

Module 3. Government

Learning Target 15

- Describe the ways citizens participate in and influence their state and national government.
- Explain the rights and responsibilities of citizens in a democratic government.



Citizens have the opportunity to participate in and influence their state and national governments. Examples include voting, contacting government officials, joining a civic or service organization, or performing voluntary service.

Citizens have **rights**. **First Amendment** rights include:

- freedom of religion,
- speech and press,
- right of petition and
- right of assembly.

Citizens have **personal responsibilities**. Some examples include:

- getting an education and improve your career choices
- recycling
- caring for your family

Citizens have an obligation to uphold both the Ohio and U.S. Constitutions.

Citizens also have **civic responsibilities** including:

- obeying the law
- respecting the rights of others
- serving on a jury
- paying taxes
- registering for the selective service (men)

Rights	Responsibilities

Complete the t-chart above by listing rights and responsibilities.

Learning Target 16

Use information effectively to make an informed decision.

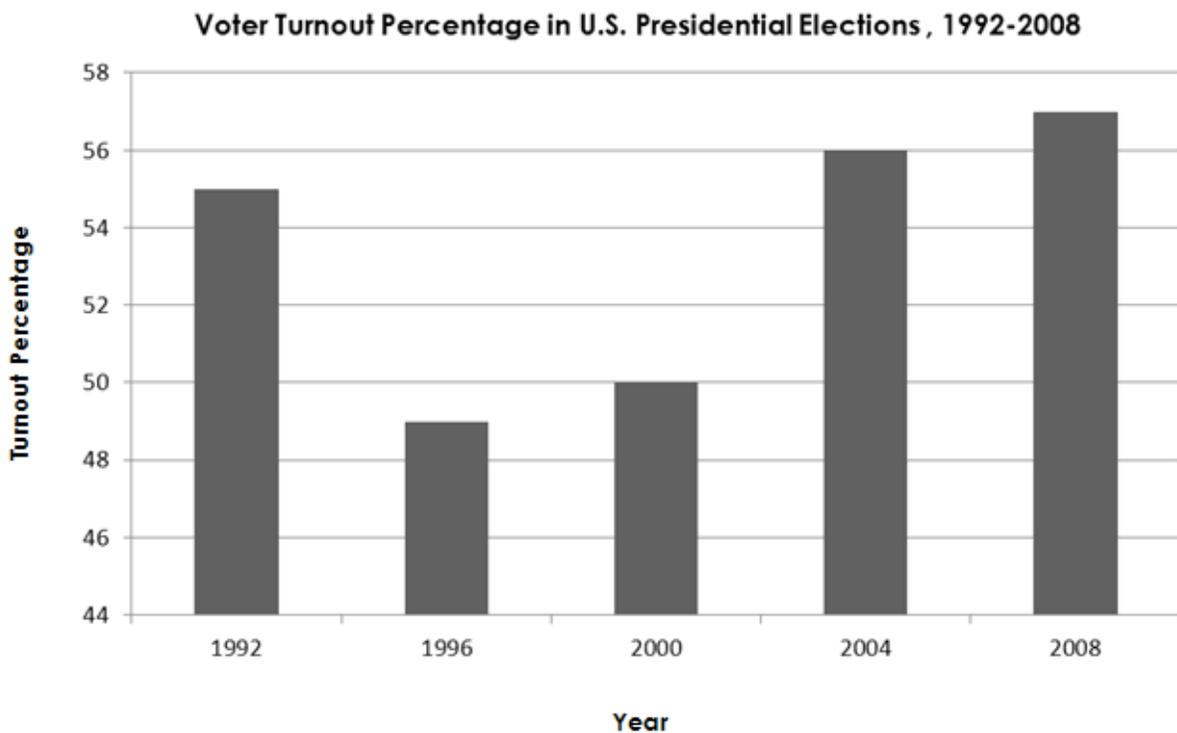


Effective civic participation requires that individuals make **informed** and **reasoned decisions**. An informed decision is based on facts. A reasoned decision is one that makes sense. For example, when deciding who to vote for in an election, you should learn about the candidates before you vote. You can learn about the candidates by using a variety of **print and electronic sources**.

