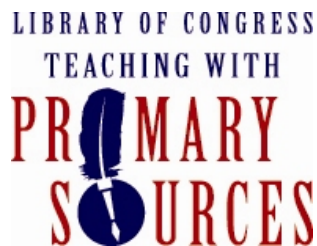


# Waynesburg University TPS Unit Outline



**Title of Learning Unit:** Roles of Government

**Subject(s):** Civics/Government

**Grade Level/Range:** (9-12)

**Overarching Goal/Concept/Skill:**

The focus of this Unit is to understand the roles the President, House of Representatives, and Senate (as stated by the U.S. Constitution) play in establishing rules, make decisions, and the procedures they follow. The class will be able to model the U.S. Government roles and procedures to establish, maintain, and amend existing classroom rules, procedures, and decisions.

**Overview:**

This unit was developed to assist students in understanding the U.S. Constitution, and the roles of President, the House of Representatives, and the Senate. The pre-assessment quiz measures students knowledge of Governmental roles, how the executive and legislative branches interact, and allows students to begin to understand their own political orientation. In the first lesson, students will learn how our U.S. Constitution came about, and the balance of government that was set up by our founding fathers. The next three lessons are focused on the roles of the President, House of Representatives, and the Senate. The students will dissect Articles One and Two of the U.S. Constitution, becoming familiar with the language of the time, and also the constitutional roles of the three groups. Students will discover the requirements to be elected to office, what roles are individual to each of the three groups, and more pertaining to their constitutional roles. Lesson five will be used as a culminating activity to further learning, developing a comprehension of how the three groups interact with one another. Finally, students will put their understanding to the test in the post-assessment, creating a classroom government where lasting decisions can be made.

**Written By:** Adam T. Swingle

**Date:** March 22<sup>nd</sup> 2010

# Waynesburg University TPS Unit Outline

## **Pre-instruction Assessment**

The students will begin the class period by taking a ten question multiple-choice quiz on the roles of government, and how the executive and legislative branches interact. The students will then pass in their quiz, and be informed that the upcoming unit will have them dissecting the Constitution to find the answers that were asked on the quiz. Next, the students will be given a twelve question political orientation quiz to discover where in politopia they live. Students will gather in their communities, be given an explanation of where they live, and will be asked to remember where they live as it will be valuable later in the unit.

## Politopia Quiz/Map/and Explanations

# Waynesburg University TPS Unit Outline

## Lesson # 1

### Title of Lesson: Discovery of the U.S. Constitution

#### Overview of Lesson:

In this lesson student's will discover why the U.S. Constitution was adopted. Students will be exposed to the Articles of Confederation, and will seek to understand what it lacked. Finally, students will be taken through the Thomas Jefferson papers and will learn the main complaints people had with the Articles of Confederation.

#### PRE-INSTRUCTIONAL PLANNING

#### PA Standard:

5.1.9 E.

- Analyze the basic documents shaping the government of the United States. Articles of Confederation

5.3.9 B.

- Compare the responsibilities and powers of the three branches within the national government.

#### Investigative Question/Overall Goal:

How do Congress and the President interact?

#### Objective(s):

The students will be able to:

- Discuss the framers intent of balancing power within the government.
- Discuss the Articles of Confederation and their main points.
- Discuss the Thomas Jefferson Papers.

#### Materials:

- Paper
- Pen/Pencil

#### Print Sources:

- Guided Lecture Notes (attached at the end of the lesson)

#### Online Collections/Exhibits/Websites:

- <http://www.historylearningsite.co.uk/pres2.htm>
- <http://www.loc.gov/rr/program/bib/ourdocs/articles.html>  
<http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page001.db&recNum=623>
- [http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field\(DOCID+@lit\(jc0091\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field(DOCID+@lit(jc0091)))

# Waynesburg University TPS Unit Outline

## DURING INSTRUCTION

### **Motivator/Anticipatory Set:**

The teacher will read the preamble to the Articles of Confederation and ask the students what document that was from. The teacher will then explain it is from the Articles of Confederation. The teacher will then tell the students that today they will be discovering how this document was changed to create the constitution we have today.

