

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Materials (include technology):

Painting of *Signing of the Constitution* (part of power point but could be passed out for student(s) with visual difficulties)

Chart of 3 Branches of Government (part of power point but could be passed out for student(s) with visual difficulties)

Power Point Presentation on 3 Branches Separation of Powers

Copy of Article I of the *U.S. Constitution*

Worksheet #1—Help the Historian

Worksheet #2—Who Does What—House vs. Senate

Worksheet #3—Common Ground

Worksheet #4—You Be the Congress

House Bill (H.R. 6) Table of Contents

Informational Handouts/Resources:

#1—Congress in a Flash

#2—Ben's Chart

Branches of Government Online Game:

<https://www.icivics.org/games/branches-power>

Objectives: Must have 1) action 2) knowledge to be achieved and 3) condition. (Include DOK level)

1. Explain the structure and powers of the legislative branch of the U.S. federal system by filling in a damaged version of Article I (DOK 1-2).
2. Identify the legislative branch's role in the system of checks and balances/separation of powers by analyzing Article I through the accurate completion of a diagram (DOK 2).
3. Show comprehension of the legislative process by comparing two proposed congressional bills to find commonalities, and then identify and list two possible compromises between the House of Representatives and the Senate (DOK 3).
4. Find examples of legislative powers or checks and balances in recent news events by finding two reputable articles and explaining them to the class (DOK 3-4).

Instructional Sequence:

Activity	Time Needed 2-45 min. classes	Rationale
<p>Day 1</p> <p>Elicit Prior Knowledge/Engagement</p> <ul style="list-style-type: none"> • Display <i>Signing of the Constitution</i> (Slide 2 in power point presentation) by Howard Chandler Christy. <p>Ask students—what is this a painting of? What is happening? Who are some of the people in the painting? Where is this room, building located? Teacher describes a few attributes of the painting and explains the class will revisit this piece of art and others in the Capitol building later in the lesson.</p> <ul style="list-style-type: none"> • Display image of US Capitol building (Slide 3 in power point presentation). <p>Ask students—What building is this? Where is it located? What happens in this building? (Looking for—US Capitol building, Washington DC, the House and Senate meet here).</p>	<p>5-8 min</p>	<p>Investigate what they already know about the Legislative Branch by displaying images to <i>engage</i> students and asking questions to <i>elicit</i> prior knowledge.</p> <p>Recalling both prior knowledge and foundational information is beneficial for student understanding and for teacher recognition of what students may/may not have learned prior to this lesson.</p> <p>Images are used to spark interest in all learners but particularly support visual learners in the class (Gardner’s Multiple Intelligence-MI).</p>
<p>Connection to Prior Learning</p> <p>Ask students: Can you each think of two things that you know about the US Congress? Share thoughts with class—elicit information on two chambers (House and Senate), Legislative Branch makes laws, elected officials, number of members, who elected officials represent, etc.</p> <p>Display 3 Branches of U.S. Government Chart. Use to summarize points from students and/or spark further connections to prior learning.</p>	<p>10 min</p>	<p>These questions build on relevance and appreciation for importance and usefulness of government in US history. Inquiring about level of awareness in basic civics will direct instruction and learning.</p> <p>Recall of prior knowledge and understanding of the three branches of government helps guide student questions and assists teacher to continue to build knowledge and momentum.</p>
<p>Explore Activity/Explain</p> <p>Teacher will present power point (slides 4-6) on the three branches of US government (separation of powers), and briefly describe how checks and balances work with an example. Teacher will direct the focus to the Legislative Branch, the topic for this lesson, and let students know that the next two lessons will cover the Executive Branch and the Judicial Branch.</p> <p><i>Think-Pair-Share Activity-</i></p> <p>Students will be given a copy of Article I of the <i>Constitution</i> to read independently. Teacher may take option of reading aloud together if time permits.</p>	<p>20 min</p>	<p>The use of technology to present and <i>explain</i> foundational civic skills will engage students using a dynamic presentation tool.</p> <p>Students <i>explore</i>/read US constitution exposing them to an important primary source document that they will use to gain deeper understanding of the Legislative Branch.</p>

<p><i>Guided Practice-</i> Teacher will ask one guiding question to prepare students for the explore activity to follow.</p> <p>Teacher will then pair students to work together to complete Worksheet #1 Help the Historian. (Filling in a worksheet missing critical components of Article I). Teacher will walk around class and actively listen to and observe students working their way through the worksheet.</p> <p>The teacher will review the worksheet together as a class. She/he will ask students if they have any questions or need clarification on the sections of Article I they read. Teacher will inquire of students if they learned anything new from the activity. Share if time permits.</p>		<p>Teacher directed question will initiate the <i>explore</i> activity and clarify any questions in how to complete the formative assessment.</p> <p>Group/pair activity will build on previous practice and assist those students needing accommodations. This first step in <i>evaluating</i> what they know and what they have learned from the <i>explore</i> activity will be reinforced with the following evaluate activity.</p> <p>By the end of this paired assignment all students should be comfortable identifying and analyzing sections 1, 2, and 3 of Article I of the <i>Constitution</i>.</p>
<p>Evaluate Students return to their own seats. Teacher passes out Information Sheet # 1—Congress in a Flash, and highlights most important points for students to consider (Powers of Congress, Who’s in Charge, Making Laws, and Checks & Balances).</p> <p>Students to complete the next worksheet independently. Teacher passes out Worksheet #2—Who Does What—House vs. Senate.</p> <p>Scoring: How many correct in placement of letters in a Venn Diagram, and one thought question...teacher will accept any logically reasoned response.</p> <p>The teacher will lead the correcting phase by going around the room asking for students to share responses for each question.</p>	<p>8 min</p>	<p>Practicing/assessing the responsibilities/powers of the Legislative branch deepens the student’s understanding and command of the skill. The teacher asking students to help read out loud sections of the review sheet and asking if anyone has any questions throughout the review will insure greater comprehension.</p> <p>The students are to complete a formative objective <i>evaluation</i> independently to guide the teacher’s momentum, addressing any student’s concerns before moving on to making laws. The teacher will have some quiet time to assist ELL and IEP students during this assessment time.</p>
<p>Elaborate Teacher reviews method of Making Laws in the Legislative Branch. Teacher reminds students to use summary document—Information Sheet #1-<i>Congress in a FLASH (The Powers of Congress and Making Laws section)</i>. Display the Making Laws chart in the power point on the screen (Slide 7).</p>	<p>2 min</p>	<p>This <i>elaborate</i> activity builds on the knowledge learned during the lesson and confirm understanding, this homework assignment provides an opportunity for creativity, and will benefit visual learners (in how the worksheet is organized), as well as encourage thinking and writing skills.</p>

<p>The elaborate activity is to be completed for Homework (due the next day for discussion)— Students will complete Worksheet #3— <i>Compromise Bill</i>. This authentic alternative assessment queries students on their ability to find common ground between the House and Senate on an opioid bill using a real-life scenario (comparing two bills). Teacher will explain that the “bill” they have is a brief substitute and she/he will show them a 10-page table of contents (House Bill (H.R. 6) Table of Contents) for an almost 400-page bill on a similar topic. Students will also read the entirety of Article I for homework.</p>		<p>Allowing students to complete the <i>elaborate</i> activity as homework provides student the time to absorb the material and allows for deeper thinking into the process of comparing the bills and finding compromises. The students can also do research on their own to find more ideas.</p> <p>The teacher will show the copy of the real House bill to build understanding and appreciation of the vast amount of information that must be considered in an actual piece of proposed legislation.</p>
<p>Day 2 (45 min.) Elaborate Teacher directed review of Worksheet #3— Compromise Bill (homework) Ask students to share what parts of the House and Senate bills are similar. Ask students to share what compromises they came up with. Teacher can poll the students with a hand count regarding how many thought the House would have more support for the compromise bill or the Senate would have more support for the compromise bill and why. Students will hand in Worksheet #3 for teacher review.</p>	<p>10 min</p>	<p>The teacher will use scaffolding questions to remind students what was covered the day before, reinforce learning and build to the next level to include further interaction of the 3 branches of government.</p>
<p><i>Interdisciplinary Link:</i> Through a power point slide presentation (Slides 8-14), teacher will provide an interdisciplinary link by introducing historic art present in the Capitol Building and a brief review of an architecture component of this important structure and its impact on the city of Washington DC.</p>	<p>5-8 min</p>	<p>This interdisciplinary link in the elaborate component of the lesson supports visual learners in the class (Gardner’s MI), and supports 21st Century skills requirements. Builds a deeper understanding of the historic relevance and architectural and artistic significance of the US Capitol where the Legislative Branch works. Questions regarding this content will appear in the summative assessment at the end of the unit.</p>
<p>The last assignment Worksheet #4, specific to the Legislative branch, is <i>You Be the Congress</i>. The end of the lesson assessment directs students to review the powers of Congress and brainstorm actions/steps to accomplish a goal (introducing a new law). Directions and criteria will be passed out to the class in addition to the assignment rubric. Students will have read all sections of Article I for homework. Additional resources for this assignment include Informational Handout #1—<i>Congress in a Flash, Making Laws</i> section and Informational</p>	<p>30 min</p>	<p>This is an alternative assessment to end the lesson before moving on to the Executive branch lesson. For all learners (but particularly helpful for the ELL and IEP students) the informational sheet #1— Congress in a Flash and Information Handout #2—Ben’s Chart can be used.</p> <p>This assessment captures many of the objective components of the lesson, including knowing the structure and powers of the legislative branch,</p>

