

## Lesson Plan Form

### CSUDH Teacher Education Department

**Candidate:** Brett I. Kier      **Subject:** American Government      **Grade:** 12<sup>th</sup>

**Teaching Dates:** 3 November 2015

#### **Content Standard:**

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

3. Identify their current representatives in the legislative branch of the national government.

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.

#### **Common Core State Standards for ELA/Literacy:**

Collaborative

SL.11–12.1, 6; L.11–12.3, 6

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

W.11–12.1; WHST.11–12.1; SL.11–12.1, 4, 6; L.11–12.3, 6

2. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges

W.11–12.4–5; WHST.11–12.4–5; SL.11–12.6; L.11–12.1, 3, 6

3. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

Interpretive

RL.11–12.1–7, 9–10; RI.11–12.110;– RH.11–12.1–10; RST.11–12.1–10; SL.11–12.2; L.11–12.1, 3, 6

6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

RL.11–12.4–5; RI.11–12.4, 6, 8; RH.11–12.4–6, 8; RST.11–12.4–6, 8; SL.11–12.3; L.11–12.3, 5–6

7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area

RL.11–12.4–5; RI.11–12.4–5; RH.11–12.4–5; RST.11–12.4–5; SL.11–12.3; L.11–12.3, 5–6

8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

## **Reading Standards for Literacy in History/Social Studies Grade 11–12**

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### **I. Description of Content & Content Type (Fact, Procedure, Concept, Principle)**

The lesson will draw from the students' prior knowledge and critical thinking skills to understand, analyze, and evaluate, when given disparate pieces of quantitative data, which pieces of that data are necessary in order to create an evidence-based hypotheses about the relationship between money and local politics. Students will engage in a critical examination of empirical data from primary and secondary sources in small group (jigsaw) and class discussion (report findings) formats, using research packets that contain quantitative data, along with the academic language necessary to decode it. The quantitative data will include definitions, election statistics, voting and campaign finance records, all of which will allow them to draw evidenced-based conclusions about the role of money within the political system.

### **II. Learning Outcome**

Using select election and funding data, students will be able to identify key pieces of data that are necessary to answer specific questions on a worksheet about the relationship between money and local politics with 100% accuracy.

### **III. Curriculum Connection (How lesson fits into larger unit sequence)**

Prior to the lesson, students will have completed a lesson introducing them to the academic language necessary to have a clear understating of the relationship between money and local politics. This lesson

will continue to lay the groundwork of the unit on money and local politics by introducing students to the Research Study Packet, which they will use to conduct their examination of the relationship between money and local politics in order to draw evidence-based conclusions in the next lesson.

## IV. Instruction

### LESSON 1

#### Engagement (Motivational Activity)

Students will be introduced to the Dennis Hastert bribery and child molestation case, which will include a brief Q & A, in order to transition to the Essential Question. This will be done by projecting a headline news article onto the board describing the story.

#### Step #1 – Introduction to the Essential Question

- a. Essential question posed (with supporting question): What is the relationship between money and local politics? What skills and information might we need in order to answer this question?
- b. **Teacher will write student answers to the essential question on the board.** Teacher will then inform the students that the information that they identified as necessary to answer the essential question has been gathered in Research Study Packets prior to the lesson. Students will then observe with shock and awe the teacher's prescience.

#### Step #2 – Introduction to the Learning Objective

For Lesson 1, students will be instructed that each group has a different set of research questions that they will answer using a Research Study Packet which contains information directly related to the essential question which are organized according to voter data, congressional representative vote records and campaign donations; and that their answers will be used during a class discussion to draw evidenced-based conclusions about the essential question.

#### Step #3 – Introduction to the Research Study Packet

- a. Students will be organized into Research Study Groups of 3-4 members and provided with a research packet with the information necessary to answer the questions on the Research Study Group worksheet, which contains both primary and secondary sources.
- b. They will be instructed that the objective of the two-day lesson will be to evaluate the data, and then reconvene to **report the group's findings to the class**, whereupon the class will **engage in a discussion**, drawing evidenced-based conclusions about the essential question.

#### Step #4 – Modelling the Learning Activity

The teacher will properly model the learning task by **examining, as a class, a sample of the research data provided** in their research packets using the document projector. The students will correctly identify data sets by first finding the title of the data set, then following along visually with the teacher to find specific

data points within the data set. For example, identifying the California voter turnout percentage data sets found on the voter data packet.

### **Step #5 – Research Study Group Preliminary Research**

Students will be instructed to **find the relevant portions of the Research Study Packet** with their Research Study Group members in preparation for Lesson 2, in order to answer the questions in their Research Study Group worksheets.

### **Step #6 – Summation: Check for Understanding**

Teacher will go teach each group and check to see that each group has identified the correct portion of the Research Study Packet to answer the questions on their worksheet.

#### **A. Application Tasks**

Students will **complete Research Study Group worksheet; engage in class discussion drawing conclusions about the data on the Research Study Group worksheet; and complete a Homework worksheet which will allow them to use the take-aways from the class discussion to draw evidence-based conclusions about the data they have researched.**

#### **B. Materials and Resources**

Students will be given a Research packet totaling 25 pages of semi-raw quantitative data, along with Research Study Group worksheet and Homework worksheet, which all contain previously listed academic language which appears in bold type, accompanied by a word bank defining all of the words within the context of the research data, the parameters for which are included in the grading rubric.

Note: Because each research study group is responsible for a portion of the total research data provided, each group will cull 5-10 pages of the semi-raw statistical data provided in the research packets which are provided to each student.

## **V. Assessment Strategies**

- Informal Content Objective
  - Teacher will continually check for understanding by observing each group as they collaborate to identify the correct pieces of data needed to answer the questions on the Research Study Group worksheet.
- Informal Academic Language Objective
  - Teacher will continually check for understanding by posing clarifying questions to the students using the academic language that appears on their worksheets, which will require students to understand the context and usage of the academic language, meaning

they must understand the definitions of the words and how they are used to describe the phenomena being researched.

- Formal Content Objective
  - Using select election and funding data, students will be able to identify key pieces of data that are necessary to answer specific questions on a worksheet about the relationship between money and local politics with 100% accuracy.
- Formal Academic Language Objective
  - Using select election and funding data, students will be able to identify key pieces of data that are necessary to answer specific questions, directly related to the academic language contained in their research activity, on a worksheet about the relationship between money and local politics with 100% accuracy.

## **VI. Accommodations for Individual Learners**

### **English Language Learners**

- Students will be provided with a description, explanation, and example (word bank) of academic language used in the lesson
- Students will be given research data that is rife with illustrations and graphs, with a low amount of narrative text
- Scaffold information by asking leading questions whenever students do not seem to understand the question being asked

### **Children with Special Needs**

- The learning objectives and task will be effectively modelled prior to students engaging in assignment
- Provide any accommodations that a student's IEP /504 outlines are necessary for student success
- Frequently check for understanding and clarify any misunderstandings (informal assessment)
- Frequently inform students how much time they have left to complete the assignment before them

### **Gifted Learners**

- Higher level questioning can be added to the homework assignment
- Students can reorganize and cull select data to create graphic representation of the conclusions they have drawn about the data provided and present it to the class