

Social Studies Education

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Lesson Title: Sensationalism, Modern Media, & Presidential Elections (Civic Participation and Skills Standard 19 and Writing Standard 7)

Grade Level: 8th

Essential Question: What drives media?

Lesson Foundations

Content Standards	CCSS.8.19: Informed citizens understand how media and communication technology influence public opinion.		
	Writing Standard 8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		
Learning Objective(s)	<p>LO1. Students will be able to evaluate how media influences public opinion through multiple media sources.</p> <p>LO2. Students will be able to interpret how the goals of media affect their coverage of certain issues.</p>	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<p>Sports Logo Persuasion (LO1)</p> <p>Quickwrite (LO2)</p> <p>Compare and Contrast the Penny Press and Twitter Feeds (LO1)</p> <p>Exit Ticket (LO2)</p>
Materials & Resources	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Origins article: https://origins.osu.edu/article/media-and-politics-age-trump • Native Americans talk about sports logos: https://www.youtube.com/watch?v=HTBT-_F6oYw • Penny Press/Yellow Journalism Primary Source: http://www.latinamericanstudies.org/spanwar/world-2-17-1898.jpg • Twitter feed printouts • Campaign costs over time: http://www.motherjones.com/mojo/2012/02/historic-price-cost-presidential-elections • 2016 news media profit multiple choice question: https://www.polleverywhere.com/multiple_choice_polls/Er2JeO48vMC10xf • Social Media follower stats 2016 Presidential Candidates http://alittleclass.blogspot.com/2016/03/the-digital-debate-social-media-in-2016.html • Venn Diagram Worksheet • How to analyze a political piece example http://www.theburningplatform.com/2014/07/13/sunday-funnies-19/ <p style="text-align: right;"><u>Students:</u></p> <ul style="list-style-type: none"> • pencil, cell phone 		

- Notecards
- DBQ Packet

Instructional Procedures/Steps

	Teacher will...	Student will...
Opening 15 Minutes	<p>1) Set-up</p> <ul style="list-style-type: none"> • Get iPad cart • make copies of Venn diagram worksheet • make copies of penny press and twitter feeds • make copies of DBQ packet • pull up the PowerPoint on Smartboard <p>2) Pass out note cards to students as they enter</p> <p>3) Sports logo persuasion</p> <ul style="list-style-type: none"> • Write a few thoughts that you have about them on one side of your notecard. • Ask "In your opinion what do these logos represent?" • Ask "Can we have a few students share out what the logos represent to them? " • Show the following short video https://www.youtube.com/watch?v=HTBT-F6oYw • Ask <ul style="list-style-type: none"> ○ "How has your opinion changed about these logos?" ○ "How did the media influence your opinion?" • Ask: "Would anyone be willing to share out their new responses to these logos and how the media influenced their opinion?" 	<p>1)</p> <ul style="list-style-type: none"> • Sit in groups of 4 or 5 <p>2) Students will be in their seats as we begin class together.</p> <p>3) Sports logo persuasion</p> <ul style="list-style-type: none"> • Students will be listening for activity instructions • Answer by writing on notecard. <ul style="list-style-type: none"> ○ Sports teams, colleges, mascots, any of the sports--basketball, baseball, etc. • Write their opinions on the opposite side of the note card. After writing their responses, a few will share out to the class. • Answer by writing on opposite side of note card. <ul style="list-style-type: none"> ○ Example (before): "I love the Cleveland Indians--they're my favorite baseball team!" ○ Example (after): "Maybe the Indians should change their logo to a "C" after all. I did not realize how offensive it could be. and this video explaining Native American views showed me that."

	<p>4) Go over "I Can" statements 5) Collect note cards</p>	<p>4) Recite "I Can" statements 5) Collect note cards</p>
<p>Instruction <u>68</u> Minutes</p>	<p>1) Interactive Lecture and Discussion of the Goals of Media (7 mins)</p> <ul style="list-style-type: none"> • Discuss what is Public Opinion • "Can anyone tell me what the media is?" Discuss different types of media and its purpose. <p>2) Timeline Lecture</p> <ul style="list-style-type: none"> • Penny Press • Radio (Speeches like Dr. Martin Luther King Jr's 'I Have a Dream' were broadcasted through the radio, as well as Franklin Roosevelt's infamous fireside chats during the Great Depression). • TV broadcasting became more popular and the Vietnam War was the first war that could be viewed by Americans in their homes. • In 2004, the world of social media blew up with the invention of Facebook and from there in 2006, other sites like Twitter became another popular source for public opinion and news. • Discuss how the media covers politicians, especially those running for President. • "Why would the media's coverage differ so much from public opinion?" <p>3) Polleverywhere poll</p> <ul style="list-style-type: none"> • Pull up poll everywhere link on smartboard to show student responses <ul style="list-style-type: none"> ○ https://PolleEv.com/multiple_choice_polls/C0kPWAymzoAEdzl/web ○ Review Graph 	<p>1) Interactive Lecture and Discussion of the Goals of Media</p> <ul style="list-style-type: none"> • Answer by raising hands "Twitter, Instagram" *common misconception that students may possibly just associate with social media <p>2) Timeline Lecture</p> <ul style="list-style-type: none"> • Read the slide as the teacher does the timeline review. • Answer by raising hands: <ul style="list-style-type: none"> ○ "The people who are in charge of the media like Trump better--this would be an example of a common misconception." ○ "The people who are in charge of the media are paid to cover the candidate. " <p>3) Polleverywhere poll (5 mins)</p> <ul style="list-style-type: none"> • Scan QR codes with iPad and respond to the poll question.

