

Student Learning Plan

Unit 6: Citizenship in American History and Government

Balancing the Power [U6C3L3]



Why this is important:

The Framers of the Constitution addressed a variety of concerns, issues and problems as they worked to establish the national government. Specific powers were granted and denied to each of the three branches of government: the legislative branch, the executive branch, and the judicial branch. This distribution of power resulted in a balance of power designed to keep any one branch from becoming too powerful. In this learning plan you will explore how the Framers addressed a variety of issues and concerns facing them as they established the national government and how they distributed power among the three branches of government.



What you will learn to do:

(Competency)

Categorize the powers granted to the legislative, judicial and executive branches of government

Linked Core Abilities

Communicate using verbal, non-verbal, visual, and written techniques

Apply critical thinking techniques



How you will know when you are succeeding:

You will show that you have learned the target knowledge and skills:

- by creating a Tree Map categorizing the powers granted to the legislative, executive, and judicial branches of the government and writing a summary of how this results in a balance of power

Your performance will be successful when:

- Tree Map specifies the powers granted to the legislative, executive and judicial branches of the government
- you summarize how the powers granted and denied each branch result in a balance of power
- you provide one or more examples of how the balance of power works to keep any one branch from becoming too powerful



Knowledge and skills you will learn along the way:

(Lesson Objectives)

- a. Explain how and why the Framers developed the present system of representation in Congress and the advantages and disadvantages of this system
- b. Describe how Article 1 of the Constitution delegates explicit powers to the Congress and limits the powers of both the national and state governments
- c. Describe the “three-fifths clause” and the “fugitive slave clause” and explain what issues they were intended to resolve
- d. Defend positions on disagreements at the Philadelphia Convention over representation and slavery
- e. Explain the basic organization of the executive and judicial branches set forth in Articles II and III of the Constitution

2 *Balancing the Power [U6C3L3]*

- f. Describe the limitations on the powers of the executive and judicial branches
- g. Explain why the Framers developed the electoral college as the method for selecting the president
- h. Defend positions on the influence of the presidency over legislation
- i. Define Terms to Know: appellate jurisdiction, apportioned, balance of power, bills of attainder, electoral college, electors, enumerated powers, equal (state) representation, executive power, executive departments, ex post facto laws, fugitive slave clause, the Great Compromise, impeach, judicial review, legislative power, necessary and proper clause, original jurisdiction, proportional representation, separated powers, supremacy clause, treason, veto



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

- ____ 1. PREVIEW the information in the Student Learning Plan including the competency, learning objectives, performance standards, core abilities, learning activities and assessment activities. READ the Purpose of Lesson in your student text. JIGSAW one or more of the following readings: Lesson 13: How should the legislative branch be organized? What were the disagreements about representation? What was the Great Compromise? and Lesson 14: Why did the Framers want to limit executive power? What basic questions did organizing the executive branch raise? What questions did organizing the judicial branch raise? [Work in teams] BRAINSTORM a list of the issues, problems and questions that the Framers faced as they worked to create a new national government. [Work as a class] RECORD responses to reflection questions into your Cadet Notebook.
- ____ 2. [SELF-PACED OPTION] COMPLETE Learning Activity 1 independently. RECORD responses to reflection questions in your Cadet Notebook.
- ____ 3. JIGSAW the readings for your assigned branch of government. ANSWER the following questions: 1) What issues or problems faced the Framers as they established your assigned branch of government? 2) How did the Framers resolve these issues as they organized your assigned branch of government? 3) What powers were given/denied your assigned branch of government? COMPILE your answers in a Tree Map with the following headings: Issues, Resolution, Powers granted/denied. [Work as a team] RECORD responses to reflection questions into your Cadet Notebook.
- ____ 4. [SELF-PACED OPTION] READ the remaining sections in Lessons 13 and 14. RECORD responses to reflection questions in your Cadet Notebook.
- ____ 5. PRESENT your Tree Map for your assigned branch of government to the class [Work as a Team] TAKE NOTES on the presentations by other groups. RECORD responses to reflection questions into your Cadet Notebook.
- ____ 6. [SELF-PACED OPTION] CREATE a Tree Map for each branch of government answering the three questions: Issues, Resolution, and Powers granted/denied. RECORD responses to reflection questions in your Cadet Notebook.
- ____ 7. OBTAIN AND REVIEW the Balancing Power Assessment Task and scoring guide and begin working on your Tree Map and written summary. RECORD your responses to reflection questions in your Cadet Notebook.
- ____ 8. [SELF-PACED OPTION] COMPLETE Learning Activity 7 independently. RECORD your responses to reflection questions in your Cadet Notebook.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Balancing Power Assessment Task. SELF-ASSESS your work using the scoring guide. SUBMIT your work to your instructor for feedback and a grade.
- ____ 2. SELF-PACED OPTION: Same as above.