class. Use the following ideas to guide your discussion:

In a Republic the power and authority of the government comes from the people.
In a Constitutional Government the power of the government is limited.

Republican Government means the authority of federal or national government is limited. It can only do what the people have given it the power to do. Government authority is limited by individual rights. Government officials must also obey the laws.

Also introduce students to the ideas of separation of powers and checks and balances. Explain the following:

As a way to limit the power of government, the Constitution grants some powers to the federal (national) government and reserves some powers to the state governments. In addition some powers are shared. Those powers not specifically delegated or given to the federal government are reserved to the states or the people.

Another way in which the Constitution creates a limited government is through the separation of powers among three branches. The Constitutional also sets ways in which one branch can check the other two. In this way, these checks help to balance power (Checks and Balances).

Using the “Government of Egbonia” text selection located in the Supplemental Materials (Unit 5, Lesson 4), have students read and summarize how the government of this mythical country is organized. Use the following questions to discuss the organization:
Who makes the laws in Egbonia?
Who enforces the laws?
Who seems to have all the power in Egbonia?
Do there appear to be any limits on the government in Egbonia?
What problems are likely to occur in Egbonia?
What might be a different way to organize the government of Egbonia?

Explain to students that the people who designed our government did not want a government like that of Egbonia where one person or group has too much power. They wanted to design a strong federal government but at the same time limit its powers so that the rights of the people would be protected. Make and display an overhead transparency of “Excerpts from the Constitution” and guide students in reading the selected text from the Constitution. Use these questions to discuss the text:
According to this text from the Constitution, how is our federal government organized?
Why do you think this type of organization was chosen?
How is this organization different from that of Egbonia’s government?

Write the term “Separation of Powers” on an overhead transparency or board. Explain that the Framers of the Constitution decided to divide the powers of government between three groups or branches of government as is shown in the text from the Constitution used in Step 6. They hoped that in this way no one person or group would get too powerful. Each branch would operate independently of the others and have its own special powers. Use “Separation of Powers” chart located in the Supplemental Materials (Unit 5, Lesson 4) to discuss the three branches and the primary power of each.

Explain that in this next part of the lesson students will be using multiple sources to locate information about the three branches of government. Then, they will organize and summarize the information by creating a three-tabbed booklet. Give each student three copies of the “Locating Information Chart” located in the Supplemental Materials (Unit 5, Lesson 4), one for each of the branches. Note that the following alternative strategies could be used for information gathering:
Teachers could read aloud information about one of the branches and model informational text strategies for students. Then, the teacher could model how to describe the branch by making an overhead transparency of the “Locating Information Chart” and filling it out with students.
Divide students into groups of three and have each group member research one of the branches. Students could share the results of their research either in small groups or with the whole class.

Provide students with multiple resources for their research. These could
include:
Website addresses listed in the Student Resource section.
Books listed in the Student Resource section.
Printed copies of information you have downloaded from websites.
Sections of the book *We the People*.
Email addresses of high school government teachers who could be consulted for information.
Videos listed in the Student Resource section.

Provide time for students to do their research. Make sure to monitor their progress by checking their charts and offering suggestions and advice as needed.

As a literature connection, read one or more of the following books as additional information for the lesson: *House Mouse, Senate Mouse*; *Marshall, the Courthouse Mouse*; or *Woodrow for President*.

Using their charts, have students individually create a three-tabbed booklet on the three branches of government.

As a culminating activity have students engage in small group discussions sharing their booklets and answering questions such as the following:
Which branch of government is the most powerful? Why?
Should justices of the Supreme Court be elected or appointed? Why?
How does the structure of the federal government compare to the structure of our state government?
How does separating the power among three branches serve to limit the power of the federal government?

The following optional activities can be used to supplement this lesson:
Have students analyze newspapers for stories relating to the different branches of government.
Have students research which Congressional District they live in and who their Representative is.
Have students contact their Representative with questions regarding their job and responsibilities.
Have students take a virtual field trip of the House Chamber at the following website: <HYPERLINK "http://clerkkids.house.gov/trip/chamber.html" http://clerkkids.house.gov/trip/chamber.html>.
Have students complete the "President For a Day" simulation located at the following website: <HYPERLINK "http://www.pbs.org/democracy/kids/presforaday/index.html" http://www.pbs.org/democracy/kids/presforaday/index.html>.

**Assessment**
The booklets created in Step 10 of the lesson can be used for assessment.
Graphic Organizer

Organization of the Federal Government

Described in the Constitution

Three Branches
- Legislative
- Executive
- Judicial

Each branch...
- Has its own powers
- Has the power to “check” the others

Related Concepts
- Popular Sovereignty
- Separation of Powers
- Constitutional Government
- Limited Government
# Big Ideas Card

## Big Ideas of Lesson 4, Unit 5

- The Framers of the Constitution were afraid of giving one group or one person in government too much power.

- They limited the power of the federal government by separating or dividing power among three groups or branches of government.

- The three branches are known as the legislative branch, the executive branch and the judicial branch.

- Each branch has a different function and its own special powers.
Word Cards

**Word Cards from previous lessons needed for this lesson:**

- Government – Word Card #1 from Lesson 1
- Federal Government – Word Card #2 from Lesson 1
- Constitution – Word Card #3 from Lesson 1
- Limited Government – Word Card #8 from Lesson 2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>separation of powers</td>
<td>branches of government</td>
</tr>
<tr>
<td>power is separated, or divided, among three branches of government</td>
<td>the three different sections of government</td>
</tr>
<tr>
<td>Example: Separation of power helps to prevent any one branch from becoming too powerful.</td>
<td>Example: One branch of government makes laws, another branch enforces the laws, and the third branch decides what the laws mean.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>legislative branch</td>
<td>executive branch</td>
</tr>
<tr>
<td>the branch of government that makes laws</td>
<td>the branch of government that enforces laws</td>
</tr>
<tr>
<td>Example: The legislative branch made a law that set a new speed limit.</td>
<td>Example: It was up to the executive branch to enforce the new speed limit.</td>
</tr>
<tr>
<td>23</td>
<td>judicial branch</td>
</tr>
<tr>
<td>----</td>
<td>-----------------</td>
</tr>
<tr>
<td>the branch of government that decides what laws mean</td>
<td>a member of the Senate</td>
</tr>
<tr>
<td><strong>Example:</strong> The judicial branch is made up of the Supreme Court and other courts as created by Congress.</td>
<td><strong>Example:</strong> Michigan has two U.S. senators that represent our state in the U.S. Senate.</td>
</tr>
<tr>
<td>(SS040504)</td>
<td>(SS040504)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25</th>
<th>Representative</th>
<th>26</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>a member of the House of Representatives</td>
<td>the head of the executive branch and the leader of our country</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Example:</strong> Michigan has several Representatives in the U.S. House of Representatives.</td>
<td><strong>Example:</strong> The President is a very important part of the government of our country.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(SS040504)</td>
<td>(SS040504)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27</th>
<th>Cabinet</th>
<th>28</th>
<th>Supreme Court</th>
</tr>
</thead>
<tbody>
<tr>
<td>A group of people who help and give advice to the president</td>
<td>the highest court in our country</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Example:</strong> The Secretary of State and the Attorney General are members of the President’s Cabinet.</td>
<td><strong>Example:</strong> The United States Supreme Court is the highest court in the judicial branch of our federal government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(SS040504)</td>
<td>(SS040504)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Government of Egbonia

The small country of Egbonia is governed by a President and a Council. According to the Egbonian Constitution, the Council is made up of the ten richest people in Egbonia. The President is chosen by the Council. The Constitution allows the President to make and enforce all the laws. The main roles of the Council are to choose the President and give him ideas for new laws.

According to the Constitution, a huge birthday party is held for the President each year. This year the President wanted it to be bigger than ever. Therefore, he wrote a new law requiring every citizen of Egbonia to donate five hundred dollars for the party plus a birthday cake.

Many citizens were unhappy with the law and said it was unfair. The President responded that the Constitution gave him the power to make any law he wanted. To make sure citizens gave the money and birthday cake, he wrote a second law. This law stated that anyone who did not pay the money and donate cake would be forced to leave the country and find another place to live.

The Council members told the President they didn’t want to give money or cake. He told them not to worry. The law was only for the rest of the citizens, not for them. They were all welcome to come to the birthday party and didn’t need to donate a thing!

Some citizens decided to protest these two new laws. They met outside the President’s mansion holding signs that said “The New Laws are Unfair!” The President had all these citizens arrested and put into jail. He told newspaper reporters covering the story that this was completely within his power. He read them a section from the Egbonian Constitution that stated that the President could arrest and jail any citizen who complained about him.

The birthday party was held at the President’s mansion and attended by the Council and twenty of the President’s closest friends. There were thousands of balloons, a huge feast and hundreds of presents the President had bought for himself using the money given by citizens. The protesting citizens remained in jail for over three months. Fifty citizens were sent out of the country for failing to give money and birthday cake.

The President had such a good time at his birthday party that he amended the Constitution to allow him to have three birthday parties each year.
Excerpts from the United States Constitution

Article. I.

Section. 1.
All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Article. II.

Section. 1.
The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Article III.

Section. 1.
The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.
Separation of Powers

Federal Government

Legislative Branch
- Main Duty: To make laws
  - Congress
    - House of Representatives
    - Senate

Executive Branch
- Main Duty: To enforce laws
  - President

Judicial Branch
- Main Duty: To interpret laws
  - Supreme Court and other Federal Courts
## Information Gathering: Legislative Branch

<table>
<thead>
<tr>
<th>Who is involved in this branch?</th>
<th>House of Representatives</th>
<th>Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements for serving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Powers of each House</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Powers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limits on Power</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Information Gathering: Executive Branch

<table>
<thead>
<tr>
<th>Who is involved in this branch?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements for serving</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td></td>
</tr>
<tr>
<td>Other Members of the Executive Branch</td>
<td></td>
</tr>
<tr>
<td>Powers</td>
<td></td>
</tr>
<tr>
<td>Limits on Power</td>
<td></td>
</tr>
</tbody>
</table>
## Information Gathering: Judicial Branch

<table>
<thead>
<tr>
<th>Who is involved in this branch?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements for serving</td>
</tr>
<tr>
<td>Term</td>
</tr>
<tr>
<td>Other Members of the Judicial Branch</td>
</tr>
<tr>
<td>Powers</td>
</tr>
<tr>
<td>Limits on Power</td>
</tr>
</tbody>
</table>
# The Legislative Branch

