

### Social Studies Education Lesson Plan

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Lesson Title: The Big Time Bureaucratic Brouhaha, (American Government Standard 23)

Grade Level: 11-12

Essential Question: **What kind of role does the Federal Government play in my life?**

#### Lesson Foundations

Content Standards	<p>American Government ODE 23- The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.</p> <p><a href="#">CCSS.ELA-Literacy.RH.11-12.8</a> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>		
Learning Objective(s)	<p>LO 1: Students will be able to identify the role the government plays in creating equity. LO 2: Students will be able to relate how the roles of government affect the students personally.</p>	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<p>Nearpod Opening Question</p> <ul style="list-style-type: none"> <li>• LO1</li> </ul> <p>Nearpod Candy activity</p> <ul style="list-style-type: none"> <li>• LO1</li> </ul> <p>Four Board Activity Review</p> <ul style="list-style-type: none"> <li>• LO2</li> </ul> <p>Exit Ticket</p> <ul style="list-style-type: none"> <li>• LO2</li> </ul>
Materials & Resources	<p>Nearpod <a href="https://share.nearpod.com/vsph/fPPSNqIANu">https://share.nearpod.com/vsph/fPPSNqIANu</a> Origins <a href="http://origins.osu.edu/article/enemy-until-you-need-friend-role-big-government-american-history">http://origins.osu.edu/article/enemy-until-you-need-friend-role-big-government-american-history</a> candy One to one device</p>		

#### Instructional Procedures/Steps

	Teacher will...	Student will...
<p>Opening</p> <p>___5___ Minutes</p>	<ol style="list-style-type: none"> <li>1. Review agenda for the day, including assessments and learning objectives (1 minute) <ul style="list-style-type: none"> <li>• Slide 1 and 2</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Review agenda for the day, including assessments and learning objectives (1 minute)</li> <li>2. Nearpod Opening Question (4 minutes)</li> </ol>

	<p>2. Nearpod Opening Question (4 minutes)</p> <ul style="list-style-type: none"> <li>• Slide 3 and 4</li> <li>• Teacher will begin class by asking students to think of types government intervention and enter these into the Nearpod slide.</li> <li>• After this is done, teacher will ask kids to decide how these types of intervention can positively and negatively affect the American people (DOK2). Teacher will reference the homework origins reading which will have introduced the topic of the efficacy of government regulations and provides example of when it can succeed.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter what they believe to be an example of government intervention into the Nearpod slide.</li> <li>• Student should then be prepared to discuss why they chose this answer and discuss if it is good or bad and for who</li> </ul>
<p>Instruction          ___35___ Minutes</p>	<p>1. Nearpod Candy Activity (15 Minutes)</p> <ul style="list-style-type: none"> <li>• Slides 5 through 9</li> <li>• Teacher will begin activity by passing out candy to the students. Most students should get two or three. A few students will get higher values of candy, up to ten. This is supposed to represent the uneven spread of wealth in a given society.</li> <li>• Students will then be instructed to play rock paper scissors for candy. If a student loses, they must give the winner one piece of their candy. If a student loses all their candy, they must return to their seat.</li> <li>• Once a small number of people begin to accumulate all the candy, the activity should be ended.</li> <li>• After this, teacher will activate Nearpod quiz asking if this was fair or not (DOK1)</li> <li>• From here the teacher will look to the students to explain why they chose what they chose, and what the teacher could do to make the activity more fair (DOK 3).</li> </ul>	<p>1. Nearpod Candy Activity (15 Minutes)</p> <ul style="list-style-type: none"> <li>• Students will be accessing Nearpod and answering the question on the left. They should be upset with the activity and be active in providing corrections.</li>   <li>• Students will likely suggest that the teacher spreads the candy out evenly amongst them.</li> </ul>

