



THIRD GRADE UNIT

**THE THREE BRANCHES OF
GOVERNMENT**

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Spring 2003
Student Teaching
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General Social Studies Philosophy and Approach

"The Three Branches of Government" is an eight day unit with one additional day for testing, designed to enhance students knowledge on what it takes for our national government to run. Children are excited about these lessons due to their growing awareness of how laws are made and that there is an actual process to creating and maintaining laws. This unit can be taught when discussing state history and how the state government works. IT is best taught in American History following the unit on the founding of America and the writing of the constitution. This unit incorporates many other subject areas. Some of the areas that are also emphasized are geography, history, are, language arts, and computer skills.

I believe that children learn best when they are actively involved in the topic that is being presented to them. I want my students to see that the knowledge that they gain in the classroom applies to their daily lives. I want to leave my students with an innate desire that motivates them to take an active part in their government. I want them to understand that at even at an early age, through their student government that their voice can be heard.

I understand that children that learn through a variety of ways. For this reason I have created a lesson format that will alternate my teaching from day to day. Through this students will be able to learn not only academically, but they will be able to work on their social skills as well.

I am aware that students are at different levels cognitively. I am prepared to let my students set the pace of the progression through the unit. Some students will require a bit of extra individual help, and some students will require other activities to keep tem busy as others complete their assignments.

Content Specification Table

Facts	<ol style="list-style-type: none">1. The US Constitution was designed to limit the power of each branch of government.2. Each branch has its own responsibility.3. The Constitution set up requirements for each office in the government.4. Washington established the trend of a President only serving two terms.
Concepts	<ol style="list-style-type: none">1. Legislative2. Judicial3. Executive4. Balance of power5. Separation of power
Generalizations	<ol style="list-style-type: none">1. The Constitution gave Americans the peace of mind that they would never be ruled by a monarch again.2. The balance of power is what separates America from other democracy.3. The US Constitution served as a model for all state constitutions.

Process

1. Fill out in complete sentences a KWL chart.
2. Listen to the story House Mouse Senate Mouse by Peter and Cheryl Shaw Barnes
3. Listen to the story Woodrow, the White House Mouse by Peter and Cheryl Shaw Barnes.
4. Listen to the story Marshall, the Courthouse Mouse by Peter and Cheryl Shaw Barnes.
5. Complete a handout on the three branches of government.
6. Complete key terms handout.
7. Illustrate a cover for a portfolio.
8. Complete a graphic organizer on how a bill becomes a law.
9. Participate in creating a bill and passing a bill.
10. Complete several charts on the powers and responsibilities of each branch of government.
11. Complete several journals on how Americans felt during the framing of the three branches of government.
12. Participate in a review.
13. Organize materials into a portfolio.
14. Complete summative exam.

Entry Skills Required

Cognitive	1. The ability to write complete sentences. 2. Listening skills. 3. Illustrating skills. 4. Reading skills. 5. Good communication skills.
Affective	1. Cooperate with peers in a small group. 2. Individually complete assignments. 3. Accept different opinions of classmates.
Psychomotor	1. Able to manipulate lesson materials such as pens/pencils, crayons/markers. And construction paper, lined paper. 2. Hand-eye coordination.

Pre-Instructional Activities:

1. Orient the learners to the unit by stating the objective:
The teacher, using the overhead projector where the unit objective is displayed that reads, "Today we are starting a unit on the Three Branches of Government. By end of the unit you will have created a portfolio about the branches of government."
2. Give learners a rationale for what they are learning:
"We study the three branches of government to understand how laws are passed. It allows us as American's to have a say in what goes on in our government. We accomplish this through our elected officials and

writing to Congress to let them know how we feel. Creating a balance with the three branches of government allowed the people of the Revolution to feel safe and confident about their new endeavor as a new country."

3. Review all pre-requisite skills:

- Students will participate in a KWL chart (see attached A-1). The students will work individually on one index card and with their neighbor on another card to see what they already know, and what they want to learn. The teacher will hand a KWL chart across the front board. The students will come to the front of the room and read their cards then attach them to the KWL chart. When the unit is done the students will attach cards to what they have learned section.

Entry level skills used: (cognitive)-writing in complete sentences, listening skills, reading skills, good communication skills; (affective)-individually complete assignments, cooperating with peers in small group work; (psychomotor)- manipulating pens/pencils and hand-eye coordination.

- Students will be given proper materials in which to create their representation of what the Constitution looked like.

