

AMERICAN GOVERNMENT INTERACTIVE NOTEBOOK

Thank you so much for your purchase! I am so grateful for your support and think you will very much enjoy these materials for your classes!

I use these pages each unit to allow students to demonstrate their understanding in creative ways. I don't pair them with a PowerPoint because I feel that makes them less interactive. However, they can be completed with any textbook or online source like <http://www.ushistory.org/gov/>

Of course, you may find any number of ways that they work for your students. If you do have an activity or strategy that works well please let me know! I'd be excited to hear it. I can be reached at Luke@StudentsofHistory.org or through social media:



You will see that after each page is a photo of a completed version. Since these pages are "interactive", every student's responses should be different. Therefore, it's not possible to have a "teacher key". However, these images can help you and your students see what a completed version might look like. Lesson plans and resources to pair with each page can be found on my Civics Curriculum at StudentsofHistory.com.

Posting Resources

You **may not post this resource** to a website like a blog, Wix, Weebly, or school website class page. This not only allows students across the US to access the answer keys, anyone can also Google and download all the materials for free. This is a violation of the Terms of Service and qualifies as theft. Uploading any part of this resource onto any online marketplace, "sharing site", or network constitutes theft and you or your school district could be held liable.

You are permitted to print as many copies of this as you need for your students, or post them on a **secure, closed** online environment like Google Classroom or Schoology. If you have any questions, please let me know!

I am a social studies teacher with a family myself, not a publishing company and rely on your generous support to continue making engaging resources for social studies.



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CHARACTERISTICS OF A STATE

Directions: A state is a body of people living in a defined territory with a government. There are 4 key characteristics which all states have. Cut out the graphic organizer below and paste it into your notebook by **only** gluing down the center portion. Then **label** each characteristic on the top of the 4 flaps and **draw pictures** to represent them. On your notebook paper under each flap, **explain each** or take notes on them.

1: _____

2: _____

CHARACTERISTICS OF A STATE

3: _____

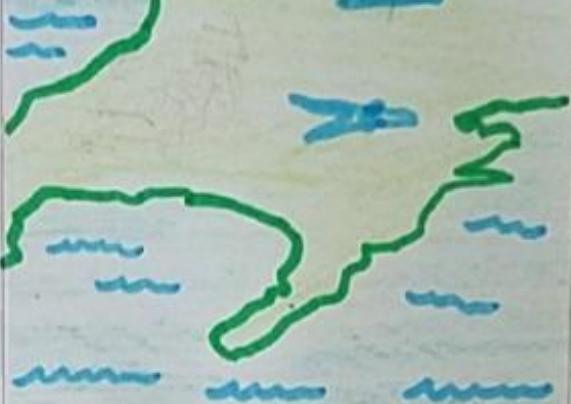
4: _____

SAMPLE CHARACTERISTICS OF A STATE

1: people



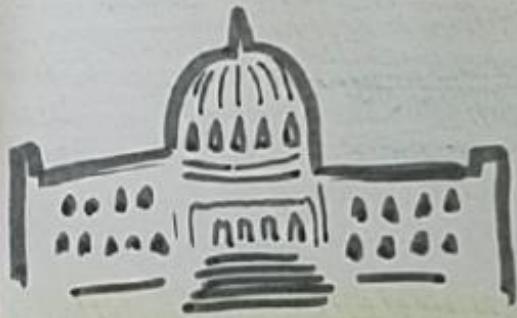
2: Territory



CHARACTERISTICS OF A STATE



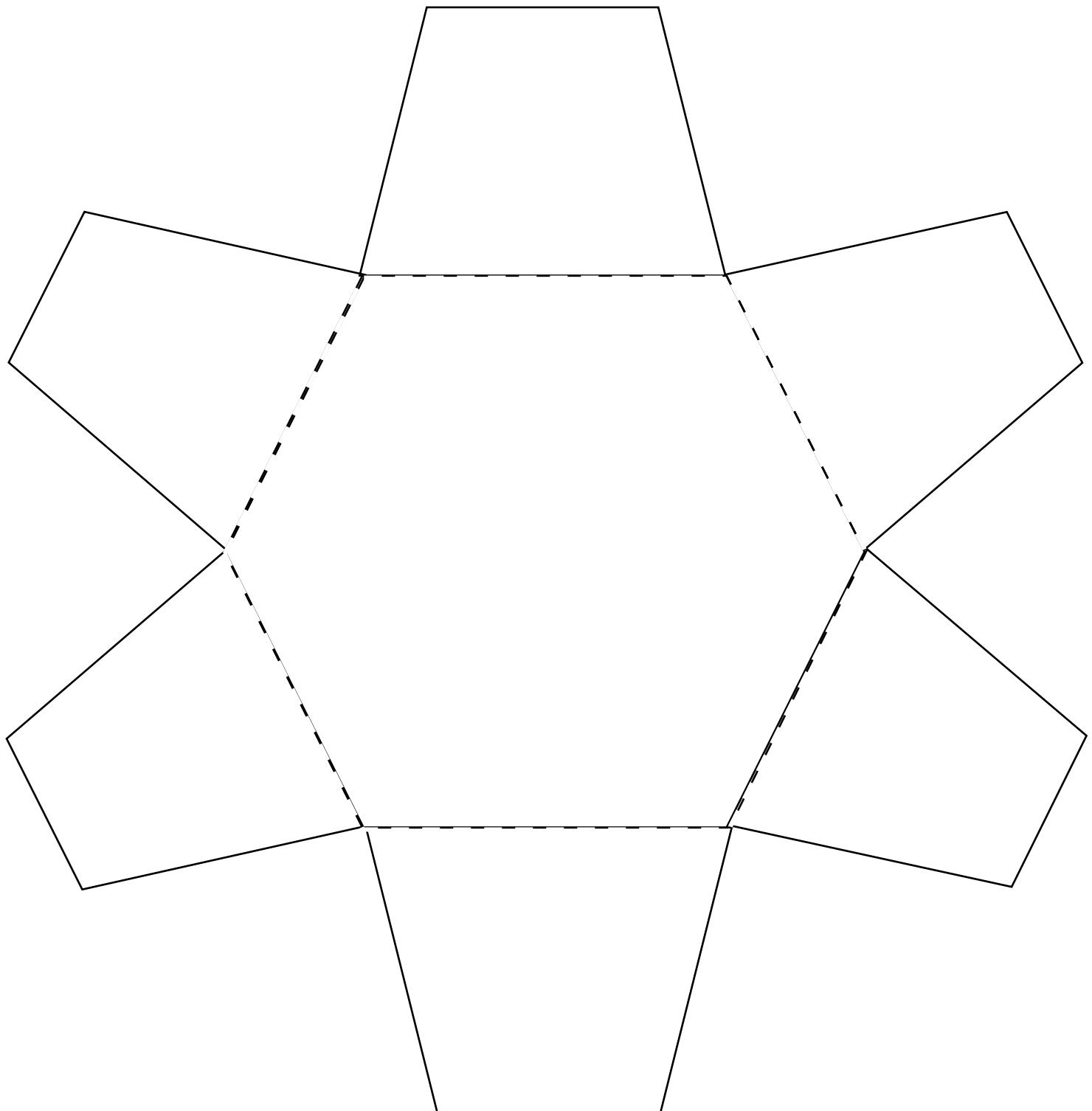
3: Sovereignty



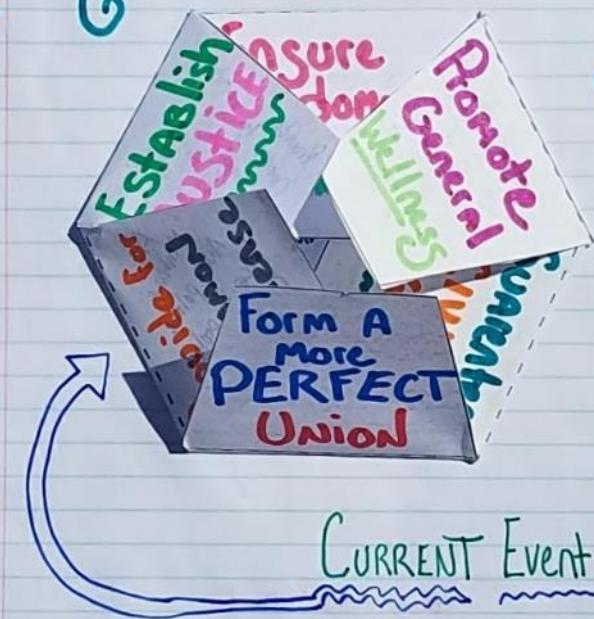
4: Government

PURPOSES OF GOVERNMENT

Directions: The purposes of government are beautifully explained in the Preamble to the American Constitution. Cut out the graphic organizer below and glue down the center into your notebook. Fold along the dotted lines and on each flap, **draw a picture** to represent one of the purposes of government on one side and then **name that purpose** on the opposite side.

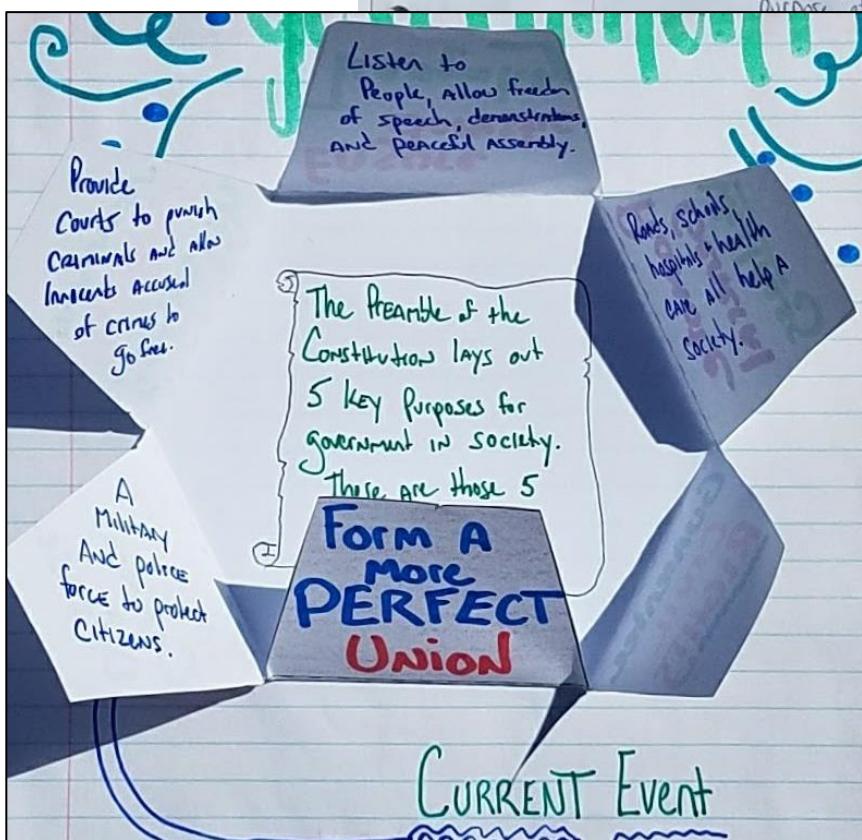


6. Purposes of government



CURRENT Event

My current event Article represents the purpose of government to form and provide for the defense of the Nation. In the Article I (Washington Post) the US Military was on a mission in Afghanistan and was in capturing a village from enemy



The Beginnings of Government

Directions: For centuries, historians have theorized about the origin of the state and government.

Four theories have become the most commonly accepted explanations of how government began.

Cut out this graphic organizer along the dotted lines and glue it into your notebook. On the page under each flap **take notes on that theory of how government began.** Then, **draw a picture** to represent it on the flap that you lift up.

FORCE THEORY

EVOLUTIONARY THEORY

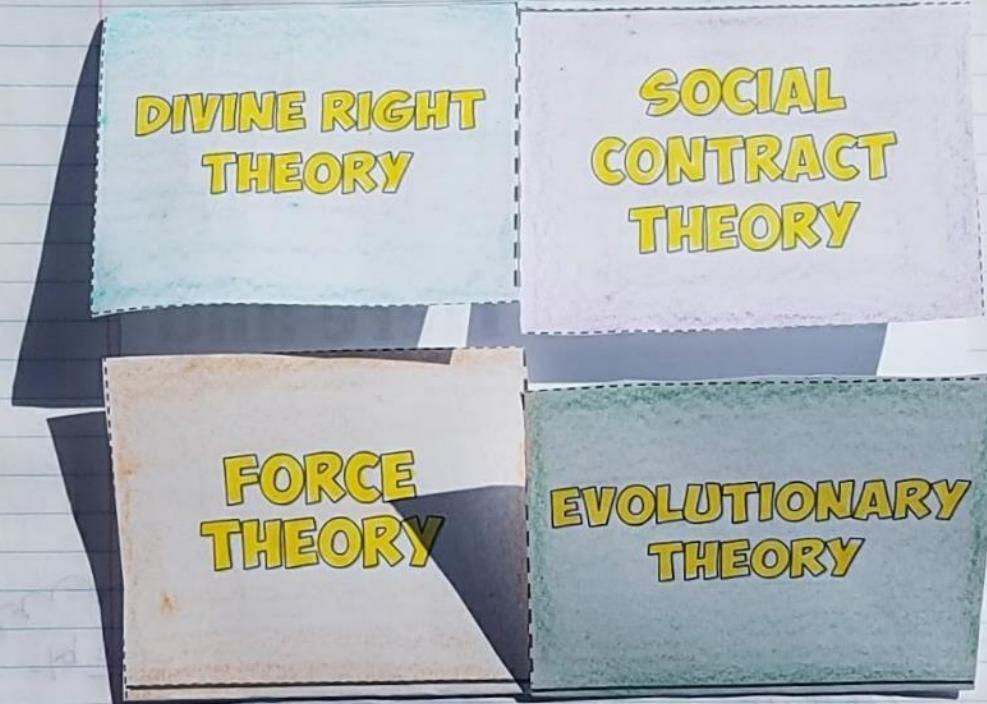
Paste in Notebook

Glue Goes Here and

DIVINE RIGHT THEORY

SOCIAL CONTRACT THEORY

How government began?



My Opinion

I believe the most likely theory to begin was the evolutionary theory because it evolved over time. Science can prove through



God ordained some families with the power to rule over an area.

government began? —

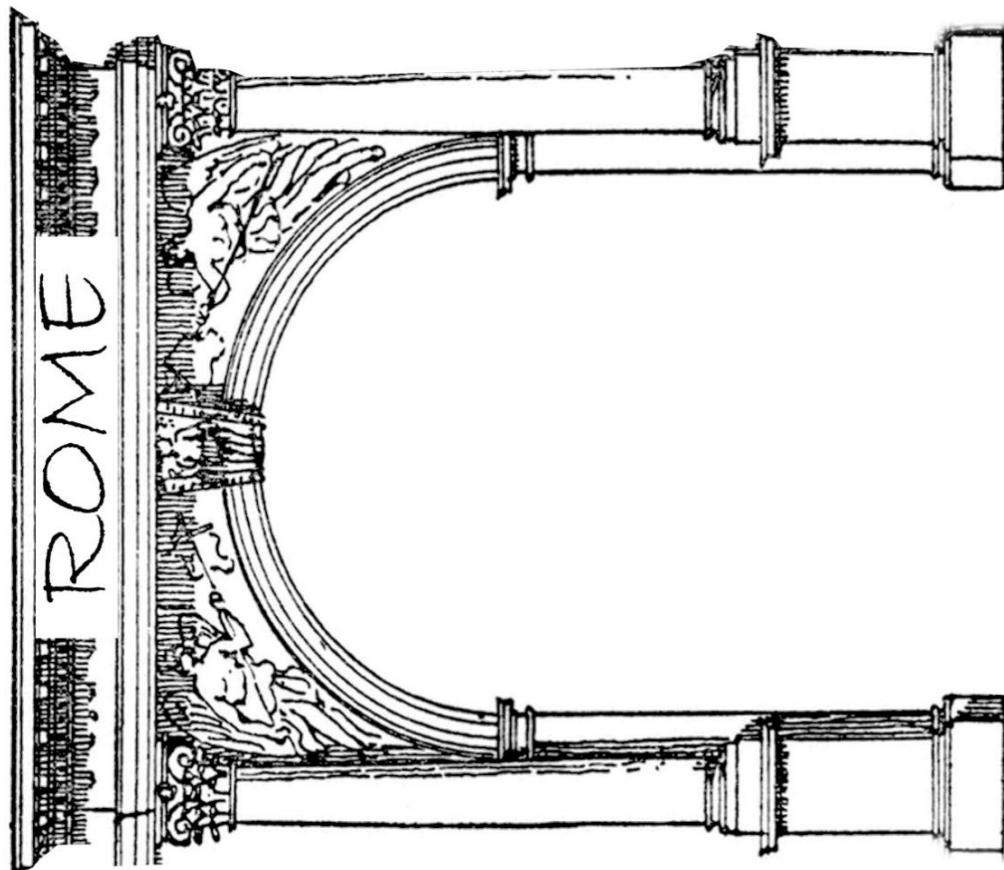
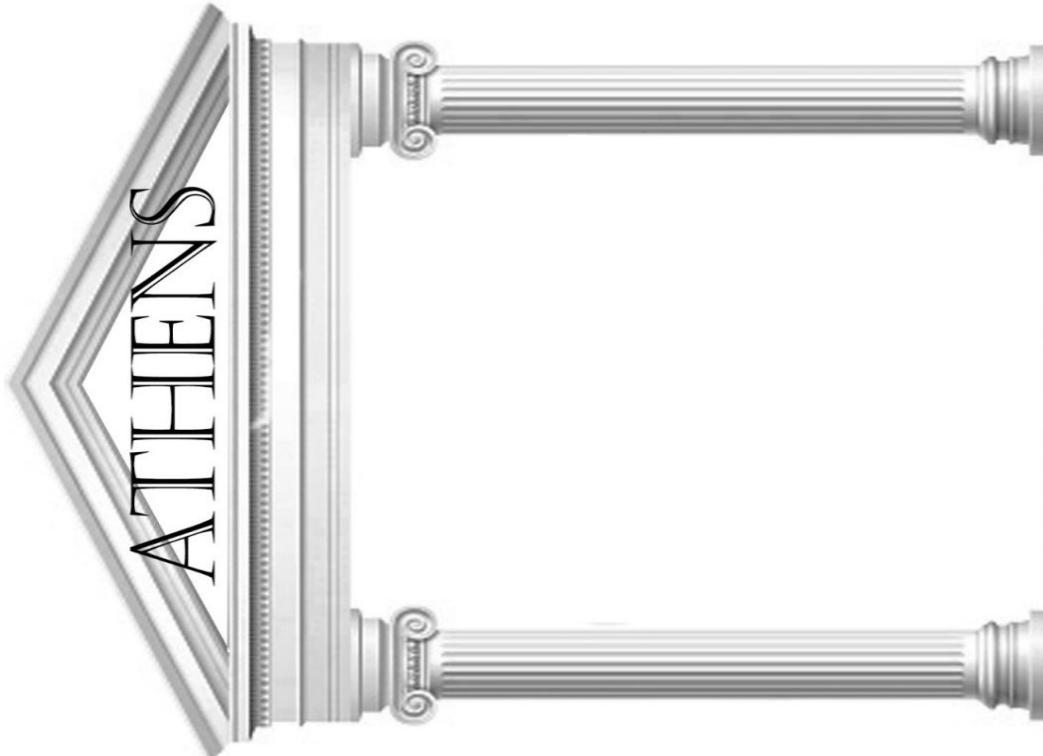
SOCIAL CONTRACT THEORY

FORCE THEORY

EVOLUTIONARY THEORY

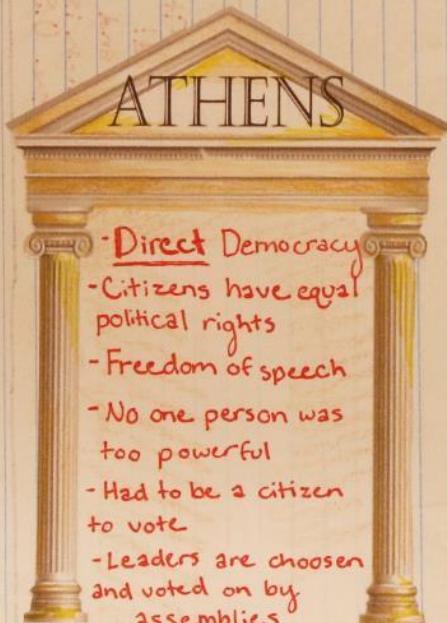
DEMOCRATIC ELEMENTS OF ATHENS AND ROME

Directions: The United States constitutional system incorporates democratic elements that were developed in Athens and Rome. First, cut out the graphic organizers below and **write the type of government** Athens had under the Athens arch and the type of government Rome had under the Rome arch. Second, **write the democratic elements** the United States constitutional system borrowed from Athens under the Athens arch and write the democratic elements the United States constitutional system borrowed from Rome under the Rome.



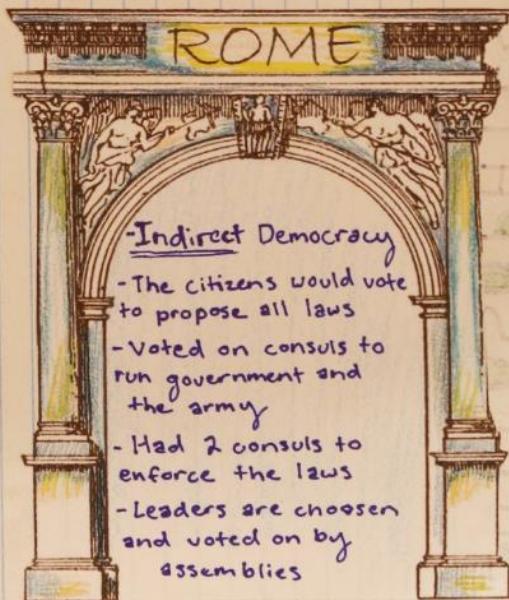
COMPLETED SAMPLE DEMOCRATIC ELEMENTS OF ATHENS AND ROME

DEMOCRATIC ELEMENTS OF ATHENS AND ROME



Direct Democracy

- Citizens have equal political rights
- Freedom of speech
- No one person was too powerful
- Had to be a citizen to vote
- Leaders are chosen and voted on by assemblies

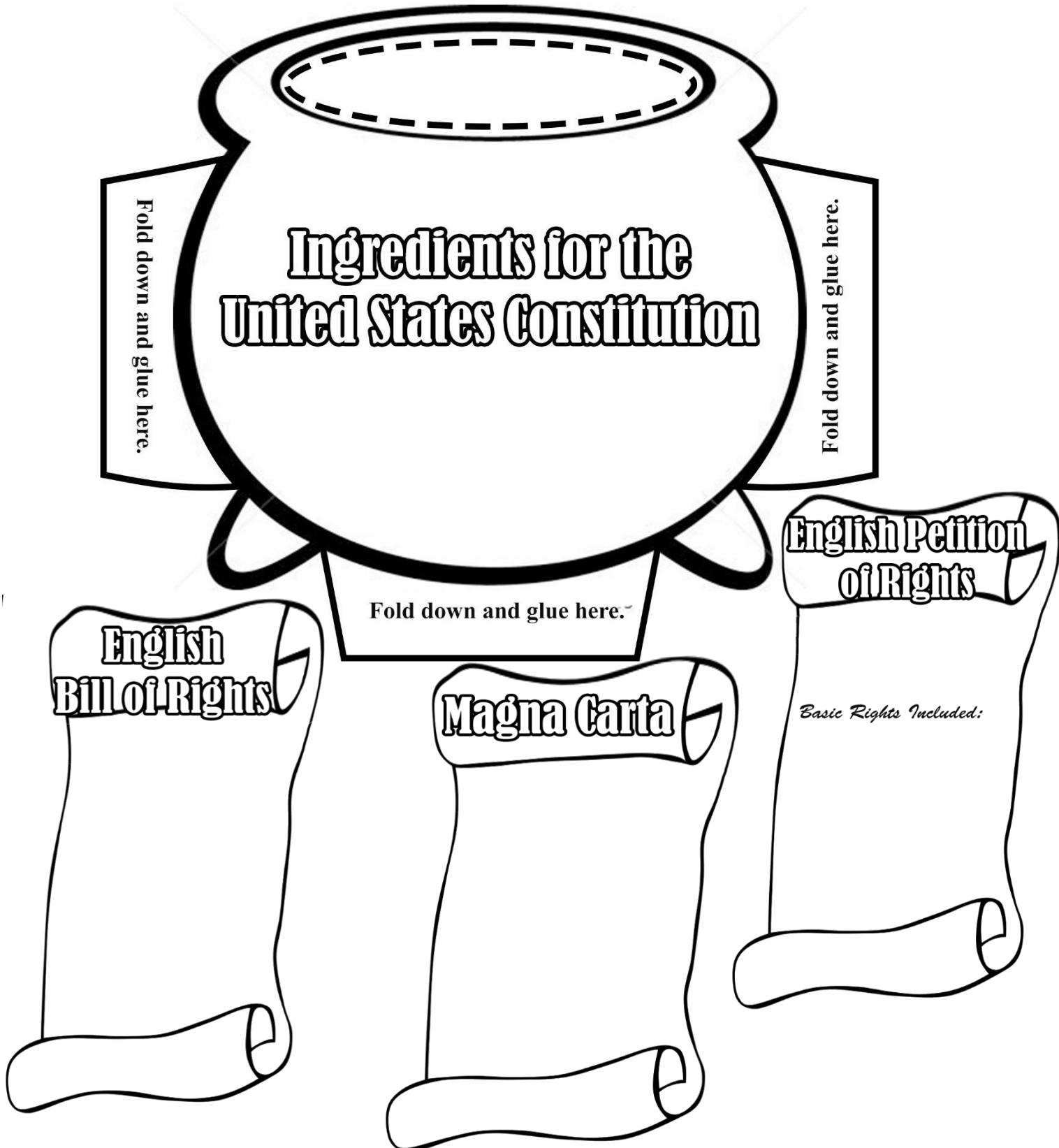


Indirect Democracy

- The citizens would vote to propose all laws
- Voted on consuls to run government and the army
- Had 2 consuls to enforce the laws
- Leaders are chosen and voted on by assemblies

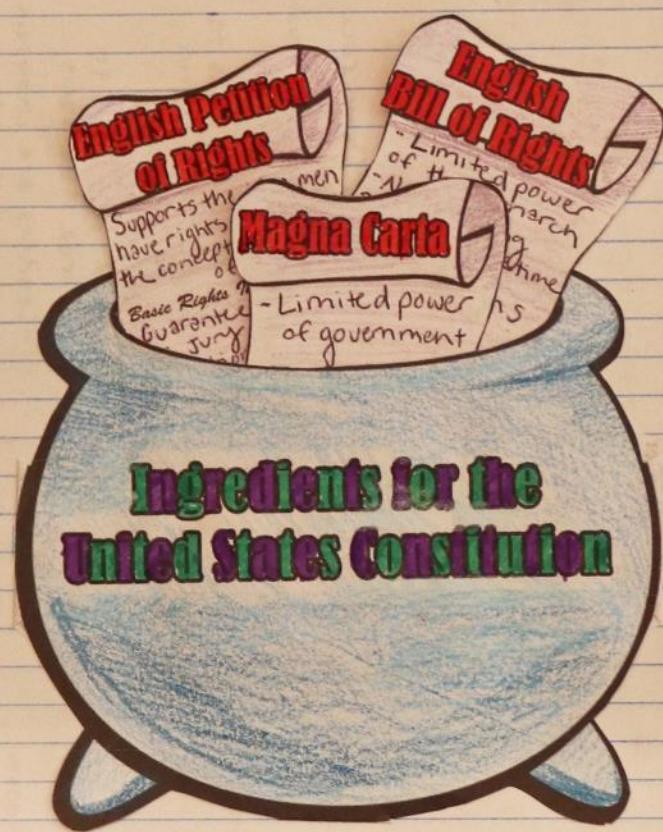
PHILOSOPHIES THAT SHAPED OUR CONSTITUTION

Directions: America's constitutional system of government incorporated ideas from the Magna Carta, the English Petition of Rights, and the English Bill of Rights. Cut out the cooking pot below and fold & glue it so the cut-out documents can be placed inside. On each document, **list the political philosophies from that document that shaped the development of the United States constitutional government.** Then on the bottom of your notebook, write which one of the documents you believe was the most important and why.



COMPLETED PHILOSOPHIES PAGE

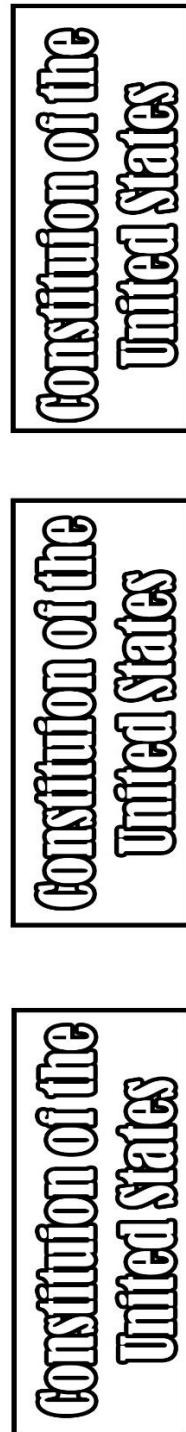
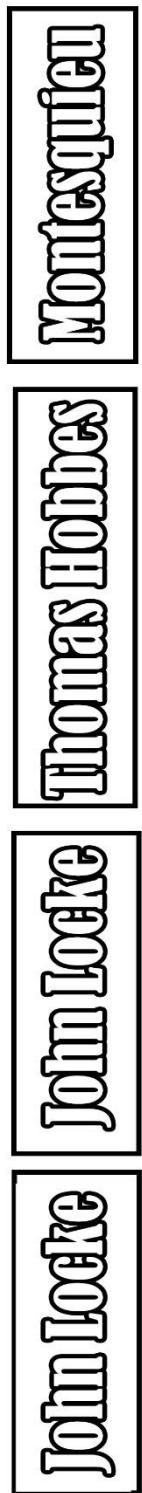
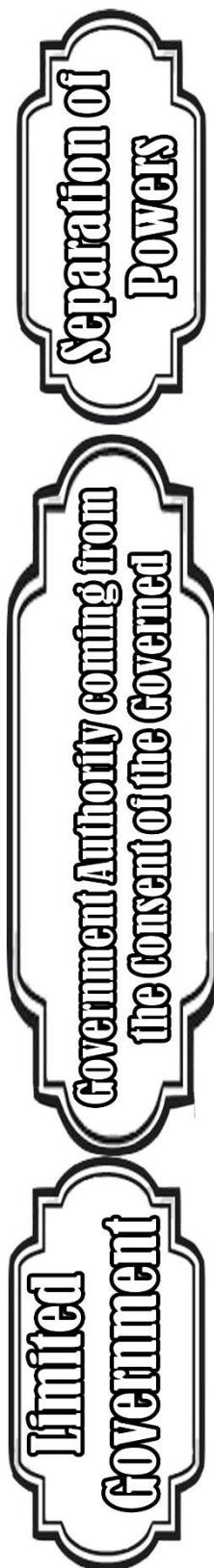
POLITICAL PHILOSOPHIES



I believe the Magna Carta was the most important document because without it we wouldn't be separated from England! It also limits the government's power and gives citizens fundamental rights which is what I believe is the basis of the U.S!

FUNDAMENTAL POLITICAL PRINCIPLES

Directions: Principles of government and law developed by leading European political thinkers Thomas Hobbes, John Locke, and Montesquieu may be found in the Declaration of Independence and the Constitution of the United States. Cut out all the squares below. First, **glue the political principles** “Limited Government”, “Government Authority coming from the Consent of the Governed” and “Separation of Powers” on the top of the page. Second, **glue the political thinker's name under the principle/principles they supported**. Third, **glue the historical documents** under the principle that shaped it. Finally, at the bottom of the notebook page explain the significance of each.



COMPLETED FUNDAMENTAL POLITICAL PRINCIPLES

FUNDAMENTAL POLITICAL PRINCIPLES

Government Authority coming from the Consent of the Governed

Limited Government

John Locke

Constitution of the United States

Declaration of Independence

Thomas Hobbes

John Locke

Declaration of Independence

Separation of Powers

Montesquieu

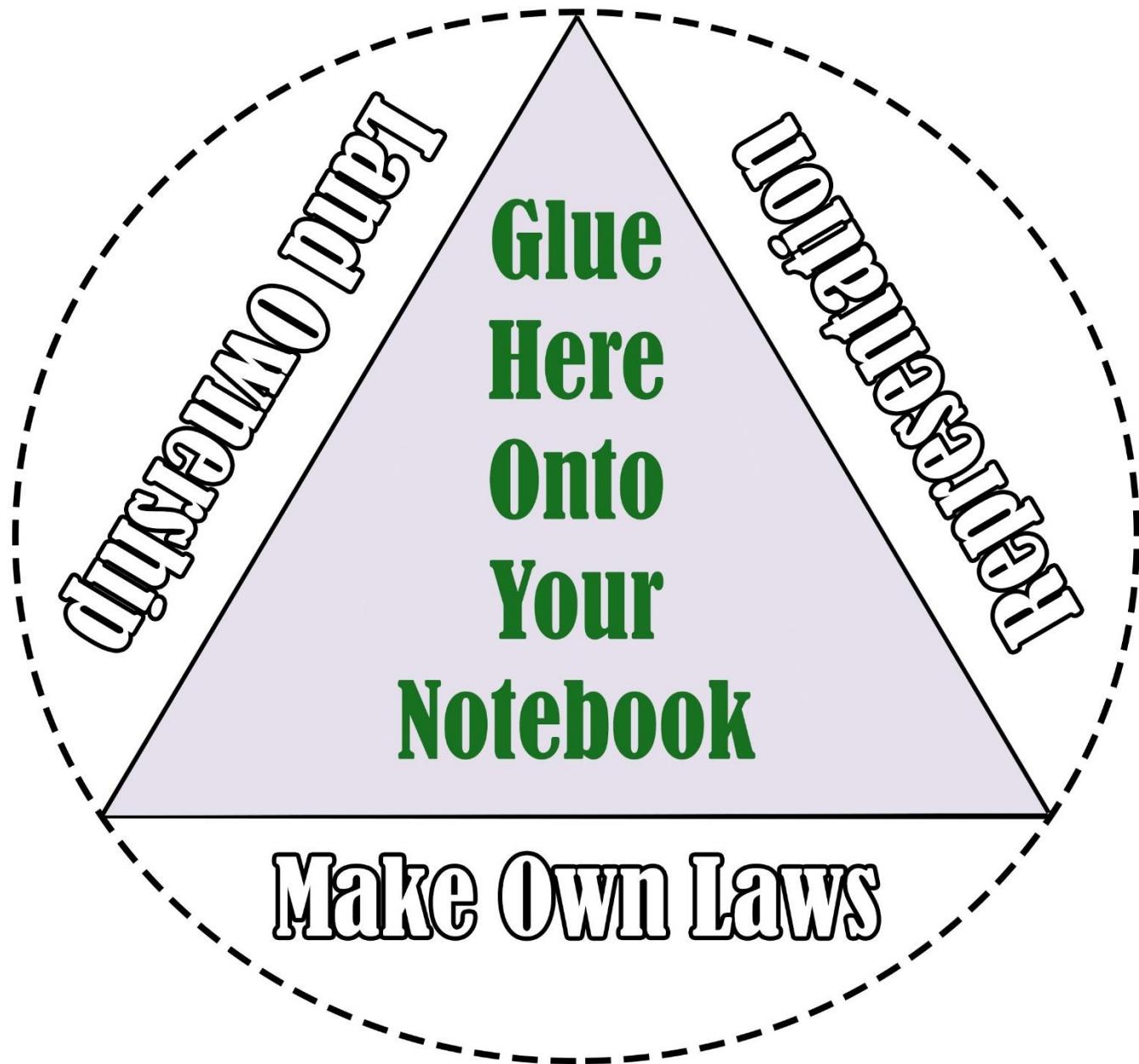
Constitution of the United States

Constitution of the United States

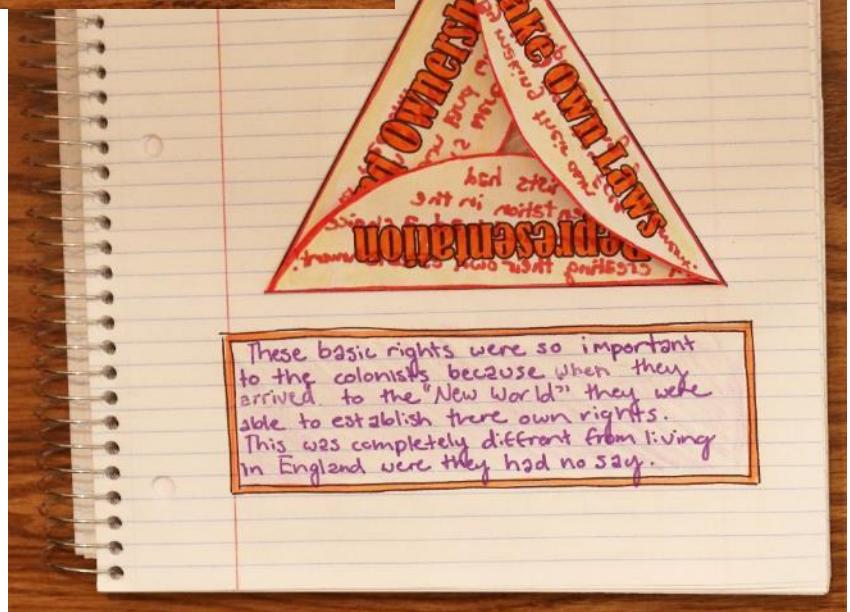
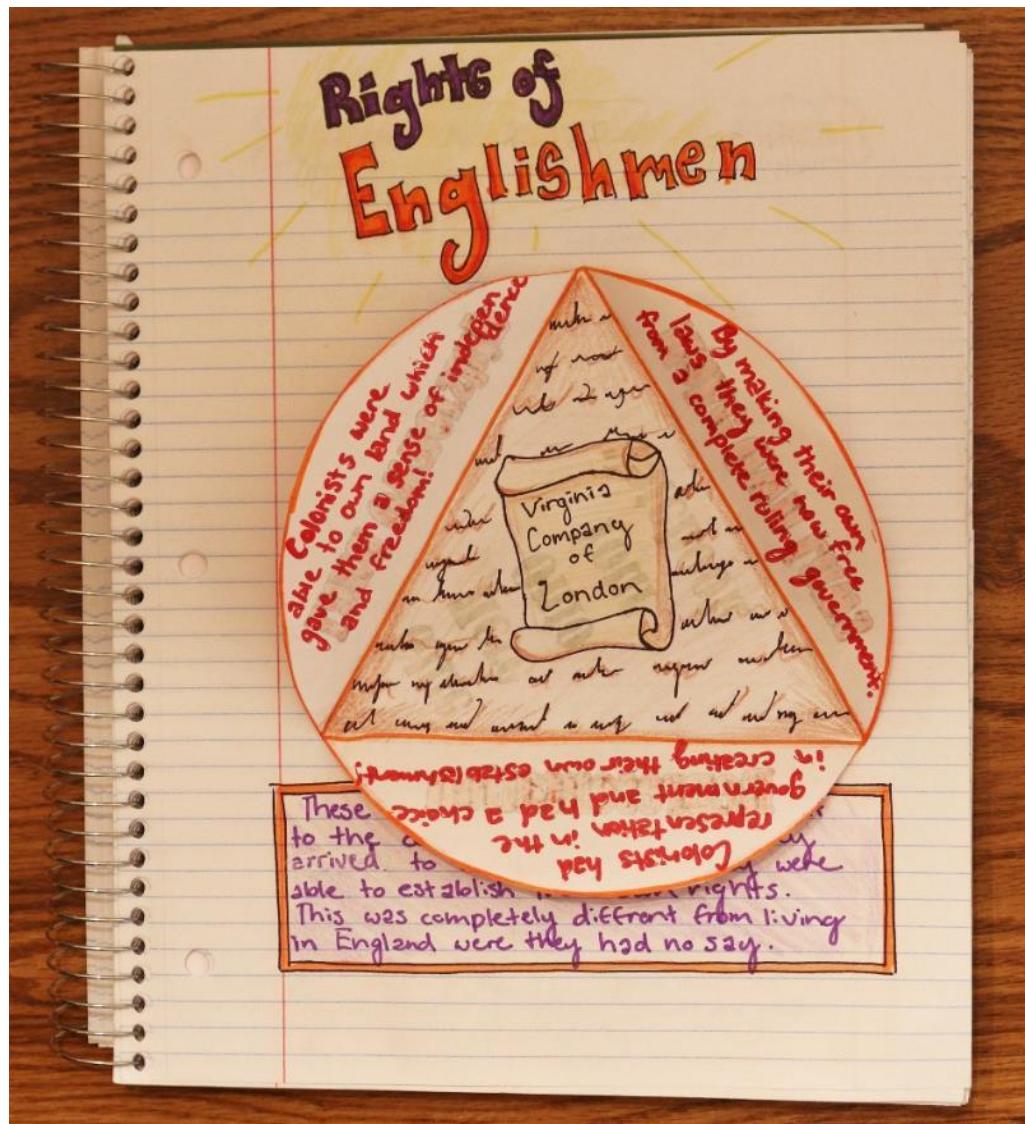
Limited government keeps us from getting a dictator. By having government authority coming from the consent of the governed we're able to have voting and a say on important decisions in our country. Separation of powers makes sure no one group of the government gets too powerful!

THE RIGHTS OF ENGLISHMEN

Directions: The charters of the Virginia Company of London extended the rights of Englishmen to the colonists. Cut out the circle below and glue into your notebook. Explain what **each basic right** is under the flaps. On the bottom of the page **explain why these basic rights were so important** to the colonists.



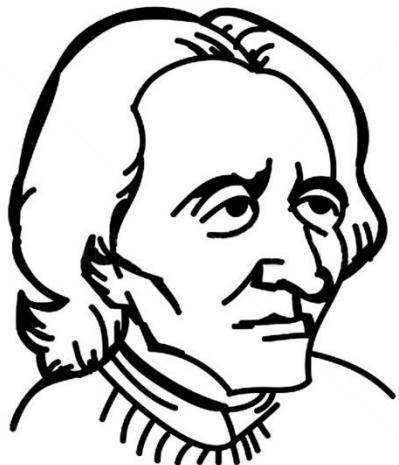
COMPLETED RIGHTS OF ENGLISHMEN



NATURAL RIGHTS: JOHN LOCKE VS. ROUSSEAU

Directions: The Declaration of Independence is an expression of natural rights philosophies. Cut out the rectangle with John Lock and Rousseau and glue it on the top of your notebook page. Underneath each philosopher, **explain the natural rights philosophies of John Locke and Jean-Jacques Rousseau** expressed in the Declaration of Independence.

John Locke



Rousseau



COMPLETED NATURAL RIGHTS: JOHN LOCKE VS. ROUSSEAU

NATURAL RIGHTS: JOHN LOCKE VS. ROUSSEAU

John Locke



Rousseau



- Believed that government is based on an agreement between people and their rulers (social contract).

- He felt that people have the right to life, liberty and property.

- Believed that all men are equal

- Direct government by the people

- Believed the majority vote should decide the general will and direction of the country

THE MAYFLOWER COMPACT

Directions: The Mayflower Compact was the first governing document of Plymouth Colony. Cut out the graphic organizer below and glue down where indicated into your notebook. Then title the page “The Mayflower Compact”. After reading the text of the document, complete the graphic organizer by responding to the titles with notes for each one.

Fold down and glue to your notebook here so that you can unfold the 5 sections.

WHO?

Who were the people who wrote this document?

WHAT?

What action were they undertaking with this document?

WHY?

Why did they write the document?

WHERE & WHEN?

Where and when was this document created?

HOW?

How has this document impacted America?

COMPLETED MAYFLOWER PAGE

Mayflower Compact

WHO?

Who were the people who wrote this document?

The male Separatists + Puritans (the Pilgrims)
Aboard the Mayflower who wished to settle
A New Colony in NEW ENGLAND.

WHAT?

What action were they undertaking with this document?

They set out to create "just and equal laws" and
to "meet...for the general good of the Colony." This
was a basic set of laws + government for them.

WHY?

Why did they write the document?
They were creating a new colony outside of their jurisdiction
and needed laws that would ensure a civil society
that they all could follow.

WHERE & WHEN?

Where and when was this document created?

It was created Aboard the Mayflower At
Cape Cod on Nov. 11, 1620.

HOW?

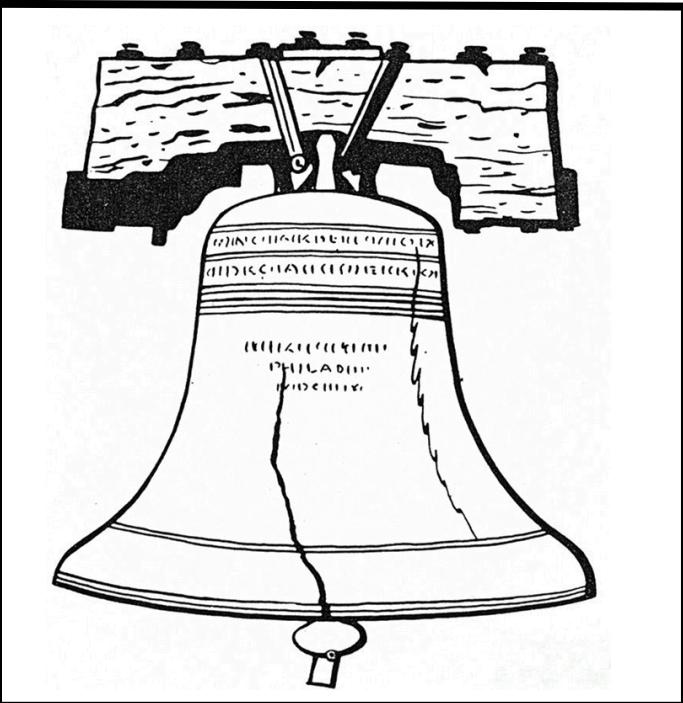
How has this document impacted America?

This provided the basis for self-rule in the
Colonies AND the idea that the people could set their
own laws and create their own government.

DOCUMENTS AND MEN WHO SHAPED AMERICA

Directions: Virginians played key roles in securing individual liberties. Cut out the documents and draw a picture to represent it on the front. On the back, write the **name of the person who wrote it** and **important attributes** of that document. For the “Father of the Constitution”, write **who the father of the constitution is** and **what he did to earn that title**. Cut out the image of the Liberty Bell and fold and glue it so it becomes a pouch that you can place the cut-outs in. Finally, at the bottom of your page, explain why these are all relevant today.

Glue and fold back



Glue and fold back

"FATHER OF THE CONSTITUTION"

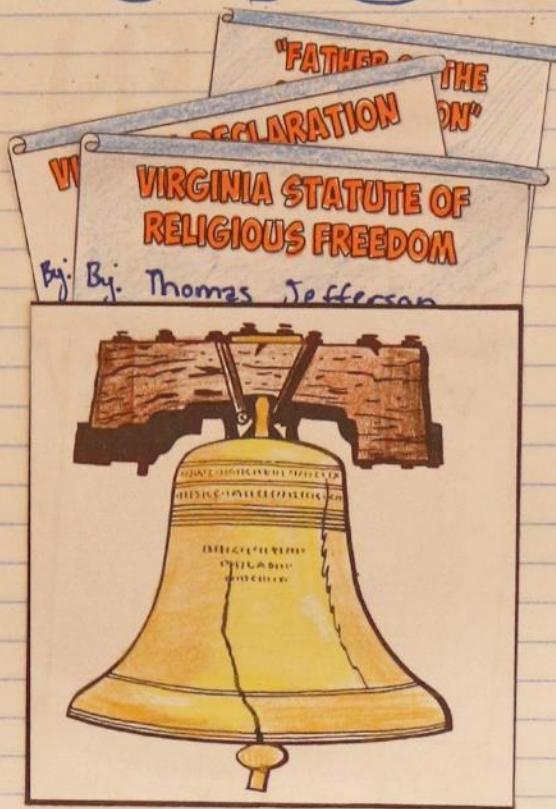


**VIRGINIA
DECLARATION OF
RIGHTS**

**VIRGINIA STATUTE OF
RELIGIOUS FREEDOM**

COMPLETED DOCUMENTS AND MEN WHO SHAPED AMERICA

DOCUMENTS AND MEN WHO SHAPED AMERICA



These documents are the reason we are able to live such a free life today! The "Virginia Declaration of Rights" gives us the first amendment and is the basis for the Bill of Rights. James Madison authored many extremely popular U.S. Documents and is one of the most important men in U.S history. The "Virginia Statute for Religious Freedom" established one of the most important aspects of our country.

FUNDAMENTAL CONCEPTS OF DEMOCRACY

Directions: Concepts of democracy define and shape the meaning of United States citizenship. Cut out the graphic organizer and paste it in your notebook so that each flap can be lifted up. Under each fundamental concept of democracy, **write their definition.**

Glue Here Onto Your Notebook

Majority Rule

Minority Rights

Compromise

Equality

Individual Freedom

COMPLETED FUNDAMENTAL CONCEPTS OF DEMOCRACY

FUNDAMENTAL CONCEPTS OF DEMOCRACY



Majority Rule



Majority Rights



Compromise



Equality



Individual Freedom

CITIZENSHIP AND NONCITIZENS

Directions: What does it mean to be a citizen of the United States? Cut out the rectangle and paste into your notebook. On the front of the flap, **define each concept**. Under the citizenship flap, **write the principles** that define being a citizen. Under the noncitizen flap, **explain** how you can become a citizen. Finally, draw a picture on the top of the flaps to represent each side.

CITIZENSHIP

Glue Here
onto Your
Notebook

NONCITIZENS

COMPLETED CITIZENSHIP AND NONCITIZENS PAGE

NONCITIZEN and CITIZEN



Being a citizen of the U.S. means you are apart of a nation that makes you free to make your own decisions. It's being a part of a society that tries to keep you safe.

Citizenship

- A person receives American citizenship by virtue of being born in the U.S.
- Citizenship can be given to those born to at least one US citizen anywhere in the world

Noncitizen

- All persons not meeting the principles of citizenship may become a US citizen through the naturalization process
- The naturalization process is the way that a person not born in the U.S. voluntarily becomes a U.S. citizen

Being a citizen of the U.S. means you are apart of a nation that makes you free to make your own decisions. It's being a part of a society that tries to keep you safe.

FEDERALISTS VS ANTI-FEDERALISTS

Directions: The debates over ratification of the Constitution of the United States focused on powers given to the national government and the protection of individual rights. Cut out the graphic below and paste it in your notebook. In each respective box, **explain the position** of the federalists and anti-federalists. On the bottom of the page, **answer these quesetions**.

1. Out of the thirteen states, how many states were needed to ratify the constitution? 2. What were *The Federalist Papers*?

Federalist
Anti-Federalist

Federalist
Anti-Federalist

COMPLETED FEDERALISTS VS ANTI-FEDERALISTS

FEDERALISTS VS ANTI-FEDERALISTS

Federalist

Believed that a strong central government was the best way to protect freedom

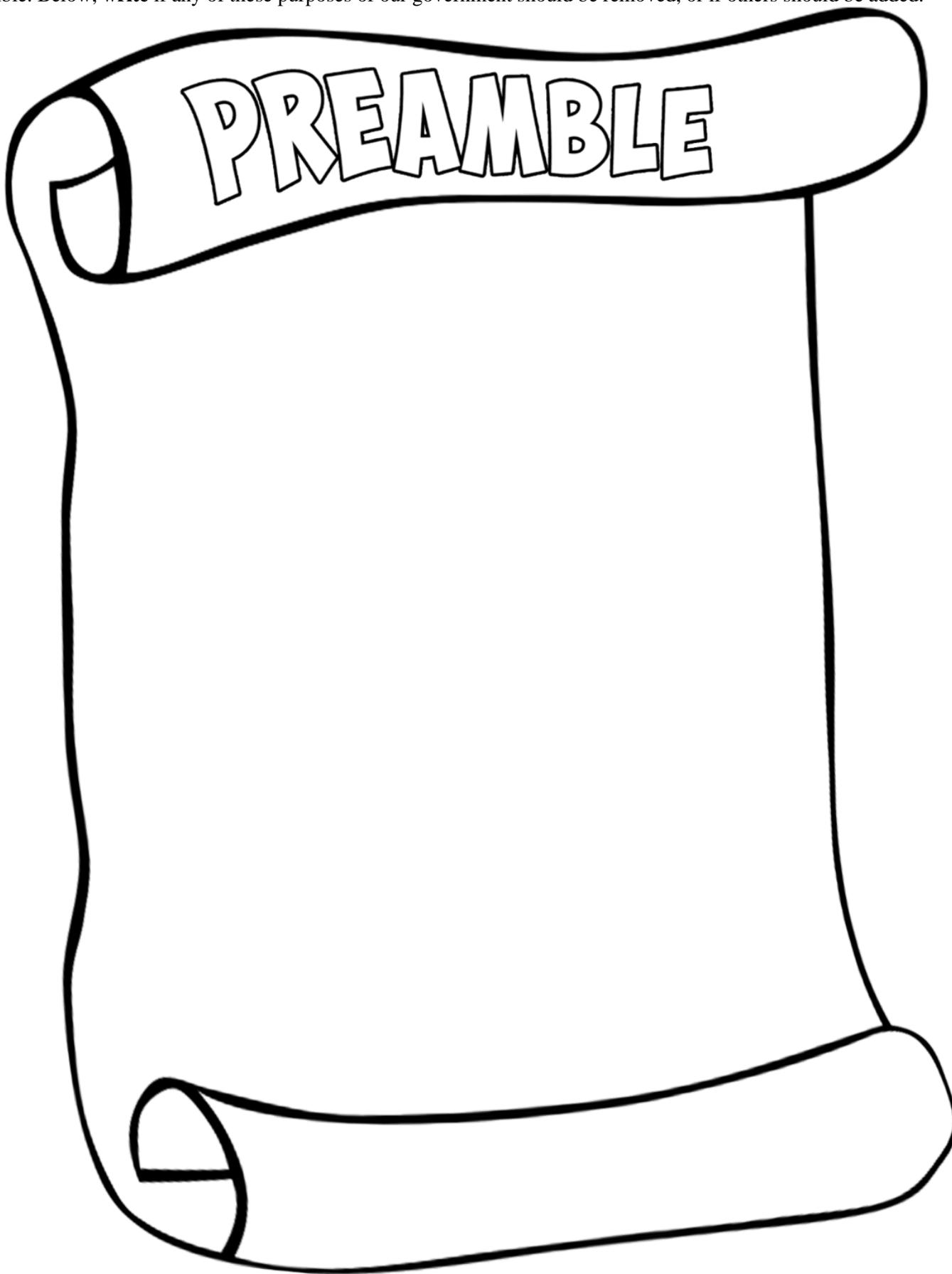
Anti-Federalist

Suspicious of a strong central government
Wanted Bill of Rights to protect personal liberties

1. Nine of thirteen states were needed to ratify the Constitution.
2. The Federalist Papers was a series of essays supporting adoption of the Constitution of the United States.

THE PREAMBLE OF THE CONSTITUTION

Directions: The purposes for government are established in the Preamble to the Constitution of the United States. Cut out the graphic below and paste it into your notebook. **List inside the “document”** the purposes for government as stated in the Preamble. Below, **write** if any of these purposes of our government should be removed, or if others should be added.



COMPLETED THE PREAMBLE OF THE CONSTITUTION

PREAMBLE

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

I think these purposes of government cover all the bases and none should be added or taken away.

Principles of the Constitution

Directions: The Constitution of the United States is based on fundamental principles that can be found in the writings of philosophers during the Age of Enlightenment.

Cut out the organizer on the right and glue it into your notebook.

Define each of the principles that make up the constitution.

