

Lesson Title: Politics, taken and adapted from studentvote.ca

Grade: 6/7

Lesson Time: 60 minutes

<p>Core Competencies:</p> <ul style="list-style-type: none">• I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking.• I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices and contribute to making me a unique individual.	<p>Big Idea:</p> <ul style="list-style-type: none">• Increasingly complex societies required new systems of laws and government.
<p>Curricular Competencies:</p> <ul style="list-style-type: none">• Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)	<p>Content : (What will students know and understand)</p> <ul style="list-style-type: none">• social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none">• express ideas and assess solutions to improve the learning experience at their school;• work collaboratively with their peers to develop a 'pitch' about one idea;• use persuasive language when trying to convince others;• compare how different people may view and interpret the same issue;• explain why we should respect others' opinions even if they are different from our own;	

- describe the concepts of politics and elections.

Materials & Technologies:

- Laptop/computer/device

Lesson:

Warm Up:

What do you know about politics? What thoughts come to mind?

Complete the KNOW and WONDER part of the KWL chart. Here are some ideas to get you started:

government, elections, politicians, issues, debate, political parties.

<u>What I KNOW</u>	<u>What I WONDER</u>	<u>What I have LEARNED</u>
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Activity #1:

Step #1: Imagine that your school is applying for a grant (sum of money) to improve the school experience for students. You can present one or more of the following focus areas:

- School yard greening/Outdoor learning

- Well-being
- Sports and recreation
- Technology

Step #2: Select one of the above areas and record the reasons why your idea should be considered for the grant. (Brainweb, list, etc...)

- In what way does it solve a problem?
- What would be the impact on students?
- How many students would be affected by the idea?

Step #3: Write a short pitch that will convince the government to give you a grant for your school improvement idea. A good pitch will include:

- One clear idea;
- A great 'hook' to get the audience excited;
- Short and to the point;
- Shared with passion and excitement;
- Explains why it is the best idea or what problem it will solve.

If you need some inspiration, take a look at these Shark Tank pitches:

https://www.youtube.com/watch?v=jaQHN_tUyFk&t=462s&ab_channel=endurbendur

Exit Card:

- Complete the “I have learned” section of the KWL chart.
- Try your best to connect your pitch to the following ideas:

When a community or large number of people need to get something done, people with similar interests often form groups and work together to achieve their goals.

In politics, these groups are called political parties. A political party is made up of people who share similar beliefs and goals about society and government.

In order for the political party to have the chance to work towards its goals, the party tries to win an election and lead the government.

Political parties and candidates try to convince voters to support their ideas and vision. Citizens express their choices through voting.

Politics can be described as the activities, ideas and actions that are used to gain and maintain power, or the ways that citizens try to influence a government’s actions or decisions.

Assessment for Learning:

- KWL Chart: “What I have learned”. What has the student learned after completing the lesson? Did their prior knowledge about politics grow or expand?