Lesson Plan
Penny Oxendine
Marlboro County High School

Accompanying:
We the People, Unit three Lesson 16: What is the role of political parties in the constitutional system?

Bell Ringer:
Before reading activity—students will complete a "map with a purpose" activity. They will come in and complete a **silent placement consensus** with this question in the middle, "What if we did not have any political parties in our political system? How would this change our perspective? Do our political parties today help people become involved or hinder their involvement in politics?"

Building Vocabulary:
Students will complete the **Vocabulary Dissection Sheet** to assess their own prior knowledge of the words and to define the words with examples.

During Reading:
Students will be assigned to specialty groups to complete a **Jigsaw** assignment for reading and outlining their particular section. Once they have become specialists in their particular area, students will return back to their home group and teach their area to their home group members. At the end of the teaching by students, I will give a quick verbal quiz (they write answers) to assess if they have completed the assignment with comprehension and understanding. While they are working, I am moving from group to group assisting.

After Reading:
Students will then take a stand to debate the issue if political parties are necessary in today's political system. They will be placed on random teams and given their stance to defend. They will come up with 5 strong arguments for their stance. We will have a whole class debate.

Assessment:
After the debate, students will be required to write a five paragraph essay taking their own personal stance on the topic. In their essay, they must include 5 documents/sources to back-up what it is they are defending. Their essay is graded by a writing rubric for social studies classrooms.