

# Illinois Studies\*

**P<sup>2</sup>D<sup>2</sup>**



## **Pontiac Prescription Drug Disposal:**

A Cooperative Program between High School  
Students, Local Officials, and Pharmacies

[www.p2p2program.org](http://www.p2p2program.org)

# Lesson Plans

\* **This can be easily adapted for civics/social studies classes.**

# Illinois Studies/Government/Civics Lesson - P<sup>2</sup>D<sup>2</sup>

## Lesson 1

### **The Powers and Duties of Illinois Government**

#### **Objectives**

*Students will:*

1. Explain how the various levels of government work together to solve problems.
2. Discuss the role of citizens and the press in the operation of government, especially as types of government work together.
3. Explain the concept of “separation of powers.”
4. Describe the basic function of each branch of government.
5. Explain some of the basic services that Illinois provides.

#### **Illinois Learning Standards**

- 14.A.4** Analyze how local, state, and national governments serve the purposes for which they were created.
- 14.A.5** Analyze the consequences of participation and non-participation in the electoral process.
- 14.D.5+** Interpret a variety of public policies and issues from the perspectives of different individuals and groups.

#### **Materials**

Whiteboard

“Why Do We Need Government” from the *Governing Illinois* Textbook, 2003

#### **Procedure**

1. Ask students to come up with a list of reasons why we need government. (“Why Do We Need Government?” pp. 19-20)  
Have students write their reasons on the whiteboard.  
Discuss as a class.
2. Ask students to list the three branches of government on the whiteboard  
Ask students: Why are the powers of government separated?  
Review the powers of each branch
3. Ask students what kind of complaints they have heard about the government.  
Think, pair, share.
4. Discuss the services provided by the government.

#### **Assessments**

1. Ask students if the above services could be provided privately (by corporations, for instance).  
What would be the advantages? The disadvantages?
2. Have students read pp 17-29 in *Governing Illinois* and complete the accompanying study guides.  
Discuss answers as a class.

# Illinois Studies/Government/Civics Lesson - P<sup>2</sup>D<sup>2</sup>

## Lesson 2

### Local Governments of Illinois

#### Objectives

*Students will:*

1. Understand the importance of local government on their lives.
2. Explain the different types of local governments in Illinois, and how they can and do work together (and sometimes against each other).
3. Discuss how local government is influenced, and how individuals, like the students themselves, can be effective in doing so.

#### Illinois Learning Standards

- 14.A.4** Analyze how local, state, and national governments serve the purposes for which they were created.
- 17.D.4** Explain how processes of spatial change have affected human history.
- 14.B.5** Use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger audience.

#### Materials

A Plat book

*Governing Illinois* Textbook

#### Procedure

1. List the units of local government in Illinois.  
Discuss each governmental unit.
2. Discuss the advantages and disadvantages of having so many units of local government.  
Ask students: Do the advantages outweigh the disadvantages, or vice-versa?
3. Inform students that in other states, local government units take on larger ranges of function.  
Ask students: Can they, then, do these multiple jobs as well?
4. Ask students: How can the units of local government affect us (the class) as we sit here (in the classroom) right now? What rule has each governing unit made that affects us (the class) right now?  
Have students come up with a list.  
Think, pair, share.
5. Ask students: What services are provided by our local government? Are there any services you wish were improved upon? How would you improve them if you were in a leadership position?
6. Ask the mayor to come in and discuss his/her role in the local government. Make sure students have prepared questions prior to the event.

#### Assessments

1. Have students look in a Plat book and find out what township they live in, describe the geographical features, and explain the jobs of all the township trustees.
2. Have students read pp 93-110 in *Governing Illinois* and complete the accompanying study guides.

Lesson 3

## Getting Involved: Beginning the Process of the Prescription Pill and Drug Disposal Program

### Objectives

*Students will:*

1. Understand the importance of individual participation to the function of our democracy.
2. Describe the ways in which students can participate in government.
3. Understand government in terms of it being our possession vs. a mysterious entity unattached to us.

