

Government Sub Plans Week, High School

Week-long sub plans: five days of print and go work for grades 9 to 12, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (11 pages)
- Government sets for five days (15 pages)
- Calm puzzles and reset sheets (10 pages)
- Government team tasks (9 pages)
- Government games (10 pages)
- Answer keys (7 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one government set per period (a lesson with worked examples, practice and a challenge), a calm puzzle, a team task and an optional game for the last 15 minutes.
3. Every set stands alone: swap sets between days, or use one with another class when it fits.
4. No prep, no tech: print and go. The sub needs no subject knowledge. Every answer is in the key.
5. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the week at a glance, the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the government set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 63 pages.



Every government set of the week, with its page and what it reviews. The day's set runs in every period you teach; any set works on any day.

MONDAY (DAY 1)

Opener	Meet Your Sub Fifteen minutes at the top of every period on Monday: the sub sheet, three questions, the class agreement and the voice levels.	p. 10 · 15 min
Government set 1	Foundations of Government Reviews: forms of government, Enlightenment thinkers, the principles of the Constitution, federalism and the division of powers.	p. 13 · 50 min
Calm puzzle	Word Search and Reset Sheet A quiet subject word search and a two-minute reset sheet for a loud day, a long wait or anyone who finishes early.	p. 16 · 20 min
Team task	The Constitution's Floor Plan Groups of four put twelve provisions in the order they appear in the Constitution, score the gap to the true order and defend a call.	p. 18 · 40 min
Game (optional)	Whiteboard Quiz Game Optional fun to end the class.	p. 19 · 15 min

TUESDAY (DAY 2)

Government set 2	Congress and Lawmaking Reviews: the House and the Senate compared, how a bill becomes a law, veto and override vote math, apportionment of House seats.	p. 21 · 50 min
Calm puzzle	Sudoku and Grounding Sheet A hard sudoku with exactly one answer and a 5-4-3-2-1 grounding sheet for anyone who needs to come back into the room.	p. 24 · 20 min
Team task	The Voter Outreach Plan Groups of four run a county election office and pick the nonpartisan outreach that reaches the most voters inside a budget and staff hours.	p. 26 · 40 min
Game (optional)	Paper Password Optional fun to end the class.	p. 28 · 15 min

WEDNESDAY (DAY 3)

Government set 3	The Presidency and the Executive Branch Reviews: presidential qualifications, the roles of the President, the cabinet departments, checks on the executive, the line of succession.	p. 30 · 50 min
Calm puzzle	Secret Codes and Control Sheet Two coded sayings to crack in silence and a sheet that sorts what you can and cannot control this week.	p. 33 · 20 min
Team task	The Three Pillars Groups of four build a paper platform on three separate pillars, one per branch, that must stand tall, stay level and carry coins.	p. 35 · 40 min
Game (optional)	Class Feud Optional fun to end the class.	p. 37 · 15 min

THURSDAY (DAY 4)

Government set 4	The Courts and Civil Liberties Reviews: the federal courts, judicial review and precedent, rights scenarios keyed to amendments, eight landmark cases.	p. 39 · 50 min
Calm puzzle	Maze and Brain Dump A long maze with exactly one true path and a brain dump sheet that turns a crowded head into one next step.	p. 42 · 20 min
Team task	The Committee Markup Four members of a state legislative committee, each holding facts nobody else has, decide which sections of a bill go to a floor vote.	p. 44 · 40 min
Game (optional)	Classroom Millionaire Optional fun to end the class.	p. 46 · 15 min

FRIDAY (DAY 5)

Government set 5	Elections, Parties and Civic Participation Reviews: primaries and general elections, voting amendments, the Electoral College, campaign claims, civic duties.	p. 48 · 50 min
Calm puzzle	Word Ladders and Three Good Things Four five-letter word ladders, three scrambled words and a three good things sheet to close out the week.	p. 51 · 20 min
Team task	One President or Three? Groups of four debate, two against two at the 1787 Convention, whether one President or a council of three should hold executive power.	p. 53 · 40 min
Game (optional)	Mystery Box Optional fun to end the class.	p. 55 · 15 min

How the sets work

- One set per day covers every period you teach: Monday's set runs in every Monday class.
- Every set stands alone. Swap sets between days, or use one with another class when it fits.
- Each set opens with a line that says what it reviews, so you can match it to what your class covered.
- The calm puzzle fits any gap, the team task fills a block period, and the game is optional fun for the last 15 minutes.
- No prep, no tech. Every answer is in the keys at the back, so the sub needs no subject knowledge.



This Week's Plan

You teach one subject to several classes, so every period you teach runs this same plan, first period to last: Monday's column in every Monday period, Tuesday's in every Tuesday period. Planning, lunch and duty periods: nothing to do. List your periods and classes on the blank schedule on the next page. This order is a sample: every set stands alone, so swap any set into any slot or any day.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 15 minutes: attendance, voice level, then	Meet Your Sub p. 10 · 15 min	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)
Rest of the period: the day's set (one copy per student)	Government 1 Foundations of Government p. 13 · 50 min	Government 2 Congress and Lawmaking p. 21 · 50 min	Government 3 The Presidency and the Executive Branch p. 30 · 50 min	Government 4 The Courts and Civil Liberties p. 39 · 50 min	Government 5 Elections, Parties and Civic Participation p. 48 · 50 min
If a class finishes early or gets loud	Word Search and Reset Sheet p. 16 · 20 min	Sudoku and Grounding Sheet p. 24 · 20 min	Secret Codes and Control Sheet p. 33 · 20 min	Maze and Brain Dump p. 42 · 20 min	Word Ladders and Three Good Things p. 51 · 20 min
Block period (90 minutes) only	The Constitution's Floor Plan p. 18 · 40 min	The Voter Outreach Plan p. 26 · 40 min	The Three Pillars p. 35 · 40 min	The Committee Markup p. 44 · 40 min	One President or Three? p. 53 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	Whiteboard Quiz Game p. 19 · 15 min	Paper Password p. 28 · 15 min	Class Feud p. 37 · 15 min	Classroom Millionaire p. 46 · 15 min	Mystery Box p. 55 · 15 min

How this week works

- You are covering a teacher who teaches one subject to several classes. Each class comes to this room once a day, for one period.
- So every class gets the same set on the same day: Monday's set in every Monday period, Tuesday's set in every Tuesday period.
- One set per day covers all your classes. Copy that day's set once per student in the morning. Planning, lunch and duty periods: nothing to run.
- Each set fills one period (45 to 55 minutes); the challenge at the end stretches it to a 90-minute block.

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the class, or something for extra time.



Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The front pages (important information, weekly schedule, class list) are filled in for this week. After them come the work sets, one per day: **Government 1** is Monday's set, **Government 2** is Tuesday's, and so on to **Government 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One Government set (one period, with a challenge to stretch it)
- A calm and quiet block: a puzzle page and a reset sheet
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every set has a challenge at the end, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

Did this kit work well for your class? A quick review helps other teachers find it and earns you TpT credits. Thank you!



Meet Your Sub

Day 1 opener, 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Opener

Sub script (the same five minutes in every class)

1. **Before first period, fill in the introduction sheet** on the next page, once, for the whole day. Keep it short and honest. A high school class reads a sub in about ten seconds, so give them something real to read.
2. **Introduce yourself from the sheet** in two minutes. Then hold up the Ask the Sub list and take three questions from raised hands. Three, not ten. Say when you are done taking questions.
3. **Read the class agreement out loud** and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
4. **Set the voice level with a number** from 0 to 3, using the box at the bottom of the sheet. Say which level today's set needs, and use the same numbers in every class all week.
5. **Start the set** with one sentence: this is today's work, it has a challenge at the end, and the calm block is always allowed when you are finished.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If a period runs ten minutes short

- Run Common Ground in groups of four. Six minutes of work, four minutes of reading out.
- Or hand out the reset sheet from the calm block and let the room go quiet early.
- Or have each student write one question they would ask the teacher when they get back.

Monday checklist (before first period)

- ☐ Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- ☐ Check the class list for allergies, medical needs, early releases and students who carry a pass.
- ☐ Find today's set on the weekly schedule and count copies for every period, plus five spares.
- ☐ Fill in the About Your Sub sheet once and post it where the back row can read it.
- ☐ Write the voice levels 0 to 3 on the board and leave them there all week.
- ☐ Keep the answer keys inside the binder, not face up on the desk.



