

TITLE OF LESSON

American Government Unit 2 Lesson 10 – Political Beliefs and Getting Involved
How do the political beliefs spectrums relate to the GIP?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.3, 12.8, 12.10

MATERIALS

Political Beliefs Matrix - Student Page
Current Events Presentation – Student Page
Ideological Plan 2 – Student page
Political Beliefs Matrix poster – Teacher created

LESSON OBJECTIVES

- To connect the GIP to the political beliefs matrix and define each Quadrant’s ideological stance with regards to the project
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded work and have students place in the appropriate section of their binders.
 - 2) **Agenda** – Have students copy the goal, agenda, and homework onto the next clean page in a notebook
 - 3) **Current Events** – Collect the overhead transparencies from the Current Events presenters for today. Below the goal/agenda, copy the titles for three current events stories that they have chosen. Have students copy these and prepare to take notes.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Current Events Presentations** – Have students come to the front of the class one at a time to present their articles. At the end of each presentation, the students should turn in their **Current Events Presentation** sheet stapled to a copy of the news article. Grades and comments should be written on the back of the **Current Events Presentation** sheet and returned to the students the next lesson. Choose the presenters for the next day that current events are due and give them a copy of the **Current Events Presentation** sheet to complete.
2. **Getting Involved Project** – Have students move into their issue groups and to take out their social and economic liberal vs. conservative worksheets. It will be their job to create and assign their own roles in order to complete the assignment on time and assign the work equitably. Explain to students that all issues can be seen as both social AND economic issues. For example, the social issue of abortion can have liberal and conservative beliefs and the economic issue of abortion can have liberal and conservative beliefs. The goal for the students today will be threefold.
 - A. First, the students must determine what would a person in each Quadrant want government to do about their issue.
 - B. Second, they must come to a consensus about whether their issue is mostly a social issue or economics issue.
 - C. Third, they must present their decision and reasons why to the class.

When students understand what is expected of them have them get started. While they are working in their groups, check to make sure that they are accurately analyzing the Quadrants correctly. This is a difficult task, but necessary for the students to be able to complete their next project.

3. Presentations – With about 10 minutes left, have the groups present their information to the rest of class. The class should be looking for organization and concise language. At the end of each presentation, students in the class should be able to state which quadrant is most closely related to their own point of view and why. If they can't, then this means the group needs to understand what is confusing or incomplete and make note. Have the class help them out. This will then be useful for them as they complete their political beliefs project in the upcoming lessons.
 4. Homework – Before the end of class review the homework assignments, particularly the **Ideological Plan 2, Part II**. Yes, they filled in the first part in the last unit. Their job tonight will be to fill it in again. Things may have changed and it will help them to review their project ideas and solidify their stance. Then tonight, they will fill in Part II based on their in class ideas. Completing this section will be simply an extension of what the students had to do in their groups, but they need to make the different political beliefs more concrete by filling in the appropriate boxes as accurately as they can. Make sure they understand what they need to do even though they may not feel confident in completing it correctly this first time.
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HOMEWORK

1. Continue service requirement work.
 2. Complete **Ideological Plan 2** (Parts I and II)
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GROUP ROLES

Students choose

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