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| **Civics** | | | | | | | |
| **Civics Standards:**  \*\*SS.7.C.2.7 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.  \*\*SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.  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; platform; public opinion; propaganda; media; bias; symbolism; censorship; watch dog; public agenda; print media; lobbyist; lobbying; political action committee (PAC); special interest | |
| **Monday (“B” Day)** | | | **Wednesday/Thursday** | | | **Friday (“A” Day)** | |
| **Essential Question:**  - How is public opinion shaped? | | | **Essential Question:**  - How are public opinion and public policy shaped? | | | **Essential Question:**  - How should one select a candidate to vote for in an election? | |
| **H.O.T. Questions:**  - How can propaganda shape public opinion?  - Why is propaganda often effective? | | | **H.O.T. Questions:**  - What methods are used by interest groups to influence the government?  - How do interest groups and public opinion affect public policy? | | | **H.O.T. Questions:**  - What are the requirements to run for office?  - What are useful criteria in evaluating a candidate for public office?  - How can we evaluate information and arguments from various sources? | |
| **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?) | | | **Bell Ringer:**  - Who do you think decides what is offered in the school cafeteria for lunch? Who, beyond those who work at the school, might care about what students eat every day? Why do you think these groups/people might be interested? | | | **Bell Ringer:**  - What do you think are some important characteristics or qualities of someone running for office? Why? Give at least three and explain each of them in a separate sentence. | |
| **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. | | | **Learner Outcome:**  Students will differentiate between different types of interest groups and analyze how they lobby the government. They will also connect interest groups to public opinion and public policy through efforts to inform the public, donate money, and endorse candidates. | | | **Learner Outcome:**  Students will identify and analyze qualifications and criteria for selecting a candidate for public office. They will apply these criteria to several fake candidates and cite evidence to evaluate which candidate would receive their vote. | |
| **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 6-7 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. | | | **Whole Group:**  - Distribute reading handouts for students to read, highlight, and take notes on.  - Briefly discuss answers to the bell ringer, guiding students toward thinking about interest groups and how they may affect decisions that are made in society.  - As a whole group, read together the handout, with students highlighting or underlining key ideas and phrases about interest groups and how they function.  - Present an issue to the class about the debate over potatoes in school cafeterias – some groups (such as the National Potato Council) want children to eat more potatoes because they are inexpensive and can be nutritious (and to benefit potato farmers), while other groups (such as the USDA) want children to eat fewer potatoes because they are often fried and can lead to poor eating choices.  - Place students into groups based on their ideas about this issue. Each group will be responsible for filling out a handout that asks them to create their own interest group to lobby the government and the public on this issue. They will be asked to name the group, determine their position on the issue, give reasons to support their position, and to identify ways that they can inform the public and their elected officials about their position on potatoes in school cafeterias.  - Allow last few minutes of class for students to share their interest groups’ ideas and action plans.  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Should potatoes be encouraged in school cafeterias, or should they be limited? Based on your interest group’s position, what evidence might support your argument? Use what you’ve learned about propaganda techniques from our previous lesson to identify ways that you can lobby the public and government to see your position put into action. | | | **Whole Group:**  - Distribute graphic organizer for students to take notes.  - Display PowerPoint which covers the qualifications for major elected officials at the federal level and in the state of Florida. The PowerPoint also covers information about what voters should look for in a potential candidate for office, including their experience, their platform/ideas, their advertisements, and their performance during debates. While we go through the PowerPoint slides, students will fill out their graphic organizer/notes page.  - Present two fake candidates to the class, along with their qualifications, their experience, their positions on several issues, their endorsements, and an advertisement from each.  - Students will fill out handout identifying who might decide to vote for each candidate. Students will then make their own choice, and on the back of the handout, they will create a slogan/advertisement/t-shirt design to support their candidate.  - We will tally up the votes from students and announce a winner to the class!  **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.**  How might various interest groups choose to vote for these candidates? Which candidate would you prefer, and why? Use what we’ve learned about evaluating candidates to make your decision. | |
| **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. | | | **Assessment:**  - Group activity will be collected and graded as classwork. It will also give students an opportunity to practice what they have learned, and it will give the teacher an opportunity to work individually with each group to evaluate their understanding of the major concepts and to correct any deficiencies. The homework assignment will reinforce the major ideas of the lesson. | | | **Assessment:**  - Election handout will be collected and graded as classwork. Students will get an opportunity to participate and to share their opinions on these fake candidates; this will allow the teacher to interact with students, to evaluate their comprehension of the lesson, and to work with students as needed so that they can better understand the voting and election process. | |
| **Home Learning:**  - Finish the handout/packet that was started as classwork. | | | **Home Learning:**  - Complete interest groups matching worksheet for a homework grade.  - Begin studying for unit test. | | | **Home Learning:**  - Study for unit test. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Picture Walks | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Emphasize content rather than spelling in writing communication | P1 - | | Choose an item. |
| P2 – YM | Picture Walks | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Emphasize content rather than spelling in writing communication | P2 - | | Choose an item. |
| P4 – DM; OP | Picture Walks | P4 – GD-K; AT-K; OW-504 | | Emphasize content rather than spelling in writing communication | P4 - | | Choose an item. |
| P5 – AR | Picture Walks | P5 – IH-K; GA-504 | | Emphasize content rather than spelling in writing communication | P5 - | | Choose an item. |
| P6 – FB | Picture Walks | P6 – GN-504 | | Emphasize content rather than spelling in writing communication | P6 – BK | | Open-Ended Tasks |
| P7 – PA; ES | Picture Walks | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Emphasize content rather than spelling in writing communication | P7 - | | Choose an item. |
| P8 KS; CS | Picture Walks | P8 – AC-504 | | Emphasize content rather than spelling in writing communication | P8 – DA | | Open-Ended Tasks |