

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.1

## Use with Chapter 1

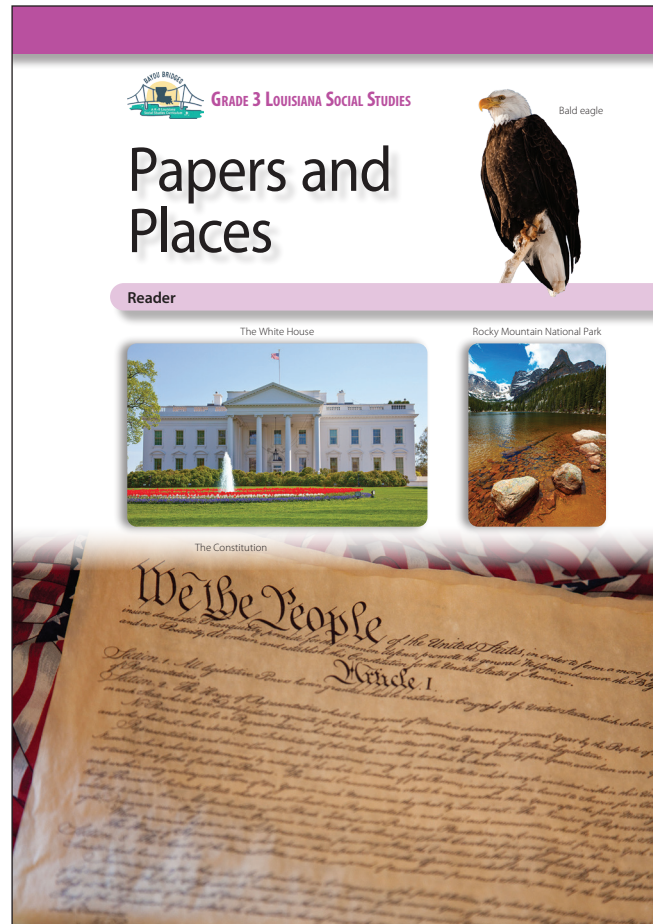
### Letter to Family

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the government, regions, and symbols of the United States. They will learn about the structure of the U.S. Constitution, the separation of powers, the checks and balances between the three branches of government, the division of power between the federal government and the states through federalism, how a bill becomes a law, the importance of civic virtues, and how people become citizens of the United States. Students will also study the eight regions of the United States, including their unique geography, monuments and landforms, economic activities, histories, and cultural characteristics.

In this unit, students will analyze primary and secondary sources, identify geographic features using maps, and engage in interactive learning modules.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its message, purpose, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**

Name \_\_\_\_\_ Date \_\_\_\_\_

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**SOURCE:**

Name \_\_\_\_\_

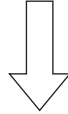
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**Activity Page 1.3**

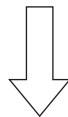
**Use with Performance Task**

**Claims and Evidence**

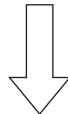
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have?  
What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

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Activity Page 1.4

Use with Chapter 1

The Three Branches of Government

Use the words and phrases in the box to complete the chart. Not all of the terms will be used.

president      interpret laws      Supreme Court      population      Senate  
senators      judges      Representatives      enforces laws      makes laws  
checks and balances

Separation of Powers Outlined by the Constitution		
Legislative Branch	Executive Branch	Judicial Branch
<p>This branch comprises Congress, which is divided into two houses:</p> <p>1. _____</p> <p>2. House of _____</p> <p>3. The legislative branch _____</p> <p>4. Each state has two _____</p> <p>5. Representation in the House is based on _____</p>	<p>6. This branch is headed by the _____</p> <p>7. The executive branch _____</p>	<p>8. This branch is headed by the _____</p> <p>9. The judicial branch _____</p>
<p>10. The powers of each branch are limited by a system of _____</p> <p>_____</p>		

