

Lesson Topic/ Title	Levels of Power (Lesson #2)	Class Level /GLE	ASE History/Level D & E, GLE 8.0+
Unit Title	Take Action! Civic Engagement Unit	Teacher Name	Brooke Machado

CCRS&E <i>(use notation & shorthand)</i>	ELA Learning Objectives By the end of this lesson, students will be able to:	Evidence of Learning Students will show their learning by:
R7D: Diverse media and formats	integrate information presented in words and graphics to develop an understanding of the roles and responsibilities of the local, state, and federal levels of government	matching roles/responsibilities with the correct level of government in concept sort and/or quickwrites
W8D: Research process, anti-plagiarism	take and organize notes while reading and hearing about different levels of government; paraphrase information to avoid plagiarism	inputting notes into the correct category on the note-taking form; using their own words during note-taking
L6: Acquire and use content vocabulary	use new vocabulary appropriately when reading and speaking	correctly using 2 vocabulary words in informal discussions and dipstick assessment

Student Texts and Other Resources	
<ul style="list-style-type: none"> • <i>Include authentic print and/or digital texts that are appropriate for adults.</i> • <i>Include texts that accurately and respectfully represent diverse identities, cultures, and perspectives.</i> 	<ul style="list-style-type: none"> • <i>List instructional videos, websites, and handouts for students.</i> • <i>Include text complexity levels and hyperlinks</i>

<p>Resources:</p> <ul style="list-style-type: none"> • student access to computers and the internet (if using digital activities and texts) • projector if teacher wants to project information at various points during lesson for explaining, giving instructions, or modeling <p>Materials:</p> <ul style="list-style-type: none"> • Brainstorm Activity <ul style="list-style-type: none"> ○ Digital: Model Padlet for brainstorming (make your own for a clean copy) ○ Print: iCivics Brainstorm handout* • Texts: <ul style="list-style-type: none"> ○ Levels of Government: How Federal, State, and Local Government Work Together (GLE 9-10) ○ Infographic: What Do Different Levels of Government Do?** • Government Comparison Review: <ul style="list-style-type: none"> ○ Teacher Presentation (Google Slides): Government Comparison
--

- Print: Student note-catcher from iCivics [Government comparison handout](#)* (Activity A on page 5)
- Print or on-screen Handout: [Government Comparison \(1-pager\)](#)
- Matching Activity:
 - Print: iCivics [Matching activity handout](#)* (Activity B on page 5)
 - Digital: [Jamboard sorting activity](#) (view only; copy to be able to edit)
 - Digital: [Wordwall concept sort activity](#)

*Full resources are located on the website iCivics. To access iCivics materials, a teacher account is required. Joining iCivics is free.

**Text is located on Newsela, which also requires an account to access. ACLS-funded programs have access to a statewide Newsela account.

Instructional Shifts <i>(Which ones are addressed in this lesson?)</i>	X	Engage with complex text and its academic language.
	X	Ground reading, writing, and speaking in evidence from literary and informational texts.
	X	Build knowledge through content-rich nonfiction.

VOCABULARY NOTE: Vocabulary instruction is not included; it is meant to be addressed as a separate lesson each day. It is important for vocabulary instruction to take place prior to this lesson to enable students to fully comprehend texts and learning materials, as well as engage in class discussions and writing activities. Vocabulary words should be visible to students through a class or personal word wall.

Instructional Process	
<i>Sequence and concisely describe culturally-responsive and evidence-based instruction.</i>	
<ul style="list-style-type: none"> ● Incorporate the “I do,” “We do,” “You do” model. ● Contextualize skill instruction within authentic texts and tasks. ● Incorporate a variety of tasks and interactions that foster engagement. ● Support learners in making connections to their lives. 	<ul style="list-style-type: none"> ● Involve students in using technology to find, evaluate, consume, create, organize, communicate, and share digital content. ● Include choice and flexibility where appropriate to meet diverse needs. ● Provide additional modifications as needed for English Learners, students with learning disabilities (LD), and students at different levels.

PART OF LESSON	TIME / MATERIALS	STEP-BY-STEP DIRECTIONS	FURTHER DIFFERENTIATION <i>(e.g., different levels, EL, LD)</i>
Warm-Up/ Introduction <ul style="list-style-type: none"> ● Review unit goal/cumulative 	15 minutes	Engage students in a Think, Pair, Share activity. <i>First, you will think about a question and write down your ideas. Next, you will pair up and tell a partner what you wrote. Finally, you will share your ideas with the whole class.</i>	