Entry level skills used: (cognitive)-listening skills and illustration skills; (affective)-individually completing assignments; (psychomotor)- manipulate pens/pencils, crayons/markers, construction paper, hand-eye coordination.

4. Provide overview of the unit content through a chart (see attached A- 2)

"Okay boys and girls, we are now going to look at a chart of the topics we will discuss in our unit on the three branches of governments. Here is the title of the unit (point). Here are the main topics we will discuss (point at each heading)."

5. Build in experiential background:

The teacher will begin the book, House Mouse, Senate Mouse by Peter and Cheryl Shaw Barnes prior to the beginning of the unit. This story tells how a bill becomes a law and the process that it takes for the bill to be passed. The students will discuss in great detail how a bill becomes a law and actually passing a law. The teacher will do a picture walk of the book to see what the books about (see attached excerpt from book A-3).

6. Reassure students of their success in this unit:

"Boys and girls I am so excited to be working on this unit with you. I know what you will enjoy hearing about how the branches of governments came about and how your voice is heard even today. I have heard many positive things about your class and your behavior in the classroom. I know that we will all do very well on this unit together."

The Three Branches of Government

Social Studies Unit

Third Grade

Unit Objective:

When presented with informational materials, charts, graphs, outlines, graphic organizers and facts regarding the drafting of the US Constitution during a seven day long unit entitled "The Three Branches of Government", the third grade social studies students will create and organize a portfolio containing various representations of the processes and internal structures of the three branches of the US government. The portfolio will include journal entries, helpful resource guides, discussion and active passing of a bill, an advertisement, vocabulary list and study guide.

Sub-Objectives:

Each student will be able to:

(Knowledge)

Recall the reasons for the Declaration of Independence. Recognize the Bill of Rights.

(Comprehension)

Summarize the function of each branch of our government.

Interpret what is meant by "checks and balances".

Paraphrase why the Framers of the Constitution wanted to limit the power of the government.

(Application)

Illustrate portfolio covers about the Three Branches of Government.

Analyze how the three branches of Government.

Analyze how the three branches of government work together to create laws of the land.

Apply key concepts such as "checks and balances", limitations of power.

Demonstrate how a bill becomes a law.

(Analysis)

Compare and contrast the way that each branch is elected.

Organize the way that officials are elected.

Design a criteria sheet for electing a President.

Propose why Washington only served two terms.

(Synthesis)

Create and organize material about the US Constitution into a portfolio.

Debate how different the government could be without equal power.

Curriculum Area: Social Studies

Grade Level/cooperating teacher: Third Grade/Alice Marie Morrison

Date: March 6, 2003

Estimated Time for Lesson: Forty-five minutes

Lesson 1: Introduction to the Three Branches of Government

Sub-Objective(s): Upon completion of the lesson each student will be able to:

- 1) Recall the reasons for the Declaration of Independence
- 2) Recognize the Bill of Rights
- 3) Interpret what is meant by "checks and balances"
- 4) Paraphrase why the Framers of the Constitution wanted to limit the power of the government.
- 5) Illustrate portfolio covers about the Three Branches of Government.

A.

Hoover Standards:

B. Materials

Writing utensils

3x5 note cards

Overhead Projector/markers

Sub-Objective Transparency (B-1)

Constitution posters

Checks and Balances handout (A-3, A-4)

KWL transparency (A-1)

Definition Handout (B-2)

Notebook paper

School House Rocks Video

TV/VCR

Blank transparency

Expo markers

Construction paper

Markers

Crayons

Glue

Bibliography

Technology Resources

C. Preparation:

The teacher will prepare for the lesson by researching the unit that will be discussed. The teacher will prepare all of the handouts before the students begin the unit. The teacher will gather folders for the students to keep their materials in until the completion of the unit. The teacher will also prepare several activities for the students to complete throughout the unit as well as a study guide to use while working on the unit.

D. Outline of Lesson

1. What will the teacher do to prepare and motivate the students for learning?

Who can tell me why we fought the American Revolution? (write the reasons on the overhead.) Who can tell me the one key thing that came from winning the American Revolution? (if they say freedom expand off of that until the Constitution comes out of their mouth). Tell me something that we know about the Constitution (write on transparency). Today we are going to begin our unit on the Three Branches of Government. We are going to take a look at an overview of the unit and see what is ahead of us. We have already started by reviewing how America came to have the Constitution and why we have the Constitution. How many of you have ever seen a video call School House Rocks (hold up the cover of the video). Well today we are going to take about three minutes and have the three branches of government summarized for us.

