

SKILLS FOR SUCCESS

GRADES

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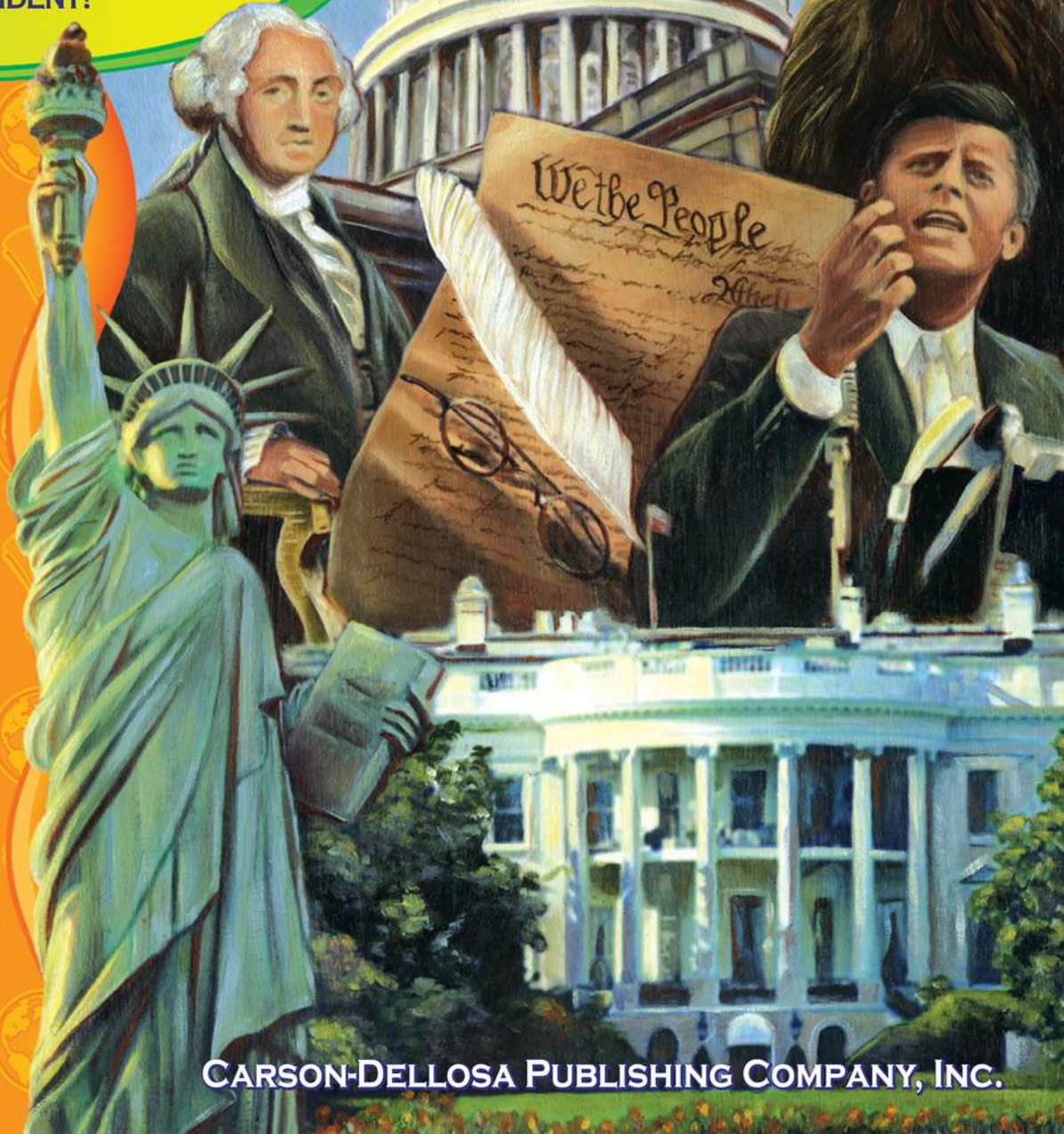
U.S. GOVERNMENT AND PRESIDENTS



FUN AND INFORMATIVE ACTIVITIES
INTRODUCE STUDENTS TO U.S. GOVERNMENT,
HISTORY, AND EACH PRESIDENT!

