

Student Name: _____

A. English Policies leading to the Declaration of Independence: Learning Goal: The student will understand how the colonial response to English policies led to the writing of the Declaration of Independence.

You've already learned about **obligations/duties of citizenship (like paying taxes)** in exchange for government services and protections of your freedoms...called a **"social contract."** However, the American colonists used the rallying cry...

"No taxation without representation" to protest against the King of England.

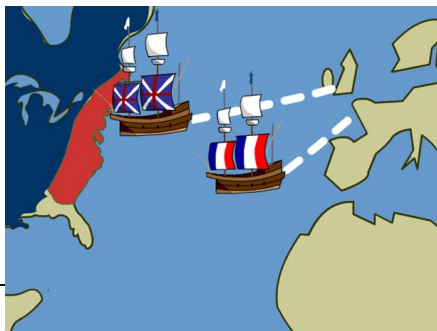
Fill in the blanks below to show your understanding of the quote above:

The American colonists did not want to pay _____ unless they had the right to _____ in British Parliament.

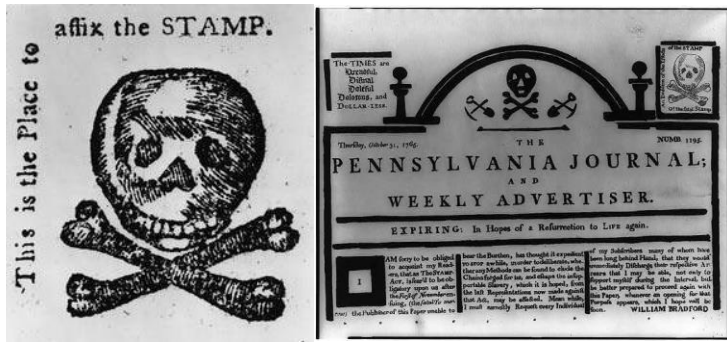
Directions: Below is a timeline with events that led to the American Colonists declaring their independence from the King of England. **Match** each of the descriptions below (**letters A-I**) with the correct timeline event (**numbers 1-9**) over the next few pages.

- A. The King answered the repeal of the Stamp Act with forcing colonists to keep British soldiers in their homes to save Britain money. Today, our Bill of Rights protects AGAINST soldiers in our homes and government violation of privacy.
- B. The colonists committed an act of civil disobedience...which means they broke what they felt was an unjust law. They destroyed around \$1 million of the King's tea because they still lacked representation in the British Parliament. (like Congress)
- C. This event was a conflict over territory/land and the American colonists fought on the same side as the British against a common enemy. It led to higher taxes for American colonists in order to raise revenue (money) to pay the war debt (money owed) to the British.
- D. Representatives from each colony got together for the first time and established a boycott of British goods. They send a letter to the king asking for him to address their problems with the Coercive/Intolerable Acts. The King sent British soldiers to get the American Colonists' weapons. The colonists resisted and shots were fired. War began. Today, our Bill of Rights protects the right to bear arms.
- E. This created a "monopoly" on tea...American colonists could only buy their tea from the King's approved company and they had to pay higher prices for it. Today, only our Congress can regulate trade for the whole country, and they can stop monopolies from occurring.
- F. The King closed Boston Harbor until the colonists repaid the money owed from destroyed tea. The colonists were angry because they could not trade by sea and their livelihood was threatened. Today, only our Congress can regulate trade for the whole country.
- G. Colonial representatives met again to discuss independence and send another letter asking the King for peace to avoid further war, but peace is rejected. Thomas Paine made propaganda to convince colonists to get their freedom from the king. The Declaration of Independence was written and sent to King George III in England.
- H. This was the first major tax against the American colonists meant to collect revenue (money) to repay war debt. (Money owed). The colonists had to pay for stamps on all printed materials...which limited their freedom of the press. Colonists boycotted British goods (refused to buy things from them) and the tax was repealed (removed) because of their protest. Today, our Freedom of Press, speech, to assemble/protest, etc... are found in the Bill of Rights.
- I. British soldiers fired into a crowd of Boston colonists protesting against the soldier's presence in the colonies. John Adams would defend the soldiers in court and made sure they had a FAIR TRIAL. However, King George III was able to select all of the 13 colonies' governors and judges. Even after a fair trial for the accused British soldiers, the King and these governors (executives) would continue to remove the rights to a fair trial in the colonies (judicial) since there was no SEPARATION OF POWERS in government.

1. The French and Indian War (1754-1763) This event best matches with **LETTER** _____



2. The Stamp Act and Colonial Boycotting (1765) This event best matches with LETTER _____



1st Amendment
 Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for redress of grievances.



3. The Quartering Act (1765) This event best matches with LETTER _____



3rd Amendment
 No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

4th Amendment
 The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

4. The Boston "Massacre" and Colonial Justice (1770) This event best matches with LETTER _____



“No person shall ... be deprived of life, liberty, or property, without due process of law”
 -Fifth Amendment

6th Amendment
 In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and

7th Amendment
 In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

5. The Tea Act (1773) This event best matches with LETTER ____

Georgii III. Regis.

An Act to allow a Drawback of the Duties of Customs on the Exportation of Tea to any of His Majesty's Colonies or Plantations in America; to increase the Deposit on Bohica Tea to be fold at the India Company's Sales; and to impower the Commissioners of the Treasury to grant Licences to the East India Company to export Tea Duty-free.



ARTICLE I, SECTION 8, CLAUSE 3:
[THE CONGRESS SHALL HAVE POWER]

TO REGULATE COMMERCE WITH FOREIGN NATIONS,
AND AMONG THE SEVERAL STATES.



Alphabet

Google+
Google
Google Capital
Google Ventures
Google Fiber
Google Labs
Google Play

U.S. Accuses Google of Illegally Protecting Monopoly

A victory for the government could remake one of America's most recognizable companies and the internet economy that it has helped define.



6. The Boston Tea Party (1773) This event best matches with LETTER ____



NO TAXATION!



WITHOUT REPRESENTATION!

7. The Coercive ("Intolerable") Acts (1774) This event best matches with LETTER ____





Boston, Massachusetts April 1, 1774

HIGH TEA IN BOSTON HARBOR


British Troops Sent to Massachusetts


Band of "Mohawks" dump 342 chests of Darjeeling off Griffin's Wharf

FRANKLIN in LONDON feels the SPITE

ROOTS OF THE CONFLICT

8. The First Continental Congress and the Revolutionary War (1774-1775) This event best matches with LETTER ____





BATTLE OF LEXINGTON.

The Second Amendment

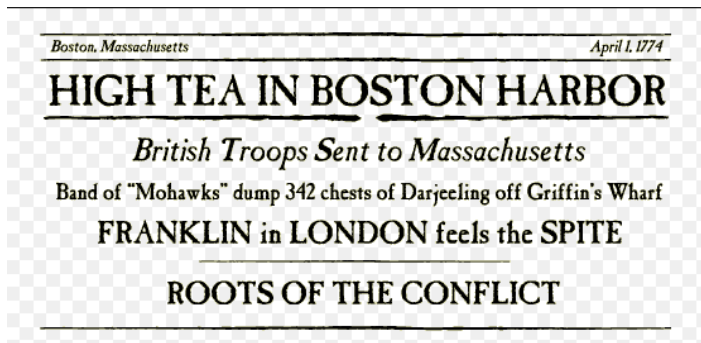
A well regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

9. The Second Continental Congress, Olive Branch Petition and Common Sense (1775-1776) This event best matches with **LETTER** ____



Sample Test Questions for this part of the unit:

*Below is a Headline from a 1774 newspaper.



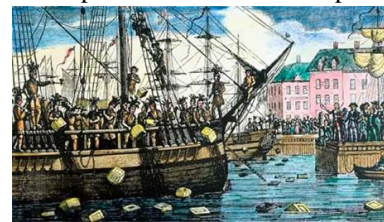
Which of the following was a response of the British government after the event described above?

- A. It passed the Intolerable Acts, closing Boston Harbor.
- B. It recognized colonial grievances and agreed not to pass any more taxes.
- C. It ordered troops to fire on colonial demonstrators in a public square of Boston.
- D. It declared the colonists to be in a state of open rebellion and outside the King's protection.

*How did the British reaction to the Colonists' protests change over time from the Stamp Act (1765) to the Intolerable Acts (1774)?