## Information Sheet #1

<table>
<thead>
<tr>
<th>Who?</th>
<th>The Congress made up of the House of Representatives (435 members) and the Senate (100 members).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements</strong></td>
<td><strong>House of Representatives</strong>&lt;br&gt;• At least 25 years old&lt;br&gt;• A U.S. citizen for the past 7 years&lt;br&gt;• Must live in the state they represent</td>
</tr>
<tr>
<td><strong>Term</strong></td>
<td><strong>House of Representatives</strong>&lt;br&gt;2 years</td>
</tr>
<tr>
<td><strong>Special Powers</strong></td>
<td><strong>House of Representatives</strong>&lt;br&gt;• Must introduce laws that make people pay taxes&lt;br&gt;• Can decide if a government official should be put on trial before the Senate</td>
</tr>
<tr>
<td><strong>Powers</strong></td>
<td>• To make laws&lt;br&gt;• To tax the people&lt;br&gt;• To raise an army and navy to defend the country&lt;br&gt;• To declare war&lt;br&gt;• To create a court system&lt;br&gt;• To coin money&lt;br&gt;• To regulate trade between states&lt;br&gt;• To regulate trade between the U.S. and other countries</td>
</tr>
<tr>
<td><strong>Limits on Power</strong></td>
<td>• Cannot make unfair laws such as those that would limit a person’s right to freedom of speech or religion&lt;br&gt;• The Supreme Court can declare a law unconstitutional&lt;br&gt;• The President can veto a law</td>
</tr>
</tbody>
</table>
## The Executive Branch

### Information Sheet #2

<table>
<thead>
<tr>
<th>Who?</th>
<th>The President</th>
</tr>
</thead>
</table>
| **Requirements** | • At least 35 years old  
• A natural-born citizen of the United States  
• Must have lived in the United States for at least 14 years |
| **Term** | • A term of four years for President  
• A President may serve two terms |

<table>
<thead>
<tr>
<th><strong>Other Members of the Executive Branch</strong></th>
<th></th>
</tr>
</thead>
</table>
| • The Vice-President  
• Members of the President’s Cabinet such as the Secretary of the Treasury and the Secretary of Defense  
• Officials of independent agencies that help carry out policy or provide special services such as the U.S. Postal Service, the National Science Foundation, and the Central Intelligence Agency |

<table>
<thead>
<tr>
<th><strong>Powers</strong></th>
<th></th>
</tr>
</thead>
</table>
| • To serve as Head of State in meeting with leaders of other countries  
• To act as Commander in Chief of the armed forces  
• To make treaties with other countries with the approval of the Senate  
• To appoint ambassadors and judges to the Supreme Court with the approval of the Senate  
• To conduct a war  
• To recommend legislation to Congress  
• To convene Congress in special circumstances  
• To serve as the “boss” of federal government workers  
• To sign or veto a bill from Congress |

<table>
<thead>
<tr>
<th><strong>Limits on Power</strong></th>
<th></th>
</tr>
</thead>
</table>
| • The President can conduct a war, but only the Congress can declare war.  
• The President controls the armed forces, but the Congress controls the money needed to support the armed forces.  
• The Senate must approve of presidential appointments.  
• The House of Representatives has the power to impeach the President for wrong-doing.  
• The Senate has the power to try the President after he or she has been impeached. |
# The Judicial Branch
## Information Sheet #3

<table>
<thead>
<tr>
<th>Who?</th>
<th>The Supreme Court is made up of 9 Justices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td>There are no requirements but to this date all Supreme Court Justices have been trained in the law. Many have served as members of Congress, governors, or members of a President’s Cabinet.</td>
</tr>
<tr>
<td>Term</td>
<td>Supreme Court Justices serve for life unless they resign, retire or are impeached by the House of Representatives and convicted by the Senate.</td>
</tr>
</tbody>
</table>
| Other Members of the Judicial Branch | - Judges of lower federal courts.  
- These federal judges are appointed by the President and approved by the Senate.  
- Like Supreme Court Justices, federal judges serve for life or until they resign, retire or are found guilty of serious crimes. |
| Powers | - To declare a law made by Congress unconstitutional  
- To declare an action of the President unconstitutional  
- To declare a state law unconstitutional if it conflicts with the laws made by Congress or with the Constitution |
| Limits on Power | - Congress has the power to impeach, try and remove Supreme Court Justices and federal judges from office.  
- Courts do not have the power to enforce their decisions. The President is responsible for this. |
Lesson 5: Why Do We Have a System of Checks and Balances?

Big Ideas of the Lesson

In order to limit the power of the federal government the Constitution provides for a system of checks and balances. Under the system of checks and balances, the branches are given authority to challenge each others use of power. For instance, the president has the power to veto a law passed by Congress. No branch can carry out its functions/powers without some cooperation from the other branches. The system of checks and balances makes sure that one branch does not become too powerful and prevents abuse of power that might result if a single branch were in complete control.

Lesson Abstract:
This lesson expands on the study of the branches of government through an exploration of our system of checks and balances. It begins with an examination of how bills become laws and the related checks and balances. Students then examine a newspaper article describing a presidential veto. Next, students use a trade book to learn about judicial review. Finally, students use newspapers and the Internet to gather further examples of checks and balances. They use the articles and their own illustrations to create a poster describing the system of checks and balances. Students then present their posters to small groups and the group discusses the question: How do checks and balances serve to limit the power of the federal government?

Content Expectations

4 – C3.0.1: Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).

4 – C3.0.5: Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).

Key Concepts

checks and balances
executive/legislative/judicial branches of government
limited government
**Instructional Resources**

*Equipment/Manipulative*
- Highlighters
- Newspapers (National News section)
- Overhead projector or Document Camera/Projector
- Student journal or notebook

*Student Resource*


*Teacher Resource*


**Lesson Sequence**

Begin the lesson by reviewing the concept of separation of power by having students list the three branches of government in their social studies journal and one major power of each branch. Then ask students the following question: Would separating the federal government into three separate branches insure that no person or group would become too powerful? Discuss student responses and ask students to explain their answers.

Divide students into small groups of four and give each group a copy of the “Power Problems” chart located in the Supplemental Materials (Unit 5, Lesson 5). Explain that groups should examine the three uses of power described on the chart and discuss and then write on the chart possible problems that could result. Remind them to leave the last column of the chart blank. It will be filled in later in the lesson. Note that a completed chart has also been included in the Supplemental Materials (Unit 5, Lesson 5).

Discuss the problems small groups described on their charts. Then, ask students to think of a way these problems could be prevented. For example, what could be done to insure that Congress did not make laws that were unreasonable or unfair like the “Wear Red on Monday” law described on the chart. Discuss student ideas. Collect the charts which you will be handing back later in the lesson.

Discuss the following ideas with students:

When the Framers separated the legislative, executive, and judicial powers among three different branches, they were still concerned that each branch might abuse its power.

The Framers of the Constitution did not think separating the powers would be enough. They were afraid that problems would arise like those described on the Power Problems chart. They decided that they also needed to make sure that the legislative, executive, and judicial powers were given to other branches as a check on power.

Under the system of checks and balances, the branches are given authority to challenge each others use of power. For instance, the president has the power to veto a law passed by Congress. In this way, no branch can carry out its functions/powers without some cooperation from the other branches. Thus, the “checking power” is a way one branch of government can limit the power of the other branches of government.

The system of checks and balances makes sure that one branch does not
become too powerful and prevents abuse of power that might result if a single branch were in complete control.

Write the term “Checks and Balances” on an overhead transparency or board. Explain to students that this term describes how the Framers hoped to further limit the power of the national government with this system.

Explain that one good way to learn about our system of checks and balances is to examine the process of how laws are made. Give each student a copy of the “How a Bill Becomes a Law” diagram located in the Supplemental Materials (Unit 5, Lesson 5) and make an overhead transparency of the diagram. Use the diagram to discuss the process in simple terms. This step could be supplemented by playing the song “I’m Just a Bill” from the Schoolhouse Rock website <HYPERLINK "http://www.school-house-rock.com/Bill.html" http://www.school-house-rock.com/Bill.html>. You may also wish to have students visit one of the following websites which describe the process in greater detail.


Give each student a highlighter and tell them to go over the diagram used in Step 5 one more time and highlight examples of how the legislative and executive branches check each other in the law-making process. Examples include the following:

The president can veto a bill. This is a way the executive branch can check the legislative branch.

Congress can override the veto. This is a way the legislative branch can check the executive branch.

Both the House of Representatives and Senate must agree on bill. This is the way one part of the legislative branch checks the other.

Divide students in pairs and give each pair a copy of the “Presidential Vetoes” chart located in the Supplemental Materials (Unit 5, Lesson 5). Tell pairs to analyze the chart and write two conclusions that can be drawn from the data. Possible conclusions include:

Some presidents never used the veto power.

Fewer presidents in our early history used the veto power.

Some presidents used the veto power a lot more than others.

Very few vetoes are overridden by Congress.

Give each student a copy of the newspaper article describing a veto of President George Bush located in the Supplemental Materials (Unit 5,
Lesson 5). Explain that students should read the article and use a highlighter to identify the bill the President vetoed, reasons for his veto, and how Congress responded to the veto. Give students time to read the article and highlight the required information. Then, discuss the article using the following questions:

- What bill did President Bush veto?
- What reasons did he give for his veto?
- How did Congress respond to his veto?
- Why do you think Congress responded in this way?

Pose the following question to students: What if Congress passed an unfair bill like the “Wear Red on Mondays” bill discussed previously in the lesson and the President agreed with it and signed it into law? Discuss student responses. Then, explain that the Constitution provides a check to help insure this doesn’t happen. Students will have the opportunity to learn about this check in a humorous book about mice.

Read students the book Marshall, the Courthouse Mouse. Use the following questions to discuss the book:

- How is the Supreme Court structured?
- What is one of the Supreme Court’s most important powers?
- What law did the Supreme Court rule on in this book?
- What process did the Court use to examine and decide the law?
- What was the court’s final decision?
- What branch, or branches, of government are checked by the Supreme Court’s power to declare a law unconstitutional?

Give each student a copy of the “Checks and Balances” graphic organizer included in the Supplemental Materials (Unit 5, Lesson 5). Explain that students should use what they have learned in the lesson so far to help them fill in the seven blanks on the organizer. Note that a completed graphic organizer has been included in the Supplemental Materials (Unit 5, Lesson 5).

Provide each student with a copy of the “Checks and Balances Reference Sheet” included in the Supplemental Materials (Unit 5, Lesson 5). Guide students in identifying further examples of checks and balances described on the sheet and discuss how they serve to check one of the three branches. Note that examples include:

- The power of the Legislative Branch to impeach, try and remove Supreme Court Justices, federal judges, and the President from office.
- The power of the Senate to approve Presidential appointments.
- The power of Congress to control money needed for the armed forces.

Place students in the same small groups used at the beginning of the lesson (see Step 2) and return the “Power Problems” chart to the respective
groups. Have them complete the final column of the chart using what they have learned in the lesson.

As a culminating project have students create a poster describing our system of checks and balances. Provide students with resources such as newspapers and website addresses of newspapers online. Explain that students should use these resources to locate examples of checks and balances. Encourage them to refer to the “Checks and Balances Reference Sheet” as they search for examples. Encourage them to use the newspaper articles they discovered in Step 12 as well as their own drawings to illustrate their posters. Give students time to create their posters.

