

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)	<p>1) Students will be able to examine how women in politics are portrayed using various media formats.</p> <p>2) Students will be able to assess the ways that media and technology influence public opinion using specific examples from class.</p>	Assessment(s) Include LO being addressed	<p>1) Guided Questions Handout (LO1)</p> <p>2) Class Discussion (LO1)</p> <p>3) Exit Slip (LO1, LO2)</p>
Materials & Resources	<p>-Article from Origins "Madame President: A History of the Women Who Ran Before Hillary." http://origins.osu.edu/article/madame-president-history-women-who-ran-hillary/page/0/1</p> <p>-Political Cartoon 1 & 2, Donald Trump tweet, Political Ad 1 & 2</p> <p>-Guided Handout</p> <p>-PowerPoint Presentation</p> <p>-Video for modeling instruction: https://youtu.be/NdKsA4q-FFA</p>		

Instructional Procedures/Steps

	Teacher will...	Student will...
<p>Opening</p> <p>__5__ Minutes</p>	<p>1. Set Up</p> <ul style="list-style-type: none"> • Tables are arranged into five different stations, numbered 1-5 • Distribute note cards to students • Make copies of guided question handouts <p>2. LO's and agenda (2 minutes)</p> <ul style="list-style-type: none"> • Review LO's and agenda with students 	<p>1. Set Up</p> <ul style="list-style-type: none"> • Sit in groups of four to five students <p>2. LO's and agenda</p> <ul style="list-style-type: none"> • Student volunteers read LO's

	<ul style="list-style-type: none"> • Agenda and LO's in the PowerPoint <p>3. Word Association Activity (3 minutes)</p> <ul style="list-style-type: none"> • Say "On your notecard, write down any words that come to mind when I say...." <p>President Women in politics Hillary Clinton Media's role in politics"</p> <ul style="list-style-type: none"> • Space words/phrases approximately 10 second apart while students think and write • Take volunteers to share their answers • Tell students to keep these words and phrases in mind throughout the lesson and be thinking about what may have influenced their responses 	<ul style="list-style-type: none"> • Listen during the review of agenda, ask questions when needed <p>3. Word Association Activity</p> <ul style="list-style-type: none"> • Student answers will vary, looking for answers similar to: <p>White, male, leader Criticized, modern Lies, emails Money, bias, advertising</p> <ul style="list-style-type: none"> • Volunteers share their responses with the class
<p>Instruction __41__ Minutes</p>	<p>1. Transition (10 minutes)</p> <ul style="list-style-type: none"> • Model activity using Hillary Clinton Campaign Ad • Say "Today we are going to be looking at various forms of media and determining how women in politics are portrayed in the media." • Show video https://youtu.be/NdKsA4q-FFA • Discussion Questions for video presented in PowerPoint: <p>a. Who is the intended audience of this video? b. What message do you think this video is trying to send about women in politics? c. Is this video projecting a positive or negative perspective of the candidate? How do you know? d. Do you think this video is effective in persuading public opinion?</p> <p>2. Expectations (1 minute)</p>	<p>1. Transition</p> <ul style="list-style-type: none"> • Watch the video clip and respond to the discussion questions. <p>a. Generations, families, mothers, daughters, people who work with children b. Women are caring, care about children, are trustworthy, dependable in crisis c. Positive, it emphasizes positive and admirable traits that one would want to see in the leader of his/her country 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.</p> <p>2. Expectations</p> <ul style="list-style-type: none"> • Listen to instructions and adhere to expectations

	<ul style="list-style-type: none">• 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 <p>3. Group Work (10 minutes)</p> <ul style="list-style-type: none">• 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? <p>4. Whole Class Discussion (20 minutes)</p> <ul style="list-style-type: none">• 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:	<p>3. Group work</p> <ul style="list-style-type: none">• Each group examines the image given to them• Answer the corresponding questions on the guided handout <p>4. Whole Class Discussion</p> <ul style="list-style-type: none">• Each group will take a turn sharing their responses with the whole class
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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.”
<p>Closure __5__ Minutes</p>	<p>1. Wrap Up (1 minute)</p> <ul style="list-style-type: none"> • Collect guided handouts. • Tell students to clean up their areas and gather their belongings. <p>2. Exit Slip (4 minutes)</p> <ul style="list-style-type: none"> • 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? 	<p>1. Wrap Up</p> <ul style="list-style-type: none"> • 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 <p>2. Exit Slip</p> <ul style="list-style-type: none"> • Respond to both questions on exit slip • Leave exit slip at the center of the table before leaving
<p>Modifications/Accommodations/Enrichment</p>	<p>Video Example</p> <ul style="list-style-type: none"> • 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 <p>Guided Handout</p> <ul style="list-style-type: none"> • 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 <p>Class Discussion</p> <ul style="list-style-type: none"> • Go over answers as a class to help struggling students • Incorporate various levels of Bloom’s to appeal to learners at all levels <p>Exit Slip</p> <ul style="list-style-type: none"> • 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 	