When you learn about a topic by finding useful information, you become informed. Then you must make a reasoned based on the facts.

To evaluate information critically, you can:

- Identify possible **cause and effect** relationships;
- Identify **main ideas** and **supporting details**
- Distinguish between **fact and opinion**;
- Read and interpret **pictographs, bar graphs, line graphs** and **tables**;
- Recognize **perspective** and **purpose**
- Compare points of **agreement** and **disagreement**.



What conclusions can you draw about voter turnout from the bar graph?

Learning Target 17

Describe a strategy for compromise in a situation where there are differences of opinion on a matter.



A **compromise** is a settlement of differences in which each side makes **concessions**, or gives up some of the things they want. Compromise is important in a democratic society. A democracy seeks the common good, which benefits all citizens as a whole.

Compromise involves:

- **Taking turns**
- **Looking for common goals or principles**
- **Give and take.**

Here is a situation where a compromise needs to be made:

Grass Roots, a biology club, has just won a \$100 prize. One member wants to save the money for field trips next year. Another member suggests having a party so that the whole school will learn about the club's activities. A third member thinks the group should buy a big tree for the playground.

On a separate sheet of paper, propose a compromise between these three opposing view points. Explain why your compromise would be a good solution to the problem.



Learning Target 18

Describe ways in which laws protect rights, provide benefits and assign responsibilities to citizens.



Laws are a system of rules that people in a state or country must obey. Laws in a democratic society establish rule and order. Some laws are passed on the national level by Congress and approved by the president. Other laws are pass on the state level by state legislatures and signed by the Governor.

The government makes laws to protect **rights** such as:

- religion,
- speech,
- press,
- petition and
- assembly.

The government makes laws to provide **benefits** (things that help us), such as:

- providing order in daily life (traffic laws),
- protecting property (outlawing theft), and
- providing public education (school laws).



The government makes laws to assign **responsibilities** (duties) to citizens such as:

- paying taxes,
- serving on juries and
- obtaining licenses.

The photograph above shows a school speed limit sign. On a separate sheet of paper, explain how this law benefits citizens.

Learning Target 19

Explain how the U.S. Constitution limits the power of government and protects the rights of citizens.



Before the U.S. Constitution the **Articles of the Confederation** was the first written plan of government in the United States. The Articles of Confederation was weak and did not work for the country.

In 1787, the **United States Constitution** was written to replace the Articles of Confederation. The Constitution created a stronger and more effective government.

The writers of the U.S. Constitution did not want to make the government too strong. However, they knew that Americans needed a strong government to protect them. Therefore, the U.S. Constitution was created and provided a government with **limited powers** and protections for the **rights** of citizens.

The U.S. Constitution provides a framework for government, describing what it may and may not do.

In the United States,

- the people are the source of the government's authority
- citizens choose **representatives**
- citizens vote to decide issues
- the U.S. Constitution protects basic rights of citizens.

Freedom of Religion	
Freedom of Speech	
Freedom of Press	
Freedom of Assembly	
Right to Petition	

Use a graphic organizer like the one above to explain First Amendment rights.

The **Bill of Rights** consists of the first ten **amendments** (changes) to the U.S. Constitution. The Bill of Rights protects the basic rights of citizens. The **First Amendment** contains some of the most important rights.

The First Amendment guarantees the **freedoms of religion, speech, press, petition and assembly.**

Learning Target 20

Describe the purpose of democratic constitutions in Ohio and the United States.