DEFINITION

CONSENT OF THE GOVERNED

LIMITED GOVERNMENT

SEPARATION OF POWERS

CHECKS AND BALANCES

FEDERALISM

RULE OF LAW

COMPLETED PRINCIPLES OF THE CONSTITUTION

PRINCIPLES OF THE CONSTITUTION

DEFINITION

CONSENT OF THE GOVERNED

People are the only source of government power

LIMITED GOVERNMENT

The government may do only those things that the people have given it the power to do

SEPARATION OF POWERS

Government is divided into three branches—the legislative, executive, and judicial

CHECKS AND BALANCES

This is a system whereby each branch of government exercises some control over the others

FEDERALISM

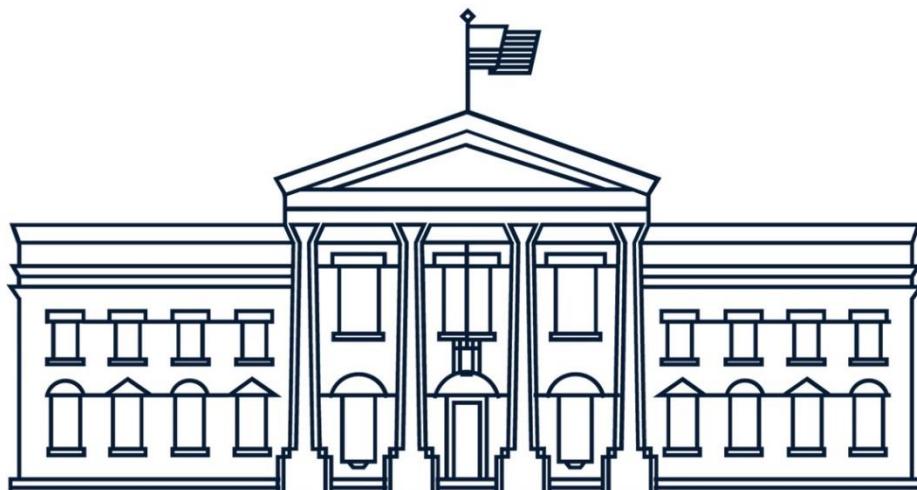
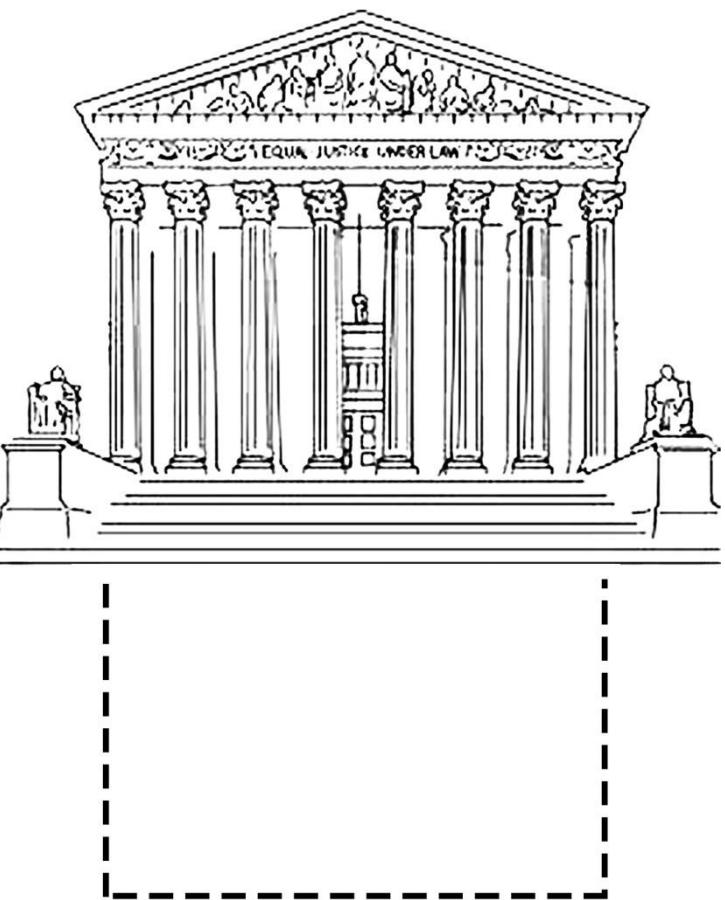
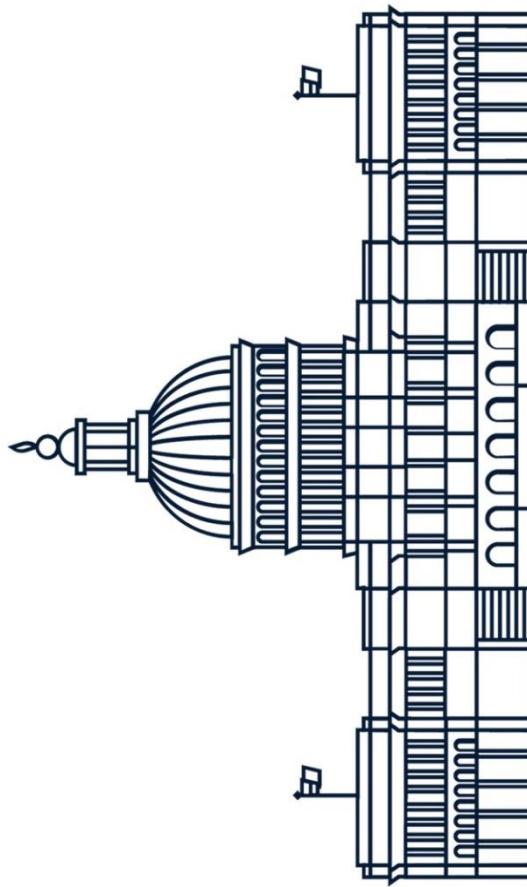
In this form of government, powers are divided between the national government and state governments

RULE OF LAW

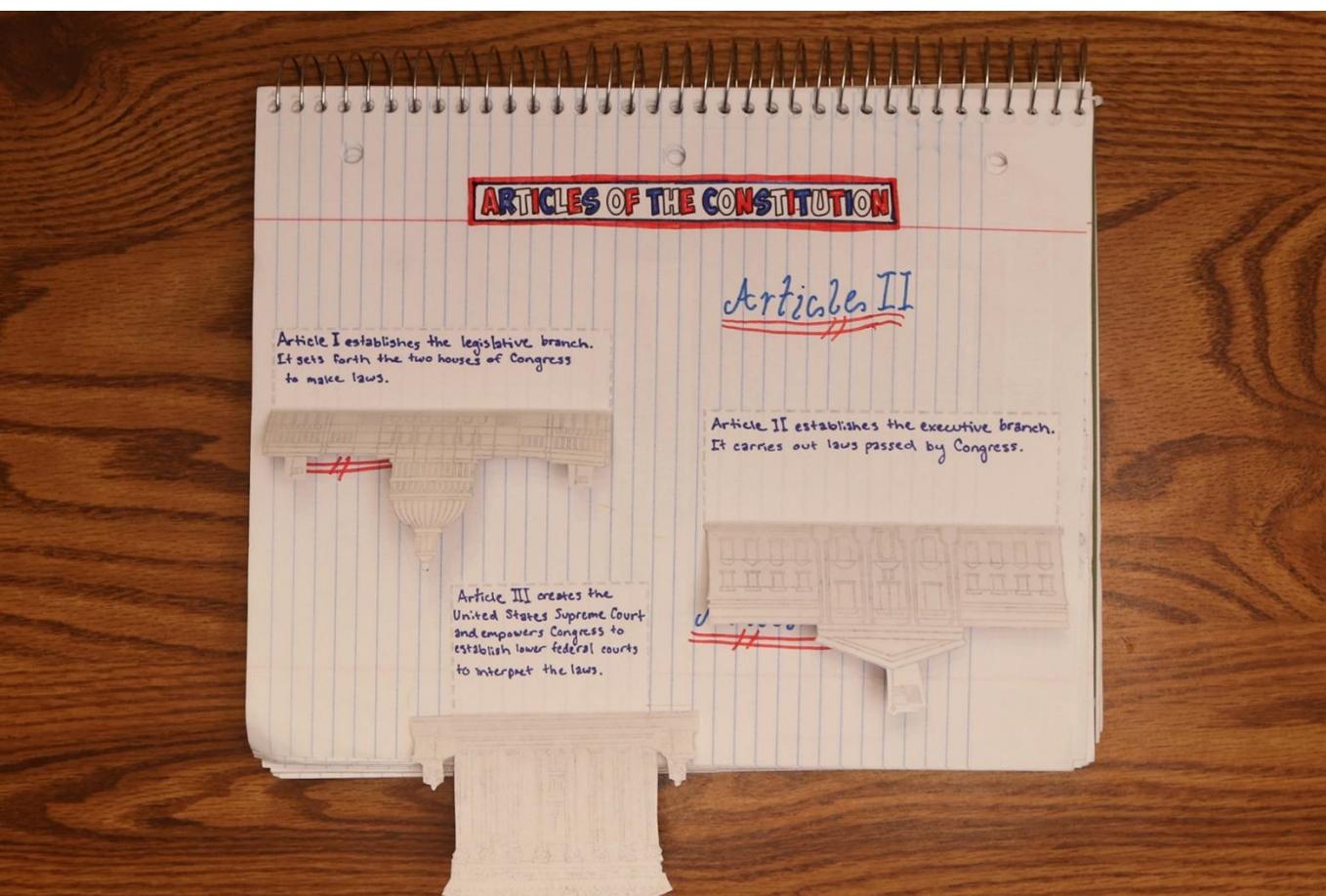
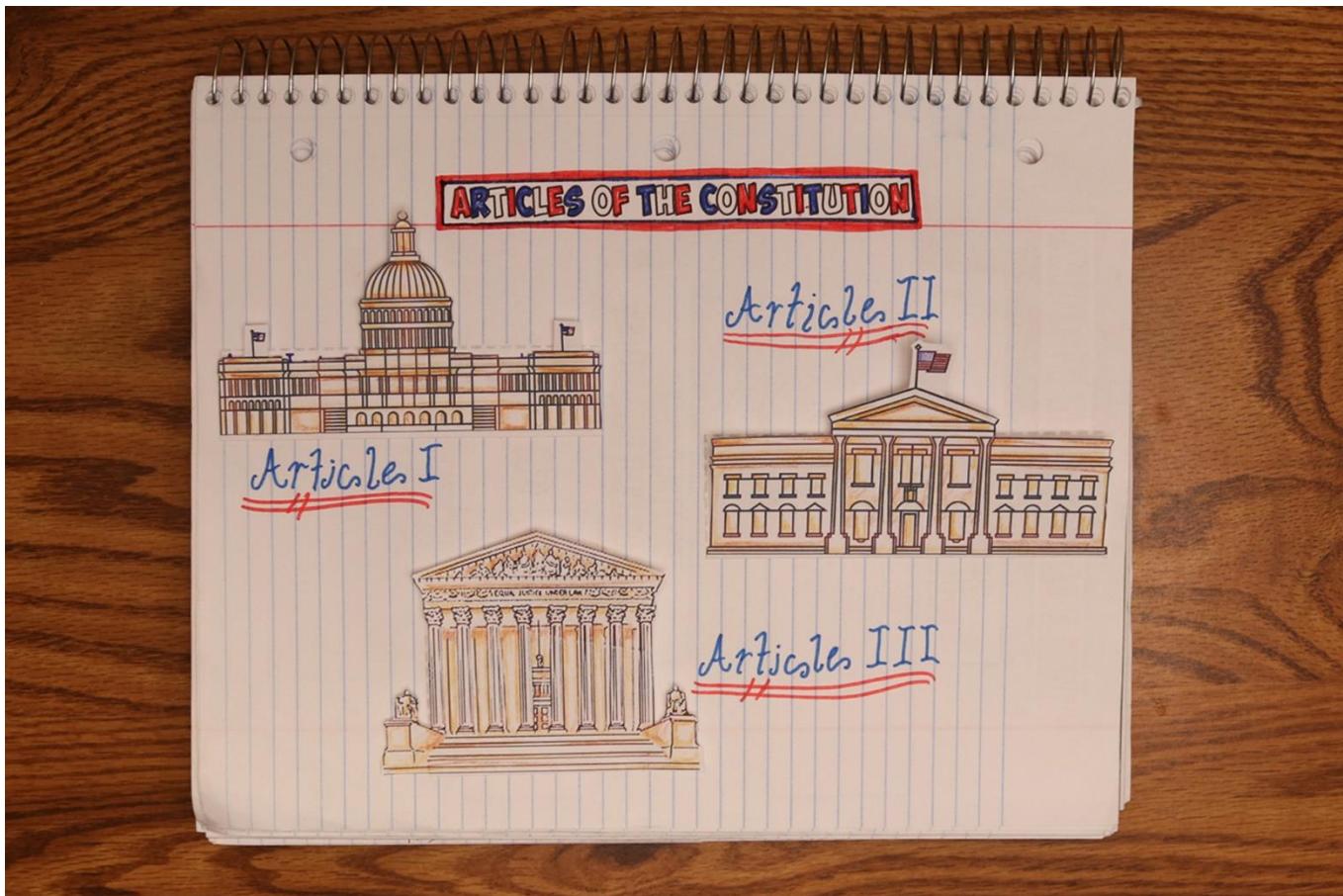
The Constitution of the United States is supreme, and all individuals are accountable under the law

ARTICLES OF THE CONSTITUTION

Directions: Articles I, II, and III of the Constitution of the United States establish three branches of government. Cut out the government buildings and the space underneath them. Glue the space down and fold the buildings up over it. On the space, **define** the structure of the national government outlined in Article I, Article II, and Article III.



COMPLETED ARTICLES OF THE CONSTITUTION



THE AMENDMENT PROCESS

Directions: The amendment process provides a way that the Constitution of the United States can remain responsive to the needs of a changing nation. Cut out the graphics below and glue only under the boxes with the writing and paste it into your notebook. Flip the blank boxes over and write one of the two answers under one of the boxes to the question ontop. Then draw a picture on top of each to represent it. On the **bottom** of your page, define “amendment” and answer how many amendments to the Constitution there has been to date.

**PROPOSING A NEW
AMENDMENT REQUIRES:**

OR

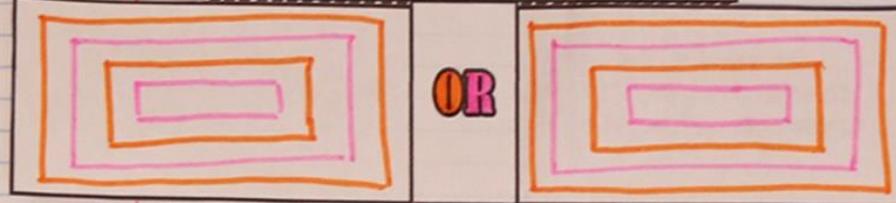
**RATIFYING A NEW
AMENDMENT REQUIRES:**

OR

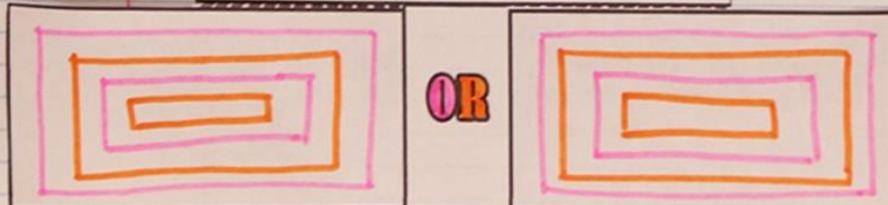
COMPLETED THE AMENDMENT PROCESS

THE AMENDMENT PROCESS

PROPOSING A NEW
AMENDMENT REQUIRES:



RATIFYING AN
AMENDMENT REQUIRES:

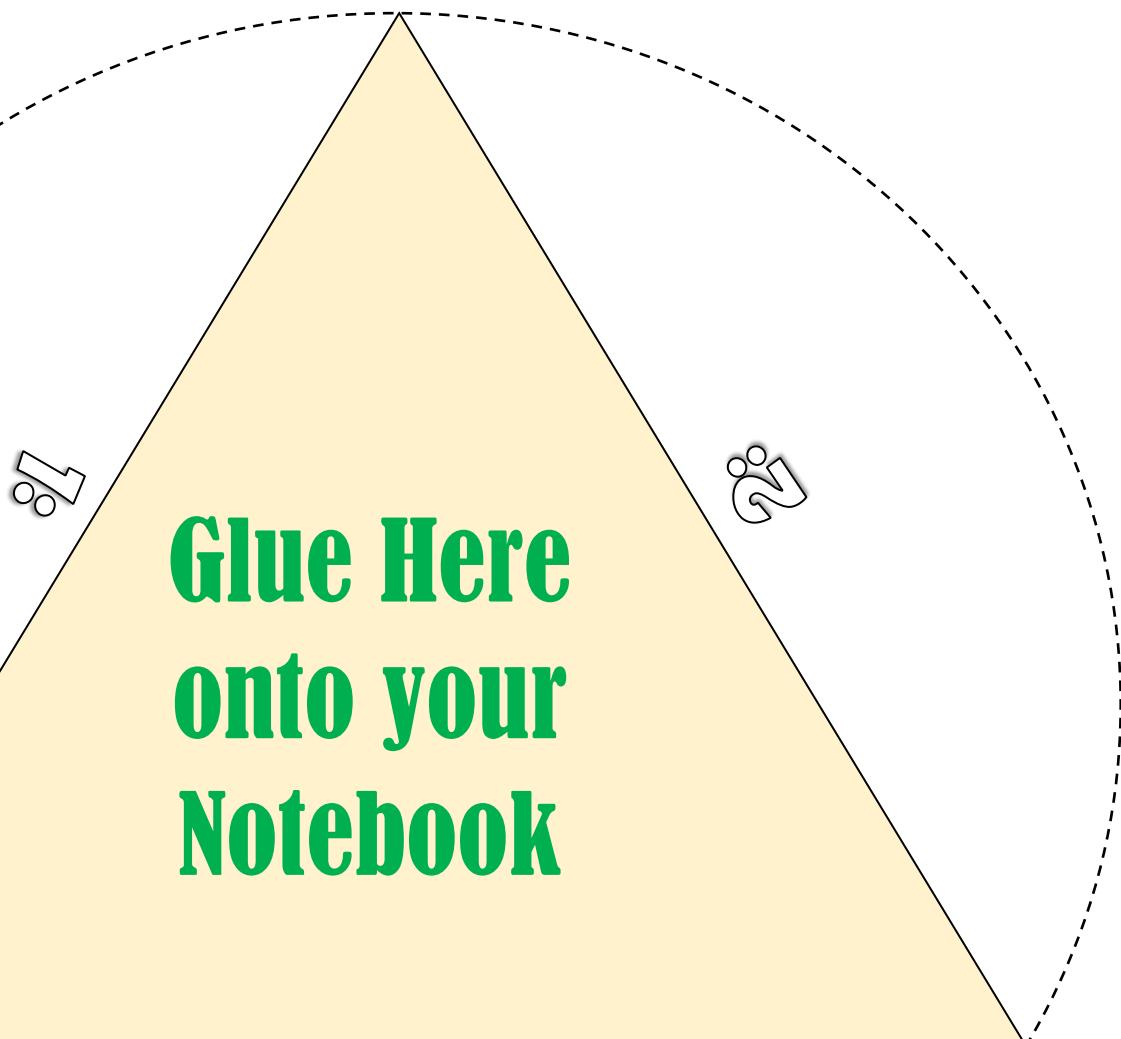


Amendment: A formal revision to
the Constitution, responding to
the needs of a changing nation

To date, there have been 27
amendments to the Constitution.

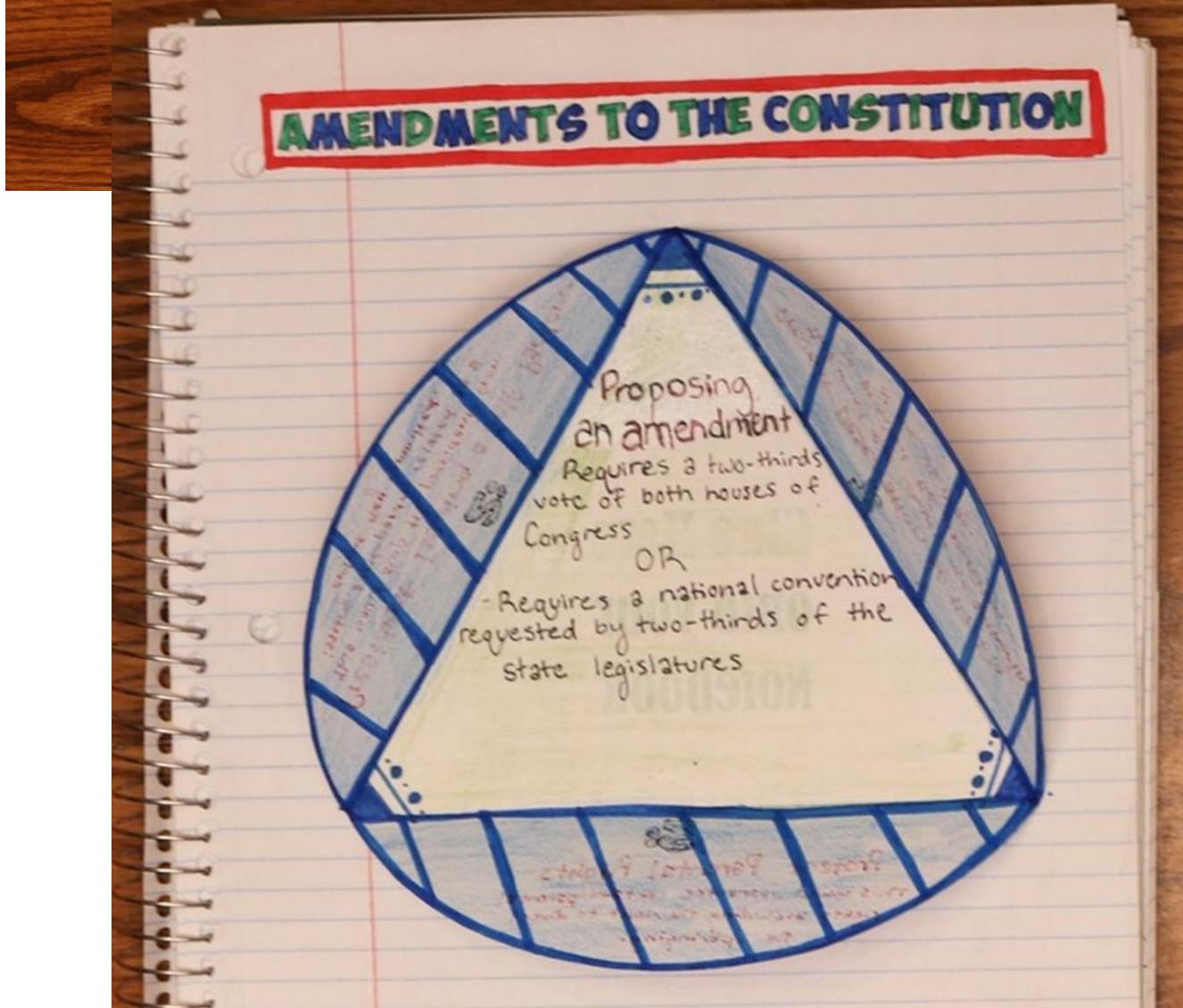
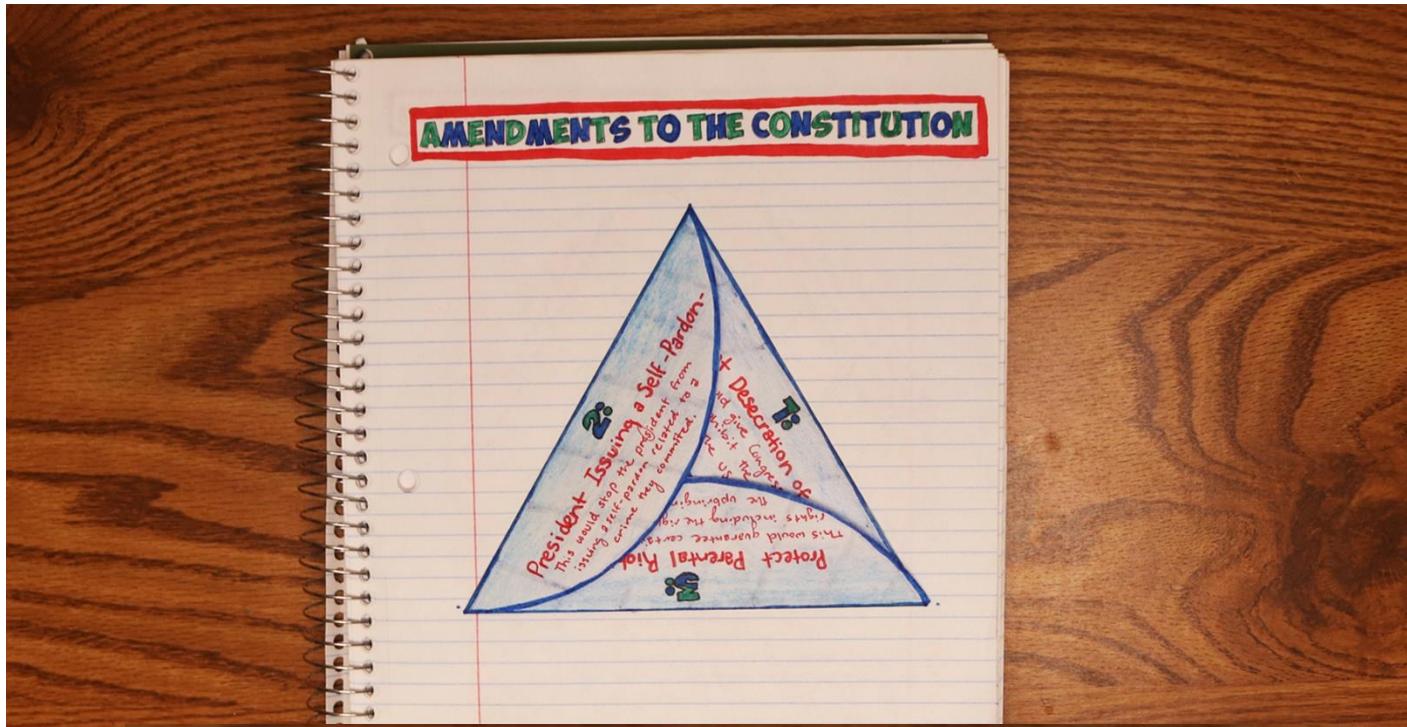
AMENDMENTS TO THE CONSTITUTION

Directions: Cut out the graphic organizer below and paste into your notebook. In the center of the graphic, explain the process for adding an Amendment to the Constitution. Then, brainstorm 3 current issues or possible topics for future Amendments and explain them on each of the 3 flaps.



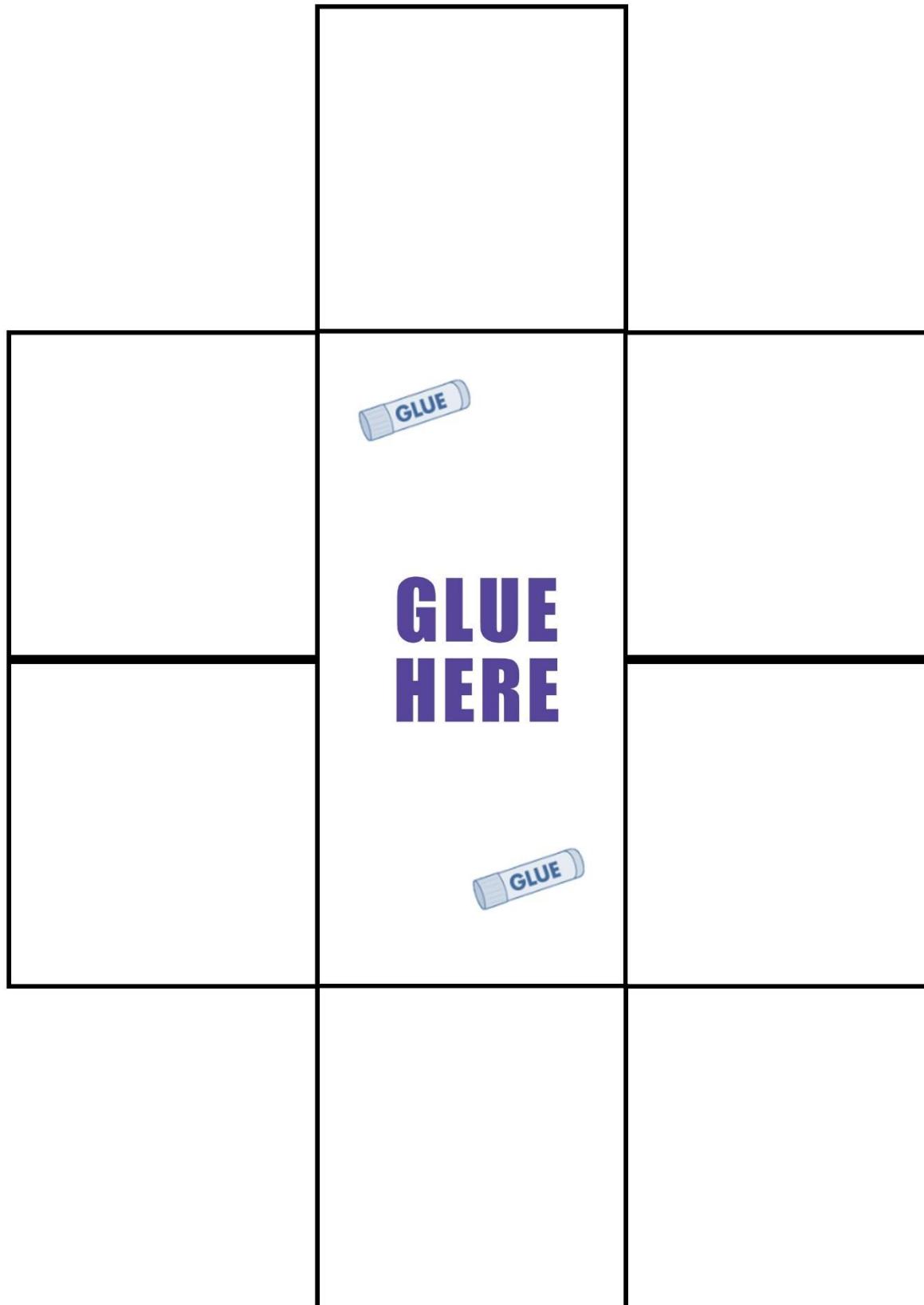
3:

COMPLETED AMENDMENTS TO THE CONSTITUTION

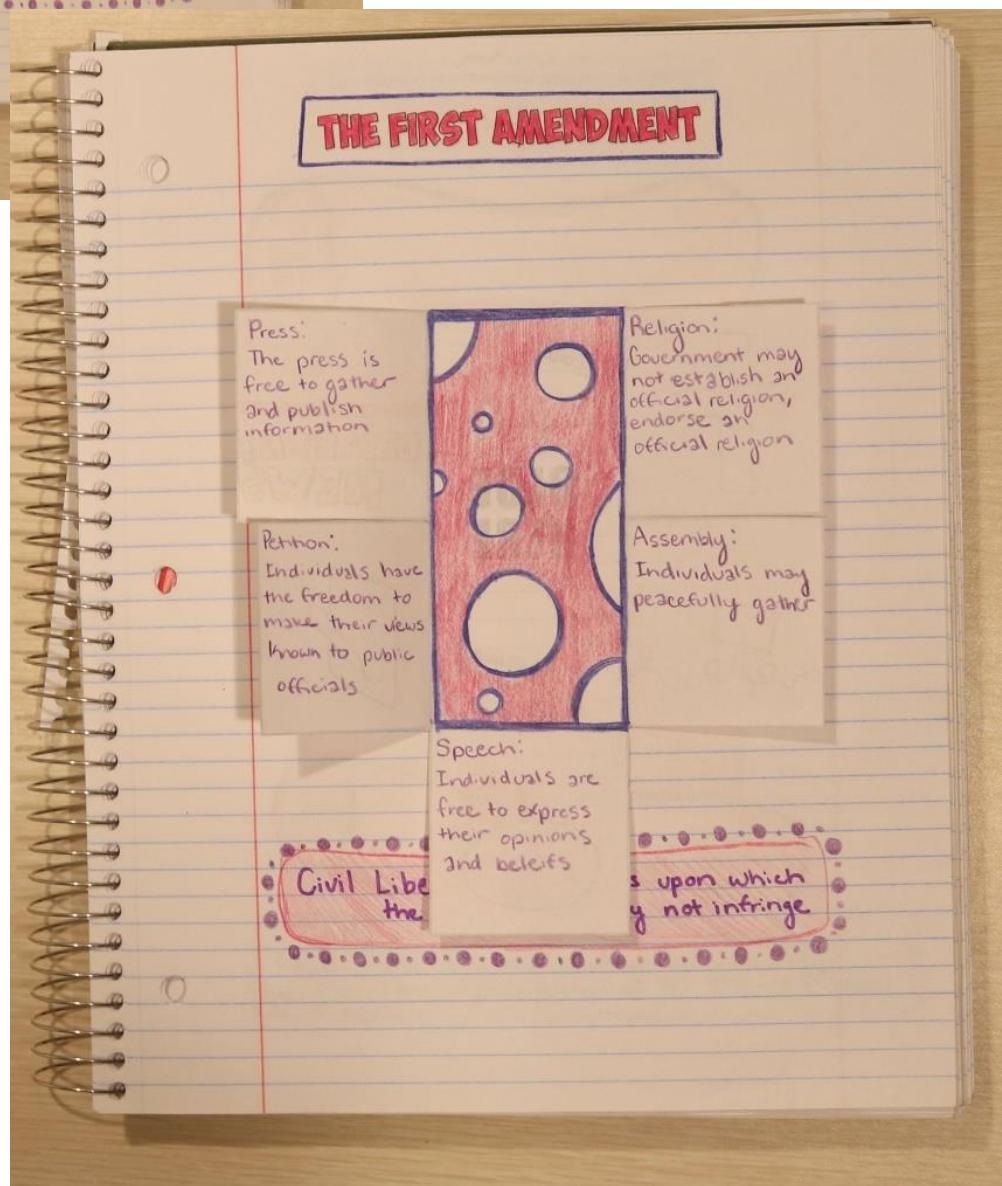
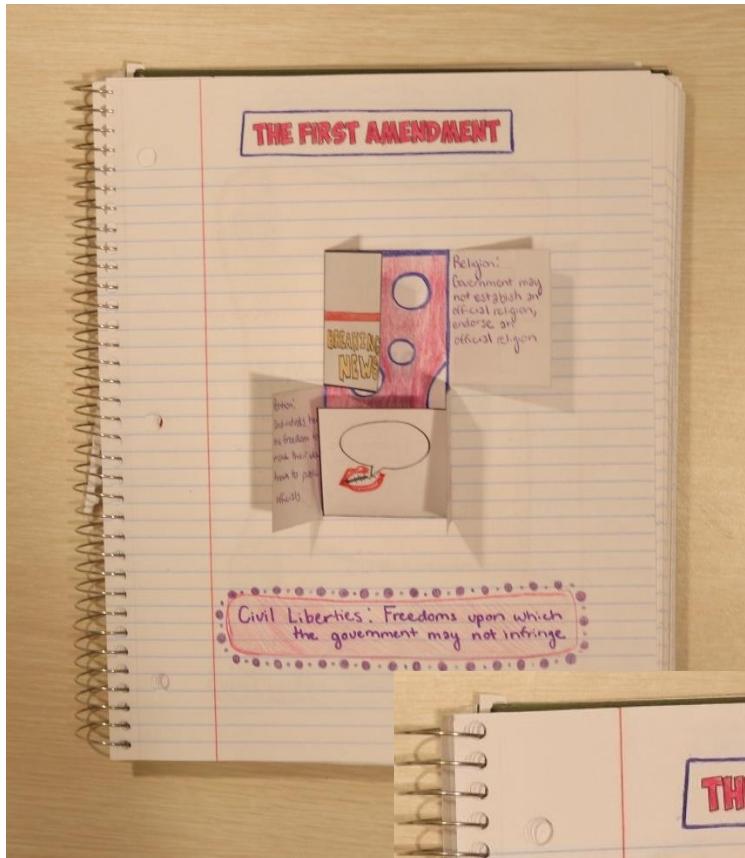


THE FIRST AMENDMENT

Directions: The First Amendment covers our five basic freedoms, and some argue it is the most important amendment. Cut out the activity below and glue the side it instructs you to glue into your notebook. Fold over the square flaps and on each one draw a picture of one of the First Amendment freedoms. On the back of the flap, tell more about it. Then, on the bottom of your notebook page, define civil liberties.

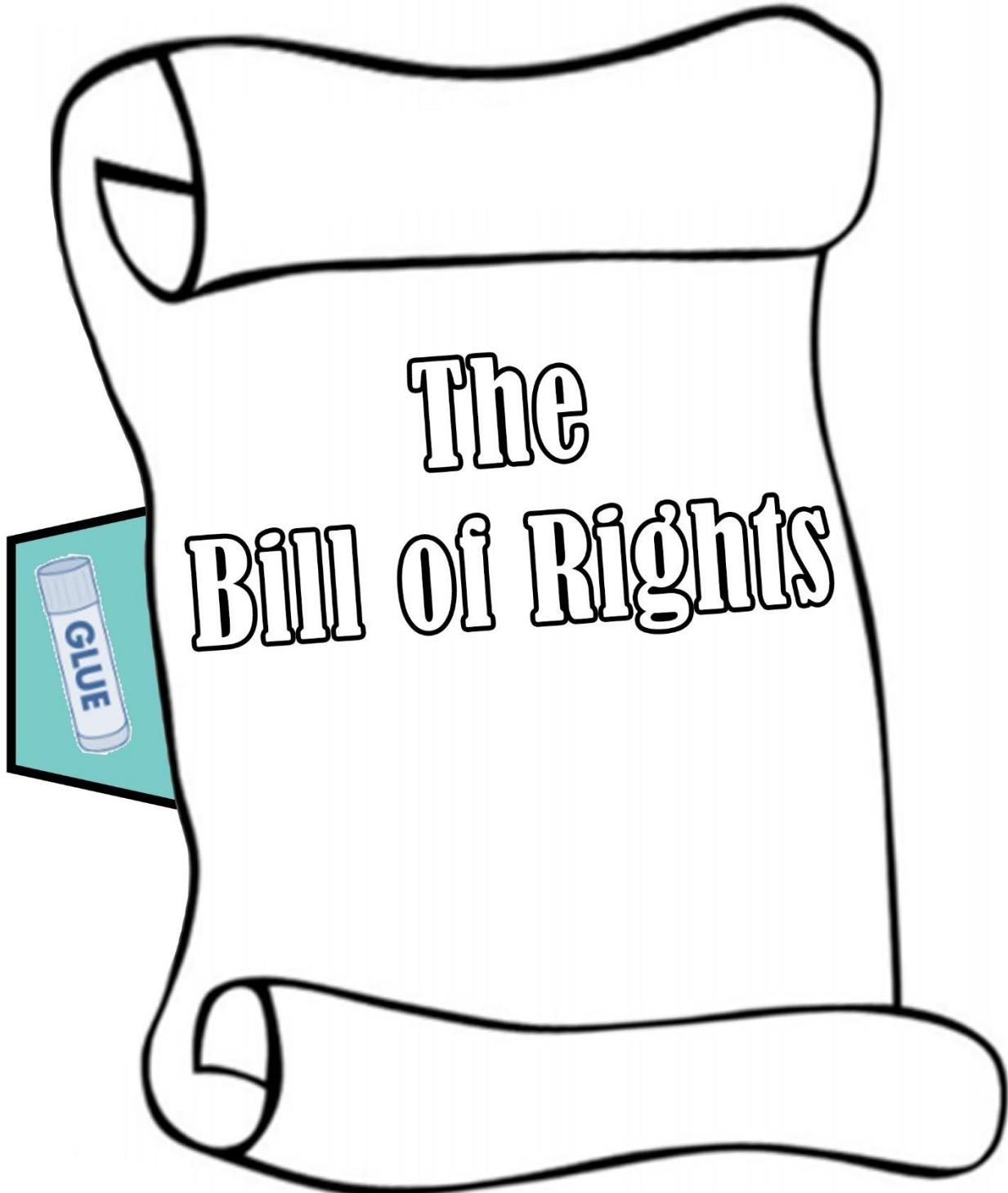


COMPLETED THE FIRST AMENDMENT

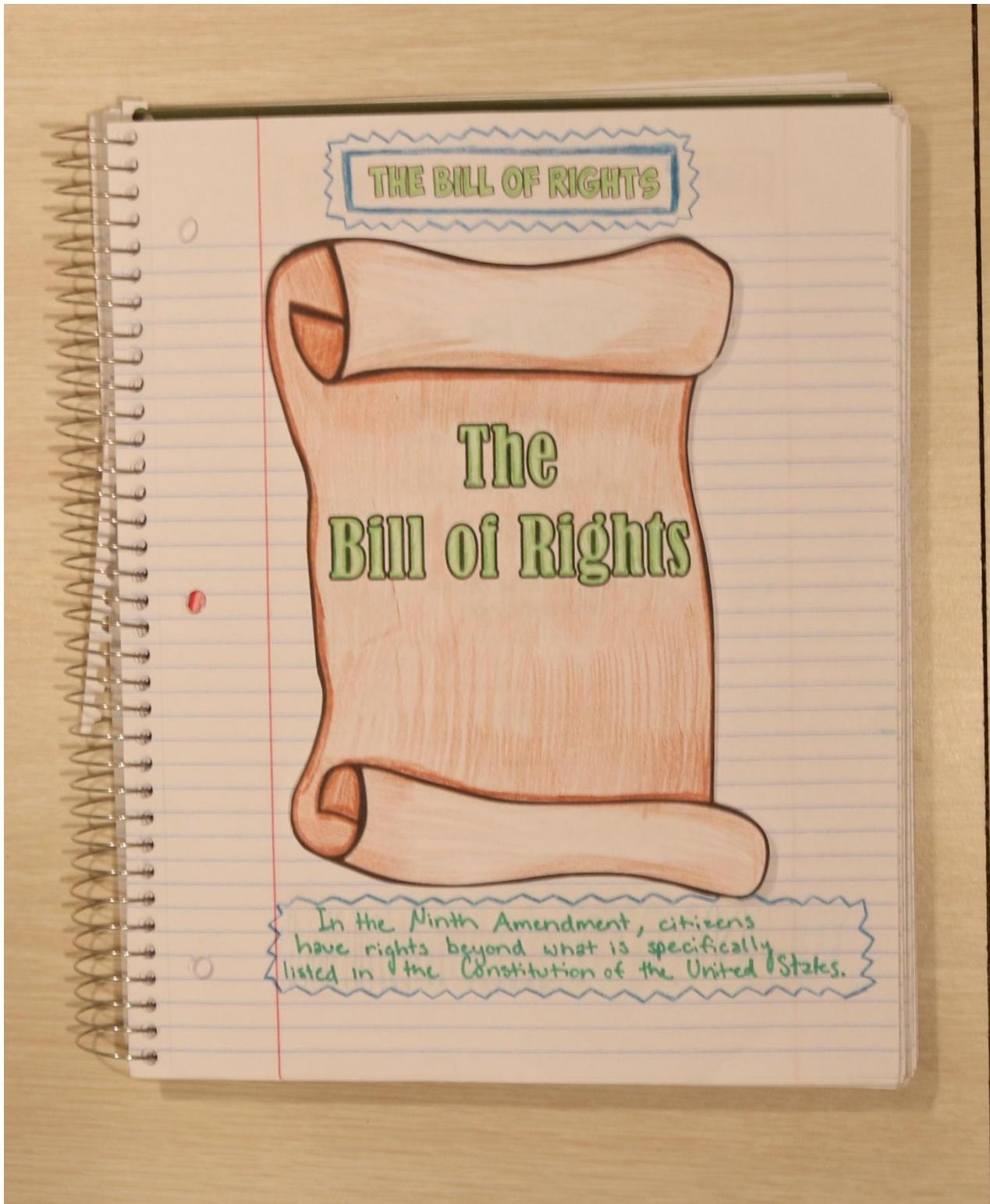


THE BILL OF RIGHTS

Directions: The first 10 amendments to the Constitution, known as the Bill of Rights, outline American civil liberties. Cut out the graphic below and glue it into your notebook. Behind the “Bill of Rights” cutout, write what the Bill of Rights protects citizens from. On the bottom of your notebook page, explain the role of the Ninth Amendment.

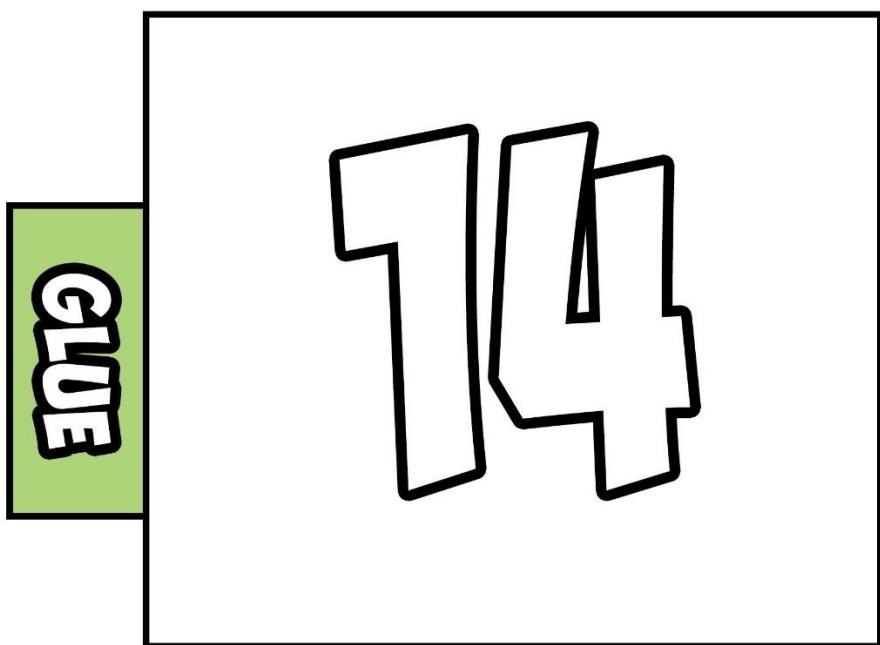
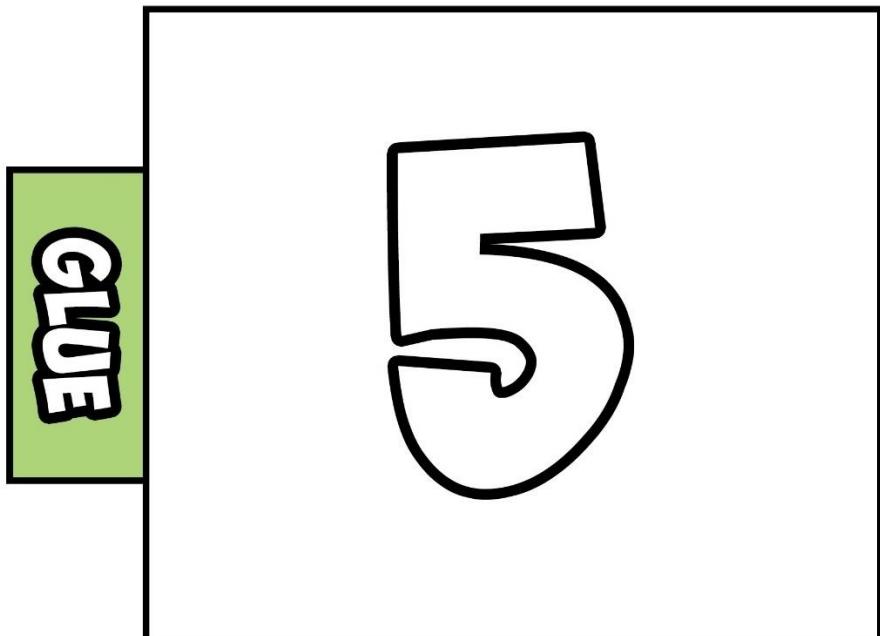


COMPLETED THE BILL OF RIGHTS



UNDERSTANDING DUE PROCESS

Directions: The right to due process of law is outlined in Amendments to the Constitution. Cut out the activity below and glue it into your notebook. Under the square labeled “5”, write how the 5th Amendment protects the due process of law. Under the square labeled “14”, write how the 14th Amendment protects the due process of law. On the bottom of your notebook page, write what the two due processes of the law are and define them.



COMPLETED UNDERSTANDING DUE PROCESS

UNDERSTANDING DUE PROCESS



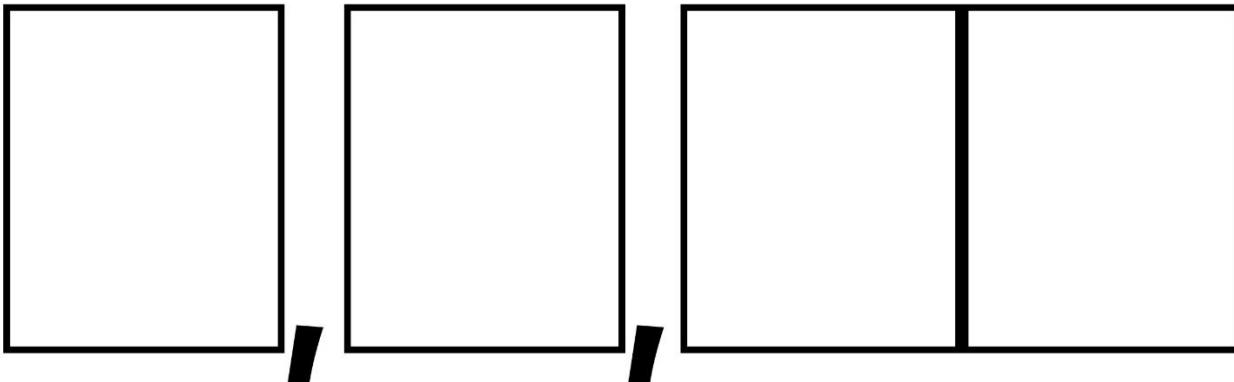
The two types of due process of law are procedural and substantive due process of law.

THE DUE PROCESS CLAUSE

Directions: The selective incorporation of the Bill of Rights through the 14th Amendment (due process clause) greatly enhances the protection of civil rights. Cut around the dotted line of the activities below and glue the first two into your notebook. In the first activity, fill in the blanks with the appropriate words. In the second activity, glue the number cutouts into the appropriate blank boxes to make the numbers of the three amendments not incorporated into the Bill of Rights.

**THE SUPREME COURT USED THE _____ AMENDMENT
(DUE PROCESS CLAUSE) TO LIMIT STATE ACTIONS,
JUST AS THE _____ LIMITS THE NATIONAL
GOVERNMENT.**

**THE SUPREME COURT HAS INCORPORATED IN THE DUE
PROCESS CLAUSE ALL OF THE PROVISIONS OF THE BILL OF
RIGHTS EXCEPT THOSE OF THE...**



AMENDMENTS

1

3

0

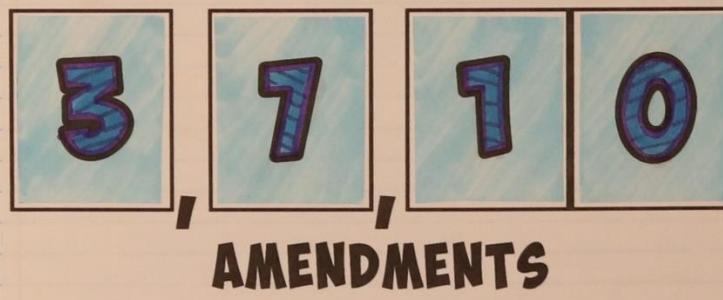
7

COMPLETED THE DUE PROCESS CLAUSE

THE DUE PROCESS CLAUSE

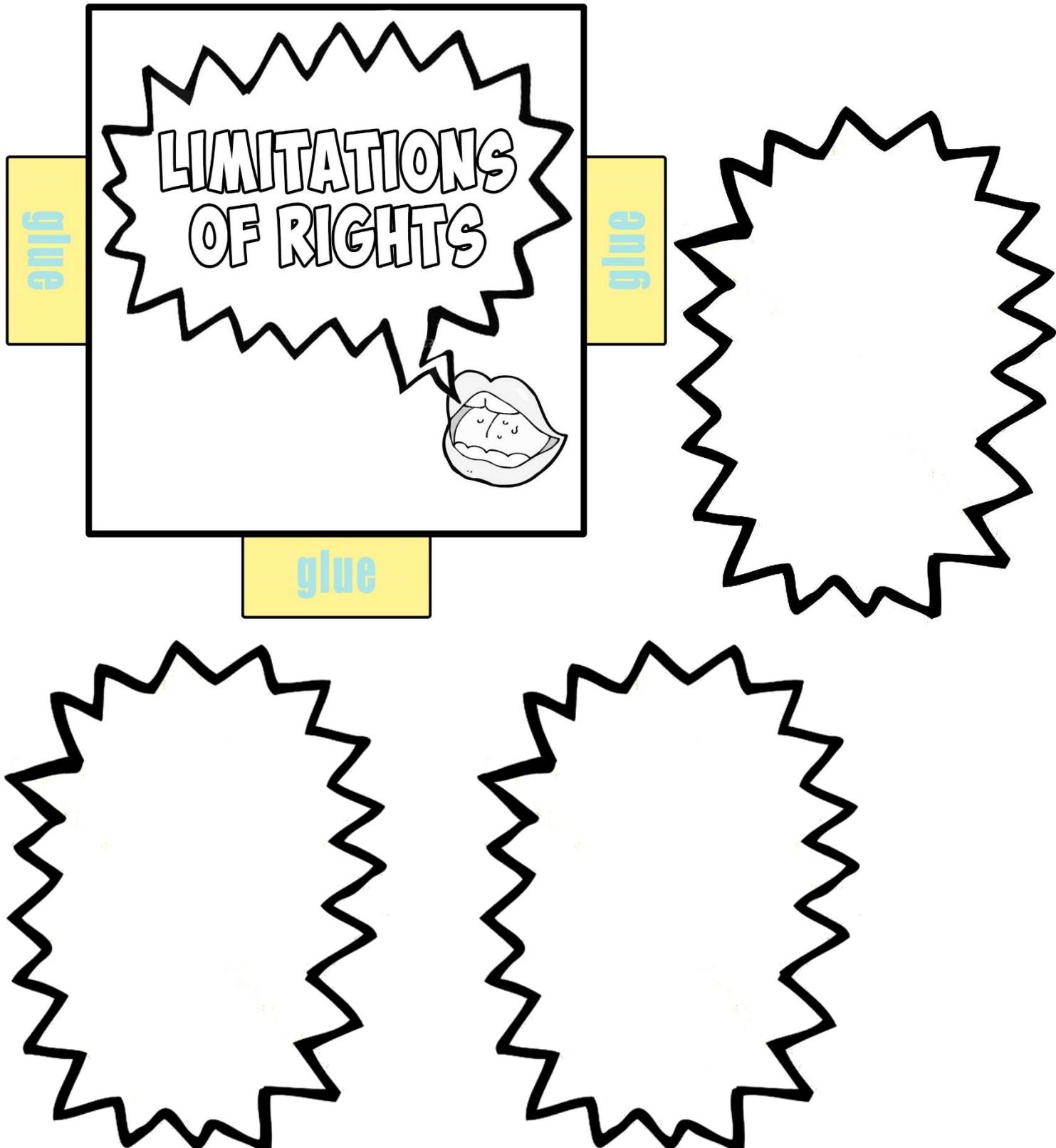
THE SUPREME COURT USED THE 14th AMENDMENT
(DUE PROCESS CLAUSE) TO LIMIT STATE ACTIONS,
JUST AS THE Bill of Rights LIMITS THE NATIONAL
GOVERNMENT.

THE SUPREME COURT HAS INCORPORATED IN THE DUE
PROCESS CLAUSE ALL OF THE PROVISIONS OF THE BILL OF
RIGHTS EXCEPT THOSE OF THE...



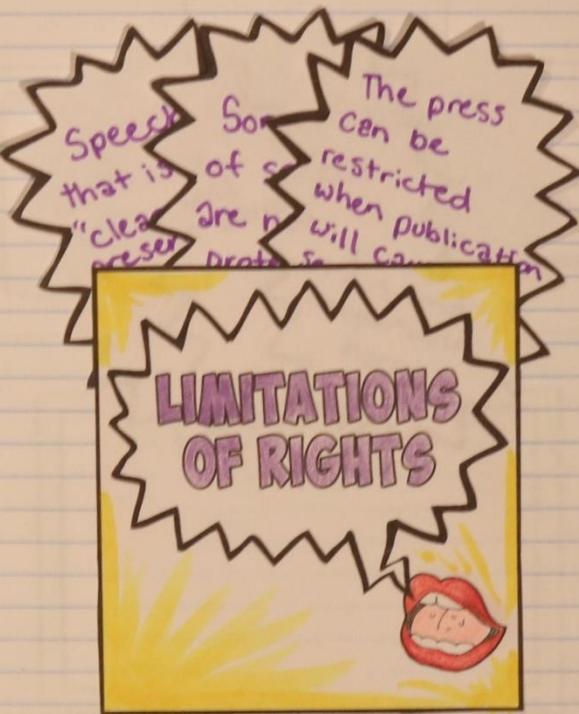
LIMITATIONS OF RIGHTS

Directions: The protection of civil liberties and civil rights, as guaranteed by the Constitution, is balanced by compelling public interest. Cut out the activity below and glue to make a pocket inside your notebook. Write the three limitations of rights in each of the other cutouts and put them in the pocket. On the bottom of your notebook page, explain why some individual rights are not guaranteed.



