



Government Lesson Plan 2 Branches of Govt

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Content Area: Social Studies, Branches of Government
Grade: 4th

NOTE: This is lesson is one of several and the **fourth instruction day**

Day 1: These students will have taken a government formative assessment to get baseline data about their knowledge on government (pre assessment in lesson plan 1, 20 mins).

Day 2: Students will be taken on a field trip with guided tours of the New Hampshire Supreme Court and the New Hampshire Capitol Building. Students will participate in a scavenger hunt and explore important historical contributors to New Hampshire State Government.

Day 3: Students will have lesson on “Rules and Laws”

Day 4: Explore Branches of Government - Using class field trip to help us answer questions and fill in chart

**Standards:**

C3: College, Career, & Civic Life

C3 STANDARDS	
Civic & Political Institutions	<b>x</b>
Participation & Deliberation	
Process, Rules, and Laws	



College, Career & Civic Life: C3

D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.

**6 Essential Civic Learning Practices:**

(Please indicate where these are being utilized in this learning experience)

Provide instruction in government, history, law, and democracy.	X	Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.	X
Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.		Encourage student participation in school governance.	
Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.		Encourage students' participation in simulations of democratic processes and procedures.	X

**Objective:**

Students will be able to identify the three branches of government as evidenced by their performance on the Three Branches of Government exit ticket.

**Assessments:**

Diagnostic Assessment: Three Branches of Government Admit Ticket

Formative Assessment: As we are filling out the Three Branches of Government Chart, see what students recall from the field trip at the governmental buildings

Summative Assessment: As a class, students will be able to complete a chart with the branches, people, building, laws, etc.

Students will be able to match the branch correctly with description



**Materials:**

- Three Branches Chart (see below)
- Markers
- Three Branches Admit Slip (see below)
- info -graphic if needed (see below)
- Three Branches Exit Ticket (see below)

**Differentiation:**

*Strategic:* Provide info-graphic if students need a visual and textual reminder about the Three Branches of Government

Students will receive a word bank if necessary to fill out the exit ticket

*High level learners:* Students can attempt to name the buildings and what branch of government corresponds on the admittance ticket.

If they finish early, they can write on the back of their sheet as much as they can about the three branches of government.

If they finish the exit ticket early, provide a list from “word work” and see if they can come up with definitions or examples on their own

INSTRUCTIONAL PLAN	Est. Time
<p><b>Introduction/Hook:</b></p> <ul style="list-style-type: none"> <li>● At start of class, have students fill out the Three Branches Admit Slip (see below)</li> <li>● Discuss field trip and guided tours of the New Hampshire Supreme Court and the New Hampshire Capitol Building.</li> </ul>	5-7 mins
<p><b>Core Lesson:</b></p> <p>Warm Up:</p> <ul style="list-style-type: none"> <li>● List the places visited and the people seen on the field trip to Concord, NH</li> <li>● Add them to a chart showing the three Branches of Government (see below lesson for chat)</li> <li>● Word Work:               <ul style="list-style-type: none"> <li>○ Government</li> <li>○ Executive</li> <li>○ Legislative</li> <li>○ Judicial</li> </ul> </li> </ul>	20-25 mins



<ul style="list-style-type: none"><li>○ Governor</li><li>○ Senator</li><li>○ Representative</li><li>○ Justices</li><li>○ Legislature</li><li>○ Senate</li><li>● Review the chart about rules from lesson 1</li><li>● Explain that each branch of the government plays a different role in New Hampshire's rules or laws.</li><li>● Complete the Three Branches of Government Tree.</li><li>● Continue to refer back to the field trip and lesson 1 chart and to the people, the rooms, etc. to help students make the connection.</li></ul>	
<p><b>Closure:</b></p> <ul style="list-style-type: none"><li>● Review and add to the Chart begun in Warm Up</li></ul>	5 mins



## BRANCHES OF GOVERNMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_



*1. Based on these pictures, I think we are going to read about...*

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*2. I wonder why...*

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*3. One question I hope we find answers to as we study this information is...*

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	<i>Legislative</i>	<i>Executive</i>	<i>Judicial</i>
<b><i>Building</i></b>	State House Senate Chamber Representative Hall	State House Governor's Office Conference Room	Supreme Court Building
<b><i>People</i></b> <i>(update as necessary)</i>	Senator Barnes Rep Devine	Governor Lynch (portraits of past governors)	Justice Briggs
<b><i>Laws</i></b>	Vote on bills Writes the laws	Vetoes bills Enforces the laws	Reads about laws Decides if fair and if follows the constitution

Three Branches of Government  
Exit Ticket

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The \_\_\_\_\_ Branch makes the laws.

