Project Plan: Government Elections

Class Description:

Our main classroom is a culturally and socially diverse combined combination of 20 grade 5s and 10 grade 6s. The gender make-up being 2/3 boys and 1/3 girls. Included in this classroom community are four students who have special needs, but only one has a designation. The one student with a designation has severe autism and an Education Assistant who is with the student full time. They typically stay at their desk during carpet time and focus on their individual tasks or work. The other three undesignated students are in the process of being assessed. There is also a student in grade 5 who is exceptionally bright for his age, always wanting to be involved and give answers to questions posed by the teacher during discussion. Furthermore, the class also has 2 English Language Learners (ELL), one of which is in the beginner stages of language development with their first language are either Mandarin or Korean. Beyond that, there does not appear to be any behavioural issues in the classroom and the students are engaged throughout class discussions. The classroom rules are clearly posted on the wall, and its theme are of respect and classroom inclusion. After lunch, the PA system plays a song where the students spend that time silently reading, getting rid of excess energy and becoming mindful of themselves before the start of the afternoon lesson. The students appear to be well-behaved and very friendly, as evident by them approaching and introducing themselves to us upon our arrival.

The teacher (we had to switch classes) collected data on what questions the students had about the unit they were about to complete. After reviewing their slips, we decided our mini-unit would be a world election campaign, which would tie in their inquiries of national and international governments. After discussing with their teacher, we had a better understanding of her students' capabilities and limitations. These will be outlined in the lesson plans. The teacher was enthusiastic about our idea, and is pleased of the approach we are taking with her class. This classroom is a drastic contrast to both of our practicum classes and we are excited to experience this new opportunity.

Rationale and Unit Objectives:

Our focus of for our unit was various government systems and elections. We designed our unit plan to be cross curricular with Social Studies, Language Arts and Art, however our lesson plans only listed the curricular competencies for Social Studies. This is because given the time constraints, we were not able to properly assess our students on other subjects. We have listed the competencies for Language Arts below because we (take out have realized that they play a significant role in throughout our lessons due from students creating arguments and speeches which were based on their specific political parties.

Our host classes had previously studied different forms of government and we believed that incorporating an "end of unit" research activity where the students researched a specific form of government, write a persuasive speech, and create a political poster. This process allowed students to become fully immersed in the process of a political campaign and voting. Throughout our mini unit, we used technology where students were able use a class set of iPads to research their political parties and discover their ideas. Students were actively engaged through this collaborative process, which allowed students to demonstrate their strengths, as well as develop

their weaknesses. This group work allowed students to work together towards the goal of winning the election, and built upon their previous knowledge.

Big Ideas:

- Systems of government vary in their respect for human rights and freedoms.
- Complex global problems require international cooperation to make difficult choices for the future.

Curricular Competencies:

Social Studies

- Construct arguments defending the significance of individuals/groups, places, events, and developments
- Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations

Language Arts

- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts

Assessment:

Due to the limited time frame we had available, we were not able to formally assess students during this process. However, we did come up with a variety of tools that we could use if given the opportunity to lengthen this assignment and activity. One form of assessment that we did use was after the first lesson, we had each group write an exit slip that included each group member and their roles, as well as what topics they were interested in including and why, acting *as* formative assessment. This allowed Karin and I to look at how far students had progressed in the first lesson and what we may need to focus on in the following lesson. Students were also informally assessed *for* their learning through observations and check-ins with each group as they worked collaboratively on their research, speeches, and posters. We used these check-ins to evaluate students ability to work together as a group, their ability to stay focussed and on task, and whether or not students understood the criteria. Given more time, we would have used a peer, self, and group evaluation form and allowed students to assess how their group and themselves did during and after the assignment process. Lastly, *summative* assessment was formally used in the final lesson where groups had to present their research and answer questions posed by the rest of their class; this is where we would have assessed students found knowledge on their political party and their accuracy of ideas.

Enactivism:

This lesson incorporates enactivism in numerous ways. First, it is holistic in the sense that it includes aspects of language arts, history/social studies, and art/drama, thus creating a dynamic cross-curricular experience. Second, students will choose a role in a political party in order for them to fully experience what it would be like to be a member of that party as that character; be

it secretary, president/leader, etc. Third, the process will be made meaningful by having the students decide which role they want to be. This will also consist of what aspects of policy and issues of the world are important to them (education, environment, resources, etc.). They will use those points as a guideline to help the president/leader to form their argument for the actual debate that will take place during the third lesson. This will in turn inform them about how various political systems deal with specific social issues. Fourth, it involves social aspects since the students are working together to persuade the rest of their class to vote for their political party. Furthermore, they are collaboratively working on their ideas, arguments, and posters to create a cohesive party platform. Finally, the entire process from start to finish will be active since there will be movement around the classroom, as well as intellectual processing to develop key concepts and a coherent speech for their party.