2. Describe the instructional strategies that the teacher will use to guide students into learning.

Who is a servant? Who is a master?

We have three branches of government, the legislative, the executive, and the judicial. The framers wanted to ensure that no one had supreme power. This is where the idea of separation of power comes from. They also wanted to make sure that someone would always be keeping an eye on someone else. It is similar to a pyramid. Lets look at just one face of a pyramid (draw on overhead) all three sides are important, all lines are equal in size and shape, but they all have different

responsibilities. This is where the idea of checks and balances comes from.

(Pass out two index cards to each child). On the index card that I have given you I want you to write what you know about the Constitution and the three branches of government, you may use the back if necessary. (When complete have the students' go around reading what they wrote, then have the students place it on the KWL chart.) Have them take the second index card and do the same thing with what they want to know about the three branches of government.

(Pass out the checks and balances worksheet, A-3).

The students will complete the handout on checks and balances.

(A-3). The students will be given the key terms handout (B-2).

They will complete these handouts and place them in their portfolio. They will keep them there through the entire unit.

Today the students will define checks and balances and separation of power. While students are completing their worksheets folders which will be used as the students' portfolios will be handed out.

3. Describe the ways in which children are engaged in the learning process.

Upon completion of their worksheets the students will design a cover and pockets for their portfolios. The students will use a sheet of notebook paper to write down two things that they learned today.

E. Accommodations and of Instructions NONE FOR THIS LESSON

F. Reflection on Instructional Design

➤ How does the content relate to your instructional goals?

The content relates to the information that the students need to have in order to take the Stanford Achievement Test Social Science section of the test. The students need to have the prerequisite knowledge of the United States Government in order to be successful on this test. The students do learn about basic civic government in the third grade and how their community works so this unit just expands on this information.

➤ How does the activity stem from your knowledge about each student and instructional context?

The students love challenges and get bored easily with mundane activities. This unit allows the students to expand their horizons and have a little fun.

- **What materials/technology will you need to implement the activity? Where and how did you locate the resource?** The materials needed for this unit include the We the People Book that was obtained from one of the teachers. The teacher will make copies of the materials needed in order to complete the unit so that each child has a hard copy to read and gain information.
- **How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?** The teacher will observe the students during class discussion, taking note of who participates with notes and discussions. The teacher will also collect, at the end of the unit, the student's worksheets in the form of the portfolio. (For the portfolio criteria see B-3).

II.

A. Evaluation of the student's learning.

What percentage of the students mastered the lesson objective(s)/ How did you determine this? Ninety percent of the students mastered the introductory material. The students were evaluated on the cover that they did for their portfolios. The students enjoyed the activity thoroughly and all completed the criteria sheet.

B. Reflection on student's learning. Describe your process of instructional decision-making based on your on-going analysis of student learning.

I wanted to start this unit off with a bang. The students were bored with facts and maps and creating their own questions and answers about the material that they were studying. I introduced the unit to the students in an unordinary way by having the students role play as though they were in the colonies under the Tierney of the King of England. The students were exposed to the idea of having no say and no power and being in "fear" of the unknown. The students were able to reflect and see how the colonist decided to revolt and join in on the rebellion of that lead to the birth of the United States of America.

Curriculum Area: Social Studies

Grade Level/cooperating teacher: Third Grade/Alice Marie Morrison

Date: March 7, 2003

Estimated Time for Lesson: Forty-five minutes

Lesson 1: We The People

Sub-Objective(s): Upon completion of the lesson each student will be able to:

- 1) Recall the reasons for the Declaration of Independence
- 2) Recognize the Bill of Rights
- 3) Interpret what is meant by "checks and balances"
- 4) Paraphrase why the Framers of the Constitution wanted to limit the power of the government.
- 5) Illustrate portfolio covers about the Three Branches of Government.

G.

Hoover Standards:

H. Materials

Writing utensils
3x5 note cards
Overhead Projector/markers
Sub-Objective Transparency (B-1)
Constitution posters
Checks and Balances handout (A-3, A-4)
KWL transparency (A-1)
Definition Handout (B-2)
Notebook paper
School House Rocks Video
TV/VCR
Blank transparency
Expo markers
Construction paper
Markers
Crayons
Glue

I.

Bibliography

Technology Resources

J. Preparation:

The teacher will prepare for the lesson by researching the unit that will be discussed. The teacher will prepare all of the handouts before the students begin the unit. The teacher will gather folders for the students to keep their materials in until the completion of the unit. The teacher will also prepare several activities for the students to complete throughout the unit as well as a study guide to use while working on the unit.