Have students present their posters to small groups. After the presentations, engage students in a class discussion of the question: How do checks and balances serve to limit the power of the federal government?

Assessment
The graphic organizer on “Checks and Balances” that students complete in Step 11 can be used as an assessment. The posters can be used as an assessment as well. In addition, students could write a short paragraph describing our system of checks and balances.
Checks on the Legislative Branch
- The President can veto a bill.
- The Supreme Court can declare a law unconstitutional.

Checks on the Executive Branch
- Congress can override a President’s veto.
- The Senate approves Presidential appointments.

Checks on the Judicial Branch
- Congress has the power to impeach, try and remove Supreme Court Justices.
- Supreme Court judges are nominated by the President and approved by the Senate.
## Big Ideas Card

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 5, Unit 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In order to limit the power of the federal government the Constitution provides for a system of checks and balances.</td>
</tr>
<tr>
<td>• Under the system of checks and balances, the branches are given authority to challenge each others use of power. For instance, the president has the power to veto a law passed by Congress.</td>
</tr>
<tr>
<td>• No branch can carry out its functions/powers without some cooperation from the other branches.</td>
</tr>
<tr>
<td>• The system of checks and balances makes sure that one branch does not become too powerful and prevents abuse of power that might result if a single branch were in complete control.</td>
</tr>
</tbody>
</table>
Word Cards

Word Cards from previous lessons needed for this lesson:

- Limited Government – Word Card #8 from Lesson 2
- Separation of Powers – Word Card #19 from Lesson 4
- Branches of Government – Word Card #20 from Lesson 4

### checks and balances

the way in which the different branches of government keep each other from having too much power

**Example:** A veto is an example of the concept of checks and balances.

(SS040505)

### veto

when the President turns down a bill or refuses to sign it into law

**Example:** The President vetoed the bill because he did not agree with it.

(SS040505)

### override

when the Congress votes to cancel a President’s veto

**Example:** The U.S. Congress passed the law by overriding the President’s veto of the bill.

(SS040505)

### judicial review

the power of the Supreme Court to declare a law unconstitutional

**Example:** Through the power of judicial review, courts make sure that the laws do not violate the Constitution.

(SS040505)
in conflict with or violates the U.S. Constitution

*Example:* The Supreme Court decided that the law was unconstitutional.

(SS040505)
### Power Problems

<table>
<thead>
<tr>
<th>What’s the Problem?</th>
<th>What check would prevent this from happening?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Power</td>
<td>Congress makes a law requiring all citizens to wear red on Mondays.</td>
</tr>
<tr>
<td>Congress has the power to make laws.</td>
<td>The President appoints his brother, a plumber, to the Supreme Court.</td>
</tr>
<tr>
<td>The President makes a treaty with Canada that includes giving Canada the states of Michigan, Wisconsin, and Minnesota.</td>
<td>The President has the power to make treaties with other countries.</td>
</tr>
<tr>
<td>Power</td>
<td>The President has the power to appoint judges to the Supreme Court.</td>
</tr>
<tr>
<td>Power</td>
<td>Use of Power</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Congress has the power to make laws.</td>
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<tr>
<td>The President has the power to make treaties with other countries.</td>
<td>The President makes a treaty with Canada that includes giving Canada the states of Michigan, Wisconsin, and Minnesota.</td>
</tr>
</tbody>
</table>
How a Bill Becomes a Law

Writing a Bill

Someone has an idea.

A member of Congress agrees with the idea and writes a proposal for the law which is called a “bill.”

Going to Committee

The bill is sent to a committee that analyzes and discusses the bill.

The committee may re-write the bill, accept it as it is, or do nothing (table the bill).

Getting a Majority of Votes

When the committee sends the bill back, Congress votes on it.

If the bill started in the House, the House votes first. If it passes it moves on to the Senate.

If the bill started in the Senate, the Senate votes first. If the bill passes the Senate it goes to the House of Representatives.

Getting the President’s Signature

If the bill passes in both houses of Congress, it is sent to the President.

If the President signs the bill it becomes law.

If the President vetoes the bill, it can only become a law if Congress overrides the veto with a 2/3 vote.
## Presidential Vetoes

<table>
<thead>
<tr>
<th>President</th>
<th>Vetoes</th>
<th>Vetoes Overridden</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington</td>
<td>2</td>
<td>.....</td>
</tr>
<tr>
<td>John Adams</td>
<td>.....</td>
<td>.....</td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td>.....</td>
<td>.....</td>
</tr>
<tr>
<td>James Madison</td>
<td>7</td>
<td>.....</td>
</tr>
<tr>
<td>James Monroe</td>
<td>1</td>
<td>.....</td>
</tr>
<tr>
<td>John Quincy Adams</td>
<td>.....</td>
<td>.....</td>
</tr>
<tr>
<td>Andrew Jackson</td>
<td>12</td>
<td>.....</td>
</tr>
<tr>
<td>Martin Van Buren</td>
<td>1</td>
<td>.....</td>
</tr>
<tr>
<td>William Henry Harrison</td>
<td>.....</td>
<td>.....</td>
</tr>
<tr>
<td>John Tyler</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>James K. Polk</td>
<td>3</td>
<td>.....</td>
</tr>
<tr>
<td>Zachary Taylor</td>
<td>.....</td>
<td>.....</td>
</tr>
<tr>
<td>Millard Fillmore</td>
<td>.....</td>
<td>.....</td>
</tr>
<tr>
<td>Franklin Pierce</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>James Buchanan</td>
<td>7</td>
<td>.....</td>
</tr>
<tr>
<td>Abraham Lincoln</td>
<td>7</td>
<td>.....</td>
</tr>
<tr>
<td>Andrew Johnson</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>Ulysses S. Grant</td>
<td>93</td>
<td>4</td>
</tr>
<tr>
<td>Rutherford B. Hayes</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>James A. Garfield</td>
<td>.....</td>
<td>.....</td>
</tr>
<tr>
<td>Chester A. Arthur</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Grover Cleveland</td>
<td>414</td>
<td>2</td>
</tr>
<tr>
<td>Benjamin Harrison</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>Grover Cleveland</td>
<td>170</td>
<td>5</td>
</tr>
<tr>
<td>William McKinley</td>
<td>42</td>
<td>.....</td>
</tr>
<tr>
<td>Theodore Roosevelt</td>
<td>82</td>
<td>1</td>
</tr>
<tr>
<td>William H. Taft</td>
<td>39</td>
<td>1</td>
</tr>
<tr>
<td>Woodrow Wilson</td>
<td>44</td>
<td>6</td>
</tr>
<tr>
<td>Warren G. Harding</td>
<td>6</td>
<td>.....</td>
</tr>
<tr>
<td>Calvin Coolidge</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Herbert C. Hoover</td>
<td>37</td>
<td>3</td>
</tr>
<tr>
<td>Franklin D. Roosevelt</td>
<td>635</td>
<td>9</td>
</tr>
<tr>
<td>Harry S. Truman</td>
<td>250</td>
<td>12</td>
</tr>
<tr>
<td>Dwight D. Eisenhower</td>
<td>181</td>
<td>2</td>
</tr>
<tr>
<td>John F. Kennedy</td>
<td>21</td>
<td>.....</td>
</tr>
<tr>
<td>Lyndon B. Johnson</td>
<td>30</td>
<td>.....</td>
</tr>
<tr>
<td>Richard M. Nixon</td>
<td>43</td>
<td>7</td>
</tr>
<tr>
<td>Gerald R. Ford</td>
<td>66</td>
<td>12</td>
</tr>
<tr>
<td>James Earl Carter</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>Ronald Reagan</td>
<td>78</td>
<td>9</td>
</tr>
<tr>
<td>George Bush*</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>William J. Clinton</td>
<td>37</td>
<td>2</td>
</tr>
<tr>
<td>George W. Bush</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2560</td>
<td>109</td>
</tr>
</tbody>
</table>
Bush vetoes popular bill on kids' health care

Wed Oct 3, 2007

By Caren Bohan

WASHINGTON (Reuters) - President George W. Bush on Wednesday vetoed a measure to expand a popular children's health care program, launching the first in a series of major battles with Democrats over domestic spending.

Democrats called the veto "cruel" and "heartless." The measure would have provided an extra $35 billion over five years for a health program for low-income children. Cigarette taxes would have been raised to fund the expansion from the current $25 billion level.

Supporters of the bill said the extra money would have helped provide health coverage for 10 million children.

While defending his veto, Bush offered to negotiate with Democrats on the program's funding. He had initially proposed a $5 billion increase in funding over five years, a rise that critics said would be insufficient to cover the children currently in the program because of rising health care costs.

He said the bill's funding level would have expanded the health program beyond its original intent and taken a step toward government-run health care.

"The policies of the government ought to be to help people find private insurance, not federal coverage," Bush said.

Democrats vowed to try to override the veto and Senate Democratic Leader Harry Reid of Nevada said the veto showed Bush had "turned his back on America's children."

The Senate overwhelmingly backed the health legislation. But, the margin of support in the House of Representatives fell short of the two-thirds majority that would be needed to override a presidential veto.

House Democratic leaders plan to put off the override vote until October 18, giving supporters time to persuade more Republicans to switch their votes. The Democratic Party plans television ads attacking Republicans over Bush's veto.

The rejection of the health bill marks the fourth veto for Bush since he took office in 2001. He twice rejected legislation on stem cell research and also vetoed an Iraq war supplemental spending bill because it included timelines for withdrawing troops.

Checks and Balances

Congress passes a bill.

The President _______ the bill.

Congress _______ the _______ by a 2/3 vote.

The bill becomes a law.

The Supreme Court declares the law _______________.

Check by the _______ Branch

Check by the _______ Branch

Check by the _______ Branch

Check by the _______ Branch
Checks and Balances – Completed Chart

Congress passes a bill.

The President vetoes the bill.

Congress overrides the veto by a 2/3 vote.

The bill becomes a law.

The Supreme Court declares the law unconstitutional.

