**Lesson Plan Sheet**

Name: Time Allotted: 35 min

Subject: Grade Level: Date

**Instructional Objectives: (The student will be able to…)**

-design a poster on a branch of government (3 groups) or the 3 levels of government (1 group)

**Materials Needed:**  posters; papers for each group

**Scope and Sequence of the Lesson**

**Introduction**:

Collect papers; ask students what last amendment to the Constitution was about, when

**REVIEW 3 levels of government**

-federal, state, local

**Today we look at the 3 branches of government**

**Lesson:** (Verbal input and visual modeling)

**WRITE the 3 branches on the board**

WHY are there 3 branches instead of just having 1 branch?

*-too keep any one person from becoming too powerful*

WHO is the most powerful person in the US government? -the President

*-he is the leader*

*BUT he cannot make laws*

WHO can make laws? -Congress

All laws must agree with the? -Constitution

-WHO decides if they do? -the courts (Supreme Court

**ADD the 3 items to the proper branches**

**In this chapter we learn who is part of the 3 branches and what they**

**Make a display (include poster—could be more)**

**-executive branch**

**-legislative branch**

**-judicial branch**

**-3 levels of government**

**Display**

-who? -who are the people

-what? -what are the different offices, agencies, etc.

-duties? -what do these people do

-checks and balances -how does each branch limit the powers of the others

-pictures

-current people

-buildings

-get info from:

-books, encyclopedias, textbook, etc.

-reference info

Process

-design on small paper first—clear with me

-do final on poster

Graded on

-information

-creativity ---hand-made is better than machine-made

-neatness

I think you learn more if you discover things rather than I just tell you

-I will guide you to make sure you have what you need

**Guided Practice:** (Teacher assisted Practice)

-split students into 4 groups

-Josiah, Lisa, Casey

-Jerry, Emanuel, Jacinda,

-Andre, Rosanna, Adam

-Levi, Anthony

-help students decide big picture if necessary

Zachary, Sara Lynn, Deanna -legislative Matthew, Diana, Derek,

Mary, Kari, Rachel -executitive Jadon, Jordan, Robert, Amanda

Isaiah, Katie, Jenna -judicial Ben, Caleb, Katrina

**Closure:** (check for understanding)

Work on this this afternoon

-leaders assign

Review questions 1-3; #3 write a paragraph

**Independent Practice:** (Assignment-seat work/homework)

Review Questions 1-3

**Evaluation:**

Of teacher and lesson- Evaluate on a scale of 1 (low) to 10 (high)

\_\_\_\_\_\_ My degree of success in reaching my goal

\_\_\_\_\_\_ Student interest / motivation / participation

\_\_\_\_\_\_ Classroom management skills

\_\_\_\_\_\_ Meeting the special needs (learning style, handicapped)

Something(s) I’d do differently, or do again if I taught this lesson another time:

**3 branches of government**

**Executive**

**-**president, vice-president, cabinet, agencies

-4 year term

-electoral college votes for President

-people vote to decide who gets electoral votes

-*PA has 21; all go to candidate who received most votes*

-enforces laws

*-Pres is commander-in-chief*

**Legislative**

-Congress

-House of Representatives

2 year term

according to population; 1 per district in state

-Senate

-6 year terms

-2 per state

-makes laws

**Judicial**

-Supreme Court

-9 justices appointed for life

-lower courts

-interprets laws; decides if they are constitutional

-decides cases if lower courts cannot