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| **Caucus 101: Linkage Institutions: Interest Groups: Option B** | |
| **Length of class:** 60 minutes |
| **Objective:**  **A.** Students will be able to explain the role of interest groups in the electoral process.  **Additional objectives:**  **B.** Students will be able to research and analyze an interest group to determine its effectiveness. | |
| **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.  *Developing Claims and Using Evidence*  SS.9-12.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.  *Communicating and Critiquing Conclusions*  SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significance and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.  *Taking Informed Action*  SS.9-12.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.  9-12 Civics and Government Core Standards  *Analyze Civic and Political Institutions*  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. Evaluated 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)  *Interpret Processes, Rules and Laws*  SS.Gov.9-12.25. Evaluate the intended and unintended consequences of the implementation of public policy, specifically looking at the bureaucracy, citizen feedback, public opinion polls, interest groups, media coverage, and other related topics. (21st century skills)  *Iowa History*  SS.Gov.9-12.28. Identify local and state issues in Iowa and evaluate formal or informal courses of action used to affect policy.  Reading Standards for Literacy in History/Social Studies 6-12  *Key Ideas and Details*  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.  *Craft and Structure*  RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.  RH.11-12.8. Evaluate the authors’ premises, claims, and evidence by corroborating or challenging them with other information.  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, relection, and research. | |
| **Assessment: \*Optional** Differentiated assignment (group or individual) that links lesson objectives. \*  Informal: Guided Notes and Interest Group Analysis | |
| **Materials Needed:** PPT: Organizing and Interest Groups in the Electoral Process, Documents: Interactive Notes: Interest Groups, Assignment Menu: Interest Groups **\*Optional** Internet Access for student research | |
| 1. **Opening Scenario: Intro to Political Organization:** Students are given a hypothetical scenario in which the state legislature has raised the minimum age to have a driver’s license to 21. Students have prompts on the Powerpoint to answer themselves, with partners, and then through class discussion. The purpose of the scenario is to understand why organizing in groups is more powerful than working alone, and that those with similar interests can work together to create change and influence politics. **(10 minutes)** 2. **Direct Lecture: PPT: Organizing and Interest Groups 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. There is also an organizer to help students complete the interest group research later in the class. \*Don’t forget to include the video examples of interest group advertisements on slide 3 of the PPT. Ask students to compare the ads and discuss as a class.  There is also a discussion on slide 4 regarding students’ own personal interests for discussion.  **(30-35 min)**   1. Break (Optional) 2. **Interest Group Research:** Pair students into groups of 2-3 and assign them an interest group from slide 9 of the PPT. If you have already paired students together based on results from the political parties lesson, you can simply have students keep those groups.   Students must research their assigned group and answer the questions. These questions are located on the PPT as well as on the interactive notes sheet. **(15-20 minutes)** | |
| **Optional Take Home Assignment:**  This assignment is purely **optional.** It can also be used as an additional supplement on a day where there is additional time, or for students who want to apply themselves outside the classroom.  Hand out **assignment menu** for the interest artifact to each group and explain directions for each option. 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  **HW**: Each student who is involved in a cause should take a picture of themselves demonstrating how they are participating. This is voluntary only. The photo should be uploaded to www.facebook.com/Caucus101 or by posting at #Participate101 (subject to availability). | |
| **Additional Resources:**  Resources available will vary:  Websites: American Civil Liberties Union: <https://www.aclu.org/>  Americans for Prosperity: <http://americansforprosperity.org/>  AFL-CIO: <http://www.aflcio.org/>  AARP: <http://www.aarp.org/>  Chamber of Commerce: <https://www.uschamber.com/>  Family Leader: <http://www.thefamilyleader.com/>  Iowa Farm Bureau: <http://www.iowafarmbureau.com/>  Generation Progress: <http://genprogress.org/>  Iowa Citizens for Community Improvement: <http://iowacci.org/>  National Rifle Association: <http://home.nra.org/>  NARAL: <http://www.naral.org/>  NextGen Climate: <https://nextgenclimate.org/>  Crash Course Government, Congressional Decisions: <https://youtu.be/ZT9ipQdYL-s>  The Role of Interest Groups in Government, Featuring Pinky the Flamingo: <https://youtu.be/9Ua_rfZfRTM>  Open Secrets: <https://www.opensecrets.org/> | |