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**Activity Page 1.5**

**Use with Chapter 1**

**Checks and Balances**

**Use the chart of checks and balances in the U.S. government to answer the questions that follow.**

<b>Congress, Legislative Branch</b>	<b>President, Executive Branch</b>	<b>Supreme Court, Judicial Branch</b>
<ul style="list-style-type: none"><li>• makes laws</li><li>• approves or rejects the president's appointments of Supreme Court justices and federal judges</li><li>• approves treaties</li><li>• has the power to remove the president from office for serious wrongdoing</li><li>• has the power to declare war</li></ul>	<ul style="list-style-type: none"><li>• has the power to veto, or reject, a law</li><li>• appoints Supreme Court justices and federal judges</li><li>• has the power to pardon, or forgive, people of certain crimes</li><li>• commands the armed forces</li><li>• negotiates treaties</li></ul>	<ul style="list-style-type: none"><li>• interprets the meaning of laws</li><li>• has the power to declare executive actions and laws made by Congress unconstitutional and therefore null, or not in effect</li><li>• has justices appointed to serve for life, so they cannot be removed for making decisions that the president does not like</li></ul>

1. How can the Supreme Court use the Constitution to check the power of both the president and Congress?

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2. How can Congress check two foreign powers of the president?

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3. How do lifetime appointments to the Supreme Court check the power of the president?

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.5 (continued)**

**Use with Chapter 1**

**4.** How does the Senate check executive influence on the Supreme Court?

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**5.** How can the president check the power of Congress to make laws?

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Name \_\_\_\_\_

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**Activity Page 1.6**

**Use with Chapter 1**

**How a Bill Becomes a Law: Flowchart**





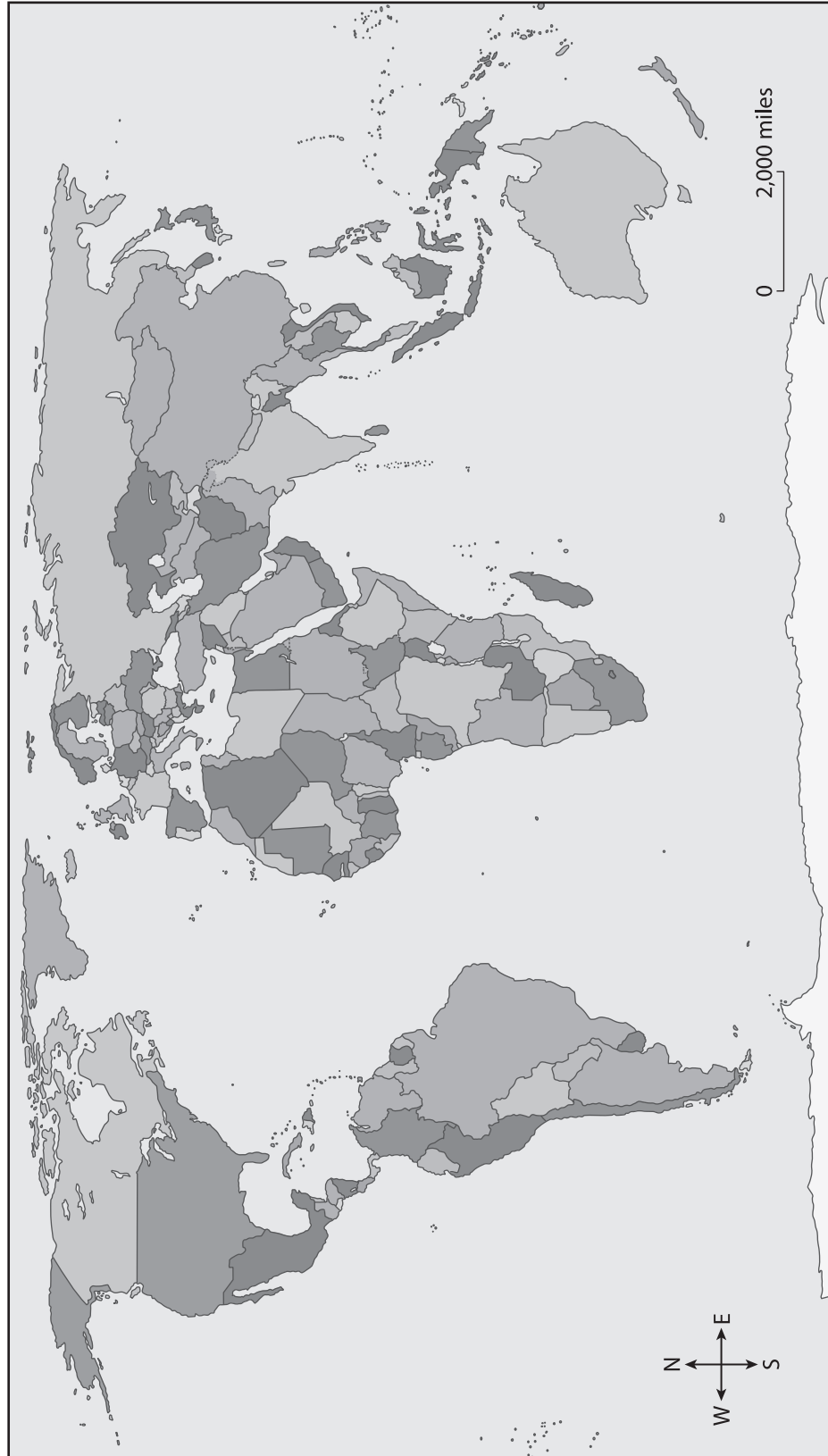
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Activity Page 2.1