### **Student Learning Activities:**

<b>Description of Procedure or Activity</b>	<b>Key Instructional Discussion Questions:</b>	<b>Inquiry Cycle Action</b>
The students will evaluate and discuss Article II of the Articles of Confederation	What does States Rights mean?	Investigate
The students will evaluate and discuss Article V of the Articles of Confederation	When was Congress created?	Investigate/Construct
The students will evaluate and discuss Article XIII of the Articles of Confederation	What do States have to do?	Investigate/Reflect
The students will discuss the President in the Articles of Confederation.	Did the Articles of Confederation set up the Presidency?	Wonder
The students will discuss The Thomas Jefferson Papers	What are the main complaints of the Articles of Confederation?	Express
The students will think critically about the Articles of Confederation, and discuss their responses.	How would you change the Articles of Confederation?	Connect/Wonder

### **Closure:**

The students and teacher will recap the main points of the Articles of Confederation, the main complaints individuals had with the Articles, and discuss how it led to the Constitution we have today.

# Waynesburg University TPS Unit Outline

## **Inclusion Techniques for Students with Special Needs:**

### **Enrichment:**

Students will create a list of complaints they have with current classroom rules and procedures. They will then develop a new modified set of classroom rules and share them with the class

### **Modifications/Accommodations:**

Students needing modifications will receive a copy of the teacher's notes as a resource to study from.

## **Assessment of Student Learning**

### **Formal Assessment:**

The students will be assessed on the quality of notes they take on the section.

### **Informal Assessment:**

The students will be assessed through teacher observation as the lecture and discussion takes place.

# **Waynesburg University TPS Unit Outline**

## **Guided Notes Articles of Confederation**

I. Article Two of the Articles of Confederation

II. Article Five of the Articles of Confederation

III. Article Two of the Articles of Confederation

IV. Where is the President?

V. The Thomas Jefferson Papers

# Waynesburg University TPS Unit Outline

## Lesson #2

**Title of Lesson:** The Presidency

### **Overview of Lesson:**

In this lesson, students will be analyzing the Second Article of the U.S. Constitution. The students will use a guide as a map of the Constitution to discover the constitutional roles of the President. Each guide will contain one critical thinking question challenging students to use what they learned in the lesson and apply it to today.

### **PRE-INSTRUCTIONAL PLANNING**

#### **PA Standard:**

5.1.9 C.

- Analyze the principles and ideals that shape government (Constitutional Government)

5.1.9 E.

- Analyze the basic documents shaping the government of the United States. (United States Constitution)

#### **Investigative Question/Overall Goal:**

Students will understand the constitutional roles of the U.S. President.

#### **Objective(s):**

The students will be able to:

- Become familiar with the second Article of the U.S. Constitution.
- Identify and explain the constitutional roles of the U.S. President.
- Think critically about the presidency and apply it to today.

#### **Materials:**

- Guided Notes for Students
- Pencils/Pens
- Paper

#### **Print Sources:**

- U.S. Constitution
- Guided Notes Handout (At the end of the lesson)

#### **Online Collections/Exhibits/Websites:**

- [http://www.whitehouse.gov/sites/default/files/imagecache/admin\\_official\\_lo\\_wres/administration-official/ao\\_image/President Official Portrait HiRes.jpg](http://www.whitehouse.gov/sites/default/files/imagecache/admin_official_lo_wres/administration-official/ao_image/President%20Official%20Portrait%20HiRes.jpg)
- <http://www.whitehouse.gov/about/presidents/barackobama>
- <http://www.whitehouse.gov/about/presidents/georgewbush>

# Waynesburg University TPS Unit Outline

## DURING INSTRUCTION

### Motivator/Anticipatory Set:

The teacher will show students a picture of George Washington next to Barack Obama. The teacher will ask the students if they know who these men are, and establish they both are presidents. The teacher will then ask why they are dressed so differently. Finally, the teacher will ask the students what similarities or differences these two might have in the rules they follow from the constitution.

### Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
Students will break into groups of four.		
Students will look at Article II Section I of the U.S. Constitution.	What must you do to become President?	Investigate/Construct
Students will look at Article II Section II of the U.S. Constitution.	What are some special roles of the President?	Investigate/Construct
Students will look at Article II Section III of the U.S. Constitution.	How does the President interact with Congress?	Investigate/Construct
Students will look at Article II Section IV of the U.S. Constitution.	What constitutes impeachment?	Investigate/Construct
Students will think critically about the Presidency.	What would you do if you were President?	Express/Reflect
Students will discuss questions with the Teacher.	What didn't you understand? How can I help you understand?	Connect/Wonder

### Closure:

The students will discuss the changes that have been made to the presidential roles over the past centuries and the impact this has on the president today.



# Waynesburg University TPS Unit Outline

## **Inclusion Techniques for Students with Special Needs:**

### **Enrichment:**

Students needing enrichment will read through the most recent State of the Union address and then create their own State of the Union address to give to the class during the Post Assessment day.

### **Modifications/Accommodations:**

Students needing modifications will be placed with group members that are patient and will provide adequate instruction to assist students. The teachers will also assist students that need assistance.

## **Assessment of Student Learning**

### **Formal Assessment:**

The students will be formally assessed by the teacher's evaluation of the guided notes the students have been provided.

### **Informal Assessment:**

The students will be informally assessed by the teacher's observation of group work.

# Waynesburg University TPS Unit Outline

## Article II U.S. Constitution

### I. Section I

1. What Branch of Government is the President in?

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2. How long is the Presidents term?

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3. Explain how the President is elected.

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4. What happens if there is no majority when the votes are counted? (Is this the same today?)

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5. How is the Vice President chosen? (Is this the same today?)

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6. Name Three Criteria for becoming President.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

7. If the President can't work because of disability does he still get paid?

8. What must the President do before he becomes President? (What recently happened during this time with our recent President?)

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# Waynesburg University TPS Unit Outline

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## II. Section II

1. Who is the President Commander in Chief of? (Has anyone been added to this list?)

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2. What is a Presidential Pardon? (we'll talk about this one) \_\_\_\_\_

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3. Who does the President have to talk to when he wants to appoint people to office?

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## III. Section III

1. What must he give to Congress occasionally? (Who first gave it directly to Congress?)

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2. What does it mean to convene the Houses?

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## IV. Section IV

1. What four things can the President be impeached for?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

# Waynesburg University TPS Unit Outline

d. \_\_\_\_\_

## Critical Thinking

1. What do you think are the Presidents most important duties? Why?

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2. Imagine that you are the President and it is time to give Congress the State of the Union. What five main items would you tell Congress in your address to them?

- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
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# Waynesburg University TPS Unit Outline

## Lesson #3

**Title of Lesson:** The House of Representatives

### **Overview of Lesson:**

This lesson will have students dissecting the First Article of the U.S. Constitution. The students will use a guide as a map of the Constitution to discover the constitutional roles of the House of Representatives. Each guide will contain one critical thinking question challenging students to use what they learned in the lesson and apply it to today.

### **PRE-INSTRUCTIONAL PLANNING**

#### **PA Standard:**

5.3.9. A.

- Explain the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.

#### **Investigative Question/Overall Goal:**

What is the constitutional role of the House of Representatives?

#### **Objective(s):**

The students will be able to:

- Become familiar with the First Article of the U.S. Constitution.
- Identify and explain the constitutional roles of the U.S. House of Representatives.
- Think critically about the House of Representatives applying them to today.

