



What would life be like with no government?



Lesson 6.2: The Ideas of Our Government

Name _____

Government Idea 1: Social Contract

1. With your group, read the skit out loud. There are four parts that need to be assigned. Answer these questions together after reading the skit.
2. What is a **social contract**? Who is it between?
3. Why do people make a **social contract**?
4. The question: Why do we need government?





Name _____

Government Idea 2: The Common Good

Would You Rather?

Talk about the questions below with your group, then answer each one for yourself. Why did you choose what you did?

1. Would you rather pay more at a café for a hot chocolate cup that is biodegradable (good for the environment) or pay 10¢ less for one that is not?
2. Would you rather attend a park cleanup day or hang out with your friends at the park?
3. Would you rather pay fines for late books at the library if the fines go toward building a new library or not have overdue fines?
4. Would you rather have to pick up pencil shavings someone else spilled in the classroom or leave them for the custodian?
5. Would you rather shovel the snow off the sidewalk in front of your home or leave it there?
6. On Tuesdays, would you rather ride your bike to school to save gas or not?
7. Would you rather always be able to go to the front of the line or stay in your place?
8. Would you rather spend an hour a week weeding in the community garden or not?



Lesson 6.2: The Ideas of Our Government

The Common Good

Our founding fathers believed in the **common good**, which means that the purpose of government should be to help the whole community, not just a few people. What does that look like? It means that **everyone** should think about others, not just themselves, when they make decisions. Most of the time, people should do what is right for the community rather than what is right for themselves.

Read through the “Would you rather . . . ?” questions again. This time, talk about how to answer them thinking about the **common good** and write your answers.

Question	Common Good Answer
1. Would you rather pay more at a café for a hot chocolate cup that is biodegradable (good for the environment) or pay 10¢ less for one that is not?	
2. Would you rather attend a park cleanup day or hang out with your friends at the park?	
3. Would you rather pay fines for late books at the library if the fines go toward building a new library or not have overdue fines?	
4. Would you rather have to pick up pencil shavings someone else spilled in the classroom or leave them for the custodian?	
5. Would you rather shovel the snow off the sidewalk in front of your home or leave it there?	
6. On Tuesdays, would you rather ride your bike to school to save gas or not?	
7. Would you rather always be able to go to the front of the line or stay in your place?	
8. Would you rather spend an hour a week weeding in the community garden or not?	



Lesson 6.2: The Ideas of Our Government

9. What is the **common good**?

10. Why did the Founding Fathers include the **common good** in our ideas of government?

11. The question: How can we balance the needs of the community and the needs of individuals? What do we do if they conflict?





Name _____

Government Idea 3: The Rule of Law

1. Divide students into pairs and give each pair a set of character cards. There are three different sets.
 2. Read the information for your character carefully.
 3. Plan out how you will state your character's point of view to your partner—who will definitely not agree with you!
 4. When you are ready, discuss the following question with your partner for a few minutes: Should everyone have to follow the same laws? Make sure to pretend to be your character!
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When the character discussions are complete, talk about the questions below as a group and write your answers.

The **rule of law** means that everyone agrees to a set of rules and then everyone follows the same rules. These laws are written down in constitutions so that everyone knows what the laws are.

5. Why did the Founding Fathers include the **rule of law** in their ideas of government?
6. Do you think the **rule of law** can be applied to governments as well as to people? Why?
7. The question: Why does everyone have to follow the same laws?



Lesson 6.2: The Ideas of Our Government

Name _____

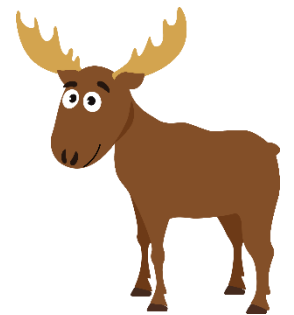
Government Idea 4: Representative Democracy

1. Read through the comic and talk about what is happening in it with your group.
2. Discuss the questions below together, then answer them yourself.

3. Have you ever had to make decisions as part of a large group? What are ways you did, or could, do it? Be sure to give specific examples! Use the cartoon example if you can't think of other ideas.

4. What is **representative democracy**?

5. The question: How should many people make decisions together?





Name _____

Government Idea 5: Limited Government

Read through the information about a dictator's unlimited powers compared to how our government is organized and answer the questions below.

1. Look at the list of actions from the dictators in the reading. Which one strikes you the most? Why?

2. Do you know of any other dictators in history or in the world right now? If so, who?

3. Now play a game of wacky words where you choose words to put into a paragraph without knowing what the paragraph is about. This can make for a very silly reading that doesn't always make sense! Chat with your group and select the correct types of words for the blanks below. Then, flip the page and input the words where they belong in the paragraph.

1) Noun _____

2) Plural noun _____

3) Noun _____

4) Noun _____

5) Plural noun _____

6) Active verb _____

7) Verb with -ing _____

8) Noun _____

9) Noun _____

10) Adjective _____

11) Plural noun _____

12) Noun _____

13) Adjective _____

14) Adjective _____

15) Adjective _____

16) Adjective _____

Lesson 6.2: The Ideas of Our Government

“Not Really a Limited Government”

After living under a _____ (1 *Noun*), the Americans decided they wanted a government with _____ (2 *Plural noun*) in their new country. They did not want the _____ (3 *Noun*) to have too much power over their lives. They were also afraid of _____ (4 *Plural noun*) in their new nation because they knew dictators were rulers of (5 *Noun*) _____ that had absolute power to _____ (6 *Active verb*), like make horses senators or _____ (7 *Verb with -ing*) however they wanted. They decided to create a government and write down the laws of the new government in a _____ (8 *Noun*) so everyone knew them. They also divided the _____ (9 *Noun*) so that no one part of it could get too much. _____ (10 *Adjective*) towns, states, and the federal government had to share _____ (11 *Plural noun*) together, which is called _____ -ism (12 *Noun*). In the federal government, the _____ (13 *Adjective*) branch (Congress), the _____ (14 *Adjective*) branch (the President), and the _____ (15 *Adjective*) branch (the courts) had to share power together. The Americans did a good job designing a government with _____ (16 *Adjective*) powers!

4. What do you think of your paragraph? What kind of government does it describe?





Lesson 6.2: The Ideas of Our Government

5. Now read the **REAL** paragraph and answer the questions below with your group.

“A Limited Government”

After living under a **king**, the Americans decided they wanted a government with **limited powers** in their new country. They did not want the **government** to have too much power over their lives. They were also afraid of **dictators** in their new nation because they knew dictators were rulers of **countries** that had absolute power **to do anything they wanted**, like make horses senators or **ruling with unwise laws** however they wanted. They decided to create a government and write down the laws of the new government in a **constitution** so everyone knew them. They also divided the **power of the government** so that no one part of it could get too much. **Local** towns, states, and the federal government had to share **power** together, which is called **federalism**. In the federal government, the **legislative** branch (Congress), the **executive** branch (the President), and the **judicial** branch (the courts) had to share power together. The Americans did a good job designing a government with **limited** powers!

6. What is **limited government**?
7. How did the Founding Fathers limit the government in the United States?
8. The question: Why should we limit the powers of the government?



Lesson 6.2: The Ideas of Our Government

Government Idea 1: Social Contract Materials

- Read the skit below. You need people for four parts. There are two scenes.
- Parts: Neighbor 1, Neighbor 2, Neighbor 3, Neighbor 4
- Be sure to pre-read the skit so you are familiar with your lines!