Government Set 1: Foundations of Government

Government • Day 1

Read the passage on your own, then do the match under it. Pages 2 and 3 use the same reading.

This set reviews: forms of government, Enlightenment thinkers, the principles of the Constitution, federalism and the division of powers

Every society needs a way to make rules, settle disputes and protect its people, and the institutions that do those jobs are its government. Governments differ first in who holds power. In an autocracy one person rules, either through an absolute monarchy, where a king or queen inherits the throne and answers to no one, or through a dictatorship, where one leader takes power and keeps it by force. In an oligarchy a small group, such as the richest families, rules. In a democracy the people rule. In a direct democracy they vote on the laws themselves; in a representative democracy, or republic, they elect representatives who make the laws. A constitutional monarchy keeps a king or queen as a symbol while an elected legislature makes the laws.

Governments also differ in how power is spread across the land. A unitary system keeps power in one central government. A confederation is a loose alliance of strong states, like the United States under the Articles of Confederation. A federal system divides power between a national government and state governments.

The founders borrowed ideas from Enlightenment thinkers. Thomas Hobbes argued that without government life would be a constant war, so people agree to hand power to a strong ruler in exchange for order, a bargain called the social contract. John Locke argued that people are born with natural rights to life, liberty and property, that government exists to protect those rights and rules only with the consent of the governed, and that people may replace a government that abuses its power. Montesquieu urged splitting government into legislative, executive and judicial branches so that no one group holds all power. Jean-Jacques Rousseau argued that legitimate power comes from the general will of the people as a whole.

The Constitution turned these ideas into principles. Popular sovereignty means the people are the source of power, and republicanism means they elect representatives to govern for them. Limited government means officials have only the powers the people grant and must obey the law themselves. Separation of powers divides the work among three branches, and checks and balances let each branch limit the others. Federalism divides power: delegated powers belong to the national government, reserved powers belong to the states under the Tenth Amendment, and concurrent powers are shared. When a state law conflicts with the Constitution, a federal law or a treaty, the supremacy clause in Article VI makes the federal rule win.

What form of government is it?

The countries below are invented. Write the letter of the form of government each one shows.

(A) Absolute monarchy

(B) Dictatorship

(C) Oligarchy

(D) Direct democracy

(E) Representative democracy

(F) Constitutional monarchy

1 In Varela, every adult citizen gathers in the town square to vote on each new law. ☐

2 In Castemar, a general seized power, canceled all elections and now rules by decree. ☐

3 In Ostrova, a queen inherited the throne and makes every law herself. No legislature can overrule her. ☐

4 In Lindmark, voters elect a parliament that makes the laws, while a king opens each session but holds no real power. ☐

5 In Bravia, the heads of the six richest families choose every official and make all major decisions. ☐

6 In Nordhaven, citizens elect a president and a congress to make and carry out the laws for them. ☐

7 In Merrow, a leader who won one election shut down the courts and the newspapers and has ruled alone for thirty years. ☐

8 In Pellán, voters in each district elect one member of a national assembly that writes the laws. ☐



Government Set 1: Ideas Behind the Constitution

Government • Day 1

The ideas below are written in plain words, not quoted. Use the reading on page 1 to match each one.

Who would say it? Match each idea to a thinker

A Thomas Hobbes
Leviathan

B John Locke
Two Treatises of Government

C Montesquieu
The Spirit of the Laws

D Jean-Jacques Rousseau
The Social Contract

Without a government, life would be a constant
1 struggle, so people hand power to a strong ruler to keep order.

☐

3 The power to make, to carry out and to judge the laws must sit in separate hands, or liberty is lost.

☐

5 If a government abuses the people's rights, the people may replace it.

☐

7 When the same person or group both makes the laws and enforces them, tyranny follows.

☐

People are born with rights to life, liberty and property, and protecting them is the reason government exists.

☐

4 Legitimate power comes from the general will of the whole people.

☐

6 Once people give power to a ruler they may not take it back, because order matters more than freedom.

☐

8 The will of the whole community, not of one ruler or group, should decide the laws.

☐

Which principle is it?

Each line describes part of the Constitution. Write the letter of the principle it shows best. Every principle is used twice.

A Popular sovereignty: the people are the source of all government power

B Republicanism: the people elect representatives to make laws for them

C Limited government: government has only the powers it is given, and officials must obey the law

D Separation of powers: making, carrying out and judging the laws are split among three branches

E Checks and balances: each branch can block or limit the other two

F Federalism: power is divided between the national government and the states

1 The Preamble says the people of the United States, not the states or a king, establish the Constitution.

☐

2 The President can veto a bill, and Congress can override the veto with a two-thirds vote in both houses.

☐

3 Voters in each district elect a member of the House to make laws on their behalf.

☐

4 Congress may not grant a title of nobility, and it may suspend habeas corpus only in a rebellion or an invasion.

☐

Article I gives lawmaking to Congress, Article II gives carrying out the laws to the President, and Article III gives judging to the courts.

☐

6 Congress regulates trade between the states, while each state regulates trade inside its own borders.

☐

7 The Constitution took effect only after the people of nine states approved it in ratifying conventions.

☐

8 The Senate must approve the President's treaties by a two-thirds vote.

☐

9 The First Amendment says Congress may make no law cutting back freedom of speech or of the press.

☐

10 A member of Congress may not also serve as a federal judge or an executive branch official.

☐

11 Each state keeps its own government and laws alongside the national government.

☐

12 Since the Seventeenth Amendment, each state's voters elect the senators who make laws for them.

☐



Government Set 1: Who Holds the Power?

Government • Day 1

Federalism splits power between the national government and the states. Sort each power, then answer the questions.

Sort the powers

Write **N** if the power belongs to the national government (a delegated power), **S** if it belongs to the states (a reserved power), or **B** if both hold it (a concurrent power). There are five of each.

- | | | | | | |
|---|--------------------------|---|--------------------------|--------------------------|--------------------------|
| 1 Declare war | ☐ | 2 Issue driver's licenses | ☐ | 3 Collect taxes | ☐ |
| 4 Coin and print money | ☐ | 5 Set up public school systems | ☐ | 6 Borrow money | ☐ |
| 7 Make treaties with other countries | ☐ | 8 Create city and county governments | ☐ | 9 Set up courts | ☐ |
| 10 Run the post office | ☐ | 11 Issue marriage licenses | ☐ | 12 Make and enforce laws | ☐ |
| 13 Set the rules for becoming a citizen | ☐ | 14 License nurses, barbers and electricians | ☐ | 15 Charter banks | ☐ |

Think it through

1. Name the three ways of spreading power across a country. Which one does the United States use today?
.....
2. Which thinker's idea shows up most clearly in the separation of powers? Explain the link.
.....
3. An invented state passes a law saying its residents may ignore a treaty the United States has signed. Which rule wins, and which part of the Constitution says so?
.....
4. Which amendment protects the reserved powers of the states?
.....

Challenge: found a government

An invented island nation of 20,000 people has just won independence and asks your advice. In one well organized paragraph, recommend:

1. a form of government, and why it suits a country of this size;
2. unitary, confederation or federal, and why;
3. one idea from Hobbes, Locke, Montesquieu or Rousseau that its constitution should include;
4. two of the six principles from page 2, with one rule that puts each into practice.

.....

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.....

.....



Calm Block, Day 1: Word Search

Calm • Day 1

Find all 12 government words. Any direction, including backward and diagonal. Pencils only, voices at 0.

V	J	O	Z	G	S	B	U	L	A	Y	N	L	G
L	X	R	V	W	W	C	A	B	I	N	E	T	C
O	W	G	F	M	J	V	F	J	I	C	X	Z	P
B	Z	U	G	S	R	U	H	X	W	P	Y	P	A
B	U	T	G	I	O	A	S	U	J	T	N	M	Y
Y	W	C	F	L	T	U	T	T	A	U	E	Z	N
I	T	I	D	A	A	Y	K	E	I	N	Z	U	Y
S	D	R	J	R	N	T	R	F	D	C	J	R	R
T	N	T	Z	E	E	T	H	M	O	P	E	X	A
D	H	S	W	D	S	M	E	W	U	T	S	Q	M
E	H	I	S	E	M	N	E	Z	S	V	E	E	I
B	R	D	Y	F	T	M	U	R	O	U	Q	V	R
E	X	N	T	E	L	E	C	T	O	R	A	L	P
V	Y	M	E	S	M	I	E	K	N	E	R	M	G

FEDERALISM

AMENDMENT

ELECTORAL

DISTRICT

LOBBYIST

SENATOR

CABINET

JUSTICE

PRIMARY

QUORUM

TREATY

VETO

Faster than reading every square

- Hunt the rare letters first. Only one word in the list has a Q in it, so every Q in the grid is worth a second look.
- Scan one row at a time for a word's first two letters, then check all eight directions from that square.
- Cross a word off the list the second you circle it, or you will search for it twice.



Calm Block, Day 1: Reset Sheet

For one person, at your own pace. Nobody collects this and nobody reads it but you.

Calm • Day 1

Two minutes, then back to it

This is not a mood test and it is not therapy. It is a short routine for the moments when your head is somewhere else and the work in front of you is going nowhere: slow the breath, put a name on the feeling, pick the next five minutes. Work down the page and stop at the bottom.

Step 1: make the breath out longer

Breathe in through your nose while you count to four, then out through your mouth while you count to six. The long breath out is the part that slows your heart rate down. Six rounds, then stop.

Check a box for each round so you are not counting in your head.

☐ ☐ ☐ ☐ ☐ ☐

Step 2: name it

A feeling you can name gets smaller. Tired, annoyed, behind, worried, bored, flat, wired. One word is enough, and it does not have to be the right word.

Write yours on the first line below.

Name it in one word, then write the sentence your head keeps repeating

.....

.....

What is actually true right now, in this room, that I could check in ten seconds

.....

.....

The next five minutes: what I will do the moment I put this sheet down

.....

.....

What usually helps me

- ☐ Water and a real breath of air
- ☐ Writing the thing down instead of holding it
- ☐ Two minutes of a puzzle or a doodle
- ☐ Starting the smallest piece of the work
- ☐ Standing up and stretching my shoulders
- ☐ Putting my phone face down in my bag
- ☐ Asking one person one question
- ☐ Deciding to deal with it after school

My own line

Something that works for you that is not on that list.

.....

.....

Right now I feel (circle one)

1 2 3 4 5 6 7 8 9 10

1 = settled, 10 = about to boil over. Check the same number again in ten minutes. Down by one is the whole point.



Team Task, Day 1: The Constitution's Floor Plan

Team • Day 1

Groups of four. Voice level 2. No notes, no phones. One sheet per group, one person writes, and no rank goes down until all four agree.

The challenge

Each line below is a provision of the Constitution, in plain words. **Your job:** rank them from **1 (the one that comes first in the document)** to **12 (the one that comes last)**. Work alone for five minutes and fill in "My rank". Then argue it out and agree on one set of group ranks. No ties.

No need to have memorized it: the Constitution is built like a house, so use the floor plan below. The sub reads out the true order at the end. The rule: **the order the provisions appear in the Constitution, first to last.**

The floor plan

- | | |
|---|--|
| I Congress: House, Senate, how it works and passes bills, then powers and limits | II The President: the office and who may hold it, then powers, then removal |
| III The courts | IV How the states treat one another |
| V How to amend the Constitution | VI Debts, the supreme law of the land, oaths of office |
| VII How the Constitution takes effect | + Then the amendments, in number order |

PROVISION	MY RANK	GROUP RANK	TRUE RANK	DIFFERENCE
A The Constitution, federal laws and treaties are the supreme law of the land				
B House members are elected by the people every second year				
C The President is commander in chief and may grant pardons				
D Congress may make no law cutting back freedom of speech or of the press				
E Federal judges keep their offices during good behavior				
F Congress may lay taxes, coin money, raise armies and declare war				
G Ratification by nine states is enough to put the Constitution into effect				
H Each state has two senators				
I States must honor each other's public records and court rulings				
J A bill passed by both houses goes to the President to sign or return				
K The ways the Constitution can be amended				
L The President must be a natural-born citizen, at least 35 years old				
Total (lower is better)				

Scoring

For each row: group rank minus true rank, and drop the minus sign. Add the twelve numbers.

0 to 8: excellent: framer level; **9 to 18:** good; **19 to 30:** fair; **over 30:** sort by article first, then order inside each article.

Defend one call

Pick two provisions your group placed next to each other in the same article. What told you which came first? Use the floor plan in your answer.

.....

.....