	<p>After student critiques, the teacher will distribute the candy evenly among the students. Again the teacher will ask where the activity was fair or not (DOK 1) and why (DOK 3).</p> <p>2. <a href="#">Four Board Activity</a> (15 Minutes)</p> <ul style="list-style-type: none"> <li>• Slides 10 through 14</li> <li>• The teacher will have the questions below written on the four boards found in the room. The teacher will ask student to walk around the room and answer the question and look at the answers of others. Time spent with this activity can be adjusted according to schedule. Students may not visit every board.</li> </ul> <ul style="list-style-type: none"> <li>○ Defend why having a large government can be beneficial to its people. (DOK 3)</li> <li>○ Defend why having a large government can be detrimental to its people. (DOK 3)</li> <li>○ Identify aspects of media bias in journalism. How does this affect how people seek information? How does this affect how people form opinions? (DOK 3)</li> <li>○ What would you do to fix one of the aspects of government addressed today or in the reading? Name the aspect. (DOK 3)</li> </ul> <ul style="list-style-type: none"> <li>• The teacher will review the responses and make connections between boards. The teacher will also, if possible, fill any gaps left in responses with the responses of others.</li> <li>• The teacher will conclude the instruction with Nearpod instruction slides. These slides explain these aspects of government and their</li> </ul>	<ul style="list-style-type: none"> <li>• Students who formerly had large amounts of candy will likely complain. The teacher will explore these notions and use it as a transition to apply it to the real world. Additionally the teacher will explain and differentiate the two concepts of equity and equality.</li> </ul> <p>2. Four Board Activity (15 Minutes)</p> <ul style="list-style-type: none"> <li>• Students will walk around the room and answer the question and look at the answers of others</li> </ul> <p>Possible answers are:</p> <ul style="list-style-type: none"> <li>○ Centralization of power, right applied and protected nationally, and active safety nets.</li> <li>○ Officials can abuse their power, the government can impede upon the freedoms of its citizens, and the government can grow increasingly expensive.</li> <li>○ MSNBC and other broadcasters have a liberal bias while Fox News has a conservative bias. Puts people in teams and makes them see people of other political persuasions as others or “the enemy”.</li> <li>○ Answers will vary, but will involve reforms to increase protections or reduce the size of government to meet the students goals toward a government that is better for its people.</li> <li>• Students will be walking around the room answering questions and analyzing the answers of others. They should be seeing the differences of what others do or do not value in society and their government.</li> </ul>
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	<p>implications on society. Extension questions will include:</p> <ul style="list-style-type: none"> <li>○ What are the roles of these federal acts and organizations? (DOK 1)</li> <li>○ How do the roles of these acts and organizations affect you? (DOK 3)</li> <li>○ Look into contemporary politics. How has the advent of new presidential administrations effected the enforcement of these federal acts and organizations? (DOK3)</li> </ul>	
<p>Closure          ___10___ Minutes</p>	<p>1. Exit Ticket (10 Minutes)</p> <ul style="list-style-type: none"> <li>● The teacher will ask students to rip out a piece of paper and ask, <b>“How does the government affect you in your own life? Please write at least five statements.”</b> (DOK 3).</li> <li>● After five minutes we will discuss what was written. The teacher should look for topics relating to the instruction and relate them to the content.</li> <li>● Additionally new topics should be highlighted and framed for the next day’s lesson. This lesson as a whole should set up a series of lessons in which the aspects of the bureaucracy we talked today are chunked and explained through the different roles and divisions of the bureaucratic roles of government.</li> </ul>	<p>1. Exit Ticket (10 Minutes)</p> <ul style="list-style-type: none"> <li>● Student will utilize the knowledge the just gained about government to relate it to the lesson and personalize it. This should make it easier for students to recall information later.</li> </ul>
<p>Modifications/Accommodations/Enrichment</p>	<p>Nearpod Opening Question</p> <ul style="list-style-type: none"> <li>● Students will be able to brainstorm in a public forum privately. Since the teacher has control over what is shared which the class sees, it is possible to address problem answers anonymously while modeling learning to the whole class in a low pressure situation.</li> </ul> <p>Nearpod Candy activity</p> <ul style="list-style-type: none"> <li>● Students will be able to perform hands on learning, by competing in a simulation of unequal competition.</li> </ul>	

	<p>With different starting points students will see in practice how privileges positions can upset free completion.</p> <p>Four Board Activity Review</p> <ul style="list-style-type: none"><li>• Students will be able to silently review class concepts at different stations. Students will be able to both model and benefit from the modeling of others. Utilizing modeling this activity highlights important aspects of the learning that would be missed in independent work.</li></ul> <p>Exit Ticket</p> <ul style="list-style-type: none"><li>• Students will be able collect their thoughts of the lesson and how the learning relates to them. A period of time has been provided to afford students the opportunity to make connections to the content and for the teacher to tie these connections together into a broader understanding.</li></ul>
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