

Government Unit Day 4

Lesson Overview

Title:	<i>Government? That doesn't affect me?!</i>
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:	<i>Students will be presenting their new and improved towns to the class. The class will then learn about the voiting process and vote on the best town to live in based on their own personal interests, agendas, and with human rights in mind. Students will then analyze what they are gaining vs. losing when making a decision that will impact a majority.</i>
PA Core Standards or Alternative Standards:	Standard - 5.3.4.E Explain the voting process. 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 - 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.

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 utilize the voting process to list the town they want to live in to meet proficency standards Students will write a 5-7 (complete) sentence paragraph answering all of the questions provided in order to meet proficency standards.</i>

Methods

<p>Anticipatory Set:</p>	<p><i>The students are going to have to make a VERY hard decision today. They are going to have to weigh the pros and the cons of two very conflicting positions. The first position is:</i></p> <ol style="list-style-type: none">1. They will go to school four days a week however they must wear uniforms and go the ENTIRE year2. They get to wear whatever they want, five days a week, summers off, but they cannot see their friends and may NEVER speak unless spoken to first. <p>Give the students time to turn and talk with their small groups. Allow for about 5 minutes of discussion and decision making.</p> <p>Ask the students to come back as a whole group. Have the students log onto padlet where they will post their answers onto a discussion forum.</p> <p>Once every student has posted onto the discussion forum, you can move the text boxes around. This will be where we sort the answers into the two options so that we can count them up and see which one more students wanted.</p> <p>After finding out which one won, ask the students why they chose that option? What were they giving up? What were they willing to lose and what were they gaining? Have the students turn and talk with a partner before sharing with the whole group.</p> <p>Have the students write down one word that was the driving force behind the option that they chose. Have them share with a partner then call on volunteers to write their word on the board. Have the students share their thought processes. (15 minutes)</p>
<p>Introduce and Model New Knowledge:</p>	<p>The next thing that will take place is to show this video on the history of voting https://www.youtube.com/watch?v=O-qQT1MRs1Q</p> <p>After you finished the video, stress to the students how important it is to exercise your right to vote. (remember those human rights we talked about earlier and how hard we had to fight to get them; well the same thing goes for the right to help make decisions for our country.</p>

	<p>Voting takes place at designated areas in your local community. You register yourself to vote, proving that you are eighteen and you live in that area, and then you show up, walk into a small booth where NO ONE can see your answers and you vote for who you believe will do the best job.</p> <p>Now lets get started on presenting our towns to our friends. Remember that you are reading you town name and listing off all of your laws while holding up your town picture so that everyone can see it. I will put the name of the town on the board for later. (5 minutes)</p>
<p>Provide Guided Practice:</p>	<p>Now that everyone has shared their towns, it is time to practice exercising our right to vote. Because we are citizens of Ms. McCoys classroom we can register to vote and make a difference in our small class community. We practice voting all of the time on our little ballot sheets, yah vs. nah, etc.</p> <p>What you guys are going to do is walk back to the desk are I have set up so that no one can see your votes. You are going to use the stickey notes provided and write down ONE vote with what town you think would be the best for everyone to live in. When you are done voting place the vote in the box at the front and when everyone has voted we will count the votes.</p> <p>Put an offical tally next to each of the towns so that students can see who is winning and eventually who won.</p> <p>After all of the votes are tallied and the winner is announced have students voluneteer to share (ONLY if they want) what town they chose and why. What were they giving up vs. another? Where any other towns a really close second to them? (30 minutes)</p>
<p>Provide Independent Practice:</p>	<p><i>Have the students write a paragraph describing their experience. Have them answer these questions:</i></p> <ol style="list-style-type: none"> 1. What was your favorite part about this assignmet? Why? 2. What was your least favoitie part? Why? 3. In your own words, explain why it is important to vote 4. Explain three things that you learned this week <p>(10 minutes).</p>

Wrap-Up	<p>So this week we have talked about our human rights, how to make a law, what influences peoples decisions to make laws, and finally how important it is to vote. Tomorrow we will be visiting the State Capitol. Does anyone know where our state Capitol is?</p> <p>(Harrisburg) We will be having a tour, visiting the interactive welcome center, and we will even have a chance to write a letter to the govenor!</p>
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Assessment

Formative/Ongoing Assessment:	<p>Formative assessments will be occuring throughout the lesson when discussing how students make decisions, how the decided which town was the best, etc. The students should be referencing the human rights list as well as mentioning how personal influence affects their decisions.</p>
Summative/End Of Lesson Assessment:	<p>The summative assessment being used is the paragraph summary descibing their experience in their own words. The must answer all of the questions using complete sentences. This will show me if they can make connections to prior materials and really apply what they have learned. .</p>

Materials

<p>Padlet White board Stickey notes A station set up for voting Pencils Paper</p>
