

TEACHER NOTE – Before beginning the next series of lessons (from Lesson 16 through Lesson 32), read Lesson 22 to begin to gather and prepare materials for the Model Congress Activity.

TITLE OF LESSON

American Government Unit 2 Lesson 15 – Political Beliefs Test
What are liberal and conservative beliefs?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.3, 12.8, 12.10

MATERIALS

Sample Political Beliefs Test – Teacher Page (you will need to modify this test to the content you have taught prior to class)

Sample Political Beliefs Test Key – Teacher Page

LESSON OBJECTIVES

- To demonstrate knowledge of the role of government, key philosopher ideas, the US Constitution, current events, and the Getting Involved Project
 - To effectively take a test
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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
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Teacher Intro – The purpose of this test is to assess students’ knowledge of political beliefs. Thus, this exam is designed to develop critical thinking. It is crucial that you review the **Sample Political Beliefs Test** (located in the Teacher Pages) and make changes to the test that make it appropriate for the information you have studied and reviewed so far (especially the current events section).
2. Test Protocol – Remind students that there should be no talking during a test. They will have the whole period to complete their test and that it is possible many of them might not finish if they do not manage their time effectively. Recommend to them that they finish sections of the test (i.e. Current Events) that they know first and skip difficult questions to finish later. If they have any questions, they should raise their hand and you will come to their desk to answer the question. If any student talks, it will automatically be assumed that they are cheating and both parties will receive an ‘F’ on their test. This is a timed test in that they must finish it by the end of the period. So students will need to pace themselves accordingly. Explain that you will post the remaining time on the front board to help them out. Finally, any student who finishes early should turn their test over and sit quietly until the bell rings.
3. Test Instructions – Have students clear their desks. Once students are sitting, focused, and quiet, pass out the test and take a few minutes to go over the different sections with them. After any questions are answered have students begin to take their test.

4. Work – Have students get right to work on their tests. Tell the students when they have 20 minutes remaining; then 10, then 5. Decide before class if you will walk around and collect tests or if students should hand them to you as they walk out.
 5. Collect Tests – Just before the bell rings, collect the tests or ask them to hand them to you when the bell rings. Though this will take some effort from you, try to grade the tests this evening and be able to return them to students tomorrow. Not only will they use them in class to briefly assess themselves, but you also want them to be able to use these tests for future lessons and information.
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HOMEWORK

1. Complete **Political Beliefs Project** and oral presentation. Due Lesson 16.
 2. Continue with service requirement work.
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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