

The Three Branches of Government

4th grade Web Quest

Introduction: Linus wants to go to the Indiana Government Center to see how our state government works. He does not know about our three branches of government, who leads those branches, or why they are significant. Once you have completed this webquest you will be able to demonstrate how our government works so that he will have a great trip. Let's get started.

Task: You will work in a group of 3. Your job is to research the role of each branch of government. You will use a variety of websites to find the facts you need. You will use the facts you find to make a brochure on Publisher to show your teacher what you learned about the 3 branches of government.

Process:

1. Select jobs:

*Secretary—jot down notes

*Data entry—type in facts into Publisher document

*Computer controller—navigate the websites while looking for information

Every person is responsible for quality control—correct spelling, correct grammar, neat and organized presentation.

2. Search for facts about each branches of government. Here are some questions to guide you:

What are the 3 branches of government?

What does each branch do?

Why are there 3 branches?

Are all the branches equal?

How many people are in each branch?

Is there one person in charge of each branch?

Do the federal and state governments have the same 3 branches?

The secretary will write the facts on paper—index cards, notebook paper, or any organizational chart.

Each group **must** also address the following questions:

What are the major Indiana state offices?

What are the responsibilities of each office?

How are the members of each office selected (elected or appointed)?

3. Use Publisher to create a brochure to explain the 3 branches of government. The data entry student will type in the text. The brochure should be a guide to the Indiana State government. It can be set up any way you choose. Be sure to include a description of each branch and the responsibilities of each branch.

4. Each group will have a brochure to hand the teacher. The group will also present what they learned about each branch to their classmates.

Evaluation: Each group member will rate their performance on a rubric. The teacher will also complete the rubric to assess each student's knowledge and performance on the task.

Conclusion: Now that you have created a brochure about the Indiana government, Linus we know how the state government works and he'll enjoy his trip to the Indiana Government center.

IN Social Studies standards 4.2.3, 4.2.4

IN Language Art Standards 4.2.2, 4.4.5, 4.4.7, 4.4.9

Resources: <http://library.thinkquest.org/J0110221/>

<http://bensguide.gpo.gov/3-5>

<http://www.whitehouse.gov/our-government>

<http://www.in.gov/core/about.html>