Government Questioning Lesson

Building relevance and engagement with students provides a better understanding of the Constitution. Students need to realize that the Constitution does affect them and have them come to the conclusion that they have to be an informed citizen and being careful of the sources they use to do the research or information from. The week before beginning the government unit start giving short warm up activities to the students involved in the topics that will be covered throughout discovery. Students will be writing the information on index cards. These cards can be kept in their pencil bag or punch a hole in each card to keep them in the student's binder.

Topic/Unit: Government
Materials: Index Cards, Penn, Student found resources, Constitution Rocks Book, Paper
I Can: I can create an essay supporting my perspective on a current event issue

(ESSENTIAL QUESTION): How does the Constitution affect your daily life? Does the Constitution so important?
What do you think the most important part of the Constitution is?

LESSON:

Day 1 - Warm Up
Assign the students to spend the next 24 hours coming up with a topic that affects them that has some current event ties. Give examples to students: gun control, immigration, Supreme Court rulings, health care, drunk driving, etc. Modified or ESL students give a smaller selection of topics they can choose from depending on the student's abilities.

Day 2 - Warm Up
Students are to come to class with ideas. They can have it written down or in their head. The warm up is to write the topic down on an index card and on the back of the card answer the following questions. Write the following questions down next to each other. Why did you choose this one? Did anyone influence this topic?

Day 3 - Warm Up
Assign the students to research their chosen topic. Students can use books, articles, videos, etc. Students are to use index cards. On the front write the information from the resource. On the back document the source. Students can use bullet points or complete sentences. Students have 2 days to do the research. The longer students will see a variety of sources. Depending on the class you can be specific as to how many sources they use.

Day 4 - Warm Up
Students are to bring in class discussion information. Have students silently answer the question: Why is it important to you? Now look at their sources are they biased? Ask peer next to you if they believe the source is biased. Note on the card if it is biased and if so how.

Day 5 - Warm Up
Students will not use 3 different index cards to answer the following questions. Students can use bullet points. The topic needs to be on the card. 1. What is an argument? 2. What is a topic sentence? 3. How is your topic influenced by the Constitution? Where in the constitution is your topic referenced? Has that part been amended?

Day 6 - Warm Up
Use the Constitution Rocks book find where the Constitution plays a part in your life and have the students write 3-5 bullet points. Now answer the following question. Would you and if no how would you change the Constitution?

Lesson Expansion: Have students participate in a Philosophical Chairs activity the next day. This lesson is Well Developed

Rigor/Relevance: Students will use the information acquired to create a project and lead a discussion in class about the topic

Student Engagement: Students are taking ownership of the information and the creating of a project of their choice.

TEKS (Readiness/Supporting) Process TEKS:
8.4(G) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.
8.4(H) analyze the purposes for and process of amending the U.S. Constitution.
8.1(A) identify the origins of judicial review and analyze examples of congressional and presidential responses.
8.4(A) define and give examples of unamendable rights 8.4(B) summarize rights in the Bill of Rights.
8.4(D) identify examples of responsible citizenship, including obeying rules, respecting authority, participating in public issues, voting, and serving on jury.
8.2(A) analyze different points of view of political parties and interest groups on important historical and contemporary issues.
8.3(B) describe the importance of speech and press in a constitutional society.
8.2(B) analyze social studies skills. The student applies critical-thinking skills to organize and analyze research methods. Also develops and applies research methodologies from a variety of valid sources, including electronic technology.
8.2(A) analyze different points of view. Locate, use valid primary and secondary sources to analyze issues.
8.2(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
and the frame of reference which influenced the participants. 8.29(E) support a point of view on a social studies issue or event
8.29(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author
8.30 Social Studies skills. The student communicates in written, oral, and visual forms
8.30(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate
8.30(D) create written, oral, and visual presentations of social studies information
8.31 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.
STAAR Tools to Know Ways to
8.31(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
8.31(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision