Name of Lesson: U.S. Government ~Day 2

|  |  |  |
| --- | --- | --- |
| Grade Level: 5th Grade | Subject: Social Studies | Prepared By: Teju Shearer |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Event | Instructor Guide | What students need to do | Instructional Materials |
| **Gaining Attention**  **Goal**  **Recall**    **New Content**  **Guided Learning**  **Practice**  **Feedback**  **Assessment**  **Transfer** | **Show** students a replica of the Constitution. Have them try to **locate** the Preamble. [5 min]  **Tell** the students in your own words that we will be looking at the Constitution and other materials today to understand how the U.S. Government is setup. [5 min]  **Review** the Preamble from  Day 1. **Ask,** What is the Preamble?  **Review** their answers from the Preamble worksheet (1A) using the sample answer key (1B) keeping in mind that answers may vary slightly. [5 min]  **Allow** a few students (depending on time) to share their kid-friendly versions of the Preamble. [1-2 min]  **Pass** out Video Notes (2A)  **Instruct** students to take notes during the two videos. The things they should be listening for are the roles each branch plays, the person(s) in each branch, and the main function (or job) of each branch.  **Show** two videos. Schoolhouse rock: 3 Branches of Government [3:01 min] (V1), Brainpop: 3  Branches of Government [ 4:19](V2)  Briefly **clarify** any questions or misconceptions students may have. [1-2 min]  **Pass** out worksheet (2B) and have students work in partners to complete.  They may use their video notes to help them. [10 min]  **Discuss** the answers to the worksheet (2B). [5 min]  **Ask** students (in your own words) which branch of government they would most likely want to be involved in and have them explain why. **Write** the question on the board. Give students time to write a thoughtful answer in their writing journals. [5 min]  At the close of the lesson, **ask** students to think (over the next few days) if they think the Founding Fathers did a good job with the way they set the government up and to give specific examples to support their opinion. | Locate Preamble in the Constitution  Discuss as a whole class  Correct or complete preamble worksheet  Be willing to share their kid-friendly version of the preamble.  Students take notes during both videos.  Students work in pairs to complete the matching activity.  Students correct any errors they may have made on worksheet (2A)  Students answer question thoughtfully in their writing journals.  Students ponder the question and cite examples that support their conclusion. | Constitution Replica  Preamble Answer key (1B)  School House Rocks 3 Branches of Government video (V1):  <http://www.youtube.com/watch?v=x5M50xBz1cU>  Brainpop 3 Branches of Government (V2):  <http://www.Brainpop.com>  projector, computer with internet accesss  Video Notes Graphic Organizer (2A)  3 Branches Matching Worksheet (2B)  3 Branches Matching Worksheet Answer key (2C)  Student writing journals  Whiteboard marker |