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|  **Caucus 101: Linkage Institutions: Political Parties: Option B** |
| **Length of class:** 60 minutes  |
| **Objective: A.** Students will be able to explain the role of political parties in selecting candidates for office, engaging voters, and organizing their respective caucus. **Additional objectives:** **B.** Students will be able to identify and explain the differences between liberal and conservative ideology.**C.** Students will be able to evaluate their own political ideology and apply it towards matching their beliefs with a political party and presidential candidate.  |
| **Standards:**Iowa Core Inquiry Anchor Standards: *Gathering and Evaluating Sources* SS.9-12.3 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the sources to guide the selection.*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.*Taking Informed Action*SS.9-12.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.Iowa Core 9-12 Civics and Government Content Standards:*Analyze Civic and Political Institutions*SS.Gov.9-12.13. Evaluate the powers and responsibilities of local, state, tribal, national and international civic and political institutions, how they interact and the role of government in maintaining order. (21st century skills)SS.Gov.9-12.14. Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of the 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.Iowa Core 6-12 Reading Standards for Literacy in History/Social Studies 6-12: *Craft and Structure*RH.11-12.5 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.*Integrating of Knowledge and Ideas*RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12*Research to Build and Present Knowledge*WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. |
| **Assessment:** Letter to political party that links lesson objectives with promoting youth involvement in the Iowa caucus. (See Step 6 of Learning Plan) |
| **Materials Needed:** PPT: Party in the Electorate, Documents: Interactive Notes: Political Parties, Iowa Democratic Party Platform Excerpt, Iowa Republican Party Platform Excerpt, Political Ideology Quiz, Political Party Letter Organizer |
| **LEARNING PLAN:**1. **Opener: Intro to Political Organization:** Create a hypothetical scenario for the students. A pizza place is offering a free pizza party for the class. They will make as many pizzas as the class would like, **BUT** they will only do **ONE** topping (not including cheese), and that one topping will be on **ALL** of the pizzas; no exceptions.

Take topping suggestions from students and write them on the board. After the toppings options are displayed, take a class vote (round 1). Students are responsible for voting to see which topping the class gets. After the first vote, highlight the three toppings that got the highest vote. Next, take the top three toppings, and allow for a second round of voting. The option with the most votes out of the final three is the winner. **(3 minutes)**1. After the winning choice is announced, ask students to take a moment and discuss the following questions with someone nearby. *What things influenced your decision? If your first choice won, how do you feel? If you lost, how do you feel? What could be done differently to get your way next time?* Share responses with class. Explain that sometimes in order to get what you want, you need to organize with others who have the same interest or goal. **(5 mins)**
2. **Direct Lecture: PPT: The Political Parties in the Electoral Process:**

There is optional use of the interactive notes (see document). This will speed up the note-taking process, and the questions also involve higher order thinking and understanding of new knowledge and concepts.1. **min + 5 mins reflection/closing)**
2. **Handout Student Political Ideology Survey:** Students follow the directions in taking the political ideology survey and answering the questions at the end. You will likely need to briefly explain concepts or new words in the survey (ex: amnesty). **(15 minutes)**
3. **Collect the surveys** as they are completed, and then partner students based upon their survey results: Liberal/Democrat, or Conservative/Republican. Be sure to hand back ideology surveys to students to guide them through understanding of ideological differences between the two parties.
4. **Assignment:** Hand out “Political Party Letter Organizer” to students

Compose a letter to your state’s political party organization informing them of things they need to do to appeal to young voters and encourage higher youth turnout to the Iowa caucus.Your letter should include the following:A statement of why you and your partner identify with their partyWhat major beliefs or ideas you think would appeal to/matter the most to high school studentsWhat changes (if any) would help your party increase its appeal to high school and college studentsA brief plan for how the party can reach out to high school students and get them to commit to the caucus (What things would encourage high school students to be interested an involved?)**6 a.)** Class time to complete product. Additional time inside/outside of class, including presentations, is to teacher discretion. Keep in mind that the course has other in-class assignments and activities, so plan accordingly. **(20 mins + teacher discretion)** |
| **Optional Take Home Assignment:** Each student must:Research the candidates and answer the following questions:*If the Iowa Caucus were to be held tomorrow, which candidate would you be most likely to support and why? Use evidence about your candidate’s personality, beliefs, and accomplishments to provide at least three reasons for your decision.* *If you have a tie, still provide evidence and at least three reasons for why you would support each of the two candidates.*This assignment will not be due until the day of the in-class mock caucus, or at teacher discretion. |
| **Additional Resources:** Resources available will vary:Campaign/Political Party Mail pieces, political adsWebsites: Iowa Republican Party: [www.iowagop.org](http://www.iowagop.org) Iowa Democratic Party: [www.iowademocrats.org](http://www.iowademocrats.org) On the Issues: <http://www.ontheissues.org/default.htm> I Side With: <http://www.isidewith.com/> Politics1.com: <http://www.politics1.com/ia.htm> |