

# Unit 3: Politics

Content Area: **Social Studies**  
Course(s): **Advanced Placement US Government and Politics**  
Time Period: **January**  
Length: **9 Weeks**  
Status: **Published**

## Unit Overview

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This unit contains information about how politics play a role in the shaping of policy and the running of the government.

- **Public Opinion**
  - What are the origins of public opinion?
  - How are political opinions formed?
  - How is public opinion measured?
  - How does public opinion influence government policy?
- **Elections**
  - How does government regulate the electoral process?
  - How do voters decide?
  - The 2004 elections?
  - Campaign Finance
  - Do elections matter?
- **Political Parties**
  - Why do political Parties form?
  - What functions do parties perform?
  - Party Systems
  - How strong are political parties today?
- **Groups and Interests**
  - What Are the Characteristics of Interest Groups?
  - How and why do interest groups form?
  - How do interest groups influence public policy?
  - Groups and Interests: The Dilemma of Reform
- **The Media**
  - The Media Industry and Government
  - What affects news coverage?
  - What are the sources of media power in America?
  - Media Power and Responsibility

## Enduring Understandings

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- Individuals engage in multiple forms of political participation, including voting, protest, and mass movements.
- Political beliefs and behaviors are influenced by family, school, media, race, gender, education, and geography.
- Citizens organize and communicate their interests in a variety of ways including political parties,

elections, political action committees (PACs), interest groups, and the mass media.

## **Essential Questions**

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- How do family, social class, education, race, gender, and geography influence political beliefs and behavior?
- How do citizens interact with major media outlets to become informed of divergent political viewpoints?
- How does the media influence political campaigns?
- What are the motivations to run for office?
- What factors influence the electoral process in America?
- What are the roles and responsibilities of citizens and government in a democratic society?
- What are the fundamental differences between the major political parties?
- How do interest groups organize, raise money, and influence the political process and elections?
- What is the relationship between the media and public opinion?
- How do competing interests influence how power is distributed and exercised?
- How have political parties evolved over time as a result of historical developments?

## **Standards/Indicators/Student Learning Objectives (SLOs)**

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- Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
- Evaluate how political and military leadership affected the outcome of the Civil War.
- Write arguments focused on discipline-specific content.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- Analyze the impact of population shifts and migration patterns during the Civil War.
- Assess the role that economics played in enabling the North and South to wage war.
- Explain why the Civil War was more costly to America than previous wars.
- Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
- Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
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- Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

SOC.6.1.12.5	The Development of the Industrial United States (1870-1900)
SOC.6.1.12.7	The Great Depression and World War II (1929-1945)
SOC.6.1.12.9	Contemporary United States (1970-Today)
SOC.6.1.12.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
SOC.6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
SOC.6.1.12.A.4	Civics, Government, and Human Rights
SOC.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
SOC.6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
SOC.6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
SOC.6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
SOC.6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
SOC.6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
SOC.6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
SOC.6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
SOC.6.1.12.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
SOC.6.1.12.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.
SOC.6.1.12.CS13	Postwar United States: Civil Rights and Social Change: The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

## Lesson Titles

### Public Opinion

- Opinions are products of an individual's personality, social characteristics and interests. In this chapter

students will examine the role of public opinion on policy and government in the US.

- SWBAT identify and define what an opinion and how public opinion influences policy.

## **Elections**

- Over the past two centuries elections have come to play a significant role in the political purposes of most nations. In this chapter students will examine elections and how voters decide to vote in an election.
  - SWBAT identify and explain the purpose of the Electoral College in the United States and the role it plays in presidential elections.

## **Political Parties**

- The United States is often looked at as a nation of two political parties. In this chapter students will examine political parties, how did they form, what function the parties serve and how strong are political parties today.
  - SWBAT identify major political parties and list three roles they had in the past as well as the current election process.

## **Groups and Interests**

- An interest group is an organized group of people that makes policy-related appeal to government. Students will examine the characteristics of interest groups, how interest groups form, and how interest groups influence policy.
  - SWBAT identify and define special interest groups and list three ways they have influenced government policy.

## **The Media**

- The freedom to speak one's mind is one of the most cherished of American political values—one that is jealously safeguarded by the media. Students will learn about the media industry, what affects news coverage, the different sources of media power in American politics and the responsibility of the media in our political process.
  - SWBAT identify three ways the media plays a role in our political process.

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## **21st Century Themes and Career Ready Skills**

- Global perspectives
- Business, financial, entrepreneurship
- Civic literacy
- Critical thinking & Creativity
- Information and media literacy
- Communication and collaboration
- Life and career skills

	labor market.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

## Inter-Disciplinary Connections

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ELA: Reading and writing

Sociology: Government

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality

### **Instructional Strategies/Learning Activities/Level of Bloom's**

- Students will be given a political issue and will create a push poll. They will be required to give their poll to 20 students and document the results. They will then write a short analysis of their methods and explain if they achieved the desired results. (Analyzing, evaluating, and creating)
- Timed free response- students will evaluate the Electoral College and suggest alternative to our current system.(Understanding, analyzing, evaluating).
- Timed free response- students will examine and evaluate data on voter turnout and discuss how turnout among younger voters can be increased.(Understanding, analyzing, evaluating).
- Activity students will create a presidential platform for the next election. Each student must identify a main domestic and a main foreign policy issue and craft a "solution" to that issue.(Understanding, analyzing, evaluating, creating).
- Timed free response- students will evaluate Washington's farewell address.(Understanding, analyzing, evaluating).
- Timed free response- students will read current events articles concerning third parties in American politics.(Understanding, analyzing, evaluating).
- Timed free response- students will read and evaluate articles concerning the methods used by some of the high profile interest groups in the 2004 presidential election(Understanding, analyzing, evaluating).
- Timed free response- students will read articles from a variety of national, local and online sources concerning current issues and look for evidence of "media bias"and how much it exists.(Understanding, analyzing, evaluating)
- Delsea One

- SWAG

## **Modifications**

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### **ELL Modifications**

- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language ( Youtube web resources)
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Delsea One
- SWAG

### **504 and IEP Accommodations & Modifications**

### **Testing modifications:**

- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
- DBQs and RAFTs will include highlighted segments
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read test aloud
- Test in small groups
- Projects can be submitted digitally or paper
- Options for type of project relating to content
- Delsea One
- SWAG

### **Instructional modifications/accommodations:**

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)



- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- Students who prefer to work individually will be permitted to
- Oral presentations to small groups or teacher only
- Preferential Seating
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Tap prior knowledge
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- Options for type of project relating to content
- Delsea One
- SWAG

### **Gifted and Talented Modifications**

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two.
- specific career they are interested in? How would this apply to their interest?)
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Repetition of key concepts through varied methods
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Encourage students to make transformations- use a common task or item in a different way.
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking
- ELA - Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this

- ELA - Creation of technology-based assessments to address the higher levels of Bloom's
- ELA - Cross-curricular connections, especially to historical events and people
- ELA - More rhetorical analysis/inquiry (evaluate how author's writing style is persuasive)
- ELA/History: provide rationale for thinking
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Free Response Question (FRQs)
- Document Based Questions (DBQs)
- Examine historical illustrations in textbooks and convert them into the written language.
- Student led/directed discussions
- Inquiry based learning
- Modeling
- Jigsaw
- Generating and testing hypotheses
- Argumentation and debate
- Annotating
- Evaluation and creation of thesis statements
- Journal article analysis
- Graph/political cartoon/map analysis / interpretation/creation
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources
- Options for type of project relating to content
- Thematic learning
- Delsea One
- SWAG

### **At Risk Modifications:**

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
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## **Formative Assessment**

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Formative Assessments used throughout the course include:

### **Warm-up:**

- 1 Minute Essay
- Vocabulary Review
- Entrance Ticket
- Homework Review

### **Anticipatory Set:**

- Short Video clip
- Paired activity
- 5 minute research activity
- Guided practice

### **Closure:**

- Exit-Ticket
- Whip around

- Individual Summary

## **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses

## **Summative Assessment**

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Summative Assessments used throughout the course include:

- Unit tests
- Debates
- Presentations
- Projects/Performance assessment
- Extended writing assignments (open ended responses aligned to AP syllabus)
- Marking period assessments
- Quizzes

## **Resources**

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Text Book-American Government: Power and Purpose (Lowi,Ginsberg,Shepsle)

The Lanahan Readings in the American Polity (Serow,Ladd)

"The Science of Opinion Polling"-handout

Video-excerpts from the 1960 presidential debates

Articles-editorial pieces concerning the 2000 Presidential election

George Washington's farewell address

Interest groups and the 2004 election

Amendment I of the Constitution

## Technology

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Youtube: 1960 Presidential Debate <https://www.youtube.com/watch?v=GMWQnoDA0o8>

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.