



## Three Branches of Government

# The Branches of Government at Work: Primary Source Exploration

## TEACHER INSTRUCTIONS

### Benchmark

SS.7.C.3.8: Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

### Activity

Students will analyze primary sources from the Civil Rights Movement and the *Brown v. Board of Education* Supreme Court decision. Students will need to decide which branch of government is at work in each image.

### Materials

- \* The Branches of Government at Work [Slideshow](#)
- \* Primary Source Images, printed and posted around the classroom
- \* Graphic Organizer
- \* Teacher Answer Key

### Instructions

1. Use the Branches of Government at Work Slideshow to print the six primary source images and captions. Post the images at six different areas around the room. Next to the image, fold the caption in half and place it next to the image. Students will need to view the caption after they have analyzed the image.
2. Provide students with the graphic organizers, either digitally or on paper.
3. Place students into groups of 2 or 3 and move each group to one of the image stations around the classroom.
4. Provide students 6-7 minutes to work at each station.
5. Instruct students to work in their group to discuss and analyze the images together. Have students answer the questions on the graphic organizer. If needed, instruct students to annotate the picture before filling out the graphic organizer. At the end of each round, have students unfold and read the caption, so students can compare their predictions to the captions.
6. Allow students time to correct their answers, if necessary. Especially, which branch of government is working in the picture.
7. Instruct students to refold the caption.
8. Have students rotate to the next station.
9. Repeat steps 1-8, until all students have been to all 6 stations.

# IMAGE #1



<https://www.gse.harvard.edu/news/ed/14/06/brown-60-milliken-40>

## IMAGE #2



<https://unwritten-record.blogs.archives.gov/2017/08/30/60-years-on-the-little-rock-nine/>  
[https://en.wikipedia.org/wiki/Elizabeth\\_Eckford#/media/File:Little\\_Rock\\_Desegregation\\_1957.jpg](https://en.wikipedia.org/wiki/Elizabeth_Eckford#/media/File:Little_Rock_Desegregation_1957.jpg)

## IMAGE #3



<https://www.loc.gov/pictures/item/94505568/>

## IMAGE #4



[https://en.wikipedia.org/wiki/Discrimination#/media/File:Segregation\\_1938b.jpg](https://en.wikipedia.org/wiki/Discrimination#/media/File:Segregation_1938b.jpg)

FOLK AND THINGS

By 2054 This Bill Should Be Terrific

It would be well to have the Legislature pass a bill...

Turnpike Bonds Authorized So Suit Can Start

The Kansas Turnpike Authority Monday formally...

Supreme Court Will Clear Legal Air in Friendly Action

The Kansas Turnpike Authority Monday formally...

Future of Probe Uncertain After President Rules

Washington, May 17 (AP)—The Justice Department...

Workmen Busy at Fairgrounds Setting Stage for Biggest Show

There are plenty of signs at the Kansas State Fairgrounds...

Key Parents Start Now Committee Organizes

Over 100 parents Monday night met at the Topeka...

Centennial Street Decorations Will Go Up on Tuesday

Decorations of historic significance will be placed on...

SCHOOL SEGREGATION BANNED

Supreme Court Refutes Doctrine of Separate but Equal Education

High Tribunal Fails to Specify When Practice of Dual Schools Must Be Dropped by States

Washington, May 17 (AP)—The Supreme court ruled unanimously Monday that segregation of Negro and white students in public schools is unconstitutional...

Segregation Already Ending Here, Say School Officials

Jack A. Robinson, president of the Topeka Board of Education, hailed the Supreme court's segregation ruling Monday as "the first step of the first free day."

Rainfall Spread Far Over State

Oakley is High With 2.68 Inches

More rain is predicted for the Topeka area...

Summary of Court's Segregation Ruling

Washington, May 17 (AP)—The Supreme court Monday ruled that segregation of Negro and white students in public schools is unconstitutional...

Centennial

TOPEKA CENTENNIAL

Centennial Street Decorations Will Go Up on Tuesday

Decorations of historic significance will be placed on...

Day Before Big Celebration Starts

Friday Night's Street Dance Will Climax Beard-Bonnet Era

Beard-bonnet era will climax Friday night's street dance...

Nearly Temperatures

Forecast...

Forecast...



Laying Track at the Fairgrounds for 'Cyrus Halliday'

This special case from the Topeka...

By doing the extra...

By doing the extra...

By doing the extra...

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Day Before Big Celebration Starts

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Friday Night's Street Dance Will Climax Beard-Bonnet Era

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## IMAGE #6



<http://www.encyclopediaofalabama.org/article/m-3094>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Branches of Government at Work

**Directions:** Look at each primary source image. Work with your group members to fill out the chart with as much detail as possible and then answer the questions.

### IMAGE #1

People	Objects	Emotions	Actions

Which words or phrases are included in the image? Why are they significant?

Which branch of the government is at work here? Explain your answer in complete sentences.

### IMAGE #2

People	Objects	Emotions	Actions

What do you think is happening in this picture?

Which branch of the government is at work here? Explain your answer in complete sentences.

### IMAGE #3

People	Objects	Emotions	Actions

What do you think is happening in this picture?

Which branch of the government is at work here? Explain your answer in complete sentences.



**IMAGE #4**

<b>People</b>	<b>Objects</b>	<b>Emotions</b>	<b>Actions</b>
Which words or phrases are included in the image? Why are they significant?			
What do you think is happening in this picture?			
Which branch of the government is at work here? Explain your answer in complete sentences.			

**IMAGE #5**

What type of primary source is this
Which words or phrases are included in the image? Why are they significant?
Which branch of the government is at work here? Explain your answer in complete sentences.

**IMAGE #6**

<b>Objects</b>	<b>Mood</b>
Which words or phrases are included in the image? Why are they significant?	
What do you think is happening in this picture?	
Which branch of the government is at work here? Explain your answer in complete sentences.	