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| **Advanced Civics** | | | | | |
| **Social Studies Standards:**  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:**  Public opinion; public policy; interest group; propaganda; media; bias; symbolism; lobbying; lobbyist; political action committee (PAC); special interest; watchdog; symbolism; plain folks appeal; testimonial; card stacking; endorsement; glittering generalities; bandwagon; name calling | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - How is public opinion shaped? | | **Essential Question:**  How is public opinion shaped? | | **Essential Question:**  - How can I succeed on the “Political Participation” unit test? | |
| **H.O.T. Questions:**  - How can propaganda shape public opinion?  - Why is propaganda often effective? | | **H.O.T. Questions:**  - How do the different types of propaganda differ from each other?  - How might you use an advertisement to convince others to support your position? | | **H.O.T. Questions:**  - What do I already know well about the material from this unit, and what areas do I need to study further?  - How do our political parties think about government and society?  - How can interest groups, individuals, and media affect public opinion and public policy?  - How can propaganda techniques shape how individuals and groups think? | |
| **Bell Ringer:**  Post several EOC-style review questions about political parties, interest groups, and media on Microsoft Forms for students to answer. | | **Bell Ringer:**  Post several EOC-style review questions related to propaganda and public policy. Students will answer these questions on Microsoft Forms, and then we will review them as a class. | | **Bell Ringer:**  Direct students to Microsoft Forms where they will take a short quiz covering our last few lessons. Many of the questions will come directly from the Bell Ringers in previous classes to reward students who have been paying attention and taking good notes. | |
| **Learner Outcome:**  Students will analyze the role that propaganda plays in shaping public opinion, particularly in politics. They will evaluate how propaganda is often effective and how it can be both harmful and useful, depending on circumstances. | | **Learner Outcome:**  Students will differentiate between different forms and types of propaganda. They will also use what they have learned about public opinion and propaganda to create their own advertisement geared toward convincing others to support their position on a topic. | | **Learner Outcome:**  Students will review for their test next week by evaluating their knowledge of this unit, using the review sheet to look up and correct any areas in which they are deficient. They will analyze the political parties and how they view government and society, connect interest groups, individuals, and media with the shaping of public policy, and evaluate how propaganda techniques introduce bias and help to influence how we think. | |
| **Whole Group:**  - Have students work on the Bell Ringer, and then spend about 10 minutes reviewing the questions and student answers, correcting any deficiencies in student learning about the previous lessons.  - Play “I Like Ike” presidential campaign ad: <https://www.youtube.com/watch?v=YmCDaXeDRI4>.  - Ask students the following questions (they may post their answers in the meeting chat on Teams):   1. How does this advertisement makes you feel about the candidate? 2. Would this video make you vote for this person for President? Why?.   - Discuss student answers. Relate this video back to the posters that they made for their presidential candidates and explain that this kind of advertisement is a common way to influence people to support a candidate.  - Show students the (in)famous LBJ “Daisy” attack ad from the 1964 presidential campaign: <https://www.youtube.com/watch?v=dDTBnsqxZ3k>. Ask students if this negative ad made them feel any differently than the positive ad in the Bell Ringer.  - Introduce to students that both of these advertisements were forms of propaganda, or biased communication.  - As a class, begin to read p. 272-276 together. Post a graphic organizer containing key questions for each section on Teams. Read through the first section together and, as a class, answer the questions for the initial section. Then have students read the next section on their own and answer the next set of questions; give students several minutes to do this on their own, and then go over their answers, correcting any that are incorrect. Finally, release students to complete their reading and the graphic organizer on their own, working with any students that have questions or are struggling with the assignment.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**  With the spread of the Internet, will the use of propaganda become less common or more common? Give reasons for your answer. | | **Whole Group:**  - Spend about 10 minutes on the Bell Ringer questions. Go over the correct answers and review how the class did on these questions, explaining any answers that the majority of students got incorrect.  - Spend a few minutes reviewing the key concepts from the propaganda lesson in the previous class. Tell students that they are going to see firsthand how propaganda can work to influence people, groups, and government.  - Direct students to the Assignments tab on Teams, where they will find an assignment containing a PDF of propaganda images and a series of questions linked to the images in a Word doc.  - The teacher will lead the class on a virtual “gallery walk” by showing each piece of propaganda or advertisement that is in the PDF packet. Each image 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.  - As the images are displayed, students will work on filling out the questions that go with them on the Word doc. They will have about 5-7 minutes to work on each image live in class (with the ability to go back on their own later). We will do the first image on our gallery walk together, then ask for volunteers for the second image. Students will then complete the remaining images on their own, and we will go over them as a class.  - The final section of the Word doc will ask students to tie together what they have learned by creating their own advertisement using the propaganda techniques that they have learned. This is a homework assignment, but students may use any time remaining in the period to work on this or to complete anything they missed from any of the propaganda stations.  **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:**  - Give students about 15-20 minutes to complete and submit the quiz. Students may take longer if needed, but they must do so on their own time.  - Put the class into groups on Teams. Direct them to their group channels, where they will find a shared document that contains the review sheet for the test. This review sheet will have key ideas and definitions that need to be matched together, a vocabulary crossword puzzle for the group to fill out, and a number of questions that students will need to answer. The teacher will model a question or two for the class. Then the teacher will start video calls with each group, and groups should work together to divide up the review sheet and help each other with answering the questions. The teacher will move from group call to group call to monitor their work and to help groups with any questions that they might have.  - In the last few minutes of class, the teacher will direct students on how to download a copy of their shared work for the day so that they may have their own copy of the review sheet to study. The teacher will also post links to a review game that students may play on their own to study.  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**  How can we evaluate candidates for office? Use the information in your notes and in what you have learned about political parties, media, and interest groups, in order to determine which groups or individuals would be likely to vote for specific candidates. | |
| **Assessment:**  - The graphic organizer will be collected and graded as a classwork assignment. The teacher will walk around the room (for those in person) and monitor student work on Teams (for those learning virtually) as an informal assessment to ensure that students stay on task and to check student work and correct any misconceptions that they have about the material. | | **Assessment:**  - The propaganda images assignment will be submitted on Teams and graded as classwork. The “create your own propaganda” advertisement will give students a creative way to apply what they have learned.. | | **Assessment:**  - The review sheet worked on by each group will be graded as a classwork assignment. The quiz will serve as a formal assessment and give students a chance to practice their knowledge before the test (with feedback automatically given to students after submitting it). | |
| **Home Learning:**  - Finish classwork. | | **Home Learning:**  - Finish the advertisement worksheet.  - Study for quiz on interest groups/propaganda. | | **Home Learning:**  - Study for test. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P7 – KD-3; SD-4; JG-4 | Picture Walks  Demonstrations | P7 – JG-504 | Highlight key words in lessons  Provide positive reinforcement for following rules or directions | P7 – LA; AC; DC; TF | Problem Based Learning |