Check by the Executive Branch

Check by the Legislative Branch

Check by the Judicial Branch
### Checks and Balances Reference Sheet

#### The Legislative Branch

<table>
<thead>
<tr>
<th>Checks on the Executive Branch</th>
<th>Checks on the Judicial Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Only the Congress can declare war.</td>
<td>• Congress has the power to impeach, try and remove Supreme Court Justices and federal judges from office</td>
</tr>
<tr>
<td>• The President controls the armed forces but the Congress controls the money needed to support the armed forces.</td>
<td>• Senate approves federal judges</td>
</tr>
<tr>
<td>• The Senate must approve of presidential appointments.</td>
<td>• Congress has the power to alter the size of the Supreme Court.</td>
</tr>
<tr>
<td>• The House of Representatives has the power to impeach the President. This means the President is charged with wrong-doing.</td>
<td>• Congress has the power to create other federal courts besides the Supreme Court, which was created by the Constitution.</td>
</tr>
<tr>
<td>• The Senate has the power to try the President after he or she has been impeached.</td>
<td></td>
</tr>
<tr>
<td>• Congress may override Presidential vetoes.</td>
<td></td>
</tr>
<tr>
<td>• Senate approves treaties and ambassadors.</td>
<td></td>
</tr>
</tbody>
</table>

#### The Executive Branch

<table>
<thead>
<tr>
<th>Checks on the Legislative Branch</th>
<th>Checks on the Judicial Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The President can veto a law.</td>
<td>• Courts do not have the power to enforce their decisions. The President is responsible for this.</td>
</tr>
<tr>
<td>• Vice President is President of the Senate.</td>
<td>• Power to nominate new judges.</td>
</tr>
</tbody>
</table>

#### The Judicial Branch

<table>
<thead>
<tr>
<th>Checks on the Legislative Branch</th>
<th>Checks on the Executive Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Supreme Court can declare a law unconstitutional.</td>
<td>• The Supreme Court can declare a law unconstitutional</td>
</tr>
<tr>
<td></td>
<td>• Chief Justice sits as President of the Senate during presidential impeachment.</td>
</tr>
</tbody>
</table>
Lesson 6: Limiting the Power of Government – The Bill of Rights

**Big Ideas of the Lesson**

The people limit the power they delegate to the federal government through principles of separation of powers and checks and balances. Government is also limited by ten amendments to the Constitution called the Bill of Rights. The Bill of Rights serves to protect people’s individual rights such as freedom of speech, freedom of religion, and the right to a trial by jury.

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**Lesson Abstract:**
In this lesson students are introduced to the Bill of Rights as another way in which the power of government is limited in the United States. Working with a partner, students then write descriptions of several amendments in kid friendly language and illustrate them. Students engage in a class discussion about the protections to individual rights found in the Bill of Rights. Finally, the teacher reads a scenario and students identify instances when the Bill of Rights would provide protection.

**Content Expectations:**

4 – C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

4 – C3.0.1: Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).

**Key Concepts**
Bill of Rights
governmental authority
individual rights
limited government
rule of law

**Instructional Resources**
Equipment/Manipulative
Highlighters
Student Resource


Teacher Resource


Lesson Sequence

Remind students that this unit has focused on the following big questions:

- Why do people form governments?
- How does our federal government work?
- How do the Constitution and its core democratic values limit the power of government?

Explain that they have learned about several important concepts designed to help them answer the three focus questions. Give each student a copy of the “Reviewing Limited Government” chart located in the *Supplemental Materials (Unit 5, Lesson 6).* Explain that they should think about the four important concepts listed on the chart and then describe what they mean in their own words and explain how they serve to limit government. Assign this as homework or give them time to complete the chart in class. Note that a
completed chart showing sample answers has also been included in the
Supplemental Materials (Unit 5, Lesson 6).

Briefly discuss the five concepts listed on the chart in Step 2 and how they
serve to limit the power of government. Then, explain that despite the
fact that the Constitution set up a limited government based on these
ideas, some people still worried that the government might end up
infringing on people’s individual rights. Some people insisted that these
rights be included before they would agree to accept the Constitution as
a plan for government. Therefore, ten amendments were added to the
Constitution. Write the phrase “Bill of Rights” on an overhead
transparency or board. Explain that this term refers to the first ten
amendments to the Constitution. Explain that the Bill of Rights was a
further way to limit the power of the federal government and protect
people’s rights.

Place students in pairs and give each pair a copy of the simplified “Bill of
Rights” located in the Supplemental Materials (Unit 5, Lesson 6). Explain
that partners should work together to read and interpret the ten
amendments of the Bill of Rights. Then, they should describe the
meaning of each in their own words on the “In Your Own Words” chart
located in the Supplemental Materials (Unit 5, Lesson 6). Note that
another version of the Bill of Rights can be downloaded at: HYPERLINK
downloads/bore.pdf

Match each pair with another pair and have them share what they have
written. Allow pairs to make additions, clarifications, etc. based on what
they have learned from the other pair.

Using an overhead transparency of the simplified version of the Bill of Rights
used in Step 3, lead a discussion of amendments 1-8. Note that Unit 6
will include another lesson on the Bill of Rights so it is not necessary to
go in depth on each amendment.

Use the transparency to draw students’ attention to amendments 9 and 10.
Note that it is often harder for students to understand the 9th and 10th
Amendments despite the importance of them. Share the following
information regarding these amendments:
The 9th Amendment means that the people have other rights not specifically
listed in the Constitution including life, liberty and the pursuit of happiness
described in the Declaration of Independence. This amendment helped to ease
the fears of those who were afraid that spelling out specific rights would imply
that people only had the rights listed.
The 10th Amendment was included as a final protection. It stated that the federal
government could only do what is listed in the Constitution. This means that all
other authority, called reserved powers, belongs to the states or to the people. Note that as a reinforcement activity you may wish to have students complete the “Bill of Rights” matching activity on the Internet at <HYPERLINK "http://www.texaslre.org/BOR/billofrights.html">http://www.texaslre.org/BOR/billofrights.html</HYPERLINK>.

Using the same pairs as earlier (see Step 3), give each pair a large sheet of drawing paper and have them divide the sheet into four equal sections. Explain that pairs should choose four of the amendments from the Bill of Rights, write them in their own words and illustrate them, using one section for each amendment. Note that a “Bill of Rights” reference sheet designed to capture the essence of the Bill of Rights has been included in the Supplemental Materials (Unit 5, Lesson 6). Students may find this sheet useful in creating their four-section poster. Give students time to complete their posters and then display them so they can be shared.

Read the three “Scenarios” located in the Supplemental Materials (Unit 5, Lesson 6) out loud to students one at a time. Following each scenario, ask how the Bill of Rights would provide protection for the people described in each scenario. As an enrichment activity, have students create their own scenarios.

Give each student a copy of the “Limiting the Government of Egbonia” text selection and chart found in the Supplemental Materials (Unit 5, Lesson 6). Remind students that they have explored weaknesses in the Egbonian government in previous lessons. Have students use what they have leaned about limiting government to describe improvements to the government of Egbonia. These improvements should limit the power of the government and protect individual rights. Note that it may be helpful to provide students with a copy of the lesson graphic organizer included in the Supplemental Materials (Unit 5, Lesson 6) to use as reference for this activity.

Next, lead a discussion on the improvements they have described on their charts. Encourage students to connect terms and concepts to each improvement. For example, if students have suggested addition a third branch of government such as a court system in Egbonia, connect this to the concepts of separation of powers, judicial power, interpreting laws, checks and balances, etc.

**Assessment**

The posters created in Step 7 can be used as an assessment as well as the “Limiting the Government of Egbonia” chart created in Step 9.
Graphic Organizer

Need for Government
- Why do we need government?

Purposes of Government
- Preamble

The U.S. Constitution

Which Grants and Limits Power Through

Delegating, Reserving, and Sharing Power
- Among federal, state, local governments and the people
- Establishes authority

Organizing Structure
- Separation of Powers
- Checks and Balances
- Representative Government
- Elections and Appointments

Functions of Branches
- Legislative
- Executive
- Judicial

Bill of Rights
- Individual Rights

Core Values of Constitutional Democracy
- Rule of Law
- Popular Sovereignty
- Common Good
### Big Ideas Card

#### Big Ideas of Lesson 6, Unit 5

- The people limit the power they delegate to the federal government through principles of separation of powers and checks and balances.

- Government is also limited by ten amendments to the Constitution called the Bill of Rights.

- The Bill of Rights serves to protect people’s individual rights such as freedom of speech, freedom of religion, and the right to a trial by jury.
Word Cards

Word Cards from previous lessons needed for this lesson:

- Constitution – Word Card #3 from Lesson 1
- Limited Government – Word Card #8 from Lesson 2
- Separation of Powers – Word Card #19 from Lesson 4
- Branches of Government – Word Card #20 from Lesson 4
- Checks and Balances – Word Card #29 from Lesson 5

---

34  
**Bill of Rights**

the first ten amendments, or additions, to the Constitution which give people important rights such as freedom of speech

*Example:* The Bill of Rights is an important part of the Constitution.

(SS040506)

35  
**amendment**

a change, or addition, to the Constitution

*Example:* Twenty-seven amendments have been added to the Constitution.

(SS040506)

---

36  
**Individual rights**

things an individual person is entitled to have or to do

*Example:* Our constitution protects people’s rights to own property and to speak freely.

(SS040506)
# Reviewing Limited Government

<table>
<thead>
<tr>
<th></th>
<th>What does this mean?</th>
<th>How does this serve to limit government?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constitutional Government</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Republic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Delegating and Reserving Powers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Separation of Powers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Checks and Balances</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Reviewing Limited Government – Sample Answers

<table>
<thead>
<tr>
<th></th>
<th><strong>What does this mean?</strong></th>
<th><strong>How does this serve to limit government?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constitutional Government</strong></td>
<td>In a constitutional government the powers of the government are limited. It means that the government officials follow the rule of law.</td>
<td>• Rule of law makes sure that the laws apply to everyone, even government officials. Nobody is above the law.</td>
</tr>
<tr>
<td><strong>Republic</strong></td>
<td>A republic is a government based on the idea of popular sovereignty – that the people hold the power of government. We have a representative government in our republic. The people choose representatives to make decisions for them.</td>
<td>People can vote out their representatives (Senators, Representatives, and even the President) out of office if they do not like what they are doing.</td>
</tr>
<tr>
<td><strong>Delegating and Reserving Powers</strong></td>
<td>The government has only those powers that the people agree to give it. The people give power to the federal government and the rest are reserved to the state or the people.</td>
<td>The federal government is limited to the powers the people give it in the constitution. The people keep all of the powers not given to the government. Some of the powers given to the federal government are also shared with state governments.</td>
</tr>
<tr>
<td><strong>Separation of Powers</strong></td>
<td>Dividing the powers of government among three groups or branches of government. Each branch has a different function: to make, enforce, or interpret the laws.</td>
<td>This system helps prevent one branch from becoming too powerful. This limits the power of any one branch.</td>
</tr>
<tr>
<td><strong>Checks and Balances</strong></td>
<td>This system gives the branches of government a way to check each other’s use of power. For example, the legislative power of Congress is checked by the president through his veto power, and by the Supreme Court, which can declare the law unconstitutional.</td>
<td>No branch can carry out its functions/powers without some cooperation from the other branches. The “checking power” is a way one branch of government can limit the power of the other branches of government. Checks and balances prevents one branch from becoming too powerful and abuse of power that might result if a single branch were in complete control.</td>
</tr>
</tbody>
</table>
The Bill of Rights – Simplified Version

**Amendment One** guarantees freedom of religion, freedom of speech, freedom of the press, freedom for people to get together peacefully, and freedom for people to send petitions to their government.

**Amendment Two** states that in order to have a prepared military, people are guaranteed the right to keep and bear arms.

**Amendment Three** states that the government cannot force people to house and feed soldiers in their homes during times of peace.

