

## Chapter 3

### Section 3: Change by Other Means

**Guiding Question:** How have the day-to-day workings of government affected how we interpret the Constitution?

#### GET STARTED

##### Lesson Goals:

- ❑ Students will identify ways in which basic legislation has affected our interpretation of the Constitution.
- ❑ Students will explore the ways in which the actions of the executive and judicial branches have influenced the meaning of the Constitution.
- ❑ Students will analyze how political parties and custom have influenced the interpretation of the Constitution.

**Bellringer** Distribute the Bellringer Worksheet (Unit 1, All-in-One, p. 157) and write on the board: **Identify each statement on the worksheet as true or false.**

**Vocabulary** Read the definition of each term and have students guess the correct word, either orally or on the board.

#### TEACH

When completing the Bellringer worksheets, eliminate the step in which students explain their answers, but instead review the answers as a class. Remind students that in the previous section they learned that the Constitution can be changed by amendments. Then ask students to read Section 3 to learn about other ways in which our interpretation of the Constitution can be changed.

##### Ask:

- What are two ways in which the meaning of the Constitution has been affected without using formal amendments? (*through legislation establishing courts and federal agencies, by passing laws to regulate foreign and interstate commerce*)
- How did the President's Cabinet come into being? (*by custom, not by law*)

##### Learning Styles: Logical/Mathematical

Have students create a two-circle Venn diagram comparing and contrasting a treaty and an executive agreement. Then have students write a paragraph explaining why they believe the President should or should not have the power to make executive agreements and how this power affects the separation of powers and checks and balances between the two branches.

##### Other Strategies

Learning Styles: Visual/Spatial  
ELL/ESL Strategy

#### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

##### Chapter Resources

**Essential Questions Journal**

**Chapter 3 Outline** (All-in-One, pp. 130–132)

**Chapter Test B** (All-in-One, pp. 170–173)

##### Other Resources

**Reading Comprehension Worksheet**  
(All-in-One, pp. 155–156)

**Bellringer Worksheet** (All-in-One, p. 157)

**Section Quiz B** (All-in-One, p. 162)

**Audio support is available for this section.**

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