

Unit- People and the Government Lesson Plan #1

Lesson Plan by: Kirsten Schneider

Lesson: Three Branches of Government

Length: 35 minutes

Age or Grade Intended: 3rd grade

Academic Standard(s):

- (Social Studies) 3.2.2 Identify fundamental democratic principles and ideals
- (Fine Arts: Theatre) 3.6.3 Explore the use of sounds and the voice to express character, feelings, and mood. **(not assessing on this)**
- (Fine Arts: Visual Arts) 3.8.2 Create artwork utilizing concepts, subject matter, or the sign systems of other disciplines. **(not assessing on this)**

Performance Objective(s):

- Making a tree with three branches, students will identify the three branches of government
- Making a tree with three branches, students will identify the three key offices and 3 responsibilities of those offices.

Assessment:

- The students will make a tree with three big branches and label each branch with a different part of the government. (executive, legislative, judicial) Next, the students will need to make two smaller branches from each big branch and write who is a part of that specific branch as well as what that specific branch does in government. The teacher is looking for that the students labeled the three branches, the branches specific job, and who is a part of the branch.

Advance Preparation by Teacher:

- Role Play
- Questions for role play
- Sample of Tree of the Three branches of Government
 - Green/ brown construction paper

Procedure:

Introduction/Motivation: (10- 15 minutes)

- Yesterday we talked about how governments are important and why we have governments. Can anyone remind us why we have governments? (To protect our rights as citizens.) **(Bloom's- Knowledge)**
- Well today, we are going to talk about the three different branches that make up the government.
- First, we are going to role-play a scenario that will help us focus in on the different types of government. We will be in groups of four. Two of the group members will do the role-play first and the other two group members will answer a couple of questions about the role-play. Then the group members will switch roles. The role-play members will answer questions and the members answering the questions will role-play. Each member in the group will need to answer the questions. **(Gardner's- Interpersonal, Bodily/ Kinesthetic)**
- Pass out the role- play and the questions. As the teacher passes out the papers explain that student need to read their role play with expressive tone and feeling! Ask for a student to explain what you mean when you said to speak with expressive tone and feeling. Listen for a variety of answers. The teacher needs to explain that if a student

got a Wii for his birthday would he be excited or sad! So, if you were to read some one opening up a Wii for a birthday present would you read it in a sad voice or a excited voice. You would read it as (excited) Joe opened his birthday present and he got a Wii!!! The teacher needs to make sure his/her students understand what they mean when talk in expressive voice and with feeling. If need be they could use a couple other examples.

- These are the questions on the worksheet.
 - Did anyone hear anything that did not sound correct?
 - What did the officer do?
 - Could this happen in the United States? Why? **(Bloom's Evaluation)**
- Allow the students to role- play for 10 to 15 minutes.

Step- by- Step: (15- 20 minutes)

- Come back together and go through the questions together. Talk about what was wrong with that scenario.
- Ask the students if that could be a real life situation that would happen between a Police Officer and a pedestrian.
- That would happen because the cop cannot try the pedestrian and have him pay a fee right there.
- Our government does not allow one person to write the laws, enforce the laws, and make sure the laws are fair. This is why we have three branches of government that each have their own rules and jobs. Each branch is allowed to check and balance the other branches to make sure they are doing just their job.
- Does anyone know the three different branches of government? (Executive, Judicial, Legislative) **(Bloom's Knowledge)**
- Each of these branches is part of the law making process but each of them has a different role in the process.
- Give the students 5 to 7 minutes to read the three different boxes in their textbook on page 198- 199. **(Gardner's Intrapersonal)**
- On the Smartboard, bring up pictures of the Whitehouse, Capitol building, and the Supreme Court building.
- Explain that each individual branch has specific people involved and that they all have important role in that branch.
- Ask the students: Who is a part of the executive branch? (President) What does the executive branch do in the law making process? (carries out the laws) **(as the students answer these questions write them next to the pictures that they relate to on the Smartboard) (Gardner's Visual/ Spatial, Verbal/ Linguistic)**
- Ask the students: Who is a part of the judicial branch. (Nine judges) What does the judicial branch do in the law making process? (helps decide if the laws are fair and follow the constitution)
- Ask the students: Who is a part of the legislative branch. (Congress) Who makes up congress, what are the two different parts of this branch? (Senate and House of Representatives) What does the legislative branch do in the law making process? (writes the laws)
- Your assignment now is to make a tree that has three big branches on it, on each big branch you are going to write the name of one of the three branches of government. Then you need to make two smaller branches coming off each big branch. On one

small branch, you will need to write who is a part of that branch of government and on the other small branch you need to write what the role is of that branch of government in the law making process. (**Need to show the students your sample that you already made!**)

- Allow the student to work for 10 to 15 minutes.
- If the students do not get this done in time then it is homework.

Closure:

- What are the three branches of government?
- Who can tell me which branch of government the president, congress, and judges are a part of? (ask individually)
- Tell your neighbor what the judicial branch does in the law making process. Now tell your other neighbor what the executive and legislative branches do in the law making process.
- Tomorrow we will be looking symbols that are a part of our country and what they mean to us as citizens.

Adaptations/ Enrichment:

- **Gifted/Talented-** Give these students an option to either make the tree or to write sentences on paper of who is a part of each government and what role is plays in the law making process.
- **ADHD-** Make sure for the role- play they know what is expected. Then have them help you pass out the materials to the students to make the trees.
- **Learning Disability with Reading-** Have these students read with a partner or the aide.

Self- Reflection:

- How did the students interact with the role-playing? Did they have too much freedom?
- How did the trees turn out? Did the tree show me that the students understood the different levels of government?
- Did the role- play help make the connection for the students that not just one branch of government is in control?
- Did I feel confident that the students understood the lesson after I was done teaching?

Works Cited

Banks, J.A., Colleary, K.p., Greenow, L., Parker, W.C., Schell, E.M., & Zike, D. (2010). *Communities*. Orion Place Columbus: Macmillan/McGraw-Hill.

Separation of powers: connecting the separate powers. Retrieved October, 21, 2010, from <http://www.abanet.org/publiced/conversations/constitution/Separation.pdf>

Role- Play Questions

Name: _____

1. Did anyone hear anything that did not sound correct?
2. What did the officer do?
3. Could this happen in the United States? Why?

He Does It All

After school one day, your mother asks you to return some books to the library on your bike. You park your bike carefully in front of the library on the sidewalk, making sure there are no “No Bikes on the Sidewalk” signs. Once the books are dropped off, you return to your bike and find a police officer writing out a ticket for you.

Role Play

You: What did I do wrong, Officer?

Officer: You can’t park your bike here.

You: But there isn’t a “No Bikes on the Sidewalk” sign.

Officer: I just made it a “Bikes on the Sidewalk” zone.

You: But you can’t do that.

Officer: I can now. You’re under arrest.

You: Arrest? How can I be arrested when I didn’t break the law?

Officer: You did break the law—my law. I just made it. You are under arrest.

You: What happens now?

Officer: I try you.

You: Try me! You’re not a judge!

Officer: I am now. You’re guilty. I fine you \$25 and costs for parking your bike on the sidewalk.

You: How much are the costs?

Officer: Another \$25.

You: But I am not guilty.

Officer: Pay me.