COMPLETED LIMITATIONS OF RIGHTS

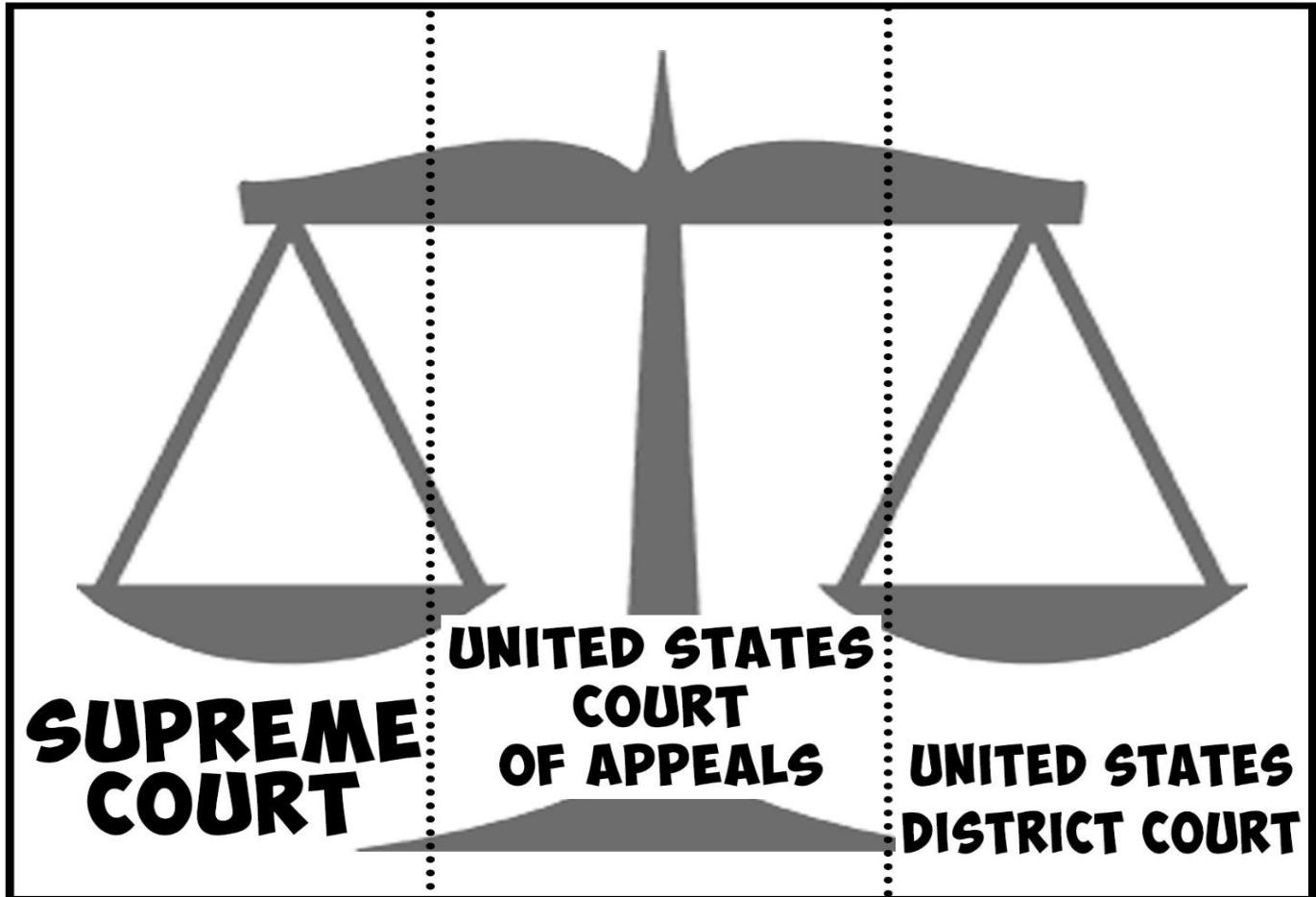
LIMITATIONS OF RIGHTS



Some individual rights are not guaranteed. One thing that applies to that is age. For example, not voting until 18.

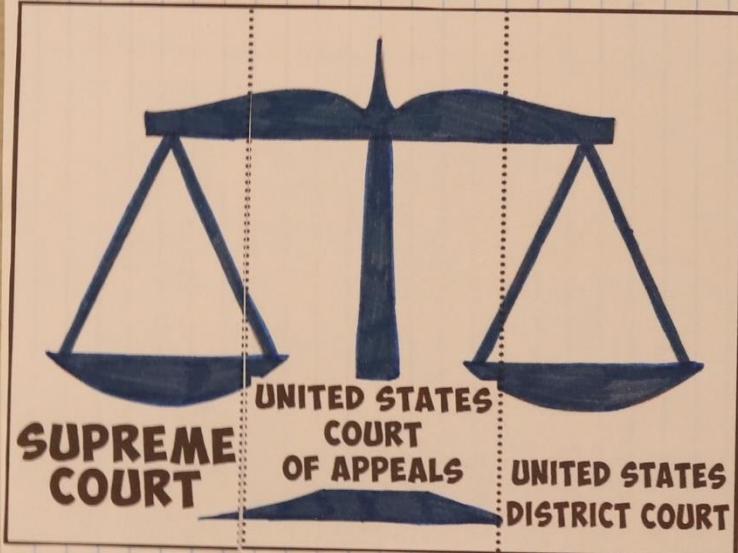
BRANCHES OF GOVERNMENT

Directions: Let's examine the legislative, executive, and judicial branches. Cut out the activities below. On the "Presidential To Do List", list the responsibilities of the President and glue it into your notebook. On the 3 column chart, glue only a strip on the back, top of the activity so you are able to flip the different tabs upward in order to write under them. Cut on the dotted lines. Under each court, tell how many judges, justices and jury there are. Then explain what cases they take and other defining attributes.



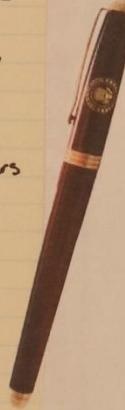
COMPLETED BRANCHES OF GOVERNMENT

Branches of Government



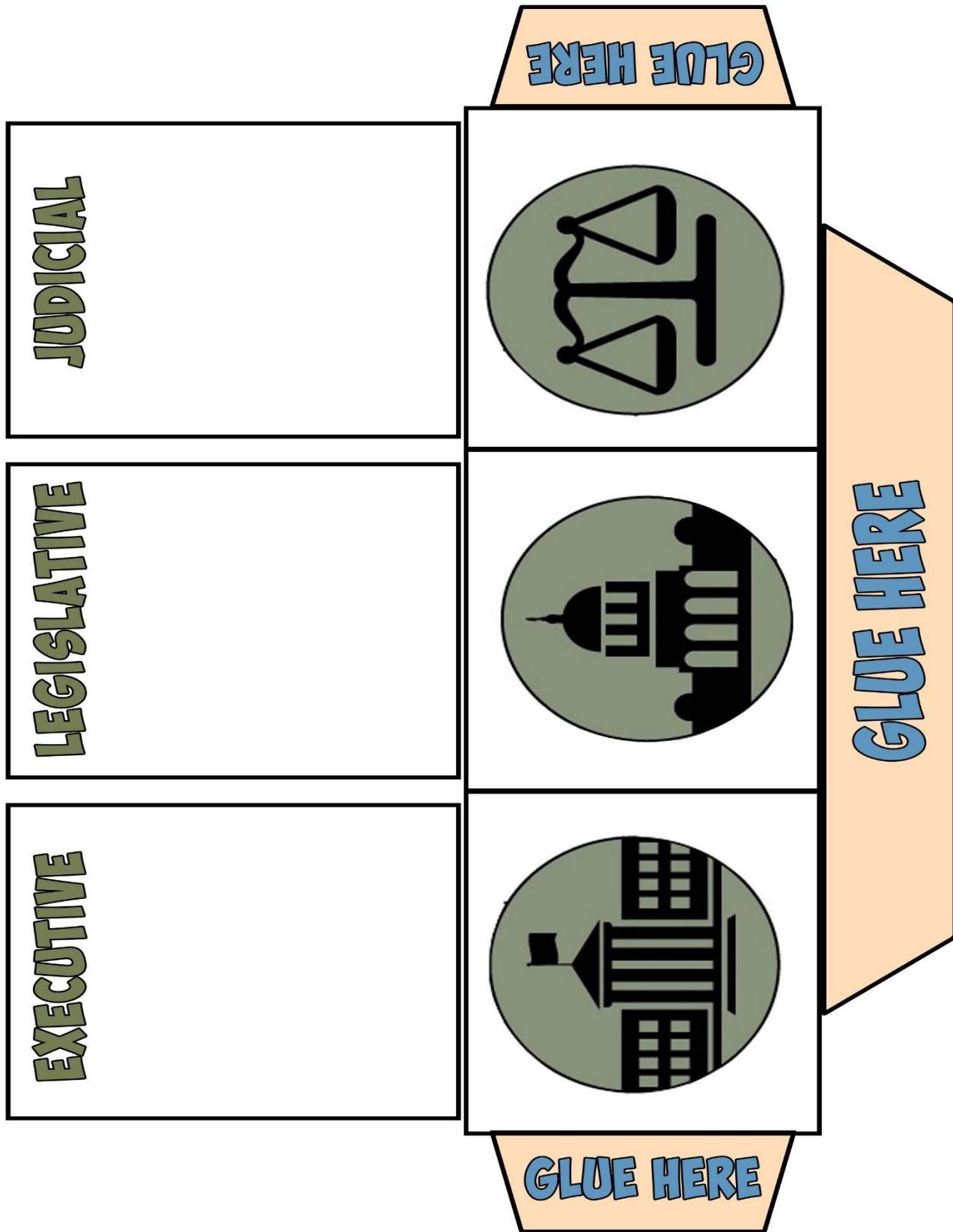
Presidential To Do List:

- Overseeing the various parts of the executive branch
- Enforcing laws
- Issuing executive orders
- Appointing and removing officials
- Making treaties and executive agreements
- Commanding the military



CHECKS AND BALANCES

Directions: A constitutional system of checks and balances and separation of powers gives each of the three branches of government ways to limit the powers of the other branches. Cut out the activity below and glue it into your notebook where it instructs to glue. After glueing it so that it creates a pocket, in each box (labeled executive, legislative and judicial) list how it checks the two other branches. On the bottom of the page, write about what separation of powers is.



COMPLETED CHECKS AND BALANCES

CHECKS AND BALANCES

LEGISLATIVE

Over the executive:
• To override presidential vetoes
• To approve treaties
Over the judicial:
• To appoint federal

EXECUTIVE

Over the legislative:
• To veto acts of Congress
• To call special sessions of Congress
Over the judicial:

JUDICIAL

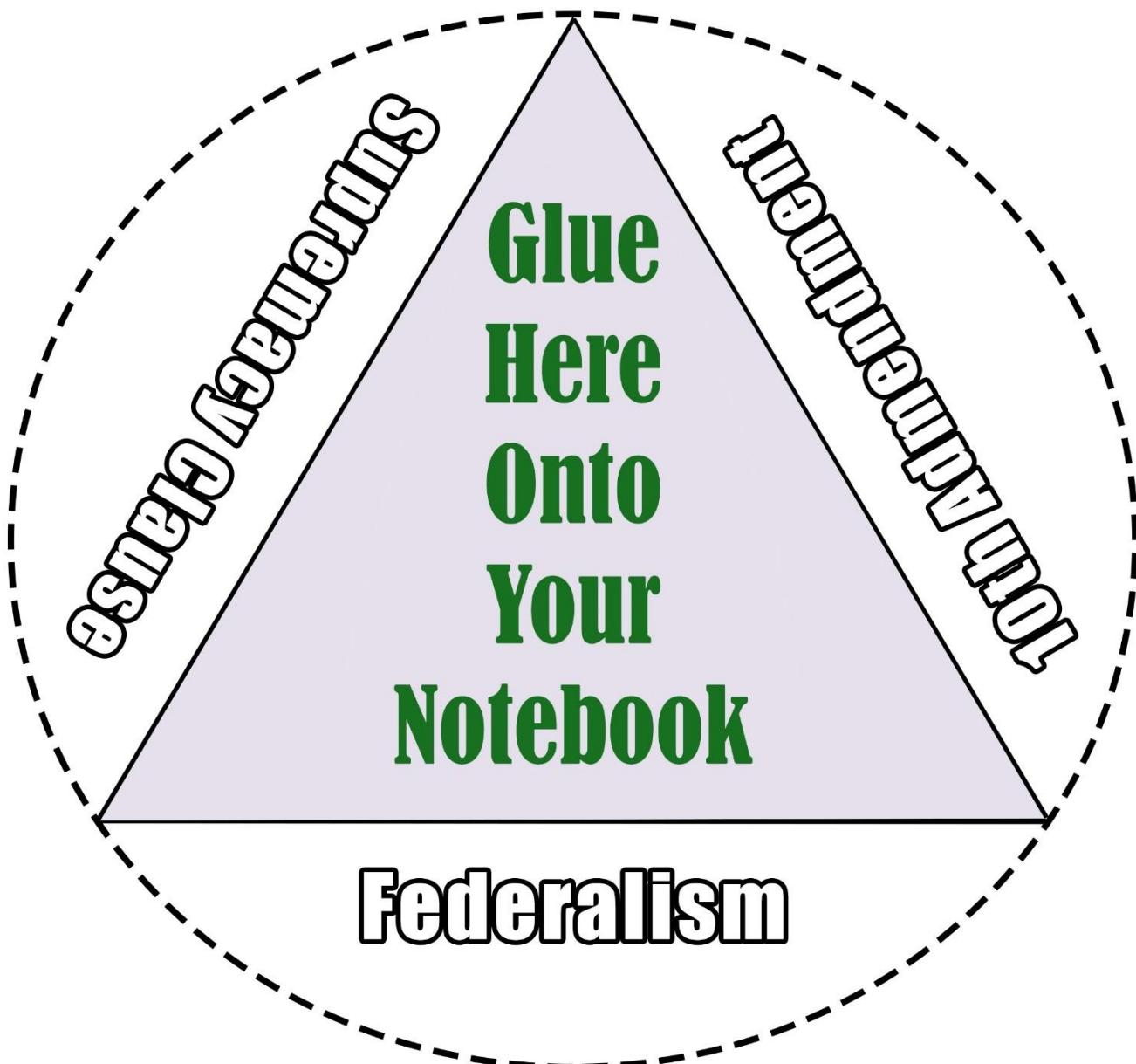
Over the legislative:
• To declare laws to be unconstitutional
Over the executive:
• To declare executive



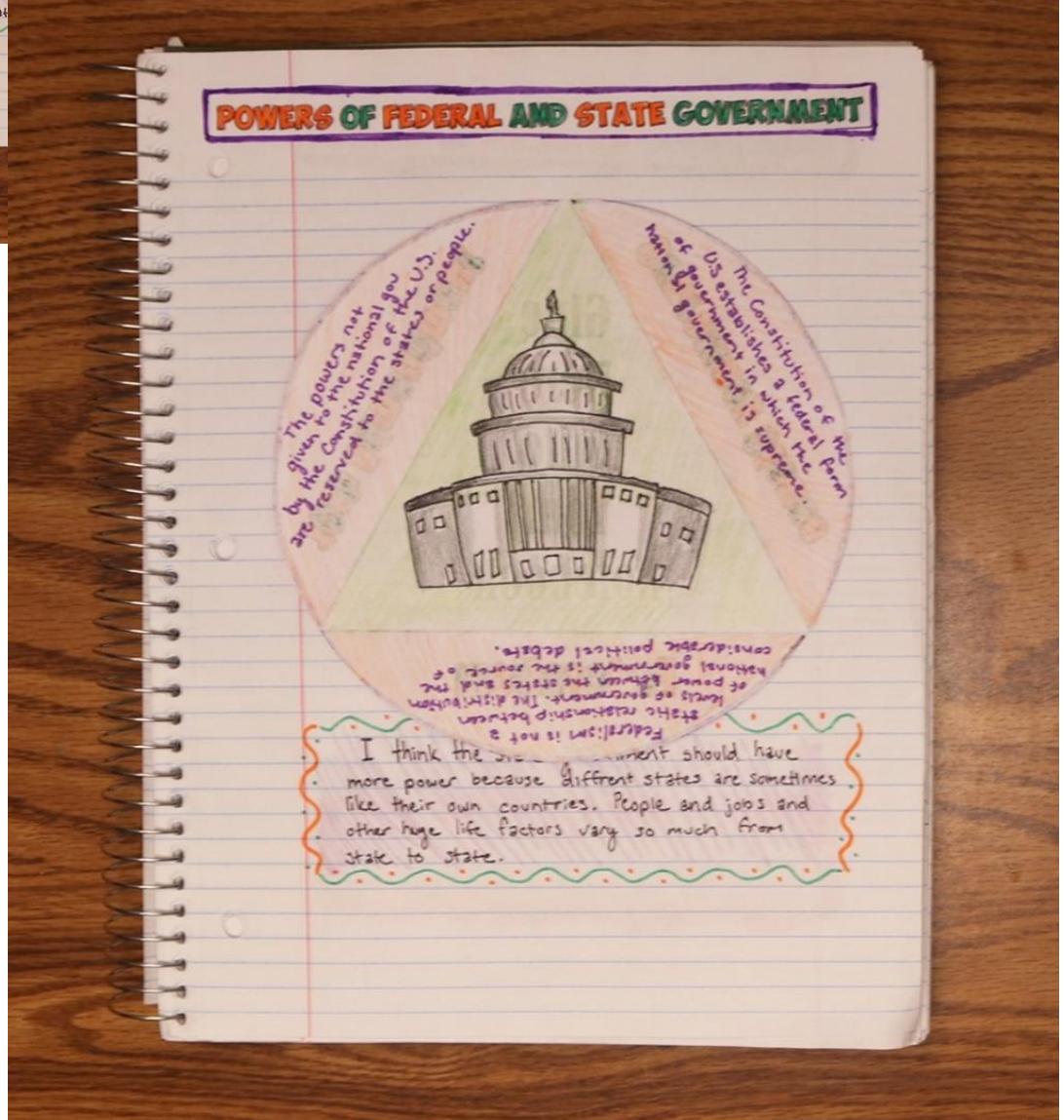
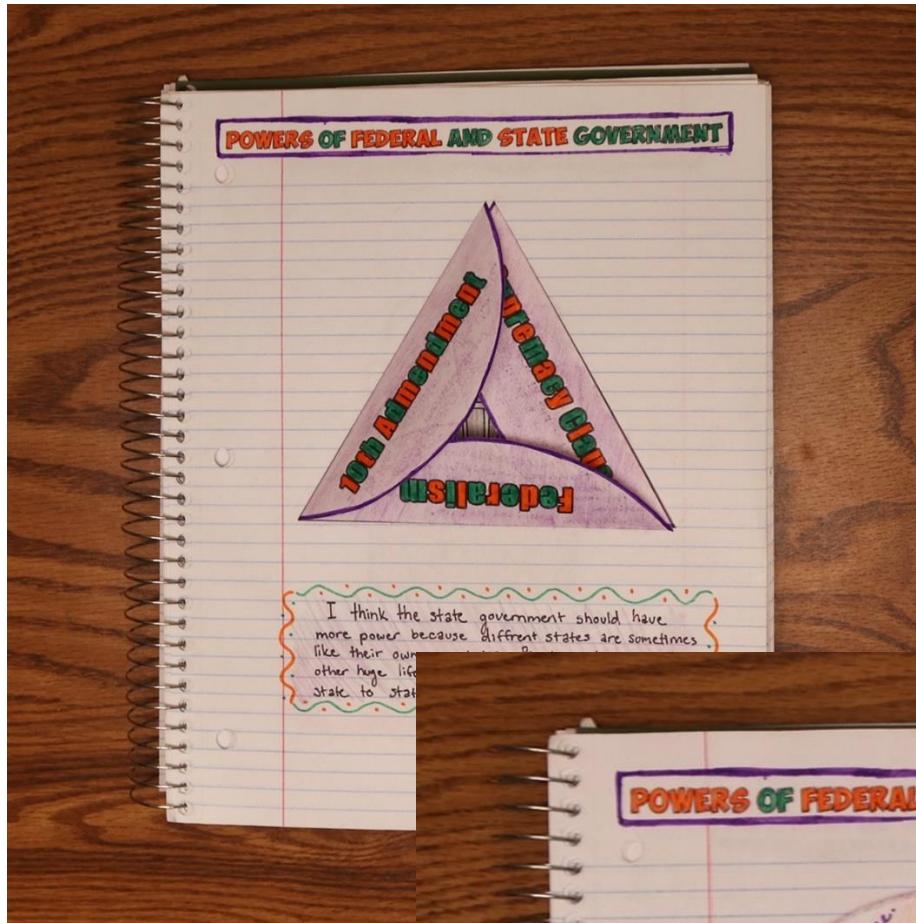
A constitutional system of checks and balances and separation of powers gives each of the three branches of government ways to limit the powers of the other branches.

POWERS OF FEDERAL AND STATE GOVERNMENT

Directions: The Constitution of the United States provides for a federal system of government in which power is shared between the states and the national government. The following terms are examples of this sharing of powers between the state government and the national government. Cut out and glue the circle into your notebook. Under each term, write the definition or information about what it is, and whether it has to do with federal government or state government. Under the graphic, **answer** whether you think the federal or state government should have more power.

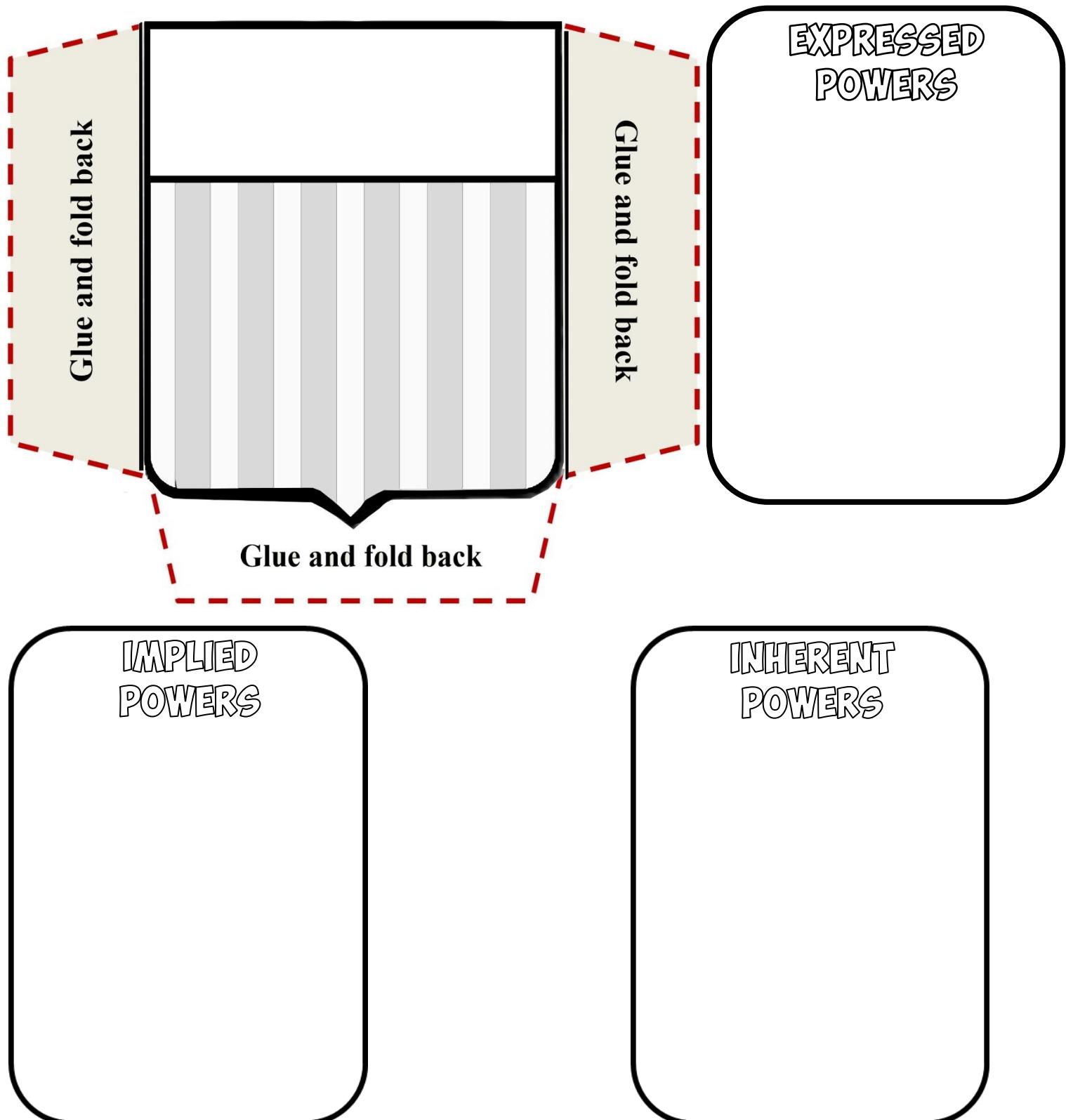


COMPLETED POWERS OF FEDERAL AND STATE GOVERNMENT



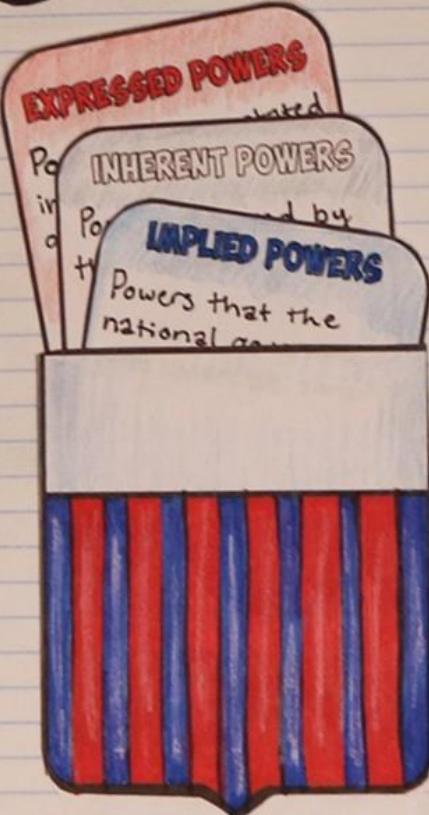
POWERS OF THE FEDERAL GOVERNMENT

Directions: In the United States, power is shared between the states and the national government. What makes up these powers of national government? Cut out the shapes below and glue to create a pocket. Under each power (expressed, implied, inherent) write their definition. Then on the bottom of the page answer: What are powers denied to both the national and state governments?



COMPLETED POWERS OF NATIONAL GOVERNMENT

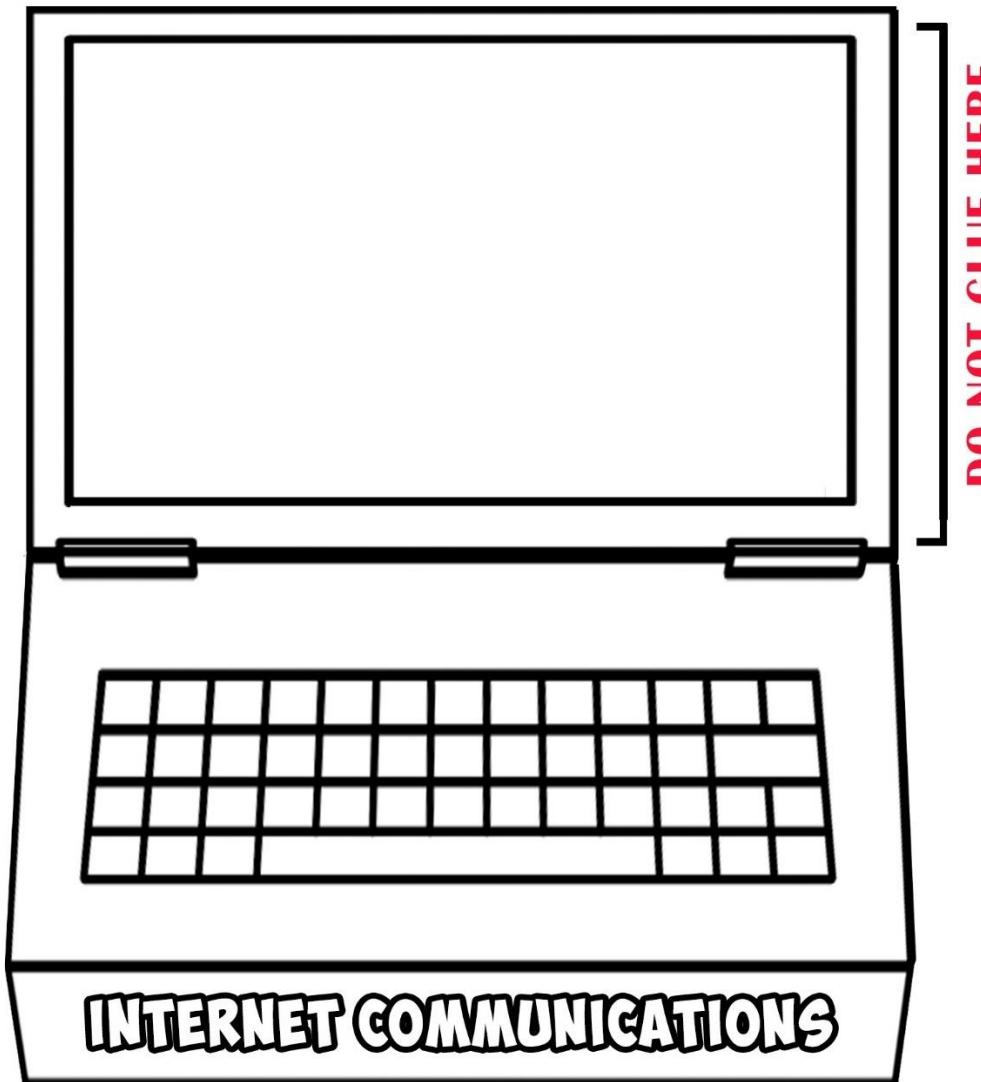
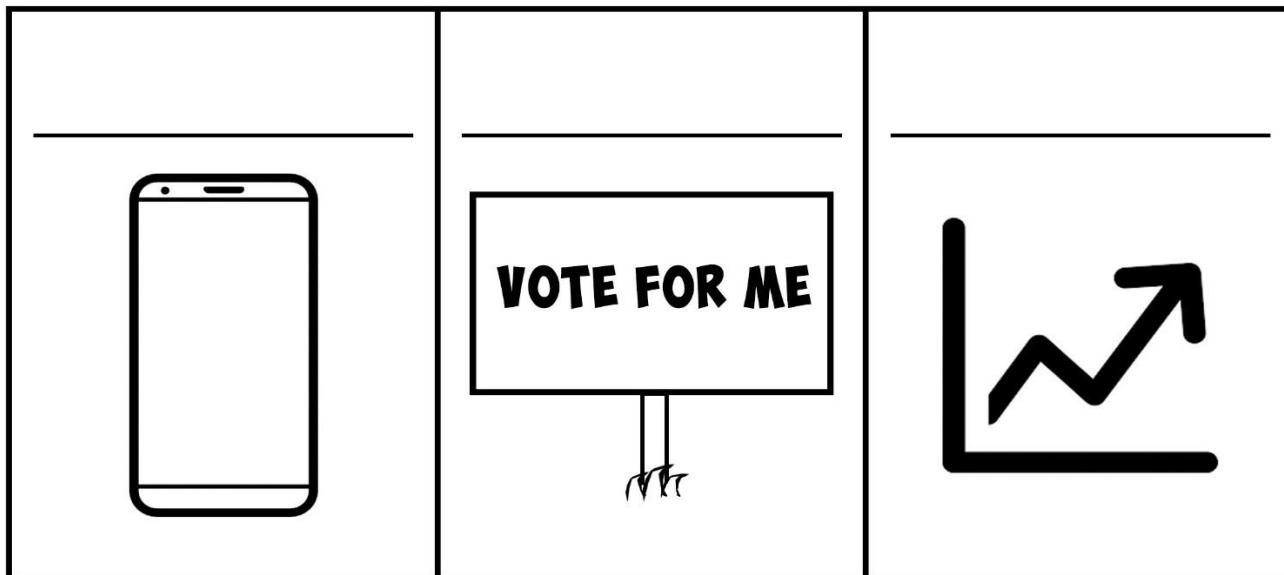
POWERS OF NATIONAL GOVERNMENT



The powers denied to both the national and state governments are ex post facto laws and taxes on exports.

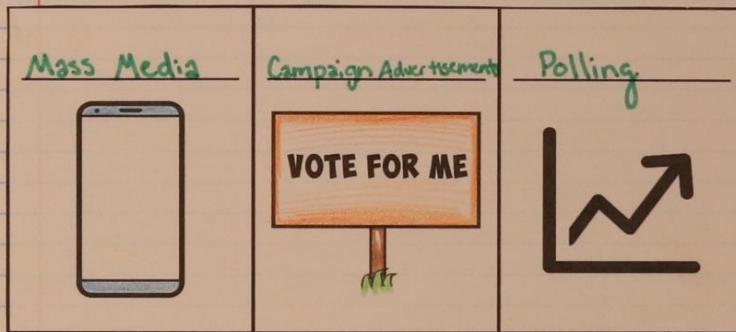
INFLUENCE ON ELECTIONS

Directions: Media coverage, campaign advertising, public opinion polls, and Internet-based communications influence public opinions during a political campaign. Cut out the graphics and glue them into your notebook. First, write the name of the influence on the line above it's accompanying picture. Second, list the Internet-based communications that influnce elections on the screen of the computer.

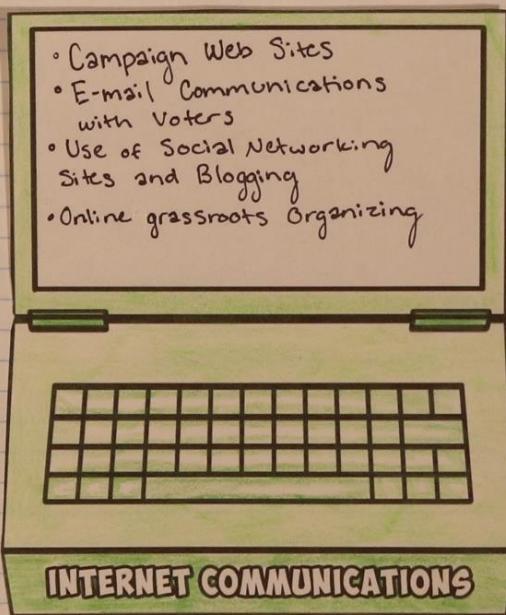


COMPLETED INFLUENCE ON ELECTIONS

INFLUENCE ON ELECTIONS

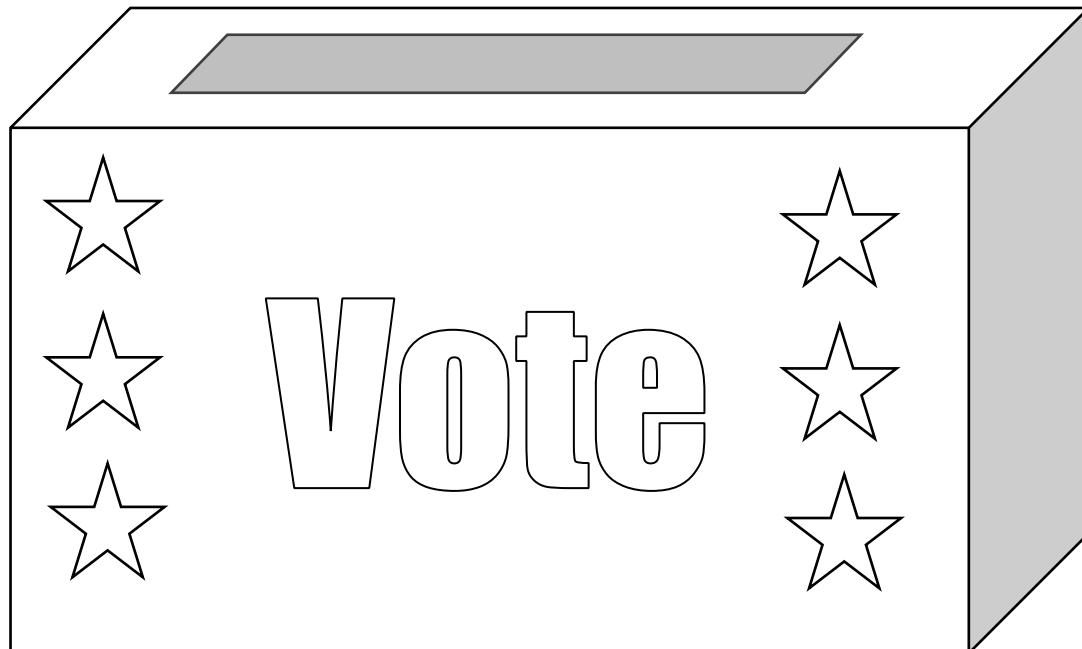
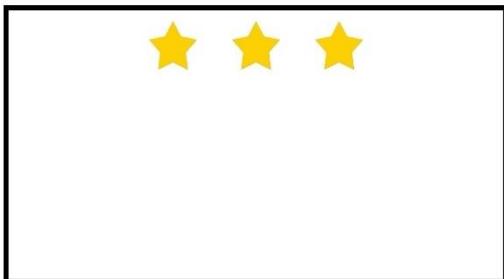


- Campaign Web Sites
- E-mail Communications with Voters
- Use of Social Networking Sites and Blogging
- Online grassroots Organizing



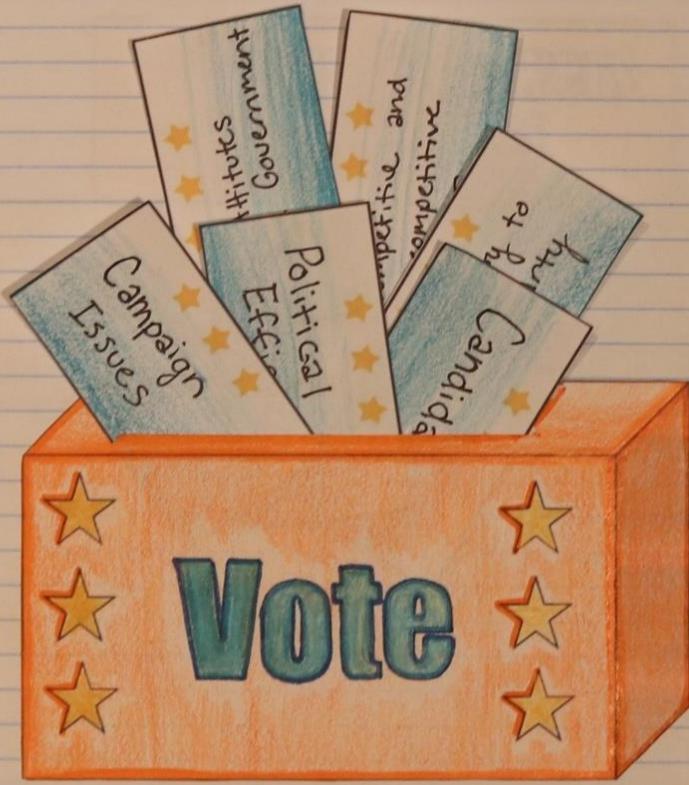
VOTER TURNOUT IN ELECTIONS

Directions: Voter turnout is the percentage of people who vote in an election. This can vary and tends to be low in non-presidential elections. Cut out the activity below and cut out the dotted line near the top of the “VOTE” box and glue it into your notebook so it makes a pocket. Next, write the six things that influences voter turnout on the boxes with the stars. On the bottom of the page, answer what the three important factors are in predicting which citizens will vote and which election the most people vote in.



COMPLETED VOTER TURNOUT IN ELECTIONS

VOTER TURNOUT IN ELECTIONS



Education, age, and income are important factors in predicting which citizens will vote.

More citizens vote in presidential elections than in state, local, and other national contests.

REAPPORTIONMENT AND REDISTRICTING

Directions: Changes in population and resulting reapportionment have a political effect on legislative membership through national, state, and local elections. In the early 1960s, the United States Supreme Court cases established the “one man, one vote” principle.. Cut out the activity and glue it into your notebook. Under each flap, define each term. On the bottom of your notebook answer when reapportionment of congressional districts occurs?

TERMS TO KNOW

reapportionment

redistricting

gerrymandering

COMPLETED REAPPORTIONMENT AND REDISTRICTING

REAPPORTIONMENT AND REDISTRICTING

TERMS TO KNOW

reapportionment

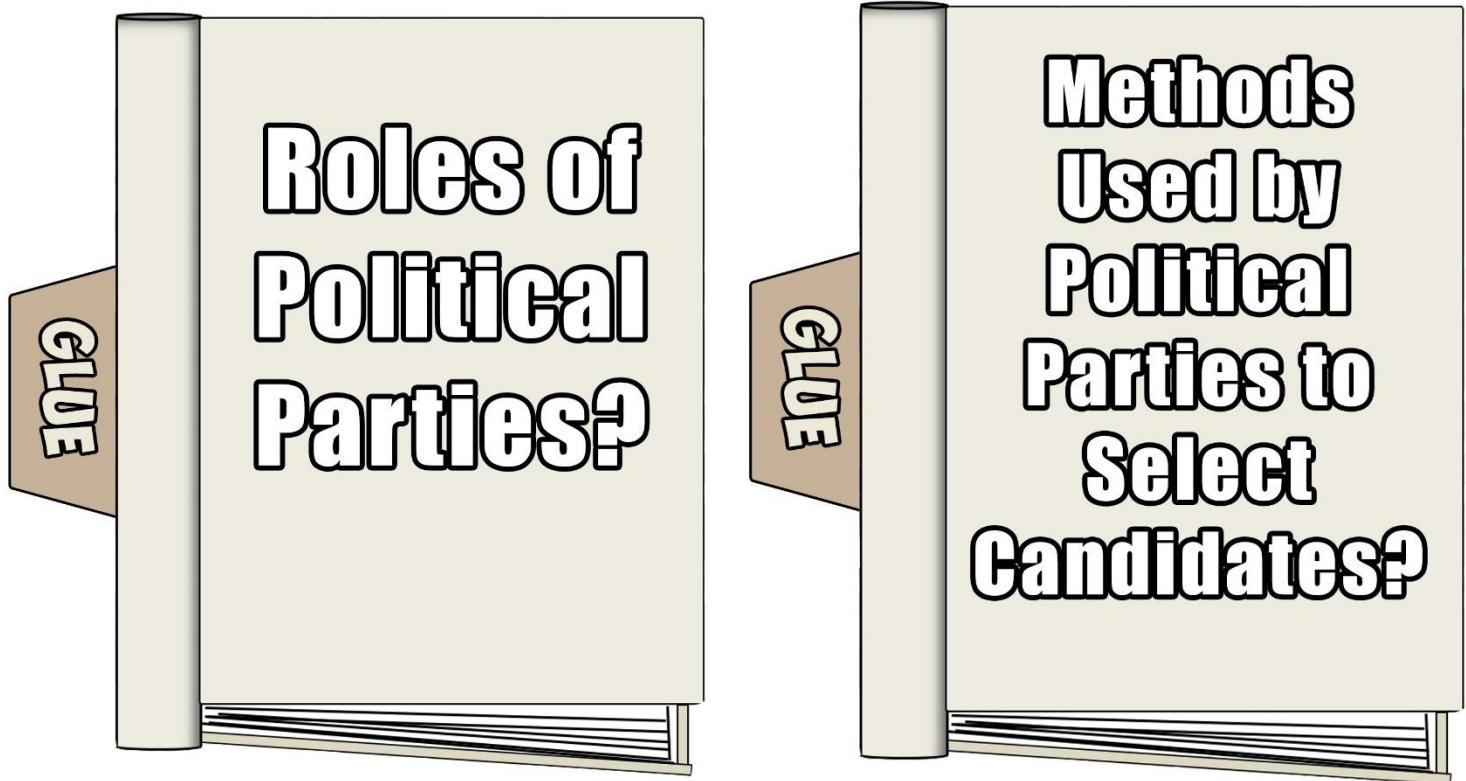
redistricting

gerrymandering

Reapportionment of congressional districts occurs after each census.

THE NOMINATION & ELECTION PROCESS

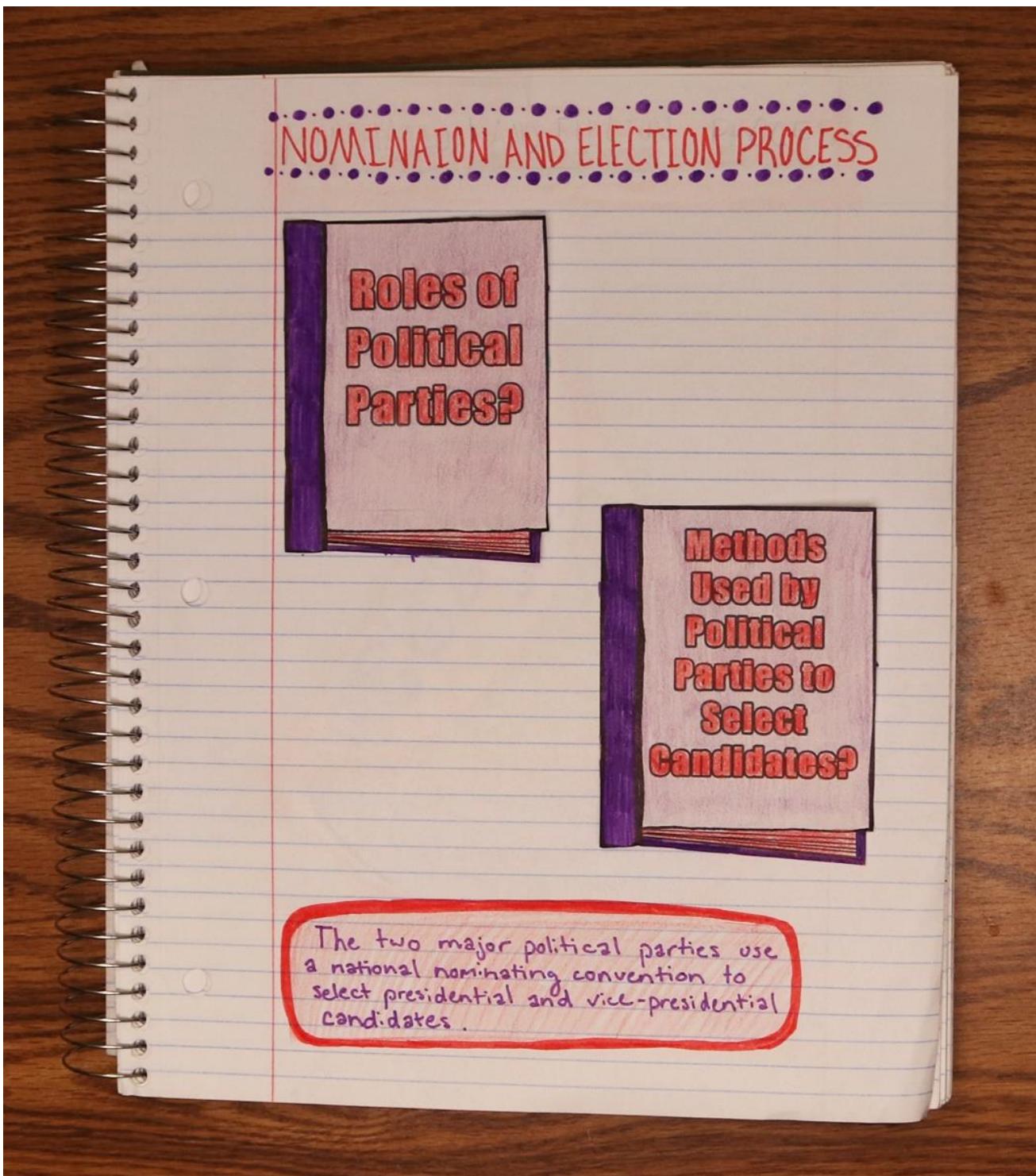
Directions: Political parties have national, state, and local organizations whose goal it is to win elections. Party factions can control the election process by controlling candidate selection. At each level of government, candidates for elective office are chosen using a variety of nominating methods. Cut out the informational pamphlets below and glue them in your notebook where they say to glue. List the five roles of political parties and the four methods used by political parties to select candidates office under each respective book. On the bottom of the page, answer what the two major political parties use to select presidential and vice-presidential candidates.



*Addition information for the changing times

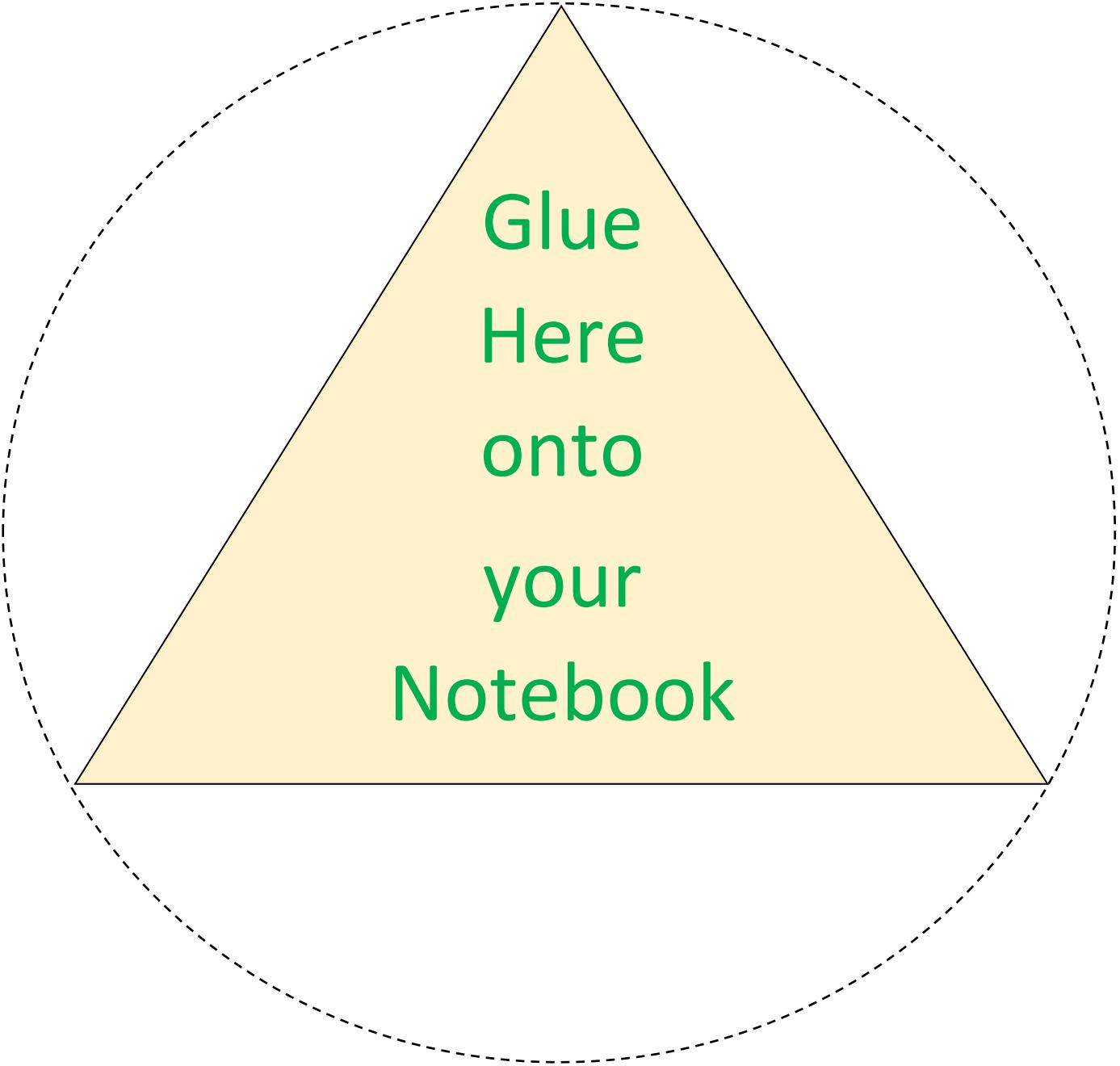
Each major political party seeks to define itself in ways that win majority support while remaining committed to core principles. In response to that a third party could form to highlight single issues in a given election or provide a long-term forum for minority views. The two major parties are coalitions of several factions and interest groups and recognize the importance of conducting campaigns that appeal to voters in the middle of the political spectrum, veering neither too far left nor too far right of the political center. Now a days, candidates must appeal to an increasing number of independent voters to win elections.

COMPLETED NOMINATION AND ELECTION PROCESS



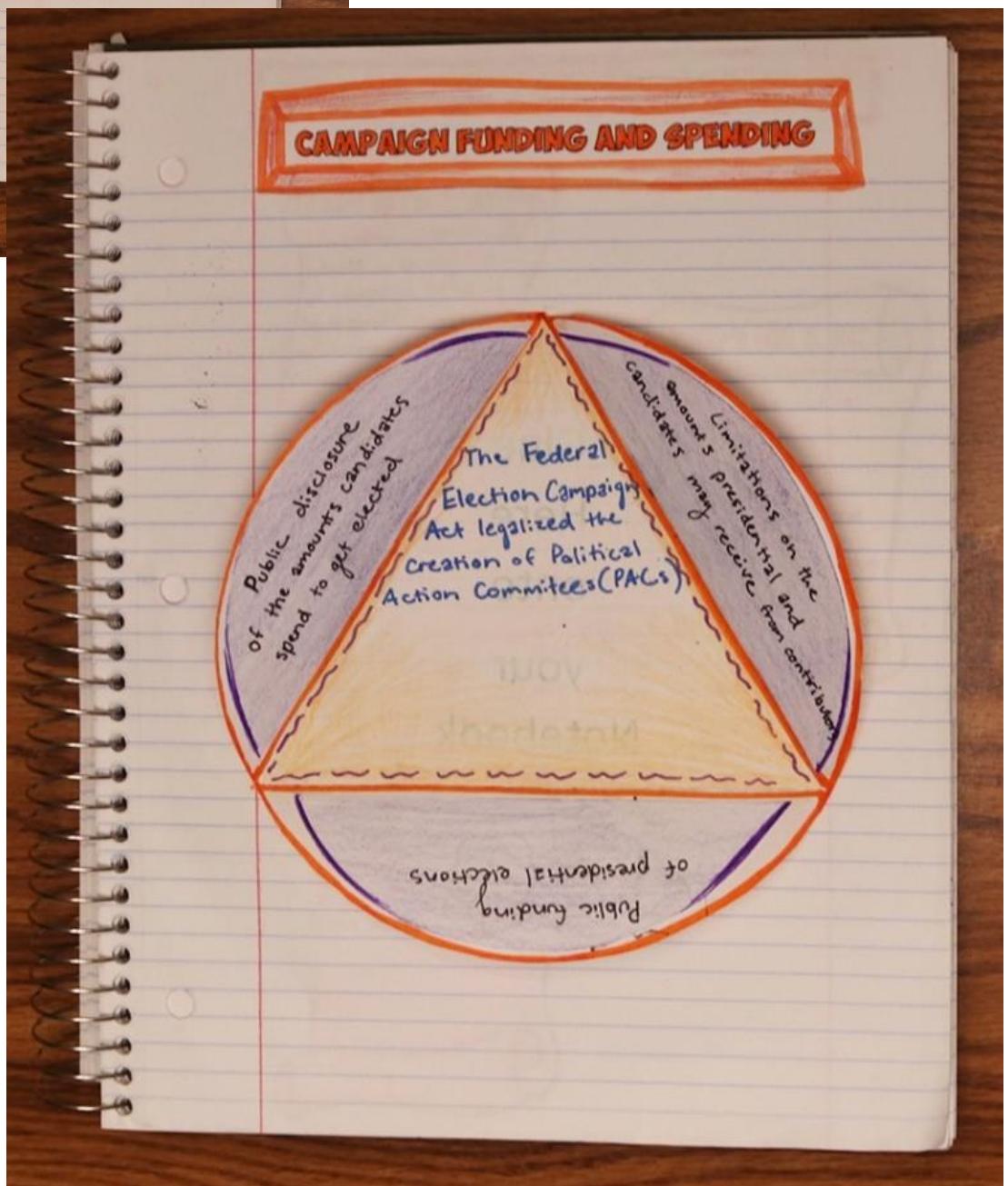
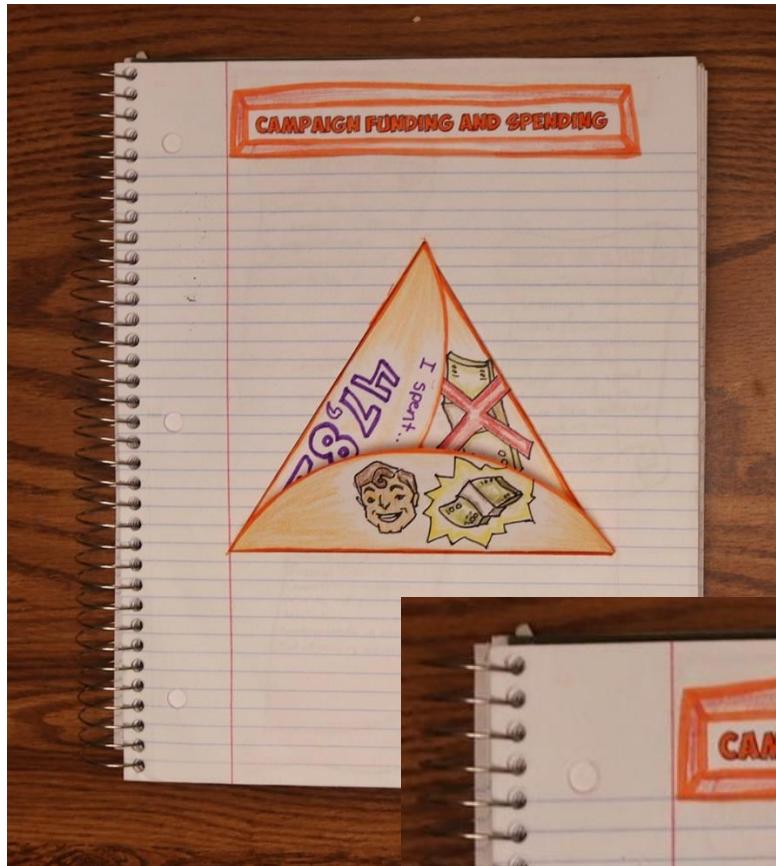
CAMPAIGN FUNDING & SPENDING

Directions: Campaigning for political office is expensive. Recent laws and Supreme Court decisions have attempted to influence campaign financing. These laws limit the amount individuals and groups may contribute to federal, state, and local candidates. Cut out the graphic below and glue it into your notebook. Write the three principles of *The Federal Election Campaign Act* on the 3 tabs and draw a picture to represent them. In the center triangle, answer the question: What did The Federal Election Campaign Act legalize?



