Unit 2: Outside Influences: Political Parties, Interest Groups, and Mass Media

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

United States Government and Politics Advanced Placement:

Grades 11 & 12

Belleville Board of Education

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Unit Overview

Unit 2

Outside Influences: Political Parties, Interest Groups, and Mass Media

a. Political Parties and Elections i. Functions

ii. Organization

iii. Development

iv. Effects on the political process

v. Electoral laws and systems

b. Interest groups, including political actions committees (PAC)

i. The range of interest represented

ii. The activities of interest groups

iii. The effects of interest groups on the political process

iv. The unique characteristics and roles of PACs in the political process

c. Mass media

i. The functions and structures of the news media

ii. The impact of news media on politics

iii. The news media industry and its consequences

Enduring Understanding

The framers created a Federal System where national,state and local governments must work together to ensure the representation and prosperity of their citizens.

Essential Questions

Essential Question: A question that lies at the heart of a subject or a curriculum and one that promotes inquiry and the discovery of a subject.

Q1. How do interest groups organize, raise money, and influence government?

Q2. How has the rise in cable news and the internet influenced the political process and elections?

Q3. What is the relationship between the media and public opinion?

Q4. How do competing interests influence how power is distributed and exercised?

Q5. How have political parties evolved over time as a result of historical developments?

Q6. What are the fundamental differences between the major political parties and what are the advantages and disadvantages of having political parties?

Q7. How do political parties and their organizational structures affect each of the following: the legislative branch, the executive branch, the judicial branch, state and local governments, and elections?

Q8. Explain how the media can influence voters.

Exit Skills

What are the skills that the students should have obtained by the end of this unit?

The Media

1. Outline changes in the nature and extent of the political influence of various news media.

2. Trace the evolution of the news media over the course of United States history.

3. Evaluate the media's influence on public opinion and attention.

4. Describe the media's role in elections and associated problems and benefits.

5. Assess the media's relationship to governance in the United States.

Political Parties

6. Identify the primary functions of parties in democracies and distinguish the United States party system from those in European democracies.

7. Trace changes in American political parties and identify four realigning elections.

8. Differentiate the functions of parties in institutions, parties in government, and parties in the electorate.

9. Explain party fundraising and expenditures and assess their regulation.

10. Assess the effects of recent party reforms and the long term prospects for the current party system.

Interest Groups

11. Explain the role of interest groups and social movements in American politics.

12. Categorize American interest groups into types.

13. Analyze sources of interest group power.

14. Describe lobbyists and the activities through which they seek to influence policy.

15. Identify way interest groups use money in elections and assess efforts to regulate this spending.

16. Evaluate the effectiveness of interest groups in influencing elections and legislation.

Vocabulary

party realignment

interest group

lobbying

political action committees (PACs)

iron triangles

soft money

Hard Money

mass media

Super Deletes Dems

Electoral College

pork barrel politics

filibuster

bill

veto

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.8	Postwar United States (1945 to early 1970s)
SOC.6.1.12.9	Contemporary United States (1970-Today)
SOC.6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
SOC.6.1.12.A.2.b	Compare and contrast state constitutions, including New Jersey's 1776 constitution, with

	the United States Constitution, and determine their impact on the development of American constitutional government.
SOC.6.1.12.A.3	Civics, Government, and Human Rights
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.13	Civics, Government, and Human Rights
SOC.6.1.12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
SOC.6.1.12.A.14	Civics, Government, and Human Rights
SOC.6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
SOC.6.1.12.D.2	History, Culture, and Perspectives
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
SOC.6.1.12.CS2	Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Interdisciplinary Connections

Ref's	Standard ID	Description
0x	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.
0x	LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
0x	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.
0x	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).
0x	LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
0x	LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

0x	LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
0x	LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
0x	LA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
0x	LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
0x	LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
0x	LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
0x	LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
0x		Key Ideas and Details
0x	TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
0x	TECH.8.1.12.A.CS1	Understand and use technology systems.
0x	TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