Use with Chapter 2

World Map



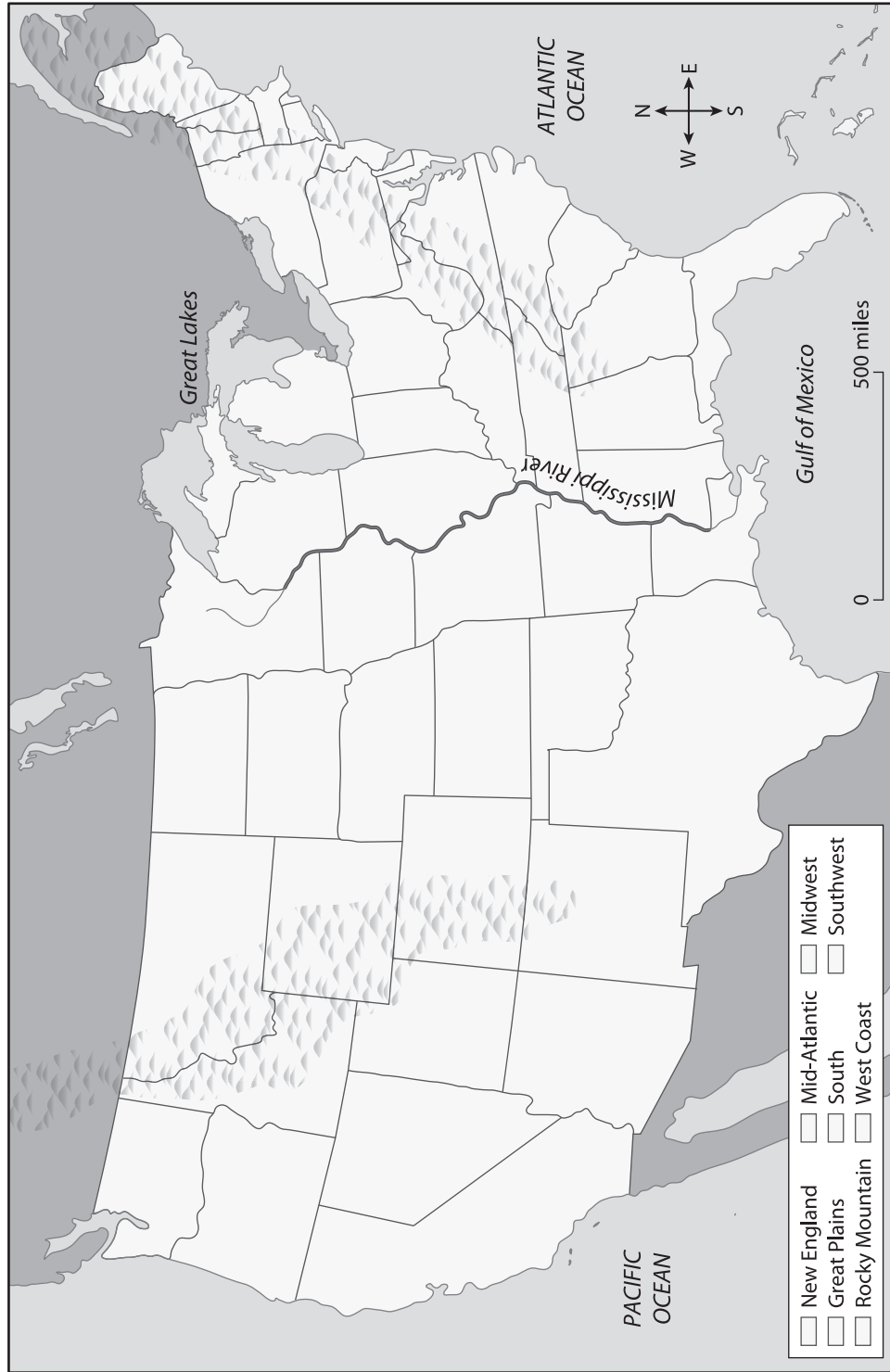
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Activity Page 2.2

