

Historical Literacy Project Model Unit Gallery Template

Unit Title: Constitution: Checks and Balances

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District: Appoquinimink and Caesar Rodney

Content Area: Social Studies

Grade Level(s): 8th Grade

Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].

Enduring Understandings:

- Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.
- Critical investigation demands constant reassessment of one's research strategies.
- A historian must prove where the information can be found that is the basis for historical conclusions.

History Standard Two 6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

Big Idea(s) (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

The big idea for this unit is...to understand the system of checks and balances while analyzing primary sources to justify the effectiveness of this process.

Unit Enduring Understanding(s) (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: Students will understand that all sources contain some level of bias.)

Begin your enduring understanding with the following stem statement: *Students will understand that...* that three branches of government share power. No branch can become more powerful than another. This is ensured

and checked through a system of Checks and Balances. *Students will also understand that...*primary source documents can be used in to illustrate the effectiveness and validity of this system.

Unit Essential Questions(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

- How can we use primary source documents?
- How do historians use documents and artifacts to learn about the past?
- How do checks and balances create equity amongst the three branches of government?

Knowledge and Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources. It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document).

Students will know...the system of checks and balances.

Students will be able to...analyze primary source documents and have the ability to apply this skill to both current and historical situations.

Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

Suggested Performance/Transfer Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

Essential Question Addressed: How do checks and balances create equity in the three branches of the United State government.

Prior Knowledge: An understanding of the three branches of government, their jobs, and the system of checks and balances.

Scenario:

- Tell the students a certain amount of money (\$10, for example) is available to the class to use to purchase a special snack (or for some other worthwhile purpose). Ask each student — without consulting others — to write down how s/he would spend the money.
- Divide the class into three groups (and appoint one or more students who will later mount a legal challenge as described below). Group 1 controls the money (the executive branch); Group 2 decides how the money will be spent (the legislative); Group 3 (judicial — make sure this group has an odd number of members) will rule on any challenges. Begin by having each group select a spokesperson in a closed session. From this point on,

when any group meets it is done in fishbowl style, with the rest of the class surrounding the group members, but observing only.

Requirements

- The legislative branch meets to decide how to spend the money. Have supermarket ads or circulars available for reference. The proposal is written down. Add a place for signatures in case of approval and another place for a veto.
- Next the executive branch meets. The group discusses whether to approve or veto the proposal. If changes are desired, the group vetoes the entire proposal. Any recommendations can be written down, but the executive branch itself cannot create a new proposal. If necessary, the legislative group meets again to reshape the proposal or, in case of a 2/3 majority, to override the veto.
- Once the legislative branch creates a proposal that is approved by the executive branch, unveil a challenge to it. For example, the challenge could be based on desiring some fresh fruit to accompany the snack or on a food allergy. The judicial group hears the challenge and rules on it. If the proposal is turned down, the legislative group should meet once more to refine the proposal.

Final Product

- Now ask students to read aloud some of the snack suggestions they originally wrote down. In all likelihood, the final proposal is different from most of the students' original ideas. Had this been a monarchy with any one of those class members serving as the ruler, something completely different would have resulted. Discuss the ways in which this activity mirrored the three branches of government. Discuss the pros and cons of the system used by the class and a system where one individual holds all the power.

If possible, use the money as proposed by the class.

Credit to edsitement.neh.gov for transfer activity verbatim

Rubric(s) (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2). Give special attention to ways that you might differentiate learning so that the activities are broadly accessible, incorporate technology that is accessible broadly, and promote the acquisition of 21st Century skills.

Use this same lesson template as many times as you need i.e. depending on how many lessons are in your unit.

Lesson # 1
Title of the Lesson

A. Duncan, C. Brown, K. Bauer

Lesson Description: *Briefly describe what the students will be doing in this lesson and why.*

- Students will review the three branches of government, then create a flow chart showing how each branch has the capability to check over the other two branches. This will be used to ensure that their prior knowledge of this subject is accurate as this is going to be the topic of discussion for the unit.

Time Required: *Approximately how long will it take to complete the instructional activities described in this lesson?*

- Approximately one 45-50 minute class period.

Essential Question Addressed: *What is the essential question for this lesson?*

- How does each branch of government use its powers to check the other branches?

Enduring Understanding: *What is the enduring understanding at which students should arrive?*

- Understanding that each branch of government has different powers to ensure that one branch does not become more powerful than another.

