Unit 4

One Man, One Woman, One Vote: Why SHOULD we participate in the election process?

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<th>Sections</th>
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<td>1. Political Parties (2 Days)</td>
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<td>2. Voters and Voter Behavior (2 Days)</td>
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<td>3. The Election Process (3 Days)</td>
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<td>4. Media and Public Opinion (2 Days)</td>
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<td>5. Interest Groups (2 Days)</td>
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**ENDURING UNDERSTANDINGS**

- In a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.
- The beliefs and ideals of a society influence the social, political, and economic decisions of that society.
- Individuals, groups, and institutions make decisions that impact a society through intended and unintended consequences.

**Key Vocabulary:**

- political party
- nominate
- candidates
- one party system
- two party system
- multiparty system
- coalition
- third parties
- party system
- partisan
- partisanship
- bipartisanship
- Republican Party
- Democratic Party
- Green Party
- Communist Party
- Libertarian Party
- Independent Party
- Independent voters
- primary election
- general election
- closed primary
- open primary
- runoff
- grassroots
- secret ballots
- straight ticket
- split ticket
- presidential primaries
- party platform
- electoral vote
- popular vote
- Electoral college
- Electors
- favorite sons or daughters
- revealed
- propaganda
- poll
- political
- socialization
- margin of error
- spir.
- media bias
- negative
- campaigning
- popular vote
- public opinion
- mass media
- propaganda
- concealed
- propaganda
- interest groups
- lobby
- lobbyist
- public interest
- groups
- Political Action Committee (PAC)
**Suggested Unit Performance Assessments**

**Content Expectation:**

- The Election Process provides citizens with an opportunity to choose leaders based upon shared values and beliefs, media coverage and candidate likeability.

**Culminating Project Suggestions**

- Candidacy Project: Have students create a campaign that includes a candidates, nominations, debate scripts, campaign posters, bumper stickers, stump speeches, and a commercial skit. Have class vote at the end of the campaign.
GPS Standards:

SSCG7: The student will describe how thoughtful and effective participation in civic life is characterized by obeying laws, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current events, and respecting differences

SSCG8: The student will demonstrate knowledge of local, state, and national elections
SSCG8a: Describe the organization, role, and constituencies of political parties
SSCG8b: Describe the nomination and election process
SSCG8c: Examine campaign funding and spending
SSCG8d: Analyze the influence of media coverage, campaign advertising, and public opinion polls
SSCG8e: Identify how amendments extend the right to vote

SSCG11: The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process
SSCG11a: Explain the function of lobbyists
SSCG11b: Describe the laws and rules that govern lobbyists
SSCG11c: Explain the function of special interest groups.
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<tr>
<td>Section 1</td>
<td>Political Parties (2 days)</td>
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**Essential Teaching Elements**

**AIM 1:** What is the function and purpose of political parties?

**SSCG7** The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

**SSCG8** The student will demonstrate knowledge of local, state, and national elections.

a. Describe the organization, role, and constituencies of political parties.
b. Describe the nomination and election process.

**Core Text:** Holt, *American Civics*, pp 253-63

**Instructional Point to Teach:**

- A political party is an organization of citizens who have similar views on issues and who work to put their ideas into effect through government action

**Discussion Questions:**

- What do political parties do?

