

Government Unit Day 3

Lesson Overview

Title:	Government? What does that have to do with me?!
Teacher candidate name:	Mackenzie McCoy
Subject:	Social Studies: Government
Grade Level(s):	4 th 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 demonstrate their understanding of personal interests and its influence on choice by creating their own personal town with laws and expectations. The students will use this time to use their own personal interests to create what they believe to be the “best” town. They will present the towns and tomorrow the students will learn about the voting process and vote on what town is the best.
PA Core Standards or Alternative Standards:	Standard - 5.3.4.F Explain how different perspectives can lead to conflict. Standard - 5.3.4.G Identify individual interests and explain ways to influence others 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.

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):	Students will list town laws that reflect critical thinking about human rights. At least 6 of their laws must demonstrate this in order to meet proficiency expectations. Students will clarify their thinking when explaining their answers on the voting sheet using three to five complete sentences to meet proficiency expectations. Students will verbally respond to at least one of their peers during round table discussion to meet proficiency standards.

Methods

Anticipatory Set:	<p>The instructor will put four options onto the board. (meatloaf, lobster, broccoli and rice, or going out to eat) Explain that these are the four options that I have decided to cook for my family tonight but I need them to help me decide what to make.</p> <p>Explain that there are stipulations that are being considered before I decide what to make.</p> <ol style="list-style-type: none">1. I only have 50 dollars to spend2. I ate out yesterday3. My brother HATES rice4. I love sea food but my father is allergic5. My mother is a vegetarian and will not eat meat <p>Now with all of this information, it is your job to decide what option is the best for me to cook for my family. Not everyone is going to be happy in the family but which one do you think would be the best based on the information.</p> <p>*Hand out voting slips that have the options listed for them to circle as well as an area for them to explain their reasoning. Also, on the same form have a place where they can put what THEY would do. Is it different from what you think I should do? What is your reasoning?</p> <p>Have a discussion after counting up the votes on what meal I would make. Why those students chose that option. Then ask for some volunteers to share if they chose something different and to explain why. Segway this into a lesson on personal interests and how background influences how we make decisions. (10-15 minutes)</p>
Introduce and Model New Knowledge:	<p>Ask students to reflect on yesterday's law making activity. Have the students count off by fours and split into small groups where they will talk about why they thought that the law we made yesterday was reasonable. Ask them to discuss what made them want the law put into place and if there was something that influenced them to make that choice.</p> <p>**five minutes** Then ask the students to share their thoughts with the class. Have volunteers share what their thoughts were.</p> <p>Write the words "choice making" on the board. Ask the students to brain storm how people's personal interests affect the choices they make. Have them think about the exercise we just did.(what to make for dinner). Explain that</p>

	<p>you want them to think about this with a governmental lens. How would personal interest change the way you make decisions about the public? How would personal interests change how you vote for people to get into office? Etc. (remember Napoleon). 8 minutes</p>
<p>Provide Guided Practice:</p>	<p>After the students are done brainstorming, have the students come up to the board and write their thoughts down. Then have the students sort through all of the ideas and put them into categories that we can easily discuss. For example: some categories might be</p> <ul style="list-style-type: none"> • Democratic vs. republican • Home-life • Married? Children? • Childhood • State residence • Education <p>Have the students then close their eyes. They are going to visualize their homes. They are going to think of three words that describe their home environment. (there are absolutely no right or wrong answers and this will not be shared with the class)</p> <p>Then once that is done, have the students think about a large city like New York, Philadelphia, LA, etc. Have them use their chrome books to look up one of the cities to familiarize themselves with it.</p> <p>After they are familiar with the city, have them write down three words to describe that city.</p> <p>Now finally, the students are going to compare and contrast using a ven diagram the differences and similarities to their home life to the home life of someone who lives in one of those cities.</p> <p>After that is completed; the students are going to share how growing up and experiencing such different things could impact how you see the world, Would you have different problems? Would you care more about certain things such as global warming, natural disasters, etc.?</p> <p>Now think about this with a governmental lens. How do all of these things affect the way that individuals are making decision about what laws should be made? How does this affect who we vote into office?</p>

	<p>Open this up for a round table discussion where the students sit with their desk in a circle and have a discussion like debate about the topic. The teacher is guiding the discussion and keeping everyone on topic. (30 minutes)</p>
Provide Independent Practice:	<p>Inform the students that they have a homework assignment. They will be using a large piece of white paper that is provided to complete this assignment. They are going to create their very own town. (not the town they live in, an imaginary town). They will be the leader (mayor, president, governor, whatever they decide). It is their responsibility to create a town and all of its laws and expectations.</p> <p>The point of the assignment is to create the town that everyone will want to live in. The students must consider all of the human rights, their own personal interests and biases, and what would be best for the majority.</p> <p>They will draw a picture and color it (or use a computer to create the town and paste it onto the poster). They will then use the back of the paper to write down all of the laws and expectations that have been created in their town.</p> <p>I am not providing an example so that students don't just copy mine however there will be a rubric provided.</p> <p>Students will be graded on neatness and relativity to what they have learned in the past week. (5 minutes)</p>
Wrap-Up	<p>**Hand out rubric and white paper **Answer any questions that the students will have</p> <p>Tomorrow we will present our new and improved towns. Each person will present their town to the class and the name of the town will be written on the board. Then when everyone has presented, the students will utilize the standard voting system to vote on whose town is the best to live in. Also please remember that tomorrow is the FINAL day to turn in your permission slips for the field trip to the State Capitol. (3 minutes)</p>

Assessment

Formative/Ongoing Assessment:	The formative assessments that will be taking place are the chalkboard splash, voting slips, and their personal feedback
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	during the round table discussion. All of these are informal and will help me to decide if I need to repeat any information or redo any parts of the lesson in a different way to engage more students and deeper understanding.
Summative/End Of Lesson Assessment:	Students will complete a voting sheet and at the bottom it asks the students to explain their reasoning. The students must use three to five sentences to explain their reasoning using information and details that they have learned over the past few days to back up their answers. The students also have a formal homework assignment where they are building their own towns and creating laws that coincide with the newly learned information of the week. There is a rubric provided for grading as well. This will demonstrate if they can make connections to everything that they have learned so far and demonstrate total understanding through the writing of their laws.

Materials

<p>Voting sheets</p> <p>Chrome books</p> <p>White board</p> <p>Markers</p> <p>Paper</p> <p>Pencils</p> <p>White posters</p> <p>Rubrics</p>
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Name: _____

Date: _____

Circle the meal option you think Ms. McCoy should make for her family and complete the rest of the form following the instructions. (IF IT ASKS YOU TO EXPLAIN PLEASE USE 3-5 COMPLETE SENTENCES)

MEATLOAF

LOBSTER

BROCOLI AND RICE

GO OUT TO EAT

EXPLAIN why you want me to make this/ what was your reasoning:

WHAT WOULD **YOU** CHOOSE TO MAKE?

EXPLAIN your reasoning?

Name

Name of town:

Student provided a name for the town:

0 5

No name Name

Student drew a neat and colorful town:

0 2 3 4 5

No drawing not colored Colored Neatly Very detailed/ neatly colored Exceptional design

Students included at least 10 laws:

0 2-3 4 5

None 3-5 laws 6-9 laws 10 laws

Students demonstrated understanding of human rights in their laws

0 2-3 4 5

Below basic (none) basic(3-5) proficient (6-8) advanced (9-10)

Students took into consideration their own personal biases when creating their laws

0 2-3 4 5

Below basic (none) basic(3-5) proficient (6-8) advanced (9-10)