

TITLE OF LESSON

American Government Unit 2 Lesson 9 – Political Beliefs Matrix
How do I place individuals onto the Political Beliefs Matrix?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.3

MATERIALS

Los Angeles Times Gubernatorial Candidates 2003 – Reading
Political Beliefs Matrix – Teacher created poster
Political Beliefs Matrix – Student Page
Current Events 3 – Student Page
Social Issues: Political Profiles – Student Page
Economic Issues: Political Profiles – Student Page
Social Issues: Liberals vs. Conservative – Student Page
Economic Issues: Liberals vs. Conservative – Student Page

LESSON OBJECTIVES

- To analyze social and economic beliefs to determine where individuals are located on the matrix
 - To identify social and economic issues in the statements of political leaders and citizens
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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) Political Beliefs Matrix – As students complete their copying of the goal, agenda, and homework, invite them to place a dot with their initials in the correct place within the **Political Beliefs Matrix** poster. Tell them to be accurate and write small since many people will be signing the poster. This poster should now become a semi-permanent fixture in the room and referred to constantly when discussing issues or current events in class. After this lesson it will be used again intensely in Lesson 20 and 21. Though most students should be accurately reflected on the matrix, if a student wants to change their position for some reason then they may do so. However, they should be required to give you specific reasons why they feel they need to change.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Political Beliefs Matrix – After everyone has placed their initials on the poster, have students take out their political profiles handouts (social and economic) and, individually, try to determine which quadrant each of the four politicians should be placed in. When students have finished, lead a discussion about which Quadrant each politician belongs in and why. Push students to look for clues (by using **their Social and Economic Political Profiles** handouts) as to where in each Quadrant the politician's dot and initials should be placed (e.g., *Are they closer to the intersection of the two spectrums, way out toward the perimeter, right in the middle of the Quadrant?*) Explain that this is not an exact science, but that you can get clues from their positions and always make adjustments later if they find out more information.
2. Explain Matrix Activity – Next, have students get into groups of four and take out their **Social Issues: Liberal vs. Conservative** and **Economic Issues: Liberal vs. Conservative** handouts. Explain to them that in 2003

there was a recall election in California to get rid of then-Governor Gray Davis. At the time, anyone could run to become Governor and over 100 people signed up for the election (including the current Governor Schwarzenegger). During the weeks prior to the election, the Los Angeles Times photographed and quoted most of the individuals running for Governor. Tell students that you are going to pass out to each group a collection of these photographs. Their task is to read the quotes below the pictures, determine if the issues mentioned are social or economic, and then determine if the person is a liberal or conservative. If they find a person who mentions BOTH economic and social issues, the group also needs to determine which Quadrant this person belongs in and place the picture of the person onto the Political Beliefs Matrix poster (either the one with all of the student names, or the one that has the original Social and Economic spectrums intersecting – if it is still up in the class) in the correct Quadrant. To start, show students an example individual and analyze their belief(s).

3. Assign Roles – Ask students to assign their own group roles in order to make sure they complete the task on time.
 4. Group Work: Identify Political Views – When students understand what is expected of them, pass out the pictures, and go from group to group to make sure they are identifying issues correctly and then correctly identifying liberal and conservative opinions.
 5. Debrief and Discussion – With about 10 minutes remaining, have a representative from each group that placed an individual on the poster come to the front, take the picture down, read the quote from the candidate, and explain why the group placed the individual into the Quadrant they chose. The purpose here is to show how everybody, even Jane Doe walking down the street (and running for governor!) has political views that can be understood and dissected to uncover a particular belief system.
 6. Homework – Before the end of class, pass out the **Current Events 3** to students and remind presenters that they need to have their articles and presentations ready for the next lesson.
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HOMEWORK

- 1) Current Events Sheet 3
 - 2) Continue service requirement work.
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GROUP ROLES

Student Choice

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