

Focused Learning Lesson
Civics
Grade Level(s) 9-10 and 11th
C-1B-H5

Overview:

This lesson is a review of the role of the media and public opinion in American politics. The *Social Studies Teachers' Guide to Statewide Assessment* was used to identify the Key Concepts and Description of Test Questions that are eligible for testing on the GEE21 Exam. See page H-18 for Key Concepts and page H-19 for Description of Test Questions.

C-1B-H5 may be assessed in either Part A or Part B of the test. Benchmark C-1B-H5 is especially well suited to Part B.

Due to time constraints, activities 1-9 may be modified to accommodate class periods ranging from 45 minutes to 90 minutes for block scheduling.

Approximate Duration:

45 minutes

Benchmarks with GLEs:

C-1B-H5 - evaluating the roles of political parties, campaigns, and elections in American politics

GLEs:

37. Analyze the use and effects of propaganda

39. Evaluate the role of the media and public opinion in American politics

Objectives:

1. Evaluate the role of the media and public opinion in American politics.
2. Identify the different forms of propaganda.

Teacher Preparation:

- The teacher should read the information found in Attachment 1-Teacher notes on content to prepare for the re-teaching activity.
- The teacher should read Attachment 2 to prepare for the re-teaching.
- The teacher should read Attachments 3 and 4 to prepare for instruction of the bell ringer activity.
- The teacher should read Attachments 5 and 6 to prepare for instruction of the Thinking Maps activity.
- The teacher should read and study Attachment 7 to prepare for construction of the graphs using statistical information concerning sources of media in America.
- The teacher should read Attachment 8 to prepare for the activity using the Quia website.
- The teacher should read Attachment 9 to prepare for the activity using the internet search on Key Concepts studied in this lesson.

Materials/Equipment/Resources:

- *Social Studies Teachers' Guide to Statewide Assessment* pp. H-18 and H-19
- Bell ringer papers and paper clips
- Overhead projector and transparency, chalk board, or handout for bell ringer activity
- Time line paper and markers
- Computer with internet access
- Unitedstreaming-Internet access to more than 2,000 videos and 20,000 video clips (1-800-272-8161 or <http://www.unitedstreaming.com>)

Lesson Procedures:**Set or Opener**

Students will make flash cards by writing the key concepts on the bell ringer cards. See bell ringer directions in Attachment 3. See Key Concepts Defined in Attachment 4 for a list of the key concepts that are eligible for testing under benchmark C-1B-H5.

Begin the lesson by re-teaching the Key Concepts that are eligible for testing. Teacher notes on content should be reviewed before introducing the lesson. See Attachment 1. Key concepts that will be covered in this lesson are defined in Attachment 4. Teacher and students will review and discuss the Key Concepts using the Thinking Maps. See Attachments 5 and 6.

Body of the Lesson

Students will construct graphs that show the audiences that are reached by mass media. See Attachment 2 for statistical information concerning sources of mass media. See Attachment 7 for the directions for creating cartoons or graffiti activity.

Quia Internet Activity: see Attachment 8 for internet directions for Quia Game.

Students will conduct an internet search to learn more and reinforce knowledge of the role of the media, and public opinion in American politics. See Attachment 9 for directions on using the internet search engines. Directions also included for schools without internet access.

Closure

Review by discussing the key concepts that were the main focus of this lesson.

Attachments:

Attachment 1: Teacher notes on content

Attachment 2: Statistical information concerning sources of mass media and audiences reached by mass media

Attachment 3: Bell ringer activity

Attachment 4: Key Concepts defined for lesson

Attachment 5: Thinking Maps

- Attachment 6: Thinking Maps
Attachment 7: Sources of media activity
Attachment 8: Quia internet activity
Attachment 9: Internet search engine activity

Sample Assessment Items:

1. Define the following Key Concepts:
Role of media
Bandwagon
Testimonial/endorsement
Plain folks
2. Identify four forms of mass media.
3. Mass media has often been called the “Fourth branch” of the United States government. This statement refers to:
a-advertising dollars spent on cable TV throughout the world
b-major networks growing and changing roles in communication
c-powerful role of mass communications in the U.S. today.

