

**LESSON PLAN****UNIT** Civics**GRADE** 2-3 Grade Level**THEME** Three Branches of Government**EQUIPMENT** Computer w/Internet Access  
Worksheet**LEARNING OUTCOMES:** After completing the lessons in this unit, students will be able to:

1. Name the three branches of our government.
2. Give examples of how each branch can check the others.

<b>TIME</b>	<b>LESSON CONTENT – ACTIVITY</b>
15 minutes	<p><b>Introductory Activities:</b> To introduce this activity, students should visit <a href="http://www.trumanlibrary.org/whistlestop/teacher_lessons/3branches/1.htm">http://www.trumanlibrary.org/whistlestop/teacher_lessons/3branches/1.htm</a></p> <p>Teacher should read along with students and explain the material emphasizing the three branches of government and the role of each branch in the government.</p> <p>Another activity can be found at Schoolhouse Rock “No More Kings” Lyrics and wav recording can be accessed at: <a href="http://www.school-house-rock.com/King.html">http://www.school-house-rock.com/King.html</a></p>
15 minutes	<p><b>Main Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to <a href="http://www.k8websites.com">http://www.k8websites.com</a>, 2-3 Grade Level</li> <li>2. Click on “Three Branches of Government”</li> <li>3. Have students do worksheet as they view presentation</li> </ol> <p>Turn in worksheet.</p>
	<p><b>National Curriculum Standards:</b></p> <p>Social Studies: Early Grades</p> <p><b>V. Individuals, Groups, and Institutions</b> Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:</p> <ol style="list-style-type: none"> <li>a. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member;</li> </ol>

- b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture;
- c. identify examples of institutions and describe the interactions of people with institutions;
- d. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;
- e. identify and describe examples of tension between an individual's beliefs and government policies and laws;
- f. give examples of the role of institutions in furthering both continuity and change;
- g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

#### **VI. Power, Authority, and Governance**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;
- b. explain the purpose of government;
- c. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;
- d. recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;
- e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;
- f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;
- g. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
- h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

#### **X. Civic Ideals and Practices**

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic

	<p>republic, so that the learner can:</p> <ol style="list-style-type: none"> <li>a. identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations;</li> <li>b. identify examples of rights and responsibilities of citizens;</li> <li>c. locate, access, organize, and apply information about an issue of public concern from multiple points of view;</li> <li>d. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;</li> <li>e. explain actions citizens can take to influence public policy decisions;</li> <li>f. recognize that a variety of formal and informal actors influence and shape public policy;</li> <li>g. examine the influence of public opinion on personal decision making and government policy on public issues;</li> <li>h. explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government;</li> <li>i. describe how public policies are used to address issues of public concern;</li> <li>j. recognize and interpret how the "common good" can be strengthened through various forms of citizen action.</li> </ol>
	<p><b>Extensions and Additional Resource:</b>  More activities for learning about our government can be found at:  Schoolhouse Rock "Three-Ring Government" <a href="http://www.school-house-rock.com/Thre.html">http://www.school-house-rock.com/Thre.html</a></p>