

TITLE OF LESSON

American Government, Unit 1, Lesson 44 – Why Should Government Care Presentations
Why should government care about my issue?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.2, 12.3

Materials

Persuasive Essay Rubric – Student Page
computer projector for Flash presentations or a TV monitor hook up
Flash
Computer
Video camera

Note: If possible, it would be very helpful to students to videotape their presentations today. In this way, they can view and critique themselves in preparation for persuasive lobbying in front of local or state representatives in unit 2. You may want to ask a student to be responsible for taping, possibly a TA or a student from another class.

LESSON OBJECTIVES

- To present research information on getting involved project in a succinct, organized, and clear manner
 - To persuade peers and staff that they should care a student chosen issue
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete study guides.
 - 2) **Agenda** – Have students copy the goal, agenda, and homework onto the next clean page in their notebooks.
 - 3) Set Up – Allow students a few minutes to make sure that the equipment they need for their presentation is functioning properly and/or that they have their notes in order.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Presentation Etiquette – List the order of presentation on the front board. Students should be prepared to present when you call their name. They will have 1 minute 30 seconds only for their presentation. At the end of their presentation, they should turn in their final essay or Flash presentation, making sure that all drafts are included to receive full credit.
2. Greet Evaluators – Welcome the evaluators and hand out **Persuasive Essay Rubrics** (or post rubrics on the overhead). Explain to evaluators how to score student presentations, using the rubric. The easiest way to score would be for all people in the room to make a list of the presenters and simply write the score next to the presenter's name as they finish. Then the teacher collects the sheets at the end of the presentations and averages scores to give back to students after the exam. You may want to list the order of presentation on the board or even create a copy for outside evaluators to use to cut down on time spent writing names.
3. Present – Have students present. Collect projects as students finish presentations. These projects will become part of their portfolio once you have handed them back.

4. Discuss – Allow time at the end of presentations, if possible, for outside evaluators to comment on the effectiveness/persuasiveness of the presentations. What were the strengths? What were the weaknesses? This is preparation for students who will be lobbying their representatives at the end of the next unit.
 5. Rubric Scores – Collect rubric scores and average them tonight.
 6. Homework Review – Remind students their only job tonight is to study for their exam. Ideally, students should meet in groups to continue their studying.
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HOMEWORK

- 1) Study for final exam!
 - 2) Organize binders. Due Lesson 45.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Action Plan

Persuasive Essay or Flash Argument: Why should government care...?