

## Quality Lesson Components Inquiry Based Model

<b>Standards Addressed:</b> Content TEKS Tech Apps. TEKS	<a href="#">111.24.B.08.02.D</a> - The student is expected to use multiplication by a constant factor (unit rate) to represent proportional relationships. <a href="#">111.24.B.08.05.A</a> - The student is expected to predict, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations. <a href="#">111.24.B.08.14.C</a> - The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem. <span style="color: orange;">8<sup>th</sup> grade curriculum 2<sup>nd</sup> 6 weeks Unit 5</span>
<b>Lesson Title or Topic:</b>	Virtual Voting Poll
<b>Objectives:</b> Content Language	After researching the Presidential election issues students will collect data to determine who they will vote for during the district's Virtual Voting. Students will also collect data by polling their class and their team in order to predict who will win the VV election at the campus level and at the district level
<b>Key Vocabulary</b>	Poll, data, chart, proportion, justify, predict
<b>Materials:</b>	<a href="http://www.issues2000.org/default.htm">http://www.issues2000.org/default.htm</a> <a href="http://teacher.scholastic.com/scholasticnews/indepth/election2008/games/candidates_stand/issues.htm">http://teacher.scholastic.com/scholasticnews/indepth/election2008/games/candidates_stand/issues.htm</a> Data sheet, laptops
<b>Engage</b> (The activities in this section capture the student's attention, stimulate their thinking and help them access prior knowledge.)	Watch Brainpop movie Voting at <a href="http://www.brainpop.com/socialstudies/usgovernmentandlaw/voting/">http://www.brainpop.com/socialstudies/usgovernmentandlaw/voting/</a> Teachers may choose to take the quiz prior to watching the video and then after in order to clear up any misconceptions about voting.
<b>Explore</b> (In this section students are given time to think, plan, investigate, and organize collected information).	Independently students will research the issues using the <a href="#">Issues 2000</a> website and the <a href="#">Scholastic</a> website and determine which presidential candidate represents their views the best. As a whole group students will discuss the issues while teacher creates a double bubble comparing and contrasting the candidates stand on the issues.

<p><b>Explain</b> (Students are now involved in an analysis of their exploration. Their understanding is clarified and modified because of reflective activities).</p>	<p>After discussion students will make a prediction on which candidate the majority of the class will vote for. Teacher will then select two students to poll the class which will then be broken down by gender. Students will then create a chart in Excel showing the data on how their class will vote. After creating the chart students will work in groups and predict how they think their team will vote. Once each group has made their predictions each group will go out and poll their team. They will poll by candidate and also by gender. Groups will analyze their data and create a chart to compare to their class data. Once all groups have finished their chart all data will be analyzed to determine discrepancies. As a whole group class will discuss possible reasons of the discrepancies and come up with possible solutions to limit the number of discrepancies in the future.</p>
<p><b>Elaborate / Extend</b> (This section gives students the opportunity to expand and solidify their understanding of the concept and apply it to a real world situation.)</p>	<p>After the VV has taken place students will gather data from the VV website and compare how their grade level voted, our school voted and how other middle schools in the district voted. In groups students will gather data from all middle schools and compare the results to our school. Students will then use this data as a predictor as to who will actually be our next president. Each group will write a summary statement if they think predicting who our next president will be is a valid prediction – why or why not.</p>
<p><b>Evaluate</b></p>	<p>Students will be evaluated on their predictions, polling and comparisons through out the lesson. Students will also be evaluated on their ability to collaborate with peers and on the extension portion of the lesson.</p>