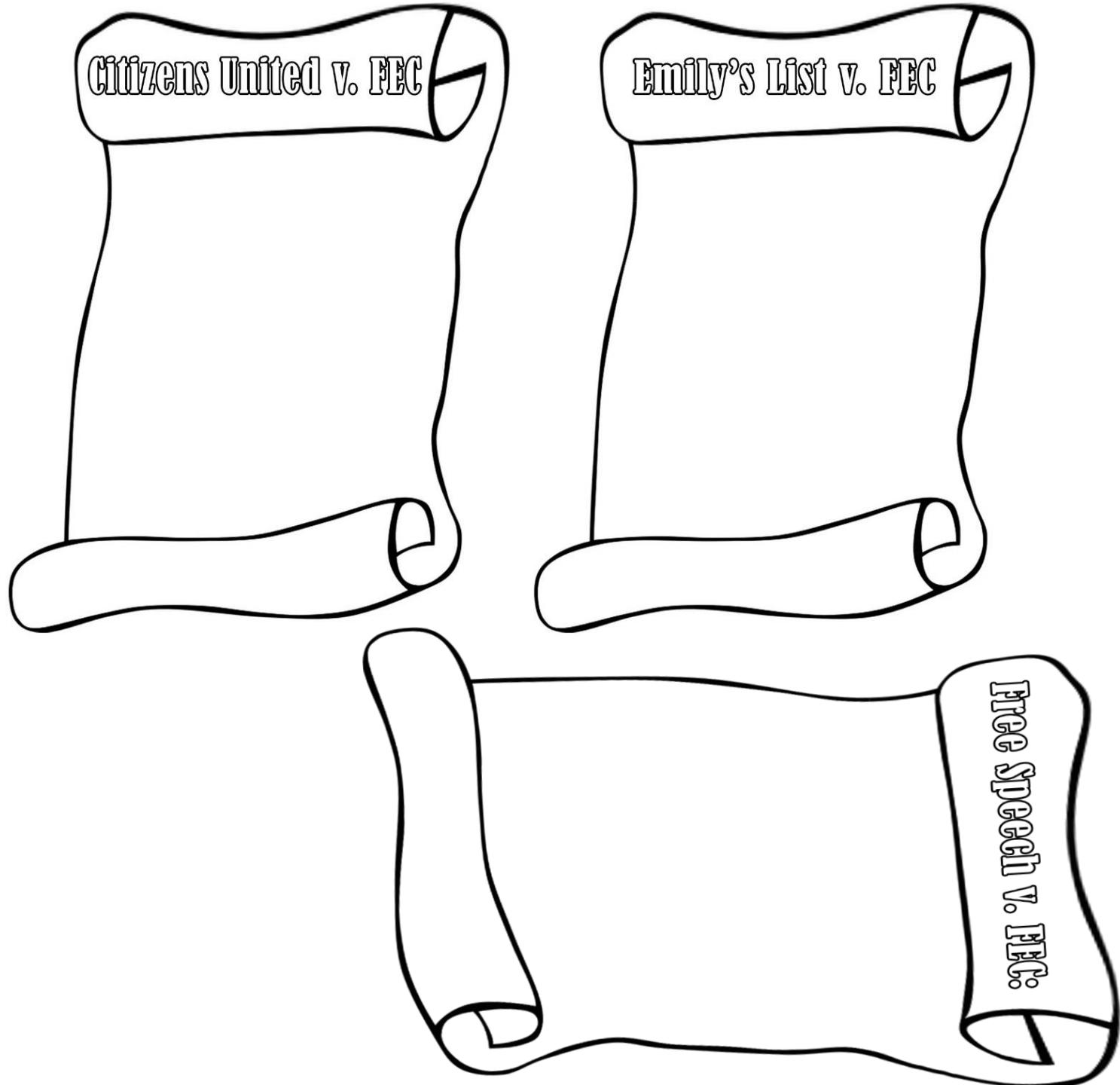
Glue
Here
onto
your
Notebook

COMPLETED CAMPAIGN FUNDING AND SPENDING



CAMPAIGN COURT CASES

Directions: In state and local campaigns, campaign contributions received by a candidate are unlimited but must be reported. Rising campaign costs require candidates to conduct extensive fundraising activities. Court cases have been held to keep the donation of money fair. Cut out the “documents” below and glue them into your notebook. Under each court case, write what it determined about campaign contributions then draw a picture to represent it on the top of each one.



COMPLETED CAMPAIGN COURT CASES

CAMPAIGN COURT CASES

Citizens United v. FEC

Deals with regulation of campaign financing by organizations; overturns portions of McCain-Feingold

Emily's List v. FEC

Challenges several Federal Election Commission regulations that restrict how nonprofits may spend and raise money to advance their preferred policy positions and candidates

Free Speech v. FEC

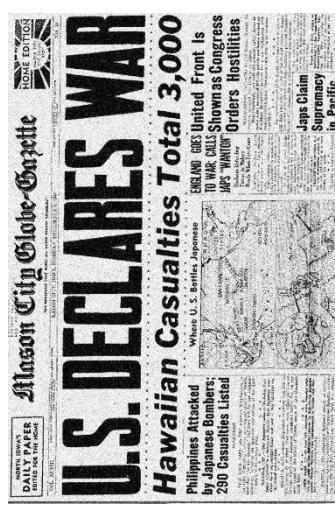
Challenged the constitutionality of the Federal Election Commission's regulations, policies, and practices determining when a communication is advocacy, and when it is solicitation

EXPRESSED POWERS OF CONGRESS

Directions: Review Article 2, Section 8 of the Constitution on the Expressed Powers given to Congress. Select 6 of these Powers that are stated in the Constitution that you feel are the most important and place them on the graphic organizer below. **Write the Power in the space just above and below the title.** Then **draw a picture** to represent it in the larger block. Finally, **write down some Implied Powers** on your notebook under each flap that come from that Expressed Power.

<h2>POWERS OF CONGRESS</h2>		

EXAMPLE VERSION

		
Levy Taxes	Borrow Money	Regulate Commerce
<h2>POWERS OF CONGRESS</h2>		
Coin Money	Declare War	Establish Post Offices
		

Possible Implied Powers list to go under the flaps:

Create a National Bank, establish a military draft, Hire and fire mailmen, regulate the sale of cigarettes, establish a minimum wage, arrest people for mail fraud, establish the Federal Reserve System, punish tax evaders, ban discrimination in the workplace, establish a national healthcare system, control what can / cannot be mailed, establish a border all, establish an immigration quota, protect people with disabilities,

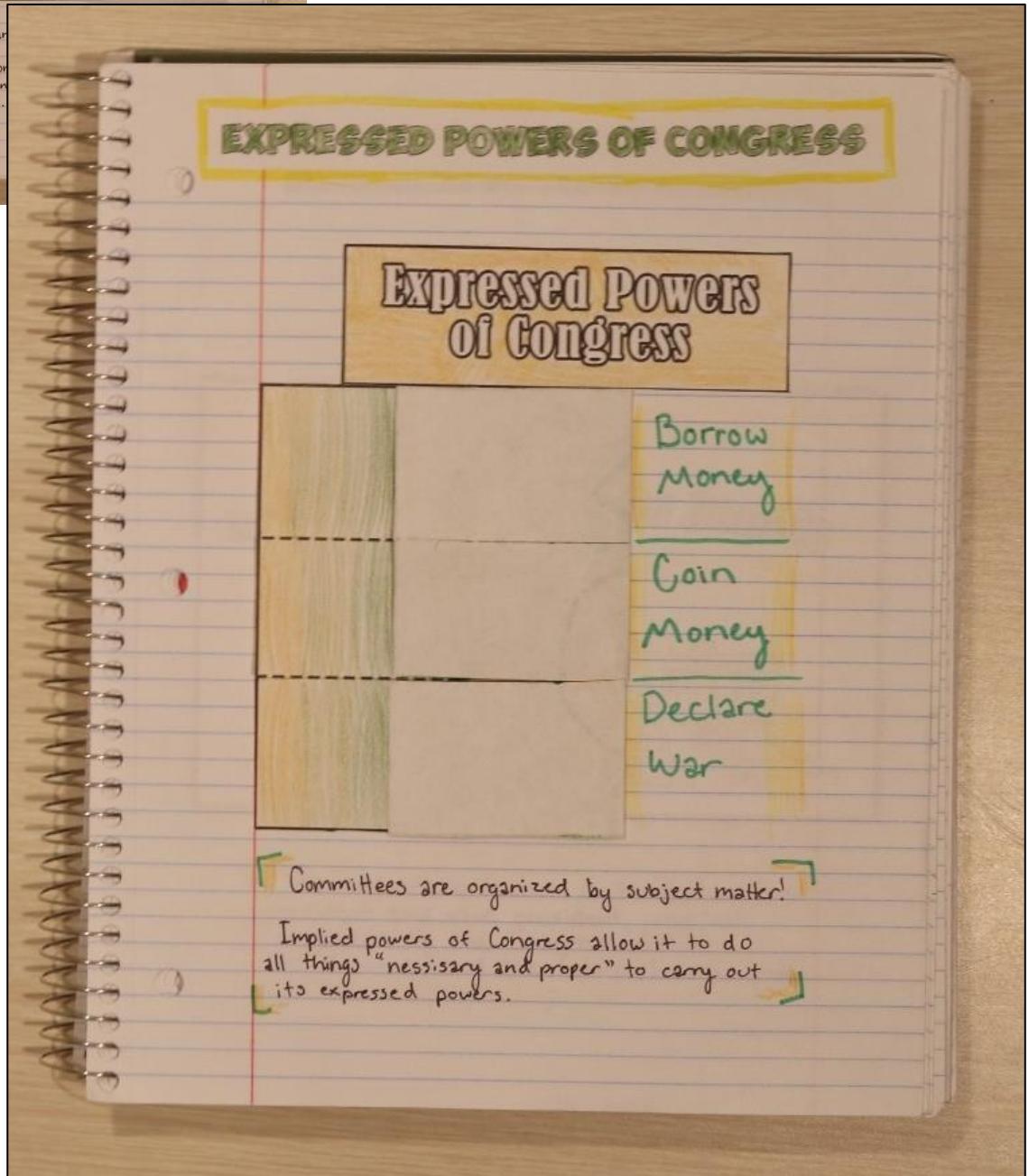
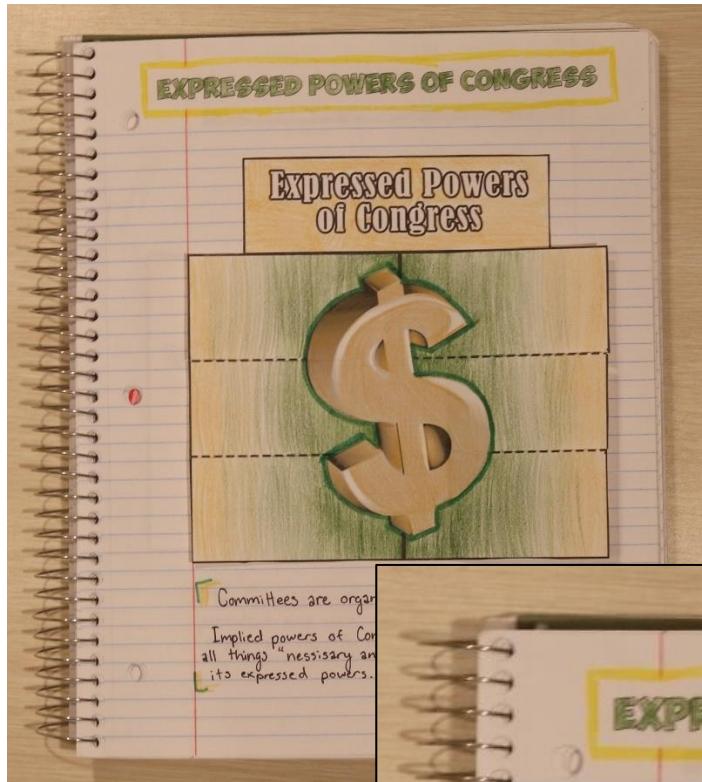
EXPRESSED POWERS OF CONGRESS

Directions: The legislative branch of the national government is a bicameral body with committees playing a major role in the legislative process. The Constitution of the United States grants both expressed and implied powers to the legislative branch. Cut out the graphic organizer below and cut the dotted lines to create slits in the graphic organizer. Glue the graphic organizer into your notebook so that you can flip the 6 tabs off the page. Under each tab, write an expressed power of Congress. At the bottom of the page, write some facts about congressional committees and also what implied powers of Congress allow Congress to do.

Expressed Powers of Congress

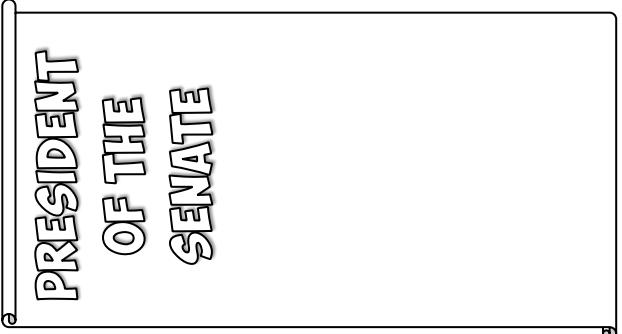
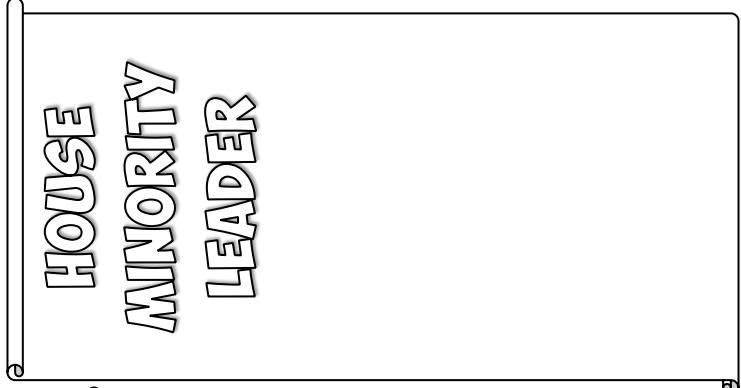
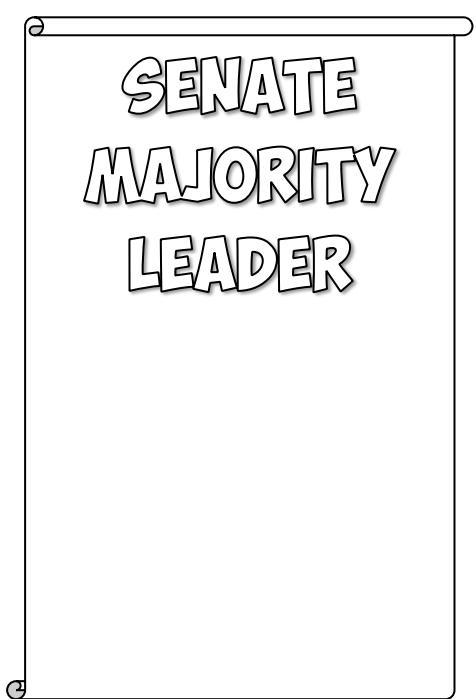
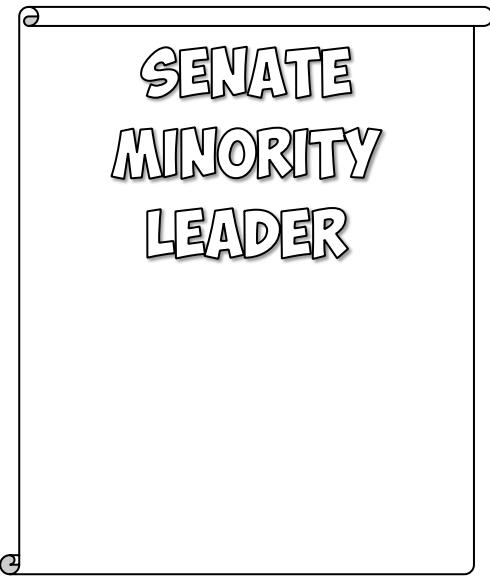
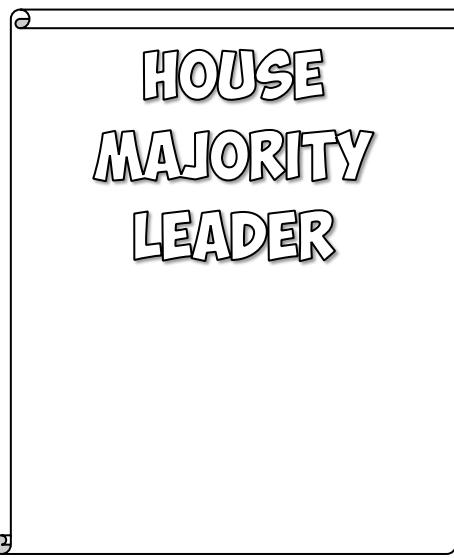
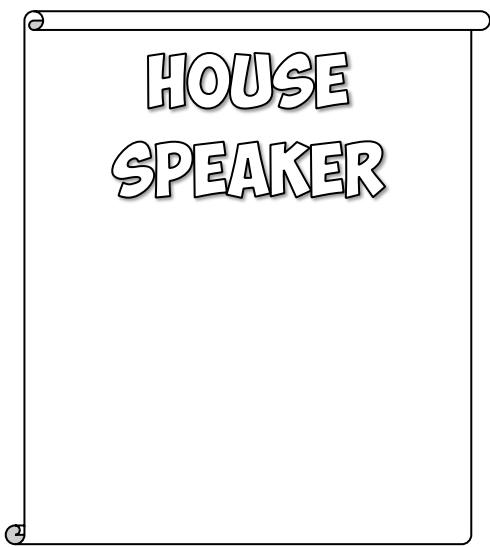


COMPLETED EXPRESSED POWERS OF CONGRESS



CONGRESSIONAL LEADERSHIP

Directions: Each house of Congress has its own leadership. Cut out the Capitol Building then fold down and glue so it becomes a pouch. Then cut out each card, place their name and a picture on the front, then take notes on their role on the back.



Note: I usually just use those on the 1st page to conserve paper, however if you want to include the Whips of each party you can use this page as well:

SENATE
MAJORITY
WHIP

SENATE
MINORITY
WHIP

HOUSE
MAJORITY
WHIP

HOUSE
MINORITY
WHIP

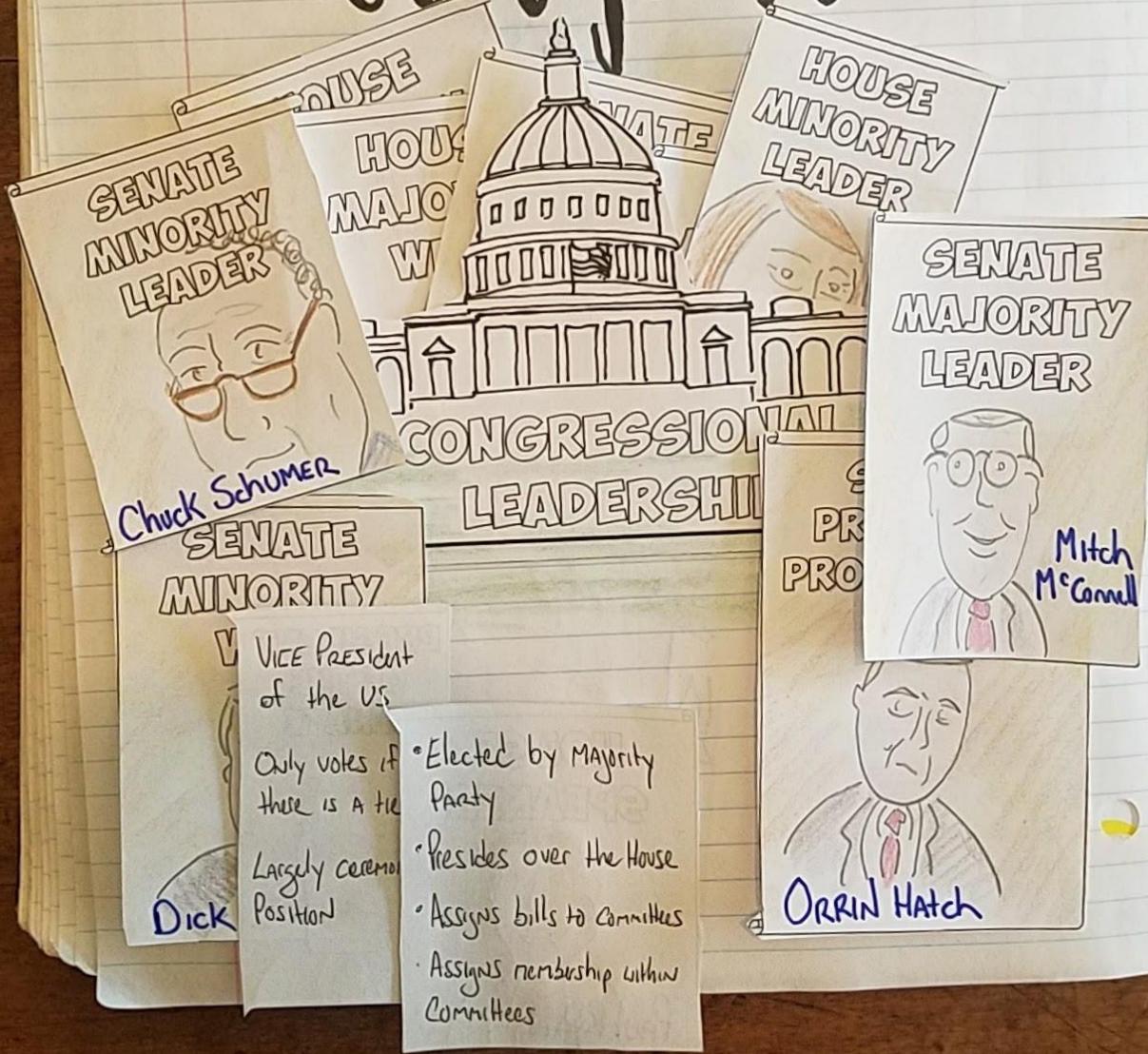
SENATE
PRESIDENT PRO
TEMPORE

SAMPLE NOTES TO INCLUDE ON THE BACKS OF CARDS

President of the Senate	Senate President Pro Tempore	Senate Majority/Minority Leader
<ul style="list-style-type: none"> -The Vice President of the United States -Largely ceremonial position -Non-voting position except in the event of tie 	<ul style="list-style-type: none"> -Almost entirely a ceremonial title -Most senior member of the majority party -Presides when VP is unavailable 	<ul style="list-style-type: none"> -True power in the Senate -Elected by Senate members -Most visible member of the Senate -Often meets with Speaker of the House and/or President
<u>Majority/ Minority “Whip”</u> <p>Tally votes of members of their party on important bills</p> <p>Encourages people to vote in line with the party</p>	<p>The Speaker of the House</p> <ul style="list-style-type: none"> -Elected by majority party -Presides over House -Assigns bills to committees -Assigns membership within committees 	<p>House Majority Leader</p> <ul style="list-style-type: none"> -Floor leader of party that holds majority of seats -Carries out decisions -Steers floor action to their parties' benefit -Chief spokesman
House Minority Leader		
<ul style="list-style-type: none"> - Floor leader of the party that holds minority -Carries out decisions -Steers floor action -Chief spokesman of minority party 		

COMPLETED SAMPLE PICTURE FOR REFERENCE

LEADERSHIP in Congress



EXPRESSED POWERS OF CONGRESS

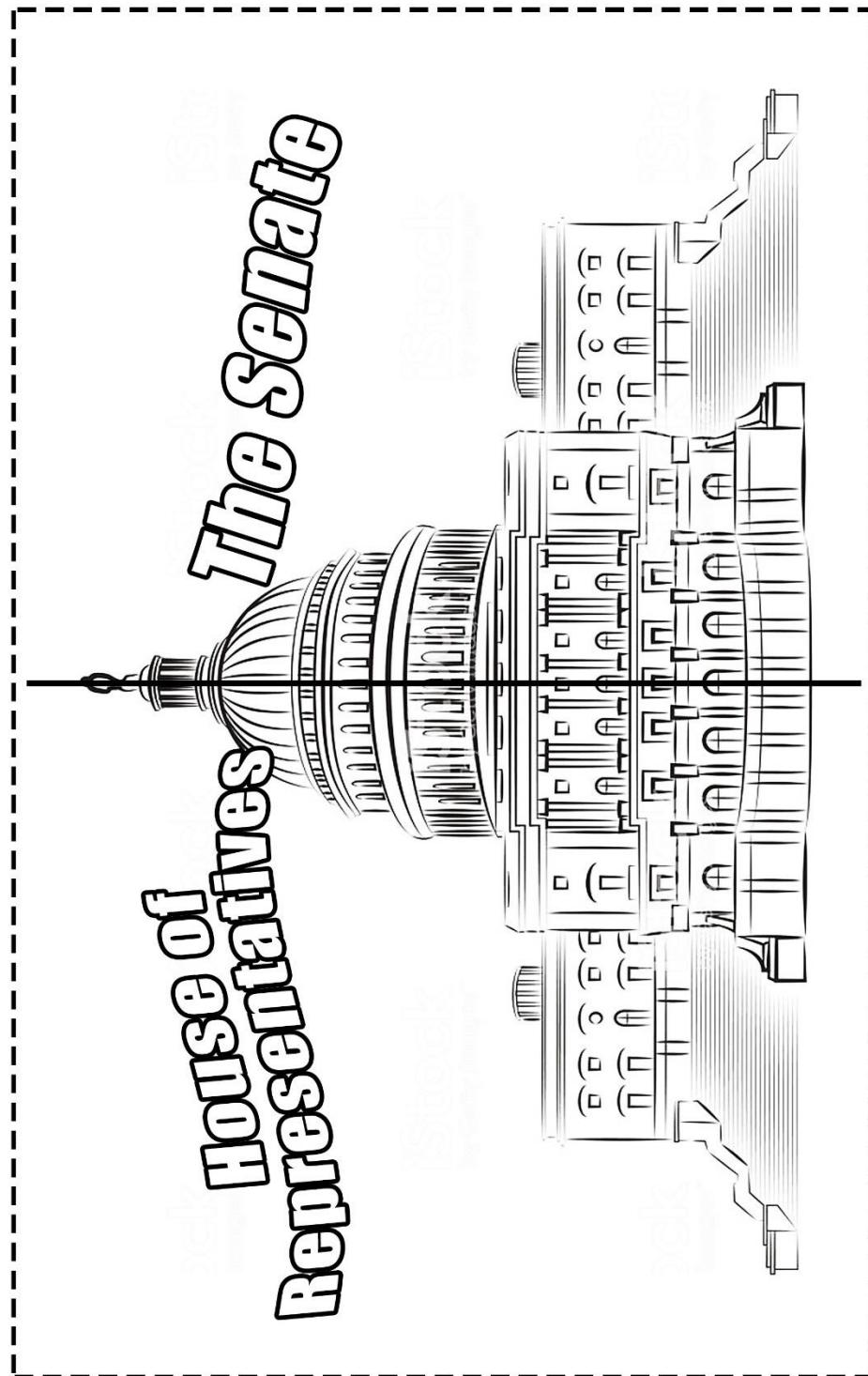
Directions: The legislative branch of the national government is a bicameral body with committees playing a major role in the legislative process. The Constitution of the United States grants both expressed and implied powers to the legislative branch. Cut out the graphic organizer below and cut the dotted lines to create slits in the graphic organizer. Glue the graphic organizer into your notebook so that you can flip the 6 tabs off the page. Under each tab, write an expressed power of Congress. At the bottom of the page, write some facts about congressional committees and also what implied powers of Congress allow Congress to do.

Expressed Powers of Congress

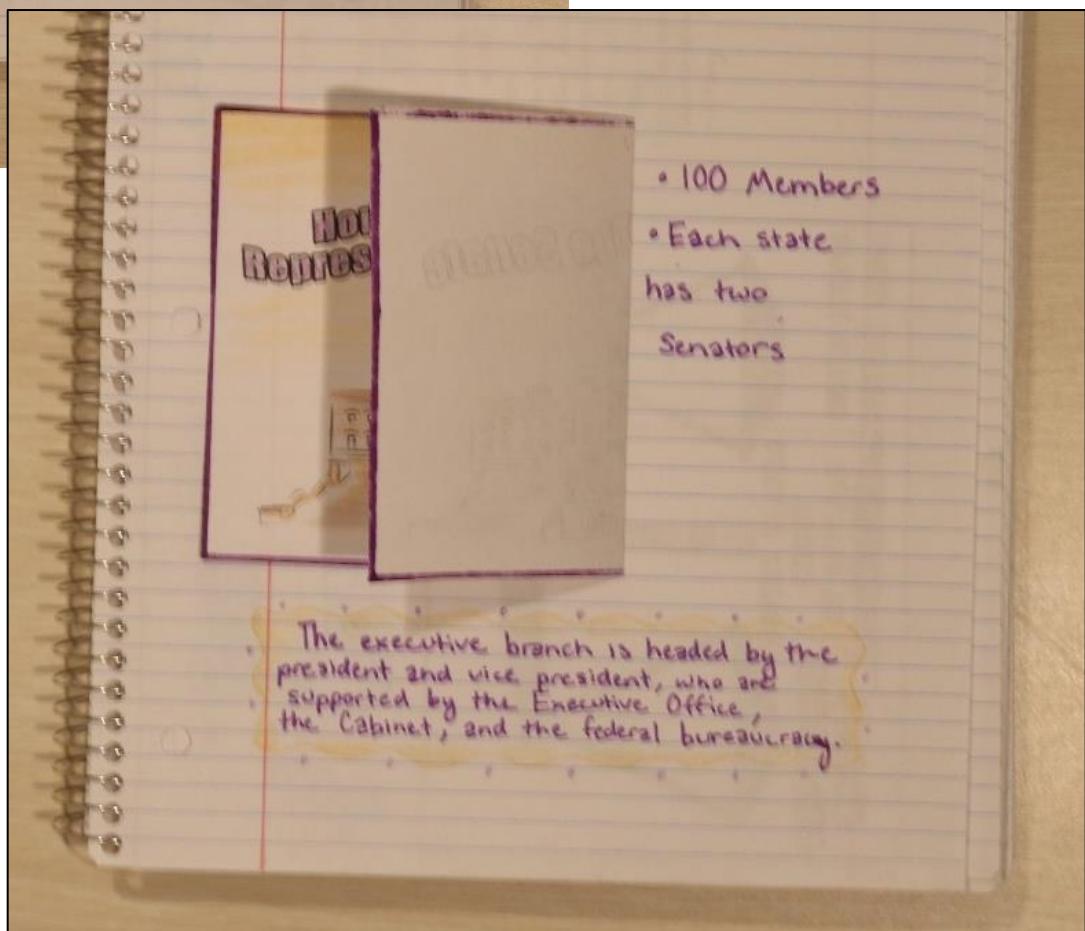
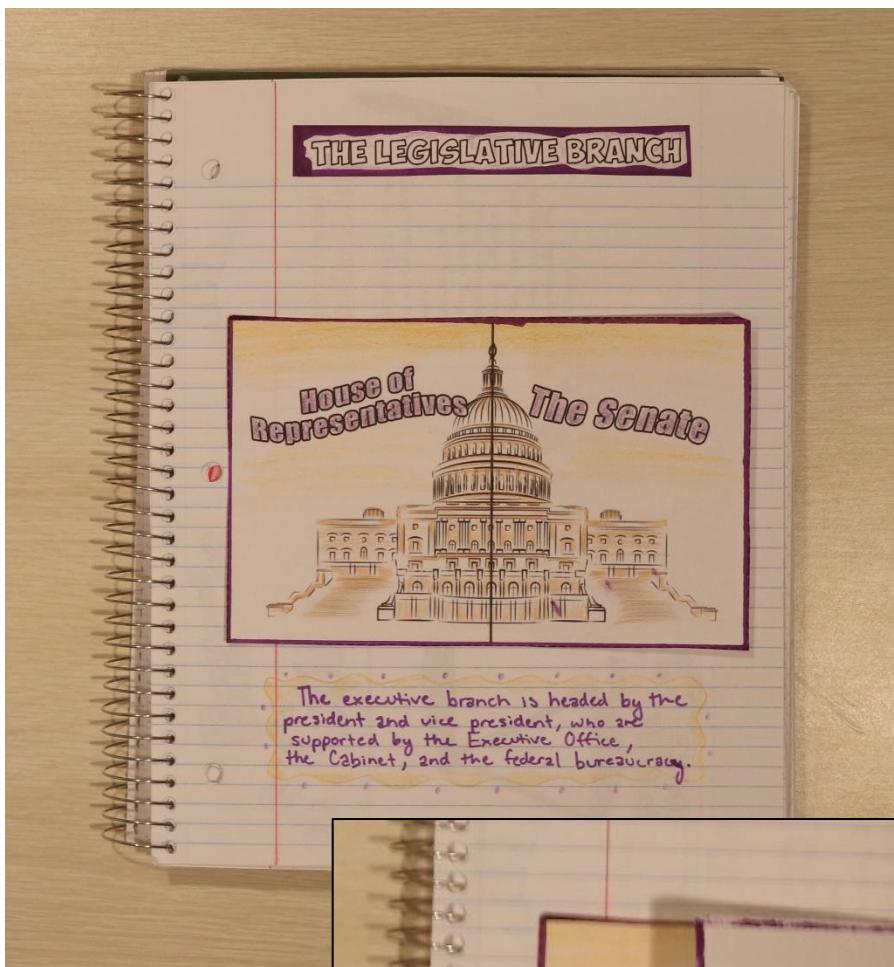


THE LEGISLATIVE BRANCH

Directions: The legislative branch of the national government is a bicameral body with committees playing a major role in the legislative process. The executive branch consists of the president, vice president, and the federal bureaucracy. Cut around the dotted lines in the activity below and glue it in the middle of your notebook so that you can bend each side. Under each side, write about either the Senate or The House of Representatives. The executive branch is headed by the president and Vice President, at the bottom of the page, tell who they are supported by.

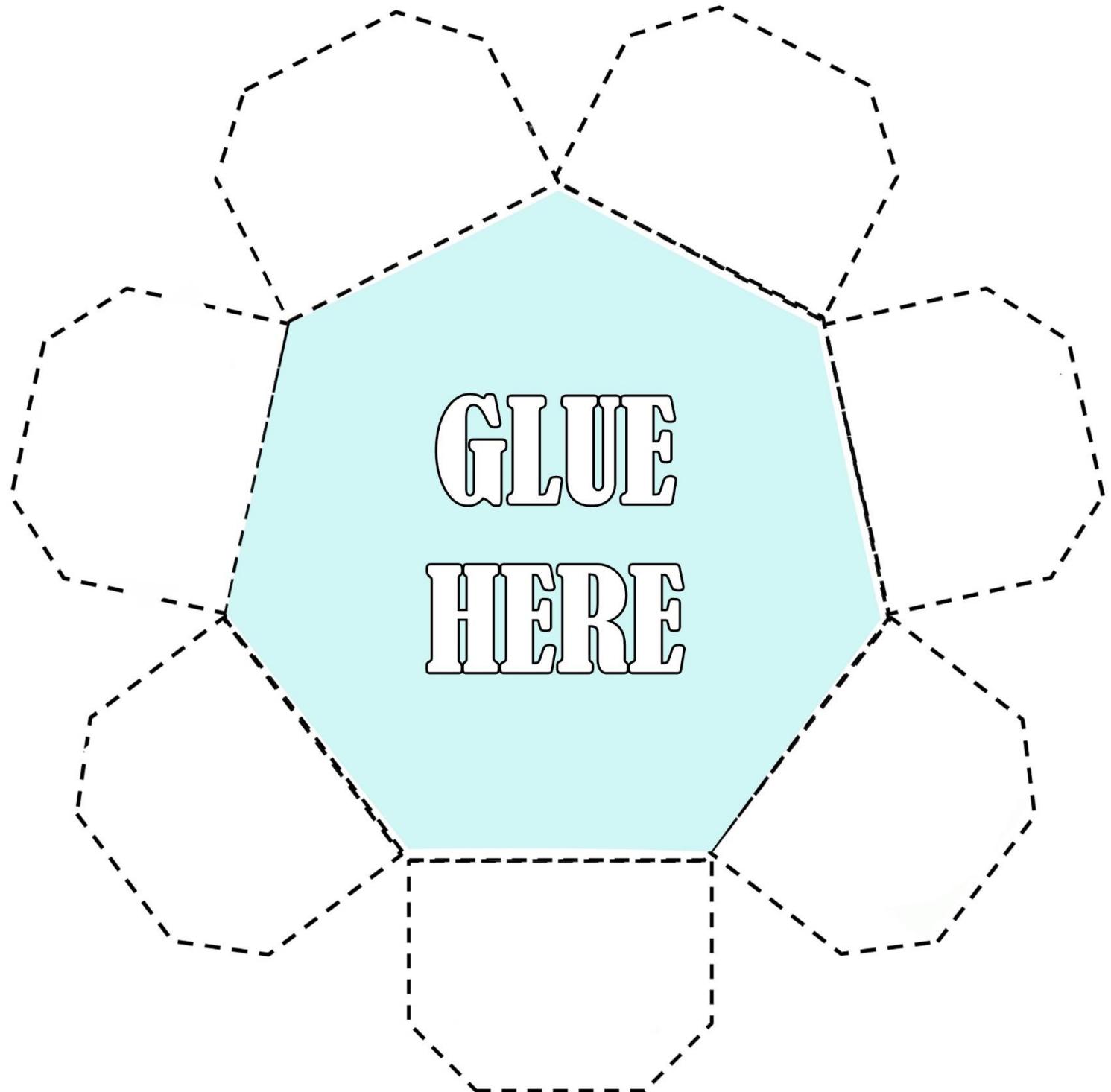


COMPLETED LEGISLATIVE BRANCH

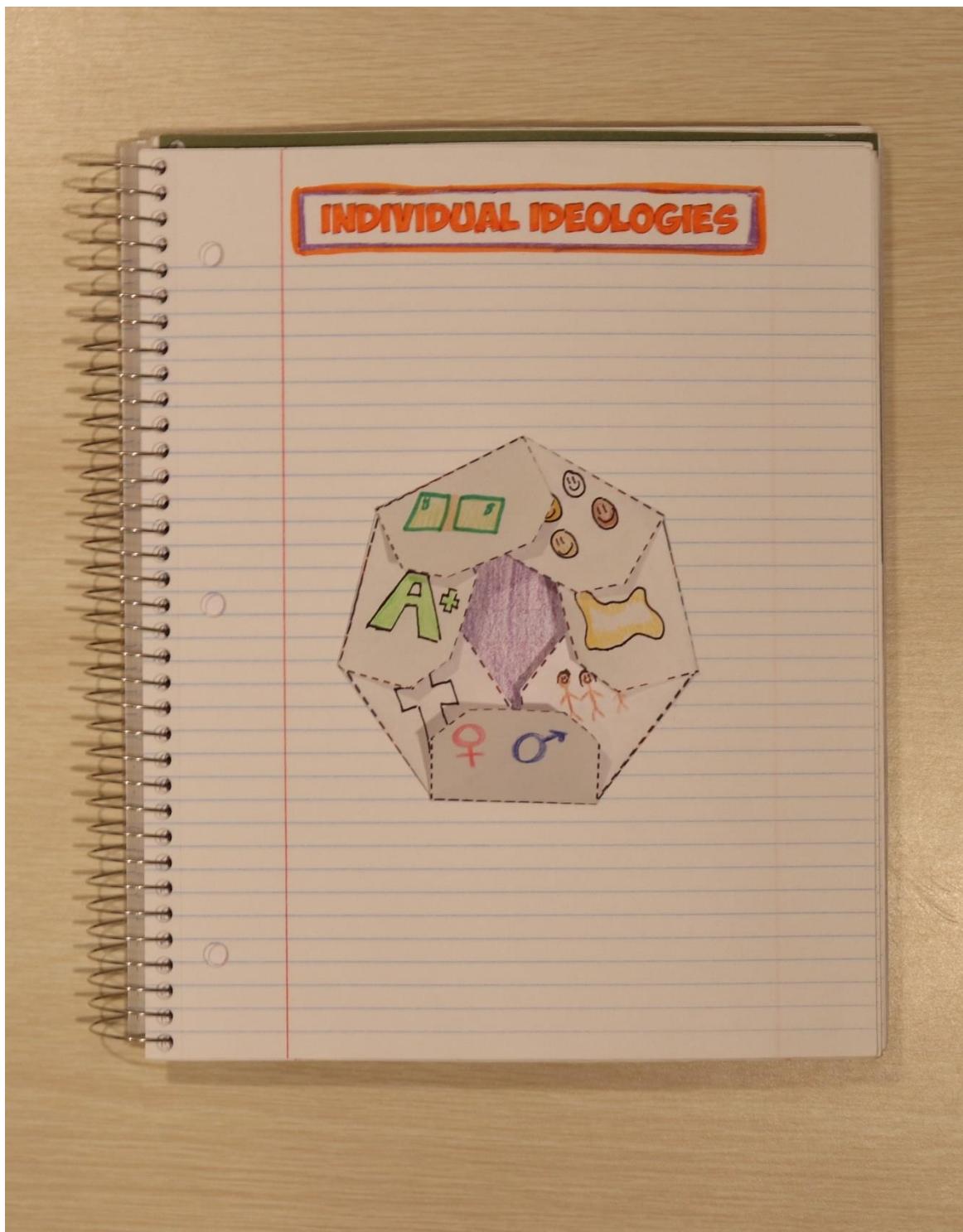


INDIVIDUAL IDEOLOGIES

Directions: An ideology is a set of basic beliefs about life, culture, government, and society. A person's ideology provides a framework for looking at government and public policy. Individual ideologies are shaped by a number of demographic factors. Ideology is also shaped by demographic factors. Cut out the graphic below and glue it into your notebook. Write seven demographic factors that shape ideology under the tabs and draw a picture on the top of each.

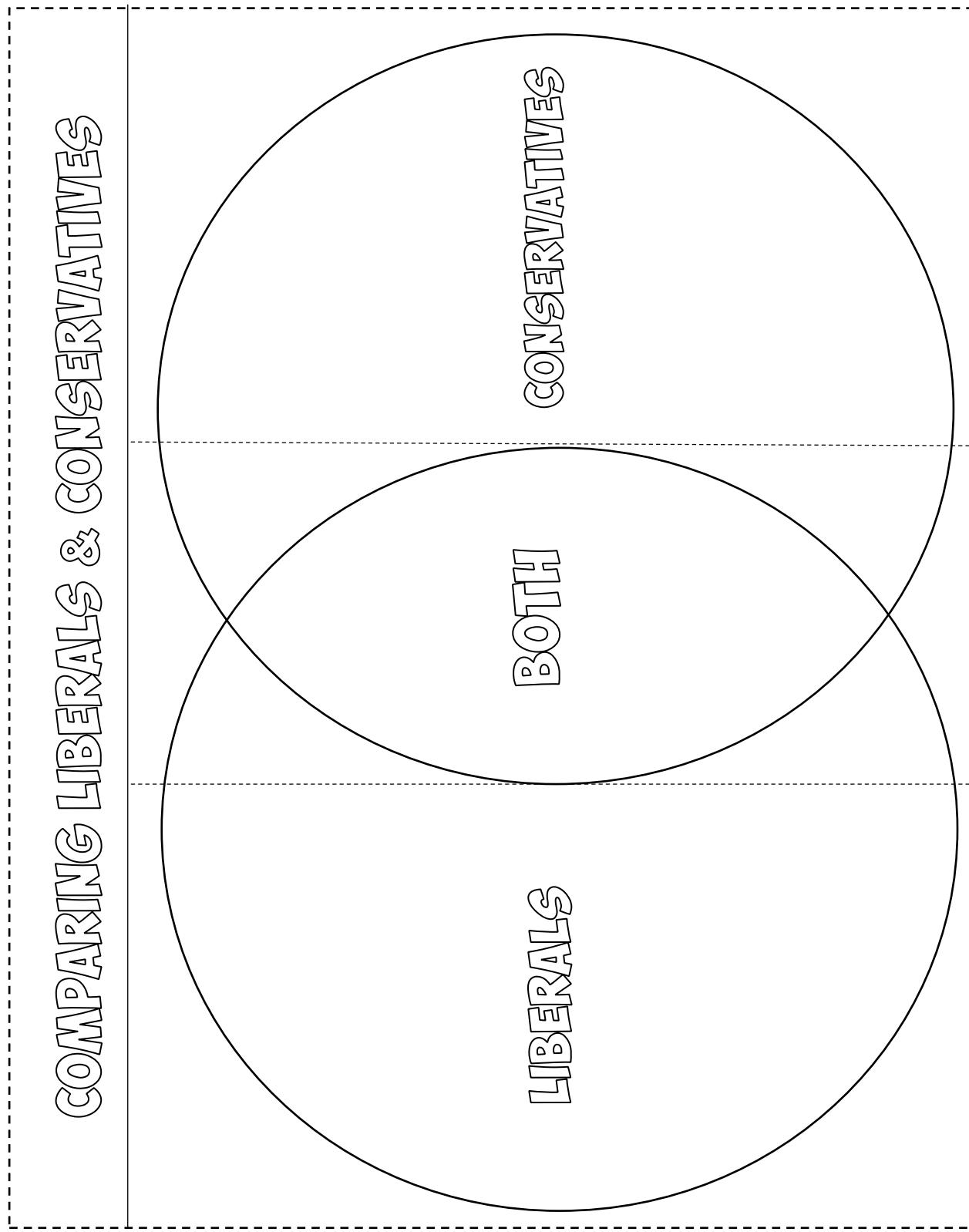


COMPLETED INDIVIDUAL IDEOLOGIES



COMPARING LIBERALS & CONSERVATIVES

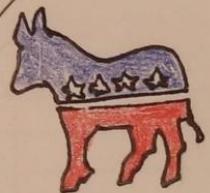
Directions: After learning about the political spectrum, compare the beliefs of Liberals and Conservatives on various issues that affect America today. Cut out the Venn Diagram graphic organizer along the dotted lines so that the 3 flaps can be lifted up when it is glued into your notebook. Then think of characteristics to place under each.



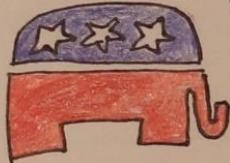
COMPLETED COMPARING LIBERALS & CONSERVATIVES

COMPARING LIBERALS & CONSERVATIVES

COMPARING LIBERALS & CONSERVATIVES



LIBERALS

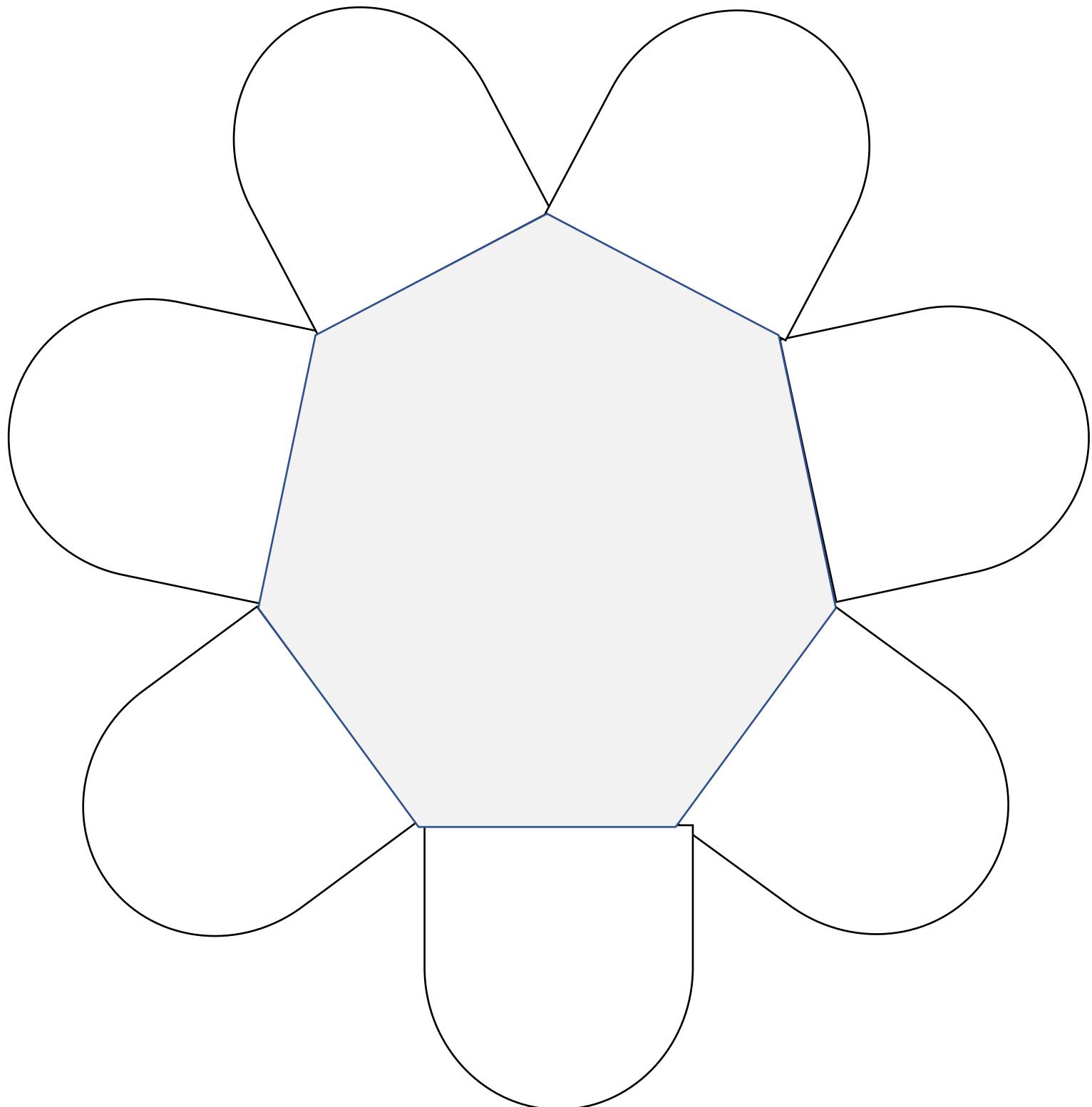


CONSERVATIVES

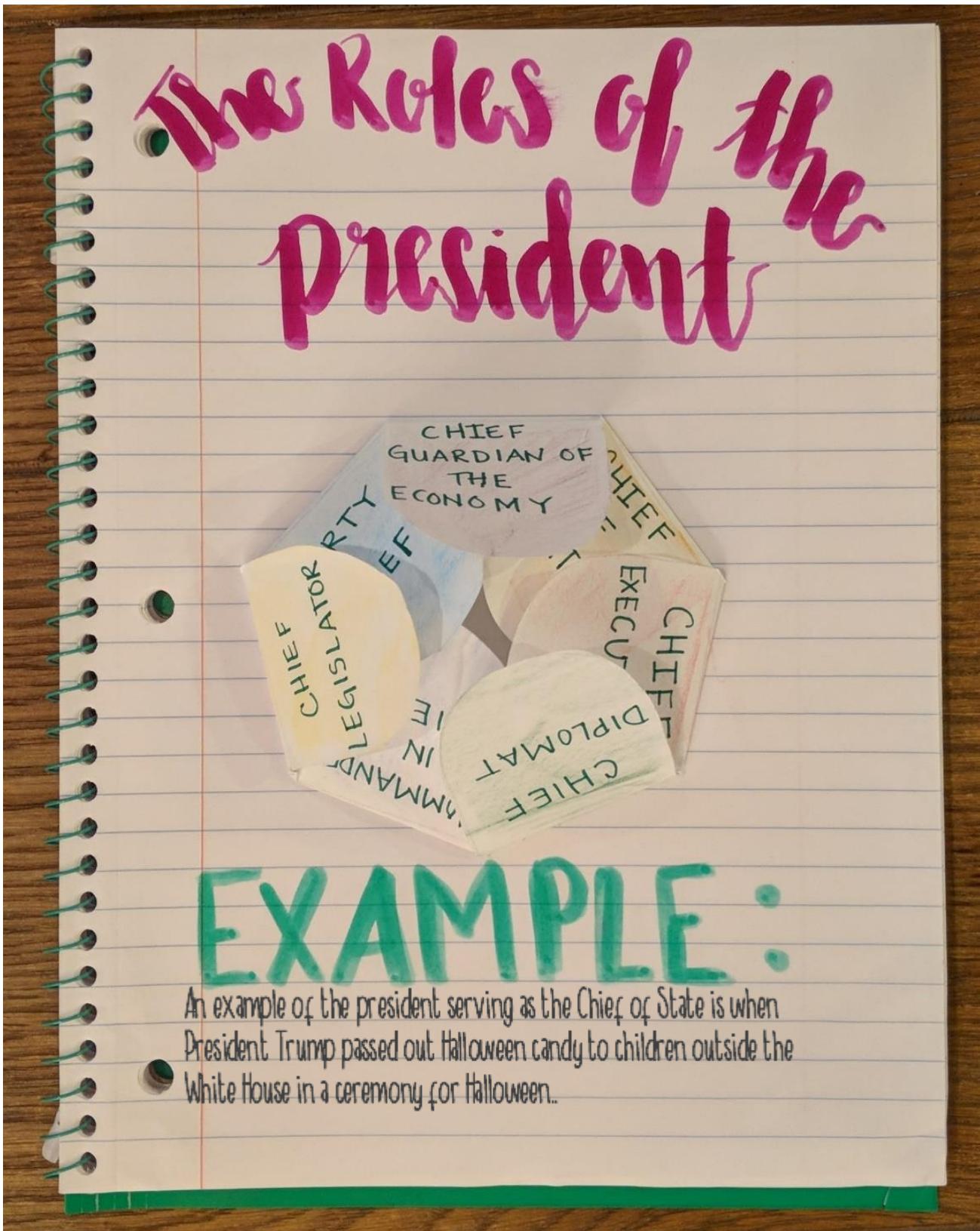
BOTH

ROLES OF THE PRESIDENT

Directions: The President has 7 different and very important jobs to fulfill. Cut out the graphic organizer below, fold down each of the petals, and glue it into your notebook. Then, **draw a symbol** to represent the president in the center and **list each of the 7 roles** on a petal. On the underside of each petal, **briefly explain** or take notes on that role.

