Name of Lesson: U.S. Government ~Day 4

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

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| Learning Event | Instructor Guide | Instructional Activities | Instructional Materials |
| **Gaining Attention**  **Goal**  **Recall**  **Guided Learning**  **Practice**  **Feedback**  **Transfer** | **Split** the class into two groups. One group of 8 (Senate) and another group of 25 (House of Representatives). **Tell** students they have just been elected to their respective offices and to remember which house they now belong to (They will need this information for a later activity).    **Tell**  students that today we will be reviewing math concepts and applying them to the unit we are studying in social studies.  **Remind** students that there are  100 Senators, and that there are currently 435 members of the House of Representatives. **Ask** students if they can remember how we get the number of Senators and Representatives (2 Senators per state and House is based on Population).  **Model** a sample problem for the students: (What is ¾ of 216) on the board. **Think aloud** as you solve.  The Senate group is responsible for figuring out what a 2/3 majority of the Senate is. The House group is responsible for figuring out what a 2/3 majority is in the House.  **Check** their findings once the entire group has decided on the correct answer. (2/3 Senate Majority is 67; 2/3 House majority is 290). **Have** students now determine individually what a 2/3 majority is in their house (class group) since we don’t have the full 100/435. **Tell** them we will need this information for a future simulation. (With 8 Senators 2/3 majority is 6; With 25 Representatives 2/3 majority is 17)  **Encourage** students to look up the number Representatives Utah has. | Students physically separate into their respective houses  Students watch the instructor as they review multiplying fractions and whole numbers.  Each student works independently to find the 2/3 majority of the house to which they were assigned. Once each student has solved the question, they may come together as a house to discuss their findings.  Each student works independently to find the 2/3 majority of the house to which they were assigned. Once each student has solved the question, they may come together as a house to discuss their findings. | White board, white board markers  Math journals  \*Modification: Students on an IEP might need extra assistance in this activity. Either pair student with a buddy or work individually with him/her. |
| **Gaining Attention**  **Goal**  **Recall**  **Guided Learning**  **Practice**  **Feedback**  **Transfer** | **Show** School House Rocks video: I’m just a bill (V4)  **Tell** students that today they will learn how a bill becomes a law in our country.  **Help** students remember that the Legislative Branch is the law making branch of government. The Legislative Brach consists of the two house of congress: Senate and the House of Representatives  **Model** the process of passing a bill for the students using the whiteboard. Write and number the steps.  **Pass out**  the Chain of Events Worksheet (4B).  **Instruct** students to fill in their maps as you go through the process again.  **Walk** around and check worksheets as students are working. Correct as a class if time allows (4C).  **Pass out** sequence activity cards (4A) to several students. Students must work together the put the events in order. Give several groups a chance to do this in front of the class until all have had a chance. | Students take notes as they watch the video  Students fill in each step of the process on their worksheets  Students correct their partners paper  Students either actively participate in sequence activity or check for accurateness of the participants. | Notepaper for notes  Video (V4) [http://www.youtube.com/ watch?v=x4ND1tBsMw0](http://www.youtube.com/watch?v=x4ND1tBsMw0)  Sequence Activity cards **Cut out before class** (4A)  Chain of Events (4B)  Chain of events answer key (4C) |