

CONNECT THE CARDS—ANALYZING THE RELATIONSHIP BETWEEN THE BRANCHES OF THE GOVERNMENT

Objective(s): The student will

1. Analyze the functions of the three branches of the government.
2. Draw comparisons between the three branches of the government.

TEKS: 8.15D; Govt.7D; Govt.8.A-C; Govt. 8E

Materials Needed: Set of cards and access to the Constitution for each group

Teaching Instructions:

1. Prepare sets of cards. The legislative terms should be copied in one color, the executive in another, and the judicial in a third.
2. Divide the class into groups of three or four students. Give each group a set of the cards. Have the students create a pile for each branch and turn the cards face down.
3. Explain that they will begin by selecting one card from the legislative stack, one from the executive, and a final one from the judicial stack. The first step is for them to clearly define the terms to be sure they understand it and how the term relates to the appropriate branch from which it was drawn. This may require them to utilize the Constitution. Secondly, they are to prepare statements that explain the connections between the three cards and/or the function of each as it relates to the concept of separation of powers. Share the example as a model of the depth they should attain.

Example: Legislative card—appropriations bill Executive card—veto
Judicial card—appointed

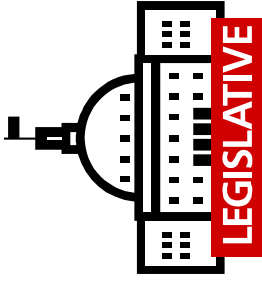
Connection: “The House of Representatives always has to originate an **appropriations bill** (*legislative card*). The President can **veto** (*executive card*) this bill if he/she feels that it is not in the best interest of the country. The Supreme Court justices who have been **appointed** for life (*judicial card*) will have no say in the passage of the appropriations unless there is a violation of the Constitution in the process and a case is filed for the court to consider.”

Tip: Students may use any form of the term that is needed to best fit in the connection statements.

4. They are continue the process until they have drawn all the cards and made the appropriate connections for each trio. When the students are finished, samples can be read to allow students to hear the various analysis of the terms and allow the teacher the opportunity to clarify and extend the ideas conveyed.

Extensions for PreAP/GT: There are two additional cards for each branch that are blank. Students can be challenged to create two new cards for each branch that could be used to analyze the relationship or compare the function of the three branches.

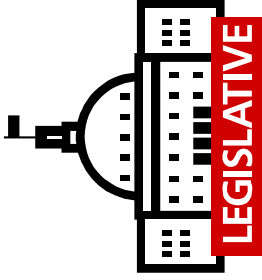
Passes laws



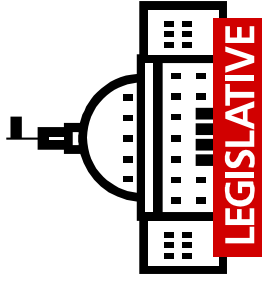
Declares war



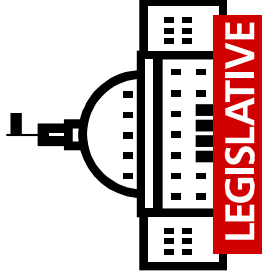
Appropriations
bill



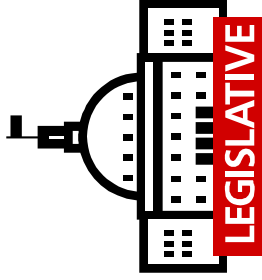
Approves
Presidential
appointments



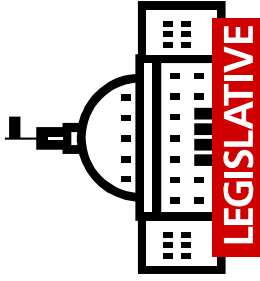
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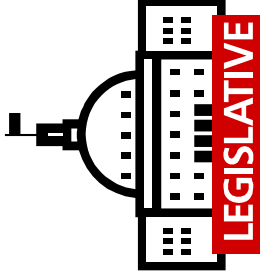
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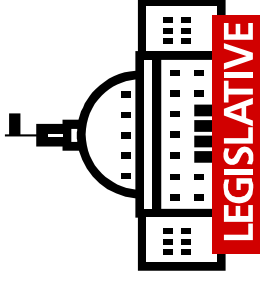
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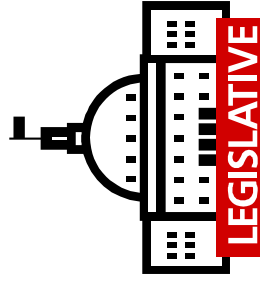
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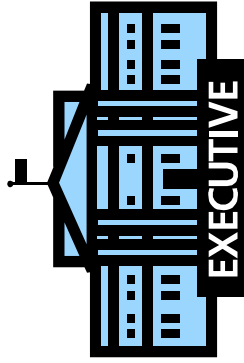
Elastic clause



