

TITLE OF LESSON

American Government Unit 2 Lesson 6 – Economic Liberals and Conservatives
What is the difference between economic liberals and economic conservatives?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.3

MATERIALS

Economic Issues – Student Page
Economic Issues: Liberals v. Conservatives – Student Page
‘Round the Clock – Student Page
Economic Issues Spectrum – Teacher created

LESSON OBJECTIVES

- To define economic liberals and conservatives.
 - To analyze various economic issues to discern competing beliefs on solutions.
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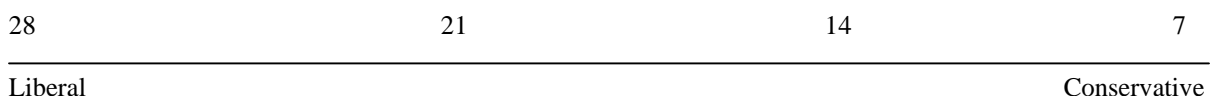
FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 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) **Journal 3: Current Events** – Display a current newspaper headline that focuses on an issue that could be both social and economic (such as education or immigration) and have students write, in their notebook, what a SOCIAL liberal and conservative position would be for the issue stated in the headline. Explain that you know they are working on conservative issues, but that they need to be able to continuously recall, remember and use social beliefs.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Warm-Up Discussion – Discuss the Newspaper headline as an attempt to refresh students’ memories of differences between social liberals and social conservatives (these are located at the top of the Social Issues Liberal v. Conservative sheet) In groups, have students create a single sentence definition that defines social liberals and social conservatives. Have each group present their definitions and keep an edited definition on the board to create a consensus one-sentence definition.
2. Economic Issues Spectrum – Have students take out their **Economic Issues** (student page) and create a numerical representation of their position on the spectrum. Have students assign a numerical value to each of their FINAL choices for each topic. A = 1 pt., B = 2 pts., C = 3pts., and D = 4 pts. Have them come up with a grand total for their sheet (these should range in number from the lowest total of 7 to the highest total of 28). Since there are seven issues, the totals will be a little different, but the poster should like the following:

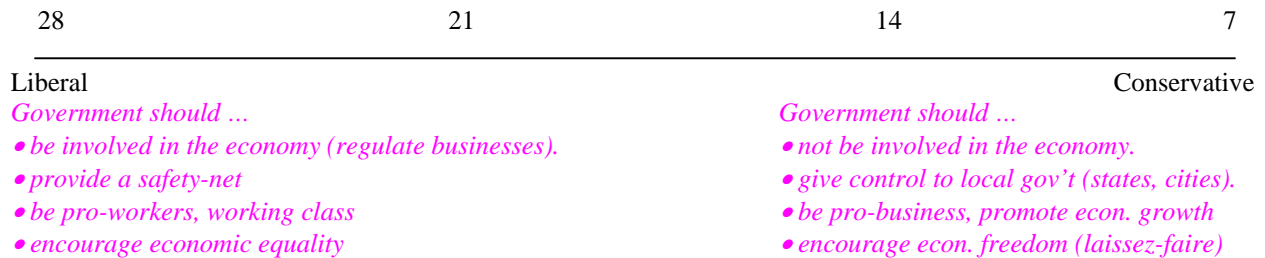
Fig. 6.1 Economic Issues Spectrum



When students have finished their calculation, they should place their initials on the spectrum in the appropriate place. Also, students should copy the above spectrum into their notebook with their own initials in the correct place.

3. **Vocabulary** – Using the students’ homework from the night before, have students try to construct a definition of economic liberals and conservatives in groups. This should be easier than before, but you may still have a lot of difficulty getting at some of the core distinctions without some serious analysis of the **Economic Issues** handout. Have each group present the key differences between economic liberals and conservatives and facilitate a class consensus discussion on definitions. Use the terms “safety-net” and “laissez-faire” to describe particular aspects of liberals and conservatives. Do not give definitions to these terms since this will be the students’ homework this evening. At the end of the discussion, your Economic Issues Spectrum poster should look like this:

Fig. 6.2 Economic Issues Spectrum (*issues that have to do with finance and money*)



Now that you have definitions for economic liberals and conservatives, revisit the Current Events newspaper headline in the warm-up activity and analyze it as if it were an ECONOMIC issue.

4. Pair work – Pass out the **Economic Issues: Liberals v. Conservatives** (student page) to the students. Go over #1 with them so that they understand what is expected of them. Again, this should be familiar, but they should use their **Economic Issues** handout for help. When they understand what they need to do, have them take out their **‘Round the Clock** (student page) and choose a random time for them to get started with a partner. You should only expect them to complete the front side of the page (#1 through #5) in class.
5. Wrap Up -- With about 10 minutes remaining, you should have students volunteer to read their responses. Facilitate a class discussion around these responses and the correct answers.
6. Homework – Explain to students that they are to complete the back side of their handout (#6 through #9) for homework. The topic of gun control (#8) is particularly confusing to issues because it actually is a social issue. Ask students to decide tonight if gun control should be a social or an economic issue. They should include at least three reasons they believe one way or the other on the issue and bring their ideas back to class tomorrow.

HOMEWORK

- 1) Complete #6 through #9 on the Economic Issues: Liberals v. Conservatives handout.
- 2) Decide whether or not gun control should be considered a social or economic issue and list at least 3 reasons to defend your argument.
- 3) Continue service requirement work.
- 4) Transfer definitions for the vocabulary terms *economic issues, economic liberals, economic conservatives, safety-net, and laissez-faire* from their spectrum to their vocabulary list.

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