**Performance Expectation:** Create a spoke diagram outlining the purpose political parties serve in a democracy.

**Accelerated Students:** Have students to identify a specific idea suggested by a third party that was adopted by one of the two major parties. Have students write an essay explaining how this issue improved America. Examples can include ideas of the Progressive Party (direct election of senators, women suffrage) or Huey Long with the Share Our Wealth Program (Social Security). These are just examples.
<table>
<thead>
<tr>
<th>Differentiation Strategies</th>
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<tbody>
<tr>
<td><strong>English Language Learners:</strong> Provide a partially spoke diagram for student if needed.</td>
</tr>
<tr>
<td><strong>Less Proficient Learners:</strong> Have students use “Sum It Up” handout for reading comprehension. Distribute either &quot;Political Party ID&quot; or &quot;Smallest Political Quiz&quot; handouts. Discuss views with students, have students complete either handout to determine which political party they identify with. Discuss results</td>
</tr>
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<table>
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<tr>
<th>Additional Instructional Suggestions:</th>
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<tr>
<td>- Students (individually or in a group) should record on notebook paper or board reasons why people choose not to participate in the election process. Then lead students in a guided discussion.</td>
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<tr>
<td>- Using a major issue of the time (immigration, intrusion of power, executive privilege), have the students read an article and underline all of the vocabulary that pertains to this unit. Then have students highlight anytime a political party is mentioned. On a comparison chart have the students list the opinions, as seen in the article that pertain to the individual political parties.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Resources</th>
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</table>
| - Unitedstreaming.com contains several videos related to election process.  
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  |  
  |  
  | - Hail to the Chief: Presidential Election segment 6 (1:38) located at [http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=DB9EDC8D-7651-44A7-8ADD-F9CC0A38D966](http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=DB9EDC8D-7651-44A7-8ADD-F9CC0A38D966)  
  |  
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### Sample Lesson

**Materials:**
- Text
- Copies of Political Issues Survey
- Copies Blank Spoke Diagram
- Copies Blank T-Chart

*When you make copies for students, have Spoke diagram on one side, T-chart on the other.*

Be sure to leave space under each graphic organizer for students to write answers to provided questions.
- Overhead with bell ringer
- Overhead with mini lecture information
- Overhead with directions for activity and closing
Procedures:
Bell ringer- (have the following written on board/overhead)
If you were to register for a political party right now, which would you choose?
- Democrat
- Republican
- Independent (no party affiliation)
- Third party (Green Party, Libertarian, or another third party)

Discussion (ask the students the following)
What are some of the reasons for your choice?

Hand out Political Issues Survey, have students determine where they stand on Political Issues Spectrum

Instruction-(may want to have the following information on an overhead so students can read, DO NOT read directly from overhead. You will need to expand beyond these basic points)
Mini-Lecture/ What is the two-party system?
(be sure to use the discussion questions from above to ensure student comprehension)
- Even though the Republicans and Democrats dominate our system, when it comes to elections, there may be many political parties on the ballot. Republicans and democrats still dominate though. Even though other parties appear on the ballot, the usually don’t win elections.
- The two-party system is NOT in the Constitution, it just worked out that way during the fight to ratify the Constitution.
- The Party system is key for democracy, people must have a choice. There are several reasons why we have a two party system

Tradition of the Two Party System
- The two parties were born during ratification of the Constitution in 1789 with the Federalists and the Anti-Federalists (who evolved into the Democratic-Republicans) We have had several other parties dominate since then. Since the Civil War, the Democrats and Republicans have been the two dominate parties.
- Single-member districts
- In each election district, only one person can win.

Plurality
- Most states work on a plurality- “whoever gets the most votes wins.” Not “whoever gets the majority (51% or more) wins.” Georgia requires the winner of an election to receive a majority of the vote. This leads to run-offs that most voters do not participate in.
- It’s hard to get on the ballot as a member of a third party. A candidate often has a difficult time getting on the ballot since it requires a certain number of signatures. In 2004, Ralph Nader was on the ballot in only 34 of the 50 states.
• The media often fails to focus on third party candidates.
• Who we are as a nation
• Pluralistic society
• Because we have so many different groups, having a political party for each group would mean we’d have many, many different political parties.
• We don’t like too many choices
• In the U.S., people gravitate toward one of the two parties since it is easier to choose.

Consensus
Until Americans want something different, we will not turn away from the two party system.

Activities- This is a multi step activity
• Have students create a spoke diagram outlining what political parties do in a democracy. Off each spoke write one function of political parties. The diagram must have at least four spokes. (use pages 253-4)
• Ask the question “What was the major dividing factor between the two first political parties, the Federalists and the Democratic-Republicans?” (use pages 254-5) Have students write the answer below the spoke diagram.
• Create a T-Chart with the headings “Democrats” and “Republicans.” List at least four beliefs held by each party (use pages 255-6) Have students create T-chart on back of spoke diagram.
  Ask the question: “What function do third parties serve in American politics?” (use pages 256-7) Have students write answer below T-chart.

