The Constitution of the United States of America

Thematic Unit

FLA 518
Spring 2003
The selected unit will be modified for the target group of a mainstream class with integrated English Language Learners. This unit contains a complete chapter from the text, America's Story. This chapter and its exercises are related to The Constitution of the United States. In addition to the chapter reading and exercises, the Teacher's Resource Binder includes various pre-learning and post-learning activities. A copy of the Teacher's Planner that suggests these additional activities is attached. I have listed five of these to be modified below.

The purpose of this chapter in a content area classroom would be to incorporate vocabulary skills, direct and indirect comprehension skills, and writing skills into a lesson surrounding a Social Studies concept.

Suggested Activities for a Content Area Classroom:

1. **Pre-Learning Activity**: Classroom discussion- Students will discuss what it would be like if laws did not exist. They can talk about who the President is and who the Congressional Representatives are. They can also discuss other rule-making groups that they are familiar with.

2. **Reading Activity**: Group or Independent Reading- Students will read Chapter 11, The Constitution, and answer the questions that follow. The first exercise asks seven direct comprehension questions. The second exercise contains five questions that practice determining the main idea. The third exercise is a set of five fill-in statements utilizing chapter vocabulary.

3. **Vocabulary Activity**: Concept Web (graphic organizer)- Students will use the Concept Web with the topic The United States Constitution. The students can center the topic and write vocabulary terms to detail the concept.
4. **Post-Learning Activity:** Classroom discussion- Students will discuss why the United States needed a constitution. Students can talk about why the writers used Parliament as a guide. Utilizing their books and an overhead transparency, students can also discuss the powers of the three branches of government.

5. **Follow-up Activity:** Students will write a letter to their Congressional Representative to discuss a current issue that they feel strongly about.

The following are Learning Goals that I would like each student to achieve after completing the modified unit "The Constitution of the United States of America".

**Goal #1:** Students will be able to explain (in their own written words) what the Constitution is.

**Goal #2:** Students will be able to identify and define (in writing) the following vocabulary terms: president, senator, representative, amendment, judge, court, capital, senate, congress, elect, vote.

**Goal #3:** Students will be able to identify and discuss the three branches of government in the United States.

**Goal #4:** Students will be able to write a letter (hypothetical or realistic) to one of their congressional representatives.

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*Modified in class:*

1. Students will know what the U.S. Constitution is.
2. Students will know main vocabulary terms.
3. Students will know what the 3 branches of government are.
4. Students will know how to write a letter.
Goal #1: The student will identify and define the following vocabulary: President, senator, representative, amendment, judge, court, capital, senate, congress, elect, vote

Objective #1: When given each vocabulary word, the student will be able to read it aloud.

Objective #2: When given each vocabulary word, the student will be able to write a short meaning.

Objective #3: When given each vocabulary word, the student will be able to form a sentence using the word.

Objective #4: When given eleven sentences with blanks, the student will be able to fill-in each blank with one of the vocabulary words.

Goal #2: The student will explain what the U.S. Constitution is and its purpose.

Objective #1: When given the word constitution, the student will be able to state its meaning.

Objective #2: When prompted by the teacher, the student will be able to state what the U.S. Constitution is.

Objective #3: When given the format of a paragraph, the student will be able to write a short paragraph that describes the purpose of the U.S. Constitution.

Goal #3: The student will discuss the three branches of government in the United States.

Objective #1: When given a chart showing the 3 branches of government, the student will be able to read them aloud.

Objective #2: When asked what the purpose of each branch is, the student will be able to answer in their own words.

Objective #3: When given a graphic organizer, the student will be able to organize the 3 branches of government and list two responsibilities of each branch.

Goal #4: The student will write a letter to a Congressional Representative.
Objective #1: After discussing their representatives, the student will be able to select one to write a letter to.

Objective #2: After brainstorming possible topics to discuss with representatives, the student will be able to choose one to write about.

Objective #3: When given the design of a persuasive letter, the student will be able to write a letter about their topic to their representative.
<table>
<thead>
<tr>
<th></th>
<th>Awareness &amp; Attitude</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td>Students should be aware of and appreciate:</td>
<td>Students should be able to:</td>
<td>Students should:</td>
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<td></td>
<td>* the value of learning new communication skills</td>
<td>* understand the significance of the U.S. Constitution</td>
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<td></td>
<td>* the importance of creating a complete sentence, paragraph, or letter</td>
<td>* realize the importance of voting</td>
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<td>* the importance of formulating a strong argument for their opinion</td>
<td>* recognize the purpose of the government's organization</td>
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<td>* the value of effectively communicating their opinion</td>
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<tr>
<td><strong>Content</strong></td>
<td>Students should be able to:</td>
<td>Students will be able to:</td>
<td>Students should know how to:</td>
</tr>
<tr>
<td></td>
<td>* use vocabulary that relates to citizenship</td>
<td>* state the unit vocabulary</td>
<td>* use context clues to identify word meaning</td>
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<td></td>
<td>* write a complete sentence using the vocabulary</td>
<td>* state what a constitution is</td>
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<tr>
<td></td>
<td>* write a short paragraph about a law that should be changed</td>
<td>* state the significance of laws</td>
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<td></td>
<td>* write a persuasive letter to a representative about a law that should be changed</td>
<td>* state how U.S. Government is organized</td>
<td></td>
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<td></td>
<td>* discuss citizenship concepts</td>
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</tr>
<tr>
<td><strong>Learning</strong></td>
<td>Students should be able to:</td>
<td>Students should be able to:</td>
<td>Students should know how to:</td>
</tr>
<tr>
<td></td>
<td>* create meaningful sentences using the vocabulary</td>
<td>* read a short chapter about the U.S.</td>
<td>* use a graphic organizer to show organizational patterns</td>
</tr>
<tr>
<td></td>
<td>* create a short paragraph about a law that should be changed</td>
<td>Constitution and its origination aloud</td>
<td></td>
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<tr>
<td></td>
<td>* form and state an opinion in a letter to persuade another individual about a law</td>
<td>* use a graphic organizer to identify organizational structure of the govern.</td>
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<tr>
<td></td>
<td>that should be change</td>
<td>* utilize the unit vocabulary to paraphrase the purpose of the Constitution</td>
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<td></td>
<td>* discuss citizenship concepts</td>
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Unit: The Constitution of the United States of America

Adult Education for Teenagers- Mainstream Class with Integrated English Language Learners

You might be particularly interested in how this teacher:

- develops vocabulary through activating personal knowledge in Lesson 2, # 9 and 10.
- Varies learning objectives for varying ELL abilities in Lesson 2, page 2.
Lesson 1
Unit Title: “The Constitution of the United States of America”

The selected unit will be modified for the target group of a mainstream class with integrated English Language Learners. This unit and its lessons are related to The Constitution of the United States. The grade level for this modified unit is Adult Education for teenagers at an intermediate level.

Lesson 1 - Laws and Leadership

Original Pre-Reading Activity as recommended by teacher's guide:
(No lesson plan given)
Class discussion of the following topics-
* Discuss what would it be like if there were no laws.
* Ask students if they know who the President and their Congressional Representatives are.
* Ask students to discuss other rule-making groups that they are aware of.

Overview

This lesson is intended to be the first in a series of engaging lessons that assist in the understanding of the United States Constitution. The purpose is to engage students’ background knowledge and create a shared history regarding this Social Studies concept. This first lesson is divided into two parts: Part 1- Laws; Part 2- Leadership. Both parts are described below.
All students should learn:
- A law is a rule that people follow.
- A leader is a person in charge.
- All rule-making groups have leaders.
- The United States has a President as a leader.
- The laws of the United States are called the Constitution.

Most students should learn:
- The United States has a rule-making group called the Congress.
- The Congress is made of two teams: the House of Representatives and the Senate.
- It is important to have a leader in each rule-making group.
- The Congress wrote the Constitution.

Some students should learn:
- Each state elects its Senators and Representatives.
- Citizens have the right to help make and change laws through Congress.

Goals and Objectives of Lesson One

Goal: The student will explain what the U.S. Constitution is and its purpose.

Objective #1: When given the meaning of a rule/law, the student will be able to state an example of a rule or a law.

Objective #2: When placed in a group of 3 students, the student will be able to state an example the rule that they favor the most and the least.

Objective #3: When given the word constitution, the student will be able to state its meaning.

Objective #4: When prompted by the teacher, the student will be able to state what the U.S. Constitution is.
Part 1 - Laws

The purpose of this activity is to activate students' prior knowledge of laws and rules and familiarize them with new concepts that will be further discussed in lessons that follow.

Procedure
15 Minutes

1. Utilizing handout #11 (picture of a stop sign), ask the following questions:
   - What is this?
   - What does it mean?

2. Write keywords from student responses on the board under the words, RULES and LAWS.

3. Utilizing handout #12 (point to the picture of a red light), ask the following questions:
   - What is this?
   - What does it mean?

4. Write keywords from student responses on the board under the words, RULES and LAWS.

5. Utilizing transparency #2, ask students the following question
   - What can happen if a person...

6. Group students into threes. Present them with the following questions. Each student should answer one question.
   - What is your favorite rule?
   - What is your least favorite rule?
   - Why do we have rules?

7. After students have had the opportunity to discuss their questions within their groups, have one student restate what the other student's response was. (Ex: We have rules to keep order.)

8. In a large group setting, review all key words that were previously written on the board. Ask students to read the words on the board when you point to each.
   - Possible responses are:
     - stop
     - can/cannot/can't
     - jail
     - arrest
     - like
     - police
     - accident
     - lawsuit
     - favorite
     - dislike
Part 2-Leadership

The purpose of this activity is to activate students’ prior knowledge of leadership and familiarize them with new concepts that will be further discussed in lessons that follow.

Procedure
15 Minutes

9. Utilizing handout #1 (point to the picture of George Bush), ask the following questions:
   - Who is this?
   - What does he do?

10. Write keywords from student responses on the board under the word LEADER. Point to each word and ask students to read them as you point to them.

11. For students who are interested in learning more about the President, handout a copy of handout #1.

12. Utilizing handouts #2-8, (pictures of Connecticut’s Senators and Representatives), ask the following questions:
   - Who is this?
   - Does anyone know what he/she does?

13. Write keywords from student responses on the board under the word LEADER. Discuss the job of the representatives: State the job of the senators and representatives is to make and change laws for us. State that we have the right to contact them and tell them our opinions about rules and laws. State that the representatives are chosen by the people, like us.

14. Utilizing transparency #1, discuss the organization of the U.S. Government. Have students state where George Bush would be on the chart and where the representatives would be on the chart.

