

Unit Designed by: Ashley Rolph
Subject/Topic Area(s): U.S Presidential Elections/ and Democratic Participation
Grade Level(s): 8th
Unit Title: Make Your Voice Heard
Time Frame: 2 Weeks

Brief Summary of the Unit (including curricular context and unit goals):

“Make Your Voice Heard” is a two week unit in which students will explore concept of U.S. Presidential elections and democratic participations. In the context of an upcoming presidential election, this unit will give students a deeper understanding of what democracy can mean in their lives and provide a basis for understanding the upcoming election.

Desired Results

<p>Established Goals, EALR’s and or GLE’s:</p> <p>EALR’s:</p> <p>Civics</p> <p>1.2.3 Understands that the U.S. government includes concepts of both a democracy and a republic.</p> <p>1.4.1 Analyzes how a position on an issue attempts to balance individual rights and the common good.</p> <p>History</p> <p>1.1 Students will understand and analyze historical time and chronology</p> <p>1.2 Students will understand events, trends, individuals, and movements shaping United States history.</p> <p>2.1 Students will compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict.</p> <p>GLE’s:</p> <p>Civics:</p> <p>1.2 Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>1.4 Students will be able to understand civic involvement.</p> <p>Social Studies Skills:</p> <p>5.1 Students will use critical reasoning skills to analyze and evaluate positions.</p> <p>5.4 Students will deliberate public issues.</p>
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What understandings are desired?

Students will understand that:

- Civic participation is essential for a democracy to survive.
- The United States is structured as representative government, enabling citizens to elect representatives to make, interpret and enforce laws for the good of the whole.

What essential questions will be considered?

1. What are a person's rights and responsibilities as a U.S. citizen?
2. What are the impacts of a presidential election on the future of the country?

Course Sequence

Previous Unit Topic and Key Understandings

This unit will follow a 6 week unit covering US geography and economics. After completing this unit, students will have a good understanding of the geographical landscape of the United States and be able to plan and budget within a set goal.

Next Unit Topic and Key Understandings

Following the unit “Make Your Voice Heard,” students will engage in an in-depth look at the founding of the United States with a focus on the Revolutionary War.

What prerequisite knowledge is required of learners at beginning of unit:

Students must know:

- The basic structure of US government.
- Geography of US - States

Students must be able to:

- Research using both hard copy resources found in libraries and electronic based resources.
- Write a short essay showing attention to conventions as well as ideas.

What key knowledge and skills will students acquire as a result of this unit?

<p><i>Students will know about:</i></p> <ul style="list-style-type: none"> • Representative government • The principles of U.S. government • The rights and responsibilities of citizenship • The impact an individual can have on society 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify the political beliefs • Research a social/political topic • Identify National Political Issues
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What Evidence Will Show That Students Understand?

1. Performance Tasks

A.) Students will create a campaign poster with the following components:

- Name of Party
- Political Slogan
- Color representing political party
- Animal representing party mascot
- List of 3 Platform topics

B.) Students will learn about important Perennial Issues by deconstructing issues of importance in this election year through political cartoons. After brain storming a list of Perennial Issues, students will examine a few examples of historical political cartoons. When students have a good understanding of how to interpret political cartoons, students will get into pairs and create their own political cartoon using symbols and or metaphorical images to create their own cartoon based on a current issue in politics.

C.) Students will participate in a Structure Academic Controversy Discussion. After being provided a handout of the two sides of an issue, students will be instructed to take one side and provide rational and thoughtful arguments for their side. After every student has argued for one side of the controversy, they will then take the opposite side and argue for that side. In the end, students will be able to take all of the information and create a statement for the side they personally feel passionately for. (See attached lesson plan.)

D.) Students will develop media-literacy skills as they evaluate various Election 2008 campaign materials and create their own campaign posters.

2. Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc)

Students will complete the following assignments:

Political Identity Quiz online

Election Vocabulary Sheet

Short Elections Vocabulary Quiz

Timeline Handout

Electoral College Map exercise

Senator Obama and McCain's Call to Youth article handouts

3. List Student Self-Assessment and Reflection Tasks:

-Students will be responsible for turning in their assignments and making sure all parts of their work is complete.

-Students will complete two handouts with reflective questions about the election process.

-Students will write a short 1 paragraph reflection based on what they have learned about the political process and their role in US democracy.

Performance Task Blueprint

Which understandings/goals will be assessed through this task?

1A.) Students will create a campaign poster with the following components:

- Name of Party
- Political Slogan
- Color representing political party
- Animal representing party mascot
- List of 3 Platform topics

Through this performance task, I will be evaluating if students understand the following two key concepts:

- The various components that distinguish political parties.
- The United States is structured as a representative government, enabling citizens to elect representatives to make, interpret and enforce laws for the good of the whole.

