Political Party Research Poster Lesson Plan

Artifact Type  Publication

Performance Expectation: 5- Civic Ideals and Practices

- Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues- identifying, describing, and evaluating multiple points of view;
- Analyze a variety of public policies and issues from the perspective of formal and informal political actors;

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<tr>
<th>Topic for the Lesson: Political Parties Project</th>
<th>Date: 11/10/10</th>
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Grade Level/Course: 11<sup>th</sup>-12<sup>th</sup> grade Government

Unit: US Politics (Political Parties)

- Topic: Political Parties
- Summative Assessment: Students will create a project that is based upon the Political parties found in the United States
- Pre-assessments:
  - Readiness: n/a - this project is based upon self discovery
  - Interest: Students will have the opportunity to research a party of their choice, making it more interest based.
  - Learning Profile: Some students will struggle with the research portion, but with the option of working in groups, students will have peers to aid them in the areas that they find difficult. I will also have the ability to assist students in a more one on one atmosphere.

Goals/Objectives

Standards Addressed:

- The student will understand the role and influence of political processes and organizations.
  - Benchmark: Students will examine the impact of American political parties and on elections and public policy.

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Lesson Objectives:

1. Information (Knowledge and Understandings):
   1. Start investigating a political party
      
      i. Social beliefs
      
      ii. Economic beliefs
      
      iii. Two of the following
      
      1. Health care
      2. Environment
      3. Defense spending
      4. Education
      5. Criminal Justice
   
   1. Skills (Do):
      1. Use resources to investigate the perspective of a chosen political party
      2. Complete the brainstorming graphic organizer
      3. Complete a poster that shows the perspective of the chosen political party
   
   2. Social Skills:
      1. Work with a partner or two to complete a project
      2. Ask questions when necessary

Activities

Initiation/Opening:

• Students will be introduced to the upcoming assignment.
• The materials will be points out
• Students will start filling out the KWL graphic organizer

Teacher's Activities | Students' Activities
---|---
• Answer questions that students have regarding the project | • Students will have the hour to begin planning out their project and working on their project
• Walk around the class being very mobile in
order to help the students get their projects started in a meaningful manner

Closure

- Students will hand in their graphic organizer that will be handed back out tomorrow.
- I will look over those graphic organizers the same evening so that I can see which groups are on the correct track.
  - I will address the students who are missing portions more the next day.

Assessment

Formative Assessment (incl. method for recording)

- The graphic organizer will allow me to see which groups have a good plan set up for their projects

Practical Considerations

1. The things the teacher should be alert for:
   1. When the students are working on the project, it will be very easy for them to be distracted.
   2. Some students will find it difficult to locate the criteria they need and they may get frustrated. In this case, it is important to be there to guide students towards the correct resources.
2. How will the lesson activities, objectives and assessments meet the needs of the students this age:

   - The student will understand the role and influence of political processes and organizations.
     - Benchmark: Students will examine the impact of American political parties and on elections and public policy.

The student will be investigating a political party found in United States politics. They will be able to view their classmates work and there for will get to see the impact that political parties have and how their views differ
from others.

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b. Students will be creating a project to show the perspective of a political party. They will have to organize, evaluate, and research information. They will also be analyzing the political parties perspective on a number of public policies.

1. How could I adjust content and activities to meet the needs of all the students (readiness levels, learning styles, and interest levels)
   1. For students that struggle reading or locating information, I could give them a list of locations that they may be able to find information about their political party. For students that need more of a challenge, I would give them a more unfamiliar political party. For students that need to just get the basic, sticking with republican and democratic parties would be the best idea. As for students that may be ADHD or struggle staying on task, being mobile around the classroom will allow me to address classroom management issues.

Reflections (to be filled after teaching the lesson)

What went well? What did not work as well as you had hoped for? What changes do you intend to make for future lessons?

This lesson plan went really well. Describing the project went well and the graphic organizer that was created helped to guide the students towards where they would begin, or rather what questions they needed to ask. The students worked well in the media center and they used the computers appropriately.

If I used this lesson plan again, I would create a more informative rubric on
what was expected of them.