

Civics Learning Goals for the 2nd Quarter

Unit: The Founding From Colonies to the United States

C.1.1 – Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers and John Locke’s theories of natural law and how Locke’s social contract influenced the Founding Fathers.

- Students will identify and describe the Enlightenment ideas of separation of powers, natural law, and social contract.
- Students will examine how Enlightenment ideas influenced the Founders’ beliefs about individual liberties and government.
- Students will evaluate the influence of Montesquieu’s and Locke’s ideas on the Founding Fathers.

C.1.2 – Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s *Common Sense* had on colonists’ views of government.

- Students will identify the important ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and *Common Sense*.
- Students will evaluate the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and *Common Sense* had on the purposes of government.

C.1.3 – Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

- Students will trace the causal relationships between English/British policies, English responses to colonial grievances, and the writing of the Declaration of Independence.
- Students will recognize the underlying themes of English colonial policies concerning taxation, representation, and individual rights that formed the basis of the American colonists’ desire for independence.

C.1.4 – Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

- Students will explain the concept of natural rights as expressed in the Declaration of Independence.
- Students will identify the natural rights specifically expressed in the Declaration of Independence (life, liberty, and the pursuit of happiness).
- Students will analyze the relationship between natural rights and the role of government.
- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights’ violations.
- Students will recognize colonial complaints as identified in the Declaration of Independence.

C.1.5 – Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

- Students will identify the weaknesses of the government under the Articles of Confederation.

Unit: Federal Government

C.1.6 – Interpret the intentions of the Preamble of the Constitution.

- Students will explain how the Preamble serves as an introduction to the U.S. Constitution, establishing the goals and purposes of government.
- Students will identify the goals and purposes of government as set forth in the Preamble of the U.S. Constitution
- Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.

C.3.3 – Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

- Students will recognize the structure of the legislative, executive, and judicial branches.
- Students will compare the roles and responsibilities of the three branches of the federal government.
- Students will identify the general powers described in Articles I, II, and III of the U.S. Constitution.

C.1.7 – Describe how the Constitution limits the power of government through separation of powers and checks and balances.

- Students will explain the concept of limited government as set forth in the U.S. Constitution.
- Students will describe and distinguish between the concepts of separation of powers and checks and balances.
- Students will analyze how government power is limited by separation of powers and/or checks and balances.
- Students will be able to recognize examples of separation of powers and checks and balances.

C.3.5 – Explain the constitutional amendment process.

- Recognize the methods used to propose and ratify amendments to the U.S. Constitution.
- Identify the correct sequence of each amendment process.
- Identify the importance of a formal amendment process.
- Recognize the significance of the difficulty of formally amending the U.S. Constitution.

C.1.8 – Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

- Students will compare the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.

C.3.8, C.3.9 – Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. Illustrate the lawmaking process at the local, state, and federal levels.

- Examine the processes of the legislative, executive, and judicial branches of government.
- Compare local, state, and federal lawmakers.
- Distinguish among ordinances, statutes, and acts on the local, state, and federal levels.
- Compare and contrast the lawmaking process at the local, state, and federal levels.

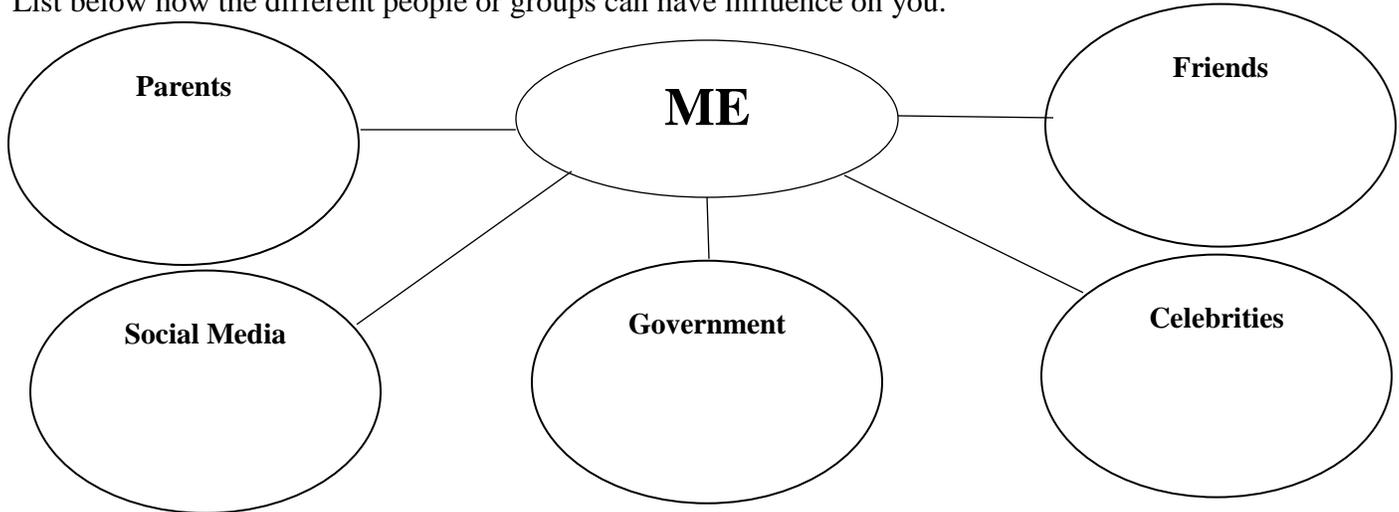
C.1.1 Influence of the Enlightenment

Level	Student Task
4	
3	SS.7.C.1.1 – Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers and John Locke’s theories of natural law and how Locke’s social contract influenced the Founding Fathers.
2	
1	With help from the teacher, the student has partial success with the content

Influence:

having an effect or impact on the actions, behavior, opinions, etc., of another or others.

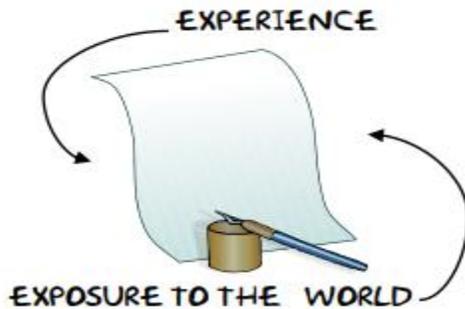
List below how the different people or groups can have influence on you.



<i>I predict this will be about....</i>	<i>One question I have is</i>
<i>Now I know ...</i>	<i>To answer myself,</i>

A Man with Many Hats

John Locke was born in England in 1632. Locke considered becoming a minister, started his career as a doctor, but ended up as a philosopher and political scientist. He had many interests and produced a number of writings that influenced future leaders. One of those leaders was Thomas Jefferson, who helped America gain independence from Britain nearly 150 years after Locke was born. Jefferson studied Locke's writings, and Locke's ideas show up in our own Constitution.



The Blank Slate

One of Locke's books, called *An Essay Concerning Human Understanding*, took over 18 years to write! In it, he says that people are born with a mind like a **tabula rasa**, which means a blank slate or page. During life, that blank slate gets filled up with the things a person experiences with the five senses. He said people learn and develop differently because they are exposed to different things. The one thing people have in common is that they are human and share a human nature that is the same for all people everywhere.

Natural Rights

Locke imagined a set of **natural rights** that human beings share. These are the right to life, liberty, and property. **Life** refers to the fact that people want to live and will fight to survive. **Liberty** means that people want to be as free as possible to make their own decisions. **Property** represents the fact that people want to own things that help them survive, such as land, food, and tools. Locke believed these rights aren't given to people—people are born with them.

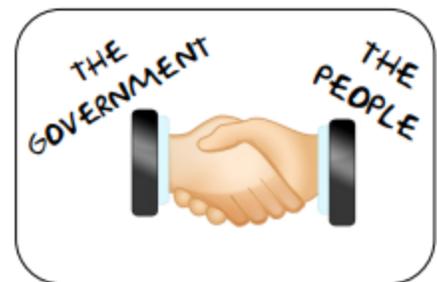


Why do we need a government?

Locke also wondered what life would be like if people didn't have a government. In this **state of nature** there would be no rules, no one in charge, and no way for people to protect their natural rights. He believed the purpose of government is to end the state of nature and give people certain protections. Most importantly, Locke believed governments should protect people's natural rights.

Social Contract

Locke believed a government can only be legitimate, or valid, if it is based on a social contract with citizens. A *contract* is an agreement between people in which both sides agree to something in order to reach a shared goal. A **social contract** happens between a government and its people. The people agree to give up some freedoms if the government agrees to protect everyone's rights. If the government fails to deliver, the people revolt—like the colonists did during the American Revolution.



According to the text, whom did John Locke influence? _____

According to John Locke, how are the concept of social contract and the purpose of government related? What evidence in the text led you to your answer?	
Evidence from Text	Answer

JOHN LOCKE AND THE DECLARATION OF INDEPENDENCE

Directions: As a whole class, review each excerpt from the Declaration of Independence. Summarize the excerpt in your own words and then determine how John Locke influenced the excerpt from the Declaration of Independence.

Excerpt from the Declaration of Independence	Summary of excerpt in your own words	Connection to the ideas of John Locke
<i>We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.</i>		
<i>Governments are instituted among Men, deriving their just powers from the consent of the governed</i>		
<i>...whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it...</i>		
<i>A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.</i>		

The Impact of John Locke on the Founding Fathers

President John Quincy Adams once stated that: "The Declaration of Independence was founded upon one and the same theory of government: the writings of Locke." Based on this statement, how would you summarize the impact of John Locke on the Founding Fathers?

