

IB Unit 3 *We the People*

Branches of Power Government Tree Project

Goals:

- To investigate and communicate how the branches and levels of government cooperate according to the principles of the Constitution.
- To illustrate the structure and function of government in the United States as established in the Constitution.
- To compare the roles and responsibilities of the three branches of the federal government.
- To identify the general powers described in Articles I, II, and III of the US Constitution.
- To analyze how government power is limited by separation of powers and checks and balances.
- To analyze the structure, functions, and processes of the legislative, executive, and judicial branches of government.
- To illustrate the lawmaking process at the local, state, and federal levels.
- To compare the constitutions of the US and Florida.

Role:

You are a group of set designers, researchers, and government interns who work for the Visitor's Center at the Capitol Building in Washington, DC. Each member of the team has been assigned a different role of government to research.

Audience:

Your audience will be children of all ages who are visiting the Capitol Building Visitor's Center. They will be interacting with your model and aren't knowledgeable about government at all yet. Your product should be informative, easy-to-read, interactive, and colorful for the audience.

Situation:

You are working for the Capitol Building Visitor's Center in Washington DC to create a children's exhibit to inform young children about the principles that guide our government. They are excited to visit the government buildings in Washington DC, but they do not have any background knowledge about government at all.

Product:

You will collaborate to create a 3-Dimensional Model of a large tree that represents the United States Government. The tree will include three separate branches to represent the three branches of the US government, and 3 levels to represent the local, state, and federal levels of the US Government. The leaves you put on the tree will make sure the entire tree is informative and interactive.

Standards:

- SS.7.C.3.3** Illustrate the structure and function of government in the United States as established in the Constitution.
- SS.7.C.1.7.** Describe how the Constitution limits the powers of government through separation of powers and checks and balances
- SS.7.C.3.8** Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- SS.7.C.3.9** Illustrate the law making process at the local, state, and federal levels.
- SS.7.C.3.13.** Compare the constitutions of the US and Florida
- LAFS.68.RH.1.3** Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised and lowered)
- LAFS.68.WHST.2.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience



Product Rubric: Leaf One-Pager

IB Criteria: Investigating (Year 3)

- ii. formulate and follow an action plan to investigate a research question
- iii. use methods to collect and record relevant information

IB Criteria: Communicating (Year 3)

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information

Achievement Level	Level Descriptor	Product Details
0	The student does not reach a standard described by any of the descriptors below.	
1-2	<p>The student:</p> <p><u>Investigating</u></p> <ul style="list-style-type: none"> ii. formulates a limited action plan or does not follow a plan iii. collects and records limited or sometimes irrelevant information <p><u>Communicating</u></p> <ul style="list-style-type: none"> i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently 	<p>The One-Pager Leaf:</p> <p><u>Investigating</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Completes 3 or fewer steps of the action plan to investigate the research question (See attached) <input type="checkbox"/> Collects and records less than 3 limited or irrelevant facts about assigned government role <p><u>Communicating</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates information about a government role in a one-pager that is not informative or easy-to-read for children <input type="checkbox"/> Information is unorganized and does not feature the details on the action plan <input type="checkbox"/> Includes an inconsistent reference list
3-4	<p>The student:</p> <p><u>Investigating</u></p> <ul style="list-style-type: none"> ii. formulates and occasionally follows a partial action plan to investigate a research question iii. uses a method to collect and record some relevant information <p><u>Communicating</u></p> <ul style="list-style-type: none"> i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources 	<p>The One-Pager Leaf:</p> <p><u>Investigating</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Completes 4-7 steps of the action plan to investigate the research question (See attached) <input type="checkbox"/> Includes 3-5 occasionally relevant facts and pictures about assigned government role according to action plan instructions <p><u>Communicating</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates information about a government role in a one-pager for an audience of children: somewhat informative, easy-to-read, and some color. <input type="checkbox"/> Somewhat organizes information according to action plan instructions <input type="checkbox"/> Creates an adequate reference list of at least 3 varied sources, sometimes following the Academic Honesty Guidelines

