

Social Studies Education Lesson Plan Template

Teacher Candidate Name: Lisa Ruggiero

Lesson Title/#: The Rise of New Populism

Grade Level: 9-10, Modern World History, Contemporary Issues

Essential Question: Which characteristics do various populist movements around the world share?

Lesson Foundations

Content Standards	<p>C3 Standard: D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>Modern World History Standard: 22. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.</p>		
Learning Objective(s)	<p>LO1: Students will be able to identify common trends across populist governments/regimes.</p> <p>LO2: Students will be able to analyze the link between social conditions and the rise of new populism.</p> <p>LO3: Students will be able to analyze the link between economic conditions and the rise of new populism.</p>	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<p>A1: Whole Class Discussion (LO1)</p> <p>A2: Stations Packet (LO1, LO2, LO3)</p> <p>A3: Checks for Understanding (LO1, LO2, LO3)</p> <p>A4: Whole Class Discussion (LO1, LO2, LO3)</p> <p>A5: Extension Activity (LO1)</p> <p>A6: Exit Ticket (LO1, LO2, LO 3)</p>
Materials & Resources	<p>Packet (See attachment)</p> <p>Differentiated Packet (see attachment)</p> <p>PowerPoint</p> <p>Writing utensil</p> <p>4 copies of sources for each station (2 per table, see attachment)</p> <p>Tablet/smart phone/computer to access video</p> <p>Headphones</p> <p>Extension activity provided for students who finish original assignment early</p> <p>Extended time will be given to students who require it</p> <p>Sentence starters in the packet will be given to students who require them</p> <p>Multiple modalities are utilized—stations include a variety of modalities, including two videos, a graph, and some tweets</p>		

Instructional Procedures/Steps

Note when you are addressing a learning objective and when enacting an assessment.

	Teacher will...	Student will...
<p>Opening _____ Minutes</p>	<p>1. Populism in the Philippines and Populism in Europe videos. Students will enter the classroom and sit four to a table to prepare for the stations activity. They will be instructed to pick up a packet from the front of the classroom. The class will watch two short videos and will take notes on what they are seeing and hearing. After watching the first video, we will pause for a quick discussion. (Students will also be warned of the obscene language used in the video.) (A1) Whole Class Discussion.</p> <ol style="list-style-type: none"> What issues does Duterte claim he is fighting for? The video is a clip from a comedy show. Do you think it is appropriate to joke about President Duterte? <p>Alternatively, teachers may choose to show this video on President Duterte. Possible questions are:</p> <ol style="list-style-type: none"> How does Duterte feel about murdering drug dealers? What is his “Christmas” message to drug dealers and other criminals? <p>Students will then watch the second video. (A1, cont.) Whole Class Discussion.</p>	<p>1. Populism in the Philippines and Populism in Europe videos. Students will pick up a packet as they enter the classroom and will sit at one of 8 stations to prepare for a later activity. The class will watch two videos and will jot down the main ideas of each video. A discussion will follow after both videos. (A1) Whole Class Discussion.</p> <ol style="list-style-type: none"> Duterte claims to be fighting against corruption and for the people of the Philippines. He is also fighting to end the drug problem, but is doing so in violent and inhumane ways. I think it’s fine. Comedy often pushes the limits of what is considered “appropriate.” John Oliver’s comedy is also never condoning Duterte or his behavior. In fact, Oliver calls Duterte (among other things) a monster. <p>Alternatively, students may watch https://youtu.be/fv865py2cFY video. Possible answers are:</p> <ol style="list-style-type: none"> He is in favor of killing drug dealers, rapists, and other criminals. He also seems ambivalent about the people whom he has killed. Duterte talks about it as if it doesn’t bother him. His message is that if people don’t start following the law, this will be their final “Merry Christmas.” <p>(A1, cont.) Whole Class Discussion. After watching the second video, students will</p>

	<ol style="list-style-type: none"> a. What similarities are you seeing across the different countries? b. This video has a different tone than the first one. Are both videos effective, or does one make a stronger point? <ol style="list-style-type: none"> 2. Introduction to EQ and LOs. We will briefly go over the learning objectives and essential question for today's lesson. 3. Activation of Prior Knowledge. I will give a brief PowerPoint presentation reviewing basic points about populism, as well as activating prior knowledge. 	<p>answer the following questions.</p> <ol style="list-style-type: none"> a. Anti-Islam and xenophobia are apparent in each country shown in the video. b. I think this one is more effective because of its simplicity, but I think it is hard to compare the two because the intentions of each video are different. The first one was a part of a comedy show on HBO. The second one accompanies an article in <i>Time</i> magazine, a much more serious publication. <ol style="list-style-type: none"> 2. Introduction to EQ and LOS. Following the videos and class discussion, students will look at the essential question and learning objectives of the day. 3. Activation of Prior Knowledge. Students will look at a brief presentation that will remind students of what populism is and where they have seen in in the past.
<p>Instruction _____ Minutes</p>	<ol style="list-style-type: none"> 1. Stations Activity. Students will partake in a stations activity that explores the rise of new populism in 4 countries: The United States, the Philippines, Hungary, and Poland. The classroom will be set up into 2 sets of 4 stations (8 stations in total). Students will be allowed to choose which side of the room to sit in. Each side will then be split into 4 groups. Students will work individually, and can attend each station in whatever order they choose, but please try to make sure that there are no more than 4 people per station. (A2) Packet: The students answer questions in a packet that will guide their 	<ol style="list-style-type: none"> 1. Stations Activity. Students will complete four stations that look at the rise of new populism in the United States, the Philippines, Hungary, and Poland. Students will choose which side of the room to sit, and then each side will be split into 4 groups. Students will work through the stations individually, and can complete the stations in whichever order they choose. They will be instructed to not have more than 4 people at one station. (A2) Packet: Students will complete a packet that will ask questions at each station. The questions are