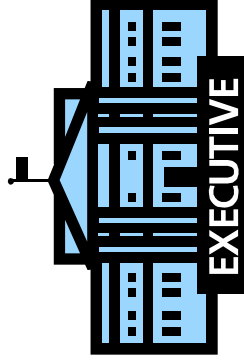
Overrides a
veto



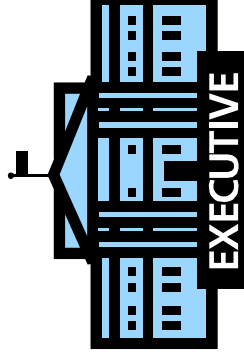
Pardon



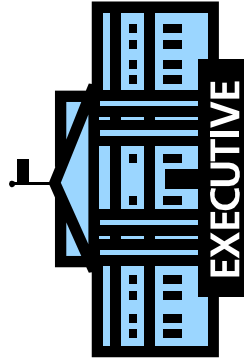
Pocket veto



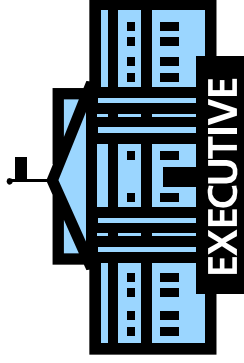
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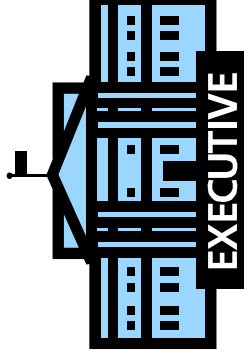
Natural born
citizen



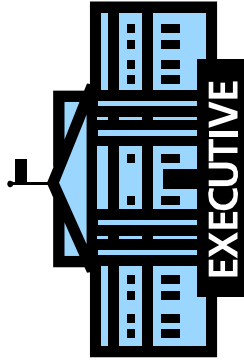
Electoral
College



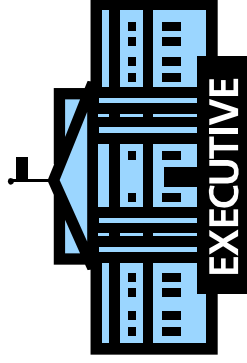
State of the
Union Address



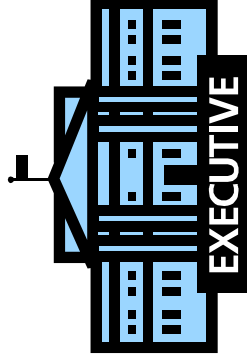
Executive order



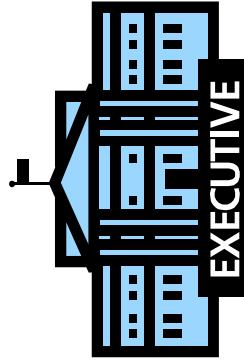
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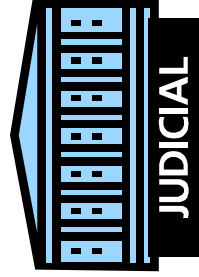
Commander-in-
Chief



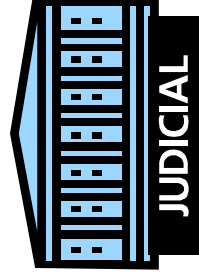
Makes
appointments



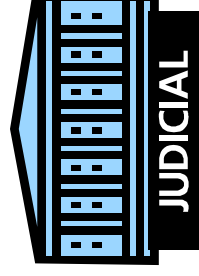
No
qualifications



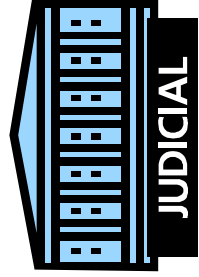
Appointed for
lifetime



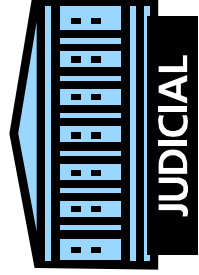
Impeachment



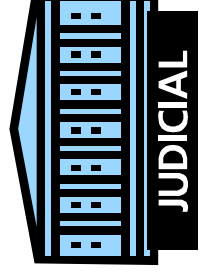
Declare laws
unconstitutional



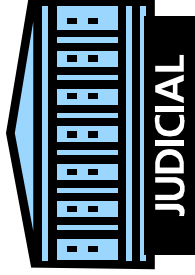
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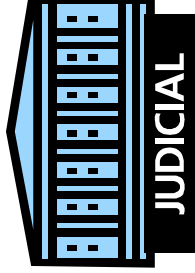
Original
jurisdiction



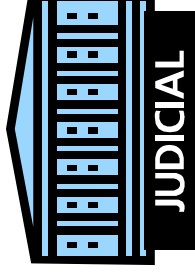
Appellate
jurisdiction



Judicial review



Judges/justices



Majority
opinion

