Teacher: William Thompson

Date: June 30, 2019

Course: U.S. Government

Grade: 9th grade

Topic: 3 Branches of Government

Flipped Classroom Lesson Plan

Duration: 35-45 Minutes

**Objectives:**

1. TSWBAT evaluate the roles and responsibilities of the three branches of government as they are established by the U.S. Constitution. - Knowledge
2. TSWBAT classify and analyze Article I of the Constitution as it relates to the legislative branch, - Comprehension
3. TSWBAT recognize and analyze Article II of the Constitution as it relates to the executive branch. – Comprehension
4. TSWBAT categorize and analyze Article III of the Constitution as it relates to judicial branch. - Evaluation

**2011 MS Social Studies Framework:**

MS.2. Understand the roles and responsibilities of the three branches of government as established by the U.S. Constitution.

MS.2.a. Analyze Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. (DOK 2)

MS.2.b. Analyze Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers. (DOK 2)

MS.2.c. Analyze Article III of the Constitution as it relates to judicial branch, including the length of terms of judges and the jurisdiction of the Supreme Court. (DOK 2)

**Student Learning Resources at Home**

TSW read Article III of the U.S. Constitution at https://constitutionus.com/

TSW read the article on the judicial brand at https://www.whitehouse.gov/about-the-white-house/the-judicial-branch/

TSW will watch the Crash Course video on basic judicial powers at https://www.youtube.com/watch?v=mXw-hEB263k

**Student Learning Activities at Home**

Students will create a hypothesis to the question, ““Why is the judicial branch considered the weakest of the 3 branches of the fed. Gov.?”

TSW create a chart that lists each of the 3 branches of the U.S. Government and each one’s powers.

Students will complete a worksheet with questions regarding the Crash Course video.

Students will write 3 questions for the teacher that they have on the 3 branches of government (to be asked in class).

**Classroom Activities**

TSW answer bell work questions on previous night’s lesson at home on the judicial branch.

TTW use the Mystery strategy to answer the question, “Why is the judicial branch considered the weakest of the 3 branches of the fed. Gov.?”

TTW ask students for their hypotheses to the question.

TTW will put students in groups and give students clues. All clues are “powers of the 3 branches”

TTW help students who are having trouble and challenge groups who are overconfident in hypothesis.

TSW read an article to either verify or refine their hypothesis. (https://www.history.com/topics/us-government/judicial-branch)

TTW put students back in their individual seats for the assessment.

Assessment: **TSW write 1-2 paragraphs on why they do or do not believe that the judicial branch is the weakest branch.**

**Classroom Materials**:

x Bell Work

x Loose leaf paper

x Pencil

x Printout of articles

**Resources**:

https://constitutionus.com/

https://www.whitehouse.gov/about-the-white-house/the-judicial-branch/

https://www.history.com/topics/us-government/judicial-branch

**Classroom Order of Events**

Classroom Arrangement:

Students will complete bell work about the previous day’s lesson in their individual seats. Then, when it is time to start the lesson, they will be allowed to work in small groups at their desks or at the table. During the assessment and review, the students will go back to their individual seats.

Bellwork: 5 minutes

For bell work I will present the students with random questions about the material that we covered the night before. Each class will have a different set of questions.

Presentation: 15 minutes

TTW will recap the previous night’s lesson done at home via ppt on the different powers of the Judicial branch and explain each.

The teacher will answer student questions that they wrote at home.

Activity/Independent practice: 10 minutes

TTW use the Mystery strategy to answer the question, “Why is the judicial branch considered the weakest of the 3 branches of the fed. Gov.?”

TTW ask class for their hypothesis to the question.

TTW will put students in groups and give students clues. All clues are “powers of the 3 branches”

Guided Practice: 5 minutes

TTW help students who are having trouble and challenge groups who are overconfident in hypothesis.

Remediation:

TTW help struggling students in need.

Enrichment:

TSW read an article to either verify or refine their hypothesis.

Closure: 5 minutes

TTW review any needed material and create a comparative chart of the 3 branches at the front of the class.

Assessment:

TSW write 1-2 paragraphs on why they believe that the judicial branch is the weakest branch. Students that struggle writing will have the option of presenting at the front of the class orally if so desired.