Closure:
have the following on an overhead
• Now that you have looked more closely at political parties and their function in government, choose the political party that you would like to be affiliated with.
• Once you have selected a party or chosen to register as an independent with no party affiliation, answer these questions:
  Why did you choose your particular affiliation?
  Why are parties important in government?
  What can parties do for you? For society?
  Have students answer these questions below the T-chart.

Assessment/Homework:
A) Assess spoke diagram- there should be at least 4 spokes with 3 notes off each spoke
B) Have students arrange the political parties listed in the vocabulary on a spectrum. They can refer to their political issues spectrum to try and determine where
Political Issues Survey

Next to each statement, write the number that best describes how you feel about that statement. Answer as honestly as possible. Your responses will determine where you fall along a political spectrum.

5=completely agree
4=somewhat agree
3=Agree or disagree, depending on the situation
2=somewhat disagree
1=Complete disagree

______ The government should not enact strict laws protecting the environment
______ It is not the government’s role to regulate businesses in order to protect consumers
______ Marriage should be defined as the union of one man and one woman only.
______ Providing social welfare programs- such as Medicare, the National School Lunch Program, and Temporary Aid to Needy Families- is not the responsibility or business of the federal government.
______ It is appropriate for the government to make laws based on moral beliefs.
______ State governments- rather than the federal government- should make laws for their citizens such as setting speed limits, driver’s license age, and minimum drinking age.
______ The government should not restrict the ownership of guns and other weapons by law-abiding citizens.
______ Abortion is the equivalent of murder and should be illegal.
______ Voluntary prayer and scripture readings should be allowed in public schools.
______ The current level of defense spending should be increased
______ People who make a lot of money should not have to pay more taxes than people who make less money
______ It is not the government’s responsibility to protect the rights of minority groups whose beliefs or actions conflict with the majority’s views.
______ Judges should apply mandatory minimum sentences for particular crimes.
______ Capital punishment should be legal.
______ Only heterosexual males should be allowed to serve in the U.S. military for combat.
______ The United States should build border fences to prevent people from entering the country illegally.
______ Convicted prisoners should not be allowed to vote while incarcerated.
______ The United States should use force to overthrow unfriendly governments, especially if those governments have the potential to do our country harm
______ The United States needs to act in its own national interest, regardless of the opinion of organizations like the United Nations.
______ When necessary, the United States should intervene in foreign nations to protect U.S. business interests there.

Total Score: ________________ Mark the spectrum below according to your total score.

Political Issues Spectrum

Extremely 20 Liberal 40 Moderate 60 Conservative 80 Extremely 100
Liberal Conservative
Functions of Political Parties
<table>
<thead>
<tr>
<th>Democrats</th>
<th>Republicans</th>
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<td>Unit 4</td>
<td>One Man, One Woman, One Vote: Why SHOULD we participate in the election process?</td>
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<tr>
<td>Section 1</td>
<td>Political Parties (2 days)</td>
</tr>
<tr>
<td>Essential Teaching Elements</td>
<td>AIM 2: How do political parties shape legislation?</td>
</tr>
</tbody>
</table>

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

SSCG8 The student will demonstrate knowledge of local, state, and national elections.

a. Describe the organization, role, and constituencies of political parties.
b. Describe the nomination and election process.

Core Text: Holt, *American Civics*, pp 253-63

**Instructional Point to Teach:**
- Political parties have differing opinions on legislation
- Students will be able to explain how minor party legislators (independents) have the ability to swing the passage of legislation
- Political parties shape federal spending and implementation of programs
- Lobbying organizations and political action committees greatly influence the political process, political parties, and legislation

**Discussion Questions:**
- What do political parties do?
- How can members of the minor parties influence legislation?
Performance Expectation: Have students create a flow chart of a proposed bill and the potential obstacles that it may face due to partisanship and lobbying. Through this exercise students will also be able to identify the opinions of each party as it relates to the nature of the bill.

**Accelerated Students:** Write an article for the AJC explaining the process of how a particular bill is shaped by party politics.

