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| --- | --- | --- |
| **ECONOMICS** | **CIVICS AND GOVERNMENT** | **FINANCIAL LITERACY** |
| N/A | CE.C&G.2.8, CE.C&G.3.6, & CE.C&G.5.1 | N/A |

Political Ideology

**American History, the Founding Principles, Civics and Economics**

**Essential Standard Correlations:**

**Unit Overview:**

**Political Parties, Two Party System, Elections, Political Spectrum, Voting, Checks and Balances, Public Opinion**

Unit 5

**Conceptual Lens:**

**Ideology**

**Civics and Government**

* Elections
* General
* Primary
* Presidential
* Electoral College
* Voter qualifications
* Voting process
* Political ideologies
* Political parties
* Interest groups
* Political action committees
* Lobbyists
* Propaganda
* Mass media
* Platform and planks

**Civics and Government**

* Labor unions
* Costs
* Business cycle
* Opportunity costs
* Corporation
* Taxes
* Fiscal Policy (tax cuts)

**CONCEPT/CONTENT WEB**

**Conceptual Lens:**

Ideology

**Personal Financial Literacy**

* Donations
* Budget
* Debt / deficit

**Essential Understandings (Generalizations) and Guiding (Essential) Questions:**

**Ideology impacts how individuals select political candidates**

1. How do political parties allow for democratic participation?
2. What are the distinguishing characteristics of major political parties?
3. How do political parties platform’s shift based on the political climate of the time?

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**Elections and legislation are impacted through the influence of political ideology and bias**

1. When does political opinion influence legislation?
2. How does the media play a role in shaping public opinion?
3. How do interest groups impact and shape public policy?

**The election process is shaped through checks and balances**

1. How does the two party system balance advantages and disadvantages?
2. Which laws shape the election process and voting rights?
3. How do elections work at the national, state, and local level?

**Unit Vocabulary**

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| --- | --- | --- |
| **Tier 1** | **Tier 2** | **Tier 3** |
| Low level, every day basic words  Money  Vote  Beliefs  Change  Influence  Opinion  Symbol | More complex, interdisciplinary words  Budget  Taxes  Propaganda  Mass Media  Radical  Progressive  Nominate  Liberal  Conservative  Ballot  Polls  Public Opinion  Election  Campaign | Content specific, complex words   * 1. General Primary  1. Electoral College 2. Popular Vote 3. Political ideologies 4. Political parties 5. Interest groups 6. Political action committees 7. Lobbyists 8. Platform and planks 9. Democrat 10. Third Party 11. Independent (party) 12. Swing State 13. Red State 14. Blue State 15. Constituent 16. Dark Horse 17. Voting Rights Act of 1964 18. Poll Taxes 19. Literacy Test 20. Grandfather Clause 21. 26th amendment 22. Green Party 23. Political Spectrum |

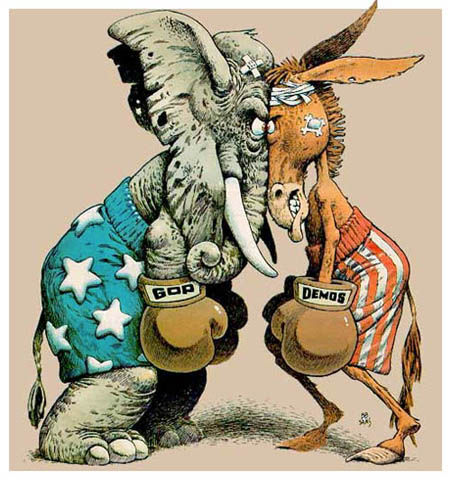
**By the end of this unit, students should be able to state…**

1. I can explain why we have a two party system in the U.S
2. I can describe the difference between the two major political parties
3. I can describe the political spectrum of ideas- radical, liberal, moderate, conservative, reactionary
4. I can example the purpose of a national convention, party platforms, and planks
5. I can describe what an interest group is and how it can influence elections
6. I can describe the role of a lobbyist in influencing elections
7. I can describe what a PAC is and the changing role of PAC’s in recent political campaigns
8. I can analyze how propaganda and bias are used in political campaigns
9. I can describe the ways people use initiative, referendum, and recall to influence laws
10. I can list the constitutional qualifications to vote and evaluate state requirements
11. I can describe laws and amendments that have expanded suffrage throughout U.S. history
12. I can explain the purpose and process of a primary and general elections
13. I can explain the process of electing the President
14. I can evaluate the advantages and disadvantages of the Electoral College

**Performance Task and Scoring Guides/Rubric**

**Generalizations:** Ideology impacts how individuals select political candidates

**Performance Task Summary:** Students will compare the two major political parties by creating their own national convention for their respective party. Assuming the role of prominent political party office holders, students will participate in a mock press conference explaining which candidate they support and why using their research.



