

Lesson Plan —Division and Balance of Governmental Powers

Course Title: Business Law

Session Title: Division and Balance of Governmental Powers

Performance Objective:

- Upon completion of this lesson, the student will be able to understand the system of checks and balances in the U.S. government and distinguish between state and national legal issues.

Specific Objectives:

- Students will describe the system of checks and balances in the U.S. government.
- Students will explain how the power to govern is divided between the federal and state governments.

Preparation

TEKS Correlations:

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **120.45(c)(6)(C)**
...relate ethical and social attitudes to changes that occur in the law.
- **120.45(c)(6)(B)**
...compare and contrast common law, statutory law, and agency regulations.
- **120.45(c)(1)(A)**
...research and present cases of appropriate consumer protection laws and agencies and identify given consumer transactions.

Interdisciplinary Correlations:

English:

110.42(b)(6)(A) – Vocabulary Development

...expand vocabulary through wide reading, listening, and discussing.

110.42(b)(6)(B) – Vocabulary Development

...rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.

110.42(b)(7)(F) – Reading/comprehension

...identify main ideas and their supporting details.

110.42(b)(7)(G) – Reading/comprehension

...summarize texts.

110.42(b)(7)(J) – Reading/comprehension

... read silently with comprehension for a sustained period of time.

Economics:

118.2(c)(8)(B) – Economics

...analyze how financial institutions affect households and businesses.

Accommodations for Learning Differences:

[Lesson Plan/Curriculum Modifications Checklist](#)

[Guidelines and Procedures for Adapting Instructional Materials](#)

[Instructor Format for Curriculum Customization for Learning Differences](#)

[Sample Curriculum Customization for Learning Differences](#)

Teacher Preparation:**References:**

1. Law for Business and Personal Use, Eighteenth Edition, John E. Adamson, Southwestern Cengage Learning
2. USA Today and local newspapers.
3. Television Network Newscasts and the Internet
4. uen.org (State of Utah Business Law Curriculum)

Instructional Aids:

1. "Division and Balance of Governmental Powers" PowerPoint Presentation
2. Internet
3. "How Government Affects a Day in My Life" Poster Assignment
4. Rubric for "How Government Affects a Day in My Life" Poster Assignment
5. "Division of Governmental Power" Poster Assignment
6. Rubric for "Division of Governmental Power" Poster Assignment

Materials Needed:

1. Construction paper
2. Scissors and glue
3. Poster board

Equipment Needed:

1. Computers for students to complete projects
2. Projector for PPT

Learner Preparation:

1. Ask students to list legislative branch, executive branch, and judicial branch on the board. Ask students to list Supreme Court, President, and Congress under the correct category. Put names with the different branches of federal government. Students must conduct research to list the 9 Supreme Court Justices. They must list the President for the Executive Branch and the names of the nine Supreme Court Justices for the Judicial Branch. Students should list names of their state representatives to federal government under the Legislative Branch.
2. Write federal government and state government on the board. Then give examples of legislation covered by each level of government. Federal government would include the authority to establish post offices, coin money, tax imports and exports. State government would include business and contract law, criminal and tort law, real property and probate law, and domestic relations law.

Lesson Plan

Introduction (LSI Quadrant I):

1. Ask students “What are checks and balances?” for the government. Then survey students to find out why this type of system is important.
2. Divide the class into three groups. Have each group research the history of one of the branches of government. Reports should include at least five historical facts. Each group will report their information to the class.
3. Ask students to list the two major political parties in the United States and write characteristics they associate with each party. Then ask students to select which party they favor and why.



