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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.  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; Communist Party; Two-Party System; Third Parties; qualifications; debate; experience; political advertisements; candidates; platform; voting; election; ballot; viewpoints; public opinion; interest group; propaganda; media; bias; symbolism; lobbying; lobbyist; political action committee (PAC); special interest; watchdog; plain folks appeal; testimonial; card stacking; endorsement; glittering generalities; bandwagon; name calling | |
| **Monday/Tuesday** | | **Wednesday/Thursday** | | **Friday** | |
| **Essential Question:**  - How do political parties affect society today? | | **Essential Question:**  - How are public opinion and public policy shaped? | | **Essential Question:**  - How is public opinion shaped? | |
| **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? | | **H.O.T. Questions:**  - How can interest groups influence the government?  - How does the media influence our government and monitor the political system? | | **H.O.T. Questions:**  - How can propaganda shape public opinion?  - Why is propaganda often effective? | |
| **Bell Ringer:**  Take about 10-15 minutes to complete and prepare for our group presentations. | | **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:**  Post several EOC-style review questions about political parties, interest groups, and media on Microsoft Forms for students to answer. | |
| **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. | | **Learner Outcome:**  Students will differentiate between different types of interest groups and analyze how they lobby the government. They will also connect the media to methods of influencing the government and monitoring our political system. | | **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. | |
| **Whole Group:**  - Give students about 10-15 minutes in their groups to review their projects, finish anything that remains to be finished, 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: 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.**    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. | | **Whole Group:**  - Begin class by conducting a quick review on the political parties, and then direct the students to Microsoft Forms, where they will take a quick quiz on the political parties. The correct answers will be provided to them (with explanations) automatically when they submit their quizzes on Forms.  - Then briefly discuss answers to the Bell Ringer question, guiding students toward thinking about interest groups and how they may affect decisions that are made in society.  - Have students go to the Assignments tab on Teams, where they will find a reading about interest groups and the media. As a whole group, read together the handout, with students highlighting key ideas and phrases about interest groups, the media, and how they function to influence and watch over government.  - Give students about 20-30 minutes to fill out the accompanying graphic organizer on Teams that goes with the reading. This will ask students reading-check questions and ask them to categorize the various roles of media, interest groups, and individuals in terms of influencing government. Go over student answers when they have completed the activity.  - Close class by giving students several scenarios of political actions that can be taken, and ask them to categorize whether these actions are taken by interest groups or the media and describe how these actions show either interest groups influencing the government or media watching over the government.  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**    Given a scenario, how does it show an interest group or the media carrying out their lobbying or watchdog roles? Refer back to the reading and your graphic organizer for evidence. | | **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. | |
| **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. | | **Assessment:**  - The political parties quiz will serve as a check on what students have learned about political parties, and give an opportunity for re-teaching. It will count as a quiz grade. The graphic organizer and scenarios will be collected as classwork. | | **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. | |
| **Home Learning:**  - Study for political parties quiz. | | **Home Learning:**  - Finish interest group assignment. | | **Home Learning:**  - Finish classwork. | |
| **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 | Role Playing  Teacher Made Questions | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Break long assignments into small, sequential steps  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Role Playing  Teacher Made Questions | P2 – CB-K/F; CT-504; JV-504; NW-K | Break long assignments into small, sequential steps  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Role Playing  Teacher Made Questions | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Break long assignments into small, sequential steps  Allow extended time frames to complete assignments, projects and tests |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Role Playing  Teacher Made Questions | P8 – EF-V/K; YP-K | Break long assignments into small, sequential steps  Allow extended time frames to complete assignments, projects and tests | P8 - SB | Problem Based Learning |