**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