

## Lesson Plan

**Lesson Segment Focus** Branches of Federal Government

**Lesson** 1 of 1

**Course & topic addressed** Social Studies

**Date** 9/6/19 **Grade** 4

### Student Outcomes

<p>Specific learning objectives for this lesson.</p>	<p>Students should be able to identify the different branches of federal government, list the members that belong to each branch, and describe the checks and balances that each branch has over the others</p>
<p>Describe the connection to previous lessons. (Prior knowledge of students this builds upon)</p>	<p>According to the state academic content standards for previous grade levels, students should already have prior knowledge of roles, responsibilities, and powers of government officials in different branches of state government that can be used as a foundation to build off of when introducing the federal government branches</p>
<p>Knowledge of students background (personal, cultural, or community assets)</p>	<p>Most students will have grown up in the United States and have varying basic understandings of how our government works depending on how much they've learned from their parents/current news. Their school may have their own student government with a president, treasurer, and secretary.</p>

### State Academic Content Standards

<p>List the state academic content standards with which this lesson is aligned. Include state abbreviation and number &amp; text of the standard.</p>	<p>C.1.4.3: Examine the origins, functions, and structure of state and federal government</p>
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### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>Class discussion will allow me to discuss in detail the different branches of government and key vocabulary terms that will develop their content learning Students at different levels of academic language development will still be able to participate/ answer questions correctly so that they can add to the classroom "tree" because the group work will have allowed them to get a better understanding of the content through their classmates/peers who understand it a little better</p>
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Executive, Judicial, Legislative, Congress, Senate, House of Representatives, federal, state, government, checks and balances, bill, veto, impeach
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**Materials**

Materials needed by teacher for <b>this lesson</b> .	Computer, projector, internet
Materials needed by students for <b>this lesson</b> .	Inspiration 9, computer, utility paper, markers, colored pencils, crayons

**Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
3 minutes	<u>Introduction:</u>	I will start out the lesson by showing the class a video by School House Rock titled “Three Ring Government”
1 – 1 ½ hours	<u>Instruction:</u>	I will ask the students what they thought of the video, and if they have ever heard of the three branches of government before. We will discuss as a class the different branches as well as their purposes, members, and checks and balances for the other branches. The students will then pair up into groups of 3-4 and get a large piece of utility paper and create their own tree with “branches” of government utilizing the information we discussed as a class. I will encourage the students to be creative and descriptive and highlight the key vocabulary words we discussed during the lesson. As they are working, I will walk around the classroom and inspect their work, making sure everyone is keeping on task. After all the groups are finished, each group will present their “tree” to the

		class and explain the different functions and structure of the federal government.
30 minutes	<u>Closure:</u>	After each group has presented, we will combine all the ideas and thoughts from each group's "tree" and create our own classroom tree on the board. I will allow students who answer questions correctly to come write their answer on the board. Afterward, we will move to computers and the students will complete their branches of government web on Inspiration individually so that I can analyze each student's learning comprehension.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I may have to modify my lesson plan to meet the needs of students who may need extra assistance with their Inspiration webs. I might give those students a sheet of extra information to use while filling out their webs.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will be sure to involve all of the learning types (visual, auditory, reading/writing, and kinesthetic) so that each child's learning abilities are met. I will accomplish this with the use of class discussion, student participation with the class "tree," breaking up into groups to create their own "tree," and the Inspiration web that each child will fill out individually.
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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**Research/Theory**

Identify theories or research that supports the approach you used.	
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>



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