

NOTE: Today is a computer lab day. Make sure you request time in the computer lab for this lesson.

TITLE OF LESSON

American Government Unit 2 Lesson 13 – Political Beliefs Project: Internet Research (Computer Lab Day)
What are liberal and conservative ideas on your GIP issue?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.3, 12.8, 12.10

MATERIALS

Political Beliefs Project Requirement 4e – Student page
Current Events Presentation – Student page

LESSON OBJECTIVES

- To practice use of the Internet to find additional resources for the political beliefs project
 - To analyze political information online and apply it to the political beliefs project about GIP issues
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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) **Computer Protocol** – Ask students to leave computers turned off until after the current events presentations. Remind them of the appropriate computer lab etiquette you have established and the consequences for any misbehavior.
 - 4) **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** sheets, 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 (Lesson 17) and give them a copy of the **Current Events Presentation** sheet to complete.
2. **Research Work** – In Lesson 12, students should have already found at least four different quotes or excerpts that they could use in their project. Today, however, they will need to find at least four more quotes online (one for each position on the spectrum). Students, therefore, will have at least two quotes or excerpts that represent each position on their spectrum about their issue. Explain to the students that they will need to either decide to use both (only if they are good) or choose the best of the ones they have. Some good online sites are as follows:

www.democrats.com (liberal for econ. or social issues)
www.gop.com (conservative for econ or social issues)
www.libertarianparty.com (super conservative for econ. issues)
www.speakout.com (all sides, many issues)
www.moveon.org (liberal for econ or social issues)



www.cagreens.org (liberal for econ and social issues)

Today, tell students that the goal is to find at least four more quotes or excerpts online. If they finish this, they can begin work on creating/finding appropriate images to represent each political belief and/or they can begin writing their personal beliefs essay. When students understand what they need to do, have sit with/close to their GIP groups and get started.

3. Political Beliefs Project – Students should spend any extra time they have in class after they have finished their research starting the technology component and/or the essay component to their project. It will be their responsibility to choose a program they are familiar enough with to do a thorough job on their project. In addition, any equipment they will need to present their project they should ask for and make sure they know how to work in advance. Allow students the rest of the period to get started.
 4. Save Work – Prior to class, establish with your technology person the best way to save student’s electronic work. Then remind students of the way you have chosen to have them save their work. It is their responsibility to save frequently, as you cannot be responsible for any lost or accidentally deleted work because they forgot to save.
 5. Clean Up – Five minutes before the end of the period, ask students to shut down computers, clean up work stations, and push in their chairs.
 6. Homework – Remind students that they need to be studying in their study groups for their test (Lesson 15). Revising and editing their projects, essays and/or images, is the responsibility of the author. There will be no formal feedback time given during class. As seniors, they will need to plan feedback time into their project time.
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HOMEWORK

1. Make copies of study guide notes to share with group members.
 2. Continue service requirement work
 3. Work on political beliefs project. Due Lesson 16.
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GROUP ROLES

None

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