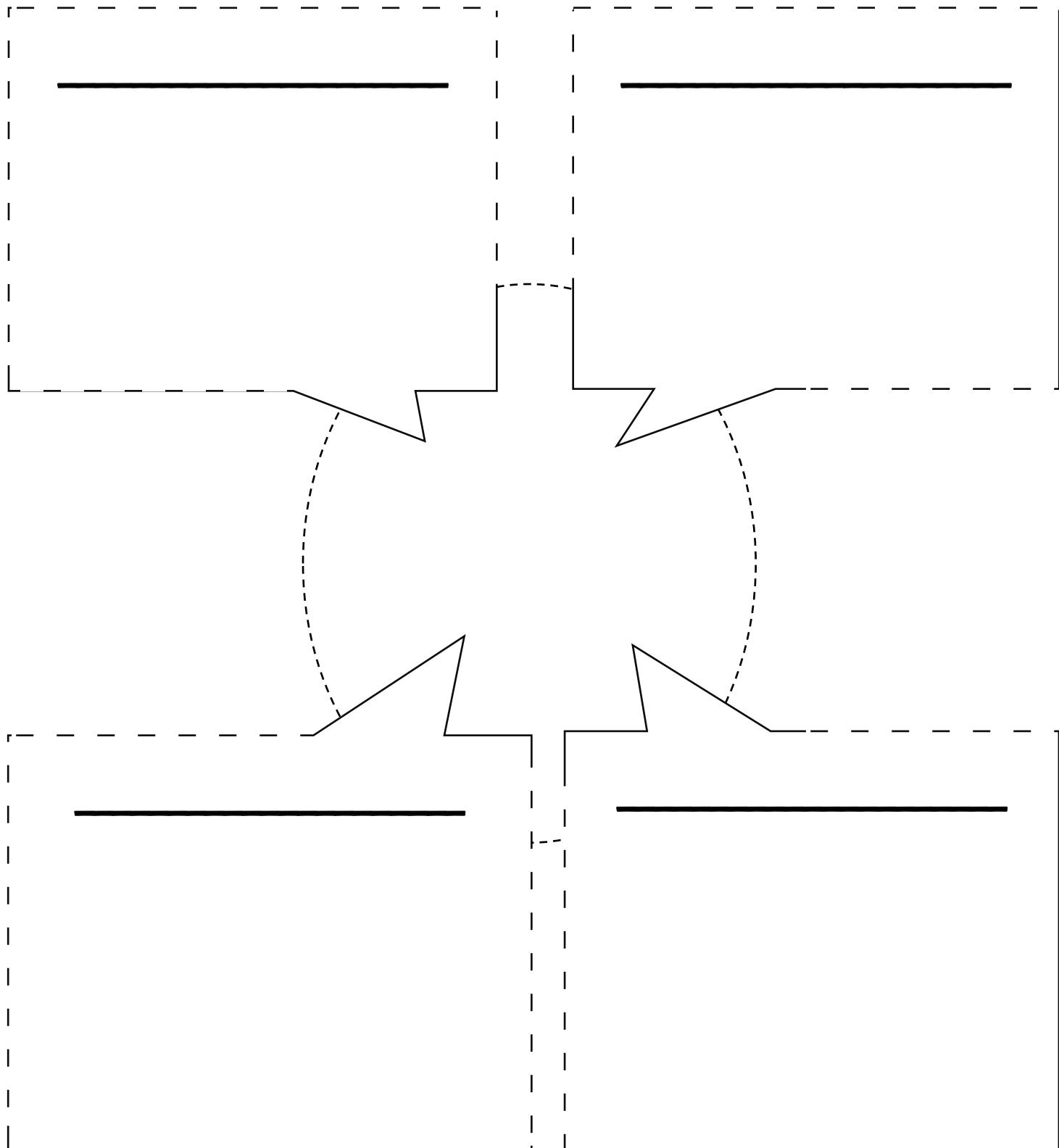


COMPLETED SAMPLE IMAGE



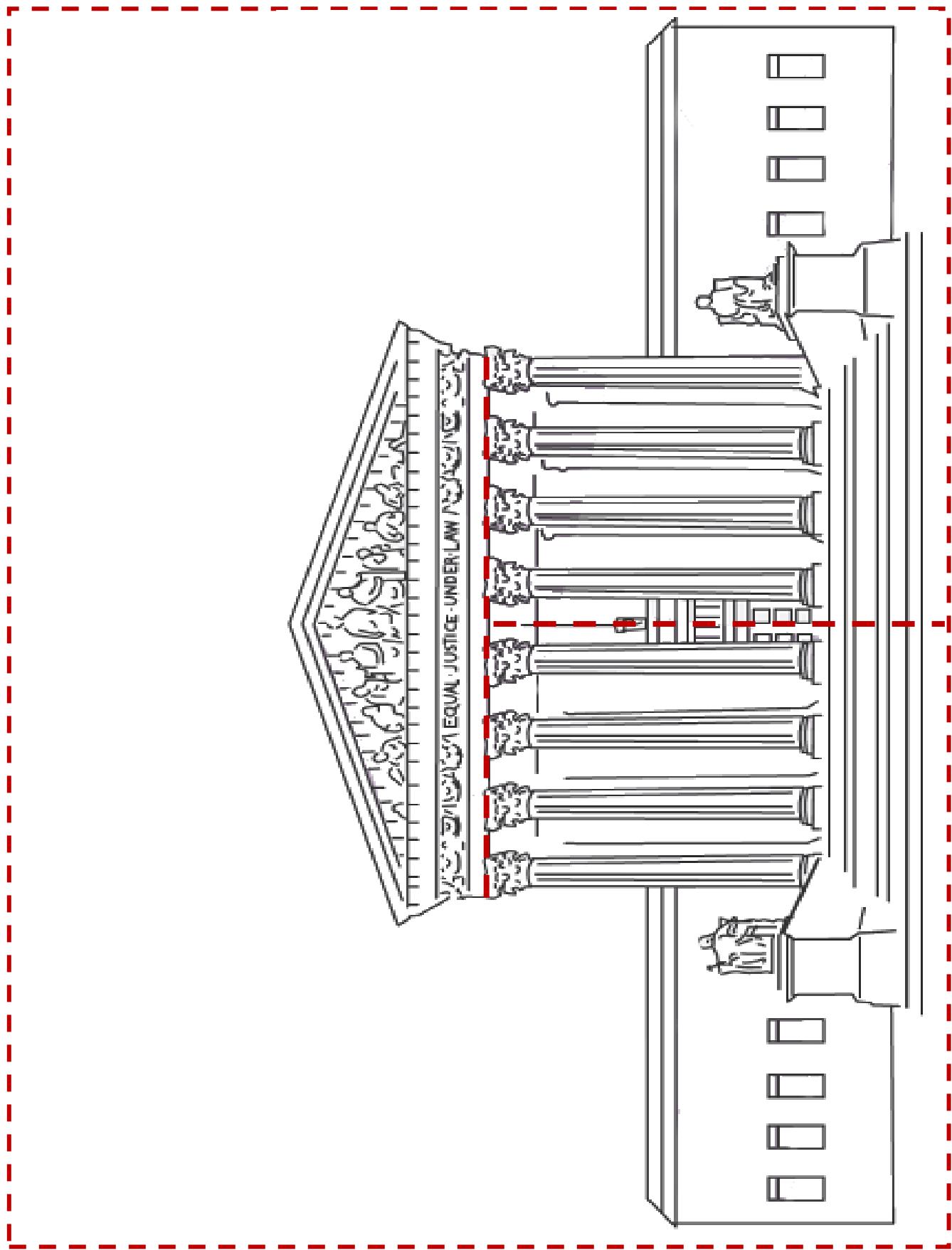
AN ADMIRABLE POLITICIAN

Directions: What sorts of characteristics do you look for in a political candidate? Think about who you think would make for a good President, Governor, Mayor, or even class president. Then, cut out the graphic organizer below. Then draw a picture for that person in the center and label 4 important characteristics he/she has in the boxes. **Draw symbols or pictures to represent each then explain your choices on the notebook page underneath.**

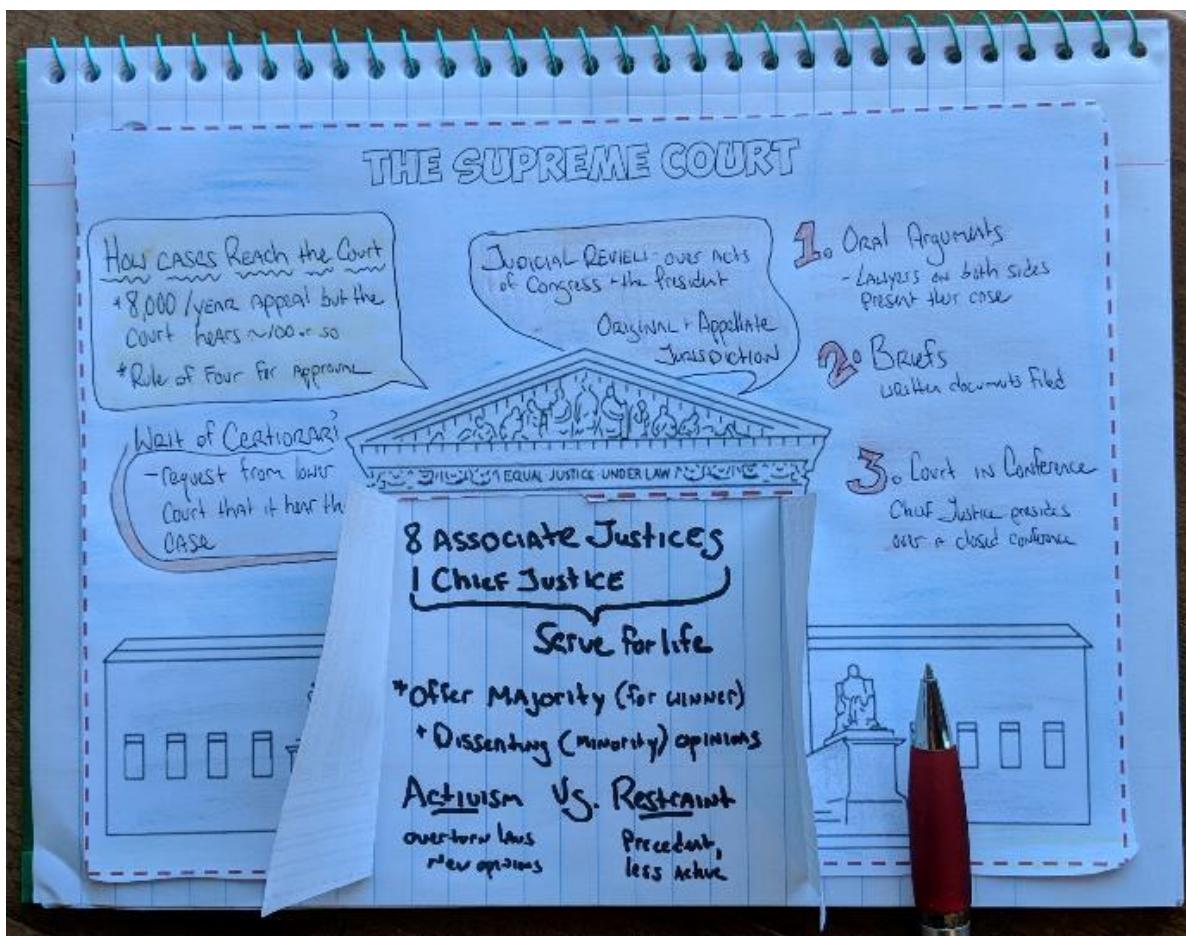
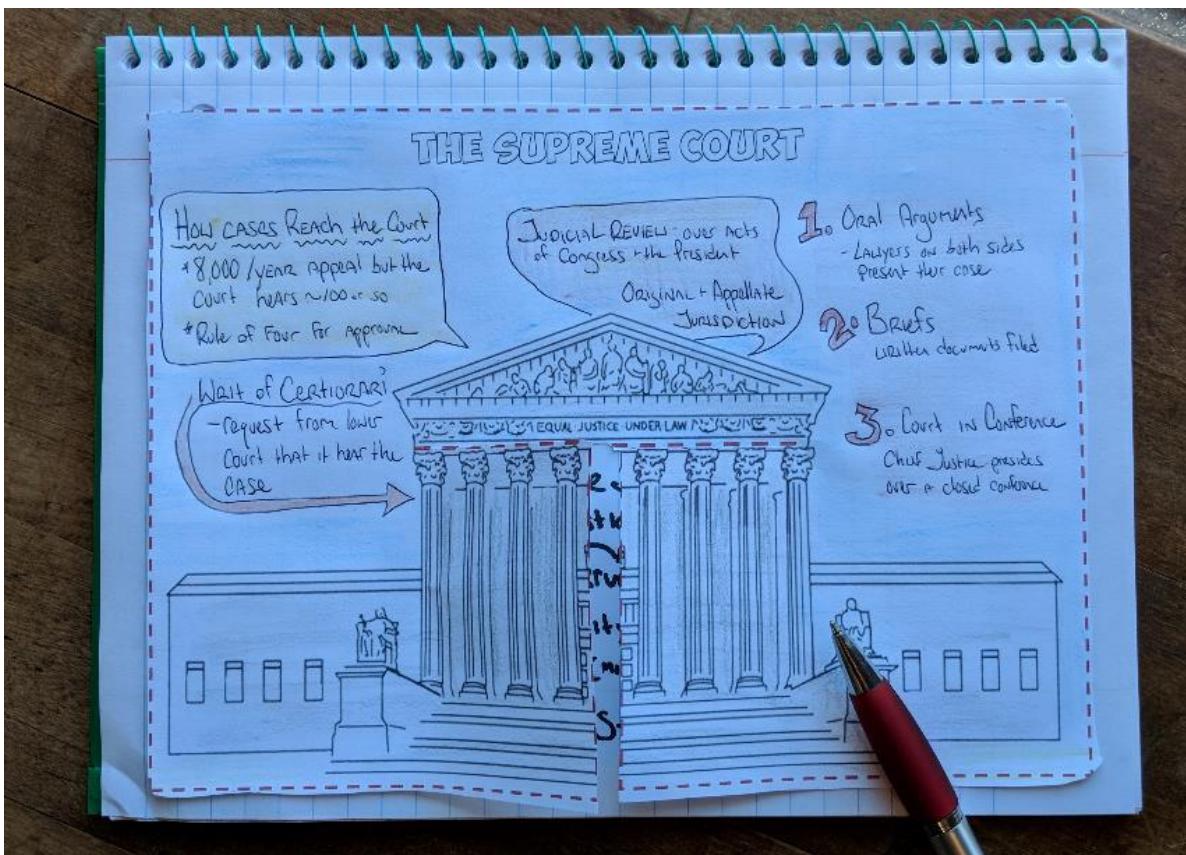


THE SUPREME COURT

Directions: These Supreme Court is at the top of America's Judicial Branch. Cut out the graphic organizer below and paste it into your notebook so that the flaps can open up. Behind the "doors" take **notes on the Justices** that make up the Supreme Court. Above the building, **describe the court**, the cases it hears, and how it selects them.



COMPLETED SAMPLE VERSION



TYPES OF JURISDICTION

Directions: The United States has a court system whose jurisdiction is derived from the Constitution and federal laws. Cut out the activity below and glue it into your notebook. Under each type of jurisdiction, write what authority that court has.

**ORIGINAL
JURISDICTION**

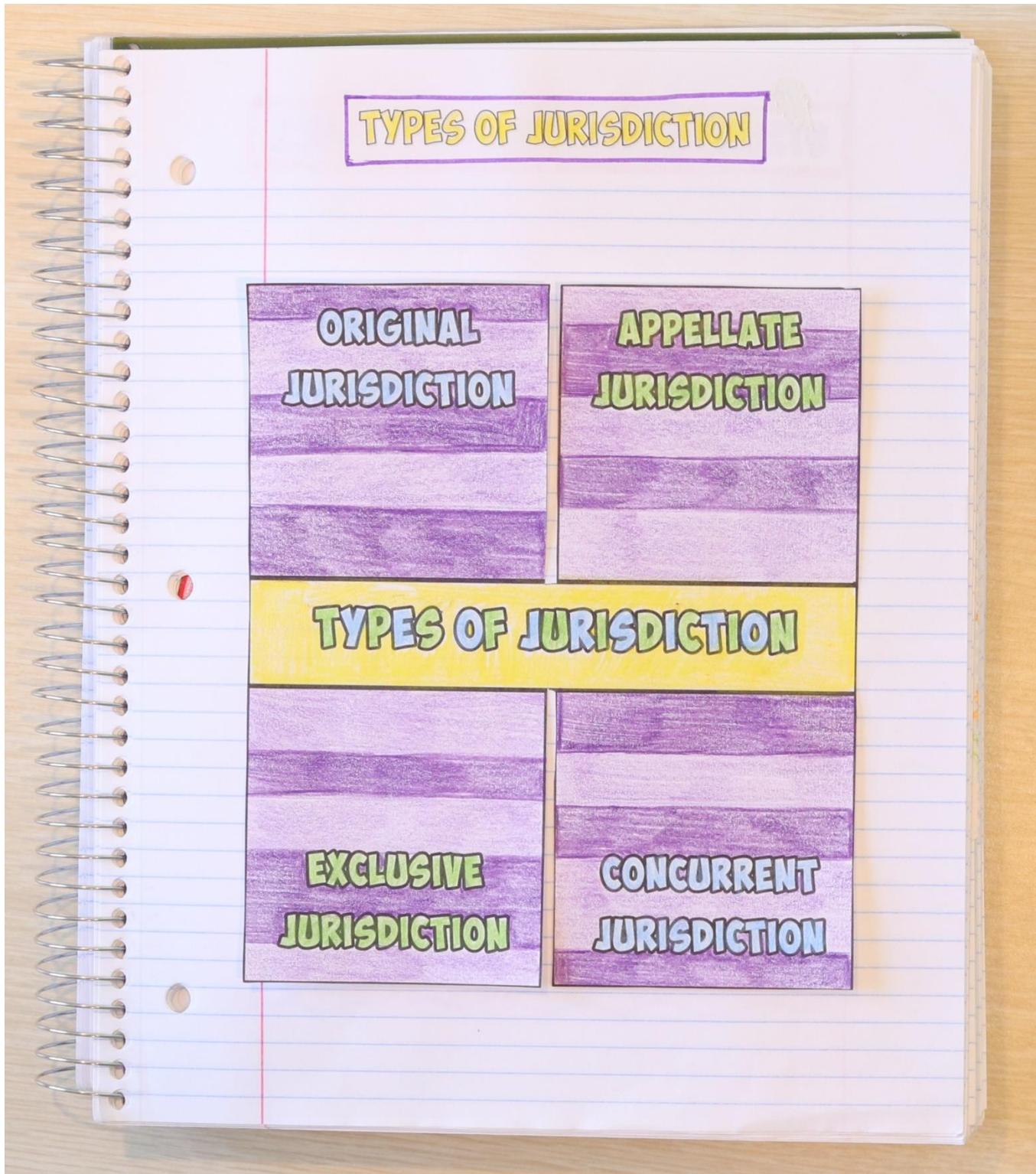
**APPELLATE
JURISDICTION**

TYPES OF JURISDICTION

**EXCLUSIVE
JURISDICTION**

**CONCURRENT
JURISDICTION**

COMPLETED TYPES OF JURISDICTION



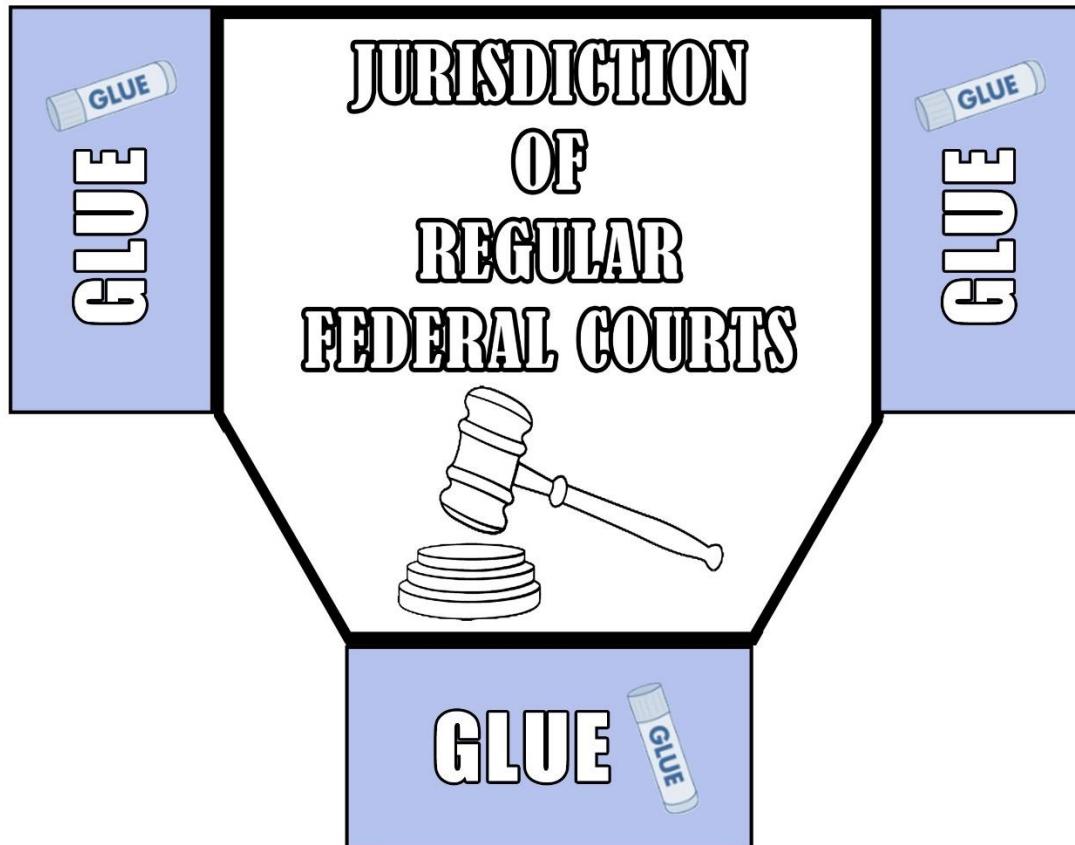
JURISDICTION OF FEDERAL COURTS

Directions: Congress created various federal courts beneath the United States Supreme Court. Cut out the activity below and glue it into your notebook. On each square that lists a court, write what type of court it is. On the bottom of the page, tell what article of the Constitution of the United States and federal laws establish the jurisdictions of the federal court.

United States
Supreme Court

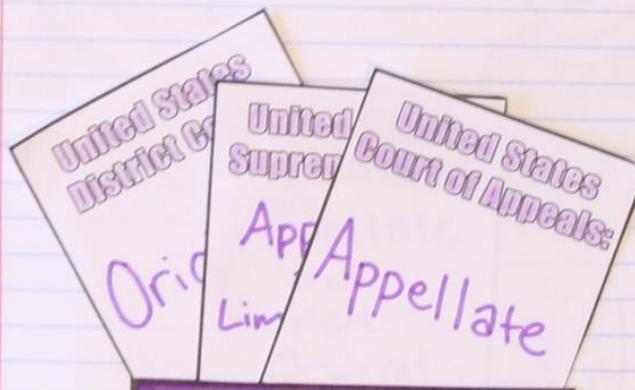
United States
Court of Appeals:

United States
District Court:



COMPLETED JURISDICTION OF FEDERAL COURTS

JURISDICTION OF FEDERAL COURTS



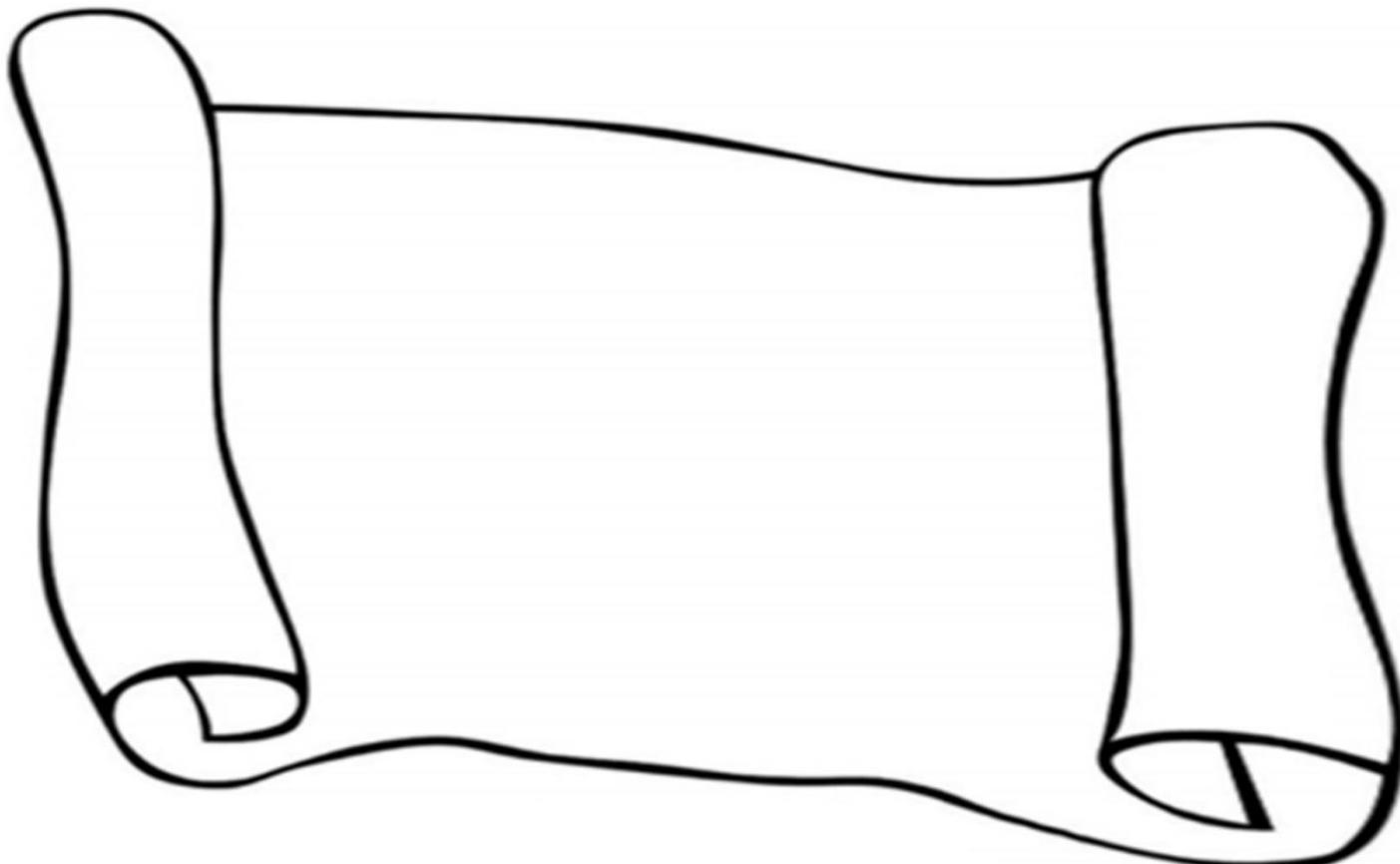
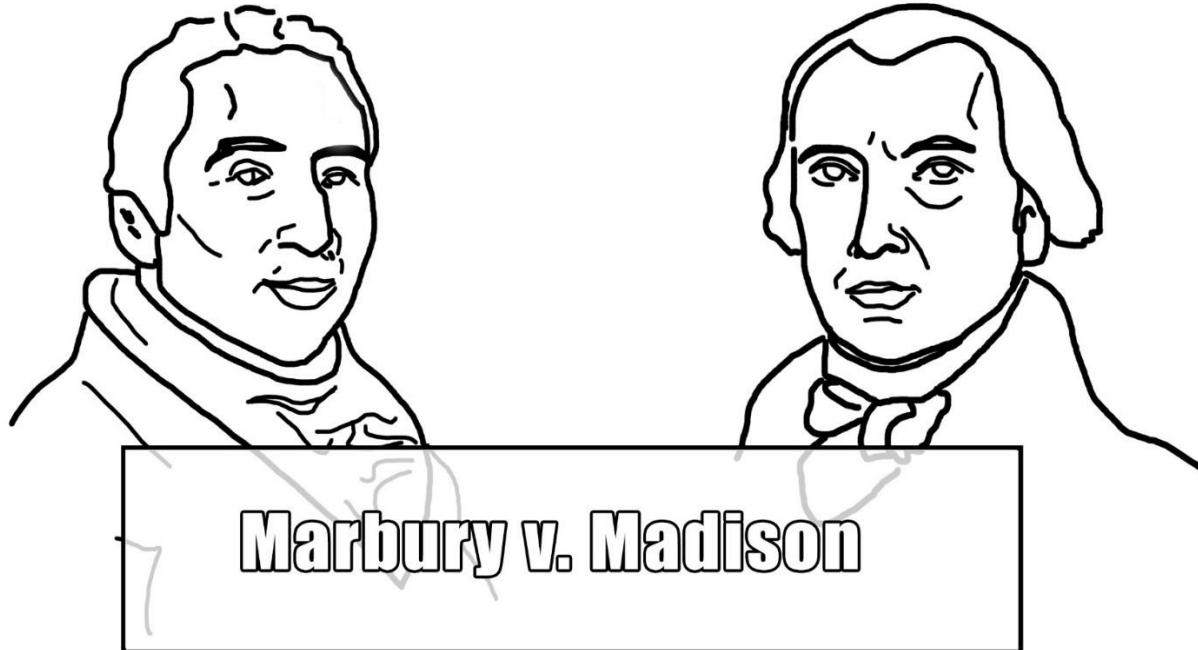
JURISDICTION OF REGULAR FEDERAL COURTS



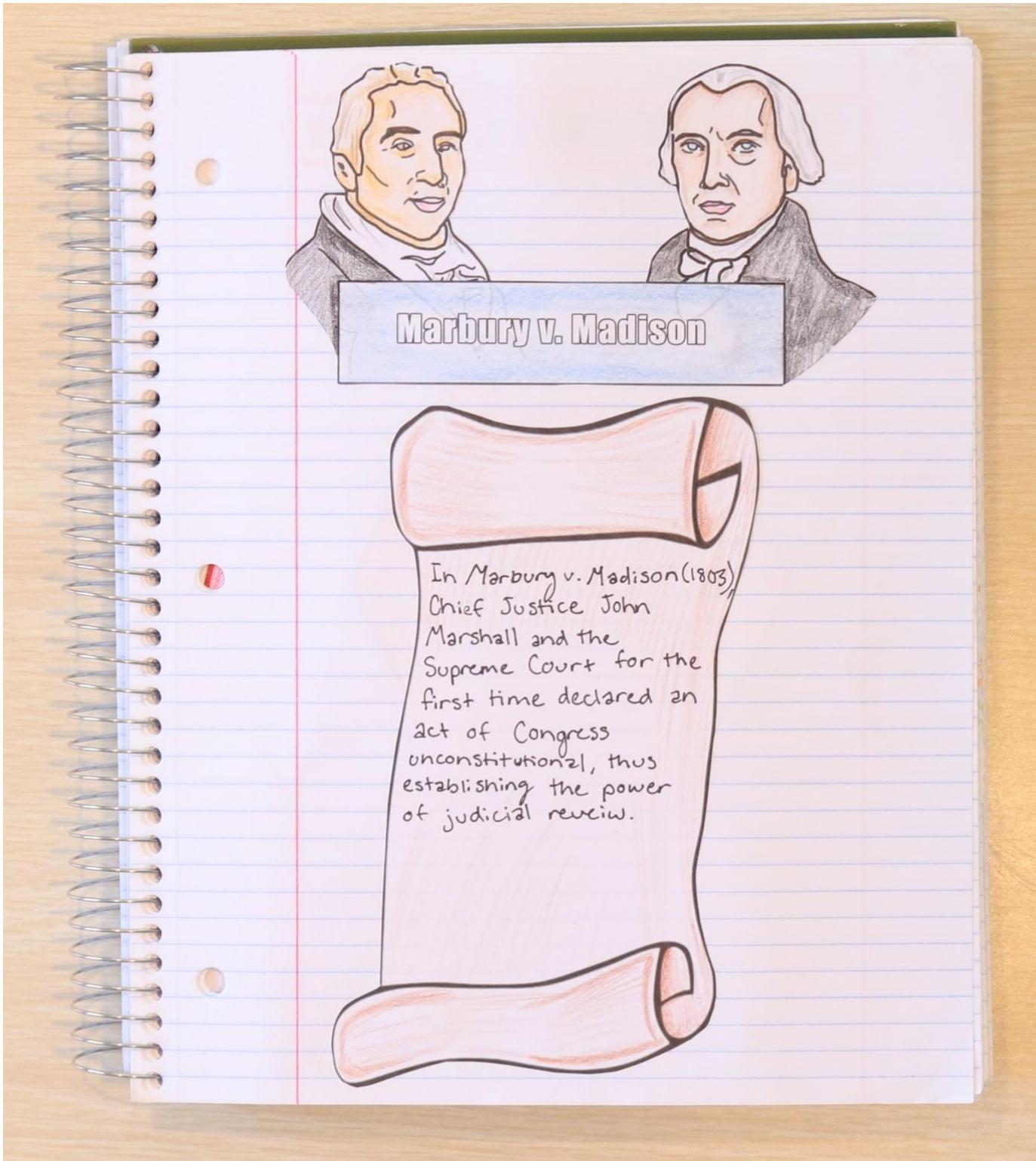
Article III of the Constitution of the United States and federal laws establish the jurisdictions of the federal court.

MARBURY V. MADISON (1803)

Directions: The Supreme Court gained recognition as an equal branch of government as a result of John Marshall's judicial strategy. Prior to the appointment of Chief Justice John Marshall, the Supreme Court had little power. Cut out the graphics below and glue them into your notebook. On the "document" cutout, write what *Marbury v. Madison* declared and why it is so important to the history of our country.



COMPLETED MARBURY V. MADISON (1803)



DECIDING SUPREME COURT CASES

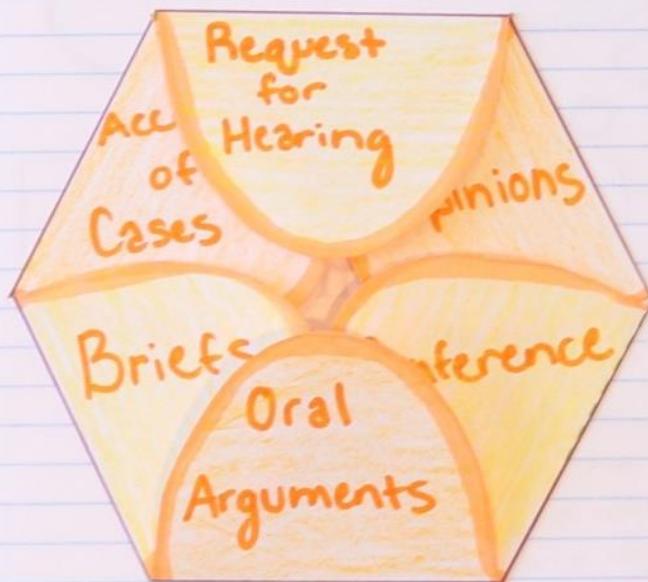
Directions: The Supreme Court hears cases and makes decisions based on the opinions of the majority of the justices. Cut out the activity below and glue it into your notebook. On the outside of the flaps, write the steps in deciding a case. On the inside of the flaps, write about that specific step in more detail.

Glue
Here
Onto
Your
Notebook



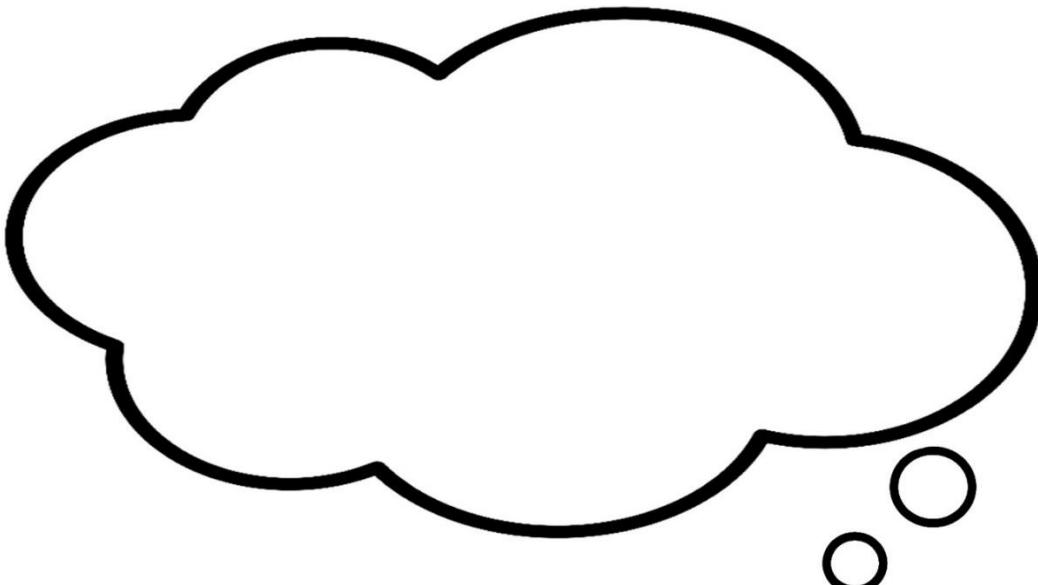
COMPLETED DECIDING SUPREME COURT CASES

DECIDING SUPREME COURT CASES

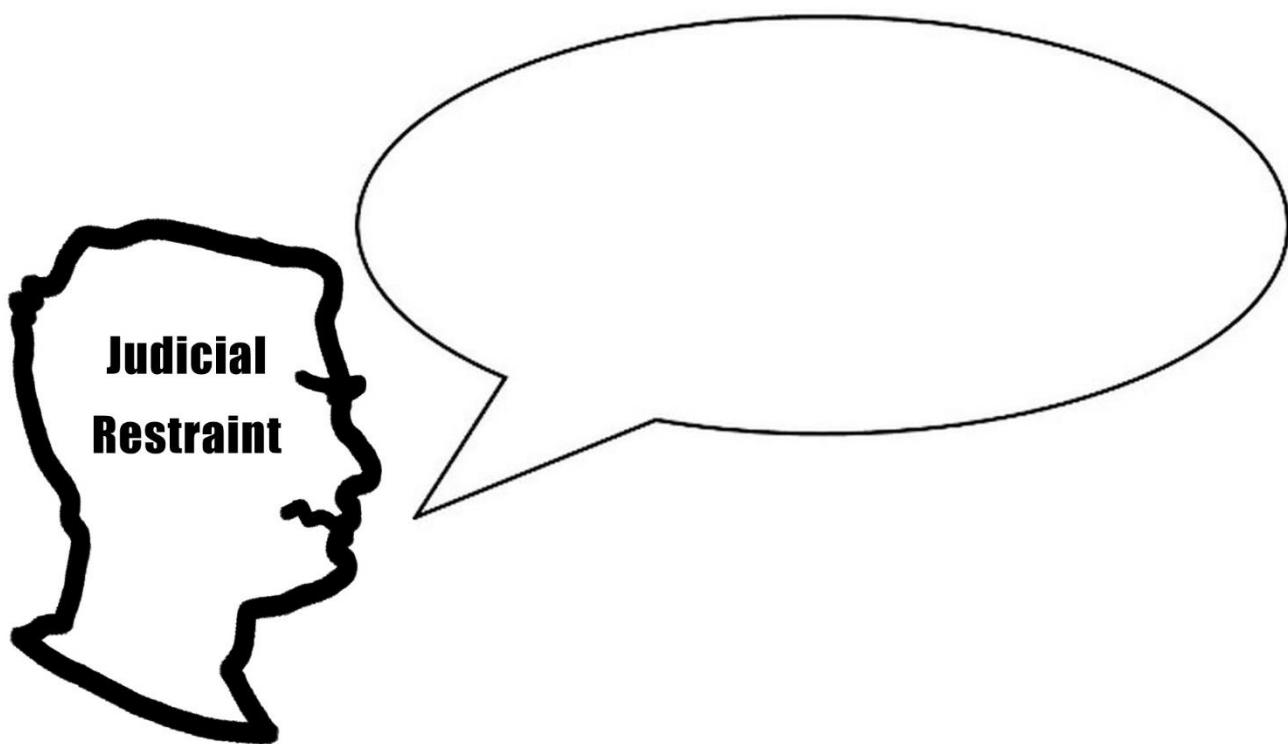


JUDICIAL ACTIVISM AND RESTRAINT

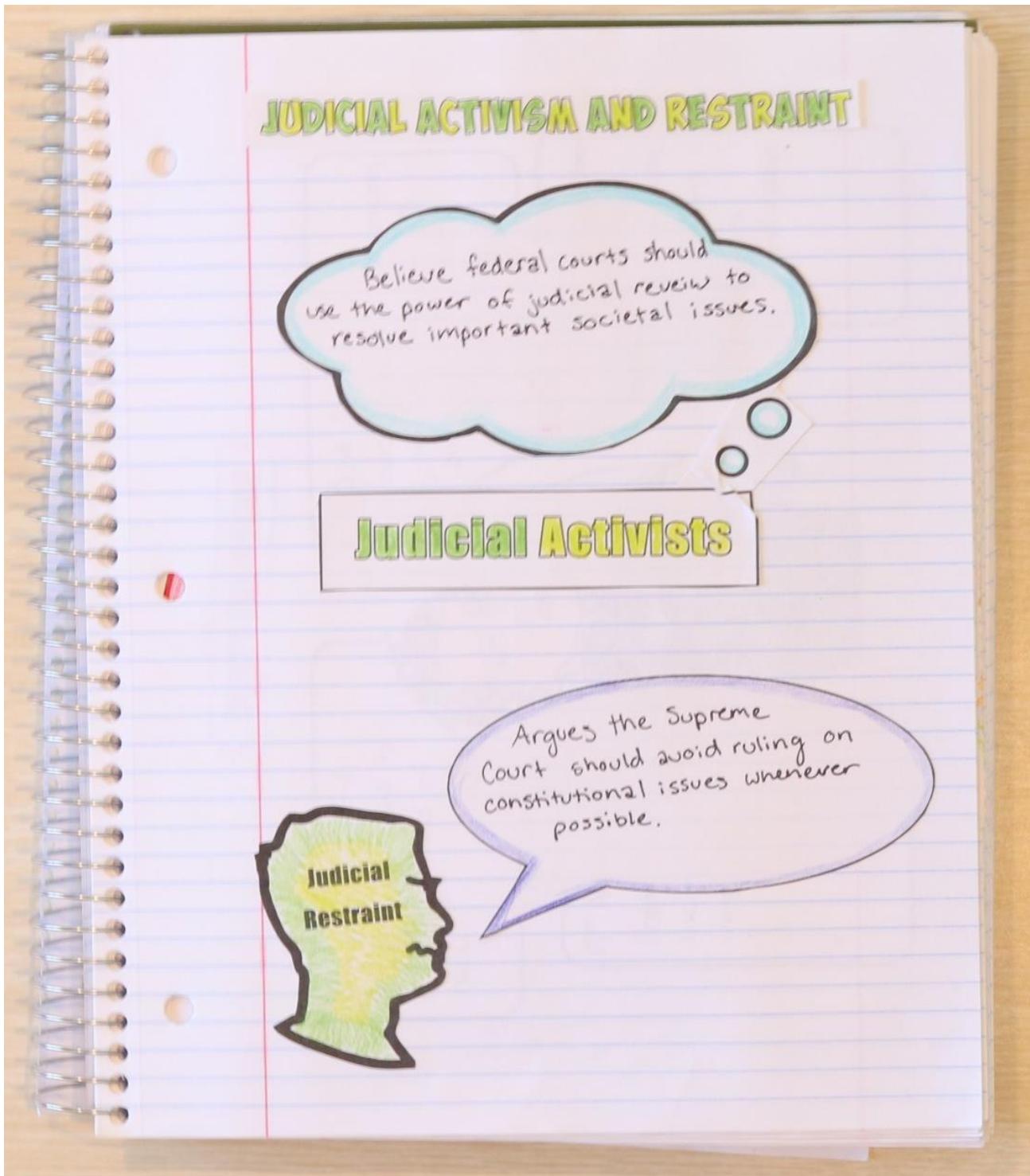
Directions: Supporters of the philosophies of judicial activism and judicial restraint disagree regarding the role of the federal judiciary. Cut out the graphic below and glue it into your notebook. Inside the thought bubble write what judicial activists believe. On the bottom of your notebook page, talk about what those in favor of judicial restraint argue.



Judicial Activists



COMPLETED JUDICIAL ACTIVISM AND RESTRAINT



RIGHTS FOR WOMEN

Directions: Amendments to the Constitution of the United States have extended the right of suffrage. Cut out the activity below and in each box write one of the Amendments to the Constitution that extended suffrage.



COMPLETED RIGHTS FOR WOMEN

RIGHTS FOR WOMEN

15th Amendment

Ensures the right to vote regardless of race

23rd Amendment

Allows voters in Washington, D.C., to vote for the U.S. president and vice president

19th Amendment

Grants women the right to vote

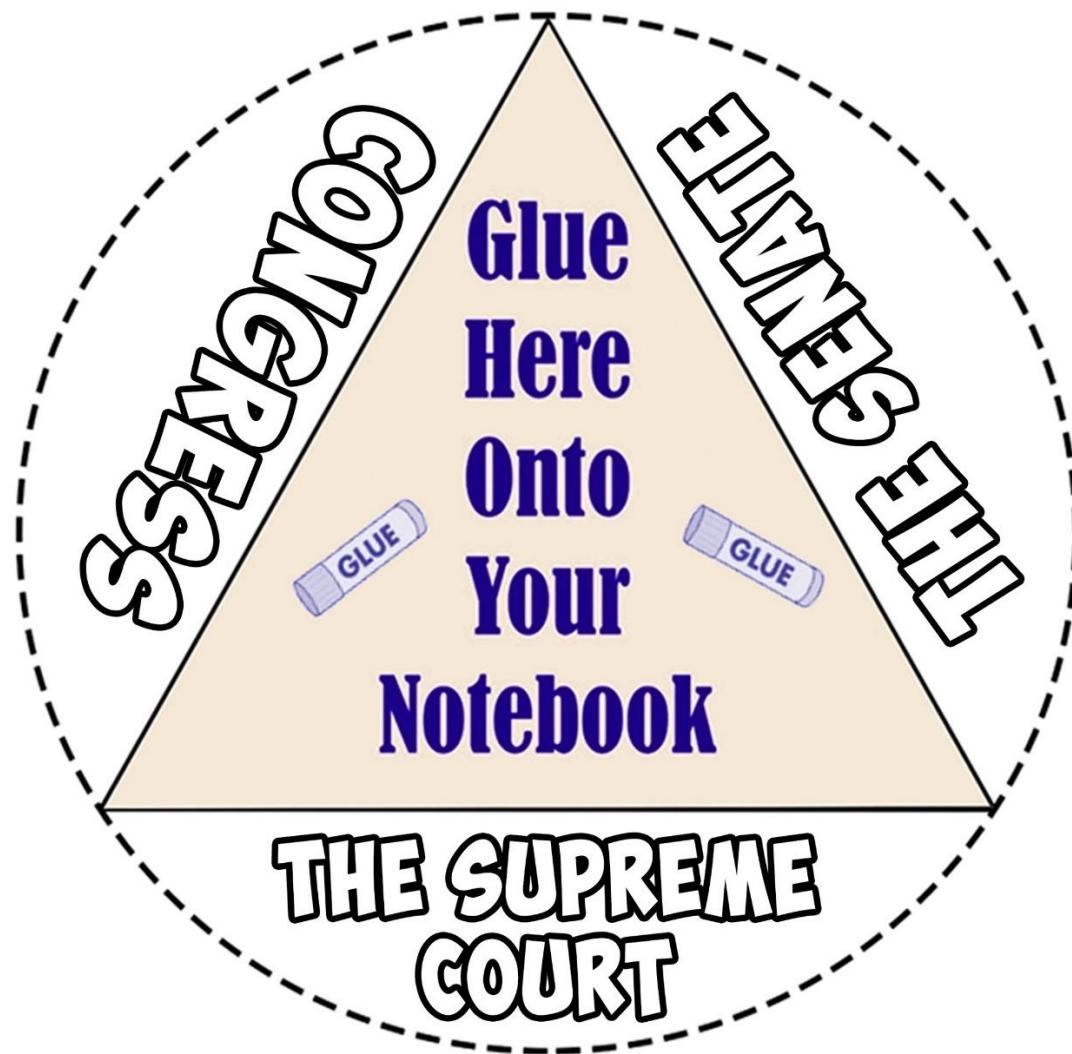
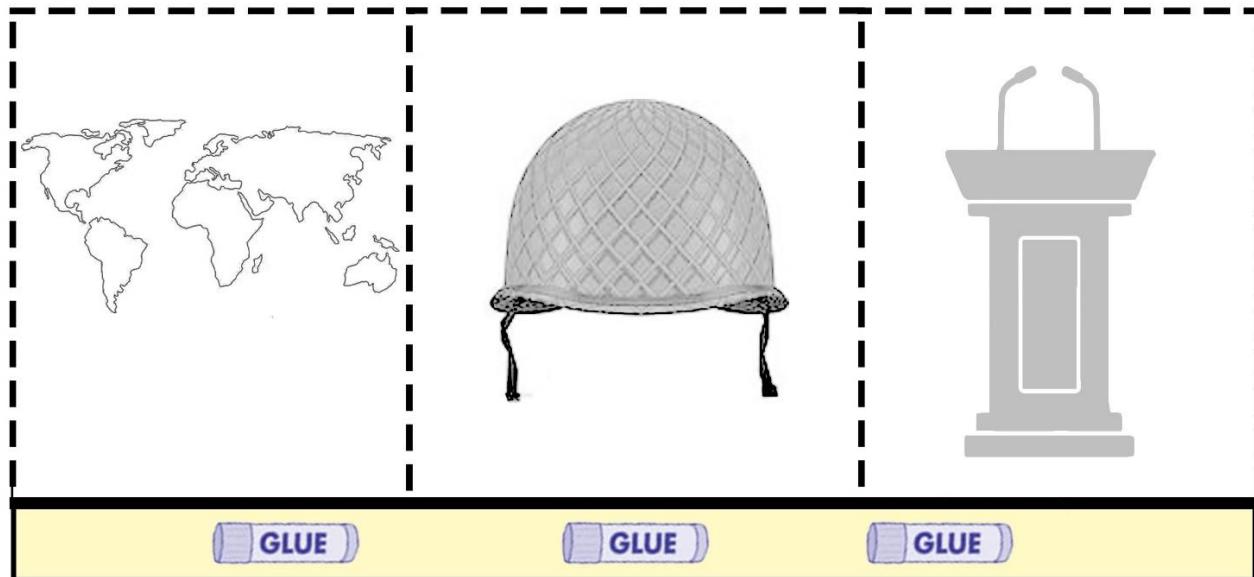
26th Amendment

Gives the right to vote to citizens 18 years old and older



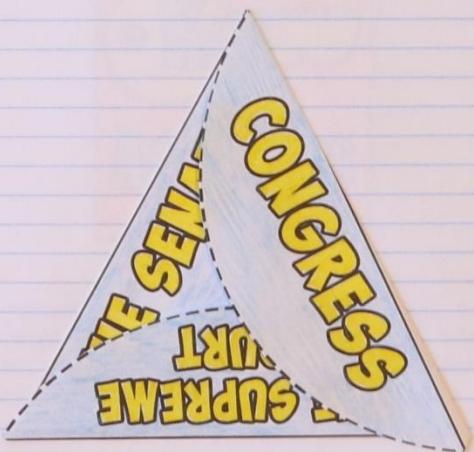
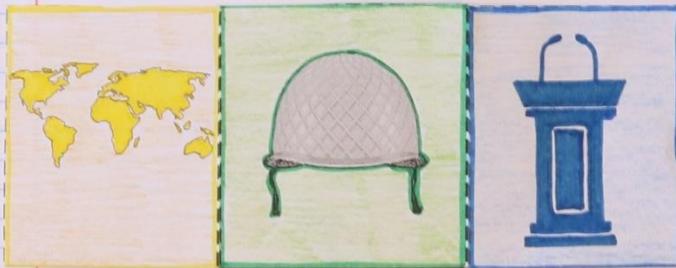
GOVERNMENT AND FOREIGN POLICY

Directions: American foreign policy consists of the official positions and actions that the national government takes in its relationships with other countries. Cut out both of the activities below. Glue the first activity into your notebook where it says to glue so that you can flip over the three panels. Under each panel, write a foreign policy power that the executive branch has that matches with the picture on top of the panel. Glue the second activity under the first and under each flap, write the foreign policy powers that each of those branches have.



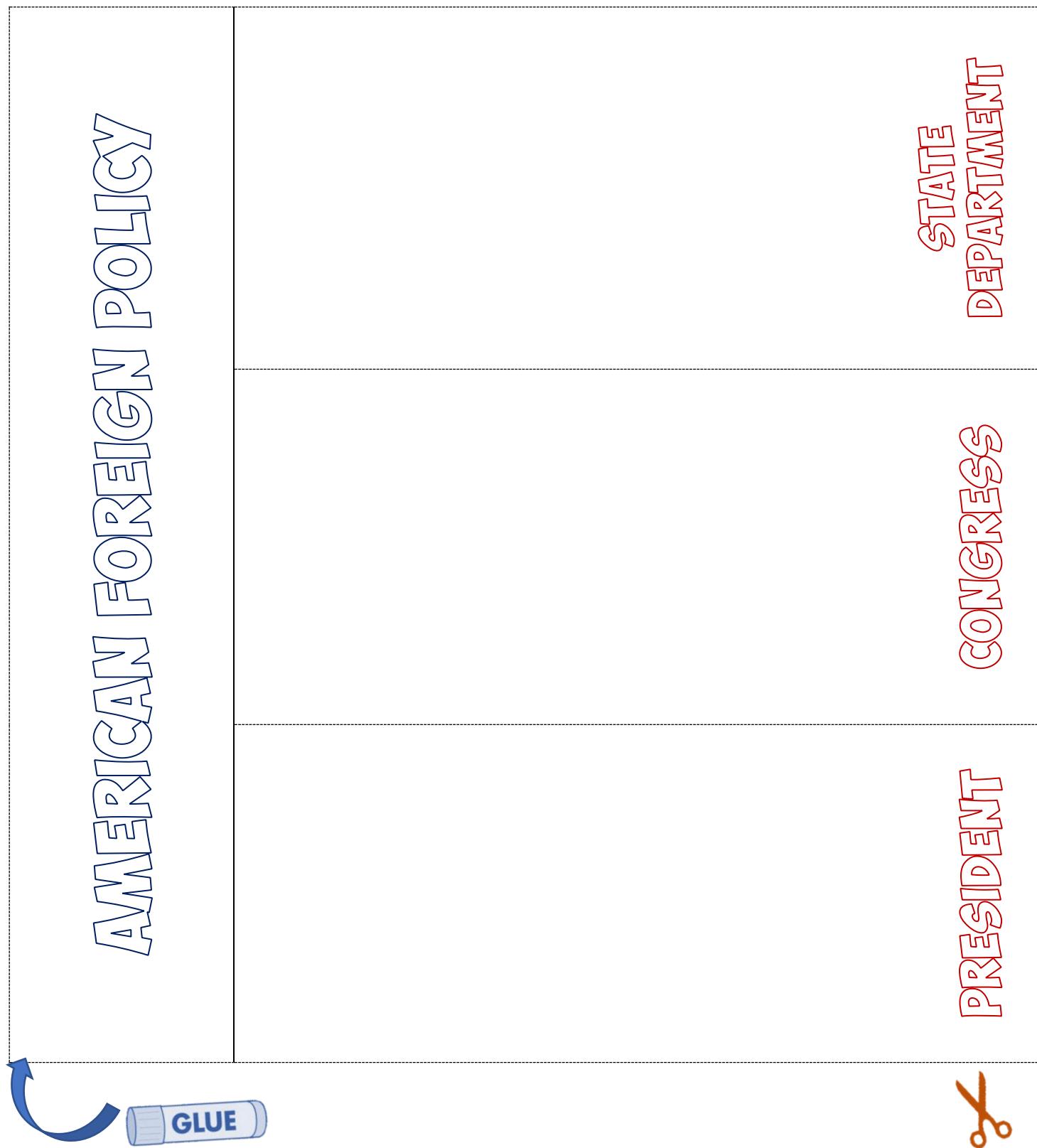
COMPLETED GOVERNMENT AND FOREIGN POLICY

GOVERNMENT AND FOREIGN POLICY



AMERICAN FOREIGN POLICY

Directions: American foreign policy is made and conducted by the President, Congress, and the State Department. Cut out the graphic organizer below then **draw a picture** on top of the flaps to represent each. Underneath, **explain the responsibilities** of each in terms of foreign policy.