PART OF LESSON	TIME / MATERIALS	STEP-BY-STEP DIRECTIONS	FURTHER DIFFERENTIATION <i>(e.g., different levels, EL, LD)</i>
<p><i>project.</i></p> <ul style="list-style-type: none"> Review key learnings from previous lesson(s)/Activate prior knowledge. Introduce the objectives -- and address why they are important. 		<p>Think: Look around. What resources do you see that are provided by government tax dollars? Take 60 seconds to write down everything you can think of. (Possible responses: books, furniture, teacher’s salary, learning materials, etc.)</p> <p>Pair: Pair up with the person next to you and compare lists. What else can you think of? Take 4 minutes.</p> <p>Share: Invite sharing, recording students' ideas. (A digital whiteboard like Jamboard can be used for a remote class or in-person class setting. A physical whiteboard or chart paper can be used for an in-person class setting.)</p> <p><i>(After Sharing) You have just demonstrated some of the impact that government plays in our lives. In this lesson, you will learn about the different and overlapping roles and responsibilities of the local, state, and federal levels of United States government.</i></p>	
<p>Body</p> <ul style="list-style-type: none"> Explain and model 1) the target knowledge or skill and/or 2) processes to follow to accomplish tasks. Provide scaffolded practice and feedback. Engage learners in inquiring, exploring, and 	<p>10 minutes Government Brainstorm Activity Online option, In-person option</p> <p>40 minutes</p>	<p>1) Brainstorm: Explain that students will brainstorm as many ideas as they can about how the government in the U.S. impacts us in our lives, this time thinking about life outside the classroom. The purpose of this brainstorm is to generate as many ideas about each topic as possible as a group. Direct students to read the brainstorm prompts and respond with their own ideas.</p> <p>After completion, discuss the brainstorm by asking the whole class to share their favorite/the most unique/most informative/most surprising responses. Pose a question to which the students can reflect by responding verbally: <i>What are the important things we learned so far?</i></p> <p>2) Read & Take Notes: Explain to students that next, they will be reading and gathering information from two texts to learn about the different levels of government—one entirely in words and one with words in a table. Explain the purpose of the activity to students by stating that the two texts will help them</p>	<p>It may be important to emphasize to learners that this unit is talking about the government in the U.S. Learners from other countries may need support in making connections and distinctions between how government works in the U.S. and how it works in their home countries.</p>

PART OF LESSON	TIME / MATERIALS	STEP-BY-STEP DIRECTIONS	FURTHER DIFFERENTIATION <i>(e.g., different levels, EL, LD)</i>
<p><i>problem-solving.</i></p> <ul style="list-style-type: none"> • <i>Include multiple kinds of interactions (e.g., whole group, small group, pairs).</i> • <i>Pose questions that require critical thinking and evidence from text.</i> • <i>Use technology appropriate to the task(s).</i> 	<p>Optional note-taking table (make a copy to use)</p> <p>Source1: Levels of Government: How Federal, State, and Local Government Work Together</p> <p>Source2: Infographic: What Do Different Levels of Government Do?</p>	<p>deepen their understanding about what different levels of government are responsible for and how those work together. They'll also be working on developing the important skill of taking notes in a way that helps them better understand and remember what they've read or heard.</p> <p>Model for students how to take notes by creating a table on a piece of paper. Label one column SOURCE, one FEDERAL, one STATE, and one LOCAL. (If students have Google accounts, they can make a copy of this model note-taking table, or you can use Google Classroom to force a copy for them.) Create a row to take notes that come from the first text/source ("Levels of Government"). Continue the modeling by reading the first paragraph aloud, underlining/highlighting key information, and then adding notes on the main responsibilities to the FEDERAL section of the table. During this modeling of notetaking, emphasize the importance of using one's own words, being concise, and having clear organization. Students should copy the teachers notes onto their own forms.</p> <p>Provide scaffolded practice by having students work with peers to complete the STATE and LOCAL sections of their notes. Monitor students' notes by giving immediate corrective feedback to ensure proper acquisition of note-taking skills. Debrief by asking, "What are the important things we have learned so far?", "What has felt easy/difficult up to this point?"</p> <p>Move into independent application by having students individually take notes based on the second text/source (infographic), adding a new row to the table. Explain that separating out the two sources will enable them to return to the correct source as needed to back up, verify, or cite information they gleaned from that source. Provide feedback as needed.</p> <p>Discuss what students found in the second source that was an addition or a contradiction (if any) from what they found with the first source.</p>	<p>If some or all students are familiar with taking organized notes, instead of using a handout, invite students to suggest their own ways to organize their notes (they may end up using the same format suggested here).</p> <p>Be sure to tell students there will be 3 sources and that they will need to keep the notes for each source separate. Perhaps as a class, settle on one approach. Encourage students to set up and use their own note-taking form.</p>

