

**AMERICAN GOVERNMENT CURRICULUM UNIT
HARRIET C. HERNDON**



March, 2008

**AMERICAN GOVERNMENT
GRADE 11-12
HARRIET HERNDON**

Unit 2, Chapter 5
Parties and What They do

■ Completed

South Carolina State Standards Addressed: USG-3.5, USG-5.2, USG-5.3

5.1.1 Define a political party.
5.1.2 Describe the major functions of political parties.

Vocabulary: political party, major parties, partisanship, party in power
Pacing: 75 minutes

<p>1. Bellringer (5 minutes)</p> <p>Bellringer Ask students to talk about a time they have ridden in a car with a bad driver and have wanted to stop the car and take over the driving. Explain that they will learn about how the political party that is out of office cannot wait to take control of government from the party in control. L2</p>	<p>Targeted Resources</p>
<p>2. Vocabulary Builder (5 minutes)</p> <p>Vocabulary Builder Ask students what word or word part links all four terms in the Political Dictionary. Ask a volunteer to look up <i>party</i> and <i>partisan</i> in a dictionary to compare their government-related definitions. L2</p>	<p>Targeted Resources</p>
<p>3. Focus (10 minutes)</p> <p>Teach Key Concepts and Vocabulary Write <i>Political Parties</i> on the board. Then ask students to use two short phrases to describe the major goals of political parties. L2</p> <p>Build Background Knowledge Ask students to name a political party in the United States and their perceptions of that party. L2</p>	<p>Targeted Resources</p> <p> 5-1 Reading Strategy, TE L1  5-1 Political Cartoons L2</p>
<p>4. Instruct (30 minutes)</p> <p>Develop Understanding Ask students to list the major functions of political parties. Have them distinguish between issue-oriented and election-oriented parties. L2</p> <p>Monitor Comprehension Ask students how the functions of a political party are related to members' desire to win public office. L2</p>	<p>Targeted Resources</p> <p> 5-1 Guided Reading and Review L1</p>
<p>5. Assess/Reteach (10 minutes)</p> <p>Monitor Progress Assess students' completed graphic organizers using Section</p>	<p>Targeted Resources</p> <p> 5-1 Section Quiz L1  5-1 Guide to the Essentials</p>

<p>Reading Support Transparency. Review the answers to the Guided Reading and Review worksheet. L1</p> <p>Assess Use the Section 1 Quiz. L1</p> <p>Reteach Assign the Guide to the Essentials. L1</p>	L1
<p>6. Block Scheduling Strategies (5 minutes)</p> <p>Block Scheduling Strategies Have small groups create posters that describe a political party. Posters should define the political party and describe the five functions of a party and include two drawings. Ask students to write a 3–5-sentence response to whether they think a party that only wants to win an election can be true to its ideals. Conduct a class debate about the issue. L2</p>	<p>Targeted Resources</p> <p> 5-1 Block Scheduling Strategies L2</p>
<p>7. Reading Strategy (5 minutes)</p> <p>Reading Strategy—Organizing Information/Graphic Organizer Have students create a web diagram with Political Parties in the center circle. As they read, have them complete the web by defining political parties in the center circle and noting each function in an outer circle. L2</p>	<p>Targeted Resources</p> <p> 5-1 Lesson Planner L2</p>
<p>8. Heterogeneous Groups (5 minutes)</p> <p>Heterogeneous Groups Discuss a current issue of interest with students. Divide the class into small groups and have groups take on different sides of the issue. Have groups create a type of advertisement, like a pamphlet or slogan, that favorably presents their side. Have the group spokesperson share the group’s ad with the class. L1</p>	<p>Targeted Resources</p> <p> 5-1 Online Activity L2</p>

