

**Date completed:** 4/22/20

**Title of lesson plan:** Group Project: Governors of Maine Research Paper

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**School/Organization:** EMCC

**Content Areas:**

- Social Studies

**Strand and Standard:**

**Duration:** 4 Class Periods (75min periods)

**Grade Levels:** Higher Education

**Materials and Resources Required:** Maine Digital Library, ProQuest Databases

**Summary/Overview:** *What will students learn? What is the purpose? (ie. Objectives/Learning Targets)*

- **Big Idea:** Students will learn about the people who have occupied the office of Governor and how the office of Governor operates. The students will understand the different hats and relationships the Governor has.
- **Essential Questions:**
  - What is the office of Governor all about?
  - What type of person runs for Governor?
  - What are the different roles and relationships a Governor has to deal with?
- **Objectives:**
  - Students will research the background of the Governor of their choice.
  - Students will research their Governor's term's accomplishments and/or failures.
  - Students will learn how the relationship between the Governor and the State Legislature and State Senate works.
  - Students will research their Governor's life after leaving office.

## **Steps:**

### **1<sup>st</sup> Class Period:**

Students will break into groups of four.

Next, students will choose a:

- Group Leader: the person to keep the group on task and assign tasks to each member;
- Group Recorder: the person who takes notes of each member's assignment for the Governor project; and
- Group Reporter: the person who will give the oral presentation for their group.

Students will then choose which of Maine's 75 Governors they would like to learn about.

Each group will choose a different Governor for their research project. Each group will sign up for their Governor, and will have two choices.

Students will choose their subject from the Maine State Archives: <https://legislature.maine.gov/9197>

Each member of the group will be researching the same Governor.

### **2<sup>nd</sup> Class Period:**

Students will discuss their plans for implementing this project. Each member will choose which of the objectives of the project they would like to research for their choice of Governor. They will also discuss how and what they will use for visual effects as part of the project.

The objectives of the project are:

- Students will research the background of the Governor of their choice.
- Students will research their Governor's term's accomplishments and/or failures.
- Students will learn how the relationship between the Governor and the State Legislature and State Senate works.
- Students will research their Governor's life after leaving office.

### **3<sup>rd</sup> Class Period:**

Students will work in the library to research their choice of Governor. They will concentrate on using online databases, such as the Maine Digital Library and ProQuest in addition to the use of print books, newspaper articles, and magazine articles.

### **4<sup>th</sup> Class Period:**

Students will present orally with visual effects for the class. Students will also turn in their final written research paper.

### **Mechanics of written research paper:**

1. Suggested 12-point typeface (Arial, Times New Roman, or Courier New fonts) and double-spaced. Follow course/institution style guide as appropriate for student work.
2. 8-10 pages – each group member will need at least 2 pages for their portion of the paper.
3. Must have a complete reference page that uses formal formatting and style guide methods of citation, such as APA, MLA, Chicago, etc.
4. Must make appropriate use of citations based on course/institution formatting and style guide.
5. Students should use at least 8 resources for the final paper – each group member will need to utilize at least 2 resources for their portion of the paper.
6. All spelling and grammar corrections made for final paper.
7. Final paper must have names of all group contributors as well as course name, date, and appropriate title of research project.
8. The oral presentation will take place during the 4<sup>th</sup> class meeting. Each group will have a Group Reporter to present their research findings to the rest of the class. 5 minutes suggested for each group's oral presentation.

### **Resources:**

- Governor Portraits, Maine State Archives: <https://legislature.maine.gov/9197>
- Maine Digital Library: <https://library.digitalmaine.org>
- ProQuest Database: <https://www.proquest.com/products-services/ProQuest-Research-Library.html>
- Purdue Owl Writing Lab Formatting and Style Guides: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)