

# Unit 2: Political Beliefs and Behaviors

Content Area: **History**  
Course(s):  
Time Period:  
Length: **11 Days**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

| <u>State Mandated Topics Addressed in this Unit</u> |     |
|---|-----|
| N/A   | N/A |

## Unit Goals

Throughout history, our American political culture has been shaped by diverse forces, institutions, and practices present throughout our nation. Students will examine what drives Americans to adopt certain political ideologies. In addition, they will analyze the steps taken to promote these ideologies within our governmental system through party involvement, elections, and media coverage.

## Learning Objectives

- What drives Americans to adopt certain political ideologies?

## Essential Skills

- Artists will be able to recognize the diverse forces, institutions, and practices present in our nation that shape American political culture.
- Artists will be able to understand the steps taken to promote political ideologies within our governmental system.

## Standards

|                    |  |
|--------------------|--|
| SOC.9-12.4.7       | Ideologies of Political Parties  |
| SOC.9-12.4.9       | Ideology and Economic Policy   |
| SOC.9-12.4.10      | Ideology and Social Policy   |
| SOC.9-12.LO 4.10.B | Explain how different ideologies impact policy on social issues.                       |
| SOC.9-12.5.3       | Political Parties  |
| SOC.9-12.LO 5.3.B  | Explain the function and impact of political parties on the electorate and government. |

|                          |  |
|--------------------------|--|
| SOC.9-12.EK 5.3.B.1.iii  | Campaign management, including fundraising and media strategy  |
| SOC.9-12.EK 5.10.A.1.iv  | Impact of and reliance on social media for campaign communication and fundraising  |
| SOC.9-12.5.12            | The Media  |
| SOC.9-12.EK 5.12.A.1     | Agenda setting takes place when traditional news media, new communication technologies, and advances in social media influence how citizens routinely acquire political information, including news events, investigative journalism, election coverage, and political commentary. |
| SOC.9-12.EK 5.13.A.1     | Political participation is influenced by a variety of media coverage, analysis, and commentary on political events.  |
| SOC.9-12.EK 5.13.A.2     | The rapidly increasing demand for media and political communications outlets from an ideologically diverse audience have led to debates over media bias and the impact of media ownership and partisan news sites.   |
| SOC.9-12.EK 5.13.A.3.i   | Increased media choices  |
| SOC.9-12.EK 5.13.A.3.iii | Consumer-driven media outlets and emerging technologies that reinforce existing beliefs  |

## Instructional Tasks/Activities

### Textbook Readings

|  |   |
|--|---|
| Beliefs that citizens hold about their government and its leaders  | Pages 3-14,35,76-94,153-154,156-168                         |
| Processes by which citizens learn about politics   | Pages 156-160,219-221,230-233,276-300                       |
| The nature, sources, and consequences of public opinion  | Pages 151-170,247-249,26,432-434                            |
| The ways in which citizens vote and otherwise participate in public life                                   | Pages 171-187,241-244,251-275                               |
| The factors that influence citizens to differ from one another in terms of political beliefs and behaviors | Pages 4,10-14,76-94,97-100,121-150,155-168, 227-233,251-275 |

| Day | Topic                                     | LANAHAN Supplemental Readings                             | Pages |
|-----|---|---|-------|
| 1   | American Political Culture                | 1. Alexis De Tocqueville – Democracy in America (1835)    | 3-6   |
| 2   | Political Compass Test and Analysis       |   |       |
| 3   | YLI- Formation of an Ideological Spectrum | 3. Cynthia Farrar - Dinner with Democracy (2004)          | 11-17 |
| 4   | YLI- Expanding the Political Spectrum     | 5. Cornel West - Race Matters (1993)                      | 25-32 |
| 5   | Measuring Political Opinion               | 6. Michael Kammen - People of Paradox (1972)              | 33-37 |
| 6   | Using and Interpreting polling Data       |   |       |
| 7   | Voting Participation                      | 4. James Davison Hunter - The Enduring Culture War (2006) | 18-24 |

|    |                                      |   |         |
|----|--------------------------------------|---|---------|
| 8  | Young Voters and Civic Participation | 69. David Campbell - Why We Vote (2006) | 515-526 |
| 9  | Who Represents You in Government     |   |         |
| 10 | Unit Review                          |   |         |
| 11 | Assessment – Multiple Choice and FRQ |   |         |

- American political culture
- Assessment MC and FRQ
- expanding the political spectrum
- formation of a ideological spectrum
- FRQ Review
- MC Review
- Measuring public opinion
- political compass test and analysis
- Princeton Review - Chapter 7 American political ideologies and beliefs overview
- Using and interpreting polling data
- Voting participation
- Who represents you in government
- Young voters and civic participation

## **Assessment Procedure**

---

- Classroom Total Participation Technique
- Classwork
- DBQ
- Election Day prep
- Essay
- Exit Poll Project
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Multiple Choice FRQ
- Other named in lesson
- Peer Review
- Performance
- Political Compass Test and analysis
- Problem Correction
- Project

- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet
- YLI Handouts

## **Recommended Technology Activities**

---

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

---

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

---

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning

- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

---

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

---

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

---

## Resources

---

- Articles from current newspapers, such as The New York Times or The Wall Street Journal
- News footage and documentaries: C-SPAN's coverage and current events materials
- News magazines excerpts from Time, Newsweek, or The Economist
- Serow, Ann G., and Ladd, Everett C. *The LANAHAN READINGS in the American Polity*, 5th ed. Baltimore, 2011
- Web based resources including: Youth Leadership Initiative, the Bill of Rights in Action, and numerous websites
- Wilson, James Q., Dilulio, John J., and Bose, Meena. *American Government: Institutions and Policies AP Edition*, 14e. Stamford: Cengage Learning, 2015