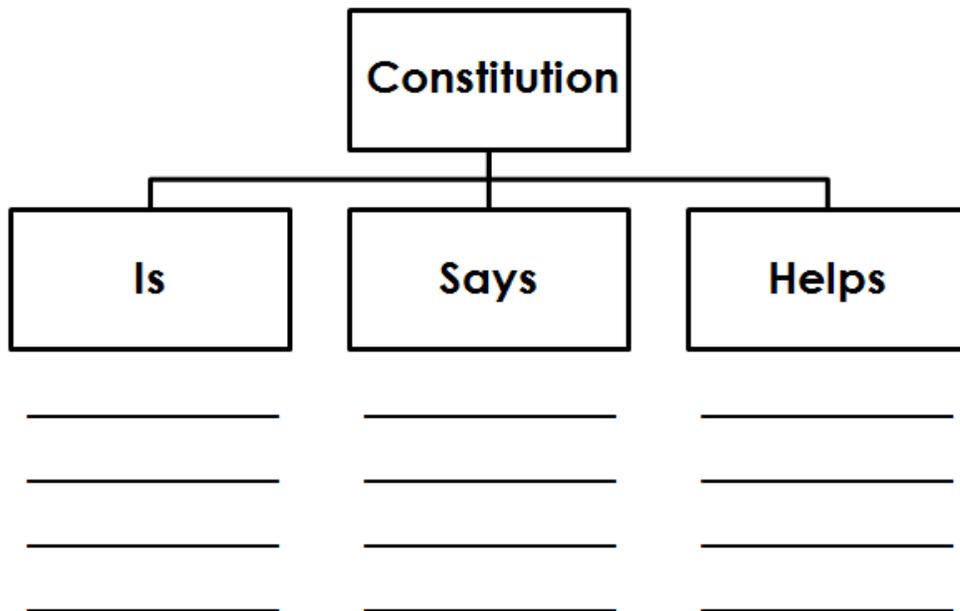


A **constitution** is a written plan for the government. It “constitutes”, or creates, the government. A constitution establishes a framework. The framework describes the way a government is organized and how its power is allocated.

Ohio and the United States have **democratic** constitutions. The written plan for the United States is called the **U.S. Constitution**. The written plan for the state government of Ohio is called the **Ohio Constitution**. They are based on the belief that the source of all political power is the people.

Both constitutions provide frameworks limiting the powers of the government by:

- defining the authority of elected officials
- protect the rights of citizens
- describe what the government may and may not do
- organizing the government into three branches of government (judicial, executive, and legislative)



Use a graphic organizer to describe the purpose of a Constitution.

Learning Target 21

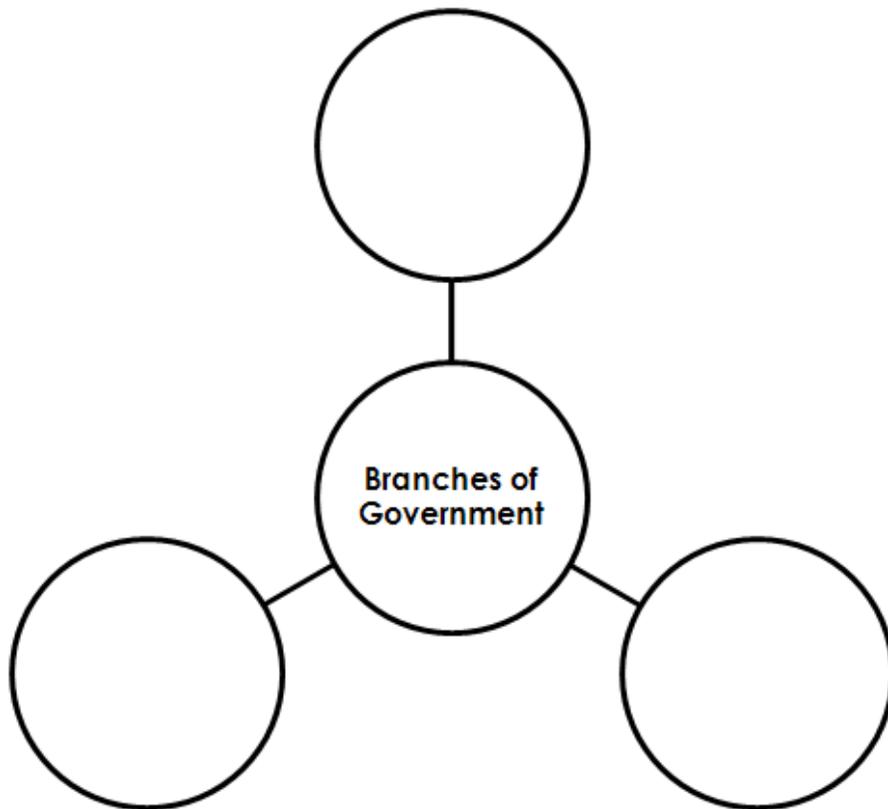
Explain major responsibilities of each of the three branches of government in Ohio and the United States.



