

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the American Government/Civics Social Studies Course.

<h2 style="margin: 0;">American Government/Civics- Unit Number 8- The Election Process and Civic Responsibility</h2>	
<p>Elaborated Unit Focus</p>	<p>This unit examines local, state, and national elections. Topics include the nomination and election process, campaign finance, and the effects of the media, campaign advertising, and public opinion polls on the outcomes of elections. In addition, students will investigate the importance of participation in civic life.</p>
<p>Connection to Connecting Theme/Enduring Understandings</p>	<p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <ul style="list-style-type: none"> • Political Parties • Special Interest Groups • Media Coverage of Elections <p>Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.</p> <ul style="list-style-type: none"> • Election Process • Campaign Finance <p>Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p> <ul style="list-style-type: none"> • Participation in Civic Life • Pledge of Allegiance
<p>GSE for Social Studies (standards and elements)</p>	<p>SSCG15: Demonstrate knowledge of local, state, and national elections.</p> <ol style="list-style-type: none"> a. Describe the historical development, organization, role, and constituencies of political parties. b. Describe the nomination and election process. c. Examine campaign funding and spending and the influence of special interest groups on elections. d. Explain how recent policy changes and Supreme Court rulings have impacted the campaign finance process. e. Analyze the influence of media coverage, campaign advertising, and public opinion polls. <p>SSCG16: Analyze the difference between involuntary and voluntary participation in civic life.</p> <ol style="list-style-type: none"> a. Describe how and why citizens are required by law to pay taxes, serve on a jury, and register for military duty. b. Describe how citizens voluntarily and responsibly participate in the political process by voting, performing public service, being informed about current issues, and respecting differing opinions. c. Explain the meaning and history of the Pledge of Allegiance.

<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>L9-10RHSS4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.</p> <p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10WHST8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills:</p> <ul style="list-style-type: none"> 3. Identify issues and/or alternative solutions 4. Distinguish between fact and opinion 5. Identify main idea, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 8. Identify social studies reference resources to use for a specific purpose 11. Draw conclusions and make generalizations 14. Formulate appropriate research questions 17. Interpret political cartoons. <p>Map and Globe Skills:</p> <ul style="list-style-type: none"> 4. Compare and contrast the categories of natural, cultural, and political features found on maps 7. Use a map to explain impact of geography on historical and current events 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 11. Compare maps with data sets (charts, tables, graphs, and/or readings to draw conclusions and make generalizations 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.

Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1 (Individuals, Groups, and Institutions)	<p>How do various individuals, groups, and institutions influence the outcome of elections?</p> <ul style="list-style-type: none"> • How do political parties influence elections? • How do special interest groups influence elections? • How does the media influence elections?
Enduring Understanding 2 (Rule of Law)	<p>How does the Rule of Law in the United States establish election procedures?</p> <ul style="list-style-type: none"> • How is the election process set to ensure the American democracy? • How have policy changes impacted campaign finance procedures?
Enduring Understanding 3 (Culture)	<p>How does American culture influence civic participation in the United States?</p> <ul style="list-style-type: none"> • Why are citizens required to pay taxes, serve on a jury, and register for military duty? • How and why do citizens voluntarily participate in the political process? • How does the Pledge of Allegiance signify American culture?

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: The Nomination and Election Process and the Constituency

Using online research, primary and secondary sources, and video presentations, students will examine the nomination and election process of the president. Students will also evaluate what the term constituency means.

GSE Standards and Elements	<p>SSCG15: Demonstrate knowledge of local, state, and national elections.</p> <ul style="list-style-type: none"> a. Describe the historical development, organization, role, and constituencies of political parties. b. Describe the nomination and election process.
Literacy Standards	<p>L9-10RHSS4- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.</p> <p>L9-10RHSS5- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <ul style="list-style-type: none"> 4. Compare and contrast the categories of natural, cultural, and political features found on maps 7. Use a map to explain impact of geography on historical and current events 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities. <p>INFORMATION PROCESSING SKILLS:</p> <ul style="list-style-type: none"> 3. Identify issues and/or problems and alternative solutions 4. Distinguish between fact and opinion 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 8. Identify social studies reference resources to use for a specific purpose 11. Draw conclusions and make generalizations 14. Formulate appropriate research questions 17. Interpret political cartoons.
Enduring Understanding(s)	<p>Rule of Law</p>

ACTIVITY #1: The following website offers an in-depth explanation of the differences between primaries and caucuses: <https://learning.blogs.nytimes.com/2016/01/27/lesson-plan-election-2016-understanding-primaries-and-caucuses/>. The site includes video clips as well.

