

TITLE OF LESSON

American Government Unit 1 Lesson 2 – Pairings and Groups  
*How do you work in groups?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – History 12.8

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MATERIALS

**Class Participation and Homework: Requirement 1** – Student Page  
**Notebook and Binder: Requirement 2** – Student Page  
**‘Round the Clock** – Student Page  
**Desk Olympics** – Teacher Page (one overhead copy)  
**Sample Binder and Notebook** – Teacher Created  
Stopwatch (not required but recommended)

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LESSON OBJECTIVES

- To become familiar with the systems and routines of the class with regard to the notebook, binder, and groups
  - To practice the art of both quickly getting into groups and working effectively (and collectively) in them.
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Give points to students who have their binder and notebook. Collect signed syllabi. If there are students who have finished the homework assignments from last night, collect them.
- 2) **Agenda** – Before class begins, take a few minutes to write on the board (preferably in a place that you can repeatedly use every day) today’s goal, agenda and homework for the students. You can simplify and/or synthesize the goal into a single sentence using the above lesson objectives and you can include the main activities/content of the class for the agenda (usually three to five items). Your board might look something like this:

Goal	Agenda	Homework
Become familiar with and practice classroom systems regarding notebook, binder and group work.	<ul style="list-style-type: none"><li>• Review class expectations from yesterday</li><li>• Requirements 1 and 2</li><li>• Using your notebook</li><li>• Groupings</li><li>Desk Olympics</li><li>‘Round the clock</li><li>• Current Events</li></ul>	<ul style="list-style-type: none"><li>• Syllabus/Parent Letter signed</li><li>• Get a binder</li><li>• Get a notebook</li></ul>

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ACTIVITIES – INDIVIDUAL AND GROUP

1. Review – After taking attendance, briefly review the class syllabus from yesterday and remind students of their homework to get a binder and notebook and to have their parent sign the letter. Tell them you will check all of these again tomorrow.
2. Expectations and Examples – Pass out the **Class Participation and Homework: Requirement 1** (Student Page). Review the sheet with the students, being careful to make sure that they know what is expected of them.

Next, pass out the **Notebook and Binder: Requirement 2** (Student Page) sheet and go over it. Show students the **Sample Binder and Notebook** (teacher created) and be sure that they know what the five dividers are to be labeled. Have them take out their notebooks and copy today's goal, agenda, and homework onto the top of the first page. Explain that from now on they will be expected to do this as the first thing whenever they get to this class. They need to copy the goal, agenda and homework into their notebook on the top of the next clean page in their notebook. If they forget or lose their notebook, tell them they must copy the information down onto a blank sheet of paper and keep it in their binder.

3. Desk Olympics – Once the students understand the expectations in requirements 1 and 2, have them put everything away. Explain that they will now be learning how to get into different group formations. Turn on the overhead (or TV monitor) and post the **Desk Olympics** (Teacher Page), but keep it covered with a blank sheet of paper. Tell students that they are going to be participating in an Olympics to get into groups and that you will time them using a stopwatch (if you have one). Explain that there are three rules to getting into groups quickly and efficiently:
  - a) Bring all of your books and items with you
  - b) Do not leave any "space" between the desks. Desks must be touching.
  - c) If you do not have a partner (because of an odd number), bring your items to the front of the room with the teacher and he/she will place you in a group.

Show students the first group formation ("side-by-side pairs") and tell them to move when you start the stopwatch. Once everyone in the room has followed the above three rules and is in the correct formation, stop the timer and record the time on the overhead. Repeat this with each of the five formations. Students will want to try again to beat their times, but tell them they will have plenty of time later to do this. If you have multiple periods, it's fun to have the students compete against other classes.

4. **Round the Clock** – Once students are in the group of five formation, pass out **'Round the Clock** (Student Page). Explain that this will go into their binder in the Handouts section. The object of this activity is to have each student sign up for twelve appointments (one for each hour) on the clock. Thus, when you tell them to go, they need to approach their peers make sure that they have the same open time slot and put each other's names on the sheets to record an appointment. For example, if Maria wants to make an appointment with Marcus, they need to find a time where they do not have someone already signed up (let's say 2 'o'clock). Maria then puts her name on Marcus' sheet at 2 'o'clock and Marcus puts his name on Maria's sheet at 2 'o'clock. Later in the semester, when the teacher tells students to "get with their 2 o'clock partners," both Maria and Marcus will look at their sheets, see the others' name and get into pairs with that partner. It is strongly suggested that some students also complete 'Round the Clock sheets for absent students and for anonymous future students (Student A, Student B, etc.) that might transfer into the class later in the year. When students understand what to do, tell them they have 10 minutes and set them loose. As they begin to make appointments, the teacher should randomly go around and make sure that students are completing the forms correctly. One mistake can really cause a nightmare domino effect in the future. Also, some students might have blank spaces and that's ok since there are always absences and new students.
  5. Pair Up – After students have completed the 'Round the Clock activity and you have briefly checked them for accuracy, you should tell students to move into formation one (side by side pairs – from the desk Olympics sheet). Before students move, remind them of the three rules listed above. Tell them to get with their 4 o'clock partners and time them using the stopwatch. Record the time on the overhead.
  6. Current Events – If time permits, have students in their pairs write a list of 10 significant current events stories that are happening now in the news. Have them write a list of 10 significant things (anything from sports to entertainment to international or local news). Ask each pair to present orally before students leave. If there is not enough time, have students complete the list for homework.
  7. Homework Review – Briefly, go over the homework below.
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#### HOMEWORK



- 1) Have parents read and sign the second page of the syllabus.
  - 2) Get a three-ring binder with five dividers.
  - 3) Get a notebook with letter sized paper.
  - 4) Finish list of 10 significant current events.
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GROUP ROLES

None

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DOCUMENTATION FOR PORTFOLIO

None