Materials: *What materials will a teacher need to implement this lesson? Copies of all handouts and visuals or links to them must accompany the lesson. Do not submit copyrighted or publisher materials. Adapt when necessary. Be sure to label and number all handouts (e.g. Handout 1: Emancipation Proclamation).*

- Schoolhouse Rock video
- Schoolhouse Rock lyrics
- Construction paper/white paper for flow charts
- Textbook/reference book

Procedures: *Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps. If any steps require the distribution of handouts, state this and identify the handouts by number and title (e.g. Handout 1- Emancipation Proclamation). Avoid “read and discuss” as procedures. Identify specific questions that teachers should raise.*

- After watching the Schoolhouse rock video “Three-Ring Government”, review the 3 branches of government and the powers of each. – *Lyrics Attached*
- Engage students in identifying how the powers given to each branch of government serve to “check” the other branches to insure that no one branch is more powerful than another.
 - Homework – using notes from previous classes, create a mini-poster flow chart to illustrate how each branch of government uses its powers to check the other branches.

Debrief: *Briefly but explicitly tell teachers to revisit the essential question for this lesson (write it out again here). You might also suggest activities or questions one might pose to encourage and/or promote transfer.*

- How does each branch of government use its powers to check the other branches?
 - Students will place flow charts around the room the following day of class and participate in a brief “chart walk” so they are able to discuss the influence of each branch in this process.
 - Students will need to consider the fact that the judicial branch is least effective least affected by checks and balances, it is important to remember that it cannot create laws. It can only make decisions about laws (cases) that are brought to it.

Formative Assessment (“Check for Understanding”): How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve *written* responses.

- This lesson will be assessed based on the accuracy of their flow charts and discussion that took place in class.

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

Resources and Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**
 - **Schoolhouse Rock video and lyrics**
- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**
- Teachers will want to be mindful of the problems of creating their flow chart as homework. Specific instructions will need to be given to avoid confusion. Student may

also want to reference their textbook to gain a better understanding of the information that they are charting and to ensure accuracy.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson # 2

Title of the Lesson

Author(s)

Lesson Description: *Briefly describe what the students will be doing in this lesson and why.*

- Students will be analyzing historical documents that illustrate checks and balances. Students will be responsible for aligning the document with the appropriate check/balance. This is being done to enhance student understanding of checks and balances while analyzing the documents given to students.

Time Required: *Approximately how long will it take to complete the instructional activities described in this lesson?*

- Approximately one 45-50 minute class period.

Essential Question Addressed: *What is the essential question for this lesson?*

- How can we use primary source documents?

Enduring Understanding: *What is the enduring understanding at which students should arrive?*

- Student should arrive at the conclusion that primary source documents, such as the one given, can be used to demonstrate the effectiveness of checks and balances. This give students real life application to understand the processes of our government. Students can find current examples of checks and balances in the daily news, which would be a great example for the teacher to present or direct their attention toward.

Materials: *What materials will a teacher need to implement this lesson? Copies of all handouts and visuals or links to them must accompany the lesson. Do not submit copyrighted or publisher materials. Adapt when necessary. Be sure to label and number all handouts (e.g. Handout 1: Emancipation Proclamation).*

- Primary Source Documents (see attached)
- Response to the Documents Sheet (one per group- see attached)

Procedures: *Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.*

If any steps require the distribution of handouts, state this and identify the handouts by number and title (e.g. Handout 1- Emancipation Proclamation).

Avoid “read and discuss” as procedures. Identify specific questions that teachers should raise.

- (Students should be in groups. If not, move them before this part of the lesson)
- Tell the students that they are going to be looking at some documents that illustrate checks and balances. Their task for each document is to ask themselves:

- “What is this document?”
- “Which branch of government is acting?”
- “Which branch of government can’t do what it wants?”
- As per group responsibilities, the Recorder will write down the group responses as the decisions are made. (Give the Response to Documents Sheet to each Recorder) - *Attached*
- Distribute the packet of documents to each group. (Do not explain them.) - *Attached*
 - Allow time for groups to work.

Debrief: *Briefly but explicitly tell teachers to revisit the essential question for this lesson (write it out again here). You might also suggest activities or questions one might you pose to encourage and/or promote transfer.*

- How can we use primary source documents?
 - How do historians use documents and artifacts to learn about the past?

This lesson gives students an opportunity to analyze primary source documents and determine how it was used, how we can learn from it, how it applies to our government (then and now), why it is important.

Formative Assessment (“Check for Understanding”): How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve *written* responses.

- Group Response to the Document answers will be evaluated and discussed.

Did you consider the following unit design principles?

IP – International education perspective

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WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

Resources and Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**
 - Primary Sources – see attached.

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**
 - Students may need assistance reading the documents as well as explaining the information included in the documents.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson # 3

Title of the Lesson

Author(s)

Lesson Description: *Briefly describe what the students will be doing in this lesson and why.*

- Student will apply their prior knowledge of the three branches of government, the process of checks and balances, and primary sources to organize the primary source relevance to the checks and balances used in our country.

Time Required: *Approximately how long will it take to complete the instructional activities described in this lesson?*

- Approximately one 45-50 minute class period.

Essential Question Addressed: *What is the essential question for this lesson?*

- How do historians use documents and artifacts to learn about the past?

Enduring Understanding: *What is the enduring understanding at which students should arrive?*

- Students gain a better understanding of the use and application of checks and balances in our country.

Materials: *What materials will a teacher need to implement this lesson? Copies of all handouts and visuals or links to them must accompany the lesson. Do not submit copyrighted or publisher materials. Adapt when necessary. Be sure to label and number all handouts (e.g. Handout 1: Emancipation Proclamation).*

- Primary source documents (attached)
- Board with the appropriate seven columns
- Statements for students to analyze and apply documents to
- Paper for students to copy statements and to take notes

Procedures: *Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.*

If any steps require the distribution of handouts, state this and identify the handouts by number and title (e.g. Handout 1- Emancipation Proclamation).

Avoid “read and discuss” as procedures. Identify specific questions that teachers should raise.

- Before classes begin, Before the lesson, draw seven columns on the board, headed as follows:

E✓L L✓E J✓L L✓J E✓J J✓E

Executive branch checks the Legislative branch, Legislative checks the Executive, Judicial checks the Legislative etc.)

Read the following statements to the class, one at a time as you write them on the board/overhead:

1. I am the President; I can declare war on Lower Duncania.
2. I am a Judge; I can make any decision I want.
3. I am a Senator; I can help write and pass any law I want.
4. I am the President of the United States; I can veto any law passed by Congress.
5. I am the President of the United States; I can do anything I want.
6. I am the President of the United States; I can make a treaty with Upper Duncania.
7. We're the Supreme Court; we'll be ruling on every law for years.

After each statement is read, give the groups time to select the document they believe shows how the particular action could be checked. They should also decide which category on the board best characterizes this particular check on the system.

When the groups have had enough time to decide (you observe), say "Show," at which time every group holds up the document it chose.

Ask the first group which document it chose and why. Put a copy of the document under the appropriate column on the board.

Ask if any other group chose a different document. Ask why it was chosen. (*There is more than one right answer for some of these situations. For example, certain actions of the President could potentially be checked by either the legislative or judicial branches.*) Put a copy of the document in any additional appropriate column(s).

Continue in this way for all 7 statements.

Debrief: Briefly but explicitly tell teachers to revisit the essential question for this lesson (write it out again here). You might also suggest activities or questions one might pose to encourage and/or promote transfer.

- Here students will apply examples of each statement to demonstrate their knowledge and understanding of checks and balances as well as their understanding of the primary sources that were distributed in class.

Formative Assessment (“Check for Understanding”): How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve *written* responses.

- Students will be formatively assessed by discussing their reasoning for placing the primary source document with the appropriate statement. Students will also be responsible for taking notes and be prepared to be questioned orally to check for understanding.

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ATTACHED DOCUMENTS

RESPONSE TO DOCUMENTS

“What is this document?”

“Which branch of government is acting?”

“Which branch of government can’t do what it wants?”

1.

2.

3.

4.

5.

6.

7.

8.

DOCUMENTS PACKET DISCUSSION POINTS/LOCATION

[FDR Cartoon Archive: 1937—The Supreme Court](#), available via a link from [The New Deal Network](#)

Make sure students realize that the FDR in the cartoon (the policeman) was President at the time the cartoon was drawn. This document shows that the President's actions can be blocked by the Supreme Court; it is not necessary to understand the particulars of the situation.

