

ED 101 Educational Technology Lab – Spring 2011
Boston University – School of Education

LESSON PLAN

<i>Requirement</i>	<i>Your Answer</i>
Your Name	Mackenzie Bekker
Your ED101 Lab Section	G
School	Harrington Elementary
Grade(s) Observing	5 th Grade
Supervising Teacher	Mrs. Class
List any teaching help you may have during the lesson	The classroom teacher will be available for help if needed.
Setting (in class, in computer lab, other?)	This lesson will take place in the classroom.
Technology needed to complete lesson	The first part of this lesson requires a laptop and Smartboard, the second part requires at least 3 laptops, which are always available in this classroom.
Other materials needed	Students will receive a handout for them to write notes on. They may also use any other classroom materials (markers, construction paper, etc.) for their activities if they choose, although these are not required.
Content Area(s)	Social Studies
Title of web site	U.S. Branches of Government
Topic of Lesson	The Three Branches of United States Government
Goals of the Lesson	The over-arching aim for this lesson is for students to learn that there are three branches of our government and that each branch has different responsibilities. They will ultimately learn the duties of each branch and how they all work together in our modern government.
Three Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • List the responsibilities of each branch on the handout. This will serve as a summary of all the points detailed on the website. • Demonstrate and explain the roles they have learned in the simulation activities to the rest of the class • Match each branch with some of its identifying characteristics

Technology standard	<p>Standard 2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.</p> <p>Society: <i>G3-5: 2.5 Work collaboratively online with other students under teacher supervision</i></p>
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts History & Social Science Curriculum Framework ➤ United States History, Geography, Economics, and Government: Early Exploration to Westward Movement (Grade 5) ➤ The Principles and Institutions of American Constitutional Government <p><i>5.23 Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools).</i></p>
Introduction of Lesson	<p>The students will be in their classroom at their desks already for Social Studies. I will begin by asking the students what they already know about how our government works, since they have been introduced to some introductory topics already. After this broad review, I will play the Schoolhouse Rock video posted on the homepage of my website (via Smartboard) to introduce the specific three branches we will be discussing.</p>
Lesson Procedure, Web Site Use, and Technology Standard	<ul style="list-style-type: none"> • After a class discussion reviewing the concepts they already know about government, in addition to the presentation of the Schoolhouse Rock video, the students will be given a handout on which they will record a few notes. • Next, I will deliver a brief overview of the three branches of government, using my website on the Smartboard as a visual aide. Students should be taking notes as I am speaking. • The next step is to split the class into 3 groups, providing each group with a laptop. They will review what was discussed in the overview together with an online game that is linked on my website. • Each group will then be assigned one of the branches of government, and must simulate that branch in the following manner:

	<ul style="list-style-type: none"> ○ Executive Branch: each student will prepare a “State of the Union” address to the rest of their classmates, outlining the ways they would use their executive powers to run their own countries ○ Legislative Branch: each student will create 3 good laws & 3 bad laws for their own country and present them to the rest of the class for passing or vetoing ○ Judicial Branch: the students will watch a video on my webpage that will present an example of a court case. Each student will act as a Supreme Court judge and come up with a final verdict for the case and present it to the rest of the class.
How will students be assessed?	Students will be given a homework assignment to complete. They will receive a two column handout that will require them to use the information they learned in class to match each branch of government with its identifying characteristics & some examples.
How will you know if students have met the objectives stated above?	<p>Students will be able to:</p> <ul style="list-style-type: none"> • List the responsibilities of each branch on the handout. This will serve as a summary of all the points detailed on the website. (Students will have done this by taking notes during my presentation of the information on the website.) • Demonstrate and explain the roles they have learned in the simulation activities to the rest of the class (Students will have done this in their simulations by acting out their assigned branch of government, presenting what they’ve done, and then listening to others’ activities.) • Match each branch with some of its identifying characteristics (Students will have done this by completing the worksheet assigned for homework.)
Web-based Quiz	<ol style="list-style-type: none"> 1. Which important U.S. document built the foundation for the 3 branches of government? <ol style="list-style-type: none"> a. The Articles of Confederation b. The Declaration of Independence c. The Constitution 2. Which branch is the most powerful? <ol style="list-style-type: none"> a. Executive b. Legislative c. Judicial d. They are all equally powerful

	<p>3. What system is responsible for keeping the branches from having too much power?</p> <ul style="list-style-type: none">a. Checks & Balancesb. The Presidentc. Votersd. There is no system <p>4. The Chief Justice is a member of the _____ branch?</p> <ul style="list-style-type: none">a. Legislativeb. Judicialc. Executive <p>5. When you turn 18 and can register to vote, which branches of government can YOU vote for?</p> <ul style="list-style-type: none">a. Legislative & Executiveb. Legislative & Judicialc. Judicial & Executived. None
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