Important Terms for this Lesson:


- system of checks and balances - division and allocation of the powers of government between its various branches
- impeachment case - trying a government official for misconduct in office
- political party - private organization of citizens who select and promote candidates for public office
- amendment - change or alteration
- democracy - governmental system in which citizens vote directly to decide issues
- republic - governmental system in which citizens elect representatives to decide issues
- sovereignty - freedom from external control
- interstate commerce - trade and other commercial intercourse between or among businesses in different states
- intrastate commerce - commerce conducted wholly within one state

Outline

Outline (LSI Quadrant II):

Instructors can use the PowerPoint presentation, slides, handouts, current events, the Internet, and note pages in conjunction with the following outline.

MI	Outline	Notes to Instructor
 	<p>I. System of Checks and Balances-balance of power between governmental branches by having the powers given one branch check the powers given another</p> <p>A. Branches of Government</p> <ol style="list-style-type: none"> 1. Legislative Branch-makes the laws <ol style="list-style-type: none"> a. national legislature (two bodies) b. Senate, with two members from every state—regardless of population c. House of Representatives, with seats allocated to the states in proportion to their population d. all bills for taxing or appropriating 	<p>IA Ask students why it is important for branches of government to have a system of checks and balances.</p> <p>A Ask students to list the three branches of government and</p>










	<p>funds must originate in the House</p> <ul style="list-style-type: none"> e. a majority vote of both bodies is required for passage of any bill, including tax and appropriations bills f. impeachment cases g. House - has the power to impeach or accuse any civil officer of the United States (including the President and Vice President) of treason, bribery, or other high crimes and misdemeanors h. Senate- has the sole power to try all impeachment cases (criminal proceedings against a government official for misconduct in office) i. major legislation, including bills relating to finance, would require a two-thirds vote for passage j. amendments to the Articles would require a unanimous vote of the states <p>2. Executive Branch - President and the Vice President elected by a vote of the electoral college</p> <ul style="list-style-type: none"> a. political party - a private organization of citizens who select and promote candidates for election to public office b. electoral votes determine who wins the Presidency <p>3. Judicial Branch</p> <ul style="list-style-type: none"> a. headed by the Supreme Court b. decides on the constitutionality of a statute passed by the legislative branch and signed by the President as head of the executive branch 	<p>characteristics of each branch</p>
	<p>II. Changing the Constitution</p> <ul style="list-style-type: none"> A. amendment - to change or alter B. two-thirds majority vote in both the Senate and the House C. legislatures of two-thirds of all the states to call a convention of all the states D. must be ratified by the legislatures of three-fourths of the states or conventions in three-fourths of the states 	<p>II Explain to students the thorough process for changing the Constitution with an amendment</p>
	<p>III. U.S. Form of Government</p> <ul style="list-style-type: none"> A. Representative Democracy (republic) <ul style="list-style-type: none"> 1. voters select representatives to make 	<p>III A Survey students to determine how many have</p>



- the day-to-day decisions
2. the sovereign power ultimately resides in the people
- B. The Power to Govern
1. The Constitution and the Bill of Rights were written by representatives of the people elected by voters in the 13 original states
 2. Sovereignty of the States
 - a. (Tenth Amendment) acknowledges the continued sovereignty of all of the states to govern their own citizens within their own borders
 - b. supreme political authority free from external control
 - c. Article VI recognizes the Constitution to be the supreme law of the land
 - d. The Constitution prevails over any possible contrary state constitutions or law
 3. Limiting States' Powers
 - a. U.S. citizens cannot receive special privileges from individual states
 - b. all persons born or naturalized in the U.S. are subject to the jurisdiction of the U.S. and the state wherein they reside
 4. Powers of the Federal Government
 - a. duty to protect every state against invasion
 - b. may establish post offices, coin money, and tax imports and exports
 - c. regulate interstate commerce (commerce among states)
 - d. regulate foreign commerce
 - e. states regulate intrastate commerce

- voted or will definitely register to vote when they are 18. Explain how voting is the citizen's voice in government.
4. Explain how the federal government protects states with special security at airports.

Copy and paste Multiple Intelligences Graphic in appropriate place in left column.