Scene 1. In a kitchen, a person is sitting at a table.

Neighbor 1: I'm doing ok. I have food, shelter...you know, the things people need.

(knock, knock)

Neighbor 1: Hello?

Neighbor 2: Oh no! Help! Someone has stolen all my chickens! Now I have no eggs to eat, no meat to feed my family with this winter, and our feather business is going to fail!

Neighbor 1: Ouch. What will you do?

Neighbor 2: (looks helpless, shrugs) I don't know. How can I catch the thieves?

(knock, knock)

Neighbor 1: Hello?

Neighbor 3: Hi neighbors, guess what?! Bad news. That big storm last night washed out the bridge going to my house on the road. I can't get the wagon out, and it's really hard to cross the stream at all.

Neighbor 1: But my kids were going to your house for school! How will they learn to read and count now?

(knock, knock, yelling)

Neighbor 4: You have to hide me! You have to hide me! Please let me in! My enemy said he was going to come beat me up! Who will protect me?

(Neighbors 1, 2, 3 look at each other)

Neighbor 1: Not me, buddy. He's big and mean and a bully. Sorry.

Neighbors 2 & 3: Not me, nope.

Neighbor 4: Ok, if you all won't help me, maybe we should figure something out to help all of us...



Lesson 6.2: The Ideas of Our Government

Scene 2. In a conference hall, the four neighbors are having a meeting.

Neighbor 4: So, I heard of this thing called “government.” It can make laws and make people follow them, if we let it. It would really make our lives better.

Neighbor 2: I’d like a law about no stealing chickens.

Neighbor 3: Can we get help with roads and bridges?

Neighbor 1: And education? And roads and bridges to get to the education?

Neighbor 4: And definitely no beating people up. Protection for innocent people please.

Neighbor 1: But what if people don’t follow the laws?

Neighbor 4: I think we have to give the government the power to make people follow the laws—like people go to jail or get in trouble somehow if they don’t do what they should. The government has to have power over the people.

Neighbor 3: Wait, does this mean I’m not free to do what I want?

Neighbor 2: Well, what do you want to do? Steal chickens? No, you’re not free to steal chickens.

Neighbor 3: I guess I don’t mind not being free to do whatever I want if I can get to my house even after rainstorms.

Neighbor 1: So, people have to give up a little bit of freedom to get what the government is offering? Like education?

Neighbor 4: And protection. And safety.

Neighbor 2: Can we all agree to give government a little bit of our freedom? If we get laws and protection?

Neighbor 4: I agree.

Neighbor 3: Yup, agreed. Let’s call it... the Agreement of the Society!

Neighbor 1: Yes, pinky promise on giving up a few rights, but I don’t like that name. How about “Contract” instead of “Agreement”? Sounds more formal.

Neighbor 2: I agree. And that title is too wordy. How about “Social Contract”? Speak up if you disagree!

<silence>



Lesson 6.2: The Ideas of Our Government

Government Idea 3: The Rule of Law Materials

Read these materials to get into character, then invent a dialogue with the other character about whether the rule of law should run society.

Situation 1: France, 1750	Situation 1: France, 1750
Character 1: French Noble “Claude Louis, Prince of Conti” or “Madeleine de Bourbon, Princess of Conti”	Character 2: American Founder “Eliza Adams” or “John Hamilton”
You have heard that these crazy Americans are starting a new country! Ridiculous! They are making all sorts of insane plans. And everyone has to follow the SAME laws. This would mean that YOU will have to pay the same taxes a commoner has to pay. Everyone knows that commoners have to pay a higher tax rate because they do not have noble blood. They must contribute a greater part of their money to support France and the king. Who else would keep the country’s roads and bridges repaired? You should not, and will not, give the government tax money because you need it to maintain your lifestyle (like fancy clothes and jewels and famous paintings on the walls). They are not noble and do not have two (or more) houses. They do not need fancy clothes or nice things because they are commoners. The idea that everyone would pay the same tax rate is absurd.	You are creating a new country, one where noble birth does not mean you have more rights or privileges than others. The laws are written down and made public for all to see. Everyone must follow the same laws. All are also responsible for the government and supporting it, which means that everyone must pay taxes. For example, rich and poor alike use the same roads and bridges, so all should pay fairly to maintain them. The government will protect everyone’s rights and all must pay fairly for it. It is not right and not fair to expect some people to pay more than others. It is especially unjust to expect commoners with less money to pay higher taxes than rich nobles—and then be left starving or in the poor house. Noble blood does not give you special privileges. The law is the law for all.



Lesson 6.2: The Ideas of Our Government

Read these materials to get into character, then invent a dialogue with the other character about whether the rule of law should run society.

Situation 2: Russia, 1860		Situation 2: Russia, 1860	
Character 1: Russian Noble “Duke Ivan Antonovych” or “Duchess Natalya Paulouna”		Character 2: American Founder “George Adams” or “Abigail Washington”	
<p>You have heard that these crazy Americans are starting a new country! Ridiculous! They are making all sorts of insane plans. And everyone has to follow the SAME laws. This would mean that YOU would lose your control of and labor of the serf commoners on your land! Everyone knows that serfs belong to the land and the person who owns the land controls the serfs. You get their labor, make decisions about their lives, and even sometimes let them leave the land for a quick visit to a sick relative. Sometimes. Really they don't need to go anywhere because they have to work the land anyway. In this new country, they are saying people won't be tied to the land and will get the freedom to go wherever they want! They wouldn't belong to the land...they would belong to themselves? How will they know what to do? How will your land get farmed? How will you keep your riches?</p> <p>Serf: person who is tied to the land and must work the land for the landowner</p>		<p>You are creating a new country, one where noble birth does not mean you have more rights or privileges than others. Everyone must follow the same laws. Everyone is entitled to the same liberties and rights. People need to be free to move around and do work that will help them and their families the most. People do not belong to the land and they do not have to obey the landowner—or ask permission to leave the land! There are no serfs. The same law applies to the landowner and people who do not own land; they can do what they like within the law to find happiness.</p> <p>Serf: person who is tied to the land and must work the land for the landowner</p>	



