

**Government Target 1: I can identify and describe rights and responsibilities of citizens in our community.**

<h2 style="text-align: center;">Responsibilities</h2> <p style="text-align: center;">(These are actions people should do as citizens of our country.)</p>	<h2 style="text-align: center;">Rights</h2> <p style="text-align: center;">(Listed in the Constitution, including the amendments, these are protections for all citizens.)</p>
Serve on a jury when called upon.	Legally possess firearms and use them for traditionally lawful purposes.
Defend the country if the need should arise.	Be protected against unreasonable searches and seizures unless probable cause exists that you may be violating the laws.
Help people who need assistance.	Be protected from being put on trial for the same crime twice.
Learn about your rights and responsibilities as a citizen of this country.	Be protected from unreasonable bail or fines and from cruel and unusual punishments.
Participate in your local community by joining worthwhile community events and organizations.	Express opinions and factual information in newspapers, radio, television, and online sources.
Pay income and other taxes honestly, and on time, to federal, state, and local authorities.	Express yourself through speech or by staying silent.
Respect and obey federal, state, and local laws.	Have a lawyer provided for you if you are accused of a crime.
Respect the rights, beliefs, and opinions of others.	If charged with a crime, have a prompt, fair trial by jury
Serve as a witness if you observed a crime.	Know what you are accused of and see and hear witnesses against you.
Stay informed of the issues affecting your community.	Pursue "life, liberty, and happiness"
Support and defend the Constitution.	Remain silent if you are accused of a crime.
Volunteer in your community.	Worship a religion (or no religion) as you wish (as long as it doesn't take away others' rights)
Vote in elections.	Assemble peacefully and petition the government to do something

**Students should be able to classify statements above as a responsibility or a right.**

**Government Target 2: I can identify and describe the structure and functions of our government.**

**Name Your Current Government Representatives (Know highlighted people's roles for mastery)**

**U.S. President:** Donald Trump (R)

**U.S. Senators (2):** Chuck Grassley (R) and Joni Ernst (R)

**U.S. Representative:** David Young (R)

**Governor of Iowa:** Terry Branstad (R)

**State Legislature – IA Senate:** Jack Whitver (R); **IA House of Representatives:** Kevin Koester (R)

**Ankeny Mayor:** Gary Lorenz

**Ankeny City Council (5):** Bobbi Bentz, Jim McKenna, Kerry Walter-Ashby, Mark Holm, Gary Steenhoek

Our plan for government is called the Constitution, and it begins with an introduction called the Preamble, identifying the purposes of our Constitution. **Students should be able to name these purposes and explain what they mean.**

Purpose	Interpretation
<b>We the people</b> of the United States, in order to	<b>The power in our government comes from our country's citizens.</b> Our government has the following purposes:
<b>form a more perfect union</b>	work together better as states, supporting each other so our government and country works well
<b>establish justice</b>	make all trade and trials fair
<b>insure domestic tranquility</b>	keep peace and calmness in our country
<b>provide for the common defense</b>	form one military that will protect everyone in our country since states don't have their own militaries
<b>promote the general welfare</b>	protect the well-being of all citizens, including their basic needs of safe food, water, and environment
<b>secure the blessings of liberty to ourselves and our posterity</b>	protect the rights and freedoms of all current and future generations of citizens
<b>do ordain and establish this Constitution for the United States of America.</b>	we officially approve and put into effect this form of government we created for our country.

*The Constitution divides the power into three branches: Legislative, Executive, and Judicial. It creates a system of checks and balances so no branch has too much power. Powers not listed in the Constitution are left to the states and local communities. Who is in each branch at the federal, state, and local levels?*




	Legislative Branch	Executive Branch	Judicial Branch
<b>Federal:</b> Washington D.C.	<b>U.S. Congress</b> (U.S. Senate & House of Representatives)	<b>President</b> , Vice President, Cabinet, & other gov. officials	Supreme Courts & Other Federal Courts
<b>State:</b> Des Moines	<b>State Legislature</b> (IA Senate & House of Representatives)	<b>Governor</b> , Lieutenant Governor, & other gov. officials	State Supreme Court and Other State Courts
<b>Local:</b> Ankeny	<b>City Council</b>	<b>Mayor</b>	(none)

