




POLITICAL PARTICIPATION AROUND THE WORLD

INFORMATION

-  World Cultures
-  6th Grade
-  2 55-minute class periods

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- ✓ describe opportunities for political participation around the world.
- ✓ explain how opportunities for citizens to participate in the political process varies around the world.

ESSENTIAL / GUIDING QUESTIONS

- ? *How do citizens around the world participate in the political process?*




CONNECTION TO CURRICULUM/UNIT

This lesson can be incorporated into any world region unit. If teaching thematically, this can be used in the Government and Citizenship unit.

BASIC TERMS AND VOCABULARY

*vote * censor * media * dissident * political party * opposition * petition * advocate * protest * assembly * corruption * activism*

POWERFUL GEOGRAPHY FOCUS

-  [Diplomat](#)
-  [Political Scientist](#)
-  [Lawyer](#)

OVERVIEW OF LESSON:

Students will explore political participation around the world in a Gallery Walk.

STANDARDS:

[§ 113.18 Social Studies, Grade 6 \(Texas Essential Knowledge and Skills\)](#)

11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.

(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:

(B) analyze information by ~~sequencing, categorizing, identifying cause-and-effect relationships~~, comparing, contrasting, ~~finding the main idea~~, summarizing, ~~making generalizations and predictions~~, and ~~drawing inferences and conclusions~~;

(C) organize and interpret information from ~~outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps~~; and

(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly.

RESOURCES/MATERIALS NEEDED:

For Students:	For Teachers:
Country Infographics	Post-It Paper or Butcher Paper
Markers	

PEDAGOGICAL STRATEGIES:

[Gallery Walk](#)

[Activating Prior Knowledge](#)

PREREQUISTE KNOWLEDGE:

A basic understanding of the United States government is preferable but not necessary.

STARTING THE LESSON:

Lead a discussion about what the students know about each of the topics on the posters around the room. It is not necessary to have them write

down their thoughts or spend too much time on it – just tap into their [existing knowledge](#) to prime their brains for learning.

THE LESSON:

Students will participate in a [Gallery Walk](#) to explore political participation in selected countries.

1. Prepare the classroom.
 - a. Post the following topics around the room. You can use post-it paper or butcher paper. You could also use computers that students type the answers on.
 - i. Voting
 - ii. Media and Speech
 - iii. Assembly
 - iv. Organizations
 - v. Political Parties
 - vi. Government Accountability
 - vii. Opposition
 - b. If you will need more than 7 groups, post the topics twice in the room to allow for smaller groups.
2. Divide students into at least 7 groups and assign each group one of the countries and provide the country infographic to the group. Give each group a few minutes to read through the information on the infographic, ask questions, and make sure they understand what they're reading.
3. Begin the gallery walk by assigning groups to one topic posted on the wall. Give each group a set amount of time (suggested 3-5 minutes) to summarize the corresponding information on their infographic at the poster before rotating the whole class clockwise to the next poster. Continue this rotation until each group has had a chance to summarize at each poster. If the group's answer is already on the poster, have them put a checkmark next to the answer.
 - a. Let students know that although many of the poster topics will align with the infographic topics, they do not always. Students should use the whole infographic to glean information. In addition, they should write something on most posters, but for some countries, the topic will not be applicable for their country.
 - b. Consider giving each group a different color marker to better monitor group answers.
4. At the last poster in the rotation, the group will synthesize the information to summarize the topic. They will then share this summary with the class.

ENDING THE LESSON AND CLOSING PRODUCT:

At the last poster in the rotation, the group will synthesize the information to summarize the topic. They will then share this information with the class.

To evaluate student understanding, have students answer the following questions for two or three topics from the Gallery Walk: How does _____ vary among countries in the world?

DIFFERENTIATION STRATEGIES:

- Allow students who need more time to read and spend time understanding the content of their group's infographic prior to the lesson. Consider giving them the poster topics before to allow them time to find the related information.
- Give each student their own copy of the infographic that they can annotate.
- Consider allowing groups to move to the posters on their own time instead of structuring the movement to each poster.
- Allow students to use the posters to answer the evaluation questions.
- Reduce the number of evaluation questions a student must answer.
- Instead of answering the evaluation questions in paragraph form, allow students to create a [Venn Diagram](#) comparing the United States and the rest of the world.
- Instead of having students answer the evaluation question by topic, allow them to answer the broader question, "How does political participation vary among countries in the world?"

EVALUATION/ASSESSMENT:

For two or three topics from the Gallery Walk, students will answer the question "How does _____ vary among countries in the world?"

EXTENSION AND ENRICHMENT:

Have students make connections to 6.9A and 6.9B and to limited and unlimited governments.