- A. The British allowed the colonists to determine their own rights.
- B. The British reacted less and less harshly to the colonists' protests.
- C. The British reacted more and more harshly to the colonists' protests.
- D. The British reacted harshly at first, then gave into the colonists' protests as the years went on.

*The image below depicts an event that took place in Boston Harbor.



What was the primary purpose of this event?

- A. to protest their being taxed without their consent
- B. to protest the high cost of British goods
- C. to protest British involvement in the French and Indian war
- D. to protest the quartering of troops in colonists' own homes

B. The Declaration of Independence. Learning Goal: Students will understand the ideas and grievances set forth in the Declaration of Independence.

| The Declaration of Independence, Section 1 (ideas) | The Declaration of Independence, Section 2 (ideas) |
|--|--|
| <p>Directions: Match up the numbered quotes below (1-3) with the correct letter that follows. (A, B, or C)</p> <p>“When, in the course of human events, (1) it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume among the powers of the earth, the separate and (2) equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that (3) they should declare the causes which impel them to the separation.”</p> <p>A. <i>It's time to break up with the king. (Common sense/Thomas Paine, social contract) THIS BEST FITS WITH NUMBER <u>1</u> above</i></p> <p>B. <i>We're going to tell you why we are breaking up with you. (Common sense, social contract) THIS BEST FITS WITH NUMBER <u> </u> above</i></p> <p>C. <i>Everyone has equal rights. (natural rights/John Locke) THIS BEST FITS WITH NUMBER <u> </u> above</i></p> <p>Key Vocab help:</p> <ul style="list-style-type: none"> • Dissolve: to get rid of or destroy...to separate • Bonds: our connections to each other • Entitle: someone owes something to you; gives something to you • Declare: to state/say for others to hear or understand • Impel: push or force you to do something | <p>Directions: Match up the numbered quotes below (1-3) with the correct letter that follows. (A, B, or C)</p> <p>We hold these truths to be self-evident, that (1) 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.”</p> <p>(2) “That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”</p> <p>“That (3) whenever any form of government becomes destructive to these ends, it is the right of the people to alter or to abolish it, and to institute new government...”</p> <p>A. <i>Governments are made by the people to protect their natural rights, and it's the people that give government permission to exist. (Social contract, Self-Government/Mayflower Compact and Limited Government/Magna Carta) THIS BEST FITS WITH NUMBER <u> </u> above</i></p> <p>B. <i>It's obvious that all people are equal and given natural rights that can't be taken away. (Natural rights/John Locke, English Bill of Rights/freedoms) THIS BEST FITS WITH NUMBER <u> </u> above</i></p> <p>C. <i>Whenever government takes away your natural rights, the people can destroy it and start a new one. (Self-government/Common Sense/Mayflower Compact, John Locke/Social Contract) THIS BEST FITS WITH NUMBER <u> </u> above</i></p> <p>Key Vocab help:</p> <ul style="list-style-type: none"> • Self-evident: Not needing to be explained; obvious • Endowed: to be given something • Unalienable: natural; unable to be taken away • Instituted: to be made or created • Deriving: where something comes from originally, the source of something • Consent: permission to do something • Alter/abolish: to change or to destroy |

The Declaration of Independence, Section 3 (grievances/complaints made to the King to justify becoming free...like a breakup letter)

Directions: Over the next few pages, Match up each idea and grievance/complaint in the Declaration of Independence (numbered 1-8) with the images you think fits best (letters A-H) Then, explain why you picked the image you did to match up with each quote.

1. **REVIEW FROM SECTION 2 ABOVE:** “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...”

This quote best matches with image_____.

EXPLAIN WHY YOU PICKED THE IMAGE YOU DID TO MATCH UP WITH THIS QUOTE:

2. “He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.”
 “He has abdicated Government here, by declaring us out of his Protection and waging War against us.”

These quotes best match with image_____.

EXPLAIN WHY YOU PICKED THE IMAGE YOU DID TO MATCH UP WITH THIS QUOTE:

3. "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..."

These quotes best matches with image_____.

EXPLAIN WHY YOU PICKED THE IMAGE YOU DID TO MATCH UP WITH THIS QUOTE:

4. "For cutting off our Trade with all parts of the world"

This quote best matches with image_____.

EXPLAIN WHY YOU PICKED THE IMAGE YOU DID TO MATCH UP WITH THIS QUOTE:

5. "For depriving us in many cases, of the benefit of Trial by Jury."

This quote best matches with image_____.

EXPLAIN WHY YOU PICKED THE IMAGE YOU DID TO MATCH UP WITH THIS QUOTE:

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

This quote best matches with image_____.

EXPLAIN WHY YOU PICKED THE IMAGE YOU DID TO MATCH UP WITH THIS QUOTE:

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

"He has refused for a long time, after such dissolutions, to cause others to be elected, whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within."

These quotes best match with image_____.

EXPLAIN WHY YOU PICKED THE IMAGE YOU DID TO MATCH UP WITH THIS QUOTE:

8. "In every stage of these **Oppressions** We have petitioned for Redress (a fix to a problem/to make peace) in the humblest 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.**"

This quote best matches with image_____.

EXPLAIN WHY YOU PICKED THE IMAGE YOU DID TO MATCH UP WITH THIS QUOTE:

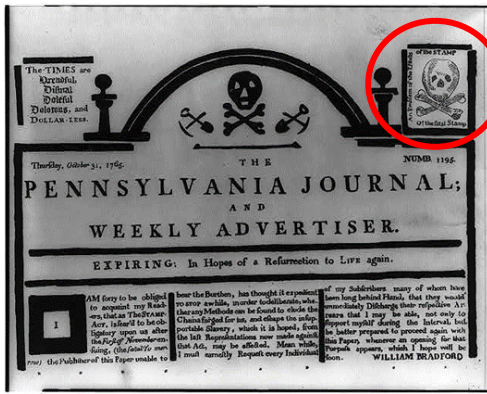
Image Set A



3rd Amendment
 No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

4th Amendment
 The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Image Set B



Georgii III. Regis.
 C A P. XLIV.
 An Act to allow a Drawback of the Duties of Customs on the Exportation of Tea to any of His Majesty's Colonies or Plantations in America; to increase the Deposit on Bohea Tea to be sold at the India Company's Sales

1st Amendment
 Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assembly, and to petition the Government for redress of grievances.

NO TAXATION!



WITHOUT REPRESENTATION!

Georgii III. Regis.
 C A P. XIX.
 An Act to discontinue, in such Manner, and for such Time as are therein mentioned, the landing and discharging, lading or shipping, of Goods, Wares, and Merchandise, at the Town, and within the Harbour, of Boston, in the Province of Massachusetts Bay, in North America.

Image Set C

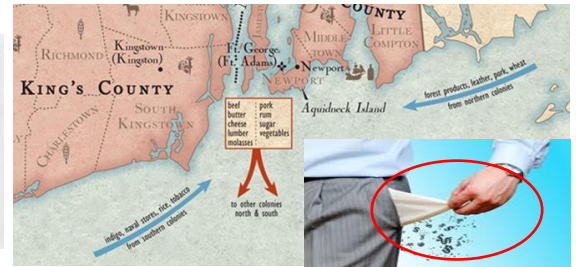
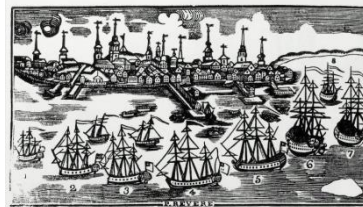
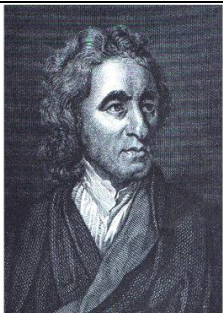


Image Set D

“No person shall ... be deprived of life, liberty, or property, without due process of law”
 -Fifth Amendment

7th Amendment
 In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

6th Amendment
 In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and



John Locke:

(English) All people have “natural rights” of life, liberty and property. Government was to protect these, if it didn’t overthrow it.

Image Set E

COMMON SENSE:
 ADDRESSED TO THE INHABITANTS OF AMERICA,
 On the following interesting SUBJECTS.

Image Set F

Olive Branch Petition

- Continental Congress voted to end the quarrel with Britain
- Sent delegates to see the King
- Declared loyalty to the King
- Asked for Intolerable Acts to be repealed
- King was furious
 - Vowed to bring rebels to justice

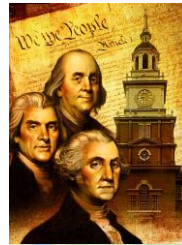


Image Set G

NO TAXATION!



