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| **Lesson Title**:  **Social Studies: Civics & Government-3 Branches**  **Created by: Mary Clare Sullivan** | | | **Level of Lesson: NRS 4** |
| **Intended Modality:** (check all that apply)  X□ In-person X□ Virtual X □ Hybrid | | | |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) | | |
| Reading in the Content Area:  History & Social Studies | 4R.RH.3 4.R.RH.8 4.R.RH.11 4.R.RH.13  5.R.CI.1 | | |
| Reading-Vocabulary | 4.R.VA.1 4.R.VA.4 | | |
| Speaking & Listening | 4.S.CC.1 | | |
| Functional & Workplace Skills | 4.R.FW.1a 4.R.FW.2b | | |
| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | | | |
| X□ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)*  1a & 1b demonstrates appropriate use of technology | | X□ Teamwork *(Critical Thinking, Effective & Cooperative Work)*  Critical thinking and  Whole class/partner/independent activities | |
| X□ Work Ethic *(Dependability, Professionalism)*  2.a.i dependability | | X□ Communication *(Active Listening, Clear Communication)*  3a and 3b | |
| **Lesson Objectives *(Students will be able to)****:*   * Students will understand the background about the US Constitution and the separation of powers it created * Students will understand and describe Federalism * Students will identify the 3 branches of government and the role of each branch * Students will describe how each branch can limit/check the power of the others | | | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:**  **7.1**   * Students choose various online resources to define vocabulary words and to research Federalism   **7.2**   * Students learn about the state and Federal laws that affect their everyday lives, which are contextualized to the choices they make when supporting political parties and candidates for elected office. * Activities involve active participation and exploration * Activities involve evaluation and personal reflection about the voting choices students have made and will make in local, state, and national elections   **7.3**   * Students are encouraged to work individually, with a partner or in small groups, and to participate in whole group discussions throughout the lesson | | | |

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| **Key Vocabulary**:  Agenda  Appropriate  Concurrent Powers  Congress  Delegated Powers  Enumerated Powers  Federalism  Impeach  Implied Powers  Legislation  Preamble  Veto |

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| **Instructional Materials:** [**Google Drive-Materials-3 Branches**](https://drive.google.com/drive/folders/1f4TzNkAsnKN0UaNX8hc_zoJx8bd2uS6n?usp=sharing)  Textbooks or online curriculum:   * Computer with Internet access or cell phone * Pencils, pens, notebooks, folders, prior handouts * Vocabulary Logs * 8 Tips to Google Like a Pro * ICCB Constitution Study Guide <https://kish.edu/student-services/additional-services/testing-services/_pdfs/Constitution_Study_Guide--English_Updated.pdf> * Pocket Constitutions <https://billofrightsinstitute.org/request-pocket-constitutions> * Handout: 3 Parts of the Constitution * Handout: Comparison of Senators, Representatives, President, & Supreme Court Justices * Worksheet: The 3 Branches of Government * Worksheet: Venn Diagram: Federalism * Worksheet: Checks & Balances * Quiz: Who’s Got the Power?   Websites:   * Quizlet: <https://quizlet.com/66924631/civics-government-vocabulary-flash-cards/> * Political Spectrum <https://www.youtube.com/watch?v=ODJfwa9XKZQ> * US Constitution <https://junior.scholastic.com/issues/2017-18/090417/5-minute-guide-to-the-us-constitution.html> * This is our Government- 3 Branches <https://www.youtube.com/watch?v=mt5K4ZK0ILY> * Diagram of 3 Branches <https://junior.scholastic.com/issues/2017-18/090417/the-three-branches-of-government.html> * Interactive Constitution <https://constitutioncenter.org/interactive-constitution/the-constitution> * ICCB Constitution Study Guide <https://kish.edu/student-services/additional-services/testing-services/_pdfs/Constitution_Study_Guide--English_Updated.pdf>   Teacher Resources:   * National Constitution Center <https://constitutioncenter.org/interactive-constitution/learning-material/separation-of-powers> * Bill of Rights Institute <https://billofrightsinstitute.org/?gclid=CjwKCAjw0a-SBhBkEiwApljU0hyllPuhlGKBYl5l6kcW0TE0Fhf4MT7Oal8MmDOcqmn7cSrMGLW28hoCf4sQAvD_BwE> * Ben’s Guide <https://bensguide.gpo.gov/> * Truman Library <https://www.trumanlibrary.gov/education/three-branches> * Necessary and Proper Clause <https://study.com/academy/lesson/the-elastic-clause-of-the-constitution-definition-example.html> * Separation of Powers and Checks & Balances <https://www.youtube.com/watch?v=0bf3CwYCxXw> * Quizlet Library Study Sets-Mary Clare Sullivan: <https://quizlet.com/latest> |
| **Lesson Activities:** [**Google Drive Materials-3 Branches**](https://drive.google.com/drive/folders/1f4TzNkAsnKN0UaNX8hc_zoJx8bd2uS6n?usp=sharing)   * **Activate Prior Knowledge:** Discuss the theory of American Government: Government works for its citizens; citizens do not exist for the good of the government. The government gets its power from the people: ICCB Constitution Study Guide <https://kish.edu/student-services/additional-services/testing-services/_pdfs/Constitution_Study_Guide--English_Updated.pdf> * Review the list of wrongs done to the colonists by the English government as listed in the Declaration of Independence * Discuss the weaknesses of The Articles of Confederation and why they were replaced with the Constitution.   **Lesson Background and Concepts:**   * Provide students with a blank vocabulary log so that they may record new vocabulary word/definitions as the lesson progresses. Students may use the Internet on their cell phones or personal/classroom devices to access online resources such as Quizlet: <https://quizlet.com/66924631/civics-government-vocabulary-flash-cards/>. Students may also use their Constitution Study Guides and any other reliable online resource. * Instructor will explain the importance of understanding the different types of governments that have and do exist worldwide and show video: Political Spectrum <https://www.youtube.com/watch?v=ODJfwa9XKZQ> * Instructor will then provide background information about the US Constitution and how it describes the way in which the national government is organized. It should also be clarified that the following words are interchangeable when discussing the government throughout this lesson: Federal = National = Central * Show video: US Constitution <https://junior.scholastic.com/issues/2017-18/090417/5-minute-guide-to-the-us-constitution.html> * Handout “3 Parts of the Constitution:   \*explain the purpose of the Preamble and read both versions out loud to the class  \*explain that the 7 Articles are the basic rules of how our government is organized & works  \*explain that the Amendments are additions or changes to the original Constitution and that the  first 10 Amendments are called “The Bill of Rights”, which guarantee personal freedoms and limit  the government’s power.   * Constitution Study Guide: Students independently read and complete p. 6-11 “Introduction to Writing the Constitution” Review answers with whole class. * Make a joke: “Don’t be angry with me when the lyrics from this video are going through your head for the remainder of the day… it’s a real “earworm”. Show video:   This is our Government- 3 Branches <https://www.youtube.com/watch?v=mt5K4ZK0ILY>   * Display a diagram on the overhead and explain & discuss with whole class: 3 Branches of Government <https://junior.scholastic.com/issues/2017-18/090417/the-three-branches-of-government.html> * Students independently complete worksheet “The 3 Branches of Government” followed by a whole class discussion about the role of each branch * Handout “Comparison of Senators, Representatives, President, & Supreme Court Justices” Review and discuss with whole class. * Instructor explains the different types of government powers: * **Federal** = Enumerated power (expresses/listed) in Constitution numbers 1-17 * Implied power = clause 18 “just in case” called the “necessary & proper clause” or “elastic” * **State** = Reserved power = not listed, the 10th Amendment states all powers not given to Federal government are reserved to states * **Both** = Concurrent power = shared by both. Explain the “Supremacy Clause” and give examples such as laws regarding marriage age, age for alcohol consumption, abortion, speed limits, motorcycle helmets, concealed carry/firearms. **The legality of marijuana in individual states but not at the Federal level is the perfect example to illustrate the “Supremacy Clause”.** * Constitution Study Guide: Students will independently read and complete p. 12-16 “The Federal System”. Review answers with whole class. * Instructor will model a “Venn Diagram: Federalism” on the board listing a few powers in each category. In small groups or with a partner, students will use the Constitution Study Guide and online resources to complete the “Venn Diagram: Federalism”. A whole class discussion and will follow with the instructor completing the diagram on the board using student input. * Students independently complete worksheet: “Checks & Balances” and review answers with whole class. Recap unit: Video: Separation of Powers and Checks & Balances <https://www.youtube.com/watch?v=0bf3CwYCxXw>   **Final Assessment:** **Quiz:** “Who’s Got the Power?” |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**   1. **Flexible Content**  * Written text * Videos with close captioning * Quizlet-online study sets * Online search/websites  1. **Language & Symbols**  * Vocabulary Logs * Venn Diagram  1. **Comprehension**  * Activate prior knowledge: vocabulary review, prior civics & government lessons- Declaration of Independence and Articles of Confederation, news and current events * Quiz-“Who’s Got the Power?” |
| **Performance Tasks:**   * Learners will determine the meaning of words and phrases as they are used in lecture, text, videos, & worksheets and record definitions and examples in their vocabulary log * Constitution Study Guide activities * Worksheet: The 3 Branches of Government * Worksheet: Venn Diagram: Federalism * Worksheet: Checks & Balances * Quiz: Who’s Got the Power? |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**   * Add captioning to YouTube videos * Add captioning to Blackboard Collaborate Recordings * Students may choose to listen to vocabulary pronunciations & definitions in Quizlet, in addition to reading the material |
| **Notes:**   1. This topic can be overwhelming, so this lesson was created to narrow down the infinite resources and choices an instructor has when determining how to best cover the topic. The lesson may be extended, as there are so many wonderful options available that are free and easily accessed online. The goal was to save users time and narrow down the options, focusing on the main objectives that are standards aligned, engaging, & best prepare students to pass the Constitution test and GED exam. 2. Each of the 7 Articles of the Constitution and the 27 Amendments will/should be studied further during future lessons. This lesson is meant to provide an overview of how the Federal government is organized into 3 co-equal branches, the separation of powers, and checks & balances. 3. Instructors may order free copies of “The Pocket Constitution” for students at <https://billofrightsinstitute.org/request-pocket-constitutions> 4. Instructors may order free copies of “The Constitution Study Guide” workbooks for students from the ICCB and/or use the pdf version <https://kish.edu/student-services/additional-services/testing-services/_pdfs/Constitution_Study_Guide--English_Updated.pdf> 5. This lesson may be split up/chunked across multiple classes 6. Low tech classroom:  * Students may watch videos on cell phone with headphones * Students may access online research websites on cell phone * Students my study vocabulary using free Quizlet app on cell phone |