**English Language Learners:** Pair with another student to complete flow chart.

**Less Proficient Learners:** Allow students to visit each candidate’s website and record their position on each issue on the *Comparing Political Parties on the Issues* handout.

**Additional Instructional Suggestion:**
- Using a major issue of the time (immigration, intrusion of power, executive privilege), have the students read an article and underline all of the vocabulary that pertains to this unit. Then have students highlight anytime a political party is mentioned. On a comparison chart have the students list the opinions, as seen in the article that pertains to the individual political parties.
Resources

- Article for Instructional Suggestion ‘Democrats push rule to spur oil drilling’ *Washington Post*

- Congress’s War Over the War: The Washington Post follows four members of Congress and their positions on the war in Iraq.

- Unitedstreaming.com contains several videos related to election process.
  - Hail to the Chief: Presidential Election segment 6 (1:38) located at
    [http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=DB9EDC8D-7651-44A7-8ADD-F9CC0A38D966](http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=DB9EDC8D-7651-44A7-8ADD-F9CC0A38D966)
  - The Presidential Election Process and Third Party Politics (30:00) located at
  - Our Federal Government: Electing A President: The Process segment 6 (4:38) located at
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<td>Section 2</td>
<td>Voters and Voter Behavior (2 days)</td>
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**AIM 1:** What influences shape and sway voting behaviors?

**SSCG7** The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

**SSCG8** The student will demonstrate knowledge of local, state, and national elections.

- a. Describe the organization, role, and constituencies of political parties.
- b. Describe the nomination and election process.

**Core Text:** Holt, *American Civics*, pp 264-8

**Instructional Point to Teach:**
- Political socialization is a lifelong process by which people form their ideas about politics and acquire political values.
- The family, community, and society play a significant role in political socialization

**Discussion Questions:**
- What are some examples of how you are affected by political socialization?

**Performance Expectation:** Have students compile a list of major influences on voting behavior, and how these influences manifest in actual voting patterns. Examples should include family, school, community, socioeconomic status, demographics, the media, and culture. Students should select three of the listed influences and write a paragraph explaining how the influences would affect how the student might vote in the future.
### Differentiation Strategies

<table>
<thead>
<tr>
<th>Accelerated Students:</th>
<th>Students should conduct an interview with a registered voter. Students should interview voter regarding voting habits and why did they support the candidate of choice.</th>
</tr>
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<tbody>
<tr>
<td>English Language Learners:</td>
<td>Allow student to take initial notes in primary language and translate into English.</td>
</tr>
<tr>
<td>Less Proficient Learners:</td>
<td>Distribute <em>Who Votes</em> and <em>Top 10 Reasons People Don’t Vote</em> handouts. Have students brainstorm ideas for getting out the vote. Distribute <em>Voter Rights Cards</em> for students to share with family and friends.</td>
</tr>
</tbody>
</table>
| Additional Instructional Suggestions: | - Student should research/explore an elected official. Student should be able to share political association, how long term in capacity, responsibilities of elected official, and attempted/proposed legislations.  
- ABC Brainstorming: Have the students label a-z down the left hand side of a paper. Explain that students should come up with at least 1 word for each letter that will explain why people vote or factors that influence the votes that people cast. |

### Resources

- Background information on political socialization  

- Voting Behavior 2004 election  
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<td>Section 3</td>
<td>The Electoral Process (2 days)</td>
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<tr>
<td>Essential Teaching Elements</td>
<td>AIM 1: What is the difference between primary elections and general elections?</td>
</tr>
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SSCG8 The student will demonstrate knowledge of local, state, and national elections.

a. Describe the organization, role, and constituencies of political parties.
b. Describe the nomination and election process.
d. Analyze the influence of media coverage, campaign advertising, and public opinion polls.

