

## **Government Questioning Lesson**

Building relevance and engagement by having students choose topics that they feel affect them. Making students realize that the Constitution does affect them and having 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 get the students involved in the topics that will be covered through 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.

<i>Topic/Unit:</i>	<b>Government</b>
<i>Materials</i>	Index Cards, Pens, Student found resources, Constitution Rocks Book, Paper
<i>I Can</i>	I can create an essay supporting my perspective on a current event issue
<i>(Essential Question):</i>	
<i>Scaffolded Scripted Questions (Levels):</i>	<ul style="list-style-type: none"><li>• How does the Constitution affect your daily life?</li><li>• Why is the Constitution so important?</li><li>• What do you think the most important part of the Constitution is?</li></ul>
<i>Lesson:</i>	<p><b>Day 1- Warm Up</b> 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 candidates, 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.</p> <p><b>Day 2- Warm Up</b> Students are to come to class with idea. 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 before answering them. Why did you choose this one? Did anyone influence this topic?</p> <p><b>Day 3 - Warm Up</b> 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 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. Students will use a variety of sources. Depending on the class you can be specific as to how many sources they use.</p> <p><b>Day 4- Warm Up</b> Students are to bring to class information found. Have students silently answer the question "Why is it important to you?" Now look at their sources are they biased? Ask the peer next to you if they believe the source is biased. Note on the card if it is biased and if so how.</p> <p><b>Day 5- Warm Up</b> Students will now use 3 different index cards to answer the following questions. Students can use bullet points. The topics need to be on the card. 1. What is an argument against your topic? 2. How is your topic influenced by the Constitution? 3. Where in the constitution is your topic referenced? Has that part been amended?</p> <p><b>Day 6-Warm Up</b> Students will use the Constitution Rocks book find where the Constitution plays a part in the topic you have chosen. Write 3-5 bullet points. Now answer the following question. Would you and if so how would you change the Constitution?</p>

**Day 7- This is the one day lesson.**

Part One should take about 3/4 of the class period. Using their note cards now have students write on paper a paragraph about what topic they chose and why. In this paragraph include the resources. The second paragraph should include what you learned about researching and biased in relation to your topic. The third paragraph should speak about how the Constitution relates to your topic and how you as an informed citizen make a difference.

Part Two should take about 1/4 of the class period. Discuss with students how they are to speak to each other about their essays. Trade essays with the person sitting next to you. Read your partner's essay and have a discussion with them. On a sticky note give your partner feedback.

**Lesson Expansion**

Have students participate in a Philosophical Chairs activity the next day.

*Rigor/Relevance/  
Student Engagement:*

This lesson is Well Developed

- Rigor-Students will use the information acquired to create a project and then have a discussion in class about the topic
- Relevance-Students will be using both primary and secondary sources. Students will be inspired to create their final essay as well as using the information to make good decisions
- Student Engagement- Students are taking ownership of the information and the creating of a project of their choice.
- *Writing, Inquiry, Collaboration, Organization, Reading*

*Student - Centered  
Instructional Strategies  
(WICOR-M): AVID  
(Writing, Inquiry, Collaboration,  
Organization, Reading, Math)*

*TEKS  
(Readiness/Supporting):  
Process TEKS:*

- 8.15(D)** 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
- 8.16(A)** summarize the purposes for and process of amending the U.S. Constitution
- 8.18(A)** identify the origin of judicial review and analyze examples of congressional and presidential responses
- 8.19(A)** define and give examples of unalienable rights **8.19(B)** summarize rights guaranteed in the Bill of Rights
- 8.19(D)** identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries **8.19(E)** summarize the criteria and explain the process for becoming a naturalized citizen of the United States
- 8.21(A)** identify different points of view of political parties and interest groups on important historical and contemporary issues **8.21(B)** describe the importance of free speech and press in a constitutional republic
- 8.29** Social Studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology
- 8.29(A)** differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States
- 8.29(B)** 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
- 8.29(D)** identify points of view from the historical context surrounding an event

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