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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 I |
| **Lesson/Unit Title** | Introduction to Political Science/ Political Theory |
| **TEKS Student Expectations** | **130.203, (c) Knowledge and Skills**  (2) The student compares and contrasts current, classic, or contemporary political theories:  (A) The student is expected to discuss why theories are important to the study of political science;  (B) The student is expected to draw conclusions about the classic political theorists such as Plato, Aristotle, Cicero, Machiavelli, Confucius, Hobbes, Locke, Hegel, and Marx;  (C) The student is expected to define the characteristics of contemporary political theories such as behaviorialism, postbehavioralism, systems theory, modernization theory, structural-functionalism, developmentalism, rational-choice theory, and new institutionalism; and  (D) The student is expected to compare and contrast the evolution of classic and contemporary theories. |
| **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:   * Explore the concepts of classic political theory in American democracy and political culture. * Examine the three contemporary political theories of American democracy. * Understand the challenges that the political theories pose on a democratic society. * Explain the change in political theory in American democracy. * Explore the role that technology will play in evolving political theories in American society. |
| **Rationale** | This lesson introduces students to the foundations of the American political system through the study of classic and contemporary political theories. An awareness of these theories is important to anyone pursuing a career in the political field. |
| **Duration of Lesson** | 7 to 10 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Politics * Popular Consent * Majority Rule * Individualism * Political Culture * Pluralist Theory * Elite Theory * Bureaucratic Theory * Policy Gridlock * e-campaigning |
| **Materials/Specialized Equipment Needed** | * Introduction to Political Science Key Terms * Computers with Internet access * Newspapers and/or magazines |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Do an Internet search for a video clip of “Mr. Smith Goes to Washington Speech.” Have students watch the clip and then write an opinion article about his speech and if it could apply in Washington today. After the students complete their opinion pieces, lead a discussion in which the students can share their thoughts and ideas of modern day Washington. Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | Review Lesson Key Point (see handout)  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Guided Practice \*** | Students will create a chart titled “Classic American Theories.” In one column, the students will provide a definition of each theory and in the other they will provide a real-life example of that theory being applied in a citizen’s life. These theories include:   * Liberty * Equality * Popular Consent * Majority Rule * Popular Sovereignty * Natural Law * Individualism * Religious Freedoms |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Who Represents Me?**  Students research whom their representatives are on the local, state, and national levels. After they identify who represents them, students write a small biography about each candidate including their party affiliation, the numbers of terms held in that position and their major platforms. Use the Individual Work Rubric for assessment.  **Start a Petition.**  Students conduct an Internet search for “move on democracy in action.” Divide the students into groups. Have each group create a petition for school or community improvement. After creating the petition, students use outlets (learned about in this lesson) to spread the word about their petition’s needing signatures. Use the Individual Work Rubric and the Group Evaluation Rubric for assessment.  **Give Me Liberty or Give Me Death!**  Students create a collage using images that depict the value of liberty in the U.S. They work to prepare and provide an explanation of why the pictures represent liberty. Use newspapers and/or magazines as resources for images. Use the Individual Work 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 \*** | Introduction to Political Science Quiz and Key  *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** | * Bose, Meena, John Dilulio, and James Wilson. American Government: Institutions and Policies. 13th. Boston: Wadsworth Cengage Learning, 2013. Ch. 4. Print. * 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. * 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. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Social Studies Standards  I. Interrelated Disciplines and Skills  C. 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 government 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) | Students will write a 3–5-page research paper on an emerging theory known as the Hyper-Pluralist Theory in contemporary politics. The paper should include key points of the Hyper-Pluralist Theory and provide examples of the groups who would dominate in a Hyper-Pluralist type of society. Students should also provide a comparison of the Hyper-Pluralist Theory to both the Pluralist and Elite Theories. Use the Research Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA  Business Professionals of America  Future Business Leaders of America |
| **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)