

Lesson Plan for Lesson 1:

Unit Theme/ Guiding Questions	<p>2008 Election</p> <ul style="list-style-type: none"> • How does the voting system work in the U.S.? • Why is it important to become educated voters? • How can we become educated voters?
Lesson Objectives	<ul style="list-style-type: none"> • Students will understand the reasons for, and the differences between, the two major political parties in the U.S. • Students will discover how the electoral college works • Students will deliberate the consequences of an electoral college system
Opener	Do Now: What does it mean to be part of a democracy?
Activities	<ul style="list-style-type: none"> • Discuss Do Now (follow up question: How do we voice opinions?) (10 mins) • Personal survey on ten election issues meant to give students an idea of Republican v. Democratic ideas and where they fall on the spectrum (10 mins) • Teacher-led-student-discussion on why it is important to be educated on social issues before one votes (5 minutes) • Question posed: “How do we elect the President in the US?” Students will take notes on an interactive PowerPoint explaining the electoral college (and why candidates who win the popular vote may not necessarily win the election; focus on 2000 election). As a class, students can explore the electoral college with an interactive website. (30 mins) • Students will be handed out an overview of an election issue. We will read the overview as a class and briefly discuss the issue. (20 minutes)
Extension	<ul style="list-style-type: none"> • I will distribute a thought-provoking article to students related to the election issue. Students will read the article for HW. I will tell students that I do not expect them to fully understand the article. However, for HW, they must find at least 5 words in the article they do not understand and define them. (5 mins)
NJCCCS	<ul style="list-style-type: none"> • 6.2.8.D.1: Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, and voting in local, state, and national elections. • 6.2.8.D.5: Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens

Lesson Plan for Lesson 2:

Unit Theme/ Guiding Questions	<p>2008 Election</p> <ul style="list-style-type: none"> • How does the voting system work in the U.S.? • Why is it important to become educated voters? • How can we become educated voters?
Lesson Objectives	<ul style="list-style-type: none"> • Students will increase their understanding of a specific election issue. • Students will practice presenting info in different formats (graphic, written). • Students will further develop opinions on which candidate they support.
Opener	<ul style="list-style-type: none"> • Do Now: Why is it important to be an educated voter?
Activities	<ul style="list-style-type: none"> • Students will complete Do Now Activity and discuss answers as a class (10 mins) • Students will take out article they read for homework and we will discuss the article as a class. (10 minutes) • Students will break into groups (I will assign groups). Groups will present the information on their issue in either a chart based on numerical information, a Venn Diagram, or in written form. Groups will be provided with three more articles on their issue to add to the students' knowledge of the issue. (45 mins) • Students will present work to class. (15 mins)
Extension	<ul style="list-style-type: none"> • For homework, students will again have to read the article they read for homework. Students will have to write three "How" or "Why" questions (critical thinking questions) they have about the information in the article.
NJCCCS	<ul style="list-style-type: none"> • 6.1.8.A.11: Summarize information in written, graphic and oral formats • 6.2.8.D.1: Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, and voting in local, state, and national elections. • 6.2.8.D.5: Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens

Lesson Plan for Lesson 3:

Unit Theme/ Guiding Questions	2008 Election <ul style="list-style-type: none"> • How does the voting system work in the U.S.? • Why is it important to become educated voters? • How can we become educated voters?
Lesson Objectives	<ul style="list-style-type: none"> • Students will deliberate an election issue (4 classes; each class has one issue to discuss; healthcare, Iraq War, Education, Energy Crisis) • Students will develop their discussion skills (forming arguments, asking clarifying questions, speaking loudly/clearly)
Opener	<ul style="list-style-type: none"> • Do Now: Read your article for the last time. Follow the instructions on the board for active reading. <ol style="list-style-type: none"> 1) Highlight important information 2) Place questions marks next to confusing parts 3) Write notes/questions in the margins
Activities	<ul style="list-style-type: none"> • Students will read their articles “actively.” As they read the articles, I will check the critical thinking questions they created for HW, based on the article. I will read the questions, and write down students’ names who had outstanding questions. (20 minutes) • We will go over the rules of the Socratic Seminar as a class (10 minutes) • Students will conduct a student-led Socratic Seminar. (40)
Extension	<ul style="list-style-type: none"> • Students will be given 6 reflection questions to complete for HW
NJCCCS	<ul style="list-style-type: none"> • 6.2.8.D.1: Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, and voting in local, state, and national elections. • 6.2.8.D.5: Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens

Resources/Materials:

Day One:

- “The Educated Voter” Sheet (Unit Assignment Sheet) (one for each student)
- Unit Rubric sheet
- Laptop, PowerPoint on Electoral College, Internet Connection
- Personal survey with 10 Democratic views listed
- Overview Article on election issue, Vocab Sheet for Overview Article (both for each student)
- HW Articles for each student (the more difficult, thought-provoking articles).

Day Two:

- Copies of various articles (one for each group in class)
- Directions for group activities
- Construction Paper/Markers/Rulers etc. for students to present their information in an eye-catching manner.

Day Three:

- HW sheet with reflection questions