PART OF LESSON	TIME / MATERIALS	STEP-BY-STEP DIRECTIONS	FURTHER DIFFERENTIATION <i>(e.g., different levels, EL, LD)</i>
	<p>15 minutes</p> <p>Source 3: Government Comparison (Google Slides) or Government Comparison (1-pager)</p>	<p>3) Solidify and Extend Understanding</p> <p>Present a third source of information via slides, which will help to consolidate student understanding of the topic.</p> <p>Show students how to use a third row on their notetaking form (for this third source) and encourage them to write down any <i>new</i> information they hear about.</p> <p>Use the Government Comparison presentation (Google Slides) or handout to summarize and extend the learning by looking at real-world examples of how the different levels of government impact us. As you go through the presentation, engage students in making predictions about the information in different sections based on what they learned from today’s reading. Clarify and address misunderstandings, encouraging students to cite their sources and return to the other texts as needed.</p> <p>Alternatives:</p> <ul style="list-style-type: none"> • For an <i>in-person</i> class setting, students may follow the presentation by making notes in a note-catcher, on a printed copy of the iCivics handout (Activity A on pg. 5) or a handout such as this note-taking chart. • In an <i>online</i> class setting, making notes digitally may be problematic for students to do at the same time as viewing the teacher’s screen. Students can be encouraged to follow the presentation and add notes to a printed version of a note-catcher. 	
<p>Wrap-Up/ Reflection</p> <ul style="list-style-type: none"> • <i>Lead reflection in what students learned and how</i> 	<p>10 minutes</p>	<p>To wrap up, do a quick dipstick assessment to gauge the students’ understanding of the texts and presented information, providing questions for students to reflect and respond to (see below). Direct students to choose two or three of the four questions to answer in a quick-write, using three or more of the vocabulary words from the unit in their response.</p>	<p>For students in need of extra support, provide sentence frames, such as:</p>

PART OF LESSON	TIME / MATERIALS	STEP-BY-STEP DIRECTIONS	FURTHER DIFFERENTIATION <i>(e.g., different levels, EL, LD)</i>
<p><i>they might use what they learned in their lives.</i></p> <ul style="list-style-type: none"> Preview the next lesson. 		<ol style="list-style-type: none"> How does something you read in the texts connect to what you already knew? What are two of the most important things you learned from the texts? How will the information in these texts help outside of today’s class? How will it help you to successfully complete the final product of this unit? What worked well in your note-taking today? <p>Collect quick-writes to assess students’ understanding of the texts and of the vocabulary. In the next class, be sure to address misconceptions or confusions before proceeding, and take time to “shout out” any responses that use the vocabulary words in a particularly skillful way.</p>	<ul style="list-style-type: none"> Two of the most important things that I learned from the text are _____ and _____. The information that I learned today will help me outside of class because _____. It will also help me on my final project because _____. _____ connects to what I already know because _____.
<p>Lesson extensions / Homework / Additional Practice</p>	<p>Jamboard sorting activity <i>(view only; copy to be able to edit)</i></p> <p>Wordwall concept sort activity</p> <p>iCivics handout <i>*(requires</i></p>	<p>These optional activities may be used to review student understanding and/or as assessments later on in the unit.</p> <p>SORTING ACTIVITY:</p> <ul style="list-style-type: none"> Digital: Jamboard Assign individuals/pairs/groups to sort the government functions on each of the sticky notes and place them under the correct group. Inform students that a single function may be used more than once. Digital: Wordwall concept sort Print: iCivics handout* (Activity B on page 5) or chart paper Individuals/pairs/groups sort the government functions in the table and match them to the appropriate level of government by writing the function in the correct column. Inform students that a single function may be used more than once. 	<p>Model for students that need it how to “Duplicate” sticky notes on Jamboard by actually doing it and explaining the steps in that process. Next, have students recall the steps and practice by making copies of additional sticky notes.</p>

PART OF LESSON	TIME / MATERIALS	STEP-BY-STEP DIRECTIONS	FURTHER DIFFERENTIATION <i>(e.g., different levels, EL, LD)</i>
	<p><i>free teacher account for access)</i></p>	<p>Check students' work for accuracy and provide feedback as students work.</p> <p>ENTRANCE/EXIT SLIP This activity can be created in various forms such as pencil and paper/index card, Google Classroom's Question tool, Google Forms, Google Slides, or Jamboard. Integrate vocabulary practice by encouraging students to use unit vocabulary.</p> <p>Entrance/Exit slip <i>Answer the following three questions, using three or more of the vocabulary words from the unit in your response:</i></p> <ol style="list-style-type: none"> 1. What is one way your local government impacts you on a daily basis? 2. What is one way your state government impacts you on a daily basis? 3. What is one way the federal government impacts you on a daily basis? <p>Collect entrance/exit slips and assess individual student's understanding by reviewing their responses. Use the entrance/exit slips to identify strengths and weaknesses in students' knowledge and to consider if any ideas need reteaching or clarification in subsequent class meetings for individual students or as a whole group.</p>	<p>If students struggle to answer any of the questions, direct them back to their notes or any of the materials from the lesson for extra support.</p>