

Civics
Unit 2: Structure and Purposes of Government

Time Frame: Approximately five weeks



Unit Description

This unit focuses on the structure, roles, and responsibilities of the United States government.

Student Understandings

Students understand how the United States Constitution is structured and how the government it created functions. Students distinguish between the roles and responsibilities of the different branches of government. Students describe the qualifications for office of various elected officials. Students explain the electoral, law making, and amendment processes.

Guiding Questions

1. Can students explain how the government achieves the purposes of government as defined in the Preamble?
2. Can students describe the principles of American democracy embodied in the structure, roles, and responsibilities of government?
3. Can students explain why the Founding Fathers created three branches of government?
4. Can students describe and evaluate the complexity of the legislative process at the federal level?
5. Can students distinguish between elected and appointed positions at the federal level?
6. Can students describe the qualifications for elected federal officials as outlined in the United States Constitution?
7. Can students explain how the doctrine of judicial review protects the integrity of the Constitution and the rights of Americans?
8. Can students explain how regulatory agencies support the purposes of government as defined in the Preamble?
9. Can students explain why the Founding Fathers created a federal republic?
10. Can students describe the procedures for amending the United States Constitution?

Unit 2 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

| Grade-Level Expectations | |
|--|--|
| GLE # | GLE Text |
| Foundations of American Government | |
| C.1.1 | Describe reasons why government is necessary, explaining competing ideas about the role of government in society |
| C.1.2 | Compare and contrast the structure and leadership of different forms of government in various nations |
| C.1.6 | Analyze the underlying principles and concepts embodied in primary documents that influenced the creation of the United States Constitution |
| Structure and Purpose of the Government | |
| C.2.1 | Analyze ways in which the purposes of the United States government, as defined in the United States Constitution, are achieved. |
| C.2.2 | Describe the structure and functions of the federal government as stated in the United States Constitution. |
| C.2.3 | Explain the distribution of powers, responsibilities, and limits on the United States government. |
| C.2.4 | Cite the qualifications, terms of office, roles, and duties for appointed and elected officials |
| C.2.5 | Explain the processes and strategies of how a bill becomes a law at the federal level |
| C.2.6 | Differentiate between loose and strict constructionist interpretation of the Constitution by examining the meaning and implications of the Bill of Rights and subsequent amendments |
| C.2.7 | Explain the role of regulatory and independent government agencies in American society |
| C.2.8 | Compare and contrast the functions of various state and local governments in terms of tax code, political structure, and election procedures |
| ELA CCSS for Literacy in History/Social Studies 6-12 | |
| CCSS # | CCSS Text |
| Reading Standards for Literacy in History/Social Studies 6–12 | |
| RH.9-10.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. |
| RH.9-10.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies |
| RH.9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text |

| | |
|---|---|
| RH.9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 | |
| WHST.9-10.1 | Write arguments focused on <i>discipline-specific content</i> . b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Provide a concluding statement or section that follows from or supports the argument presented. |
| WHST.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| WHST.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| WHST.9-10.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| WHST.9-10.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Sample Activities

Activity 1: What does the Preamble Mean? (GLEs: C.1.1, C.2.1)

Materials List: Preamble Anticipation Guide BLM, Preamble Group Directions BLM, copies of the Preamble to the United States Constitution, *Schoolhouse Rock* video clip, chart paper, markers

Have students watch the *Schoolhouse Rock* video clip of the Preamble to the United States Constitution. Distribute copies of the *anticipation guide* ([view literacy strategy descriptions](#)) blackline master (see Preamble Anticipation Guide BLM and sample below) and ask students to respond true or false to six statements.

Instructions: Using your prior knowledge and understanding of the Preamble to the United States Constitution, distinguish the following statements as either being true or false by circling T for true and F for false. Be prepared to discuss and defend your answers.

1. An elite group of Americans wrote the Constitution for all Americans. T or F

An *anticipation guide* is highly beneficial in promoting deep and meaningful understanding of content area topics by activating and building relevant prior knowledge. These guides build interest and motivate students to learn more about selected topics. For these reasons, the *anticipation guide* strategy is especially helpful to struggling and reluctant readers and learners. *Anticipation guides* contain important statements which require students to use their prior knowledge of a topic to decide if the statement is true or false prior to learning or reading the content. During reading or listening to content information, students are prompted to return to the statements and reevaluate their responses. Students should be encouraged to record why their initial responses were correct or incorrect and cite specific references in the reading or content presentation to support their final responses.

Have students use prior knowledge and the video clip information to respond to the six statements on the *anticipation guide* indicating whether each is true or false. Read each statement to the whole class and have students respond by raising their hands with thumbs up for true or thumbs down for false. Ask a student who indicated the statement was true to explain his or her reasoning. Allow a student who indicated the statement was false to respond to the first student's reasoning. Do not coach students to correct their answer at this point but allow them to change their response by recording their reasons for change in the blanks below the statements on the *anticipation guide*.

Provide copies of the Preamble to the Constitution of the United States and ask students to read the six phrases delineating the purposes of government. Have students, working independently, record their personal explanation of what is meant by each of the six phrases in the Preamble in their *learning logs* ([view literacy strategy descriptions](#)):

- form a more perfect union
- we the people (sovereignty)
- promote the general welfare
- ensure domestic tranquility
- provide for the common defense
- secure the blessings of liberty

Divide the class into six groups (one group for each of the six Preamble phrases stated above). Each group will read assigned excerpts referenced in the Preamble Group Directions BLM (see blackline masters). All team members must reach a consensus on the correct answers to the questions assigned to their group. Have each group prepare a short presentation (1 to 2 minutes) and present the group's findings to the whole class.

Ask students to reflect on the following two questions during each group's presentation and summarize the information presented in their *learning logs*:

1. Under which purpose of government defined in the Preamble does the group's presentation fall?
2. How does this example compare with your explanation of the meaning of that purpose?

Have students use their *anticipation guides* to once again reflect on the six statements. Students can change their original responses and record the reason for the changes in the space provided below the statements. Have students share their responses and reasons for changed answers with a partner. Lead a whole class discussion on the six purposes for government outlined in the Preamble. Randomly, call on individual students to share their responses to the six purposes of government and discuss with the class the appropriate responses to the *anticipation guide*.

Additional resources and ideas can be found at <http://edsitement.neh.gov/lesson-plan/preamble-constitution-how-do-you-make-more-perfect-union#sect-activities/>

Activity 2: Structure of the Constitution (GLEs: C.1.2, C.2.2, C.2.3; CCSS: RH.9-10.1, WHST.9-10.1)

Materials List: Structure of the Constitution BLM, text book, Internet resources, encyclopedias, copies of United States Constitution, markers or colored pencils

Using the Structure of the Constitution BLM (see blackline masters) as a guide, have students create a *graphic organizer* ([view literacy strategy descriptions](#)) that describes the United States Constitution's basic structure. The *graphic organizer* should include the main idea of all seven Articles, the Bill of Rights, major elected or appointed officials (Representatives, Senators, President, Supreme Court justices), examples of powers granted and denied, and important procedures and processes (ex. amendment process). Allow students to search in their textbook, classroom notes, encyclopedias, Internet resources, and the Constitution for the facts and ideas to include on the *graphic organizer*. After students complete their organizers, discuss briefly each article, its meaning, and the importance of the article to the government as a whole. Have students work in groups of three or four to check the accuracy of their *graphic organizers* against a teacher-provided key.

Have students analyze their *graphic organizers* and use them to write a persuasive essay (three to five paragraphs) that describes which branch of government is stronger and explains the reasons why. The essay must make specific references to the United States Constitution, citing article, section, and clause to support their arguments and points of view.

Working with a partner, have students read and edit their partner's essay. Instruct students to pay close attention to how well the essay's main ideas are supported with accurate details from the Constitution. Allow students time to revise their original essay. Have students work in groups of three or four to read their essays aloud and to discuss their different points of view. Collect the essays and display exemplary examples in the classroom.

These are good online resources to use with this activity.
<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/home.html> (Lots of Primary Source material)

Activity 3: Powers of the Government (GLE: C.2.3, C.2.6; CCSS: RH.9-10.2. RH.9-10.10, WHST.9-10.9, WHST.9-10.10)

Materials List: chart paper or black/white board, group sets of sentence strips, adhesive tape or paste, Internet access or copies of the court cases listed in the activity, copies of the article “The Question of States’ Rights: The Constitution and American Federalism” (see link in activity)

Create sentence strips with the following phrases (make double copies of those with an asterisk):

- | | |
|---------------------------------|----------------------------------|
| 1. tax income * | 11. enforce laws * |
| 2. raise an army | 12. establish a postal system |
| 3. declare war | 13. build roads* |
| 4. regulate foreign trade | 14. regulate immigration |
| 5. regulate intrastate commerce | 15. conduct elections |
| 6. coin and print money | 16. operate a public school |
| 7. tax imports | 17. make laws* |
| 8. maintain a navy | 18. establish courts* |
| 9. make treaties | 19. issue business licenses |
| 10. borrow money* | 20. regulate interstate commerce |

As students enter the classroom, have students respond to the following questions in their *learning logs* ([view literacy strategy descriptions](#)):

- What is the difference between the powers granted to the federal government and those granted to the state governments?
- What basic principle of the American government is represented by the division of powers at two governing levels?

Lead a class discussion on the principle of federalism and how it affects the distribution of powers between the federal government and state governments. Divide students into groups of three or four and distribute a sheet of chart paper, set of markers, and a set of sentence strips to each group. Using prior knowledge, students should categorize the list of powers into powers of the federal government and powers of the state government. On a piece of chart paper, have students write the words Federal Government, Both, and State Government. Below each heading, write the corresponding name for the type of power: Expressed or Enumerated under Federal Government; Concurrent under Both; and Reserved under State Government. See the sample below.

| Federal Government Enumerated | Both Concurrent | State Government Reserved |
|--|----------------------------|--------------------------------------|
| <i>declare war</i> | | <i>operate a public school</i> |

Taking turns, have students place the strips under what they believe to be the correct category. Tell students some powers will be used more than once. Have students briefly explain to their group members, their reasoning for the placement of the power. Ask group members to indicate whether they agree or disagree with the placement. Make

sure students are reaching a consensus before pasting the power under the correct category on the chart paper. If students cannot reach a consensus, they may call in an expert (either the teacher or pre-assigned student(s) to give their opinion. When all strips are placed on the chart, have the groups display their charts on the wall or board. Have students view each group chart making note of needed corrections in preparation for the class discussion. After students have examined all displayed charts, lead a class discussion of the charts. Discuss each group's placement of the powers, making note of any needed corrections and why the placement was incorrect. As each chart is discussed, have a group representative make changes to the group's chart.

Have students reflect on the following questions dealing with expressed (enumerated powers), concurrent, and reserved powers in their *learning logs*.

- Describe the most important expressed power and why that power is given to the federal government.
- Why do the federal and state governments share concurrent powers?
- Why are some powers reserved only for the states and denied to the federal government?
- Why are some powers given to the federal government and not to the states?

As a class, read and discuss the article “The Question of States' Rights: The Constitution and American Federalism” found at <http://law2.umkc.edu/faculty/projects/ftrials/conlaw/statesrights.html>.

Have students choose one of the following court cases to read and conduct further research on the division of powers between the state and federal governments.

Selected Cases on the Division of Powers Between the Federal and State Government:

[McCulloch vs Maryland \(1819\)](#) (Necessary and Proper Clause)

[Gibbons vs Ogden \(1824\)](#) (Federal Commerce Power)

[Dred Scott v Sandford \(1857\)](#) (Power of Federal Government to Regulate Slavery)

[Hammer vs Dagenhart \(1918\)](#) (Power of Federal Government to Regulate Child Labor)

[Wickard vs Filburn \(1942\)](#) (Reach of Federal Commerce Power)

[Brown v. Board of Education of Topeka \(1954\)](#) (Right of States to Operate Segregated Schools)

[Garcia v San Antonio Metro. Transit Auth. \(1985\)](#) (Meaning of 10th Amendment)

[New York v United States \(1992\)](#) (Meaning of 10th Amendment)

[U. S. vs Lopez \(1995\)](#) (Reach of Federal Commerce Power)

[Printz v United States \(1997\)](#) (Meaning of 10th Amendment)

[Granholm v Heald/ Swedenburg v Kelly \(2005\)](#) (Right of States to Regulate Commerce in Alcoholic Beverages)

[Gonzales v Oregon \(2006\)](#) (Preemption)

Each student's research must include the background of the case, related rulings (both before and after), and implications of the case on the balance of federal and state power

(does it increase federal power or state power). Students should prepare a short speech (1 to 2 minutes) to be shared with their classmates in a Think Pair Square Share *discussion* ([view literacy strategy descriptions](#)) activity. The Think Pair Square Share method of *discussion* allows students an opportunity to verbalize their thoughts and feeling on content learned. When students formulate and express their thoughts in class *discussions*, they have higher levels of retention. Have students find another student with whom they will share their speech. A good management tip is to use short music clips as a timer. As long as the music plays, the students move around, and when the music stops, they pair up with the nearest student. Have students without a partner move to the center of the room. Allow students four minutes to read and discuss their court rulings (each taking no more than 2 minutes). Turn the music back on and have students find new pairs. Allow for two to three rotations and then have students with similar topics form larger groups of four to compare and contrast their findings. After four or five minutes of sharing in groups of four, ask volunteers to share their findings with the class. Speeches should be collected and displayed in the classroom.

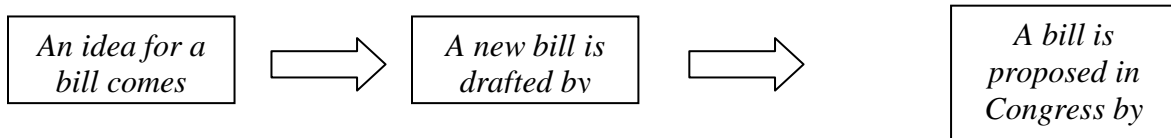
Activity 4: How a Bill becomes a Law (GLEs: C.2.3, C.2.5, C.2.7; CCSS: RH.9-10.2, WHST.9-10.4, WHST.9-10.6, WHST.9-10.9)

Materials List: How a Bill Becomes Law BLM, *Schoolhouse Rock* video, “I’m Just a Bill” http://www.youtube.com/watch?v=mEJL2Uuv-oQ&feature=player_detailpage, copies of “Signing the Emergency Highway Energy Conservation Act” and “Drive Against 55” (see links below)

Western Standard Publishing, Company. "3 Statements on [Signing the Emergency Highway Energy Conservation Act](#) January 2, 1974." *American Reference Library - Primary Source Documents* (2001): 1. *History Reference Center* EBSCO. Web. 14 Oct. 2011.

"[Drive Against 55](#)." *Time* 117.17 (1981): 32. *Academic Search Complete* EBSCO. Web. 14 Oct. 2011.

Give each student a copy of the *graphic organizer* ([view literacy strategy descriptions](#)), How a Bill Becomes Law BLM (see sample below). Instruct students to fill in as many boxes of the flowchart on the BLM as they can during the *Schoolhouse Rock* video, “I’m just a Bill.” Once the video is complete, discuss each of the steps, paying special attention to the ways legislation can be derailed or prevented from passage (Presidential veto). Have students complete the *graphic organizer* using what they learned from the class discussion.



Review student answers for the *graphic organizer* by calling on students randomly to describe what they wrote in each box or bubble. Have students read the following

questions and record their answers into their *learning logs* ([view literacy strategy descriptions](#))

- Where do the ideas for bills originate?
- What bill would you propose to Congress if you had the opportunity?
- Would you like to see any laws repealed? Explain.

Have students discuss their responses to the questions with a partner and record the partner's suggestions for new bills and repeal of current laws into their *learning logs* next to their responses. Ask students to write a short paragraph reflecting on a comparison of their responses and the partner's responses to the questions.

Display the following statement:

The Highway Energy Conservation and Safety Act of 1974 requires the Secretary of Transportation to withhold funding of federally funded highway projects from any state which has a maximum speed limit on any public highway over 55 miles per hour.

Discuss with students the meaning and implications of this law. Use the following questions to lead students to discover the reason this bill was created:

- What is the name of this law?
- What is the purpose of the law?
- Why might someone support this law?

Discuss with students the general reasons why the American government enacted this policy and the debate surrounding it. The following website provides general background information on the subject:

http://www.enotes.com/topic/National_Maximum_Speed_Law

Divide students into groups of three or four members. Provide half of the groups with the "Signing the Emergency Highway Energy Conservation Act" and the other half with "Drive Against 55." Have teams discuss whether they think the documents support the federal law requiring posted speed limits of no more than 55 mph. Assign each team member a role (writer, artist, speaker, or song writer). Using the team document as a basis, have each group create a persuasive essay (three paragraph minimum), a visual, a speech, and a song or chant that supports the document's point of view. Use knowledge of students' interest and talents in assigning roles.

Using the *RAFT* writing ([view literacy strategy descriptions](#)) assignment below as a guide, have students complete their assigned task (writer, artist, speaker, or song writer) to create a product (essay, song, chant, speech, political cartoon, political poster) to support the theme of their group's document.

Role = writer, artist, speaker, or song writer

Audience = the general public

Format = essay, song, chant, speech, political cartoon, political poster

Topic = theme of the documents ("Signing the Emergency Highway Energy Conservation Act" or "Drive Against 55")

Instruct students to keep in mind the document created from the *RAFT* must be easily understood by the general public and should persuade the general public to accept the group’s point of view.

