

Discipline: Civics and Government

Standard Category: How Government Works

Lesson Focus: The branches of the federal government

PA Standard(s):	Related TESOL Standard(s):
5.3.9B: Compare the responsibilities and powers of the three branches within the national government.	Goal 2: To use English to achieve academically in all content areas. Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: <ul style="list-style-type: none">• Match the three branches of government with the appropriate federal building and select the major function of each one.	Students will be able to: <ul style="list-style-type: none">• Identify the three branches of government, name the major function of each one, and describe at least four duties of each branch.	Students will be able to: <ul style="list-style-type: none">• Identify the three branches of government, name the major function of each branch, list all the duties of each, and describe how the checks and balances work between each branch.

Materials:

1. Textbooks on American History or Government
2. Native language/English dictionaries
3. Posterboard
4. Markers
5. Souvenir pamphlets of Washington, D.C. containing pictures of the Capitol, White House, and Supreme Court

Procedures: (ELL suggestions are written in italics)

1. Create a classroom simulation to present the information visually. Three areas of the classroom should be identified with photos and labeled as the Supreme Court, the Capitol Building, and the White House. One student should be chosen as the President, several students (up to 9) may be chosen as Supreme Court judges, while

Suggested

Level:

Middle

Lesson Focus:

The branches of the federal government

Teaching Strategies:

Whole group simulation

Small group activity

Assessment

Strategies:

Teacher observation

Performance task

Peer evaluation

Teacher made assessment

any number of the remaining students may be chosen as Senators or Congressmen.

2. Each group should stand in their designated area. The teacher should have the various functions on color-coded note cards and should orally read and explain each function of the various branches. Remaining students or participating students will identify the correct branch to which the function belongs. The note card should then be displayed in the appropriate area.
3. If students are unsure of which functions belong to which branch, they may use the color of the note card as a guide.
4. Group students by language ability and assign the task of designing a visual chart/graphic organizer, displaying the three branches of the federal government and their functions. Students may use the note cards, which are displayed by the simulation, or the information in their textbook. Each group should be supplied with the materials necessary to complete the chart. Each group decides upon the design of the chart.

Beginners: *The group of beginning students designs a chart with the names of each branch of the government, the federal building, and its main function. These students may use native language dictionaries for further clarification of terms.*

Intermediate: *Intermediate students design a chart with the names of the three branches of the governments with at least four duties for each branch.*

Advanced: *Native English speaking students may work together with advanced students to design a chart which shows not only the names and all functions of the three branches, but also includes arrows which explain the system of checks and balances present between each branch.*

Assessment:

Beginning

Students will be required to match the name of the branch of government with its function and federal building.

Intermediate

When given a list of twelve duties of the government, students should place the duties under the correct branch of government. Read aloud the duties as they are placed.

Advanced

When given a list of all the functions of the government, students will divide them correctly between the three branches. They should also be able to explain in essay form how the system of checks and balances work between the three branches.