

Government Unit Day 1

Lesson Overview

Title:	<i>Government? That doesn't affect me?!</i>
Teacher candidate name:	Mackenzie McCoy
Subject:	Social Studies: Government
Grade Level(s):	4th grade
Duration:	1 hour
Unit Description:	With the completion of this unit, students will be able to demonstrate their understanding of individual rights and needs, the influence of elected representatives, and the voting process through various enriching activities and assessments.
Lesson Description for Day:	Students will be viewing an informative video on what human rights are as well as how they came about. The students will be reading and analyzing the list of human rights as well as discussing their importance and impact on the world.
PA Core Standards or Alternative Standards:	Standard - 5.2.4.A Identify individual rights and needs and the rights and needs of others in the classroom, school, and community Standard - CC.1.4.4.I Provide reasons that are supported by facts and details. Standard - CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. Standard - 8.3.4.A Differentiate common characteristics of the social, political, cultural and economic groups in United States history.

Goals

Unit Goals:	<i>Students will demonstrate understanding of individual rights/needs and how positions of authority influence change, and the voting process. This will give the students a brief behind the scenes look at what our local and national government faces on a daily basis.</i>
Lesson Objective(s):	<i>Students will define one human right from the website and explain in their own words it's importance using three complete sentences to meet proficiency standards. Students will list two ways that the world would be different without a specific human right to meet proficiency standards. Students will summarize three things they learned about human rights and explain how it has changed the way they see the world using three complete sentences in order to meet proficiency standards. .</i>

Methods

Anticipatory Set:	<p>This is day one of a week long social studies unit. Explain to the students that they will be learning about PA state government, how individual interests influence decision making, as well as the voting system and how individuals make such important decisions.</p> <p>Explain that at the end of the week they will be visiting the Capital of Pennsylvania, getting a tour, and the opportunity to ask any questions about PA laws and state government. Remind them to have their parents sign their permission slip forms as well!</p> <p>Start the lesson with a brief introductory video: This is a video that explains and introduces what human rights are. Use this video as a quick and informal introduction. Then explain to the students that they are going to quickly summarize the video by providing a definition in their own words and a few examples. https://www.youtube.com/watch?v=6XXGF_V8_7M (12 minutes)</p>
Introduce and Model New Knowledge:	<p>Create an anchor chart that has the words: human rights in the middle. Provide small whiteboards and markers to each student. Ask the students to define human rights in their own words and provide an example on their white boards. Ask the students to turn to their neighbors and talk about what human rights are and what some examples they came up with. Give a three minute wait time.</p> <p>Ask students to come back to the whole group and share what they discussed with their peers. Call on volunteers to share/hold up their whiteboards and write their definitions/ examples on the anchor chart surrounding the central “human rights” (10 minutes)</p>
Provide Guided Practice:	<p>Have the students view www.youthforhumanrights.org on their chrome books. Read over the human rights and have a brief discussion on why some of the less obvious ones exist. Open this up for a deep and thorough discussion. Get the students thoughts and opinions on the rights. See what their perspectives are in relation to their own lives.</p> <p>https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html</p> <p>Then model to the students the next activity. Explain that “the right to life” is one of your favorites because it holds a special place in your life. (I studied disability rights in college and learned that back in history, when there was something that was considered “physically or mentally wrong with a child” they had the option of terminating the pregnancy or child’s life. Have them think about how different things would be if this was still a common practice. (use delicate language but don’t sugar coat things- human rights exist for a reason and some awful things were done to people in the past in order to fight for them)</p> <p>Have the students break into small groups and explore the website. Have the students discuss the rights that really struck them as odd or important. Stress that you want them to analyze the right that they have chosen.</p> <ul style="list-style-type: none">• Why is this a listed right• Any events in history that has influenced this• What would the world be like if this was not a right

	Then have the groups come back together and share what they discussed with the whole group. (25 minutes)
Provide Independent Practice:	Have students complete a 3 part ticket out the door to wrap up the social studies class for the day. It will have students define the <i>right</i> that impacts their life the most. List two things that would be different if <i>that right</i> was not considered a human right. Summarize three things they learned and how it has changed their way of seeing the world. (10 minutes)
Wrap-Up	Inform the students that tomorrow we will be working on how individuals affect laws, influence change, and finally how the elected representative bodies function in making local and state laws by completing a Law Simulation. (re-remind students to have their parents sign and turn in permission slip forms for the Friday field trip.) (5minutes)

Assessment

Formative/Ongoing Assessment:	<i>Formative assessments will be used throughout the lesson during the whiteboard hold up activity. This will assess for initial understanding. More formative assessments will be taking place during the class discussions as well. These assessments will let me see who needs more support or things explained differently.</i>
Summative/End Of Lesson Assessment:	<i>The summative assessment that will be used is the ticket out the door. The ticket out the door is three parts. It demonstrates understanding of the key concepts: human rights and how influential leaders impact the wants, needs, and rights of individuals.</i>

Materials

<p><i>ChromeBooks</i></p> <ul style="list-style-type: none"> • <i>Website</i> <p><i>WhiteBoards</i></p> <p><i>Dry erase markers</i></p> <p><i>Erasers</i></p> <p><i>Ticket out the door</i></p> <p><i>Interactive whiteboard: youtube video</i></p> <p><i>Anchor chart</i></p> <p><i>Markers</i></p>

Name: _____

Date: _____

Please use complete sentences when answering the ticket out the door questions. Don't forget to do all parts and check your work!

1. Choose one of the human rights from the website we viewed during class (you may get your chrome books out and revisit the site- the site is written on the board). You must choose ONE right that IMPACTS YOUR LIFE THE MOST. Then, you must explain WHY this has the most impact on your life. (there are no right or wrong answers...this is an opinion question)

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2. List two ways that the world would be different if THAT RIGHT was not considered a basic human right.
 - a.
 - b.
 3. Reflect on the class discussion and provide a description of three things you learned today and how it has influenced how you see the world. (you can use the back if you need more room).