INCLUDES:

- BASICS, IDEALS, AND A BRIEF HISTORY OF THE U.S. GOVERNMENT
- NATIONAL SYMBOLS
- THE CONSTITUTION
- THREE BRANCHES OF THE FEDERAL GOVERNMENT
- VOTING
- CITIZENSHIP
- PRESIDENTS



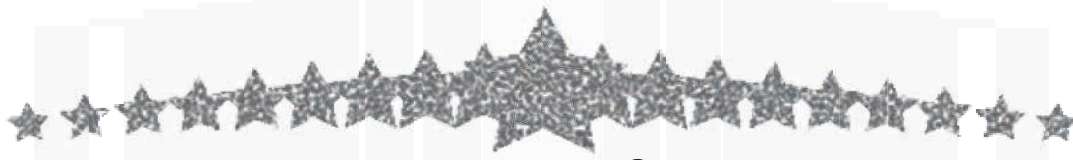
BY AMY GAMBLE

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Introduction

U.S. Government and Presidents is organized into 13 sections of related topics. The first section of worksheets introduces students to the idea of government, including the different types of government and the purposes government serves. The next sections cover the ideals, symbols, and history of the U.S. government. Next are sections about the Constitution and the three branches of government. After students become familiar with the federal government, they will learn about the aspects of government that most citizens are familiar with—state and local government, paying taxes, voting, and citizenship. The final section includes information and activities about each U.S. president.

The activities in the book are designed to be fun and informative, and do not have to be completed in any particular order. If desired, students can use the Internet or other resources to research certain topics in more detail. Students may work on the activities as a class or in small groups to stimulate discussions or debates. You may even wish to place several pages at a center each week, along with reference materials for students to complete independently.

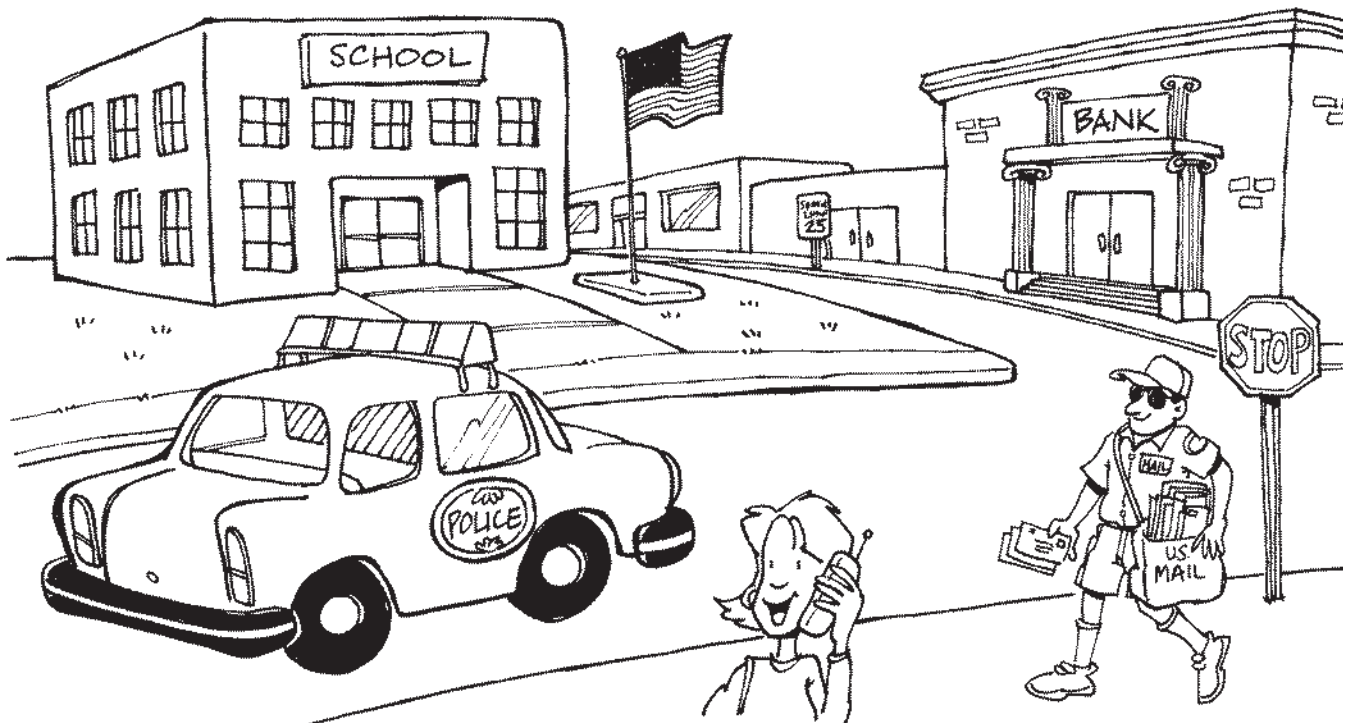
As you present the activities in this book, help students understand that acquiring knowledge about history and government is an important part of being a good citizen.



