



TOWN HALL (9-12)

OBJECTIVE: Students will understand the logistics of representative government, how those in power have processes for input by constituents. Students will facilitate a town hall in order to give information and receive feedback on the project proposals.

STANDARDS:

- **HS.C1.2** Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- **HS.C1.3** Explain and use deliberative processes implemented in various civic and political institutions.
- **HS.C2.1** Explain the importance of individual participation in civic and political institutions.

CIVICS EXAM QUESTIONS:

- What do we call the first ten amendments to the Constitution? A: The Bill of Rights

TIMELINE: This lesson fits best during phase 4, it can fit at the beginning of campaigning as a way to generate feedback for the projects or at the end of campaigning as a way to disperse information and answer questions.

APPROXIMATE LESSON LENGTH: Two 60-minute class periods for planning, plus additional time for the town hall.

SUPPORTING MATERIALS:

- [Copy of Bill of Rights](#)

VOCABULARY: Town Hall, Representative Government, Bill of Rights

INSTRUCTIONS:

1. Engage

- Create a class list of ways students can share their voice/opinions/ideas with those in positions of authority (principal, school board etc.).
- Students will look over the *Bill of Rights* and select those that protect our rights to express discontent.

2. Explore

- Have students explore methods that those in power (representatives) use to allow the public's voice to be heard (e.g. public comment at school board meetings, town halls, etc.).
- Have students develop a format they would like to use for a Town Hall to present their project ideas to the school community.
- Have students create one slide that presents the necessary information to their audience. This may include:
 - Hook
 - Title of your project
 - Problems/needs on campus that your project can solve
 - Summary of your project

3. Explain

- Designate a time and place to hold the Town Hall. Each group should present their project and allow for public participation.

4. Evaluate

- At the following steering committee meeting, discuss as a class what went well, what could be improved, student learning from the process, and overall feelings about the event

FORMATIVE ASSESSMENT OR ARTIFACT:

- **Artifact:** Students will create 1 slide on their project, the real artifact will be the town hall itself- you will be able to see student thinking, learning, and planning
- **Assessment:** Students will be able to answer the question on the Bill of Rights on the Civics Exam

EXTENSION ACTIVITIES:

- In an election year, watch a town hall meeting with students. Evaluate effective moments and ways the public is involved.
- Invite a local politician in to speak and take questions. Have students prepare questions based on local issues.