

Virtual Voting English III and US History

<p>Standards Addressed: Content TEKS Tech Apps. TEKS</p>	<p>110.44.B.11.08.D - The student is expected to interpret the possible influences of the historical context on literary works. 110.44.B.11.10.B - The student is expected to use elements of text to defend, clarify, and negotiate responses and interpretations. 110.44.B.11.11.A - The student is expected to compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts. 110.44.B.11.11.E - The student is expected to connect literature to historical contexts, current events, and his/her own experiences.</p> <p>Above TEKS taken from D2SC English III 2nd Six Weeks – Text Analysis</p> <p>113.32.C.04 - The student understands the effects of reform and third party movements on American society. 113.32.C.04.B - The student is expected to evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, and Robert LaFollette on American society. 113.32.C.21.C - The student is expected to analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity.</p> <p>Above TEKS taken from D2SC United States History 2nd Six Weeks – Progressive Movement</p>
<p>Lesson Title or Topic:</p>	<p>The Historical Significance of the 2008 Presidential Election</p>
<p>Objectives: Content Language</p>	<p>Students will draw connections between the poem Women by Alice Walker and the historical significance of the 2008 Presidential election.</p>
<p>Key Vocabulary</p>	<p>Unfamiliar words from poem, connotation, theme, conflict, allusion, free-verse, Progressive Movement, Civil Rights Movement</p>
<p>Materials:</p>	<p>Women by Alice Walker, student laptops, Blackboard discussion board, blog (optional) or Microsoft Word</p>
<p>Engage (The activities in this section capture the students’ attention, stimulate their thinking and help them access prior knowledge.)</p>	<p>Students will silently read the poem Women by Alice Walker. After reading the poem students will discuss as a class the meaning and literary elements of the poem.</p>
<p>Explore (In this section students are</p>	<p>Once the meaning and literary elements of the poem have</p>

<p>given time to think, plan, investigate, and organize collected information.)</p>	<p>been clarified, students will discuss in groups the significance of the poem's meaning in the light of the current Presidential election.</p> <p>How is the poem particularly relevant in regards to the 2008 Presidential election?</p> <p>Groups will report to the whole class their thoughts on the poem's relevance.</p>
<p>Explain (Students are now involved in an analysis of their exploration. Their understanding is clarified and modified because of reflective activities.)</p>	<p>Using the discussion board feature in Blackboard, students will answer the main thread questions below and then respond to at least three of their classmate's responses.</p> <ul style="list-style-type: none"> - What third party movements throughout history have made it possible for an African-American man and a woman to be considered as contenders for US President and Vice President? - What historical figures have you studied who have helped to pave the way for an African-American man and a woman to be considered as contenders for US President and Vice President? What did they do that may have helped make this historical moment a reality? - In your own words, explain the connections that can be drawn between the poem Women and the 2008 Presidential election.
<p>Elaborate / Extend (This section gives students the opportunity to expand and solidify their understanding of the concept and apply it to a real world situation.)</p>	<p>Students will write a journal (or blog entry – Blogger or Wordpress) on the following topic:</p> <ul style="list-style-type: none"> - How do you think the 2008 Presidential election will impact history? Will the greater historical impact be felt if McCain wins or if Obama wins? Why? Explain your answer using complete sentences and specific details. <p>~ OR ~</p> <p>Write an original poem in a similar format to Alice Walker's where the first portion of the poem discusses the "historical occurrence" and the second portion of the poem discusses the effect on history.</p>
<p>Evaluate</p>	<p>Students can be evaluated on their contributions to the class discussions, their written answers to the discussion board questions and their journal entry or original poem.</p>