#### **Materials:**

- Guided Notes for Students
- Pencils/Pens
- Paper

#### **Print Sources:**

- U.S. Constitution
- Guided Notes for Students (At the end of the lesson)

#### **Online Collections/Exhibits/Websites:**

- <http://www.house.gov/>
- <http://people.sc.fsu.edu/~burkardt/data/jpg/gerrymander.jpg>

# Waynesburg University TPS Unit Outline

## DURING INSTRUCTION

### **Motivator/Anticipatory Set:**

The students will be shown a picture of how the U.S. House of Representatives was set up early in its existence. The teacher then will lead a mini discussion speculating how many seats are there who fills the seats, and how they fill the seats.

### **Student Learning Activities:**

<b>Description of Procedure or Activity</b>	<b>Key Instructional Discussion Questions:</b>	<b>Inquiry Cycle Action</b>
The Students will break into groups		
The students will look at Article I Section I of the U.S. Constitution	Who makes up the Legislative Branch?	Investigate/Construct
The students will look at Article I Section II of the U.S. Constitution	How are Representatives elected?	Investigate/Construct
The students will think critically about the House of Representatives	If I were a Representative what would I do?	Express/Reflect
Students will discuss questions with the teacher	What didn't you understand? What can I do to help you understand?	Connect/Wonder
The teacher will discuss districts and gerrymandering.	How is a district drawn and is always a fair process?	Investigate

### **Closure:**

The students will discuss with the teacher the importance of the House of Representatives, highlighting recent legislation passed, or current issues on the table.

### **Inclusion Techniques for Students with Special Needs:**

### **Enrichment:**

The students needing enrichment will look on the website <http://www.house.gov/> for a piece of legislation they find interesting and explain its significance to the nation.

### **Modifications/Accommodations:**

Students needing modifications will be placed with group members that are patient and will provide adequate instruction to these students. The teacher will also be available to assist students.

# Waynesburg University TPS Unit Outline

## **Assessment of Student Learning**

### **Formal Assessment:**

The students will be formally assessed by the teacher's evaluation of the guided notes the students have been provided.

### **Informal Assessment:**

The students will be informally assessed by the teacher's observation of group work.

# Waynesburg University TPS Unit Outline

## Article I U.S. Constitution (House of Representatives)

### I. Section I

1. Who makes up the legislative branch?

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### II. Section II

1. How frequently will members of the House of Representatives be elected?

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2. Name three criteria for becoming a Representative.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. Is the number of Representatives the same for state? Why?

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4. Is the three-fifths rule still necessary today? Why?

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5. The ration for Representatives to people is no more than \_\_\_\_\_.

6. What is the minimum number of Representatives per state?

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7. Twelve States are given special consideration to the number of Representatives they are given, in what states have these numbers increased? Decreased? (we will talk about this one)

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8. How is a vacancy filled?

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## Waynesburg University TPS Unit Outline

9. Who chooses the Speaker of the House?

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10. What sole power does the House of Representatives have?

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### Critical Thinking:

1. Imagine you are a member of the House of Representatives what state would you want to campaign in and why?

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2. Imagine you are a member of the House of Representatives, who in your life would you nominate to be Speaker of the House? Why?

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# Waynesburg University TPS Unit Outline

## Lesson #4

**Title of Lesson:** The Senate

**Overview of Lesson:**

In this lesson, students will be examining the First Article of the U.S. Constitution. The students will use a guide as a map of the Constitution to discover the constitutional roles of the Senate. Each guide will contain one critical thinking question challenging students to use what they learned in the lesson and apply it to today.

**PRE-INSTRUCTIONAL PLANNING**

**PA Standard:**

5.3.9 B.

- Compare the responsibilities and powers of the three branches within the national government.

**Investigative Question/Overall Goal:**

What are the constitutional roles of the U.S. Senate?

**Objective(s):**

The students will be able to:

- Become familiar with the First Article of the U.S. Constitution.
- Identify and explain the constitutional roles of the U.S. Senate.
- Think critically about the Senate applying it to today.

