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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Government and Public Administration |
| **Course Name** | Political Science I |
| **Lesson/Unit Title** | The Media and Politics  |
| **TEKS Student Expectations** | **130.203. (C) Knowledge and Skills**  (7) The student analyzes public opinion.  (A) The student is expected to analyze the effect of public opinion on leadership; and (B) The student is expected to analyze the effect of public opinion on leadership. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The students will be able to: * Define mass media.
* Analyze a socio-political mass media message.
* Write a news release.
* Create a presentation about a period in the history of journalism.
* Teach the class about a period in the history of journalism.
* Create a political cartoon or a political radio message.
* Create a commercial with a socio-political message.
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| **Rationale** | Politicians historically have used various media to communicate with the public and forward their agendas. The types of media and the political strategies used have changed with time. An understanding of these media and how politicians use them is essential for discerning and utilizing political messages. Both are necessary skills for a career in government and public administration. |
| **Duration of Lesson** | 3 to 6 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Media
* Mass media
* Public Opinion
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| **Materials/Specialized Equipment Needed** | * Computer with Internet access and projector
* Computers with computer-based presentation software
* Poster Boards and Markers
* Examples of political cartoons, radio messages and commercials
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Show students a commercial with a socio-political message. (Note: To find a video conduct an Internet search for the following key terms: PlatformBreathe TV Commercial, 'Food Deserts') Ask the students questions aboutthe video, such as:* What is the video about?
* Who is the intended audience?
* What political issue(s) does the video address?
* Is there an unspoken political agenda in the video?

Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | **Present Key Points**Review key points based on the handout to students. Have them take notes. *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Guided Practice \*** | **History of Journalism Presentation** Divide the class into four groups. Randomly assign each group a period from the history of journalism: The Party Press, The Popular Press, Magazines of Opinion, and Electronic Journalism. Have each group work together to create a presentation with a visual aid (computer-based or poster board) about the media during the assigned time. Encourage them to be creative. Use the Presentation Rubric, the Group Evaluation Rubric and the Peer Evaluation Rubric for assessment. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **News Release** Have each student either select an actual historic event or create a possible future event. Then have each student act as a representative of the White House and write a brief news release about the event. (*Note:* Either show the students examples of news releases or give the students time to conduct research to find examples on their own.) Use the Individual Work Rubric for assessment. |
| **Lesson Closure** | What is the relationship between the mass media and politics and why is it so important? |
| **Summative/End of Lesson Assessment \***  | * The Media and Politics Quiz and Key
* Discussion Rubric
* Group Evaluation Rubric
* Individual Work Rubric
* Peer Evaluation Rubric
* Presentation Rubric

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** Students will create a political cartoon or a political radio message. Use the Individual Work Rubric for assessment.
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| **References/Resources/****Teacher Preparation** | * McClenaghan, W. A. (2009). *Magruder's American Government,*
* Pearson. Remy, Ph.D., R. C. (2010), *United States Government: Democracy in Action,* Glencoe McGraw-Hill.
* Wilson, J. Q., Dilulio Jr., J. J., and Bose, M. (2011). *American Government* *Institutions and Policies*, Wadsworth Cengage Learning.
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| **Additional Required Components** |  |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |  |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | * Students will work in groups to create a commercial with a socio-political message of their choice. (*Note:* If audio/visual equipment is available have the students record the messages and then play them for the class. If equipment is unavailable, have the students perform the commercial live for the class.) Analyze the message in the commercials as a class. Use the Discussion Rubric, Presentation Rubric, the Group Evaluation Rubric and/or the Peer Evaluation Rubric for assessment.
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| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)