Government in Your Life

Every day you see government at work. No, you're not on Capitol Hill watching laws being made, but as you walk or drive around your city or town, you can see the effects of laws, regulations, and services that the government provides.

Look at the scene below. Circle each area in the picture where you see the effects of government. Then, choose one area you circled and explain what effect government has in that area.





What Is Government?

Government is all of the agencies, departments, organizations, groups, and individuals in a nation who make, carry out, enforce, and manage conflicts about rules and laws. Government is like a nation's family. Families take care of children and make sure they are safe, healthy, educated, and free to enjoy life. Families encourage children to be independent, hardworking, and responsible. Families make and enforce rules and give appropriate punishments when rules are broken. Government does these things for its citizens, too.

Answer the questions below to show how government is like a family. Use a separate sheet of paper if necessary.

1. How does your family keep you safe? _____

2. How does the government keep its citizens safe? _____

3. How does your family keep you healthy? _____

4. How does the government keep its citizens healthy? _____

5. How does your family help you learn and become educated?

6. How does the government help its citizens learn and become educated?

7. What kinds of rules does your family have for you? _____

8. What kinds of rules does the government have for its citizens?

9. How does your family punish you if you break the rules? _____

10. How does the government punish its citizens who break the law? _____





Authority vs. Power

If someone has power, he or she can direct or control a person or thing. If someone has authority, he or she has been given the right to have and use power. Authority is given to someone through customs, laws, or consent. Laws (the Constitution) and the consent (elections) of the American people give the United States government the authority to make and enforce laws.

For each situation below, explain whether the person in power has authority.

1. Your family takes away your video games until your grades improve.

2. A crossing guard stops traffic so that children can walk across the street.

3. A masked robber holds up a bank and steals money.

4. A bully takes lunch money from other children on her bus.

5. Your friend takes your pencil after you tell him that he can borrow it.

6. A teacher tells his students to work quietly.

7. A boy hits another boy on the playground.

8. A jury decides that a woman is guilty of a crime and must spend time in jail.

9. A woman puts up a stop sign in front of her house so that people will slow down on her street.

10. A police officer arrests a person who was seen speeding away from the scene of a crime.





Why Do We Need Government?

Imagine a world without any rules. It might seem fun at first, but rules and laws are necessary for a community, large or small, to run smoothly. Government can prevent people from taking advantage of others. It also works to keep order and discourage violence. Having rules and laws can make people feel more safe and secure. Government also protects people's rights and helps people who are in need.

Review the rules and laws below. Under each, write what you think would happen if the rule or law did not exist.

1. Traffic laws _____

2. Right to private property _____

3. Trial by jury _____

4. Elections of government officials _____

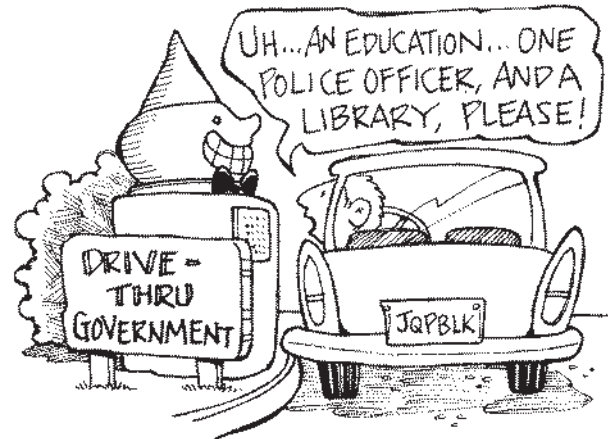




What Does Government Do?

The government provides for many of the needs of its citizens. Its primary jobs involve making laws, carrying out laws, enforcing laws, and managing conflicts over laws. Government also provides for the defense of the nation and provides many services to people.