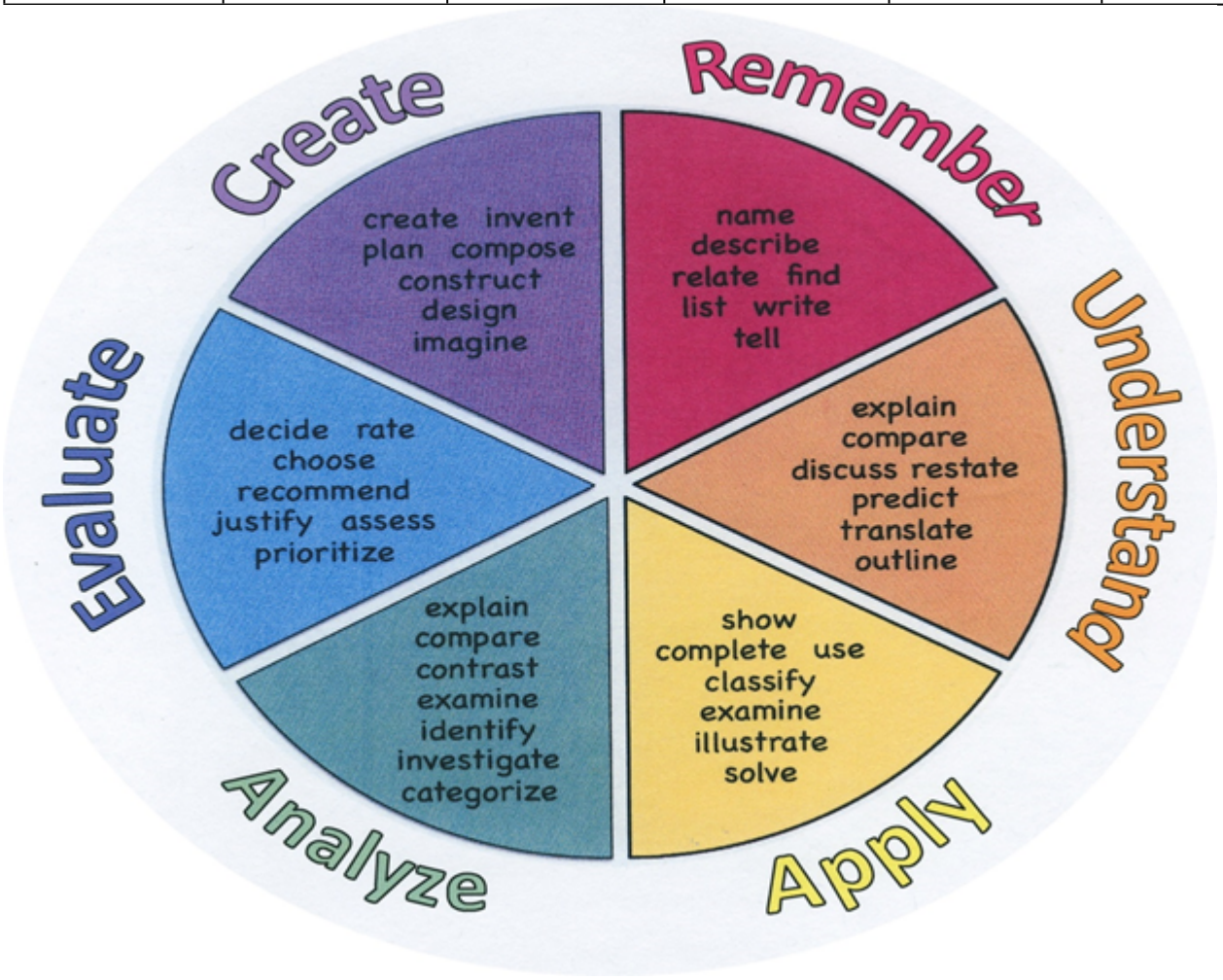
Learning Objectives

Students will demonstrate understand of how money effects politics and how the media can effect elections. Students will apply this understanding to an end of unit essay comparing money spent on past election cycles.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate

Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

What Do Best Practices Look Like? Classrooms that exemplify best practices are easy to detect as soon as you enter the room. • Project materials and books are numerous. • Students are engaged and focused on their work. • Teachers often use collaborative and/or authentic tasks that place students at the center of the learning process. • Seating arrangements are clustered, varied and functional with multiinstructional areas. • Classrooms are activity-based spaces as opposed to places to "sit and get" lectures. • Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments. • There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.

1. What are the most enduring ideas in the Constitution?
2. Write a persuasive essay in response to the essential question. Your essay should include key people, events, and turning points in the story of the U.S. Constitution. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.
3. *Analyze and write a narrative explaining how Marbury v. Madison established judicial review and why this concept made the Supreme Court an influential branch of government.*
4. *Mapping activities and charts to analyze how new inventions and modes of transportation (e.g., canals and railroads) transformed the economy and expanded domestic and international markets.*
5. *Research landmark cases (e.g., McCulloch v. Maryland, Gibbons v. Ogden) to show how the Supreme Court expanded the power of the national government and promoted national economic growth during this era*
6. *Research and report the influence of Manifest Destiny on foreign policy during this time period.*

Assessment Evidence - Checking for Understanding (CFU)

• Exit Tickets-formative assessment
• Admit Tickets
• Common benchmarks
• Evaluation rubrics
• Self- assessments
• Unit tests-summative assessment
• Quizzes

Creat a Multimedia poster-benchmark assessment

Written reports-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar

- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

MaGruder's American Government Textbook, 2009 - Prentice Hall , Upper Saddle River, New Jersey

Supplemental Readings:

The United States Constitution

The United States Patriot Act.

We The People: The Citizen and the Constitution (Level 3) Center for Civic Education, Calabasas California.

Multiple-Choice & Free Response Questions in Preparation for the United States Government and Politics Examination (5th

Edition) Ethel Wood and Maria Schmidt D&S Marketing Systems, Inc. Classroom subscription to *The New York Times*

Classroom subscription to *The New York Times Upfront* Teacher provided articles
from *Newsweek* and *Time* Magazine The Most Recent Editions of the Following Study Guides:

Kaplan AP US Government and Politics

Cracking the AP US Government and Politics Exam

Barron's AP Government and Politics

US Government and Politics (Cliffs AP)

Ancillary Resources

.Lap tops, LCD Projector, Internet, Websites, Library

Technology Infusion

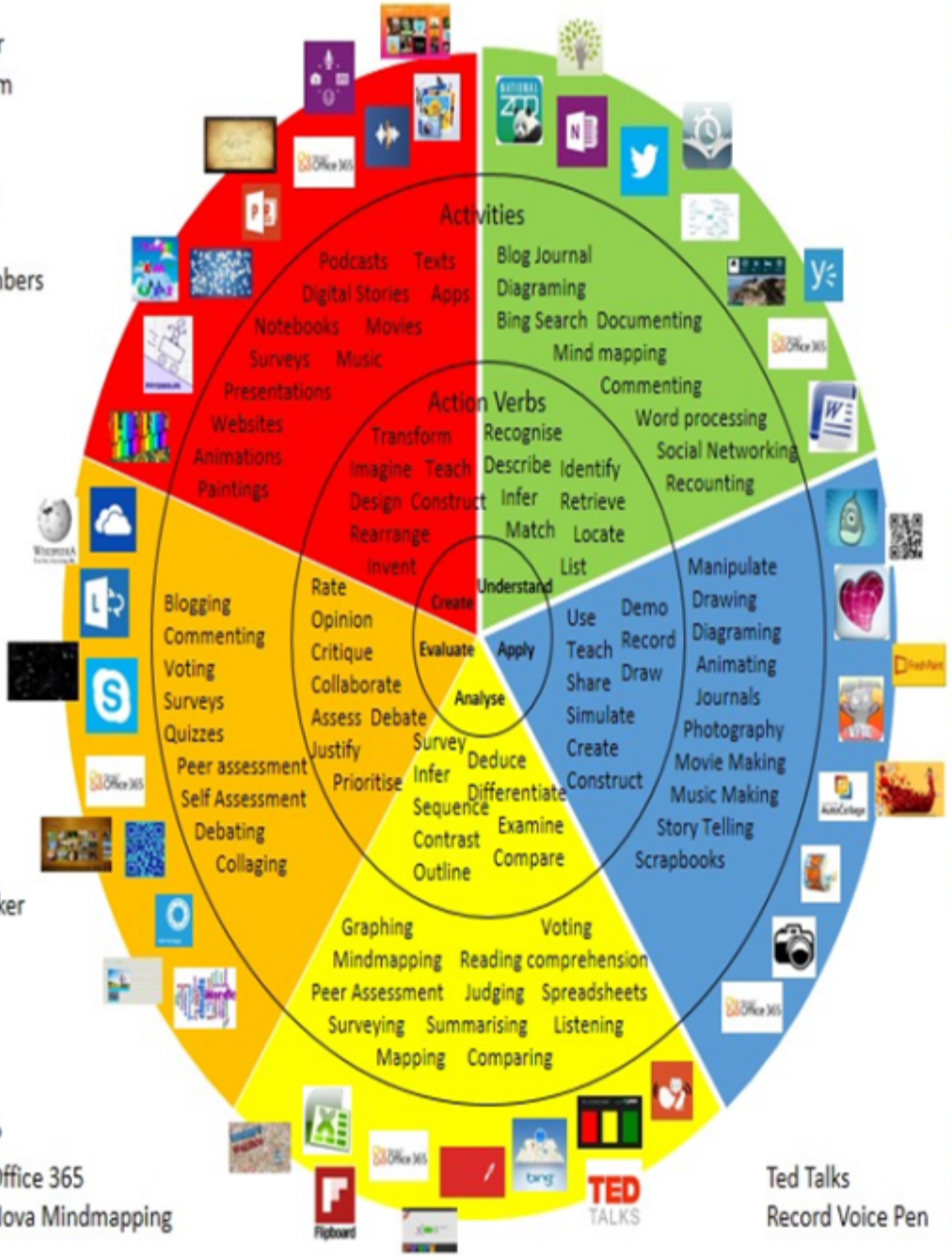
Students will utilize: Chrome books, the Internet, Google Classroom and other technologies such as The Cornell on line Library and our on-line text book.

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century Skills/Interdisciplinary Themes

0x • Global Awareness
0x • Financial, Economic, Business and Entrepreneurial Literacy
0x • Civic Literacy
0x • Health Literacy
0x • Environmental Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

0x • Communication and Collaboration

0x • Information Literacy
0x • Media Literacy
0x • ICT (Information, Communications and Technology) Literacy
0x • Life and Career Skills
0x • Creativity and Innovation
0x • Critical thinking and Problem Solving

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction

- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Origin of Government

NJSLS:linked

Interdisciplinary Connection:Linked

Statement of Objective: Students will understand Legislative, Executive and Judicial Powers.

Anticipatory Set/Do Now:Linked

Learning Activity: Students will be watching a PPT while understanding the different types of powers.

Student Assessment/CFU's:Linked Well written answers to question in the chapter.

Materials: Laptop, LCD, Text Maps, handouts, PPT

21st Century Themes and Skills: Linked

Differentiation: Tiered grouping, these groups are put together during the first few weeks of school and will change during the school year.

Student-Centered & Project-based Learning

Each group will present and hand in one topic assignment

1. Type a one paragraph definition/summary of the issue. Include ideas such as "why is this controversial?" "What individuals or groups are involved?" "What Constitutional provisions are debated?" "Who is involved in the discussion?" Make a visual Aid.

Group 1 Locke vs Hobbs

Group 2 List 5 weaknesses of the Articles of Confederation.

Group 3 Strengths of the Constitution

Group 4 Federalism

Group 5 6 basic principals

Group 6 Formal amendment process

Integration of Technology:Laptop, LCD, internet