Name

Date:

Time allotted for lesson: 2hrs

Unit: Social Studies/ Language Arts

Grade Level: 6th

Lesson Plan Topic: Compare/Contrast Election Process in the US with the EU

Materials Needed: markers, poster paper, power point presentation

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| **Goals/Objectives/ Lesson Objectives** | **Standards** |
| The Learner will be able to give a descriptive overview of the both election processes.The learner will be able to make a comparative analysis between the European Union’s election process and the United States election process.  | 6.7.Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.6.2.Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems. |

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| Pre Lesson Plan |
| Content Knowledge The lesson will allow students to review the election process in America, but also make a comparative analysis to the system in the EU. Students will be take a closer look at each election process and examine how these processes were created as well as how they are carried out. Assessment* Pre-Assessment- Students will have a brief class discussion on the election process that occurs in America. Students will use the 2008 election as a reference point to describe different aspects of the election process.
* Student Self-Assessment- as we maneuver through the power point presentation ask students to refer to the list they created about “what they know” and see if any of the things that listed are related to the topics we are discussing about the European Union.
* Ongoing Assessment- Throughout the power point asking students specific questions related to the topic we are discussing would allow me to get a gauge for students who are struggling with the concepts as well as students who are able to comprehend the information.
* Summative-

Differentiation* What modifications and accommodations will be used to meet the needs of the students in your class who have varying knowledge, skill, language, and behavioral needs?

Culturally Responsive Teaching* Apart of the culturally responsive teaching students will discuss the recent election of the 1st Black President of the United States. Having students examine the racial climate of America and how this election was a great feat will allow students to review “post racial” America and they dynamics behind it.
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Lesson Plan

Launching the Lesson:

The students will be given a worksheet with a list of words that are associated with the election process such as candidates, term, Electoral College, European parliament, political parties, political parties, democrat, and republican. Students will be asked to write definitions of each word and if they don’t know a word leave it blank. The students will then be read their learning objectives: “The Learner will” be able to give a descriptive overview of both election processes. “The learner will” be able to make a comparative analysis between the European Union’s election process and the United States election process.

Middle Of The Lesson

The worksheet will be used in this portion of the lesson as well. Students will form groups and discuss their thoughts on what each word means and how it relates to either, the US presidential election or the EU leader. After students have worked in their groups, students will then come together as a class and discuss the definition terms. As a class we will produce definitions for each word as students learn about each election process through the power point presentation.

Closure: During closure students should be able to explain what each election term means and how it relates to each election process. Students should also be able to describe the differences and similarities between the US presidential election process and the EU election process.

Modifications & Accommodations:

What modifications and accommodations are needed for particular students?

\*lesson plan provided by UNC Chapel Hill School of Education