Lesson 6.2: The Ideas of Our Government

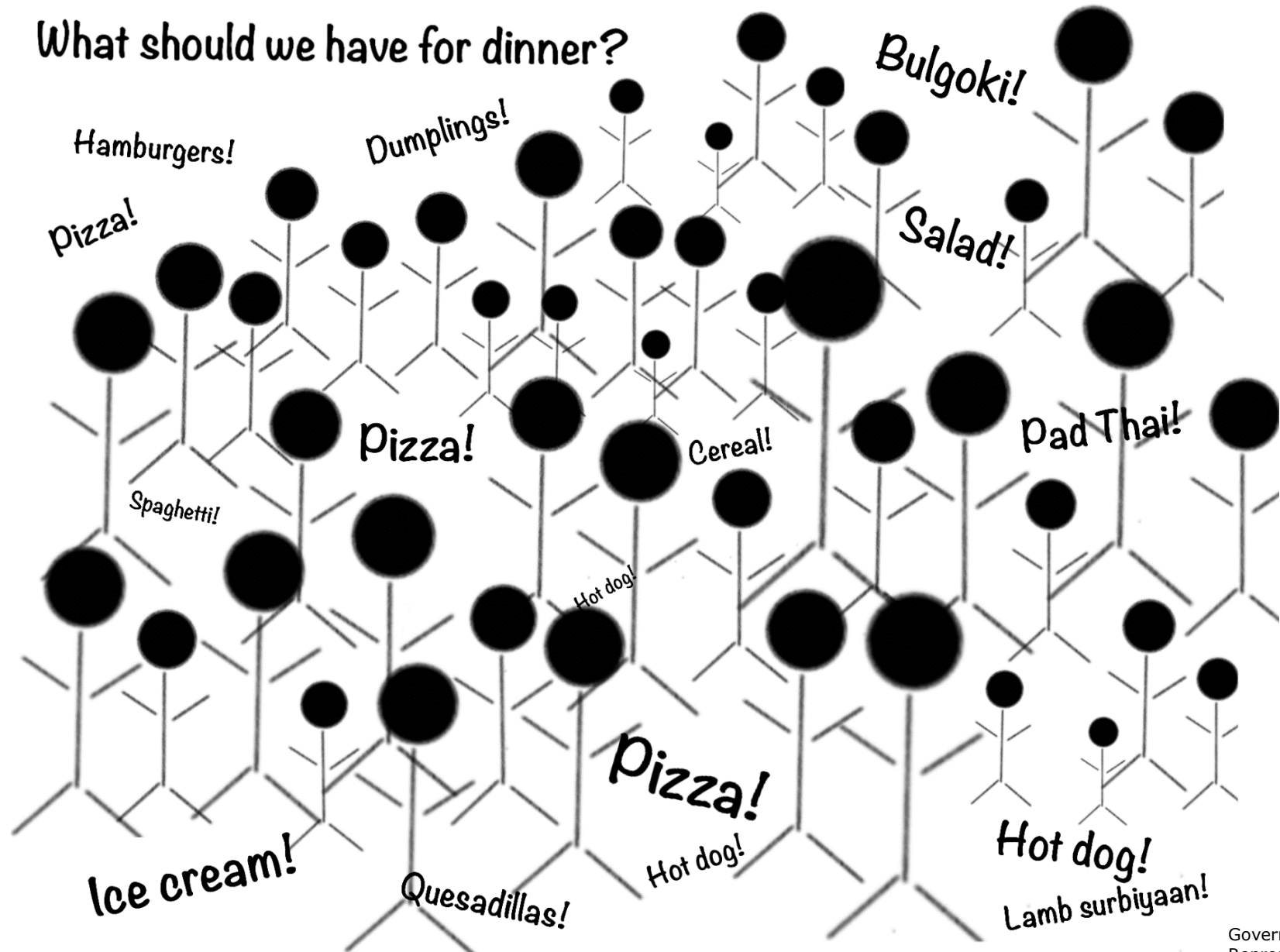
Read these materials to get into character, then invent a dialogue with the other character about whether the rule of law should run society.

Situation 3: England, 1800	Situation 3: England, 1800
Character 1: English Magistrate (Judge) “Justice Harold Summers” or “Justice Ada Cooperson”	Character 2: American Founder “Martha Hamilton” or “Alexander Washington”
You have heard that these crazy Americans are starting a new country! Ridiculous! They are making all sorts of insane plans: they say the same laws apply to everyone! This would mean that when you pass judgment, you have to treat the poor and the rich the same. This is a problem because England is an island nation and you rely on ships. Where will those ships get sailors if you aren’t allowed to force poor people into service on the ships? If someone is doing something you don’t like, you should be able to force them on to a ship and go away. What if someone is hanging around a store trying to get a job? Put them on a ship! If a foreigner comes to your town and you don’t like how they talk, they should be forced to work as a sailor. Not forever, of course, just for a few years. If you had to apply those ideas to rich people, who would run the shipping companies? Who would send you nice gifts? Really, quite ridiculous!	You are creating a new country, one where noble birth or wealth does not mean you have more rights or privileges than others. The laws are written down and made public for all to see. Everyone must follow the same laws, both rich and poor. The laws apply to everyone in the same way. In England, a judge can force someone to work as a sailor for years, away from their home and family. They will be sent away for small reasons, like if they are poor, trying to find work, or simply looked at the magistrate wrong. Of course, in England these laws do not apply to rich people. But you cannot have different laws for poor and rich people because then the law isn’t fair. Everyone must be allowed to work as they can and improve their lives. Justice and equality should be basis of the law.

Lesson 6.2: The Ideas of Our Government

Government Idea 4: Representative Democracy Materials

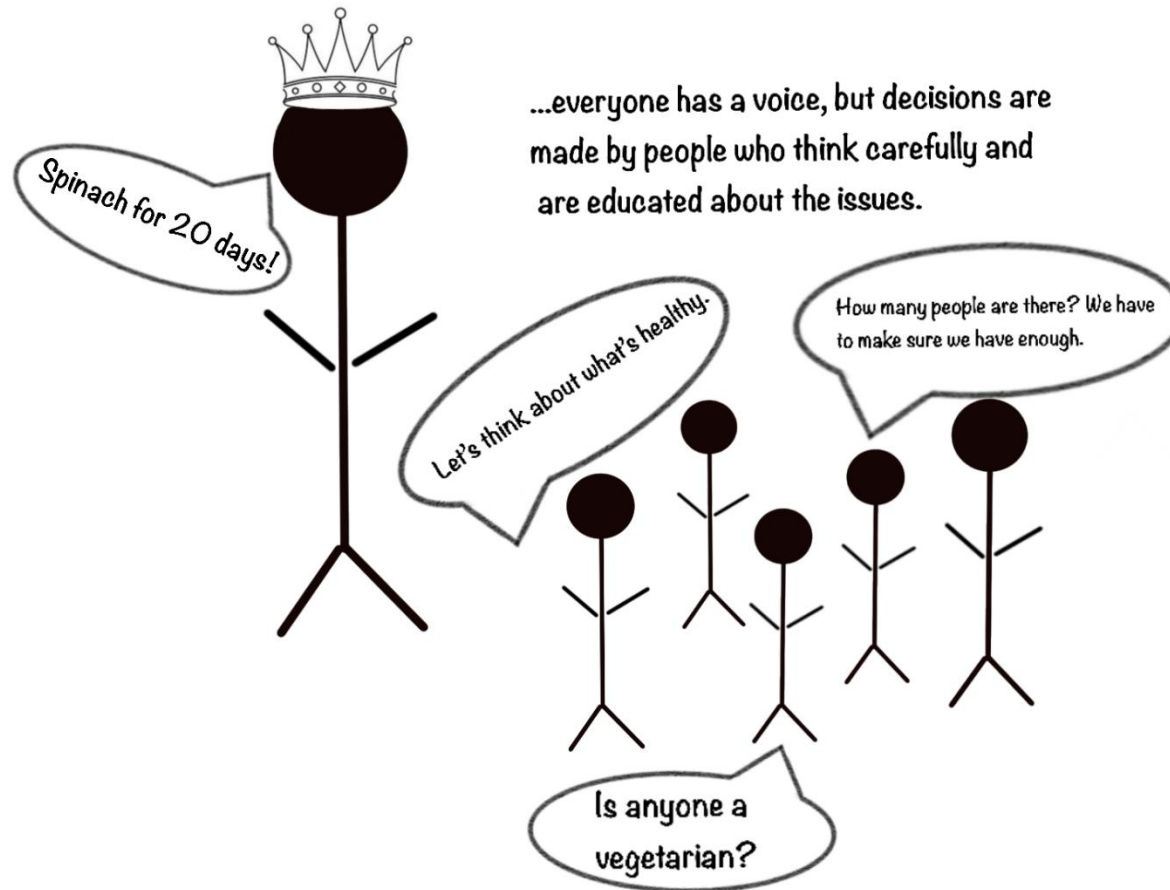
What should we have for dinner?



