

TITLE OF LESSON

American Government Unit 2 Lesson 45 – Portfolio Display and Government Discussion  
*Which government is the most fair?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

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

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MATERIALS

**Teacher Notes Lesson 44** – Teacher Page

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LESSON OBJECTIVES

- To use the grading system of the class as an analogy of types of government
  - To discuss and debate which type of government is the most fair and why in order to demonstrate course content knowledge and skills
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

As students enter the classroom, have portfolios arranged/displayed creatively and openly throughout the classroom. Music should be playing and the atmosphere should be celebratory and festive. Encourage students to get food (if there is any) and to NOT take their seats, but instead to peruse the portfolios of their peers and to look around at the work that was accomplished during this class. If there is some work that requires a computer, you may wish to conduct this lesson in the computer lab.

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ACTIVITIES – INDIVIDUAL AND GROUP

1. Welcome – Greet the students at the door with a handshake and congratulations on completing the course. Invite them to take a look around at the work accomplished by their peers and take pride in what they have been able to complete.
  2. Presentations – After about 10 minutes have students ask for everyone’s attention and give a short greeting welcoming everybody to the “Portfolio Celebration”. If there are any adult guests in the audience, introduce them and thank them for coming. Next, invite students that you have spoken to prior to this event to share one of their pieces of work to the class (this could be an essay, a project, a demonstration on a computer, a letter, etc.). Give a brief introduction to explain the context of the students’ work and have them present. When completed with two or three of these presentations, ask if anyone else would like to volunteer to present one of their pieces of work. Continue this until there are about 20 minutes remaining in class.
  3. Discussion – Have students take a seat in the class and lead a discussion focused on the grades that the students will receive in the class (see the **Teacher Notes Lesson 44**). Conclude the discussion by asking which of the three grades they received they think is the most fair and why. You may want to conduct this in the form of a round table discussion.
  4. Conclusion – Before the end of class be sure to congratulate the students once again on passing the course and pushing themselves into roles and situations that made them uncomfortable. Explain that they need to take this experience with them as they continue their lives beyond high school.
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HOMEWORK

None

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

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