**Materials:**

**Print Sources:**

- U.S. Constitution
- Guided Notes for Students

**Online Collections/Exhibits/Websites:**

- <http://www.senate.gov/>
- [http://www.senate.gov/artandhistory/history/common/briefing/senators\\_became\\_president.htm](http://www.senate.gov/artandhistory/history/common/briefing/senators_became_president.htm)

# Waynesburg University TPS Unit Outline

## DURING INSTRUCTION

### **Motivator/Anticipatory Set:**

The students will be shown a picture of the plans for the United States Capitol in Washington DC that will be used to spark a discussion about the size of the Senate vs. House.

### **Student Learning Activities:**

<b>Description of Procedure or Activity</b>	<b>Key Instructional Discussion Questions:</b>	<b>Inquiry Cycle Action</b>
The Students will break into groups		
The Students will look at Article I Section III of the U.S. Constitution.	How do you become a Senator?	Investigate/Construct
Students will think critically about the Senate.	How would you become a senator?	Express/Reflect
Students will discuss questions with the teacher.	What didn't you understand? What can I do to help you understand?	Connect/Wonder
Students will discuss term limits with the Teacher	How long can you be a Senator?	Investigate/Construct
Students will discuss with the teacher Senators who became Presidents.	Is this a job that can help you politically?	Express/Reflect

### **Closure:**

The teacher will introduce the topic for the next day which will be how a Bill becomes law. The teacher will hold a short discussion to refresh the students memory of the President and House of Representatives explaining how they all work together.

### **Inclusion Techniques for Students with Special Needs:**

#### **Enrichment:**

Students needing enrichment will be challenged to run for Student Senate or school government.

#### **Modifications/Accommodations:**

Students needing modifications will be placed with group members that are patient and will provide adequate instruction to these students. The teacher will also assist students in the classroom.

# Waynesburg University TPS Unit Outline

## **Assessment of Student Learning**

### **Formal Assessment:**

The students will be formally assessed by the teacher's evaluation of the guided notes the students have been provided.

### **Informal Assessment:**

The students will be informally assessed by the teacher's observation of group work.

# Waynesburg University TPS Unit Outline

## Article I U.S. Constitution (Senate)

### I. Section III

1. How many Senators are there per state?

\_\_\_\_\_

2. Who elects the Senator?

\_\_\_\_\_

3. How long is a Senators term?

\_\_\_\_\_

4. How often are Senators elected?

\_\_\_\_\_

5. How are vacancies handled?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Name three criteria for becoming a Senator.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

7. Who is the President of the Senate and does he vote? If so when?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. After the Vice President, who does executive power flow to?

\_\_\_\_\_  
\_\_\_\_\_

9. What role set aside specifically for the senate?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What percentage of the Senate must agree on impeachment?

\_\_\_\_\_

## Waynesburg University TPS Unit Outline

11. If a President is impeached are they subject to the law? Why or Why not?

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### Critical Thinking

1. Imagine you are running for Senate, in your thirty years of life what experiences have you had that qualify you for the position?

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2. Imagine you are running for Senate, what would your platform be? (Basically what are the main issues you believe in?)

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# Waynesburg University TPS Unit Outline

## Lesson #5

**Title of Lesson:** Presidential Congressional Interactions

**Overview of Lesson:**

In this lesson, students will be looking into recent administrations to understand the importance of political power inside the government structure. The students will look at how Presidents have interacted with different Congresses to understand how a working relationship will create productive government. Students will also learn what happens when there isn't a good working relationship.

**PRE-INSTRUCTIONAL PLANNING**

**PA Standard:**

5.2.9 C.

- Analyze skills used to resolve conflicts in society and government.

5.2.9 D.

- Analyze political leadership and public service in a republican form of government.

**Investigative Question/Overall Goal:**

How do Congress and the President interact?

**Objective(s):**

The students will be able to:

- Explain the importance of Political power inside the government structure.
- Understand the concepts of filibusters and split party politics.
- Understand the value of a working relationship between the President and Congress.