Core Text: *Holt: American Civics*, pp 270-5
<table>
<thead>
<tr>
<th>Instructional Points to Teach:</th>
<th>Discussion Questions:</th>
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</table>
| • A primary is an election in which a political party chooses its nominees for public office. Winners of primary elections run against nominees of other parties in the general election. The primary is unique to the United States. | • What purpose does a primary serve?  
• How does Georgia’s open primary system influence the general election? |
| • Difference between an open and closed primary. Georgia has an open primary and this encourages “cross over” voting. |  |
| • Change in voting from open ballot to Australian ballot |  |

**Performance Expectation:** Create a time line of the primary process in the United States.

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<tr>
<td><strong>Accelerated Students:</strong> In groups of 5, have students create a magazine covering one of the following elections: 1932, 1960, 1976, 1980, 1992 or 2000. These are all key “turning point elections” of the 20th century. Students should write articles covering all processes of the election including the primary process, the debates and the issues. Set a minimum number of articles (suggested 5) and allow students to work in groups of 3. Students can use Microsoft Publisher.</td>
</tr>
<tr>
<td><strong>English Language Learners:</strong> Have student use “TimeLiner” to complete timeline.</td>
</tr>
<tr>
<td><strong>Less Proficient Learners:</strong> Have student use Sum It Up handout while reading Types of Political Parties handout. Have students recognize differences by filling out the Primaries and Caucuses Compare and Contrast Graphic.</td>
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</tbody>
</table>
**Additional Instructional Suggestions:**

- Have students research state or local democratic and republican parties and their influence on primary elections. Students can then create PowerPoint presentations to present to the class.

- On a graphic organizer students will be able to detail the steps a candidate takes through announcement of candidacy through campaign. Students should note major events such as primaries, Super Tuesday, national conventions, and party nomination.

- Students should be placed or assemble into groups of four or six members. Students should research candidates that participated in the most recent presidential election. Students should research the amount of funds raised, donation sources, and how funds were used to promote the candidate. Students can use the internet and periodicals for research findings.
<table>
<thead>
<tr>
<th>Resources</th>
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<tbody>
<tr>
<td></td>
<td>• <a href="http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&amp;siteId=819&amp;pageId=6564">http://go.hrw.com/hrw.nd/arbiter/pRedirect?project=hrwonline&amp;siteId=819&amp;pageId=6564</a></td>
</tr>
<tr>
<td></td>
<td>This is an online textbook resource from Holt that provides links to various state and local Democratic and Republican party websites.</td>
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<tr>
<td></td>
<td>• Unitedstreaming.com contains several videos related to the foundations of American Government.</td>
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<tr>
<td></td>
<td>• Our Federal Government: Electing A President: The Process (27:56) located at</td>
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<td>• Hail to the Chief: Presidential Election (22:00) located at</td>
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<tr>
<td></td>
<td>• Campaign Essentials: Ballot Battles (44:51) located at</td>
</tr>
<tr>
<td></td>
<td>• Campaign Essentials: Unraveling of a Candidate (45:14) located at</td>
</tr>
<tr>
<td></td>
<td>• Allow students to “vote” in the 2008 election. Teachers will need to register their classes.</td>
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<td><a href="http://www.nationalmockelection.org">http://www.nationalmockelection.org</a></td>
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<td>• Road to the Capital Game</td>
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</tbody>
</table>
### Essential Teaching Elements

**AIM 2)** How can sources of financing shape the electoral process?

**GPS SSCG7** The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

**SSCG8** The student will demonstrate knowledge of local, state, and national elections.

- a. Describe the organization, role, and constituencies of political parties.
- b. Describe the nomination and election process.
- d. Analyze the influence of media coverage, campaign advertising, and public opinion polls.

**Core Text:** *Holt, American Civics*, pp 270-5

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<th>Discussion Questions:</th>
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<td>- how much money a candidate has can shape elections</td>
<td>- How can money affect a candidate’s quest for office?</td>
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<tr>
<td>- There are legal limitations put into place to prevent abuses of campaign financing</td>
<td>- How has Congress made efforts to reform campaign financing?</td>
</tr>
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<td>- Where campaign donations can come from legally</td>
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<tr>
<td>- The difference between hard and soft money and their implications on campaigns</td>
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<td><strong>Performance Expectation:</strong></td>
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<tr>
<td>Have students list the various sources of campaign finances, where they come from, how they can be used, federal regulations regarding campaign finances, and individual actions.</td>
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<tr>
<td><strong>Accelerated Students:</strong> Students should be placed or assemble into groups of four or six members. Students should research candidates that participated in the most recent presidential election. Students should research the amount of funds raised, donation sources, and how funds were used to promote the candidate. Students can use the internet and periodicals for research findings.</td>
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<tr>
<th><strong>English Language Learners:</strong></th>
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| **Less Proficient Learners:** Have students use *Sum It Up* handout for reading comprehension and complete the *Identifying the Pros and Cons of Public Financing* KWL. |