Here are additional video links that offer an explanation of the primary and caucus processes:

<https://www.youtube.com/watch?v=0RXie7FJqOA>

https://www.youtube.com/watch?v=_95I_1rZiIs

ACTIVITY #2: Using online research, students will work in groups of three to develop a newscast related to the election process. Student groups will choose a compelling and influential presidential election. The group will have the following roles: newscaster, videographer, and director. The group will work together to discover the details of the election and be able to explain why it was an influential election. After collecting data, students will create a 2-4 minute video. Their job is to inform the constituency of all of the compelling facts about the election. They may develop charts as part of their newscast to help explain their data to the public. Use the following rubric to provide students with expectations.

Newscast - Presentation and Planning

CATEGORY	4	3	2	1
Research	Group researched the subject and integrated 3 or more "tidbits" from their research into their newscast.	Group researched the subject and integrated 2 "tidbits" from their research into their newscast.	Group researched the subject and integrated 1 "tidbit" from their research into their newscast.	Either no research was done or it was not clear that the group used it in the newscast.
Accuracy of Facts	All supportive facts are reported accurately (3 of 3).	Almost all facts are reported accurately (2 of 3).	One fact is reported accurately.	No facts are reported accurately OR no facts were reported.
Graphics	All graphics clearly illustrate the material being presented	All graphics are related to the material being presented	Most graphics are related to the material being presented.	Many graphics are not related to the material being presented. Distracting
Speaks clearly	Speaks clearly and distinctly all of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces 1 or more words.	Speaks clearly and distinctly most of the time and mispronounces no words.	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.

American Government Frameworks for the Georgia Standards of Excellence in Social Studies

Posture and Eye Contact	Stands or sits up straight and looks confident and relaxed. Establishes eye contact with audience during most of newscast.	Stands or sits up straight. Establishes eye contact with audience during most of newscast.	Slouches or appears too casual but establishes good eye contact with audience during most of newscast.	Slouches or appears too casual AND establishes little eye contact with audience during newscast.
Enthusiasm	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is not overdone.	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is somewhat overdone.	Facial expression and body language show some interest and enthusiasm about the topic throughout the newscast.	Facial expression and body language depict apathy or boredom with the topic.
Attire	Business casual look.	Clean and attractive student look. Attire does not detract from credibility of presentation.		Sloppy appearance which detracts from credibility of presentation.
Awareness of Audience	All students in group can clearly explain why they felt the vocabulary, audio and graphics they chose fit their intended audience.	All students in group can explain why they felt the vocabulary, audio and graphics they chose fit their intended audience.	There was some awareness of the audience, but not all of the students can describe how the vocabulary, audio and graphics they chose fit their intended audience	Limited attention to audience in designing newscast AND/OR one or fewer members of the group can explain how the element relate to the audience.
Point of View - Purpose	Newscast establishes a purpose at the beginning and maintains that focus throughout! Cohesive newscast.	Establishes a purpose at the beginning, but occasionally wanders from that focus.	The purpose is somewhat clear but many aspects of the newscast seem only slightly related.	It was difficult to figure out the purpose of the newscast.
Duration of presentation	The newscast was between 2 - 4 minutes and did not seem hurried or too slow.	The newscast was between 2 - 4 minutes but seemed SLIGHTLY hurried or too slow.	The newscast was between 2 -4 minutes but seemed VERY hurried or too slow.	The newscast was too long or too short.
Group Work	The group functioned exceptionally well. All members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned pretty well. Most members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned fairly well but was dominated by one or two members. The group (all members) was almost always on task!	Some members of the group were often off task AND/OR were overtly disrespectful to others in the group AND/OR were typically disregarded by other group members.

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Campaign Finance

Using primary and secondary sources, students will examine campaign funding and the influence of special interest groups and PACs. on elections.