Unit 2, Chapter 6

The Right to Vote

■ Completed

<p>6.1.1 Summarize the history of voting rights in the United States. 6.1.2 Identify and explain constitutional restrictions on the States’ power to set voting qualifications.</p> <p>Vocabulary: suffrage, franchise, electorate Pacing: 80 minutes</p>	
<p>1. Bellringer (5 minutes)</p> <p>Bellringer Ask only the students who own a car how you should spend a thousand dollars that you have on the class. Ask them how they feel about the restriction. L2</p>	<p>Targeted Resources</p>
<p>2. Vocabulary Builder (5 minutes)</p> <p>Vocabulary Builder Ask students pick out the two synonyms in the Political Dictionary</p>	<p>Targeted Resources</p>

and have them define the terms. L2	
3. Focus (10 minutes)	Targeted Resources
<p>Teach Key Concepts and Vocabulary Explain that the number of people who enjoy the right to vote has steadily risen throughout American history. Ask students to create a graphic that illustrates this concept. L2</p> <p>Build Background Knowledge Ask students to discuss what they know about laws that lifted restrictions on voting. L2</p>	<p> 6-1 Reading Strategy, TE L1</p> <p> 6-1 Political Cartoons L2</p>
4. Instruct (30 minutes)	Targeted Resources
<p>Develop Understanding Discuss the various restrictions on voting rights that have been eliminated throughout American history. Ask students to describe what the Constitution says about the issue. L2</p> <p>Monitor Comprehension Have students create an outline that gives basic information about the five stages of suffrage expansion. L2</p>	<p> 6-1 Guided Reading and Review L1</p>
5. Assess/Reteach (10 minutes)	Targeted Resources
<p>Monitor Progress Assess students' completed graphic organizers using Section Reading Support Transparency. Review the answers to the Guided Reading and Review worksheet. L1</p> <p>Assess Use the Section 1 Quiz. L1</p> <p>Reteach Assign the Guide to the Essentials. L1</p>	<p> 6-1 Section Quiz L1</p> <p> 6-1 Guide to the Essentials L1</p>
6. Constitutional Principles (5 minutes)	Targeted Resources
<p>Block Scheduling Strategies Have pairs create time lines that show the five stages in the growth of the American electorate. Have students show the increases in a bar graph. Ask students to discuss each of the restrictions the Constitution places on States' power to set voting requirements. Have them write a paragraph that gives their opinions about these requirements. L2</p>	<p> 6-1 Block Scheduling Strategies L2</p>
7. Reading Strategy (5 minutes)	Targeted Resources
<p>Reading Strategy—Getting the Main Idea As students read, have them take notes on how the voting population has changed throughout American history. When they finish reading, have them write a main idea for the section. L2</p>	<p> 6-1 Lesson Planner L2</p>
8. Learning Styles (5 minutes)	Targeted Resources
<p>Learning Styles—Linguistic, Logical Assign one of the five stages of the history of voting rights to students. Have each student suppose he is a disenfranchised U.S.</p>	

citizen during that time period and have him write a journal that tells about his feelings. L1

***SPECIAL PROJECT:** Research the remaining major presidential candidates for the Democratic Republican Parties. Then, either conduct a mock election on campus and/or obtain a video camera and conduct interviews among various racial/ethnic groups. Construct an analytic chart comparing responses which can be displayed for the entire school community.

9. Organizing Information (5 minutes)

Organizing Information
Have students use a flowchart to record details about the five stages of the expansion of suffrage. L2

Targeted Resources

 6-1 Online Activity L2

Unit 2, Chapter 6 Voter Qualifications

 Completed

- 6.2.1 Identify the universal requirements for voting in the United States.
6.2.2 Explain the other requirements that States have used or still use as voting qualifications.

Vocabulary: transient, registration, purge, poll books, literacy, poll tax
Pacing: 90 minutes

1. Bellringer (5 minutes)

Bellringer
Have students refer to the phrase and tell whether they think this restriction on who can enter a restaurant is fair. L2

Targeted Resources

2. Vocabulary Builder (5 minutes)

Vocabulary Builder
Have students try to link the first two terms and the last two terms in the Political Dictionary. L2

Targeted Resources

3. Focus (10 minutes)

Teach Key Concepts and Vocabulary
Explain that, while States cannot deny citizens the right to vote, they can set requirements that citizens must meet. Discuss these requirements that every State has. L2

Build Background Knowledge
Ask students whether they qualify to vote and then discuss universal requirements. L2

Targeted Resources

 6-2 Reading Strategy, TE L1
 6-2 Political Cartoons L2

4. Instruct (30 minutes)

Develop Understanding
List past and present voter qualifications and identify those still held by at least one State. Discuss how some qualifications were used to deny suffrage to certain groups. L2