### Illinois Learning Standards

- 14.A.4** Analyze how local, state, and national governments serve the purposes for which they were created.
- 14.A.5** Analyze the consequences of participation and non-participation in the electoral process.
- 15.B.4b** Analyze the impact of current events on consumer prices.
- 15.C.4b** Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy.
- 15.E.4a** Explain why government may intervene in a market economy.
- 16.A.4a** Analyze and report historical events to determine cause and effect relationships.
- 17.B.4a** Explain the dynamic interactions within and among the Earth's physical systems including variation, productivity and constructive and deconstructive processes.
- 17.B.5** Analyze international issues and problems using ecosystems and physical geography concepts.
- 17.D.5** Analyze the historical development of a current issue involving the interaction of people and geographic factors.
- 18.B.5** Use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger audience.

### Materials

Whiteboard

U.S. Geological Survey article

### Procedure

1. Have students read U.S. Geological Survey article.
  - Have students write down main points of the article.
  - Have students write down main points on the whiteboard.
  - Discuss as a class.
2. Ask students what they can do to help keep water safe for future generations.
  - Brainstorm ideas.

### Assessments

1. Ask students pointed questions about the article.
2. Have students create a list of ways they can reduce, reuse, or recycle products.
  - Discuss as a class.

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## Illinois Studies/Government/Civics Lesson - P<sup>2</sup>D<sup>2</sup>

### Lesson 4

## Getting Involved: Beginning the Prescription Pill and Drug Disposal Program

### Objectives

*Students will:*

1. Understand the importance of individual participation to the function of our democracy.
2. Describe the ways in which students can participate in government.
3. Understand government in terms of it being our possession vs. a mysterious entity unattached to us.

### Illinois Learning Standards

- 14.A.4** Analyze how local, state, and national governments serve the purposes for which they were created.
- 14.C.5** Analyze the consequences of participation and non-participation in the electoral process.
- 15.B.4b** Analyze the impact of current events on consumer prices.
- 15.C.4b** Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy.
- 15.E.4a** Explain why government may intervene in a market economy.
- 16.A.4a** Analyze and report historical events to determine cause and effect relationships.
- 17.B.4a** Explain the dynamic interactions within and among the Earth's physical systems including variation, productivity and constructive and destructive processes.
- 17.B.5** Analyze international issues and problems using ecosystems and physical geography concepts.
- 17.D.5** Analyze the historical development of a current issue involving the interaction of people and geographic factors.
- 18.B.5** Use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger audience.

### Materials

Whiteboard

“Creating an Action Plan” Guideline worksheet

*Governing Illinois*

### Procedure

1. Inform students of the Prescription Drug and Disposal program and its benefits.
2. Ask students who should be informed about the program.  
Make a list on the whiteboard.
3. Break class up into the following groups:
  - Research and Development
  - Media
  - Documentation
  - IL Representatives
    - Republicans
    - Democrats

- IL Senators
    - Republicans
    - Democrats
  - U.S. Representatives
    - Committee Members
    - Subcommittee Members
  - U.S. Senators
    - Committee Members
    - Subcommittee Members
4. Discuss the roles of committees and subcommittees. Show students how to access information pertaining to committee and subcommittee assignments.
  5. Discuss what an Action Plan is and how it is important when working on a project.

### **Assessment**

1. Have students get into their groups and develop an Action Plan.
  - Discuss with each group.

# Creating an Action Plan

Team Names

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Action Plan Title

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Final Goal

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List a goal for each week spent on this project. (How will you *plan your work and work your plan?*)

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List 5 or more actions steps that you plan to take to help accomplish your goals.

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What are some possible problems that you think could make it difficult for you to accomplish your project goals?

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What actions will help you overcome these obstacles?

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List the community partner/s that will work with your team.

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What role will each team member be responsible for? List the person's name and job title.

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Answer the following questions with your team. Be prepared to share your responses with the larger group.

What went well and what needs improvement?