--

Baron de Montesquieu

First Impressions	Fast Facts	Final Thoughts

Baron de Montesquieu

Name: _____

A Baron is Born

Charles Louis de Secondat was born in 1689 in the city of Bordeaux, France. At age 27, he became Baron de Montesquieu (MON-teh-skew) when he inherited his uncle's fortune and title. Montesquieu was one of the great thinkers of the 17th and 18th centuries. He spent a lot of time thinking about how governments should be created and maintained. His ideas guided the Founding Fathers when they wrote the United States Constitution. Even today, Montesquieu's thinking influences the way people think about government around the world.



Baron de Montesquieu



How do the laws in our society keep us safe?

Follow the Rules

The term *liberty* means different things to different people. Some think liberty means being able to speak and act without being held back by laws and rules—in other words, being able to do whatever you want. But Montesquieu believed that **liberty** is the peace of mind that comes from being safe. He believed safety can only exist if everyone follows the law. If governments could provide and enforce clear laws that everyone would follow, it would increase liberty, reduce the problems of society, and improve human life.

Separate...

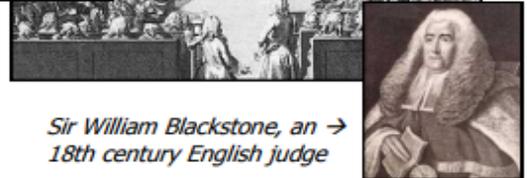
Montesquieu studied the laws, customs, and governments of European countries to see how they created and enforced laws. He admired the government of England. The English government had three parts: a king to enforce laws, Parliament to create laws, and courts to interpret laws. The government was divided into parts, and each part had its own purpose. Montesquieu called this the **separation of powers**.



← King George III



House of Commons ↓



Sir William Blackstone, an →
18th century English judge

...but Equal

Dividing the powers of government was just the first step. Each part of the government needed to be *balanced* with the other parts. Montesquieu thought that each of the parts, or *branches*, of government should be equal. He worried that if one branch had more power than the others, people would suffer and lose their liberty. To avoid this, he suggested that each branch have the ability to *limit* the power of the other two branches. In England, if the king tried to take too much control, the Parliament or the courts could act to stop him. Today, we call this the system of **checks and balances**.



Sound Familiar?

James Madison, the "Father of the Constitution," liked the idea that each branch of government should have a clear role. As a result, the U.S. Constitution clearly explains what each branch is supposed to do: **Congress** makes laws, the **President** enforces laws, and the **Courts** interpret laws. Each branch has the power to check, or limit, the other branches. This keeps all branches of government balanced and equal.



According to the text, what document did Montesquieu influence? _____

According to the text, how did Montesquieu define liberty and how did he explain the relationship between liberty and government? What evidence in the text led you to your answer?

According to the text, how did Montesquieu's ideas influence the U.S. Constitution? What evidence in the text led you to your answer?

Impact of Montesquieu's Influence:

Concept	Definition in your own words
Natural Rights	
Social Contract	
Natural Law	
Separation of Powers	
Checks and Balances	

1.1 Review Questions

The image below concerns government. Which Enlightenment idea is represented by the image?



- A. Separation of power
- B. Checks and balances
- C. Social contract
- D. Natural law

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

Which Enlightenment idea is represented by the headline?

- A. Separation of powers
- B. Checks and balances
- C. Social contract
- D. Natural law



1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

C.1.2 Influence on Colonists' View of Government

Level	Student Task
4	
3	SS.7.C.1.2 – Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s <i>Common Sense</i> had on colonists’ views of government.
2	
1	With help from the teacher, the student has partial success with the content

Big Idea

Definition

- | | |
|-------------------------------|---|
| <p>___ Rule of Law</p> | <p>A. a set of things that people believe they should be free to do without restrictions</p> |
| <p>___ Self-Government</p> | <p>B. the power of government is limited by the Constitution, and each branch is limited in what it can do</p> |
| <p>___ Rights</p> | <p>C. People have the right to fair and reasonable laws. Officials have to follow rules when enforcing the laws and treat all people in the same way.</p> |
| <p>___ Due Process</p> | <p>D. popular or representative system where the people create and run their own government</p> |
| <p>___ Limited Government</p> | <p>E. the idea that all people must follow the laws, and that the laws are enforced fairly</p> |

Colonial Influences

Name: _____



Hey! Anyone Have Any Good Ideas?

Our Founding Fathers did not invent the American system of government out of thin air. They, like the other colonists, were influenced by many different ideas and traditions. The biggest influence came from their British heritage. (Remember the colonists WERE British until the American Revolution!) Events in British history and things that were happening during their own time affected the way the Founders thought government should work.

The Founders didn't have the Internet, so they got their ideas from books and other printed materials. What would have been on the minds of American colonists on the verge of a revolution? Let's take a peek at what might have been on the shelf of a private colonial library ...

King v. Nobles: Round One

Way back in the Middle Ages, England was ruled by a king who shared some of his powers with the wealthy nobility. The nobility would carry out the king's wishes, and the king would allow the nobles to make some local decisions. But in the early 1200s, King John tried to take all the power for himself! The angry nobles fought back. In 1215, they created a document called the **Magna Carta** that limited the power of the king and protected certain rights for the nobles. The nobility was powerful enough to force King John to sign the Magna Carta. This was a big deal because it introduced the concepts of *limited government*, *rule of law*, and *due process*. It also helped create the nation's Parliament (kind of like Congress in the U.S.).

The Magna Carta

We, the nobles, demand:

- A limit on the king's powers
- Laws and punishments to be fair and equal
- Due process of the law and fair trials
- Property rights

Before After



The Mayflower Compact

When we land, we will:

- create our own government
- agree that the laws will be followed by everyone
- make sure that the new government will serve the common good

I Think We Took a Wrong Turn!

Fast forward over 400 years. The next document in the colonial library is the **Mayflower Compact**. It was written to solve a basic problem: Who is in charge? The Pilgrims left England in a ship called the Mayflower headed for the Virginia colony in 1620. A strong storm blew the ship off course, and they ended up in what is now Massachusetts. This area was not under the control of the company that sent them, so the Pilgrims were in independent territory. They needed a government—fast! The men agreed to create a new government and to follow its rules. In exchange, they would all protect each other. This is called *self-government*.

Colonial Influences

Name: _____

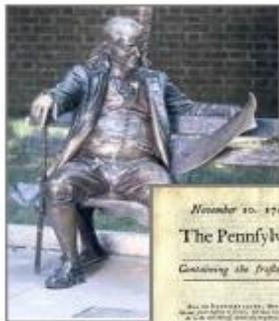
King v. Nobles: Round Two

Meanwhile, back in England, the Parliament had been battling it out with the king in a series of civil wars. Parliament eventually came out on top and passed the **English Bill of Rights** in 1689. Like the Magna Carta, this document expanded the rights of the Parliament and the people, while limiting the powers of the king even more. This document was well-known because it affected people living in Britain and the new British colonies in America.

The English Bill of Rights

As Englishmen, we demand:

- Free elections to Parliament
- The rights to bear arms, to petition the government, and to a fair trial
- No excessive bail or fines or cruel and unusual punishment



Ben Franklin and his newspaper



Breaking News... Colonist Style!

In addition to older documents, the colonists kept track of what was happening in Britain and around the colonies. They couldn't phone, blog, tweet, or watch tv-- so how did they keep up with the news of the day?

Hot Off the Press

In the 1720s, authors using the fake names Cato the Elder and Cato the Younger published a series of newspaper editorials in Britain. The authors argued against the king's heavy-handed rule. These articles were titled **Cato's Letters**, and they were also published in colonial American newspapers. Cato's Letters became so popular that they were collected into a book. Half of the private libraries in colonial America owned a copy! Cato's Letters discussed many different ideas, such as *freedom of expression*, which became very influential in the colonies.

Daily Debate

Editorial

Without free speech and expression, you have no liberty.

-Cato & Cato



Calling for Independence

By the 1700s, King George III and Parliament were making more and more demands on the colonies. Many were getting fed up and began to meet and discuss breaking away from Britain. In the mid-1770s, representatives from most of the 13 colonies met in Philadelphia. Here, the Founders discussed the options for the future. While these meetings were happening, a journalist named Thomas Paine published a pamphlet called *Common Sense* in 1776. In *Common Sense*, Paine did not introduce any new ideas. Instead, he explained the arguments for independence in a way that was easy for everyday colonists to understand. He encouraged them to support the fight for independence from Britain. Just six months later, the Declaration of Independence was signed.

Understanding the Influence

Directions: Using your reading, explain the main purpose of each document, identify the “big idea” (could be more than one) that emerged from the document and explain the big idea and its relationship to the document in your own words.

Document	Main purpose of the document	Big idea from the document	Explanation of big idea
Magna Carta		<input type="checkbox"/> Limited Government <input type="checkbox"/> Self-Government <input type="checkbox"/> Rights	
Mayflower Compact		<input type="checkbox"/> Limited Government <input type="checkbox"/> Self-Government <input type="checkbox"/> Rights	
English Bill of Rights		<input type="checkbox"/> Limited Government <input type="checkbox"/> Self-Government <input type="checkbox"/> Rights	
Cato's Letters		<input type="checkbox"/> Limited Government <input type="checkbox"/> Self-Government <input type="checkbox"/> Rights	
<i>Common Sense</i>		<input type="checkbox"/> Limited Government <input type="checkbox"/> Self-Government <input type="checkbox"/> Rights	
Summary Statement			

Evaluating the Impact on Government

Directions: Using what you have learned about the big ideas from each document, determine how these influences appear in the U.S. Constitution. Read each passage below, mark text that helps you identify the main idea, and write the main idea in your own words.

Passage	What does this mean in your own words	Big Idea	Explanation
<p>“This Constitution and the laws of the United States ... shall be the supreme law of the land.” All government officials “shall be bound by an oath to support this constitution.” – Article VI</p>		<input type="checkbox"/> Rule of Law <input type="checkbox"/> Self-Government <input type="checkbox"/> Limited Government <input type="checkbox"/> Due Process <input type="checkbox"/> Rights	
<p>The first ten amendments in the Bill of Rights guarantees certain rights and freedoms that include:</p> <p>Freedom of speech, the press, and religion, right to petition the government and to bear arms</p>		<input type="checkbox"/> Rule of Law <input type="checkbox"/> Self-Government <input type="checkbox"/> Limited Government <input type="checkbox"/> Due Process <input type="checkbox"/> Rights	
<p>The U.S. Constitution created three branches of government. Each branch is given the power to check, or limit the power of the other two. The system of checks and balances keeps any one branch from getting too powerful.</p>		<input type="checkbox"/> Rule of Law <input type="checkbox"/> Self-Government <input type="checkbox"/> Limited Government <input type="checkbox"/> Due Process <input type="checkbox"/> Rights	
<p>“No person shall...be deprived of life, liberty, or property, without due process of law”</p> <p>U.S. Constitution, 5th Amendment</p>		<input type="checkbox"/> Rule of Law <input type="checkbox"/> Self-Government <input type="checkbox"/> Limited Government <input type="checkbox"/> Due Process <input type="checkbox"/> Rights	
<p>“We the People of the United States...do ordain and establish this Constitution for the United States of America.”</p>		<input type="checkbox"/> Rule of Law <input type="checkbox"/> Self-Government <input type="checkbox"/> Limited Government <input type="checkbox"/> Due Process <input type="checkbox"/> Rights	

1.2 Review Questions

The conversation below is about lawmaking. Which colonial principle is being discussed?

Doug: *I believe in making laws only when everyone can participate in public decision making.*

Nicole: *I disagree with you; it is best for laws to be made by the people who have been chosen for that purpose.*

- A. Limited monarchy
- B. Self-government
- C. Social contract
- D. Natural rights

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

The statements below are from the English Bill of Rights, 1689. Which purpose of government can be traced to these statements?

“That the pretended power of suspending laws... without consent of Parliament is illegal;

That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted;

And that for redress of all grievances, and for the amending, strengthening and preserving of the laws, Parliaments ought to be held frequently.”

- A. Provide for the common defense
- B. Promote the general welfare
- C. Insure domestic tranquility
- D. Establish justice

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

C.1.3 Colonial Concerns, Writing the Declaration

Level	Student Task
4	
3	SS.7.C.1.3 - Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
2	
1	With help from the teacher, the student has partial success with the content

Breaking News! – Reflection Questions

1. Are these new laws fair? Why or why not?
2. Is revolting and fighting against the American government the most effective way to resolve this and get back our rights as American citizens? Why or why not?
3. Are you going to join the revolution? Or, are you going to stay loyal to America and defend it against these Florida rebels? Give at least 2 reasons for your decision.

“The Bloody Massacre” by Paul Revere

<http://www.loc.gov/pictures/item/2008661777/>

I see...

I think...

I wonder...

Summary of class discussion:

“The Bloody Massacre” by Paul Revere

<http://www.loc.gov/pictures/item/2008661777/>

I see...

I think...

I wonder...

Summary of class discussion:

Road to the Declaration of Independence

Directions: As you read about each event/act, determine which colonial concern(s) is being expressed, and record it in the right-hand column.

Main Colonial Concerns: 1.) Taxation 2.) No Representation 3.) Violation of Individual Rights

Date	Event/Act	Description/Definition	Colonial Concerns
1754-1763	French and Indian War	* A conflict in North America between England and France over land west of the 13 colonies (Ohio River Valley). Colonists helped England, and England won, but the war left them in debt. Solution = Tax the colonies to pay for the war debt.	
1763	Proclamation of 1763	* An order created by Parliament that prohibited (did not allow) American colonists from settling west of the Appalachian Mountains.	
	Search Warrants	* Near the end of the French & Indian War, the English were given search warrants to search warehouses, homes and ships of the colonists without reason.	
1764	Sugar Act	* Parliament taxed sugar and other products shipped to the colonies (imports) in an effort to pay off the debt created by the French and Indian War. This law also called for harsh punishment of smugglers.	
1765	Stamp Act	* A tax law passed by Parliament that required all paper documents to carry an official stamp showing a tax had been paid. These items included newspapers, pamphlets, bills, and licenses (marriage, business, etc.). The money collected went directly to England (not the colonies).	
	Quartering Act	* Law passed by Parliament that required the colonists to house and supply British soldiers.	
1765	Boycott of British Goods in Boston	* Colonists protested the Stamp Act by refusing to buy British goods.	

	Sons of Liberty	* A group of colonists formed a secret society to oppose British policies. In protest, this group burned stamped paper products and attacked customs officials.	
	Stamp Act Congress	* Nine colonies sent delegates (representatives) to this meeting in New York City. Delegates sent a petition asking King George III to repeal the Stamp Act because, “taxation without representation” violates the colonists’ rights.	
1766-1767	Declaratory Acts	* The Stamp Act was cancelled by British Parliament, and then passed the Declaratory Act, which stated that England had total power and authority to govern the colonies.	
	Townshend Acts	* A series of laws passed by Parliament that suspended New York’s colonial assembly, and established taxes on goods brought into the British colonies (paper, tea, glass, lead, paint).	
1768-1769	More Protests & Boycotts	* Colonists begin supporting the idea that “taxation without representation” is wrong, and begin to boycott (refuse to buy) some British goods. * The British send troops to Boston to “keep order” in the Massachusetts colony.	
1770	Boston Massacre	* British troops killed 5 colonists and injured 6 during this protest against “taxation without representation”. After the incident, British troops withdrew from Boston.	
1773	Tea Act	* A law passed by Parliament that gave the British East India Company control over the tea trade with the colonies, and placed a tax on tea.	
	Boston Tea Party	* To protest the Tea Act, colonists dumped hundreds of chests of tea into the Boston Harbor.	
1774	Intolerable Acts	* A series of laws enacted/created by Parliament meant to punish Massachusetts’ colonists for the Boston Tea Party. Some of these laws included... <ul style="list-style-type: none"> • Closing the port of Boston until all damage caused by the “tea party” was paid back. • Massachusetts was put under military rule, and more troops were sent to the colonies. • Made it illegal for a royal official to be brought to trial in the colonies. Instead, trials were held in England. • Ended the colonial government in Massachusetts, and allowed the royal governor to appoint colonial representatives. • Colonists were required to house troops. 	
	First Continental Congress	* In response to the Intolerable Acts, delegates (representatives) from 12 of the 13 colonies met, and agreed to oppose the Intolerable Acts. They also began forming militias and boycotted all trade with England.	

1775	<p>Battles of Lexington and Concord</p> <p>Second Continental Congress</p> <p>Olive Branch Petition</p>	<p>* First battles of the Revolutionary War begin in Lexington and Concord, Massachusetts. British troops were ordered to squash any colonial rebellion, and to take weapons away from the rebels. In response, the colonists fought back.</p> <p>* A meeting of delegates (colonial representatives) who agreed to form a Continental Army and to boycott all trade with England. In response, British Parliament declared the colonies to be in a state of rebellion. Congress also discussed approving the Declaration of Independence at this meeting.</p> <p>* This document was created by Congress, and asked the king to restore harmony/peace between England and the colonies. The king refused and ordered more troops be sent to the colonies to squash any further rebellion. In addition, Parliament ordered an end to trade with the colonies.</p>	
<p>January 1776</p> <p>June 1776</p> <p>July – August 1776</p>	<p>Publication of the Pamphlet <i>Common Sense</i> by Thomas Paine</p> <p>Declaration of Independence is written by the First Continental Congress</p> <p>Declaration of Independence is Approved and Signed</p>	<p>* A pamphlet written by Thomas Paine that helped convince many Americans that a complete break from Britain was necessary.</p> <p>* Written by a congressional committee (including Thomas Jefferson [main author], Benjamin Franklin, and John Adams), this document declared the colonies independent from Britain.</p> <p>* The colonists' Declaration of Independence from Britain was made official.</p>	

1.3 Review Questions

Which document addressed colonial concerns about English policies?

- A. Declaration of Independence
- B. Mayflower Compact
- C. U.S. Constitution
- D. Bill of Rights

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

Why did Parliament eventually repeal the Stamp Act, which taxes goods such as newspapers and playing cards?

- A. The colonists established a blockade against British goods
- B. The colonists were able to produce their own goods
- C. The colonists started destroying British goods
- D. The colonists began boycotting British goods

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

C.1.4 The Declaration of Independence

Level	Student Task
4	
3	SS.7.C.1.4 - Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
2	
1	With help from the teacher, the student has partial success with the content

“Declaration of Independence, July 4, 1776” by John Trumbull

<http://www.ushistory.org/declaration/images/trumbull-large1.jpg>

I see...

I think...

I wonder...

Summary of class discussion:

Reading the Declaration of Independence:

You are about to read excerpts (parts) of the Declaration of Independence. It has 4 distinct parts; the Preamble, the Statement of Human Rights, the list of grievances against King George III, and the Resolution of Independence. You will be focusing on the Preamble, Statement of Rights, and the list of grievances. During the Preamble and Statement of Rights sections, your teacher will begin reading while you mark the text. As you mark (you may use highlighters, different colored pencils or simply mark with initials), determine which statements discuss “natural rights (NR),” “role of government (RG),” and “complaints (C).” Your ultimate goal is to understand the relationship between natural rights and the role of government.

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, ..., a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.— That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government... But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security... The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

... He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

... He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

... He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

... He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

... For Quartering large bodies of armed troops among us:

... For imposing Taxes on us without our Consent.

... For depriving us in many cases, of the benefits of Trial by Jury

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States... And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

Impel-urge/push forward

Endowed-given

Unalienable-unable to be taken away

Abolish-get rid of

Usurpations-wrongful taking

Evinces-shows clearly

Despotism-tyranny-absolute power of a leader that misuses the power

Relinquish-give away

Inestimable-too large to be understood

Standing Armies-soldiers that are ready for combat/armed

Quartering-housing

Redress-setting right what was wrong

Rectitude-correctness

Directions:

You will use this page to determine which natural rights the colonists felt that King George III has violated. Cut out the boxes and arrange them on your desk to clarify your thinking. It is possible that the colonists felt that some of the grievances fit in more than one category. Be ready to justify your decisions.

Natural Rights

Life

Liberty

Property
(pursuit of
happiness)

Grievances

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

For imposing Taxes on us without our Consent.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

For Quartering large bodies of armed troops among us

For depriving us in many cases, of the benefits of Trial by Jury

In each box mark if it is a grievance of:

- **Imposing taxes without the consent of the people**
- **Suspending trial by jury**
- **Limiting judicial powers**
- **Quartering soldiers**
- **Dissolving legislatures**

1.4 Review Questions

What is one way that the ideas stated in the Declaration of Independence are evident today?

- A. Equal employment opportunities
- B. Voting rights amendments
- C. Selective service
- D. Term limits

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

The passage below is from a historical document. What is the main idea of this passage?

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights...”

- A. Only citizens can enjoy the rights guaranteed by a government
- B. People have rights that cannot be denied by any government
- C. Government must equally distribute power among people
- D. Government is necessary to promote equality

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

C.1.5 The Articles of Confederation

Level	Student Task
4	
3	SS.7.C.1.5 - Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
2	
1	With help from the teacher, the student has partial success with the content

Imagine that you have just been through a bad break up with a boyfriend or girlfriend. Think about how all the problems of the relationship and how you never want to go through that again. When that happens, most people choose to stay away from the kind of problems they had before.

Now imagine that the 13 colonies just broke up with King George of England. Think about all the problems of THAT relationship. If you were one of those colonists, how could you make sure you never have problems like that again? What things in your NEW government would you be really careful to change or do differently?

What were the Articles of Confederation?

Directions: As you read below you will be practicing the reading strategy of Reciprocal Reading. In this reading strategy you will take turns reading with a partner a single paragraph, your partner will then say a one-sentence summary of what you read. Together you will briefly discuss that summary and co-write a one-sentence summary that you will write beneath that paragraph. Your partner will then read the next paragraph and you will say the one-sentence summary and follow the process above. Let's practice this by doing the first paragraph together as a whole class:

The Articles of Confederation was written in 1776 and finally ratified, or approved, by the original thirteen states in 1781. Maryland was the last state to ratify the document in 1781. The confederation was the first government of the newly formed United States. A confederation is a government system where power is located with the independent states and there is little power in the central government. The desire for a confederation came from the colonists' experience under King George III from England. They wanted to create a system that wouldn't allow for unfair taxing or limiting individual rights.

Summary: _____

Under the Articles of Confederation, most power was with the states. The articles stated that each colony was to act as an independent state, and that each state had the right to pass laws within their borders. The articles also established a weak national legislature to oversee interactions between the states.

Summary: _____

Under the Articles of Confederation, states maintained their freedom and independence. As a result, states functioned in many ways as independent countries. For example, several states negotiated their own trade agreements with other countries, while other states established their own militaries.

Summary: _____

With the states having the majority of government power, the central government had no control over the states' actions and people began to fear that this system of government was not working because the national government was too weak. The Congress did not have the power to tax, so it could not pay for the army and navy needed to defend the nation. It also couldn't regulate the trade agreements states were making with other countries. The Congress could also not enforce any laws they passed because there was no central leadership to make sure that laws were being enforced in each state or a central judicial system to interpret laws or settle disputes between states. Finally, if any changes were to be made to the Articles of Confederation, unanimous approval from all 13 states was required. This made it difficult to make any changes to the articles. As a result, the lack of powers held by the weak national Congress combined with each state's independent actions, raised concerns that the Articles of Confederation were not designed in a way to protect the new nation.

Summary: _____

By 1786 the economy of the United States was struggling due to debt, or money owed, from the Revolutionary War and because states were arguing over boundary lines and taxes. This economic situation impacted individual states and also individual citizens, especially farmers and merchants. These circumstances led to Shays's Rebellion, a revolt by 2,000 western Massachusetts farmers who marched on county courthouses to prevent land foreclosures. A foreclosure is when a bank or other entity takes back property when taxes or debts are not paid. The farmers' land was threatened with foreclosure because they were promised that they did not have to pay taxes and other debts on their land during the Revolutionary War. These promises were not kept and this led the farmers to revolt. Congress did not respond because it was too weak and did not have its own army. The Massachusetts militia finally ended the rebellion, but the situation made it clear that the national government did not have the ability to maintain order in this new nation. After Shays's Rebellion, Alexander Hamilton of New York organized a meeting in Philadelphia in 1787. This meeting, called the Constitutional Convention, would eventually throw out the Articles of Confederation and draft the Constitution.

Summary: _____

The freedom that the American Revolution sought to preserve proved to create a government under the Articles of Confederation that could not keep law and order. However, the experience with the Articles of Confederation led to the writing of the Constitution in 1787.

Summary: _____

Features of the Articles of Confederation

You and your group will be looking at 8 cards. The letter on the card corresponds to a feature of the Articles of Confederation. Carefully examine the drawing, read the information, and discuss the questions, then complete the information in the appropriate place on the matrix below

	What does it mean & why it was included	What problems might this feature cause?
A. No Chief Executive (like a king).		With a lack of leadership there is really no one in charge; it would be like a classroom without a teacher! There is no one to give direction to the country. Each state will want to do its own thing and there won't be much unity as a nation.
B. To get a law passed it will take 9 of 13 states to agree.	Every state, no matter how big or small, had one vote in congress. States were afraid of losing their power and control to each other and to the central government.	
C. Congress does not have the power to tax citizens. It can only ask for tax money from the states. It also can't put taxes on products from other countries.		The central government can't collect enough money to pay debts. It also doesn't have the power to tax other countries to make trading fair. This will put the U.S. at a disadvantage and makes America weak economically.
D. Congress does not have the power to draft an army. It can only ask that states send men for an army	States could contribute soldiers to an army to defend the country if they wanted. Each state had its own army to defend itself. There was a fear that if the central government had the army it could force its will upon the people like England had done to us.	

<p>E. There will be no national court system; only states have courts</p>	<p>The central government would not have one court to solve <u>both international or local</u> problems. Each state had its own courts and would take care of its own business. States were afraid of losing control and power to a strong central government. They thought a strong central government would force them to obey their decisions.</p>	
<p>F. Any amendments (changes) to the Articles must be approved by all 13 states</p>		<p>It is almost impossible to get all states to agree to anything. One state could stop all of the others. It would be very difficult to have any sort of unity or trust with this type of system.</p>
<p>G. Congress does not have the power to collect state debts owed to the federal government.</p>	<p>Each state was to pay their fair share for the debts caused by the Revolutionary War. The states were afraid of giving the central government too much power in collecting money because they didn't want to be forced to pay for things like we had to under England's control.</p>	
<p>H. Congress does not have the power to settle disputes between states.</p>		<p>If disputes can't be solved the problems won't go away. Each state is looking out for its own interests, so there is no unity at all.</p>

Excerpts of the U.S. Constitution

Directions: Below are six excerpts from the U.S. Constitution. In your small groups, compare the excerpt to the weaknesses of the Articles of Confederation (AOC) and determine which weakness is related to the excerpt and explain your reasoning.

Article 1, Section 8: The Congress shall have Power To lay (*create*) and collect Taxes, Duties, Imposts, and Excises (*types of taxes*), to pay the Debts and provide for the common Defence and general Welfare of the Unites States; but all Duties, Imposts and Excises shall be uniform (*same*) throughout the United States.

The weakness of the AOC it relates to is ...

Because...

Article 1, Section 8: The Congress shall have Power... To regulate Commerce (*trade*) with foreign Nations, and among the several States

The weakness of the AOC it relates to is ...

Because...

Article II, Section 3:...he shall take Care that the Laws be faithfully executed (*carried out, enforced*)...

The weakness of the AOC it relates to is ...

Because...

Article III, Section 1: The judicial Power of the United States, shall be vested (*held*) in one supreme Court, and in such inferior (*lower*) Courts as the Congress may from time to time ordain (*order*) and establish.

The weakness of the AOC it relates to is ...

Because...

Article II, Section 1: The executive Power shall be vested (*held*) in a President of the United States of America.

The weakness of the AOC it relates to is ...

Because...

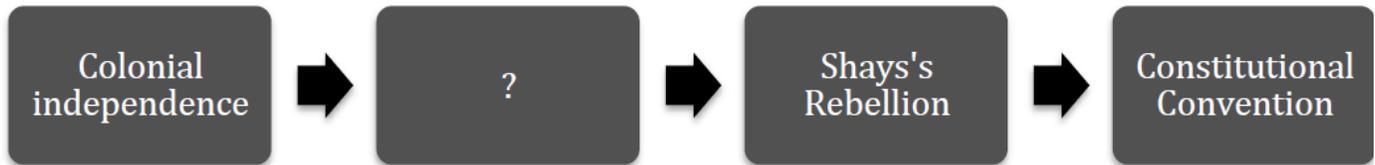
Article V: The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments (*changes*) to this Constitution...

The weakness of the AOC it relates to is ...

Because...

1.5 Review Questions

The diagram below shows steps leading to a historical event. Which event completes the diagram?



- A. Declaration of Independence
- B. Articles of Confederation
- C. Civil War
- D. US Constitution

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

Which weakness of the Articles of Confederation led to Shays's Rebellion?

- A. The national government lacked the power to regulate trade
- B. The national government lacked a national court system
- C. The national government lacked central leadership
- D. The national government lacked the power to tax

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

C.1.6 Preamble of the Constitution

Level	Student Task
4	
3	SS.7.C.1.6 – Interpret the intentions of the Preamble of the Constitution
2	
1	With help from the teacher, the student has partial success with the content

What do you know about the U.S. Constitution?

What is the purpose of the U.S. Constitution?

What do you notice about how the document is structured?

Is there an introduction to the document?

The Preamble to the U.S. Constitution

Essential Questions:

Where does the government's power come from?

What are the goals and purposes of government?

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, 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.”

Preamble Vocabulary Defined

Directions: Use the vocabulary definitions that you cut from the next page to paste into this chart.

Word/Term	Definition
defense	
domestic	
insure	
justice	
ordain	
posterity	
tranquility	
union	
welfare	

Preamble Summary Strips

Directions: work with a partner and using the definitions of the terms, correctly match each goal and purpose to its summary. Have your teacher check your work before pasting it into the chart.

Goal	Purpose/Translation
Form a more perfect union	
Establish justice	
Insure domestic tranquility	
Provide for the common defense	
Promote the general welfare	
Secure the blessings of liberty to ourselves and our posterity	

Definitions—cut out individually and paste into the last page
peace
something formed by combining parts, such as states into one country
ensure, to make sure
method of protecting oneself
to establish something by law
future generations
referring to something at home, not foreign
a system of establishing what is legal and illegal by fair rules
well-being

Summary Strips—cut out individually and paste into the last page
This purpose is to protect citizens from internal conflict. Conflict within creates an unstable environment in which to live.
The “public interest” is intended to work to the people’s benefit and not to their disadvantage for now and forever. Basically, the U.S. would be a place for freedom.
This purpose is to protect citizens from attacks from other nations.
The U.S. Constitution was intended to improve on and be better than our nation’s 1 st government.
Government focuses on the “public interest” which allows every state and citizen to benefit from what the government can provide, creating a better life for all. The point of having tranquility, justice, and defense was to promote the public interest/common good which reinforces the concept of “we the people”.
Keeping public order requires that the government follows the rule of law and treats the law as supreme. The people wanted the courts to have the same rules, and treat the people fairly and equally.

Review Questions

Which part of the U.S. Constitution states the six purposes of government?

- A. Bill of Rights
- B. Article IV
- C. Preamble
- D. Article I

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

In the Preamble to the U.S. Constitution, what is the meaning of the phrase "We the People"?

- A. The people express their will through political parties.
- B. The people express their will by directly creating laws.
- C. Government receives taxes from the people and exists to support them.
- D. Government receives its power from the people and exists to serve them.

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

C.3.3 The Three Branches

Level	Student Task
4	
3	SS.7.C.3.3 - Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
2	
1	With help from the teacher, the student has partial success with the content

After watching the video “3 Branches Superheroes” answer the following:

What are the 3 branches of government?

Name one power for each branch that you learned from the video:

Fill in the 3 boxes below with

1. Write the name of the branch that matches the Article
2. Write that branch’s key function regarding laws
3. Write the institution(s) that represents the branch.

<p>ARTICLE I _____ Branch</p>  <p>_____ Laws</p> <p>_____</p> <p>_____</p>	<p>ARTICLE II _____ Branch</p>  <p>_____ Laws</p> <p>_____</p> <p>_____</p>	<p>ARTICLE III _____ Branch</p>  <p>_____ Laws</p> <p>_____</p> <p>_____</p>
--	---	--

3 Branches Vocabulary

Directions: Below are the vocabulary words for this lesson. Please refer back to them as needed during the lesson.

Word/Term	Part of Speech	Definition
appellate jurisdiction	noun	the power to hear appeals of cases which have been tried in lower courts
article	noun	a numbered chapter or section of a contract, treaty, or constitution
coining money	verb	the power of the legislative branch to print money (coins and bills) for use
elastic clause	noun	the power of Congress to pass all laws they deem necessary and proper for carrying out its enumerated powers (also known as implied powers)
executive branch	noun	the branch of government that enforces the laws made by the legislative branch
impeach	verb	to bring formal charges of wrongdoing against a public official (such as the U.S. President)
judicial branch	noun	the branch of government that interprets the laws made by the legislative branch
legislative branch	noun	the branch of government that creates laws
original jurisdiction	noun	the power of a court to be the first to hear a case on a specific topic
presidential appointments	noun	the power of the U.S. President to choose members of his or her cabinet, ambassadors to other nations, and other officials in his or her administration
regulate	verb	to control, govern, or direct according to rule
U.S. Congress	proper noun	the national legislative body of the U.S., consisting of the Senate, or upper house, and the House of Representatives, or lower house
U.S. House of Representatives	proper noun	the lower house of the U.S. Congress
U.S. Senate	proper noun	the upper house of the U.S. Congress
U.S. Supreme Court	proper noun	the highest court of the United States; it sits at the top of the federal court system

Constitution Scavenger Hunt

	Question and Constitutional Article.	Answer to question.
Article I: Legislature	Who has legislative (lawmaking) powers? (Article I, Section 1)	
	How old must one be to be elected to the U.S. House of Representatives? (Article I, Section 2, Clause/paragraph 2)	
	Who has the sole power of impeachment (removing someone from office)? (Article I, Section 2, Clause/paragraph 5)	
	How old must one be to be elected to the United States Senate? (Article I, Section 3, Clause/paragraph 3)	
	Who presides over any impeachment trial of the president of the United States? (Article I, Section 3, Clause/paragraph 6)	
	Who has the sole power to try (bring to trial) all impeachments? (Article I, Section 3, Clause/paragraph 6)	
	Who has the power to propose a law to raise revenue (a tax law)? (Article I, Section 7, Clause/paragraph 1)	
	Who has the power to approve or veto laws? (Article I, Section 7, Clause/paragraph 2)	
	What can the legislative branch do if the president vetoes a bill? (Article I, Section 7, Clause/paragraph 2)	
	Who has the power to determine naturalization laws? (Article I, Section 8, Clause/paragraph 4)	
	Who has the power to create money? (Article I, Section 8, Clause/paragraph 5)	
Article II: Executive	Who has the power to declare war? (Article I, Section 8, Clause/paragraph 11)	
	Who is the Commander in Chief of U.S. military forces? (Article II, Section 2, Clause/paragraph 1)	
	Who has the power to nominate judges to the Supreme Court? (Article II, Section 2, Clause/paragraph 2)	
	Who must approve people – like ambassadors, judges, and cabinet members – that the president appoints to government positions? (Article II, Section 2, Clause 2)	
	Who must approve any treaties that are made with foreign countries? (Article II, Section 2, Clause/paragraph 2)	
	Who has the power to nominate ambassadors, public ministers, or other officers of the United States – such as members of the Cabinet? (Article II, Section 2, Clause/paragraph 2)	
Who has the power to make treaties with foreign countries? (Article II, Section 2, Clause/paragraph 2)		

Article III: Judicial	What is the qualification for Justices of the U.S. Supreme Court and federal courts to hold their offices? (Article III, Section 1)	
	Who has the power to settle disputes between different states? (Article III, Section 2, Clause/paragraph 1)	
	Who has the power to review all laws and treaties of the United States? (Article III, Section 2, Clause/paragraph 1)	
	Who has the power to settle disputes involving the United States government? (Article III, Section 2, Clause/paragraph 1)	
	What type of jurisdiction does the Supreme Court have where they are the 1 st to hear a case – for example, cases involving ambassadors? (Article III, Section 2, Clause/paragraph 2)	
	What type of jurisdiction does the Supreme Court have where it hears appeals of cases that had been tried in lower courts? (Article III, Section 2, Clause/paragraph 2)	
V	Who has the power to propose amendments to the Constitution of the United States? (Article V)	

The Three Branches

ARTICLE I
Branch



Laws

ARTICLE II
Branch



Laws

ARTICLE III
Branch



Laws

QUALIFICATIONS

POWERS AND FUNCTIONS

--	--	--

3.3 Review Questions

The newspaper headline below describes an event in U.S. history.



Which parts of the national government participated in the process described in the newspaper headline?

- A. Senate and President
- B. Supreme Court and President
- C. House of Representatives and Senate
- D. Supreme Court and House of Representatives

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

The statement below is from a congressional document, July 27, 1974.

“Richard M. Nixon has acted in a manner contrary to his trust as President and subversive of constitutional government, to the great prejudice of the cause of law and justice, and to the manifest injury of the people of the United States.”

Source: U.S. House of Representatives Committee on the Judiciary

How have similar statements influenced modern congressional actions?

- A. Presidential impeachment
- B. Presidential nomination
- C. Presidential election
- D. Presidential veto

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

C.1.7 Separation of Powers and Checks and Balances

Level	Student Task
4	
3	SS.7.C.1.7 - Describe how the Constitution limits the power of government through separation of powers and checks and balances.
2	
1	With help from the teacher, the student has partial success with the content



Using what you have learned about the powers of the 3 branches, explain what is happening in the political cartoon:

Separation of Powers

Name: _____

Suggestion: Protect Military Medals 1

When a handful of concerned citizens in Colorado learned that some people were wearing fake military medals they'd never earned, they decided to do something about it. They went to their Congressional representative and made a suggestion. They wanted him to introduce a bill in Congress making it illegal to lie about military medals. After learning more about the problem, the representative agreed.



An Army Medal of Honor



Writing the Bill 2

Representative John Salazar of Colorado drafted a bill called the Stolen Valor Act that would penalize people who falsely claim to be decorated military veterans. The bill said lies about military medals "damage the reputation and meaning of these medals." Under the bill, anyone who lied about receiving one of these medals could be fined, imprisoned not more than six months, or both. Representative Salazar introduced the Stolen Valor Act to the House of Representatives in July 2005.

A few months later, a similar bill was introduced in the Senate by Senator Kent Conrad of North Dakota. Senator Conrad's bill passed the Senate in September 2006. It was sent to the House of Representatives, which passed the bill in December.

Approved! 3

The bill was then sent to the president for approval. President George W. Bush signed the Stolen Valor Act into law on December 20, 2006.



New Law Fails Inspection 4, 5

Two years later, California resident Xavier Alvarez told everyone at a public meeting, "I am a retired marine of 25 years. I retired in the year 2001. Back in 1987, I was awarded the Congressional Medal of Honor. I got wounded many times by the same guy." These were all lies. Alvarez was charged with a crime under the Stolen Valor Act. In court, Alvarez argued that his lies were protected by the First Amendment right to free speech. His case eventually went all the way to the United States Supreme Court.

The Supreme Court agreed with Alvarez, saying "one of the costs of the First Amendment is that it protects the speech we detest as well as the speech we embrace." The Court said that unless these lies are used to commit fraud or for financial gain, they are protected by the First Amendment.

Back to the Bill Writers 6

In response, a new version of the Act was drafted. On January 15, 2013, Congressman Joe Heck of Nevada introduced a bill making it a crime to receive any tangible benefit from lying about receiving a military medal. The revised Stolen Valor Act passed both the House of Representatives and the Senate in May 2013. Finally, on June 2, 2013, President Barack Obama signed the new bill into law.



Checks and Balances and the Separation of Powers Story Frame

Directions: Complete the Story Frame for the nonfiction reading you just completed. When you are finished, connect the correct passage from the Constitution that gives evidence for the order of the events.

1. In this story, the problem started when _____

2. As a result, _____

Constitutional excerpt that supports this step: _____ because: _____

3. Then, _____

Constitutional excerpt that supports this step: _____ because: _____

4. However, things got complicated when _____

5. The Supreme Court _____

Constitutional excerpt that supports this step: _____ because: _____

6. The situation was resolved when _____

Constitutional excerpt that supports this step: _____ because: _____

Excerpts from the U.S. Constitution: Match the excerpt from the Constitution with the parts of the story above. Write the letter of the excerpt on the line “Constitutional excerpt that supports this step.” Follow that with how this phrase helps you understand the Constitutional power behind the story.

A. Article I, Section 7. [Every Bill] before it become[s] a Law, [shall] be presented to the President of the United States; If he approve he shall sign it.

B. Article III, Section 2. The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority

C. Article I, Section 7. Every Bill...shall have passed the House of Representatives and the Senate...

D. Article I, Section 7. Every Bill...shall have passed the House of Representatives and the Senate...

You Be the President!

As president, or the head of the executive branch, you have the power to:

- Propose laws to the Congress (the legislative branch);
- Sign bills into law;
- Veto bills from becoming laws;
- Negotiate treaties with foreign countries;
- Make executive appointments (to the Cabinet; to the Supreme Court; to federal agencies like the F.B.I.; etc.); and
- Grant pardons to federal offenders.

You can check the powers of the Congress by:

- Proposing new legislation; and
- Vetoing bills from becoming laws.

You can check the powers of the Supreme Court by:

- Appointing judges who share your political viewpoints; and
- Enforcing the Court's decisions.

You Be the Congress!

As a member of the Congress, or the legislative branch, you have the power to:

- Introduce new laws;
- Override a presidential veto;
- Coin money;
- Borrow money on behalf of the United States;
- Appropriate money to the executive branch;
- Declare war; and
- Impeach or remove the president.

You can check the powers of the president by:

- Overriding a presidential veto on a bill;
- Impeaching or removing the president;
- Approving (or not approving) treaties for ratification if you are in the Senate; and
- Approving presidential appointments to the Supreme Court, the Cabinet, and federal agencies (like the F.B.I.).

You can check the powers of the Supreme Court by:

- Confirming judiciary appointments to the Court;
- Impeaching or removing justices; and
- Proposing new amendments to the Constitution.

You Be the Supreme Court!

As a member of the Supreme Court, or the highest court in the judicial branch, you have the power to:

- Declare laws unconstitutional through the power of judicial review; and
- Interpret meaning of laws.

You can check the powers of the president by:

- Declaring executive actions unconstitutional.

You can check the powers of the Congress by:

- Declaring laws unconstitutional.

1.7 Review Questions

What check does the U.S. Senate have on the president?

- A. Overriding vetoes
- B. Appointing judges
- C. Declaring laws unconstitutional
- D. Refusing to confirm appointments

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

The passage below is from *Federalist No. 47*, written by James Madison in 1788.

“... Montesquieu was guided... in saying “There can be no liberty where the legislative and executive powers are united in the same person, or body”... he did not mean that these departments ought to have... no CONTROL over, the acts of each other.”

Source: Public Domain / Project Gutenberg

Based on this passage, which constitutional principle does Madison describe?

- A. Separation of powers
- B. Checks and balances
- C. Popular sovereignty
- D. Judicial review

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

C.3.5 Amending the U.S. Constitution

Level	Student Task
4	
3	SS.7.C.3.5 – Explain the constitutional amendment process.
2	
1	With help from the teacher, the student has partial success with the content

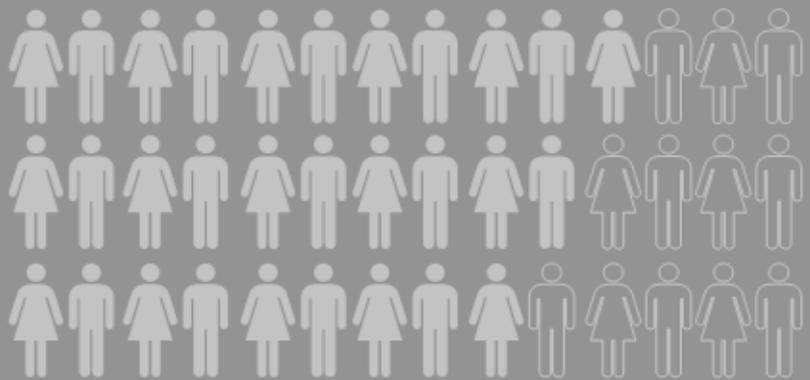
Political Cartoon	Specific Evidence from Political Cartoon	Complete Sentence
What do you think is going on symbolically in this cartoon?		
What is the issue on which it is focusing?		
Political Cartoon – Additional Notes/Evidence from Group Discussion		

Video	Specific Evidence from the Video	Complete Sentence
What is the issue on which the video is focusing?		
What do you think is going on in the video?		
What are two key points depicted in the video?		

Video – Additional Notes/Evidence from Group Discussion

Amendments vs. Laws

Amendments change the fundamental structure, powers, or protected rights of the government or citizens. They change how the government itself works. To ensure that such fundamental changes are not made in haste, two-thirds of both houses of Congress and three-quarters of the states (or conventions) have to pass an amendment.

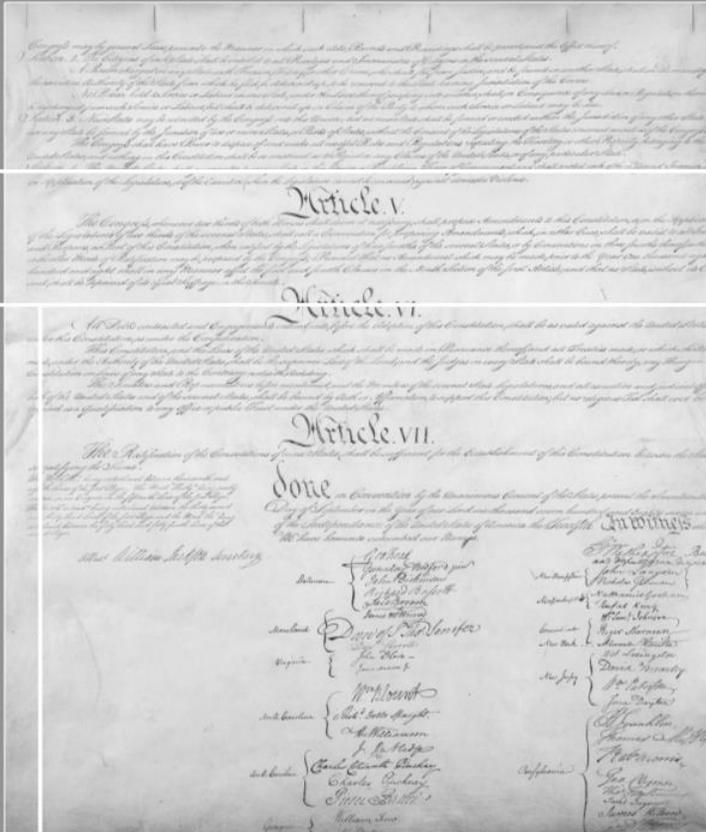


Laws are passed by Congress with a simple majority vote, then approved by the President. They can easily be changed by passing another law.