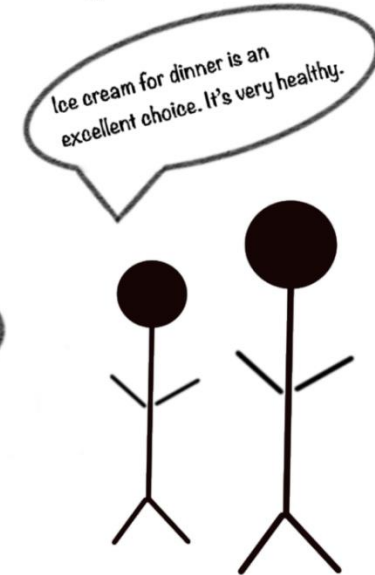
Lesson 6.2: The Ideas of Our Government

We want to make a good decision, but need to make sure that...

...no one person has too much power.



...people make good (not silly) choices.



Lesson 6.2: The Ideas of Our Government

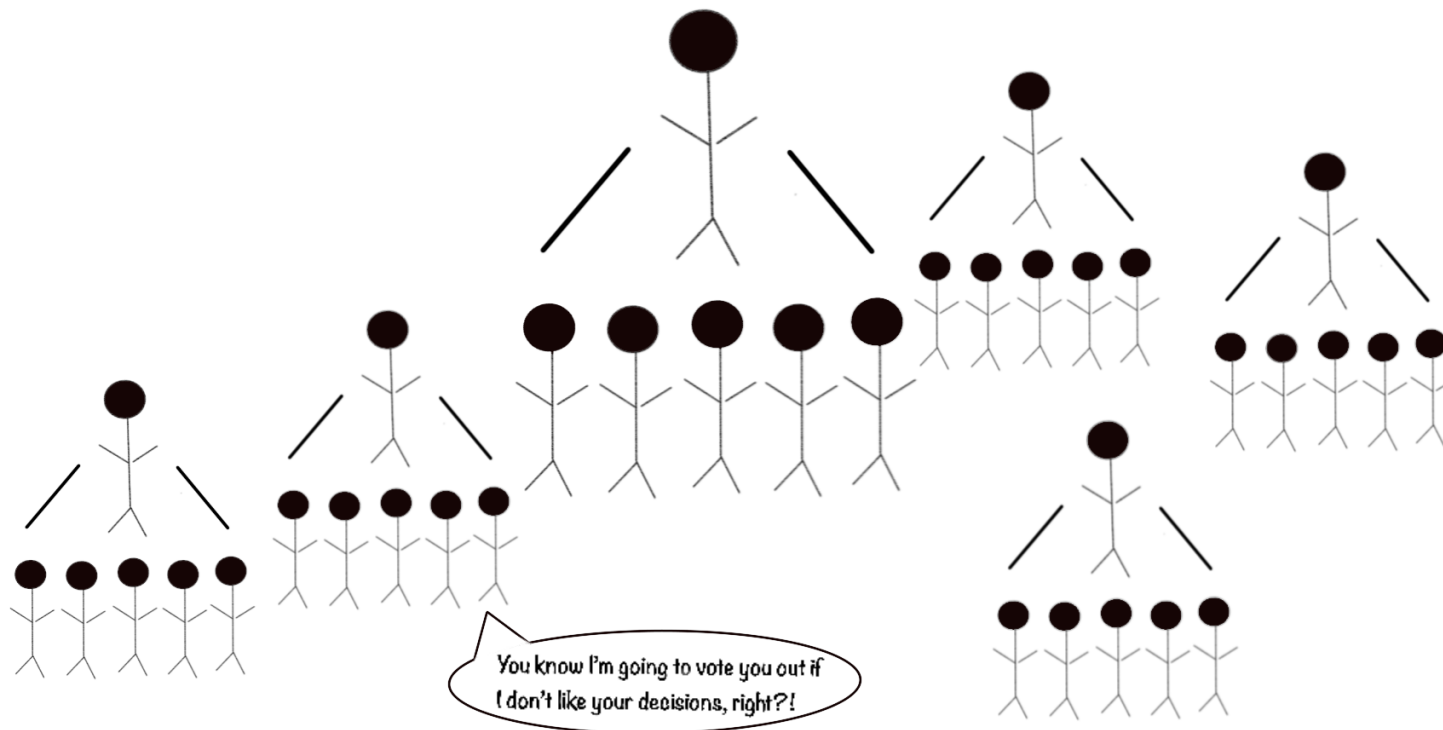
Let's make decision-making easier!

We will divide ourselves into groups of five.

Each group will choose a representative.

We'll give our ideas for dinner to our representative.

Then those representatives will get together and make good decisions about what to eat!



Lesson 6.2: The Ideas of Our Government

Government Idea 5: Limited Government Materials

A **dictator** is a ruler of a country who has absolute power. They do not have to follow any laws and do whatever they want. Usually, they get power by force, and they keep their power the same way. Adolf Hitler of Germany and Benito Mussolini of Italy are dictators you may have heard of.

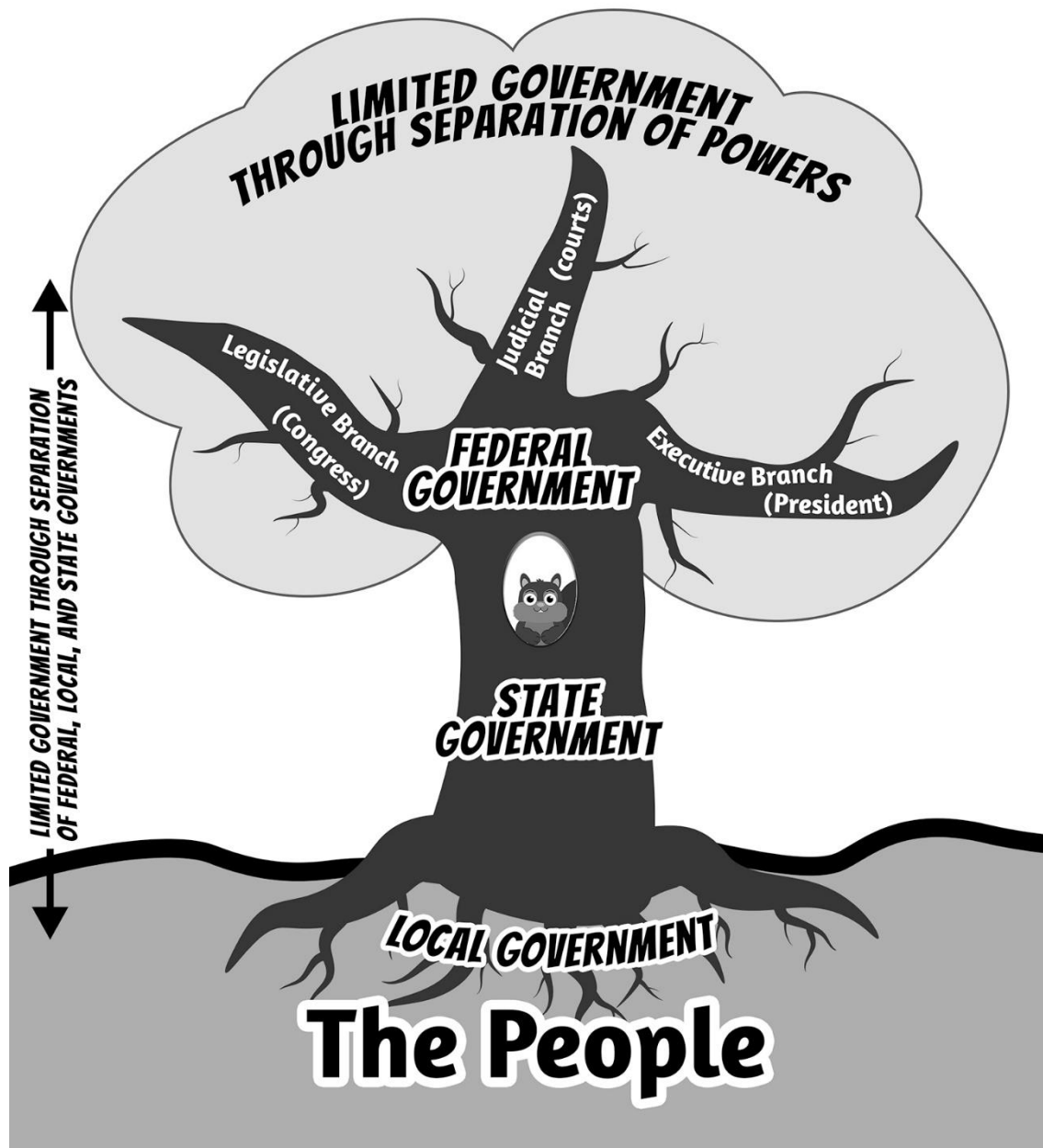
Dictators have existed throughout history and in all parts of the world. They can also be emperors, kings, or any ruler with absolute power and no limits. Dictators are usually cruel and violent towards their own people in order to make the people do what they want and to keep themselves in power.

The unlimited power of dictators can be shown in actions they took, which can be more than just cruel actions; sometimes they are ridiculous. What do you think about the following things?

Who, where, and when?	What did they use their total power for?
Emperor Caligula in Ancient Rome Dates: 37–41 CE	He had the heads removed from statues of Roman gods and replaced them with a sculpture of his head. He planned to make his horse a senator and invited people to have dinner with it.
Saparmurat Niyazov in Turkmenistan Dates: 1990–2006 CE	He renamed the months of the year and days of the week to be whatever he wanted. For example, April became Gurbansoltan in honor of his mother. September became Ruhnama, the title of a book he wrote. He renamed Thursday Justice Day and Saturday Spirituality Day.
Joseph Stalin in the Soviet Union Dates: 1927–1953	He killed his political and personal enemies, then removed their pictures from books, newspapers, and even from photos that he had been in with them in order to try to erase them from memory.
Mobutu Sese Seko in the Democratic Republic of Congo Dates: 1965–1997 CE	He renamed himself "The all-powerful warrior who, because of his endurance and inflexible will to win, goes from conquest to conquest, leaving fire in his wake."



Lesson 6.2: The Ideas of Our Government



The Founding Fathers were scared of dictators. They had just rebelled against Great Britain because King George III interfered with their lives too much! So, how could they make sure no dictators could get power in the United States?

The Founding Fathers divided the power of the government vertically and horizontally so that no one and no part of the government could get too much power. Then they wrote down all the things the government could and could not do in a constitution so that everyone knew what the government's powers are.



Government Idea 1: Social Contract

1. With your group, read the skit out loud. There are four parts that need to be assigned. Answer these questions together after reading the skit.
2. What is a **social contract**? Who is it between?

A social contract is an agreement between people and their government to give up some rights in exchange for security and law and order.

3. Why do people make a **social contract**?

People make a social contract in order to get the benefits of government, like education and law and order.

4. The question: Why do we need government?

We need government so that we have something to organize our society. We need something to help people work together and make things better for people.





Government Idea 2: The Common Good

Would You Rather?

Talk about the questions below with your group, then answer each one for yourself. Why did you choose what you did?

1. Would you rather pay more at a café for a hot chocolate cup that is biodegradable (good for the environment) or pay 10¢ less for one that is not?
I think pay more for a cup that's good for the environment as long as it's not more than 25 cents.
2. Would you rather attend a park cleanup day or hang out with your friends at the park?
I would rather hang out with my friends at the park because we don't litter the park.
3. Would you rather pay fines for late books at the library if the fines go toward building a new library or not have overdue fines?
I would rather not have fines because people can avoid paying them and it might not make that much.
4. Would you rather have to pick up pencil shavings someone else spilled in the classroom or leave them for the custodian?
It depends on how much and how messy.
5. Would you rather shovel the snow off the sidewalk in front of your home or leave it there?
I would rather shovel it off because people could fall and get hurt.
6. On Tuesdays, would you rather ride your bike to school to save gas or not?
I would rather walk or bike if I could one day a week, unless it was really far away.
7. Would you rather always be able to go to the front of the line or stay in your place?
Honestly, I would rather be able to go to the front of the line all the time.
8. Would you rather spend an hour a week weeding in the community garden or not?
I would rather not because I don't like weeding.



Lesson 6.2: The Ideas of Our Government

The Common Good

Our founding fathers believed in the **common good**, which means that the purpose of government should be to help the whole community, not just a few people. What does that look like? It means that **everyone** should think about others, not just themselves, when they make decisions. Most of the time, people should do what is right for the community rather than what is right for themselves.

Read through the “Would you rather . . . ?” questions again. This time, talk about how to answer them thinking about the **common good** and write your answers.

Question	Common Good Answer
1. Would you rather pay more at a café for a hot chocolate cup that is biodegradable (good for the environment) or pay 10¢ less for one that is not?	Paying a little more to help the environment will help the community.
2. Would you rather attend a park cleanup day or hang out with your friends at the park?	Helping at a park cleanup day will help the whole community.
3. Would you rather pay fines for late books at the library if the fines go toward building a new library or not have overdue fines?	Taxing people who bring their books back late is a good idea because a new library will help the community.
4. Would you rather have to pick up pencil shavings someone else spilled in the classroom or leave them for the custodian?	I should pick up the pencil shavings so that the classroom is cleaner for everyone and the custodian can do other things.
5. Would you rather shovel the snow off the sidewalk in front of your home or leave it there?	I will shovel the snow off the side walk to make the community better for everyone.
6. On Tuesdays, would you rather ride your bike to school to save gas or not?	I will help the environment by walking or biking to school one day a week.
7. Would you rather always be able to go to the front of the line or stay in your place?	I should stay in line so that everyone gets a fair line.
8. Would you rather spend an hour a week weeding in the community garden or not?	I would rather help the community by weeding in the garden. Perhaps I will even spend two hours...



Lesson 6.2: The Ideas of Our Government

9. What is the **common good**?

The common good is the idea that when you think about your actions, you (and everyone) should choose to do what is best for the community, whether it's good or easy for you or not.

10. Why did the Founding Fathers include the **common good** in our ideas of government?

They thought that government should work for the common good because the government is responsible for the community. Also, it can be hard for individuals to see and/or act for the common good, so it's all the more important for government to do so.

11. The question: How can we balance the needs of the community and the needs of individuals? What do we do if they conflict?

I think government should care more about the community because someone needs to. Even if individual people aren't happy with some things, if the government takes care of the community, all the people will be better for it. People will take care of themselves without the government making them, so we need to make sure there are people working to take care of the community too.