Use with Chapter 2

Regions of the United States Map



Name \_\_\_\_\_

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**Activity Page 2.3**

**Use with Chapter 2**

**Meet My Region**

**You now know about the regions of the United States. What would you like others to know about the region in which you live? First, name your state and region.**

I live in \_\_\_\_\_. It is in the \_\_\_\_\_ of the United States.

**Next, provide the following information about your state and region.**

1. Louisiana capital \_\_\_\_\_
2. Louisiana governor \_\_\_\_\_
3. Parish \_\_\_\_\_
4. Climate \_\_\_\_\_
5. A landform \_\_\_\_\_
6. A body of water \_\_\_\_\_
7. A major city \_\_\_\_\_
8. Native American groups \_\_\_\_\_
9. Early settlers \_\_\_\_\_
10. A historic site \_\_\_\_\_
11. A place of interest \_\_\_\_\_
12. An industry \_\_\_\_\_
13. A product \_\_\_\_\_

**Describe something special about your region that you would like to share with others.**

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Activity Page 2.4

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

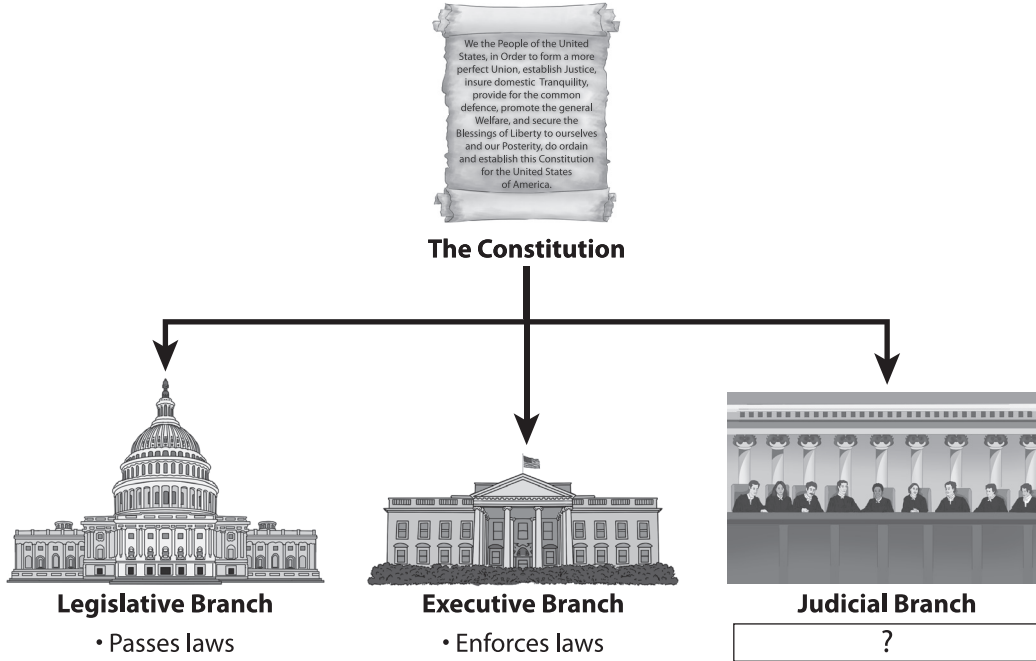
For each word, write the letter of the definition.