**Materials:**

- Pen/Pencil
- Paper
- Guided Notes

**Print Sources:**

- Guided Notes

**Online Collections/Exhibits/Websites:**

- <http://thomas.loc.gov/links/>
- <http://swampland.blogs.time.com/2009/04/28/a-filibuster-proof-majority/>
- <http://www.youtube.com/watch?v=OQIG-kfT9bI>

# Waynesburg University TPS Unit Outline

## DURING INSTRUCTION

### **Motivator/Anticipatory Set:**

The students will be shown images of senators giving filibuster speeches, and will be asked who the senators are, and what they are doing. The class then will be exposed to the idea of a filibuster, and will discuss the topic further later in the class.

### **Student Learning Activities:**

<b>Description of Procedure or Activity</b>	<b>Key Instructional Discussion Questions:</b>	<b>Inquiry Cycle Action</b>
The Students will be shown images of the 108 <sup>th</sup> Congressional leaders and discuss who they are. They also will be shown an image of President Bush being sworn in.	What is a United Government and Split Government?	Investigate
The Students will discuss the advantages and disadvantages of a united government and split government.	What are the advantages and disadvantages to a united government and split government?	Construct
The Students will watch a short video explaining Filibusters	What is a Filibuster?	Construct
The Students will discuss the Video.	What bias did the video contain, what points did the video make?	Express/Reflect
The students will discuss a Filibuster Proof Majority	What is a Filibuster-proof Majority?	Construct
The Students will discuss recent examples of filibusters and a filibuster proof majority.	What is the significance of a Filibuster, and Filibuster Proof Majority?	Connect
The Students will think critically about Presidential/Congressional relations	If I were in their position what would I do?	Wonder

### **Closure:**

To close the lesson, students will get a small preview of tomorrow's lesson. They will be informed that they will be making a class decision about the current classroom rules. Students will then have an opportunity to amend the classroom rules, and be prepared for a class discussion.



# Waynesburg University TPS Unit Outline

## **Inclusion Techniques for Students with Special Needs:**

### **Enrichment:**

Students will be challenged to create a filibuster speech to present to the class the next day to postpone the vote.

### **Modifications/Accommodations:**

Students needing modifications will be given a copy of the teachers notes to use as a study guide, and a tool to follow along with instruction.

## **Assessment of Student Learning**

### **Formal Assessment:**

The students will be formally assessed through evaluations of the notes that they take during the day.

### **Informal Assessment:**

The students will be informally assessed through teacher observation looking for participation through discussion and note taking.



# Waynesburg University TPS Unit Outline

## Post-instruction Assessment




To assess student learning throughout this unit, the students will become a part of a mock government inside of their own classroom. The teacher will act as the president (maintaining a balance of power within the classroom) and the students will be members of congress. The students will have to choose if they would like to be a Senator or House member, explain why they chose that role, what advantages that role has, and what main issues within the classroom they would like to amend. This assessment will be done in two parts, the first being the writing section where the students answer the above questions and the second will be in the classroom where the students bring to class proposals for amended rules to be voted on by the class, and passed by the President. Once students have chosen which Chamber they would like to serve in, they will sit in alignment with the results of their politopia quiz taken during the pre-assessment. The teacher will evaluate their conduct in the class discussion, looking for their understanding of the material discussed in class, and participation in the discussion.

# Waynesburg University TPS Unit Outline





## Bibliographic Organizer of Library of Congress Sources

<p><b>Name of Learning Unit: Roles of Government</b></p> <p><b>Created by: Adam Swingle</b></p> <p><b>Date: Spring 2010</b></p>		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
<p><b>Lesson #1: Discovery of the U.S. Constitution</b></p>		
<p>Articles of Confederation</p>	<p>Journals of the Continental Congress, 1774-1789  <b>THE ARTICLES OF CONFEDERATION, WITH AMENDMENTS:: :: APRIL--OCTOBER, 1777</b></p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field(DOCID+@lit(jc0091))">http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field(DOCID+@lit(jc0091))</a></p>
	<p>The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827  <b>Continental Congress, July-August 1776, Printed Proposals for Articles of Confederation</b></p>	<p><a href="http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&amp;fileName=mtj1page001.db&amp;recNum=623">http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&amp;fileName=mtj1page001.db&amp;recNum=623</a></p>
<p><b>Lesson #2: The Presidency</b></p>		
	<p>Constitution of the United States</p> <p>Providence : Printed by John Carter, [1787]</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdccc0801))">http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdccc0801))</a></p>