Use a rubric, such as the one below, to assess each student’s assignment and group project. The first and second score reflects the entire group effort, while the third reflects the individual student’s performance. Tabulate students’ scores by adding the group and individual sections and dividing by 12 to compute a percentage grade.

| Speed Limit Rubric | | | | | |
|---|---|--|---|--|-------|
| 0 | 1 | 2 | 3 | 4 | Score |
| The group has no relevant thoughts or opinions. | The group’s thoughts and opinions are relevant but lack relevant supporting details . | The group’s thoughts and opinions are relevant but have few relevant supporting details. | The group’s thoughts and opinions are relevant and backed by relevant supporting details. | The group’s thoughts are clearly presented with specific supporting details. | 3 |

Have each group make a presentation to the whole class of no more than five minutes. Each group’s speaker must deliver the prepared speech. The artist’s visual and the writer’s essay should be neatly displayed in the classroom. The song or chant must be performed by the writer or by the whole group.

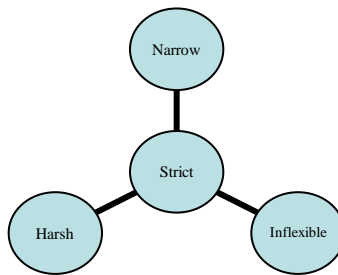
Explain how government and special interest groups often use such documents to persuade the public to their point of view. Referred to as propaganda, this will be thoroughly addressed in Unit 5.

For advanced students, this activity could be extended to include the research of an issue of choice, writing of letters calling for new legislation to address their issue, and creating a piece of legislation to address the issue.

Activity 5: Loose or Strict? (GLEs: C.1.1, C.1.6, C.2.1, C.2.6; CCSS: RH.9-10.4, WHST.9-10.10)

Materials List: Supreme Court Cases BLM, copies of the syllabus of the *Heller vs. the District of Columbia* <http://www.law.cornell.edu/supct/pdf/07-290P.ZS>, copies of the syllabus of the *United States vs. Miller* <http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=307&invol=174>

Write the words “Strict” and “Loose” on the board. Have students create a *graphic organizer* ([view literacy strategy descriptions](#)) known as a web diagram in which words that describe or relate to the word in the middle are placed in connecting bubbles around the word. See the example below.



Once students complete their web diagrams for both terms, strict and loose, have them share and compare their diagrams with a partner. Make sure students discuss and justify their descriptive words related to strict and loose. Randomly call on several students to give one of their words that describes either strict or loose. Lead a class discussion on the difference between strict and loose interpretations of the U.S. Constitution and its amendments. Strict interpretation means to remain true to the literal wording and original intent of the Constitution. Strict constructionists (those who support a strict interpretation) believe that the interpretation of the Constitution should not change over the course of time or changing circumstances. Loose interpretation means the interpretation of the Constitution should change over time and adapt (living constitution) to circumstances that could not be foreseen by the Founding Fathers such as the development of the Internet. Those who support this interpretation are known as loose constructionists.

The following are websites that have some useful information on strict and loose interpretation:

Theories of Constitutional Interpretation

<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/interp.html>

Strict Versus Loose Construction

http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=679&chapter=68541&layout=html&Itemid=27

Madison's and Jefferson's Strict Construction Versus Hamilton's Implied Powers: A Study of Constitutional Interpretation

<http://www.ucumberland.edu/academics/history/files/vol13/aaroncoleman01.html>

Have students record their thoughts on the following statements/questions in their *learning logs* ([view literacy strategy descriptions](#)):

- Explain the differences between strict and loose interpretation.
- List pros and cons of both strict and loose interpretation.
- Which do you believe is better, a strict or loose interpretation and why?

Distribute copies of the Supreme Court syllabuses of the *Heller vs. the District of Columbia* and the *United States vs. Miller* cases. Have students read both of these syllabuses and use *split-page notetaking* ([view literacy strategy descriptions](#)) to record their notes. *Split-page notetaking* gives students a consistent and logical format for taking notes and recording what they have learned and read in the classroom. Remind

students to paraphrase and abbreviate as much as possible when recording their notes. Drawing a horizontal line below a completed main idea helps to visually divide the notes. Students may use the Supreme Court Cases BLM (see sample below) to record their notes or to use as a guide when setting up their *split-page notes*.

| | |
|------------|---------------------------------|
| 9-14-11 | Heller vs. District of Columbia |
| Background | |
| Key Facts | |

After reading the cases, have students share and compare their notes with a partner. Have the partners discuss the cases and determine which case is an example of strict interpretation and which is an example of loose interpretation. Students should record their thoughts on the interpretations of the cases in their *learning logs* citing specific examples from the text to support their choice.

