

TITLE OF LESSON

American Government Unit 2 Lesson 35 – Lobbying Local or State Government Field Trip
Does Democracy Work?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.2, 12.3

MATERIALS

Field Trip Worksheet – Student page (this worksheet will need to be edited depending on the destination and resources available for your field trip)

Disposable Cameras

Representative Committee Assignments – Teacher Created (see **Teacher Notes Lesson 33**)

Index cards – Teacher Created

A few long sleeve, button-down shirts

A few neckties

A camera with an empty roll of film (or video camera, if you have one available)

Note: You will need to decide on an alternate assignment for students who do not return field trip forms or who are dressed inappropriately. You will need to make arrangements for a classroom (or the principal's office) for those students who cannot go on the field trip today. The assignment should match the goals they were to accomplish on this field trip and should be fairly in depth and lengthy so that students understand the importance of what they are missing.

LESSON OBJECTIVES

- To lobby government officials on specific community issues
 - To question public officials on the process of government and democracy
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Materials Check** – Make sure that students have all of the appropriate materials for their field trip (notebook, index card, lunch, pen or pencil). If any students are not dressed appropriately, give them any clothes that you might have that will help their appearance (a sweater, a button-down shirt, a necktie, etc.). Any students who have signed field trip slips to turn in, accept them now.
 - 2) **Alternate Room and Lesson Assignment** – For those students not attending today's field trip, send them to the room you have designated with the assignment they are to finish today. You may want to leave the information on your room door for students who are not in your first period class.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Introduction** – Before beginning the field trip lay down the ground rules with the students firmly. There is to be no tolerance for not following or not listening to instructions. No electronic devices (CD players, cell phones, etc.) will be allowed at any time – except those that are being explicitly used for their lobbying activities. Students will be representing not only their school, but also teenagers in general. They need to be hyper-professional in order to combat negative stereotypes of young adults. When students understand what is expected of them, begin your journey.
2. **Arrival** – Once you have arrived at the destination of your trip, find a place to gather the students together and pass out the **Field Trip Worksheet** (Student Page). Briefly tell them an itinerary for the day and explain when

they should be completing the worksheet. Make sure that they know to stay together as a group and that they know where the bus is in case they get lost. Move on to your first activity when ready. Be sure to remain flexible throughout the trip. Frequently, opportunities may arise that you may want to take advantage of but will require you to alter your previous schedule. These could be very beneficial for the students and for lobbying activities. Use the camera to take pictures often.

3. Departure – When ready to depart the government offices, make sure that all students are accounted for and that you have all materials. Collect the **Field Trip Worksheets** from the students before departing (you may want to use the traveling time home to look through them and possibly speak with students individually about their experiences.)
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HOMEWORK

Continue service requirement work.

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

Political Beliefs Project

Ideological Plan

GIP Question Sheet

Service Requirement Check-Ins

Model Congress Bill on GIP Issue