- |       |                     |   |
|-------|---------------------|---|
| _____ | 1. legislative      | a) loyalty to a group   |
| _____ | 2. executive        | b) a saying that represents the beliefs of a person, organization, or country   |
| _____ | 3. judicial         | c) relating to milk or milk products  |
| _____ | 4. propose          | d) a person who lives and votes in an area  |
| _____ | 5. constituent      | e) relating to an area where people live outside of a city  |
| _____ | 6. citizen          | f) relating to the countryside  |
| _____ | 7. beacon           | g) having the power to make laws  |
| _____ | 8. naturalization   | h) something that guides or provides a source of hope   |
| _____ | 9. region           | i) a series of government-supported efforts to explore outer space  |
| _____ | 10. industry        | j) to put forward or suggest  |
| _____ | 11. urban           | k) a group of similar or related businesses   |
| _____ | 12. motto           | l) the growing of crops and raising of livestock for food and other purposes  |
| _____ | 13. agriculture     | m) the process of becoming a citizen of a country if born outside of that country   |
| _____ | 14. dairy           | n) able to be replaced  |
| _____ | 15. renewable       | o) having the power to decide questions about laws  |
| _____ | 16. rural           | p) relating to a city   |
| _____ | 17. mine            | q) to dig into the earth in search of minerals or coal  |
| _____ | 18. oil field       | r) a person who belongs to a country and has protections under that country's laws  |
| _____ | 19. "space program" | s) an oil-rich area where equipment is set up to remove the oil from the ground   |
| _____ | 20. suburban        | t) a large area that may have certain characteristics related to its geography, form of government, or traditions that set it apart from other places |
| _____ | 21. amend           | u) to change or add to something already established  |
| _____ | 22. allegiance      | v) having the power to carry out laws   |

## Assessment: Chapter 1—How the United States Government Works

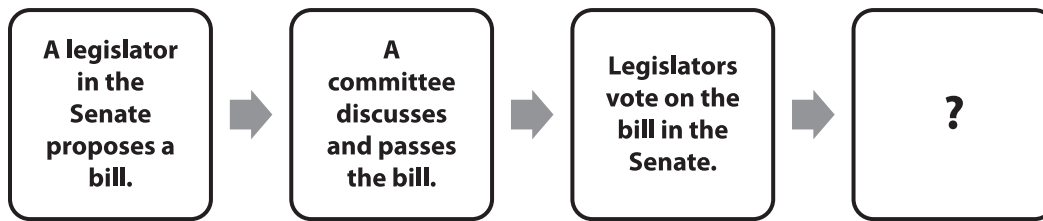
A. On your own paper, write the letter(s) that provides the best answer.

Use the diagram to answer questions 1 and 2.