## Waynesburg University TPS Unit Outline

	<p>George Washington</p> <p>no date recorded on shelf list card</p>	<p><a href="http://loc.gov/pictures/resource/pga.02838/">http://loc.gov/pictures/resource/pga.02838/</a></p>
<b>Lesson #3: The House of Representatives</b>		
	<p>Constitution of the United States</p> <p>Providence : Printed by John Carter, [1787]</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdccc0801))">http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdccc0801))</a></p>
	<p>Hall of the House of Representatives</p> <p>[ca. 1850]</p>	<p><a href="http://loc.gov/pictures/item/2005689139/">http://loc.gov/pictures/item/2005689139/</a></p>
<b>Lesson #4: The Senate</b>		
	<p>Constitution of the United States</p> <p>Providence : Printed by John Carter, [1787]</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdccc0801))">http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdccc0801))</a></p>
	<p>Plan of the principal story of the Capitol, U.S.</p> <p>Latrobe, Benjamin Henry, 1764-1820 architect between 1808 and 1809]</p>	<p><a href="http://www.loc.gov/pictures/item/2001697185/?sid=9779b8f67a1ef40e010459e0ffa1d61d">http://www.loc.gov/pictures/item/2001697185/?sid=9779b8f67a1ef40e010459e0ffa1d61d</a></p>
<b>Lesson #5: Presidential Congressional Interactions</b>		
 <p>United States Congress</p>	<p>108<sup>th</sup> Congress Pictures of Senate and House Leadership</p>	<p><a href="http://www.access.gpo.gov/congress/108_pictorial/other/shleader.pdf">http://www.access.gpo.gov/congress/108_pictorial/other/shleader.pdf</a></p>

## Waynesburg University TPS Unit Outline

	<p>Title: [President George W. Bush taking the oath of office, Jan. 2001]</p> <p>Date Created/Published: [2001 Jan. 20]</p>	<p><a href="http://loc.gov/pictures/item/2005695719/">http://loc.gov/pictures/item/2005695719/</a></p>
	<p>[Sen. Robert Byrd, half-length portrait, arms in air stretching at the conclusion of his 21 hour 8 minute civil rights filibuster in the Senate]</p> <p>1960 March 8.</p>	<p><a href="http://loc.gov/pictures/item/2005681405/">http://loc.gov/pictures/item/2005681405/</a></p>
	<p>Title: Plans to resume speechmaking against anti-lynching bill. Washington, D.C., Jan. 26. Senator Allen J. Ellender of Louisiana, who just completed 28 hours of speechmaking in 6 days to lead the bloc of Southern senators on their filibuster against the Anti-Lynching Bill, is planning to again take the Senate floor for a longer period if the present Filibuster continues, 1/26/38</p> <p>Creator: <u>Harris &amp; Ewing</u> photographer</p> <p>Date Created/Published: [19]38 January 26.</p>	<p><a href="http://loc.gov/pictures/resource/hec.23958/">http://loc.gov/pictures/resource/hec.23958/</a></p>
	<p>Title: Cough drop erases throat of Senate filibuster. Washington, D.C., Jan. 26. Senator Allen J. Ellender of Louisiana, has suddenly become fond of cough drops since he spoke for 28 hours in six days during the present filibuster by [...]of Southern Senators against the Anti-Lynching Bill, 1/26/38</p> <p>Creator: <u>Harris &amp; Ewing</u> photographer</p> <p>Date Created/Published: [19]38 January 26.</p>	<p><a href="http://loc.gov/pictures/resource/hec.23957/">http://loc.gov/pictures/resource/hec.23957/</a></p>