

Bureaucracy Excitement - LESSON PLAN

Learning Objective: Students will...

1. Explore the various departments housed within the three branches of government.
2. Analyze the complexities of the federal bureaucracy.

TEKS: SS 8.19D, 8.29 B, 8.29C; US History 23.A, 29B, F; Government 13A, B, E, 14C, 20.A; Special Topics 2D, F

Materials Needed: Access to *Bureaucracy Excitement* Google Slides Presentation, the *Branches of Government Sort* Google Slides for students to manipulate in groups on the computer or copies for them to use in person, *Bureaucracy Excitement Handout*, *Bureaucracy Excitement - Executive Branch* worksheet, internet access.

Vocabulary: bureaucracy, regulate, department, independent agency, executive office, agency, rule making

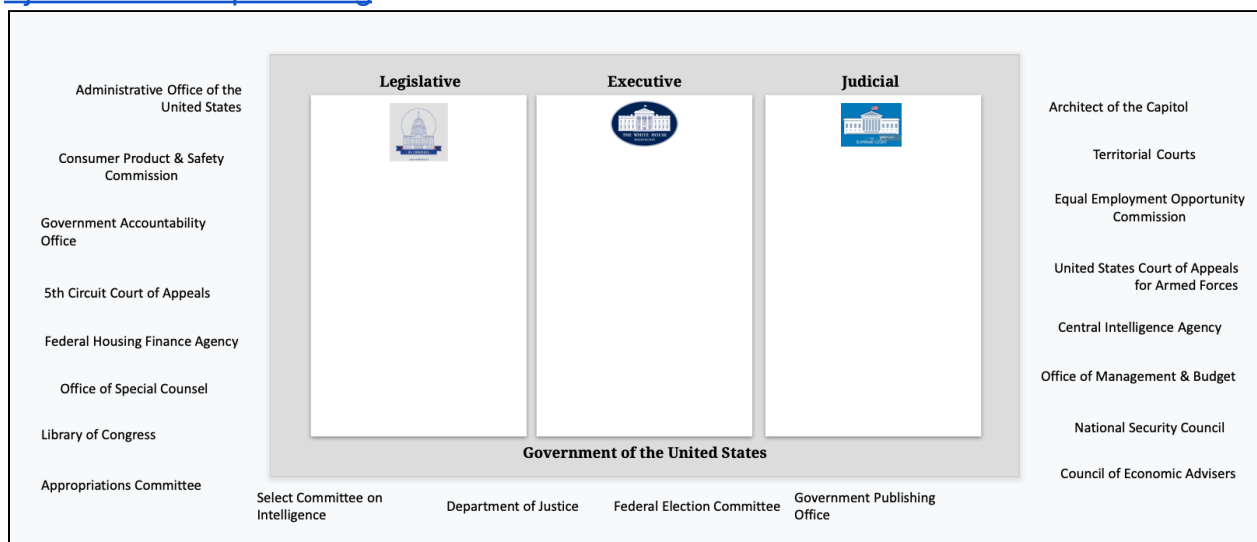
Estimated Time:
45-60 minutes

Engaging Focus (Slides 1-5):

Place students in small groups, or they can work individually if desired. Open the *Branches of Government Sort* in Google Slides and have students drag the name of a department or agency to the Branch of Government where they believe it is housed.

NOTE: Agency names are in the margins of the slide.

<https://docs.google.com/presentation/d/13sxYyzPLIV14auDF3PIZ4wfG20HAa-gTJSweVjI0RcE/edit?usp=sharing>



Allow 5-10 minutes for students to complete the activity. It's not necessary for them to finish, but hopefully they'll have enough time to get as many done as possible.

Questions for Discussion after the activity:

- Did any of the items listed sound familiar to you?
- Were there any you were 100% confident you placed in the correct column? If so, which one(s)?
- Were there any that you had no clue?
- What were your overall impressions from having sorted these entities?

Show students the answers on slide #5 (NOTE: The items that have the words centered in the text box belong in the Executive column in the middle, the words that are aligned to the left in the text box belong in the Legislative column on the left, and the words that are aligned to the right in the text box belong in the Judicial column on the right).

Teaching Strategy (Slides 6-25):

Distribute copies of the *Bureaucracy Excitement Handout* for students to keep track of information presented in the lesson.

Explain to students they will look into the various bureaucratic departments within the three branches of government to better understand where our laws, regulations, and policies come from that impact our lives.

Ask them if they have heard the word "bureaucracy" before. Allow them time to discuss and jot down guesses on what the word means.

Then, show the YouTube clip *Types of Bureaucracies: Crash Course Government and Politics #16* to introduce students to some of the complexities of these governing agencies: <https://www.youtube.com/watch?v=tlvUo3bP4Eo> (about 6 min. in length). Have students fill in the chart on the *Bureaucracy Excitement Handout* page while the video plays. OPTIONAL: Allow students time to compare their observations with peers when the video ends.

Using the *Bureaucracy Excitement* Google Slides Presentation, discuss the vocabulary terms found on the Handout. OPTIONAL: Have students look the terms up using their favorite resource, then compare their answers with a peer, work in pairs, or use the Google Slide Presentation to talk them through the information.

Once students hold a clearer understanding of the varying bureaucratic departments within the federal government, allow them time to explore the United States Government Manual by visiting the website <https://usgovernmentmanual.gov/GMEntireStructure>

Next, send students to the *Department of Transportation* website within the Government Manual at <https://usgovernmentmanual.gov/Agency?EntityId=HIYL2uq+Vqo=&ParentEId=+klubNx>

[gV0o=&EType=jY3M4CTKVHY=](#) to dive deeper into how the site, and the department itself works. Have them answer the questions on their handout using the site.

Optional: Have students find one agency from each branch of government and complete the chart on their Handout.

Finally, use the discussion questions on the final slide for closure on their observations.

Questions to consider include:

- What are the benefits to bureaucracy? What are the drawbacks?
- If you could add a governing agency, which agency would you create and why?
- If you had the power to remove one of the offices, which office would you remove and why?
- If you were selected to be an intern at an agency, which one would you hope to serve and why?

Extension:

Have students visit <https://usgovernmentmanual.gov/GMEntireStructure> (the U.S. Government Manual) to research an agency of the federal government, such as the National Highway Traffic Safety Administration. Ask students to create a timeline that outlines the creation of the agency, including the enabling statute (legislation), and any prior agencies of which it was a part. Sometimes agencies join or absorb one another, or they are combined to create new agencies like the Department of Homeland Security.