15. Group students into two’s. Present them with the following questions. Each student should answer one question.
   - What rule-making group do you belong to?
   - Name a leader that you know.

16. After students have had the opportunity to discuss their questions within their groups, have one student restate to the whole class what the other student’s responses were. (Ex: My school principal is a leader.)

17. In a large group setting, review all key words that were previously written on the board.

18. Hold up a copy of the Constitution and ask students to guess what it is. Utilizing transparency #1, point out the people who created it and maintain it.
Strategies and Modifications  Lesson 1

This lesson in its original form had no structure or plan. It was simply a discussion activity. In the modified format it now contains various strategies to assist in teaching and learning. The format has been divided into two parts that are closely related to each other. These two parts cover two specific topics that are key to understanding the unit. The following strategies are used to ensure successful comprehension and interaction.

- Scaffolding is a key strategy used in the “discussion” format of the lesson.
- Concept connecting occurs at the end of both parts to ensure the connection between new ideas.
- Slower speech and repetition are used to ensure comprehensibility.
- Group assignments are used to engage each student and practice applying new ideas.
- Gestures and body language are used where appropriate to reinforce verbal prompts.
- Transparencies and handouts are used often to provide visual reinforcement.

This lesson is intended to focus on the interaction of students and personalization of concepts. This intention will allow for successful comprehension of new ideas.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong> what a rule is</td>
<td>rules</td>
<td>A rule is...</td>
<td>allow,</td>
</tr>
<tr>
<td><strong>State</strong> what a law is</td>
<td>laws</td>
<td>A law is...</td>
<td>follow, can't do,</td>
</tr>
<tr>
<td><strong>State an example of a law</strong></td>
<td>example of a law</td>
<td>One law that I follow is...</td>
<td>permission, police</td>
</tr>
<tr>
<td><strong>State the meaning of the</strong></td>
<td>definition of the</td>
<td>The word constitution means...</td>
<td>not stealing, fighting</td>
</tr>
<tr>
<td>word &quot;constitution&quot;</td>
<td>constitution</td>
<td></td>
<td>driving, raise hand</td>
</tr>
</tbody>
</table>

"The Constitution of the United States of America"
Lesson One - Beginner
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain what a rule is or does</td>
<td>rules</td>
<td>A rule is...and it...</td>
<td>allows, keeps</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>follow, prohibits,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>permission, police</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>judge, court, jail</td>
</tr>
<tr>
<td>Explain what a law is or does</td>
<td>laws</td>
<td>A law is...and it...</td>
<td></td>
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</tr>
<tr>
<td>Explain an example of a law</td>
<td>example of a law</td>
<td>One law that I follow is... and I follow it because...</td>
<td>not stealing, fighting</td>
</tr>
<tr>
<td>and its purpose</td>
<td></td>
<td></td>
<td>driving, raise hand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>legal, illegal</td>
</tr>
<tr>
<td>Explain the purpose of the</td>
<td>U.S. Constitution</td>
<td>The United States Constitution was made to...</td>
<td>people, rules, laws</td>
</tr>
<tr>
<td>U.S. Constitution</td>
<td></td>
<td></td>
<td>obey, follow</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Formula</td>
<td>Words</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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<td>------------------------</td>
</tr>
<tr>
<td><strong>Define</strong> the word rule</td>
<td>rules</td>
<td>The term rule means...</td>
<td>chaos, order</td>
</tr>
<tr>
<td><strong>Define</strong> the word law</td>
<td>laws</td>
<td>The term law means...</td>
<td>system,</td>
</tr>
<tr>
<td><strong>State an example</strong> of a legal act</td>
<td>following the law</td>
<td>An example of a legal act is...</td>
<td>government, judge</td>
</tr>
<tr>
<td><strong>State an example</strong> of an illegal act</td>
<td>breaking the law</td>
<td>An example of an illegal act is...</td>
<td>enforce, structure</td>
</tr>
<tr>
<td><strong>Explain</strong> the purpose of the U.S. Constitution and how it protects you</td>
<td>U.S. Constitution</td>
<td>The United States Constitution was made to...</td>
<td>theft, larceny, assault</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and protects me because...</td>
<td>obey, follow, rights</td>
</tr>
</tbody>
</table>
Unit Title: "The Constitution of the United States of America"

Lesson 2-Vocabulary {Introduction, Practice, and Assessment}

Original Vocabulary Activity as recommended by teacher's guide:
(No lesson plan given)

Vocabulary Activities-
- Have students write each word and say it correctly.
- Use a Concept Web graphic organizer. Write United States Government in the middle and have students write vocabulary words that are associated with government on the spokes.

Overview

This lesson is intended to be the second in a series of engaging lessons that assist in the understanding of the United States Constitution. The purpose is to engage students' background knowledge of the provided vocabulary and assist them in learning the meanings of the new terminology. This lesson is segmented into four parts: Part A- Presenting New Vocabulary; Part B & C- Practicing New Vocabulary; Part D- Assessing Students' Knowledge of New Vocabulary.
All students should learn:
- How to pronounce each of the 12 vocabulary words.
- Each of the 12 vocabulary words is related to the United States Government.

Most students should learn:
- How to spell each of the vocabulary words.
- How to use each of the vocabulary words in appropriate context.
- A short meaning of each vocabulary word.

Some students should learn:
- The relationship between the vocabulary words.
- The organization of the three branches of government.

Goals and Objectives of Lesson Two

Goal #1: The student will identify and define the following vocabulary:

1. president  2. senator  3. representative
4. amendment  5. judge  6. court
10. elect  11. vote  12. constitution

Objective #1: When given each vocabulary word, the student will be able to read it aloud.

Objective #2: When given each vocabulary word, the student will be able to write a short meaning.

Objective #3: When given each vocabulary word, the student will be able to form a sentence using the word.

Objective #4: When given sentences with blanks, the student will be able to fill-in each blank with the correct vocabulary words.
Part A - Presentation of New Vocabulary

The purpose of this activity is to activate students' prior knowledge of the terminology and introduce their meanings.

Procedure

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>A person in charge of a group of people.</td>
</tr>
<tr>
<td>Senator</td>
<td>People who make and change laws in the Senate.</td>
</tr>
<tr>
<td>Representative</td>
<td>People who make and change laws in the House of Representatives.</td>
</tr>
<tr>
<td>Congress</td>
<td>All of the people in the Senate and House of Representatives.</td>
</tr>
<tr>
<td>Senate</td>
<td>One hundred elected senators who make and change laws.</td>
</tr>
<tr>
<td>House of Representatives</td>
<td>More than 400 elected representatives who make and change laws.</td>
</tr>
<tr>
<td>Elect</td>
<td>To choose a person for a position by voting.</td>
</tr>
<tr>
<td>Vote</td>
<td>To express an opinion in response to a question or in an election.</td>
</tr>
<tr>
<td>Judge</td>
<td>A person who rules on cases of law in a court.</td>
</tr>
<tr>
<td>Court</td>
<td>A place where cases of law are held.</td>
</tr>
<tr>
<td>Constitution</td>
<td>A set of laws. The U.S. Constitution is the set of laws for U.S.A.</td>
</tr>
<tr>
<td>Amendment</td>
<td>New laws or changes to laws that are in a constitution.</td>
</tr>
</tbody>
</table>

1. Utilizing handout #1 (picture of George Bush), ask the following questions:
   - Who is this?
   - What does he do?

2. Write the word president on the board and read it aloud, slowly and clearly. Then write its meaning next to it. Have students copy the word and its meaning into their notebooks. Read the meaning aloud, slowly and clearly.

3. Utilizing handouts #7 & 8, (pictures of Connecticut’s Senators), ask the following questions:
   - Who is this?
   - Does anyone know what he does?

4. Write the word senator on the board and read it aloud, slowly and clearly. Then write its meaning next to it. Have students copy the word and its meaning into their notebooks. Read the meaning aloud, slowly and clearly.

5. Utilizing handouts #2, 3, 4, 5, & 6 (pictures of Connecticut’s Representatives), ask the following questions:
   - Who is this?
   - Does anyone know what he/she does?

6. Write the word representative on the board and read it aloud, slowly and clearly. Then write its meaning next to it. Have students copy the word and its meaning into their notebooks. Read the meaning aloud, slowly and clearly.
7. Write the word Congress on the board and read it aloud, slowly and clearly. Then write its meaning next to it. Have students copy the word and its meaning into their notebooks. Read the meaning aloud, slowly and clearly.
   - Use transparency #3 to explain that the Congress is made of the Senate and the House of Representatives.
   - Write the word Senate and its meaning on the board and read it aloud, slowly and clearly. Point out the Senate on transparency #3.
   - Write the words House of Representatives and its meaning on the board and read it aloud, slowly and clearly. Point out the House on transparency #3.
   - Have students copy these words and their meanings in their notebook.

8. Write the word constitution on the board and ask for a volunteer to read it aloud, slowly and clearly. Hold up or point to your classroom rules. State that the set of classroom rules is a constitution because a constitution is a set of rules or laws. Then write its meaning on the board.
   - Hold up a copy of the Constitution and ask: What is this? Who made it?

9. Ask students for a volunteer to state a law that they would like to change. State: If I were to convince the senators and representatives to make this change for you, do you know what it would be called? Ask if anyone knows what it is called? Respond appropriately to student answers.
   - Write the word amendment on the board and read it aloud, slowly and clearly. Then write its meaning next to it. Have students copy the word and its meaning into their notebooks. Read the meaning aloud, slowly and clearly.

10. Ask students for two volunteers to complete a classroom chore (ie: clean the board, take out trash, etc.). Write each student’s name on the board. Tell the class that it will be their job to choose who will be better at the job. Ask students to raise their hand if they want to choose Student #1 for the job. Write the number of hands raised under that student’s name. Repeat for the Student #2. State to the class: You have now elected “Student Name” to complete the chore. You voted by raising your hand. You voted for either Student #1 or Student #2.
    - Write the words elect & vote on the board and read them aloud, slowly and clearly. Then write their meanings next to them. Have students copy the words and their meanings into their notebooks. Read the meanings aloud, slowly and clearly.

11. Utilizing handout #12a (point to the picture of court), ask the following questions:
   - What is this?
   - What happens here?
   - Why do people go here?
   - Respond appropriately to student answers.

12. Write the word court on the board and read it aloud, slowly and clearly. Then write its meaning next to it. Have students copy the word and its meaning into their notebooks.

13. Utilizing handout #13 (point to the picture of a judge), ask the following questions:
   - Who is this?
   - What does he/she do?
Part B- Practice of New Vocabulary

10-20 Minutes

The purpose of this activity is to provide students with the opportunity to practice using the newly introduced vocabulary and to actively communicate within pairs.

