

Unit Plan Overview

Unit Title/ Rationale	Thomas Jefferson in the Three Branches of Government The title is an indication of the way that Thomas Jefferson has permeated our government. It is important for the students to understand the influence of his life, both personal and political, on government. The Thomas Jefferson institute has helped me to integrate the different facets of Jefferson's life into a thematic lesson that incorporates the workings of our three branches of government.
Purpose	To understand the function of the three branches of government through the eyes of Thomas Jefferson.
Student Body/ Setting	Our high school is in a rural setting; which includes students from military families. My classes will include 10 th or 12 th grade students. While our high school is diverse, AP Government classes tend to be non-representative of the total diversity in our school. The majority of the students in my classes are college bound.

Course	AP Government	Marking Period	3rd	Teacher:	Luanne Ruonavar
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Learning Objectives	Instructional Materials	Assessments
Students will: <ul style="list-style-type: none"> ▪ Examine the Constitution ▪ Analyze Thomas Jefferson's message in the Declaration of Independence ▪ Analyze executive and legislative branch powers ▪ Analyze Thomas Jefferson's attitude toward judicial review ▪ Analyze the issue of slavery from a founder's perspective ▪ Be able to discuss Thomas Jefferson and his perspectives on government 	The following materials will be used during the course of this unit. <ul style="list-style-type: none"> ▪ Textbook ▪ The Constitution ▪ The Declaration of Independence ▪ Handouts and Rubrics: <ul style="list-style-type: none"> - Thomas Jefferson WS - Slavery Computer Lab Research WS & rubric - Amendment proposal - Powers Interpretation opinion - Letter handout ▪ Specific articles and primary documents <ul style="list-style-type: none"> - Thomas Jefferson and the Federal Judiciary article - Aaron Burr and Treason article ▪ Overhead 	The following assessments will be given: <p>Informal</p> <ul style="list-style-type: none"> ▪ Check for understanding of lesson through class discussion and lesson activities ▪ Warm-ups and Exit Slips <p>Formal</p> <ul style="list-style-type: none"> ▪ Slavery proposal assignment ▪ Constitutional amendment assignment ▪ Culminating Activity: Letter from Thomas Jefferson to John Adams

Pacing Guide	Day 1	Day 2	Day 3	Day 4
Learning Activities	<ul style="list-style-type: none"> • Come to class with their worksheet completed • Warm-up • Activity: Finish Thomas Jefferson's sentence • Class discussion • Exit Slip 	<ul style="list-style-type: none"> • Role selection • Topic announcement • Computer lab research • Completion of handout 	<ul style="list-style-type: none"> • Preparation for activity • Town Hall Meeting activity • Composition of constitutional amendment 	<ul style="list-style-type: none"> • Warm up • Group Activity: Examining Presidential and Congressional powers • Final opinion on issue examined

Pacing Guide	Day 5	Day 6-7
Learning Activities	<ul style="list-style-type: none">• Warm up• Discuss Congressional and Presidential topics from yesterday's activity• Exit Slip	<ul style="list-style-type: none">• Warm up• Group Activity: U.S. v. Aaron Burr court case• Class discussion

ST. MARY'S COUNTY PUBLIC SCHOOLS
Division of Instruction

Lesson Day 1: Thomas Jefferson the Man	Content Area: Social Studies, AP Government
<i>American Government</i> Textbook	Grade: 10 th or 12 th Grade

Essential Curriculum

Maryland State Content Standards

1.0 **CONTENT STANDARD: POLITICAL SCIENCE** – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

CLG Indicator 1.1.1: The student will analyze historic documents to determine the basic principles of United States Government and apply them to real-world situations.

CLG Indicator 1.1.4: The student will explain roles and analyze strategies individuals and groups may use to initiate change in government policy and institutions.

College Board Standards

Students will understand the developments that involve both knowledge of the historical situation at the time of the Constitutional Convention and an awareness of the ideological and philosophical traditions on which the framers drew.

Enduring Understandings

1. The effects of Thomas Jefferson on the office of the Presidency.
2. To understand the personal and political complexities of one of the founding fathers.

