

TREATIES AND SEPARATION OF POWERS

Performance Standard (14B/14E).E

Make a chart or diagram that identifies separation of powers by using a treaty the United States has signed with another country accordingly:

- *Knowledge:* describe the goals and objectives of the treaty;
- *Comprehension:* analyze the separation of powers between the three branches of government by highlighting the items in the treaty; and
- *Communication:* create a flow chart or Venn diagram identifying the separation of powers between the three branches of government highlighting the treaty making elements in the chart that is well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand the structures and functions of the political systems of Illinois, the United States, and other nations (14B), and understand United States foreign policy as it relates to other nations and international issues (14E),* students should experience sufficient learning opportunities to develop the following:
 - Describe the system of checks and balances between the three branches of the federal government, and
 - Identify a treaty the United States has signed with another country.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The teacher will have discussed the basic concept of separation of powers with the students. Discuss powers given to each branch of the government by the Constitution. Review a few treaties the United States has signed and discuss goal of the treaty.
4. Have students research a treaty signed by the United States with another nation. They will identify the major goal or objective achieved by the treaty.
5. Students will create a chart identifying the treaty and its major goal or objective.
6. Students will create a flow chart or Venn diagram illustrating the elements of separation of powers highlighting the treaty making process in the illustration.
7. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge:* identification of the elements of separation of powers and the major goal or objective of the treaty is complete and accurate.
 - *Reasoning:* the explanations show the connection of the elements of the treaty with the concept of separation of power and is well-reasoned and logical.
 - *Communication:* the diagram is well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work not available

Time Requirements

- Two or three fifty minute class periods

Resources

- Encyclopedias
- Internet access
www.libraryspot.com
- History textbook.
- Poster board
- Colored pencils or markers
- Social Science Rubric

ASSESSMENT (14B/14E).E