|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.2.8 Identify America's current political parties, and illustrate their ideas about government.  SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.  SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda). | | | | | | **Vocabulary:** political parties; Republican Party; Democratic Party; Libertarian Party; Socialist Party; Third Party; platform; plank; elector; popular vote; Electoral College; public opinion; propaganda; media; bias; symbolism | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday (“A” Day)** | |
| **Essential Question:**  - How do political parties affect elections? | | | **Essential Question:**  - How do political parties affect elections? | | | **Essential Question:**  - How is public opinion shaped? | |
| **H.O.T. Questions:**  ***[P1-4]:***  BENCHMARK TESTING  ***[P5-8]:***  - How can we learn to read an election map?  - How do you become a voter in the United States?  - What is the difference between primary and general elections?  - How has the voting process changed over time? | | | **H.O.T. Questions:**  - Why is the Electoral College important?  - How do parties nominate presidential candidates?  - How can citizens learn about the important issues and political parties’ stances on them? | | | **H.O.T. Questions:**  - How can propaganda shape public opinion?  - Why is propaganda often effective? | |
| **Bell Ringer:**  ***[P1-4]:***  BENCHMARK TESTING  ***[P5-8]:***  - Teacher will display on the board the 2008 Florida presidential election results map found on p. 262. Students will be asked:   * What is this a map of? * What do you think this map shows? * Without looking at the numbers, who do you think has won this election? How can you tell? | | | **Bell Ringer:**  - Quote will be projected on the board:  *“If it were left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter.”*  *-Thomas Jefferson*  Why do you think Jefferson would say that he prefers newspapers without a government to a government without newspapers? | | | **Bell Ringer:**  - How might you convince someone to do something? (i.e. to convince a teacher to extend a due date? Or to convince your friends to see a particular movie?) | |
| **Learner Outcome:**  ***[P1-4]:***  BENCHMARK TESTING  ***[P5-8]:***  Students will analyze how a citizen may become a voter and will connect this to political parties. They will also differentiate between different types of elections (primary and general), and they will apply these concepts to an election results map. They will cite evidence to explain how the voting process has changed over the years to become open to more people and to protect the secrecy of citizens’ votes. | | | **Learner Outcome:**  Students will evaluate the role of the Electoral College in selecting the president and vice president, rather than the popular vote. They will analyze the role that parties play in nominating candidates and putting forth platforms and planks, and they will connect this to the role of media in reporting these ideas. | | | **Learner Outcome:**  Students will analyze the role that propaganda plays in shaping public opinion, particularly in politics. They will compare and contrast the different forms of propaganda, and they will cite evidence to demonstrate why it is often effective, as well as ways to potentially counter the effects of propaganda and bias. | |
| **Whole Group:**  ***[P1-4]:***  BENCHMARK TESTING  -------------  ***[P5-8]:***  - Whole group will read together out loud p. 259-262.  - As the class reads, the teacher will display a PowerPoint covering the key words and ideas of the section for students to take notes, in addition to pictures and graphics showing a voter registration form, ballots and a ballot box, polling places, and party nominating conventions that will provide a more multi-media approach for students who learn better with images than with words.  - The teacher will also display the map on p. 262 which covers the 2008 Florida presidential election results; we will discuss how to read a map correctly, comparing counties won (McCain’s 52 vs Obama’s 15) with percentage of the vote won (Obama’s 51% vs McCain’s 49%), as well as how a map like this can be misleading.  - For classwork, students will work on p. 261 (1B, 2B, 3B, 5).  **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or evident in the picture.**  - In looking at the 2008 Florida election map, how close does the election appear to have been? What might explain the difference between the number of counties that each candidate won and the actual vote totals for each candidate? | | | **Whole Group:**  - Review briefly from previous lesson about how voter registration, elections, and primaries work.  - Teacher will break the lesson down into several parts based on p. 263-265. First, class will read p. 265 together (Media Investigation: Televised Debates). We will show a short video clip from the Kennedy-Nixon debate. Students will, on the same page as the bell ringer, answer the question in the Media Literacy box: “What are some of the advantages and disadvantages of televised debates?”  - After allowing 5-10 minutes to answer this question, we will read together the box on p. 264 (Public Figures and the Press), and we will debate together as a class the two questions in the box (1. Why did the Supreme Court create a special rule for untrue statements about public figures? 2. How does the public-figure protection strike a balance between the interests of the press and the rights of individuals?). The teacher will call on students who do not often participate in order to encourage them to answer more questions.  - In pairs or groups, the class will then read p. 263-265, take notes, and work on answering p. 265 (1-3) for classwork on the same page as the bell ringer. The teacher will work with various groups to keep them on task and to help them with any reading or questions that they have.  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Write an editorial arguing whether the president should be elected by the electoral college or by the popular vote. Use your textbook for evidence. | | | **Whole Group:**  - BEFORE CLASS: Set up seven “stations” or centers throughout the room, with each one having an advertisement or form of propaganda.  - Distribute iCivics reading/handout packet to each student.  - As a class, read together the first two pages of the handout, with students highlighting key ideas and phrases.  - Place the students into seven small groups.  - Each group will rotate around the room, moving from center to center in a “gallery walk.” They will spend about 5 minutes at each station in the gallery walk, examining the piece of propaganda or advertisement that is there and answering the questions in their packet that go with the corresponding station. Each station will cover one important propaganda technique: (1) name calling, (2) testimonials, (3) transfer, (4) glittering generalities, (5) plain folks, (6) bandwagon, and (7) card stacking.  - Once the gallery walk is complete, students will retake their seats and will fill out the remaining page of their packet, which asks them questions about what they have learned about the different types of propaganda and to create their own advertisement.  **Evidence Based Writing: What might be the best option? How might one of your options be stronger than the other? Use evidence from the text to support your choice.**  Given a debate question, what choice of propaganda type would you choose to advocate for it, and why? After answering this question, create your own propaganda cartoon using the techniques learned during this lesson. | |
| **Assessment:**  ***[P1-4]:***  BENCHMARK TESTING  ***[P5-8]:***  - Classwork assignment will be collected and graded. Whole group reading assignment and discussion will also allow the teacher to offer further instruction where needed and to assess the overall understanding of the class as we read. | | | **Assessment:**  - Classwork assignment will be collected and graded. Whole group discussion will give the teacher a chance to evaluate the reading comprehension skills of students and to see what connections and evaluations that they have drawn. | | | **Assessment:**  - iCivics packet will be collected and graded as classwork. The teacher will also rotate from station to station, interacting with students and asking them more detailed questions about the effects of propaganda. This will give an opportunity to evaluate how well students are grasping the required concepts. | |
| **Home Learning:**  ***[P1-4]:***  None (Benchmark Testing)  ***[P5-8]:***  - Finish any remaining classwork. | | | **Home Learning:**  - Write an editorial arguing whether the president should be elected by the electoral college or by the popular vote. Use your textbook for evidence. | | | **Home Learning:**  - Finish any remaining classwork. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Recap of Key Points | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Break long assignments into small, sequential steps | P1 - | | Choose an item. |
| P2 – YM | Prior Knowledge | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Break long assignments into small, sequential steps | P2 - | | Choose an item. |
| P4 – DM; OP | Recap of Key Points | P4 – GD-K; AT-K; OW-504 | | Break long assignments into small, sequential steps | P4 - | | Choose an item. |
| P5 – AR | Recap of Key Points | P5 – IH-K; GA-504 | | Break long assignments into small, sequential steps | P5 - | | Choose an item. |
| P6 – FB | Recap of Key Points | P6 – GN-504 | | Break long assignments into small, sequential steps | P6 – BK | | Flexible Grouping |
| P7 – PA; ES | Recap of Key Points | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Break long assignments into small, sequential steps | P7 - | | Choose an item. |
| P8 KS; CS | Recap of Key Points | P8 – AC-504 | | Break long assignments into small, sequential steps | P8 – DA | | Flexible Grouping |