Additionally, this performance task will address the following GLEs: Civics, 1.4 and Social

Studies Skills

5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

1B.) Students will learn about important Perennial Issues by deconstructing issues of importance in this election year through political cartoons. After brain storming a list of Perennial Issues, students will examine a few examples of historical political cartoons. When students have a good understanding of how to interpret political cartoons, students will get into pairs and create their own political cartoon using symbols and or metaphorical images to create their own cartoon based on a current issue in politics.

Through this performance task, I will be evaluating if students understand the following key concepts:

1. What issues are being addressed in the current election cycle.
2. How to represent ideas in symbolic form

Additionally, this performance task will address the following GLEs:

Social Studies Skills:

5.1 Uses critical reasoning skills to analyze and evaluate positions.

5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

1C.) Students will participate in a Structure Academic Controversy Discussion. After being provided a handout of the two sides of an issue, students will be instructed to take one side and provide rational and thoughtful arguments for their side. After every student has argued for one side of the controversy, they will then take the opposite side and argue for that side. In the end, students will be able to take all of the information and create a statement for the side they personally feel passionately for. (See attached lesson plan.)

Through this performance task, I will be evaluating if students understand the following three key concepts:

1. How public debate shapes governmental policies.
2. How civic engagement can take the form of informed decision making.
3. The ability to understand difficult and far reaching social issues.

Additionally, this performance task will address the following GLEs:

Civics:

- 1.4 Understands civic involvement.

History:

- 4.4 Uses history to understand the present and plan for the future.

1D.) Students will develop media-literacy skills as they evaluate various Election 2008 campaign materials and create their own campaign posters.

Through this performance task, I will be evaluating if students understand the following two key concepts:

1. How media and advertising affect our decision making.
2. How politicians bring their message to the public.

Additionally, this performance task will address the following GLEs:

Civics:

- 1.2 Understands the purposes, organization, and function of governments, laws, and political systems.

What student products/performances will provide evidence of desired understandings?

1. Political Party Poster
2. Structured Academic Controversy Discussion
3. Political Cartoon
4. Campaign Poster

By what criteria will student products/performances be evaluated?

Students will be evaluated in three ways:

- 1 Self evaluation – Keeping track of behavior through Professional Points
- 2 Formative evaluations - Teacher-student dialogues throughout class session
- 3 Summative evaluations – Final product evaluated on a rubric

Political Cartoon Rubric

Score Point 10

- I have taken a clear stand on an issue and I fully support it with appropriate personal or factual information.
- I have chosen numerous specific details that more than adequately support my stand.
- I have an organization that is logical and does not jump around.
- I understand the type of audience I am writing for and I use language and arguments that they will understand.
- I make good language choices to help influence the reader to agree with me.

Score Point 8

- I have taken a clear stand and I give it some support. The information is presented clearly.
- I have chosen enough specific details to support my stand.
- I have an organization that is logical but it strays a little.
- I understand the type of audience I am writing for.
- I make some good language choices to help influence the reader to agree with me.

Score Point 6

- I have taken a stand but I may not have made my position very clear. I tried to support it with some details but I may not have done a very good job. The details may not be the best ones I could have chosen or they might not even support my stand.
- There are some details but they are too general or may not really help to explain my position.
- I tried to have an organization but I did not do a good job with it and it tends to jump around.
- I tried to understand the audience I was writing for.
- I did not use good language choices to help influence the reader to agree with me.

Score Point 4

- I saw the prompt and I tried to respond to it. I did not take a stand on the issue. I presented some information but it still is not clear how I stand on the issue.
- I have little or no details.
- I have no real organization.
- I did not try to write for the audience.
- I did not use any language choices to help influence the reader to agree with me.

Unit Assessment Plan

Unit Name: Make Your Voice Heard

Day	Task Name	Purpose	Format	Scoring	Feedback	Notes
10/13	Unit Intro	To begin a dialogue on the political process and US government.	-Lecture -Class Brainstorming through a KWL Chart	-Professional Points		
10/14	Political Identity	To get students aware of their own beliefs and political identity.	Online Quiz and Debriefing -Worksheet using text resources	-Professional Points -Daily Homework Points for completing quiz		
10/15	Elections Timeline	To give students the big picture of how the election process moves across time and space.	-Worksheet -Worksheet using text resources	-Professional Points -Daily Homework Points for completing worksheet		
10/16	Electoral College	To provide an in-depth understanding of how democracy works, focusing on the electoral college.	-Class wide Map activity -Worksheet using text resources	-Professional Points -Daily Homework Points for completing worksheet		
10/17	Political Parties	To examine the purpose and structure of political parties and their function in US democracy.	-Quiz -Group work for poster construction	-Professional Points -Point Based Quiz 20pts total -Rubric Based Assignment	Rubric with Teacher Comments	