On the left is a list of some needs that people in a society have. On the right is a list of services that the United States government provides to meet those needs. Draw a line to connect each need with a government service. Note that more than one government service may meet the same need.



- | | |
|-----------------------------|-------------------------------------------|
| 1. Education | a. printing money |
| 2. Communication | b. providing a police force |
| 3. Safety | c. building roads |
| 4. Protection | d. providing unemployment benefits |
| 5. Transportation | e. providing Social Security and Medicare |
| 6. Health | f. funding and staffing public schools |
| 7. Help for the needy | g. providing a military |
| 8. Clean air and water | h. setting and enforcing speed limits |
| 9. Money to trade for goods | i. delivering mail |
| | j. making laws to restrict pollution |
| | k. establishing parks and protected lands |
| | l. establishing public libraries |
| | m. building low-income housing |
| | n. inspecting food and drugs |



If government is so useful and helpful, why should we limit its power? If the leader of a country did not have to follow rules or laws, there would be no other bodies of government to check the powers of the leader. If the people of the country had no power to get rid of the leader, he could do whatever he wanted. Government would be left to the leader's ideas about how things should be run, and he would not necessarily serve the needs of the citizens. A leader could gain too much power, and there would be no way to protect the rights of individual citizens.

1. Imagine if you were the principal of your school and could run the school any way you wanted. What rules would you make? Would you make rules at all? What would school be like?

2. Think about the purpose of school. Do you think much learning would get done in your school?

3. Do you think teachers would like working for you? Do you think it would be hard to keep good teachers on your staff?

4. Do you think families would be happy with the way you ran the school?

5. How do you think families and teachers would feel if they had no way to influence your decisions and no way to remove you from your position?



Types of Government

There are many models of government in the world. Governments are classified based on who has the power and how limited or unlimited the power is. The two basic types of government are totalitarian and democratic.

In a totalitarian government, the leaders of a country have unlimited power. Totalitarian leaders often take their power by force and keep tight control over their countries and people. Types of totalitarian governments include monarchy (rule by one person of royalty), oligarchy (rule by a small, select group of people), and dictatorship (rule by one person or political party).



Democratic governments give decision-making power to the people. There are two types of democracies, direct and indirect (also called representative). In a direct democracy, the people vote on and make laws themselves. In an indirect democracy, the people elect representatives to make laws for them. Indirect democracies can be presidential or parliamentary. In a presidential system (like in the United States), the people elect a president to head the executive branch of government and members of a separate legislative branch of government to make the laws. In the parliamentary system (like in Great Britain), a political party is chosen to lead the government, and the head of that party becomes the prime minister. The prime minister is similar to a president, except that in addition to leading the executive branch, he or she also participates in the legislative branch.