Essential Questions

1. How did Thomas Jefferson affect the development of the American Government?
2. What personal and political factors encouraged Thomas Jefferson's involvement in government?
3. What were the major political issues of the day?

Assessment

Assessment

- Complete warm-up.
- Demonstrate knowledge of Thomas Jefferson and his actions and beliefs.
- Demonstration knowledge of the Declaration of Independence.
- Exit slip.

Instructional Activities

Lesson Components

Note: The homework the previous night would be for students to look up information on Thomas Jefferson. Recommend a website of your choosing.

1. **Warm-up:** In one word, describe Thomas Jefferson. Write your reasons for picking that word. Be specific.
2. Review of the warm-up.
3. Finish Thomas Jefferson's sentence activity: Start sentences for the students and have different students complete the sentence. The more involved the answer, the more points the student will get. (Explain this to the students before beginning the activity)
The questions are below:
 - When I was young, I....
 - My relationship with my children was...
 - When I lived in France...
 - The Supreme Court...
 - I felt strongly about the Declaration of Independence because...
 - I wanted to buy the land from Napoleon because...
 - I wanted our government to...
 - During my life, I wanted to...
 - People thought I loved France but I really felt...
 - I felt African Americans were...
 - My favorite author today is...
 - I think the Iraqi conflict is...
 - I did not like the Federalists because...
 - My favorite pastime is....because...
 - I did not like being President because...
 - I started the University of Virginia because...
 - I hope you remember me for...
4. Have a class discussion about Thomas Jefferson and his impact on our government and the country even today.
5. **Wrap-up:** Exit Slip: Finish this paragraph, "We hold these truths to be self evident..."

Homework:

- Re-read Articles I, II, and III in the Constitution of the United States.
- Complete the Research Worksheet

Thomas Jefferson the Man
Research Worksheet
Mrs. Ruonavar

You will be Thomas Jefferson in class on Monday. You will be required to answer random questions using the information you have learned completing this worksheet. The more complete and specific you answer in class, the more points you will receive!

Using the Internet or books, research the following questions and answer them completely. Type your answers on a separate sheet of paper. Include the questions. Each question is worth 4 points.

Useful Internet resources include:

<http://www.monticello.org/jefferson/index.html>

<http://etext.virginia.edu/jefferson/biog/>

<http://www.whitehouse.gov/history/presidents/tj3.html>

1. Answer the following demographic questions.
 - Where was Thomas Jefferson born?
 - Describe Thomas Jefferson.
 - When and where did he die?
 - How many children did he have?
 - Which child survived him?
2. What jobs did he have during his lifetime?
3. What political party did he belong to?
4. Describe two conflicts he had while President. Be specific.
5. Describe in detail the conflicting messages he sent about slavery.
6. What do you consider his largest contribution to America? Why? Be specific.
7. Read the Declaration of Independence and describe Thomas Jefferson's idea of good government.
8. What were three of his interests? Be specific.
9. How did he view separation of church and state?
10. Why do you think he felt Americans should remain aware of what was going on in Europe?
11. How did Thomas Jefferson view education? For women? For Native Americans?
12. Find out what is written on Thomas Jefferson's tombstone. Considering his epitaph, how do you think Thomas Jefferson wanted to be remembered? Be specific and include details from his life.

ST. MARY'S COUNTY PUBLIC SCHOOLS
Division of Instruction

Lesson Day 2 & 3: Town Hall Meeting	Content Area: Social Studies, AP Government
<i>American Government</i> Textbook	Grade: 10 th or 12 th Grade

Essential Curriculum

Maryland State Content Standards

2.0 **CONTENT STANDARD:** POLITICAL SCIENCE – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

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CLG Indicator 1.1.4: The student will explain roles and analyze strategies individuals and groups may use to initiate change in government policy and institutions.

College Board Standards

Students will understand how United States politics includes the study of the development of individual rights and liberties and their impact on citizens.

