

**27. Government & Public Administration Cluster - Branches of Government (4 hours)**

<b>Purpose/Abstract:</b> To introduce students to the branches of government.			
<b>NCCCS Adult Education Standards:</b> R.5.2.9, W.5.2.6, M.1.2.10			
<b>Learning Objective:</b> <i>By the end of the session, students will be able to:</i> <ul style="list-style-type: none"> <li>List the 3 branches of government and their functions</li> <li>Describe opposing views on a political topic</li> <li>Demonstrate professionalism in a group setting</li> </ul>			
<b>Soft Skills</b>	professionalism, communication, critical thinking and problem-solving	<b>Resources</b>	<a href="#">Skills to Pay the Bills</a> (STPTB) (for instructor reference to define each soft skill category)  <a href="#">43-4031.00 - Court, Municipal, and License Clerks</a>  <a href="#">Multiplying one-digit numbers by 10</a> <a href="#">George Washington - A man of firsts</a>  <a href="#">The Branches of Government</a>  <a href="#">Should Election Day Be a National Holiday? Top 3 Pros and Cons</a>  <a href="#">NC Career Clusters</a> Guide (for instructor reference)
<b>Additional Materials</b> <ul style="list-style-type: none"> <li>Art supplies (glue, glitter, markers, paint, etc.)</li> <li>Pencils, paper, and scissors</li> <li>Computers for student use</li> </ul>			
<b>Icons</b>	 <b>Activity</b>	 <b>Check-In</b>	 <b>Review</b>

**PREPARATION**

- Review the worksheets and games on [education.com](https://www.education.com) and print out the following worksheets:
  - [Multiplying one-digit numbers by 10](#)
  - [George Washington - A man of firsts](#)
  - [The Branches of Government](#)
  - [Fill in the blanks - Branches of Government](#)
  - [Common Roles in Branches of Government](#)
- Read the pro and con arguments listed for the topic: [Should Election Day Be a National Holiday? Top 3 Pros and Cons](#), and prepare to guide a group activity.
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.



- Familiarize yourself with [O\\*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

## INTRODUCTION (45 min)

Welcome students to the class!

Begin by asking the students if they have ever wondered how a country is governed and how important decisions are made. Explain that today's lesson will shed light on this fascinating aspect of society.

Share real-life examples of how government decisions impact their daily lives. For instance, discuss how laws are created, how public services are managed, or how taxes are used to support various initiatives.

Review what students understand so far about careers in the Government & Public Administration Cluster, emphasizing their significance in shaping the functioning of our society, the economy, and the well-being of citizens.

Briefly introduce the three branches of government (Executive, Legislative, and Judicial) as the key pillars responsible for making, enforcing, and interpreting laws.

Project [The Branches of Government](#) to illustrate the roles of each branch and create a memorable image for the students. (Students will get their own copies later in the lesson.)

Introduce the objectives of the lesson.

## VOCABULARY, READING & WRITING (30 min)

Explain the importance of being able to read and comprehend informational or historical texts. Have a few students share some examples of informational or historical texts they might have read recently. Guide a short discussion around how they differ from fictional texts.

Pair students up and share the [George Washington - A Man of Firsts](#) handout with students and ask them to read the passage and answer the questions below.

Allow 25 minutes for this activity.

Walk around and clarify any questions students have. Consider writing down common vocabulary questions that come up and providing simple definitions to the whole class.

### REFLECTION (5 minutes)

✓ Have 2-3 pairs read out their answers and share how easy or difficult it was for them to get information from this text. Ask students to share ways in which they can research more about George Washington.

Lower Level

Higher Level

Consider pairing students with a higher level student. Help them with sentence starters where required.

Encourage students to think about other aspects of this famous personality they might want to include in the passage and where they can find accurate information. Guide students to think about how they can verify the source of the information.

## MATHEMATICS (45 min)

Begin by reviewing the concept of multiplying one-digit whole numbers by 10 using strategies based on place value and properties of operations.