The \_\_\_\_\_ Branch carries out the laws.

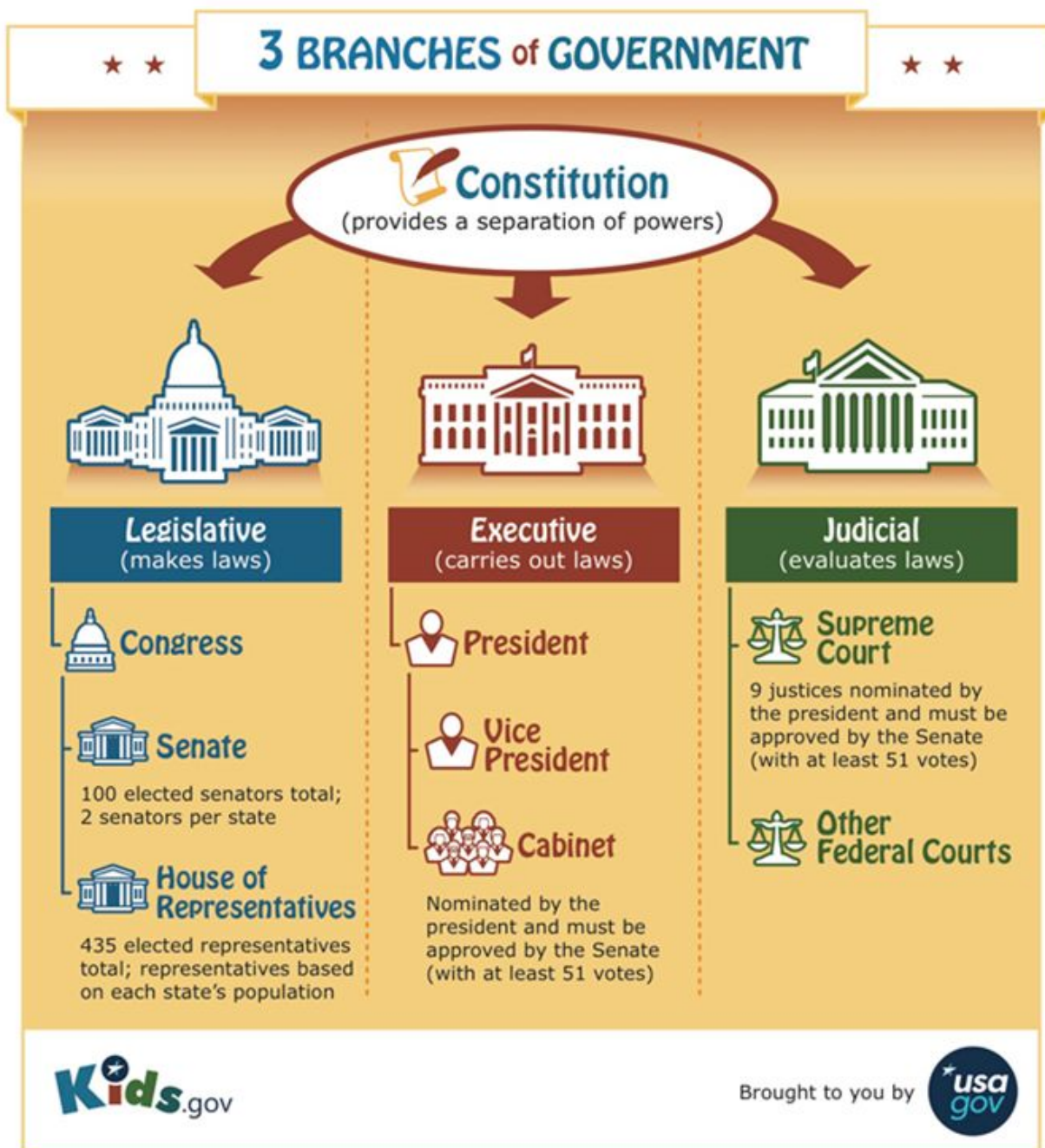
The \_\_\_\_\_ Branch interprets the law.

Word Bank:

Legislative

Judicial

Executive





**Educator Reflections:**

(Please reflect on and answer the following)

How did this lesson go?	
What were some of the challenges?	
What issues came up that you were not anticipating?	
How did your lesson meet your original learning goals?	
If you could change one thing about your lesson, what would it be?	