Both the Ohio Constitution and the United States Constitution establish governments with three branches. The authors of the Constitution feared giving the new government too much power. They wanted to prevent the government from abusing its power. Therefore, they **separated the powers** of government among three branches of government.

The three branches are the legislative branch, executive branch, and judicial. Each branch has its own responsibility.

- The **legislative branch** passes laws;
- The **executive branch** carries out and enforces the laws; and
- The **judicial branch** interprets and applies the laws.



Use a graphic organizer like the one above to take notes on the responsibilities of each branch.

For video tutorials, interactive review games, and assessment practice for this unit, go to: <http://www.ohiotestprep.com/grade-4>



Module 3. Checking for Understanding

1. An American citizen speaks to a local community group about her opinions of United States foreign policy.

Which First Amendment right is this citizen exercising?

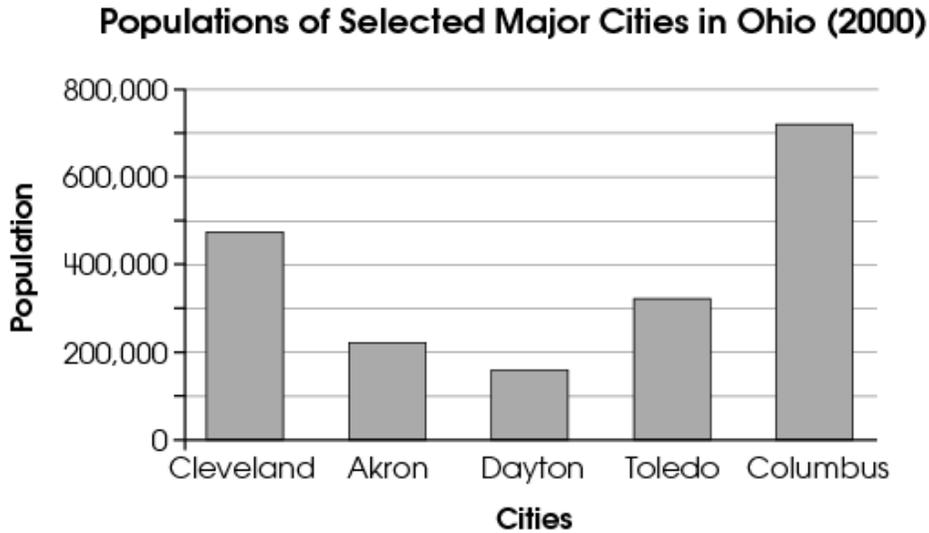
- A. freedom of speech
- B. freedom of religion
- C. freedom to petition
- D. freedom of the press

2. Identify the rights and responsibilities of a citizen of the United States.

Move each action into the correct column in the chart.

Rights	Responsibilities
<div data-bbox="488 1717 781 1766" style="border: 1px solid black; padding: 2px; display: inline-block;">Following the laws</div>	<div data-bbox="837 1717 1130 1766" style="border: 1px solid black; padding: 2px; display: inline-block;">Protesting</div>
<div data-bbox="488 1812 781 1860" style="border: 1px solid black; padding: 2px; display: inline-block;">Paying taxes</div>	<div data-bbox="837 1812 1130 1860" style="border: 1px solid black; padding: 2px; display: inline-block;">Running for office</div>

3. A bar graph of data is shown.



Which conclusion can be drawn by looking at this bar graph?

