

TITLE OF LESSON

American Government Unit 2 Lesson 39 – Portfolio Introduction  
*Does Democracy Work?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – History 12.2, 12.3, 12.10

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MATERIALS

**Portfolio Requirement 4i** – Student page  
**Sample Portfolio** – Teacher Created

*Note: Though this is not essential to have, it does provide students a concrete example of what you are expecting from them. Pull the examples from all of the model documents you created regarding the issue of teacher salaries. If any are missing, you can either create new examples or insert blank copies of the documents.)*

Art Materials (colored markers/pencils, colored construction paper, old magazines, scissors, glue, tape, etc)

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LESSON OBJECTIVES

- To examine the goal and purpose of the portfolio assignment
  - To begin collecting, combining, and synthesizing documents to be included in the portfolio
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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 (if you have any remaining presentations. It is possible that you have finished all of them. If this is so, disregard these instructions). 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 (please see note in previous lesson regarding completion of this assignment) – 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.
2. Portfolio Introduction – Pass out the **Portfolio Requirement 4i** to the students. Go over it in detail, particularly emphasizing the purpose: to show other teachers, staff, adults and peers not only a demonstration of all that they have learned including their skills and knowledge but also that they have gotten involved and made a difference on their issues. Show the **Sample Portfolio** (teacher created) to give students a visual example of each section and how it should be organized. Explain that for the next two lessons, they will be going to the computer lab to work on their portfolios.
3. Choose Portfolio Documents – Explain that their work for today, and their homework for tonight, is to gather and order all of their documents, as well as write a draft of their title page paragraphs for sections one through three. In the next lesson, they will type these and begin to put their portfolio together. In Lesson 41, you will

give them the evaluation letter and evaluation sheet. When they understand what is expected of them, have the students get started. They may use the art materials to begin to creatively construct their portfolio.

4. Clean up – With about five minutes left in class, have students clean up the materials that they used during class and remind them to have their three title page paragraphs written for the next lesson.
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#### HOMEWORK

1. Write three different paragraphs that introduce the different sections of their portfolios.
  2. Begin to collect and synthesize information for their portfolio.
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#### GROUP ROLES

None

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#### 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

Field Trip Worksheet