Problem Based Learning Lesson Plan

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time/Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade level \_\_\_

Text page #s \_\_\_\_\_\_\_\_\_\_\_

Lesson objectives from SCOS:

**4.01** Examine the structure and organization of political parties.

**4.02** Describe the election process and the qualifications and procedures for voting.

**4.03** Analyze information on political issues and candidates seeking political office.

**10.02** Develop, defend, and evaluate positions on issues regarding diversity in American life.

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| **The problem and the setting** – Problem should be ill-structured with only guidelines given as to what steps to take to solve problem. Problem should be rooted in real-world dilemmas. |
| You are the campaign stafffor a candidate running for a non-partisan seat on the local city council. Your candidate will be running against a candidate supported by my other government class. The voting population will include the following teachers: Mr. Armstrong; Miss Byrd; Mr. Callahan; Miss Harris; Mrs. Main; Mr. Wallen; and Mrs. Walls. Your candidate will be judged by the voters solely on an election portfolio you will create. These voters will view your election portfolio and cast their ballot on November 18. |
| **Roles and responsibilities:** Students should be assigned various roles that would be found within the context of the problem. These roles should be tied to real-world individuals who would typically confront this problem. Responsibilities should be clearly defined. |
| As a campaign staff you must assign and take on roles in several capacities. Most of your work will be done in small groups in the form of committees. Find below a listing of the committees that will guide this campaign in various areas.   * Steering committee: Overall leaders made up of campaign manager, vice-chair, and chairs of separate sub-committees. * Image and Public relations: Responsible for image development, speech writing, and verbal response strategy. * Polling and public opinion: Responsible for conducting opinion polls of voters, deciphering poll results, and determining overall public mood toward candidate. * Advertising and campaign literature: Responsible for advertising and media strategy and creation of all campaign materials (i.e. buttons, bumper stickers, posters, etc.) * Budget and fundraising: Responsible for overall budget development, accounting of campaign funds, and fundraising strategies. * Strategy and negative campaigning: Can be same as steering committee if you choose. Responsible for determining what issues to focus on from the polls, development of candidate responses during written debate (fishbowl) activity, and for outlining a negative campaign advertising campaign. |
| **Encountering -** Students answer the following questions: What do I know? What do I need to know? What resources will help me find out more? |
| Choose who your candidate is to be. Choose the sex of your candidate, the race, the professional background, the educational background, the family background, and the community service background. Discuss why you feel these attributes are needed in a candidate for this office and what impact you feel they will have on the voters. Determine what information you will need to know about your opponent and in what way you will need to define your own campaign before you begin campaigning outright. |
| **Accessing, Evaluating, and Utilizing information -** Students seek and access resources that help them solve the problem. They should evaluate the validity and reliability of all sources as they prepare to use those sources to propose a solution to the problem. |
| Develop a platform for your candidate based on public opinion. Devise a campaign strategy based on common practice and on past campaigns at the local, state, and national levels. Be sure to include all developed campaign materials in your portfolio and to disclose all media releases to me at the time you want them entered into the “record.” Once you enter these materials into the record, they will be made available to the other campaign. On November 4-5, a written debate will take place between your candidate and his/her opponent. On Nov. 4 you will develop three questions and your answers to them based on your perception of the important issues in this campaign. Your opponent will do the same. On Nov. 5 you will read the other side’s questions and responses and will be able to rebuttal their remarks. The transcript of this debate will be entered into each campaign portfolio. |
| **Synthesis and performance:** Students are required to pull together their findings and demonstrate that they have mastered material related to solving the problem. They should be required to produce some product that requires them to share what they have found and proposed. This “performance” can be oral, written, simulated, acted out, or presented through technology. |
| On November 18 you will submit your completed campaign portfolio to me as a class. At 3:30, the registered voters noted above will come and evaluate your portfolio on its merit and cast their vote accordingly. I will then evaluate your portfolio based on the rubric distributed at the outset of the assignment. |
| **Debriefing questions:** These questions should require students to demonstrate that they have mastered core content. They should be inextricably tied to the lesson objectives and essential questions. They should require students to observably or measurably show learning. |
| What strategies did you use that you felt were most effective? Where in your campaign did you think you could have improved or where did you think you made a mistake? What issues do you think most affected the voters? Why did these issues arise? Were there any moral issues that you felt factored into your behavior during this activity? How can you use the lessons you learned from this activity as you approach your first voting experience? |