Monitor Comprehension
Ask students to write a paragraph giving an overview of voter qualifications in American history, including universal requirements today, past qualifications, and the denial or expansion of suffrage

Targeted Resources

 6-2 Guided Reading and Review L1

through voter qualifications. L2	
5. Assess/Reteach (10 minutes)	Targeted Resources
<p>Monitor Progress Assess students' completed graphic organizers using Section Reading Support Transparency. Review the answers to the Guided Reading and Review worksheet. L1</p> <p>Assess Use the Section 2 Quiz. L1</p> <p>Reteach Assign the Guide to the Essentials. L1</p>	<p> 6-2 Section Quiz L1</p> <p> 6-2 Guide to the Essentials L1</p>
6. Block Scheduling Strategies (5 minutes)	Targeted Resources
<p>Block Scheduling Strategies</p> <p>1) Divide students into small groups and assign each one of the universal voting requirements. Have each group debate the usefulness of their assigned requirement. Have them present their findings. Have students use the Internet to research H.R. 906. Have students reconstruct the debate about this bill. L2</p> <p>2) Invite a member of the board of Registration to speak to the class concerning voting requirements. Register those students who are already 18 or who will become 18 prior to the Presidential Election in November.</p>	<p> 6-2 Block Scheduling Strategies L2</p>
7. Reading Strategy (5 minutes)	Targeted Resources
<p>Reading Strategy—Drawing Inferences As they read, have students answer whether they think it was easy for an American to qualify to vote. L2</p>	<p> 6-2 Lesson Planner L2</p>
8. Organizing Information (5 minutes)	Targeted Resources
<p>Organizing Information Have students use the web to record details about voting requirements for Americans. L2</p>	
9. Learning Styles (5 minutes)	Targeted Resources
<p>Learning Styles—Visual, Spatial Have students design a ballot that is easy to read and understand and then sample their ballot by having students vote about something. L1</p>	
10. Careers in Government (5 minutes)	Targeted Resources
<p>Careers in Government—Print Designer Have small groups of students design a voter registration card and post their design along with a real voter registration card. Then have each student write paragraphs explaining why they would or would not be interested in this career. L2</p>	
11. Extended Class Periods (5 minutes)	Targeted Resources
Extended Class Periods	<p> 6-2 Government</p>

Break the class in half for a classroom debate. Have one half of the class argue in favor of voter registration and the other half vote against it. Have a jury vote on a winner. L2

Assessment Rubrics L2

■ Completed

Unit 2, Chapter 6

Suffrage and Civil Rights

6.3.1 Describe the 15th Amendment and the tactics used to circumvent it in an effort to deny African Americans the vote.

6.3.2 Explain the significance of the early civil rights legislation passed in 1957, 1960, and 1964.

6.3.3 Analyze the provisions and effects of the Voting Rights Act of 1965.

Vocabulary: gerrymandering, injunction, preclearance

Pacing: 80 minutes

1. Bellringer (5 minutes)

Bellringer

Ask students whether they have ever crossed a city street against the light or outside of a crosswalk, and whether they have been fined for doing so. L2

Targeted Resources

2. Vocabulary Builder (5 minutes)

Vocabulary Builder

Draw an irregular shape on the board and tell students that this shape shows the boundaries of a congressional district. Ask them which name in the Political Dictionary names a procedure that could result in a district with this shape. L2

Targeted Resources

*Show local political districts on Promethean Board. Have students demonstrate “gerrymandering.” (Interactive)

3. Focus (10 minutes)

Teach Key Concepts and Vocabulary

Ask students why the 15th Amendment was not effective in protecting the rights of African Americans to vote. Ask them how the law was circumvented and how the situation was eventually remedied. L2

Build Background Knowledge

Discuss the Civil War and the passage of the 15th Amendment, including prevailing attitudes toward African Americans at that time. Ask students to list the voting rights legislation that was passed in the twentieth century. L2

