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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Government & Public Administration |
| **Course Name** | Political Science I |
| **Lesson/Unit Title** | Classical Political Theorists/Political Theory |
| **TEKS Student Expectations** | **§130.203 (c) Knowledge and Skills**  (2) The student compares and contrasts current, classic, or contemporary political theories. The student is expected to:  (A) discuss why theories are important to the study of political science  (B) draw conclusions about the classic political theorists such as Plato, Aristotle, Cicero, Machiavelli, Confucius, Hobbes, Locke, Hegel, and Marx |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | 1. Identify the classical political theories that are important in American society. 2. Identify the works of classical political theorists. 3. Analyze the major concepts of each classical political theorist. 4. Understand which political theorists impacted other forms of government. 5. Identify careers that are available in the United States. |
| **Rationale** | Introduces students to the theories of the classical political theorists that influenced American society, and career opportunities in the United States. |
| **Duration of Lesson** | 3 to 5 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Aristocracy – a governing body or upper class, usually made up of a hereditary nobility  Civil Service Examination – the merit-based system by which many federal bureaucrats are selected  Communism – an economic system in which government owns most or all major industries and takes responsibility for overall management of the economy  Consent of the Governed – the idea that in a democracy, the government’s power derives from the consent of the people  Constitutional Monarchy – a system of government in which the monarch shares power with a constitutionally organized government. The Monarch is the ceremonial head of state and the constitution allocates governmental power to the legislature and the judiciary  Equality – the notion that all individuals are equal in their moral worth and thereby entitled to equal treatment under the law  Justice – the maintenance or administration of what is just, especially by the impartial adjustment of conflicting claims or the assignment of merited rewards or punishments  Liberty – the principle that individuals should be free to act and think as they choose, provided they do not infringe upon the rights and freedoms of others  Oligarchy – a government in which control rests with a few persons  Unalienable Rights – the absolute rights of individuals may be resolved into the right of personal security, the right of personal liberty, and the right to acquire and enjoy property. These rights are declared to be natural, inherent, and unalienable |
| **Materials/Specialized Equipment Needed** | Classical Political Theorists Key Terms  Computers with Internet access and computer-based presentation software |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | How have classical political theorists influenced government today? |
| **Direct Instruction \*** | Engage  Have students read an article about affirmative action (to find an article, do an Internet search for the following: “affirmative action unequal protection”). Lead the students in a debate about the concept of equality in Affirmative Action and whether or not it is fair and equal. Use the Debate Rubric for assessment.  Key Points – See notes.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  For reinforcement, students will create a Venn Diagram in which they will compare and contrast the main points of each of the classical political theorists. Use the Individual Work Rubric for assessment. |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Career Exploration. Have students research a career of their choice using http://bls.gov/k12/index.htm.Then have them create a résumé which outlines their accomplishments and current education. This résumé may serve as a building block for their future résumés, and should be constantly updated and altered depending on the students’ achievements. Use the Résumé Rubric for assessment.  Classical Model Government. Divide students into groups and assign each student the role of representing one of the classical theorists. Have the students argue the point of view of their respective classical political theorists using the main points of each theorist and making an argument for why their theories on government are the most effective. Use the Role Play Rubric for assessment.  Analyzing the Declaration of Independence. Give students access to or a copy of the Declaration of Independence and John Locke’s Second Treatise on Civil Government. Have the students identify similarities between John Locke’s theory and the Declaration of Independence. After identifying the similarities, have the students summarize their findings in a computer-based presentation to the class. Use the Presentation Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | None |
| **Summative/End of Lesson Assessment \*** | * Classical Political Theorists Quiz and Key * Debate Rubric * Essay Rubric * Individual Work Rubric * Presentation Rubric * Résumé Rubric * Role Play Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | Baldson, John, and John Ferguson. "Marcus Tullius Cicero."  Online Encyclopedia Britannica. Encyclopedia Britannica : Bertram, Christopher, "Jean Jacques Rousseau", The Stanford Encyclopedia of Philosophy (Winter 2012 Edition), Edward N. Zalta (ed.), <http://plato.stanford.edu/archives/win2012/entries/rousseau/>  Bose, Meena, John Dilulio, and James Wilson. American Government: Institutions and Policies. 13th. Boston: Wadsworth Cenage Learning, 2013. Ch. 4. Print.  Clayton, Edward. "Cicero." Internet Encyclopedia of Philosophy: a peer-reviewed academic resource. Central Michigan University: 2001. http://www.iep.utm.edu/cicero/  Edwards, George, Robert Lineberry, and Martin Wattenberg. Government in American: People, Politics and Policy. 15th. New York City: Pearson Education, 2011. Ch. 1, Ch. 11. Print.  Harrison, Brigid, and Jean Harris. American Democracy Now. 2nd. New York City: McGraw Hill, 2011. Ch. 1, Ch. 9. Print.  Kraut, Richard, "Plato", The Stanford Encyclopedia of Philosophy (Summer  2012 Edition), Edward N. Zalta (ed.), http://plato.stanford.edu/archives/sum2012/entries/plato/  Nederman, Cary, "Niccolò Machiavelli", The Stanford Encyclopedia of Philosophy (Fall 2009 Edition), Edward N. Zalta (ed.), http://plato.stanford.edu/archives/fall2009/entries/machiavelli/  O'Conner, Karen, Larry Sabato, and Alixandra Yanus. American Government: Roots and Reform. 11th. New York City: Pearson Education, 2011. Ch. 1. Print.  Patterson, Thomas. The American Democracy. 9th. New York City: McGraw Hill , 2009. Ch 1. Print.  Redding, Paul, "Georg Wilhelm Friedrich Hegel", The Stanford Encyclopedia of Philosophy (Summer 2012 Edition), Edward N. Zalta (ed.), http://plato.stanford.edu/archives/sum2012/entries/hegel/  Riegel, Jeffrey, "Confucius", The Stanford Encyclopedia of Philosophy (Summer 2013 Edition), Edward N. Zalta (ed.), forthcoming http://plato.stanford.edu/archives/sum2013/entries/confucius/  Shields, Christopher, "Aristotle", The Stanford Encyclopedia of Philosophy (Summer 2012 Edition), Edward N. Zalta (ed.), http://plato.stanford.edu/archives/sum2012/entries/aristotle/  Wolff, Jonathan, "Karl Marx", The Stanford Encyclopedia of Philosophy (Summer 2011 Edition), Edward N. Zalta (ed.), http://plato.stanford.edu/archives/sum2011/entries/marx/  Bureau of Labor Statistics http://bls.gov/k12/index.htm Declaration of Independence  http://www.archives.gov/exhibits/charters/declaration\_transcript.html John Locke’s *Second Treatise on Civil Government*  http://www.gutenberg.org/files/7370/7370-h/7370-h.htm |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Social Studies Standards   1. Interrelated Disciplines and Skills    1. Change and continuity of political ideologies, constitutions, and political behavior       1. Evaluate different governmental systems and functions.       2. Evaluate changes in the functions and structures of govern across time.       3. Explain and analyze the importance of civic engagement. |
| **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) | For enrichment, students will write a 2 to 3 page research paper about the works of one of the classical political theorists. The research paper should consist of a biography and any other major contributions to the fields of politics or government. Use the Essay 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)