- A. In 2000, Akron had a population of fewer than 200,000 residents.
- B. In 2000, Columbus had a similar population to that of Cleveland.
- C. In 2000, Cleveland had a population of more than 500,000 residents.
- D. In 2000, Toledo had a lower population than Akron and Dayton combined.

4. Which sentence describes a voter who is well-prepared to vote?

- A. The voter learns where each candidate grew up.
- B. The voter compares the points made by each candidate.
- C. The voter determines which candidate is most likely to win.
- D. The voter figures out which candidate his or her friends are voting for.

5. John and Julianna work for a company that has extra computers they want to give away. John wants to give them to a library, but Julianna wants to give them to a school. They must make a decision.

Which action shows a compromise?

- A. Give half of the computers to the library and half of them to the school.
 - B. Give the computers to a computer repair shop since they cannot agree.
 - C. Give the computers to the school because Julianna has been working for less time.
 - D. Give the computers to the library because John has been working for a longer time.
6. Kyle and Nicole are having an argument about who should get to use the family computer. Help them to solve the argument by choosing whether or not their actions are examples of compromise.

Click the box that correctly describes each action.

Action	Example of compromise	Not an example of compromise
Kyle tells Nicole she must let him use the computer every day or he will tell their parents.	<input type="checkbox"/>	<input type="checkbox"/>
Nicole and Kyle agree to take turns using the computer each day.	<input type="checkbox"/>	<input type="checkbox"/>
Kyle agrees to let Nicole use the computer on Tuesdays, and Nicole agrees to let Kyle use the computer on Wednesdays.	<input type="checkbox"/>	<input type="checkbox"/>
Nicole tells Kyle he is not allowed to use the computer even when she is not using it.	<input type="checkbox"/>	<input type="checkbox"/>

7. It is against the law to drive through a red light.

Explain how this traffic law helps citizens.

8. The town council of Foxville is considering passing a bill that would prohibit bicycling in the park. Mr. Smith is unhappy with this bill and has written a letter and gathered signatures asking the town council not to pass the law.

How are Mr. Smith's actions protected by the First Amendment?

- A. by giving him the right to petition
- B. by protecting his freedom of the press
- C. by protecting his freedom of religion
- D. by giving him the right to own property

9. Nanci's schedule for Wednesday is shown.

Move the 1st Amendment freedom that allows Nanci to participate in each of these activities into each blank box.

- You do **not** need to use all the freedoms shown.

Schedule for Wednesday

5:00 – 6:00 p.m.	Attend Young Citizens Group meeting about recycling program	<div style="border: 1px dashed gray; width: 100%; height: 40px; margin: 0 auto;"></div>
6:00 – 7:00 p.m.	Write an article for the local newspaper about recycling	<div style="border: 1px dashed gray; width: 100%; height: 40px; margin: 0 auto;"></div>
7:00 – 8:00 p.m.	Collect signatures supporting a city recycling program	<div style="border: 1px dashed gray; width: 100%; height: 40px; margin: 0 auto;"></div>

Freedom of Assembly

Freedom of Petition

Freedom of the Press

Freedom of Religion

10. Different documents played important roles in the development of the United States' democratic form of government.

Which document provided for the establishment of the executive branch of the United States government?

- A. Bill of Rights
- B. Northwest Ordinance
- C. United States Constitution
- D. Declaration of Independence

11. Democratic constitutions play an important role in Ohio and the United States.

Identify three roles of democratic constitutions.

Move the roles you want to select into the blank boxes.

Roles of Constitutions

Deciding what goods to produce	Declaring national holidays	Defining authority of elected officials
Describing how power is divided	Limiting the power of the government	Making formal declarations of war

12. Identify **two** branches of the U.S. government.

Then, explain **one** responsibility of each branch.

13. What is one responsibility of the executive branch of the U.S. government?

- A. to interpret the law
- B. to enforce the law
- C. to set tax rates
- D. to declare war