GSE Standards and Elements	<p>SSCG15: Demonstrate knowledge of local, state, and national elections.</p> <p>c. Examine campaign funding and spending and the influence of special interest groups on elections.</p>
Literacy Standards	<p>L9-10RHSS4- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.</p> <p>L9-10RHSS5- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>7. Use a map to explain impact of geography on historical and current events</p> <p>10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</p> <p>11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>4. Distinguish between fact and opinion</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>11. Draw conclusions and make generalizations</p> <p>14. Formulate appropriate research questions</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	<p>Rule of Law</p> <p>Individuals, Groups, and Institutions</p>

ACTIVITY #1: Students will engage in an activity and discussion on campaign finance and reform measures. The CNN Student News website offers a link for this activity:

<http://www.cnn.com/2008/LIVING/studentnews/04/06/activity.campaign.finance/index.html>

Inform students that in 12 of the past 16 presidential contests the candidate in both parties who raised the most money by the start of the election year went on to win their party's nomination. Generate a class discussion about the expenses that are associated with a political campaign. Ask students: What might be some sources of campaign contributions? Why do you think that individuals, businesses and organizations might want to contribute to a political campaign? Do you think that campaign contributions should be disclosed to the public? Why or why not?

Next, refer groups of students to online resources to learn about campaign finance reforms. Use the following questions to guide students' research:

- Are there individual and/or group limits on federal campaign contributions? If so, what are these limits?
- What is a political action committee (PAC)?
- Why do you think that PACs and political campaigns are required to disclose the sources of their contributions?
- What is the difference between "soft money" and "hard money"?
- Are there any individuals or groups that are prohibited from making political contributions? Why do you think this is so?
- What is meant by the phrase "campaign finance reform"? What arguments exist for and against this issue?

Reconvene the class and share groups' findings. Ask: Why do you think that there are federal laws governing campaign contributions? Do you think these laws are justified?

Allow students to formulate their own opinions on campaign finance reform and create video or written editorials in response to the following question: Do federal regulations on campaign contributions violate free speech, or do these rules support the democratic process?

ACTIVITY #2: Ask students to interpret the political cartoon below.

Claytoonz.com (He Ain't Heavy) April 17, 2015 <https://claytoonz.com/2015/04/17/he-aint-heavy/>



Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Campaign Advertising, Media, and Public Opinion Polls

Using primary and secondary sources, students will examine the impact of campaign advertising, the media, and public opinion polls on election outcomes.

GSE Standards and Elements	<p>SSCG15: Demonstrate knowledge of local, state, and national elections.</p> <p>e. Analyze the influence of media coverage, campaign advertising, and public opinion polls.</p>
Literacy Standards	<p>L9-10RHSS4-</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.</p> <p>L9-10RHSS5-</p> <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>7. Use a map to explain impact of geography on historical and current events</p> <p>10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</p> <p>11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>4. Distinguish between fact and opinion</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>11. Draw conclusions and make generalizations</p> <p>14. Formulate appropriate research questions</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	<p>Individuals, Groups, and Institutions</p>

ACTIVITY #1: Begin this topic by playing the following video clip of Howard Dean’s famous sound bite that totally derailed his bid for the presidential nomination for the Democratic Party:

<https://www.youtube.com/watch?v=RwkNnMrsx7Q>

Next, direct students to the following website: <http://www.livingroomcandidate.org/>

This site houses actual presidential campaign commercials from 1952 to 2016. Students will use a laptop or other computer device to sift through some of the videos. They are to choose one that they believe is the most effective. They will write a one-page overview of the commercial and why they believe it is effective. Do they think it would appeal to a wide base of the constituency? Did they think it was effective in promoting the candidate in a favorable manner? Students will take turns presenting their chosen advertisement to the class and provide a brief explanation of why they chose this particular commercial.

ACTIVITY #2: Begin with a brief discussion on public opinion polls, including why they are important and what makes them reliable and credible. Ask: How should a reliable public opinion poll differ from a poll you might take of your class or school? Refer students to online resources, including the **CNN Student News**, for guidance. <http://www.cnn.com/2008/LIVING/studentnews/05/06/activity.polling/index.html>

Next, divide students into groups and tell them to imagine that they have just been hired as pollsters for a major news organization. Their task is to create a hypothetical public opinion poll to gauge the mood of registered voters at a specific point in time on the candidates, issues, or both.

Pose the following questions to help groups determine their polling samples and how their polls will be conducted: Will you use a random sample of voters or some other kind of sample? What method will you use to poll your sample? Will voters be contacted for this poll via the telephone, the Internet, in-person interviews, or some other method?

To assist each group in crafting its poll questions, ask: What is it that your group is trying to determine? What questions will you ask? Remind students that their poll questions should be clear and unbiased, and should not be leading. Allow each group ample time to craft its questions.

