

TITLE OF LESSON

American Government Unit 1 Lesson 35 – Abortion Case Study Conclusion  
*How do rights connect to democracy?*

---

TIME ESTIMATE FOR THIS LESSON

One class period

---

ALIGNMENT WITH STANDARDS

California – History 12.2, 12.4, 12.5, 12.7

---

MATERIALS

**Abortion Case Study – Part III** – Student Page  
**Abortion Case Study – Part II** – Student Page  
**Persuasive Essay Requirements** – Student Page  
**Persuasive Essay Rubric** – Student Page  
**Essay Graphic Organizer** – Student Page  
student voting slips – (from Lesson 34)

---

LESSON OBJECTIVES

- To connect the abortion case study to the Constitution and the central question about democracy
  - To interpret statistics
  - To organize and effectively convey a persuasive argument
- 

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded assignments.
  - 2) **Agenda** – Have students copy the goal, agenda, and homework onto the next clean page in their notebooks. Below the goal/agenda, have students copy the titles of three current events stories that you chose, leaving space for notes.
- 

ACTIVITIES – INDIVIDUAL AND GROUP

1. Teacher Lecture: Current Events – Discuss three current events stories with students (with any luck you might be able to find one on abortion!) while students take notes. Collect the current events homework.
2. Finish Abortion Case Study Part II – Depending on how much students were able to complete yesterday on the **Abortion Case Study – Part II**, you can either have them complete the final questions on the sheet silently and then discuss, or work through the remaining items as a class. Whichever you choose, you should spend no more than five to seven minutes completing part II.
3. Abortion Case Study Part III – Pass out **Abortion Case Study Part III** and have students work on this handout individually, though explain that they do not need to do question #5 on the back since this will be tonight’s homework. Tell them they have 15 minutes to finish the front side. While they are working on this, put the vote tally (from the student voting slips collected in Lesson 33) onto the board so that students will be able to answer the questions on their handout. You should also re-display the Gallup Poll information listed below.

**According to a year 2000 Gallup Poll:**

- Most American adults (51%) currently believe that abortions should be legal under some circumstances.
- 28% believe that abortions should be legal under all circumstances.
- 19% believe that they should be always illegal -- apparently even to save the life of the woman.

The same poll reveals that 50% of adults identify themselves as pro-choice; 40% as pro-life.

4. **Discuss and Debate** – When students have finished their answers to the questions in the case study, review the information with them. Walk through each question of the handout as a class, calling on students to answer. This is the point where you really want to encourage debate and discussion, however, you want to keep the discussion focused on the final question of the handout “Is America a democracy?” rather than on the legality or illegality of abortion. Use the information on the board (especially the voting results of the class) to challenge students about whether this is a democracy. If they are willing, ask particular students to share with you their personal belief about abortion (answers A/B or answers C/D) and then their opinion about whether America is a democracy. Frequently, students who do not agree with the current law (Answer C) will say America is NOT a democracy and those who agree with the current law will say the opposite. Constantly refer to the definition of democracy to challenge those students who do not think America is a democracy. Also, ask students whether Bush’s decision in October 2003 makes the US more or less of a democracy. At the end of the discussion ask students, either through a show of hands or, preferably, by getting up and standing on a side of the class, whether they think America is a democracy or not.
  5. **Homework Review** – Before the end of class, make sure that students understand what is being asked of them regarding the persuasive essay question (question #4 on the handout) of the Abortion Case Study Part III and explain that completing this is their homework for the night. Be sure to pass out the **Essay Graphic Organizer** sheet. You might want to remind them of the persuasive essay that they completed at the end of Lesson 22 and, if time permits, have them take out their **Persuasive Essay Requirements** sheet and **Persuasive Essay Rubric** to review its goals briefly. They will use the same format to complete this persuasive essay.
- 

#### HOMEWORK

- 1) Complete the Abortion Case Study – Part III handout.
  - 2) Persuasive Essay 2 – Write an outline (you may choose the format or use the Essay Graphic Organizer) and draft 1 tonight.
  - 3) Study vocabulary to date.
  - 4) Amend or complete the Action Plan (if needed)
- 

#### GROUP ROLES

None

---

#### DOCUMENTATION FOR PORTFOLIO

Action Plan