

Quality Lesson Components Inquiry Based Model

Standards Addressed: Content TEKS Tech Apps. TEKS	15C write to inform such as to explain, describe, report and narrate. 17B Use conjunctions to connect ideas meaningfully. 15E Select and use voice and style appropriate to audience and purpose. (this is from 8th grade English 2nd six weeks under writing and conventions)
Lesson Title or Topic:	What's the Issue?
Objectives: Content Language	The learner will be able to compare the issues surrounding the presidential election of 2008 by researching where the candidates stand on issues, write a PSA or political ad, and create a podcast or video showing their candidate's viewpoint.
Key Vocabulary	Inform, political issues – key vocabulary will vary based on political issues discussed, record, cut, mp3, plagiarism, copyright, transitions
Materials:	http://www.2decide.com/table.htm http://www.issues2000.org/default.htm http://teacher.scholastic.com/scholasticnews/indepth/election2008/games/candidates_stand/issues.htm laptops or students desktops, PSA Guidelines, Microphones, digital camera/video camera,
Engage (The activities in this section capture the student's attention, stimulate their thinking and help them access prior knowledge.)	Students will watch two political ad videos showing each candidates views. Students will then discuss with their group characteristics found in the ads. Whole group will then discuss with the teacher creating a bubble map (make sure everything is an adjective) of these characteristics. (See attached videos)
Explore (In this section students are given time to think, plan, investigate, and organize collected information).	In groups students will visit the 2Decide website to take a look at the issues surrounding the Presidential Election. Then each team will decide on their top 3 issues along with which candidates view point they will represent. Next, students will learn more about the issues they have chosen by going to the issues2000 and the Scholastic News websites where they will research further and students will create a tree map to take notes on the 3 issues. Groups will then decide which issue they will support.

<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 then take their research and start preparing their PSA or political ad. They will use a flow map to pin point the beginning, middle and end of the PSA/ad. After the flow map students will begin writing the PSA/ad. Peer editing will be involved through the entire process. Once the PSA/ad is approved by the group it will then be approved by the teacher. Once approved each group will decide how they will present their PSA/ad – either through digital story telling using PhotoStory or an audio recording to be placed on the school website using Audacity.</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>Independently, students will write a reflection about the issues they have researched and discuss their viewpoints with the parents or guardian to see if their views mirror. Students will also reflect on the dialogue they have and explain why both agreeing and disagreeing allows for the market place of ideas.</p> <p>Students can then find an issue that they have seen on campus and create a brochure, podcast, etc., explaining their viewpoints – ex. Teachers chewing gum when students aren't allowed, uniform policy – no jackets in school, laptop/internet policies, school cafeteria pricing/food, etc.</p>
<p>Evaluate</p>	<p>Students will be evaluated on pre-writing of the written portion of the PSA/ad, the final written copy of the PSA/ad, ability to collaborate with peers, and their final product. Students will also be individually evaluated on the extension portion of the lesson.</p>