

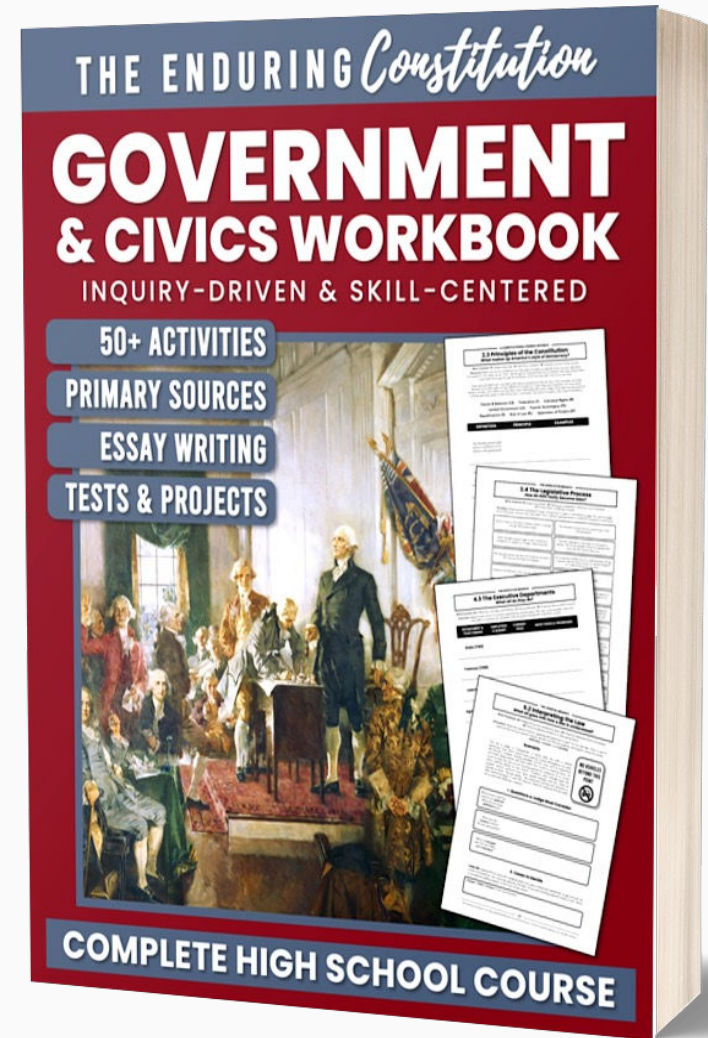
US GOVERNMENT COURSE

workbook

Cover not just **US government & civics**, but a wide variety of reading, writing, and critical thinking with this **complete curriculum workbook**.

WHAT'S INCLUDED

- ✓ **6 Chapters Covering Everything** from Constitutional foundations to the three branches to personal rights and civil liberties
- ✓ **Over 20 Engaging Activities** to learn content and practice reading, writing, and critical thinking skills
- ✓ **Extension Project Ideas** to expand on learning
- ✓ **Inquiry Question, Vocabulary, & Test Questions** with every chapter
- ✓ **Primary Sources** like the U.S. Constitution, Declaration, Federalist Papers, and more!

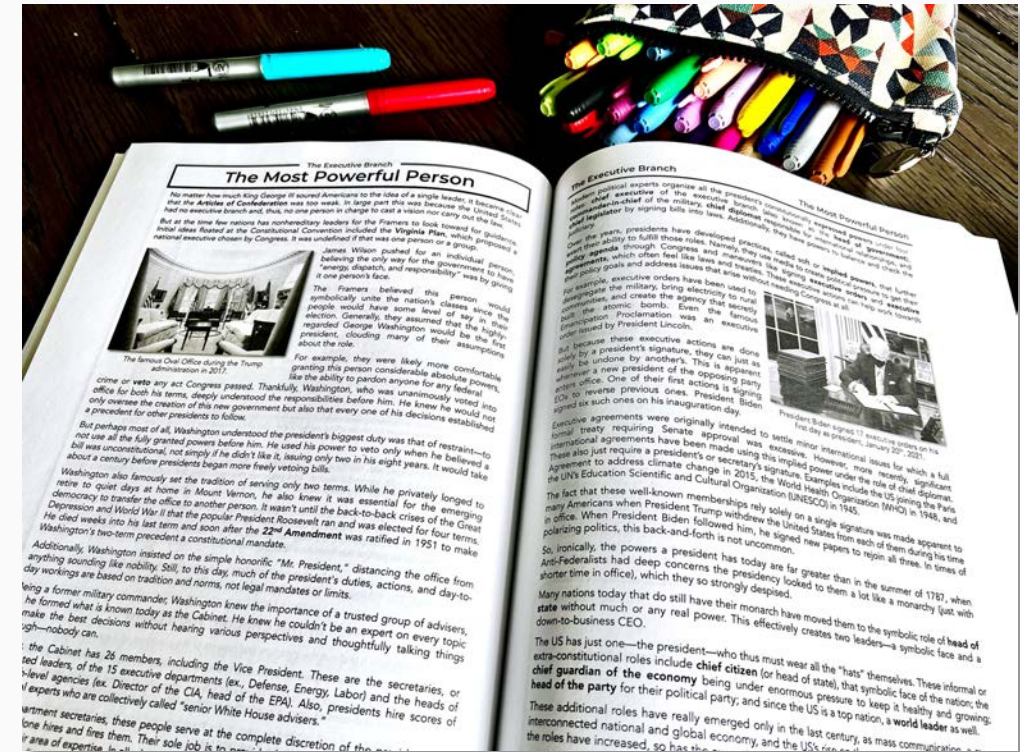


6 Chapter Cover

- **Democracy Ideas:** Enlightenment's influence, the Declaration of Independence
- **Origins of the U.S. Constitution:** Articles of Confederation's failures, the Constitutional Convention, Federal Papers & Debates
- **Legislative, Executive, and Judicial branches:** Constitutional powers, debates over Electoral College & Judicial Appointments
- **Bill of Rights:** Civil liberties, Limits of government, States' powers

Social Studies Skills Practiced

- **Analyzing Information:** sorting, comparing, and inferring
- **Reading Historic Sources:** determining point of view, evaluating arguments, and connecting to real-world events
- **Researching:** refining research questions, conducting own research, and analyzing sources
- **Forming Arguments:** making claims, using evidence, and organizing ideas



PEEK INSIDE A CHAPTER

to see what's included

THE EXECUTIVE BRANCH The Most Powerful Person

No matter how much King George III soured Americans to the idea of a single leader, it became clear that the **Articles of Confederation** were too weak. In large part, this was because the United States had no executive branch and thus no single person in charge to set a vision or carry out the law.

But at the time, few nations had nonhereditary leaders for the Framers to look toward for guidance. Initial ideas floated at the Constitutional Convention included the **Virginia Plan**, which proposed a national executive chosen by Congress. It was unclear whether that was one person or a group.



The famous Oval Office during the Trump administration in 2017.

James Wilson pushed for an individual person, believing the only way for the government to have "energy, dispatch, and responsibility" was by giving it one person's face.

The Framers believed this person would symbolically unite the nation's classes since they people would have some level of say in their election. Generally, they assumed that the highly-regarded George Washington would be the first president, clouding many of their assumptions about the role.

For example, they were likely more comfortable granting this person considerable absolute powers, like the ability to pardon anyone for any federal crime or **veto** any act passed by Congress. Thankfully, Washington, who was unanimously voted into office for both his terms, deeply understood the responsibilities before him. He knew he would not oversee the creation of this new government but also that every one of his decisions established a precedent for other presidents to follow.

But perhaps most of all, Washington understood the president's biggest duty was that of restraint—not to use all the fully granted powers before him. He used his power to veto only when he believed a bill was unconstitutional, not simply if he didn't like it, issuing only two in his eight years. It would take about a century before presidents began more freely vetoing bills.