Enduring Understandings

3. The effects of Thomas Jefferson's ownership of slaves on American perspectives of our Founding Fathers.
4. The impact of slavery on government and political life.
5. The effect of the media on public opinion today.

Essential Questions

4. How did Thomas Jefferson view the issue of slavery?
5. How did the issue of slavery shape our government?
6. How has the media helped to shape our vision of slavery over time?

Assessment

Assessment

- Successful completion of computer lab research worksheet.
- Demonstrate knowledge of Thomas Jefferson and his actions and beliefs.
- Demonstration ability to synthesize information in question/answer session.
- Proposed amendment to the Constitution.

Instructional Activities

Lesson Components

Day 2

6. Set up research for the Town Hall Meeting research. Have students select roles either randomly or you assign them the roles. All other students will be journalists. The roles are as follows:
 - Thomas Jefferson
 - Sally Hemmings (slave)
 - Alexander Hamilton and supporters (Federalists)
 - James Madison (friend and Secretary of State)
 - Southern Planters
 - Abolitionist
 - Abigail Adams (woman and friend)
 - Anti-Federalist and Southern Members of Congress
 - Journalists
 7. Then state the topic is slavery.
 8. Students are to go to the computer lab and research the topic of slavery from their personality's perspective. The main goal is for students to find out what their character thinks about slavery and why they think that way. Hand out the research worksheet and the rubric.
- HW: Finish the Town Meeting handout. Remind students to be prepared to participate in the Town Hall Meeting as their character. They must also bring one artifact that depicts their character.

Day 3

1. Pre-activity: Inform students to prepare for the Town Meeting.
2. Follow the Town Hall Meeting directions below:
 - Students are to place their artifact on the table in front of them.
 - Have each student fill out a name card that should sit on the table in front of them during the meeting.
 - Start going around the room asking their viewpoint on the issue.
 - Encourage journalists to ask questions.
3. Discuss how the **media** has shaped public opinion over time. Use the questions below and also some of the questions the journalists asked during this activity.
 - How did the media represent slavery in the 1800's? (Look at some posters on runaway slaves)
 - How does the media represent slavery today?
 - How has this shaped America's opinion of slavery? How has it impacted your views?
 - How did the media affect public opinion in the early 1800's? Give me an example.
 - How does the media impact public opinion today? Give me an example of media impact concerning race relations from this current election.
4. Final Product: After all discussion, tell the students to consider the Constitution as it was then. They are then to propose a change to the Constitution that would address slavery goals from their character's perspective. Example: What type of amendment would a Southern Congressman want to write considering slavery has a large impact on the economy of the South?

Homework:

- Finish the final product.

Name: _____

Town Meeting Role: _____

Topic for Discussion: _____

Agenda for Town Meeting: List at least five (5) arguments from the Internet or your readings to support your position on the topic given for discussion. Emphasize facts and logical reasoning. (*If you need more room, write on the back*)

1.

2.

3.

4.

5.

Quotes from the Internet or reading you may have done to support your position:

What do you think the other personalities will argue? List as many of the opposing arguments as possible and begin to address how you will counter their statements/arguments.

Opposing Arguments

Your Response

1.

2.

3.

4.

Rubric for a Town Meeting

Trait	Exemplary (exceeds standards)	Competent (meeting standards)	Developing
<p>Knowledge of Subject Matter</p>	<p>Uses facts (evidence) to support all claims. Demonstrates understanding of important people, ideas, and events. Speaks in depth to the key constitutional issue(s) being decided. Is knowledgeable of all other perspectives in the discussion.</p>	<p>Often uses facts or reasoned arguments to support claims. Speaks to the key constitutional issue(s) being decided. Is knowledgeable of most other perspectives in the group.</p>	<p>Attempts to use reasoned arguments or facts related to the central constitutional issue(s). Tends to restate the comments of others (without adding new content). Demonstrated limited knowledge of other perspectives.</p>
<p>Portrayal of Assigned Role</p>	<p>Consistently raises arguments, questions and feelings that are relevant and true to assigned role. Shows an awareness of their relationship to all other players in the discussion.</p>	<p>Often voices arguments, questions and feelings that are believable and relevant to assigned role. Attempts to relate to other players in the discussion.</p>	<p>Attempts to voice believable comments and interact with others in the discussion.</p>
<p>Effectiveness as a Participant</p>	<p>Actively contributes to the discussion and invites input from others (through clarifying questions, summarizing and elaborating on the comments of others). Does not monopolize the conversation.</p>	<p>Actively contributes to the discussion without trying to monopolize the conversation or put down the ideas of others. Often builds upon the comments of others.</p>	<p>Contributes to the conversation only when called on, or tends to monopolize the discussion rather than give space to others. Body language and focus may distract from others' concentration.</p>

