

**Lesson Topic: Francis H. Case Lesson 3: Mock Town Meeting**  
**Targeted Content: Social Studies Integrated Content: English**  
**Grade Level: 5<sup>th</sup>**

**State Content Standard and/or Common Core Standard(s):**

*Target Standard(s):* 5.C.5.1 Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate

*Supporting Standard(s):* 5.C.3.2 Compare and contrast procedures for making decisions in a variety of settings, including classroom, school, government, and/or society

**Instructional Setting:**

Check all that apply:

Whole Group	<input checked="" type="checkbox"/>	Centers		Other (list)	
Small Group	<input checked="" type="checkbox"/>	Workshop			
Individual Student		Lab			

**Lesson Focus:** Students will learn more about their local government.

**Learning Outcome(s):**

As a result of this lesson, students will be an active participant in a mock town meeting to understand part of their local government.

**Assessment Measures:**

*Formative Assessment(s):* Observation of the mock town meeting

*Summative Assessment(s):* None

**Differentiation:**

**DIFFERENTIATED LEARNING ACTIVITIES:** Students who do not feel comfortable participating in the verbal mock town meeting have the option to pick a topic that is important to them and write a persuasive paper on their point of view.

**Materials:**

SmartBoard  
Video example of a town meeting

**Introduction:**

1. Ask students what topics or controversial issues are important to them or affect them—and that require some kind of change in society—and list those on the white board.

2. Watch a video example of a town meeting.

**Procedures for Teaching and Learning:**

Teach the class about the different branches of government. Read a select few articles on Francis and his role as a politician. Talk about different bills he helped sponsor and pass during his time in Congress and the Senate.

Activity:

1. Explain to your class that they will be participating in a town meeting simulation. Divide the class into groups of five or six students.
2. Give each group a card that identifies the public interest group they represent.
3. Once each group knows who they represent, decide on a topic for them to debate. (Note: It can be real or a mock issue.)
4. Once you decide on a topic, each group must decide if they are for or against that topic. Then, they are to come up with five reasons defending their decision and write them down on their sheet.
5. Have each group choose one representative to present their position to the class.
6. After all the presentations have been made, the debate may begin. Students may ask any of the representatives questions concerning the topic. If the representative cannot answer the question, it may be directed back to the group. Questioning may continue as long as you like.
7. When the debate is finished, have students put their heads on their desks. Take a vote while students are still role-playing. (Note: Do not tell the students the outcome yet.)
8. The first vote taken was based on the students' role-playing public interest groups. Now have them vote for themselves to see if there is any difference from the first vote. After the second vote has been taken, share the results of both votes with your students.

**Closure:**

Invite students to get involved in their school government or local governments.

Extension: 1. Have students research a topic that is currently being debated in their community and share it with the class the next day. or 2. Invite a local politician come in and speak to the classroom.