K. Outline of Lesson

1. What will the teacher do to prepare and motivate the students for learning?

The teacher will prepare the students for learning by lowering the lights. The students will be a hushed and then quiet for a moment. The teacher will explain to the students that they are in a meeting hall shortly before the colonies went to war with England. The teacher explained to the students that they were in a unique situation that allowed them to decide if they needed to go to war. Then the teacher will flip on the light and explain to the students that they are at the first official meeting of the Continental Congress after the Revolutionary War and it's time to make a change.

2. Describe the instructional strategies that the teacher will use to guide students into learning.

The teacher will guide the students through the process of how the Continental Congress started out and how they came to the agreement that the people of the US would rule the land not a King and not a dictator. The people wanted a new type of government.

3. Describe the ways in which children are engaged in the learning process.

The students are actively engaged through role playing. The students have been divided into three "states" so that they could learn to work together to make some tough decisions on how to rule their government. The students worked together in groups to define We the people and what it means to the people of the US.

L. Accommodations and of Instructions.

NONE FOR THIS UNIT

M. Reflection on Instructional Design

➤ How does the content relate to your instructional goals?

The content relates to the information that the students need to have in order to take the Stanford Achievement Test Social Science section of the test. The students need to have the prerequisite knowledge of the United States Government in order to be successful on this test. The students do learn about basic civic government in the third grade and how their community works so this unit just expands on this information.

- **How does the activity stem from your knowledge about each student and instructional context?**
The students love challenges and get bored easily with mundane activities. This unit allows the students to expand their horizons and have a little fun.
- **What materials/technology will you need to implement the activity? Where and how did you locate the resource?** The materials needed for this unit include the We the People Book that was obtained from one of the teachers. The teacher will make copies of the materials needed in order to complete the unit so that each child has a hard copy to read and gain information.
- **How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?**
The teacher will observe the students during class discussion, taking note of who participates with notes and discussions. The teacher will also collect, at the end of the unit, the student's worksheets in the form of the portfolio. (For the portfolio criteria see B-3).

II.

C. Evaluation of the student's learning.

What percentage of the students mastered the lesson objective(s)/ How did you determine this?

One hundred percent of the class mastered the concept of We the people. The students were able to find many adjectives and a solid definition that showed that the students could understand the concept of the definition.

D. Reflection on student's learning. Describe your process of instructional decision-making based on your on-going analysis of student learning.

The students attention was defiantly gained by the turning off of the lights. The students seem to enjoy breaking away from the norm of everyday life. The students are also starting to take a great interest in the possibility of creating their own classroom government. They enjoy the role playing activities and are extremely happy with the activities that they have had to complete. They are not completely happy with all of the reading activities but they are starting to see how this all bleeds over into normal everyday life.

Curriculum Area: Social Studies

Grade Level/cooperating teacher: Third Grade/Alice Marie Morrison

Date: March 10, 2003

Estimated Time for Lesson: Forty-five minutes

Lesson #3: What is the House of Representatives

Sub-Objective(s): Upon completion of the lesson each student will be able to:

- 1) Summarize the function of each branch of our government.
- 2) Organize the way that officials are elected.

Materials Needed:

Writing utensils

3x5 note cards

Overhead Projector/markers

Sub-Objective Transparency (C-1)

Constitution Posters
KWL transparency (A-1)
Definition Handout (B-2)
School House Rocks Video
TV/VCR
Blank transparency
Expo markers
Notebook paper
Legislative Branch handout (C-2, C-3, C-4)
Branch Transparency

Bibliography

Technology Resources

N. Preparation:

The teacher will prepare for the lesson by researching the unit that will be discussed. The teacher will prepare all of the handouts before the students begin the unit. The teacher will gather folders for the students to keep their materials in until the completion of the unit. The teacher will also prepare several activities for the students to complete throughout the unit as well as a study guide to use while working on the unit.

O. Outline of Lesson

1. What will the teacher do to prepare and motivate the students for learning?

Yesterday we learned about how the three branches of government have separate control. We learned that there is a system and checks and balances with three areas. Today we are going to begin our study of the Legislative Branch. "What do you think the word legislative means? What do you think they are responsible for?"

2. Describe the instructional strategies that the teacher will use to guide students into learning.

Yesterday I talked to you about how the three branches of government are like the face of a pyramid, or a triangle. Well we are going to look at the legislative branch today. The legislative branch is responsible for making laws. The legislative branch was created in Article I of the Constitution, their job is to make our laws.