ST. MARY'S COUNTY PUBLIC SCHOOLS
Division of Instruction

Lesson Day 4 & 5: Executive & Legislative Branches	Content Area: Social Studies, AP Government
<i>American Government Textbook</i>	Grade: 10th or 12th Grade

Essential Curriculum

Maryland State Content Standards

3.0 CONTENT STANDARD: POLITICAL SCIENCE – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

CLG Indicator 1.1.1: The student will analyze historic documents to determine the basic principles of United States government and apply them to real-world situations.

CLG Indicator 1.1.3 The student will evaluate roles and policies the government has assumed regarding public issues.

CLG Indicator 1.2.3: The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety.

College Board Standards

Students will become familiar with the organization and powers, both formal and informal, of the major political institutions in the United States- the Congress, the Presidency, the Bureaucracy, and the Federal Courts. The functions these institutions perform and do not perform, as well as the powers that they do and do not possess, are important. Students will understand that power balances and relationships between these institutions may evolve gradually or change dramatically as a result of crises.

Enduring Understandings

6. The constitutional powers of the Executive and Legislative branches.
7. The effect of expansion of executive powers.
8. The effects of judicial review on the Executive and Judicial branches.

Essential Questions

7. How does judicial review limit the expansion of presidential powers?
8. How does constitutional interpretation affect the public?
9. What methods are used to expand executive power?

Assessment

Assessment

- Appropriate response to the warm up.
- Demonstrate knowledge of enumerated and implied constitutional powers.
- Final opinion citing words from the Constitution.

Instructional Activities

Lesson Components

Day 4

9. Warm up: What types of problems can occur between Congress and the President? Be specific.
10. Divide the students into groups of 5-6.
11. Students are to examine an assigned topic for discussion. Hand out the topics to each student.
12. Give the students about 5 minutes to read the short reading, than allow them 15-20 minutes for group discussion. They are to discuss whether this action taken by Thomas Jefferson during his presidency was constitutional or not. They must use the actual Constitution and cite passages when they write their final opinion about whether Thomas Jefferson expanded his Presidential powers or not. Make sure they understand each of them will be writing a final opinion about their issue.
 - Thomas Jefferson orders James Madison not to give the federal judge commissions to the judges specified. **Question:** Did the President act legally when he instructed James Madison not to deliver the commissions?
 - Louisiana Purchase **Question:** Will we need to amend the Constitution in order to buy the Louisiana Territory?
 - Sending naval expeditions to punish pirates **Question:** Did the President have the power to send the navy against the Barbary Pirates in order to protect American trade?
 - Planning the Lewis and Clark expedition **Question:** Did the President have the authority to send explorers into a territory that was not American territory until after the expedition was formed?

Homework:

- Write a final opinion about the issue using cited words in the Constitution to defend the opinion.

Day 5

1. Warm up: Do you believe our Constitution is a “living” document? Why/why not? Be specific.
2. Read each issue aloud or have a student read the issue.
3. Discuss the decisions from yesterday and engage the whole class in the discussion.
4. Do a round robin and ask each student, What is the one line in the Constitution that epitomizes or depicts President Thomas Jefferson? Explain why.
5. Ask students, What is the most powerful line in the Constitution?

Homework:

Read the *Thomas Jefferson and the Judiciary* handout. (See attached)

Source: Bernstein, R.B., *THJefferson*, Oxford University Press, 2003.

