**Cato Sphere Summit Lesson Plan**

Lesson Title – Building the Foundation: The Ideologies that Ground Us

Duration

* 2 90 minute blocks

Materials Needed

* Student 1:1 laptops
* Links to ideology surveys
* Notes on ideologies
* Graphic organizer on ideologies
* Discussion questions

Lesson Plan Steps – Day 1

1. Warm-Up
	1. Have students brainstorm the definition of ideology in their table groups. This should include a definition for the term ideology, examples of ideologies, and definitions of different ideologies the students identify. Table groups should designate 1 student per table group to share the definition. After brainstorming, the teacher brings the students together as a class. Each group shares their definitions/examples, and together as a class (led by the teacher) the class works to create a unified definition of ideology that’s written on the board by the teacher.
	2. Total time – 5 minutes to brainstorm, 8-10 minutes of teacher-led class discussion.
2. Notes
	1. As the warm-up concludes and the class finalizes a definition of ideology, the teacher moves into the notes. Time does not permit in this activity to write out the notes/create the graphic organizer referenced below, but notes would include a formal definition of ideology, an explanation about the main ideologies (conservative, liberal, libertarian, populist) and how each views issues of freedom versus liberty. Students are taking notes on a teacher provided graphic organizer.
	2. End the notes with students jotting down on the top of their notes sheet the ideology they predict they are based on the notes taken in class.
	3. Total notes time – 15-20 minutes.
3. Ideology surveys
	1. Students utilize the back of the graphic organizer and transition into independently completing the ideology surveys assigned. Teacher provides the links (in my case via our school-provided technology platform, Schoology). The organizer includes spaces for students to record the ideology they get on the surveys, as well as a few discussion questions for students to think about.
	2. Time – 30 minutes.
	3. Grade – teacher can check the graphic organizer the next day to ensure completion and assign a homework/classwork level completion grade if desired.
4. Debrief
	1. After all students have completed the surveys, lead a discussion.
		1. By a show of hands, how many accurately predicted their ideology?
		2. By a show of hands, how many received a differently ideology than they predicted?
		3. What are some of the major differences among the major ideologies?
		4. Name some leaders/politicians that you think fit into each ideology. Back up your answer – why do you think that leader/politician fits in the ideology you stated?
		5. Let’s think big picture. How does ideology affect government? How might a conservative, liberal, or libertarian politician govern? What types of policies might they advocate for?
		6. Is there a danger to adhering too strictly to an individual ideology? Think through what that could be.
	2. Time – remainder of the block, conclude the next class period if necessary.

Time didn’t permit to flesh this out – but a possible day 2 idea to extend this lesson plan could possibly include passages from Dr. Kling’s book. Have students read teacher selected passages to further expand their understanding of ideologies. Have students form groups and discuss what they read, and maybe how different ideologies could find common ground on a specific policy area. Perhaps follow that with a mini (or enlarged if you really wanted to expand this) simulation where students have to take on an ideology and research solutions to a policy issue in the thought process of that ideology.

This could serve as a good way to start the year/ground students in the ideologies. Then throughout the year, you can frame conversations about issues/policy areas/current events in the building blocks of the ideologies that you built in this lesson(s) at the beginning of the year.