Social Studies Education

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Lesson Title: Representations of Women in Politics in Modern Media, Standard 19
Grade Level: 8
Essential Question: How are women in politics represented in the media?

Lesson Foundations

| Content Standards | ONLS 8.19 Informed citizens understand how media and communication technology influence public opinion. CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| Learning Objective(s) | 1) Students will be able to examine how women in politics are portrayed using various media formats.  
2) Students will be able to assess the ways that media and technology influence public opinion using specific examples from class. | Assessment(s) | 1) Guided Questions Handout (LO1)  
2) Class Discussion (LO1)  
3) Exit Slip (LO1, LO2) |
http://origins.osu.edu/article/madame-president-history-women-who-ran-hillary/page/0/1  
-Political Cartoon 1 & 2, Donald Trump tweet, Political Ad 1 & 2  
-Guided Handout  
-PowerPoint Presentation  
-Video for modeling instruction: https://youtu.be/NdKsA4q-FFA |

Instructional Procedures/Steps

<table>
<thead>
<tr>
<th>Teacher will...</th>
<th>Student will...</th>
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| Opening _5_ Minutes | 1. Set Up  
- Tables are arranged into five different stations, numbered 1-5  
- Distribute note cards to students  
- Make copies of guided question handouts  
2. LO’s and agenda (2 minutes)  
- Review LO’s and agenda with students |
| 1. Set Up  
- Sit in groups of four to five students  
2. LO’s and agenda  
- Student volunteers read LO’s |
### Instruction

<table>
<thead>
<tr>
<th>1. Transition (10 minutes)</th>
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<tbody>
<tr>
<td>• Model activity using Hillary Clinton Campaign Ad</td>
<td>• Watch the video clip and respond to the discussion questions.</td>
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<tr>
<td>• Say “Today we are going to be looking at various forms of media and determining how women in politics are portrayed in the media.”</td>
<td>a. Generations, families, mothers, daughters, people who work with children</td>
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<tr>
<td>• Show video <a href="https://youtu.be/NdKsA4q-FFA">https://youtu.be/NdKsA4q-FFA</a></td>
<td>b. Women are caring, care about children, are trustworthy, dependable in crisis</td>
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<td>• Discussion Questions for video presented in PowerPoint:</td>
<td>c. Positive, it emphasizes positive and admirable traits that one would want to see in the leader of his/her country</td>
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<tr>
<td>a. Who is the intended audience of this video?</td>
<td>d. Answers will vary. Look for: Yes it is effective because it appeals to families and children and shows specific examples of the work Hillary has done.</td>
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<td>b. What message do you think this video is trying to send about women in politics?</td>
<td></td>
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<td>c. Is this video projecting a positive or negative perspective of the candidate? How do you know?</td>
<td></td>
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<tr>
<td>d. Do you think this video is effective in persuading public opinion?</td>
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<tr>
<td>2. Expectations (1 minute)</td>
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<tr>
<td>• Listen to instructions and adhere to expectations</td>
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• Explain students will be working with the students at their table to determine the audiences and perspectives of certain images.
• Randomly pass out an image to each table, and guided handout to each student
• Tell students they have 10 minutes to examine the image and fill out the handout

3. Group Work (10 minutes)
• Monitor student group work
• Check in with each group. Ask questions to groups to start conversation:
  • Do you notice anything particular about the way she is drawn? Look at her facial features, colors used, etc.
  • What kind of language is used in this image? Does it seem positive or negative?
  • What does the picture of her suggest about how our society views women in politics?
  • Can you think of other instances where the media portrays a certain group in a particular way?

4. Whole Class Discussion (20 minutes)
• Ask one group to volunteer to share their findings about their image.
• Project the image on the smartboard for each group.
• Each group discusses the answers to the questions on the guided handout.
• Leave time for other students to ask questions.
• Clarify any misconceptions and emphasize key concepts as they come up.
• Each group takes a turn presenting.
• Following each group’s presentation, ask the whole group:

3. Group work
• Each group examines the image given to them
• Answer the corresponding questions on the guided handout

4. Whole Class Discussion
• Each group will take a turn sharing their responses with the whole class
<table>
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<tr>
<th>Social Studies Education</th>
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| - Can someone explain how one of these images influences public opinion?  
- What kind of overall messages do you think our media portrays about women in politics?  
- Did you notice any similarities across the images? What do you think the purpose of these similarities are?  
- Allow 2-3 students to answer each. | - The political cartoon with Hillary at the podium implies that whenever Hillary opens her mouth, she is lying. It makes people think that Hillary would not make a good president because she lies.  
- They are misrepresented, incapable, and unfit to be in a leadership position.  
- Many of the images use red, white, and blue colors. I think these colors are included to remind viewers of American patriotism and what being an American “really means.” |

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<th>Closure</th>
<th>5 Minutes</th>
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| 1. Wrap Up (1 minute)  
- Collect guided handouts.  
- Tell students to clean up their areas and gather their belongings. | 1. Wrap Up  
- Turn in guided handouts to the paper submission tray.  
- Tidy up their area, return all materials  
- When finished, raise hand. Teacher will pass out exit slip |
| 2. Exit Slip (4 minutes)  
- Distribute exit slips  
- Reflect on the activity we did today. How does the media influence public opinion?  
- How do you think this impacts individual decision making? | 2. Exit Slip  
- Respond to both questions on exit slip  
- Leave exit slip at the center of the table before leaving |

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<tr>
<th>Modifications/Accommodations/Enrichment</th>
<th>Video Example</th>
<th>Guided Handout</th>
<th>Class Discussion</th>
<th>Exit Slip</th>
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| - Model how to use the questions on the guided handout to model thinking process for students  
- Video is played with closed captions for ELL students and struggling students | - Students are working in groups to analyze images, struggling students can receive help from their peers  
- Teacher monitors students, asks probing questions  
- Provide differentiated versions of the handout, one with lines to support struggling writers and ELL students, and bolded terms to help struggling readers and ELL students; and a version without these supports for students that do not need them | - Go over answers as a class to help struggling students  
- Incorporate various levels of Bloom’s to appeal to learners at all levels | - Provide differentiation exit slips, one version with lines and bolded terms to support ELL students and struggling readers and writers, and a version without these added supports |