Thomas Jefferson and the Constitution Executive and Congressional Powers

Marbury v. Madison

When John Adams leaves the Presidency, he leaves the State Department with some judicial commissions to be delivered. The judges were officially named to the federal office. These positions were established under the Judiciary Act of 1801. However, President Thomas Jefferson refused to honor them. He told James Madison, his Secretary of State, not to deliver the commissions. One of the men, William Marbury, decided to sue Madison for his commission.

Question: Did the President act legally when he instructed James Madison not to deliver the commissions?

Thomas Jefferson and the Constitution Executive and Congressional Powers

The Louisiana Purchase

President Jefferson sent Robert Livingston to ask Napoleon Bonaparte to sell New Orleans to the U.S. Since the French needed money for war, they also offered the whole Louisiana Territory and Jefferson agrees to purchase it for the sum of \$15 million, less than 4 cents per acre. The Federalists were not happy with this “treaty” of the purchase of land. Question: Will we need to amend the Constitution in order to buy the Louisiana Territory?

Thomas Jefferson and the Constitution Executive and Congressional Powers

Sending Naval Expeditions After Pirates

The Barbary pirates would raid American ships and take men for ransom unless we agreed to pay tribute. The U.S. did not have money to pay for ransoms and tributes, so President Jefferson responded by sending naval expeditions to take care of the pirates. He ended up in a confrontation with the Pasha (leader) of Tripoli. Using our Navy, he forced the Pasha to return our men for a smaller payment and to promise not to attack our ships. Question: Did the President have the power to send the navy against the Barbary Pirates in order to protect American trade?

Thomas Jefferson and the Constitution Executive and Congressional Powers

The Lewis and Clark Expedition

President Jefferson sent Lewis and Clark to find the Northwest Passage and to create “peace pacts” with the Native Americans. He also hoped to force Spain to give up their North American colonies. This expedition was funded by the government and had a list of goals to accomplish, such as mapping out the western part of North America. Question: Did the President have the authority to send explorers into a territory that was not American territory until after the expedition was formed?

Expansion of Executive Powers Final Opinion

Name: _____

Issue: _____

- 1. Was the action of President Thomas Jefferson constitutional or not?**
- 2. According to the Constitution, who had the power concerning this topic, the Congress or the President?**

You are to type a one page opinion about your issue answering the questions above. You must defend your position using facts. If you feel Congress had the right to the power used, state that and provide facts to defend your decision. You are to use words cited directly out of the Constitution. If you use other sources, you must quote those sources and create a works cited page.

Jefferson v. the Federal Judiciary

Judicial Review

Who should make the final decision on interpreting the Constitution? The Supreme Court in the case of *Marbury v. Madison*, which was decided during the first term of President Thomas Jefferson, determined that IT should make the final decision for all branches of government, and that opinion has remained in force ever since. Jefferson, however, strongly opposed Judicial Review because he thought it violated the principle of separation of powers. He proposed that each branch of government decide constitutional questions for itself, only being responsible for their decisions to the voters.

"The question whether the judges are invested with exclusive authority to decide on the constitutionality of a law has been heretofore a subject of consideration with me in the exercise of official duties. Certainly there is not a word in the Constitution which has given that power to them more than to the Executive or Legislative branches." --Thomas Jefferson to W. H. Torrance, 1815. ME 14:303

"But the Chief Justice says, 'There must be an ultimate arbiter somewhere.' True, there must; but does that prove it is either party? The ultimate arbiter is the people of the Union, assembled by their deputies in convention, at the call of Congress or of two-thirds of the States. Let them decide to which they mean to give an authority claimed by two of their organs. And it has been the peculiar wisdom and felicity of our Constitution, to have provided this peaceable appeal, where that of other nations is at once to force." --Thomas Jefferson to William Johnson, 1823. ME 15:451

