The Center for American Civics
Arizona State University

Lesson Name: Mini Government Jigsaw UNIT

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Civic Literacy Curriculum Section/ Question(s)
Section 2- Covering Questions-
Q16: Name the three branches or parts of the government.
Q17: Who is in charge of the executive branch?
Q19: What are the two parts of the U.S. Congress?
Q20: Which is not a power of the U.S. Congress?
Q21: How many U.S. Senators are there?
Q22: We elect a U.S. Senator for how many years?
Q24: The House of Representatives has how many voting members?
Q27: How many senators does each state have?
Q28: Why does each state have two senators?
Q36: We elect a president for how many years?
Q42: Who is the Commander-in-Chief of the military?
Q50: What is one part of the judicial branch?
Q51: What does the judicial branch do?
Q52: What is the highest court in the United States?
Q58: Under the United States Constitution, some powers belong to the federal government.

Lesson Summary: (1-3 sentences) This mini unit allows students to be part of a "mini-government" where each person becomes an expert on one of the branches of government. Students learn about their branch and teach it to the two other people in their groups via games, interactive learning, etc. This jigsaw lesson allows students to learn about the systems of government in an interactive way.
Lesson duration- Six- 50 minute class period with optional +3-7 class period extensions

Sources from ASU Civics : Q16 Q17 The Legislative Branch_CPTL.docx
Q16 Q17 The Executive Branch_ The Cabinet and EOP_CPTL.docx
Q16 Q17 The Executive Branch_ President and Vice Pres_CPTL.docx
Q16 Q17 The Judicial Branch_CPTL.docx

Grade Level(s): 6-8

Learning Objectives: Students will become part of their own mini government by learning about the 3 branches of government. Students will analyze and synthesize their branch of choice and be prepared to teach the members of their mini government about their branch's roles and responsibilities as well as checks and balances. Students will create an interactive, informative and engaging lesson for their group mates.

Lesson Plan:

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Day 1- Warm Up/Hook- What do you think is the most powerful branch of government? Why? Have students share their thoughts. Inform students they will be joining a mini-government and they will get to see what it is like to be part of the government and maybe this experience will give them more insight into how our government works.

1. Students will take notes on the **3 BRANCHES OF GOVERNMENT GOOGLE SLIDES** to get a basic overview of Federalism.
2. Teacher will have students get into groups of 3 (teacher can assign groups of 3). Each student in the group will choose their branch. One student will be the Executive Branch, one student will be the Legislative Branch and the last student will need to be the Judicial Branch (A few groups of 4 will work and students can work in partners for one branch but is best in groups of 3).
3. Students will then set up their **3 RING FOLDABLE** using 8x11 blank sheet of paper. While students are setting up their foldable, play the **SCHOOL HOUSE ROCK 3 RING CIRCUS**. Students can paste the **3 RING CIRCUS** (print on colored paper) lyrics in their foldable to help them remember what the branches of government.

Day 2- Warm Up/Hook- What is federalism?- Share or post **FEDERALISM INFOGRAPHIC** or Print out for each student. Have a class discussion, review, what different levels of governments are responsible for at each level reinforcing the ideas of federalism.

1. Students will finish creating their Government Foldable (feel free to play the School House Rock song once again. Students will then go to their space in the classroom dedicated to become an EXPERT on their branch with the **EXPERT BRANCH SHEETS** (print each branch in a different color). One area will have the Executive Expert Sheets, one area will have Legislative Expert Branch Sheets and one area will have Judicial Branch sheets. Students must summarize and copy down their information in their foldable. These are also a great resource to post online for students who are absent. Students will need 15-20 minutes to learn and collaborate with other experts in their corner. Students can write extra notes in their notebook.
2. Once finished with their research, students can start brainstorming on how they would like to teach their mini government about their branch in the upcoming days/weeks.

Teacher TIP- it is best to supplement the teachings of the branches with branch reinforcement lessons (see extensions) so students have time to create their own branch teach. However, the mini unit can work for a minimum of 6 days.

Day 3- Warm Up/Hook- What are checks and balances? Give 2 examples and be ready to share. Have students share with another classmate and add more checks and balances to their list with a different color writing utensil so they know which ideas were theirs and which ones were others. Creation Day- Students will use this time to create their mini teach lessons.