Government Idea 3: The Rule of Law

1. Divide students into pairs and give each pair a set of character cards. There are three different sets.
 2. Read the information for your character carefully.
 3. Plan out how you will state your character's point of view to your partner—who will definitely not agree with you!
 4. When you are ready, discuss the following question with your partner for a few minutes: Should everyone have to follow the same laws? Make sure to pretend to be your character!
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When the character discussions are complete, talk about the questions below as a group and write your answers.

The **rule of law** means that everyone agrees to a set of rules and then everyone follows the same rules. These laws are written down in constitutions so that everyone knows what the laws are.

5. Why did the Founding Fathers include the **rule of law** in their ideas of government?

They wanted to be sure that everyone had to follow the same laws. They wanted all the people to know the laws and to have to be fair in following them together.

6. Do you think the **rule of law** can be applied to governments as well as to people? Why?

I think it probably can. If people have to follow the laws together, the government that makes the rules should have to follow them as well. That way, the government will be fair too.

7. The question: Why does everyone have to follow the same laws?

Everyone has to follow the same laws so that people live in a country with justice and fairness. No one should get special treatment—good or bad. The government and the people all have to follow the same laws.



Government Idea 4: Representative Democracy

1. Read through the comic and talk about what is happening in it with your group.
2. Discuss the questions below together, then answer them yourself.

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3. Have you ever had to make decisions as part of a large group? What are ways you did, or could, do it? Be sure to give specific examples! Use the cartoon example if you can't think of other ideas.

Yes, I had to decide what to do for a grade-level party. People said ideas then we all voted. I've also been part of sports teams and the captains usually decide everything there. In school, we've elected a class representative to go to the principal and talk about the school.

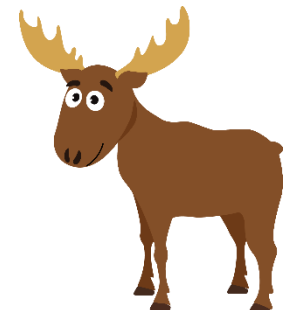
In the cartoon, at first, the people were all together, shouting ideas. Then they thought about different positive and negatives of grouping together and choosing a representative. Choosing a representative to talk things out who will say their ideas seemed like it worked well for them.

4. What is representative democracy?

Representative democracy is when people have elected persons listen to their ideas and make decisions with other representatives about government.

5. The question: How should many people make decisions together?

Communities should elect people to make informed, good decisions for the community. They can learn about the issues, listen to what people think, and think about what's good for the whole community when they decide.





Government Idea 5: Limited Government

Read through the information about a dictator's unlimited powers compared to how our government is organized and answer the questions below.

1. Look at the list of actions from the dictators in the reading. Which one strikes you the most? Why?

Renaming the months and days of the week I thought was really silly. You can't do that because so many people need to make changes to so many things. Plus, how could they talk to people outside their country? Also, the idea that one dictator hated his enemies, killed them, then made it like they didn't even exist seems a little extreme. You can't change the world like that.

2. Do you know of any other dictators in history or in the world right now? If so, who?

I know that Hitler in World War II from Germany was a dictator. Also, I think North Korea is ruled by a dictator.

3. Now play a game of wacky words where you choose words to put into a paragraph without knowing what the paragraph is about. This can make for a very silly reading that doesn't always make sense! Chat with your group and select the correct types of words for the blanks below. Then, flip the page and input the words where they belong in the paragraph.

- 1) Noun _____ **dragonfly** _____
- 2) Plural noun _____ **mountains** _____
- 3) Noun _____ **shoe** _____
- 4) Plural noun _____ **nail polish** _____
- 5) Noun _____ **scooter** _____
- 6) Active verb _____ **chase a kite** _____
- 7) Verb with -ing _____ **barking** _____
- 8) Noun _____ **feather** _____

- 9) Noun _____ **scissors** _____
- 10) Adjective _____ **Orange** _____
- 11) Plural noun _____ **mugs** _____
- 12) Noun _____ **dog collar** _____
- 13) Adjective _____ **fluffy** _____
- 14) Adjective _____ **scratchy** _____
- 15) Adjective _____ **waxy** _____
- 16) Adjective _____ **furry** _____

Lesson 6.2: The Ideas of Our Government

“Not Really a Limited Government”

After living under a **dragonfly** (1 *Noun*), the Americans decided they wanted a government with **mountains** (2 *Plural noun*) in their new country. They did not want the **shoe** (3 *Noun*) to have too much power over their lives. They were also afraid of **nail polishes** (4 *Plural noun*) in their new nation because they knew dictators were rulers of (5 *Noun*) **scooter** that had absolute power to **chase a kite** (6 *Active verb*), like make horses senators or **barking** (7 *Verb with -ing*) however they wanted. They decided to create a government and write down the laws of the new government in a **feather** (8 *Noun*) so everyone knew them. They also divided the **scissors** (9 *Noun*) so that no one part of it could get too much. **Orange** (10 *Adjective*) towns, states, and the federal government had to share **mugs** (11 *Plural noun*) together, which is called **dog collar-ism** (12 *Noun*). In the federal government, the **fluffy** (13 *Adjective*) branch (Congress), the **scratchy** (14 *Adjective*) branch (the President), and the **waxy** (15 *Adjective*) branch (the courts) had to share power together. The Americans did a good job designing a government with **furry** (16 *Adjective*) powers!

4. What do you think of your paragraph? What kind of government does it describe?

Honestly, it is pretty silly. It doesn't make much sense—a government afraid of nail polish where the leader barks however they want? It describes a government is not reasonable or limited.



Lesson 6.2: The Ideas of Our Government

5. Now read the **REAL** paragraph and answer the questions below with your group.

“A Limited Government”

After living under a **king**, the Americans decided they wanted a government with **limited powers** in their new country. They did not want the **government** to have too much power over their lives. They were also afraid of **dictators** in their new nation because they knew dictators were rulers of **countries** that had absolute power **to do anything they wanted**, like make horses senators or **ruling with unwise laws** however they wanted. They decided to create a government and write down the laws of the new government in a **constitution** so everyone knew them. They also divided the **power of the government** so that no one part of it could get too much. **Local** towns, states, and the federal government had to share **power** together, which is called **federalism**. In the federal government, the **legislative** branch (Congress), the **executive** branch (the President), and the **judicial** branch (the courts) had to share power together. The Americans did a good job designing a government with **limited** powers!

9. What is limited government?

Limited government is when people make a government and write down the rules for government in a constitution. They limit the government’s powers so that no one person or group gets too much power.

10. How did the Founding Fathers limit the government in the United States?

They limited the government by writing the laws down in a constitution so everyone knew them. Also, local, state, and federal governments share power. The three branches of government in the federal government also share power.

11. The question: Why should we limit the powers of the government?

We should limit government’s powers so that we don’t have dictators with unlimited power in our country. We want government that has the right amount of power—not too little, not too much—so that it can get things done but still serve the people.



