

General Lesson Plan Template with Guiding Questions

Directions: For day-to-day planning, use this template. Read and check off the questions that you have addressed in the respective section of the lesson plan.

Pre-planning: Complete this section in order to prepare all the necessary research, expectation-setting, and resources prior to lesson planning.

Standard(s): (no more than 2-3 standards)

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

RST2: Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

Lesson Objective(s): What will students know or be able to do by the end of the lesson?

SWBAT: Analyze voting and the election process in the United States and generate ideas for self-advocacy, as well as creating emphasis on issues we cared about.

Connections to Prior Learning: What prior content, concepts, and/or skills does this lesson build upon?

American Revolution
The Constitution- Natural Rights

Assessments: How will you measure progress towards the objective? What criteria will you use?

Review questions (classwork)
Video content
Worksheet (Classwork)
Last Five closing debrief (Exit ticket)

Differentiation: How will you adapt the content, process, and/or products to meet so all students can be successful?

Fill in the blank worksheets
Graphic organizers
Extra Video content linked at the end of the slides.

Materials: Provide links to any resources that are being utilized during lesson facilitation. This can include, but is not limited to, PowerPoint/Slide Deck, worksheets, reading material, videos/images, etc.

-PearDeck
-Visual Cues

Lesson Planning: Complete this section in order to prepare and organize all the necessary scripting, directions, routines/procedures, questioning, differentiation, and materials to facilitate the lesson for students.

First Five:

(5 minutes)

- How will students enter the classroom and get prepared to learn?
- What initial task will students perform that aligns to the objective(s)? How will you review it?

Teacher Actions

Student Actions

Do Now: At this point of the lesson we have learned that in the US, the voting age is 18. However, all laws that passed by congress affect people of all ages. Is that fair? Why or why not? Use previous knowledge to support your answer.

Students will be greeted by the teacher and enter the classroom quietly.

Students will enter the PearDeck code

Students will work on the Do-now, and turn and talk to their partners about their answers.

Students will raise their hands to answer the question.

Possible answers:

1. It is unfair to not have a say in what law we have to follow because we cannot vote for it.
2. It is fair to have some laws that we have to follow being passed without asking us because there are some problems that we do not know how to deal with as 12 year olds.
3. We have to follow rules in school and we did not vote for any of the rules in the school. Our parents can opt-out of state tests or services for us, but we cannot change anything just because we wanted to.

Debrief: Though “no taxation without representation” led up to the American Revolution, there are still many groups that are not represented by the election process. We will go into detail about those groups later in the lesson. Minors are not taxed but are in charge by people who are.

Introduction of New Material:

(10 minutes)

- How will you build upon the skills/content of recent lessons?
- How will you convey the knowledge and/or skills of the lesson (*explaining, modeling, coaching, inquiry*)?
- What will students be doing to process this information?

Teacher Actions

Student Actions

We learned about the local elections and federal elections and what they’re for the last time, now we are going to focus on how it affects us.

Differentiated worksheets will be distributed to students with IEPs

During the do-now we’ve discussed how minors (people under 18) are not represented by the vote, but still have laws written to govern us. There are some other groups that also fall into that category.

1. **Felons:** people who have been incarcerated (imprisoned) cannot vote while they’re in state custody.

[Felon Voting Rights NYS](#)

Students will fill out information in their worksheets.

2. **Legal Aliens**: immigrants from another country that lives in the U.S with a green card or tax ID cannot vote even if they pay taxes.

Why do you think those two groups are excluded in voting? Talk to your group and discuss 2 possibilities for each group.

Good Job!

Let's dive into the more relevant side of today's lesson. The following list contains a list of laws that apply to minors even though you didn't vote for them.

1. **Work rules**: Just like you wouldn't want to operate the biggest rollercoaster as a tiny tot, there are limits on what work minors can do. Minors under 14 cannot work in NYS.
2. **School days**: Most states require minors to attend school until they're 18.
3. **Driving license**: Steering a car is a big responsibility, so you need to wait until you're 16 (15 in some states) to start learning.
4. **Drinking and smoking**: These "grown-up" activities can be harmful, so the law said no unless you're 21.
5. **Curfews**: some cities set curfews for minors to be off the streets by a certain time.
6. **Medical decisions**: For most decisions about your health, like getting vaccinated or seeing a doctor. But once you're a teenager, you get more say in some medical choices.

Turn and talk to your partners. Which ones do you think are unreasonable? Make sure to explain why.

Students will read the information on the slides and discuss their observations with their partners.

Possible answers:

1. Felons do not know what is going on in the outside world when they are imprisoned, so they cannot vote for issues that others face.
2. Felons do not have the same concerns as us, for example if someone stole a car they would want all car stealing to be legal.
3. Legal immigrants are not here for long enough yet so they don't know what is important for the rest of the people who live here.
4. They may not be here long enough to enjoy/interact with the consequences of their vote.

Students will take notes/ annotate the following information on their PearDeck.

Guided Practice:

(5 minutes)

- How will you know that students are ready to begin working independently? How will you gather that data?
- What will you do if students are confused or misunderstand?
- What directions will you give to students for independent practice?

Teacher Actions	Student Actions
<p>How can you advocate for yourself if you cannot vote and do not have the final say in the things that you believe deeply in? 32 Young Activists.</p>	<p>Students will look through the list of young activists that advocate for a cause.</p>
<p>Independent Practice: (25-30 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> What responses do you expect to see from students? Which misconceptions do you anticipate? <input type="checkbox"/> How will you assess the quality of student work? (<i>rubric, checklist, etc.</i>) How will you gather data? <input type="checkbox"/> How will you elicit and coach student thinking? How will you support students who struggle? 	
Teacher Actions	Student Actions
<p>The following examples are teen advocates that are working to help a cause they believe in. Which one of those methods are more relevant to you and why?</p> <p>In groups of three fill out the activity sheet.</p>	<p>Students will discuss and explore the different methods of advocacy.</p>
<p>Last Five: (5 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How will you assess learning? <input type="checkbox"/> How will you students summarize what they have learned? <input type="checkbox"/> How will students prepare to transition to a new subject or class? 	
Teacher Actions	Student Actions
<p>Students will answer the following question on their exit ticket: Can we use innovative ways to spread information that can benefit us and influence people who can help us? Why or why not?</p>	<p>Students finish their exit ticket and wait for the bell to ring.</p>