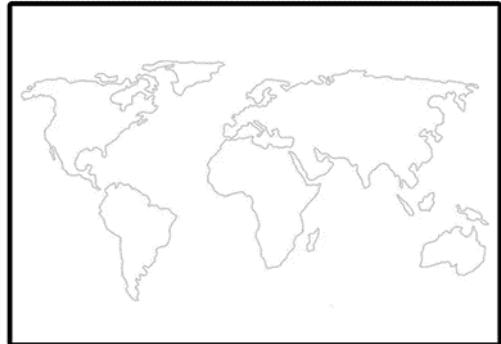
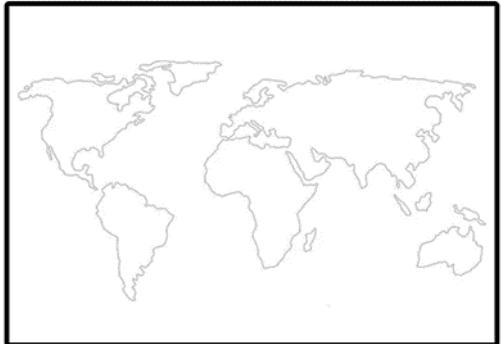
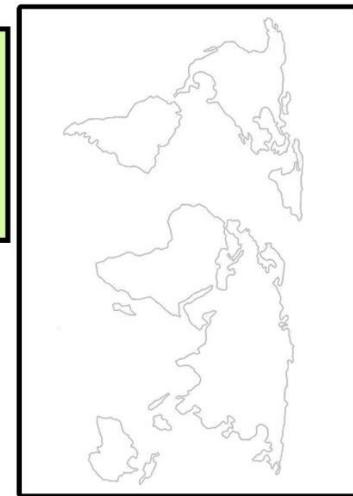


FOREIGN POLICY SAMPLE RESPONSES

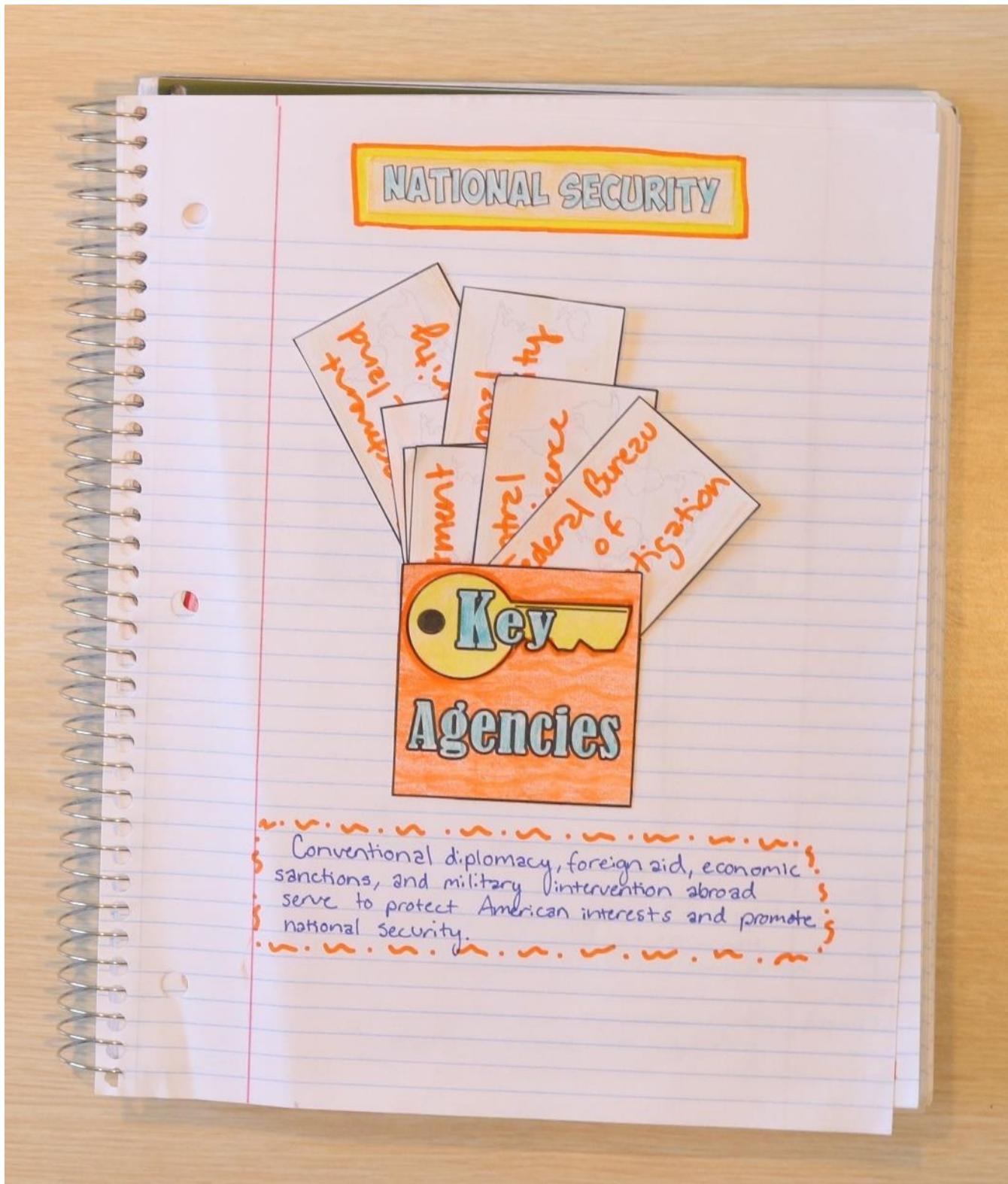
PRESIDENT	CONGRESS	STATE DEPARTMENT
<ul style="list-style-type: none">• Interacts with foreign officials as chief diplomat• Responsible for military actions as Commander-in-Chief• Responsible for making and conducting foreign policy• Appoints Secretary of State and ambassadors	<ul style="list-style-type: none">• Has the power to declare war• Confirms presidential appointments for ambassadors and Secretary of State• The Senate must ratify treaties• Approves the funding for all foreign policy	<ul style="list-style-type: none">• Led by the Secretary of State who advises the president on foreign policy• Bureaus organized geographically and functionally• Foreign service members represent the US abroad• Ambassadors stationed at the capital city of each recognized state• Ambassadors represent the US at the United Nations, NATO, and global conferences.

NATIONAL SECURITY

Directions: One of the primary responsibilities of the national government is to protect its citizens. Cut out all the graphics below and glue where it instructs to glue to create a pocket. On the other cut outs, write one key agency in the foreign policy and national security arenas and put them into the pocket. On the bottom of your notebook page, list four things that serve to protect American interests and promote national security.



COMPLETED NATIONAL SECURITY



INTERNATIONAL TRADE

Directions: The economies of the United States depend on resources and markets around the world for the production and sale of goods and services. United States businesses have become multinational in their quest for resources, markets, and profits. Cut out the activity below and glue where it instructs to glue. Under each square, write one way of how in recent decades, the national government has worked to reduce barriers to international trade. On the bottom of your notebook page, write what the two trade agreements are and what they say.



COMPLETED INTERNATIONAL TRADE

INTERNATIONAL TRADE



INTERNATIONAL TRADE

NAFTA: A free-trade zone of Canada, Mexico, and the U.S. intended to eliminate trade barriers & promote fair competition

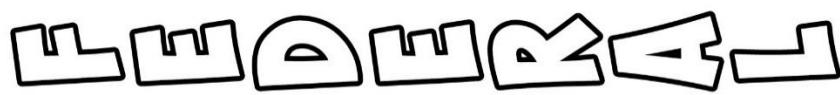
WTO: Administering trade agreements, handling disputes, and providing a venue for negotiating

SYSTEMS OF GOVERNMENT

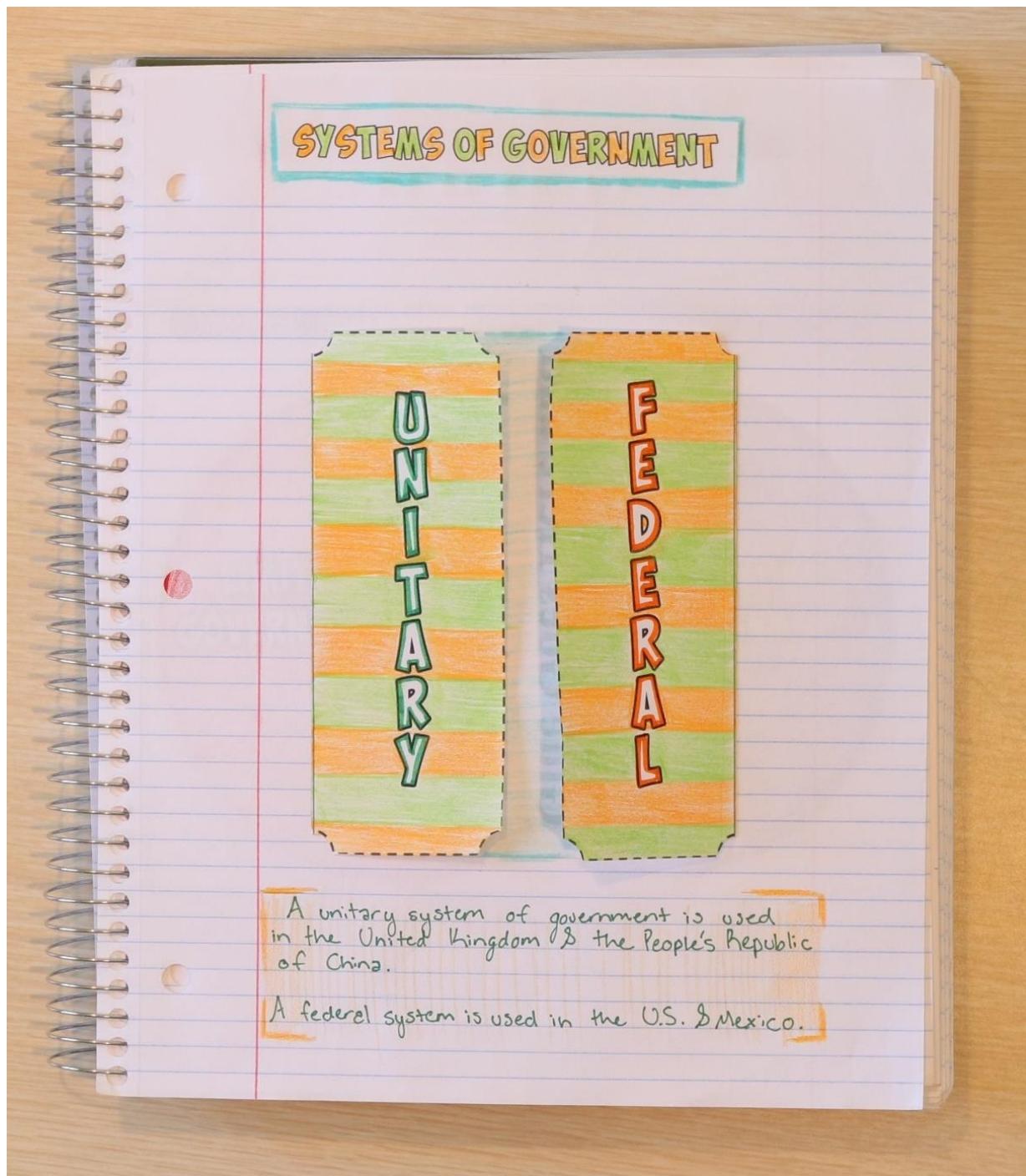
Directions: The two most common ways to organize institutions of the central government are federal and unitary systems of government. Cut out the shape below and paste it into your notebook. Under each the flap, write about what each government consists of. On the bottom of your notebook page, name locations that use one of those systems of government.



**Glue Goes Here and
Paste in Notebook**

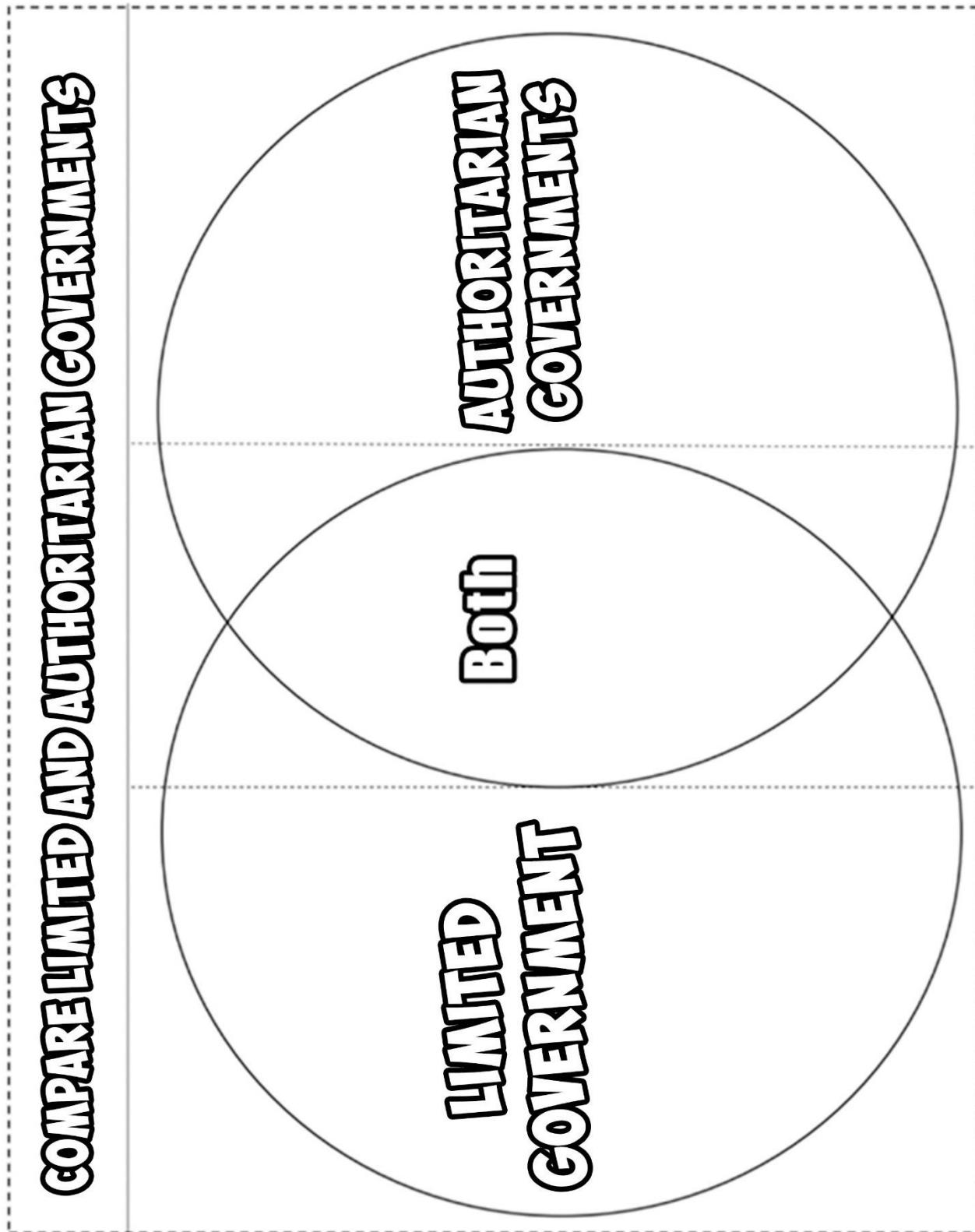


COMPLETED SYSTEMS OF GOVERNMENT

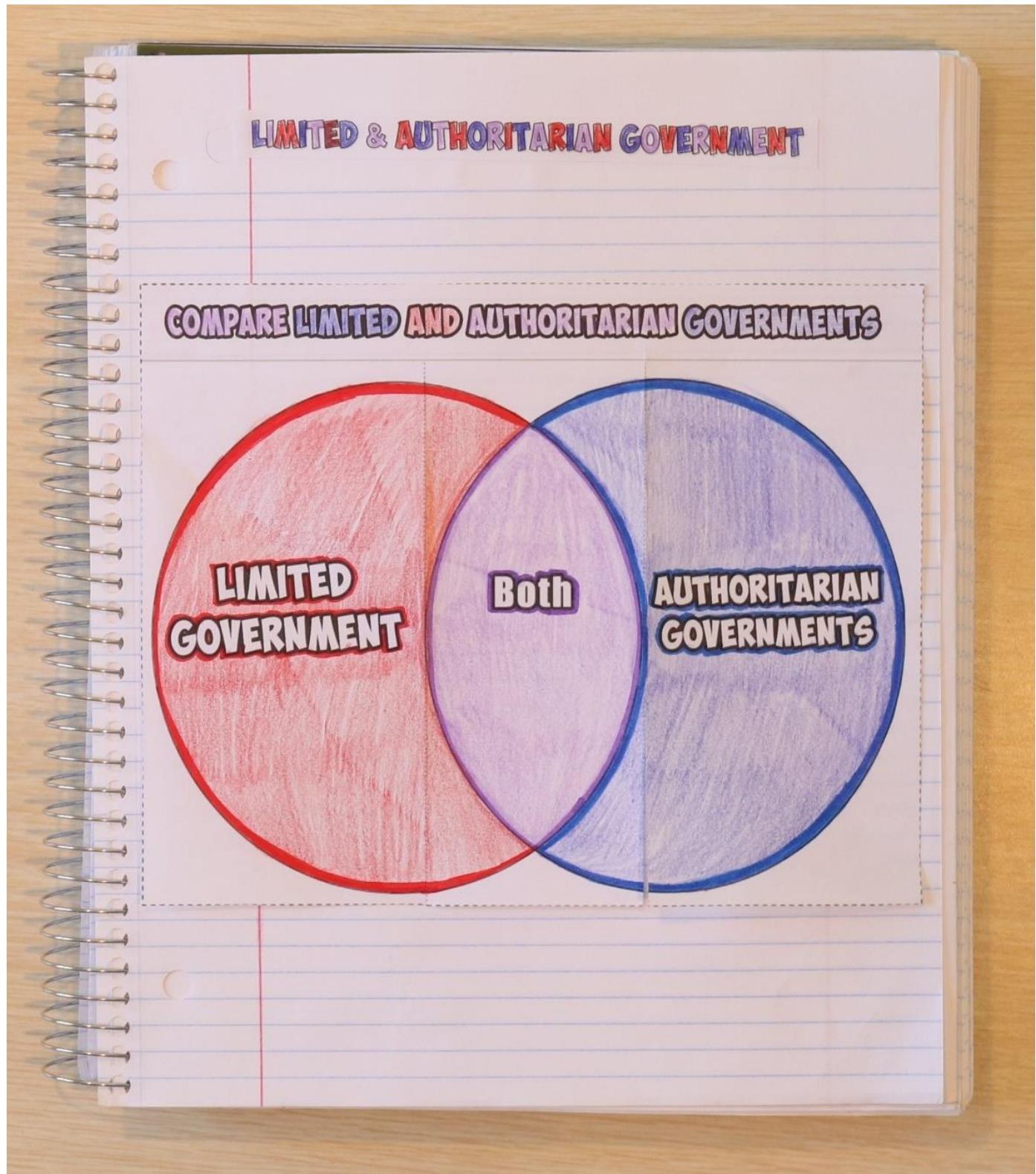


LIMITED & AUTHORITARIAN GOVERNMENT

Directions: Different economies have different degrees of government involvement. Economic systems vary based on the degree to which the government intervenes in the marketplace. In some countries, the government controls the means of production, goods, services, and resources. The key factor in determining the type of economy a country has is the extent of government involvement in economic decision making. Cut out the organizer below, glue it in your notebook and compare and contrast federal governments with limited and unlimited power.



COMPLETED LIMITED & AUTHORITARIAN GOVERNMENT



BASIC ECONOMIC QUESTIONS

Directions: Every society must answer basic economic questions: What goods and services should be produced? How should they be produced? For whom are they produced? Pretend you are the ruler of a small society near the coast. Cut out the three sets of boxes below and fill them out as if you were creating an economy for your society.

What goods and services should you produce?



Draw a picture

How should they be produced?



Draw a picture

For whom are they produced?



COMPLETED BASIC ECONOMIC QUESTIONS

BASIC ECONOMIC QUESTIONS

What goods and services should you produce?

Because my society
is near the ocean,
my town should
sell fish.



Draw a picture

How should they be produced?

My society would
be one of fishers
because we are
near the coast.



Draw a picture

For whom are they produced?

Other people do not have access to the
ocean and fish so we can sell our product
to them.

COMPARING ECONOMIES

Directions: The type of economy a country has is determined by the amount of government involvement in economic decision making. Cut out the activity below and glue it into your notebook. Under each one of the economies, write two statements about it.

Traditional Economy

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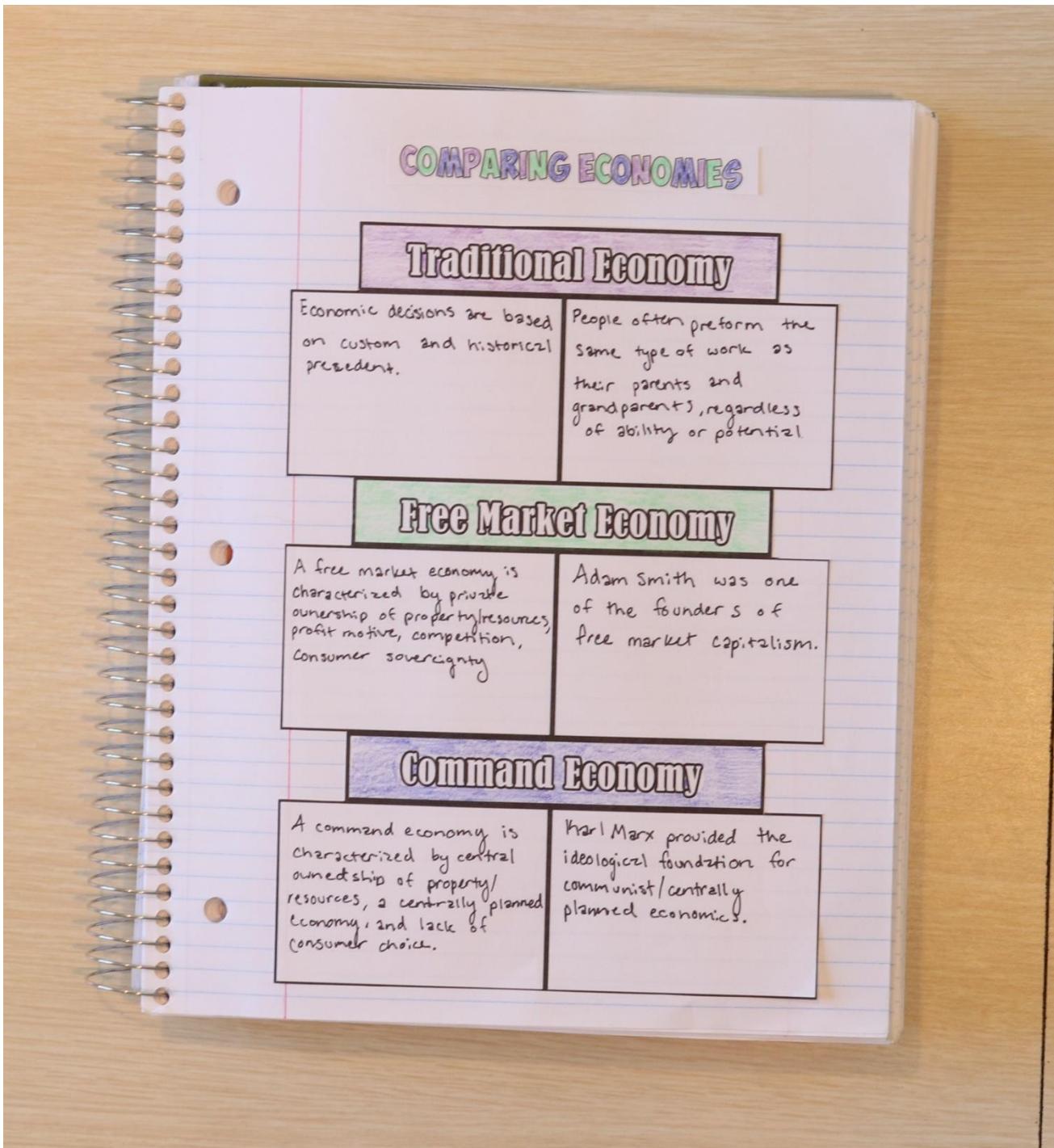
Free Market Economy

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Command Economy

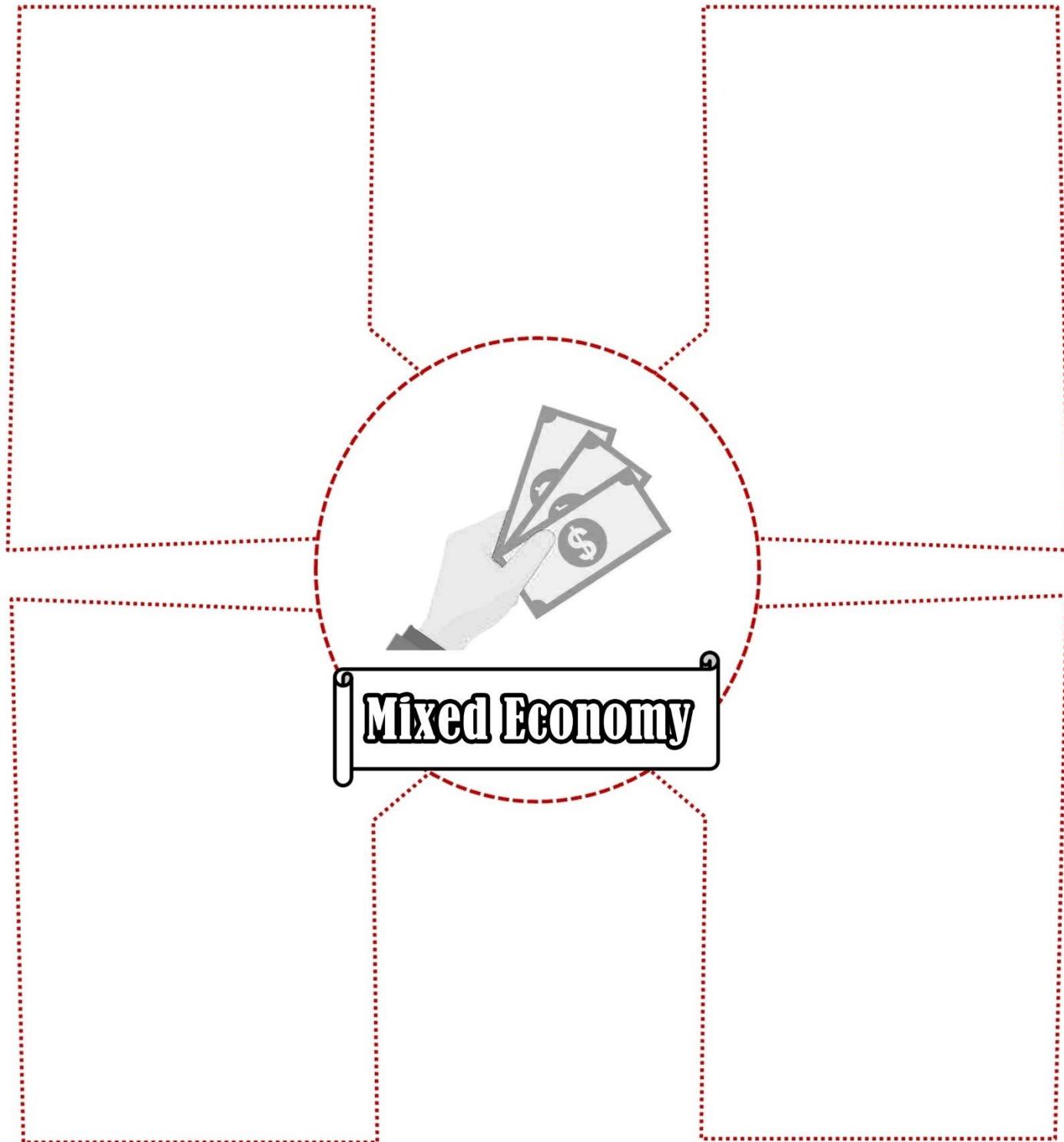
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COMPLETED COMPARING ECONOMIES



A MIXED ECONOMY

Directions: A mixed economy is an economic system combining private and public enterprise. Cut out the activity below and glue it into your notebook. In each of the four sections, write a fact about mixed economy.



COMPLETED A MIXED ECONOMY

A MIXED ECONOMY

Individuals and businesses make decisions for the private sector.

Government makes decisions for the public sector.

Government's role is greater than in a free market economy
and less than in a command economy.

Most economies today are mixed economies.

Mixed Economy

SHARED POWERS OF STATE AND LOCAL GOVERNMENT

Directions: The federal and state governments work together to make our country a safe and free place. Cut out the boxes below and in the rectangle area on the bottom of a box, write one area where power is shared between both governments. In the square above that, draw a picture. Below the graphic organizer, describe where the conflicts between the state and national authority in a federal system are found.

COMPLETED SHARED POWERS OF STATE AND LOCAL GOVERNMENT

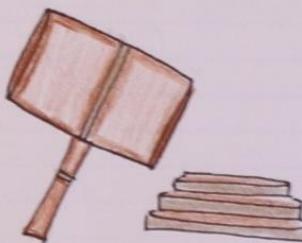
SHARED POWERS OF STATE AND LOCAL GOVERNMENT



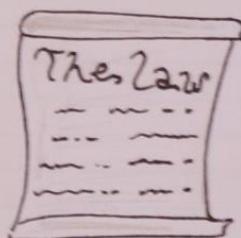
Taxation



Transportation



Establishment of Courts



Making of Laws

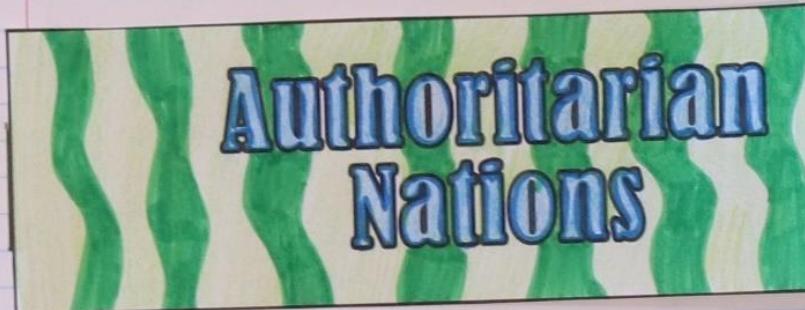
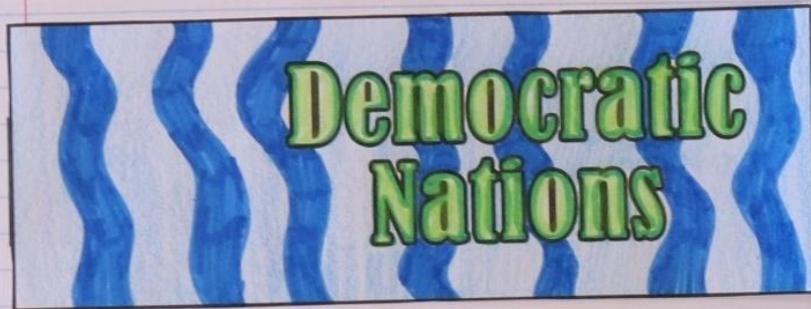
DEMOCRATIC & AUTHORITARIAN NATIONS

Directions: Maintaining freedom of choice in the marketplace is the basis of the free enterprise system. Government plays a limited, but important, role in the protection of individual economic freedoms. Cut out the graphics below and glue them into your notebook where it instructs to glue. Under each flap, write two things that define that type of nation. On the bottom of your notebook page, write what the degree of economic freedom in a nation tends to be directly related to.



COMPLETED DEMOCRATIC & AUTHORITARIAN NATIONS

DEMOCRATIC & AUTHORITARIAN NATIONS



The degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy.

STATE AND LOCAL GOVERNMENT

Directions: Powers not granted to the federal government are reserved for states and the people, which are divided between state and local governments. Cut out the graphic organizer below and glue the center down in your notebook. On your notebook paper under each flap, **take notes that that aspect of state and local government.** On the top of each section, **draw a picture that best represents it.**

**LEGISLATIVE
BRANCH**

**EXECUTIVE
BRANCH**

JUDICIAL BRANCH

STATE & LOCAL GOVERNMENT

COUNTIES

MUNICIPALITIES

COMPLETED STATE AND LOCAL GOVERNMENT

STATE AND LOCAL GOVERNMENT

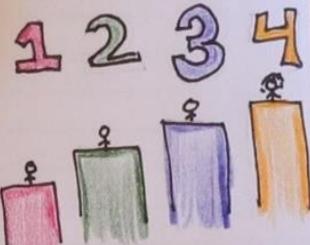
LEGISLATIVE BRANCH



EXECUTIVE BRANCH

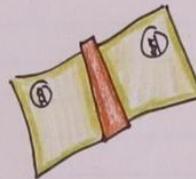


JUDICIAL BRANCH



STATE & LOCAL GOVERNMENT

Ordinances



COUNTIES

MUNICIPALITIES

REGIONAL AUTHORITIES & COUNTY BOARDS

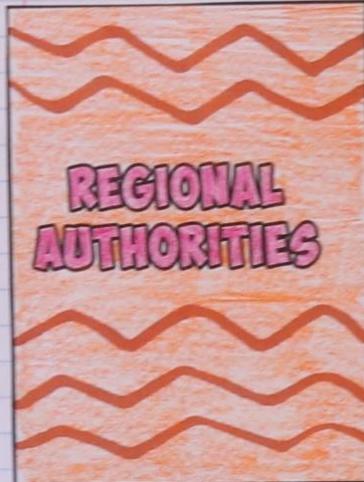
Directions: Regional authorities are political subdivisions of the state and address needs that cross local government boundaries. Counties and cities, as administrative subdivisions of the state, assist in the local implementation of state laws and programs. Cut out the activities below and glue them into your notebook. On the “Regional Authorities” side, write the three things there special functions serve. On the “Boards and Commissions” side, write their three jobs. On the bottom of the page define “Dillon’s Rule”.

REGIONAL AUTHORITIES	

BOARDS AND COMMISSIONS	

COMPLETED REGIONAL AUTHORITIES & COUNTY BOARDS

REGIONAL AUTHORITIES & COUNTY BOARDS



Transportation

Water and Waste
Disposal

Jails



Establish Policy

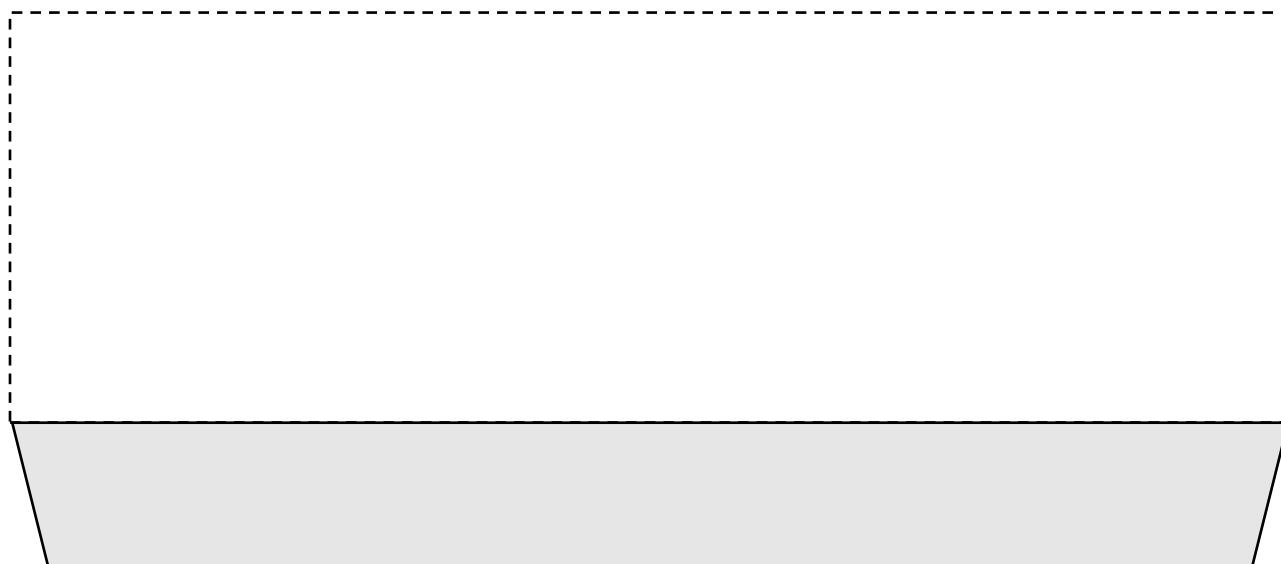
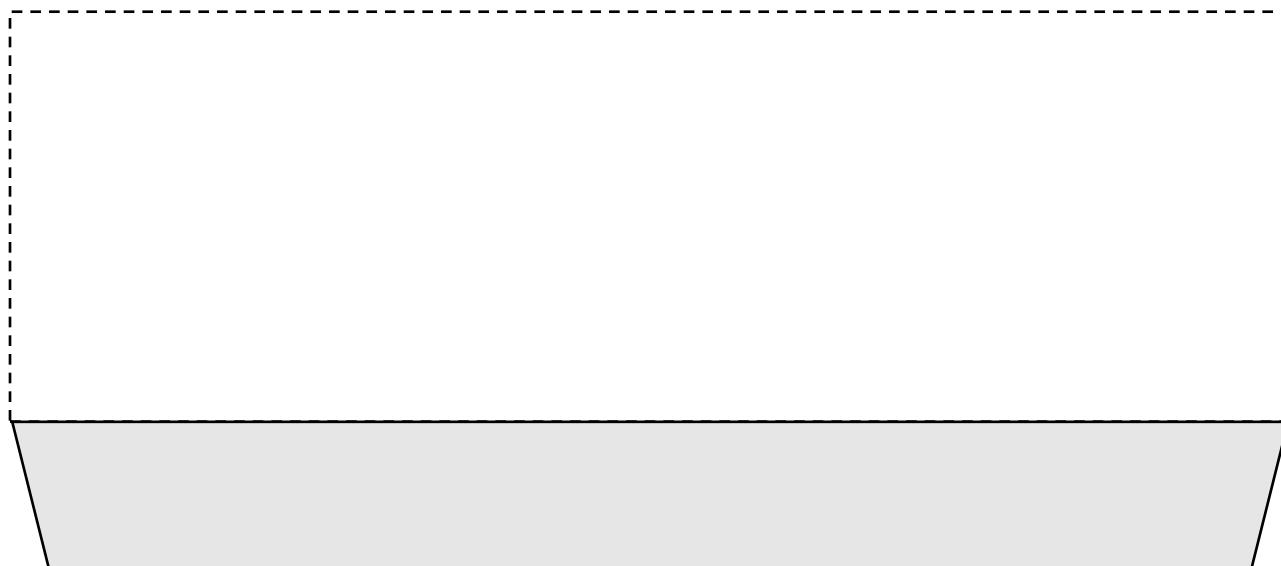
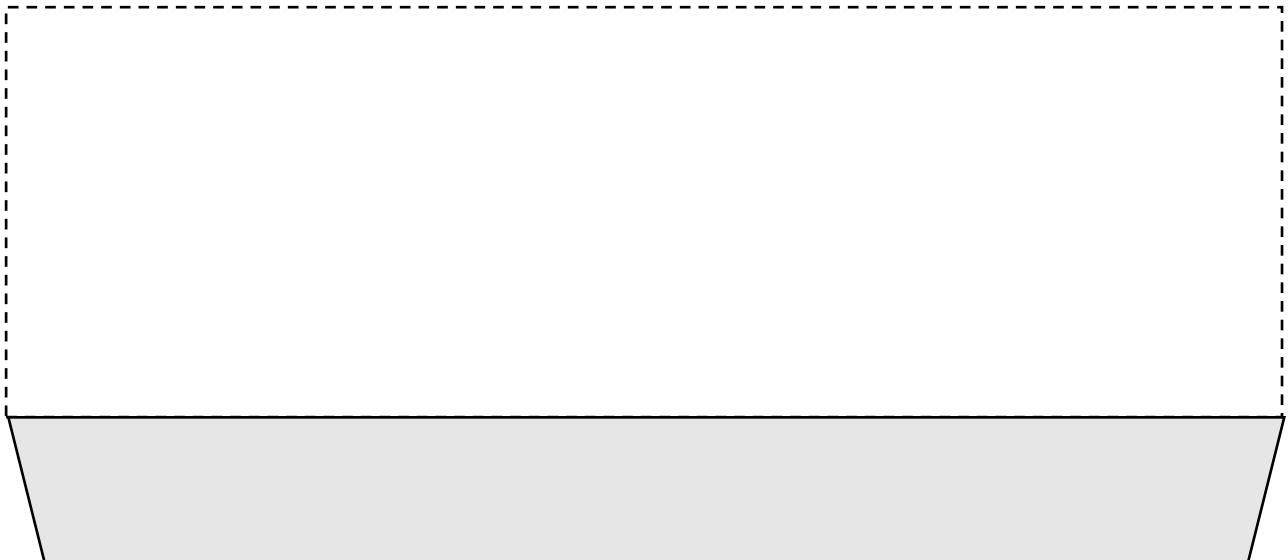
Work collaboratively
with government
officials

Oversee public
institutions

Dillon's Rule: All power of the local government
is derived from the state

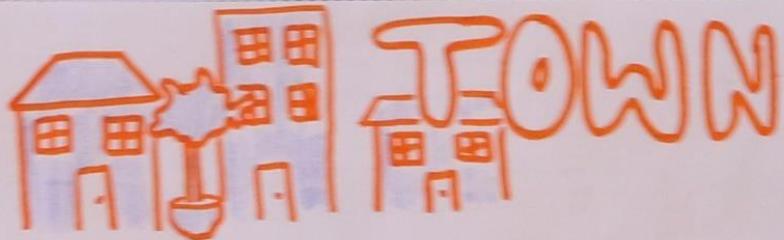
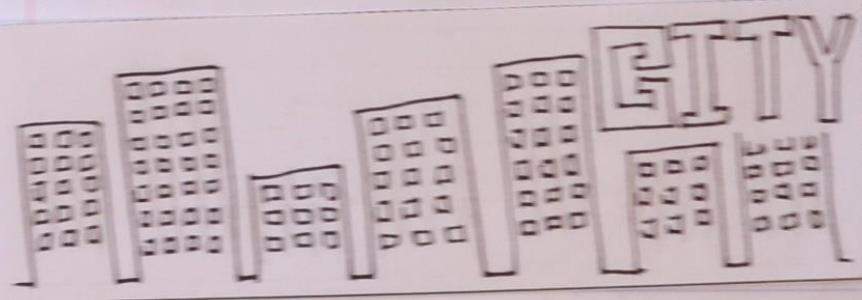
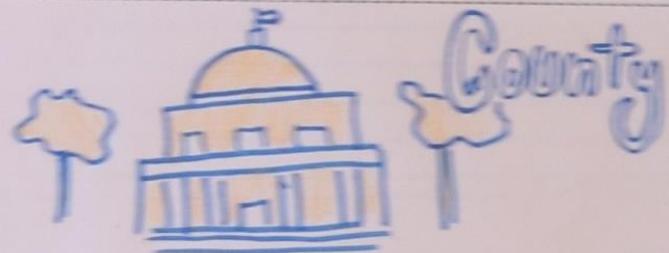
INDEPENDENT CITY GOVERNMENT

Directions: Counties, independent cities, and incorporated towns are the three types of local governments. Cut out each shape and draw a county, city, and town on the top of each and label it. Then paste it down so the drawing side can pop up. Below it, write what those forms of governments are and what they do.



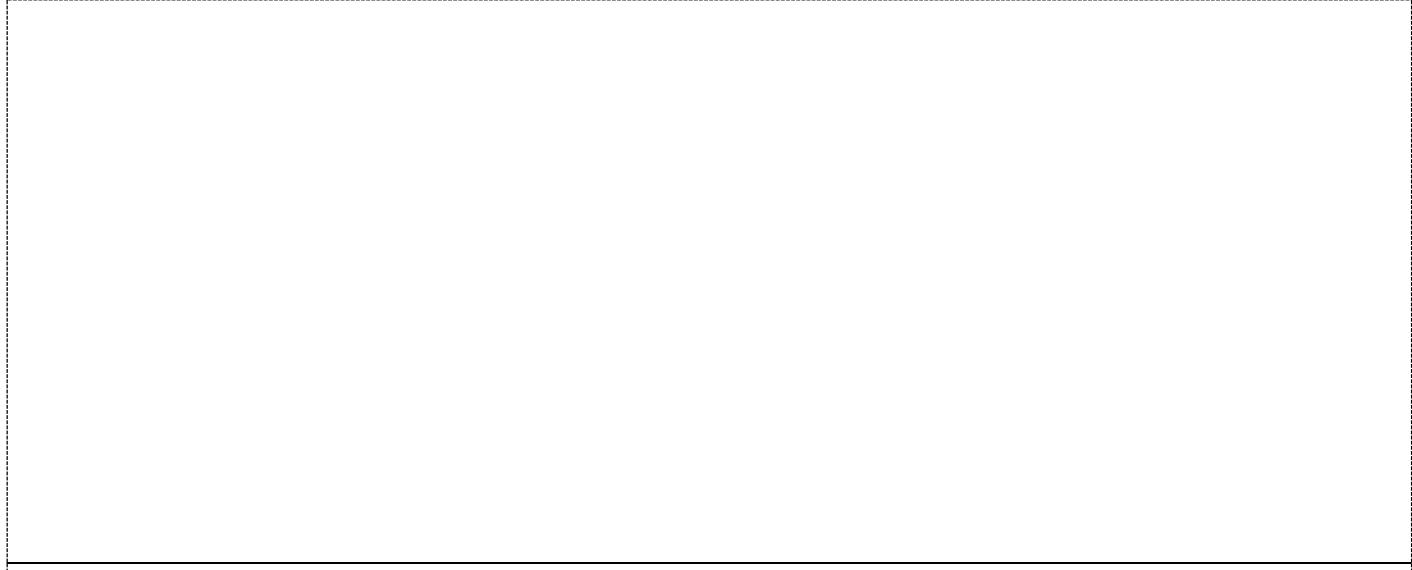
COMPLETED INDEPENDENT CITY GOVERNMENT

INDEPENDENT CITY GOVERNMENT

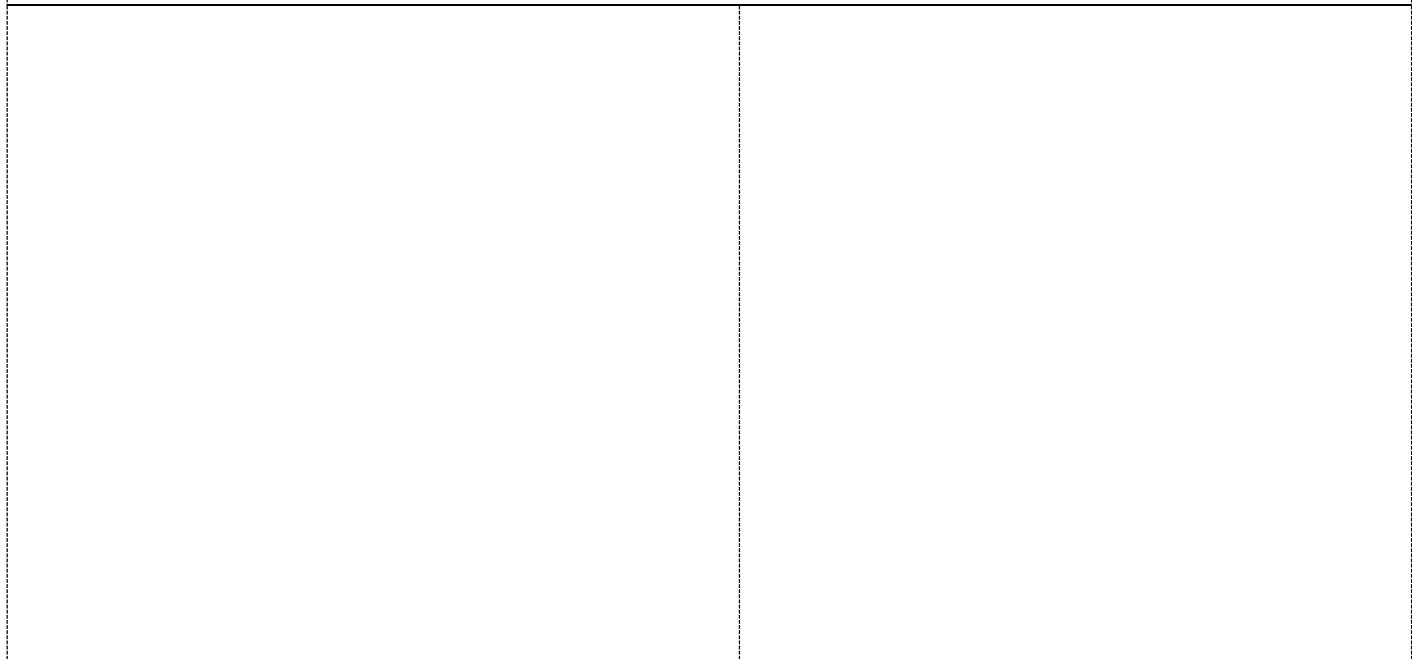


COUNTY GOVERNMENT

Directions: County governments serve a larger geographical area than cities and towns, but a smaller area than states. There are several different forms of county government. Cut out the graphic below and draw a picture of your county at the top. Then, glue it into your notebook and list 2 forms of county government on the squares at the bottom. On your notebook paper underneath each, describe how that system works.

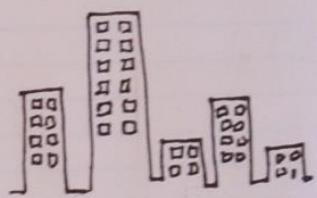
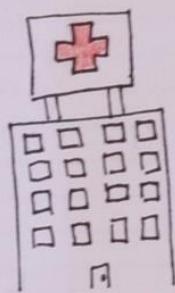


FORMS OF COUNTY GOVERNMENT



COMPLETED COUNTY GOVERNMENT

COUNTY GOVERNMENT



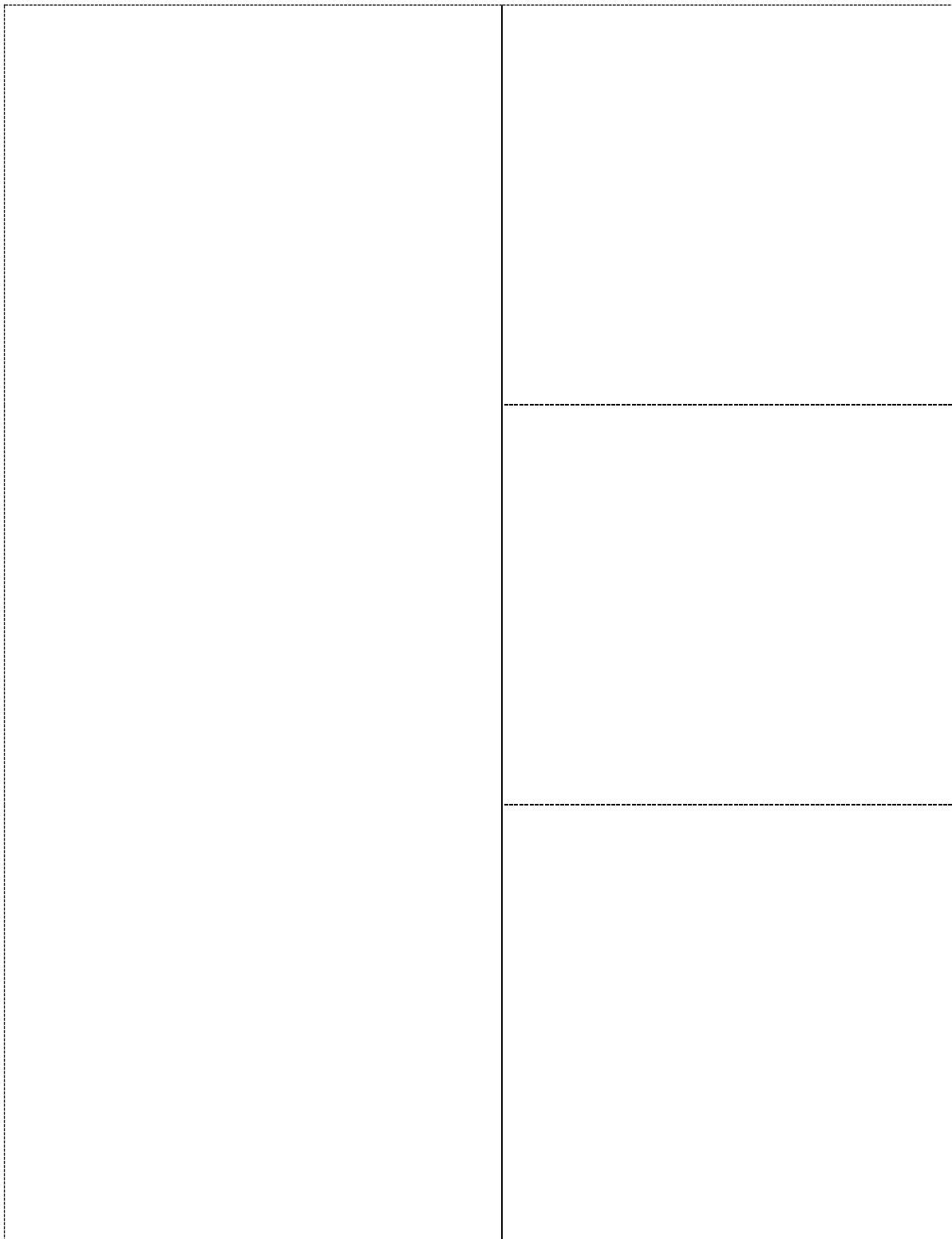
FORMS OF COUNTY GOVERNMENT

Elected
Government

Town
Manager

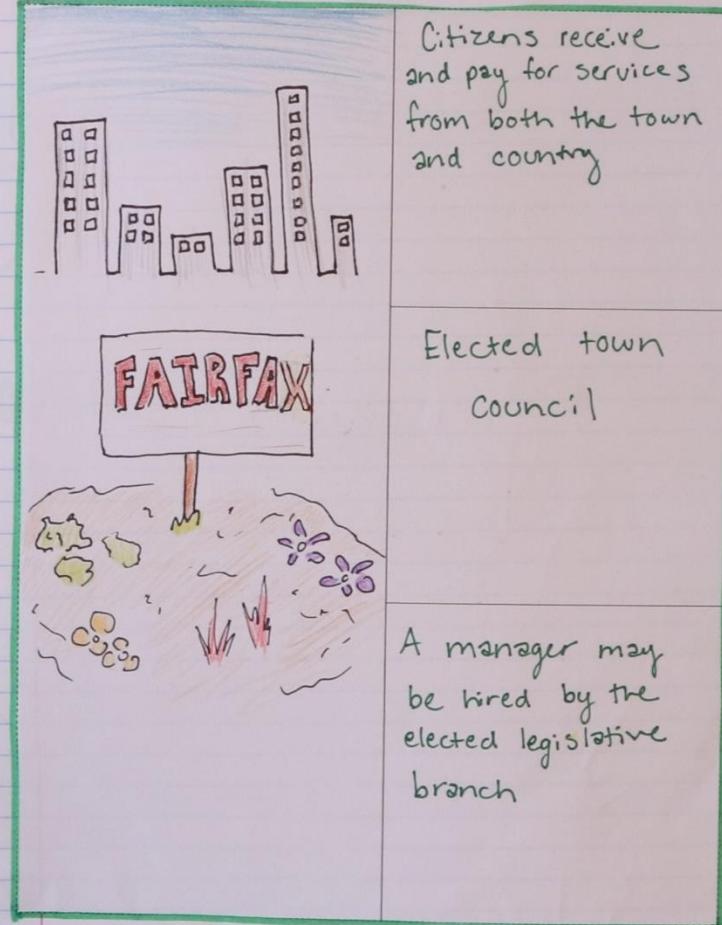
TOWN GOVERNMENTS

Directions: Local state governments vary in type, form of organization, and responsibilities. Cut out the graphic below and glue it into your notebook. On the left draw a picture to represent your community. In the boxes on the right, describe either what an incorporated town government is or what it does.



