Author’s Name: Ian Ferguson

Lesson Title:

# Relationship Between Media and Politics

Grade Level: 11-12

Essential Question: How are media companies and politics related?

## Lesson Foundations

### Content Standards

* CWI 2. Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.
* CWI 14. The development and use of technology influences economic, political, ethical and social issues.
* CWI 15. Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.

### Learning Objectives

* SWBAT identify the relationship between politics and media.
* SWBAT compare how politics has been used for media profit throughout the decades

### Assessments

* Think-Pair-Share
* Check for understanding
* Stations worksheet
* Check for understanding
* Exit ticket

### Materials & Resources

* [Media Ownership Gif](http://www.corporations.org/media/media-ownership.gif) (http://www.corporations.org/media/media-ownership.gif )
* [Media and Politics Age Trump](http://origins.osu.edu/article/media-and-politics-age-trump) (http://origins.osu.edu/article/media-and-politics-age-trump)
* [Photos of Cover Stories about 1898 Maine Bombing](Photos%20of%20Cover%20Stories%20about%201898%20Maine%20Bombing) (https://origins.osu.edu/sites/default/files/newspapers%204\_0.jpg)

## Instructional Procedures/Steps

### Opening: 5-10 Minutes

#### Part A:

The teacher will begin the class by asking covering the LOs with the students before talking about any content for the day. This will be beneficial for the students to understand what their learning goals for the day are.

1. Questions
	1. What do the LOs tell you about today’s lesson?

#### Part B:

Next, the teacher will ask the students what they think the relationship is between politics and media. They will be answering the question on an index card before they talk to their partners about their ideas. The class will then discuss as a whole about what they think the relationship is between media and politics. This will get them thinking about the material for the day, and it will give them an opportunity to talk about their perceptions of media and politics in today’s climate.

1. Questions
	1. What do you think the relationship is between media and politics?

### Instruction: Unknown Length

#### Mini-lecture

After the opening, the teacher will give a mini-lecture that covers the change in media over the decades. The teacher will also talk about the number of companies. They will discuss how it started as monopolies, those monopolies got busted and more companies came from them. This was part of a larger trend of government regulations about media, covering content and public access. The teacher will then talk about how in the 1980s and 1990s, those laws were changing and the trend started to go back to a few companies having most of the control of media and less regulation by the government. Then the teacher will talk about how media organizations have not been giving equal air time to all candidates, with the popular ones, having almost double the air time than some of the others. The teacher will explain that this is because the companies are focused on what is driving up profits from advertisements, and that is the candidate that is strumming up the most attention, typically through controversy. The teacher will then summarize how the media impacts politics, and how politics impacts the media.

1. Questions
	1. What is a monopoly?
	2. How was the media business an example of a monopoly?
	3. How were those monopolies stopped?
	4. Are they starting to come back? Why or why not?

#### Check for understanding

After the mini-lecture, the teacher will hold a whole class discussion about the overall impacts of media and politics on each other. This will be a check to see if they have an understanding of the material.

1. Questions
	1. How can the government limit or control the media?
	2. How can the media influence politics?
	3. Do you agree with these methods or disagree with them?

#### Stations

For the next activity, the teacher will have the students in four groups that they will be working with as they move around the room to the four different stations. The students will be given a worksheet that has questions for each station. They will be working and discussing together as a group, but each student needs to complete the worksheet. All of the questions will be provided on the worksheet that is attached. The sources for each station will be on the station guide document that is attached.

##### Station 1:

1. Focus: Number of Corporations that Control a Majority of US Media
2. Support Questions (while students are working in groups)
	1. Why would that number be changing so drastically?
	2. What might the government do that could influence the change in that number?

##### Station 2:

1. Focus: Newspaper examples of Yellow Journalism
2. Support Questions (while students are working in groups)
	1. How are these examples of yellow journalism?
	2. How might this sensationalism impact people’s opinions?

##### Check for Understanding (1/2 way through):

As the students are finishing up with their second station, the teacher will check in with each group individually to see how they are doing and to make sure that they are on the right track. The teacher will also make sure to answer any questions that the students may have about the material or about the activity.

##### Station 3:

1. Focus: How politics have impacted the media example
2. Support Questions (while students are working in groups)
	1. Are government regulations on media outlets effective?
	2. Why might the government make these kinds of restrictions and regulations?

##### Station 4:

1. Focus: How the media has impacted politics example
2. Support Questions (while students are working in groups)
	1. How does media presence impact a political election?
	2. Is this fair? Should there be more regulation about this?

### Closure: 5 Minutes

#### Exit Ticket

At the end of class, the teacher will have the students return to their seats. On the back of their stations worksheet, they will answer the same question that they had answered at the beginning of class to see how their answers have changed. They will be turning in the worksheet and the exit ticket question in after they have answered the question.

### Accommodations/ Enrichment

There will be a modified Stations worksheet for anyone who needs one. There will also be a vocab list for the students to reference.