

TITLE OF LESSON

American Government Unit 2 Lesson 44 – Unit 2 Final Exam
Does Democracy Work?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.1, 12.2, 12.3, 12.8, 12.10

MATERIALS

Teacher Notes Lesson 44 – Teacher Page
Final Exam Rubric – Teacher Page

LESSON OBJECTIVES

- To encourage students to solve a problem together for the good of the whole class
 - To inspire self-reliance and self-confidence
 - To demonstrate mastery of course content and skills
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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) **Portfolios** – Collect all portfolios and grade as many as you can while the students are working on their final exam essays today. Allow them, however, to use their portfolios during the discussion period of the final exam. The grade that students receive for this project should be an average grade based on the evaluations of a peer, a staff member, a self-evaluation, a tech person, and yourself along with any extra credit evaluations. If a peer or self-evaluation is obviously not reflective nor realistic, it should simply be disqualified from counting toward the students’ portfolio grade.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Final Exam Instructions – Explain the Final Exam process to the students (see **Teacher Notes Lesson 45** for a detailed explanation). You may want them to take out the **Final Exam Rubric** to focus them on what they need to do. Though students will be unfamiliar with this type of exam, explain that the grade is no less serious and that they will need to work very hard, as a group, in order to receive a passing grade. There is no time for laziness or inattentiveness. Show them the Final Exam question, and a list of suggested topics. .
2. Final Exam Student Discussion – When students understand the instructions and process, leave the classroom to allow students to get to work. Check-in with them after about 15 minutes.
3. Final Exam Writing – With AT LEAST 25 minutes left in class have students clear their desks of all materials, pass out blank, lined paper and have students begin their essays. Make sure that they are aware that one of the strands on their rubric is “organization”. The essay they write should have a formal introduction with thesis, topic sentences and a conclusion..
4. Conclusion – When the class ends, collect the final exams from the students making sure that their names are on each page.

5. Grading – Though it is not imperative, it is strongly encouraged to have as much of the grading completed for the class as possible before Lesson 45. At least the final exam should be graded and most, if not all, of the portfolios. Although this will require a long night, it will provide a much more meaningful and thoughtful discussion for the final class. As you grade, if you see, read or know about particularly insightful and creative essays, demonstrations, exams or other work, make note of the author and possibly ask them to present their achievement during the “celebration” (especially if maybe many of the students in the class have not seen or heard it).

In addition, since the final lesson should be a celebration of sorts of the work that students have completed, music, food and visitors should be brought in or encouraged. Please check school guidelines first, however, before permitting these activities or events during finals.

HOMEWORK

None

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

Service Requirement Check-Ins

Model Congress Bill on GIP Issue

Field Trip Worksheet

Letter to a Government Official

Final Portfolio Project

American Government Unit 2 Final Exam