Identify each corner of the classroom as strongly agree, agree, disagree, and strongly disagree. Have students move to the corner that best reflects their thinking about the following two statements.

- The Supreme Court ruling on Heller vs. District of Columbia is an example of a loose constructionist point of view.
- The Supreme Court ruling on United States vs. Miller is an example of a strict constructionist point of view.

Read the first statement. After students move to the corner which best represents their thinking, have them find a partner and discuss the reasons they chose that corner. Randomly call on a student from each corner to share with the class why he or she chose that corner. Read the second statement and follow the same procedure that was used for the first statement.

Gather the class back together and briefly explain that Heller vs. District of Columbia is an example of a strict constructionist because the ruling was in favor of the individual right to bear arms which most strict constructionists believe is the original meaning of the second half of the Second Amendment. Explain how the United States vs. Miller case represents a loose constructionist viewpoint because the government could decide what weapons were appropriate for use in the militia and therefore for individuals' homes.

Have students reflect on the following question in their *learning logs*:

Which United States Constitutional point of view (loose or strict construction) do you support and why?

Ask volunteers to share their reflections with the class. Remind students that this type of open-ended question can appear on unit and state assessments. Recording this type of reflective thinking in their *learning logs* can help prepare for those assessments.

Activity 6: Role of Regulatory Agencies (GLEs: C.2.1, C.2.3, C.2.7)

Materials List: paper and scissors, Regulatory Agencies Sentence Strips BLM

Discuss with students the meaning of the term regulation and the purposes of government regulation in the United States. Examples of government regulation include protecting public health and safety, protecting consumers, conserving natural resources, maintaining the United States money supply, and creating a free and fair economic marketplace. Divide students into groups of three or four. Give each group a set of the regulatory agencies sentence strips from the Regulatory Agencies Sentence Strips BLM (see sample below).

- **Consumer Product Safety Commission (CPSC):** enforces federal safety standards

Cut the blackline master into strips like this: { **Consumer Product Safety Commission** }; { CPSC }; { enforces federal safety standards }. Have students work together to sort and match each agency, acronym, and definition. Students must reach a consensus prior to having their answers checked. One student from each group may briefly look at the answer key and then return to the group to help correct the group’s answers. After all groups have checked their responses, randomly call on one student from each group to read the complete match for each agency until all agencies have been covered. Discuss with students the importance of each regulatory agency’s role and how it benefits society. Record the advantages of government regulation on the board using the left side of the T-Chart. This is a type of *graphic organizer* ([view literacy strategy descriptions](#)). (See sample below.) Discuss advantages of government regulation.

| Government Regulation | |
|---------------------------------|---|
| Advantages | Disadvantages |
| <i>Increased product safety</i> | <i>Increase in costs of manufacturing</i> |

Present this question to students, “If government regulation is advantageous, why does government not regulate everything in our lives?” Discuss the cost of government regulation including the increasing cost of goods and services, reduction of business profits, outsourcing of jobs, and decreased competitiveness on the global market. Record the disadvantages of government regulation on the board using the right side of the T-Chart.

Have students reflect on government regulation and the purposes of government described in Unit 1 in their *learning logs*. Ask volunteers to share their reflections.

List of major regulatory agencies
http://academics.smcvt.edu/cbauer-ramazani/BU113/fed_agencies.htm.

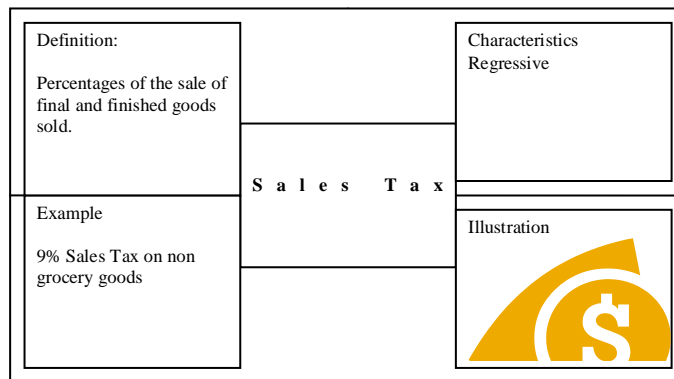
Activity 7: State and Local Government (GLEs: C.2.3, C.2.8; CCSS: RH.9-10.4, RH.9-10.7, WHST.9-10.4)

