

Grade 11/12

Distance Learning Module 6: Week of: 5/11/2020-5/15/2020

Civics & American Government - Modified from [Unit 5 - How to Win Elections and Influence People](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge: the factors that influence an individual's political attitudes and actions; how voting, the right to vote, and voting behavior both impact and are influenced by various factors; how the platforms of major American political parties both shape and reflect political, economic, and social interests; the structure and elements of the election process (with a focus on the Presidential Election); methods of campaigning and the impact of media influence

Vocabulary: voter apathy, public opinion, political party, political action committee, primaries, caucuses, nomination, conventions, electors, electoral college, campaign finance, interest groups, lobbying, slogans

Skills: determining sources that consider alternate perspectives, analyzing the role of citizens and democracy in the US political system, analyzing the use of appropriate deliberative processes, analyzing historical contexts, evaluating the relationship between geography and elections, gathering relevant information from sources, constructing arguments to persuade, using claims and evidence from multiple sources, constructing explanations with reasoning and purpose, integrating information from diverse sources

Expectation: Students will develop an understanding of the ways they will personally be involved in the political system, from their own political ideology, to the impact of media on their thinking.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Civic Action Plan Workday	Civic Action Plan Log - Stott	<ol style="list-style-type: none">1. Choose one or two of the questions from your proposal to work on today. They may require research, or actions, or some other activity.2. Document today's and any other day's activities on the log.
Tuesday: What do you already know about the electoral college? And how will it impact the 2020	How the Electoral College Works, and Why We Have One Or	<ol style="list-style-type: none">1. Class discussion board - what do you already know about the electoral college? OR live session to discuss

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
election?	<p>Does your vote count? The Electoral College explained - Christina Greer</p> <p>Pro EC - Do You Understand the Electoral College?</p> <p>Anti EC - The Trouble with the Electoral College</p> <p>Historical US Presidential Elections 1789-2016</p>	<ol style="list-style-type: none"> 2. Watch the video explanation of the electoral college. 3. What can you add to your prior understanding? 4. Watch the pro and anti electoral college videos/ look at electoral maps - with which do you agree? Why? If you want the electoral college replaced, what should replace it?
Wednesday: What makes an effective campaign ad?	<p>Convention (1968)</p> <p>Humphrey Spiro Agnew 1968 political ad</p> <p>OR</p> <p>Hillary Clinton Ad - 3 AM</p> <p>YES WE CAN 2008 Obama Ad</p>	<ol style="list-style-type: none"> 1. Brainstorm a list and contribute to ur class discussion board - what do you think makes an effective advertisement for a candidate? 2. Then, watch these two historical presidential ads. First, watch without sound, and observe the visuals. Then watch with sound. (Can be done in a live session with a class discussion) 3. What do you think each ad is about? Which ad seems more effective to you? Why? 4. Add to our class discussion board - what changes or additions would you make to the qualities of an effective campaign ad?
Thursday: How does the media impact our political involvement?	<p>President Trump's ad on criminal justice reform Super Bowl 2020</p> <p>Rubric - What Makes an Effective Political Ad?</p> <p>Unit 5 Alternate PBA (Campaign Ad Analysis)</p>	<ol style="list-style-type: none"> 1. Look over the rubric for an effective campaign ad issued by The Museum of the Moving Image. 2. Use the rubric to score Trump's 2020 ad aired during the Superbowl (discuss if desired) 3. Review and begin work on your own media analysis PBA
Friday: Media Analysis PBA work		<ol style="list-style-type: none"> 1. Submit PBA today

Week criteria for success (attach student checklists or rubrics): Completion of all Daily Prompts

Check When Completed:

- Log of CAP work. (For now, keep track of this within your own group.)
- Google Meet live discussion evaluating the Electoral College.
- Discussion Board: What makes an effective campaign ad? (Use source evidence in your responses.)
- Use rubric to evaluate Trump Campaign ad.
- Complete Unit 5 Campaign Ad Analysis

Supportive resources and tutorials for the week (plans for re-teaching): All objectives, information, instructions, live lesson meeting times and assignments will be outlined on Google Classroom and FinalSite.