Game, Day 1: Whiteboard Quiz Game

Sub script and questions. 15 minutes at the end of the period, or for extra time. Optional.

Game • Day 1

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board, or tape up the board sheet. Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team gets 15 seconds and one answer. Right: they take the points and pick again.
Wrong: the next team may steal, then play moves on.
4. Cross the square off. Highest total when time is up wins.

Read this out

"One voice per team: pick a captain who says the final answer. Shouted answers do not count and the square is dead. Team 1, choose a category and a value."

Keep the running score in a corner of the board. If a team argues a call, the script wins and the game moves on. The bold answer is the one to accept, but take a clear equivalent too (22nd for Twenty-second, Brown for its full name).

Congress

- 100 How many senators does each state send to Congress?
Two
- 200 How many years is one term in the House of Representatives?
Two years
- 300 What is the title of the presiding officer of the House?
The Speaker
- 400 How many voting members sit in the House of Representatives?
435
- 500 How many senators must vote for cloture to end a filibuster?
60

Rights

- 100 Which amendment protects freedom of speech?
The First
- 200 What are the first ten amendments called?
The Bill of Rights
- 300 Which amendment protects against unreasonable searches?
The Fourth
- 400 Which amendment lowered the voting age to 18?
The 26th
- 500 Which amendment promises every person equal protection of the laws?
The 14th

Presidency

- 100 How many years is one presidential term?
Four
- 200 What is the minimum age to serve as President?
35
- 300 Who becomes President if the President dies in office?
The Vice President
- 400 What is the group of executive department heads called?
The cabinet
- 500 Which amendment limits a President to two elected terms?
The 22nd

Elections

- 100 How many electoral votes does it take to win the presidency?
270
- 200 How many electors are in the Electoral College?
538
- 300 What is an election that picks a party's nominee called?
A primary
- 400 In which month are federal general elections held?
November
- 500 How many electoral votes does Washington, DC, have?
3

Courts

- 100 How many justices sit on the Supreme Court?
Nine
- 200 Who nominates federal judges?
The President
- 300 What is the power to strike down unconstitutional laws called?
Judicial review
- 400 Which 1954 case ruled segregated public schools unconstitutional?
Brown v. Board of Education
- 500 What is an opinion that disagrees with the majority called?
A dissent

Final Wager: Amending the Constitution

Play this when the board is clear, or when two minutes are left. Announce the category, then every team writes a secret wager of up to the points it already has. Read the question. Teams get 60 seconds of silent writing, then hold their answers up together.

A proposed amendment must be ratified by three-fourths of the 50 states. How many states is that?

38

Right: add the wager. Wrong: subtract it. That is the final score.



Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game • Day 1

CONGRESS	PRESIDENCY	COURTS	RIGHTS	ELECTIONS
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

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.....

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Team 2

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Team 3

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Team 4

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Team 5

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Team 6

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Final Wager: Amending the Constitution

Write your wager before you hear the question. A team may bet any amount up to the points it already has. Right answer: add the wager. Wrong answer: subtract it.

Team 1

WAGER

ANSWER

Team 2

WAGER

ANSWER

Team 3

WAGER

ANSWER

Team 4

WAGER

ANSWER

Team 5

WAGER

ANSWER

Team 6

WAGER

ANSWER



Answer Keys (1 of 7)

Teacher copy. Keep these pages out of the student sets.

Government Set 1: Foundations of Government

Form of government: 1. D (direct democracy); 2. B (dictatorship); 3. A (absolute monarchy); 4. F (constitutional monarchy); 5. C (oligarchy); 6. E (representative democracy); 7. B (dictatorship); 8. E (representative democracy).

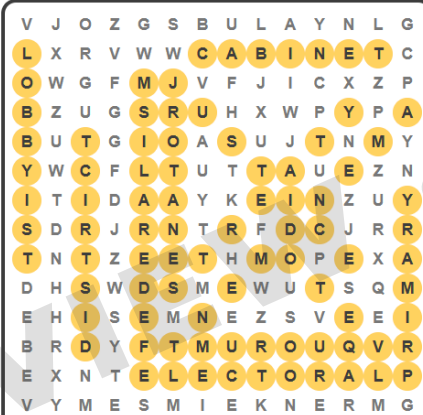
Thinkers: 1. A (Hobbes); 2. B (Locke); 3. C (Montesquieu); 4. D (Rousseau); 5. B (Locke); 6. A (Hobbes); 7. C (Montesquieu); 8. D (Rousseau).