Materials List: 3x5 note cards, construction paper, poster board, scissor, glue, and markers

Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) to define the following terms:

- tax code
- benefits received principle
- ability to pay principle
- sales tax
- income tax
- license tax and fees
- property tax
- open primary
- closed primary
- run-off elections
- winner-take-all electoral college
- bicameral legislature
- unicameral legislature
- county (parish)
- township
- police jury
- municipality
- board of aldermen
- special districts
- school districts

Vocabulary Cards are helpful to students in the development of an understanding of content-related concepts and technical terminology. *Vocabulary cards* have been shown to increase both the breadth and depth of student understanding. Students create these cards by placing the term in the middle of the index card in a rectangular box or circle. In each of the four corners of the card, students write a definition, characteristics, examples, and an illustration of the term. See the example below.



Have students use their textbook, the Internet, encyclopedias or other available resources to complete the *vocabulary cards*. This should be a homework assignment due to the large number of vocabulary terms. Call on individual students to share their definitions, characteristics, examples, or illustrations of the terms. Briefly discuss each term and have students make necessary corrections to their cards.

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Assign each student in the classroom a different state to research using encyclopedias, the Internet, or other available resources. Students must be able to describe their assigned state’s government (executive leadership, type of legislature, judicial system, local governments), election procedures (open or closed primary, run-off elections, and winner-take-all electoral college), and tax code (income tax, sales tax, property tax, tax rates). Remind students to refer to their vocabulary cards to help focus their research. Below are sample websites for the students to use:

State tax information

<http://retirementliving.com/RLtaxes.html>

<http://www.census.gov/govs/statetax/>

<http://www2.census.gov/govs/statetax/2010stcreport.pdf>

Louisiana Local Government Information

<http://house.louisiana.gov/slg/PDF/Chapter%203%20Part%20A%20-%20Local%20Government%20-%20Structure%20and%20Organization.pdf>

Election Procedures

<http://www.fairvote.org/congressional-primaries-open-closed-semi-closed-and-top-two>

<http://www.instantrunoffvoting.us/runoffelections.html>

<http://www.archives.gov/federal-register/electoral-college/faq.html>

State Government and local government structure

<http://www.whitehouse.gov/our-government/state-and-local-government>

http://www2.census.gov/govs/cog/all_ind_st_descr.pdf

http://www.census.gov/govs/go/population_of_interest.html

Once students have compiled their research, have them write an informative report (minimum of five paragraphs or two pages). Students should cite three resources in either MLA format or Chicago style and provide a bibliography.

MLA Style <http://owl.english.purdue.edu/owl/section/2/11/>

Chicago Style <http://owl.english.purdue.edu/owl/resource/717/01/>

Have students exchange papers and peer edit rough drafts prior to final submission. Assess student reports using a rubric similar to the one below. Add the three components scores together and divide by nine to tabulate the students’ percentage score according to your grading scale.

| State Government Report Rubric | | | | |
|---|---|---|---|---|
| Clearly presents assigned information using good paragraph structure. | 0 | 1 | 2 | 3 |
| Information is accurate and directly relates to assigned topics: government, tax code, and election procedures. | 0 | 1 | 2 | 3 |
| Correctly cites a variety of credible resources. (three or more) | 0 | 1 | 2 | 3 |

Once all reports are completed, use a four-corners strategy in which students move to one of the four corners of the room that best fits the regional location of their state. Hang the following signs in different corners of the room:

- Northern
- Southern
- Western
- Eastern

Have students move to the corner that best describes the location of their state. Once in their state’s corner, have students find a partner and discuss what is different and similar about their states. Have each student pair create a Venn diagram, a *graphic organizer* ([view literacy strategy descriptions](#)), to compare and contrast their states using the State Government Venn Diagram BLM (see blackline masters).

Working in pairs, have students use the Internet to conduct further research on the states from their Venn Diagram and determine which of the two is growing economically and why. Randomly call on pairs of students to summarize which of their two states is experiencing economic growth and the reasons why.

Lead a class discussion to help students recognize that states compete for businesses by offering incentives to businesses. Examples of incentives that states offer to businesses include lowering corporate income taxes, changing regulation, and rewriting laws that make the state friendlier to businesses. Students should record in their *learning logs* ([view literacy strategy descriptions](#)), their thoughts on the difference between states and how they can attract more businesses to improve their economy.

