



Lesson Plan: Political Parties

Context of the unit:

This unit covers political parties and elections.

Context of the lesson within the unit:

This is the beginning lesson on political parties which is part of a unit on elections and the political process. Students will work in groups to explain one of five political parties in their own words. They will research the history of the Party and the party's position on five major political issues.

Standards Addressed in the Unit: History Social Science

8.3.6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (function of elections, political parties, interest groups).

Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading Grades 6-12

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas



8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

College and Career Readiness Anchor Standards for Writing Grades 6-12

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Objective(s):

Students will demonstrate an understanding of the party they researched. Students will understand the difference and similarities of various political parties.



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Big Idea(s):

- The strength of a democracy is equal to the strength of its citizens.

Essential Questions/Issues:

- How do citizens participate in their government?
- How do political parties fit into the American system of government?



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Assessment: Students will demonstrate their understanding of political parties through the anticipation reaction guide, the political party they researched and created a poster for, their presentation, and correctly filling in a graphic organizer showing the similarities and differences between various political parties.

Quality Criteria:

- See rubric
- Graphic Organizer
- Anticipation/Reaction guide

Category	4	3	2	1
Content	The political party, candidate & issues are correctly written and clearly explained in students own words on the poster.	A few of the requirements for the political party, candidate or issues are not correctly written or clearly explained in students own words on the poster.	Several of the requirements for the political party, candidate & issues are not clearly explained or in students own words or are missing.	Most of the requirements for the political party, candidate & issues are not clearly explained in students own words on the poster or are missing.
Graphics	The poster has a title. All graphics relate to the topic and make it easier to understand. All borrowed graphics have a source citation.	The poster is missing a title or all graphics relate to the topic and most make it easier to understand. All borrowed graphics have a source citation.	The poster is missing a title or all graphics relate to the topic. Most borrowed graphics have a source citation.	The poster is missing a title or graphics do not relate to the topic, or several borrowed graphics do not have a source citation.



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Mechanics	Capitalization, spelling, and punctuation are correct throughout the poster.	There is one error in capitalization, spelling, or punctuation.	There are two errors in capitalization, spelling, or punctuation.	There are more than two errors in capitalization, spelling, or punctuation.
Presentation	The presentation clearly explains all the required elements of the poster.	The presentation clearly explains most of the required elements of the poster.	The presentation explains some of the required elements of the poster and/or is missing some of the required elements of the poster.	The presentation is hard to understand and is missing some of the required elements of the poster.



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Activity Steps:

1. Day One - Students are given an anticipation/reaction guide. They guess which of these are correct. They will revisit this at the end of the lesson to retake it and see if any of their answers changed after learning about political parties.
2. Students number off by 5 and form groups of six. One person from each group randomly draws the name of the political party their group will be assigned from a hat. Students in the group will make and present a poster on the political party they chose. Each person within the group signs up to research a section of the poster. Turn a copy of the sign up list in to me.
3. Day Two - Students research their section of the poster in the lab. Homework - They complete their research and rough draft section of the poster. Come to class with ideas for general layout of the poster. (I give the students a week to complete this task.)
4. Day Three- Using their rough drafts, students will work together to create a final draft poster. See handout for poster requirements.
5. Day Four- Students work on and rehearse their poster presentations.
6. Day Five & Six- Students present their posters. Audience takes notes on the presentations on their graphic organizers.

Special Needs of students are considered in this lesson:

In this lesson students will be heterogeneously grouped to meet the needs of all learners. Samples and examples will be available to assist students. In my classes my GATE students are in one class.



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Materials and Resources Needed:

- Lesson handouts attached
- Directions for the assignment
- A rubric
- The web and/or newspapers
- Magazines such as Time, Newsweek
- Poster paper
- Markers
- Colored pencils.



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Student Handouts:

Political Parties Anticipation/Reaction Guide

Directions: Before we study political parties and elections, decide if you think each of the following statements are true or false. After we finish our study we will look at these statements again.

Before	Statement	After
Circle One		Circle One
True/False	1. There are only two political parties in the United States	True/False
True/False	2. A political party is a group of people who have similar ideas about how the government of a country should be run and what it should do.	True/False
True/False	3. Political parties have basically the same ideas on issues such as the economy, and education.	True/False
True/False	4. All political parties were founded in the same year.	True /False
True/False	5. You have to belong to a political party to vote.	True/False
True/False	6. A political party helps a candidate win an election.	True/False
True/False	7. Each party has a presidential and a vice presidential candidate.	True/False



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Group Names _____

Political Party Poster

Name of Political Party _____

Name of presidential candidate _____

Research Questions

(each group member signs up to research one of these questions)

1. History of the party. How long has it been in existence? What are its major areas of focus and/or concerns? Impacts it's made on our country. Does your party have a nickname? (ex. GOP) slogan? What do they mean? _____

Issues – Find out where your candidate stands on the following issues

2. Education _____
3. Iraq _____
4. Economy _____
5. Environment/Global Warming _____
6. Healthcare _____

All – what is the symbol of the party? What is the history of background of the symbol?



Poster

Your job as a group is to design a poster that promotes and explains your political party. Make it appealing and include the following elements.

- Title
- All the requirements from above.
- 2-3 graphics that represent your party and candidate
- Organized in such a way to make it easy to read and understand by someone who knows nothing about the party and candidate.
- Is neat with no spelling or grammar errors.
- Completed in ink, markers and colored pencils. (No regular pencil writing)

You will be presenting your posters to the class.



Political Parties Graphic Organizer

Party	Issue				
	Education	Economy	Iraq	Health Care	Environment
Constitution					
Republican					
Green					
Democratic					
Libertarian					