How to Create a More Perfect Union

Article V of the Constitution describes how amendments are made

“I do not conceive that we are more inspired—have more wisdom—or possess more virtue than those who will come after us. The power under the Constitution will always be with the people.”
George Washington, 1787



Article V

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

AMENDING THE CONSTITUTION

Important Terms	amendment	a change to a constitution
	propose	to officially suggest something
	ratify	to confirm by expressing consent or approval

Amending the Constitution is a 2-step process

Amending the Constitution

PROPOSAL
A Constitutional Amendment can be proposed in one of two ways:

- 1 **By 2/3 of the members of both the House & Senate**
- 2 **At a Convention called by 2/3 of the States**

All 27 Amendments have been proposed this way!

RATIFICATION
After an Amendment is proposed, it must be ratified. This can be done in one of two ways:

- 1 **By 3/4 of the State Legislatures**
- 2 **By 3/4 of ratifying conventions in the States**

Summary:

There are **2 ways to propose** an amendment: _____ of Congress can propose an amendment.

OR _____ of the States can choose _____ to propose an amendment.

After the proposal is ratified by the Congress, there are **2 ways for the states to ratify** the amendment:

_____ of the State _____ can ratify the amendment OR _____ of the States can choose _____ to ratify the amendment.

Why do you think the number to propose an amendment is smaller than the number needed to ratify the amendment?

Amending the Constitution Case Study: Women's Rights

Directions: As you read you will mark the text on the right. In the text, underline the difficulties for getting the amendments ratified, to the right summarize what the difficulty was.

Women's Rights Case Study: The Successful Fight for Suffrage and the Unsuccessful Fight for Equal Rights

Roberta W. Francis

Chair, ERA Task Force, National Council of Women's Organizations
(Adapted and excerpted from <http://www.equalrightsamendment.org>)¹

19th-Century Women's Rights Struggles

The first visible public demand for equality came in 1848 at the Seneca Falls, NY Woman's Rights Convention, a meeting of 300 women and men called by Elizabeth Cady Stanton and Lucretia Mott. A proposal for woman suffrage passed at the convention.

After the Civil War, Stanton and Susan B. Anthony fought to have women included in the 14th and 15th amendments giving rights to former slaves. In 1872, Susan B. Anthony tried to vote. She was arrested, convicted, and fined \$100, which she refused to pay. In 1875, the Supreme Court said that while women may be citizens, they were not necessarily voters, and states were not required to allow women to vote.

Victory for Woman Suffrage

In the early 20th century, Carrie Chapman Catt and the National American Woman Suffrage Association lobbied at every level of government while Alice Paul and the National Woman's Party lobbied and took part in other forms of civil disobedience. They were attacked, arrested, imprisoned, and force-fed. Support for woman suffrage grew.

The 19th Amendment affirming women's right to vote was ratified by Congress in 1919, getting more than half the state-level ratifications in the first year. Then it ran into opposition from states'-rights advocates, the liquor lobby, business interests against higher wages for women, and women themselves, who believed that the amendment would threaten the family.

As the amendment approached the necessary ratification by three-quarters of the states, the battle narrowed to Tennessee, where the amendment was decided by one vote, that of 24-year-old legislator Harry Burn, who voted "yes" in response to a letter from his mother saying, "Hurrah, and vote for suffrage!" The 19th Amendment was officially ratified on August 26, 1920, 72 years since Seneca Falls.

Your notes on the difficulties of passing the Constitutional amendments for Women's Rights.

Proposed and ratified in Congress - achieved! Step 2—process for getting $\frac{3}{4}$ the states to ratify it begins.

The Equal Rights Amendment

Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.

Section 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Section 3. This amendment shall take effect two years after the date of ratification.

The Equal Rights Amendment

Alice Paul believed that freedom from legal sex discrimination required an Equal Rights Amendment. In 1923, she lobbied for an early version of the ERA. The amendment was introduced in every session of Congress until it passed in reworded form in 1972. Alice Paul rewrote the ERA in 1943 to reflect the 15th and the 19th Amendments: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." In the 1960s, women organized to demand their rights, including the ERA.

The Equal Rights Amendment passed both houses of Congress on March 22, 1972 and was sent to the states for ratification. Congress placed a seven-year deadline on the ratification process. Twenty-two of the 38 states needed ratified the ERA in the first year.

The pace slowed as opposition began to organize – eight ratifications in 1973, three in 1974, one in 1975, and none in 1976.

Anti-ERA organizers claimed that the ERA would deny woman's right to be supported by her husband, privacy rights would be overturned and women would be sent into combat. States'-rights advocates said the ERA was a federal power grab while ERA opposition was also organized by fundamentalist religious groups. Pro-ERA advocacy was led by the National Organization for Women (NOW) and ERAmerica.

Hopes for victory dimmed as other states postponed consideration, defeated ratification bills and proposed or passed rescission bills. As the 1979 deadline approached, ERA advocates asked Congress for an extension which was granted and extended to June 30, 1982.

Although pro-ERA activities increased with massive lobbying, petitioning, countdown rallies, walkathons, fundraisers, and even the radical suffragist tactics of hunger strikes, White House picketing, and civil disobedience, ERA did not succeed in getting three more state ratifications before the deadline. The country was still unwilling to guarantee women constitutional rights equal to those of men.

Women's Rights groups believed another amendment was needed. The process starts again.

3.5 Review Questions

Which government institution may vote on constitutional amendments?

- A. Bureaucracy
- B. Executive
- C. Judicial
- D. Legislative

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

The newspaper headline describes an event in U.S. history. Based on the headline, what happened before the event presented in the image?



Source: Anti-Saloon League Museum

- A. Two-thirds of each house of Congress voted to support the amendment
- B. The president rejected the amendment after Congress voted to support it
- C. Three-fourths of each house of Congress voted to support the amendment
- D. The president forwarded the amendment to the states after Congress voted to support it

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

C.1.8 Federalists, Antifederalists, and the Constitution

Level	Student Task
4	
3	SS.7.C.1.8 - Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
2	
1	With help from the teacher, the student has partial success with the content

Washington as Statesman at the Constitutional Convention



Washington as Statesman at the Constitutional Convention

Artwork Viewing Guide

Artwork	Specific Evidence from the Painting	Complete Sentence
What do you think is going on in this painting?		
What is the issue on which it is focusing?		
What is the action that is taking place?		
Do you see any familiar people or objects?		
Painting – Additional Notes/Evidence from Group Discussion		

Cut out this box	Federalists	Beliefs	Anti-Federalists	Cut out this box
	About ratifying the U.S. Constitution and why			Who should have more power
	Power between the states and national government			National government too powerful?
	Adding a Bill of Rights			Amendment added because of them
	How published their position to citizens			

Federalists and Anti-Federalists

During the period from the drafting and proposal of the Constitution between May and September, 1787, to its ratification in 1788 there was an intense debate on ratification. During this period, people basically divided into two groups, the Federalists and the Anti-Federalists.

People opposed to the ratification of the Constitution were called the Anti-Federalists. They were concerned that the Constitution gave too much power to the federal, or national, government at the expense of the state governments. They were also concerned that, within the federal government, the legislative and executive branches were too powerful. Specifically, the Anti-Federalists were concerned that the “necessary and proper” clause in Article I, Section 8 of the Constitution, which allows Congress to do what it believes is “necessary and proper” in order to carry out its other responsibilities, was too broad and would give Congress too much power.

Anti-Federalists were also concerned that the Constitution lacked a specific listing of rights. They believed that a bill of rights was essential to protect the people from the federal government. The Revolutionary War had just been fought because the American people needed to defend their rights. With the war experience still in mind, the Anti-Federalists did not want a powerful national government taking away those rights. The lack of a bill of rights became the focus of the Anti-Federalist campaign against ratification. To communicate their concerns, Anti-Federalists such as Patrick Henry wrote essays and newspaper articles to spread their point of view and these writings became known as the Anti-Federalist Papers.

The supporters of the proposed Constitution called themselves Federalists. For the Federalists, the Constitution was necessary in order to protect the liberty and independence that was gained from the American Revolution. The main arguments in favor of ratifying the Constitution were stated in a series of essays published in newspapers written by James Madison, Alexander Hamilton, and John Jay called the Federalist Papers.

They believed that the three branches of the national government separated the powers and protected the rights of the people. Each branch represents a different aspect of the people, and because all three branches are equal, no one group can assume control over another. They also believed that a listing of rights can be a dangerous thing. If the federal government were to protect specific listed rights, what would stop it from violating or abusing rights that were not listed? Since they cannot list all the rights, the Federalists argued that it is better to list no rights at all.

Overall, the Federalists were more organized in their efforts. By June of 1788, the Constitution was close to ratification. Nine states had voted to ratify it (eight voted “yes” and New York at first voted “no”), and only one more (New Hampshire) was needed. To achieve this, the Federalists agreed that once Congress met, it would draft a bill of rights. Finally, New York and Virginia approved, and the Constitution was a reality. Interestingly, the Bill of Rights was not originally a part of the Constitution, and yet it has proved to be highly important to protecting the rights of the people.

Adapted from: <http://www.ushistory.org/us/16b.asp>, <http://www.thefederalistpapers.org/anti-federalist-papers> and <http://library.thinkquest.org/11572/creation/framing/feds.html>, Accessed May 16, 2013

Comparing Viewpoints: Federalists and Anti-Federalists

	Anti-Federalists Arguments	Federalists Responses
1.	Under the Constitution as written, too much power is given to the federal government, and too much power is taken away from the states.	The only tasks the federal government may address are those that affect the nation as a whole, such as defense, trade, and currency. A strong central government is necessary in order to complete those tasks. The Constitution will protect the governments of the individual states.
Write a summary in your own words.		
How do these viewpoints compare?		
2.	There is no list of rights held by the people and states in the Constitution. Such a list is necessary to protect the people from abuses by the federal government.	There is no need for a list of rights guaranteed to the individual and the states. The powers of the federal government are limited, and to include such a listing would suggest that the individual can only expect to have those rights listed protected.
Write a summary in your own words.		
How do these viewpoints compare?		
3.	The Necessary and Proper (elastic) Clause is too vague, and can be interpreted in too many ways. This clause gives too much power to the federal government – there are many dangers of the federal government using this clause to gain more power over the states and individuals.	The Necessary and Proper (elastic) Clause is needed, so that the federal government is able to address the tasks for which it is responsible.
Write a summary in your own words.		
How do these viewpoints compare?		

1.8 Review Questions

The table below shows views about government.

?	
Separation of powers protects the people	The national government has too much power
A bill of rights is not needed	A bill of rights is needed
No branch controls another	Congress has too much power

What title completes the table?

- A. Patriots and Loyalists
- B. Federalists and Anti-Federalists
- C. New Jersey and Virginia Plan
- D. Articles of Confederation and U.S. Constitution

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.

4. Circle the correct answer choice and explain how you arrived at this conclusion.

Process and Lawmaking: Federal Level

Level	Student Task
4	
3	SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches SS.7.C.3.9 Illustrate the lawmaking process at the local, state, and federal levels
2	
1	With help from the teacher, the student has partial success with the content

How a Bill Becomes a Law

The legislative branch includes the **House of Representatives** and the **Senate**. Together they are the lawmaking body of the United States called **Congress**. Article I of the Constitution discusses the powers and organization of Congress. The main job of **Congressmen/Congresswomen** is to make laws.

At the federal level, the process of how a **bill** becomes a law can be difficult. Each bill begins as an idea. An idea for a law can come from **U.S. Representatives, Senators, the president, or even ordinary citizens**.

An idea for a law is called a **bill**. Bills can be proposed in either chamber (house) of Congress (the House of Representatives or the Senate). Depending on which chamber of Congress proposes the bill, it will be sent to the appropriate **committee** that deals with the topic of the bill. That committee will do research on the bill. There are many committees in Congress, and every member of Congress serves on one or more committees.

After the committee does its research and discusses the bill, the committee decides if the bill should move to the next step in becoming a law. If the committee agrees to move the bill ahead, the bill moves to the full chamber of Congress where the bill was first introduced (either the House of Representatives or the Senate) so that it can be debated and then voted on. If that chamber of Congress votes for the bill (for example, the U.S. House of Representatives), the bill then moves to the other chamber of Congress (for example, the U.S. Senate) for more debate and discussion. Finally, the other chamber of Congress will vote on the bill. If members of that chamber vote for the bill, the president will then be asked to sign the bill and make it become a law.

If there are more than 10 days left in the congressional session, the president may take one of three actions: 1) The president may choose to sign the bill into law, 2) the president may choose to **veto** (reject) the bill, or 3) the president may choose to take no action on the bill. A bill becomes law if the president takes no action on the bill and there are at least 10 days left in the congressional session. When the president takes no action with fewer than 10 days left in the congressional session, this is called a pocket veto.

How a Bill Becomes a Law – Federal Level

1	2	3
4	5	6
7	8	9
10	KEY WORDS FROM THE VIDEO:	

How a Bill Becomes a Law — Federal Level — Puzzle Pieces

Debate & Voting

During debate, Representatives explain why they agree or disagree with the bill. Then, a clerk reads it section by section and Reps. recommend changes. When all changes have been made, the bill is ready to be voted on. If a majority of the Reps. say or select yes, the bill passes in the U.S. House of Representatives. The bill is then

Overriding a Veto

If the president vetoes a bill, Congress may attempt to "override the veto." If both the Senate and the House pass the bill by a two-thirds majority, the president's veto is overruled and the bill becomes a law.

A Bill Is Introduced

A citizen writes or meets with their representative to share an idea for a new law. A member of Congress introduces legislation and becomes the sponsor.

For this chart, the bill will begin in the House of

Conference Committee

A conference committee is formed to reconcile the differences between the House and Senate versions. If the conferees are unable to reach agreement, the legislation dies.

Mark Up

When the hearings are completed, the subcommittee may meet to make changes prior to sending it to the full committee. If they vote not to report it to the full committee, the bill dies. If the committee votes for the bill, it is sent to the floor

Committee Action to Report a Bill

When the committee has approved a bill, it is sent—or reported—to the House floor. Once reported, a bill is ready to be debated by the U.S. House of Representative

Final Action

After both the House and Senate have approved a bill it is sent to the president. If the president approves of the bill, he signs it into law. If the president takes no action for ten days, it automatically becomes law. If the president opposes the bill he can veto it and the legislation dies.

Committee Action

When a bill is introduced, it is referred to a standing committee. The committee members—groups of Representatives who are experts on the topics under—review, research, and revise the bill before voting on whether or not to send the bill back to the

Referral to the Senate

When the House passes a bill, it is referred to the Senate; it follows the same route through committee and floor action. The chamber may approve, reject, ignore, or change it. Those who support the bill say "yea," those who oppose it say "nay." If a majority says "yea," the bill passes in the U.S. Senate and is ready to go to the President

Subcommittee Hearing

If committee members would like more information before deciding if the bill should be sent to the House floor, the bill is sent to a subcommittee. While in subcommittee, the bill is closely examined and expert opinions are gathered before it is sent back to the committee

Who Represents Me?

Directions: Conduct research to determine who represents you and what they do at every level of government. Use the following links to get started:

[http://www.myfloridahouse.gov/Sections/Representatives/myrepresentative.aspx?Address=&City=&Zip5=&](http://www.myfloridahouse.gov/Sections/Representatives/myrepresentative.aspx?Address=&City=&Zip5=)

<http://www.fl-counties.com/directory>

<p>Federal Government</p> 	President	
	Write a summary sentence describing the main responsibility of this position:	
	U.S. Senate	1. _____ 2. _____
	Summary Sentence:	
	U.S. House of Representatives	Congressional District # _____ My Representative is: _____
Summary Sentence:		
<p>State Government</p> 	Governor	_____
	Summary Sentence:	
	Florida State Senate	Florida Senate District # _____ My Florida Senator is: _____
	Summary Sentence:	
	Florida House of Representatives	Florida House District # _____ My Florida Representative is:

<p style="text-align: center;">County Government</p> 	<p>The county I live in is: _____</p> <p>The county district I live in is: _____</p> <p>My representative from this district is: _____</p> <p>(Circle One)</p> <p>The county I live in has a: County Commission County Council</p> <hr/> <p>Summary Sentence:</p>
<p style="text-align: center;">Municipal (City) Government</p> 	<p>The municipality I live in is: _____</p> <p>(Circle One)</p> <p>My municipal government is called a: city town village</p> <p>(Circle the options that best describe your city)</p> <p>The city I live in has a: City Council City Commission</p> <p style="text-align: center;">Mayor City Manager</p> <p>The district I live in is: _____</p> <hr/> <p>Summary Sentence:</p>
<p style="text-align: center;">School Board</p> 	<p>The school district I live in is: _____</p> <p>The school board district I live in is: _____</p> <p>The school board member for this district is: _____</p> <hr/> <p>Summary Sentence:</p>
<p>Adapted from Who Represents Me? Webquest from iCivics: http://www.icivics.org/web-quests/who-represents-me</p>	

3.8/3.9 Review Questions

Which action formally accuses a government official of “wrongdoing”?

- A. Filibuster
- B. Impeach
- C. Override
- D. Pardon

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.

The table below describes presidential vetoes. Based on the table, how has the legislative process been impacted by presidential vetoes?

- A. The presidents’ views are not reflected in public policy.
- B. The presidents’ views are reflected in public policy.
- C. Congress represents the will of the people.
- D. Congress represents the will of the states.

President (Years)	Presidential Vetoes	Legislative Overrides
Barack H. Obama (2009-present)	2	0
George W. Bush (2001-2009)	12	4
William J. Clinton (1993-2001)	37	2
George H. W. Bush (1989-1993)	44	1
Ronald Reagan (1981-1989)	78	9
Jimmy Carter (1977-1981)	31	2
Gerald R. Ford (1974-1977)	66	12
Richard M. Nixon (1969-1974)	43	7

1. Underline at least two key terms from the question or answer choices that help you answer the question.
2. What is the question asking you to do?
 - Identify details in the question
 - Recall facts
 - Make a connection between ideas
 - Analyze or evaluate information or graphics
3. Eliminate two incorrect answer choices and explain why you believe it is wrong.
4. Circle the correct answer choice and explain how you arrived at this conclusion.