

Lesson Plans

Project Citizen

Long, Marino, Ziegler SLC

Day 1 – Tuesday, March 11

- **Students read pages 2-4** – Liberalism, Constitutionalism, Democracy, Republic, Federalism
 - Handout provided
- **Discuss all five concepts – PPT to help**
- **Class Activity Questions – PPT**
 - Have students do Think, Pair, Share (TPS) for each question
 - Students write down answer, then discuss with partner, then talk as an entire
- **Overview of Project Citizen – PPT**
 - Cover what the purpose of project citizen is and what they will be accomplishing
- **Form 1 (pages 9-10)**
 - Handout provided
 - Students begin in class and take home to finish and discuss with their family
 - Students will be given on time points for Ms. Long's class for having this completed by Thursday.

Day 2 – Thursday, March 13

- **Form 1**
 - Student attendance sheet is provided, call on students and have them give themselves 0-2 points for completing Form 1
 - Discuss answers as a class for Form 1
- **Read page 12 together**
 - Handout provided
- **Page 13 Questions**
 - Students work individually (3-5 minutes)
 - Students discuss in pairs (3-5 minutes)
 - Class Discussion over questions
 - Don't worry about not getting to every question
- **Class Discussion – Page 14 part C**
 - Handout provided
- **Page 14-15 Part D Questions**
 - Individuals complete
 - Discuss as a class
- **Public Policy Discussion – PPT (pages 15-17)**
 - Definition – Function – Implementation
- **Page 19 part E**
 - Individual complete
 - Discuss as a class
- **Form 2**
 - Work with partners
 - Must be finished for class on Monday
 - Must make up their own issue and solutions

Day 3 – Monday, March 17th

- **Form 2 – On Time Points**
 - 0-2 points based upon completeness, record points on attendance sheets provided
 - Discuss a couple of the scenarios with the class and the solutions they reached
- **Humpty Dumpty Activity**
 - Handout provided
 - Discuss step by step procedure with students (5 minutes)
 - Have them work in groups of 3-4 to complete the handout (20 minutes)
 - They will present their information to the class when finished (15 minutes)
 - Each person should participate in the presentations
- **Discuss problems in society**
 - List some problems students see, what are some things that need to be changed?
 - Problems can be in the school, town, community, state, etc.
- **Form 3**
 - Handout provided – revamped from handout in the book
 - Students need to complete at home and get help from parents-guardians
 - Needs to be completed for class on Wednesday

Day 4 – Wednesday, March 19th

- **Form 3**
 - On time points
 - Discuss as a class
- **Choosing a problem**
 - Choose 3 or 4 problems that were presented in discussion
 - For each problem, have students create a T-chart
 - They should list advantages and disadvantages of choosing that particular problem.
 - When students have finished the T-charts, discuss them as a class
- **Vote on a class problem**
- **Humpty Dumpty Remix Side 1**
 - Have students complete the remix using the class problem
 - Can be done individually or in groups of 2-3
- **Humpty Dumpty Remix Side 2**
 - As a class, fill out the form again on Side 2 – this way everyone is on the same page
 - Begin discussion about dividing up the project – each group being responsible for a specific portion of the project
- **Form 5**
 - Begin if there is time, otherwise assign/complete on Friday

Day 5 – Friday, March 21st

➤ **Form 5**

- Go over details, assign parts, create groups that will be responsible for each section

➤ **Step V Reading**

- Students need to read the section regarding “Gathering Information on the Problem You Will Study”
- Discuss how they should gather information, what good information will look like, good sources of information and how to record the information.

➤ **Research**

- Classes have access to computer lab in SC3 and library
- Depending on area being researched, students will need to either fill out **Form 6, 7 or 8**

Day 6 – Tuesday, April 1st

➤ **Form 11 – Constitutional Opinion Form**

- Does the proposed policy infringe on anyone’s rights?

➤ **Putting it all together**

- Students work in individual groups – completing one of four sections:
 - Problem (60-61)
 - Alternative Policies (62-63)
 - Proposed Policy (64-65)
 - Action Plan (70-71)

Day 7 – Thursday, April 3rd

➤ **Putting it all together**

- Final day to complete project
- Students need to make sure that all parts flow together

➤ **Presentation Practice**

- Students should elect one person from each section to present information
- As a group they must help their presenter prep and practice the information
 - All groups will receive a presentation grade, regardless of whether they are the presenter or not

➤ **Arrange times for students to meet with administration, school board or city council to present their proposals**

Open House Presentations

- Have projects displayed for conferences with take-home flyers advertising the date of the open house night...maybe get community volunteers to come in and evaluate the presentations.