Procedure

15. Place students in pairs.

16. Write each vocabulary word on an index card. You will need a set for each pair group. (For example, if you have six students you will need 3 sets of vocabulary index cards.)

17. Request that students use the list of vocabulary and meanings from their notebooks to complete this activity. Direct one student in the pair to choose six of the index cards and give the remaining six to the other member of the pair.

18. After all students have six index cards, ask them to write the meaning of each of the six words on the back of the index card. When students are finished, ask students to “quiz” each other using the cards. State that this activity will allow them the opportunity to remember the words and their meanings better. ** You may wish to model this with a student prior to directing the students.**

Part C- Use of New Vocabulary

10-20 Minutes

The purpose of this activity is to provide students with the opportunity to practice using the newly introduced vocabulary and to actively communicate within pairs. (Allow students to further negotiate meaning in their primary language, if needed.)

Procedure

19. Match students in new pairs so that they are working with a student that they did not work with in Part B.

20. Provide one student in each pair with Handout #14. Provide the other student in each pair with Handout #15. (Each pair should have Handouts #14 & #15.)

21. Request that each student complete his or her handout independently. When they have finished it, request that they exchange their answers to fill in the missing meanings and sentences.

22. Regroup and allow students to share a few of the answers in a large group.

Part D- Assessment of New Vocabulary

10-15 Minutes

The purpose of this activity is to provide students with the opportunity to practice using the vocabulary. It will also assess each student’s comprehension of the new vocabulary.

Procedure

23. Provide each student with Handout #16.

24. Request that students read the article to themselves. Ask students to identify any word that they don’t understand.

25. Request that students use the vocabulary to fill in the blanks.
Strategies and Modifications Lesson 2

This lesson in its original form had no structure or plan. It was a simple activity in which students were only provided with one opportunity to say each word. This modified format now includes several opportunities to hear, say, and see each vocabulary word. This lesson also allows students the opportunity to relate each word with a visual reminder. Many teaching and learning strategies are used to provide students the most ease in learning these new words. The organization of the lesson also structures the learning in segments and therefore gives students additional chances to negotiate meaning. The following strategies are used to ensure successful comprehension and interaction.

- Opportunities for verbal prompts, elaboration, and clarification are consistently presented.
- Slowly and clearly spoken words by the teacher are suggested to ensure comprehensibility.
- Pair work is used to engage each student and practice applying new vocabulary.
- Gestures (pointing) and body language occur where appropriate to reinforce verbal prompts.
- Transparencies and handouts are used throughout the lesson to provide visual reinforcement.

This lesson is intended to focus on the delivery of new vocabulary while providing many opportunities for practice.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>State what a president is</td>
<td>president</td>
<td>A president is...</td>
<td>person, in charge</td>
</tr>
<tr>
<td>State what voting is</td>
<td>vote</td>
<td>Voting is...</td>
<td>making a choice</td>
</tr>
<tr>
<td>State what a representative does</td>
<td>representative</td>
<td>A representative is</td>
<td>person, makes laws</td>
</tr>
<tr>
<td>State what a senator does</td>
<td>senator</td>
<td>A senator is...</td>
<td>person, makes laws</td>
</tr>
<tr>
<td>State the 12 vocabulary words aloud</td>
<td>word list</td>
<td>N/A</td>
<td>president, senator,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>representative, court,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>amendment, judge,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Senate, Congress,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>House of Representatives,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>elect, vote, constitution</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Formula</td>
<td>Words</td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>----------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Explain what a president does</td>
<td>president</td>
<td>A president's job is to...</td>
<td>carry out laws, in charge</td>
</tr>
<tr>
<td>Explain what voting is</td>
<td>vote</td>
<td>Voting is...</td>
<td>making a decision, choosing</td>
</tr>
<tr>
<td>Explain what a representative is</td>
<td>representative</td>
<td>A representative is... and he/she...</td>
<td>person, makes or changes laws</td>
</tr>
<tr>
<td>Explain what a senator does</td>
<td>senator</td>
<td>A senator is...</td>
<td>person, makes laws</td>
</tr>
<tr>
<td>Explain the 12 vocabulary words</td>
<td>word meanings</td>
<td>The word... means...</td>
<td>president, senator,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>representative, court,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>amendment, judge,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Senate, Congress,</td>
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<td>House of Representatives,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>elect, vote, constitution</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Formula</td>
<td>Words</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Discuss</strong> what the job of the president</td>
<td>president</td>
<td>A president's job is to... and...</td>
<td>carry out laws, in charge, make important decisions</td>
</tr>
<tr>
<td>State an example of voting</td>
<td>vote</td>
<td>An example of voting is...</td>
<td>people choose a president, mayor</td>
</tr>
<tr>
<td>State an example of how Representatives and Senators work for people</td>
<td>senator</td>
<td>A representative/senator represents... and... in Congress</td>
<td>person, makes or changes laws, represents people's opinions, adds or changes laws</td>
</tr>
<tr>
<td>Write the 12 vocab words in correct form</td>
<td>vocabulary words</td>
<td>Original sentences</td>
<td>president, senator, representative, court, amendment, judge, Senate, Congress, House of Representatives, elect, vote, constitution</td>
</tr>
</tbody>
</table>
Lesson 3
Lesson 3-Reading and Learning about the U.S. Constitution

Original Reading Activity as recommended by teacher’s guide: (No lesson plan given)

* Group or Independent Reading- Students will read the chapter, The Constitution, and answer the questions that follow. The first exercise asks seven direct comprehension questions. The second exercise contains five questions that practice determining the main idea. The third exercise is a set of five fill-in statements utilizing chapter vocabulary.

Overview

This lesson is intended to be the third in a series of engaging lessons that assist in the understanding of the United States Constitution. The purpose is to engage students' background knowledge of the vocabulary and introduce concepts surrounding the Constitution. This lesson is segmented into two parts: Part A- Reading; Part B-Comprehension Application. This lesson is the link between Lesson 1-Laws and Leadership and Lesson 2-Vocabulary. It should provide students with the opportunity to learn about the United States Constitution with ease.
II students should learn:
- The U.S. Constitution was made to set up laws in America.
- The U.S. government has three parts or branches.

Most students should learn:
- Americans can help make and change laws by voting.
- The Constitution was written in 1787.
- Senators and Representatives meet at the Capital to add & change laws.

Some students should learn:
- The three branches of government are called: Executive, Legislative, & Judicial.
- The Constitution has 27 amendments.
- The first ten amendments are called the Bill of Rights.

Goals and Objectives of Lesson Three

Goal #1: The student will read the article about the U.S. Constitution and restate important facts:

Objective #1: When given the article about the U.S. Constitution, the student will be able to read it aloud.

Objective #2: When given the article about the U.S. Constitution, the student will be able to use a graphic organizer to identify 3-5 major points.

Objective #3: When given the article about the U.S. Constitution, the student will be able to state how the Constitution was created.
Part A- Presentation of The U.S. Constitution Article 10-20 Minutes

The purpose of this activity is to activate students’ prior knowledge of the terminology and read the article to obtain new information surrounding the Constitution.

Procedure

1. In order to recall prior knowledge, ask the following questions:
   - What is a constitution?
   - What is a senator?
   - What is a representative?
   - Respond appropriately to student answers and explain to students that they are about to read an article all about these concepts.

2. Handout Article #1 (The Constitution). Ask for volunteers to read. (**Remember that students have had the chance to preview this article from the assessment part of Lesson 2-Part D.**) 
   - Note #1: If there are not volunteers, the teacher shall read.
   - Note #2: After each paragraph, ask students if they have any questions or if they don't understand a particular word.

3. If there are volunteers to read the first paragraph, allow reading to begin. Following the first paragraph, ask:
   - Who decided to write the Constitution?
   - Write their response on the board (expected answer to be "leaders, senators, representatives, or congress").

4. Proceed with another volunteer for the second paragraph. When the paragraph has been read ask:
   - Why did a group of men plan the Constitution?
   - Write their response on the board (expected answer to be "so that Americans can help write the laws").

5. Proceed with another volunteer for the third paragraph. When the paragraph has been read ask:
   - How many parts of Congress are there?
   - (Expected answer to be "two"), write Senate and House of Representatives on the board.

6. Proceed with another volunteer for the fourth paragraph. When the paragraph has been read ask:
   - How do Americans help write their own laws?
   - Write their response on the board (expected answer to be "by voting").

7. Proceed with another volunteer for the fifth paragraph. When the paragraph has been read ask:
   - How is a President chosen?
   - Write their response on the board (expected answer to be "by voting").

8. Proceed with another volunteer for the sixth and seventh paragraphs. When the paragraph have been read ask:
   - How many judges work in the Supreme Court?
   - Write their response on the board (expected answer to be "nine judges").
9. Proceed with another volunteer for the eighth paragraph. When the paragraph has been read ask:
   - What does “freedom of the press” mean?
   - Write their response on the board (expected answer to be “people can say what they want... in newspapers, in books, etc.”).

10. Proceed with another volunteer for the ninth paragraph. When the paragraph has been read ask:
    - How many amendments is the Bill of Rights made up of?
    - Write their response on the board (expected answer to be “ten amendments”).

11. Proceed with another volunteer for the tenth and eleventh paragraphs. When the paragraphs have been read ask:
    - How many amendments does the Constitution now have?
    - Write their response on the board (expected answer to be “27 amendments”).

---

**Part B- Application of Information Learned**

10-20 Minutes

The purpose of this activity is to provide students with the opportunity to apply the information that they read in the chapter. Students will have the chance to negotiate meaning of the main concepts and share their interpretations with the class.

**Procedure**

12. Provide students with Handout #17 (Concept Web). You may wish to use Transparency #4 so that students can have a visual model to follow. Give the following directions:
   - First, write the word U.S. Constitution in the circle.
   - Second, write when it was made on the line that says “when”.
   - Third, write the place that it was made on the line that says “where”.
   - Fourth, write who made it on the line that says “who”.
   - Fifth, write why it was made on the line that says “why”.
   - Finally, write any other important information on the lines that are blank.
   - Ask students if they have any questions.

13. Form the students into pairs. Provide students with Handout #18. Ask one student in each pair to be the recorder and the other to be the reader. Give the students the following directions:
   - The reader will read each question.
   - Both students in each pair will discuss the question and agree on an answer.
   - The recorder will write down the answer.
   - Regroup and share a few of the answers in a large group.
This lesson in its original form had no structure or plan. It was a traditional format of reading an article and answering questions that followed. This modified version now contains a variety of activities to supplement the reading of the text. It also contextualizes and frames the content for easier understanding. Questioning and monitoring of comprehension play an integral role in students' understanding of the content. The lesson has been broken into two parts that complement each other. These two parts focus on Reading and Comprehension. The following strategies are used to ensure successful comprehension and interaction.

- Types of scaffolding (elaboration & clarifying) are used in the Reading component of the lesson.
- Concept connecting is the focus because this lesson links Lesson 1 and Lesson 2 in a meaningful way.
- Slow and clear speech is used to ensure comprehensible talk and text.
- Teacher questioning has been made a primary focus in the Reading component in order to monitor student understanding and to engage student involvement.
- Pair assignments are used in the Application component to engage each student and practice applying new ideas.
- Transparencies and handouts are used to provide visual stimulation and reinforcement.

This lesson is intended to focus on the learning of new information. It is intended to be an engaging delivery of information supplemented by stimulating and meaningful comprehension practice.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>State what a constitution is</td>
<td>constitution</td>
<td>A constitution is a...</td>
<td>set of laws, rules</td>
</tr>
<tr>
<td>State what Congress is</td>
<td>Congress</td>
<td>Congress is...</td>
<td>people who make laws</td>
</tr>
<tr>
<td>State how Americans help write laws</td>
<td>Americans help</td>
<td>Americans help write laws by...</td>
<td>voting</td>
</tr>
<tr>
<td>State why the Constitution was made</td>
<td>U.S. Constitution</td>
<td>The Constitution was made to...</td>
<td>setup laws</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Formula</td>
<td>Words</td>
</tr>
<tr>
<td>--------------------------------------</td>
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</tr>
<tr>
<td>Explain why the constitution was made</td>
<td>Constitution</td>
<td>The U.S. Constitution was made to... and to...</td>
<td>setup laws, protect people</td>
</tr>
<tr>
<td>State the three branches of government</td>
<td>Three Branches</td>
<td>The Three Branches of Government are...</td>
<td>President, Courts, Congress</td>
</tr>
<tr>
<td>State when the Constitution was written</td>
<td>Constitution</td>
<td>The U.S. Constitution was made in...</td>
<td>1737, seventeen eighty seven</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Formula</td>
<td>Words</td>
</tr>
<tr>
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<td>----------------------------</td>
</tr>
<tr>
<td>Explain the purpose of the Constitution</td>
<td>Constitution</td>
<td>The purpose of the U.S. Constitution was to...and to</td>
<td>setup laws, protect people</td>
</tr>
<tr>
<td>State the three branches of government</td>
<td>Three Branches</td>
<td>The Three Branches of Government are...</td>
<td>allow Americans to make laws</td>
</tr>
<tr>
<td>State what the Bill of Rights is</td>
<td>Bill of Rights</td>
<td>The Bill of Rights is...</td>
<td>Executive Branch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Legislative Branch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Judicial Branch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ten amendments</td>
</tr>
</tbody>
</table>
Lesson 4
Unit Title: “The Constitution of the United States of America”

Lesson 4-The Three Branches of Government

Original Post-Reading Activity as recommended by teacher’s guide: (No lesson plan given and little focus on the topic)

* Utilizing an overhead transparency, students can discuss the powers of the three branches of government.

Overview

This lesson is intended to be the fourth in a series of engaging lessons that assist in the understanding of the United States Constitution. The purpose is to engage students’ background knowledge of the Constitution while introducing the government’s organization. This lesson is segmented into a variety of activities. These activities include the use of many learning modalities and should provide a fun and positive experience for students.
All students should learn:
- The U.S. government has three parts or branches.
- Each part or branch has a different job.

Most students should learn:
- The three branches of government are: The President, The Congress, & The Courts.
- The President’s job is to make sure that people follow the laws that the Congress makes.
- The Congress’ job is to make laws for the country.
- The Courts’ job is to help everyone understand the law and to make decisions about cases.

Some students should learn:
- The three branches of government are also called: Executive, Legislative, & Judicial.
- The Constitution provides for a separation of powers and equal power among the branches.
- They work together to make the country run smoothly and assure that the rights of citizens are not ignored or disallowed.

Goals and Objectives of Lesson Four

Goal #1: The student will identify the three branches of government in the United States.

Objective #1: When given a chart showing the 3 branches of government, the student will be able to read them aloud.

Objective #2: When asked what the purpose of each branch is, the student will be able to answer in his or her own words.

Objective #3: When given a graphic organizer, the student will be able to organize the 3 branches of government and list one detail of each branch.
Presentation of The Three Branches of Government 20-30 Minutes

The purpose of this activity is to teach students the Three Branches of Government using various methods of learning.

Procedure

1. In order to recall prior knowledge, use Handout #9 (KWL Chart) ask the following questions:
   - How many parts of government are there?
   - Can anyone name one part?
   - What else do we know about the organization of the government?
   - Respond appropriately to student answers. Have students write these responses in the K column of the KWL Chart.
   - Explain to students that they are going to learn about the Three Branches of Government and ask them to write what they want to know in the W column of the KWL Chart.

2. Provide Students with Handout #19 (Use Transparency #5).
   - Point to the word Constitution and ask: Can someone tell me what this says?
   - Repeat the word aloud, clearly and slowly.
   - Ask: Why do you think it is on the top? Respond appropriately to student answers (expected response is “the branches come from the constitution”).
   - Point to The Legislative Branch and ask: Can someone tell me what this says?
   - Repeat the words aloud, clearly and slowly.
   - Point to The Executive Branch and ask: Can someone tell me what this says?
   - Repeat the words aloud, clearly and slowly.
   - Point to The Judicial Branch and ask: Can someone tell me what this says?
   - Repeat the words aloud, clearly and slowly.

3. Provide Students with Handout #20 (Use Transparency #6).
   - Point to The Legislative Branch and ask: Who makes up this part?
   - Repeat the words aloud, clearly and slowly (Expected response is “Congress”).
   - Point to the Congress and bring students’ attention to the two parts.
   - Point to The Executive Branch and ask: Who makes up this part?
   - Repeat the words aloud, clearly and slowly (Expected response is “President”).
   - Point to The Judicial Branch and ask: Who makes up this part?
   - Repeat the words aloud, clearly and slowly (Expected response is “judges”).
   - Point to the judges and bring students’ attention to the Supreme Court.
   - Ask if there are any questions.

4. Form students into 3 groups within the classroom. Identify one group as The Legislative Branch, another group as The Executive Branch, and the third group as The Judicial Branch.

5. Choose one student in the group to be the “leader” to make sure the group is completing the assignment and to read the questions. Choose one student to be the “recorder” to write down the answers. Choose one student to be the “reporter” to read the answers to the class.
6. Provide each group with Handout #21 and ask them to complete the sentences.
   - Closely monitor the progress each group is making and be aware of off-task behavior.
   - When all three groups have finished, have the students report their answers to the class. The "reporter" will state their answers to the class.

7. Ask students to remain in their group. Provide each group with the written situation (index cards).

8. Give the students the following directions:
   - Each group has been given a situation. Each group "leader" will read the situation to the group. Each group will discuss the situation. Each group will decide what job their branch of government has in the situation. The "recorder" will write it down.
   - When all students are finished, have the "reporter" state the situation and the job that their branch will do in the situation.
   - **Note- Situations are written on the index cards included in this unit, but may be modified.

9. Place students in pairs. Provide students with Handout #22 and request that they fill in the Three Branches of Government.

10. When students have finished, regroup with the whole class and review the correct answers. Have students fill in the L column of their KWL Chart.
This lesson in its original form had no plan. It was a simple activity of presenting the students with an overhead transparency to be discussed. This modified lesson now includes personalized and hands-on activities to make the input more easily understood. Students are provided with four different activities that are engaging. Each activity is related to the same one concept, allowing for repetition and elaboration. The following strategies are used to ensure successful comprehension and interaction.

- KWL chart is used to call on prior knowledge and engage student ownership in learning.
- Repetition of vocabulary is used throughout the lesson.
- Slow and clear speech is used to ensure comprehensible talk and text.
- Visuals are used as a means to make text comprehensible and stimulating.
- Group assignments are used to engage each student and practice applying new ideas.
- Gestures (pointing) and body language are used where appropriate to reinforce verbal prompts.
- Transparencies and handouts are used often to provide visual reinforcement.
- Student-centered activities are incorporated in order to frame the main concept in a personal manner.

This lesson is intended to focus on the interaction of students and personalization of the key concept. This intention will allow for successful comprehension of new ideas.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>State what branch the President belongs to</td>
<td>President</td>
<td>The President belongs to the .... Branch</td>
<td>Executive</td>
</tr>
<tr>
<td>State what branch the senators and</td>
<td>Senators</td>
<td>Senators and Representatives belong to the ...Branch</td>
<td>Legislative</td>
</tr>
<tr>
<td>representatives belong to</td>
<td>Representatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State what branch the courts belong to</td>
<td>Courts</td>
<td>Judges and courts belong to the ...Branch</td>
<td>Judicial</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Formula</td>
<td>Words</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<td>--------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>State what branch the President belongs to</td>
<td>President</td>
<td>The President...</td>
<td>belongs to the Executive Branch</td>
</tr>
<tr>
<td>State what branch the senators and representatives belong to</td>
<td>Senators</td>
<td>Senators and Representatives...</td>
<td>belong to the Legislative Branch</td>
</tr>
<tr>
<td></td>
<td>Representatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State what branch the courts belong to</td>
<td>Courts</td>
<td>Judges and courts...</td>
<td>Judicial Branch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>belong to the Judicial Branch</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Formula</td>
<td>Words</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>----------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Explain what the Executive Branch does</td>
<td>President</td>
<td>The Executive Branch...</td>
<td>is made of the President carries out laws</td>
</tr>
<tr>
<td>Explain what the Legislative Branch does</td>
<td>Senators</td>
<td>The Legislative Branch...</td>
<td>is made of the Congress makes changes to laws adds new laws</td>
</tr>
<tr>
<td></td>
<td>Representatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain what the Judicial Branch does</td>
<td>Courts</td>
<td>The Judicial Branch...</td>
<td>is made of the courts and judges, makes decisions about laws and cases</td>
</tr>
</tbody>
</table>
Lesson 5
FLA 518-01
Spring 2003
Theme Unit
Lesson Modification 5

Unit Title: “The Constitution of the United States of America”

Lesson 5-Writing Your Congressman

Original Follow-up Activity as recommended by teacher’s guide:
(No lesson plan given)

* Writing Activity-Students will write a letter to their Congressional Representative to discuss a current issue that they feel strongly about.