	<p>learning at each station.</p> <p>A. Station 1: The United States. Students will look at two specific events that demonstrate populist values in America: President Trump’s travel ban and the Unite the Right rally in Charlottesville. a. See attached packet for questions for Station 1.</p> <p>B. Station 2: The Philippines. Students will watch an Al Jazeera interview with President Duterte about the war on drugs. a. See attached packet for questions for Station 2.</p> <p>C. Station 3: Hungary. Students will read some background information on Hungary and will interpret a graph depicting economic trends. a. See attached packet for questions for Station 3.</p> <p>D. Station 4: Poland. Students will read an article from <i>The New York Times</i>. a. See attached packet for questions for Station 4.</p> <p>E. Supporting Questions: The teacher will travel around the room and ask students additional questions to support their learning. i. Why do you think people across the world find populism</p>	<p>designed to help guide their learning as they explore the rise of new populism.</p> <p>A. Station 1: The United States. Students will compare and contrast the President’s tweets about the travel ban to the Unite the Right rally in Charlottesville. a. See attached packet for potential student answers.</p> <p>B. Station 2: The Philippines. Students will watch a portion of interview between an Al Jazeera journalist and Filipino President Rodrigo Duterte. a. See attached packet for potential student answers.</p> <p>C. Station 3: Hungary. Students will read some background information on Hungary and will analyze a chart showing trends in GDP. a. See attached packet for potential student answers.</p> <p>D. Station 4: Poland. Students will read a <i>New York Times</i> article about the state of Polish affairs. a. See attached packet for potential student answers.</p> <p>E. Supporting Questions. As the teacher moves around the room, the students will answer some supporting questions. i. I think there is a lot of dissatisfaction and people are feeling disillusioned. Populism counters the “status quo” that people are</p>
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	<p>appealing?</p> <ul style="list-style-type: none"> ii. Do you think that populism, as a practice, is sustainable, or do you think it is cyclical? iii. How does today's populism relate to what we have studied in the past? <p>2. (A3) Check for Understanding. As students move between their second and third stations, we will briefly discuss as a class a few questions:</p> <ul style="list-style-type: none"> i. What trends are you seeing so far? ii. Which do you think plays a bigger role in the rise of populism: social or economic factors? <p>3. (A4) Whole Class Discussion. Following the completion of all stations, we will have a whole class discussion.</p> <ul style="list-style-type: none"> i. For what are far-right movements fighting (or against)? ii. Why are they gaining popularity across the globe? iii. Do they present a threat to 	<p>unhappy with. I also think that angry and dissatisfied people are vulnerable and are easily manipulated into following strongmen.</p> <ul style="list-style-type: none"> ii. I really don't think it's sustaining. We fought a world war over it, and it went away. Even though it is coming back and people are following it, we need to remember that there are also people fighting against it. iii. The leaders are strong and authoritative, but also charismatic who "tell it like it is" to their supporters. <p>2. (A3) Check for Understanding. Halfway through the stations, the class will pause for a brief discussion:</p> <ul style="list-style-type: none"> i. There is a lot of scapegoating, whether it be Muslims, Jewish people, or the European Union. ii. I think social factors play a bigger role, but economic issues compound the social issues. <p>3. (A4) Whole Class Discussion. Students will partake in a whole class discussion upon the completion of all four stations.</p> <ul style="list-style-type: none"> i. Far-right movements are fighting an increased global and multicultural world that they believe is ruining the natural order of society. ii. Many countries are facing social and economic issues and people are fed-up with corruption and "being left behind." Populist leaders seem appealing because they say that they are working against "elites" and for the forgotten ones. iii. I think they do, particularly in Europe. Poland
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	<p>democracy and civil liberties in other countries? Why or why not?</p> <p>4. (A5) Extension Activity. Students who complete the stations early will be asked to research an additional country in which populism is on the rise. Bonus points will be given to students who choose a non-European country. They should answer the following questions:</p> <ul style="list-style-type: none"> i. What country did you choose? ii. How long has populism been in play? iii. Who is the leader of the country and for what populist ideas does he/she advocate? 	<p>and Hungary have similar histories, especially post-WWII, so other Eastern European countries in similar situations might also lean further to the right.</p> <p>4. (A5) Extension Activity. Students who complete the activity early will be asked to research an additional country in which populism is increasing. Students who choose a non-European country will be given bonus points.</p> <ul style="list-style-type: none"> i. I am choosing to research Brazil. ii. Brazil just elected a new populist president in October. iii. Jair Bolsonaro is the new president who has railed against Brazil's crime problem and government corruption.
<p>Closure</p> <p>_____ Minutes</p>	<p>1. (A6) Exit ticket. Students will answer the following questions on a post-it note and will stick it on the board as they exit the classroom.</p> <ul style="list-style-type: none"> a. Which do you think is the strongest argument in favor of populism? b. Can you think of any ways to counter the rise of populism in other countries? 	<p>1. (A6) Exit ticket. Students will answer two questions on a post-it note to serve as their exit ticket.</p> <ul style="list-style-type: none"> a. I think social factors are the strongest argument because in each case, we saw people blaming a group of people for their social problems, and we saw leaders openly calling them threats to the safety and security of the countries. b. Grassroots organizations have been huge in the United States, because they are forcing the president and his supporters to be held accountable for their actions. I also think a free media is paramount to countering populism in other countries because it calls out propaganda for what it is.
<p>Planned Supports</p>	<p><i>Differentiated packets will be given to students who require it. The stations activity promotes movement around the room for students who have ADD, ADHD, or who benefit from increased stimulation.</i></p>	