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EL/CIVICS ONLINE COURSE
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Lesson Planning Template: U. S. Government

INITIAL CONSIDERATIONS

<p>A: Choose an Area of Government (1, 2 or 3 below)</p> <p>1. Local Laws and Regulations</p> <ul style="list-style-type: none">• What are the laws in my community?• Where do I go to find out about these laws?• What happens if someone breaks a law or regulation? <p>2. The Structure of Government</p> <ul style="list-style-type: none">• What are the divisions of government?• How are my town, the state and national government organized?• What are checks and balances? <p>3. Rights and Constitutional Balances</p> <ul style="list-style-type: none">• What are my rights and constitutional protections and how were they established?	<p>The Structure of Government</p>
<p>B. Narrow the Topic Now decide what aspect of government you want your students to learn about. Pick something that can be taught in one or two class sessions.</p>	<p>Lesson Topic: How are my town, the state and the national government organized?</p>
<p>C. Indicate the NRS levels of the learners in your class Choose the levels of your students (or the level of the students you want to design this lesson for.)</p>	<p><input type="checkbox"/> Beginning ESL Literacy</p> <p><input type="checkbox"/> Low Beginning ESL</p> <p><input checked="" type="checkbox"/> High Beginning ESL</p>

- Low Intermediate ESL
- High Intermediate
- Advanced

PURPOSE AND GOALS

Lesson Goal: Why am I teaching this lesson?	To empower students to use their civics' rights and to become responsible of civics decisions in their community
Students Outcomes: <ul style="list-style-type: none"> • What are the goals and outcomes for the students? • What do I want students to know or know how to do? • What language functions do I want students to be able to use? 	I want students to understand the structure of government from the town that they live in, how the state works and the differences at the federal level.They will feel empower to become active participants in their local society,as well as fully understand their rights and responsibilities in this country
Vocabulary Focus: What vocabulary is necessary?	Town,local,government,mayor,senator,governor,president,vice president,branches,executive,legislative and judicial,judges,Speaker of the House,House of Representatives,Senate,White House
ENGAGEMENT: Think of one or two ways that you can begin your lesson so that you capture your students' interest and/or assess what they already know about the topic.	
Materials for Engagement:	Chart with the 3 branches of government and their function,picture of the White House,Senate,House of Representatives
Outline for Engagement:	The teacher will show the chart with the 3 branches of government and she will ask the students to guess the meaning of the word “ branch(es)” if the students cannot guess the correct meaning the teacher will say the word part(s) to see if the students can get the meaning of word.In pairs, the students will take a look at the chart and they will practice asking and answering questions using a comparison between the chart and the government in their own country.The teacher will provide some sample questions such as “do you have different parts or branches of government in your country?” do you have a president in your country?”.After the discussion the teacher will draw a big comparison chart on the board with different countries' names and their government structure and the U.S. government structure.The teacher will aslo show pictures of different buildings and the students will try to guess the names and to what part of the government go under.If there is extra time, the students can discuss in pairs the buildings' names in their own countries and compare them to the buildings in the U.S.

PRESENTATION:

The Presentation section of the lesson plan focuses on introducing new information, establishing meaning, and checking for understanding. Many ways to do this were discussed in the Lesson Planning Tutorial including:

- Use pictures, illustrations, videos, actions, or objects to convey meaning
- Use a dialogue, text, or a guess speaker to give new information
- Introduce a new concept by linking it to something the students have already experienced
- Teach relevant vocabulary and phrases

Materials for Presentation:	Pictures of the mayor of the city, the PA senators, the PA governor, the president and vice president internet access, students' computers and/or students' personal cell phones
Outline for Presentation:	The teacher will show pictures of the mayor, senators, governor, president and vice president. The students will guess what branch and what building the different people work under. If they cannot guess the answers, the students will use internet in small groups to find out the answers. After that, the teacher will give the students a series of questions related to the structure of government and the students will go on a "scavenger hunt" to look for the answers, some sample questions are "what is the White House's street address?" "who is the current mayor of your city?" "how can you contact him/her?" "what are his/her responsibilities?"

PRACTICE:

Think about the new information you presented in the Presentation Step and come up with several practices to help your students master the new material. Practice activities should be ordered so that the more controlled, teacher-led activities come first and the less controlled, student-initiated activities come afterwards. **In your steps, be sure to include how you will evaluate and provide feedback to students during their practice.**

Materials for Practice:	Fill in the blanks worksheet questions for the interview of a government official; name tags with the different states' names; name tags with different departments in the local government; a big index card that says "BILL" in capital letter so the class can easily see it from the distance
Outline for Practice:	The students will complete the fill in the blanks worksheet to interview a government official. After that, they will take turns in the role play between a government official and students. One of the students will be the mayor of the city and the rest of the class will ask him questions related to his duties. For example, "What are your responsibilities?" "How many days a week do you work?" "Do you work on weekends?" "Do you visit people's houses?" ,etc .After this, the students will pantomime different government duties and the class will have to guess the government officials' job .For example, a student will have the big index card with the word "bill" on it and he/she will pantomime writing on it like signing so the others have to say president signing a bill. A student wearing a name tag that says "Head of accounting Department City of Lancaster" using a calculator, etc Evaluation: the teacher will correct pronunciation while the students are role playing

APPLICATION:

Think about ways that your students can extend their learning by doing activities that involve more free expression, thought, and extension than in the Practice Section. Come up with several application activities including, if desired, a concluding element to your Lesson Plan.

Materials for Application:	Copies of U.S. Government Bingo handout. Copies of Washington,D.C. crossword puzzle, copies of a sample letter to petition the government
Outline for Application:	The students will play bingo with the rest of the class and then in small groups via peer dictation of the words.They will also complete the crossword puzzle.The students will read the sample letter on how to petition the government in pairs and they will work on the vocabulary words , come up with a topic that interests them and following the sample letter write a similar letter to the government that petition on something that concerns them. Evaluation: The students will have to answer the following questions in a quiz.. What is the name of the President's home?2. Who advises the President?3. How many full terms can Presidents serve?4. How old must they be when they take office?5. Who takes office if the President can no longer serve?