Overview

This lesson is intended to be the (fifth and last) in a series of engaging lessons that assist in the understanding of the United States Constitution. The purpose is to connect students’ knowledge of the Constitution and related concepts to a practical life-based situation. Students will be provided with the opportunity to learn how to write a persuasive letter in either a real or hypothetical situation that personally relates to them.
Il students should learn:
- To make a new law or to change a law, people write to their Senator or Representative.

Most students should learn:
- How to write a persuasive letter.
- Brainstorm your ideas before writing your letter.
- Use a graphic organizer to organize your ideas before writing your letter.

Some students should learn:
- The more supportive details that a persuasive letter contains, the more successful the one can be in persuading change.

Goals and Objectives of Lesson Five

Goal #1: The student will write a real or hypothetical letter to a Senator or Representative.

Objective #1: After discussing their senators and representatives, the student will be able to select one to write a letter to.

Objective #2: After brainstorming possible topics to discuss with representatives, the student will be able to choose one to write about.

Objective #3: When given the design of a persuasive letter, the student will be able to write a letter about their topic to their representative.
Brainstorming, Organizing, and Writing a Letter

The purpose of this activity is to teach students how to brainstorm ideas, organize their thoughts, and write a persuasive letter to a member of Congress.

Procedure

1. In order to recall prior knowledge, use Handout #24 (picture of protesting) ask the following questions:
   - What are these pictures of?
   - What are people in these photos doing?
   - Expected responses should include: "protesting, giving their opinions, arguing for something that they believe in". Respond appropriately to answers.
   - Explain to the students that they are going to think of something that they would like to "protest" or change about laws.

2. Provide Students with Handout #25.
   - Direct students’ attention to the center and ask them to fill in the circle with a law that they would like to add or change. (If students can’t think of a real law that they would like to add or change, direct them to make one up thinking hypothetically.)
   - Once they have chosen a law, ask students to brainstorm what they know about the law. Direct them to write these ideas on the lines around the circle.
   - Request that they brainstorm the reasons why the law should be added or changed. Direct them to add these ideas to the lines around the circles.

   - Direct students’ attentions to #1 and ask them to write a sentence that tells about the new or changed law.
   - Have students answer #2, 3, & 4 in sentence form.
   - Have students write another sentence that gives their opinion about the new or changed law in #5.

4. Utilizing handouts #7 & 8, (pictures of Connecticut’s Senators), ask the following questions:
   - Who is this?
   - Write their names on the board.

5. Utilizing handouts #2, 3, 4, 5, & 6 (pictures of Connecticut’s Representatives), ask the following questions:
   - Who is this?
   - Write their names on the board.

6. Request that students choose one of these senators or representatives to send their letter to.

7. Provide Students with Handout #23.
   - Point out and read each line to the students.
   - Request that they use this model and fill in their own information from their Thought Organizer onto a new letter.
8. When students have completed their letter pair them with another student. Request that they exchange their letters and look for mistakes. Remind them to look for problems with capitals, periods, and spelling.

9. After students have peer-edited, ask students to make the necessary changes and send them to the intended recipient.
Strategies and Modifications Lesson 5

This lesson in its original form had no plan. It was a writing assignment for students to complete without any instructional design or assistance. The modified version now contains a few different activities that lead to the writing of a letter. Students can gain strategies for use in all aspects of life. It is now a personalized activity that includes a very supportive format. Students are provided with models and vocabulary to ensure their success. The following strategies are used to ensure successful comprehension and interaction.

- Concept connecting occurs within this lesson in order to tie in prior knowledge about the Unit Theme with life-based experiences.
- Slower speech and repetition are used to ensure comprehensibility.
- Pairing used to reinforce students confidence and learning.
- Gestures (pointing) and body language are used where appropriate to reinforce verbal prompts.
- Transparencies and handouts are used often to provide visual reinforcement.
- Student-centered activities are incorporated in order to reinforce interaction and practical application of knowledge.

This lesson is intended to focus on the practical life-based situation as a tool to utilize new information. This intention will allow for successful comprehension of new ideas and ease the connection of the entire unit and how it relates to each student.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Your Senator</td>
<td>One of my Senators is...</td>
<td>Names of people</td>
</tr>
<tr>
<td></td>
<td>Your Representative</td>
<td>One of my Representatives is...</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>Rules</td>
<td>One law that I want to change is...</td>
<td>Names of different laws</td>
</tr>
<tr>
<td></td>
<td>Laws</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td>Letter</td>
<td>Use of Letter Template</td>
<td>I would like to change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This is because</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Formula</td>
<td>Words</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------</td>
<td>--------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Name and spell one of their Senators</td>
<td>Your Senator</td>
<td>One of my Senators is...</td>
<td>Names of people</td>
</tr>
<tr>
<td>or Representatives</td>
<td>Your Representive</td>
<td>One of my Representatives is...</td>
<td></td>
</tr>
<tr>
<td>State one law that they would like to change and why</td>
<td>Rules</td>
<td>One law that I want to change is... and the reasons why are...</td>
<td>Names of different laws Supportive reasons</td>
</tr>
<tr>
<td>Write a letter to the Senator or Representative</td>
<td>Laws</td>
<td>Use of Letter Template</td>
<td>I would like to change This is because</td>
</tr>
</tbody>
</table>

Student letters from an intermediate class will have the same objective but one letter will be more developed than the beginner level.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name all of their Senators or Representatives</td>
<td>Your Senator</td>
<td>The Senators that represent me are...</td>
<td>Names of people</td>
</tr>
<tr>
<td>State one law that they would like to change and <strong>discuss</strong> why</td>
<td>Your Representative</td>
<td>The Representatives that represent me are...</td>
<td></td>
</tr>
<tr>
<td>Write a letter to the Senator or Representative</td>
<td>Rules</td>
<td>One law that I want to change is... and the reasons why are...</td>
<td>Names of different laws Supportive reasons</td>
</tr>
<tr>
<td></td>
<td>Laws</td>
<td>Use of Letter Template</td>
<td>Changes need to be made Supportive reasons for this</td>
</tr>
</tbody>
</table>

Student letters from an advanced class will have the same objective but one letter will be more developed than the other levels.
Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies:

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<tr>
<th>I. Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
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<tr>
<td>I.1.a Visuals (Realia, Manipulatives, Gestures)</td>
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<td>Pg 3</td>
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<td>I.1.b Model (Instructions, Processes)</td>
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<td>Pg 5</td>
<td>Pg 3+4</td>
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<tr>
<td>I. 2. Activate Background Knowledge</td>
<td>Pg 3+4</td>
<td>Pg 3+4</td>
<td>Pg 3+4</td>
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<tr>
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<td>II.1. Graphic Organizers</td>
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<tr>
<td>II.2. Develop Vocabulary</td>
<td>Pg 3+4</td>
<td>Pg 3+4</td>
<td>Pg 3+4</td>
<td>Pg 3+4</td>
<td>Pg 3+4</td>
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<tr>
<td>II. 3. Simplify Written Text</td>
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<tr>
<th>III. Make Talk Comprehensible</th>
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<tbody>
<tr>
<td>III.1. Graphic Organizers</td>
<td>Pg 3+4</td>
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<td>Pg 4</td>
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<td>Pg 3</td>
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<tr>
<td>III. 2. Frame Main Ideas</td>
<td>Pg 3+4</td>
<td>Pg 3+4</td>
<td>Pg 3+4</td>
<td>Pg 3+4</td>
<td>Pg 3+4</td>
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<tr>
<td>III. 3. Pace speech</td>
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<tr>
<th>IV. Engage: Opportunities for Output</th>
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<td>Pg 3+4</td>
<td>Pg 3+4</td>
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<tr>
<td>IV.2. Teacher Response Strategies</td>
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<td>IV.3. Instructional Conversations</td>
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<tr>
<td>V.2. Assign appropriate tasks for varying levels</td>
<td>Pg 3+4</td>
<td>Pg 3+4</td>
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<td>Pg 3+4</td>
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<td>Pg 3+4</td>
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<td>VI. 2. Lots of real oral and written language</td>
<td>Pg 3+4</td>
<td>Pg 3</td>
<td>Pg 3</td>
<td>Pg 3+4</td>
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<td>Beginner Level</td>
<td>Intermediate Level</td>
<td>Advanced Level</td>
<td>Grammar Item</td>
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<td>1.3</td>
<td>1.3</td>
<td>L.3</td>
<td>Past tense</td>
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<tr>
<td>L.2 + 5</td>
<td>L.2 + 5</td>
<td>L.3 + 5</td>
<td>Sentence Structure</td>
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<td>L.5 + 3</td>
<td>L.3 + 5</td>
<td>L.3 + 5</td>
<td>Present tense</td>
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<tr>
<td>L.2 + 5</td>
<td>L.2 + 5</td>
<td>L.2 + 5</td>
<td>Proper nouns</td>
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<tr>
<td>L.2 + 5</td>
<td>L.2 + 5</td>
<td>L.2 + 5</td>
<td>Capitalization</td>
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<td>L.5</td>
<td>Punctuation</td>
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<td></td>
<td>Letter writing</td>
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</tr>
<tr>
<td>Beginner Level</td>
<td>Intermediate Level</td>
<td>Advanced Level</td>
<td>Function</td>
<td></td>
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<td>----------------</td>
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<td></td>
</tr>
<tr>
<td>L.1</td>
<td>L.3</td>
<td>L.1, 2, 3, 4</td>
<td>Ask questions (in pairs of)</td>
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<td>L.1, 2, 3, 4</td>
<td>L.1, 2, 3, 4</td>
<td>L.1, 2, 3, 4, 5</td>
<td>Answer questions</td>
<td></td>
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<td>L.5</td>
<td>L.5</td>
<td>L.1, 2, 3, 4, 5</td>
<td>State vocabulary</td>
<td></td>
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<td>L.2</td>
<td>L.2</td>
<td>L.1, 2, 3, 4, 5</td>
<td>Select a representative</td>
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<tr>
<td>L.5</td>
<td>L.3, 4, 5</td>
<td>L.3, 4, 5</td>
<td>Define vocabulary</td>
<td></td>
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<tr>
<td>L.2</td>
<td>L.5</td>
<td>L.3, 4, 5</td>
<td>Explain a concept</td>
<td></td>
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<tr>
<td>L.5</td>
<td>L.3, 4, 5</td>
<td>L.3, 4, 5</td>
<td>Explain vocabulary</td>
<td></td>
<td></td>
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<tr>
<td>L.1, 2, 3, 4</td>
<td>L.1, 2, 3</td>
<td>L.1, 2, 3, 4</td>
<td>Write a letter</td>
<td></td>
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<tr>
<td>L.2</td>
<td>L.2</td>
<td>L.1, 2, 3</td>
<td>Discuss a job</td>
<td></td>
<td></td>
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<tr>
<td>L.1</td>
<td>L.1</td>
<td>L.1, 2, 3, 4, 5</td>
<td>Spell vocabulary</td>
<td></td>
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<td>L.1</td>
<td>L.1</td>
<td>L.1, 2, 3, 4, 5</td>
<td>Choose a preference</td>
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<tr>
<td>L.5</td>
<td>L.5</td>
<td>L.1, 2, 3, 4, 5</td>
<td>Express an opinion</td>
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<tr>
<td>L.1, 2, 3, 4, 5</td>
<td>L.1, 2, 3, 4, 5</td>
<td>L.1, 2, 3, 4, 5</td>
<td>Use a graphic organizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1</td>
<td>L.1, 2, 3</td>
<td>L.1, 2, 3, 4</td>
<td>Edit a letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.5</td>
<td>L.5</td>
<td>L.1, 2, 3, 4</td>
<td>Discuss an opinion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1, 2, 3, 4</td>
<td>L.1, 2, 3, 4</td>
<td>L.1, 2, 3, 4</td>
<td>Predict information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.3</td>
<td>L.3</td>
<td>L.1, 2, 3, 4</td>
<td>Organize the government</td>
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</tbody>
</table>