Day 4- Warm Up/Hook- What are the requirements to be President? Would you like to be President? Why or why not? Executive Branch Teach. Students will have the rest of the hour to teach their mini government about their branch. The teacher will walk around and use the rubric to grade students as they present and engage their individual group. Alternative assignment if a group is not prepared (there is always that one group)- they can copy down notes in their foldable and play EXECUTIVE

COMMAND on icivics.org

Day 5- Warm Up/Hook- How does the Supreme Court work? Draw a chart in your notebook. Judicial Branch Teach. Students will have the rest of the hour to teach their mini government about their branch.The teacher will walk around and use the rubric to grade students as they present and engage their individual group. Alternative assignment if a group is not prepared (there is always that one group)- they can copy down notes in their foldable and play ARGUMENT WARS on icivics.org

Day 6- Warm Up/Hook- Write a $1.50 summary on how a bill becomes a law where each word is worth 10 cents. Free worlds: Bill, Law, Committee, senate, House, Congress Legislative Branch Teach. Students will have the rest of the hour to teach their mini government about their branch.The teacher will walk around and use the rubric to grade students as they present and engage their individual group. Alternative assignment if a group is not prepared (there is always that one group)- they can copy down notes in their foldable and play LAWCRAFT on icivics.org

Optional Video Clips-The Powers of the President
Executive Branch
The Legislative Branch

Assessment: Teacher will be able to assess students' understanding based on interacting with mini government during branch teach days. Students will also be completing a PEER REVIEW of the mini branch to hold students accountable. Rubric is also posted below for teachers to grade students on the day of their teach. See last page.

Extensions: This unit is flexible and can be short as 6 days or can allow teacher supplement activities in between each branch teach to reinforce understanding while also giving students more time to create their branch teach.

Sample Itinerary-
Day 1- Government Overview with notes and Mini Government groups
Day 2- Finish Foldable- Expert Groups
Day 3- Creation Day
Day 4- Rights and Responsibilities of US Citizens
Day 5- Political Party Platforms
Day 6- Executive Branch Teach
Day 7- Naturalization and Immigration
Day 8 -Judicial Branch Teach
Day 9- Mock Court Case
Day 10- Court Case One Pager
Day 11- Legislative Branch Teach
Day 12- Mock Congress

Special Education- Students need to have appropriate partners and teachers should assign

groupings. Students should be given a copy of the government overview notes.
ESL- Students will need assistance with vocabulary and language support and also could use a copy of the notes
Gifted- Students can research current events with their branch and report findings to their mini government.

See page below for Rubric.

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Collaborative Work Skills: Mini Government Branch Teach

Student Name_____ Branch:_____ Hour_____

CATEGORY	5	4	3	2
Branch Teach	Provides work of the highest quality, engages group with appropriate and correct information about their branch of government including checks and balances.	Provides high quality work. Mostly engages the group with correct information about their branch of government including checks and balances.	Provides work that is incomplete about their branch of government including checks and balances.	Provides work that is not complete and must obtain notes from the teacher.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Student has many learning activities for the group to complete on their teach day.	Usually uses time well throughout the project, but may have procrastinated on one thing. Student have some learning activities but does not use the whole time on teach day.	Tends to procrastinate. Student has minimal learning activities and does not utilize time on teach day.	Rarely gets things done by the deadlines and group has to adjust deadlines or work responsibilities because of this person\'s inadequate time management.
Pride and Creativity	Work reflects this student\'s best efforts. Ideas are fun and creative.	Work reflects a strong effort from this student. Some ideas are fun and creative.	Work reflects some effort from this student. Some creativity shown.	Work reflects very little effort on the part of this student.
Assessment	Routinely monitors the effectiveness of the group, and is able to assess the learning of the group members. All information is written in foldable.	Routinely monitors the effectiveness of the group and is able to assess some learning. Information is written in foldable.	Occasionally monitors the effectiveness of the group and works to assess group members. Some information is written in foldable.	Rarely monitors the effectiveness of the group and does not work to make it more effective. Foldable not complete.

Comments: