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| **Elections 101: 3rd Parties and Voting Behavior** |
| **Option A: Length of class: 90 minutes**   |
| **Objectives:**Students will define 3rd parties and identify the obstacles and effects of 3rd parties in an election. Students will evaluate the role of voting behavior in planning a successful campaign for elected office.**Standards:** Iowa Core Inquiry Anchor Standards*Developing Claims and Using Evidence*SS.9-12.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.*Communicating and Critiquing Conclusions*SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.9-12 Civics and Government Core Standards*Analyze Civic and Political Institutions*SS.Gov.9-12.14. Analyze the role of citizens in the U.S. political system, with attention to the definition of wo is a citizen, expansion of that definition over time, and changes in participation over time. (21st century skills)SS.Gov.9-12.18. Critique the influence of intermediary institutions on government and policy such as, interest groups, political parties, the mass media, campaigns, caucuses, elections, PACs, and local, state, tribal, and international organizations. (21st century skills)*Apply Civic Dispositions and Democratic Principles*SS.Gov.9-12. 19. Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods to participation. (21st century skills)SS.Gov.9-12.21. Explain the mechanisms of political socialization in American democracy such as the effects of the family, school, community, and media in influencing one’s political decisions. *Interpret Processes, Rules and Laws*SS.Gov.9-12.26. Analyze the historical contemporary, and emerging patterns of political action and activism including voter demographics, party trends over time, polling data, campaign strategies and trends, and alternative means of participating. (21st century skills)Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.Reading Standards for Literacy in History/Social Studies 6-12RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| **Assessment:** Students will create a written campaign strategy for either a Republican or Democratic candidate for president. The strategy should include a detailed strategy for targeting voters for their candidate. |
| **Materials Needed:** \*Indicates material is found in The Campaign Finance folder.**Introduction: Registering to vote**1. PPT: Day 9- 3rd Parties and Voting Behavior.pptx\*2. Computer/tablet/phone with internet access**Direct Instruction: 3rd Parties**1. PPT: Day 9- 3rd Parties and Voting Behavior.pptx\*2. 3rd Parties & Voting Behavior Interactive Notes.docx\*3. Third Parties Throughout History.docx\***Direct Instruction: Voting Behavior**1. PPT: Day 9- 3rd Parties and Voting Behavior.pptx\*2. 3rd Parties & Voting Behavior Interactive Notes.docx\*3. Web link for video on slide 20: <https://www.youtube.com/watch?v=eermkiaFoWc> 4. How Elections Reduce Americans to Stereotypes.docx\***Homework: Campaign Strategy-Targeting Voters**1. Campaign Strategy-Targeting Voters.docx\*2. Computer/tablet/phone with internet access |
| **LEARNING PLAN:****Introduction: (10-15 minutes)**1. Start by opening the PPT titled “Day 9- 3rd Parties and Voting Behavior.pptx” found in the Day 9 folder. Follow the instructions on slides 2-5 to help students to register to vote. The following links will be used: Secretary of State’s Website; <https://sos.iowa.gov/elections/voterreg/regtovote/search.aspx>, and the Iowa Department of Motor Vehicle’s Website; <https://mymvd.iowadot.gov/Account/Login?ReturnUrl=%2fVoterRegistration>, so be sure that students have access to either a computer, tablet, or smartphone

**Direct Instruction**: **3rd Parties (15-20 minutes)**1. Lecture: PPT “Day .9-3rd Parties and Voting Behavior.pptx” with interactive notes “3rd Parties and Voting Behavior Interactive Notes.docx”. Students should complete the interactive notes as the teacher guides them through the PPT.
2. After watching the video on slide 10, students will complete the activity titled “Third Parties Throughout History.docx”. Students should evaluate the data on the top of the page in order to answer the corresponding questions at the bottom of the page.

**Direct Instruction: Voting Behavior (25-30 minutes)**1. Lecture: PPT “Day 9- 3rd Parties and Voting Behavior.pptx” with interactive notes “3rd Parties and Voting Behavior Interactive Notes.docx”. Student should complete the interactive notes as the teacher guides them through the PPT.

**Read and Discuss: “How Elections Reduce Americans to Stereotypes” (20-25 minutes)**1. Handout and have students read the article “How Elections Reduce Americans to Stereotypes” by Dante Chinni (10 minutes). When students complete the reading, they can use the discussion questions found on the interactive notes “3rd Parties and Voting Behavior Interactive Notes.docx” to ready themselves for the in-class discussion
2. Once students have had a chance to think about the discussion questions lead a class discussion using the discussion questions as a catalyst for motivating students to speak about the article and the broader implications of classifying people in order to target voters who may be influenced to vote for a specific candidate. The goal of the activity is to introduce students to the idea of targeting groups of people to win a majority of the popular vote in swing states as this will be their homework.
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| **Homework:**The following assignment serves as the framework for a stand-alone assessment for Day 9- 3rd Parties and Voting Behavior. For those using Election 101 as a whole, this assignment will also contribute to the summative activity on Day 10. Each student must: Answer the questions on the document titled “Campaign Strategy- Targeting Voters.docx”. Most of the questions ask students to be creative and think outside of the box. Since this is a struggle for some students, teachers are encouraged to go over the assignment in class and give some time for students to process and work on the assignment before the end of the day. Student should have access to a computer, tablet, or smartphone as the following links will be used; 1. <https://www.census.gov/quickfacts/table/PST045215/00>, 2. <http://www.cnn.com/election/primaries/polls> and/or https://www.cnn.com/election/2020/primaries-and-caucuses 3. <https://www.270towin.com/> |