The legislative branch is known as Congress. Congress is not one body of government but rather the Senate and the House of Representatives. The House of Representatives has one representative for every so many people in the state, to date there are 435 members in the House of Representatives. The reason for the numbers in each house is because of the smaller states being afraid of not having equal representation. This is when the Great Compromise was established, this gave the government a way to calculate everyone in each state so that representation could be made fairly.

(Pass out C-2 handout). Now we have discussed how many representatives are in each house we will discuss what Congress does exactly. Like we discussed early the main job of Congress is to make laws. Laws are passed by a majority (write word on overhead) vote. Majority is over one half. The smaller group is known as the minority (write word on overhead). When a majority vote is taken it can mean a number of things, but when we think of it in terms of passing laws it means that they are accepting the bill and want it to become a law.

Congress has its own rules governing their meetings. It can expel (write on overhead) which means they can remove a member with 2/3 votes. It also takes 2/3 votes to overturn a veto, more on that later. There are also certain privileges of being a member of Congress like you cannot be arrested while going or coming from Congress, or while in session.

(Hand out C-3). That is a general idea of what the whole is, now let's talk about the individual parts. There are 435 members in the House of Representatives, that is one for every 500,000 people. They serve a two year term. There are some requirements to run for office. (Write on transparency) 1) a person must be at least 25 years of age 2) must be a citizen of the U.S. for at least seven years 3) and must live in the state that they represent. Meetings are ruled by the Speaker of the House who is selected by a majority. The House of Representatives are able to begin impeachment process if they see fit, they do this by accusing the official.

The students will continue to work on their worksheets that will go in their portfolio at the end of the unit.

3. Describe the ways in which children are engaged in the learning process.

The students are actively engaged through role playing. The students have been divided into three "states" so that they could learn to work together to make some tough decisions on how to rule their government. The students worked together in groups to define We the people and what it means to the people of the US.

P. Accommodations and of Instructions:

NONE FOR THIS LESSON

Q. Reflection on Instructional Design

➤ **How does the content relate to your instructional goals?**

The content relates to the information that the students need to have in order to take the Stanford Achievement Test Social Science section of the test. The students need to have the prerequisite knowledge of the United States Government in order to be successful on this test. The students do learn about basic civic government in the third grade and how their community works so this unit just expands on this information.

➤ **How does the activity stem from your knowledge about each student and instructional context? How does the activity stem from your knowledge about each student and instructional context?**

The students love challenges and get bored easily with mundane activities. This unit allows the students to expand their horizons and have a little fun.

➤ **What materials/technology will you need to implement the activity? Where and how did you locate the resource?** The materials needed for this unit include the We the People Book that was obtained from one of the teachers. The teacher will make copies of the materials needed in order to complete the unit so that each child has a hard copy to read and gain information.

➤ **How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?**

II.

E. Evaluation of the student's learning.

What percentage of the students mastered the lesson objective(s)/ How did you determine this?

Eighty percent of the students mastered the material that was taught today. The students were not officially evaluated due to the continuation of the lesson tomorrow.

F. Reflection on student's learning. Describe your process of instructional decision-making based on your on-going analysis of student learning.

This lesson is better taught over two days. I had originally planned on making it one long lesson but realized that it was too much of a concept for the students to grasp. The students could grasp it better with two days of the material because the material was being repeated verbatim except for a few minor changes.

Curriculum Area: Social Studies

Grade Level/cooperating teacher: Third Grade/Alice Marie Morrison

Date: March 11, 2003

Estimated Time for Lesson: Forty-five minutes

Lesson #4: What is the Senate

Sub-Objective(s): Upon completion of the lesson each student will be able to:

- 1) Summarize the function of each branch of our government.
- 2) Organize the way that officials are elected.

Materials Needed:

Writing utensils

3x5 note cards

Overhead Projector/markers

Sub-Objective Transparency (C-1)

Constitution Posters

KWL transparency (A-1)

Definition Handout (B-2)

School House Rocks Video

TV/VCR

Blank transparency
Expo markers
Notebook paper
Legislative Branch handout (C-2, C-3, C-4)
Branch Transparency

Bibliography

Technology Resources

R. Preparation:

The teacher will prepare for the lesson by researching the unit that will be discussed. The teacher will prepare all of the handouts before the students begin the unit. The teacher will gather folders for the students to keep their materials in until the completion of the unit. The teacher will also prepare several activities for the students to complete throughout the unit as well as a study guide to use while working on the unit.