Targeted Resources

 6-3 Reading Strategy, TE L1
 6-3 Political Cartoons L2
 6-3 Close Up on Primary Sources: Seneca Falls Declaration L3
 6-3 Close Up on Primary Sources: Letter from Lucy Stone L3
 6-3 Close Up on Primary Sources: The Civil Rights Act, 1964 L3
 6-3 Close Up on Primary Sources: The Voting Rights Act, 1965 L3

4. Instruct (30 minutes)

Develop Understanding

Targeted Resources

 6-3 Guided Reading and

<p>Discuss gerrymandering and other tactics that were used to circumvent the 15th Amendment. Ask students what laws eventually were passed to combat these tactics. L2</p> <p>Monitor Comprehension Have students explain what preclearance is and how it related to voting rights. L2</p>	<p>Review L1  6-3 The Enduring Constitution L2</p>
<p>5. Assess/Reteach (10 minutes)</p> <p>Monitor Progress Assess students' completed graphic organizers using Section Reading Support Transparency. Review the answers to the Guided Reading and Review worksheet. L1</p> <p>Assess Use the Section 3 Quiz. L1</p> <p>Reteach Assign the Guide to the Essentials. L1</p>	<p>Targeted Resources</p> <p> 6-3 Section Quiz L1  6-3 Guide to the Essentials L1</p>
<p>6. Block Scheduling Strategies (5 minutes)</p> <p>Block Scheduling Strategies Have students write an editorial that could have appeared in the 1950s or early 1960s, condemning the 15th Amendment's lack of enforcement. Divide the class into small groups and provide each group with several scenarios involving discrimination. Have students determine whether each would be legal, using the civil rights or voting rights legislation described in the section. Have groups present their findings. L2</p>	<p>Targeted Resources</p>
<p>7. Reading Strategy (5 minutes)</p> <p>Reading Strategy—Self-Monitoring Explain to students that they will be reading about a number of laws that were enacted to protect minority voting rights. As they read, have them ask themselves whether the material makes sense. L2</p>	<p>Targeted Resources</p>
<p>8. Using the Time Line (5 minutes)</p> <p>The Enduring Constitution—Using the Time Line Review and discuss some of the civil rights struggles that brought about the voting reforms shown on the time line. Discuss some of the ways young people can participate in the political process. L2</p>	<p>Targeted Resources</p>
<p>9. Heterogeneous Groups (5 minutes)</p> <p>Heterogeneous Groups Have students review the section and write 10 true-and-false questions about section content. Have students exchange their questions and answer them. L1</p>	<p>Targeted Resources</p> <p> 6-3 Lesson Planner L2  6-3 Online Activity L2  6-3 Close Up on Primary Sources L3</p>

Unit 2, Chapter 6

Voter Behavior

 Completed

6.4.1 Examine the problem of nonvoting in this country, and describe the size of the problem.

- 6.4.2 Identify people who do not vote.
 6.4.3 Examine the behavior of those who vote and those who do not.
 6.4.4 Understand the sociological and psychological factors that affect voting and how they work together to influence voter behavior.

Vocabulary: off-year election, political efficacy, political socialization, gender gap, party identification, straight-ticket voting, split-ticket voting, independent

Pacing: 90 minutes

1. Bellringer (5 minutes)	Targeted Resources
Bellringer Have two or three students explain why they have ever tried to avoid going to a family event. L2	
2. Vocabulary Builder (5 minutes)	Targeted Resources
Vocabulary Builder Explain to students that most of the terms in the Political Dictionary contain words they recognize that can help them figure out the whole word. Think aloud the phrase <i>off-year election</i> . L2	
3. Focus (10 minutes)	Targeted Resources
Teach Key Concepts and Vocabulary Outline the size of the nonvoting problem in the United States. Ask students to identify the groups of people who do not vote. L2 Build Background Knowledge Ask students to hypothesize about possible reasons people have for not voting. Then try to categorize these reasons using the sociological factors that affect voting. L2	 6-4 Reading Strategy, TE L1  6-4 Political Cartoons L2
4. Instruct (30 minutes)	Targeted Resources
Develop Understanding Ask students to give reasons why people do not vote. Explore the validity of these reasons and discuss the factors that influence voter behavior. L2 Monitor Comprehension Have students use the section information to write a questionnaire that will try to determine a person's likelihood of voting in the next election. L2	 6-4 Guided Reading and Review L1  6-4 Close Up on Participation L2  6-4 The Enduring Constitution L2
5. Assess/Reteach (10 minutes)	Targeted Resources
Monitor Progress Assess students' completed graphic organizers using Section Reading Support Transparency. Review the answers to the Guided Reading and Review worksheet. L1 Assess Use the Section 4 Quiz. L1 Reteach Assign the Guide to the Essentials. L1	 6-4 Section Quiz L1  6-4 Guide to the Essentials L1