WITHOUT REPRESENTATION!



Image Set H



The Second Amendment

A well regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

Sample Test Questions for this unit:

*Below is an amendment to the U.S. Constitution.

“No soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.”
 -3rd Amendment, U.S. Constitution

Which colonial complaint from the Declaration of Independence does the amendment reflect?

- A. The King required the colonists to provide food and shelter for the British military.
- B. The King required the colonists to provide protection from the Native Americans.
- C. The King required the colonists to register to be soldiers in the British military.
- D. The King required the colonists to pay taxes on domestic and imported goods.

*Which of the following was one of the grievances listed in the Declaration of Independence?

- A. making wealthy merchants pay higher taxes
- B. denying colonists the right to a trial by jury
- C. subjecting colonists to cruel punishment
- D. showing favoritism to certain colonies

 The passage below comes from the Declaration of Independence.

“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.”

According to this passage, what is the principle role of government?

- A. to promote greater social equality
- B. to protect the natural rights of citizens
- C. to glorify the ruler in the eyes of the Creator
- D. to help individuals cooperate against the forces of nature

Which SYSTEM of government did we have in the US throughout our PATH TO DEMOCRACY unit we just learned about?

- A. Unitary
- B. Confederal
- C. Federal

The evolution of Systems of Government in the United States...

Unitary: Before the Declaration of Independence and the Revolutionary War, the American colonists were ruled by the King of England. All government power was at the top in ONE place and this power was abused.

Confederacy/Confederal: The Americans had just fought a war to free themselves from a King in England, and were wary/cautious of another government with TOO much power at the top level. They created a SMALL central/national government and gave most power to the individual states. However, the central/national government was TOO weak and the country couldn't function properly.



Federalism: After scrapping the Articles of Confederation, the Americans wrote our current Constitution that established a Central/National government with more power than under a Confederacy, but still shares its power with lower governments. (States and local gov.) The 10th amendment clarifies that whatever isn't stated in the U.S. Constitution as a power of the Central/National government, is RESERVED for the states to decide. However, the Supremacy Clause in the U.S. Constitution states that whatever powers ARE given to the Central/National government, MUST be followed by all States and lower governments.

I. Making the Constitution: (includes “The Articles of Confederation, “Preamble,” and “Federalists vs. Anti-federalists”)

Learning Goal: The student will understand how the weaknesses of the Articles of Confederation led to the development of the Constitution, and that the U.S. Constitution establishes the government and the principles upon which it is based.

Fill in the blanks with the correct term below it in the **WORD BANK**.

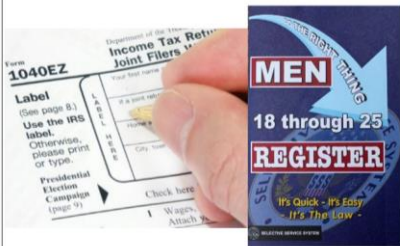
The Articles of _____ was the _____ American Government after the _____.
The _____ replaced it after it was _____, or approved, at the _____.

WORD BANK: first, Confederation, Constitution, Constitutional Convention, ratified, Declaration of Independence

Directions: The first half of the T-chart already has major weaknesses of the Articles of Confederation. For each weakness, fill in the other side of the t-chart with an example of how the Constitution fixed it. **Use Letters A-F below.**

| Weaknesses of the Articles | How the Constitution improved |
|---|--|
| <ol style="list-style-type: none"> Congress/Legislative Branch had no power to tax and pay for things like an army to defend. No central leadership (executive Branch) No National court system (judicial branch) Congress/Legislative branch had no power to enforce its laws Congress/Legislative branch had no power to regulate trade Changes to the Articles required unanimous consent of 13 states. (ALL states had to agree to amend) | <ol style="list-style-type: none"> _____ _____ _____ _____ _____ _____ |

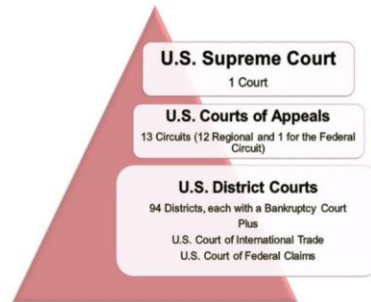
A. Article I, Section 8 (U.S. Constitution): “The Congress shall have Power To lay and collect Taxes...to pay the Debts and provide for the common Defence and general Welfare of the United States.”



Review of previous units: Which **Obligations** of citizenship are these? How does this connect to the idea of a “social contract?”

Thinking ahead: Article I and the Powers of Congress will be taught in the 3 branches of government unit

B. Article III, Section I (U.S. Constitution): “The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish.”



Review of previous units: Which **obligation** of citizenship requires you to go into a *Courthouse*?
Thinking ahead: Article III and the powers of the judicial branch will be taught during the 3 branches unit, the Supreme Court Cases unit, and the American Legal System unit.

C. Article I, Section 8 (U.S. Constitution): “The Congress shall have Power...To regulate Commerce with foreign Nations, and among the several states.”

Review of previous units: What English Policy under King George III created a “monopoly” on a popular product in the colonies and limited fair trade/business/commerce?

Thinking ahead: Congress used the power to regulate commerce/trade to pass the 1964 Civil Rights Act. Businesses could no longer be segregated.



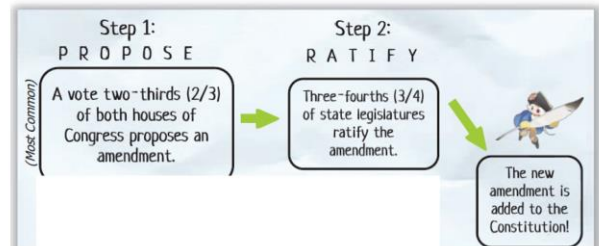
E. Article II, Section 3 (U.S. Constitution): “...he shall take Care that the Laws be faithfully executed...”

Review of previous units: When we learned about immigration...**What is the process to become a citizen called?** Congress makes laws about immigration, but the President and the Executive Branch carry them out/enforce/enforce them.

Example of thinking ahead: During his Presidential Campaign, President Donald Trump promised to “build a wall” along our southern border with Mexico. Trump wanted Congress to pass a law (that he could sign) to fund and build new fencing barriers. The Department of Homeland Security in the Executive Branch would use tax funding from Congress to ACTUALLY build it.



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



Review of previous units: Majority voting by representatives is part of WHICH form of government?

Thinking ahead: We’ll learn about the Amendment Process at the National/Federal and State level later in the year.

F. Article II, Section 1 (U.S. Constitution): The executive Power shall be vested in a President of the United States of America.

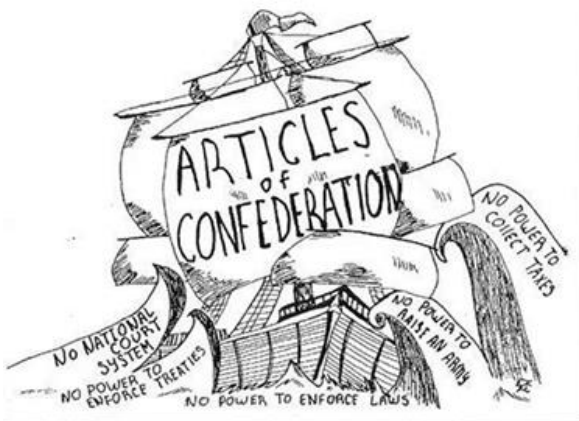


Review of previous units: What are the constitutional requirements to become President? What political party is our current president?

Thinking ahead: Article II and the powers of the President will be taught in the 3 branches of government unit



“Central” authority means the “national” or “federal” government. “Regional” authority means the lower governments. (like the states) **Which option below best describes the meaning of the political cartoon and the image below?**



- A. The Articles of Confederation is portrayed as a sinking ship being destroyed by its weaknesses. (like no power to collect taxes, no power to enforce laws, etc...) A new government, the Constitution will need to be made. The Articles did NOT GIVE ENOUGH power to the states, and gave TOO MUCH to the federal government.
- B. The Articles of Confederation is portrayed as a sinking ship being destroyed by its weaknesses. (like no power to collect taxes, no power to enforce laws, etc...) A new government, the Constitution will need to be made. The Articles gave TOO MUCH power to the states, and NOT ENOUGH to the federal government.
- C. The U.S. Constitution is shown sailing through tough conditions and surviving because of the ways it fixed the Articles of Confederation. The Articles DID NOT GIVE ENOUGH power to the states, and gave TOO MUCH POWER to the federal government.

Check your understanding: Why did the Americans make a country with such a weak federal government (confederacy) to start?

- A. The people wanted a government like the King in England.
- B. Americans had just fought a war to overthrow a King as ruler and didn't want another government like that.
- C. Americans wanted all decisions made by one government.

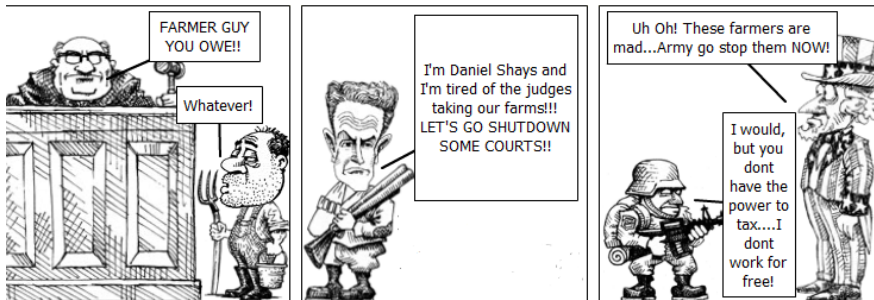
Directions: Fill in the blanks using the **word bank** below it.

Bicameral means having TWO houses in a Congress.

| Plan | Virginia Plan | |
|---|--|---|
| 1 Legislative Chamber. Each state gets one vote. This plan favored _____. | 2 Legislative chambers, both based on _____. This plan favored _____. | 2 Legislative chambers. The _____ is based on equal votes like the New Jersey Plan. (two votes per state) The _____ Is based on population like the Virginia Plan. |

Word Bank: big states, Great Compromise (U.S. congress today), House of Representatives, New Jersey, population, Senate, small states

After analyzing the cartoon below, pick the **BEST** option that summarizes the **significance** of **Shay's Rebellion**.



- D. The Supreme Court ruled in favor of Daniel Shays, which gave more property rights and lower taxes to Americans.

- A. It proved that the Articles of Confederation worked perfectly.
- B. It proved how weak the Articles of Confederation was and Americans called for a Constitutional Convention to replace it.
- C. It led to Congress passing amendments to allow the collection of income tax and selective service to draft citizens for a common defense.

| | |
|---|---|
| <p>Learning Goal: The student will understand how the weaknesses of the Articles of Confederation led to the development of the Constitution, and that the U.S. Constitution establishes the government and the principles upon which it is based.</p> | |
| <p>The Preamble: An introduction to the Constitution that contains the GOALS of our government. (Like a thesis statement)</p> <p>Directions: Each of the parts of the preamble below in the left column are GOALS that the founding fathers set for our government to accomplish. Match the correct phrase in the left column (numbers 1-6) with the correct answer choice in the right column (letters A-F). These are the ways in which those GOALS from the preamble are fulfilled in our country through other parts of the constitution.</p> | |
| <p>1. We the People of the United States, Best matches with Letter _____</p> | <p>A. Congress can raise an army, (use selective service) and declare war. We have the 2nd amendment right to bear arms. The President is Commander-in-chief of the military.</p> |
| <p>2. In order to form a more perfect union, Best matches with Letter _____</p> | <p>B. Congress can provide for the general welfare. They pass laws that can provide for affordable housing, health care (Medicaid/Medicare), and social security benefits for the retired/elderly.</p> |
| <p>3. Establish justice, ensure domestic tranquility, Best matches with Letter _____</p> | <p>C. The founders fixed the Articles of Confederation with an AMENDMENT PROCESS (in Article 5) that requires 2/3 of Congress and 3/4 of the states to fix problems in the U.S. Constitution with new amendments. In Article I, Section 7 of the U.S. Constitution: "Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it..."</p> |
| <p>4. Provide for the common defense, Best matches with Letter _____</p> | <p>D. The Congress funds National Parks, the Environmental Protection Agency, and passes laws to protect endangered species to preserve our environment for future generations. Congress can provide additional funding to schools. In schools, children are prepared for their futures and taught about their rights and responsibilities.</p> |
| <p>5. Promote the general welfare, Best matches with Letter _____</p> | <p>E. We have a self-government/representative democracy with limited government. (Articles I, II, and III create checks and balances) Citizens have voting rights protected in the 15th, 19th, 24th, and 26th amendments that protect minorities and diversity. The 13th Amendment outlawed slavery of all kinds and the 14th Amendment provides for "equal protection under the law..."</p> |
| <p>6. And secure the blessing of Liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America. Best matches with Letter _____</p> | <p>F. Article III makes a Judicial Branch which interprets/JUDGES/reviews laws, orders, and all government actions made by the legislative, executive, and other parts of the Judicial branch in COURT. Amendments 5, 6, and 7 guarantee due process and a fair trial by jury. An obligation of citizenship is jury duty.</p> |
| | |

Learning Goal: **The student will be able to evaluate the Bill of Rights and other amendments to the Constitution, in relation to the viewpoints of the Federalists and Anti-Federalists.**

| Directions: | Federalists would say it | Both Parties would say it | Anti-federalists would say it |
|---|---------------------------------|----------------------------------|--------------------------------------|
| Which of America's first political parties would say each of the statements below? For example, for any statement below you think describes a Federalist's viewpoint, you will write the number of that statement in the "Federalists would say it" box. If you think the statement is something both Anti-federalists and Federalists would say, you will write the number of that statement in the "Both Parties would say it" box. | | | |

Statements:

1. We believed in American independence from Great Britain and freedom for our citizens.
2. We opposed/were against the Constitution's first draft, without a list of rights.
3. We wanted the Constitution's first draft approved, without a list of rights.
4. We feared a strong central government.
5. We believed citizens had rights that should be protected.
6. We thought the Constitution needed a list of protected rights.
7. We thought the Constitution, with checks and balances already in it, was enough to preserve the citizens' rights without a list.
8. We didn't want a list of rights because we worried it might be the ONLY rights that citizens had.
9. We agreed to the Bill of Rights as a COMPROMISE to get the Constitution ratified/approved.

| | |
|---|---|
| What was the purpose of the Federalist Papers? (FILL IN THE BLANKS) | The Federalist Papers were propaganda written by the _____ party to convince the American people to tell their representatives to ratify/approve the new U.S. _____ . |
|---|---|

Directions: Read the primary source quotes **BELOW** from members of the Federalist and Antifederalist parties. For each quote, determine whether it was said by a **Federalist or Anti-federalist**. BRIEFLY EXPLAIN YOUR REASONING.

1. "Our country is too large to have all affairs directed by a single (national) government." -*Thomas Jefferson*

2. "the point next in order to be examined is the **"insufficiency (not being strong enough) of the present Confederation to the preservation (survival) of the Union (country)."** -*Alexander Hamilton*

3. "I acknowledge that **[abuse of power] is dangerous, and it ought to be [protected] against**: I acknowledge, also, **the new form of government may...prevent it: yet there is another thing it will as effectually do — it will oppress and ruin the people.**" -*Patrick Henry*

4. "Nothing is more certain than the necessity of government, and it is equally undeniable, that whenever and however it is instituted, **the people must cede (give up) to [government] some of their natural rights in order to [provide] it with [enough] powers.**" - *John Jay*

5. "**[W]hen the people...part with power, they can [rarely] or never [regain] it again [unless they use] force.** Many instances can be produced in which the people have voluntarily increased the powers of their rulers; but few, if any, in which rulers have willingly [limited] their authority. This is a sufficient reason to induce you to **be careful [about how much] power [you give to] government.**" -*Robert Yates*

6. In...the republic of America, **the power surrendered by the people, is first divided between [the national and the state/local] governments, and then...subdivided [into] separate [branches]. A double security [protects] the rights of the people.** The different governments will control each other; at the same time that each will be controlled by itself." (checks and balances) -*James Madison*

Directions: Use the **Word Bank** below and **MATCH** the correct **term** with the correct **number** in the “Constitutional Table of Contents.”

| | | | | |
|--------------------|--------------|--------------|----------------|-------------------|
| Legislative ___? | Amended ___? | Changes ___? | Executive ___? | Federalism |
| Goals/purpose ___? | States ___? | Steps | Judicial ___? | |

Constitutional Table of Contents

| Section | The sections below of the Constitution, answer these questions: | Key Information |
|-------------|---|---|
| Preamble | What does the Constitution do? What are the 1 of the government? | This is the introduction to the constitution which states the purpose of the government. |
| Article I | How does the 2 branch draft/create and vote on laws? | Congress is made up of the Senate and the House of Representatives |
| Article II | How does the 3 branch carry out/enforce/execute laws? | The president is the head of this branch. |
| Article III | How does the 4 branch judge/interpret these laws? | The Supreme Court can decide if laws or actions made by the other branches are constitutional or not. |
| Article IV | How should the 5 get along with each other? | States must respect each other’s legal judgements. (ex: extradition of criminals) |
| Article V | How can the Constitution be 6 , or changed ? | 2/3 both houses of Congress must vote to propose an amendment and 3/4 of the state legislatures must vote to approve it. |
| Article VI | How does FEDERALISM work? Which law is supreme? | The Constitution is the “supreme law of the land.” ALL States MUST follow U.S. Law. |
| Article VII | What STEPS must be taken to make the Constitution the law of the land? | The Bill of Rights was added to the Constitution before it was ratified /approved. |
| Amendments | What 7 have been made to the United States Constitution? | There are 27 amendments/changes in the U.S. Constitution . |

Sample Test Questions for this unit:

1. Why did the Founding Fathers decide to replace the Articles of Confederation with a new constitution?

- A. The national government under the Articles could not enforce laws.
- B. The Articles were only supposed to be a temporary solution.
- C. The president had too much power.
- D. The states were calling for a new constitution.

2. Why did the Framers promise to add a bill of rights to the U.S. Constitution?

- A. Anti-Federalists would not support the U.S. Constitution without a list of rights being promised.
- B. Anti-Federalists convinced the Federalists that it would be harder to ratify with a bill of rights.
- C. Federalists convinced the Anti-Federalists that it would be easier to ratify with a bill of rights.
- D. Federalists would not support the Constitution without a list of rights being promised.

3. What is a goal of government according to the Preamble of the U.S. Constitution?

- A. To provide public education.
- B. To promote the rights of government over the common good.
- C. To protect the rights and freedoms of future generations.

4. Which statement explains the purpose of the Preamble to the U.S. Constitution?

- A. It defines the responsibilities of the three branches of government.
- B. It creates a domestic policy for the federal government.
- C. It establishes the rights and responsibilities of citizens.
- D. It outlines the goals of the U.S. Constitution.

5. Which purpose of government found in the Preamble could explain the speech below from a U.S. President?

“Either you are with us, or you are with the **terrorists**. From this day forward, any that continues to harbor or support **terrorism** will be regarded by the United States as...**hostile**...” -President George W. Bush, *State of the Union Address, January 29, 2002.*

- A. to form a more perfect union
- B. promote the general welfare
- C. secure the blessings of Liberty
- D. provide for the common defense

Learning Goal: Students will understand the structure, function, and processes of the THREE BRANCHES of government, as well as its role in the lawmaking process at the federal level.

The Legislative Branch...legislation is a fancy word for a law. Congress makes LAWS

The Law Making Process: HOW A BILL BECOMES A LAW

Directions: Fill in the blanks below using the word bank. (YOU MAY USE A TERM MORE THAN ONCE)

1. A citizen contacts their congressperson with a problem or an idea.
2. Congress drafts a _____.
3. _____ members research and discuss the bill.
4. The _____ and the _____ must both vote "yes" with a _____ on the bill for it to go to the _____.
5. The _____ can sign the bill into a _____ or _____ the bill.
6. Congress can _____ a veto with a _____ vote in BOTH the House and Senate.

Word Bank: bill, House of Representatives, Senate, President, committee, veto, override, majority, 2/3 majority, law

Directions: Match the letter in the RIGHT column from the U.S. Constitution (A-H) with the correct description of the **Structure of Congress** in the left column (numbers 1-8)

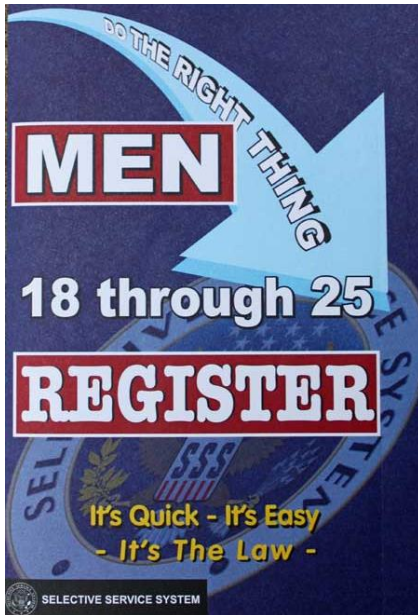
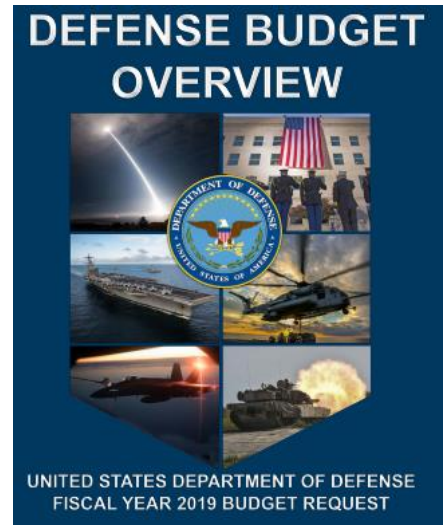
| | |
|--|---|
| <p>1. The Legislative branch is made up of the House of Representatives and the Senate. Letter___ best matches</p> | <p>A. Article I, Section II: "Representatives... shall be apportioned among the several states which may be included within this union, according to their respective numbers, which shall be determined by adding to the whole number of free persons...each state shall have at least one Representative;"</p> |
| <p>2. Representatives serve two year terms. Letter___ best matches</p> | <p>B. Article I, Section II: "The House of Representatives shall choose their speaker and other officers;"</p> |
| <p>3. Representatives must be 25 years old, a citizen for at least 7 years, and live in the state they represent. Letter___ best matches</p> | <p>C. Article I, Section III: "The Senate of the United States shall be composed of two Senators from each state, chosen by the legislature thereof, [elected by the people thereof...Amendment 17] for six years; and each Senator shall have one vote.</p> |
| <p>4. Each state has at least one House member, and gets more Representatives in the House with more population. There are a total of 435 members in the House elected by the people from the district in their state. Letter___ best matches</p> | <p>D. Article I, Section I: "All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives."</p> |
| <p>5. The House of Representatives elect a Speaker of the House to be their leader. Letter___ best matches</p> | <p>E. "The Vice President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided." "The Senate shall choose their other officers, and also a President pro tempore, in the absence of the Vice President, or when he shall exercise the office of President of the United States."</p> |
| <p>6. Each state has 2 Senators elected by the people in their state for a 6 year term. There are a total of 100 Senators. Letter___ best matches</p> | <p>F. Article I, Section II: "No person shall be a Representative who shall not have attained to the age of twenty five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen."</p> |
| <p>7. Senators must be 30 years old, a citizen for at least 9 years, and live in the state they represent. Letter___ best matches</p> | <p>G. Article I, Section III: "No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States and who shall not, when elected, be an inhabitant of that state for which he shall be chosen."</p> |
| <p>8. If there is a tie vote in the Senate, the Vice President gets to vote and break the tie. The President Pro Tempore leads the Senate when the Vice President is absent. Letter___ best matches</p> | <p>H. Article I, Section II: "The House of Representatives shall be composed of members chosen every second year by the people of the several states,"</p> |

| |
|---|
| The Powers and Roles of Congress: (The LEGISLATIVE BRANCH...legislation is a fancy word for a law. Congress makes LAWS) |
| Expressed/Enumerated/Delegated Powers: Powers of Congress found DIRECTLY in the U.S. Constitution. Congress can ONLY make laws about powers it has in the U.S. Constitution. They are LIMITED. |
| Directions: Match the expressed powers below (1-9) with the image below (A-I) that BEST matches. |
| 1. Article 1, Section 8 of the U.S. Constitution: "The Congress shall have power to lay and collect taxes... and to pay the <i>debts</i> (money owed/needed for government spending)" -This power best matches with letter ____ |
| 2. Article 1, Section 8 of the U.S. Constitution: "The Congress shall have power to...declare war" -This power best matches with letter ____ |
| 3. Article 1, Section 8 of the U.S. Constitution: "The Congress shall have power to...provide for the...general welfare" -This power best matches with letter ____ |
| 4. Article 1, Section 8 of the U.S. Constitution: "The Congress shall have power to...provide for the common defense...to raise and support armies" -This power best matches with letter ____ |
| 5. Article 1, Section 8 of the U.S. Constitution: "The Congress shall have power to...regulate commerce [trade] with foreign nations, and among the several states, and with the Indian Tribes;" -This power best matches with letter ____ |
| 6. Article 1, Section 8 of the U.S. Constitution: "The Congress shall have power to...establish a uniform rule of naturalization" -This power best matches with letter ____ |
| 7. Article 1, Section 8 of the U.S. Constitution: "The Congress shall have power to...coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures; To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;" -This power best matches with letter ____ |
| 8. Article 1, Section 8 of the U.S. Constitution: "The Congress shall have power to...establish post offices" -This power best matches with letter ____ |
| 9. (STEP 1) Article 1, Section 2 of the U.S. Constitution: "The House of Representatives...shall have the sole power of <i>impeachment</i> [an accusation of a crime to remove from office]." (STEP 2) Article 1, Section 3 of the U.S. Constitution: "The Senate shall have the sole power to try all impeachments. When the President of the United States is tried... no person shall be convicted without the concurrence [agreement] of two thirds of the members present..." |
| Article 2, Section 4 of the U.S. Constitution: "The President, Vice President and all Civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors." -This power best matches with letter ____ |

Register Now

Men living in the U.S., citizen and non-citizens alike, are required by law to register with Selective Service at 18 years old.

Men who register with Selective Service remain eligible for federal student financial aid, state-funded student financial aid, federal employment, state employment, job training under the Workforce Innovation and Opportunity Act, security clearances, and U.S. citizenship for immigrant men. For more information, see [Why Register](#). Selective Service accepts early registrations as young as 17 years and 3 months.

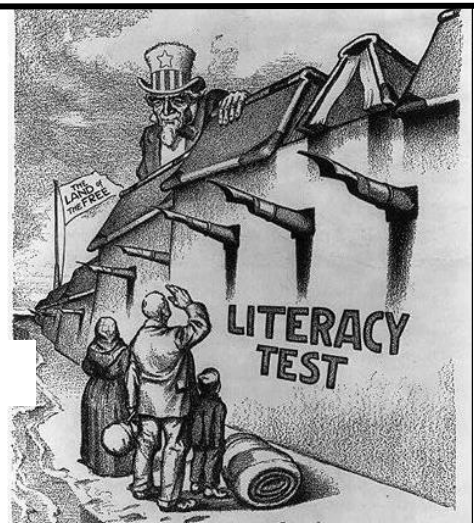
**Image set A****The Keating-Owen Act of 1916****Image set B**

- The first bill introduced to regulate (restrict) child labor (work) passed by Congress and signed into law by President Woodrow Wilson.
- The Act banned products sold from any factory or shop that employed any children under the age of 14.
- The Act banned the sale of products from any place of business that had children under the age of 16 work at night or for more than 8 hours during the day.

Naturalization Eligibility Requirements

Before an individual applies for naturalization, he or she must meet a few requirements. Depending on the individual's situation, there are different requirements that may apply. General requirements for naturalization are below.

- Be at least 18 years old at the time of filing [Form N-400, Application for Naturalization](#).
- Be a permanent resident (have a "Green Card") for at least 5 years.
- Be able to read, write, and speak basic English.
- Have a basic understanding of U.S. history and government (civics).
- Be a person of good moral character.

Image set C

Federal law states that **counterfeiting money** can lead to a 20-year prison sentence.



Image set D

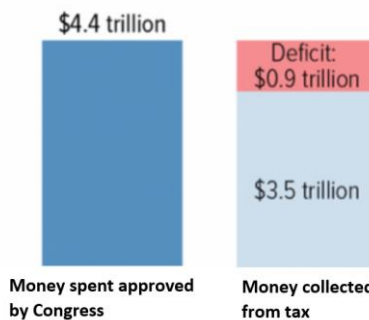


Spending, Revenues, and the Deficit

In trillions of dollars, fiscal year 2019



Page 18



Source: Congressional Budget Office



Image set E

UPS tracking: "Your package is in X City, USA on a truck driven by Bob and will be at your door at 2:37pm"
 FedEx: "Your package is somewhere. You'll get it when we give it to you"
 USPS: "What package?"
 Amazon: "We are inside your apartment."



Image set F



Image set G



Image Set H



116TH CONGRESS 1ST SESSION RESOLUTION

Impeaching Donald John Trump, President of the United States, for high crimes and misdemeanors.

- Resolved, That Donald J. Trump, President of the
- United States, is impeached for high crimes and mis-
- demeanors and that the following articles of impeachment
- be exhibited to the United States Senate:
- Articles of impeachment exhibited by the House of
- Representatives of the United States of America in the

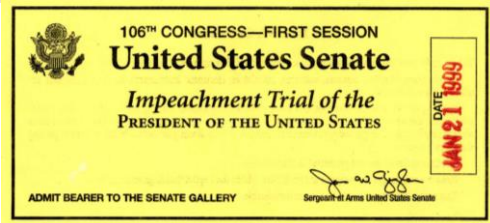


Image set I

MyMedicare.gov
 The Official U.S. Government Site for Medicare

- The average Social Security benefit for someone at retirement age was \$1,413.37 per month in June 2018.



Your Economic Impact Payment Has Arrived

My Fellow American:

Our great country is experiencing an unprecedented public health and economic challenge as a result of the global coronavirus pandemic. Our top priority is your health and safety. As we wage total war on this invisible enemy, we are also working around the clock to protect hardworking Americans like you from the consequences of the economic shutdown. We are fully committed to ensuring that you and your family have the support you need to get through this time.

On March 27, 2020, Congress passed with overwhelming bipartisan support the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), which I proudly signed into law. I want to thank the United States House of Representatives and the United States Senate for working so quickly with my Administration to fast-track this \$2.2 trillion in much-needed economic relief to the American people.

This includes **fast and direct economic assistance to you.**

I am pleased to notify you that as provided by the CARES Act, you are receiving an **Economic Impact Payment of \$ 1,200.00** by direct deposit. We hope this payment provides meaningful support to you during this period.

Every citizen should take tremendous pride in the selflessness, courage and compassion of our people. America's drive, determination, innovation and sheer willpower have conquered every previous challenge—and they will conquer this one too. Just as we have before, America will triumph yet again—and rise to new heights of greatness.

We will do it together, as one nation, stronger than ever before.

IMPLIED Powers of Congress: (Congress is the Legislative Branch...they vote on legislation...a fancy word for laws)

Implied powers are not in the Constitution word for word, but Congress can make a law about something as long as it COMES from an EXPRESSED Power that IS in the Constitution word for word.

Implied Powers: powers of Congress that are “stretched” from **expressed powers** because of the **necessary and proper/elastic clause**:

*“The Congress shall have Power ... To make all Laws which shall be **necessary and proper** for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.”*

Directions: For each law below passed because of an “**implied power**,” **match it up** with the correct **expressed power of Congress from the Constitution**. (Found on page 16 of study guide). (you will use regulate commerce/trade 2 MORE times)

1. The Fair Labor Standards Act was passed by Congress to make sure that businesses pay their workers a “minimum wage,” which means they can’t give workers any less than a certain amount per hour. (Currently \$7.25)

This implied power best matches with Congress’s expressed power to regulate commerce/trade because they are telling businesses that they must pay their workers a minimum amount per hour.

2. The Selective Service Act of 1917 authorized the United States federal government to “draft” citizens into service during World War I and beyond.

This implied power best matches with Congress’s expressed power to _____

3. The 1964 Civil Rights Act outlawed discrimination based on race, color, religion, sex, national origin, and later (due to decisions clarified in court cases) sexual orientation and gender identity. This applies to public institutions (run by governments) and private institutions (businesses). Before this, many BUSINESSES were segregated and only allowed white customers.

This implied power best matches with Congress’s expressed power to _____

4. The Affordable Care Act (Obamacare) was passed by Congress with the goal of providing more Americans access to healthcare and to lower the costs of insurance.

This implied power best matches with Congress’s expressed power to _____

5. The Sherman Anti-Trust Act (1890) and later the Clayton Anti-Trust Act (1914) allowed Congress to break up businesses or prevent them from having too much control over a market. (Outlawed monopolies, price fixing, allowed lawsuits against businesses, and guaranteed rights of labor unions to organize and protest)

This implied power best matches with Congress’s expressed power to _____

6. The Cuban Refugee Adjustment Act (1966) was passed by Congress to give all Cuban nationals currently living in the United States legal status.

This implied power best matches with Congress’s expressed power to _____

7. According to section 7201 of federal tax law: Tax evasion or tax fraud, is the purposeful illegal attempt of a taxpayer to evade payment of a tax imposed by the federal government. Conviction of tax evasion may result in up to a \$100,000 fine and 5 years imprisonment.

This implied power best matches with Congress’s expressed power to _____

Vocabulary you may have missed...

1. President Pro Tempore

Oldest member of Senate who presides over the Senate when the Vice President is absent. Either can break a tie vote. The Senate Majority and Minority leaders are the leaders of the majority and minority political party in the Senate.

2. Filibuster

When Senators give long speeches and continue debate intended to hold off a vote on a bill in hopes of killing it.

3. Cloture

When 60 Senators vote to end to a debate or FILIBUSTER, this forces a final vote on the bill. (today this means that most bills need 60 votes to pass in the Senate, unless it has to do with things like the budget/money or the confirmation of new presidential picks for judges and other offices.)

| The STRUCTURE of the Executive Branch...how is this branch of government organized? This is the PRESIDENT's BRANCH. | |
|---|---|
| Directions: Match the letter in the RIGHT column from the U.S. Constitution (A-F) with the correct description of the Structure of the Presidency in the left column (numbers 1-6) | |
| 1. The President is the head of the Executive Branch Letter _____ best matches | A. Article II, Section 1: "He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected..." |
| 2. The President is elected to a 4 year term with the Vice President Letter _____ best matches | B. Amendment XXV (25), Section 2: "Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress." |
| 3. The President must be a natural born citizen, 35 years old, and has lived in the U.S. for at least 14 years. Letter _____ best matches | C. Amendment XXV (25), Section 1: "In case of the removal of the President from office or of his death or resignation, the Vice President shall become President." Presidential Succession Act of 1947: "If...there is neither a President nor Vice President to discharge the powers and duties of the office of President, then the Speaker of the House of Representatives shall act as President. If...there is no Speaker...then the President pro tempore of the Senate shall act as President. If...there is no President pro tempore to act as President...then the officer of the United States who is highest on the following list...shall act as President: Secretary of State..." |
| 4. The President can only be elected to serve TWO terms. Letter _____ best matches | D. Article II, Section 1: "No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States." |
| 5. If the President is removed from office (impeached), dies, or quits, then the Vice President takes over. This is the order of who becomes President after that: the Speaker of the House, President pro tempore of the Senate, Secretary of State. Letter _____ best matches | E. Amendment XXII (22), Section 1: " <u>No person shall be elected to the office of the President more than twice</u> , and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of President more than once." |
| 6. If a Vice President becomes President, then they have to nominate a new Vice President who must be approved by the House and Senate. (checks and balances) Letter _____ best matches | F. Article II, Section 1: "The executive Power shall be vested in a President of the United States of America." |

| The Powers of the Executive Branch...what can the PRESIDENT do? | |
|---|---|
| Directions: Match each of the Presidential Powers/Responsibilities listed below in the left column, numbers (1-8), with the excerpts from Article II and Article I of the U.S. Constitution below in the right column, letters (A-H). | |
| 1. Sign (approve) or veto (reject) bills from Congress Letter _____ best matches | A. Article II, Section 2: "The President shall be <u>Commander in Chief of the Army and Navy of the United States</u> , and of the Militia of the several States, when called into the actual Service of the United States..." |
| 2. Leader of the Armed Forces/Military Letter _____ best matches | B. Article II, Section 2: " <u>he shall have Power to grant Reprieves and Pardons for Offenses against the United States</u> , except in Cases of Impeachment." |
| 3. Ask his advisers, who lead the departments of the executive branch, for their opinion on different issues. Letter _____ best matches | C. Article II, Section 2: "He shall have Power, by and <u>with the Advice and Consent of the Senate</u> , to make <u>Treaties</u> , provided two thirds of the Senators present concur;" |
| 4. Update Congress on how things are going in the country Letter _____ best matches | D. Article II, Section 2: " <u>he may require the Opinion, in writing, of the principal Officer in each of the executive Departments</u> , upon any Subject relating to the Duties of their respective Offices..." |
| 5. Can choose new Supreme Court justices, federal judges, ambassadors and appoint new cabinet members (with the Senate's approval...this is Checks and Balances) Letter _____ best matches | E. Article II, Section 2: "he shall nominate, and by and <u>with the Advice and Consent of the Senate</u> , shall <u>appoint Ambassadors</u> , other public Ministers and Consuls, <u>Judges of the Supreme Court</u> , and all other Officers of the <u>United States</u> " |
| 6. Power to carry out (enforce/execute) the laws made by Congress Letter _____ best matches | F. Article II, Section 3: "He shall from time to time <u>give to the Congress Information of the State of the Union</u> , and <u>recommend to their Consideration such Measures as he shall judge necessary and expedient</u> " |
| 7. Can make treaties/agreements with other countries as CHIEF DIPLOMAT (with 2/3 of the Senate's approval...this is Checks and Balances) Letter _____ best matches | G. Article I, Section 7: "Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; <u>if he approve he shall sign it, but if not he shall return it</u> " |
| 8. Can pardon someone from a federal crime, which gets them out of jail or stops the death penalty...this CHECKS the power of the Judicial Branch. Letter _____ best matches | H. Article II, Section 3: "he shall <u>take Care that the Laws be faithfully executed</u> ," |

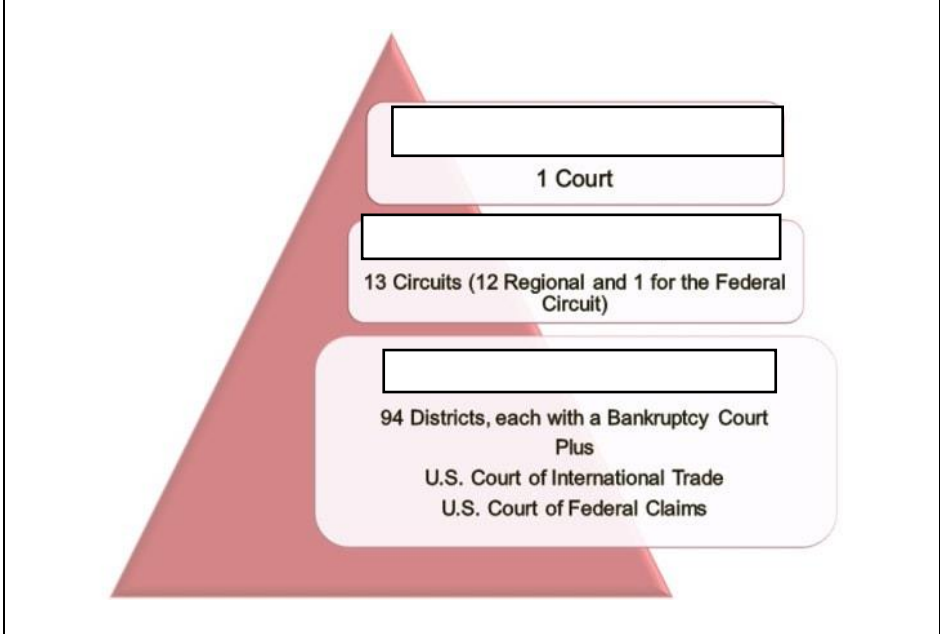
The Powers and Roles of the Judicial Branch...judicial looks like “judge” or “justice” in the court system below:

1. The Pyramid to the right represents the **Federal Court System**.

Write in the different **LEVELS** of the Federal court system in the pyramid, with the lowest level starting at the bottom.

Use the word bank below:

U.S. Supreme Court,
 U.S. District Courts,
 U.S. Courts of Appeals



Use the word bank below to fill in the blanks.