**Amendment Four** states that people, their homes or their belongings are protected from unreasonable searches or seizures.

**Amendment Five** guarantees a person accused of a serious crime the right to be charged by a grand jury. It also states that people cannot be forced to give evidence against themselves. If a person is found not guilty of a crime, he/she cannot be put on trial for the same crime again. Finally, the federal government cannot unfairly take peoples’ lives, freedom, or property.

**Amendment Six** guarantees a speedy and public trial by an impartial jury if a person is accused of a crime. The accused person also has the right to be told what they are accused of and they have the right to a lawyer. They also have the right to see and to question those people who have accused them of the crime.

**Amendment Seven** guarantees a trial by jury in civil cases which are cases that involve a dispute between private parties or between the government and a private party.

**Amendment Eight** says that courts cannot use cruel or unusual punishment or set bail and fines that are too high.

**Amendment Nine** states that the people have other rights that are not stated here.

**Amendment Ten** states that the people have all the rights not given to the United States government or forbidden to state governments by the U.S. Constitution.
<table>
<thead>
<tr>
<th></th>
<th>In Your Own Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
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<td>5</td>
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<td>6</td>
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<td>7</td>
<td></td>
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<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
## The Bill of Rights

**Reference Sheet**

<table>
<thead>
<tr>
<th>AMENDMENT</th>
<th>RIGHTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>freedom of <strong>religion</strong>&lt;br&gt;freedom of <strong>speech</strong>&lt;br&gt;freedom of the <strong>press</strong>&lt;br&gt;freedom of <strong>assembly</strong>&lt;br&gt;freedom of <strong>petition</strong></td>
</tr>
<tr>
<td>2</td>
<td>right to <strong>carry arms</strong>, or weapons</td>
</tr>
<tr>
<td>3</td>
<td><strong>don’t have to</strong> give <strong>food</strong> or your <strong>home</strong> to soldiers during peace times</td>
</tr>
<tr>
<td>4</td>
<td>government <strong>cannot search property without good reason</strong></td>
</tr>
<tr>
<td>5 – 8</td>
<td><strong>Due process of law</strong> which means:&lt;br&gt;• right to a <strong>fair, public trial</strong>&lt;br&gt;• a person <strong>does not have to speak against himself/herself</strong> in a trial&lt;br&gt;• <strong>right to a lawyer</strong> to speak for them&lt;br&gt;• <strong>cannot be put on trial twice</strong> for the same crime&lt;br&gt;• <strong>cannot be given cruel or unusual punishment</strong></td>
</tr>
<tr>
<td>9</td>
<td>People have <strong>rights that are not listed</strong> in detail in the Constitution.</td>
</tr>
<tr>
<td>10</td>
<td>As a final protection, <strong>the federal government can do only those things listed in the Constitution.</strong> All other authority belongs to the states or to the people.</td>
</tr>
</tbody>
</table>
Scenarios

The Town Council of the city of Mapleton recently closed a popular park along a river. The Council claimed the town did not have enough money to maintain the park. Many people in the town of Mapleton were angry about the Town Council’s decision. They held a rally in the park and held up signs saying “The Town Council Stinks!” and “The Town Council is a Bunch of Losers.” The mayor of Mapleton had the police arrest anybody carrying a sign.

Herbert Jones, a policeman, was very angry when he noticed two large front windows of his house were cracked. He asked Mrs. Smith, his neighbor, if she had seen what happened. Mrs. Smith replied that she thought Ruby Walton, a teenager from down the street, had done the damage. According to Mrs. Smith, Ruby owned a sling shot and had once remarked that she did not like policemen. After hearing this Herbert Jones went to Ruby’s house and demanded to look for the slingshot. He found it in her bedroom with several small rocks. He arrested Ruby.

Ramsay Ricket was one of the meanest people in Bloomville. He insulted people, made faces at people, and did everything he could to make people miserable. He was caught throwing eggs at a school on Halloween. Several witnesses saw him. The eggs did a lot of damage including breaking four windows and staining a large sign on the front of the school. He was arrested right after the incident. The mayor announced that since there were so many witnesses there was no need for a trial. He also stated that a trial would cost Bloomville money and Ramsay Ricket didn’t deserve to have any money spent on him.
Limiting the Government of Egbonia

The small country of Egbonia is governed by a President and a Council. According to the Egbonian Constitution, the Council is made up of the ten richest people in Egbonia. The President is chosen by the Council. The Constitution allows the President to make and enforce all the laws. The main roles of the Council are to choose the President and give him ideas for new laws.

According to the Constitution, a huge birthday party is held for the President each year. This year the President wanted it to be bigger than ever. Therefore, he wrote a new law requiring every citizen of Egbonia to donate five hundred dollars for the party plus a birthday cake.

Many citizens were unhappy with the law and said it was unfair. The President responded that the Constitution gave him the power to make any law he wanted. To make sure citizens gave the money and birthday cake he wrote a second law. This law stated that anyone who did not pay the money and donate cake would be forced to leave the country and find another place to live.

The Council members told the President they didn’t want to give money or cake. He told them not to worry. The law was only for the rest of the citizens, not for them. They were all welcome to come to the birthday party and didn’t need to donate a thing!

Some citizens decided to protest these two new laws. They met outside the President’s mansion holding signs that said “The New Laws are Unfair!” The President had all these citizens arrested and put into jail. He told newspaper reporters covering the story that this was completely within his power. He read them a section from the Egbonian Constitution that stated that the President could arrest and jail any citizen who complained about him.

The birthday party was held at the President’s mansion and attended by the Council and twenty of the President’s closest friends. There were thousands of balloons, a huge feast, and hundreds of presents the President had bought for himself using the money given by citizens. The protesting citizens remained in jail for over three months. Fifty citizens were sent out of the country for failing to give money and birthday cake.

The President had such a good time at his birthday party that he amended the Constitution to allow him to have three birthday parties each year.
### Limiting the Government of Egbonia

<table>
<thead>
<tr>
<th>How could this be changed to limit the government of Egbonia?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egbonia is governed by a President and a Council.</td>
</tr>
<tr>
<td>The council is made up of the ten richest people in Egbonia.</td>
</tr>
<tr>
<td>The President is chosen by the Council.</td>
</tr>
<tr>
<td>The President makes and enforces all the laws.</td>
</tr>
<tr>
<td>The President can arrest and jail any citizen who complains about him.</td>
</tr>
<tr>
<td>People who did not pay the money for the party and donate cake were forced to leave the country and find another place to live.</td>
</tr>
<tr>
<td>The President can amend the Constitution.</td>
</tr>
</tbody>
</table>
### Limiting the Government of Egbonia – Sample Answers

<table>
<thead>
<tr>
<th><strong>Egbonia is governed by a President and a Council.</strong></th>
<th><strong>How could this be changed to limit the government of Egbonia?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Another branch of government could be added that would function as a judicial branch.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The council is made up of the ten richest people in Egbonia.</strong></th>
<th><strong>The Council could be elected by the people.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>The President is chosen by the Council.</strong></th>
<th><strong>The President could be elected by the people.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>The President makes and enforces all the laws.</strong></th>
<th><strong>The Council could make the laws and the President could enforce them.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>The President can arrest and jail any citizen who complains about him.</strong></th>
<th><strong>A Bill of Rights could be written for Egbonia that allows citizens freedom of speech.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>People who did not pay the money for the party and donate cake were forced to leave the country and find another place to live.</strong></th>
<th><strong>A Bill of Rights could be written for Egbonia that would protect individual rights.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>The President can amend the Constitution.</strong></th>
<th><strong>A process of checks and balances for amending the Constitution could be created. For example, the President could suggest an amendment and the Council could write it and citizens vote on it.</strong></th>
</tr>
</thead>
</table>
Fourth Grade Social Studies

Unit 5: Our Federal Government

Student Name:
Big Picture Graphic

Overarching Question:

How is the federal government structured to fulfill the purposes for which it was created?

Previous Unit: Exploring Economics

This Unit: Our Federal Government

Next Unit: Rights and Responsibilities of Citizenship

Questions To Focus Assessment and Instruction:
1. Why do people form limited governments?
2. How does our federal government work?
3. How does the Constitution, including its core democratic values, limit the power of government?

Types of Thinking:
Classification
Compare and Contrast
Forming and testing hypotheses
Nonlinguistic representations
Questions for Students

In this unit, we are going to be learning about our Federal Government. Think about the focus questions:

1. Why do people form limited governments?
2. How does our federal government work?
3. How does the Constitution, including its core democratic values, limit the power of government?

Use the chart below to write or draw about these questions.

<table>
<thead>
<tr>
<th>Things I Know</th>
<th>Questions I Have</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1 Graphic Organizer

Need for Government
- Why do we need government?
- What would life be like without government?

Purposes of Government
- Listed in the Preamble

The U.S. Constitution
### Big Ideas of Lesson 1, Unit 5

- Political scientists ask questions about what governments do, how governments are organized, the values and principles connected to government, and the role of citizens in government.

- There would be many serious consequences if schools, communities, and our country tried to function without government and rules or laws.

- People institute governments for many reasons such as safety, promoting the common good, and protecting individual rights.

The Preamble to the U.S. Constitution describes the purposes of our federal government.

### Word Cards

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>government</td>
<td>federal government</td>
</tr>
<tr>
<td>a system people use to exercise authority, distribute power, and regulate conduct of people</td>
<td>the government of our country</td>
</tr>
<tr>
<td><em>Example:</em> Cities, states, and countries all have a government.</td>
<td><em>Example:</em> Our federal government is centered in Washington, D.C.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>Constitution</td>
<td>Preamble</td>
</tr>
<tr>
<td>the written document that created the system of government for our country</td>
<td>the introduction to our Constitution</td>
</tr>
<tr>
<td><em>Example:</em> Our Constitution describes the power and organization of our government.</td>
<td><em>Example:</em> Our Constitution begins with a Preamble which explains the purposes of our federal government.</td>
</tr>
<tr>
<td>School</td>
<td>What Would Life Be like?</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>(Think about life in the lunchroom, playground, and hallways)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Think about life in shopping centers, neighborhoods, and at traffic intersections)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Think about how people in one state might treat someone from another state or country)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Analyzing a Section of the Preamble

<table>
<thead>
<tr>
<th>Your assigned section of the Preamble</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does it mean?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Why is it important?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Give an example of how the federal government carries out that purpose.</strong></td>
<td></td>
</tr>
</tbody>
</table>
### What Does the Preamble Mean?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>To form a more perfect union</td>
<td></td>
</tr>
<tr>
<td>To establish justice</td>
<td></td>
</tr>
<tr>
<td>To insure domestic tranquility</td>
<td></td>
</tr>
<tr>
<td>To provide for the common defense</td>
<td></td>
</tr>
<tr>
<td>To promote the general welfare</td>
<td></td>
</tr>
<tr>
<td>To secure the blessings of liberty to ourselves and our posterity</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2 Graphic Organizer

A Republic
- Based on popular sovereignty where the people hold the power of government
- Government “of the people, by the people, and for the people”
- Representative government

A Constitutional Government
- Establishes the powers of the government
- Based on a written document -- the Constitution
- Limits power of government

What kind of government do we have?
- Constitutional Republic
- Constitutional Democracy
- Democratic Republic
- Representative Democracy

Democratic Ideals
- Liberty / Individual Rights
- Rule of law
- Popular sovereignty
- The common good
- Limited government
Big Ideas of Lesson 2, Unit 5

- The United States has a constitutional form of government. The Constitution, a written document, establishes the powers and limits of government.