S. Outline of Lesson

1. What will the teacher do to prepare and motivate the students for learning?

Yesterday we learned about how the three branches of government have separate control. We learned that there is a system and checks and balances with three areas. Today we are going to begin our study of the Legislative Branch. "What do you think the word legislative means? What do you think they are responsible for?"

2. Describe the instructional strategies that the teacher will use to guide students into learning.

Yesterday I talked to you about how the three branches of government are like the face of a pyramid, or a triangle. Well we are going to look at the legislative branch today. The legislative branch is responsible for making laws. The legislative branch was created in Article I of the Constitution, their job is to make our laws.

The legislative branch is known as Congress. Congress is not one body of government but rather the Senate and the House of Representatives. The Senate has two representatives from each state, giving a total of a 100.

(Pass out C-2 handout). Now we have discussed how many representatives are in each house we will discuss what Congress

does exactly. Like we discussed early the main job of Congress is to make laws. Laws are passed by a majority (write word on overhead) vote. Majority is over one half. The smaller group is known as the minority (write word on overhead). When a majority vote is taken it can mean a number of things, but when we think of it in terms of passing laws it means that they are accepting the bill and want it to become a law.

Congress has its own rules governing their meetings. It can expel (write on overhead) which means they can remove a member with 2/3 votes. It also takes 2/3 votes to overturn a veto, more on that later. There are also certain privileges of being a member of Congress like you cannot be arrested while going or coming from Congress, or while in session.

(Hand out C-4). The Senate is the smaller of the two. There are 100 members in the Senate. So that means there are ____ representatives from each state. Like the House of Representatives the Senate has certain criteria to fill. Senator's are elected every six years by this criteria. 1) Must be at least 30 years of age 2) must be a US citizen for at least 9 years 3) must live in the state they represent. The Vice President is in charge of Senate meetings. The second in command is the pro tempore (temporary president). The senate serves as the jury for impeachment trials.

The students will continue to work on their worksheets that will go in their portfolio at the end of the unit.

3. Describe the ways in which children are engaged in the learning process.

The students will write two things that they learned from today's lesson. The students will write a short paragraph on why they think that the Senate is elected for six years and the House of Representatives is elected for a two year term.

T. Reflection on Instructional Design

➤ How does the content relate to your instructional goals?

The content relates to the information that the students need to have in order to take the Stanford Achievement Test Social Science section of the test. The students need to have the prerequisite knowledge of the United States Government in order to be successful on this test. The students do learn about basic

civic government in the third grade and how their community works so this unit just expands on this information.

- **How does the activity stem from your knowledge about each student and instructional context?**
The students love challenges and get bored easily with mundane activities. This unit allows the students to expand their horizons and have a little fun.
- **What materials/technology will you need to implement the activity? Where and how did you locate the resource?** The materials needed for this unit include the We the People Book that was obtained from one of the teachers. The teacher will make copies of the materials needed in order to complete the unit so that each child has a hard copy to read and gain information.
- **How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?**

II.

G. Evaluation of the student's learning.

What percentage of the students mastered the lesson objective(s)/ How did you determine this?

H. Reflection on student's learning. Describe your process of instructional decision-making based on your on-going analysis of student learning.

Curriculum Area: Social Studies

Grade Level/cooperating teacher: Third Grade/Alice Marie Morrison

Date: March 13, 2003

Estimated Time for Lesson: Forty-five minutes

Lesson #5: What is the Executive Branch

Sub-Objective(s): Upon completion of the lesson each student will be able to:

- 1) Summarize the function of each branch of our government.
- 2) Organize the way that officials are elected.
- 3) Compare and contrast the way that each branch is elected.
- 4) Design a criteria sheet for electing a President.
- 5) Propose why Washington only served two terms.

Materials Needed:

Writing utensils

3x5 note cards

Overhead Projector/markers

Sub-Objective Transparency (D-1)

Constitution Posters

KWL transparency (A-1)

Definition Handout (B-2)

School House Rocks Video

TV/VCR

Blank transparency

Expo markers

Notebook paper

Executive Branch Handout (D-2, D-3,D-4)
Advertisement Criteria Sheet (D-5)
Woodrow Mouse (D-6)
Computers
Advertisement transparency Example (D-7)
Branch transparency (A-4)

Bibliography

Technology Resources

U. Preparation:

The teacher will prepare for the lesson by researching the unit that will be discussed. The teacher will prepare all of the handouts before the students begin the unit. The teacher will gather folders for the students to keep their materials in until the completion of the unit. The teacher will also prepare several activities for the students to complete throughout the unit as well as a study guide to use while working on the unit.