<p>6. Block Scheduling Strategies (5 minutes)</p> <p>Block Scheduling Strategies Divide the class into groups of four to six students and assign groups the task of creating a public service announcement that encourages people to vote. Have groups write a one-minute television advertisement that could be aired to the national public during an election year. Have students create a fictional person for whom they identify the factors shown. Have each student present his person to the class and determine how that person would vote. L2</p>	<p>Targeted Resources</p>
<p>7. Reading Strategy (5 minutes)</p> <p>Reading Strategy—Organizing Information/Outline Ask students to write the main headings and subheadings in outline form, leaving space for details. As they read the section, have them fill in the details. L2</p>	<p>Targeted Resources</p> <p> 6-4 Lesson Planner L2</p>
<p>8. Organizing Information (5 minutes)</p> <p>Organizing Information Have students use the Venn diagram to compare voters and nonvoters. L2</p>	<p>Targeted Resources</p>
<p>9. Customize for (5 minutes)</p> <p>Customize for—More Advanced Students Have students use the data on the page to create several circle graphs for a year of their choice. Have them compare their sets of data and draw historical conclusions. L3</p>	<p>Targeted Resources</p>
<p>10. American Government, American Humor (5 minutes)</p> <p>American Government, American Humor Read Elbert Hubbard’s quote to students and have them discuss what he meant by the remark and whether he is referring to people who choose not to vote and/or to uninformed voters. L2</p>	<p>Targeted Resources</p>
<p>11. Heterogeneous Groups (5 minutes)</p> <p>Heterogeneous Groups Divide the class into groups of four and have groups create representations of what the “typical” voter and nonvoter would look like. Have groups present their “characters” to the class. L1</p>	<p>Targeted Resources</p>

Unit 2, Chapter 6, Section 4b
Who Decides Who May Vote

■ Completed

<p>6.4.1 Examine the problem of nonvoting in this country, and describe the size of the problem. 6.4.2 Identify people who do not vote. 6.4.3 Examine the behavior of those who vote and those who do not. 6.4.4 Understand the sociological and psychological factors that affect voting and how they work together to influence voter behavior.</p> <p>Pacing: 50 minutes</p>
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<p>1. Focus (10 minutes)</p>	<p>Targeted Resources</p>
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<p>Focus Discuss and summarize on the board the five voting restrictions. L2</p>	 Close Up on the Supreme Court L2
<p>2. Instruct (30 minutes)</p>	
<p>Instruct Have students identify the constitutional provision the Federal Government’s attorneys relied on and then discuss whether or not residency requirements and literacy tests pose a threat to democratic principles. L2</p>	<p>Targeted Resources</p>  CloseUp.org L2
<p>3. Close/Reteach (10 minutes)</p>	
<p>Close/Reteach Review the reasons for nonvoting discussed in Section 4 and then have five groups, one for each stage, prepare a commercial encouraging people to vote. L2</p>	<p>Targeted Resources</p>
<p>11. Heterogeneous Groups (5 minutes)</p>	
<p>Heterogeneous Groups Separate the class into three groups representing television, newspapers, and magazines. Each group will be presented with coverage of the same story by different agencies. Have groups compare coverage in the various media and give a rating for each. L2</p>	<p>Targeted Resources</p>  8-3 The Enduring Constitution L2

MAJOR ASSIGNMENT:

Students will choose a political candidate in the 2008 Presidential Election by drawing a name. Those students drawing the same name will combine for a group project. They must:

1. Develop a comprehensive analysis of each candidate using PowerPoint or Project format (written form.) One member of the group must give an oral presentation.
2. The group must prepare a quiz to be administered to the class at the end of the presentation.
3. After all presentations have been made, the group will hold a Mock Election.