- The United States is a republic. It is based on the idea of popular sovereignty – that the people hold the power of government in the United States.

- Since it is impractical for everyone to make decisions in government, people give representatives authority to make decisions for them. This means we have a representative government.

- In a representative democracy like the United States, the emphasis is on values and principles such as liberty, rule of law, popular sovereignty, and the common good.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Government – Word Card #1 from Lesson 1
- Federal Government – Word Card #2 from Lesson 1
- Constitution – Word Card #3 from Lesson 1

5 Founders

the people who helped establish our country

Example: The Founders of our country helped create our first government.

6 popular sovereignty

the power and authority of the government comes from the people

Example: Popular sovereignty is an important core democratic value.
<table>
<thead>
<tr>
<th><strong>7</strong> core democratic values</th>
<th><strong>8</strong> limited government</th>
</tr>
</thead>
<tbody>
<tr>
<td>things people believe in that bring people together as Americans</td>
<td>the government can only do what the people have given it the power to do</td>
</tr>
</tbody>
</table>

**Example:** Freedom and fairness are examples of core democratic values.

**Example:** Limited government means the government can't just do whatever it wants.

<table>
<thead>
<tr>
<th><strong>9</strong> republic</th>
<th><strong>10</strong> representative government</th>
</tr>
</thead>
<tbody>
<tr>
<td>a government not led by a hereditary rule (leaders based on birth), but where people hold the power of government and choose leaders to make decisions</td>
<td>a form of government where people choose representatives to make decisions for them</td>
</tr>
</tbody>
</table>

**Example:** Our government is a republic.

**Example:** Our U.S. government is a representative democracy.

<table>
<thead>
<tr>
<th><strong>11</strong> common good</th>
<th><strong>12</strong> constitutional government</th>
</tr>
</thead>
<tbody>
<tr>
<td>people working together for the benefit of everybody</td>
<td>a government based on a Constitution describes powers of government</td>
</tr>
</tbody>
</table>

**Example:** When you help clean up in the classroom you are doing something for the common good.

**Example:** Many governments have a constitution, but not all limit the power of the government.
<table>
<thead>
<tr>
<th>13 laws</th>
<th>14 rule of law</th>
</tr>
</thead>
<tbody>
<tr>
<td>statements that define how citizens should behave</td>
<td>everyone, including the people who run the government, must obey the laws</td>
</tr>
<tr>
<td>Example: Communities, states and countries have laws.</td>
<td>Example: By following the rule of law, we can make sure that nobody is above the law.</td>
</tr>
</tbody>
</table>
Designing a Government
Small Group Activity Sheet

Directions: Imagine a group of 200 people made up of about 60 families have decided to go to an island to live for two years. They want to form a government that will help them manage conflict, keep them safe, and protect their rights. Work in your group to design a government that you think will work for them. Be prepared to present your plan to the rest of the class. Use the questions below to help you design the government.

1. How will the government be organized? Will it have different parts? If so, what role will each part play?

2. How will the government carry out business? When and where will it meet?

3. How will rules and laws be made?

4. How will people be chosen to serve in the government?
A Republic

Characteristics of a Republic:

- Heredity or birthright does not decide who will rule in our country.
- A republic is based on the core democratic value of popular sovereignty. This means the people hold the power of government.
- Since we all cannot make decisions on a daily basis for our government, we have a representative government. This means the people choose representatives to make decisions for them.

Advantages of a Republic:

- Representatives are chosen to serve the common good.
- Representatives help everybody, not just a favored group.
- Having representatives make laws and decisions is a more efficient system than having everybody make them.
- The people maintain a say in their government through their representatives.
- The representatives listen to the people or the people will vote them out of office.
### Our Federal Government

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>A Republic</th>
<th>A Constitutional Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Core Democratic Values and Principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengths</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Functions of Laws

• To protect our rights
• To limit government
• To promote the common good
• To set guidelines for resolving conflicts
• To control crime
• To set guidelines for law enforcement
• To punish those who break laws
• To promote security and order
• To describe our responsibilities as citizens
Analyzing The Government of Egbonia

The small country of Egbonia is governed by a President and a Council. According to the Egbonian Constitution, the Council is made up of the ten richest people in Egbonia. The President is chosen by the Council. The Constitution allows the President to make and enforce all the laws. The main roles of the Council are to choose the President and give him ideas for new laws.

According to the Constitution, a huge birthday party is held for the President each year. This year the President wanted it to be bigger than ever. Therefore, he wrote a new law requiring every citizen of Egbonia to donate five hundred dollars for the party plus birthday cakes.

Many citizens were unhappy with the law and said it was unfair. The President responded that the Constitution gave him the power to make any law he wanted. To make sure citizens gave the money and birthday cakes, the President wrote a second law. This law stated that anyone who did not pay the money and donate cake would be forced to leave the country and find another place to live.

The Council members told the President they didn’t want to give money or cake. He told them not to worry. The law was only for the rest of the citizens, not for them. They were all welcome to come to the birthday party and didn’t need to donate a thing!

Some citizens decided to protest these two new laws. They met outside the President’s mansion holding signs that said “The New Laws are Unfair!” The President had all these citizens arrested and put into jail. He told newspaper reporters covering the story that this was completely within his power. He read them a section from the Egbonian Constitution that stated that the President could arrest and jail any citizen who complained about him.

The birthday party was held at the President’s mansion and attended by the Council and twenty of the President’s closest friends. There were thousands of balloons, a huge feast and hundreds of presents the President had bought for himself using the money given by citizens. The protesting citizens remained in jail for over three months. Fifty citizens were sent out of the country for failing to give money and birthday cake.

The President had such a good time at his birthday party that he amended the Constitution to allow him to have three birthday parties each year.
Analyzing the Government of Egbonia

1. Was Egbonia a republic? Give evidence for your answer.

2. Did Egbonia have a Constitution? Give evidence for your answer.

3. Did Egbonia have a constitutional government? Give evidence for your answer.

4. Did the President of Egbonia look out for the common good? Give evidence for your answer.

5. Was the Egbonian government based on the principle of popular sovereignty? Give evidence for your answer.

6. Were people’s individual rights protected in Egbonia? Give evidence for your answer.

7. Was the rule of law followed in Egbonia? Give evidence for your answer.
Lesson 3 Graphic Organizer

Powers Granted to the Federal Government (Delegated Powers)
- Printing money
- Declaring war
- Conducting foreign relations
- Overseeing trade with other countries
- Overseeing interstate trade
- Making treaties
- Providing an army and a navy
- Establishing post offices

Powers Reserved for the States (Reserved Powers)
- Overseeing trade within the state
- Issuing licenses, e.g. driver’s licenses
- Creating public schools
- Making motor vehicle and traffic laws
- Making laws regarding marriage and divorce

Shared Powers
- Making laws
- Enforcing laws
- Taxing
- Borrowing money
- Building roads
- Establishing courts
- Providing for the health and welfare of people
**Big Ideas of Lesson 3, Unit 5**

- In the United States, the government is based on the idea of popular sovereignty which means that the ultimate power belongs to the people in our government.

- The people agreed to delegate some of their power to the federal government and expressed this in the Constitution.

- All other powers not given to the federal government in the Constitution are reserved to the states or the people.

- In a few cases, certain powers like making laws and collecting taxes are shared by both federal and state governments.

- The system of delegating, reserving, and sharing of power explained in the Constitution serves to limit the power of government.

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**Word Cards**

**Word Cards from previous lessons needed for this lesson:**

- Government – Word Card #1 from Lesson 1
- Federal Government – Word Card #2 from Lesson 1
- Constitution – Word Card #3 from Lesson 1

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**15 levels of government**

federal, state, and local governments

*Example:* In our country we have three levels of government.

**16 shared powers**

powers granted to both the federal and state governments

*Example:* The power to collect taxes is a shared power.
### 17 reserved powers

powers not given to the federal government

**Example:** The power to create schools is an example of a reserved power.

### 18 delegated powers

powers people give to the federal government by the Constitution

**Example:** The power to print money is a delegated power.
Small Group Discussion Questions for Step 1

1. What are the three different levels of government found in our country?

2. Why do we need all three levels?

3. How is our local government organized?

4. What are some of the important functions of our local government?

5. How is our state government organized?

6. What are some of the important functions of our state government?

7. What have you learned so far about our national, or federal, government?
# How Does Government Affect Me?

**Internet Activity**

Website: [http://pbskids.org/democracy/govandme/](http://pbskids.org/democracy/govandme/)

<table>
<thead>
<tr>
<th></th>
<th>Local</th>
<th>State</th>
<th>Federal</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportaion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Libraries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## What If?
Group Activity Sheet

<table>
<thead>
<tr>
<th>What Might Happen If…</th>
<th>Describe your group’s ideas here</th>
</tr>
</thead>
<tbody>
<tr>
<td>States could run their own post offices and make their own stamps</td>
<td></td>
</tr>
<tr>
<td>States could declare war on another country</td>
<td></td>
</tr>
<tr>
<td>States could make treaties with other countries</td>
<td></td>
</tr>
<tr>
<td>Only the federal (national) government could tax the people</td>
<td></td>
</tr>
<tr>
<td>Only the federal (national) government could make laws</td>
<td></td>
</tr>
</tbody>
</table>
**Small Group Activity Chart**

How does the Federal Government Use Its Powers to Fulfill the Purposes of Government?

<table>
<thead>
<tr>
<th>Purpose of Government</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Power delegated to the Federal Government</td>
<td></td>
</tr>
<tr>
<td>How this power helps the government fulfill this purpose</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4 Graphic Organizer

Organization of the Federal Government

Described in the Constitution

Three Branches
- Legislative
- Executive
- Judicial

Each branch...
- Has its own powers
- Has the power to "check" the others

Related Concepts
- Popular Sovereignty
- Separation of Powers
- Constitutional Government
- Limited Government
Big Ideas of Lesson 4, Unit 5

- The Framers of the Constitution were afraid of giving one group or one person in government too much power.

- They limited the power of the federal government by separating or dividing power among three groups or branches of government.

- The three branches are known as the legislative branch, the executive branch and the judicial branch.

- Each branch has a different function and its own special powers.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Government – Word Card #1 from Lesson 1
- Federal Government – Word Card #2 from Lesson 1
- Constitution – Word Card #3 from Lesson 1
- Limited Government – Word Card #8 from Lesson 2

19  separation of powers

power is separated, or divided, among three branches of government

*Example:* Separation of power helps to prevent any one branch from becoming too powerful.