V. Outline of Lesson

1. What will the teacher do to prepare and motivate the students for learning?

Yesterday we learned a little bit about how the Legislative Branch. We learned how they are elected, what their job is. Today we are going to begin our study of the Executive Branch. "What do you think this book is about" Today we are going to look at the job of the President and the Vice-President and what their jobs are.

2. Describe the instructional strategies that the teacher will use to guide students into learning.

We have been talking about how the three branches of government are like the face of a pyramid, or a triangle. Today we are going to look at the Executive Branch. "What is the executive branch responsible for? Article II looks at the responsibilities of the President and the Vice-President. The executive branch enforces the laws created by the legislative branch.

The President is responsible for being the head of the executive branch, he is the commander-in-chief of the armed forces. The President is responsible for dealing with other countries. The

President's powers are limited by Congress. Look on page 90 of your text book (*We The People*).

Who remembers who the first President was? Why was he chosen? What is the criterion for electing the President and is it different now than it was then?

Well George Washington found himself in a special situation. Congress decided that he should have a cabinet to help him while he was in office. There were several things that had to be considered when Congress decided on the criteria for electing the President. After the Constitution came into effect the person must be at least 35, be a natural born citizen, and lived in the United States for fourteen years.

The Vice President is in charge of the Senate and he used to be the runner up in the election.

Pretend that you are George Washington. In one paragraph describe what you think your job is as the President. Remember that you are in a unique situation and you have to pretty much make up this office as you go.

3. Describe the ways in which children are engaged in the learning process.

The students will write two things that they learned from today's lesson for their portfolio. The students will make an advertisement for the office of the President. See criteria sheet (D-3)

W. Accommodations and of Instructions

X. Reflection on Instructional Design

➤ How does the content relate to your instructional goals?

The content relates to the information that the students need to have in order to take the Stanford Achievement Test Social Science section of the test. The students need to have the prerequisite knowledge of the United States Government in order to be successful on this test. The students do learn about basic civic government in the third grade and how their community works so this unit just expands on this information.

➤ How does the activity stem from your knowledge about each student and instructional context?

The students love challenges and get bored easily with mundane activities. This unit allows the students to expand their horizons and have a little fun.

- **What materials/technology will you need to implement the activity? Where and how did you locate the resource?** The materials needed for this unit include the We the People Book that was obtained from one of the teachers. The teacher will make copies of the materials needed in order to complete the unit so that each child has a hard copy to read and gain information.
- **How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?**
The students will be evaluated on their Microsoft Publisher Advertisement that they create in the computer lab.

II.

- I. Evaluation of the student's learning.**
What percentage of the students mastered the lesson objective(s)/ How did you determine this?
- J. Reflection on student's learning. Describe your process of instructional decision-making based on your on-going analysis of student learning.**

Lesson #4: What is the Judicial Branch

Estimated Time: 1 Hour

Sub-Objective(s): Upon completion of the lesson each student will be able to:

- 1) 6) Summarize the function of each branch of our government.
- 2) 7) Organize the way that officials are elected.
- 3) 8) Compare and contrast the way that each branch is elected.

Materials Needed:

Writing utensils

3x5 note cards

Overhead Projector/markers

Sub-Objective Transparency (E-1)

Constitution Posters

KWL transparency (A-1)

Definition Handout (B-2)

School House Rocks Video

TV/VCR

Blank transparency

Expo markers

Notebook paper

Judicial Branch Handout (E-2, E-3)

Advertisement Criteria Sheet

Marshall the Courthouse Mouse (E-4)

Statement of Review: Yesterday we learned a little bit about how the Executive Branch. We learned how the President is elected and what he does as President.

Statement of Today's Objective: Today we are going to begin our study of the Judicial Branch. Here you can finally see how all three branches constantly assist each other.

Motivating Technique: "What do you think this book is about" Today we are going to look at the job of the Supreme Court and what their job is. Then we are going to sum up what all three branches do by watching School House Rocks.

Directed Teaching: We have been talking about how the three branches of government are like the face of a pyramid, or a triangle. Today we are going to look at the Judicial Branch. "What is the judicial branch responsible for? Article III looks at the responsibilities of the Judicial Branch. The Judicial Branch interprets the laws that are created by congress and ratified by the President.