Answers to Assessment Items:

1. The role of media. The media impacts public attitudes and interest in issues. Mass media’s influence has a great effect on campaigns and elections and on setting the public agenda and policy.
Bandwagon. Encourages the public to get on the bandwagon with the rest of the crowd.
Testimonial/endorsement. Having well known people support candidates or issues, even when they know little about them.
Plain folks. Pretending to be just like everyone else.
2. Television, radio, newspaper, magazines, films, and the Internet
3. c-powerful role of mass communications in the U.S. today

Reference Links and Technology Connections:

- Kelman, Steven. (1999). *American government*. Austin, Texas: Holt, Rinehart and Winston.
- McClenaghan, William A. (1986). *Magruder’s American Government*. Newton, Massachusetts: Allyn and Bacon.
- Remy, Richard C. (1999). *United States government, democracy in action*: New York: Glencoe McGraw-Hill.
- Saffel, David C. (2000). *Civics, responsibilities and citizenship*. New York: Glencoe McGraw-Hill.

- <http://www.quia.com/jg/423928.html>

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World Almanac and Book of Facts. (2003). New York: World Almanac Education Group.

Mass Media-Teacher Notes

Mass media- Means of communication that reaches large audiences. This form of communication informs and influences the opinions of large numbers of people. Forms of mass media include television, newspapers, magazines, Internet, and radio.

Mass media has a tremendous impact on public opinion. The mass media is the major source of the public's information about public affairs. The media impacts public attitudes and interest in issues. Most of what the public knows about current events is learned from the media.

The media also helps to shape the public agenda. Their reporting and commenting on the issues of the day affect the public's sense of the importance of the issues, which they report and cover.

The media can also have a tremendous impact on the public's reactions to political candidates. The way that the public sees a candidate influences voting behavior. The media can affect the outcome of an election.

Political campaigns today are conducted largely through the media. Candidates are able to reach millions of voters through the media.

The role of the media is to provide information and to serve as a watchdog over government officials and policies. The First Amendment guarantees freedom of the press. The media has constitutional protection against government censorship.

Sources of mass media are often criticized for a lack of objectivity, negative focuses on issues, sensationalism, and bias. Informed citizens must be aware of these criticisms and issues and stay knowledgeable about issues that affect the individual citizen, their community, state, nation, and world.

Mass Media Statistics

Sources of Mass Media in the United States, 2002

Television Set Owners

There are 105.5 million homes in the United States:

- 98% had at least one TV set
- 99% had color televisions
- 34% had 2 TV sets
- 40% had 3 or more TV sets
- 91% had a VCR
- 69% had basic cable
- 40% had premium cable

Radio Stations

Number of radio stations in the United States:

- 2001 there were 10,516 radio stations
- 2002 there were 10,569 radio stations

Newspapers

Number of daily newspapers in the United States:

- 2001 there were 1,480 daily newspapers
- 2002 there were 1,468 daily newspapers
- 2001, average daily circulation was 55,773,602
- 2002, average daily circulations was 55,578,801

Computers

- 1997 53.5% of the U.S. population used computers
- 2001 65.6% of the U.S. population used computers

Internet

- 1998 32.7% of the U.S. population used the Internet
- 2001 53.9% of the U.S. population used the Internet

Mass Media -Continued

(back of card)

Television, radio, newspapers, magazines, and Internet

Mass Media-Key Concepts Defined

Key Concepts defined for benchmark C-1B-H5:

Role of media-The media impacts public attitudes and interest in issues. Mass media's influence has a great effect on campaigns and elections and on setting the public agenda and policy.

Techniques of persuasion/propaganda:

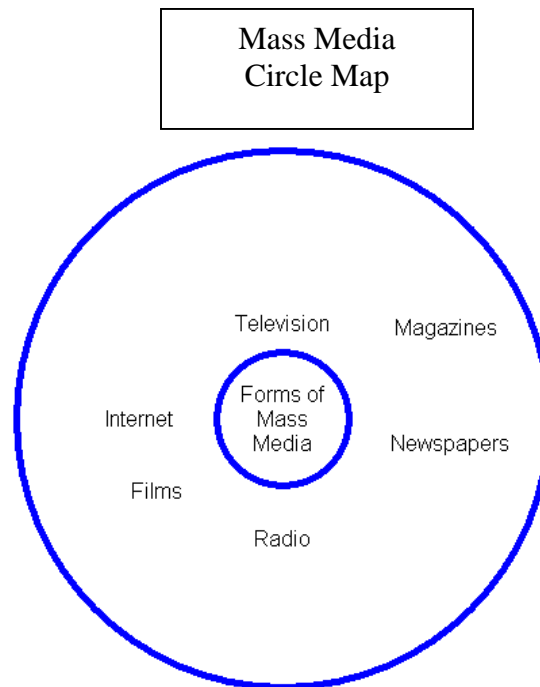
- Bandwagon- encourages the public to get on the bandwagon with the rest of the crowd.
- Testimonial/endorsement- having well known people support candidates or issues, even when they know little about them.
- Plain folks – pretending to be just like everyone else.
- Transfer/association – using symbols for purposes other than the ones for which they are intended.
- Glittering generalities – using vague statements that everyone agrees with.
- Name calling – labeling an opponent with a word people fear or disrespect. It is used to harm the image of a person, group, or idea.

