Understanding by Design Lesson Plan

People and Politics

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Participate in a political debate. Students are given the option of creating a podcast, live video debate or animated debate using MovieStorm in the format of "I Want to Be President" ,a Project Based Learning experience. The lesson plan is designed in the Understanding by Design (UbD) format and includes a rubric and basic scenario attached at the end. Also included are the Virginia State Standards of Learning, The International Society of Technology Educators (ISTE) Standards as well as the local Virginia Beach Public School Objectives.

UbD Unit Plan		
Title: I Want to Be President		**Subject/Course:** Civics
Topic: People and Politics	**Grade:** 8	**Designers:** Kenneth W. Smead, M.A.Ed

Stage 1 – Desired Results

Established Goals: This project is designed as the culminating activity for Unit 6 – People and Politics.

<u>**Virginia State SOLs**</u>

CE.1   The student will develop the social studies skills responsible citizenship requires, including the ability to
  d) distinguish between relevant and irrelevant information;
  e) review information for accuracy, separating fact from opinion;

CE.3   The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
  d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;

CE.5   The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
  c) analyzing campaigns for elective office, with emphasis on the role of the media;
  d) examining the role of campaign contributions and costs;
  e) describing voter registration and participation;

Virginia Beach City Public Schools Objectives
SOC.8.SS.8.6: People and Politics
    SOC.8.SS.8.6.1: Describe how individuals influence public policy.
    SOC.8.SS.8.6.3: Examine the influences of the media on public opinion and policy.
    SOC.8.SS.8.6.8: Describe the process involved in running for public office.
    SOC.8.SS.8.6.13: Assess factors that influence voter participation.

ISTE National Education Technology Standards for Students (NETS•S)

1.   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
    b. create original works as a means of personal or group expression.
    c. use models and simulations to explore complex systems and issues.

2.   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
        a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
        d. contribute to project teams to produce original works or solve problems.

3.   Students apply digital tools to gather, evaluate, and use information. Students:
    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of

sources and media.
d. process data and report results

4.   Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
b. plan and manage activities to develop a solution or complete a project.
c. collect and analyze data to identify solutions and/or make informed decisions.

Understandings:	Essential Questions:
Students will understand that…	How do individuals and interest groups influence public policy?
Democratic governments carry out the will of the people.	What roles do political parties play in the election process?
Political parties and interest groups seek to influence public policy.	How does the media participate in the political process?
Media shapes and influences public opinion.	
Voter turnout fluctuates and reflects the perceived importance of the election and issues.	How are political campaigns conducted?
How current events influence public opinion.	How do current events influence the results of an election?

Students will know….	*Students will be able to….*
Duties of responsible citizens in the political process.	Describe the process involved in running for public office.
The Function of political parties.	Analyze the role of the media in the political process.
The similarities/differences between political parties.	
How lobbyist and interest groups influence the political process.	Assess factors that influence voter registration.
Methods use to influence public opinions	Explain the meaning of various terms used to describe political opinions. (Liberal, Reactionary, Conservative, Moderate, Radical)

Stage 2 – Assessment Evidence

Performance Task: *Summary in GRASPS form*

Goal(s): You and your team will be involved in a live political debate. During the debate team members will need to discuss current events and how they shape the mood of a political debate as well as the role of the political candidates.

Role: Students in each team will act either the debate moderator or a political candidate taking part in the debate. (Depending on class size, some students could be assigned as political advisors to the candidates.)

Audience: This project will be viewed by peers, teachers, and school administration. Copies will also be placed on the school system network to view during back to school nights.

Situation: This activity/project will be a team project with a minimum of four students on each team. One member of each team will be assigned the task of debate moderator and will need to devise six questions on current events for the political candidates. Three team members will be assigned the role of a political candidate and must devise a debate opening statement, a debate closing statement, and answers to the questions posed by the moderator. Any additional team members will be assigned the task of a political advisor to a specific candidate aiding them in the creation of statements and answers. All team members must contribute to the debate to demonstrate mastery of the political process. Once all research is completed, a live political debate will take place between the candidates.

Performance: Each Team will create a short live political debate either as a podcast (audio only), live video, or computer animated debates using the MovieStorm software package.

Standards: This project will be assessed formatively through instructor facilitated discussion and multiple choice quizzes on the material covered in the class. Summative assessment will be performed using the final project to demonstrate mastery of the material

Key Criteria: to reflect Performance Tasks: ***Examples****: Rubric, Checklist, etc.*

The criteria for grading the final debate will be through the use of rubric by students and the instructor. Things that should be covered by the rubric will be vocabulary words, current events and overall presentation.

Other Evidence
Summarized (tests, essays, work sample(s), etc.

Students will be given standardized quizzes that cover the material present in the text book as well as class discussions regarding the political process and current events.

Stage 3 – Learning Plan

Learning Activities

Consider the WHERETO elements
These questions are/can be directed as….
What the teacher and/or the student do in regards to the WHERETO.

W (Where are we going? What is expected?)
Students are expected to create a short audio or video presentation of a debate demonstrating their mastery of the political process and how current events and the media shape politics.

