

Chapter 15

Section 4: Independent Agencies

Guiding Question: What are the roles and structures of the independent agencies?

GET STARTED

Lesson Goals:

- Students will understand the reason for the creation of independent agencies.
- Students will compare and contrast the different types of independent agencies.
- Students will understand the history of the civil service and describe the civil service today.

Bellringer Display Transparency 15D, showing an excerpt from Upton Sinclair’s *The Jungle*. Write on the board: **Could these conditions exist in a U.S. meatpacking plant today? Why or why not? Answer in your notebook.**

Vocabulary Have students create flash cards for the vocabulary terms in this section and then quiz a partner using the cards.

TEACH

Discuss students’ Bellringer responses. Then explain that conditions such as the one described on the transparency are addressed by government agencies, often agencies called independent regulatory commissions. Read aloud to students the description of independent agencies that appears in the sidebar. Ask students how they think an independent agency differs from a Cabinet-level executive department. Then tell students that in this section they will learn about the types of work performed by the independent agencies and about the civil service. Have students scan the section, looking for and listing the names of any specific agencies given in the section. As they read, have them add details to their lists as to the functions of those agencies.

Ask:

- Approximately how many people work for the federal government? (*nearly three million; most are civilians*)
- Describe two unusual aspects of independent regulatory commissions. (*They are beyond the President’s control and exercise executive, legislative, and judicial powers.*)

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Chapter 15 Outline (All-in-One, pp. 125–127)

Chapter Test B (All-in-One, pp. 169–172)

Learning Styles: Auditory/Verbal

While 18-year-old males are still required to register with the Selective Service, the President’s power to order them into the armed forces has expired. Convene a small group of auditory learners and have them hold a panel discussion in front of the class on the following question: Should the registration requirement be abolished?

Other Strategies

ELL/ESL Strategy

Learning Styles: Logical/Mathematical

Other Resources

Reading Comprehension Worksheet (All-in-One, p. 149)

Skill Activity (All-in-One, p. 161)

Extend Activity (All-in-One, p. 163)

Section Quiz B (All-in-One, p. 165)

Audio support is available for this section.

Additional features for Differentiated Instruction can be found throughout the Teacher’s Edition.