Lesson 1:

<table>
<tr><td>Subject: Social Studies</td><td>Grade: 5/6</td><td>Total Time: 50 min.</td></tr>
<tr><td colspan="3">Big Idea:
Systems of government vary in their respect for human rights and freedoms.
Complex global problems require international cooperation to make difficult choices for the future</td></tr>
<tr><td colspan="3">Curricular Competencies:
(what students will DO)
Construct arguments defending the significance of individuals/groups, places, events, and developments
Take stakeholders’ perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations</td></tr>
<tr><td colspan="3">Content:
(what students will KNOW)
roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples
different systems of government
international cooperation and responses to global issues</td></tr>
<tr><td colspan="3">Pre-class Preparation:
· Have Costumes for the teachers
· 5 pieces of paper with one style of government on it
· Slides or on the board of Big Ideas and Roles</td></tr>
<tr><td></td><td colspan="2">Materials/Resources:
Prior Knowledge/Key Words:
Unit on different styles of government already been taught and reviewed
· Class has worked on debates since the start of the year
Democracy, Communism, Dictatorship, Fascism*, Elective Monarchy*,
· Bell for class management</td></tr>
</table>

Time	
2 min. 15 min. Con't 30 min	**<u>OPENING/HOOK</u>** Ø Teachers are dressed up, and come in to explain that it is 50 years in the future Ø The world has changed and there are no longer are there countries Ø There will need to be a new government in place for the entire world which is one big country **<u>ACTIVITY</u>** ***Explanation:*** (by both TC's) Ø This lesson, students will be placed randomly placed in groups, (name popsicles sticks supplied by the teacher) Ø Each group will then select a paper from a hat/bowl with the style of government they will be representing Ø Each group will have to work together to select one or two leaders from the group Ø Given time to discuss and come up with ideas for how they want to present their style of government as well as what platforms/ main points as to why they should be chosen to be the new world leader. Ø Anything is possible, use imagination. This is in the future; you can create inventions, projects, social groups; anything that may not be used at this current time. ***Guidelines:*** *Written on board or on PowerPoint** Ø What makes your style of government best for the world? **<u>Part 2:</u>** <u>Big Ideas</u> *(Do not have to incorporate all, which are most important to your group, must address 2*)* Ø Social-economic system attributes (Capitalism, communism, socialism, welfare state, etc) Ø Important social aspects How will they be run and who pays (government, individuals): Education, Health Care, Infrastructures (roads, parks, garbage/recycling pick-up), Energy-Resources, Agriculture/food Ø How will people be held accountable for their actions (Ruled by higher law, constitution, Church, Police, military, civilian, etc) Ø Human and Rights, Environmental protection, and possible solutions
3 min	• Catch Phase Ø Suggestions from class <u>Roles</u> within your group: *(some students may have more than one depending on time)* Ø Leader (s) Ø 'Secretary'- who is writing ideas down Ø Researchers Ø Poster makers Ø Speech writers Ø Presenter(s) of platform, and explanation of posters

	Allow time for questions of main idea of activity, groups questions will be addressed once in groups ***Organize Groups***: Teacher will use popsicle sticks to place 6 students into 5 groups (this is done, as the teacher is aware of the few students who do not work well together), at first groups will be numbered Once in groups, one student from each group will chose a paper slip from the hat, with which style of government they will campaign Time for discussion **POST-ACTIVITY/ ASSESSMENT** Ø Group Exit Slip on Paper: *(Assessment AS – Formative)* Ø Style of government Ø Students in group and who has which role(s) Ø Big Ideas for campaign are outlined **<u>Next class</u>**: Ø Research time with IPads (teacher booked) and time for questions, ideas and suggestions from TC's Ø Plan speech and poster
Possible Extensions: (extra challenge) Students will include multiple areas into their speech that they will design for Lesson 2 and 3 (see Part 2 of lesson sequence)	
Possible Adaptations: (extra support) Students who need extra guidance (younger grade, ELL, or special needs), will be placed into a group with students who are able to help with direction	
Enactivism: This lesson incorporates enactivism in numerous ways. First, it is holistic in the sense that it includes aspects of language arts, history/social studies, and art/drama, thus creating a dynamic cross-curricular experience. Second, students will choose a role in a political party in order for them to fully experience what it would be like to be a member of that party as that character; be it secretary, president/leader, etc. Third, the process will be made meaningful by having the students decide which role they want to be. This will also consist of what aspects of policy and issues of the world are important to them (education, environment, resources, etc.). They will use those points as a guideline to help the president/leader to form their argument for the actual debate that will take place during the third lesson. This will in turn inform them about how various political systems deal with specific social issues. Fourth, it involves social aspects since the students are working together to persuade the rest of their class to vote for their political party. Furthermore, they are collaboratively working on their ideas, arguments, and posters to create a cohesive party platform. Finally, the entire process from start to finish will be active since there will be movement around the classroom, as well as intellectual processing to develop key concepts and a coherent speech for their party.	