Activity 8: How can I get elected? (GLEs: C.2.3, C.2.4; CCSS: WHST.9-10.7)

Material List: chart paper, markers, copies of Election Candidates Bios BLM and Qualifications BLM

Distribute copies of the Qualifications BLM, a *graphic organizer* ([view literacy strategy descriptions](#)). Have students use their textbooks to complete the chart with the correct qualifications (age, length of citizenship, and residency) for each elected official of the United States government (Representatives, Senators, and President). Display an enlarged copy of the Qualifications BLM (see sample below) on the board and ask students to share their answers until the chart is complete.

| Qualifications of Elected Officials in United States Government | | | |
|---|------------------------------|-------------------------|--|
| Office | Age | Length of Citizenship | Residency |
| Representatives | <i>At least 25 years old</i> | <i>At least 7 years</i> | <i>Must live in the state they represent (Usually within the district)</i> |

Have students reflect on why they think the qualifications of age, length of citizenship and residency are important in selecting candidates to represent the people. Have students record their thoughts in their *learning logs* ([view literacy strategy descriptions](#)).

Have students share and compare their thoughts with a partner. Taking turns, tell student pairs to create a list of additional qualifications or characteristics that are important for a candidate to possess. Ask student pairs to come up with as many qualifications or characteristics as they can list in five minutes. Call on a student from each pair to share his or her top qualification or characteristic not yet named by other students. Record each new qualification or characteristic in the blank area below the chart on the Qualification BLM.

Once all groups have shared, lead a class discussion reviewing the basic qualifications (age, length of citizenship, and residency) needed to run for an office in the United States government. Ensure that students understand that anyone meeting the basic qualifications can run for office; however, a candidate must win over the voting public by possessing many of the qualifications and characteristics students listed.

Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to record the term length, role, and duties of each of the elected offices in the United States federal government. See the example below.

| Elected Offices of the United States Federal Government | |
|---|--|
| Representative | <ul style="list-style-type: none"> • Serves two-year term • Law maker who represents a district within a state • Serves on committees, voices concerns of the constituents of his or her district, and handles specific case work |

Discuss with students the term length, roles, and duties of a United States Senator, Representative, and the President. Divide students into six groups. Assign the groups one of three offices (each of the three offices will be examined by two different groups). Distribute a copy of the Election Candidates Bios BLM (see sample below) to each group. Using the *graphic organizer*, each group must determine which of candidates from the list qualify for the office and explain why those candidates who do not qualify are unable to run for that office. Each group should eliminate all but two candidates of which one is the incumbent and the other is the challenger. Check each group of candidates to ensure that only the eligible candidates are selected.

| |
|--|
| <p>Candidate #1: Franklin Johnson</p> <ul style="list-style-type: none"> • 37-year-old male who has lived the last five years in Jamaica • Never held an elected office • Believes the President and Congress should reduce the sentences of non-violent federal offenders in order to reduce the federal prison population • Born in the United States to migrant workers who later became United States citizens |
|--|

Assign each of the six groups one of the candidates that qualified to run for office. Using the information provided on the Election Candidates Bios BLM, have each group create an election campaign strategy plan for the group's candidate. The election campaign strategy plan should emphasize the reason the group's candidate would be better at fulfilling the roles and duties of the office than the opponent. Within the groups, assign each student a role: writer, speaker, illustrator, and song or chant writer (for groups of three omit the song or chant writer). Each group should produce a two-minute campaign speech, a campaign poster, and a chant or song that supports the group's candidate. Each element must make specific references to how the candidate will best fulfill the role and duties of the office.

Have each group make a presentation of no more than five minutes to persuade the class to vote for the group's candidate. The presentation should include the team's campaign speech, chant or song, and poster. After all presentations have been made, have students reflect in their *learning logs* ([view literacy strategy descriptions](#)) on which candidate was the most persuasive and explain why.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity 1: Create a list of ten specific services and functions performed by the United States government such as the U.S. Army Corps of Engineers building levees on the Mississippi River. Have students write the function of United States government from the clauses of the Preamble that matches the examples of government services. Students must correctly match eight or more examples to consider what they have obtained mastery.
- Activity 3: Have students write an article for a school newspaper explaining the three types of powers, which government officials possess these powers, and three examples of each. Assess students according to predetermined criteria.
- Activity 5: Have students read a court case summary and its ruling and decide whether it is a strict interpretation or loose interpretation of the United States Constitution. Students will write a short persuasive argument (one paragraph) that provides evidence to support their position. The persuasive argument will be assessed according to predetermined criteria.