

Power in America's Republic
The Framers' Plan and History's Response

Team mentor	Crystal Charles
Lesson title and recommended grade level(s)	Bureaucolypse; 9-12
Length of lesson(s)	50 minutes
Lesson overview	Students will understand the purpose and function of federal government agencies by analyzing a government response to a zombie apocalypse.
Lesson objective(s)	9-12 GV.1.CC.E 9-12 GV.1.GS.A 9-12 GV.4.CC.C

Suggested prior student background knowledge	Students will have taken notes about bureaucracy, including the definition of bureaucracy. Students have also defined the role of each of the Cabinet departments.
Establishing set/introduction	<p>“Rule Making by Federal Agencies” video clip (https://www.c-span.org/classroom/document/?4884)</p> <p>Possible questions to discuss.</p> <ul style="list-style-type: none">• Why did the Founding Fathers vest the legislative (law-making) power in Congress through Article I of the Constitution? What were they worried about?• Why are laws as written by Congress not sufficiently useful? What role can federal agencies play <p>This clip could also be shown via Edpuzzle with questions embedded.</p>

<p>Presenting the lesson and/or learning activity</p>	<p>Gallery Walk -</p> <p>Students will analyze the function of government agencies in response to a national crisis (a zombie apocalypse).</p> <ol style="list-style-type: none"> 1. Examples of crisis scenarios will be posted around the room. (see below). 2. Groups or individuals will visit each station and complete the graphic organizer. Students will choose a government agency/agencies to respond to the scenario and record a brief explanation. Before traveling through the gallery walk, the teacher should provide an example of a response. <p>Graphic Organizer:</p> <p>Zombie Apocalypse scenario Graphic Organizer.docx</p> <p>Scenarios:</p> <ul style="list-style-type: none"> ● Dead bodies have been left in the streets, and have begun to rot. The infected matter has started to leach into the water supply. ● A cruise ship bound for the Caribbean has reported cases of infection. ● The potential of supply shortages has cause panic, and people have been looting stores. ● People have been fleeing major cities, which has caused gridlock on interstates. ● Rolling blackouts have occurred as powerplants have been neglected due to short-staffing. ● Crops have been left in the fields, and a lack of farmers has led to food shortages. ● People on the east coast have not been informed of symptoms and how to identify the infected. How do we inform them? ● An emergency vaccine has been developed. Who would administer the vaccine? ● As people flee cities, emergency housing is needed to deal with the large number of displaced homeless. ● In order to contain the virus to the west coast, a wall has been erected down the center of the country. Who will build, maintain, and patrol it?

Modeling	
Comprehension check	Students will share their thoughts in a structured discussion strategy, depending on the size of class and time allowed for discussion.
Special vocabulary or terms	Bureaucracy Executive Agencies Federal Government Public Policy Regulatory Commissions
Closure	<p>Valueline - Students will determine their answer to the following question: Do government agencies have the right amount of power, too much power, or not enough power.</p> <p>Resources:</p> <ul style="list-style-type: none"> • https://www.facinghistory.org/resource-library/teaching-strategies/barometer-taking-stand-controversial-issues • https://youthrelationships.org/blogs/community-of-practice-resource-list/fold-the-line-values-line-teacher-training
Assessment	<p>Exit Ticket- Students will use the provided template to design a t-shirt front with their favorite agency, including the agency's name and a slogan that represents what the agency is in charge of.</p> <p>Resource:</p> <p>https://docs.google.com/presentation/d/1p_x_WPdScTeEaY0EYw8CzJoz3-Wvr4dRqHpDTaqEKDo/edit?usp=sharing</p>
Supporting resources	Posted throughout the lesson.