

Name: _____ Date: _____

Unit #6: Finding Your Politics

AP Government & Politics

Mr. Coia

Mon 5/8 (AP Bio)

- Discuss AP Test
- What areas did you feel most prepared? Least? Suggestions for me?
- Creating a Socratic Seminar essential question
- Current events

HW: Talk to your parents about your address of residency. Bring it to class.

Wed 5/10 (AP Lang)

- Current events
- IC: Registering to vote in your state (FVAP.gov). Have your address as well as of a relative in that state (grandmother, etc.)
- Begin research on speech

HW: If not completed in class, you must show confirmation that you are registered to vote. This is a graded assignment; political cartoon; Work on speech

Fri 5/12

- Citizenship Test for Naturalization (you'll need to pass this in order to pass this class!)
- Game Day

HW: Work on speech

Tues 5/16

- Begin movie: *Mr. Smith Goes to Washington*
- Students make a list of terms mentioned in the movie that directly connect to our terms in class
- What does this say about politics?
- Complete Scattergories round.

HW: Work on speech; political cartoon

Thurs 5/18

- Finish *Mr. Smith Goes to Washington*
- What does this say about politics?
- Play Scattergories with the words (Share and cross off those others have. Count only those that you alone have)

Mon 5/22

- Watch documentary: *Hot Coffee*
- Discussion: What are the key points to this? Conservative/liberal bias?

HW: Work on speech

Wed 5/24

- Finish: *Hot Coffee*
- Discussion: What parts are most powerful? How would a conservative and liberal discuss the points? Is there another side to this story?

HW: HW: Prepare for Socratic Seminar

Fri 5/26

- **Socratic Seminar**
- Essential Question: _____ (to be determined at the start of this unit)

Wed 5/31

- Why I am a _____ speeches
- Deliver a 2-to-3 minute passionate, persuasive speech for your side
- A1 students: If possible, attend our A2 class today to hear student speeches and vice versa

HW: Work on speech

Fri 6/2

- Speeches
- A1 students: If possible, attend our A2 class today to hear student and teacher speeches
- Why I Am a _____ speech by Mr. Coia

HW: Work on speech

Name: _____ Date: _____

Mr. Smith Goes to Washington Viewing Guide

As You Watch:

Jot down terms mentioned in the film that directly relate to our class. For our class game, one point will be given to each unique word (ones that no one else has, like Scattergories).

Viewing Day #1

Viewing Day #2

After You Watch:

Discuss the following questions in small groups, then sharing answers as a class. (ABSENT for one of the viewing days? Please type a paragraph each for any THREE questions. ABSENT for both of the viewing days? Please type a paragraph each for any SIX questions. Due Monday, 5/22)

1. What is the film trying to say about American democracy?
2. How would today's world react to a Jefferson Smith?
3. Would Jefferson Smith make a good political leader?
4. In one scene Senator Paine tells Smith about how he had to compromise so he could go and "serve the people in a thousand honest ways." Should one compromise their ideals in order to get things done?
5. Why are no party names, such as Democrats and Republicans, mentioned in the film? What aspects of the film still hold true today? Why is this film still so highly regarded and relevant?
6. From the film's release in 1939 to now has there been a level of corruption in the government as seen in the film?
7. What role do children play in the film?
8. Why would Frank Capra want to make a film like this as the world was heading into war?

Questions credit: <http://krause09filma6.blogspot.jp/2009/11/mr-smith-goes-to-washington-discussion.html>

Name: _____ Date: _____

Political Persuasion Speech

Your task is to try to persuade your audience to your side of the issue of Conservatism or Liberalism with a speech titled, "Why I Am a _____." Your speech should reflect our study of government, include vivid wording, and use quotations or other references.

Be sure to include the following:

- Clear, relevant information
- Persuasive arguments to make it clear
- Current issues, cases, examples, etc.
- Information and arguments that you learned throughout this course. Ask yourself if you could have written this in August. If your answer is yes, something is wrong

Scoring Rubric

Do I know what I'm talking about?

Speech is clear, interesting, and informative, and it references items from our course

0 1 2 3 4 5 6 7 8 9 10

Am I persuasive?

Speech is persuasive and includes clear and relevant examples and/or quotations

0 1 2 3 4 5 6 7 8 9 10

Is my speaking ability adding to my message?

Speech is animated, engaging, and appears rehearsed

0 1 2 3 4 5 6 7 8 9 10

Am I within the time frame?