Mass Media Thinking Maps

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Mass Media Circle Map directions:

- The Key Concept, Mass Media, is written in the center of the Circle Map.
- Students will review and brainstorm facts and concepts relating to the Key Concept that is in the center circle. They will write these facts and concepts in the outside circle.
- Students will write a short paragraph using the information from the map.



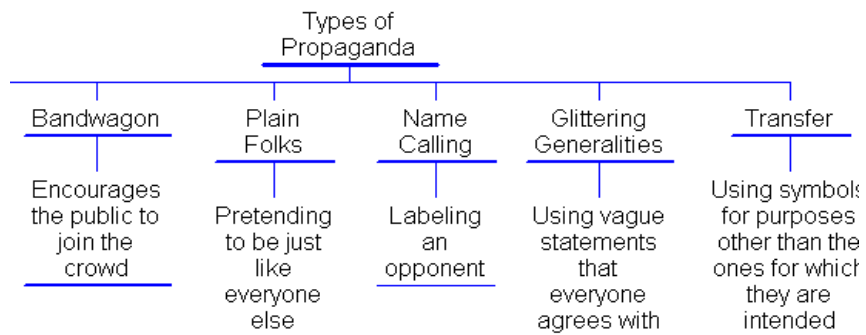
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Directions for Types of Propaganda Tree Map:

- Students will write the title of the activity, Types of Propaganda, on the top line of the tree map.
- Students will review the different forms of propaganda and write the types of propaganda on the second line of the tree map.
- Students will describe the different forms of propaganda and write their characteristics on the line under the listed propaganda type.

Types of Propaganda Tree Map



Mass Media-Cartoon/Graffiti activity

Newspaper offices are happy to give teachers the ends of newsprint rolls. These are excellent for making time lines, charts, graphic organizers, etc.

Directions for creating cartoons or graffiti activity:

Use the information that is provided in this lesson in Attachment #4, (Key concepts), to draw or construct cartoons or a graffiti board.

Different colored markers or colored pencils may be used to draw cartoons that depict the ways in which mass media influences the public. The different forms of propaganda may be depicted in cartoon form.

A graffiti board may be made using the newsprint rolls or posters. Students write what they have learned concerning the effects of mass media as well as facts concerning the different forms of propaganda on the newsprint in the fashion of a wall scribbled with graffiti.

The cartoons and graffiti activity will be displayed in the classroom for further review and discussion.

Mass Media Quia Internet Game Directions

Directions:

- 1-Enter www.quia.com/jg/423928.html in the address box,
- 2-the mass media games will appear on the screen.
- 3-Students should first review the flashcards that contain the key concepts for this benchmark.

Directions for reviewing the flashcards:

- 1-click on the flashcard game
- 2-view the first Key Concept
- 3-click “Other side” to view the definition of the key concept,
- 4-click “Remove card”
- 5-continue this process until all Key Concepts have been reviewed
- 6-in the box on right side of the game, click “Start over” to play another game

Directions for matching game:

- 1-click on the matching game
- 2-click on the cards that are a match, if the match is correct, a symbol will cover the correct matches...if the match is not correct, nothing will happen. When no boxes are left, the game is finished
- 3-in the box on right side of the game, click “Start over” to play another game

Directions for the concentration game:

- 1-click on the concentration game
- 2-students should try to match the Key Concept with the proper definition
- 3-in the box on right side of the game, click “Start over” to play another game

Directions for word search game:

- 1-click on the word search game
- 2-students should locate the Key Concepts that are listed under the word search
- 3-when a Key Concept is located the student should hold the curser down and highlight the Key Concept

Mass Media Internet Activity

Internet Search Engine Activity

Students will go to the search engine, (www.ask.com and www.google.com are excellent sources of information). Students will type in the “effects of mass media” in the question box and click on “ask.”

The search engine will provide a number of links to investigate. The students will click on various links to find information concerning the Key Concepts that are being studied. Students will then write a paragraph about their findings.

Teachers may want to preview these Internet sites in order to more effectively guide and direct students. Several suggested sites found on page one of the results found for the “effects of mass media” are “What are the effects of mass media on individuals?” “You are what you eat: The Effects of Mass Media on Society,” and “A Historical Overview of the Effects of New Mass Media Introductions.”

***** If computers and Internet access are not available, students may use encyclopedias or textbooks to research the Key Concepts that are addressed in this lesson.