

Summer '08

Lesson

2000 US Census Political Repercussions

Pre-knowledge:

Vocab Words:

Census
Political
Implication

Operations:

Basis for US House
Jobs in US House
Electoral College System
Appointment Process
Political Party's Power Base

Teacher Sequence:

Bridge btw US Congress &
US Executive & US Judicial Units

- a) Bellringer/Role
- b) Intro Concept
- c) Review for Understanding on Key vocab (done through bell ringer)
- d) Read Article (could be assigned previously)
- e) Review Article
- f) Facts of Article on Board
- g) Create List of Categories
- h) Model Political Implication
 - 1) Overall facts
 - 2) Specific facts of category
 - 3) Implication(s)
- i) Create Individual writing
- j) Create Small groups (2 is best) for discussion/writing
- k) Presentation
- l) Discussion
- m) Future Connections
- n) Wrap Up/Assessments

Equipment/Resources:

Article(s) on Census—Below is one of many such articles--

<http://archives.cnn.com/2000/US/12/28/census.report.03/>

Political Cartoon

Text (if needed for research/reminders). Below text is useful.

American Gov't & Politics Today by Steffen Schmidt et al

Essential Questions:

What are the political implications of the 2000 US Census?

Enduring Understanding:

Students will be able to demonstrate, both orally & in written form, a specific area of government that can be effected by the US Census

Students will be able to show the short & long term political consequences of implication chosen and described.

Students will be able to show the validity of their opinion by learning the ability to research, reason, articulate and defend said opinion

Standards:

Gov't:

5.1.12 I

5.2.12 C, E

5.3.12 A, B, E, F

5.4.12 C

R/W/L/S:

1.11.1 F, G

1.2.11 A

1.5.11 A, B, C, D, F, G

1.6.11 A, D, E

Task for Students:

- 1) Read Article on Census
- 2) Discuss major thrust of Article
- 3) Create Individual Political Implication via categories
- 4) Chose category
- 5) Identify Individual Political Implication
 - a) State specific facts that led a person to this implication (see Model)
- 6) Share idea w/ partner
- 7) Chose one idea/Present to whole
- 8) Discussion per Presentation
- 9) Chart Completion/Note Taking
- 10) Final Assessment: Political Implication Formal Essay
 - proper intro & concl para
 - proper intro sent/conc sentences to individual implication paras

Learning Styles:

- 1) Mastery
 - a) Focus of Topic
 - 1) Clear Instructions
 - b) Focus of Task(s)
 - 1) Clear Reasons why doing
 - c) Eventual 'correct' info shared

- 2) Understanding
 - a) Debating
 - b) No 'correct answer' as choses provided
 - 1) Students make an implication and reason it out

- 3) Interpersonal
 - a) Group work
 - b) Limited, but, coaching possible
 - c) Problem Solving

- 4) Self-Expressive
 - a) Student driven—create own implication
 - b) “Shocked” variety of categories/subcategories
 - c) Relate subcategories to life

For Teachers:**Possible Categories:**

- US Judiciary Impact because of change in Census:
 - Restrainer Pres=Restrainer judge appt ect..
 - (Relate to Geo Areas & Judicial Philosophy & Ct of Appeals)
 - =impact on US Constitution & Judicial Review
- Type of cases to be heard
 - 'liberal' v 'conservative'—various Ct of Appeals (9th v 5th)
- US House
 - Leadership Roles Elected by Members voting in bloc by geo regions
 - Political Party Control
 - Benefit D or R
- US Laws/Pork
 - Benefits sent to certain areas
 - US Congressmen voting in bloc by geo regions
- US Prez
 - Elections
 - Favorite Son Concept—nomination impact because of Census
 - Cabinet appointments—nomination impact because of Census
 - Political Party Control-relate to Census
 - Benefit D or R

Note: effects are opposite for geographic areas
 effects are opposite, or not, for political parties