								
Verbal Linguistic	Logical Mathematical	Visual Spatial	Musical Rhythmic	Bodily Kinesthetic	Intra-personal	Inter-personal	Naturalist	Existentialist

Application

Guided Practice (LSI Quadrant III): Using the PowerPoint presentation, the teacher will explain the system of checks and balances for U.S. government. Split the class into teams that consist of two students. Each team must research a federal regulatory agency and report on the power of the agency.

Independent Practice (LSI Quadrant III):

- 1. How Government Affects a Day in My Life Poster:** Ask students to record the events of a day in their lives and note the agencies that have some connection to these events. Give examples to help students get started with this assignment. For example, the hamburger they ate for lunch was tested by the FDA, and the hair dryer they used in the morning was regulated by the Consumer Product Safety Commission. The assignment (poster) should have at least ten events and government relationships. The poster should include words and pictures.
- 2. Division of Governmental Power Poster:** Split the class into teams with two members. Each team must design a poster that defines the Executive, Legislative, and Judicial branches of government through words and pictures. The poster should indicate what individuals (specific names) are involved in each branch of government. The legislative branch can include names of representatives from your state.

Summary

Review (LSI Quadrants I and IV):

Q: Where must U.S. spending bill originate according to the Constitution?

A: House of Representatives

Q: How are the numbers of U.S. senators determined for each state?

A: Each state has two U.S. senators.

Q: Which branch of government is headed by the President?

A: Executive

Q: How does the Constitution create a system of checks and balances?

A: The three branches of the federal government have specific authority. The legislature enacts legislation that must be approved by both the Senate and House of Representatives. This legislation must then also be signed by the executive branch and proved constitutional by the judicial branch.

DEMOCRACY

Student teams design a "Democracy" poster that lists the benefits associated with a democracy. The poster should include words and pictures.

Evaluation

Informal Assessment (LSI Quadrant III):

1. Instructor will observe students during Independent Practice.
2. Instructor will assist students as needed

Formal Assessment (LSI Quadrant III, IV):

Use the assigned rubric to evaluate the projects assigned for Independent Practice (LSI Quadrant III)

Extension/Enrichment (LSI Quadrant IV):

1. Invite members of federal and state governmental agencies to speak to the classes about their agency. Students can write to obtain literature from agencies who cannot send a representative to speak. Have an agency day where students learn about the different agencies and careers available in them. Set up internships for students to shadow officials in the different agencies.
2. Show class a 20-minute segment of national news. Ask students to take notes about all government events and to categorize the events as Executive, Legislative, Judicial, or other agencies.

**Business Law - Division and Balance of Governmental Powers
Independent Practice Assignment #1
How Government Affects a Day in My Life Poster**

Student Name _____

Record the events that occur in a day of your life and note the agencies that have some connection to these events. For example, the hamburger you ate for lunch was tested by the FDA, and the hair dryer you used in the morning was regulated by the Consumer Product Safety Commission. Your assignment (poster) should have at least ten events and government relationships. The poster should include words and pictures.

Making A Poster: How Government Affects a Day in My Life

Business Law - Division and Balance of Governmental Powers Independent Practice Assignment #1 Rubric

Student Name: _____

CATEGORY	20	15	10	5 or less
Graphics -Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.

Total Score _____
Maximum 100 Points

**Business Law - Division and Balance of Governmental Powers
Independent Practice Assignment #2
Division of Governmental Power Poster**

Student Name _____

Student Name _____

Your team must design a poster that defines the Executive, Legislative, and Judicial branches of government through words and pictures. The poster should indicate what individuals (specific names) are involved in each branch of government. The legislative branch can include names of representatives from your state. At least 7 facts must be displayed on the poster.

Division of Governmental Powers Poster

Business Law - Division and Balance of Governmental Powers

Independent Practice Assignment #2 Rubric

Student Name: _____

CATEGORY	20	15	10	5 or less
Graphics -Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	Several required elements were missing.

Total Score _____

Maximum 100 Points