Speech is 2-3 minutes long

0 1 2 3 4 5

Total: _____ /35

Socratic Seminar Grading Criteria

Total _____/20 discussion _____/5 evaluation notes

Name of Speaker (who is the student you are grading?): _____

Name of Evaluator (that's you!): _____

Essential Question: _____

A. Number of comments

0 1 2 3 4 5

Doesn't speak 1 comment 2 comments 3 comments 4 comments 5 comments

B. Quality of comments (*earning a 0 -2 on above rubric limits this category to a 0-3*)

0 1 2 3 4 5

Doesn't speak repeats other comments original ideas original, deep comments

C. Addresses essential question and stays to the text

0 1 2 3 4 5

Never once or twice Often Insightful and thought-provoking

D. Discussion Etiquette (*listens to others, allows others to speak, avoids dominating and cutting others off*)

0 1 2 3 4 5

Not engaged/slouching Listening only Appears only mildly interested in discussion actively engaged and good part

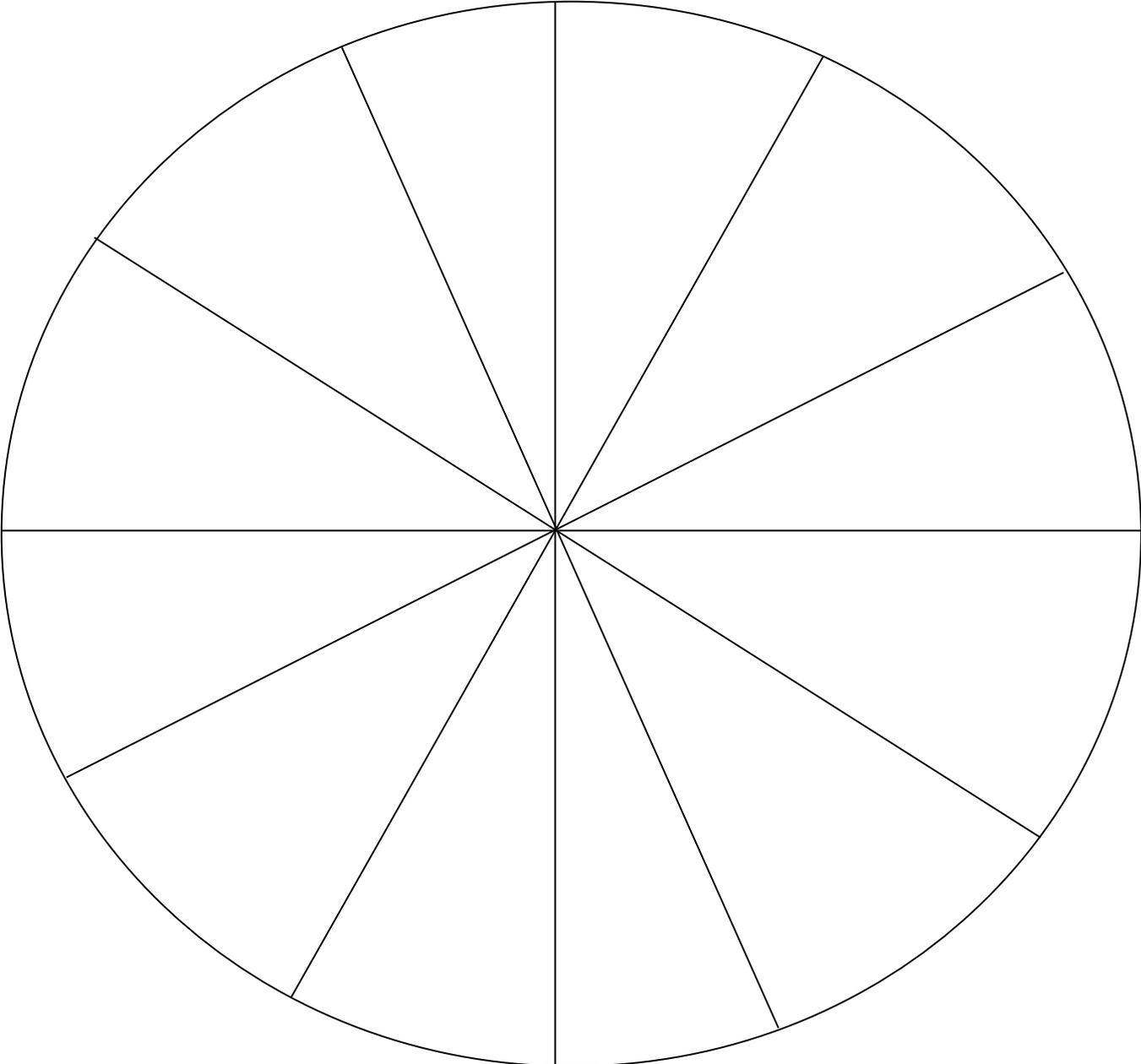
What were the speaker's strongest points? Weakest?

How would you describe and explain what you saw from the Speaker's performance in this activity? What impressed you? What needed more work?

Socratic Seminar Circle

Evaluator's Name: _____

*Put student names on the **outside** of each wedge to represent the circle. Tick off each time a person speaks, and jot down important comments. While you will take notes on all students, your focus will be on your partner.*



Additional Notes: