

# Required Lesson Plan Format

## 1) PRELIMINARY INFORMATION

**Name: Kelsey Haasch**

**Date: 12/4/14**

**Title of Lesson: The Three Branches of Government**

**Subject : Civics/ Government- Structure of Government**

**Grade level: 3rd Grade**

**Time frame for lesson: 40 minutes**

### **Objectives**

Students will list and discuss key powers held by the legislative, judicial, and executive branches of United States Federal Government.

Students will represent the three branches of government through a graphic organizer.

Students will identify the three branches of government and understand how government functions by identifying the powers and responsibilities and of each branch.

### **Citations**

<http://www.courts.ca.gov/documents/CVCS-Lesson-Friedemann-all.pdf>

<http://polkadotsnpencils.blogspot.com/2013/02/the-3-branches-of-government-in-3d.html>

## 2) STATE STANDARDS

SS03-S3C2-01: Discuss the three branches of state and national government

- a. Executive
- b. Legislative
- c. Judicial

## 3) LESSON ACCOMMODATIONS

### **3.1 Lesson Content**

The three branches of the US government and the system of checks and balances. Laws are written in the Legislative branch, which contains the Senate and the House of Representatives. The senate is composed of two senators from each state. Membership in the House of Representatives is determined by population. Laws are carried out by the Executive branch, which is composed of the president, vice president and the cabinet. The president has the unique position of commander in chief and gives the final word on military matters. He also has the power to veto bills and appoint cabinet members and judges. The judicial branch consists of the courts, including the nine justices composing the highest court: the Supreme Court.

### **3.2 Multiculturalism and diversity**

Student with Gifts and Talents in Creativity:

The student who is identified as gifted and talented will not only label at least three functions of each branch in the United States government, but also include how each branch works together “Checks and Balances.”

Student with a disability in reading/language arts:

The student with a disability in reading/language arts will have help from the classroom assistant for Special Education. He or she will also have a modified rubric where he or she will have a printed list of the functions for each branch of government in the United States. They will be able to cut out the different functions of each branch and glue them on the branches of the tree.

### 3.3 Lesson Integration

W3-S1C1-04 Use organizational strategies ( e.g.. graphic organizer, KWL chart, logs) to plan writing.

3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

## 4) LESSON FORMAT

### Set

Pass out a bag of dice to each table group. Tell them to play a game (purposefully do not say a name of a game, rules of a game, etc.). Have a group elect a leader. Allow students about three minutes of play. Having the students creating their own game with rules, a leader, and someone making sure everyone is playing fairly is a representation of the United States three branches of government.

Have students discuss what it was like to play a game without a name or established set of rules. Write down what students share on poster paper or board.

Review with students how, as a class, you set up class rules. As a class you signed that you will abide and will follow the rules. United States Constitution is a model of your classroom rules.

Ask students what kinds of things might happen in a classroom without rules, without a leader or consequences. Note any “links” or “tie-in” to the playing of the object game at beginning of lesson.

“We have a system in our United States government that allows us to ensure rights, responsibilities, and freedom for law-abiding citizens. To do this we have three branches of government.”

### Input

1. Have a discussion/review of the three branches of government in the United States. What do they (the students) know about the three branches of government?
  - *ELL:* Creating a circle map with the students on the three branches of government. Telling students to write whatever come to mind. Then we will come together and circle the ideas are related to the three branches of government. For example, circling words such as judges, white house, and president.
2. Ask the students: “Why do you think it is important for us to understand the role and functions of our three branches of government in the United States?” I will need to help the students make a connection between the three branches of government and elections.

3. Tell the students that today we are going to do an activity that involves reviewing the three branches of government in the United States as well as their role/functions.
4. Ask the students: "What is the name of one of our branches of government?"
5. Write students' response on a piece a paper and show underneath the doc cam. Brain storming the best answers by circling the answers provided. Circle map can be used to show the student's responses.
6. To each student pass out a brown paper bag and a sheet of green construction paper (8 1/2 by 11). The brown paper bag represents the trunk of a tree which is our U.S. Government. Students will write on the brown paper bag "U.S.Government." Students will cut out three circle leaves with the green construction paper which will represent the three branches of government. As a class we will label each and write key facts about each branch. I will go through the diagram (about the three branches of government) with the class teaching them about the three branches of government. Students will be able to name the three branches and their jobs. Once the three leaves are filled out with key facts, students will glue them to the brown paper bag.
7. I will teach students hand signals to remember the branches and the main jobs. For example, putting three fingers up... say "There are three branches of government"; 1st one the executive branch ( make a salute and then cradle two hands together as you say...."They carry out the laws." Second one, make an L for legislator they (now place hands as if you were writing something ) creates the laws." Lastly, judicial branch ( Hand in a fists moving it in an up and down motion. Representing a gavel.) "judges the law."

### **Guided practice/checking for understanding**

1. As a class, we will take on the role of each branch. Starting with the legislator branch, I will ask the students to raise their hands and share a classroom rule they would want to *create* for the classroom. For example, eating food in class, all the time. Once we have five or more, we will move on to the role of the executive branch. We would approve or disapprove to *carry out* the rule and may recommend new ones. Lastly, we will play the role of the judicial branch. As the role of the judicial branch, we would *judge* whether if the rules are against school policy.

### **Closure**

I will have all the students stand up from their seats and have them go through the hand signal of each branch. (Refer back to #7 of input)

## **5) ASSESSMENT**

### **Method**

I will pass out an exit ticket with the following questions:

1. Name the three branches of government.
2. Which branch creates laws?
3. Which branch makes sure people obey the law?
4. Which branch reviews and explains the law?

### **Criteria for Mastery**

Test results will show if students understood and grasped the material.

**Intervention Plan**

Review the three level branches with the student with the hand signals and have the student retake the test.

**6) MATERIALS/ATTACHMENTS**

**Dice for each table group ( 5 bags with 2 dice in each)**

**Brown paper bags ( one for each student) (24)**

**Green construction paper (one for each student) (24)**

**Glue sticks (24)**

**Scissors (24)**

**Pencils (24)**

**Markers ( 6 boxes)**



### Three Branches of U.S. Government

1. Name the three branches of government:
2. Which branch makes laws?
3. Which branch makes sure people obey the law?
4. Which branch reviews and explains the law?





# The Legislative Branch



# The Judicial Branch



# The Executive Branch