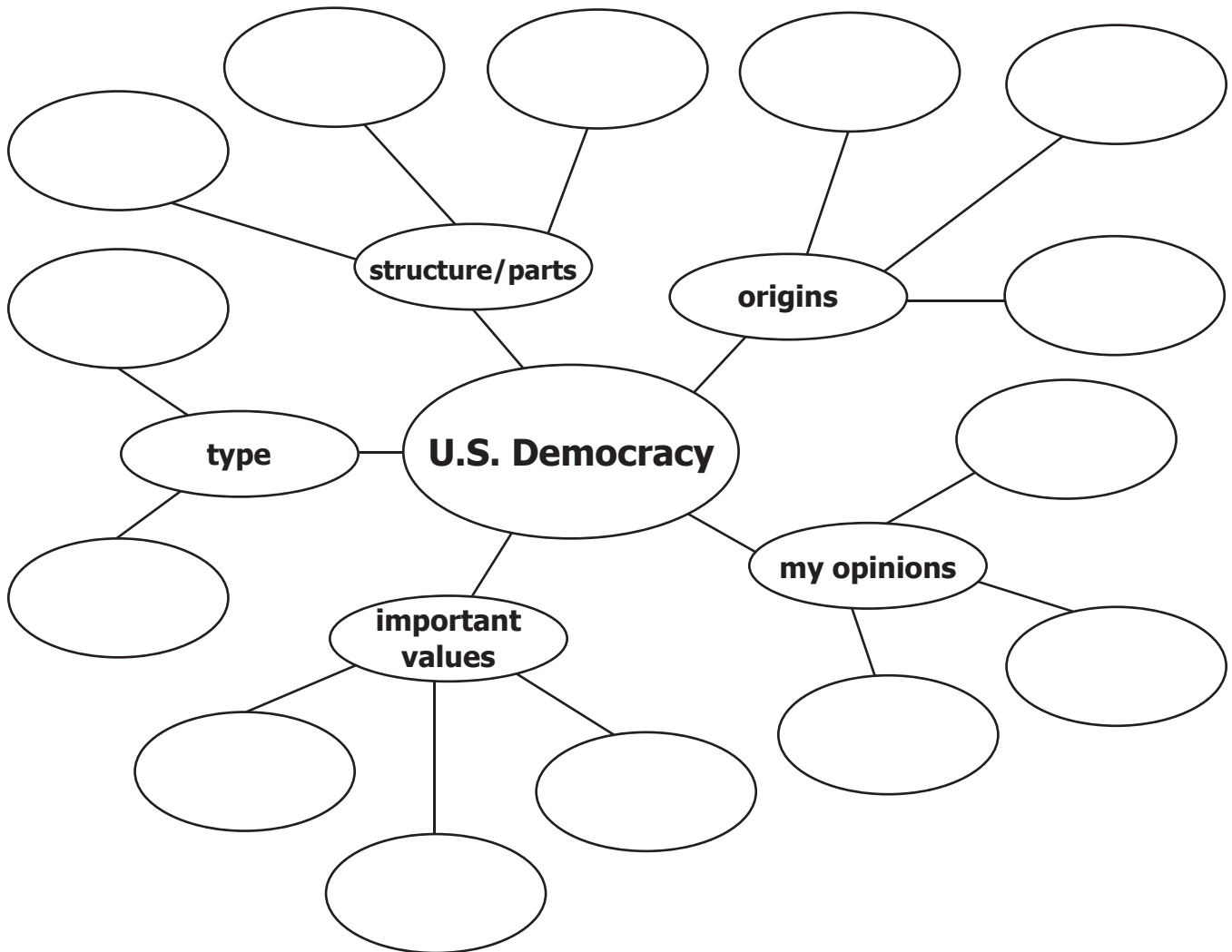
Write the correct words on the lines to complete the sentences.

1. The leaders of a _____ government have unlimited power.
2. _____ governments give the power to the people.
3. Great Britain has a _____ system of indirect democracy.
4. A monarchy is ruled by one person of _____.
5. Two types of democracies are _____ and _____.
6. A government ruled by a small, select group of people is called an _____.
7. One person or political party rules a _____.
8. The leader of a parliamentary democracy is called a _____.
9. In a _____ democracy, the people make the laws themselves.



The government of the United States is a democracy. The idea of democracy came from ancient Greece, where the citizens ruled the country directly. Democracy in the United States is called a republic. A republic is a representative democracy in which citizens elect other people (representatives) to make government decisions for them based on their wants and beliefs. U.S. democracy supports free elections, limits the power of government, encourages competing political parties, and protects the individual freedoms of its citizens.

Fill in the topic web below with details about U.S. democracy. Include facts from this book, from previous learning, or from new research. Also, include your opinions about U.S. democracy. Add more ovals if needed.





Values of American Democracy

American democracy is based on certain beliefs and values. Some of these values include justice, individual rights and freedoms (life, liberty, and the pursuit of happiness), equal opportunity, diversity, public good, patriotism, and truth.

Match each value to the correct description. Then, give a real-life example of each.

1. justice _____

Example _____

2. individual rights and freedoms _____

Example _____

3. equal opportunity _____

Example _____

4. diversity _____

Example _____

5. public good _____

Example _____

6. patriotism _____

Example _____

7. truth _____

Example _____

- a. qualities of life that citizens are entitled to
- b. services that benefit all and help those in need
- c. the honest representation of facts by government officials, media, and citizens
- d. what is right and fair by the law
- e. the love and support a person shows for his or her country
- f. a range of customs, viewpoints, ideas, talents, and beliefs
- g. the guarantee to enjoy the same rights, benefits, and choices that everyone else has



Answer Key

Page 5 school, bank, police car, traffic signs, mail carrier, cell phone, street

Page 6 Answers will vary.

Page 7

- | | |
|-----------------|-----------------|
| 1. authority | 6. authority |
| 2. authority | 7. no authority |
| 3. no authority | 8. authority |
| 4. no authority | 9. no authority |
| 5. authority | 10. authority |

Page 9

Matches may include (but are not limited to) the following:

- | | |
|-------------------|-------------------|
| 1. f. and l. | 6. e., j., and n. |
| 2. c. and i. | 7. d., e., and m. |
| 3. b., g., and h. | 8. j. and k. |
| 4. b. and g. | 9. a. |
| 5. c. | |

Page 11

- | | |
|------------------------|-------------------|
| 1. totalitarian | 6. oligarchy |
| 2. democratic | 7. dictatorship |
| 3. parliamentary | 8. prime minister |
| 4. royalty | 9. direct |
| 5. direct and indirect | |

Page 12 Answers will vary.

Page 13 1. d. 2. a. 3. g. 4. f. 5. b. 6. e. 7. c.

Page 15 Answers will vary.

Page 17

All 50 states should be listed. The first 13 should be Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, and Virginia.

Page 18 Answers will vary.

Page 19 1. b. 2. c 3. a. 4. b.

Page 20 Answers will vary.

Page 21 1. e. 2. c. 3. a. 4. f. 5. d. 6. b.

Page 22

- | | |
|------------------------------|-----------------------|
| 1. place where metal is cast | 3. Answers will vary. |
| 2. false | 4. Answers will vary. |

Page 23

- | | | | |
|------------|------------|------------|------------|
| 1. opinion | 3. opinion | 5. opinion | 7. fact |
| 2. fact | 4. fact | 6. fact | 8. opinion |

Page 25

- | | | |
|------|------|------|
| 1. 8 | 4. 5 | 7. 4 |
| 2. 1 | 5. 9 | 8. 7 |
| 3. 6 | 6. 3 | 9. 2 |

Page 26 Answers will vary.

Page 29

work, Revolutionary, Congress, committee, plan, draft, thirteen, approved, national, independent, one, states, amendment, government, power

Page 33

1. carry out, put into effect, perform
2. make laws
3. form an opinion about or come to a conclusion, decide on a question

Page 34

1. executive
2. impeach and remove the president; approve spending, appointments, and treaties; or override the president's veto
3. judicial
4. veto power, ask for new laws
5. the Senate

Page 35

- | | |
|-------|-------|
| 1. g. | 5. e. |
| 2. d. | 6. b. |
| 3. c. | 7. a. |
| 4. f. | |

Page 36

Delaware, December 7, 1787; Pennsylvania, December 12, 1787; New Jersey, December 18, 1787; Georgia, January 2, 1788; Connecticut, January 9, 1788; Massachusetts, February 6, 1788; Maryland, April 28, 1788; South Carolina, May 23, 1788; New Hampshire, June 21, 1788; Virginia, June 25, 1788; New York, July 26, 1788; North Carolina, November 21, 1789; Rhode Island, May 29, 1790. These states should be colored: DE, PA, NJ, GA, CT, MA, MD, SC, NH.

Page 37

1. b. 2. d. 3. a.

Pages 38–39

Amendment I: T, F, F, T, T	Amendments VI and VII: F, F, T, T, T
Amendment II: T	Amendment VIII: T, T
Amendment III: T	Amendment IX: F
Amendment IV: F	Amendment X: T
Amendment V: T, T, F, T, F	

Page 40

- | | | |
|---------------|-------------|--------------|
| 1. Thirteenth | 3. male | 5. protested |
| 2. vote | 4. citizens | 6. Civil |

Page 41

1. the right to vote
2. 1920
3. right to vote cannot be based on gender
4. Equal Rights Amendment
5. Answers will vary.

Page 42

- | | |
|--------------------|-------------------------------|
| 1. Chief of Staff | 6. scheduling office |
| 2. Press Secretary | 7. office of correspondence |
| 3. speech writers | 8. photo office |
| 4. visitors office | 9. White House counsel |
| 5. travel office | 10. the President's physician |

Page 43

1. b. 2. d. 3. false 4. a. 5. c. 6. d. 7. true

Page 45

- | | |
|---------------------------|-----------------------|
| 1. chief executive | 4. commander in chief |
| 2. chief of state | 5. legislative leader |
| 3. political party leader | 6. chief diplomat |