

NOTES: In preparation for this unit, you will need to:

- Be sure to reserve the Library/Computer Lab for Lessons 12, 13, 14, 21, 38, 41 and 42. It would be preferable to reserve the library for Lesson 12 and the Computer Lab for all others.
- Lesson 17 will require students to use sidewalk chalk to write questions on school grounds. You will need to get permission from your school's administration about where this would be appropriate. Review Lessons 16 and 17 to get a sense of what will be required of the students.
- Lesson 35 requires a field trip to either the State Capital or local city or county government offices. You will need to make the required reservations (for transportation, tours, meeting rooms, etc.), as well as fill out all school site paperwork to be able to go on this field trip. Review Lessons 33 (especially **Teacher Notes Lesson 33**) through 35 to get a sense of what will be required.

TITLE OF LESSON

American Government Unit 2 Lesson 1 – Political Beliefs
What are liberal and conservative beliefs?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.3

MATERIALS

Workingman's Party – Reading
Service Requirement Check-In – Student Page

LESSON OBJECTIVES

- To use reading to become familiar with the idea of political beliefs and political parties
 - To begin to construct a working definition for the terms *liberal* and *conservative*
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Focus and Motivate Students – Warm-up Activity

- 1) **Agenda** – Have students copy the goal, agenda and homework onto the next clean page in a notebook
 - 2) Exam Review – Pass back the **American Government Unit 1 Final Exam**. Walk through the answers to questions with students or allow students to ask questions about answers that were wrong in order to understand their mistakes.
 - 3) **Goal Setting** – Ask students to look at the grade they earned on their final exam. On a clean sheet of paper, ask them to write their grade goal for their next exam and three specific things they will do to get the grade they say they want to earn. Collect their goals.
 - 4) **Portfolio** – Ask students to place exams in their portfolios.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Journal 1** – Students should answer the following question in their notebook: Do you think you are a liberal person or conservative person? Explain your answer. (at least one full page)
2. **Check-In** – Pass out the **Service Requirement Check-In** and have students complete it as best they can. Collect these from them and explain that you will total their hours completed, write comments on the back, and return it tomorrow.

3. **Journal Read Around** – In groups, ask students to pass their journals to the person sitting on the right. Have them Read aloud and discuss answers to warm-up journal question.
4. **Popcorn Reading** – Pass out reading, *Workingman’s Party* and complete a popcorn reading.
5. **Group Work** – In groups, ask students to use the reading to try to determine definitions for the following terms and to create an image/symbol that reflects the meaning visually:
 - a. political party
 - b. liberal
 - c. conservative

Then ask them to answer these questions: Is the Workingman’s Party a liberal or conservative party? Why?

6. **Present** – Ask groups to present their answers. Be sure that they are able to back their answers with solid evidence to the text.
 7. **Wrap Up** – At end of readings and discussion make a connection between government structure and operation (what students have been studying in Unit 1) and beliefs (what students will be studying in Unit 2). “We know what government’s are, now we need to decide what government should do.” (e.g., political beliefs). Have students create a “Social Issues Spectrum” (have a poster sheet that looks identical to the Democracy/Autocracy spectrum except it is blank (no labels). Have students create a new spectrum with the terms “liberal” and “conservative” and have them be able to explain how this spectrum relates to the Democracy/Autocracy spectrum (It is a spectrum focused on the “representative democracy” section.).
 8. **Homework** – Before the end of class review homework assignments with students.
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HOMEWORK

1. Review reading, *Workingman’s Party* and write one “why” question for each remaining paragraph.
 2. Continue with service work.
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GROUP ROLES

In this unit, it will be up to the students to figure out what roles work best in their groups and assign work equitably, based on the abilities of group members just as they will be asked to do in real life. No formal roles will be specified.

DOCUMENTATION FOR PORTFOLIO

Unit 1

Action Plan
Persuasive Essay or Flash Argument: Why should government care...?
American Government Unit 1 Final Exam

Unit 2

None