- [President Requests that Congress Declare War](#), available on [The Digital Classroom](#)

The Congress can check the President by refusing to declare war. One day after the attack on Pearl Harbor, President Franklin Delano Roosevelt delivered his famous "Day of Infamy" speech to Congress. Why does the President say, "I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire"? One check on the President is that Congress must approve a declaration of war.

- [Prosperity and Thrift: The Coolidge Era and the Consumer Economy](#)
Search in [American Memory](#) for "McNary-Haugen Bill." Choose *View this item* and then move down the page to select Page Images. Turn to the image of p. 286 of the Calvin Coolidge Papers, 1923-28, the title page for the veto document. The President can check Congress by vetoing a bill it has passed.

- Images of the veto message of President Franklin D. Roosevelt to the House of Representatives returning H.R. 3687, "An act to provide revenue, and for other purposes" and a House resolution stating that two-thirds of the House agreed to pass the act over the President's veto.

[Search the Archival Research Catalog](#), available on the [Digital Classroom](#).

Search for "H.R. 3687." Click "Digital Copy Available." Choose page six.

Congress can check the President by passing a law over a President's veto.

- The Oregon Treaty of 1846
Search the [Archival Research Catalog](#), available on the [Digital Classroom](#), for "Oregon Treaty." This treaty divided the Oregon country between the U.S. and Canada at the 49th parallel. It granted to the United States land that would later comprise the entire states of Oregon, Washington and Idaho, as well as portions of Montana and Wyoming. Of particular interest is the second paragraph of the right hand page.

Why does the treaty say, "whereas the Senate of the United States ... did advise and consent to the ratification of the said treaty"? The Senate can check the President by refusing to ratify a treaty the President has signed.

- [Image of a ticket to the gallery during the impeachment of President Johnson, April 1, 1868](#), available on [American Memory](#)

Congress can check the President by using the impeachment powers to remove the President from office.

- Judgment, *Brown v. Board of Education*
Search the [Archival Research Catalog](#), available on the [Digital Classroom](#), for "Judgment" and "Brown." The courts can check the Legislative branch by declaring a law unconstitutional. Focus on the words "admit to public schools on a racially nondiscriminatory basis with all deliberate speed the parties to this case. Segregation laws were overturned."
- Message of President Abraham Lincoln nominating Salmon P. Chase to be Chief Justice of the Supreme Court of the United States
Search the [Archival Research Catalog](#), available on the [Digital Classroom](#), for "Lincoln" and "Chase." The President nominates judges to federal courts. Of course, once appointed, a judge can vote however s/he wants. In cases of abuse by judges, the Legislative branch can check the Judicial as shown in the next document.

Credit to edsitement.neh.gov for document location and discussion points verbatim

THREE-RING GOVERNMENT (Schoolhouse Rock)

Gonna have a three-ring circus someday,
People will say it's a fine one, son.
Gonna have a three-ring circus someday,
People will come from miles around.
Lions, tigers, acrobats, and jugglers and
clowns galore,
Tightrope walkers, pony riders, elephants,
and so much more...

Guess I got the idea right here at school.
Felt like a fool when they called my name,
Talkin' about the government and how it's
arranged,
Divided in three like a circus.
Ring one, Executive,
Two is Legislative, that's Congress.
Ring three, Judiciary.
See it's kind of like my circus, circus.

Step right up and visit ring number one.
The show's just begun. Meet the President.
I am here to see that the laws get done.
The ringmaster of the government.

On with the show!

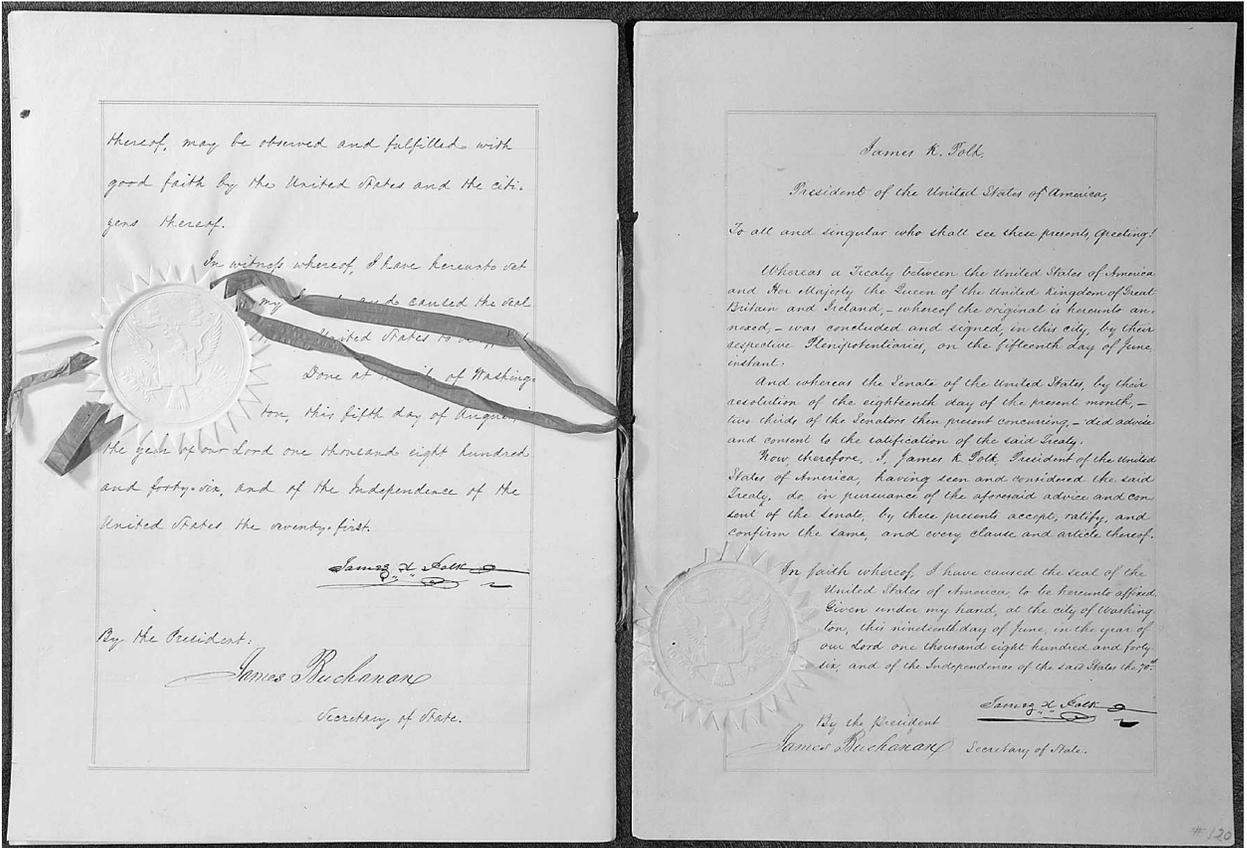
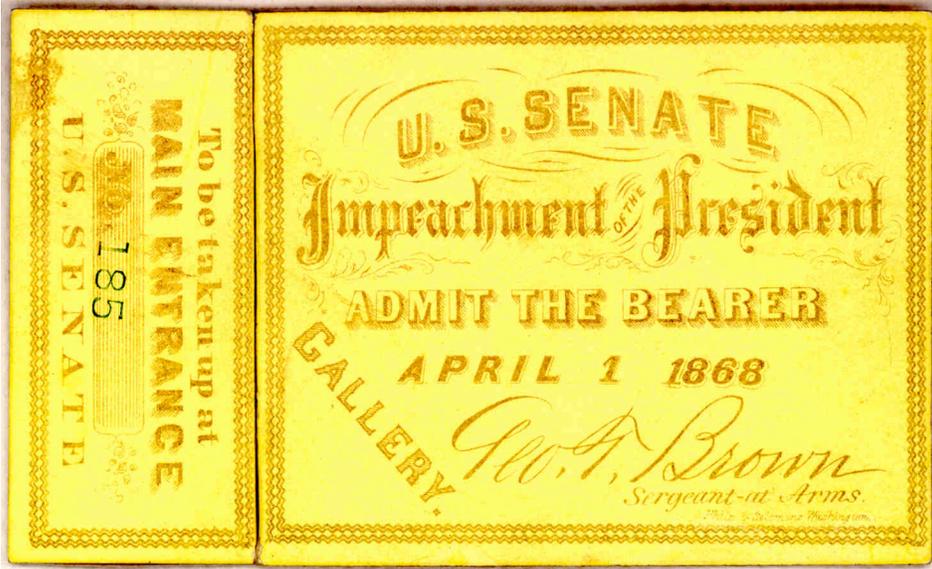
Hurry, hurry, hurry to ring number two.
See what they do in the Congress.
Passin' laws and juggling bills,
Oh, it's quite a thrill in the Congress.
Focus your attention on ring number three.
The Judiciary's in the spotlight.
The courts take the law and they tame the
crimes
Balancing the wrongs with your rights.

