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| **Civics** | | | | | |
| **Social Studies 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.2.8 Identify America's current political parties, and illustrate their ideas about government.  \*\*SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. | | | | **Vocabulary:**  Political parties; Republican Party; Democratic Party; Libertarian Party; Socialist Party; Communist Party; Two-Party System; Third Parties; qualifications; debate; experience; political advertisements; candidates; platform; voting; election; ballot; viewpoints | |
| **Monday** | | **Tuesday/Thursday** | | **Friday** | |
| **Essential Question:**  - How do political parties affect society today? | | **Essential Question:**  - How do political parties affect society today? | | **Essential Question:**  - How do political parties affect society today? | |
| **H.O.T. Questions:**  - How are the political parties in the United States similar to each other?  - How might you try to win an election against candidates from other political parties? | | **H.O.T. Questions:**  - How do the current political parties think about our government and society?  - How might you create a political campaign to win an election and highlight your candidate’s strengths and ideas to the voters? | | **H.O.T. Questions:**  - How do the Democratic, Republican, Libertarian, and Socialist party platforms differ from each on key issues?  - How might voters evaluate a candidate’s advertisements and speeches to determine who to vote for? | |
| **Bell Ringer:**  Post several EOC-style questions on Microsoft Forms about the role of political parties as a review. | | **Bell Ringer:**  What are two important facts that you learned about your group’s political party last class? | | **Bell Ringer:**  Take about 10 minutes to review and prepare for our group presentations. | |
| **Learner Outcome:**  Students will analyze the viewpoints the different political parties in the United States. They will also apply their knowledge to create a political candidate and campaign, with posters and advertisements, to attempt to win an election against the other political parties. | | **Learner Outcome:**  Students will analyze the viewpoints on government and society of the Democratic, Republican, Libertarian, and Socialist Parties in the United States. They will also apply their knowledge to create a political campaign, with posters and speeches, to attempt to highlight their party’s platform and win a classroom election. | | **Learner Outcome:**  Students will differentiate between the platforms of the Democratic, Republican, Libertarian, and Socialist Parties. They will create campaign presentations and evaluate the candidates to vote for the one they think will do the best job as President of the US. | |
| **Whole Group:**  - Go over the Bell Ringer questions together as a group, making sure to re-teach and explain any questions that a lot of students got incorrect.  - Post on Teams a listing of groups for our Political Parties project. Each group will be assigned one of the key political parties in the United States: the Democratic, Republican, Libertarian, and Socialist parties (in larger classes, the Green Party will also be assigned). Each student will be assigned a particular set of questions to research. This project will be differentiated by having the easier, major parties (Democrats and Republicans) given to the lower performing groups, while the third parties will be given to the higher performing groups.  - Distribute to each group a political party “fact sheet” that contains the platform of each party about major issues. Working in a shared Word doc for each group, students will research the questions they have been assigned (such as “What does the party think about health care?”).  - Once students complete their individual questions, they will come together as a group in group video calls to determine what groups in society might vote for their party, and how they should emphasize their ideas to appeal to these groups.  - Students will be given a list of fake candidates for office, who have different backgrounds and ideas. They will play the role of “party leaders” and choose one of these candidates that they believe fits their party the best. They will explain why they’ve chosen this candidate, and then create a campaign for this candidate. Half of the students in the group will create a poster for their candidate that contains:   * The candidate name * The party name * A logo * Several important items on the candidate/party’s platform * A slogan for the candidate running for office.   - The other half of the students in the group will create a short campaign speech containing the party’s platform and the promises that the candidate is making if elected.  - The teacher will work with groups who struggle with these questions, and will monitor the groups to ensure that they stay on task. This project will not be finished in this class period, and will continue to the following class period.  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**    What are the important ideas put forth by your assigned political party? How do you think this is connected to their main voting groups?  How do political parties affect our society and government? | | **Whole Group:**  - Take attendance, and then quickly discuss the Bell Ringer.  - Take a few minutes to walk students through how to create a poster using PowerPoint.  - Display the group pairings for this project again, go over them, and move students into their groups so that they may continue working on their political party projects.  - Groups should have completed Steps 1-3 (the reading and the questions); if they have not done so yet, those steps should be done by the first 15 minutes of class.  - Groups may take the rest of the class to choose their candidate from the list of choices and to work together on the poster and speech. On their posters, groups must have:   * The candidate name * The party name * A logo * Several important items on the candidate/party’s platform * A slogan for the candidate running for office.   Speeches should contain similar information, plus promises that would help to get the candidate elected.  - Groups should also start to determine how they will present their information to the class in a short (no more than 3-4 minute) presentation. They may read their speech and should speak more about their parties, describing what their party is for and why voters should choose their candidate, as well as what their party might do in order to win the election. Students who are not directly working on the poster or speech should be working on their presentation  - The teacher will move from group call to group call on Teams, checking in with groups to ensure that students are working and helping any groups that need assistance.  **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.**    Why did your group choose that political candidate to represent your party, and how did your group come up with the slogan for him or her? Make sure to refer to the political party fact sheet and your worksheet on your party for evidence to support this. | | **Whole Group:**  - Give students about 10 minutes in their groups to review their projects and to prepare for their group presentations.  - Begin the presentations, giving each group about 5 minutes to show their party’s poster, give their brief campaign speeches, and explain their party’s main positions, their slogan, and why their candidate should win the election. The teacher will correct any incorrect information that groups give, but otherwise, the groups will be teaching the class about their political party.  - All other students should take notes on the presentations and the key ideas put forth. A note-taking guide will be provided for students.  - Once the presentations are over, create a poll on Teams to allow students to vote for the candidate that they think would do the best job. They may not vote for their own group, but should vote for someone else. Ask them why they chose that candidate. Tally up the votes and announce a winner to the class!  - Direct students to the Assignments tab on Teams, where they will be a review/wrap-up activity about political parties to ensure that students paid attention during the presentations and took notes. This assignment will have a number of different ideas about society and government, and students will be asked to match up the ideas with the corresponding political party.  - Give students about 20-30 minutes to complete the above activity, and then go over it together as a class, calling on students to provide the answer to a specific question (and correcting the answer if it is incorrect). Make sure to explain why the parties might hold these positions on the issues.  - If any time remains in class, play a quick Kahoot regarding the political parties to help students prepare for their upcoming quiz next class.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    Which of the other candidates would you vote for, and why? Explain how one of their positions on the issues OR something said during the presentation drew you to that candidate. | |
| **Assessment:**  - The Bell Ringer will serve as a review of the previous lessons and will be an informal assessment to determine if any re-teaching or remediation needs to be done. The political party project will be begun in class and will be a creative way for students to apply their knowledge of political parties. It will be graded as a project grade when completed in the following class. | | **Assessment:**  - The political party project will be finished in class and will be a creative way for students to apply their knowledge of political parties. It will be graded as a project grade. | | **Assessment:**  - The presentations will be part of the project grades for students and will provide an oral assessment of how well groups learned and understood their political parties. The matching activity will reinforce this and serve as a classwork grade. | |
| **Home Learning:**  - None. | | **Home Learning:**  - Finish project and prepare for presentations. | | **Home Learning:**  - Study for political parties quiz. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; ES-4; VV-4 | Cooperative Learning  Small Groups | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Alert student several minutes before transition from one activity to another is planned  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Cooperative Learning  Small Groups | P2 – CB-K/F; CT-504; JV-504; NW-K | Alert student several minutes before transition from one activity to another is planned  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Cooperative Learning  Small Groups | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Alert student several minutes before transition from one activity to another is planned  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Cooperative Learning  Small Groups | P8 – EF-V/K; YP-K | Alert student several minutes before transition from one activity to another is planned  Emphasize content rather than spelling in writing communication | P8 - SB | Open-Ended Tasks |