Lesson 2:

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<tr><td>Subject: Social Studies</td><td>Grade: 5/6</td><td>Total Time: 50 min.</td></tr>
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Systems of government vary in their respect for human rights and freedoms.
Complex global problems require international cooperation to make difficult choices for the future</td></tr>
<tr><td colspan="3">Curricular Competencies:
(what students will DO)
Construct arguments defending the significance of individuals/groups, places, events, and developments
Take stakeholders’ perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations</td></tr>
<tr><td colspan="3">Content:
(what students will KNOW)
Different systems of government
International cooperation and responses to global issues
Find short video on elections</td></tr>
<tr><td colspan="3">Pre-class Preparation:
Booking of iPads
Book the open space upstairs
Markers for posters
Assessment and information sheets
Projector to set up computer for video</td></tr>
<tr><td></td><td colspan="2">Materials/Resources:
Prior Knowledge/Key Words:
· Marxism, Communism, Dictatorship, Fascism, Monarchy,
· Bell for class management</td></tr>
<tr><td>Time
6 min.

42 min</td><td colspan="2"><u>OPENING/HOOK</u>
Ø Show short video of election
Ø Teachers state this is the last class for students to work on posters/speech/ research
Ø Go over expectations of each role and hand out sheet that has role descriptions
Ø Go over what the end goal is: finished poster and 3-4 minute speech (give examples)

<u>ACTIVITY</u>
Ø Students continue to work on posters and speeches with prompts written on board and answered questions by TCs.
Ø Make sure students are incorporating all aspects of the outline.
Ø Make sure speeches and posters include all aspects of argument (education, healthcare, etc.)</td></tr>
</table>

2 min	Ø Practice speeches **POST-ACTIVITY/ ASSESSMENT** Ø get groups to organize themselves in order of presentations **<u>Next class</u>**: Ø 5 minute group prep to get ready for election Ø speeches and poster presentation Ø election and class discussion

Possible Extensions:
(extra challenge)
Students will include multiple areas into their speech that they will design for Lesson 2 and 3 (see Part 2 of lesson sequence)

Possible Adaptations:
(extra support)
Students who need extra guidance (younger grade, ELL, or special needs), will be placed into a group with students who are able to help with direction

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Lesson 3

Subject: Social Studies	**Grade: 5/6**	**Total Time: 50 min.**
Big Idea:		

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Complex global problems require international cooperation to make difficult choices for the future</td></tr>
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Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations</td></tr>
<tr><td colspan="2">Content:
(what students will KNOW)
different systems of government
international cooperation and responses to global issues</td></tr>
<tr><td colspan="2">Pre-class Preparation:
Voting slips
Ballot Box
Book open space upstairs</td></tr>
<tr><td></td><td>Materials/Resources:
Prior Knowledge/Key Words:
Marxism, Communism, Dictatorship, Fascism, Monarchy,
· Bell for class management</td></tr>
<tr><td>Time
10 min.

30 min

con't</td><td><u>OPENING/HOOK</u>
Ø Students have 5 minutes to finish any loose ends with poster or speech

<u>ACTIVITY Part 1</u>
Ø Groups present one at a time in order decided last class
Ø Leaders present speech as rest of group stands beside them with poster
Ø Group answers questions from rest of class
Ø Repeat per group

<u>ACTIVITY Part 2</u>
Ø Tell students now they need to vote
Ø Hand out ballot cards and tell them they can't vote for their own party.
Ø Collect ballots in ballot box and then count (have students count possible)
Ø Reveal leader of the world

POST-ACTIVITY/ ASSESSMENT</td></tr>
</table>

10 min	Ø Have groups discuss what worked Ø Discuss significance of voting
Possible Extensions: (extra challenge) N/A	
Possible Adaptations: (extra support) N/A	
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Roles:
***All Roles should be talking to each member in the group with their ideas. Everyone should know what the other person is doing and what the group's platform is.**
Leader:

- Deliever speech in front of class.
- Write speech with the help of secretary and researchers
- Use imagination: it is in the future and you can create anything you want
- A Slogan?

Secretary:

- Take notes for researches and give to leader and poster makers
- Help make poster if needed
- Help leader write speech if needed

Researchers:

- Find information about what style of government you have
- Find information on your Big Ideas and how you will make the world better
- Help leader write speech if needed (give her/him information on what you found)
- Help finish the poster

Poster Makers:

- State your style of government
- Write why people should vote for your group over others
- Big Ideas
- Slogan
- Be Creative

Quick Peer Evaluation Form

Name_____Class Period_____Date_____

Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values.

Values: 5=Superior 4=Above Average 3=Average 2=Below Average 1=Weak

Attribute	Myself	1.	2.	3.	4.
Participated in group discussions.					
Helped keep the group on task.					
Contributed useful ideas.					
How much work was done.					
Quality of completed work					
Totals					

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Group Self Evaluation Checklist

Name_____Class Period_____Date_____

Topic of Study_____Group Members' Names_____

As a team, decide which answer best suits the way your team worked together. Then, complete the remaining sentences.

We finished our task on time, and we did a good job! ☐ YES ☐ NO

We encouraged each other and we cooperated with each other. ☐ YES ☐ NO

We used quiet voices in our communications. ☐ YES ☐ NO

We each shared our ideas, then listened and valued each other's ideas. ☐ YES ☐ NO

We did best at

Next time we could improve at

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