H (How will we hook (Introduce this to) the students?)
Students will be presented with the scenario that they are to take part in a live political debate for the current election. They will work as moderator and candidates to prepare the debate prior to video recording. At the end of the project students would be asked who they would vote for and why.

E (How will we equip students for expected performances?)
All students will be given a vocabulary list of terms to be utilized as well as access to current events. Students will take part in the rubric creating process at the beginning so each group can have a copy of the rubric prior to starting their project. Students creating a live video broadcast will be given access to a digital video camera and Adobe Premiere Elements 9 to edit their project and add a title and credits. Students creating an animated video debate or podcast will be given access to a multimedia computer and microphone as well as Audacity to record their projects. Students creating an animated version will be given access to MovieStorm. All students will be given access to program manuals and the experiences of the instructor when using software.

R (How will you rethink or revise? What are likely or predictable student misunderstandings and/or performance weaknesses in this unit? What do the research and teacher experience say we can expect the greatest difficulties to be? What suggestions can you offer about how to troubleshoot these issues?)
Possible performance weaknesses for this project are the possibility of students not understanding key current issues and how they affect a debate as well as use of the video/audio software. Many students are not good public speakers so they will be given the options to create audio, video, or animated projects. Troubleshooting for this project can be accomplished through instructor interaction as well as the use of printed media on the subject.

E (How will students self-evaluate and reflect on their learning?)
Student self-evaluation will be accomplished by giving students access to the grading rubric as the project is being created. Upon completion of the project, students will be given a chance to comment on the project and how it could be modified for future classes. Students will be able to reflect on their mastery of the subject material by voting for a candidate who took place in the debate and stating reasons for the vote.

T (How will we tailor learning to varied needs, interests, and learning styles?)
This project will be tailored to the various needs, interest, and learning styles by being presented with options on how to create the finished debate (audio/video/animated). Students will also have the chance to work in a collaborative setting when political advisors are appointed for candidates.

O (How will we organize the sequence of learning?)
The sequence of learning will be accomplished through creation of the grading rubric, the research of the political process and how current events shape politics, and the final debate project. Throughout the project process students will be given weekly quizzes on the material to make sure they are synthesizing the material correctly. Students will also play a Jeopardy style game using the Interactive White Board (Promethean).

Resources

What print and web resource best support the unit? Also provide additional resources used in planning for activities or during instruction.

Scenario Sheet
Civics Textbook
Local and National Newspapers
Local and National News Broadcasts
Product manuals for camera's and software
Making Movies with Moviestorm – A Guide for Schools
MovieStorm Printable Cheatsheet for MS 1.4
Student Created Project Rubric

Video Camera with Tripod
Multimedia Computer
Adobe Premiere Elements 9 video editing software
MovieStorm Digital Animation Software (School Edition)(Debate Set)
Audacity 3.1 Audio Creation/Editing Software
Digital Microphone

I Want to Be President

(a Project Based Learning experience)

The next Presidential debate is just around the corner and you are going to be a part of it! You will be divided into a team of at least four people, 1 moderator and 3 candidates running for President. In order to endear yourself to the audience, you must be up on the current affairs of the country. Each member of the group will research the state of the economy, US foreign policy, the US budget crisis and health care. The person designated as the moderator will devise six questions based on these topics to be asked to the candidates. The candidates will create a three minute opening statement for the debate prior to arriving to class. Once in class, the moderator will give the six questions to the candidates so they can come up with answers. The candidates will be given one day to prepare prior to the debate taking place. The debate will either be recorded live on video or audio only to be used as a podcast or to be placed into MovieStorm Digital Animation Software as an animated digital project. Remember this is a live recording so there are no redo's or phoning a friend! Each candidate has agreed to adhere to the rules of the debate which are listed below. Each member of the group should come up with a fictitious name to use during the debate.

Debate Rules
1. Each candidate will be given the questions 45 minutes prior to the debate to shape their responses.
2. Each candidate will be given time to make a two minute opening statement.
3. Once the debate begins, the moderator will ask each candidate one of the six prepared questions.
4. The candidate asked the question will have two minutes to answer
5. After the initial candidate has made their response, one candidate chosen by the moderator will be given time to make a one minute rebuttal.
6. The order of candidates to answer questions will be decided by the roll a six sided dice. Lowest number gets the first question, highest gets the last question. In the event of a tie, the tying candidate will roll on more time.
7. The candidate will be placed on the podium in the order of questions
8. Each candidate will be given two minutes after the question and answer session to give their closing remarks.

Debate Length
- Opening Statements 13 minutes (2 min per candidate + 1 min for debate rules)
- Question session 24 minutes (2 minutes for answer, 1 for rebuttal, 1 for question)
- Closing Remarks 13 minutes (2 min per candidate + 1 for moderator thank you's)
- Total Debate time 50 minutes from start to finish

In order to accomplish this task, students will need to be familiar with the election process and the role that the President and Congress take in running our government. Students will also need to be versed in how current affairs and the media shape an election.