20  branches of government

the three different sections of government

*Example:* One branch of government makes laws, another branch enforces the laws, and the third branch decides what the laws mean.
<table>
<thead>
<tr>
<th>21</th>
<th>legislative branch</th>
<th>22</th>
<th>executive branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>the branch of government that makes laws</td>
<td>the branch of government that enforces laws</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Example</strong>: The legislative branch made a law that set a new speed limit.</td>
<td><strong>Example</strong>: It was up to the executive branch to enforce the new speed limit.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>23</th>
<th>judicial branch</th>
<th>24</th>
<th>Senator</th>
</tr>
</thead>
<tbody>
<tr>
<td>the branch of government that decides what laws mean</td>
<td>a member of the Senate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Example</strong>: The judicial branch is made up of the Supreme Court and other courts as created by Congress.</td>
<td><strong>Example</strong>: Michigan has two U.S. senators that represent our state in the U.S. Senate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25</th>
<th>Representative</th>
<th>26</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>a member of the House of Representatives</td>
<td>the head of the executive branch and the leader of our country</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Example</strong>: Michigan has several Representatives in the U.S. House of Representatives.</td>
<td><strong>Example</strong>: The President is a very important part of the government of our country.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>27 cabinet</strong></td>
<td><strong>28 Supreme Court</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A group of people who help and give advice to the president</td>
<td>the highest court in our country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example:** The Secretary of State and the Attorney General are members of the President’s Cabinet.

**Example:** The United States Supreme Court is the highest court in the judicial branch of our federal government.
The Government of Egbonia

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The President had such a good time at his birthday party that he amended the Constitution to allow him to have three birthday parties each year.
Excerpts from the United States Constitution

Article. I.

Section. 1.

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives

Article. II.

Section. 1.

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Article III.

Section. 1.

The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office
Separation of Powers

Federal Government

Legislative Branch
- Main Duty: To make laws
  - Congress
    - House of Representatives
    - Senate

Executive Branch
- Main Duty: To enforce laws
  - President

Judicial Branch
- Main Duty: To interpret laws
  - Supreme Court and other Federal Courts
## Information Gathering: Legislative Branch

<table>
<thead>
<tr>
<th>Who is involved in this branch?</th>
<th>House of Representatives</th>
<th>Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements for serving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Powers of each House</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Powers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limits on Power</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Information Gathering: Executive Branch

<table>
<thead>
<tr>
<th>Who is involved in this branch?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements for serving</td>
</tr>
<tr>
<td>Term</td>
</tr>
<tr>
<td>Other Members of the Executive Branch</td>
</tr>
<tr>
<td>Powers</td>
</tr>
<tr>
<td>Limits on Power</td>
</tr>
</tbody>
</table>
## Information Gathering: Judicial Branch

<table>
<thead>
<tr>
<th>Who is involved in this branch?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements for serving</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Term</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Other Members of the Judicial Branch</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Powers</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Limits on Power</strong></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5 Graphic Organizer

Checks on the Legislative Branch
- The President can veto a bill.
- The Supreme Court can declare a law unconstitutional.

Checks on the Executive Branch
- Congress can override a President's veto.
- The Senate approves Presidential appointments.

Checks on the Judicial Branch
- Congress has the power to impeach, try, and remove Supreme Court Justices.
- Supreme Court judges are nominated by the President and approved by the Senate.
Big Ideas of Lesson 5, Unit 5

- In order to limit the power of the federal government the Constitution provides for a system of checks and balances.

- Under the system of checks and balances, the branches are given authority to challenge each others use of power. For instance, the president has the power to veto a law passed by Congress.

- No branch can carry out its functions/powers without some cooperation from the other branches.

- The system of checks and balances makes sure that one branch does not become too powerful and prevents abuse of power that might result if a single branch were in complete control.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Limited Government – Word Card #8 from Lesson 2
- Separation of Powers – Word Card #19 from Lesson 4
- Branches of Government – Word Card #20 from Lesson 4

29 checks and balances

the way in which the different branches of government keep each other from having too much power

Example: A veto is an example of the concept of checks and balances.

30 veto

when the President turns down a bill or refuses to sign it into law

Example: The President vetoed the bill because he did not agree with it.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>31 override</strong></td>
<td>when the Congress votes to cancel a President’s veto</td>
<td><em>Example:</em> The U.S. Congress passed the law by overriding the President’s veto of the bill.</td>
</tr>
<tr>
<td><strong>32 judicial review</strong></td>
<td>the power of the Supreme Court to declare a law unconstitutional</td>
<td><em>Example:</em> Through the power of judicial review, courts make sure that the laws do not violate the Constitution.</td>
</tr>
<tr>
<td><strong>33 unconstitutional</strong></td>
<td>in conflict with or violates the U.S. Constitution</td>
<td><em>Example:</em> The Supreme Court decided that the law was unconstitutional.</td>
</tr>
<tr>
<td><strong>What's the Problem?</strong></td>
<td>Power</td>
<td><strong>What check would prevent this from happening?</strong></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Congress has the power to make laws.</td>
<td>Congress makes a law requiring all citizens to wear red on Mondays.</td>
<td>What check would prevent this from happening?</td>
</tr>
<tr>
<td>The President has the power to appoint judges to the Supreme Court.</td>
<td>Judges to the Supreme Court</td>
<td>What check would prevent this from happening?</td>
</tr>
<tr>
<td>The President makes a treaty with Canada that includes giving Canada the states of Michigan, Wisconsin, and Minnesota.</td>
<td>Treaty with Canada in accordance with the United Nations Charter</td>
<td>What check would prevent this from happening?</td>
</tr>
<tr>
<td>The President appoints his brother, a plumber, to the Supreme Court.</td>
<td>Appointments by the President</td>
<td>What check would prevent this from happening?</td>
</tr>
</tbody>
</table>
How a Bill Becomes a Law

Writing a Bill

Someone has an idea.

A member of Congress agrees with the idea and writes a proposal for the law which is called a “bill.”

Going to Committee

The bill is sent to a committee that analyzes and discusses the bill.

The committee may re-write the bill, accept it as it is, or do nothing (table the bill).

Getting a Majority of Votes

When the committee sends the bill back, Congress votes on it.

If the bill started in the House, the House votes first. If it passes it moves on to the Senate.

If the bill started in the Senate, the Senate votes first. If the bill passes the Senate it goes to the House of Representatives.

Getting the President’s Signature

If the bill passes in both houses of Congress, it is sent to the President.

If the President signs the bill it becomes law.

If the President vetoes the bill, it can only become a law if Congress overrides the veto with a 2/3 vote.
<table>
<thead>
<tr>
<th>President</th>
<th>Vetoes</th>
<th>Vetoes Overridden</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington</td>
<td>2</td>
<td>.....</td>
</tr>
<tr>
<td>John Adams</td>
<td>.....</td>
<td>.....</td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td>.....</td>
<td>.....</td>
</tr>
<tr>
<td>James Madison</td>
<td>7</td>
<td>.....</td>
</tr>
<tr>
<td>James Monroe</td>
<td>1</td>
<td>.....</td>
</tr>
<tr>
<td>John Quincy Adams</td>
<td>.....</td>
<td>.....</td>
</tr>
<tr>
<td>Andrew Jackson</td>
<td>12</td>
<td>.....</td>
</tr>
<tr>
<td>Martin Van Buren</td>
<td>1</td>
<td>.....</td>
</tr>
<tr>
<td>William Henry Harrison</td>
<td>.....</td>
<td>.....</td>
</tr>
<tr>
<td>John Tyler</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>James K. Polk</td>
<td>3</td>
<td>.....</td>
</tr>
<tr>
<td>Zachary Taylor</td>
<td>.....</td>
<td>.....</td>
</tr>
<tr>
<td>Millard Fillmore</td>
<td>.....</td>
<td>.....</td>
</tr>
<tr>
<td>Franklin Pierce</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>James Buchanan</td>
<td>7</td>
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<td>Abraham Lincoln</td>
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<td>.....</td>
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<tr>
<td>Andrew Johnson</td>
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<tr>
<td>Ulysses S. Grant</td>
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<td>4</td>
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<td>Rutherford B. Hayes</td>
<td>13</td>
<td>1</td>
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<tr>
<td>James A. Garfield</td>
<td>.....</td>
<td>.....</td>
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<tr>
<td>Chester A. Arthur</td>
<td>12</td>
<td>1</td>
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<tr>
<td>Grover Cleveland</td>
<td>414</td>
<td>2</td>
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<td>Benjamin Harrison</td>
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<td>1</td>
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<tr>
<td>Grover Cleveland</td>
<td>170</td>
<td>5</td>
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<tr>
<td>William McKinley</td>
<td>42</td>
<td>.....</td>
</tr>
<tr>
<td>Theodore Roosevelt</td>
<td>82</td>
<td>1</td>
</tr>
<tr>
<td>William H. Taft</td>
<td>39</td>
<td>1</td>
</tr>
<tr>
<td>Woodrow Wilson</td>
<td>44</td>
<td>6</td>
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<tr>
<td>Warren G. Harding</td>
<td>6</td>
<td>.....</td>
</tr>
<tr>
<td>Calvin Coolidge</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Herbert C. Hoover</td>
<td>37</td>
<td>3</td>
</tr>
<tr>
<td>Franklin D. Roosevelt</td>
<td>635</td>
<td>9</td>
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<tr>
<td>Harry S. Truman</td>
<td>250</td>
<td>12</td>
</tr>
<tr>
<td>Dwight D. Eisenhower</td>
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<tr>
<td>John F. Kennedy</td>
<td>21</td>
<td>.....</td>
</tr>
<tr>
<td>Lyndon B. Johnson</td>
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<td>.....</td>
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<tr>
<td>Richard M. Nixon</td>
<td>43</td>
<td>7</td>
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<tr>
<td>Gerald R. Ford</td>
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<td>12</td>
</tr>
<tr>
<td>James Earl Carter</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>Ronald Reagan</td>
<td>78</td>
<td>9</td>
</tr>
<tr>
<td>George Bush*</td>
<td>44</td>
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</tr>
<tr>
<td>William J. Clinton</td>
<td>37</td>
<td>2</td>
</tr>
<tr>
<td>George W. Bush</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2560</strong></td>
<td><strong>109</strong></td>
</tr>
</tbody>
</table>
Bush vetoes popular bill on kids' health care

Wed Oct 3, 2007

By Caren Bohan

WASHINGTON (Reuters) - President George W. Bush on Wednesday vetoed a measure to expand a popular children's health care program, launching the first in a series of major battles with Democrats over domestic spending.

Democrats called the veto "cruel" and "heartless." The measure would have provided an extra $35 billion over five years for a health program for low-income children. Cigarette taxes would have been raised to fund the expansion from the current $25 billion level.

Supporters of the bill said the extra money would have helped provide health coverage for 10 million children.

While defending his veto, Bush offered to negotiate with Democrats on the program's funding. He had initially proposed a $5 billion increase in funding over five years, a rise that critics said would be insufficient to cover the children currently in the program because of rising health care costs.

He said the bill's funding level would have expanded the health program beyond its original intent and taken a step toward government-run health care.

"The policies of the government ought to be to help people find private insurance, not federal coverage," Bush said.

Democrats vowed to try to override the veto and Senate Democratic Leader Harry Reid of Nevada said the veto showed Bush had "turned his back on America's children."

The Senate overwhelmingly backed the health legislation. But, the margin of support in the House of Representatives fell short of the two-thirds majority that would be needed to override a presidential veto.

House Democratic leaders plan to put off the override vote until October 18, giving supporters time to persuade more Republicans to switch their votes. The Democratic Party plans television ads attacking Republicans over Bush's veto.

The rejection of the health bill marks the fourth veto for Bush since he took office in 2001. He twice rejected legislation on stem cell research and also vetoed an Iraq war supplemental spending bill because it included timelines for withdrawing troops.

Checks and Balances

Congress passes a bill.

The President ______ the bill.

Congress ______ the ____ by a 2/3 vote.

The bill becomes a law.

The Supreme Court declares the law ____________.

Check by the ______ Branch

Check by the ______ Branch
### The Legislative Branch

<table>
<thead>
<tr>
<th>Checks on the Executive Branch</th>
<th>Checks on the Judicial Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Only the Congress can declare war.</td>
<td>• Congress has the power to impeach, try and remove Supreme Court Justices and federal judges from office</td>
</tr>
<tr>
<td>• The President controls the armed forces but the Congress controls the money needed to support the armed forces.</td>
<td>• Senate approves federal judges</td>
</tr>
<tr>
<td>• The Senate must approve of presidential appointments.</td>
<td>• Congress has the power to alter the size of the Supreme Court.</td>
</tr>
<tr>
<td>• The House of Representatives has the power to impeach the President. This means the President is charged with wrongdoing.</td>
<td>• Congress has the power to create other federal courts besides the Supreme Court, which was created by the Constitution.</td>
</tr>
<tr>
<td>• The Senate has the power to try the President after he or she has been impeached.</td>
<td></td>
</tr>
<tr>
<td>• Congress may override Presidential vetoes.</td>
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<tr>
<td>• Senate approves treaties and ambassadors.</td>
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</tbody>
</table>

### The Executive Branch

<table>
<thead>
<tr>
<th>Checks on the Legislative Branch</th>
<th>Checks on the Judicial Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The President can veto a law.</td>
<td>• Courts do not have the power to enforce their decisions. The President is responsible for this.</td>
</tr>
<tr>
<td>• Vice President is President of the Senate.</td>
<td>• Power to nominate new judges.</td>
</tr>
</tbody>
</table>

### The Judicial Branch

<table>
<thead>
<tr>
<th>Checks on the Legislative Branch</th>
<th>Checks on the Executive Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Supreme Court can declare a law unconstitutional.</td>
<td>• The Supreme Court can declare a law unconstitutional</td>
</tr>
<tr>
<td></td>
<td>• Chief Justice sits as President of the Senate during presidential impeachment.</td>
</tr>
</tbody>
</table>
Lesson 6 Graphic Organizer

Need for Government
- Why do we need government?

Purposes of Government
- Preamble

The U.S. Constitution

Which Grants and Limits Power Through

Delegating, Reserving, and Sharing Power
- Among federal, state, local governments and the people
- Establishes authority

Organizing Structure
- Separation of Powers
- Checks and Balances
- Representative Government
- Elections and Appointments

Functions of Branches
- Legislative
- Executive
- Judicial

Bill of Rights
- Individual Rights

Core Values of Constitutional Democracy
- Rule of Law
- Popular Sovereignty
- Common Good
## Big Ideas of Lesson 6, Unit 5

- The people limit the power they delegate to the federal government through principles of separation of powers and checks and balances.

- Government is also limited by ten amendments to the Constitution called the Bill of Rights.

- The Bill of Rights serves to protect people’s individual rights such as freedom of speech, freedom of religion, and the right to a trial by jury.

## Word Cards

Word Cards from previous lessons needed for this lesson:

- Constitution – Word Card #3 from Lesson 1
- Limited Government – Word Card #8 from Lesson 2
- Separation of Powers – Word Card #19 from Lesson 4
- Branches of Government – Word Card #20 from Lesson 4
- Checks and Balances – Word Card #29 from Lesson 5

### 34 Bill of Rights

the first ten amendments, or additions, to the Constitution which give people important rights such as freedom of speech

**Example:** The Bill of Rights is an important part of the Constitution.

### 35 Amendment

a change, or addition, to the Constitution

**Example:** Twenty-seven amendments have been added to the Constitution.

### 36 Individual Rights

things an individual person is entitled to have or to do

**Example:** Our constitution protects people’s rights to own property and to speak freely.
## Reviewing Limited Government

<table>
<thead>
<tr>
<th>Topic</th>
<th>What does this mean?</th>
<th>How does this serve to limit government?</th>
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<tbody>
<tr>
<td>Constitutional Government</td>
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<tr>
<td>Republic</td>
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<tr>
<td>Delegating and Reserving Powers</td>
<td></td>
<td></td>
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<tr>
<td>Separation of Powers</td>
<td></td>
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<tr>
<td>Checks and Balances</td>
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</tbody>
</table>
The Bill of Rights – Simplified Version

**Amendment One** guarantees freedom of religion, freedom of speech, freedom of the press, freedom for people to get together peacefully, and freedom for people to send petitions to their government.

**Amendment Two** states that in order to have a prepared military, people are guaranteed the right to keep and bear arms.

**Amendment Three** states that the government cannot force people to house and feed soldiers in their homes during times of peace.

**Amendment Four** states that people, their homes or their belongings are protected from unreasonable searches or seizures.

**Amendment Five** guarantees a person accused of a serious crime the right to be charged by a grand jury. It also states that people cannot be forced to give evidence against themselves. If a person is found not guilty of a crime, he/she cannot be put on trial for the same crime again. Finally, the federal government cannot unfairly take peoples’ lives, freedom, or property.

**Amendment Six** guarantees a speedy and public trial by an impartial jury if a person is accused of a crime. The accused person also has the right to be told what they are accused of and they have the right to a lawyer. They also have the right to see and to question those people who have accused them of the crime.

**Amendment Seven** guarantees a trial by jury in civil cases which are cases that involve a dispute between private parties or between the government and a private party.

**Amendment Eight** says that courts cannot use cruel or unusual punishment or set bail and fines that are too high.

**Amendment Nine** states that the people have other rights that are not stated here.

**Amendment Ten** states that the people have all the rights not given to the United States government or forbidden to state governments by the U.S. Constitution.
<table>
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<tr>
<th>In Your Own Words</th>
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<td>8</td>
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<td>9</td>
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<td>10</td>
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</table>
Scenarios

The Town Council of the city of Mapleton recently closed a popular park along a river. The Council claimed the town did not have enough money to maintain the park. Many people in the town of Mapleton were angry about the Town Council’s decision. They held a rally in the park and held up signs saying “The Town Council Stinks!” and “The Town Council is a Bunch of Losers.” The mayor of Mapleton had the police arrest anybody carrying a sign.

Herbert Jones, a policeman, was very angry when he noticed two large front windows of his house were cracked. He asked Mrs. Smith, his neighbor, if she had seen what happened. Mrs. Smith replied that she thought Ruby Walton, a teenager from down the street, had done the damage. According to Mrs. Smith, Ruby owned a sling shot and had once remarked that she did not like policemen. After hearing this Herbert Jones went to Ruby’s house and demanded to look for the slingshot. He found it in her bedroom with several small rocks. He arrested Ruby.

Ramsay Ricket was one of the meanest people in Bloomville. He insulted people, made faces at people, and did everything he could to make people miserable. He was caught throwing eggs at a school on Halloween. Several witnesses saw him. The eggs did a lot of damage including breaking four windows and staining a large sign on the front of the school. He was arrested right after the incident. The mayor announced that since there were so many witnesses there was no need for a trial. He also stated that a trial would cost Bloomville money and Ramsay Ricket didn’t deserve to have any money spent on him.
Limiting the Government of Egbonia

The small country of Egbonia is governed by a President and a Council. According to the Egbonian Constitution, the Council is made up of the ten richest people in Egbonia. The President is chosen by the Council. The Constitution allows the President to make and enforce all the laws. The main roles of the Council are to choose the President and give him ideas for new laws.

According to the Constitution, a huge birthday party is held for the President each year. This year the President wanted it to be bigger than ever. Therefore, he wrote a new law requiring every citizen of Egbonia to donate five hundred dollars for the party plus a birthday cake.

Many citizens were unhappy with the law and said it was unfair. The President responded that the Constitution gave him the power to make any law he wanted. To make sure citizens gave the money and birthday cake he wrote a second law. This law stated that anyone who did not pay the money and donate cake would be forced to leave the country and find another place to live.

The Council members told the President they didn’t want to give money or cake. He told them not to worry. The law was only for the rest of the citizens, not for them. They were all welcome to come to the birthday party and didn’t need to donate a thing!

Some citizens decided to protest these two new laws. They met outside the President’s mansion holding signs that said “The New Laws are Unfair!” The President had all these citizens arrested and put into jail. He told newspaper reporters covering the story that this was completely within his power. He read them a section from the Egbonian Constitution that stated that the President could arrest and jail any citizen who complained about him.

The birthday party was held at the President’s mansion and attended by the Council and twenty of the President’s closest friends. There were thousands of balloons, a huge feast, and hundreds of presents the President had bought for himself using the money given by citizens. The protesting citizens remained in jail for over three months. Fifty citizens were sent out of the country for failing to give money and birthday cake.

The President had such a good time at his birthday party that he amended the Constitution to allow him to have three birthday parties each year.
## Limiting the Government of Egbonia

<table>
<thead>
<tr>
<th>How could this be changed to limit the government of Egbonia?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egbonia is governed by a President and a Council.</td>
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<tr>
<td>The council is made up of the ten richest people in Egbonia.</td>
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<td>The President is chosen by the Council.</td>
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<td>The President makes and enforces all the laws.</td>
</tr>
<tr>
<td>The President can arrest and jail any citizen who complains about him.</td>
</tr>
<tr>
<td>People who did not pay the money for the party and donate cake were forced to leave the country and find another place to live.</td>
</tr>
<tr>
<td>The President can amend the Constitution.</td>
</tr>
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</table>
Unit 5 Graphic Organizer

The U.S. Constitution

Which Grants and Limits Power Through

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- Among federal, state, local governments and the people
- Establishes authority

Organizing Structure
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- Individual Rights

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- Rule of Law
- Popular Sovereignty
- Common Good

Need for Government
- Why do we need government?

Purposes of Government
- Preamble
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checks and balances ............................................................................................. 36
common good .......................................................................................................... 10
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