1. What principle of the U.S. Constitution is shown in the diagram? (3.11)
  - a) federalism
  - b) civic virtues
  - c) checks and balances
  - d) separation of powers
2. Which phrase replaces the question mark beneath the judicial branch? (3.10.b)
  - a) decides the meaning of laws
  - b) runs the federal government
  - c) vetoes laws from the president
  - d) keeps peace between the states

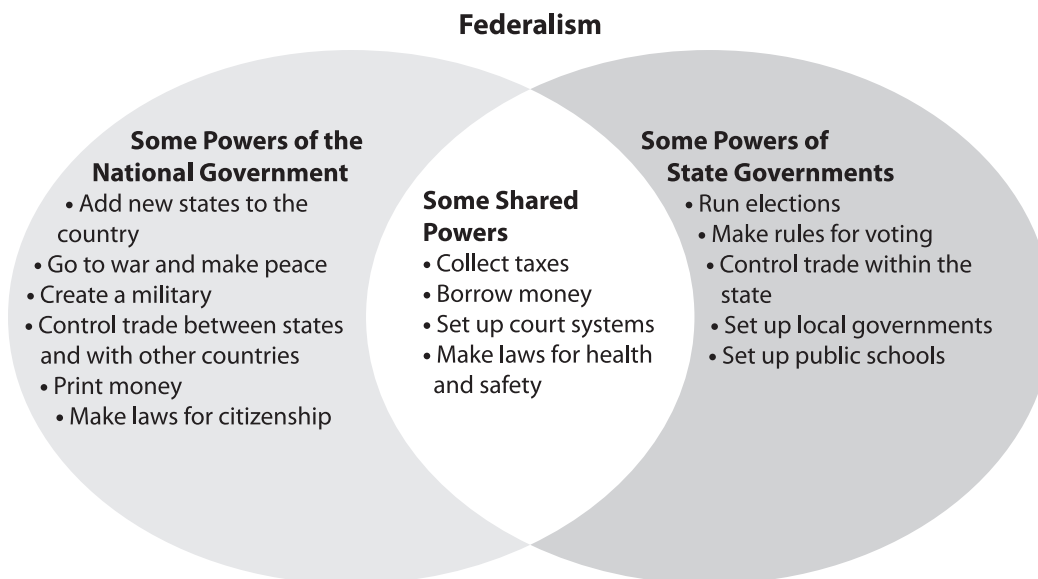
3. Use the diagram to answer the question.



Which statement describes the next step in how a bill becomes a law? (3.10.a)

- a) The bill is written.
- b) The president signs the bill into law.
- c) Both houses agree on changes in the final bill.
- d) Legislators vote on the bill in the House of Representatives.

Use the diagram to answer questions 4 and 5.



4. Based on the diagram, which power does only the national government have? (3.10.c)

- a) going to war
- b) borrowing money
- c) passing new laws
- d) making voting rules

5. Based on the diagram, which powers do only the states have? Select the **two** correct answers. (3.10.c)

- a) collecting taxes
- b) running elections
- c) creating a military
- d) setting up public schools
- e) controlling trade between states

6. Which statement best describes the relationship between state governments and the federal government under the U.S. Constitution? (3.10.c)
- a) Congress must work with states to pass laws.
  - b) The president shares judicial power with state governors.
  - c) States must follow laws passed by the U.S. Congress.
  - d) A state senator is more powerful than the president.

7. Use the excerpt from President Obama's farewell address to answer the question.

*... I learned that change only happens when ordinary people get involved and they get engaged [interested], and they come together to demand it.*

According to President Obama's speech, how do Americans make change? (3.3, 3.3.a, 3.13)

- a) by becoming citizens
  - b) by showing civic virtue
  - c) by using checks and balances
  - d) by using separation of powers
8. Use the excerpt from President Reagan's radio address to answer the question.