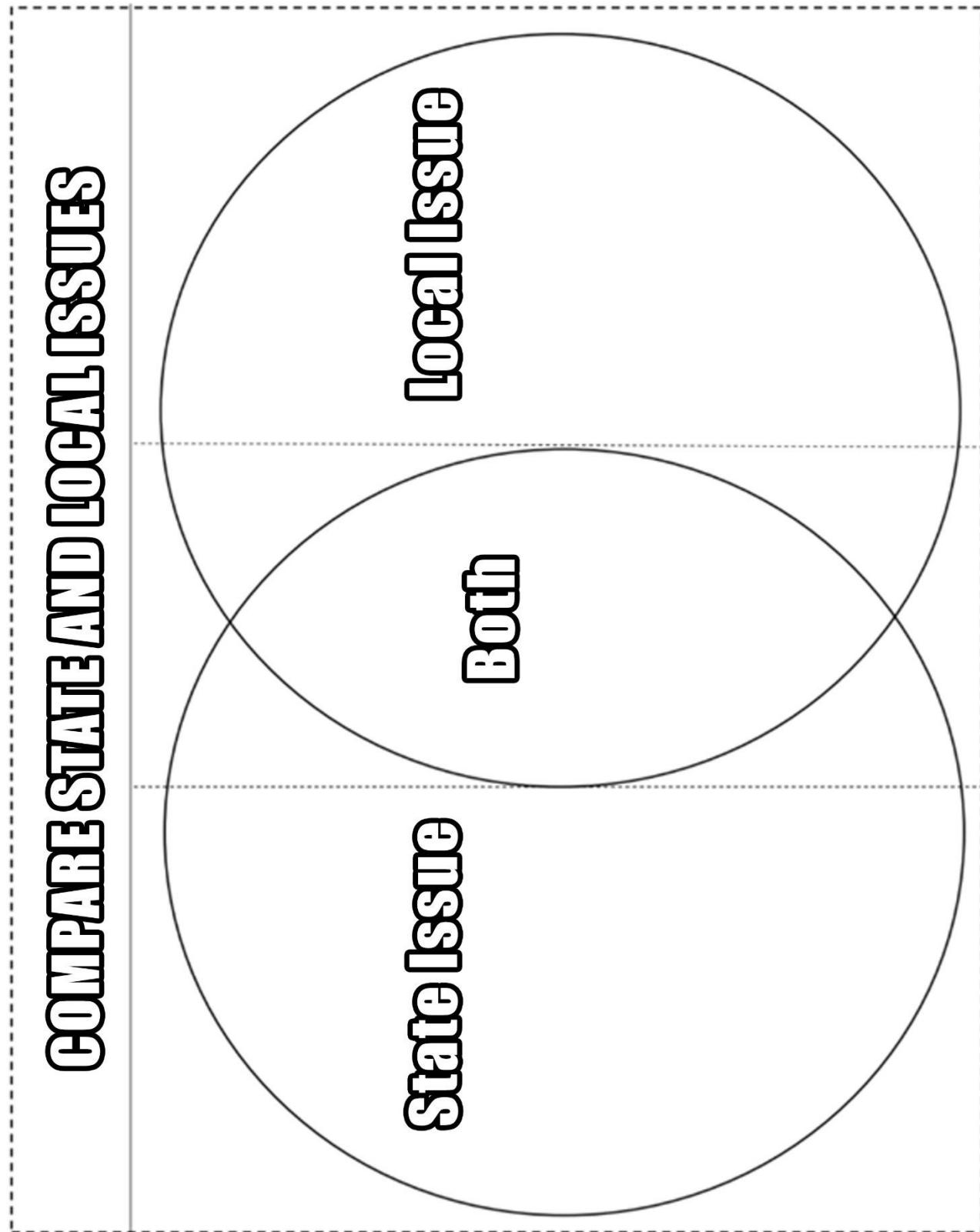
COMPLETED TOWN GOVERNMENTS

TOWN GOVERNMENTS



STATE AND LOCAL ISSUES

Directions: Being able to tell the difference between a state or local issue is very important. Find three articles of recent news. One of the articles should cover a state issue, one a local issue and one covering both. Cut out the diagram below and glue it into your notebook. Under each section, summarize the article that pertains to it.



COMPLETED STATE AND LOCAL ISSUES

STATE AND LOCAL ISSUES

COMPARE STATE AND LOCAL ISSUES

State Issue

Both

Local Issue

INDIVIDUALS INFLUENCE PUBLIC POLICY

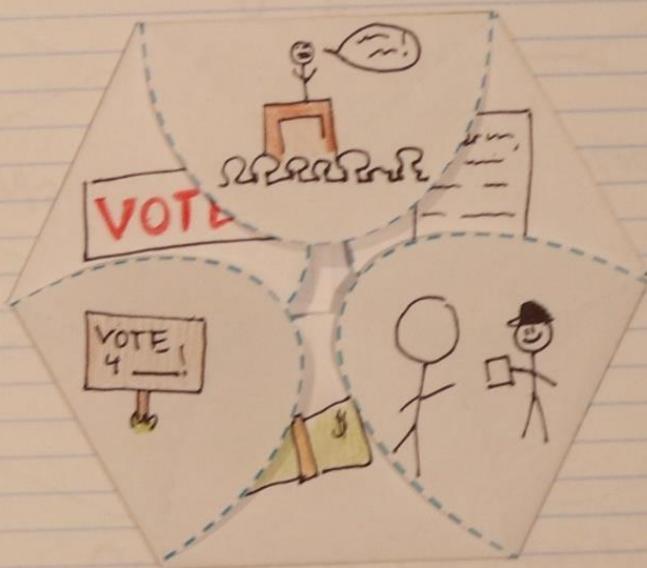
Directions: Individuals and groups influence public policy at the state and local levels. Cut out the activity below and glue it into your notebook. Under each tab, write one way individuals influence public policy. Then, draw a picture to represent each on the top of the tabs.



GLUE
ONTO
NOTEBOOK

COMPLETED INDIVIDUALS INFLUENCE PUBLIC POLICY

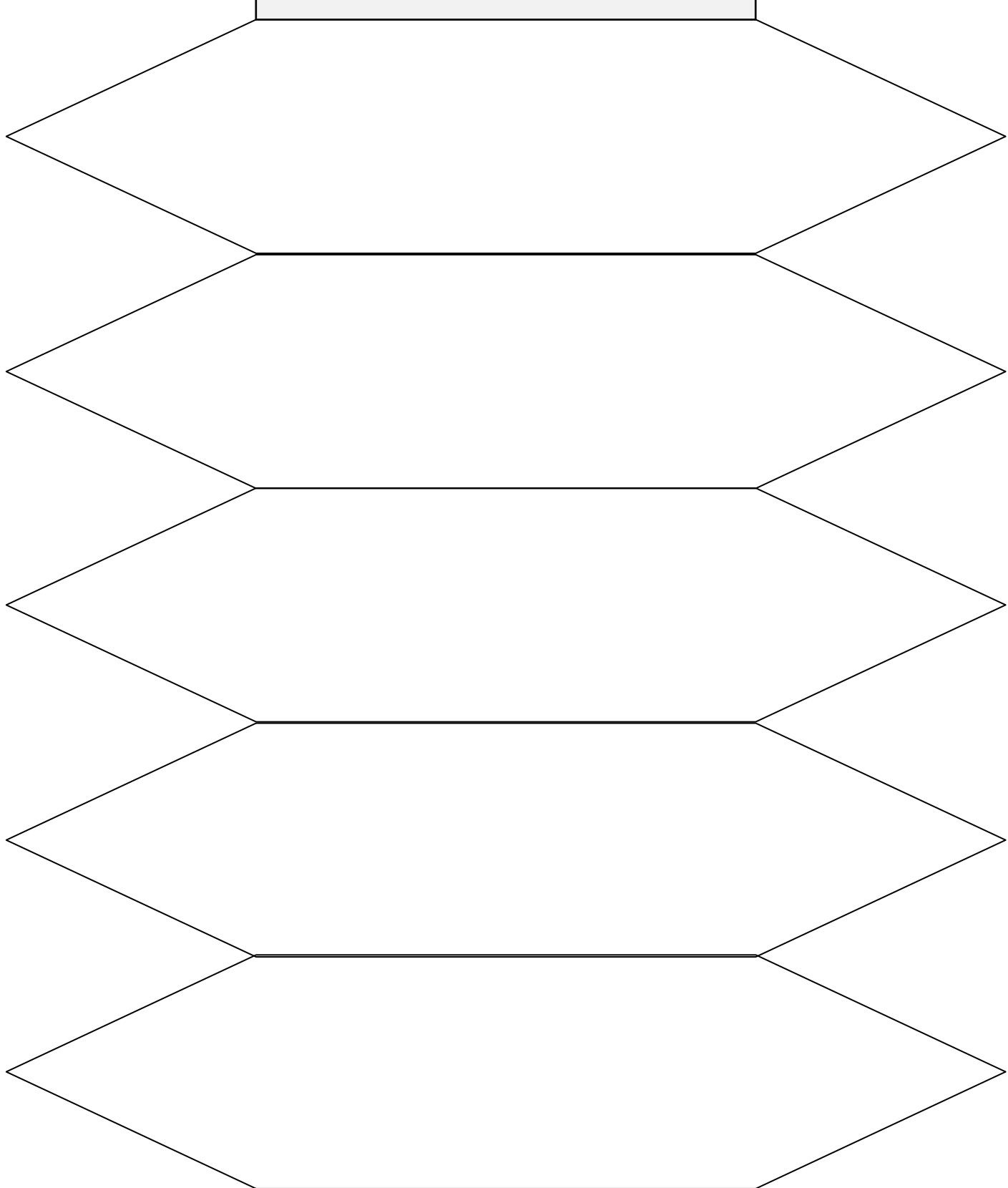
INDIVIDUALS INFLUENCE PUBLIC POLICY



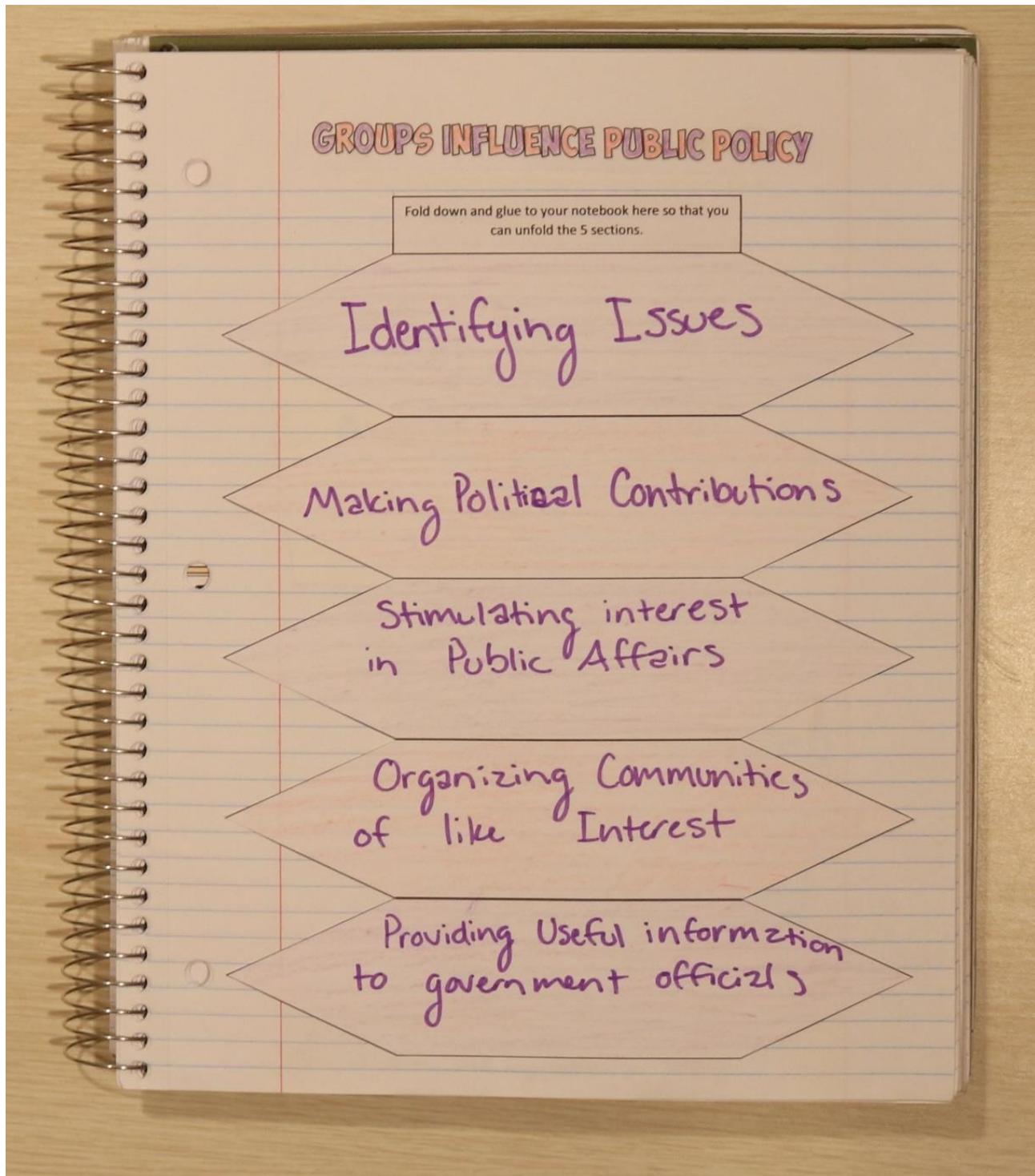
GROUPS INFLUENCE PUBLIC POLICY

Directions: In state and local governments, the public agenda is shaped by elected officials, political leaders, interest groups, the media, and individual citizens. Cut out the graphic organizer below and glue down where indicated into your notebook., On top of each section, describe different ways groups can influence public policy.

Fold down and glue to your notebook here so that you
can unfold the 5 sections.



COMPLETED GROUPS INFLUENCE PUBLIC POLICY



PUBLIC POLICY AMENDMENTS & ACTS

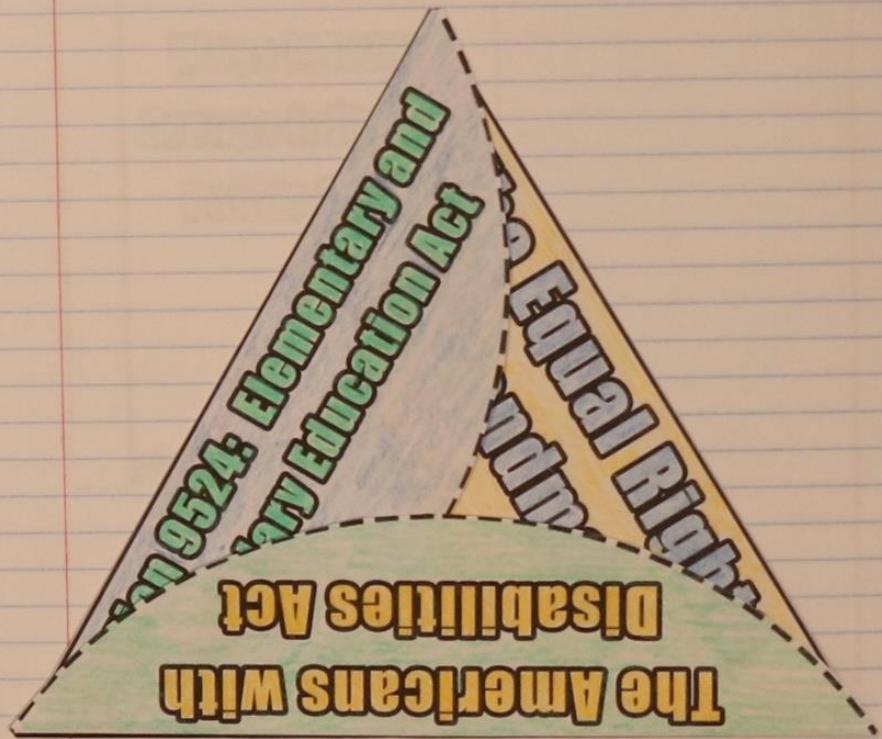
Directions: The laws enacted by the national government generally reflect the public agenda that is shaped by individuals, elected officials, political leaders, interest groups, and the print and electronic media. Cut out the activity below and glue it into your notebook. Tell more about what each of the amendments and acts stated under its labeled flap.

**Glue
Here
Onto
Your
Notebook**

**The Americans with
Disabilities Act**

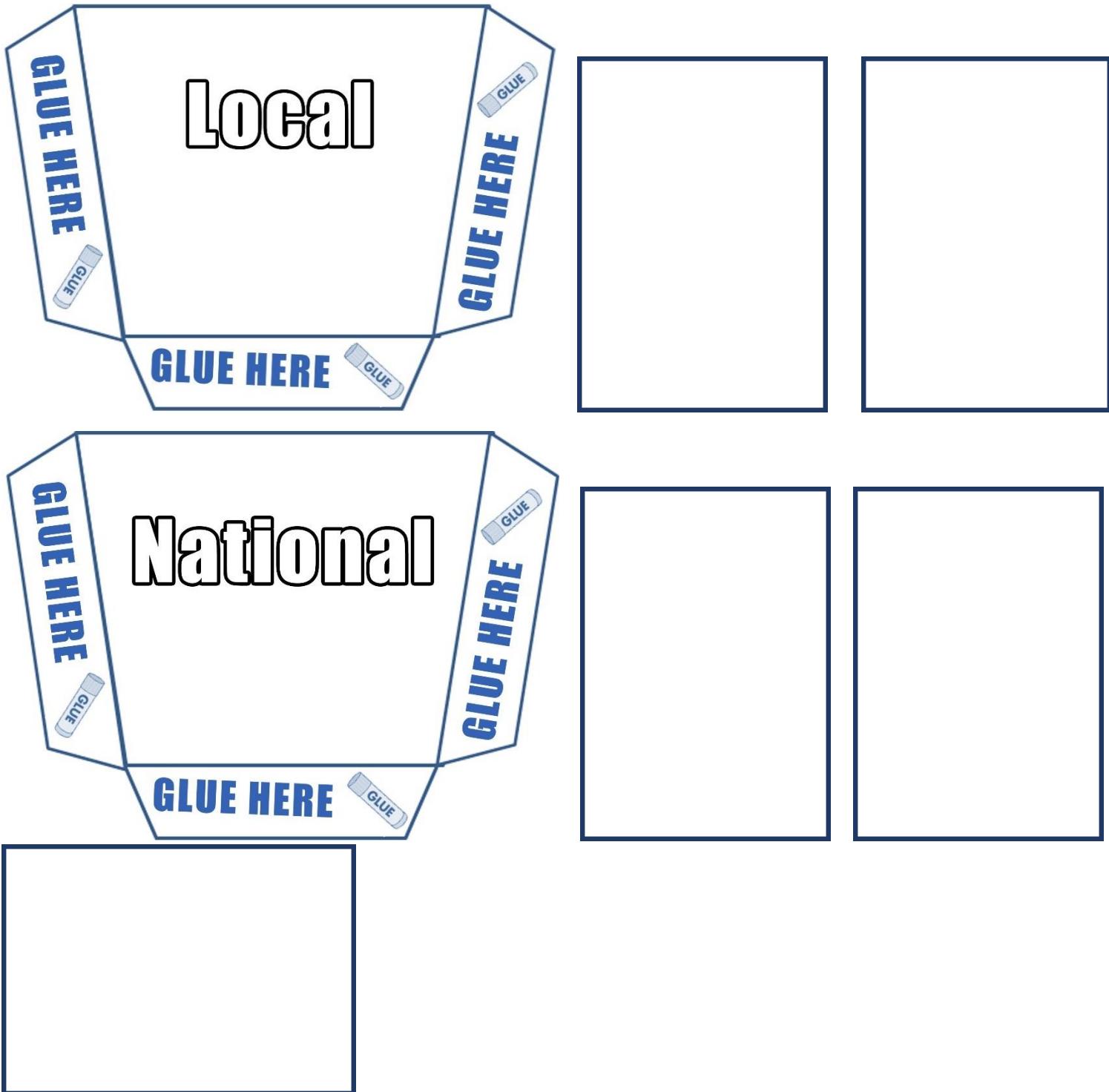
COMPLETED PUBLIC POLICY AMENDMENTS & ACTS

PUBLIC POLICY AMENDMENTS & ACTS



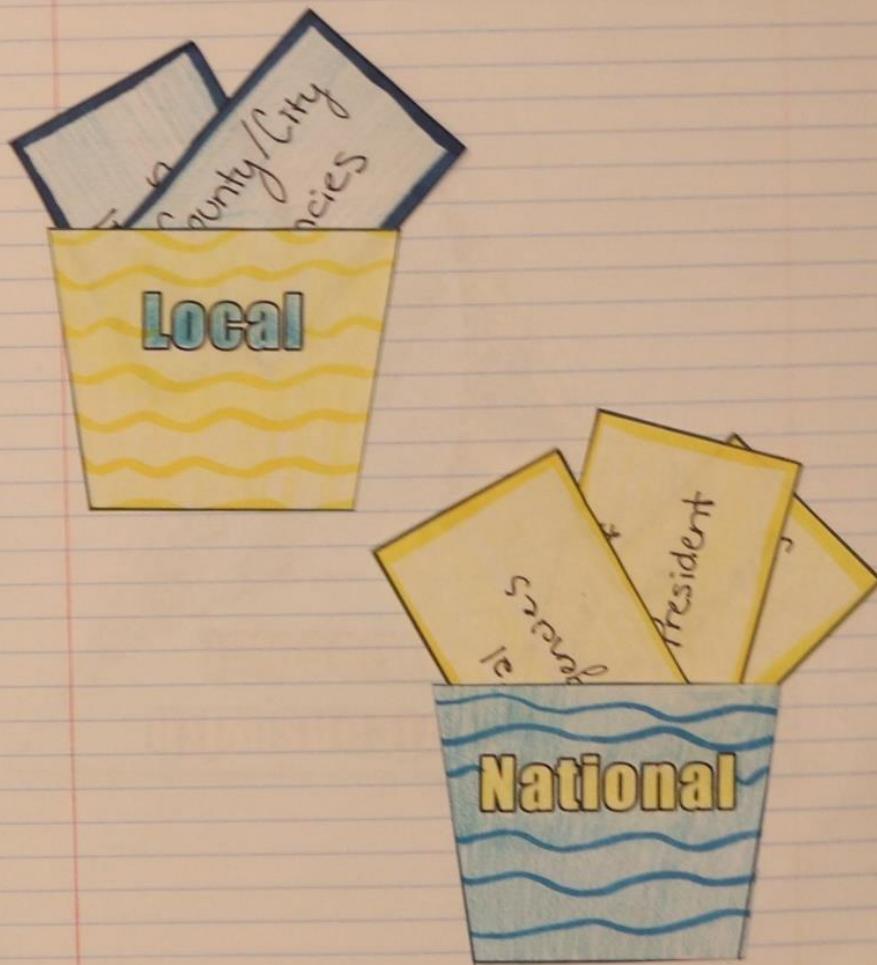
LEVELS OF BUREAUCRACY

Directions: Public policy is primarily implemented by bureaucracies at the national, state, and local levels. Bureaucracies shape the meaning of laws passed by legislatures through rule making and help to draft new bills for lawmakers. Some bureaucrats shape policy by providing information and advice to the executive branches of government. Cut out the activity below and glue so that the cutouts create 2 pockets. On the first three rectangles, write a level of **national** bureaucracy and put them into the pocket labeled “National”. On the last two rectangles, write a level of **local** bureaucracy and put them into the pocket labeled “Local”. On the bottom of the page, write what a bureaucracy consists of.



COMPLETED LEVELS OF BUREAUCRACY

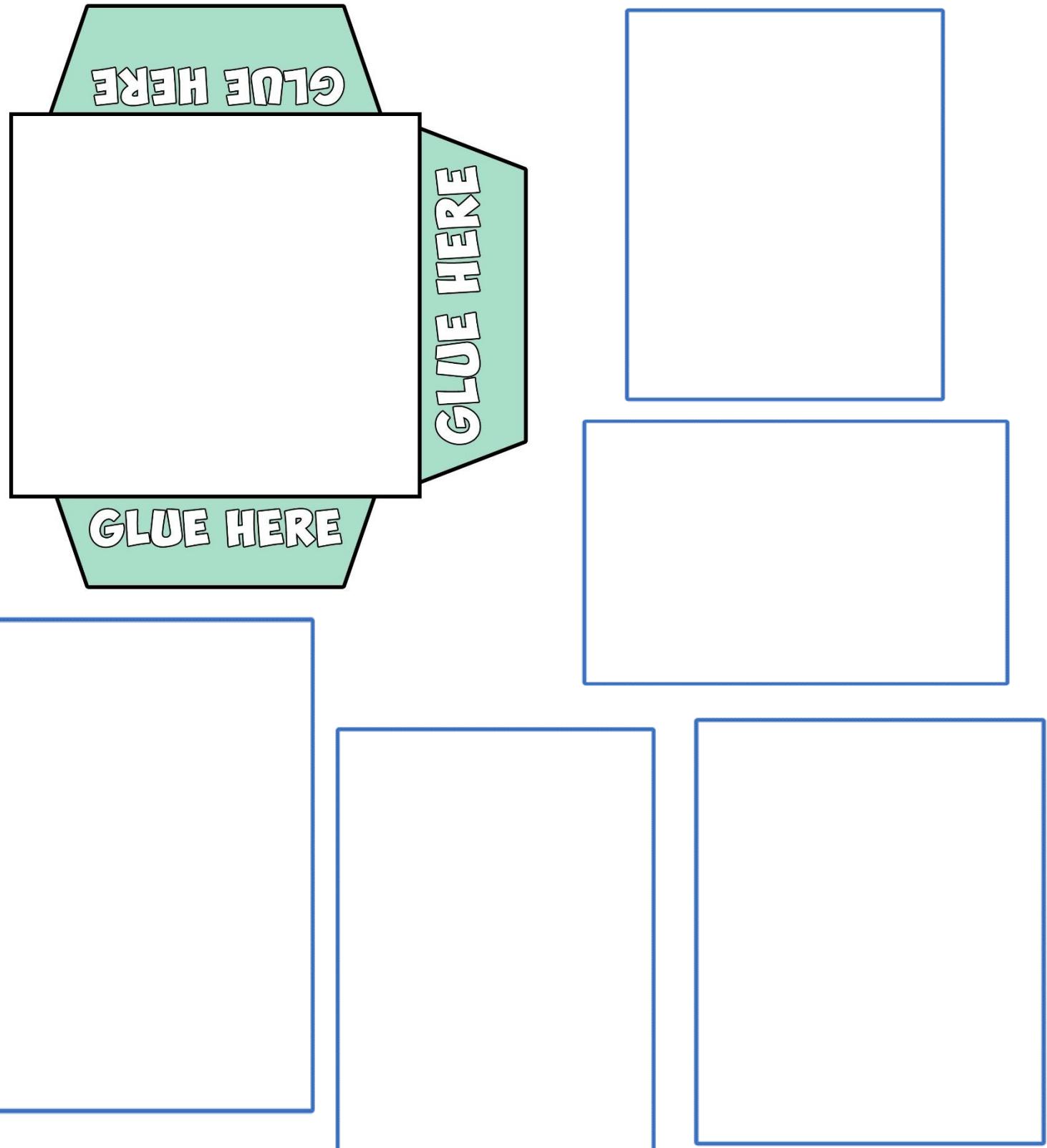
LEVELS OF BUREAUCRACY



Bureaucracy consists of government agencies responsible for the implementation, administration, and regulation of policy.

CITIZEN INFLUENCE ON GOVERNMENT

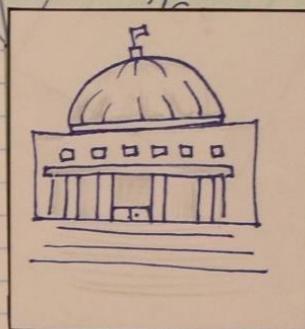
Directions: Citizens can exert a powerful influence on the policymaking process at the state and local levels. Engaged individuals can have a great impact on policymakers. Cut out the activity below and glue it into your notebook to create a pocket. On each box, write how individuals can influence public policy at the state and local levels. Then draw a picture to represent your local government on top of the pocket.



COMPLETED CITIZEN INFLUENCE ON GOVERNMENT

CITIZEN INFLUENCE ON GOVERNMENT

Joining
Pro
Interest +
Groups
Expressing
Participating
in
Politics

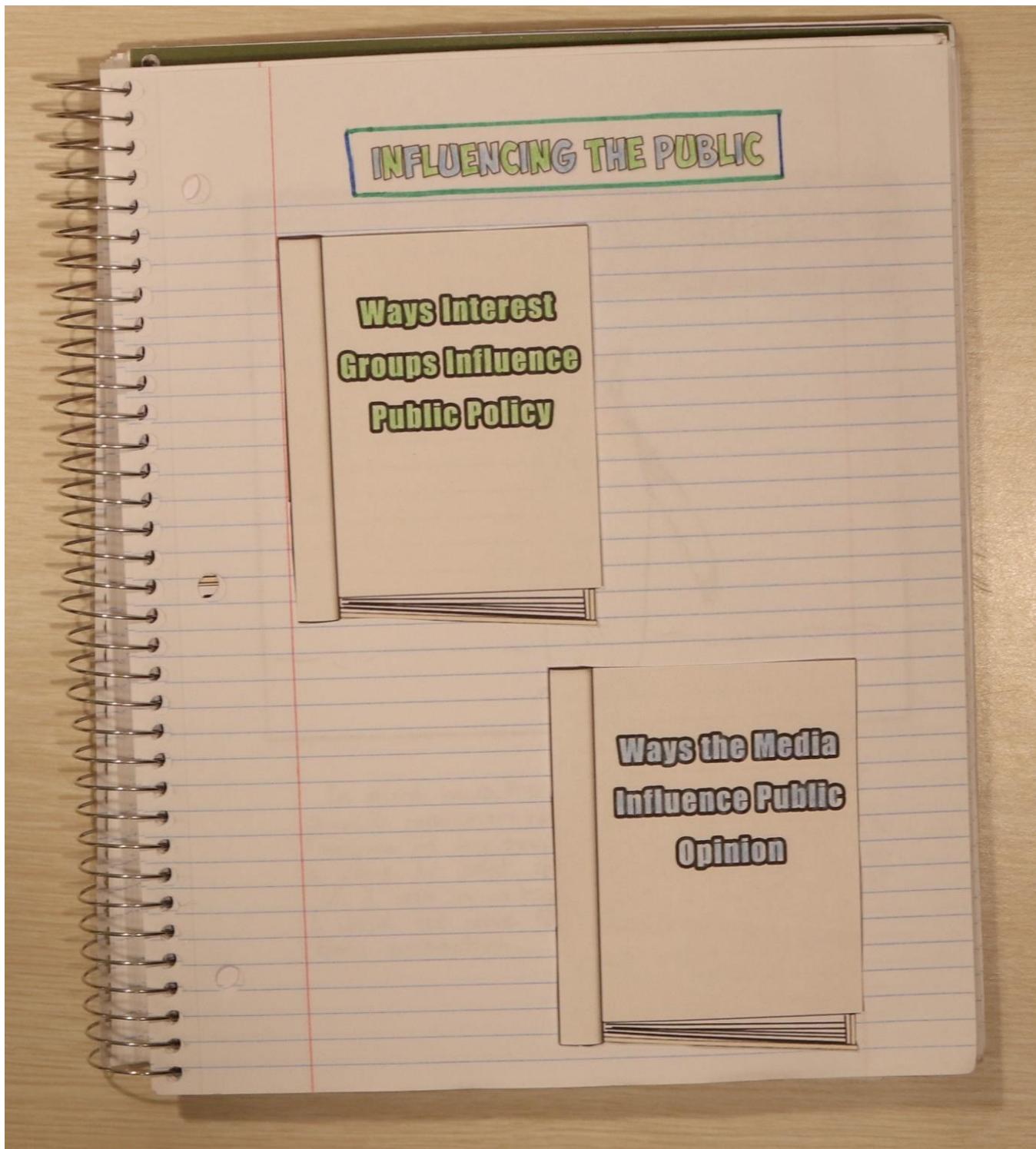


INFLUENCING THE PUBLIC

Directions: When the public is able to vote on something, you can count on people who will try to persuade you to vote for their interests. Cut out the activity below and paste it into your notebook. Under each “book”, list the ways these things influence public opinion and policy.



COMPLETED INFLUENCING THE PUBLIC



DISCUSSING THE NEWS

Directions: What is a big story in news today? In a group, take turns discussing your opinion about a current news story. In your notebook, write a summary of your groups thoughts on this news story. If you had a high position in the government, what would you do, or not do, to change this story? What actions would you take to fix or build on the situation? Answer these questions in your notebook. Cut out the box below, glue it into your notebook and draw a picture.

Picture representing the event

COMPLETED DISCUSSING THE NEWS

DISCUSSING THE NEWS

Picture representing the event



In recent news, there is a story about emperor penguin's population rates dropping radically. Everyone in my group thought that we needed to do more to save species like the emperor penguin. If I was in a high position in the government I would use more funds to protect animals from extinction.

THE PRIVATE SECTOR

Directions: Public policy relates to government action or inaction in regard to a specific public need. Public policy is a purposeful course of action produced in response to a perceived problem, discussed and developed through a political process, and implemented by a public agency. Cut out the activity below and glue it into your notebook. Answer the questions in the boxes below them!

Private sector activity consists of actions taken by...

Examples include...

COMPLETED THE PRIVATE SECTOR

THE PRIVATE SECTOR

Private sector activity consists of actions taken by...

Individuals

Nonprofits

Corporations

Examples include...

Electric

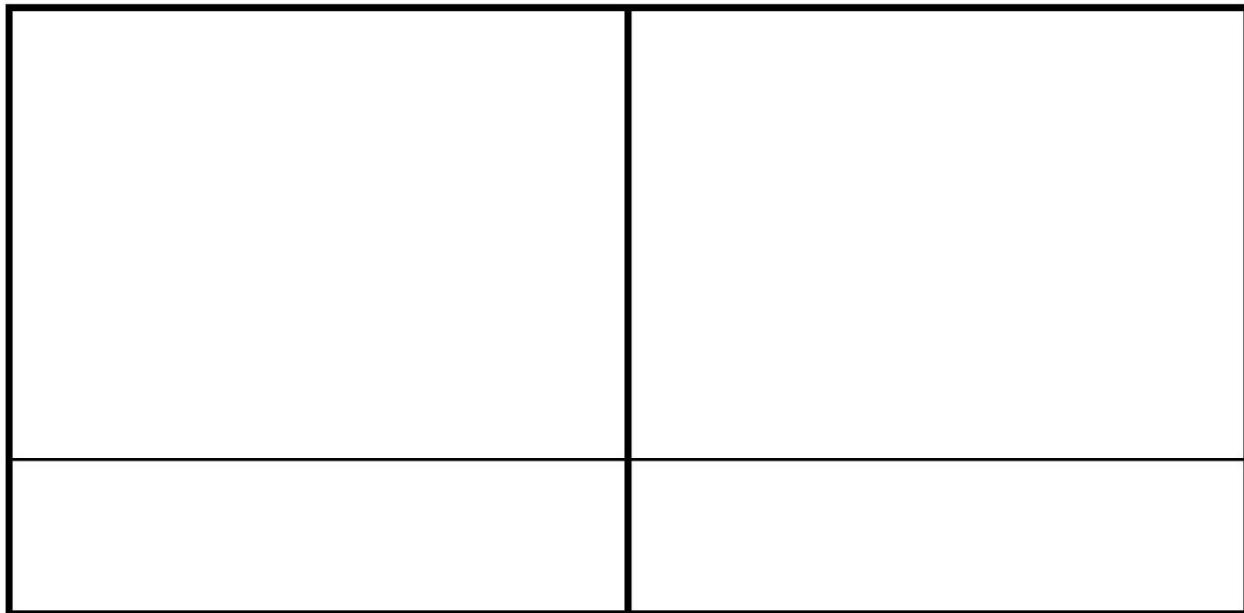
Food Banks

American
Red Cross

Habitat
for
Humanity

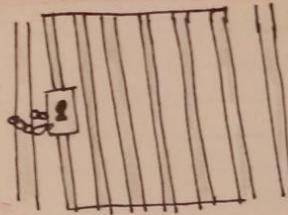
PRIVATIZATION OF GOVERNMENT SERVICES

Directions: Privatization of government services occurs when there is an identified public need that the government is willing to outsource and that the private sector is capable of and willing to provide. Cut out the boxes below and glue them into your notebook. In each smaller reactangle, write an example of the privatization of government services and in the box, draw a picture of it.

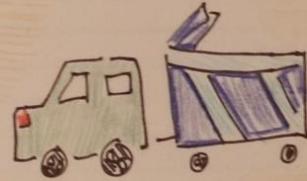


COMPLETED PRIVATIZATION OF GOVERNMENT SERVICES

PRIVATIZATION OF GOVERNMENT SERVICES



Prisons



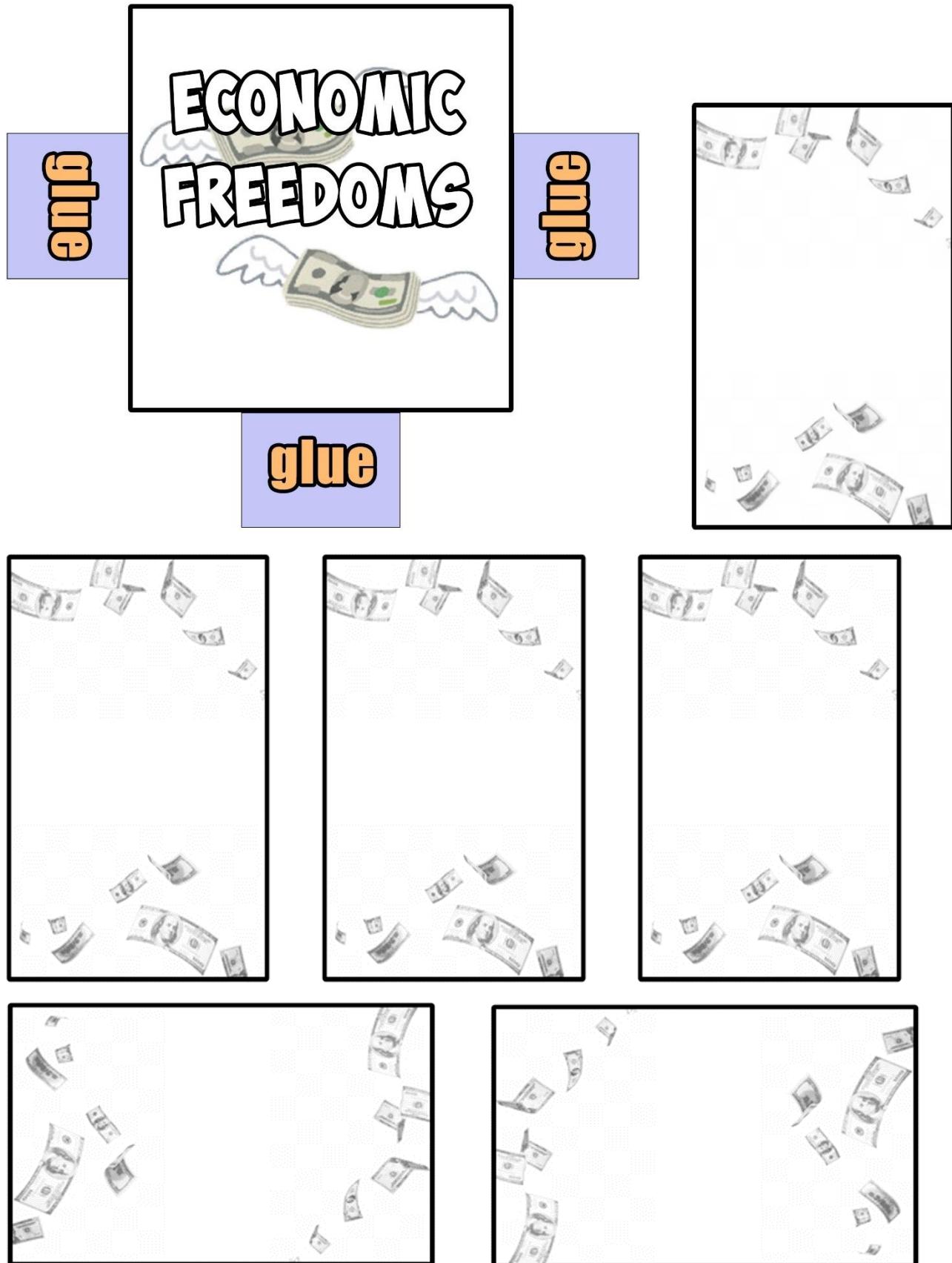
Waste Collection



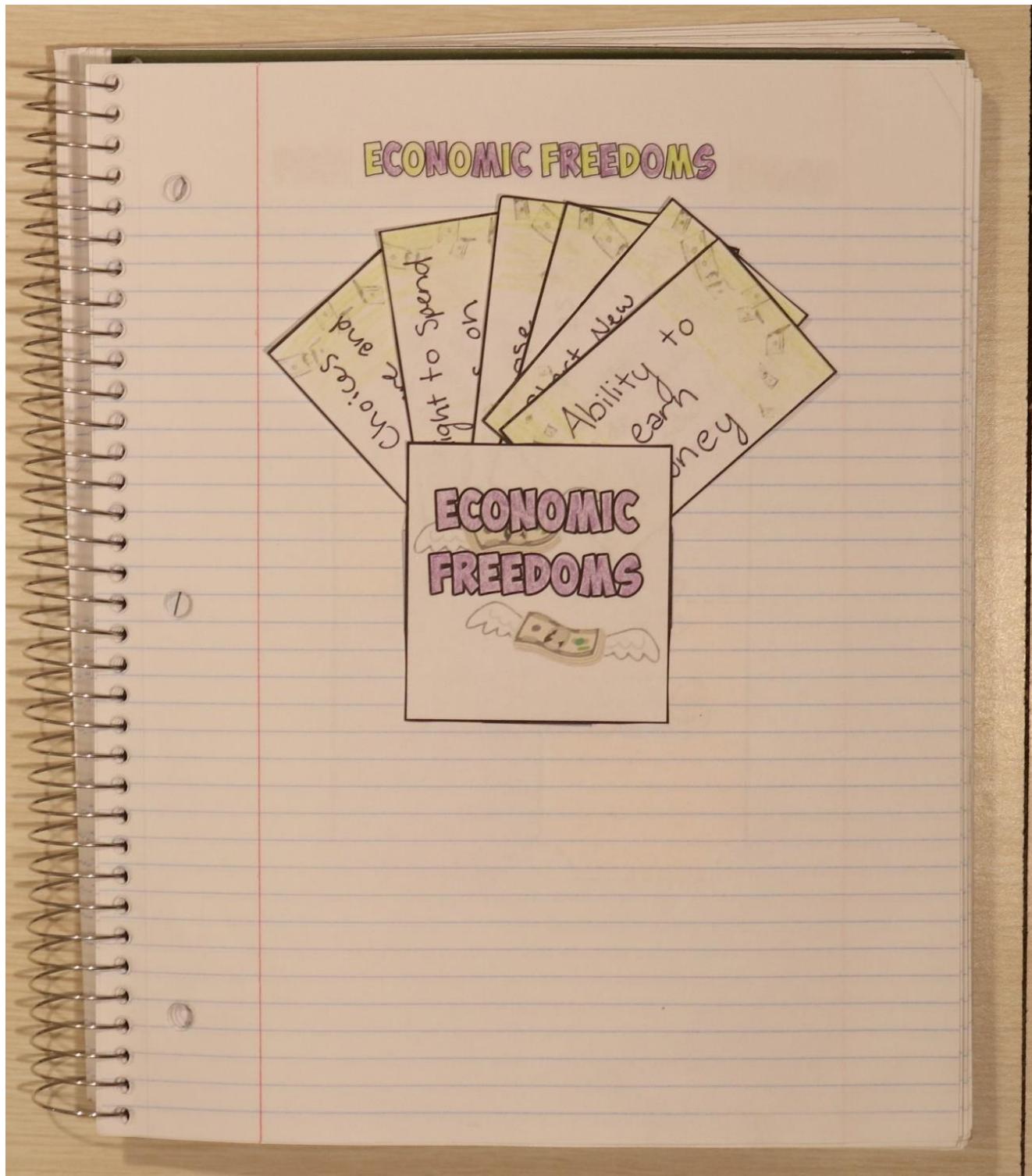
Roads

ECONOMIC FREEDOMS

Directions: Individuals have the right to the basic economic freedoms enjoyed in a free market society. Cut out the activity below and glue it into your notebook where it instructs to glue, creating a pocket. On each rectangle, write one economic freedom of any individual. When you are done, put them into the pocket.



COMPLETED ECONOMIC FREEDOMS



PROTECTING ECONOMIC FREEDOMS

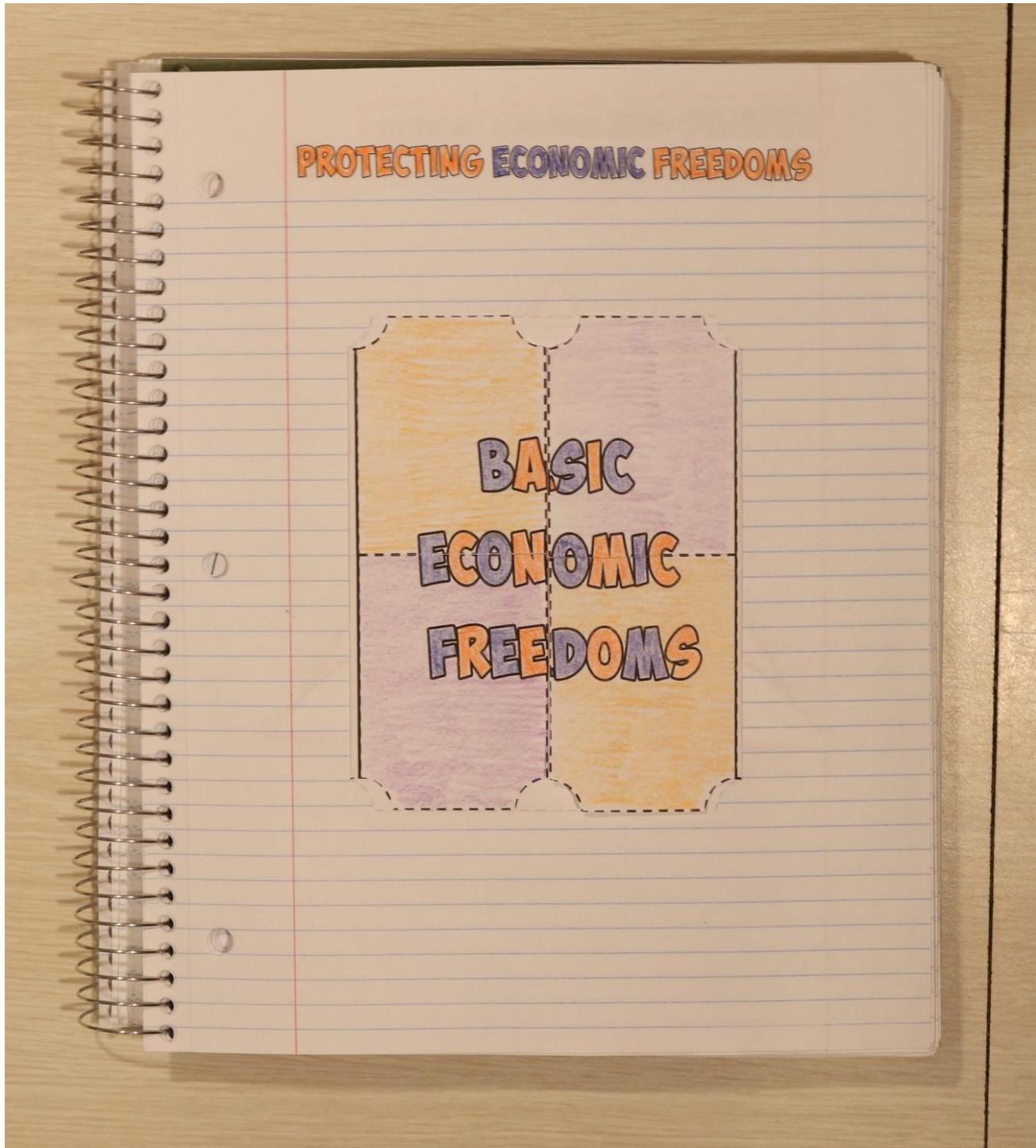
Directions: The government is responsible for protecting the basic economic freedoms enjoyed in a free market society. Cut out the activity below and glue it into your notebook. Under the flaps, write four institutions and consumer-protection laws and agencies that protect these freedoms.

BA
ECONOMIC
FREE

Paste in Notebook
Glue Goes Here and

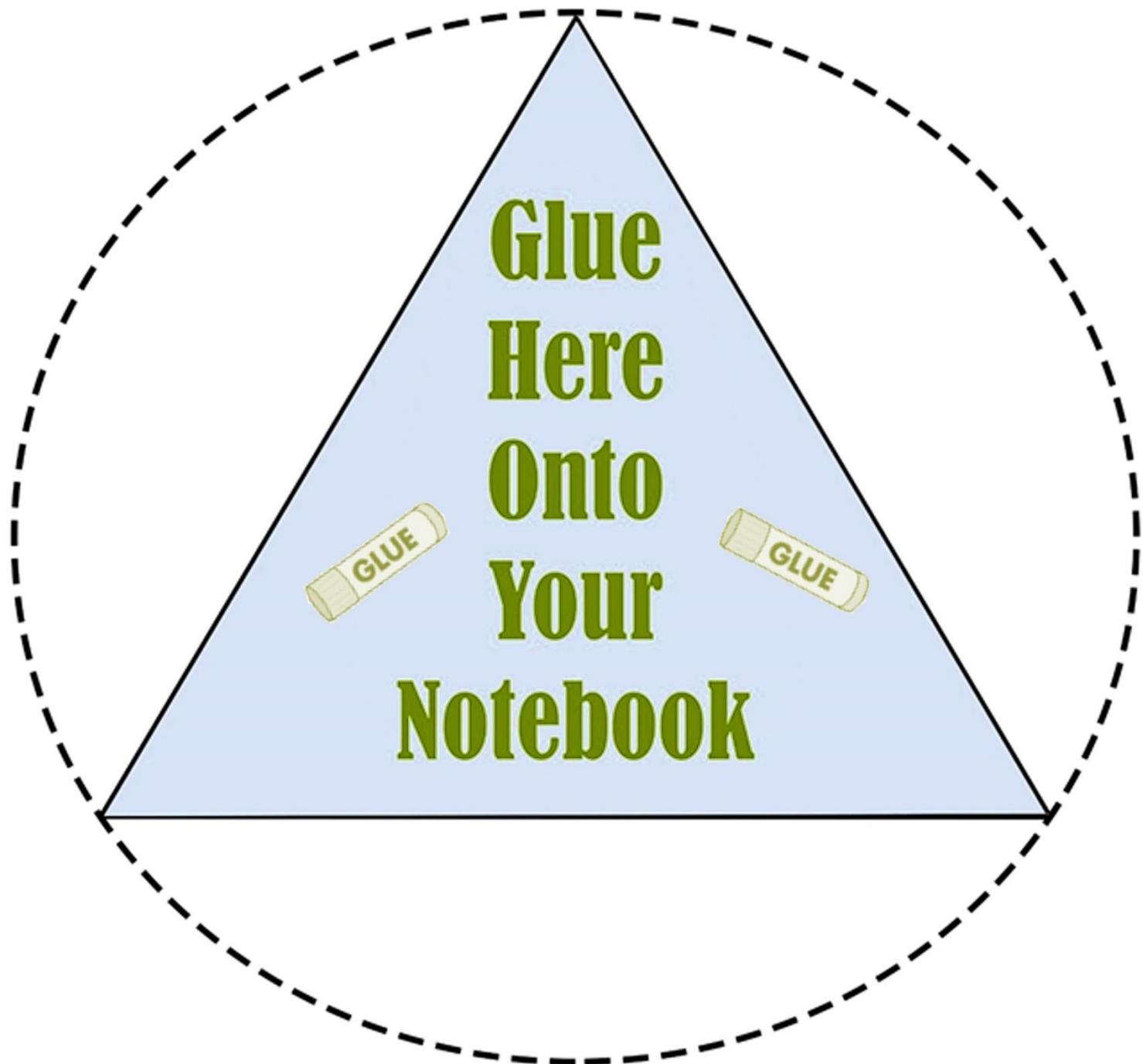
ECONOMIC
FREEDOMS

COMPLETED PROTECTING ECONOMIC FREEDOMS



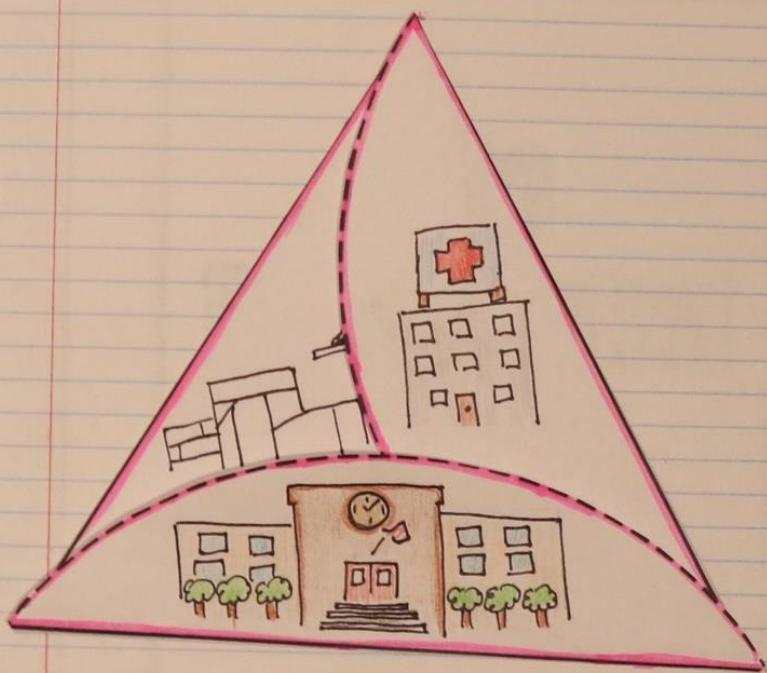
PUBLIC GOODS AND SERVICES

Directions: Many public goods and services would not be available if they were not provided by the government. Cut out the activity and glue it into your notebook. Under each flap, write an example of a good or service provided by the government. On top of the flaps, draw a picture to represent that service.



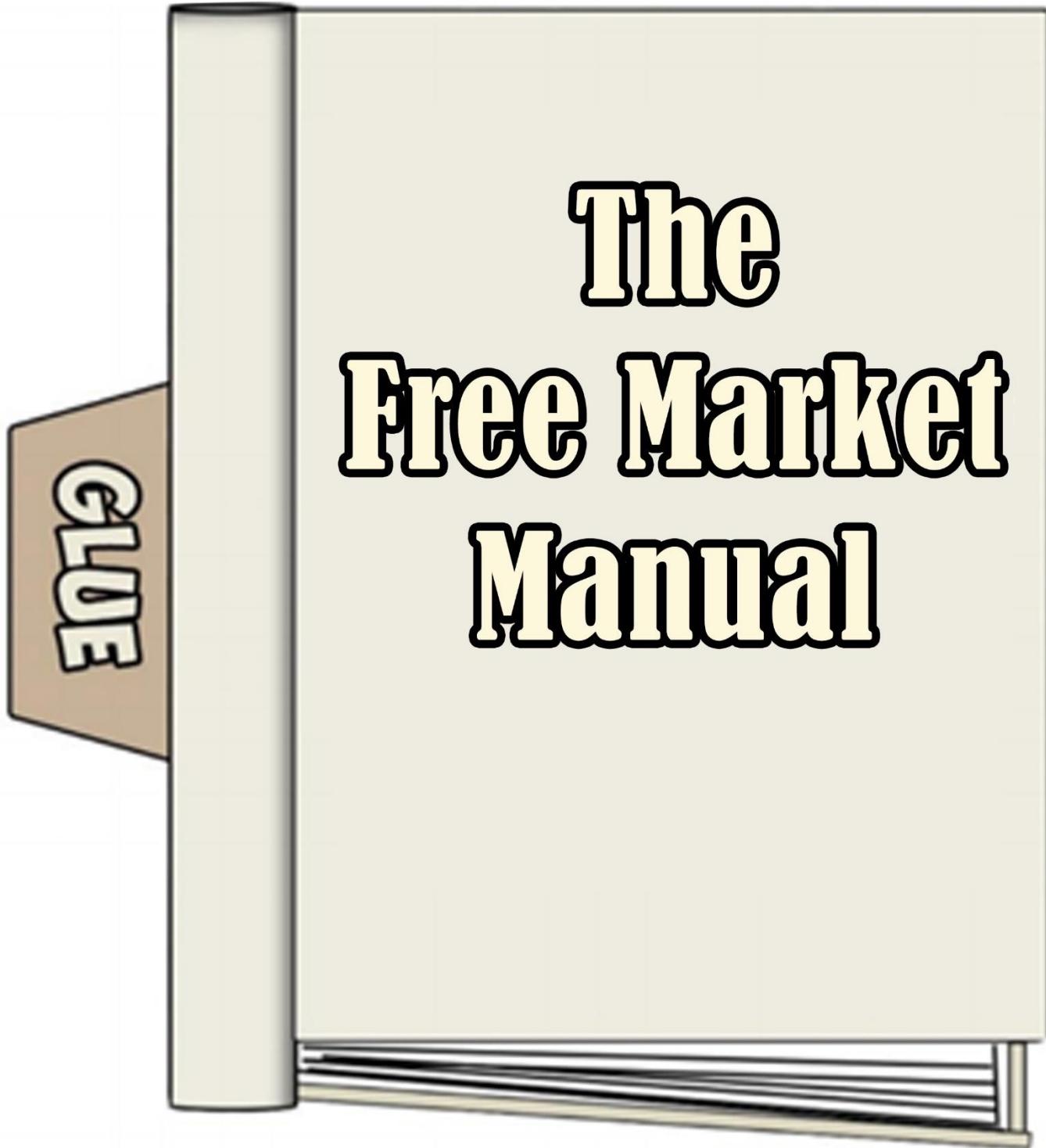
COMPLETED PUBLIC GOODS AND SERVICES

PUBLIC GOODS AND SERVICES

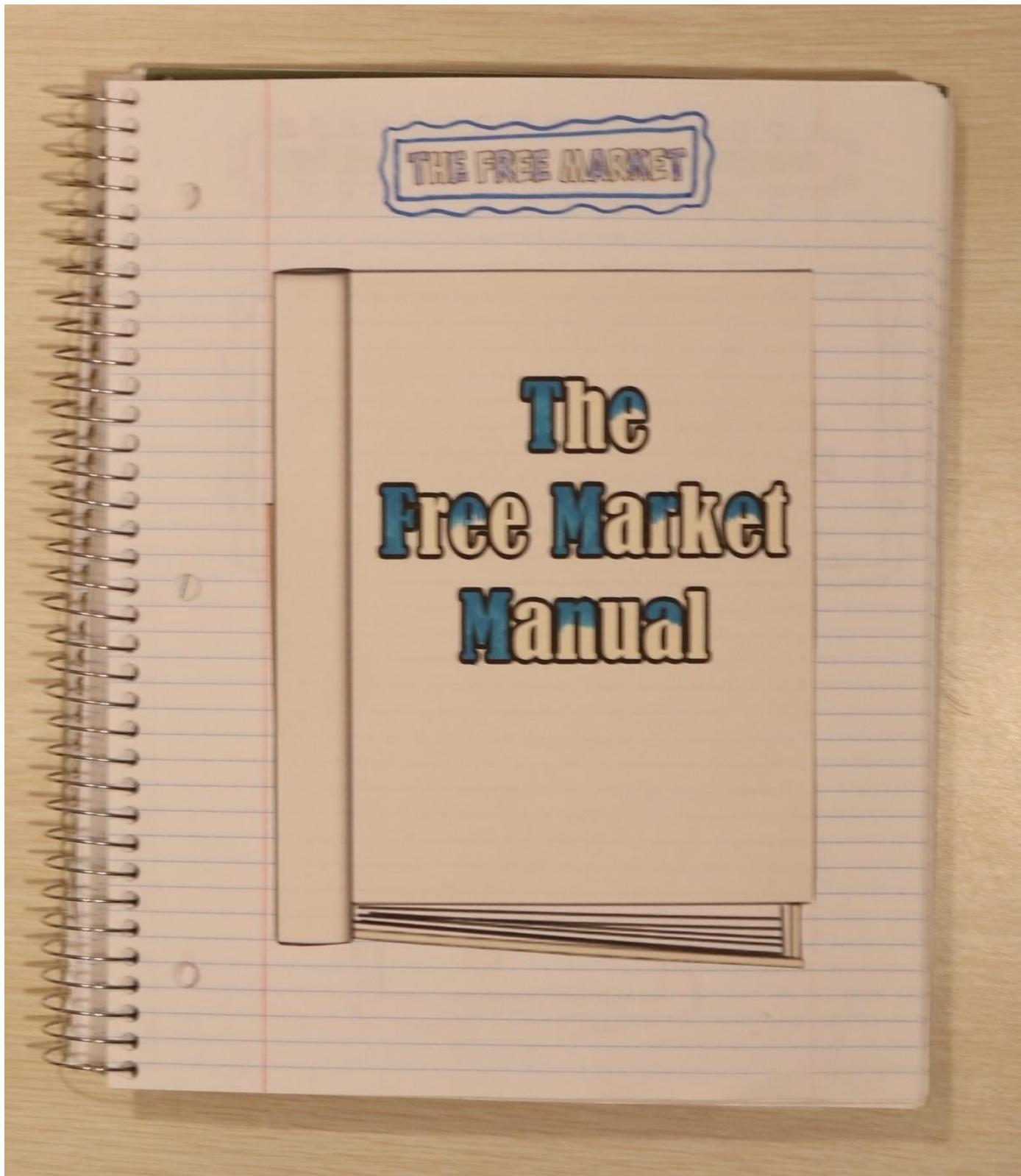


THE FREE MARKET

Directions: Political opinions differ about the role of government in a market economy. Protecting the environment is a public service and property rights of an individual are relative. What do you need to know if you are a part of a free-market economy? Cut out the activity below and glue it into your notebook. Write five ways the government influences the free-market workplace.

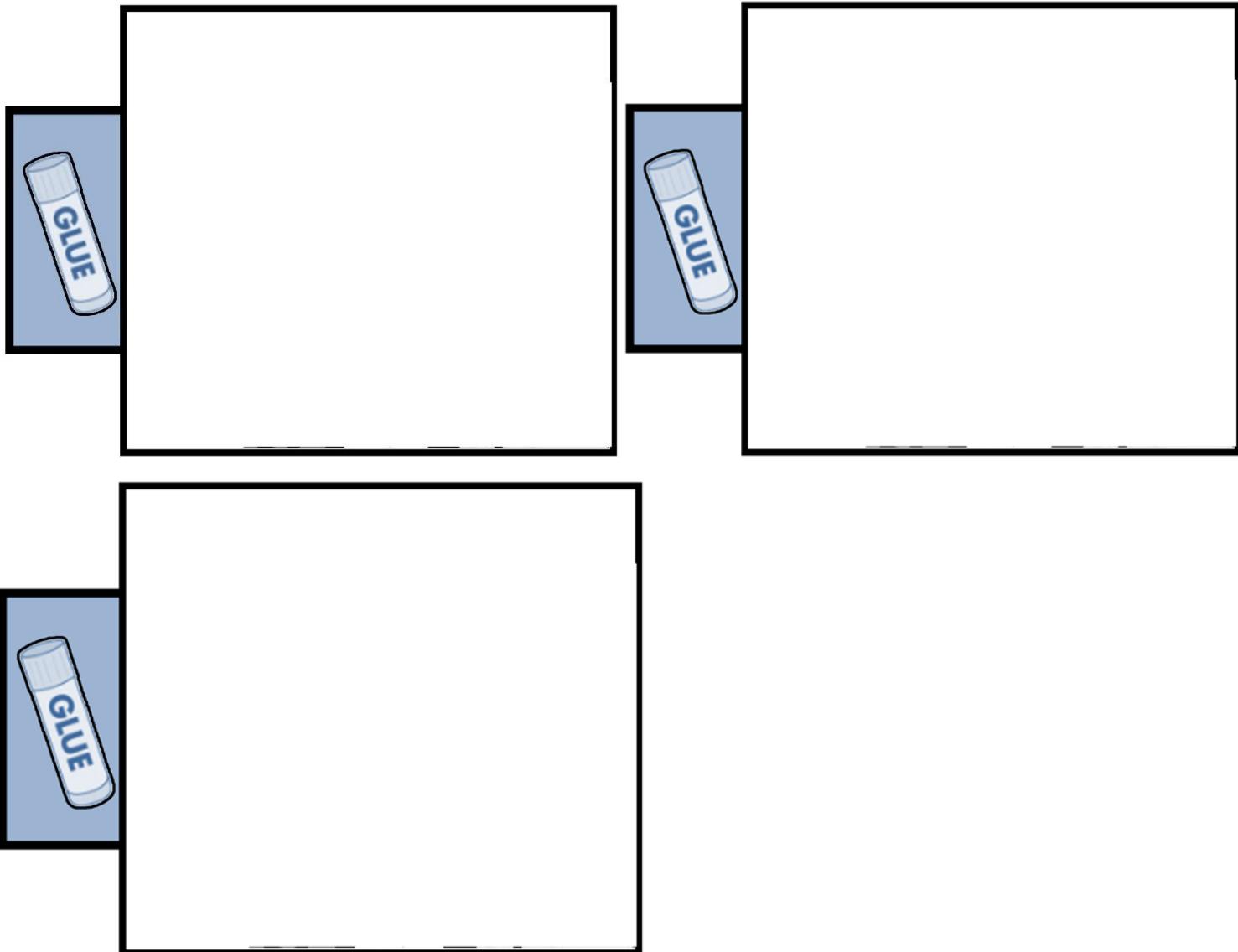


COMPLETED THE FREE MARKET



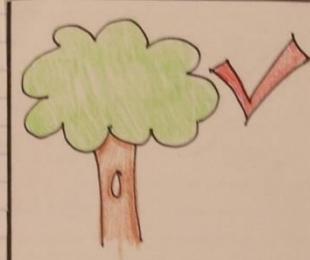
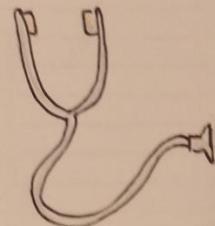
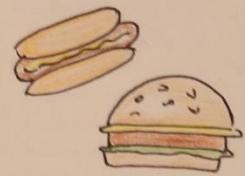
GOVERNMENT AGENCIES & CONSUMER PROTECTION

Directions: The United States government creates laws and agencies to regulate production and exchange activities, conduct research, and establish guidelines for consumer rights and safety. Cut out the activity below and glue it into your notebook. Under each flap, write an example of government agencies created to protect consumers, laborers and the environment. On the top of the flap draw a picture representing it.



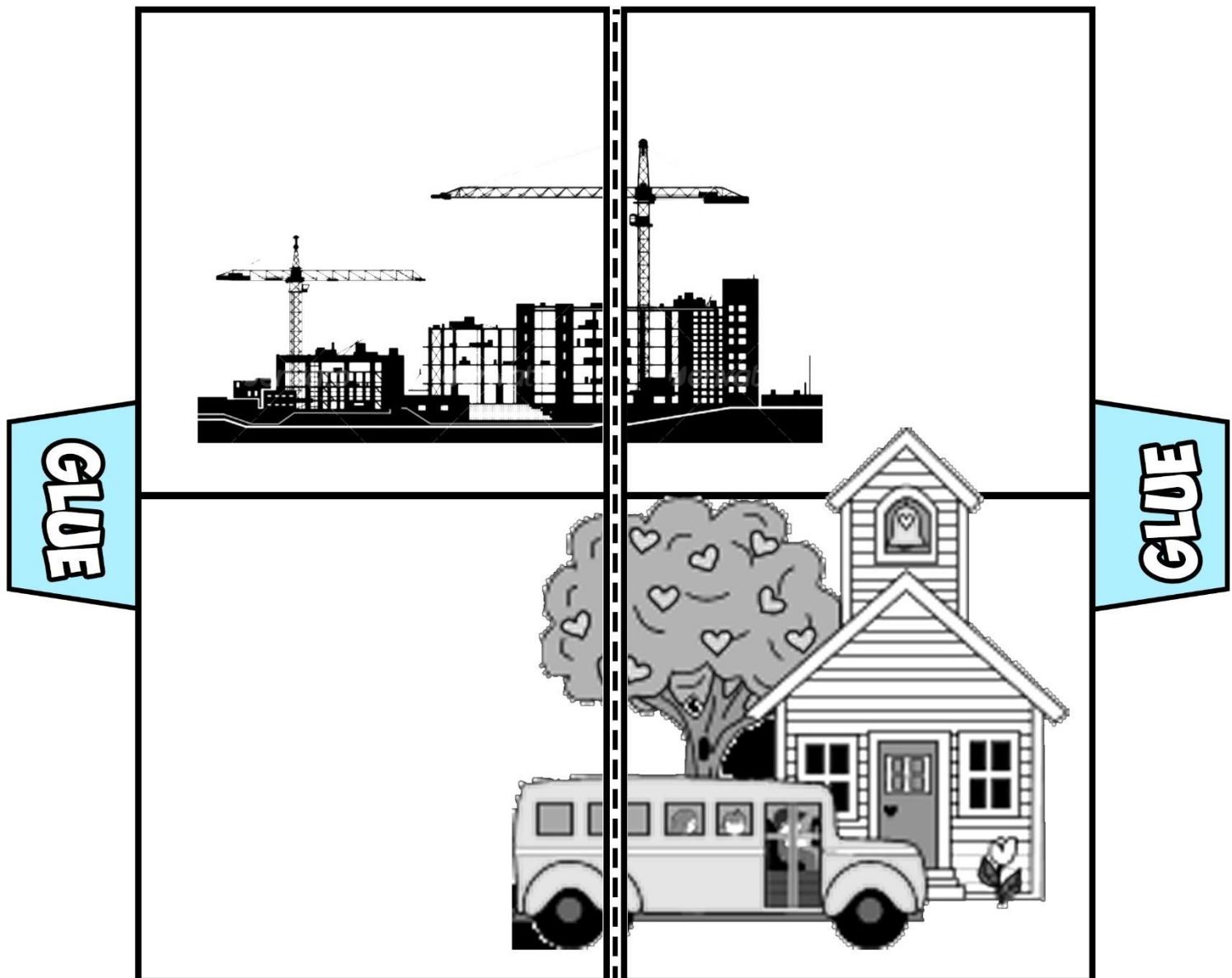
COMPLETED GOVERNMENT AGENCIES & CONSUMER PROTECTION

GOVERNMENT AGENCIES & CONSUMER PROTECTION



THE ROLE OF TAXES

Directions: Government-provided public goods and services benefit many but would not be available to everyone if individuals had to provide them. Taxes and/or fees pay for the production of government-provided goods and services. Cut out the activity below and glue it into your notebook. Under the flaps, explain four reasons why the government provides public goods and services.



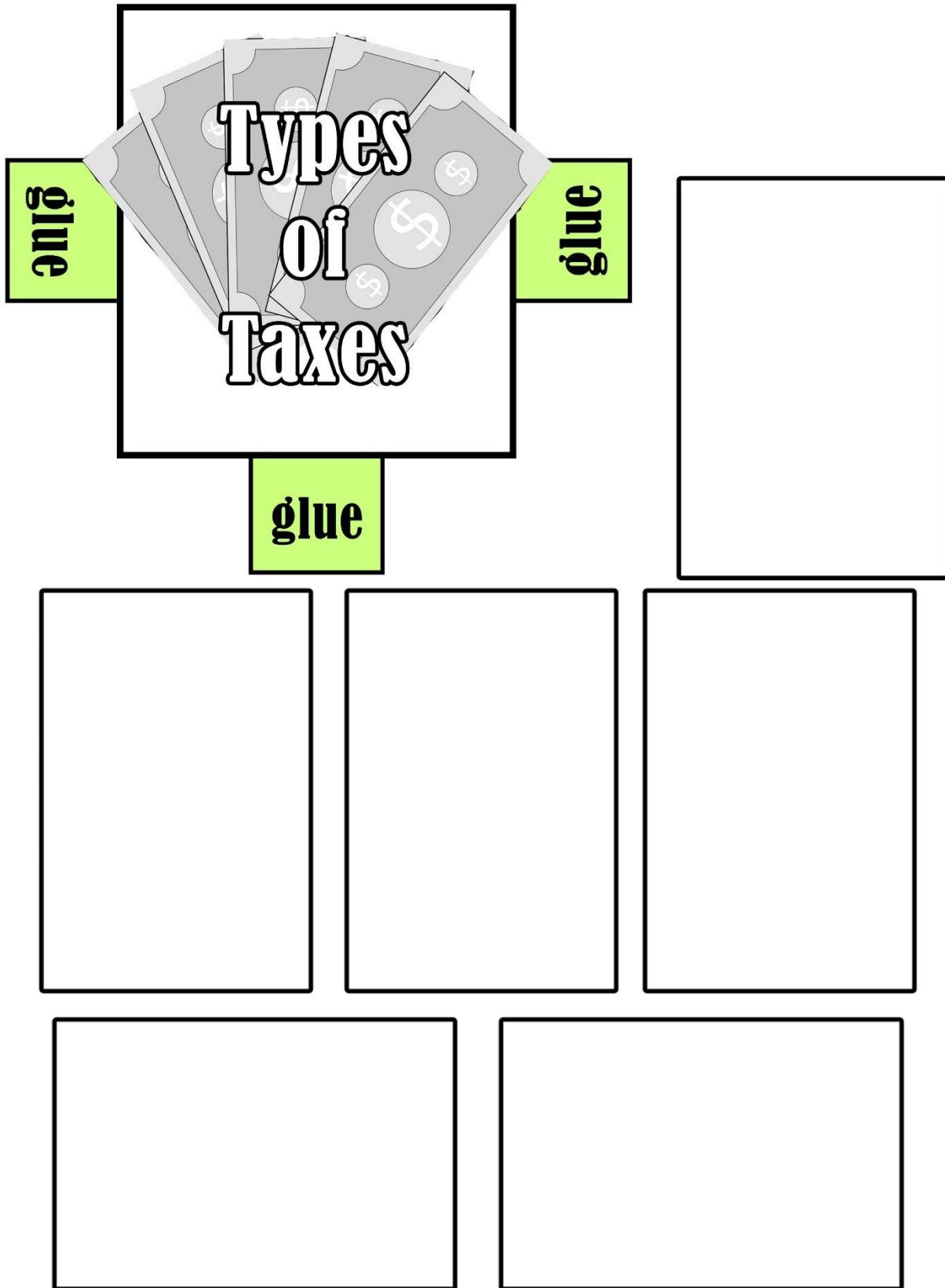
COMPLETED THE ROLE OF TAXES

THE ROLE OF TAXES

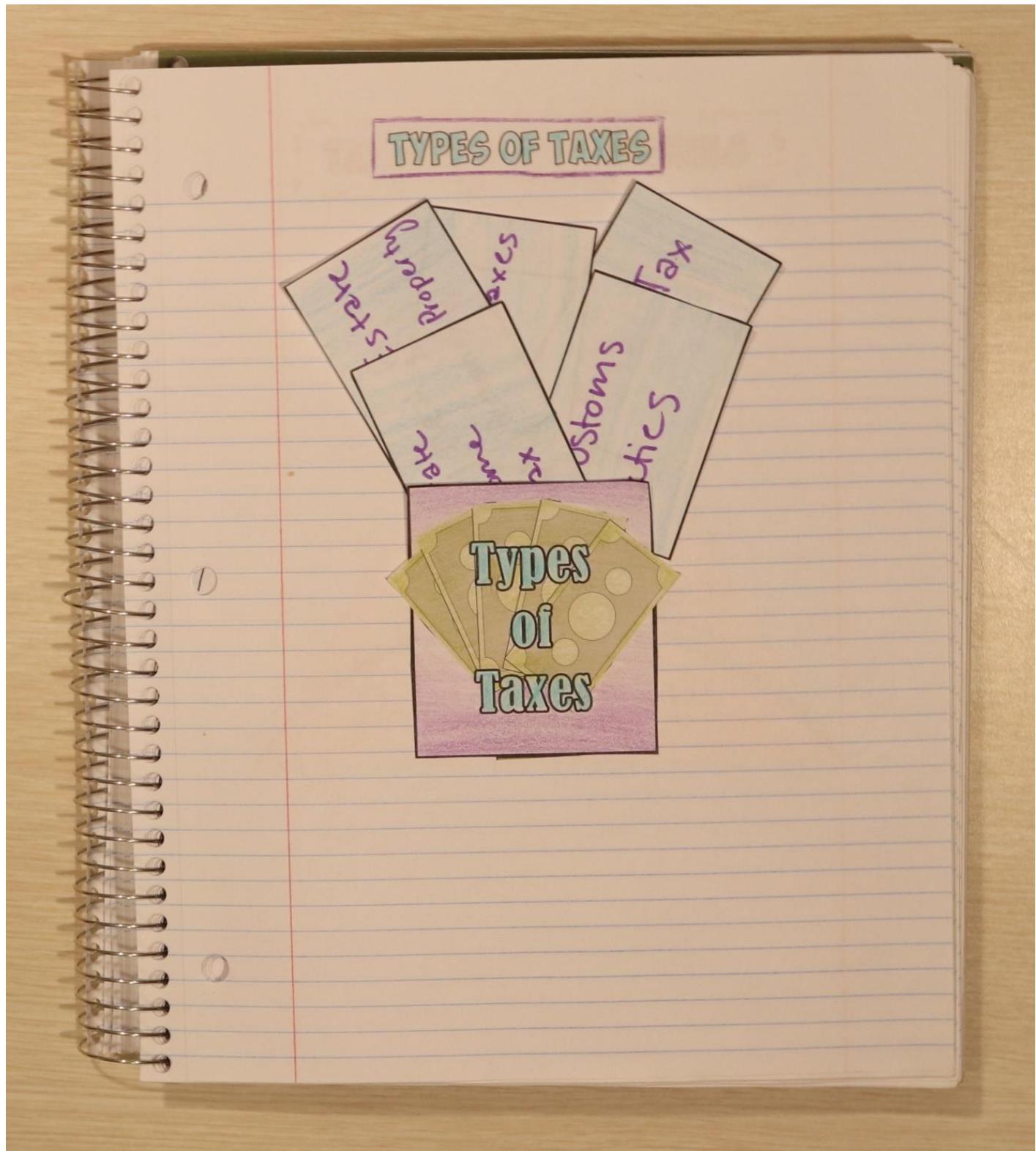


TYPES OF TAXES

Directions: Taxes are a huge part of every adult's every day life. Cut out the activity below and glue it into your notebook where it instructs to glue so that it creates a pocket. On the rectangles, write one of the six kinds of taxes.

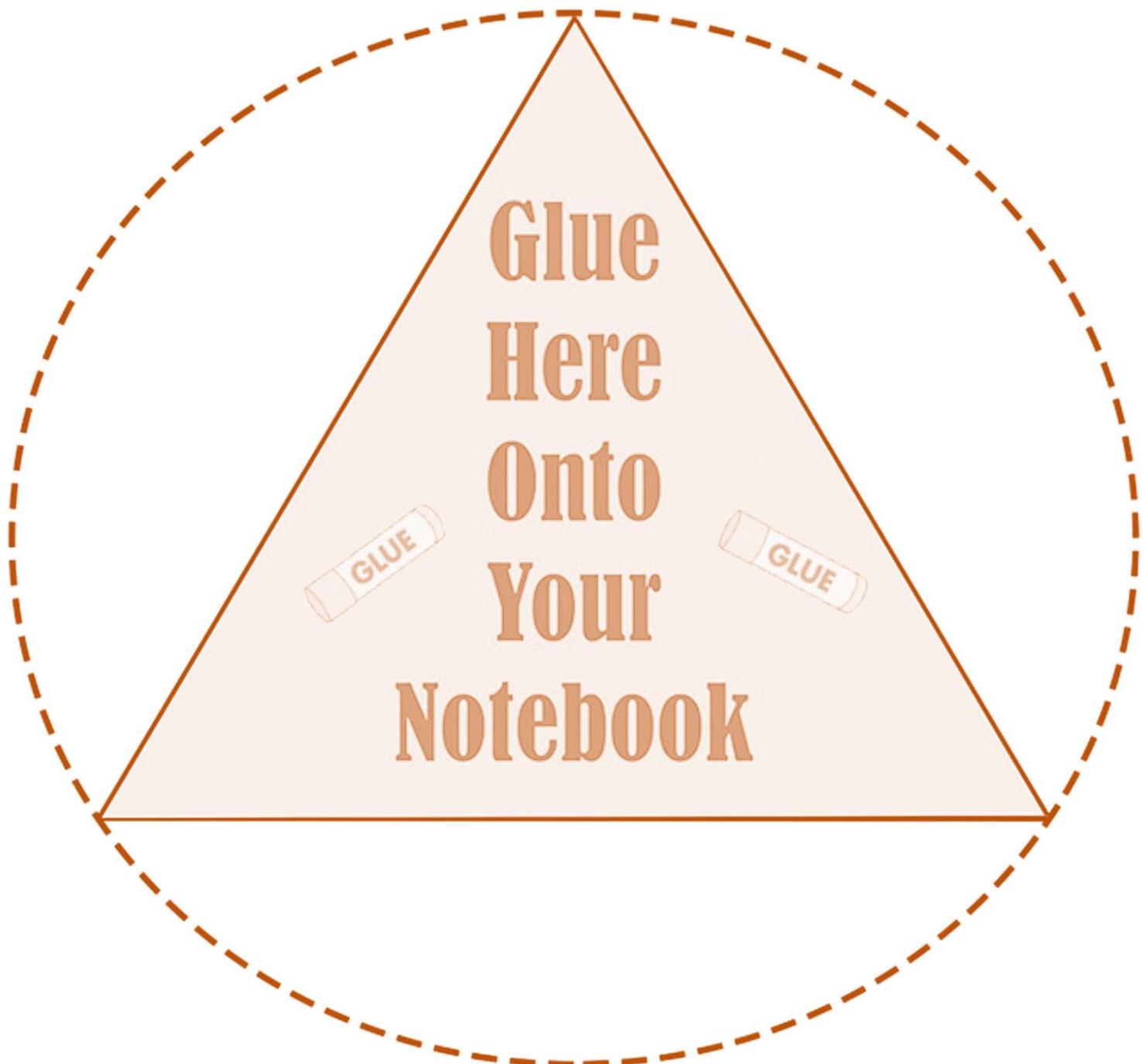


COMPLETED TYPES OF TAXES

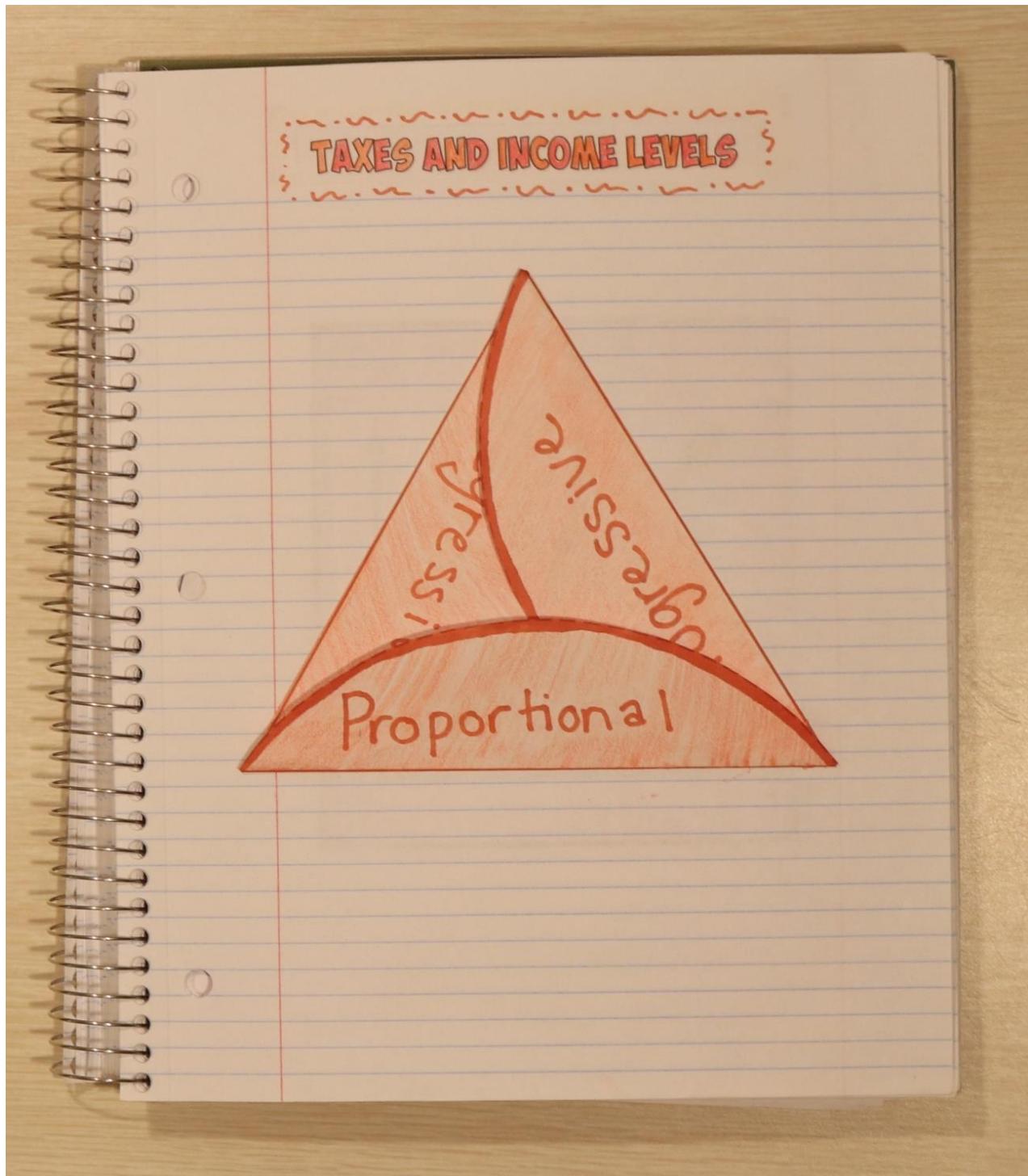


TAXES AND INCOME LEVELS

Directions: Different tax structures affect taxpayers differently and can be distinguished by whether the tax burden falls more heavily on those with higher or lower income levels. Cut out the activity below and glue it into your notebook. On the top of the flaps, put one of these types of taxation. Under the flaps, explain each one further.

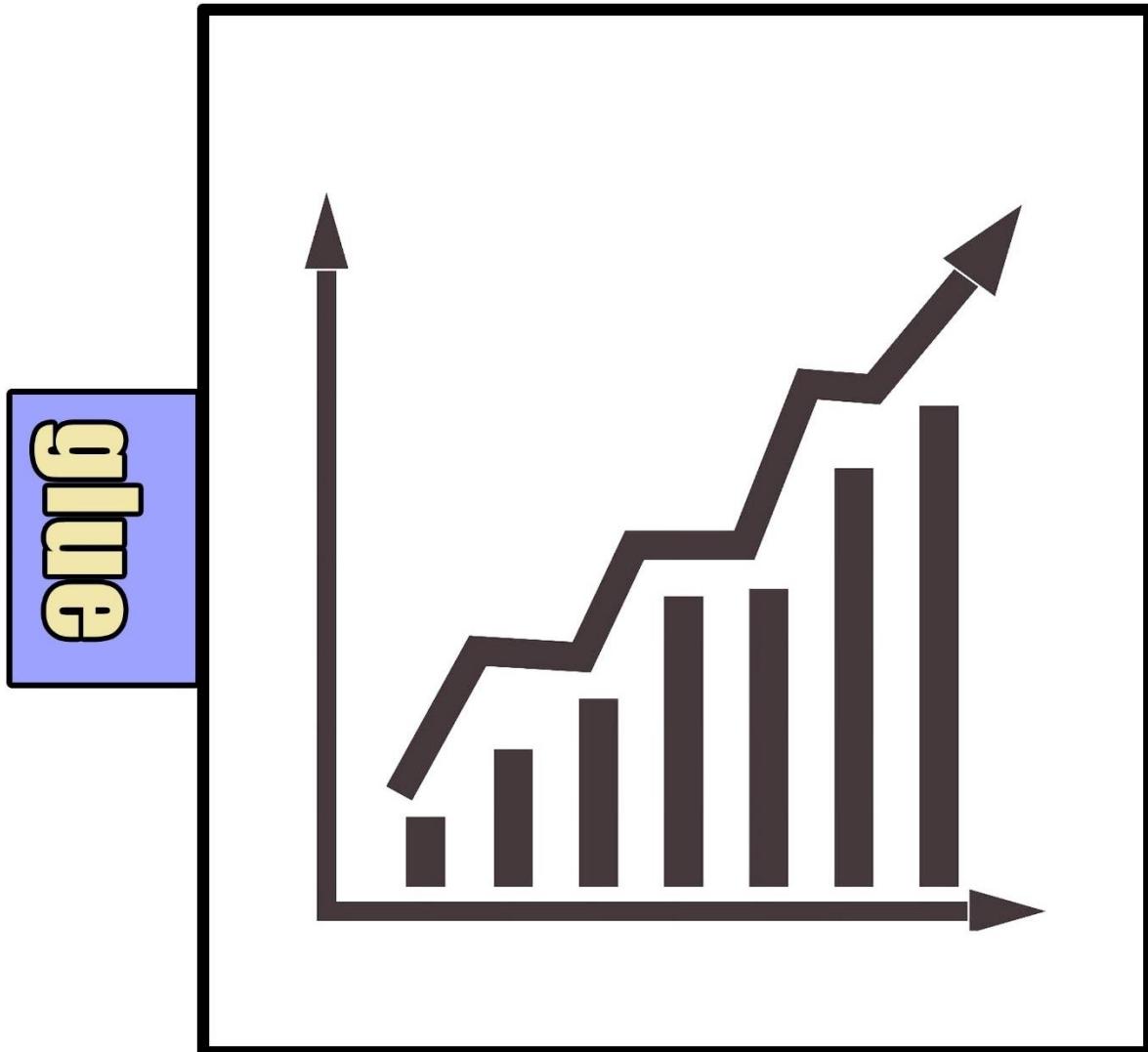


COMPLETED TAXES AND INCOME LEVELS



GOVERNMENT FISCAL POLICIES

Directions: Congress has a variety of fiscal tools for its use in influencing the economy. Cut out the activity below and glue it into your notebook. Under the flap, write about fiscal policies. What do they refer to? What decisions do they make?



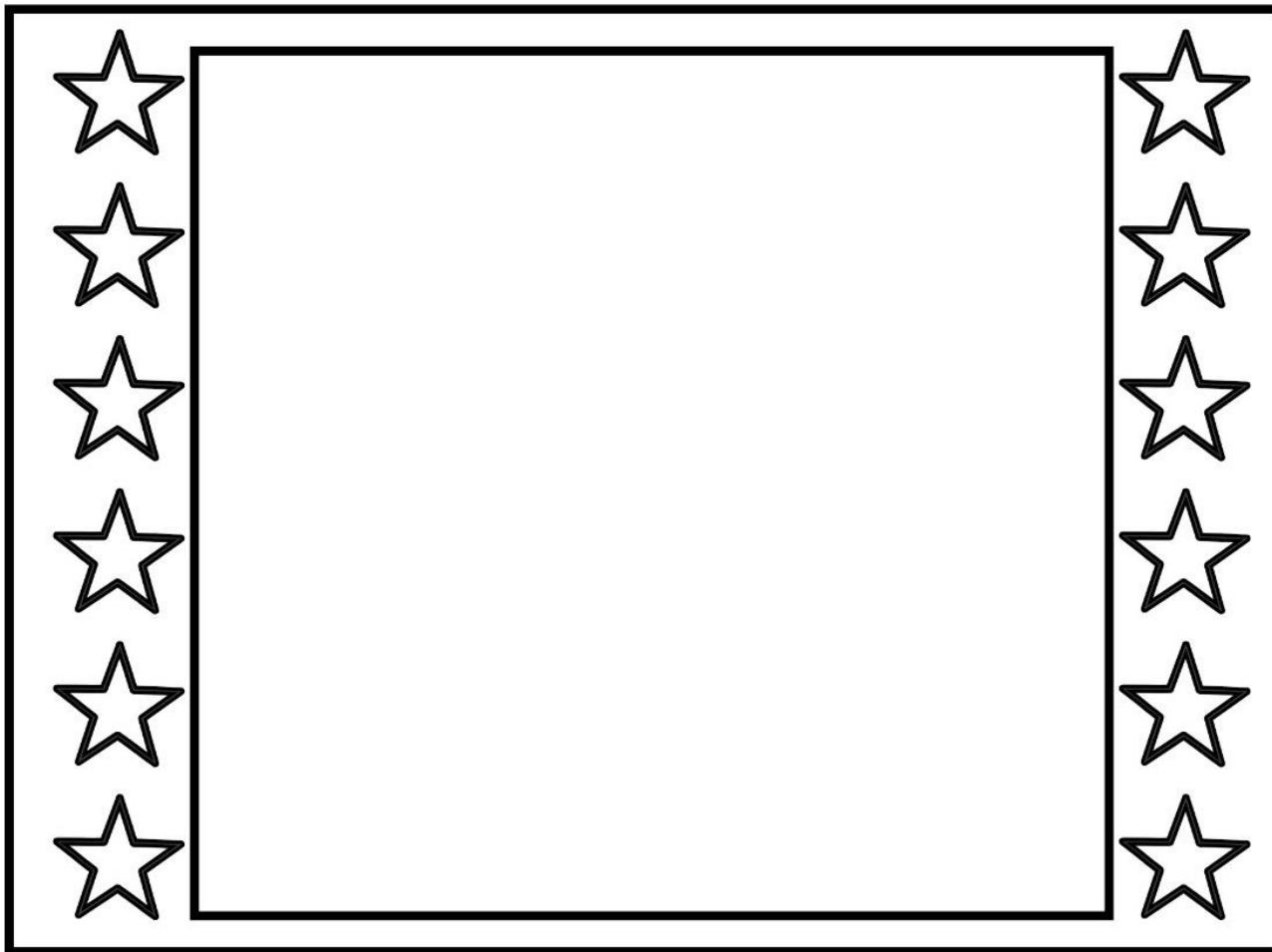
COMPLETED GOVERNMENT FISCAL POLICIES

GOVERNMENT FISCAL POLICIES



INFLATION AND THE ECONOMY

Directions: In the news and listening to our parents, it seems like no one likes how the economy is being handled. Although, it takes a lot more work than we think to keep the economy (and country) up and running smoothly. If **you** were running the country, how would you handle how the economy works to make it continue to function smoothly for everyone a part of it? Using what you've learned so far, on your notebook page, explain how you would keep the economy running during times of high and low inflation. Cut out the activity below and glue it into your notebook, draw a picture!



Portrait of Congressperson _____

(YOUR NAME)

COMPLETED INFLATION AND THE ECONOMY

INFLATION AND THE ECONOMY

If inflation is growing too rapidly, I would slow the economy by decreasing federal spending and/or increasing taxes, that tends to lower price levels and interest rates.

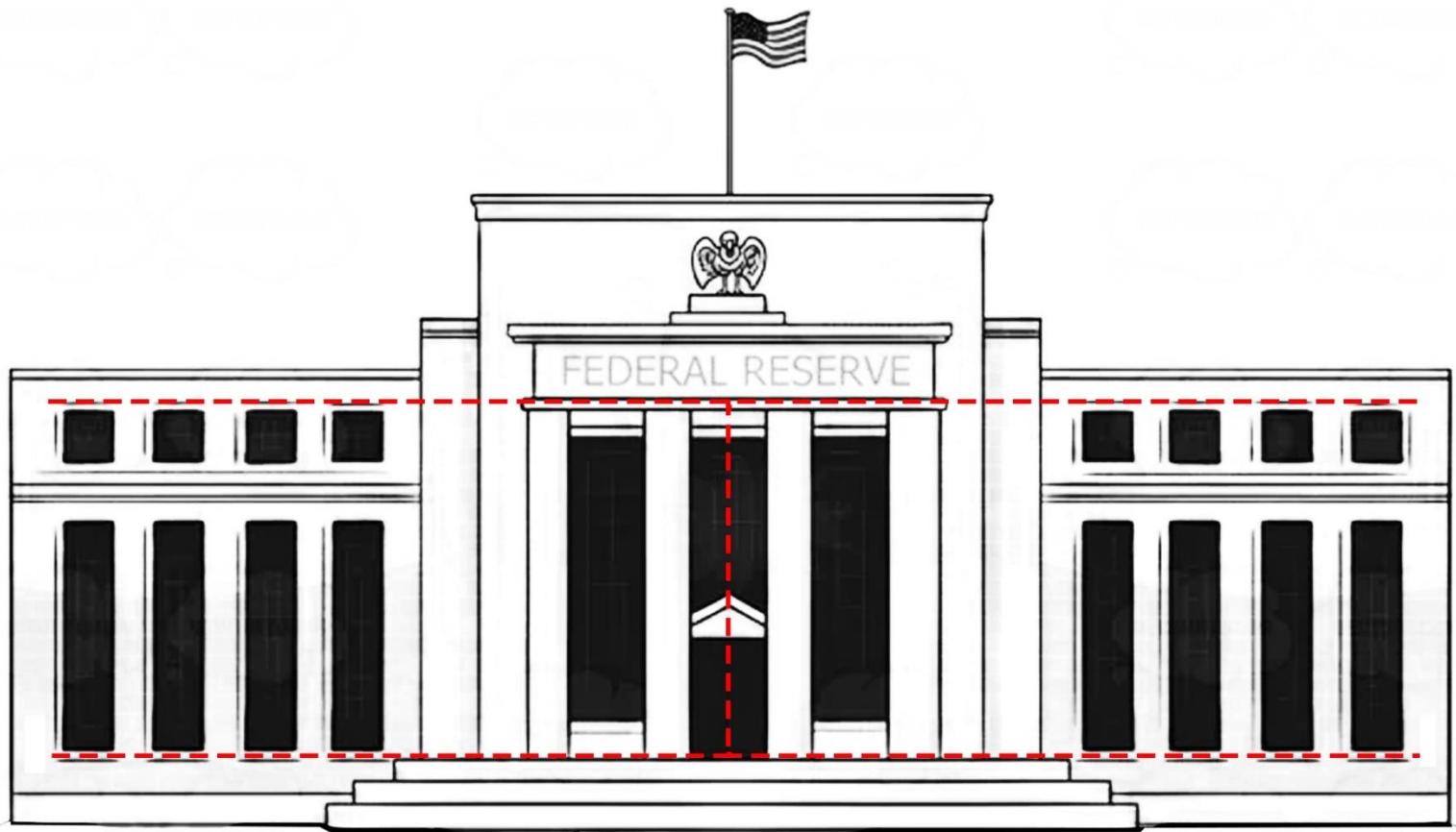
If there are conditions of slow growth or high unemployment, I would stimulate the economy by increasing federal spending.



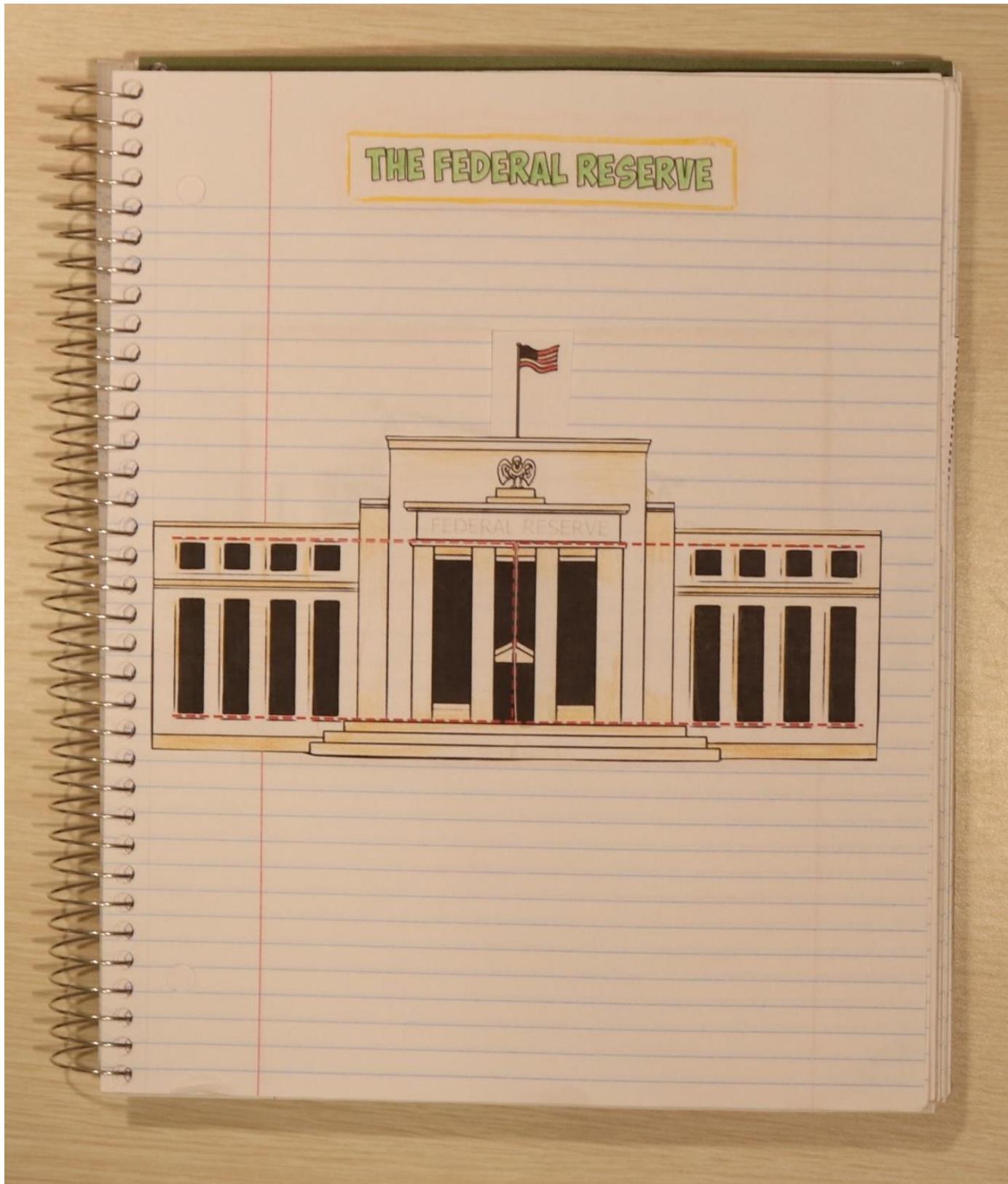
Portrait of Congressperson Heather
(YOUR NAME)

THE FEDERAL RESERVE

Directions: The Federal Reserve System serves as the United States' central bank. Monetary policies are decisions by the Federal Reserve System that lead to changes in the supply of money, short term interest rates, and the availability of credit. Cut out the activity below and glue it into your notebook. Flip open the Federal Reserve building and write five effects that the Federal Reserve's monetary policy has on price stability, employment, and the economy.

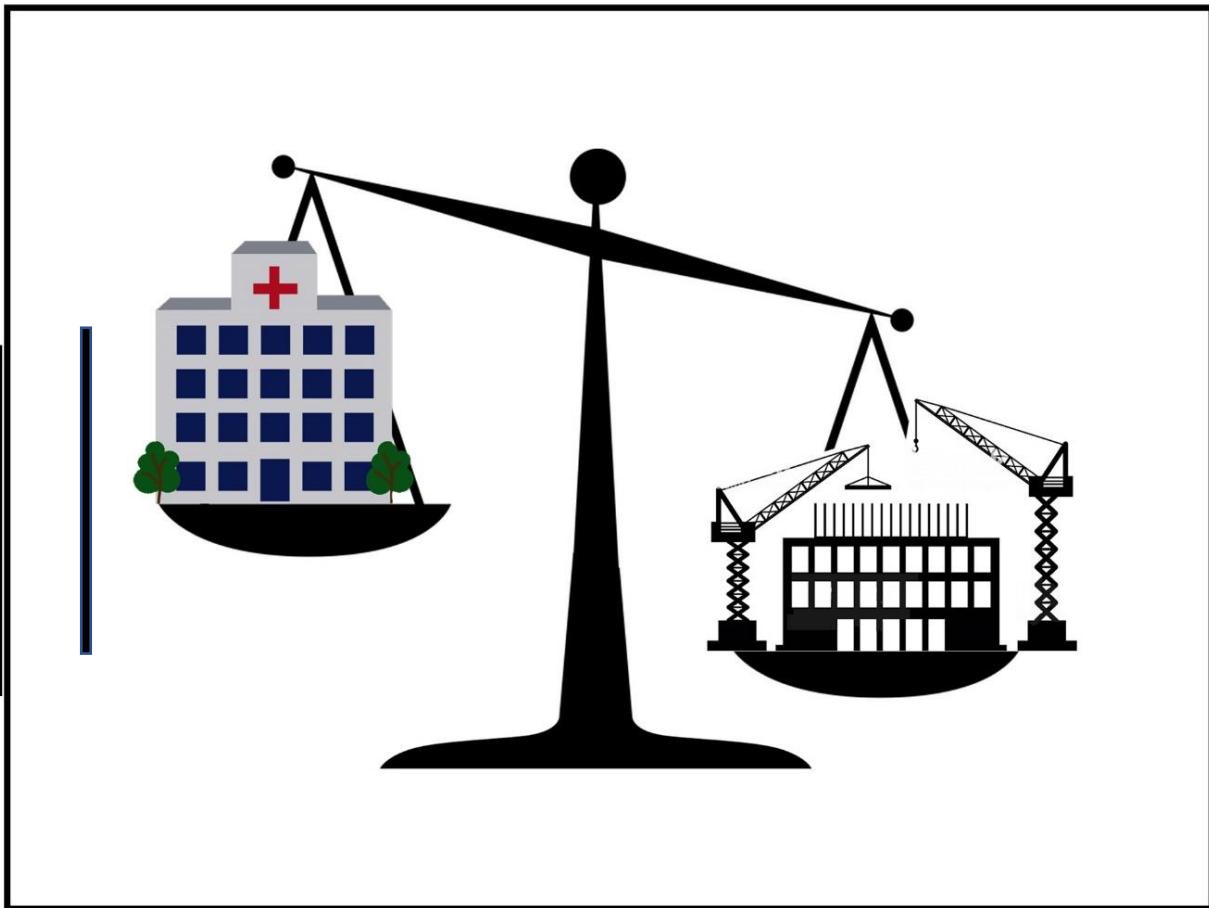


COMPLETED THE FEDERAL RESERVE



ECONOMIC TRADE-OFFS

Direction: Since economic resources are limited, the government must make choices about what it can and cannot fund. That will sometimes lead to a trade-off. Cut out the activity below and glue it into your notebook. Under the flap, write what a trade-off is and explain an example of an economic trade-off. What does the government do if they cannot make a trade-off?



COMPLETED ECONOMIC TRADE-OFFS

ECONOMIC TRADE-OFFS



GOOD CITIZENSHIP

Directions: Thoughtful and effective participation in civic life depends upon the exercise of good citizenship. Cut out the activity below and glue it so you can lift the flaps on the right. Under each flap, write a characteristic of a good citizen.



Characteristics of a Good Citizen

COMPLETED GOOD CITIZENSHIP

GOOD CITIZENSHIP



Characteristics of a Good Citizen

GOOD CITIZENSHIP

Courtesy
Responsibility

Accountability

Self-Reliance

Respect for the Law

Patriotism

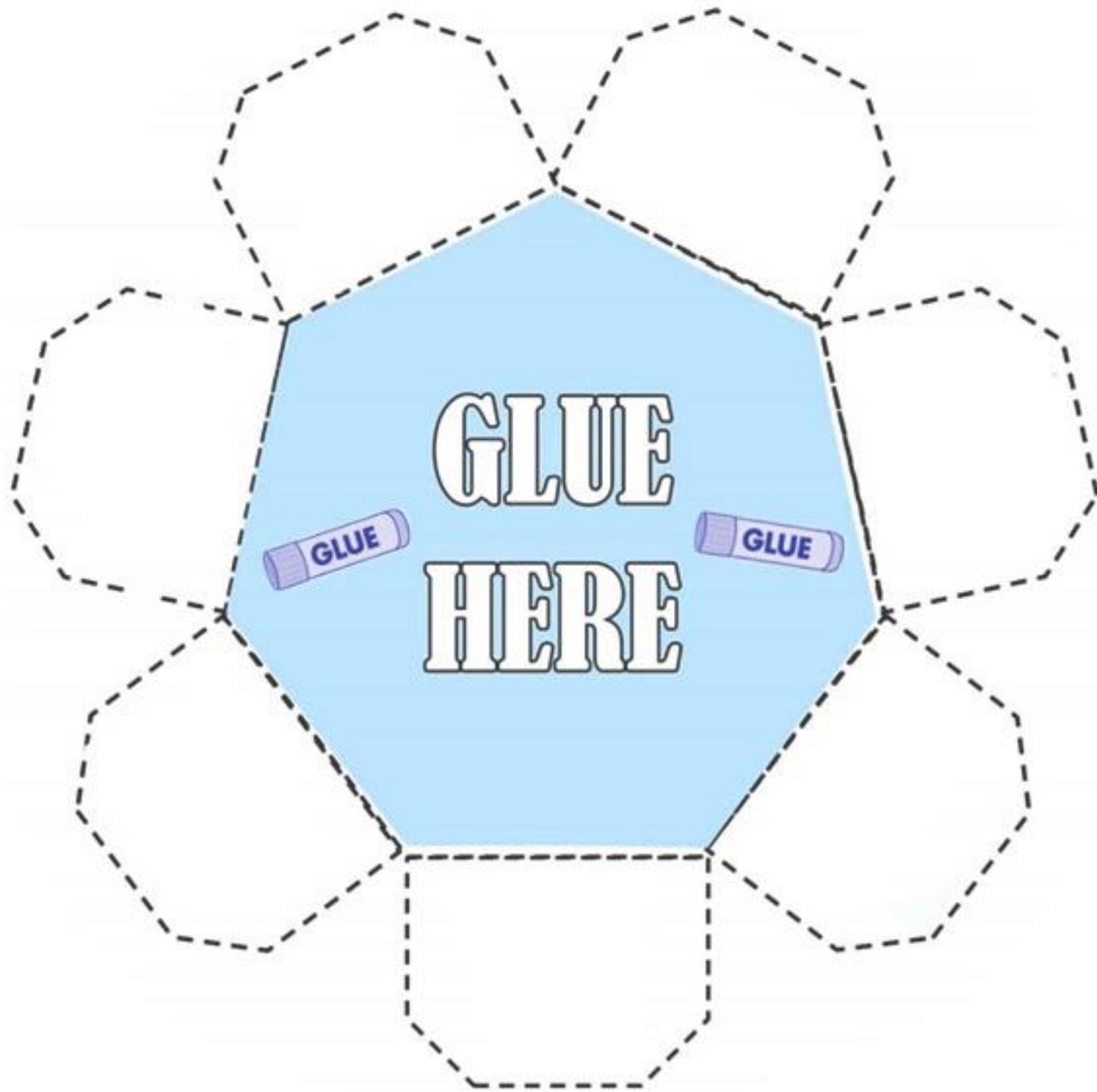
Financial Responsibility

Trustworthiness and
Honesty

Respect for the
Rights of Others

DO YOUR PART!

Directions: Although sometimes you may not agree with how the government is being run, it is important to remember how it all started. Without a government and rules for our society, we wouldn't be a society at all! It takes each law-abiding individual to make up a safe and stable country. Some aspects of the country have changed dramatically from where it started, but we have to remember it started out as a country for trapped individuals to escape persecution and live freely... in the land of the free! Although, to be apart of this country, you have to give back. Cut out the activity below and glue it into your notebook. Under each flap, write a way to participate thoughtfully and effectively in civic life. On top of each flap, draw a picture representing that participation.



COMPLETED DO YOUR PART!

