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<th>Goal-directed Instructional Design Plan - Civics Techniques</th>
<th>Political Issues and Political Techniques</th>
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<td>Author - Joe Buffa</td>
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1. **A problem or a need** –
Statistics show that voter turnout in the U.S. is low compared to other democratic nations. In addition studies have shown that there are a significant amount of votes that simply vote along party lines rather than on the issues. The goal of this unit is to make students aware of the main political issues in American politics and how to identify the different persuasive techniques politicians use in order to win votes. Being informed is one of the most important aspects of citizenship.

2. **A real-world performance** –
Short-term: students will be voting for student government representatives at the end of May 2012.

   Long-term: students will be old enough to vote in the 2016 presidential election.

In both situations students need to understand what the issues are and what the views the candidates have on those issues in order to make a well-informed decision (valuable part of citizenship).
3. **An instructional objective –**

**Recalling Facts**
1. How do political parties influence the public agenda?
2. How do candidates try to change public opinion?
3. What is public opinion?
4. What is public policy?
-at the end of this unit students should be able to answer these questions-

**Applying Principles**
5. How does public opinion impact public policy?
-at the end of this unit students should be to demonstrate an understanding of how public opinion and public policy influence each other-

**Identifying Examples of Concepts**
4. Explain how television, radio, press, & Internet have changed political communication. Provide examples within the explanation.
-at the end of this unit students should be able to identify real-world examples as they relate to political communication-

**Performing Skills**
5. Create a political advertisement in which a political persuasive technique is clearly and appropriately utilized.
-at the end of this unit students should be able to demonstrate their understanding of how political advertising is done and explain why it is important to be aware of persuasive techniques candidates use-
4. **A set of essential content –**

**Recalling the Facts**

Lecture on Political Parties, Interest Groups, and Public Policy.

Guided notes on Public Opinion and the Media.

**Applying Principles**

Students will examine the political spectrum and discuss what it means to be liberal, conservative, moderate, democratic, or republican.

Students will be shown recent public opinion polls.

Students will be provided with a list of the current main political topics (i.e. economy, immigration, education, etc.).

Students will work with a partner and will be asked to explore the current presidential candidates’ websites and will compare and contrast the views of the candidates.

Students will then take what they know about the political spectrum and public opinion polls to help them better understand why the candidates are saying what they are saying.

**Identifying Examples of Concepts**

Students will get with a partner find examples of political advertisement on TV, radio, and the Internet.

Students will document when the advertisement aired, in what medium it was aired, and what the topic was.

Students will then be asked to discuss what they believe purpose of the advertisement was (what message was it attempting to communicate).

**Performing Skills**

Students will be placed with a partner and will be asked to take what they have learned about political issues, candidates, and advertisements to create their own campaign advertisement for a candidate that they support. They will need to incorporate at least one political persuasive technique.

Students will create this advertisement using one of the following pieces of technology: Windows Movie Make, iMovie, Go-Animate.com, or Prezi.com.
6. **An evaluation consisting of a test or observation** – 
There are four observations/evaluations for this unit:

1. Lecture note check
2. Candidate compare and contrast activity
3. Political advertisement activity
4. Unit Exam

6. **A method to help participants learn** – 
1. An outline of the lecture will be posted on Blackboard (CMS) for students to download
2. Guided notes will be provided for the reading on public opinion and the media
3. Students will be shown examples of political advertisements before they create their own
4. Political advertisements will be created in class so that I can help troubleshoot any technological problems
5. Students will work in pairs to research the candidates and to create the political advertisement

- **Motivation:**
  - Meaningfullness –
    Students will be able to vote in just a few short years. They need to develop an understanding of how to make an informed decision.
  
  - Pleasant consequences –
    Students will be able to show off their creativity by creating their own political advertisement.

    Students will also be able to apply what they have learned in the upcoming Student Government elections.

  - Novelty –
    Students will be shown an example of a push-poll at the beginning of the unit provided by the show, “The Colbert Report.”

    Students will be shown an example of negative campaigning from each of the current presidential candidates.
- **Socialization** -  
  Students will be working with a partner for the compare and contrast activity and for the development of the advertisement.  
  Students will show their advertisements when completed.

- **Audience** – For what audience are you designing this lesson? Consider the following:  
  - Age  
    10th grade Civics students
  - Skill level (including technology skills)  
    Basic understanding of Internet search engines

  Understanding of how to use at least one of the following programs: Windows Movie Make, iMovie, Go-Animate.com, or Prezi.com

  - Prerequisite knowledge (including technology background)  
    Basic understanding of the election process.

  Understanding of how to use at least one of the following programs: Windows Movie Make, iMovie, Go-Animate.com, or Prezi.com

- **Technology Needs** –

  1. Access to 15 computers & the Internet (3 class periods)
  2. Blackboard
  3. Projector to play advertisements to class
  4. Windows Movie Maker/iMovie (Go-Animate and Prezi are web-based)