

Daily Lesson Plan Outline for Social Studies Education - UW

Resident Teacher: Amanda Heller

Date of Instruction: Spring 2017

Lesson Title: Executive Orders

Course Subject: U.S and Wyoming Government: Executive Branch

Grade Levels: Eleventh Grade

Amount of Time (e.g. 45 minutes): One 90 minute class period, and 45 minutes in the next class period

**1. SOCIAL STUDIES STANDARDS**

A. 1-3 Wyoming State Social Studies Standards	Citizenship, Government, and Democracy: SS12.1.1, SS12.1.3, SS12.1.5, and SS12.1.6. Time, Continuity, and Change: SS12.4.1, SS12.4.4, SS12.4.5
B. 1-3 National Council for the Social Studies Thematic Standards	Time, Continuity, and Change Individuals, Groups, and Institutions Power, Authority, and Governance Global Connections
C. 1-3 District/Department/School Standards <i>if applicable</i>	

**2. LEARNING TARGETS/OBJECTIVES** (Must be measurable. **Bold** the learning verbs.)

A. Students will be able to...	<b>Identify</b> the purpose of an Executive Order.
B. Students will be able to...	<b>Analyze</b> the structure of an Executive Order.
C. Students will be able to...	<b>Design</b> an Executive Order based on a current event.

**3. CONTENT CONSIDERATIONS**

A. Central Focus of the Lesson (1)	Students will be examining what an Executive Order is through an historical context, by reading past Executive Orders to learn their structure and purpose.
B. Essential Question (1)	Do Executive Orders really only effect Executive Branch matters, or have they grown and effect other aspects? Does this give the President too much power?
C. Supporting Question (2-4)	What is the purpose of Executive Orders? How are Executive Orders created, signed into act, and then implemented? How is the structure of the Executive Order significant?
D. Academic Language: [List vocabulary words and any prefixes/suffixes, academic terms]	Executive Order, Chief Executive
E. Disciplinary Connections	While this is a civics unit, this lesson will primarily by history based. By reading through primary documents (the Executive Orders) the students will be making connections from past historical events and the passing of the Executive Orders. This will all connect back to their overall lesson on learning about the different powers that the President holds.
F. Real World Connections	Executive Orders have impacted different groups of people throughout history, such as the passing of Executive Order 9066 allowing for Japanese internment camps. The students will be able to read through the different Executive Orders and make actual connections to the real world, and how these Executive Orders impacted the U.S. and other nations.

**4. OPENER** (How will you catch or “hook” students to engage them in the beginning of your lesson?)

Hook:	Should Presidents only have powers that are outlined in the Constitution?
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**5. INSTRUCTION** (Not all parts of the lesson's body may be utilized)

A. Beginning of lesson	The lesson will begin with a review from the last class period over other Presidential powers that the students learned about. This review will be given verbally and the students will respond back verbally with the answers. The students will also review what the term Chief Executive means.
B. Middle of lesson	The students will be given a short lecture via PowerPoint with an overview of what Executive Orders are and their purpose. The ability to write Executive Orders is not stated in the Constitution, and the ability to write them has just been an interpretation of the Constitution. The students will then be given four different Executive Orders (Executive Order 9066, 9981, 10730, and 11246) that they will then read through each order, examining the structure, wording, and historical context. The students will be given the "Executive Orders Handout" to assist in the analyzing of each Executive Order. The students will then be handed the "Executive Order Design" handout that will give the directions and rubric for their activity. For this activity the students will be designing their own Executive Order based on a current event that has been okayed through me. The students will work on this for the remaining class period, and will be given forty five minutes in the next class period to work on it as well. The students will have access to computers if research is necessary for their topic, and to type their Executive Order. The students will be expected to think about the structure, wording, and historical context of their own Executive Orders. The students who do not finish writing their Executive Branch within the allotted class time will finish it for homework.
C. End of lesson	The students will be given a verbal review over the information learned during the class period; the students will answer back verbally.

**6. STUDENT ENGAGEMENT WITH CONTENT** (Multiple pieces of evidence of student learning)

A. Low Level Questions – <i>(Knowledge/Remembering and/or Comprehension/Understanding)</i>	What are Executive Orders? What is their purpose?
B. Middle Level Questions – <i>(Application/Applying and/or Analysis/Analyzing)</i>	How do Executive Orders represent the powers listed for the President in the U.S. Constitution?
C. High Level Questions – <i>(Synthesis/Evaluating and/or Evaluation/Creating)</i>	How would you evaluate that the checks and balance system works with Executive Orders, to insure that the President does not have too much power?
D. Explain how the data informs future instruction:	By asking different questions from different levels it checks for understanding of the students. If the students struggle to answer high or middle level questions, then I need to go back to asking low level questions to make sure they remember the learned material. By asking these questions it will also tell me what material they do not understand and needs to be reviewed and what material they have an understanding of so that we can move on. This will impact future instruction of how long I need to stay on a topic and how it may need to be presented differently so that the students understand what the topic is.

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**7. ENRICHMENT/ELABORATION** (Include one enrichment activity for students who might finish early)

What enrichment activities are offered for students in this lesson?	The students who complete the Executive Order readings and handout early before their other classmates can get a head start on their "Executive Order Design." This will then take up the rest of the class period, and will move into the next class period. The students who still happen to finish their activity within the allotted class time will read the court case United States v. Nixon which revolves around Executive Privilege, which will be the next topic in the unit.
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**8. LEARNING SUPPORTS** (Think about accommodations inside/outside of your classroom)

What supports are used to support struggling learners?	By asking questions throughout the PowerPoint I can check to see if students understand the material, if they cannot answer the questions being asked then it shows me that I need to take a step back and re-explain something. That is why it is important to make sure that the same student is not answering the questions every time, each student needs an opportunity to respond. The short review at the beginning and the end of the lesson provides another chance to check for understanding from the students, and see what is not making sense, and who is struggling with the material. The handouts provided during the lesson will also help students who are struggling with reading the Executive Orders, the questions help prompt their thinking and direct them to the information they are learning.
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**9. BEHAVIORAL SUPPORTS** (Think about accommodations inside/outside of your classroom)

What supports are used to support behavioral issues?	Students will be in assigned seating and the classroom will be set up with all seats in columns facing forward to limit talking amongst students. Throughout the presentation of the PowerPoint I will walk the room periodically to insure students are taking notes and not causing distractions. This will also be done while the students read through the Executive Orders and answer the questions on the handout, as well as when they are working on designing their own Executive Order. This will be done to make sure that students are focusing on their readings and writing without causing distractions for others.
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**10. MATERIALS & RESOURCES NEEDED** (Describe any handouts, readings, materials, and resources)

What materials are needed to have ready to use for this lesson?	The overview on Executive Orders will be given via PowerPoint, this way the students can take notes on what Executive Orders are, their purpose, how they are created, signed into act, and then implemented. This will give students an overview before reading actual Executive Orders. The students will then be reading the four Executive Orders (9066, 9981, 10730, and 11246), and the students will follow along with the readings on their "Executive Orders Handout". This will help the students better understand the structure, wording, and historical context of the Executive Orders. Next, the students will be given the "Executive Order Design" handout that outlines the directions and rubric for their activity. The students will have access to the schools computers to research and type up their Executive Order they are creating.
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