Day	Task Name	Purpose	Format	Scoring	Feedback	Notes
10/20	Candidates Call to Youth	To get students to see how they can make a difference in the political process even when they cannot legally vote.	-Independent Silent Reading -Worksheet	-Professional Points -Daily Homework Points		Early Release
10/21	Political Cartoons	To have students examine ever present themes and issues in an engaging and culturally relevant activity	-Class wide Brainstorming -Paired group work	-Professional Points - Rubric Based Assignment	Oral feedback during creation of cartoon/ in class	
10/22	American Health Care System	To promote an exchange of ideas in an unthreatening environment and encourage students to make informed decisions.	Whole Class and small group Discussion	-Professional Points		
10/23	Campaigning And Advertising	To get students to make a statement about their political beliefs and start thinking about media literacy.	-Whole Class brainstorming -Independent work creating campaign poster	-Professional Points - Rubric Based Assignment	Rubric with Teacher Comments	
10/24	Mock Election	To wrap up the unit and tie all of the elements of the election cycle together.	-Whole Class Brainstorming -Individual student writing/ reflection	-Professional Points - Daily Homework Points		

Unit Schedule

Unit Name: Make Your Voice Heard

Day [✓ if assessment]	Lesson Title [✓ if plan developed]	Activities [Indicate WHERETO Elements]	Resources Needed	Assignments and Homework	Notes
10/13	Unit Intro	-Lecture: Overview of US System of Government with a focus on President and Election System -5 min. for jotting down in KWL chart what they have learned today.	-Lecture Over Heads -KWL Chart	NA	Make 130 copies of KWL Chart
10/14	Political Identity	-Political Identity Quiz online -Begin Elections Vocabulary -5 min. for jotting down in KWL chart what they have learned today.	-Computer Lab - Vocabulary Packet	Elections Vocabulary class time to work	1 st Period will have to take a 30 min Health Survey online
10/15	Elections Timeline	-20 min to work on vocabulary -Elections Timeline activity -5 min. for jotting down in KWL chart what they have learned today.	-Timeline handout	Elections Vocabulary class time to work	
10/16	Electoral College	-Electoral College Examination Activity -Elections Vocabulary -Bingo if time permits -5 min. for jotting down in KWL chart what they have learned today.	-Copies of Blank map -Historical Electoral Election Documents -Colored Pencils -Blank Bingo Cards	Elections Vocabulary class time to work	Make 130 copies of Blank Map -Historical Electoral Election Documents -Cut Definitions out for Bingo
10/17	Political Parties	-Vocabulary Quiz -Introduce Political Party and Create Poster -Presidential Bio's if time permits -5 min. for jotting down in KWL chart what they have learned today.	-Paper, Colored Pencils, other Craft Supplies	Poster Creation	

Day [✓ if assessment]	Lesson Title [✓ if plan developed]	Activities [Indicate WHERE TO Elements]	Resources Needed	Assignments and Homework	Notes
10/20	Candidates Call to Youth	-Read Candidates Essays and fill out worksheet -5 min. for jotting down in KWL chart what they have learned today.	-Worksheets -Obama and McCain's Essays	-Complete by Thursday if not finished.	Early Release -Make 130 Copies of worksheet and essays
10/21	Political Cartoons	-Think pair share to generate list of important issues -Political Cartoon Creation -5 min. for jotting down in KWL chart what they have learned today.	-Political Cartoon overheads	Finish Cartoon by Wednesday if not completed	
10/22	American Health Care System	-Structured Academic Controversy Discussion -5 min. for jotting down in KWL chart what they have learned today.	-Overview Handout of Topic	NA	Spell out discussion expectations before beginning of discussion.
10/23	Campaigning And Advertising	-Create Your Own Campaign Poster and Learn About Advertising. -5 min. for jotting down in KWL chart what they have learned today.	-Video Clips of Political Adds -Print Ads -Computer Lab	-Finish Poster by Friday if not completed in class	
10/24	Mock Election	-Reexamine KWL Chart -Mock Election -1 paragraph Reflection on Self Identity and Democracy -5 min. for jotting down in KWL chart what they have learned today.	-KWL Chart Overhead -Ballots	NA	130 Ballots

Accommodations

As there are approximately eight students who participate in Special Education, assignments and tasks will need to be altered to meet their needs. The following will be established for all assignments for SPED students:

- Assignments done outside of class will be shortened.
- Assignment deadlines will be lengthened.
- Tests/quizzes will be shortened.
- Extra help after school and during lunch will be provided.
- Coordination with SPED teacher to provide support and assistance to students