

Day 7: March 14th

Standard and Indicator

Foundations of Government: 5.2.4 - Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

Materials

1. Teacher
 - a. Rules for each branch of government (x24)
 - b. Three branches labels (x2)
2. Student
 - a. Pencil
 - b. Paper
3. Resources

Checks and Balances. (n.d.). Retrieved February 25, 2017, from http://www.lsusd.net/cms/lib6/CA01001390/Centricity/Domain/230/Learning_Center_9.pdf

United States History. (2014). Columbus, OH: McGraw-Hill Education.

Objective

1. The students will create their own laws and consequences for their volunteer service experience at Motivate Our Minds.

Motivation

1. I will ask the students why do we have laws.
2. I will randomly call on students to answer my question.

Goal for Learner

1. "Today, we are going to create our own laws for our volunteering experience at Motivate Our Minds through the three branches of government."

Content and Procedures

1. Teacher Content
 - a. The Legislative Branch makes out nation's laws.
 - b. The Executive Branch carries out the laws.
 - c. The Judicial Branch evaluates the laws.
 - d. Executive Branch can veto a bill but the Legislative Branch can override a veto.
 - e. Legislative Branch can make a bill a law but the Executive branch can veto a bill.
 - f. Judicial Branch can decide whether or not a law makes sense. If a law doesn't make sense to be a law, it is rejected.
2. Procedures
 - a. Prior to the school day, the desks will be arranged in groups of four. Each group represents one of the three branches of government. There will two different groups for each branch of government.

- b. I tell the students that we will do a quick review of what the three branches of government.
- c. I will ask the following questions:
 - i. What is the Legislative Branch?
 - ii. What is the Executive Branch?
 - iii. What is the Judicial Branch?
- d. I will explain to the students that today we will be creating laws or rules for our volunteer experience on Thursday.
- e. I will explain that their group of four will be one of the three branches of government.
- f. I will explain how each group has their own set of laws to follow just like the three branches of government. Your group can only do what the laws say.
- g. By following the laws and passing them along to the appropriate group, the three branches of government will successfully create laws for our volunteer experience.
- h. I will begin by placing the branches of government on the middle desks along with their rules.
- i. I will have each group read their laws.
- j. Then, I will model how one law would go through the three branches of government. I will ask the students if the law and consequence is a good or bad.
 - i. The Legislative Branch made the law that schools start at 9 a.m. and if students do not show up by then, they will receive a detention. The Legislative Branch sends the law over to the Executive Branch.
 - ii. The Executive Branch decides whether the rule and consequence is good or bad. If it is good, then they send it over to the Judicial Branch. If the law is bad, then they send it back to the Legislative Branch with feedback.
 - iii. The Judicial Branch decides whether the rule and consequence is good or bad. If it is good, then they raise their hands and give it to me. If it is bad, they send it to the Legislative Branch.
 - iv. If the Legislative Branch receives a bad rule or consequence from the Executive Branch, they must look over the feedback. They may decide whether to change the rule or consequence by taking a vote and see if 3/4 agrees that it should not be changed. If they voted to change the rule/consequence, they will change it and send it back the Executive Branch. If they voted to pass them anyways, they will send it to the Judicial Branch.
 - v. If the Legislative Branch receives a bad rule or consequence from the Judicial Branch, they must look over the feedback. They must change the rule or consequence. After they fix the rule or consequence, they will send it to the Executive Branch for the process to restart.
- k. After modeling the law, the students will begin working on making, carrying out, and evaluating the laws based on the rules they are given.
- l. Once the process is complete, the students will switch roles.
- m. I will move the rules and the labeled piece of paper with the branches' names to the next group.
- n. Each group will have a chance to be a part of each of the three branches.

evaluating the laws and consequences instead of just telling them the what they are doing.

2. Students who are Gifted and Talented

- b. To modify for students who are gifted and talented, I will ask the students to create a rule that no one else would think about whether it is a transition rule, on the bus, or at Motivate Our Minds.