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How did the experience affect you?

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What impact will it have on your future actions?

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**This Action Plan Template was developed by Terri Hallesy, Illinois-Indiana Sea Grant Program.**



## Illinois Studies/Government/Civics Lesson - P<sup>2</sup>D<sup>2</sup>

### Lesson 5

## **Getting Involved: Preparing an Informational Letter and Fax to Get the Word Out about the Prescription Pill and Drug Disposal Program**

### **Objectives**

*Students will:*

1. Understand the importance of individual participation to the function of our democracy.
2. Describe the ways in which students can participate in government.
3. Understand government in terms of it being our possession vs. a mysterious entity unattached to us.

### **Illinois Learning Standards**

**14.A.4** Analyze how local, state, and national governments serve the purposes for which they were created.

**14.C.5** Analyze the consequences of participation and non-participation in the electoral process.

**15.B.4b** Analyze the impact of current events on consumer prices.

**15.C.4b** Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy.

**15.E.4a** Explain why government may intervene in a market economy.

**16.A.4a** Analyze and report historical events to determine cause and effect relationships.

**17.B.4a** Explain the dynamic interactions within and among the Earth's physical systems including variation, productivity and constructive and destructive processes.

**17.B.5** Analyze international issues and problems using ecosystems and physical geography concepts.

**17.D.5** Analyze the historical development of a current issue involving the interaction of people and geographic factors.

**18.B.5** Use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger audience.

### **Materials**

Computer

Paper

“Letter Writing Evaluation Sheet” rubric

### **Procedure**

1. In the computer lab, have students find the names, addresses, e-mail addresses, phone numbers, and other contact information for each of their assigned groups determined in the previous lesson.
2. Have each group create a spreadsheet with all the contact information. (This will be vital to stay organized.)
3. Have the Documentation Group work on a letter that can be sent out to all members of the Illinois General Assembly.
4. Students who are in groups that will be contacting U.S senators and representatives will need to track down fax numbers.

## **Assessments**

1. Have students explain, in a paragraph, what they have specifically done in their group.
2. Refer to “Letter Writing Evaluation Sheet” for sample rubric.

## Illinois Studies/Government/Civics Lesson - P<sup>2</sup>D<sup>2</sup>

### Lesson 6

### **Getting Involved: Class Critique of an Informational Letter and Fax about the Prescription Pill and Drug Disposal Program**

#### **Objectives**

*Students will:*

1. Understand the importance of individual participation to the function of our democracy.
2. Describe the ways in which students can participate in government.
3. Understand government in terms of it being our possession vs. a mysterious entity unattached to us.

#### **Illinois Learning Standards**

- 14.A.4** Analyze how local, state, and national governments serve the purposes for which they were created.
- 14.C.5** Analyze the consequences of participation and non-participation in the electoral process.
- 15.B.4b** Analyze the impact of current events on consumer prices.
- 15.C.4b** Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy.
- 15.E.4a** Explain why government may intervene in a market economy.
- 16.A.4a** Analyze and report historical events to determine cause and effect relationships.
- 17.B.4a** Explain the dynamic interactions within and among the Earth's physical systems including variation, productivity and constructive and destructive processes.
- 17.B.5** Analyze international issues and problems using ecosystems and physical geography concepts.
- 17.D.5** Analyze the historical development of a current issue involving the interaction of people and geographic factors.
- 18.B.5** Use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger audience.

#### **Materials**

Computer  
Paper  
Address labels  
Envelopes  
Fax forms  
"Letter Writing Evaluation Sheet" rubric

#### **Procedure (on reverse side)**

## **Procedure**

1. Hand out a copy of the letter created by the Documentation Group.
  - Review as a class.
  - Make changes as needed.
  - Save on shared drive
2. In the computer lab, have groups access letter on the shared drive and set it up as a form letter using their spreadsheet.
3. Have students print out their letters and sign.
4. Have students create address labels.
5. Have students prepare the letters to be sent out.
6. U.S. Senators and Representatives Groups will need to fill out a fax form as they will not be sending via USPS.