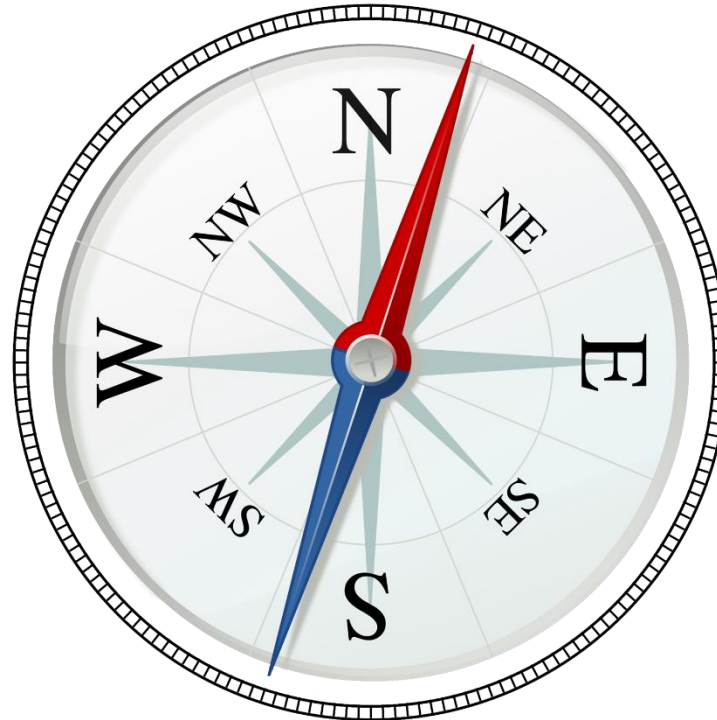
Lesson 6.2: The Ideas of Our Government

Government Idea 1: Social Contract

Name: _____

N = Need to Know What else do you need to know or find out about this idea? What additional information would help you to evaluate it?

E = Excellent What do you think is excellent about this idea? What's the upside?



W = Worrisome What do you find worrisome about this idea? What's the downside?

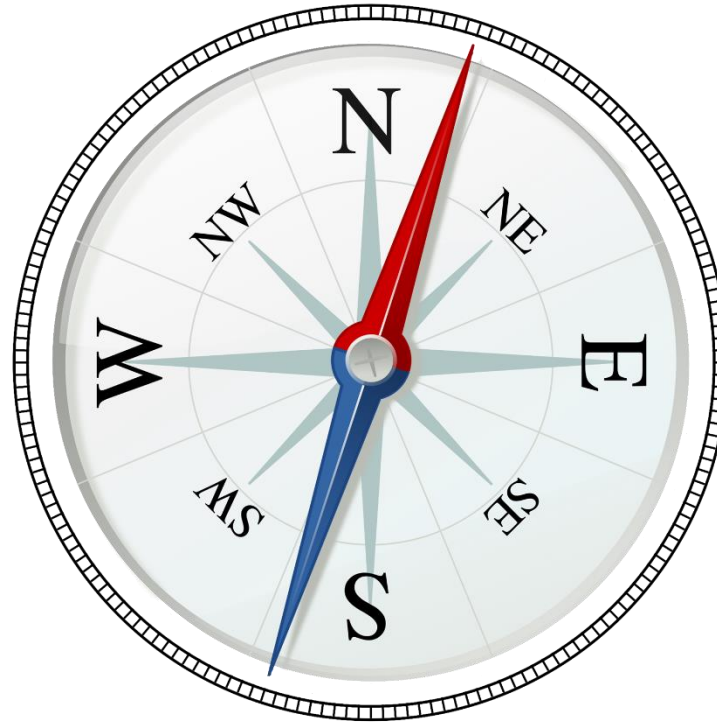
S = Stance What is your current stance or opinion on the idea?



Government Idea 2: Common Good

N = Need to Know What else do you need to know or find out about this idea? What additional information would help you to evaluate it?

E = Excellent What do you think is excellent about this idea? What's the upside?



W = Worrisome What do you find worrisome about this idea? What's the downside?

S = Stance What is your current stance or opinion on the idea?

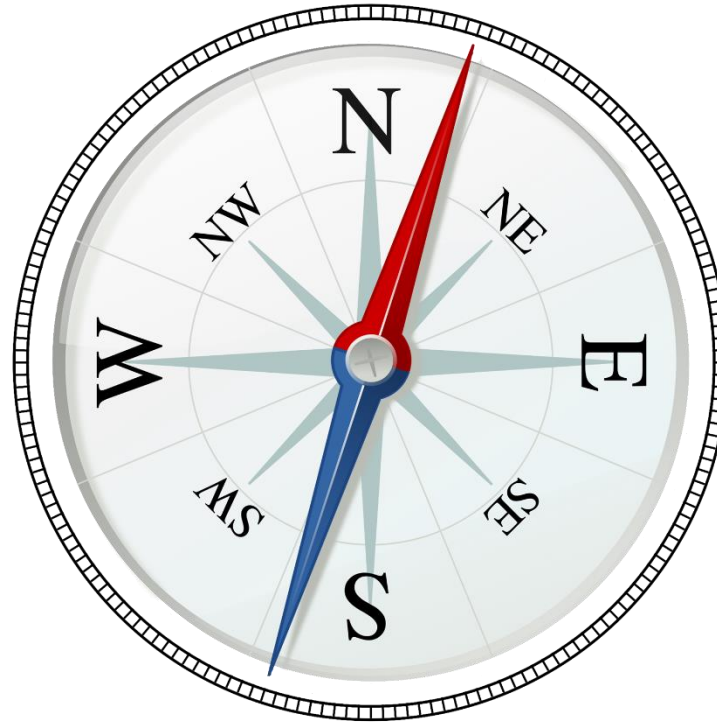


Name: _____

Government Idea 3: Rule of Law

N = Need to Know What else do you need to know or find out about this idea? What additional information would help you to evaluate it?

E = Excellent What do you think is excellent about this idea? What's the upside?



W = Worrisome What do you find worrisome about this idea? What's the downside?

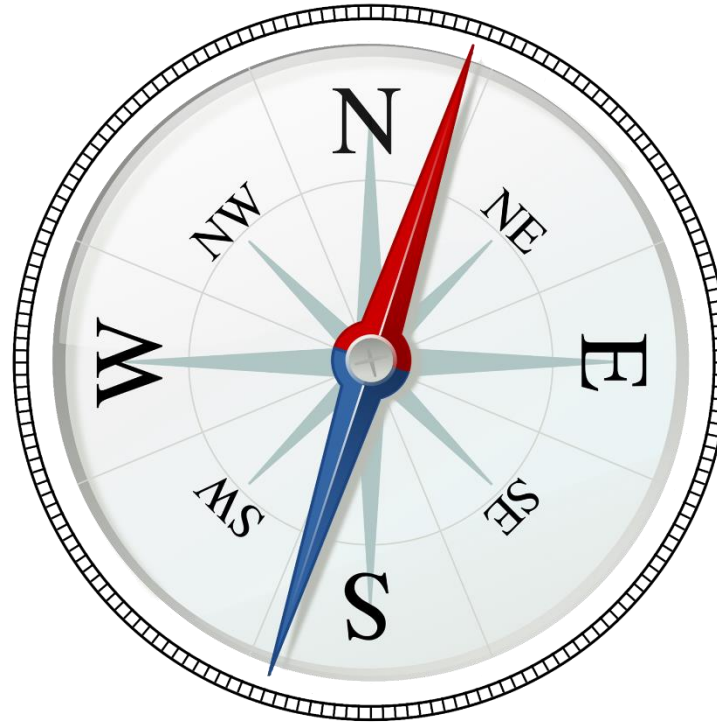
S = Stance What is your current stance or opinion on the idea?



Government Idea 4: Representative Democracy

N = Need to Know What else do you need to know or find out about this idea? What additional information would help you to evaluate it?

E = Excellent What do you think is excellent about this idea? What's the upside?



