

# Unit 3: Political Parties, Interest Groups, and Mass Media

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

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit Goals

In this section, we will focus on the mechanisms used by the people to act on their political beliefs. We will be focusing on the relationship that has developed between the government and these linkage institutions in respect to operation and the development of public policy.

## Learning Objectives

- What mechanisms are used by the people to act on their political beliefs?
- What relationship has developed between the government and linkage institutions in respect to operation and development of public policy?

## Essential Skills

- Artists will be able to understand the relationship between the government and linkage institutions in respect to the operation and development of public policy

## Standards

SOC.9-12.EK 1.5.A.1.ii	Electoral College, which created a system for electing the president by electors from each state rather than by popular vote or by congressional vote
SOC.9-12.EK 2.3.A.2	Gerrymandering, redistricting, and unequal representation of constituencies have been partially addressed by Supreme Court cases that opened the door for equal protection challenges to redistricting.
SOC.9-12.EK 2.12.A.1.iv	Forming iron triangles (alliances of congressional committees, bureaucratic agencies, and interest groups that are prominent in specific policy areas)
SOC.9-12.5	Political Participation

SOC.9-12.5.3	Political Parties
SOC.9-12.LO 5.3.A	Describe linkage institutions.
SOC.9-12.EK 5.3.A.1	Linkage institutions are channels that allow individuals to communicate their preferences to policymakers:
SOC.9-12.LO 5.3.B	Explain the function and impact of political parties on the electorate and government.
SOC.9-12.5.4	How and Why Political Parties Change and Adapt
SOC.9-12.LO 5.6.A	Explain the benefits and potential problems of interest group influence on elections and policymaking.
SOC.9-12.EK 5.6.A.1	Interest groups may represent very specific or more general interests, and can educate voters and office holders, conduct lobbying, draft legislation, and mobilize membership to apply pressure on and work with legislators and government agencies. Interest groups may also file an amicus curiae brief (a written document submitted as a “friend of the court” to provide additional information for justices to consider when reviewing a case).
SOC.9-12.EK 5.6.A.2	In addition to working within party coalitions, interest groups exert influence through iron triangles and issue networks that help interest groups exert influence across political party coalitions.
SOC.9-12.EK 5.8.A.1.vi	The Electoral College
SOC.9-12.LO 5.11.A	Explain how the organization, finance, and strategies of national political campaigns affect the election process.
SOC.9-12.EK 5.11.A.2	Debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, political action committees [PACs], and political parties).
SOC.9-12.5.12	The Media
SOC.9-12.LO 5.12.A	Explain the media’s role as a linkage institution.

## Instructional Tasks/Activities

### Textbook Readings

Political Parties and Elections	
1. Functions	Pages 189-192, 241-247
2. Organization	Pages 198-211, 221-241
3. Development	Pages 176-181, 192,206
4. Effects on the Political Process	Pages 188-217, 247-249
5. Electoral Laws and Systems	Pages 211-213, 218-250
Interest Groups, Including political action	

committees (PAC's)	
1. The range of interests represented	Pages 252-263
2. The activities of interest groups	Pages 263-271
3. The effects of interest groups on the political process	Pages 9-12, 97-98, 252-275, 396-397, 14-17, 456-457, 466-477
4. The unique characteristics and roles of PACs in the political process	Pages 223, 233-241, 252, 261-262, 265-269
The Mass Media	
1. The functions and structure of the news media	Pages 279-287
2. The impact of the news media on Politics	Pages 166, 277-282, 287-297
3. The news media industry and its consequences	Pages 279-297

Day	Topic	LANAHAN Supplemental Readings	Pages
1	Overview of the American Political System and Elections	62. E.E. Schattschneider – The Semisovereign People (1960)	454-458
2	Electoral College Debate	72. Morley Winograd/Michael Hais – Millennial Makeover (2008)	549-559
3	Congressional Districts, Gerrymandering, and the Redistricting Game		
4	Why 2 Political Parties		
5	Political party Poster Project		
6	Presidential Candidate / National Platform	81. Russell Peterson – Strange Bedfellows (2008)	610-616
7	Campaign Finance Overview	63. Richard Skinner – More Than Money (1991)	459-466
8	The Iron Triangle		
9	Bias in the Media/Media Conglomeration	77. Larry Sabato –Feeding Frenzy (1991)	581-588
10	Unit Review		

11	Assessment – Multiple Choice and FRQ		
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- Bias in the Media
- Campaign Finance
- Congressional Districts and Gerrymandering
- Electoral College Debate
- FRQ Review
- Linkage Institutions
- MC and FRQ Assessment
- MC Review
- Political Party Poster Project
- Presidential Candidate
- The Iron Triangle
- Why 2 Political Parties

## Assessment Procedure

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Electoral College Debate
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Multiple Choice and FRQ
- Other named in lesson
- Peer Review
- Performance
- Political party Poster Project
- Problem Correction
- Project
- Quiz
- Redistricting Game
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- 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**

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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**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- 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**

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- 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**

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## **Resources**

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- 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