*Every time we vote we're grabbing a hold of a lifeline that's 3,000 miles long and more than two centuries old and, with millions of others, helping to pull America forward into the future. Yes, every time we vote we're standing up, side by side, with the Founding Fathers, with the men of Valley Forge, with patriots and pioneers throughout our history, with all those who dedicated their lives to making this a nation of the people, by the people, and for the people.*

What was President Reagan saying about voting? (3.3, 3.3.a, 3.13)

- a) It was more important in the past than it is today.
- b) It only works if millions of Americans do it.
- c) It is part of a long American tradition.
- d) It is not very important.

9. Which of these activities is the best example of good citizenship? (3.13, 3.14)
- a) paying low prices for goods in a store
  - b) serving on a jury
  - c) saving money
  - d) attending a jazz concert
10. How can Congress overturn a president's veto? (3.10.b)
- a) Congress can make the bill into a law with a two-thirds vote in both houses of Congress.
  - b) Congress can send the bill to state courts.
  - c) Congress can ask the public to vote on the bill.
  - d) Congress can have the bill made into a law with a three-fourths vote by state legislatures.
11. Which document sets the form of government for the United States? (3.11)
- a) the Constitution
  - b) the Bill of Rights
  - c) the Pledge of Allegiance
  - d) the Declaration of Independence
12. Which statement best describes the purpose of voting in elections? (3.13)
- a) to decide which laws citizens can stop following
  - b) to decide who will represent citizens in government
  - c) to decide if companies should hire more employees
  - d) to decide whether someone can start a new company
13. **On your own paper, write a well-organized paragraph in response to the following prompt:**  
The system of checks and balances allows the president of the United States to have unlimited power. Use evidence from the chapter to support or refute this claim. (3.4, 3.4.a, 3.11)



## Assessment: Chapter 2—Geography and Symbols of the United States

**A. On your own paper, write the letter(s) that provides the best answer.**

1. Which industry is important to both the Midwest and Great Plains regions? (3.16, 3.28)
  - a) technology
  - b) agriculture
  - c) industry
  - d) tourism
2. Use the image to answer the question.



Where is this physical feature located? (3.6.e, 3.20, 3.21)

- a) West Coast region
- b) Mid-Atlantic region
- c) New England region
- d) Rocky Mountain region

3. Use the image to answer the question.



Where is this type of weather common? (3.20, 3.21)

- a) Southwest region
  - b) West Coast region
  - c) Great Plains region
  - d) New England region
4. Which phrases describe the climate of the New England region? Select the **two** correct answers. (3.20)
- a) warm fall
  - b) cool spring
  - c) rainy winter
  - d) snowy winter
  - e) humid summer

5. Use the map to answer the question.



Which region is shown in the map? (3.19, 3.20, 3.21)

- a) Rocky Mountain
- b) Great Plains
- c) Midwest
- d) South

6. Which of these states are in the Southern region? Select the **two** correct answers. (3.20)

- a) Alabama
- b) Colorado
- c) Louisiana
- d) Oklahoma
- e) Pennsylvania

7. Which statement correctly compares the climates of the Mid-Atlantic and New England regions? (3.20)
- The summers are hotter in the Mid-Atlantic.
  - The winters are longer in the Mid-Atlantic.
  - The summers are hotter in New England.
  - There is more snow in the Mid-Atlantic.
8. Use the map to answer the question.



Which city is closest to the Gateway Arch? (3.19)

- Chicago
- St. Louis
- Des Moines
- Jefferson City

9. Which benefit does the Mississippi River provide? (3.16)
- a) It allows people to more easily transport goods.
  - b) It supplies water from the Pacific Ocean to farms.
  - c) It protects the Mississippi Delta from flooding.
  - d) It allows companies to transport goods from the East to the West.

10. Why are the Great Lakes important? (3.16, 3.20)
- a) They are tourist destinations for people who like to ski.
  - b) They make the soil rich for growing corn and soybeans.
  - c) They were formed by volcanoes thousands of years ago.
  - d) They are used to ship midwestern goods around the world.

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

The Southern region and the Rocky Mountain region have nothing in common.

Use evidence from the chapter to support or refute this claim. (3.4, 3.4.a, 3.20, 3.28)