Which principle: 1. A (popular sovereignty); 2. E (checks and balances); 3. B (republicanism); 4. C (limited government); 5. D (separation of powers); 6. F (federalism); 7. A (popular sovereignty); 8. E (checks and balances); 9. C (limited government); 10. D (separation of powers); 11. F (federalism); 12. B (republicanism).

Powers sort: 1. N; 2. S; 3. B; 4. N; 5. S; 6. B; 7. N; 8. S; 9. B; 10. N; 11. S; 12. B; 13. N; 14. S; 15. B. **Think it through:** 1. Unitary, confederation and federal; the United States uses a federal system; 2. Montesquieu, who urged splitting lawmaking, carrying out and judging the laws among separate branches so no one group holds all power; 3. The treaty wins, because the supremacy clause in Article VI makes treaties part of the supreme law of the land; 4. The Tenth Amendment.

Challenge: answers vary. Accept a paragraph that names a form of government from page 1 with a reason tied to size (a direct democracy can work for 20,000 people; a republic scales up), picks a system for spreading power with a reason, names one thinker's idea correctly (for example Locke's natural rights or Montesquieu's separate branches), and names two principles, each with a concrete rule such as elected lawmakers or a veto.

Calm block, Day 1: word search solution (government words)



All 12 words are marked. Words run in all eight directions, so a student who only searched across and down will be missing several.

Reset sheet: private, answers vary, nothing to grade. If a student hands it in anyway, thank them and leave it for the teacher.



Government Set 1: Ideas Behind the Constitution

Government • Day 1

The ideas below are written in plain words, not quoted. Use the reading on page 1 to match each one.

Who would say it? Match each idea to a thinker

(A) Thomas Hobbes
Leviathan

(B) John Locke
Two Treatises of Government

(C) Montesquieu
The Spirit of the Laws

(D) Jean-Jacques Rousseau
The Social Contract

Without a government, life would be a constant
1 struggle, so people hand power to a strong ruler to keep order.

☐

3 The power to make, to carry out and to judge the laws must sit in separate hands, or liberty is lost.

☐

5 If a government abuses the people's rights, the people may replace it.

☐

7 When the same person or group both makes the laws and enforces them, tyranny follows.

☐

People are born with rights to life, liberty and property, and protecting them is the reason government exists.

☐

4 Legitimate power comes from the general will of the whole people.

☐

6 Once people give power to a ruler they may not take it back, because order matters more than freedom.

☐

8 The will of the whole community, not of one ruler or group, should decide the laws.

☐

Which principle is it?

Each line describes part of the Constitution. Write the letter of the principle it shows best. Every principle is used twice.

(A) Popular sovereignty: the people are the source of all government power

(B) Republicanism: the people elect representatives to make laws for them

(C) Limited government: government has only the powers it is given, and officials must obey the law

(D) Separation of powers: making, carrying out and judging the laws are split among three branches

(E) Checks and balances: each branch can block or limit the other two

(F) Federalism: power is divided between the national government and the states

1 The Preamble says the people of the United States, not the states or a king, establish the Constitution.

☐

2 The President can veto a bill, and Congress can override the veto with a two-thirds vote in both houses.

☐

3 Voters in each district elect a member of the House to make laws on their behalf.

☐

4 Congress may not grant a title of nobility, and it may suspend habeas corpus only in a rebellion or an invasion.

☐

Article I gives lawmaking to Congress, Article II gives carrying out the laws to the President, and Article III gives judging to the courts.

☐

6 Congress regulates trade between the states, while each state regulates trade inside its own borders.

☐

7 The Constitution took effect only after the people of nine states approved it in ratifying conventions.

☐

8 The Senate must approve the President's treaties by a two-thirds vote.

☐

9 The First Amendment says Congress may make no law cutting back freedom of speech or of the press.

☐

10 A member of Congress may not also serve as a federal judge or an executive branch official.

☐

11 Each state keeps its own government and laws alongside the national government.

☐

12 Since the Seventeenth Amendment, each state's voters elect the senators who make laws for them.

☐

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checked

Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.

