

TITLE OF LESSON

American Government Unit 1 Lesson 7 – The Getting Involved Project
How am I going to get involved?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.2

MATERIALS

Getting Involved Project: Requirement 4 – Student Page (NOTE: Please insert lesson dates where lesson numbers are inserted in pink BEFORE YOU PRINT OUT AND COPY FOR STUDENTS.)

Sample Portfolio – Teacher Document

Current Events 1 – Student Page

Action Plan – Student Page

LESSON OBJECTIVES

- Expose students to the full GIP and the culminating project of the course: the sample portfolio
 - Have students begin to clarify and formulate the problems they want to do something about
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Collect the **US Problem** sheets in order to be able to review and give comments regarding their problems. Pass back graded assignments and have students place them in their binders.
- 2) Agenda – Have students copy the goal, agenda and homework onto the next clean page in a notebook.
- 3) List – On a separate sheet of white paper, copy the following list of items into a single column:

1. provide electricity

5. curfew laws

8. provide welfare

2. build a park

6. regulate businesses

9. financial aid for college

3. sign a treaty

7. increase gas taxes

10 create pollution controls

4. send a criminal to prison

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Review and Quiz 1**– When finished, briefly review the information from yesterday and the three things that government does. Re-write these activities on the board and tell the students that they will take a brief quiz on them right now. Ask them to write “SP”, “B” or “DR” next to each of the items on the list they copied during warm-up. As students are taking this brief quiz, the teacher should quickly go over the **US Problem** sheets and organize them according to similar issues. Thus, put all of the Animal Rights worksheets together, all of the homeless worksheets together, etc. If there is time, write these tentative group members onto an overhead to show to the students later.
2. Grading Quizzes – When the majority of the students are finished with the exam you can either have students grade their own or grade a neighbor’s quiz. The answers are as follows (though remember that none of these categories are mutually exclusive and some items can have more than one answer):

1. SP 2. DR 3. SP 4. SP 5. B 6. B 7. B 8. DR 9. DR 10. B

We suggest that you give a reward to any student that was able to get 9 or 10 correct (or the highest score), especially since this is a particularly difficult list. Collect quizzes.



3. Getting Involved Project – Next, explain to students that today you are going to begin to connect their problems (wave around their **US Problems** sheets) to what government does (point to the board and the 3 items) by going over the **Getting Involved Project Requirement** sheet. At this point, pass out the **Getting Involved Project: Requirement 4** sheet and review it carefully with the **Sample Portfolio** (Teacher Page) in hand to display each of the seven required pieces. You might want to have students read aloud each of the paragraphs and steps as you discuss the assignment. Spend considerable time discussing and demonstrating each aspect of this project since it is the backbone of the course and be sure to emphasize with the students two things:
 - A. That the goal of this entire project is to GET INVOLVED (through service, through lobbying, and through writing letters)
 - B. That in order for this project to work the students have to choose a problem that they CARE ABOUT. If they don't care about homelessness, then they shouldn't get involved in it. It will make the project that much more difficult for them to complete.
 4. GIP: Step 1 – When finished, pass out the **Action Plan** sheet (Student Page) to the students and explain that this is the first step of their GIP to be completed. Tell them that they will be working on this tomorrow with other students that have chosen the same issue.
 5. Assign Project Groups – At this point either show them an overhead of the groupings you made at the beginning of class or orally tell them both the title of the group and the names of the group members. Explain that these groups were based on the interests they stated in their **US Problems** sheet. Students will need to know this now to pressure those students that are either still undecided or want to change. (You will always have students who will want to change their issues either to be with friends or to get out of working with other students. As a teacher, you need to emphasize that they choose a problem that they CARE ABOUT and use your discretion in what is acceptable and what isn't.) Have students move to sit with their new group members.
 6. Homework Review – Before the end of class, pass out the homework **Current Events 1**. If students need to get a newspaper from you, they should do so now. If there is time, they may start their homework now.
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HOMEWORK
Fill in **Current Events 1**

GROUP ROLES
None

DOCUMENTATION FOR PORTFOLIO
None