**Students should be able to tell what goes in each box.**

*(Example: Who's in the legislative branch at the local level? At the state level? At the federal level?)*

## In the federal government, what powers and roles does each branch have?

**Student should be able to name each branch, its main responsibility, members, and some specific powers.**

<b>Legislative Branch</b>	<b>Executive Branch</b>	<b>Judicial Branch</b>
<b>Members:</b> Congress (Senate and House of Representatives)	<b>Members:</b> President, Vice-President, and Cabinet	<b>Members:</b> Supreme Court and other federal courts
<b>Main Responsibility:</b> <b>Make the Laws</b>	<b>Main Responsibility:</b> <b>Carry out (execute) the Laws</b>	<b>Main Responsibility:</b> Interpret (decide the meaning of) the Laws
<p><i>Other key powers:</i></p> <ul style="list-style-type: none"> <li>Approves or rejects President's appointments</li> <li>Can overrule Presidential veto with 2/3 majority</li> <li>Approve treaties with 2/3 majority</li> <li>Can impeach judges and elected officials, including the President, putting them on trial</li> <li>Writes and pass bills</li> <li>Declare war</li> <li>Create national currency</li> <li>Collect taxes</li> </ul>	<p><i>Other key powers:</i></p> <ul style="list-style-type: none"> <li>Nominate ambassadors, Cabinet members, and judges</li> <li>Signs or vetoes bills passed by Congress</li> <li>Call Congress together for special sessions</li> <li>Make proposals for new laws in State of the Union speeches</li> <li>Commander in chief of armed forces</li> <li>Represent the United States in foreign affairs</li> <li>Sign treaties</li> <li>Grant pardons</li> </ul>	<p><i>Other key powers:</i></p> <ul style="list-style-type: none"> <li>Determines whether treaties are unconstitutional</li> <li>Determines whether laws are unconstitutional</li> <li>Determines whether Presidential orders are unconstitutional</li> <li>Presides (rules over) over impeachment trials</li> </ul>
 <p><i>U.S. Capitol Building</i></p>	 <p><i>White House</i></p>	 <p><i>Supreme Court Building</i></p>

**Students should be able to provide an example of how some of these powers limit the powers of other branches.**

Example: The President can nominate judges, ambassadors, and Cabinet members, but Congress has to approve them.

## Who has the power for these decisions? Why does that make sense?

**Student should be able to label listed powers as federal, state, local, or shared and tell why that makes sense.**

<b>Federal Government</b>	<b>State Government</b>	<b>Local Government</b>	<b>Shared Powers</b>
<ul style="list-style-type: none"> <li>Ensure that flying is safe (Federal Aviation Administration-FAA)</li> <li>Manufacture and distribute the money we use.</li> <li>Protect endangered species</li> <li>Provide the military forces needed to prevent war and keep our country safe.</li> <li>Research into the causes and cure of diseases</li> <li>Approve all medicines and set food safety standards</li> </ul> <p><b>Sample Explanation:</b> <i>Our federal government determines the money that will be used everywhere because it would be difficult if each state or community created their own.</i></p>	<ul style="list-style-type: none"> <li>Decide whether to ratify amendments to the Constitution</li> <li>Choose electors for the Electoral College, who casts votes for whichever Presidential candidate gets the majority of votes in the state.</li> <li>Control hospitals and medical facilities</li> <li>Issue fishing and hunting licenses</li> <li>Run a department of motor vehicles which licenses automobile drivers</li> <li>Set standards and exams for lawyers and other professionals to pass</li> </ul>	<ul style="list-style-type: none"> <li>Collect and manage trash and recycling</li> <li>Manage and distribute electricity, natural gas, and water.</li> <li>Operate libraries and sports fields</li> <li>Organize and manage first responders, including firefighters, police, and EMTs (Emergency Medical Technicians)</li> <li>Plow snow off your street</li> </ul> <p><b>Sample Explanation:</b> <i>Our libraries and sports fields are determined by our local government because they are local services, and the people here know what we need.</i></p>	<ul style="list-style-type: none"> <li>Collect taxes</li> <li>Create and maintain parks</li> <li>Determine practices affecting education, schools, and teachers</li> <li>Enforce the laws; fight crime</li> <li>Fix roads</li> <li>Operate prisons</li> </ul> <p><b>Sample Explanation:</b> <i>It makes sense that taxes are collected at the local, state, and federal level because we have local, state, and national services that are paid for with that tax money.</i></p>

