

Day 2: I introduced the major responsibilities of the legislative, executive, and judicial branches.

Lesson: The Three Branches of Government

Length: _____ 30 minutes _____

Age or Grade Level Intended: _____ 4th grade _____

Academic Standard(s): 4.2.3 Identify and explain the major responsibilities of the legislative, executive and judicial branches of state government as written in the Indiana Constitution.

Performance Objective(s): By filling out the chart on the post-assessment, students will demonstrate that they know the major responsibilities of the legislative, executive, and judicial branches of state government as written in the Indiana Constitution.

Assessment: A pre-test will be given to determine what the students know. A post assessment that has three boxes and a bank that has phrases in it. The students will have to put the responsibilities in the right boxes by gluing them in the correct boxes. The students can either glue the responsibilities or write them in. The post assessment will be given after the two lessons than I am teaching.

Advance Preparation by Teacher: The teacher will have to know the different branches of government.

Procedure:

Introduction/Motivation: B. Discussing the Constitution

1. Write "government" on the chalkboard.
2. Have students brainstorm what they think of when they think about government and list their suggestions on the chalkboard.
3. Add the word "state" in front of "government" on the chalkboard.
4. Discuss state government. Explain to students that state government has control over things that affect everyday life, such as schools, public welfare, elections, and car registration.
5. Write the word "constitution" on the chalkboard. Ask students: "Do you know what the constitution is?" (**Bloom's Knowledge**) Tell students that it is a written plan for our government that divides it into three different parts. Clarify for students that each part of the government is separated from the other branches so that no single branch has all of the power – the parts work together.

Step-by-Step Plan: Remember to add the identification with Gardner's intelligences. (i.e. Gardner: Musical/Rhythmic)

- 1.) Make a chart on the chalkboard that has the three different branches of government on them. (**Gardner's Visual-Spatial**)

- 2.) Title it "State Government"
- 3.) Ask the students, "Do you know what the three different branches of government are called?"
- 4.) If the students cannot tell you what they are, tell them what they are.
- 5.) Label each column of the chart with a different branch.
- 6.) Ask the students, "Do you know what the different branches of government do?" (**Bloom's Knowledge**)
- 7.) Explain that the executive branch sees that the laws are carried out. The legislative branch makes laws. The judicial branch settles conflicts over the laws.
- 8.) Ask students, "Which branch do you think discusses new laws?" (Legislative) "What branch do you think a judge would be part of?" (Judicial) "What branch do you think the governor is a part of?" (Executive)
 - a. Allow students to answer.
 - b. If they do not know, they can guess.
 - c. Let them know that it is okay if they guess and get it wrong.
 - d. We are still learning what these different branches mean.

Closure: When students have finished discussing their state government, ask them questions, such as the following:

- What are the three branches of Indiana government?
- What does the legislative branch do? The executive branch? The judicial branch?
- Why is it important to have different levels of government?

Adaptations/Enrichment:

Enrichment: Have students research the progress how bills are proposed by their state legislature and understand the responsibilities that each branch has in passing or vetoing the bill. Go to the Web site www.in.gov/legislative to learn more about the progress. Have students report back to the class.

Adaptations for student with autism: Make sure that you use clear language so that the student does not have to guess what you are asking him to do.

Self-Reflection:

- Did the students enjoy the activity?
- Did they seem to grasp the concept?
- What could I have done better?
- What went well?

Resources:

http://dc.doe.state.in.us/Standards/AcademicStandards/files/soc/ss_4_2_3.pdf