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<tr>
<th><strong>Additional Instructional Suggestions:</strong></th>
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<tr>
<td>• Have the students assume the role of a newspaper reporter. Ask them to write an article about the use of campaign funds and amounts raised in the success of candidates.</td>
</tr>
<tr>
<td>• Have students analyze the article, “Barack Obama to refuse public financing for presidential White House campaign.” Use the NARA document analysis worksheet located in <em>General Government Documents</em>.</td>
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AIM 1: How has media coverage impacted the outcome of elections?

GPS SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

SSCG8 The student will demonstrate knowledge of local, state, and national elections.

d. Analyze the influence of media coverage, campaign advertising, and public opinion polls.

Core Text: *Holt, American Civics*, pp 279-85

**Instructional Point to Teach:**
- Public opinion polls can significantly influence voter behavior.
- There are seven types of propaganda and it can greatly influence public opinion.
- Polls can be manipulated.

**Discussion Questions:**
- What is the purpose of a public opinion poll?
- What are the different types of propaganda?
- How can polls be manipulated?
**Performance Expectation:** The student will create his/her own poll questions covering the upcoming election.

<table>
<thead>
<tr>
<th>Differentiation Strategies</th>
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</thead>
<tbody>
<tr>
<td><strong>Accelerated Students:</strong> After students design a poll covering issues of the upcoming election, let them distribute the poll to other social studies classes and then examine the results.</td>
</tr>
<tr>
<td><strong>English Language Learners:</strong> Have students design a poll in their primary language concerning issues in their community.</td>
</tr>
<tr>
<td><strong>Less Proficient Learners:</strong> Distribute <em>Polling Bias Types</em> handout and Have student complete <em>Polling Methods and questions</em> handout</td>
</tr>
</tbody>
</table>

**Additional Instructional Suggestions:**
- Have students create campaign ads using the various types of propaganda outlined in the section

- News Broadcast Analysis: The teacher should record a broadcast of the evening news from one of the major networks. The teacher should ask the students to record any instances of personal opinion seen or heard in the broadcast. They should also indicate any time a politician is mentioned, whether the conversation was positive or negative, and their political party. The students should then reflect on what opinions they think the producers of the broadcast wanted them to take away, what political affiliation they believed the broadcast supported, and what bias they saw. The class should then discuss these items in an open forum.

- Simulation: Have the students split into groups of 3-5 students. Each group should pick an issue important to them that is in the current media. They should then create advertisements, public service announcements, or new broadcasts related to the issue. Then each group will draft a legislative reaction to the media attention focused on the issue. Once a proposed solution is created, the entire finished product will be circulated from group to group as they act as Congressional committees. Once each group has seen all of the issues, a Congressional vote will be conducted on each of the issues in turn. This activity will give insight into how the media can help shape the legislative process.
**Resources**

1. Are Public Opinion Polls Really Accurate?  
2. Examine the Gallup poll (make sure you print out recent polls, sample included in packet are provided as an example and should not be used)  
   [http://www.gallup.com/](http://www.gallup.com/)
3. Examine the ABC News poll  
4. Examine the Washington Post poll  
5. Examine the NES poll  
   National Election Studies - University of Michigan  
   [http://www.umich.edu/~nes/nesguide/gd-index.htm#1](http://www.umich.edu/~nes/nesguide/gd-index.htm#1)

Unitedstreaming.com contains several videos related to the foundations of American Government.