The branch has a hard job because they have to interpret what the government wants and has ruled and what the constitution says. There are nine justices, or judges that are members of the Supreme Court. The President appoints the justices for life and the Senate approves them. Like all officials the Supreme Court justices can only be removed by impeachment. That is a really nice term for fired.

The Supreme Court hears cases that have been heard many times before in what is known as appeals. Their job is to decide if the previous ruling was fair. Sometimes they decide that it is fair, sometimes they do not. All the time they have to consider what the constitution states. They also have to consider what kind of changes would have to be made if the ruled against the constitution. Would Congress be willing to amend the constitution to fit the decision? Cases are presented in a special way. Each lawyer has a set time to state what they have to state, then a light goes off to signal them to end. When it is over, one judge takes all the information and considers what they have heard and they write a decision. Each judge reads it and signs it if they agree, then it is an official Supreme Court ruling and no one could change it.

Guided Practice: I want you to write a paragraph from the point of a Supreme Court Justice in regards to a case presented by Greystone Elementary. Greystone Elementary has just had their right to recess taken away forever. The reason why is because the neighborhood in which the school is said that they were too loud during their outdoor time. The First Amendment guarantees the right of freedom of expression (yelling in recess). Up to now the courts have decided to not allow the students to have recess. What would you do?

Independent Practice: The students will write two things that they learned from today's lesson for their portfolio. The students will continue working on worksheets from previous days assignments.

Correctives and Extension Activities:

- ∅ Have individuals research the lives and careers of famous justices on the U.S. Supreme Court.
- ∅ Interested students could write a proposal for a student court at your school.

Interdisciplinary Emphasis:

Language Arts- Journal writing

Reading - Comprehending stories

Listening- School House Rocks video

- K. Evaluation of the student's learning.
What percentage of the students mastered the lesson objective(s)/
How did you determine this?
- L. Reflection on student's learning. Describe your process of instructional decision-making based on your on-going analysis of student learning.

Lesson #5: How a Bill Becomes a Law

Estimated Time: 1 Hour

Sub-Objective(s): Upon completion of the lesson each student will be able to:

- 1) 1) Demonstrate how a bill becomes a law.

Materials Needed:

Writing utensils
3x5 note cards
Overhead Projector/markers
Sub-Objective Transparency (F-1)
Constitution Posters
KWL transparency (A-1)
School House Rocks Video
TV/VCR
Blank transparency
Expo markers
Notebook paper
House Mouse Senate Mouse (A-2)
Portfolio Criteria Sheets (F-2)
Review Sheets (F-3)

Statement of Review: We have talked about the three branches of government and how they have a system of checks and balances. This process is important because it is also how a bill becomes a law.

Statement of Today's Objective: Today we are going to begin our study of the Judicial Branch. Here you can finally see how all three branches constantly assist each other.

Motivating Technique: "What do you think this book is about" Today we are going to look at the job of the three branches of government when it comes to passing a bill. Then we are going to sum up how a bill becomes a law by watching School House Rocks.

Directed Teaching: We have been talking about how the three branches of government are like the face of a pyramid, or a triangle. Today we are going to look at how a bill becomes a law.

A bill is first presented by a sponsor. If the representatives like how the bill sounds they pass it over to the other house. There it goes to a vote. If it is not passed it goes to a committee, then sent back to the originating house. If they accept the changes then they vote on it and send it back, if they do not then it is sent to a committee in that house. When both houses agree on the revised bill it then goes to the President.

There are thousands of bills that die upon presentation. Bills that make it to the second committee are considered to be doing well. There have been several bills that have been vetoed by the President but 2/3 of the originating house override the veto then it still becomes a law.

Guided Practice: The students will be divided into groups. From here they will propose a bill and follow the process of how a bill becomes a law.

Formative Evaluation: Students will be evaluated according to a criteria sheet that evaluates them on participation and understanding of the concept.

Independent Practice: The students will write two things that they learned from today's lesson for their portfolio. The students will continue working on worksheets from previous days assignments.

Correctives and Extension Activities:

- ∅ Students will have an opportunity to research on the Internet how sponsors obtain bills to present to Congress.
- ∅ Students will have an opportunity to look through resource books that are set up at their government center.

Interdisciplinary Emphasis:

Language Arts- Journal writing

Reading - Comprehending stories

Listening- School House Rocks video

Physical Education- Active participation and movement.

M. Evaluation of the student's learning.

What percentage of the students mastered the lesson objective(s)/ How did you determine this?

N. Reflection on student's learning. Describe your process of instructional decision-making based on your on-going analysis of student learning.

