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| **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 | |
| **Monday** | | **Tuesday** | | **THANKSGIVING BREAK** | |
| **Essential Question:**  - How are public opinion and public policy shaped? | | **Essential Question:**  - How are public opinion and public policy shaped? | |  | |
| **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 do interest groups form and influence public policy?  - How might different interest groups lobby lawmakers about a specific issue? | |  | |
| **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:**  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? | |  | |
| **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 how interest groups come together and influence public policy by advocating for issues that are important to their members. They will also evaluate how interest groups on opposite sides of an issue might lobby lawmakers and create their own interest group and arguments to do so about a sample issue. | |  | |
| **Whole Group:**  - 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.  - Circle back to the Bell Ringer question and 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.  - Post a handout on Teams that asks students to create their own interest group to lobby the government and the public on this issue. They will be asked to name the group, create a logo (through copy-and-pasting an image that they find online), 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. Have students start this in class and finish it for homework.  **Evidence Based Writing: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**    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 to identify ways that you can lobby the public and government to see your position put into action. | | **Whole Group:**  - 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.  - Review the reading and student assignment from last week about interest groups and the media. Remind students that interest groups can influence government in many different ways, and prompt students to name some of these ways in the chat on Teams.  - Display a reading on Teams for the class that discusses the issue presented in the Bell Ringer question -- the debate over potatoes in school cafeterias. Ask students to share what they think are the pros and cons of potatoes in school lunches, and which groups might be interested in this specific issue.  - Discuss student responses, and then read with students about how 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.  - Ask the class what they think about this issue, and how they might choose to go about convincing lawmakers that their position is the correct one and should be put into law. Would they show data and statistics to lawmakers? Offer donations to their re-election campaigns? Educate members of the group to post advertisements for or against potatoes in school lunches to rally public support? (Remind students about our propaganda lesson from last class when discussing advertisements and their impact.) Ask students to discuss their options, and give them some help in this area, if they need it.  - Post a handout on Teams that asks students to create their own interest group to lobby the government and the public on this issue. They will be asked to name the group, create a logo (through copy-and-pasting an image that they find online), 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. Work with any students who are having difficulty with any part of this assignment.  **Evidence Based Writing: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**    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 to identify ways that you can lobby the public and government to see your position put into action. | |  | |
| **Assessment:**  - The graphic organizer and the potato interest group assignment will count as a classwork grade that gives students a creative way to apply their knowledge about interest groups. | | **Assessment:**  - The potato interest group assignment will count as a classwork grade that gives students a creative way to apply their knowledge about interest groups. | |  | |
| **Home Learning:**  - Finish interest group assignment. | | **Home Learning:**  - Finish interest group assignment. | |  | |
| **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  Focus on Key Words | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Emphasize content rather than spelling in writing communication  Alert student several minutes before transition from one activity to another is planned |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Role Playing  Focus on Key Words | P2 – CB-K/F; CT-504; JV-504; NW-K | Emphasize content rather than spelling in writing communication  Alert student several minutes before transition from one activity to another is planned |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Role Playing  Focus on Key Words | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Emphasize content rather than spelling in writing communication  Alert student several minutes before transition from one activity to another is planned |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Role Playing  Focus on Key Words | P8 – EF-V/K; YP-K | Emphasize content rather than spelling in writing communication  Alert student several minutes before transition from one activity to another is planned | P8 - SB | Problem Based Learning |