Use the math activity sheet [Multiplying one-digit numbers by 10](#) as a guided practice exercise.

After completing the activity with the whole class, divide students into groups of 3. Ask students to generate five problems to multiply one-digit whole numbers by 10 and assign these to the next group. This way, each group sets up five problems and solves five different problems.

Allow 15 minutes for this activity and encourage students to check the responses to questions set by them by applying place value concepts and properties of operations.

## REFLECTION (10 minutes)

✓ Review the concepts with the class and have a few students share what was challenging and what was easy for them. Encourage students to think about how they can apply this knowledge to multiples of 100, 1000 etc.

### Lower Level

Demonstrate how to derive a solution, individually to the students.

### Higher Level

Ask students to generate challenging problems with multiples of 100, 1000, etc.

## INDEPENDENT WORK TIME (45 min)

Review what you introduced in the opening about the Branches of the Government. Ask students to share what they know about the three branches of government.

Pass out The Three Branches of Government worksheet to your students. Go over the worksheet with your students and explain the three branches in detail.

For example, tell your students that vetoing a law means that when Congress sends a bill to the Executive Branch, the President can reject it. After that, the bill goes back to Congress. If two-thirds of the members of Congress want it to become a law, it becomes a law even though the President has rejected it. This is a form of checks and balances between the branches of government.

Distribute [Fill in the blanks - Branches of Government](#) and [Common Roles in Branches of Government](#)

ask students to work in pairs to fill in the blanks. Discuss the answers with the whole class.

Play [How is power divided in the United States government? - Belinda Stutzman](#) and encourage students to take notes as they watch the video.

With a partner, tell students to:

- Pick a law that they don't like.
- Research the law and write ideas about the law and the consequences for breaking it in the first paragraph.
- Write how they would modify the law to make it more suitable to them in the second paragraph.

 REFLECTION (10 minutes)

✓ Have a few pairs share their written opinions about a law they don't like. Guide a short discussion about their role as citizens to push for policies they support by writing US national senators and representatives.

### GROUP WORK (60 min)

Briefly discuss how careers in the different branches of government require excellent communication skills, professionalism, problem-solving and critical thinking skills. Provide a few examples of roles in these branches that apply these skills daily at work.

Tell students they will work on an activity to help them understand how to be clear communicators while remaining professional when they encounter differing opinions on a topic.

Divide the class into small groups (3-4 students per group).

Assign each group the task of reading the pros and cons of making Election Day a national holiday, using [Should Election Day Be a National Holiday? Top 3 Pros and Cons](#).

Instruct each group to discuss and analyze the different perspectives presented in the pros and cons using the following discussion questions:

- Should Election Day be a national holiday? Why or why not?
- If Election Day were a national holiday, how would you ensure hourly and low-income workers would get a chance to vote? Explain your answer.  
What other improvements could be made to voting and Election Day? Think of things such as voter ID laws, lowering the voting age, and abolishing the Electoral College. Explain your answers.

As students work, walk around and provide assistance with deciphering words that are new to them, and encourage them to think critically about each point of view presented.

 REFLECTION (20 minutes)

✓ Have students share what their stance is after working in groups to read the pros and cons. Ask a student or two with a different stance to engage in a polite debate. During the debate, highlight the importance of being professional and respectful.

**WRAP-UP & REFLECTION (30 min)**

Share [43-4031.00 - Court, Municipal, and License Clerks](#) with students and ask them to individually read through the role tasks, work activities, and skills required.

After 15 minutes, have them turn to a partner and discuss whether these roles interest them. Encourage them to provide reasons to support their answers.

Ask 2-3 volunteer pairs to share their thoughts with the rest of the class.

Distribute exit slips to students.

Ask for a few volunteers to share their reflections.

Collect and review the answers.

## Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned \_\_\_\_\_.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like \_\_\_\_\_ career because \_\_\_\_\_

\_\_\_\_\_

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



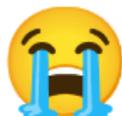
Happy



Smart



Confused



Sad



Angry