"But, you may ask, if the two departments [i.e., federal and state] should claim each the same subject of power, where is the common umpire to decide ultimately between them? In cases of little importance or urgency, the prudence of both parties will keep them aloof from the questionable ground; but if it can neither be avoided nor compromised, a convention of the States must be called to ascribe the doubtful power to that department which they may think best." --Thomas Jefferson to John Cartwright, 1824. ME 16:47

Judicial Despotism

"The Constitution... meant that its coordinate branches should be checks on each other. But the opinion which gives to the judges the right to decide what laws are constitutional and what not, not only for themselves in their own sphere of action but for the Legislature and Executive also in their spheres, would make the Judiciary a despotic branch." --Thomas Jefferson to Abigail Adams, 1804. ME 11:51

"To consider the judges as the ultimate arbiters of all constitutional questions [is] a very dangerous doctrine indeed, and one which would place us under the despotism of an oligarchy. Our judges are as honest as other men and not more so. They have with others the same passions for party, for power, and the privilege of their corps. Their maxim is *boni iudicis est ampliare jurisdictionem* [good justice is broad jurisdiction], and their power the more dangerous as they are in office for life and not responsible, as the other functionaries are, to the elective control. The Constitution has erected no such single tribunal, knowing that to whatever hands confided, with the corruptions of time and party, its members would become despots. It has more wisely made all the departments co-equal and co-sovereign within themselves." --Thomas Jefferson to William C. Jarvis, 1820. ME 15:277

"In denying the right [the Supreme Court usurps] of exclusively explaining the Constitution, I go further than [others] do, if I understand rightly [this] quotation from the *Federalist* of an opinion that 'the judiciary is the last resort in relation to the other departments of the government, but not in relation to the rights of the parties to the compact under which the judiciary is derived.' If this opinion be sound, then indeed is our Constitution a

complete *felo de se* [act of suicide]. For intending to establish three departments, coordinate and independent, that they might check and balance one another, it has given, according to this opinion, to one of them alone the right to prescribe rules for the government of the others, and to that one, too, which is unelected by and independent of the nation. For experience has already shown that the impeachment it has provided is not even a scare-crow... The Constitution on this hypothesis is a mere thing of wax in the hands of the judiciary, which they may twist and shape into any form they please." --Thomas Jefferson to Spencer Roane, 1819. ME 15:212

"This member of the Government was at first considered as the most harmless and helpless of all its organs. But it has proved that the power of declaring what the law is, *ad libitum*, by sapping and mining slyly and without alarm the foundations of the Constitution, can do what open force would not dare to attempt." --Thomas Jefferson to Edward Livingston, 1825. ME 16:114

Each Department is Independent

"My construction of the Constitution is... that each department is truly independent of the others and has an equal right to decide for itself what is the meaning of the Constitution in the cases submitted to its action; and especially where it is to act ultimately and without appeal." --Thomas Jefferson to Spencer Roane, 1819. ME 15:214

"That branch which is to act ultimately and without appeal on any law, is the rightful expositor of the validity of the law, uncontrolled by the opinions of the other co-ordinate authorities." --Thomas Jefferson to S. H. Torrance, 1815. ME 14:304

"Nothing in the Constitution has given [the judges] a right to decide for the Executive, more than to the Executive to decide for them. Both magistrates are equally independent in the sphere of action assigned to them." --Thomas Jefferson to Abigail Adams, 1804. ME 11:50

"The federal judges... cannot issue a mandamus to the President or legislature, or to any of their officers, the Constitution controlling the common law in this particular." --Thomas Jefferson to Spencer Roane, 1819. ME 15:214

"Each of the three departments has equally the right to decide for itself what is its duty under the Constitution without regard to what the others may have decided for themselves under a similar question." --Thomas Jefferson to Spencer Roane, 1819. ME 15:215

"The judges certainly have more frequent occasion to act on constitutional questions, because the laws of *meum* and *tuum* and of criminal action, forming the great mass of the system of law, constitute their particular department. When the legislative or executive functionaries act unconstitutionally, they are responsible to the people in their elective capacity. The exemption of the judges from that is quite dangerous enough... The people themselves,... [with] their discretion [informed] by education, [are] the true corrective of abuses of constitutional power." --Thomas Jefferson to William C. Jarvis, 1820. ME 15:278

Alternative Solutions

"[How] to check these unconstitutional invasions of... rights by the Federal judiciary? Not by impeachment in the first instance, but by a strong protestation of both houses of Congress that such and such doctrines advanced by the Supreme Court are contrary to the Constitution; and if afterwards they relapse into the same heresies, impeach and set the whole adrift. For what was the government divided into three branches, but that each should watch over the others and oppose their usurpations?" --Thomas Jefferson to Nathaniel Macon, 1821. (*) FE 10:192

Source: <http://etext.virginia.edu/jefferson/quotations/jeff1030.htm>

ST. MARY'S COUNTY PUBLIC SCHOOLS
Division of Instruction

Lesson Day 6 & 7: Thomas Jefferson and the Judiciary	Content Area: Social Studies, AP Government
<i>American Government Textbook</i>	Grade: 10th or 12th Grade

Essential Curriculum

Maryland State Content Standards

4.0 CONTENT STANDARD: POLITICAL SCIENCE – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

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Enduring Understandings

- 9. The constitutional powers of the executive and judicial branches.
- 10. The effect of the strength of the judicial branch.
- 11. The checks and balances of each branch and how this can affect the citizens.

Essential Questions

- 10. How do checks and balances affect citizens?
- 11. How does the judicial branch help to shape a presidency?
- 12. How does a President limit the powers of the judicial branch?

Assessment

Assessment

- Appropriate response to the warm up.
- Demonstrate knowledge of enumerated and implied constitutional powers.
- Demonstrate understanding about how to synthesize information in a Circuit Court case.
- Appropriate justification for final ruling on case.

Instructional Activities

Lesson Components

Day 6

13. Warm up: What does Jefferson believe about judicial review? What advantages/disadvantages did Jefferson see in regards to judicial review? Do you agree with Jefferson? Be specific and provide details.
14. Split into groups of nine.
15. Students are to go to the computer lab to complete the Aaron Burr and Treason research paper with their groups.
16. Another option may be to play the AOL video at the following website:
<http://video.aol.com/video-detail/united-states-v-aaron-burr/980436620>. If you use the video, then have students write down information learned and impressions as they watch and afterwards during their group discussion.
17. The students then use the Constitution, the Jefferson quotes handout, and group discussion to come to a consensus or “ruling” on the Aaron Burr case.

Day 7

18. Each group should have someone chosen to take notes and another person chosen to present their ruling.
19. Discuss each group’s ruling on the case U.S. v. Aaron Burr. Ensure that students understand the relationship between Jefferson and the Judiciary. Bring the quotes and readings into the discussion.
20. Discuss the final ruling of the Circuit Court. **Note:** This case never went to the Supreme Court.

Name: _____

Date: _____

Aaron Burr and Treason

Using the computer, complete the following tasks. **Make sure you take notes in each section.** Bullet your notes and make the topics brief. Suggestion: Split the readings between your group members and then share the information learned. Remember, each of you will need to have notes for each of the topics below.

1. Go to the following website and read about the key players in the Aaron Burr incident.
<http://www.law.umkc.edu/faculty/projects/ftrials/burr/burrkeyfigures.html>
2. Go to the following website and read about the chronology of events.
<http://www.law.umkc.edu/faculty/projects/ftrials/burr/burrchronology.html>
3. Read President Thomas Jefferson's Special Message to Congress letter at the following website.
<http://www.law.umkc.edu/faculty/projects/ftrials/burr/burrjeffproclamation.html>
4. Go to the following website and midway down the page, read about the Trial of Aaron Burr. **<http://www.law.umkc.edu/faculty/projects/ftrials/burr/burraccount.html>**
5. Discuss what you have read with your group members.
6. Prepare your group's ruling on the case. Would you have found Aaron Burr guilty or not. Make sure you can justify your answer.

Main Website Source: <http://www.law.umkc.edu/faculty/projects/ftrials/burr/Burr.htm>