<p>5-6</p>	<p>The student: <u>Investigating</u> ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question iii. uses methods to collect and record appropriate relevant information <u>Communicating</u> i. communicates information and ideas in a style that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii. creates an adequate reference list and usually cites sources</p>	<p>The One-Pager Leaf: <u>Investigating</u></p> <ul style="list-style-type: none"> □ Completes 8-10 steps of the action plan to investigate the research question (See attached) □ Includes 6-9 relevant facts and pictures about assigned government role using appropriate quotations and citations <p><u>Communicating</u></p> <ul style="list-style-type: none"> □ Communicates information about a government role in a one-pager that is appropriate to an audience of children: mostly informative, easy-to-read, interactive, and colorful □ Structures information to mostly fill one page- front and back- with most details according to action plan instructions including visuals and 3-D elements. □ Includes an adequate reference list of at least 3 varied sources, usually following the Academic Honesty Guidelines.
<p>7-8</p>	<p>The student: <u>Investigating</u> ii. formulates and effectively follows a consistent action plan to investigate a research question iii. uses methods to collect and record appropriate and varied relevant information <u>Communicating</u> i. communicates information and ideas in a style that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions. iii. creates a complete reference list and always cites sources.</p>	<p><u>Investigating</u></p> <ul style="list-style-type: none"> ● Completes 11-13 steps of the action plan to investigate the research question (See attached) ● Includes over 10 relevant facts and pictures about assigned government role using appropriate quotations and citations, with at least 3 varied sources of information <p><u>Communicating</u></p> <ul style="list-style-type: none"> ● Communicates information about a government role in a one-pager that is appropriate to an audience of children: informative, easy-to-read, interactive, and colorful ● Structures information to fill one page- front and back- with complete details according to action plan instructions including visuals and 3-D elements. ● One-Pager Leaf includes a complete reference list of at least 3 varied sources, always following the Academic Honesty Guidelines.

Leaf One-Pager Action Plan

Student Name _____ Government Role _____

Directions: Collect and record all information using the Action Plan below.

- Title:** Create one piece of word art that illustrates the name of your government role.
- Info Box:** Record the correct branch and level of government.
- Border:** Choose a visual border that represents the government role you researched. (ex. small repeating symbols or word art)
- Constitutional Quotation:** Find and record the direct quotation in the US Constitution which outlines the role you chose. Cite from Article I, II, or III of the Constitution and Explain the Quote in your own words.
- Q and A:** Create or choose 3 specific factual inquiry questions about your government role (Who, What, When, Where, Why) about your government. Record the answer to each question and cite your sources.
- Word Cluster:** Around one of the visuals you chose, create a word cloud with at least 10 vocabulary terms or descriptive words/phrases about the role you chose.
- Biography Flap:** Write a 3-5 Sentence Summary about the job of a real-world person who helps perform this role of government underneath their picture and name tag. Make a connection with Time, Place, and Space in your Summary.
- 5 Most Important Facts:** Collect and record at least 5 additional facts or definitions from varied sources that describe your role in the US Government.
- Poem- IB Learner Profile:** Create a short poem to explain which IB Learner Profile your government role demonstrates (ex. acrostic, haiku, ABAB, song)
- 5 Visuals:** Include at least 5 pictures with captions that illustrate the key details about your role.
- 3D Effect:** Include at least one example of a 3-D object for your leaf one-pager. (ex. flap, window, foldable, foam cutout, hanging charms, pockets with items)
- Sources:** Create a Reference List on the back of your leaf one-pager that details each source of your information. You must include at least 3 different sources of information and follow the Academic Honesty Guidelines for proper citation. (Academic Journal)
- Publishing Quality:** Your One-Pager must be colorful and neat. The front and back of the entire leaf must be filled with the required elements. If you have more room, you must repeat previous elements. No BLANK SPACES, and NO PENCIL.