W = Worrisome What do you find worrisome about this idea? What's the downside?

S = Stance What is your current stance or opinion on the idea?

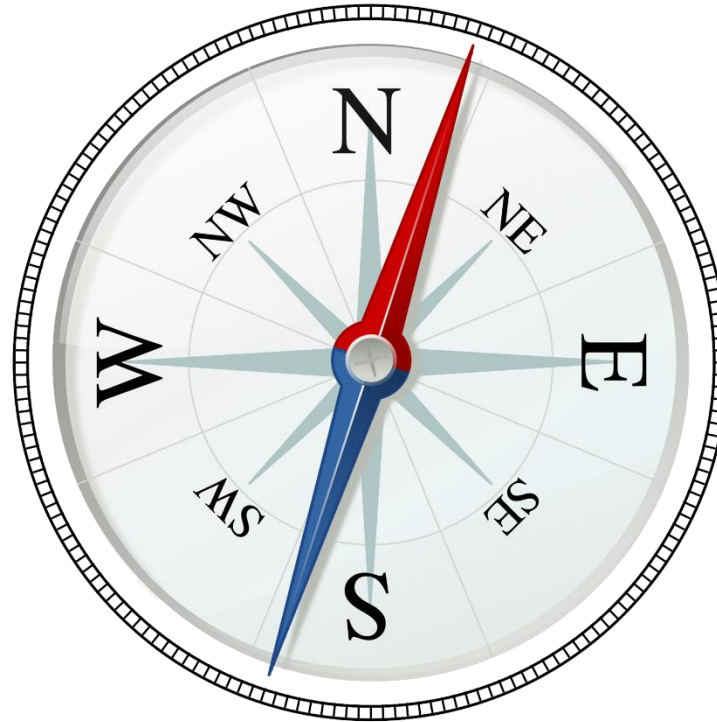


Government Idea 5: Limited Government

Name: _____

N = Need to Know What else do you need to know or find out about this idea? What additional information would help you to evaluate it?

E = Excellent What do you think is excellent about this idea? What's the upside?



W = Worrisome What do you find worrisome about this idea? What's the downside?

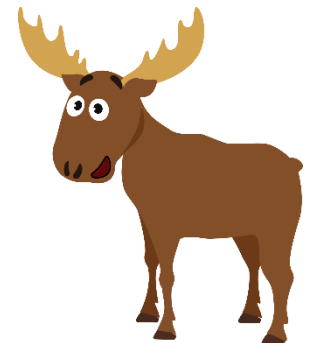
S = Stance What is your current stance or opinion on the idea?



Lesson 6.2: The Ideas of Our Government

Name _____

**Why do we need
government?**





Lesson 6.2: The Ideas of Our Government

Name _____

**How can we balance the needs of
the community and the needs of
individuals? What do we do if
they conflict?**





Name _____

**Why does everyone have
to follow the same laws?**





Lesson 6.2: The Ideas of Our Government

Name _____

**How should many people
make decisions together?**





Lesson 6.2: The Ideas of Our Government

Name _____

**Why should we limit
government's power?**



Lesson 6.2: The Ideas of Our Government

Examples of Ideas of Government

Idea and Question	Historical Situation	Modern Day Situation
1. Social Contract Why do we need government?	Land ownership and hunting rights are examples of the government and people contracting together to make rules. Town commons were a large open space in the center of town all could use. Everyone agreed animals could be pastured there and people could meet there.	Two people get into a car accident. Instead of fist fighting about it, they wait for the police to come and help them report the accident. They may go to court if they can't agree on whose fault the accident is. Marriage and divorce are examples of social contracts, especially as marriage rights are extended to all groups.
2. Common Good How can we balance the needs of the community and the needs of individuals? What do we do if they conflict?	People need help sometimes, so the community supported anyone who couldn't support themselves. People who had the money would agree to help orphans, the poor, and elderly who needed assistance.	It is more important to protect the environment than to buy a large car that uses a lot of gas. It's more important to spend time and money recycling than to throw everything away in a landfill. If an emergency vehicle has its lights/ siren on, everyone pulls to the side of the road.
3. Rule of Law Why does everyone have to follow the same laws?	All who didn't pay their debts were put in debtors' prison, whether they started as rich or poor. A poor farmer had the right to take a wealthy landowner to court if they were wronged.	Two people steal money from a bank together. One person gets 10 years in prison and the other has a \$100 fine. Everyone receives speeding tickets if they travel above the speed limit.
4. Representative democracy How should many people make decisions together?	See modern day situation. New Hampshire felt that the governor should be responsive to the people's viewpoints, so the state elects its governor every two years (one of two states to do this; usually every four).	Classroom representatives help make decisions about the class and school; town select people help make decisions about the town; state and national representatives and senators help make decisions about the state and country.
5. Limited government Why should we limit government's powers?	Colonists rebelled against King George III who governed without listening to representatives. For examples, colonists felt feeding and housing royal soldiers to be an overreach of government power.	New Hampshire has home rule so that the district's schools are controlled by the school board. The state and national governments are limited in their power over the schools. The national government is limited during national elections; each state makes decisions about how they will run their elections.



Name _____

Examples of Ideas of Government

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Name _____

Which Ideas of Government?

Our governments were founded on these ideas:

- Social contract
- Common good
- Rule of law
- Representative democracy
- Limited government

Situation	Which ideas of government can apply? How?
A student group wants to plan a bike race at the local park. They have to ask permission through their neighborhood representative who tells them to organize a police officer to direct traffic.	
Students in a classroom decide on class rules at the beginning of the year. Halfway through the year, a cafeteria worker talks to all classrooms about the plastic waste during lunch. The students add a "bring your own fork" rule to the classroom.	
People in a jail would like better quality books in the jail library so they send a person to a town meeting to explain. The town representatives vote and agree to have the local library to set up a book exchange with the prison library.	
A race car driver comes to town and gets pulled over for driving too fast. She does community service at the youth center giving drivers' ed classes as punishment.	



Which Ideas of Government?

Our governments were founded on these ideas:

- Social contract
- Common good
- Rule of law
- Representative democracy
- Limited government

Situation	Which ideas of government can apply? How?
A student group wants to plan a bike race at the local park. They have to ask permission through their neighborhood representative who tells them to organize a police officer to direct traffic.	Common good: public parks are example Limited government: neighborhood/local government does rules for park, not the state Representative government: neighborhood representative is example Social contract: police are example as the people trust them for law and order
Students in a classroom decide on class rules at the beginning of the year. Halfway through the year, a cafeteria worker talks to all classrooms about the plastic waste during lunch. The students add a "bring your own fork" rule to the classroom.	Social contract: teachers and students make social contract on how to run classroom Rule of law: the class rules apply to everyone Common good: shown in concern for plastic waste and "bring your own fork" Representative government: cafeteria worker represents the cafeteria concerns about waste
People in a jail would like better quality books in the jail library so they send a person to a town meeting to explain. The town representatives vote and agree to have the local library to set up a book exchange with the prison library.	Limited government: town, not state, government run the jail Common good: the town is willing to contribute to libraries in the jail and in the town Representative government: the person from the jail and the town meeting itself is example Social contract: shown in the prison system
A race car driver comes to town and gets pulled over for driving too fast. She does community service at the youth center giving drivers' ed classes as punishment.	Social contract and rule of law: shown in speed limits and getting pulled over for driving too fast Common good: shown in doing community service for a punishment Limited government: shown because the town rather than state is punishing her