

**Virtual Voting Lesson Plan
Government**

| | |
|---|---|
| <p>Standards Addressed: Content TEKS Tech Apps. TEKS</p> | <p>113.35.C.03.A - The student is expected to give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy.</p> <p>113.35.C.11.B - The student is expected to analyze and evaluate the process of electing the President of the United States.</p> <p>113.35.C.16.D - The student is expected to compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present.</p> <p>113.35.C.21.A - The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>113.35.C.21.D - The student is expected to analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference.</p> <p>113.35.C.22.D - The student is expected to create written, oral, and visual presentations of social studies information.</p> <p>113.35.C.23.A - The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>TEKS are from the Government curriculum in D2SC for 2nd six weeks, Unit 2D.</p> |
| <p>Lesson Title or Topic:</p> | <p>The Power of Words</p> |
| <p>Objectives: Content Language</p> | <p>The students will analyze political speeches for intent based on word usage and connotation. Students will also discuss the purpose and importance of political speeches in the context of an election.</p> |
| <p>Key Vocabulary</p> | <p>Propaganda, connotation, inference, and other vocabulary which may vary as used in discussion.</p> |
| <p>Materials:</p> | <p>Speech Set One: Obama’s Speech - http://www.barackobama.com/2008/08/28/remarks_of_senator_barack_obam_108.php McCain’s Speech- http://www.johnmccain.com/Informing/News/Speeches/ef046a10-706a-4dd5-bd01-b93b36b054bc.htm</p> <p>Speech Set Two: Biden’s Speech - http://www.cnn.com/2008/POLITICS/08/27/biden.transcript/ Palin’s Speech - http://www.cnn.com/2008/POLITICS/09/03/palin.transcript/</p> <p>Speech Set Three: Michelle Obama’s Speech - http://www.npr.org/templates/story/story.php?storyId=93963863 Cindy McCain’s Speech - http://www.npr.org/templates/story/story.php?storyId=94301516</p> |

| | |
|--|--|
| | <p>Wordle - http://wordle.net/</p> <p>The Living Room Candidate - http://www.livingroomcandidate.org/</p> <p>Student laptops</p> |
| <p>Engage (The activities in this section capture the students' attention, stimulate their thinking and help them access prior knowledge.)</p> | <p>The instructor will provide small groups of students with words to be categorized. Possible words might include – dream, inspire, America, values, old, young, propaganda, dedication, service, promise, ordinary, country, fight, reform, experience, judgment, principles, pride</p> <p>Possible categories might include positive connotation, negative connotation, Democratic ideal, Republican ideal, and/or teacher might choose to allow students to categorize without offering suggestions.</p> <p>After students have categorized words, they will discuss their reasoning for classifying the words as they chose.</p> <p>This activity can be done digitally or with paper manipulatives.</p> |
| <p>Explore (In this section students are given time to think, plan, investigate, and organize collected information.)</p> | <p>The instructor will assign a group (or pair) of students one of the three speech sets.</p> <p>Students will take the transcript of each speech and create a Wordle map to create a tag cloud of the most commonly used words in each speech. The student group will then compare the two Wordle maps for similarities and differences of word usage.</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>Students will take their Wordle map comparisons and complete a reflection about the inferences, generalizations and conclusions they can make based upon the frequency of the words used.</p> <p>Students will present their findings to the whole class and as a class, compare the three Democratic speeches versus the three Republican speeches and analyze the speeches within the two main political parties. The teacher will lead a discussion based upon the analysis of the students; the instructor will also introduce the idea of bias, propaganda and political use of the media.</p> |
| <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>Upon completion of the classroom discussion, students will individually visit the website The Living Room Candidate and view at least two Presidential election videos of their choosing. Teacher may specify whether students should view any two videos or one video from each political party.</p> <p>After viewing the two videos, the students will post to a discussion board on Blackboard including the name of the video, the candidate and the basic content of the commercial. The student will also discuss their thoughts on the intent or purpose of the commercial and how it might encourage or discourage the viewer to vote for the candidate. Students will then engage in discussion by posting at least one response to another student's discussion board post.</p> |
| <p>Evaluate</p> | <p>The students will be evaluated on their participation and explanation of the word categorization, Wordle map and analysis, and their discussion board questions.</p> |