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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Government and Public Administration |
| **Course Name** | Political Science II |
| **Lesson/Unit Title** | Political Expression |
| **TEKS Student Expectations** | **§130.204. (C) Knowledge and skills.**  (3) The student identifies the cause and effect of expression of different viewpoints in a democratic society.  (A The student is expected to compare different points of view of political parties and interest groups on important contemporary issues  (B)The student is expected to analyze the importance of free speech and press in a democratic society  (C) The student is expected to express the student's point of view on an issue of contemporary interest in the United States |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:  1. Understand the different viewpoints on current issues of political  parties and interest groups in the US  2. Compare and contrast freedoms of speech and of the press in a  democratic and a communist society  3. Understand, analyze, and defend a point of view on contemporary  issues in the US  4. Interview four people about their political beliefs |
| **Rationale** | Political expression is the foundation of any democratic institution. People have sovereign rights and freedoms in a democratic society that are denied in other restricted societies. |
| **Duration of Lesson** | 2 to 3 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * political viewpoints * democratic society * communist society |
| **Materials/Specialized Equipment Needed** | * Current periodicals or computers with Internet access * Debate Rubric * Discussion Rubric * Group Evaluation Rubric * Individual Work Rubric * Peer Evaluation Rubric * Writing Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Have the students list current issues that involve the US government. (Allow the students to use current periodicals or websites as needed.) Write the issues on the board. Have the students write the issues on a sheet of paper, starting with what they consider the most important and ending it with the least important. Then have the students explain in writing (4-5 sentences). As a class have the students discuss the issues they feel are most important and why. Have the students consider the following:   * Why do the issues vary in importance to individuals? * Are these issues voted on during elections? * Why is freedom to express personal beliefs and opinions beneficial to the US? * Why would other governments want to restrict political expression?   Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | **Key Points**   1. Introduction to Political Expression of Political Parties and Interest Groups    1. Political parties – are groups of people with broad common interests who organize to win elections, control government, and thereby influence government policies (Remy, 2003)       1. Have the political power to elect, campaign, and actually work in government       2. Are subject to laws and regulations that define what a political party can and cannot do in politics       3. Represent the people through elections and voting 2. Interest groups – a group of people that share common goals and organize to influence government    1. Interest groups are usually made up of powerful people who come together because of a common interest, (e.g. gun control) and attempt to influence government to make laws that help their cause    2. They do not have actual political power to force through laws on their important issues 3. Primary concerns of political parties and interest groups    1. What is the purpose of government? What should the government be allowed to do to protect the people—should it be big and control more or small and control less?    2. How does the government protect the people? Are there certain laws or regulations that should be passed to protect the people or should the government not interfere with them?    3. How does the government allow people to prosper? Does the government have the right to influence people’s prosperity (i.e. make them wealthier) or should that right be reserved for individuals? Is the role of the government to influence trade, economics, and personal incomes?    4. How does the government keep the US as arguably the most powerful country on Earth? What policies should the US government accept or reject to improve/maintain its national security and prestige without interfering with the above questions? Is there a way that the government can protect the country without interfering with the lives of its citizens? 4. What it means to be conservative or liberal in politics (*Note:* This is an extremely complicated subject that is easy to oversimplify. A classroom debate or an individual research project may help students to grasp the differences and the complexities.)    1. **Conservatives**       1. Everyone is economically responsible for him or herself       2. Wealth comes to those who work hard and earn it       3. Government should          1. Remain small          2. Stay out of business and economy          3. Protect the rights of the people    2. **Liberals**       1. Government should          1. Take responsibility for helping people who cannot help themselves          2. Be big enough to handle all potential problems          3. Protect the rights of the people    3. **Republicans** (conservatives mainly)       1. People are responsible for their own livelihoods and the government should interfere in business and the economy only to protect that freedom to ensure growth       2. Government should be smaller—laws and regulations should be minimal          1. Mainly concerned with adhering to traditional values, which in contemporary society are often but not always Judeo-Christian in nature. These values, to varying degrees, influence Republican beliefs on a variety of issues, such as marriage equality, birth control, the environment, etc.       3. **Democrats** (liberals mainly)          1. Government should regulate the economy to protect individuals from the power and influence of big businesses and to protect US businesses from global competition          2. Government should be big enough to ensure the rights and freedoms of the people          3. Government should protect social changes in the country    4. Interest groups work with political parties by       1. Creating newspapers, commercials, television interviews       2. Having national meetings that spread the message of the party       3. Using funds and/or social structures to increase public awareness or to sway public opinion about shared issues/concerns       4. Offering the advice and abilities of members to help create campaigns or influential tools that spread a desired message       5. Political Expression and Democracy    5. **Democracy** – a system of government ruled by the people that allowsfor political expression       1. Direct Democracy – the people govern themselves by voting individually on each issue       2. Representative Democracy – the people elect representatives and give them the responsibility and power to make laws and conduct government       3. Popular Sovereignty – the people give their consent to be governed by a certain government; power flows from the people       4. Government is for the people and by the people—it answers to what the people want    6. Political Expression – a way for citizens of any country to express their opinions on any issue by being politically active       1. Examples of political activity include:          1. Voting          2. Protesting          3. Running for political office          4. Supporting a specific political candidate       2. Rights that allow for political expression          1. Freedom of Speech **–** a citizen’s right to say anything as long as it does not threaten another person          2. Freedom of the Press **–** a citizen’s right to write, publish, and/or distribute materials that express his or her opinions to others as long as it does not threaten another person          3. Both of these rights are important because they allow people to             1. Express their opinions in society without fear of persecution, imprisonment, or loss of freedom             2. Say what they want regardless of whether or not the government agrees             3. Spread their ideas and keep people informed of foreign and domestic events 5. The Importance of Freedom of Speech and the Press in Democracies    1. Why is Free Press and Speech important in a democratic society?       1. People have the right to say what they want as long as they do not threaten or harm others in the process       2. Without freedom of speech democracy would not work; it allows people to speak out on issues at the polls and voting booths without being coerced by the government       3. Without these rights, the government can control the information that people have and can forbid people from speaking out against the government       4. Democracy only works if the people have the right to speak their minds freely to others and to their government    2. Can the government take away our freedom of speech and press?       1. Technically freedoms of speech and press are in the Bill of Rights, which are unalienable and apply to all people       2. If the government wants to control what people say or write, there are methods it has used to censor information temporarily          1. There have been instances, mainly in times of war, when these freedoms were closely supervised and somewhat stopped by the government          2. It would be very difficult to control this today because of technology and social media and people being accustomed to these freedoms |
| **Guided Practice \*** | Social Media Censorship Scenario – Divide the class into small groups. Have each group assign a note-keeper and a speaker. Have the class read the following scenario and work together as groups to answer the questions below. During the small group discussion, students should share their opinions while the note-keeper writes them down. After the small group discussion, have each group designate a representative (speaker) to share the group’s ideas with the class. After all of the groups have shared their ideas, have a class discussion about the relationship between the right to free speech/press and democracy. Use the Group Evaluation Rubric, the Peer Evaluation Rubric, and the Discussion Rubric for assessment.  Scenario: The government has passed a new law that forbids all  people from accessing social media sites without a personal identification from the government. A new government department has been created to monitor everything said and reviewed on the Internet, including social media sites. The government now has the power to restrict all comments from citizens if the comments threaten the government itself. Anyone who disobeys this new law will be imprisoned and/or lose his or her right to use social media.  Questions:   * What is your opinion of the new law? * How do you think people would react? * Why would the government want to create such a law? * What rights are threatened or removed by this new law? |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Freedom of Speech Comparison – Have the students conduct research to compare and contrast Freedom of Speech/Press in the US and China. The students should include the similarities and differences in the freedoms of speech and press in both countries and a description of a current event from both countries relating to the issue. Use the Writing Rubric for assessment.  Political Debate – Divide the class into small groups. (The number of groups varies according to the size of the class, but the number of groups should be even.) Pair the groups and assign an issue to each pair. Have the groups debate their issue from either the conservative or the liberal perspective. Give the students time to gather notes to support their perspective and then have an informal classroom debate. (Note: http://debate-central.ncpa.org/ is one resource that has tips for high school debates). Use the Debate Rubric and the Peer Evaluation Rubric for assessment. |
| **Lesson Closure** | Why is political expression in a democracy used and why is it important? |
| **Summative/End of Lesson Assessment \*** | * + - * Political Expression Quiz and Key   **Accommodations for Learning Differences:**  For reinforcement, students will complete the political party quiz and write a brief reflection about the results, including whether or not the results are what they expected. Then have the students view the official websites of the Democratic and Republican parties to see if they agree with the quiz results. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | Remy, Richard C. *United States Government: Democracy in Action*. New York City: Glencoe, McGraw-Hill, 2003. Ch. 22. Print.  http://debate-central.ncpa.org/ |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Complete the political party quiz and write a brief reflection about the results, including whether the results are what they expected. Then have the students view the official websites of the Democratic and Republican parties to see if they agree with the quiz results. Use the Individual Work Rubric for assessment.  Students will interview adult friends and/or family members to determine their political ideologies. The students may create their own questions or use the following questions/statements to aid their interviews.   * Does the government have the right to force people to marry, worship, or act a certain way? * Should taxes be lowered permanently for the middle class and the poor or should taxes be equal for all people regardless of their economic class? * Imagine that the government passes a new law that gives all immigrants 30 days to apply for citizenship before they are at risk of deportment to their respective countries of birth. * How do you feel about welfare? Should the government assist people or not? * Do you believe that the US should reduce its global military presence and focus on domestic issues only, unless it is threatened directly?   After the interviews, the students will write a summary of the results including an analysis of whether the people interviewed were liberal, conservative, or moderate. Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)