*Organized in a chart*
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<table>
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<th>Teacher's Guide</th>
<th>Teacher's Resource Binder</th>
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Bk 1/Bk 2 = Two-volume Edition  
CE = Complete Edition
TEACHING STRATEGIES

Summary: The early leaders of America created the Constitution and the Bill of Rights to give Americans many rights and freedoms.

Objective: Students will understand the basic form of government set up by the Constitution.

Pre-Reading Activities: 1. Discuss what it would be like if there were no laws. 2. Ask students if they know who the President is and who represents them in Congress. Ask students to tell what they know about their state and city governments, as well as rule-making groups such as school boards.

Vocabulary Activities: 1. Have students write each word and say it correctly. 2. Use the Concept Web graphic organizer on page 107 of this guide. Write United States Government in the center. On the surrounding spokes, students should write vocabulary words that are associated with government.

Review Words: American Revolution, colony, independent, capital, Constitution, Constitutional Convention, Parliament, freedom of religion

Post-Reading Discussion Points: 1. Ask students why the new United States needed a constitution. Have them explain why the writers of the Constitution used Parliament as a guide. 2. Have students discuss how Americans help write laws. 3. Ask students to look at the diagram on page 67. Ask them to explain the powers of each branch of government.

Follow-Up Activities: 1. Have each student choose a different section or amendment of the Constitution and report its meaning to the class. 2. Have students write and mail letters to their senators or representatives in Congress. Tell them to express their opinions about a current issue. 3. Help students navigate the website http://bensguide.gpo.gov to learn more about our government. The link “Election Process” helps explain the role of the electoral college in a presidential election. Guide students through the events of the 2000 election to show how George W. Bush was elected President.

Suggested Reading

ANSWER KEY

Using What You’ve Learned
Write the Answer (Bk 1 and CE, p. 69)
1. American leaders wrote the Constitution at the Constitutional Convention in Philadelphia. 2. Senators and representatives write our country’s laws. 3. Each state has two senators in the United States Senate. 4. The President carries out the country’s laws and helps make our country’s laws. 5. The White House, Capitol, and Supreme Court buildings are in Washington, D.C. 6. The Constitution did not give Americans certain freedoms and rights. 7. The Bill of Rights added freedom of religion, freedom of the press, and other freedoms. (CE) 8. Our Constitution now has 27 amendments.

Finding the Main Idea (Bk 1 and CE, pp. 69–70)
1. Americans made a constitution that said they could help write their own laws. 2. The Constitution says Americans can choose people to work in their government. 3. In 1791 America’s leaders added the Bill of Rights to the Constitution to give Americans many freedoms. 4. The United States government has three branches. 5. The Constitution has helped our country for more than 200 years.

Reading a Diagram (Bk 1 and CE, p. 70)
1. three 2. President 3. nine 4. senators 5. 435 (CE) 6. 100

Journal Writing (CE, p. 70)
Answers will vary. Students should write that Americans wrote in the Constitution that Americans should vote for people to work for them in the government. Americans help write their own laws by voting for senators and representatives who write laws in Congress. Americans also vote for the President, who carries out the laws.
The American Revolution was won in 1781. The United States was now an independent country with 13 states. The new country needed new laws. A **constitution** is a group of laws. The leaders of the United States decided to write laws, or a constitution, for their new country. In 1787 leaders from 12 of the states went to Philadelphia. In Philadelphia the leaders wrote the United States Constitution.

Before the American Revolution, Great Britain made laws for the American colonies. Americans liked the way the British voted for leaders to write laws in Parliament. A group of men planned the Constitution so that Americans could help write their own laws. How do Americans do this?
The Constitution says that Americans should choose, or vote for, people to work for them in their government. Our country's laws are made by men and women in Congress. In some ways our Congress is like Great Britain's Parliament. Americans vote for people who will make laws for them in Congress. There are two houses, or parts, of Congress. The Senate and the House of Representatives are the two houses of Congress.

Men and women who write laws are called senators and representatives. Every state sends two senators to work in the Senate. States with many people send many representatives to work in the House of Representatives. States with fewer people send fewer representatives to work in the House of Representatives. The senators and representatives meet in a building called the Capitol. The Constitution says that Americans should vote for people to be their senators and representatives. Americans help write their own laws by voting for their senators and representatives.

Congress, the President, and the Supreme Court work together to make laws.
Americans vote for a President every four years. The President carries out the country’s laws. The President helps make our laws. The White House is where the President lives and works.

The Constitution also gives the United States its **Supreme Court**. Nine **judges** work in the Supreme Court. In the Supreme Court, judges decide whether or not our laws agree with the Constitution.

The White House, the Capitol, and the Supreme Court buildings are in the city of Washington, D.C. It is the **capital** of our country.

Some of our leaders were not happy with the Constitution when it was written in 1787. The Constitution did not say that Americans had freedom of religion. The Constitution did not say that Americans had **freedom of the press**. “Freedom of the press” means the government cannot tell people what they can say in newspapers and books. British soldiers had often stayed in American homes. Americans wanted a law that said soldiers would no longer sleep in American homes.

Congress writes laws in the Capitol building in Washington, D.C. The two houses of Congress are the Senate and the House of Representatives.
In 1791 our leaders added ten amendments, or new laws, to the Constitution. These ten amendments are called the Bill of Rights. The Bill of Rights is now part of our Constitution. What are some of these rights? Every American has freedom of religion. Every American has freedom of the press. Americans do not have to let soldiers sleep in their homes. The Bill of Rights gives every American many freedoms.

Since 1791, seventeen more amendments have been added to the Constitution. Our Constitution now has 27 amendments. These amendments were added because our leaders wanted laws to be fair to all Americans. As our country changes, more amendments may be added to the Constitution.

Today our Constitution is more than 200 years old. The leaders of 1787 gave us good laws. These laws helped America become a great country.
Read and Remember

Write the Answer  Write one or more sentences to answer each question.

1. Where did Americans write the Constitution? __________________________________________

2. What does the President do? ______________________________________________________

3. What do senators and representatives do in Congress? ________________________________

4. How many senators does each state have in the United States Senate? ______

5. In what city are the White House, Capitol, and Supreme Court buildings? __________

6. Why did the leaders add the Bill of Rights to the Constitution? ______________________

7. What are some of the rights that the Bill of Rights added to the Constitution? _______

Think and Apply

Finding the Main Idea  Read each group of sentences below. One of the sentences is a main idea. Two sentences support the main idea. Write an M next to the sentence that is the main idea in each group.

1. ______ Americans were angry when the British wrote laws for them.
   ______ Americans made a constitution that said they could write their own laws.
   ______ Americans wanted to make their own laws.
2. ___ The Constitution says Americans can choose people to work in their government.
   ___ Americans vote for their senators and representatives.
   ___ Americans vote for their President every four years.

3. ___ The Constitution did not say that Americans had freedom of the press.
   ___ In 1791 America's leaders added the Bill of Rights to the Constitution.
   ___ The Constitution did not say that Americans had freedom of religion.

4. ___ The President and the Supreme Court are two parts of the government.
   ___ The Senate and the House of Representatives make up one part of the government.
   ___ The United States government has three parts.

5. ___ Americans wrote the Constitution in 1787.
   ___ The Constitution has helped our country for more than 200 years.
   ___ Americans have added 27 amendments to the Constitution.

---

**Skill Builder**

**Reading a Diagram** A diagram is a picture that helps you understand something. The diagram on page 53 helps you understand our government. Look back at the diagram. Then finish each sentence with a word in blue print.

**President**  **senators**  **nine**  **three**  **435**

1. The United States government has ______________ parts.

2. The government has ______________.

3. The government has ______________ Supreme Court judges.

4. There are fewer ______________ than representatives.

5. There are ______________ members of the House of Representatives.
**CHAPTER ACTIVITY**  
**The Constitution**

**Categories**  
Read the words in each group. Decide how they are alike.  
Choose the best title in the box for each group. Write the title on the line above each group.

<table>
<thead>
<tr>
<th>Supreme Court</th>
<th>Constitution</th>
<th>Senators</th>
<th>Bill of Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Congress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. like Great Britain's Parliament has two houses  
   writes laws for our country

2. carries out our country's laws  
   helps make our country's laws  
   lives in the White House

3. nine justices  
   meets in Washington, D.C.  
   decides whether our laws agree  
   with the Constitution

4. has 27 amendments  
   is a group of laws  
   gives Americans the right to vote

5. gives Americans freedom  
   of religion  
   gives Americans freedom of  
   the press  
   first 10 amendments added  
   to the Constitution

6. two from each state  
   meet in the Capitol building  
   help write the laws for  
   our country

**Journal Writing**  
Our government has three branches. They are the Congress,  
the President, and the Supreme Court. Write one sentence about each branch.
Read the paragraph about Philadelphia. Study the map.

Philadelphia was an important city in the early history of the United States. The United States Constitution was written in Philadelphia. Benjamin Franklin lived in the city. Philadelphia is located on the Delaware River. It is near the Atlantic Ocean. This made Philadelphia an important port city.

Draw a circle around the correct answer.

1. In what part of Pennsylvania is Philadelphia located?
   - northeast    - southwest    - southeast

2. Along what river is Philadelphia located?
   - Potomac River    - Delaware River    - Mississippi River

3. What ocean is near Philadelphia?
   - Atlantic Ocean    - Pacific Ocean    - Indian Ocean
Using Charts

THE THREE BRANCHES OF GOVERNMENT

Two Houses of Congress

- House of Representatives (435 Representatives)
- Senate (100 Senators)

President

Supreme Court

- 20 people
Appendix
George W. Bush
Presidential Number: 43rd
Years he was President: 2001-Present
State Represented: Texas
Party Affiliation: Republican
Fact(s): Likes baseball. First President to begin serving in the 21st Century.

Personal
Birthday: July 6, 1946
How old will he be this year?: 57
School(s) attended: Yale University, Harvard University
Wife: Laura Bush
Occupation(s) before he was President: Businessman, owner of major league baseball team
Other way(s) he served: Governor of Texas
Height: 5 feet, 11 inches
Favorite Foods: Mexican food
Hobbies or Sports: Baseball, running
Pets: Dogs, English Springer Spaniel named Spot and a Scottish Terrier named Barney. He has a cat named India "Willie"

Life in America
How does he travel today? Helicopter, car, plane
How does he communicate today with his friends? Letters, telephone
U.S. Population when term began: 281,421,906
Number of stars on flag when he left office: 50
Rep. John Larson (D-CT 1st)
3rd-term Democrat from Connecticut.

Contact Information
Web Site: www.house.gov/larson
Washington Office:
1025 Longworth House Office Building
Washington, D.C. 20515-0701
Phone: (202) 225-2265
Fax: (202) 225-1031
Main District Office:
221 Main St., 2nd Fl.
Hartford, CT 06106
Phone: (860) 278-8888
Fax: (860) 278-2111

Background Information
Party: Democrat
Residence: East Hartford
Marital Status: Married (Leslie)
Prev. Occupation: Public Official, Businessman
Education: BS Central Connecticut State University, 1971
Birthdate: 07/22/1948
Birthplace: East Hartford, CT
Religion: Catholic

Other Information
Term: 3rd
First Elected: 1998
Percentage in Last Election: 67%
Major Opponent: Philip Steele

Committees:
- Armed Services
- Joint Committee on Printing
- House Administration, Rmk. Mem.
- Joint Committee on the Library
- Science

PAC Contributions
2001-2002 Election Cycle
1999-2000 Election Cycle
Rep. Robert Simmons (R-CT 2nd)
2nd-term Republican from Connecticut.

Contact Information
Web Site: www.house.gov/simmons
Washington Office:
215 Cannon House Office Building
Washington, D.C. 20515-0702
Phone: (202) 225-2076
Fax: (202) 225-4977
Main District Office:
2 Courthouse Sq.
Norwich, CT 06360
Phone: (860) 886-0139
Fax: (860) 886-2974

Background Information
Party: Republican
Residence: Stonington
Marital Status: Married (Heidi)
Prev. Occupation: Congressional Aide, Public Official
Education: BA Haverford College, 1965; APA Harvard University, 1979
Birthdate: 02/11/1943
Birthplace: New York, NY
Religion: Episcopal

Other Information
Term: 2nd
First Elected: 2000
Percentage in Last Election: 54%
Major Opponent: Joseph Courtney
Committees:
- Armed Services
- Transportation and Infrastructure
- Veterans' Affairs

PAC Contributions
2001-2002 Election Cycle
1999-2000 Election Cycle

http://capwiz.com/tk/bio/?id=10444&lvl=C&azip=06389&bzip=

3/30/03
Congressional Directory | President

Rep. Rosa DeLauro (D-CT 3rd)
7th-term Democrat from Connecticut.

Contact Information
Web Site: www.house.gov/delauro

Washington Office:
2262 Rayburn House Office Building
Washington, D.C. 20515-0703
Phone: (202) 225-3661
Fax: (202) 225-4890

Main District Office:
59 Elm St.
New Haven, CT 06510
Phone: (203) 562-3718
Fax: (203) 772-2260

Background Information
Party: Democrat
Residence: New Haven
Marital Status: Married (Stanley Greenberg)
Prev. Occupation: Political Advisor
Prev. Political Exp.: no prior elected office
Education: BA Marymount College, 1964; MA Columbia University, 1966
Birthday: 03/02/1943
Birthplace: New Haven, CT
Religion: Catholic

Other Information
Term: 7th
First Elected: 1990
Percentage in Last Election: 66%
Major Opponent: Richter Eser
Committees:
• Appropriations
• Budget

PAC Contributions
2001-2002 Election Cycle
1999-2000 Election Cycle

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Congressional Directory • President

Rep. Christopher Shays (R-CT 4th)
9th-term Republican from Connecticut.

Contact Information
Web Site: www.house.gov/shays

Washington Office:
1126 Longworth House Office Building
Washington, D.C. 20515-0704
Phone: (202) 225-5541
Fax: (202) 225-9629

Main District Office:
10 Middle St.
Bridgewater, CT 06804
Phone: (203) 579-5870
Fax: (203) 579-0771
(more district offices)

Background Information
Party: Republican
Residence: Bridgeport
Marital Status: Married (Betsy)
Prev. Occupation: Public Official
Prev. Political Exp.: CT House, 1974-87
Education: BA Principia College, 1968; MBA New York
University, 1974; MPA New York University, 1978
Birthdate: 10/18/1945
Birthplace: Darien, CT
Religion: Christian Science

Other Information
Term: 9th
First Elected: August 18, 1987
Percentage in Last Election: 64%
Major Opponent: Stephanie Sanchez
Committees:
• Budget, Vice Chair
• Financial Services
• Government Reform
• Select Committee on Homeland Security

PAC Contributions
2001-2002 Election Cycle
1999-2000 Election Cycle

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Handout #5
Rep. Nancy Johnson (R-CT 5th)
11th-term Republican from Connecticut.

Contact Information
Web Site: www.house.gov/nancyjohnson
Washington Office:
2113 Rayburn House Office Building
Washington, D.C. 20515-0705
Phone: (202) 225-4476
Fax: (202) 225-4488
Main District Office:
One Grove St.
New Britain, CT 06053
Phone: (860) 223-8412
Fax: (860) 827-9009
(more district offices)

Background Information
Party: Republican
Residence: New Britain
Marital Status: Married (Theodore)
Prev. Occupation: Public Official
Prev. Political Exp.: CT Senate, 1977-82
Education: BA Radcliffe College, 1957
Birthdate: 01/05/1935
Birthplace: Chicago, IL
Religion: Unitarian

Other Information
Term: 11th
First Elected: 1982
Percentage in Last Election: 54%
Major Opponent: James Maloney
Committees:
- Ways and Means

PAC Contributions
2001-2002 Election Cycle
1999-2000 Election Cycle

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Sen. Joseph Lieberman (D-CT)
3rd-term Democrat from Connecticut.

Contact Information
Web Site: lieberman.senate.gov
Washington Office:
706 Hart Senate Office Building
Washington, D.C. 20510-0703
Phone: (202) 224-4041
Fax: (202) 224-9750
Main District Office:
1 Constitution Plaza, 7th Fl.
Hartford, CT 06103
Phone: (860) 549-8463
Fax: (860) 549-8478

Background Information
Party: Democrat
Residence: New Haven
Marital Status: Married (Hadassah)
Prev. Occupation: Attorney
General, 1983-89
Education: BA Yale University, 1964; JD Yale University, 1967
Birthdate: 02/24/1942
Birthplace: Stamford, CT
Religion: Jewish

Other Information
Term: 3rd
First Elected: 1988
Percentage in Last Election: 63%
Major Opponent: Phil Giordano
Committees:
- Armed Services
- Environment and Public Works
- Governmental Affairs, Rmk. Mem.
- Small Business and Entrepreneurship

PAC Contributions
2001-2002 Election Cycle
1999-2000 Election Cycle

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http://capwiz.com/tk/bio/?id=688&lvl=C&azip=06389&bzip=

3/30/03
Sen. Christopher Dodd (D-CT)
4th-term Democrat from Connecticut.

Contact Information
Web Site: dodd.senate.gov
Washington Office:
449 Russell Senate Office Building
Washington, D.C. 20510-0702
Phone: (202) 224-2823
Fax: (202) 224-1083
Main District Office:
100 Great Meadow Rd.
Wethersfield, CT 06109
Phone: (860) 258-6940
Fax: (860) 258-6958

Background Information
Party: Democrat
Residence: East Haddam
Marital Status: Married (Jackie Clegg)
Prev. Occupation: Attorney
Education: BA Providence College, 1966; JD University of Louisville, 1972
Military: USA, 1969-75
Birthdate: 05/27/1944
Birthplace: Willimantic, CT
Religion: Catholic

Other Information
Term: 4th
First Elected: 1980
Percentage in Last Election: 65%
Major Opponent: Gary Franks
Committees:
- Banking, Housing and Urban Affairs
- Foreign Relations
- Health, Education, Labor and Pensions
- Joint Committee on the Library
- Rules and Administration, Rmk. Mem.

PAC Contributions
2001-2002 Election Cycle
1999-2000 Election Cycle
<p>| | | |</p>
<table>
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<tr>
<td>What do you <strong>know</strong> already?</td>
<td>What do you <strong>want</strong> to know?</td>
<td>What have you <strong>learned</strong>?</td>
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Free Speech
You have the right to speak out. But so does everyone who disagrees with you!

Stephen Downs, 61, and his 31-year-old son, Roger, went shopping at a mall in Guilderland, New York, last Monday. They got a lot more than they bargained for.

The two had T-shirts printed. Roger's said, "No War with Iraq." His dad's said, "Peace on Earth." They put on the shirts over their other clothes. The antiwar messages caught the attention of a security guard, who asked the men to take off the shirts. They refused. The guard came back with a police officer, who asked them to remove the shirts or leave. Roger took his off, but his dad still said no.

"I said, 'All right then, arrest me if you have to,'" Stephen Downs recalls. "So they did. They put the handcuffs on and took me away." Two days later, about 100 protesters marched in the mall to support Downs. A trespassing charge was dropped, but both men were upset.

"I think he'd like an apology," Roger said of his father.

IT’S A FREE COUNTRY

Americans treasure free speech and expression. Our right to share our ideas--by writing them in books, shouting them at a rally or ironing them onto T-shirts--is protected by the First Amendment. The amendment is one of 10 in the Bill of Rights, added to the Constitution in 1791. Lawmakers of the day passed the Bill of Rights because they believed that some key freedoms, including speech protection, should be part of the Constitution.

But First Amendment experts say that the right to speak freely comes with an unwritten requirement to act responsibly. "Many Americans have an overdeveloped sense of rights and an underdeveloped sense of responsibility," says Sam Chaltain, coordinator of the First Amendment Schools project. "Our rights are spelled out in the First Amendment. But the amendment will work only if we guard the rights of those with whom we disagree."