	<ul style="list-style-type: none"> • Ask “What do you think are the goals of media based on this knowledge?” <p>4) Media Patterns</p> <ul style="list-style-type: none"> • Ask "What do we know about candidates from the media?" • Ask "Why would the media choose to cover these topics instead of topics such as job creation, the national debt, foreign policy, etc?" <p>5) Quick Write</p> <ul style="list-style-type: none"> • Using quick write sheets • Ask "So media chooses to cover topics that are more dramatic or interesting to viewers, how does that align with what we know about the goals of media?" • Ask "Going back to the original question now based on what we know, why would the media's coverage of the presidential candidates differ so much from public opinion?" <p>6) Comparison and Contrast Activity</p> <ul style="list-style-type: none"> • “While you are comparing and contrasting on your Venn, keep in mind the overarching question of today regarding how media influences public opinion?” • Ask How would this media representation influence public opinion of this issue? <p>7) Questioning the Accuracy of Media: Political Cartoon Analysis</p> <p>Ask "What are some different activities you did this summer?"</p> <ul style="list-style-type: none"> • Write down the list of student responses on the board. 	<ul style="list-style-type: none"> • Answer by texting responses to poll everywhere Correct answer: \$2.5 billion <p>4) Media Patterns</p> <ul style="list-style-type: none"> • Answer by raising hands <ul style="list-style-type: none"> ○ "Donald Trump wants to throw Hillary Clinton into jail when he becomes President." ○ "Hillary Clinton was hiding e-mails from the government." ○ "Donald Trump won't release his tax records." • Answer by raising hands <ul style="list-style-type: none"> ○ Those topics are boring and the topics the media covers are more interesting <p>5) Quick Write</p> <ul style="list-style-type: none"> • Answer questions • Answers must be completed using evidence from the previous discussion. <p>6) Comparison and Contrast Activity</p> <ul style="list-style-type: none"> • Fill in Venn diagram using the Twitter and Penny Press sheets • Answer by raising hands <ul style="list-style-type: none"> ○ The Penny Press made it appear that the explosion of the USS Maine was possibly caused by a foreign enemy (Spain). ○ The Twitter feeds presented a negative picture of Trump that may or may not reflect actual facts. <p>7) Questioning the Accuracy of the Media: Political Cartoon Analysis</p>
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	<ul style="list-style-type: none"> • Move PowerPoint to summer political cartoon slide. <ul style="list-style-type: none"> ○ Ask "What does this first half of the picture show?" ○ Ask "What does the second half of the picture show?" • Ask "Using this knowledge, what do you think is underneath the blanks?" • Ask "Based on this cartoon what is the message is the media trying to get across?" • Ask "Based on what you said when I asked you what you did during the summer, does the media always promote an image or issue from a point of view that is unbiased or accurate?" 	<ul style="list-style-type: none"> • Answer by raising hands. <ul style="list-style-type: none"> ○ "Watched TV, went to the pool, went to summer camp, rode bikes, played video games, hung out with friends" • Answer by raising hands <ul style="list-style-type: none"> ○ Kid riding a bike with his dog, list of things the student does not have, the kid looks happy, his dog looks happy • Answer by raising hands <ul style="list-style-type: none"> ○ Kid sitting that is bored with his dog, kid looks mad, kid says "there's nothing to do" • Answer by raising hands <ul style="list-style-type: none"> ○ Kid that cannot afford those things, maybe the years? • Answer by raising hands <ul style="list-style-type: none"> ○ Today kids are lazy and act like they have nothing to do and that kids in the 1960s did things when they did not have nintendo, cell phones • Answer by raising hands <ul style="list-style-type: none"> ○ No the media does not always portray an accurate picture of what is going on. During the summer we did a lot of different things and did not sit around and do nothing.
<p>Closure <u>6</u> Minutes</p>	<p>1) Exit Ticket</p> <ul style="list-style-type: none"> • Pass out Exit Tickets • "A television reporting show in Hollywood has an option to report on two different recent issues during their nightly news. One is about how recent funds have been donated to renovate school buildings in the upcoming years, the other is about how Kim and Kayne have broken up." 	<p>1) Exit Ticket</p> <ul style="list-style-type: none"> • Write responses using evidence from today's lesson.

	<ul style="list-style-type: none"> • Ask "While both news stories are equally relevant in the community, what news story do you think the reporting show will go with and why?" • Say "Base your answer on what you know motivates media." 	
<p>Modifications/Accommodations/Enrichment</p>	<p>IEP Students: IEP students will read documents together, IEP students will be analyzing the Twitter feed from the Venn Diagram activity, print out of the slides, quick write half sheet with questions on it, exit ticket handout with questions on it. All questions will also be verbalized for students. Students work in teams to assist those with additional needs.</p> <p>Gifted/Talented: These students will be the ones that analyze the similarities during the Venn Diagram activity.</p> <p>Struggling Students: walk through of the analysis of the political cartoon, pictures of the vocabulary terms while we explain them, a written out timeline of media development of time.</p>	