Article III (3) in the U.S. Constitution gives the _____ branch the power to interpret/**JUDGE** the laws and other government actions when they are challenged by someone in court. However, a court must have **jurisdiction** over the issue, which means the legal ability to hear a case. For example, someone who is accused of a crime that breaks Florida’s laws must first go to a lower court in Florida. A jury looks at evidence and makes a verdict/decision. They decide if someone is guilty for a crime or if they are responsible in a civil dispute. At the lowest court, you can _____ a decision to a higher court if you feel like you had an unfair trial or verdict in some way. Judges in appellate or Supreme courts interpret/**JUDGE** the laws and other government actions by giving their _____/a detailed explanation of their legal decision. They base their decision on legal **precedent**, which means they look at cases about a topic that came **BEFORE**/from the past. If a law or other government action is _____, it means it follows the rules of the Constitution. If a law or other government action is _____, it means that it violates or goes against the Constitution in some way. The _____ has the power of _____, which means they can decide if a law or other government action violates the Constitution or not. If they decide that the law does violate the Constitution, then they can cancel/ _____ the law. There are ____ Supreme Court Justices and the leader of the court is called the _____. In order for a decision to be made, there must be a simple majority vote of ____ justices voting together out of 9 total.

Word Bank:

opinion, unconstitutional, Judicial Review, appeal, chief justice, ~~precedent~~, constitutional, 9, Supreme Court, nullify, 5, judicial, ~~jurisdiction~~

What is the appointment process to become a Justice on the Supreme Court?

Word Bank: nominate/appoint, lifetime, President, confirm/approve, Senate

Fill in the blank with the correct words above.

The _____ gets to _____ Supreme Court justices, and the _____ has to _____ with a majority vote. Justices on the Supreme Court serve _____ terms in office.

Learning Goal: Students will understand the concepts of separation of powers and checks and balances, as outlined in the Constitution.

1. Checks and Balances Chart Directions: For each government power below, identify the branch doing the checking/limiting of power, and the branch being checked/limited by that power... **All answers are found in the previous pages of the study guide.** There is an example below. **YOU DON'T HAVE TO EXPLAIN WHY.**

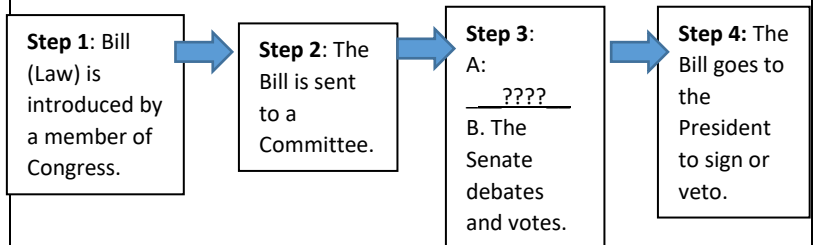
| Power | Which Branch Has The Power? | Which Branch's Power is Being Checked/Limited? (Could be more than one) |
|--|---|---|
| 1) Create and pass legislation. | Ex: <u>Legislative Branch</u> /House and Senate (found on page 15...how a bill becomes a law) | Executive Branch, Judicial Branch (they must all follow these laws and are limited by them...the executive carries them out and the Judicial must interpret/judge them) |
| 2) Veto bills. | Ex: <u>Executive Branch</u> /President...found on page 15...how a bill becomes a law | Legislative Branch (they create the bills and are limited in what bills can become laws by a veto) |
| 3) Ratify/approve treaties (not MAKE the treaty) | | |
| 4) Nominate/Appoint Federal judges and secretaries of departments. | | |
| 5) Impeachment of federal officials. (elected or appointed) | | |
| 6) CONFIRM the appointment of presidential appointments/nominations (Like federal judges, secretaries of departments) | | |
| 7) Declare laws or other government actions unconstitutional. | | |
| 8) Override/cancel Presidential Vetoes. | | |
| 9) Federal Judges have lifetime appointments/terms. (remember who picks them, who approves them, and then they can't just remove them) | | |
| 10) Controls appropriations of money (taxing/spending), approves budget. (Power of the purse) | | |
| 11) Presidential Pardon for federal offenses/crimes | | |

A bill was passed. It was vetoed. The veto was overridden. Three years later the law was found to be unconstitutional.

According to the scenario, in what order did the branches of government exercise their power?

- A. legislative, executive, judicial, legislative
- B. legislative, executive, legislative, judicial
- C. executive, legislative, executive, judicial
- D. judicial, executive, legislative, judicial

*According to the chart below, what should Step 3, Section A state?



- A. The House of Representatives debates and votes.
- B. Committees sign or veto bill.
- C. Citizens vote on bill.
- D. Special interest groups vote on bill.

Which of the following must happen to overrule a veto by the President?

- A. Two thirds of just the House of Representatives must vote to override a veto.
- B. Two thirds of both houses of Congress must vote to override a veto.
- C. Three fourths of the Senate must vote to override a veto.
- D. Three fourths of both houses of Congress must vote to override a veto.

Which of the following is an example of an "implied" power? (*The rest are expressed powers. Look on Page 16 for Expressed Powers. Page 19 has examples of how these powers allow laws that are IMPLIED by the ELASTIC CLAUSE/Necessary and Proper Clause. Pages 20-21 have expressed/directly stated Congressional "checks" on other branches.*)

- A. Congress creates the selective service system and penalties for eligible citizens who don't sign up.
- B. Congress votes to raise income taxes.
- C. Congress declares war on a country for sponsoring terrorism.
- D. The Senate votes to confirm a Presidential appointment to the Supreme Court.

Which of the following newspaper headlines describes the operation of checks and balances?

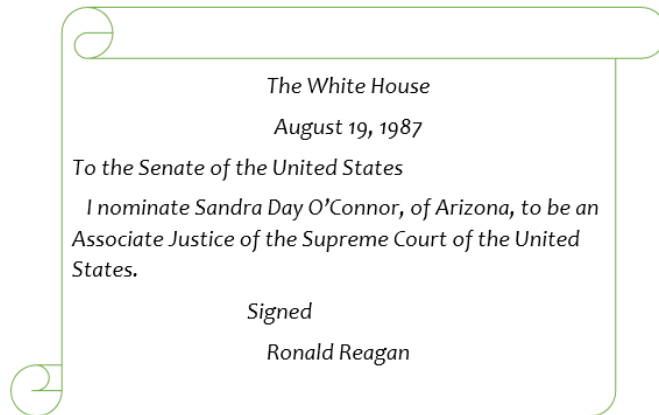
- A. New York State Rejects Federal Regulations on Drug Testing
- B. Senate Rejects President's Choice of Supreme Court Justice
- C. Florida to Gain Two Seats in the House of Representatives
- D. Albany County Receives \$4 Million from Congress for Rail System

Read the following scenario and answer the question below: **"Congress has just passed a bill, and the President has approved it."**

Which statement BEST explains how the law can still be prevented from being enacted?

- A. The Speaker of the House can veto the law.
- B. The people in each state can vote against the law.
- C. The governors in each state can veto the law.
- D. The Supreme Court can determine the unconstitutionality of the law.

The document below is a re-creation of a presidential action. What step must take place for Sandra Day O'Connor to become a U.S. Supreme Court Associate Justice?

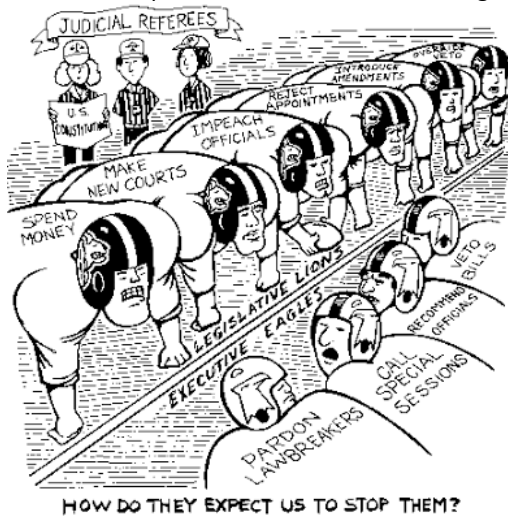


- A. judicial oversight
- B. judicial review
- C. confirmation
- D. appointment/nomination

Which statement about the Senate is TRUE?

- A. Each member represents one Congressional district.
- B. It has two members from each state.
- C. There are 435 members.
- D. Members are apportioned by state population.

Which description BEST fits with the message of this cartoon?



- A. The Executive Branch fights with the Legislative Branch and the Judicial Branch does nothing.
- B. The Judicial branch interprets the actions of the other branches as constitutional or not, like referees judge the actions of both teams on a football field to make sure they follow the

rules. The Legislative and Executive Branches both have powers that limit or check each other on the backs of the two opposing football teams.

- C. All three branches have their own powers but never interact with each other.