<p>Handout #2—Ben’s Chart. Students to work independently, but may ask the teacher any clarifying questions.</p> <p>Students will have the rest of class to work on the assignment and ask questions. Teacher will walk around the room and ask students individually how they are doing with the assignment and answer questions. Teacher may decide to let students take home the assignment for further work if necessary.</p> <p>See <i>extra elaborate/extend</i> for advanced learners that may finish before end of class.</p>		<p>understanding the role of checks and balances, and looking for compromises/conflicts between branches of government.</p>
<p>Extend <i>Extra Credit-</i> Students will search for relevant articles (newspaper, on-line, magazines) showing examples of legislative powers or legislative checks and balances in recent news events (i.e. oversight responsibilities of Legislative branch over the Executive branch). Students will informally relay their findings to the class and hand in their article(s) to the teacher for credit (5 points for the first article; 1 points each for additional article, up to a total of an 8 points (4 articles) total limit towards end of the unit summative assessment.</p> <p><i>Extra Elaborate/Extend</i> During this lesson or the next in the Three Branches of Government Unit, the teacher will introduce students to the following website—time allotted is for teacher explanation not game time.</p> <p>https://www.icivics.org/games/branches-power</p>	<p>Student’s Free Time</p> <p>3 min.</p>	<p>This <i>extend</i> optional activity provides a real world application of Legislative branches responsibilities, powers and checks and balances on the separation of powers laid out in the <i>US Constitution</i>. Students can extend their thinking beyond applications of this theory of checks and balances in the Legislative branch to other branches as well.</p> <p>This website is valuable and appealing to various intelligences/learners as it is interactive, visual, self paced, hands-on, can be played individually or as a group (Gardner’s MI). The website directs the student(s) to a game called <i>Branches of Power</i> that allows the player to control all three branches of government. Students have the power to write any laws they want about issues they choose. This is a useful add-on <i>elaborate/extend</i> activity that can be especially useful for advanced learners but also can be used by all learners. Examples of use include: activity for students that finish an assignment early, activity for students needing extra reinforcement of ideas, or for students particularly interested in government as a fun and educational game.</p>

Provision for Individual and Cultural Differences: (*State specific instructional accommodations based on student population*).

In this public school class of 24 students, three (3) students in the class have an Individualized Education Program-IEP (2 have Attention Deficit Disorder-ADD and 1 has a comprehension difficult), and two (2) students are English Language Learners-ELL. All five students require modifications for reading/writing/literacy, therefore the following accommodations per IEPs are as follows:

- 1) If there will be an abundance of writing during a lesson, a teacher aid will be requested in the classroom to help act as a scribe. However, more typically, the teacher will provide summary notes and writing prompts for the ELL and EIP students when necessary.
- 2) The teacher must have periodic check-ins throughout the lesson, insuring that the students understand each component of the lesson and is completely it correctly.
- 3) These students will participate in any group work to be done. Student may periodically be paired with general education students to assure success and clarity of the assignment.
- 4) Students will have extended time to complete written assignment/formative and summative assessments.
- 5) The teacher will use modeling direct instruction and scaffolding as strategies to reach the diverse learners.
- 6) The teacher will speak clearly and repeat important and significant parts of the lesson and tasks.