Campaign Essentials: Making the Message: The Fight for the President  
Segment 2: It's the Message, Stupid: What Really Matters in American Politics (03:26) located at  
[http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=6C49A154-C0E6-4FAE-BBB3-BC5D5B33DFDC](http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=6C49A154-C0E6-4FAE-BBB3-BC5D5B33DFDC)

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**Sample Lesson**

**Materials:**
- Text
- Printouts of each webpage listed in resource section. You will need a 1 printout for each webpage for each group.

**Activity:** (provide printouts of the web pages listed in the resources section, 1 printout per group) There are PDF copies of each of these in the Unit 3 Supplemental Materials. ***While Gallop poll information is provided, be sure to access the Gallop poll website and provide new information. Information provided as sample is dated.
Group students into 6 groups. Have each student in the group read at least 1 article and explain it to the other students in the group. If there are fewer than 5 students in a group, you may need to ask 1 or 2 students to read more than one article.
After reading the articles, have groups create a 10 question poll to determine how potential pollees would vote in an upcoming election.
Have students read questions out loud and discuss whether poll questions can be leading or not.
## Closure

*Have students write a paragraph explaining why or why not polls are a good way to determine outcomes of upcoming elections.*

## Assessment/Homework:

A) Vocabulary terms can be assessed on a quiz.

B) Have students find a poll in a magazine or newspaper, cut it out and write a paragraph determining whether or not the poll is biased.
<table>
<thead>
<tr>
<th>Unit 4</th>
<th>One Man, One Woman, One Vote: Why SHOULD we participate in the election process?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 5</td>
<td>Interest Groups, 2 days</td>
</tr>
</tbody>
</table>

**Essential Teaching Elements**

**AIM 1**: Do interest groups help or hinder the government’s domestic agenda?

**GPS SSCG7** The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

**SSCG8** The student will demonstrate knowledge of local, state, and national elections.

a. Describe the organization, role, and constituencies of political parties.
b. Describe the nomination and election process.
c. Examine campaign funding and spending.
d. Analyze the influence of media coverage, campaign advertising, and public opinion polls.

**Core Text**: *Holt, American Civics*, pp 287-90
### Instructional Point to Teach:
- Special interest groups tend to have influence over the legislative process.
- Interest groups are not officially part of the government.
- Interest groups have only their agenda to present to the public, media, and governmental officials.
- Interest groups provide technical assistance to legislators on specialty area bills.
- Interest groups provide financial support for legislators.

### Discussion Questions:
- How are interest groups different from political parties?
- What impact do special interests have on Congress?

### Performance Expectation:
Have students find an article in a magazine or newspaper that clearly shows the influence exerted by a special interest group in the legislative process. Student should write a short synopsis of the article and explain why he/she agrees/disagrees with the actions of the special interest group. See **Lean Crop of Dollars** located in the Unit 3 Supplemental materials.

### Differentiation Strategies

<table>
<thead>
<tr>
<th>Accelerated Students:</th>
<th>Have students research a particular special interest group and report to the class on how much legislation the group has gotten passed at a national and/or state level.</th>
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</thead>
<tbody>
<tr>
<td>English Language Learners:</td>
<td>Use Google translator to put <em>Lean Crop of Dollars</em> into student’s primary language.</td>
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<tr>
<td>Less Proficient Learners:</td>
<td>Have students choose an interest group and write one self-serving law for their group</td>
</tr>
<tr>
<td>Additional Instructional Suggestions:</td>
<td>1. Have students research court cases that special interest groups have used to bring about change (example: Muller v. Oregon)</td>
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<tr>
<td>Resources</td>
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<td>NYT article on farm lobbying</td>
<td><a href="http://www.nytimes.com/2007/10/04/business/04farmbill.html?_r=1&amp;oref=slogin&amp;pagewanted=print">http://www.nytimes.com/2007/10/04/business/04farmbill.html?_r=1&amp;oref=slogin&amp;pagewanted=print</a></td>
</tr>
<tr>
<td>Special Interest Group Websites</td>
<td></td>
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<tr>
<td>AARP</td>
<td><a href="http://www.aarp.org/">http://www.aarp.org/</a></td>
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<td>Seirra Club</td>
<td><a href="http://www.sierraclub.org/">http://www.sierraclub.org/</a></td>
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