

TITLE OF LESSON

American Government Unit 1 Lesson 20 – Constitutional Scavenger Hunt
What type of government is the United States?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.4, 12.10

MATERIALS

The Constitution of the United States of America – Reading from <http://memory.loc.gov/const/const.html>

Three Branches of Government – Student Page

Three Branches of Government Key – Teacher Page

Constitution Scavenger Hunt – Student Page

Constitution Scavenger Hunt Key – Teacher Page

Desk Olympics – Teacher Page

Philosopher and Constitution Test Study Guide: Requirement 5a – Student Page

LESSON OBJECTIVES

- To use a graphic organizer to understand the details and purpose of the Constitution
 - To create a definition for the terms: separation of powers and checks and balances
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded assignments and have students place them in the appropriate section of their binders.
 - 2) **Agenda** – Have students copy the goal, agenda and homework onto the next clean page in a notebook.
 - 3) Teacher Model – Below the goal/agenda have students copy the titles of three current events stories that you have chosen, leaving space for notes.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Model Current Events – Have students take notes on three current events stories, while you discuss each. Collect their completed **Current Events 1**.
2. Study Guide – Pass out the **Philosopher and Constitution Test Study Guide: Requirement 5a** (Student Page). Please note that you will need to update this study guide to reflect your current events notes and dates. Also, we recommend looking at the **Sample Test Req5a** from Lesson 26 to see what the format will actually look like.) Explain that they will be tested on everything listed on the study guide (purpose of government, philosophers, constitution and vocabulary terms) during Lesson 26. Before the actual date, you will be giving them more review information and reminders that the test is fast approaching. Furthermore, let them know that you will devote Lesson 24 to reviewing for the test. Briefly go over the study guide and ask students if they have any questions.
3. Constitution Scavenger Hunt Continued –Remind students of the purpose and process of the scavenger hunt activity. They will only have about 15 minutes today to continue with the activity **WITH THE SAME PARTNER** as yesterday and because of that, most, if not all, students will not be finished. Tell them that's ok since you will review as a class and everyone will share the different parts that they completed. When students understand what to do, tell them to get into their side-by-side pairs from yesterday. Once in pairs, you will pass out the envelopes with the question strips inside. (Note: you might want to think about giving them a totally

different envelope letter than you did on the previous day so that they have a chance to look at a different part of the Constitution.).

4. Three Branches – When the time has elapsed, pass out the **Three Branches of Government** and tell students that they will use the highlighted information in their Constitutions to complete this chart. As you go through each number, have students read aloud from the US Constitution the correct answer to the questions. Have them fill in the chart with the appropriate information (see the **Three Branches of Government Completed** sheet located in the teacher pages to give you an idea of how a completed chart should look). Copy a blank **Three Branches of Government** onto a transparency and show students how to fill in the chart by completing a sample on the overhead. Completing this organizer will take some time, Try to get through as many as you can.
 5. Homework Review – With about 5 minutes remaining before the end of class, explain the homework to the students. Tell them that they are to label all items on their chart that are an example of “Checks and Balances” by putting a “CB” next to the item. For example, # 5 is an example of “CB” because the legislative branch is “checking” the executive branch through the power of impeachment. Tell them to complete this only for the completed part of their chart.
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HOMEWORK

- 1) Label all examples of “Checks and Balances” on the **Three Branches of Government** with a “CB”. Be able to explain why in the next lesson.
 - 2) Using your study guide as an outline, make flash cards for each piece of information you are required to know. OR Flesh out the pieces of the study guide in note form.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

None