## **Assessments**

1. Have students write an essay rating each of their group members and explain how they have contributed to the goals of the group.
2. Have students write an essay explaining the importance of a program such as P<sup>2</sup>D<sup>2</sup>.
3. Refer to the “Letter Writing Evaluation Sheet” for sample rubric.

# Rubric for Lessons 5 and 6

## Letter Writing Evaluation Sheet

Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Date: \_\_\_\_\_

### Focus:

Score \_\_\_\_\_

- Introductory section (main idea) is in proper format and appropriate length.
- Topic (subject matter) is clearly stated.
- Purpose is clearly implied.
- Unity or oneness is maintained throughout.
- Conclusion brings sense of finality.

*Comments:*

### Support/Elaboration:

Score \_\_\_\_\_

- Each idea is fully addressed.
- Support is valid and effective.
- Details or elaboration and/or examples are given.
- Relevant vocabulary is used effectively.

*Comments:*

### Organization:

Score \_\_\_\_\_

- Composition is logically organized.
- Clarifying devices or transitions are used effectively.

*Comments:*

### Conventions:

Score \_\_\_\_\_

- No major grammatical errors are made.
- Minor mechanical errors are avoided.
- No slang or nonstandard English is included in dialogue.

*Comments:*

### Integration: (Point value is often doubled.)

Score \_\_\_\_\_

- All elements combine for a strong overall effect.
- Generally strong writing occurs throughout.
- Goal of assignment is achieved.
- Students' evaluation of the effectiveness of their project as a whole.

*Comments:*

Total Score \_\_\_\_\_

Lesson 7

## Getting Involved: Sending an Informational Letter and Fax about the Prescription Pill and Drug Disposal Program

### Objectives

*Students will:*

1. Understand the importance of individual participation to the function of our democracy.
2. Describe the ways in which students can participate in government.
3. Understand government in terms of it being our possession vs. a mysterious entity unattached to us.

### Illinois Learning Standards

- 14.A.4** Analyze how local, state, and national governments serve the purposes for which they were created.
- 14.C.5** Analyze the consequences of participation and non-participation in the electoral process.
- 15.B.4b** Analyze the impact of current events on consumer prices.
- 15.C.4b** Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy.
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- 17.B.5** Analyze international issues and problems using ecosystems and physical geography concepts.
- 17.D.5** Analyze the historical development of a current issue involving the interaction of people and geographic factors.
- 18.B.5** Use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger audience.

### Materials

Computer

Stamps

Fax machine

“Assessment Guide for Oral Presentation” rubric

### Procedure

1. Send out letters to all members of the Illinois General Assembly.
2. Have students go to the office and send out the faxes to all members of the committees and subcommittees they selected.

## **Assessments**

1. Have groups create a PowerPoint presentation that explains, in detail, the processes they went through to complete their group's objectives.
2. Refer to "Assessment Guide for Oral Presentations" for sample rubric for this lesson.

## Rubric for Lesson 7

# Assessment Guide for Oral Presentations

**Group Assignment:** \_\_\_\_\_

**Group Members:** \_\_\_\_\_  
 \_\_\_\_\_

<b>Group Assessment</b>	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
1. The group made good use of its preparation time.	5	4	3	2	1
2. The presentation reflected analysis of the issues under consideration.	5	4	3	2	1
3. The presentation was coherent and persuasive.	5	4	3	2	1
4. The group incorporated relevant sections of the background reading into its presentation.	5	4	3	2	1
5. The group's presenters spoke clearly, maintained eye contact, and made an effort to hold the attention of their audience.	5	4	3	2	1
6. The presentation incorporated contributions from all the members of the group.	5	4	3	2	1
<b>Individual Assessment</b>					
1. The student cooperated with other group members.	5	4	3	2	1
2. The student was well-prepared to meet his or her responsibilities.	5	4	3	2	1
3. The student made a significant contribution to the group's presentation.	5	4	3	2	1