



What are the Three Branches of Government?

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Social Studies
Grades 6–8



Introduction

This lesson focuses on the three branches of government. The students will become familiar with each branch and understand their independent functions. They will create foldables and develop performances based upon facts about each branch.

Learning Objectives

- [\(CCSS.ELA-Literacy.RH.6-8.7\)](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- [\(CCSS.ELA-Literacy.RH.6-8.10\)](#) By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Materials Needed

- [BrainPop – Branches of Government](#)
- [BrainPop – Branches of Government Quiz](#)
- [Checks and Balances Facts](#)

Procedure

Day 1

1. Have the students define government in their own words.
2. Lead the students through a discussion of their definition of **government**. Provide the students a definition to **record in their notebooks**.
3. Have the students view the Brainpop link about the three branches of government.
4. Review the information from Brainpop with the students, emphasizing key facts and details.
5. Have the students take the Brainpop quiz. They should review the results and take special notice of the questions that they missed.
6. The students should create a three-flap foldable. On each flap have the students to write one branch of **government**.
7. The students should take the information from Brainpop and any additional information that you may provide and place it under the correlating flap.

Days 2-3

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1. Place the students in groups of 3 or 4 and have them quiz each other on the information that they have written in their foldables.
2. Have the students independently read the Checks and Balances Facts sheet. While reading, have the students jot key facts about each branch.
3. Reassemble the students in their groups. Have the groups to use their foldables and their notes to develop a rap, poem, skit, or song about the three branches of government.
4. Have the groups perform their rap, skit, poem, or song for the rest of the class.

Evaluation

Item	Explanation	Point Value
The rap, skit, poem, or song contains accurate and detailed information.	The students should have a performance that focuses on the three branches of government.	25 points
Every member of the group should be an active participant in the performance and development of the rap, skit, poem, or song.	The students should work collaboratively to come up with their final product. Each member should contribute equally.	25 points
The presentation should be interesting and engaging.	The students should present the information in a manner that is interesting and engaging for their classmates while maintaining accuracy.	25 points
Each group member should have a completed foldable that was used to help in the development of their product.	The students should have foldables that were created while learning about the three branches of government. Those foldables are to be used as guides for their performance.	25 points