

**Lesson Title:** Powers of the Legislative Branch

**Grade Level:** 9-12

**Subject:** Government

**Standard:** The student will understand how public policy is made, enforced, and interpreted by the legislative, executive, and judicial branches.

**Content Objective:**

Students will explain the powers and operations of the legislative branch as defined in Article I of the Constitution.

**Language Objectives:**

Students will describe in writing the meanings of terms using precise vocabulary.

Students will summarize in writing using complete sentences and correct grammar.

**Differentiation Strategy:**

- Content

**Materials (Content):**

- Computers with Internet access to:
  - Bens Guide to Government for Kids – source reading material (<http://bensguide.gpo.gov/>)
  - Criss-Cross Puzzlemaker (<http://puzzlemaker.discoveryeducation.com>)
  - SmartBoard for creating group word wall
  - Student Diigo.com accounts for annotating and highlighting web-based reading materials
  - Paper and writing instruments
  - Printer

**Procedure (process):**

- Students will be assigned to read and highlight (using Diigo account) web-based material about the legislative branch of the U.S. Government. Reading material will be assigned to students according to their individual reading level based on NWEA and MCA-II test results. Because of the length of URL, students will be given slips of paper with the URLs they should read based on their reading level. This will also allow students to be directed to material specific to their reading level without directing attention to the fact that all students are not accessing the same exact web page.
  - Students reading below grade level will be directed to the following web pages:  
<http://bensguide.gpo.gov/6-8/government/national/legislative.html>  
<http://bensguide.gpo.gov/6-8/government/national/congress.html>  
<http://bensguide.gpo.gov/6-8/government/national/house.html>  
<http://bensguide.gpo.gov/6-8/government/national/senate.html>
  - Students reading at or above grade level will be directed to the following web pages:  
<http://bensguide.gpo.gov/9-12/government/national/legislative.html>  
<http://bensguide.gpo.gov/9-12/government/national/congress.html>  
<http://bensguide.gpo.gov/9-12/government/national/congress2.html>  
<http://bensguide.gpo.gov/9-12/government/national/house.html>  
<http://bensguide.gpo.gov/9-12/government/national/senate.html>
  - Students who read below grade level could also be directed to the following pages which is targeted toward students with grades 3-5 reading level:  
<http://bensguide.gpo.gov/3-5/government/national/legislative.html>  
<http://bensguide.gpo.gov/3-5/government/national/congress.html>  
<http://bensguide.gpo.gov/3-5/government/national/house.html>

<http://bensguide.gpo.gov/3-5/government/national/senate.html>

- Students will identify and list key vocabulary / terms from their reading and they will share them by writing their terms on a classroom word wall. The SmartBoard will be used to create the classroom word wall. (The teacher will complete the word wall as necessary with any terms not included by students.)
- Students will complete a Sum-It-Up activity to summarize in writing the important information from the readings. Students will list 3-5 terms they feel best represent the information they read and then they will write a 100 word summary statement about the Legislative Branch.
- Students will create a crossword (criss-cross) puzzle using 15 terms from the word wall.
  - Students will select 15 terms from the word wall.
  - Students will create descriptive clues about the meaning for each of the 15 terms.
  - Students will type their terms and clues into the puzzlemaker template.
  - Students will generate and print their completed crossword puzzle.
- Students will complete a crossword (criss-cross) puzzle created by the teacher that uses 15 terms from the word wall. (Multiple crossword puzzles will be created for students using clues at varying reading levels for students who read at and above grade level and students who read below grade level.)

**Assessment (product):**

- Summary statement
- Criss-cross puzzles

**Intelligences addressed:**

- Visual-Spatial: Word wall, highlighting reading material, creating puzzle, solving puzzle
- Verbal-Linguistic: Reading non-fiction text, writing 100 word summary, creating puzzle clues
- Bodily-Kinesthetic: Word wall, using computer keyboard
- Interpersonal: Word wall
- Intrapersonal: Reading and highlighting, writing, creating puzzle, solving puzzle
- Logical: Solving puzzle

**Technology used and why:**

- Internet based reading material: Using Ben's Guide to Government allows students of different reading levels to be presented with material that is at different reading levels without directing attention to this fact and singling out these students in front of the entire class.
- Internet based highlighting and annotating: Allows students to read critically using digital materials.
- SmartBoard for classroom word wall: Using the SmartBoard to create the word wall allows each class period to have a unique word wall that can easily shared with each class after it is created.
- Internet based puzzlemaker: Allows students to create professional looking crossword puzzles while focusing on demonstrating their understanding of the key terms by creating puzzle clues and not the drawing of the puzzle itself.

**Assumptions for this lesson:**

- All students will have access to personal computer for reading web-based material and creating crossword puzzle.
- All students will have Diigo.com account for highlighting and annotating web-based reading material.

**Resources:**

- Bens Guide to Government for Kids – source reading material (<http://bensguide.gpo.gov/>)
- Criss-Cross Puzzlemaker (<http://puzzlemaker.discoveryeducation.com>)
- Diigo.com