Washington also famously set the tradition of serving only two terms. While he privately longed to retire to quiet days at home in Mount Vernon, he also knew it was essential for the emerging democracy to transfer the office to another person. It wasn't until the back-to-back crises of the Great Depression and World War II that the popular President Roosevelt ran and was elected for four terms. He died weeks into his last term, and soon after, the **22nd Amendment** was ratified in 1951 to make Washington's two-term precedent a constitutional mandate.

Additionally, Washington insisted on the simple honorific "Mr. President," distancing the office from anything sounding like nobility. Still, to this day, much of the president's duties, actions, and day-to-day workings are based on tradition and norms, not legal mandates or limits.

Being a former military commander, Washington knew the importance of a trusted group of advisers. Day after day, he consulted with the Cabinet. He knew he couldn't be an expert on every topic so he formed what is known today as the **Cabinet**. He knew he couldn't be an expert on every topic so he formed what is known today as the **Cabinet**. He knew he couldn't be an expert on every topic so he formed what is known today as the **Cabinet**.

Today, the Cabinet has 26 members, including the Vice President. These are the secretaries, or appointed leaders, of the 15 executive departments (ex. Defense, Energy, Labor) and the heads of top high-level agencies (ex. Director of the CIA, head of the EPA). Also, presidents hire scores of additional experts who are collectively called "senior White House advisers."

Unlike department secretaries, these people serve at the complete discretion of the president. The president alone hires and fires them. Their sole job is to provide the president with the best policy advice in their area of expertise. In all, about 400 White House staffers and Cabinet members support the president directly.

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THE EXECUTIVE BRANCH 4.2 The Roles & Powers of the President How much do we expect from just one person?

Skills Practiced: (B) Categorizing ideas. (B) Using content vocabulary properly. Directions: Read over these 20 powers of the President, writing to the side the role they fall into: chief executive, chief legislator, and decide which roles are.

Chief Executive (CE) _____
Chief Legislator (CL) _____

THE EXECUTIVE BRANCH 4.1 Article II & Essay Excerpts Were the Anti-Federalist concerns valid?

Skills Practiced: (B) Paraphrasing a text. (7) Connecting sources to a larger historical context. (B) Analyzing various written documents. Directions: Read each excerpt, defining any unknown bolded words, and paraphrasing into modern language.

Article II, Section 1: Presidential Requirements

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

PARAPHRASE:

Article II, Section 2: Presidential Powers

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, except in Cases of Impeachment. He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, Subject to the Ratification of two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law; but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

PARAPHRASE:

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THE EXECUTIVE BRANCH 4.3 The Executive Departments What all do they do?

Skills Practiced: (B) Finding the main idea, summarizing, identifying examples. (B) Analyzing various written sources. Directions: Research each of the 15 executive departments, learning about their size, current leaders, what their main tasks or purposes are, and lastly, a few programs that operate under their control.

DEPARTMENT & YEAR FORMED	EMPLOYEES & BUDGET	CURRENT HEAD	MAIN TASKS & PROGRAMS

THE EXECUTIVE BRANCH 4.4 Update the Electoral College? Should we change the way we elect the president?

Skills Practiced: (B) Finding the main idea and examples from a text. (B & 9) Analyzing various written & visual sources. (11) Investigating important issues. (12) Arriving at and supporting an original argument. Directions: Analyze the following sources, defining any unknown bolded academic words. Then, organize evidence and arguments from them and any other sources from this book in support or opposition to changing the Electoral College system. Research additional sources using the source analysis form (making copies as needed). Lastly, use the writing template to decide your position and form a compelling argument.

Source 1: Federalist Paper No. 68 Excerpt

It was desirable that the sense of the people should operate in the choice of the person to whom so important a trust was to be confided. It was equally desirable, that the immediate election should be made by men most capable of analyzing the qualities adapted to the station...

A small number of persons, selected by their fellow-citizens, will be most likely to possess the information and **discernment** requisite to such complicated investigations. [This] process of election affords a moral certainty, that the office of President will never fall to the lot of any man who is not in an **eminent** degree **endowed** with the requisite qualifications.

Talents for low intrigue, and the little arts of popularity, may alone suffice to elevate a man to the first honors in a single State; but it will require other talents, and a different kind of merit, to establish him in the esteem and confidence of the whole Union, or of so considerable a portion of it as would be necessary to make him a successful candidate for the distinguished office of President of the United States.

Source 2: Federalist Paper No. 39 Excerpt

National is used to mean a system where people are represented equally, and federal is used to mean a system where states are represented equally.

The House of Representatives will **derive** its powers from the people of America; and the people will be represented in the same proportion. [Here] the government is national. The Senate, on the other hand, will derive its powers from the States, as political and coequal societies. [Here] the government is federal, not national.

The executive power will be derived from a very **compound** source. The immediate election of the President is to be made by the States in their political characters. The votes allotted to them are in a compound ratio, which considers them partly as distinct and coequal societies, [and] partly as unequal members of the same society.

The eventual election, again, consists of the national representatives; but in this particular act they are to be thrown into the form of individual **delegations**, from so many distinct and coequal bodies politic. For this aspect of the government is [a] of a mixed character, presenting federal and national features.

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THE EXECUTIVE BRANCH 4.6 Assessment Questions What have you learned?

Fill-in-the-Blank Questions

1. The executive branch is the branch responsible for _____.
2. The _____ is the head of the executive branch.
3. The _____ is the head of the executive branch.
4. To _____, the president must have the support of two-thirds of the Senate.
5. The _____ is the head of the executive branch.
6. The _____ is the head of the executive branch.
7. The _____ is the head of the executive branch.
8. The _____ is the head of the executive branch.
9. The _____ is the head of the executive branch.
10. The _____ is the head of the executive branch.
11. The _____ is the head of the executive branch.
12. The _____ is the head of the executive branch.
13. The _____ is the head of the executive branch.
14. The _____ is the head of the executive branch.
15. The _____ is the head of the executive branch.

THE EXECUTIVE BRANCH 4.5 Vocabulary & Extension Ideas How can you deepen your learning?

Content Vocabulary

Directions: Use this list to prepare to learn and review the content in this chapter. Look up the concepts before reading, use contextual clues to infer and discuss them while reading, and/or summarize what you learned using them afterward. Try picking two to four randomly and constructing a sentence that properly uses them.

Articles of Confederation	executive agreement
Virginia Plan	chief citizen / head of state
22nd Amendment	chief guardian of the economy
expressed powers	head of party
chief executive / head of government	world leader
commander-in-chief	civil servant
chief diplomat	executive department, agency
implied powers	Electoral College
policy agenda	District Plan / Proportional Plan
executive order	National Popular Vote Compact

Extension Ideas

Whitehouse.gov: Visit the President's official website and examine what's on the front page. What issues, programs, and recent actions is the President showcasing? What has the President been up to in the last few weeks? Which roles do you see the President exhibiting throughout these pages? How is the President trying to engage and interact with you?

Political Cartoons: Look up and analyze recent political cartoons on the President, especially ones demonstrating how they try to fulfill their many roles. Use the POPES method practiced in the Legislative Branch chapter.

Letter to the President: Write an email or letter to the President about your position on one specific policy they are pushing or an issue that's important to you. What specifically do they need to know about the issue that you are specially equipped to tell them?

Job Qualifications: While the list of constitutionally required items is short, the knowledge, experience, interpersonal skills, and outspoken nature is long. Especially to be a good president. Write a list of 20 specific skills and other items that are truly necessary for a modern president to have beyond what the Constitution says. Look up job postings online to get an idea of what things companies list under the Job Qualifications section.

Executive Agency Research: Pick one specific agency within a larger executive department—know it might have a different term than "agency" in its name, perhaps "institute," "administration," or "office of." Research how it serves where you live. What programs or services does it provide to your area? Where is the nearest branch office? Have you or someone you know ever interacted with this agency? How so?

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Detailed Text
Reading to
Teach Topic

2

4 Varied Activities to More Deeply
Learn like Source Analyzing, Matching,
Simulations, Research

3

Vocabulary,
Extension
Ideas, Test

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