Have each group write an overview of its sampling, method and questions, and then exchange its poll with another group. Ask group members to analyze that poll using the following questions as a guide:

1. Who is the sample for this poll? Is anyone left out who should be included?
2. What method will be used to conduct this poll? Could this method or the sample affect the poll's results? Explain.
3. Do any of the polling questions "lead" a respondent toward a specific answer? Are there any questions that are unclear or biased? If so, what changes would you suggest?
4. Are there any events that could possibly skew the results of this poll? Explain.

Finally, have groups present their analyses of the polls to the class.

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Civic Duties – Jury Duty, Voting, Informed Voters

Using primary and secondary sources and research, students will examine the importance of participating in civic duties, such as jury duty and voting. Students will consider the importance of becoming informed voters.

GSE Standards and Elements	<p>SSCG16: Analyze the difference between involuntary and voluntary participation in civic life.</p> <ul style="list-style-type: none"> a. Describe how and why citizens are required by law to pay taxes, serve on a jury, and register for military duty. b. Describe how citizens voluntarily and responsibly participate in the political process by voting, performing public service, being informed about current issues, and respecting differing opinions.
Literacy Standards	<p>L9-10RHSS4- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.</p> <p>L9-10RHSS5- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <ul style="list-style-type: none"> 4. Compare and contrast the categories of natural, cultural, and political features found on maps 7. Use a map to explain impact of geography on historical and current events 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities. <p>INFORMATION PROCESSING SKILLS:</p> <ul style="list-style-type: none"> 3. Identify issues and/or problems and alternative solutions 4. Distinguish between fact and opinion 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 8. Identify social studies reference resources to use for a specific purpose 11. Draw conclusions and make generalizations 14. Formulate appropriate research questions 17. Interpret political cartoons.
Enduring Understanding(s)	<p>Culture</p>

ACTIVITY: Students will write a newspaper editorial. In the editorial, their goal is to convince the readers of the importance of everyone performing their civic duties. They will need to offer a listing of civic duties and write an argument for why each one is valuable to a fully-functioning democracy. Some examples are: jury duty, paying taxes, serving in the military, serving on a jury, performing public service, voting, being informed on current issues, and respecting differing opinions.

After students have completed their editorial, ask individuals to share some examples of civic duties that they found through their research. They should share opportunities that are appealing to them individually. Some students may not realize all of the ways in which we can perform our civic duties. Other examples include: The Peace Corp, Points of Light, The Corporation for National and Community Service, and their local United Way.

Sample Instructional Activities/Assessments

Concepts in American Government/Civics: Meaning and History of the Pledge of Allegiance

Using primary and secondary sources, students will examine the meaning and history behind the Pledge of Allegiance.

GSE Standards and Elements

SSCG16: Analyze the difference between involuntary and voluntary participation in civic life.

- a. Explain the meaning and history of the Pledge of Allegiance.

Literacy Standards

L9-10RHSS4-

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.

L9-10RHSS5-

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Social Studies Matrices

MAP SKILLS:

- 4. Compare and contrast the categories of natural, cultural, and political features found on maps
- 7. Use a map to explain impact of geography on historical and current events
- 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
- 11. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations
- 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.

INFORMATION PROCESSING SKILLS:

- 3. Identify issues and/or problems and alternative solutions
- 4. Distinguish between fact and opinion
- 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
- 6. Identify and use primary and secondary sources
- 8. Identify social studies reference resources to use for a specific purpose
- 11. Draw conclusions and make generalizations
- 14. Formulate appropriate research questions
- 17. Interpret political cartoons.

Enduring Understanding(s)

Culture

ACTIVITY #1: First ask students to go to the following Fox News website to read an article about the history of the Pledge of Allegiance: <http://www.foxnews.com/story/2002/06/27/history-pledge-allegiance.html>

Next, hand out a copy of the Pledge of Allegiance to all students. Ask them to annotate the Pledge noting the intention and meaning of particular words in the Pledge. Conduct a class discussion on the meaning of the Pledge.

Finally, ask students to write their own pledge about something that is very important to them. It should be about the same number of lines as the United States Pledge of Allegiance

ACTIVITY #2: Ask students to look at the following political cartoon. Students will share their thoughts and opinions on what the cartoon represents: <http://www.gocomics.com/stevebreen/2010/09/15/>
Steve Breen Sept 15, 2010