Additionally,

ADD Learners—Work movement into lesson planning, student may be allowed to stand for some activities/assignments, or complete work on a chalkboard or whiteboard in a separate area from their desk. Graphics, images, charts, etc. will be used where appropriate in lesson planning.

Comprehension Difficulty learner—Give test directions both orally and in writing, provide an outline for essay question responses, use task analysis to break down a task into smaller, simpler steps, and avoid long talks before assessments.

ELL learners –Test format modifications will include making assessment questions and directions as simple as possible. Provide a word bank for formative and summative assessments and provide a customized dictionary.

Assessment/Evaluation: (*Explain the assessment and state the assessment accommodations based on student population*)

The teacher will use formative assessment throughout the lesson to measure all student's progress and understanding. The five students needing modifications/accommodations with reading/writing/literacy will be closely monitored during assessment for any additional assistance. Formative assessment begins immediately with the teacher inquiring about the painting of the Signing of the Constitution by Howard Chandler Christy. Similarly, the image of the Capitol Building is a means to engage and assess the student's prior learning and appreciation of the topic. Students are also assessed through a third image of the 3 Branches of Government Chart, as the teacher asks the students to think of information they know about the branches and share the information with the class. The large images are supportive of the ELL learners in the classroom and visual learners (MI).

After a power point presentation on the 3 branches of government focusing on the Legislative Branch, students receive their first worksheet assessment (**Worksheet #1 Help the Historian**). Directions will be read aloud for the benefit of all learners. This think-pair-share assessment gets some students up and out of their seat (providing a chance for movement for the students with ADD). Teacher will be moving around the room answering any questions from other students with or without accommodations requirements, including assistance with reading for ELL students. Teacher will provide a guided practice question before the students start the assessment to help with understanding of the assignment and how to write the short answers in the right hand column.

Prior to driving home the ideas in Article I through assessment #2 (**Worksheet #2-Who Does What-House vs. Senate**), the teacher will provide a summary document Information Sheet #1—Congress in a Flash review sheet (from iCivics.com) to assist learners with understanding and comprehension. This will be particularly useful to the ELL students

and the students with IEPs, but helps focus and direct all students to the most critical information necessary for success in the lesson. The second assessment **Worksheet #2** uses a Venn Diagram and simple instructions to verify students' understanding of the unique and shared powers of the US House and Senate. Directions will be read aloud and teacher will ask for any questions from students. Students with ADD can stand at the board and complete a hand drawn diagram if they would like. Using a Venn Diagram is a technique helpful to visual learners (Gardner's MI).

The next assessment (**Worksheet #3—Compromise Bill**) is an authentic alternative assessment that asks students to find common ground between the House and Senate regarding a proposed law. The directions will be read aloud and clarifications for any students will be made. This assessment will be completed as a homework assignment and discussed the next day in class to start day 2 of the Legislative Branch lesson. Students will be asked to share with the class the compromises they came up with in the assessment. ELL and IEP students are given extra time to complete since the assignment can be taken home and the teacher is available after school for additional assistance.

The interdisciplinary link will engage students in a new area of learning regarding the US Capitol, breaking up the legislative branch instruction to keep visual learners and students with ADD interested. The link in art and architecture will be formatively assessed at the end of the unit.

Lastly, the class will be formatively assessed through **Worksheet #4—You Be the Congress**. The directions, criteria and rubric will be provided to all students. The directions and a review of expectations will be covered by the teacher, and the teacher will encourage students to ask questions. The directions worksheet includes a listed summary of powers for the benefit of ELL students and those with EIPs. Students can also use other summary resources as an aid in the assignment including the Congress in a Flash informational sheet #1. The teacher will handout another visual/summary resource called Ben's Chart informational sheet #2 to assist ELL students, those with EIPs and any other students requiring support. Teacher will walk around the classroom asking how students are doing as they move through the assignment. Those requiring additional time may take the assessment home and finish as homework, or return during advisory or afterschool to finish any loose ends.

Students are given an opportunity to gain extra credit through an "extend" assessment. Students, on their own time will search for examples of legislative powers or legislative checks and balances in newspaper, magazine, or online articles. Learners will need to bring in articles for credit and briefly explain to the class what they found.

The students will receive an objective summative assessment at the conclusion of the Three Branches of Government unit. The assessment will be completed independently and require students to identify which branch of government possesses each power and checks on power in a listing of powers. This assessment is provided in lesson #3 of the unit package.