

<b>Grade: 5</b>	<b>Subject: Social Studies</b>
<b>Materials: Graphic Organizer, textbook</b>	<b>Technology Needed:</b>
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>ø Direct instruction</li> <li>ø Guided practice</li> <li>ø Socratic Seminar</li> <li>ø Learning Centers</li> <li>ø Lecture</li> <li>ø Technology integration</li> <li>ø Other (list)</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>ø Large group activity</li> <li>ø Independent activity</li> <li>ø Pairing/collaboration</li> <li>ø Simulations/Scenarios</li> <li>ø Other (list)</li> </ul> <p>Explain:</p>
<b>Standard(s)</b> <b>Bismarck Public Schools Standard</b> <ul style="list-style-type: none"> <li>• <a href="#">SST-05.4.02</a> Identify the duties of the executive, judicial, and legislative branches of the Federal government.</li> </ul>	<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>· Spend more time with this group of students using more real-world examples and explanations before the lesson and after if the students struggle with the lesson.</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>· Challenge these students by asking them if they know who our President, Vice President, or state Congressman are.</li> </ul> <b>Approaching/Emerging Proficiency:</b> <ul style="list-style-type: none"> <li>· Promote their new understanding with positive reinforcement to build upon their confidence. Ask these students to share what they know about the 3 branches of government.</li> </ul> <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>· Visual learners will enjoy using the graphic organizer representation of the three branches of government.</li> </ul>

<p><b>Objective(s)</b>  <b>Students will accurately assess and distinguish the attributes and differences of the 3 branches of the federal government. Students will do so with 90% accuracy.</b></p> <p><b>Bloom's Taxonomy Cognitive Level:</b></p> <p><b>Identify</b></p>	<ul style="list-style-type: none"> <li>· <b>Interpersonal learners will work well in their small table groups and will learn best by working together and sharing information.</b></li> <li>· <b>I will accommodate the student in the classroom with a hearing impairment by using the microphone.</b></li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ol style="list-style-type: none"> <li><b>1. Please take a seat and get ready for today's social studies lesson.</b></li> <li><b>2. Sit quietly as you are passed out a graphic organizer.</b></li> <li><b>3. Discuss within your table or pod and pick a partner to quietly discuss with.</b></li> <li><b>4. Turn your attention to the whiteboard where we will add more information to our graphic organizer.</b></li> </ol>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>· <b>Students are asked to sit quietly while the discussion is going.</b></li> <li>· <b>Students are asked to raise their hands when called upon.</b></li> <li>· <b>Students are asked to work with a partner or turn and talk quietly when asked to do so.</b></li> <li>· <b>Students are asked to complete their graphic organizer and turn it in when asked to do so.</b></li> </ul>
<p><b>Minutes</b></p>	<p><b>Procedures</b></p>
<p><b>2</b></p>	<p><b>Set-up/Prep:</b>  <b>Class last night for homework I had you read chapter 7 of your textbook. Can someone please tell me what chapter 7 was about? Thumbs up if you knew some of this information already, and thumbs down if this is new information for you.</b></p> <p><b>Those of you that read the expected information will be a step ahead in regards to our assignment for today. Are there any additional pieces of information you thought were interesting or would like to share before we get started?</b></p>

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**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**

**Example: Today on Capitol Hill a bill was introduced to cut taxes but what will it take for the bill to become law? Show a video clip about the bill, and then show a clip depicting how this bill could become a law. The Federal Government is a complex system with many working parts, but it is very fun to learn about. Let's begin!**

**Potentially invite a local official to answer questions and help the teacher better explain the Federal Government and its processes.**

**I am passing out a handout which includes a tree simulating the 3 branches of our federal government. Please with your table write down in the branch what you know about it from your reading last night. If you do not know what to include or have forgotten some of the information from last night don't worry we will come together as a class and share findings to make a more accurate depiction.**

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**Explain: (concepts, procedures, vocabulary, etc.)**

Before we get started with our graphic organizer, I want to read you a big book I put together that helps me to remember the different aspects of government. This will be a great introduction to the Federal Government which will help us with our graphic organizer activity.

Here is a list of important vocabulary words we need to learn regarding the 3 branches of government. Please help me to place them in the right branch of the tree. If you do not have this information included from your table, please add it to your own graphic organizer. This will be a great tool to help us study for our upcoming test.

**Federal Government**

**Executive Branch**

· **President**

1. **What is the President's job? Commander in Chief of the Military, Veto power over Congress, Head of State**
2. **How long is the President elected for? 4 years**
3. **How many terms can be served? 2**

· **Vice President**

1. **Breaks the tie in a vote in the Senate, assists the President, takes over if something happens to the President**

· **Cabinet**

1. **Assist the President and helps form a plan or strategy.**

· **Veto**

**Legislative Branch**

· **Congress**

· **House of Representatives**

1. **How many members? 435 based on the population of each state or district**
2. **How long are the terms? 2-year terms**

· **Senate**

1. **How many members? 100**
2. **How long are the terms? 6 years**

**Judicial Branch**

· **Supreme Court**

· **Justices**

1. **9 justices are appointed to life-long terms by the President**

**Checks and Balances**

<p><b>2</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p><b>Other than the three branches included in the Federal Government can you think of any other levels of Government?</b></p> <ul style="list-style-type: none"><li>· <b>City</b></li><li>· <b>County</b></li><li>· <b>State</b></li><li>· <b>School Board</b></li><li>· <b>Businesses</b></li></ul> <p><b>Why are they important in our everyday lives?</b></p> <p><b>How are they similar or different than the Federal Government?</b></p>
<p><b>1</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <p><b>The three branches of government were created by our founding fathers to limit the power of one man or a certain few. This is the idea of checks and balances helped create the three branches of government. What figure in England made the United States scared to give one man too much power? Turn and talk to your partner and tell them who you think the figure was before you quietly get up and turn in your graphic organizer into the Social Studies tray.</b></p>

**Formative Assessment: (linked to objectives)**

Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.

- Thumbs up, thumbs down (informal)
- Turn and talk (informal)
- Students will be assessed on how accurately they fill out their graphic organizer. (formal)

**Consideration for Back-up Plan:**

If students have not been introduced to the concept of the three branches of government or are visibly struggling to grasp the idea, spend more time with reflective questions and real-life connections before starting social studies the next day. Allot time for a simple review before social studies tomorrow.

**Summative Assessment (linked back to objectives)**

**End of lesson:**

- Student will work to fill out their graphic organizer accurately and completely. They will be graded on neatness, accuracy, and completeness.
- Students will be called upon and asked to share any additional information they know about the three branches of government.

If applicable- overall unit, chapter, concept, etc.:

- Chapter practice assignments
- Government Chapter Test

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

- This is a lesson I put together that I feel could be very effective in teaching the different levels of government.