WHEN THE GOING GETS TOUGH

With a possible war in Iraq looming, emotions across the country are running high. Last Wednesday, tens of thousands of high school and college students all over America left their classrooms and staged large antiwar demonstrations. Other Americans feel just as strongly about expressing support for our leaders' decisions. Those groups also held rallies and spoke out. When the two points of view clash, trouble can follow.

Take Toni Smith, a basketball player for Manhattanville College in New York. Because she objects to certain U.S. policies, she does not salute the flag as the national anthem is played before her games.

Some opposing teams' fans began to boo Smith. They wore American flag pins and waved the flag to taunt her. On February 23, a Vietnam War veteran came onto the court and held a flag in front of her. He was thrown out of the arena--not for expressing his view but for disrupting the game.

"Toni Smith was being patriotic by doing what she felt she must," Chaltain told TFK. "Every person who chose to stand and put a hand over his heart during the anthem was exercising the same freedom."

The First Amendment is often amended itself. Court decisions have limited its freedoms to protect

http://www.timeforkids.com/TFK/magazines/printout/0,12479,431013,00.html 3/30/03
individuals' privacy or national security, among other goals. But speaking out, whether in favor of the
government's policies or against them, is among the fundamental rights--and responsibilities--of every
American. It is, in fact, at the very heart of our democracy.

The Pledge Under Fire

The First Amendment gives us the right to speak freely, even when criticizing our government. So how
could the Pledge of Allegiance, seen by many as an expression of national unity, be limited by the
same law?

In June, a California federal court ruled that when recited in public schools, the words “under God” in
the pledge suggest that the government is supporting religion. That would violate a part of the First
Amendment that protects freedom of religion.

As of last Tuesday, the Elk Grove school district, where the case began, had 90 days to ask the
Supreme Court for a review. If the high court agrees with the lower court, the pledge could be banned
in schools in the nine states that form the California federal court’s district.

Most court watchers believe that if the Supreme Court hears the case, it will defend the pledge as a
voluntary expression of patriotism protected under the law. That would please Elk Grove
superintendent Dave Gordon: “We want our children to keep saying the pledge.”

-By Martha Pickerill
Part C-Handout #14 for Vocabulary Practice

Name:_________________________  Date:________________

1. president  7. Senate
2. senator  8. Congress
3. representative  9. House of Representatives
4. amendment  10. elect
5. judge  11. vote
6. court  12. constitution

For words 1 to 6, write their meaning. For words 7 to 12, write a sentence that uses the word correctly.

Meanings:
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
1. president
2. senator
3. representative
4. amendment
5. judge
6. court
7. Senate
8. Congress
9. House of Representatives
10. elect
11. vote
12. constitution

For words 7 to 12, write their meaning. For words 1 to 6, write a sentence that uses the word correctly.

Meanings:
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
Part C-Handout #14 for Vocabulary Practice

Sentences:
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 

[Image of a person at a podium with 'VOTE' signs]
9 THE CONSTITUTION

Think About As You Read

1. Why did the United States need a constitution after the American Revolution?
2. How do Americans write their own laws?
3. How does the Bill of Rights protect your freedom?

NEW WORDS
constitution
Congress
Senate
House of Representatives
senators
representatives
Supreme Court
judges
capital
freedom of the press
amendments
Bill of Rights

PEOPLE & PLACES
Capitol
White House
Washington, D.C.

Many leaders helped write the United States Constitution.

The American Revolution was won in 1781. The United States was now an independent country with 13 states. The new country needed new laws. A constitution is a group of laws. The leaders of the United States decided to write laws, or a constitution, for their new country. In 1787 leaders from 12 of the states went to Philadelphia. In Philadelphia the leaders wrote the United States Constitution.

Before the American Revolution, Great Britain made laws for the American colonies. Americans liked the way the British voted for leaders to write laws in Parliament. A group of men planned the Constitution so that Americans could help write their own laws. How do Americans do this?
The Constitution says that Americans should choose, or vote for, people to work for them in their government. Our country's laws are made by men and women in Congress. There are two houses, or parts, of Congress, and the two houses of Congress.

Men and women who write laws are called for people who will make laws for them in Congress. Every state sends two senators to work in the Senate. States with many people send many representatives to work in the House of Representatives. States with fewer people send fewer representatives to work in the House of Representatives. The senators and representatives meet in a building called the Capitol. The Constitution says that Americans should vote for people to be their senators and representatives. Americans help write their own laws by voting for their senators and representatives.

Congress, the President, and the Supreme Court work together to make laws.
Americans vote for a President every four years. The President carries out the country's laws. The President helps make our laws. The White House is where the President lives and works.

The Constitution also gives the United States its **Supreme Court**. Nine judges work in the Supreme Court. In the Supreme Court, judges decide whether or not our laws agree with the Constitution.

The White House, the Capitol, and the Supreme Court buildings are in the city of Washington, D.C. It is the **capital** of our country.

Some of our leaders were not happy with the Constitution when it was written in 1787. The Constitution did not say that Americans had freedom of religion. The Constitution did not say that Americans had **freedom of the press**. “Freedom of the press” means the government cannot tell people what they can say in newspapers and books. British soldiers had often stayed in American homes. Americans wanted a law that said soldiers would no longer sleep in American homes.

Congress writes laws in the Capitol building in Washington, D.C. The two houses of Congress are the Senate and the House of Representatives.
The President sometimes meets with all the senators and representatives of Congress in the Capitol building.

In 1791 our leaders added ten new laws, to the Constitution. These ten amendments are called the Bill of Rights. The Bill of Rights is now part of our Constitution. What are some of these rights? Every American has freedom of religion. Every American has freedom of the press. Americans do not have to let soldiers sleep in their homes. The Bill of Rights gives every American many freedoms.

Since 1791, seventeen more amendments have been added to the Constitution. Our Constitution now has 27 amendments. These amendments were added because our leaders wanted laws to be fair to all Americans. As our country changes, more amendments may be added to the Constitution.

Today our Constitution is more than 200 years old. The leaders of 1787 gave us good laws. These laws helped America become a great country.
Post-Reading Guide

Answer these questions in complete sentences. Remember to use capital letters and periods.

1. What is the title of the article?

2. How many parts of Congress are there?

3. How many parts of government are there?

4. How is a President, a Senator, or a Representative chosen?

5. Why was the U.S. Constitution made?

6. How do we make changes to the Constitution?
The Three Branches of Government

1. What is the name of your branch of government?

2. What are the members of your branch called?

3. What is the job of your branch?

4. How can your branch help Americans?
The Three Branches of Government

United States Constitution

Branch Name

Give one detail about this branch
__________________________
__________________________

Branch Name

Give one detail about this branch
__________________________
__________________________

Branch Name

Give one detail about this branch
__________________________
__________________________
Template for Writing a Persuasive Letter

{Today's Date}

{Address of the person you are writing to}
Dear {Senator or Representative and their last name},

{Write a main idea sentence that introduces your name and why you are writing to him or her. Write three to five sentences from your brainstorming and graphic organizer to support your opinion. Write a sentence that tells your main point of view again. Be sure to thank the person for their time.}

Sincerely,

{Print your name}
{Sign your name}

{Write your address and phone number here so they can respond to you.}
Brainstorming Web
1. Main idea sentence:

2. One sentence that tells why this law should be added or changed:

3. One sentence that tells why this law should be added or changed:

4. One sentence that tells why this law should be added or changed:

5. One sentence that tells your main idea again:
Many leaders helped write the United States Constitution.

The American Revolution was won in 1781. The United States was now an independent country with 13 states. The new country needed new laws. A **constitution** is a group of laws. The leaders of the United States decided to write laws, or a constitution, for their new country. In 1787 leaders from 12 of the states went to Philadelphia. In Philadelphia the leaders wrote the United States Constitution.

Before the American Revolution, Great Britain made laws for the American colonies. Americans liked the way the British voted for leaders to write laws in Parliament. A group of men planned the Constitution so that Americans could help write their own laws. How do Americans do this?
The Constitution says that Americans should choose, or vote for, people to work for them in their government. Our country's laws are made by men and women in Congress. In some ways our Congress is like Great Britain's Parliament. Americans vote for people who will make laws for them in Congress. There are two houses, or parts, of Congress. The Senate and the House of Representatives are the two houses of Congress.

Men and women who write laws are called senators and representatives. Every state sends two senators to work in the Senate. States with many people send many representatives to work in the House of Representatives. States with fewer people send fewer representatives to work in the House of Representatives. The senators and representatives meet in a building called the Capitol. The Constitution says that Americans should vote for people to be their senators and representatives. Americans help write their own laws by voting for their senators and representatives.

Congress, the President, and the Supreme Court work together to make laws.
Americans vote for a President every four years. The President carries out the country's laws. The President helps make our laws. The White House is where the President lives and works.

The Constitution also gives the United States its Supreme Court. Nine judges work in the Supreme Court. In the Supreme Court, judges decide whether or not our laws agree with the Constitution.

The White House, the Capitol, and the Supreme Court buildings are in the city of Washington, D.C. It is the capital of our country.

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Congress writes laws in the Capitol building in Washington, D.C. The two houses of Congress are the Senate and the House of Representatives.
In 1791 our leaders added ten amendments, or new laws, to the Constitution. These ten amendments are called the Bill of Rights. The Bill of Rights is now part of our Constitution. What are some of these rights? Every American has freedom of religion. Every American has freedom of the press. Americans do not have to let soldiers sleep in their homes. The Bill of Rights gives every American many freedoms.

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Today our Constitution is more than 200 years old. The leaders of 1787 gave us good laws. These laws helped America become a great country.
The Judicial Branch

The Legislative Branch

The Executive Branch

amendment

constitution
Situation:
The Supreme Court has been asked to decide if people should be allowed to use marijuana (pot, weed) to help them with medical problems. Decide what job the Judicial Branch will have in this situation.

Situation:
The Supreme Court has been asked to decide if people should be allowed to use marijuana (pot, weed) to help them with medical problems. Decide what job the Senators and Representatives (Legislative Branch) will have in this situation.

A set of laws: The U.S. Constitution is the set of laws for the United States.
court
judge
vote
elect
House of Representatives
A place where cases of law are held.

People who rule on cases in court.

To express an opinion— in response to a question or an election.

To choose a person for a position by voting.

More than 400 members who make up part of the Congress.
Congress

Senate

president

representative

Senator
A person in charge of a group of people who make and change laws in the Senate.

One hundred elected senators who make and change laws.

People who make and change laws in the House of Representatives.

All of the people in the Senate and the House of Representatives.