It’s All Politics!

# Part A: Creating the Political Party

**Task #1**: Platform

Build a political party platform reflecting a distinct political **ideology** for a federal election. You and your group members must research and formulate policies on four of the following issues:

* National Defense (Expand our military? Cut-back? Maintain?)
* International Relations (Development projects/involvement with other countries or not?)
* The Environment (Improve? At the expense of big business?)
* Marriage and Divorce (Same Sex marriage?)
* Health Care (All American should have health Care? Privatization?)
* Education (No Child Left Behind? Not)
* Economy (Government should create jobs OR Business create jobs?\_
* Taxation (Increase taxes to support programs? Decrease to stimulate economy?)

Your party’s political platform must be typed, double spaced, information organized under headings, and have a minimum of 350 words.

**Task #2**: Political Spectrum

Create a likert scale that shows where your party fits on the political spectrum. Your explanation should be at least 150 words and must outline how your party’s ideas fit the characteristics of one of the placements (left winged, center, right winged) on the spectrum. Draw a political spectrum and show your party’s placement by labeling it on the spectrum.

**Task #3**: Symbol

Choose a name and create a logo or symbol for your party reflecting your platform and policies on the different issues. You may choose an animal to represent a theme for your party.

**Task #4**: Political Leader

Create a party leader to run for POTUS. Create a biography or resume for your leader including name, gender, age, education, work experience, and political experience. Provide a detailed explanation of why this person was chosen to lead the party.

## Part B: Mounting the Political Campaign

The governor general (the teacher) will dissolve Parliament, signaling the beginning of the official election campaign. As a result, each party will need to begin competing for voter support. In order to inform the public of each party’s platform and ideas, each party will design a number of strategies for gaining voter support. Each party must have the following tasks completed:

#### Task #5

**A campaign poster**: name of party, name of party leader or candidate running in a riding, party’s logo, and party's slogan.

#### Task #6

**An election speech**: to be delivered on election day. It should be persuasive and informative (maximum 5 minutes). The speech must be submitted in written form.

#### Task #7

**A radio ad, flyer, television commercial, website or flyer**: outlines creatively in a 30 second commercial the party’s platform. It must be written out as well as presented. It should include the name of party, name of party leader or candidate running in a riding, party’s logo, party's slogan, and a brief summary of the party's platform.

Each student is responsible for completing both a written product and an oral presentation for two of the above eight tasks. The only combination that you can not choose is tasks #3 and #5.

# Part C: Election

**Registering**

Every student in the class must register with the teacher to vote the day before the election. If a student does not register, then he/she must bring their student ID and show it to the teacher on election day or they will not be able to vote.

**Election Day**

Each political party will present their campaign products (give platform, spectrum, logo, leader, poster, radio commercial, speech, flyers)

#### The Polls Open-Online

Those students who registered will have the opportunity to vote for the political party they feel will best represent their needs and the needs of the country. One rule that is different from reality (but will help with the competitive aspect of the activity) is that you may not vote for your own party.

**Step Four: The Polls Close** – The votes are counted and the winner is declared

Political Party Marking Rubric

|  |  |
| --- | --- |
| Name of the Political Party: | Name of Group Members: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 1 **Below Grade Level Expectations** | Level 2 **Approaching Grade Level Expectations** | Level 3 **Meets Grade Level Expectations** | Level 4 **Exceeds Grade Level Expectations** |
| **Oral Presentation**  **(Communication)**  **Comments:** | Presenter communicates poorly using the following presentation skills:  eye-contact, volume and variance of voice, organization of agenda, use of effective posture and hand gestures. | Presenter communicates adequately using the following presentation skills:  eye-contact, volume and variance of voice, organization of agenda, use of effective posture and hand gestures. | Presenter communicates effectively using the following presentation skills:  eye-contact, volume and variance of voice, organization of agenda, use of effective posture and hand gestures. | Presenter communicates exceptionally using the following presentation skills:  Eye-contact, volume and variance of voice, organization of agenda, use of effective posture and hand gestures. |
| **Written Products**  **(Communication)**  **Comments:** | Weak use of written language and images.  Errors distract from the product and interfere with meaning in some parts. | Satisfactory use of written language and images.  Errors distract from the product but do not interfere with meaning. | Clear use of written language and images.  Errors do not take away from the impact of the project. | Exceptional use of written language and images.  Few or no errors. |
| **Written Products**  **(Application)**  **Comments:** | Written products poorly apply the unit concepts. | Written products adequately apply the unit concepts. | Written products effectively apply the unit concepts. | Written products expertly apply the unit concepts. |