## History: Beginning of our Government

The country's first plan for government was the **Articles of Confederation**, but the plan was so **weak**, it was **ineffective**. The Constitutional Convention in **Philadelphia** in **1787** planned to improve it, but there were so many problems, they ended up deciding to make a new plan for government, called the **Constitution**. **George Washington** served as President of the convention, and **James Madison** was the main writer of the Constitution. It became our official plan for government after 9 of the 13 states **ratified** (approved) it in **1789**.

**Compromises (agreements in which each side gives up part of what it wants in order to reach agreement) played an important part in making our Constitution. (Details below not expected for mastery of standard)**

1. **Sherman's Compromise:** States with a high population wanted representation in Congress to be based on population so they'd have more votes, and therefore, more power. States with a lower population wanted each state to have the same number of representatives. The compromise was to have two parts in Congress. In the Senate, each state has two representatives. In the House of Representatives, representation is based on population.
2. **Three-Fifths Compromise:** States with many slaves wanted all slaves to be counted when determining how many representatives they'd have in the House of Representatives. States with few slaves felt that slaves should not be counted in a state's population. They agreed to count 3/5 of the slaves when determining the population of the state.
3. **Massachusetts Compromise:** Federalists were people who wanted a large, powerful central government. Anti-federalists were afraid a strong central (federal) government would take away individuals' rights and freedoms. Anti-federalists agreed to ratify the Constitution if the Federalists would agree to add a list of ten amendments (changes) to the Constitution, called the Bill of Rights, to protect people's rights and freedoms.

**Our Constitution has 7 parts, describing the branches of our government and how it works.**

**(Details not expected for mastery of standard)**

- ☆ **Preamble:** The introduction to the Constitution. It lists the basic purposes of our government.
- ☆ **Article 1: Legislative Branch.** This part explains the powers and responsibilities of Congress.
- ☆ **Article 2: Executive Branch.** This part explains the roles of the President, Vice President, and Cabinet.
- ☆ **Article 3: Judicial Branch.** This part explains the roles of the Supreme Court and other federal courts.
- ☆ **Article 4: The States.** This part talks about the relationship between the federal government and the states.
- ☆ **Article 5: Amendment Process.** This part explains how changes to the Constitution can be made.
- ☆ **Article 6: Debts, Supremacy, Oaths.** This part explains that the Constitution is the supreme (highest) law of the land and that all government officials have to swear an oath to support it.
- ☆ **Article 7: Ratification.** This part explains how the Constitution would be officially approved.

**The Bill of Rights is the list of the first 10 amendments, protecting citizens' rights.**

**(Details not expected for mastery of standard)**

- ☆ **Amendment 1:** Freedom of religion, speech, press, assembly, and petition
- ☆ **Amendment 2:** Right to keep and bear arms in order to maintain a well-regulated militia.
- ☆ **Amendment 3:** No quartering of soldiers.
- ☆ **Amendment 4:** Freedom from unreasonable searches and seizures.
- ☆ **Amendment 5:** Right to due process of law, freedom from self-incrimination, double jeopardy.
- ☆ **Amendment 6:** Rights of accused persons, e.g., right to a speedy and public trial.
- ☆ **Amendment 7:** Right of trial by jury in civil cases.
- ☆ **Amendment 8:** Freedom from excessive bail, cruel and unusual punishments.
- ☆ **Amendment 9:** Other rights of the people
- ☆ **Amendment 10:** Powers reserved to the states.

**There are currently 27 amendments to the Constitution. Nothing in the Constitution may ever be erased or removed, but a new amendment can be passed that cancels a previous amendment. Following are a few of the more notable amendments:**

13<sup>th</sup> banned slavery; 14<sup>th</sup> citizenship to all men born in U.S.; 15<sup>th</sup> men of all races can vote; 19<sup>th</sup> women can vote; 24<sup>th</sup> poll tax ended