No one part can be
more powerful than any other is.
Each controls the other you see,
and that's what we call checks and balances.

Well, everybody's act is part of the show.
And no one's job is more important.
The audience is kinda like the country you
know,
Keeping an eye on their performance.

Ring one, Executive,
Two is Legislative, that's Congress.
Ring three, Judiciary.
See it's kind of like my circus, circus.

Gonna have a three-ring circus someday.
People will say it's a fine one son,
But until I get it, I'll do my thing
With government. It's got three rings.



Supreme Court of the United States

No. 1 ---- , October Term, 19 54

Oliver Brown, Mrs. Richard Lawton, Mrs. Sadie Emmanuel et al.,
Appellants,

vs.

Board of Education of Topeka, Shawnee County, Kansas, et al.

Appeal from the United States District Court for the -----
District of Kansas.

This cause came on to be heard on the transcript of the record from the United States
District Court for the ----- District of Kansas, -----
and was argued by counsel.

On consideration whereof, It is ordered and adjudged by this Court that the judgment
of the said District ----- Court in this cause be, and the same is
hereby, reversed with costs; and that this cause be, and the same
is hereby, remanded to the said District Court to take such
proceedings and enter such orders and decrees consistent with
the opinions of this Court as are necessary and proper to admit
to public schools on a racially nondiscriminatory basis with all
deliberate speed the parties to this case.

Per Mr. Chief Justice Warren,

May 31, 1955.



Executive Mansion
Washington D. C. Dec. 6. 1864

To the Senate of the United States,
I nominate Salmon P. Chase of
Ohio, to be Chief Justice of the Supreme Court
of the United States vice Roger B. Taney deceased,

Abraham Lincoln

The message and accompanying ^{bill} papers
~~referred to the Committee on~~

~~was~~ ordered to be printed.

TO THE HOUSE OF REPRESENTATIVES:

I return herewith, without my approval, H. R. 3667, entitled "An Act to provide revenue, and for other purposes".

I regret that I find it necessary in the midst of this great war to be compelled to do this in what I regard as the public interest.

Many months ago, after careful examination of the finances of the Nation, I asked the Congress for legislation to raise \$10,500,000,000 over and above the existing revenue system. Since then persons prominent in our national life have stated in no uncertain terms that my figure was too low.

The measure before me purports to increase the national revenue by a little over \$2,000,000,000. Actually, however, the bill in its net results will enrich the Treasury by less than \$1,000,000,000.

As a tax bill, therefore, I am compelled to decide that it is wholly ineffective toward that end.

More specifically the bill purports to provide \$2,100,000,000 in new revenues. At the same time it cancels out automatic increases in the Social Security tax which would yield \$1,100,000,000. In addition it grants relief from existing taxes which would cost the Treasury at least \$150,000,000 and possibly much more.

In this respect it is not a tax bill but a tax relief bill providing relief not for the needy but for the greedy.

The elimination of automatic increases provided in the Social Security Law comes at a time when industry and labor are

step toward simplifying taxes by failing to eliminate the clumsy Victory Tax. For fear of dropping from the tax rolls those taxpayers who are at the bottom of the income scale, the bill retains the Victory Tax -- while at the same time it grants extensive concessions to many special interest groups.

The suggestion of withholding at graduated rates, which would relieve millions of people of the task of filing declarations of estimated income, was not adopted.

I trust, therefore, that the Congress, after all these delays, will act as quickly as possible for simplification of the tax laws which will make possible the simplification of the forms and computations now demanded of the individual taxpayers. These taxpayers, now engaged in an effort to win the greatest war this Nation has ever faced, are not in a mood to study higher mathematics.

The responsibility of the Congress of the United States is to supply the Government of the United States as a whole with adequate revenue for war time needs, to provide fiscal support for the stabilization program, to hold firm against the tide of special privileges, and to achieve real simplicity for millions of small income taxpayers.

In the interest of strengthening the home front, in the interest of speeding the day of victory, I urge the earliest possible action.

Franklin D. Roosevelt

THE WHITE HOUSE,

February 22, 1944.

