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| **Caucus 101: Linkage Institutions: The Media** | |
| **Length of class: 60 minutes** |
| **Objective:** Students will be able to explain the role of the media in influencing the outcome of the elections.  **Additional objectives:**  -Students will be able to explain how the media’s use of agenda setting and agenda cutting influences the outcome of the elections.  -Students will be able to evaluate the bias presented by some media outlets | |
| **Standards:**  Iowa Core Inquiry Anchor Standards:  *Constructing Compelling Questions*  SS.9-12.1. Create compelling questions representing key ideas within the discipline.  *Constructing Supporting Questions*  SS.9-12.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.  *Gathering and Evaluating Sources*  SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the sources to guide the selection.  *Communicating and Critiquing Conclusions*  SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  SS.9-12.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.  *Analyze Civic and Political Institutions*  SS.Gov.9-12.18. Critique the influence of intermediary institutions on government and policy such as, interest groups, political parties, the mass media, campaigns, caucuses, elections, PACs, and local, state, tribal, and international organizations. (21st century skills)  SS.Gov.9-12.21. Explain the mechanisms of political socialization in American democracy such as the effects of the family, school, community, and media in influencing one’s political decisions.  Reading Standards for Literacy in History/Social Studies 6-12  *Key Ideas and Details*  RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  *Craft and Structure*  RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.  Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12  *Production and Distribution of Writing*  WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| **Assessment:** Media Analysis | |
| **Materials Needed:** Computer with internet access and projector-  Full directions with teacher’s notes are located in the documents folder. | |
| **LEARNING PLAN:**   1. PPT: “Influence Of The Media On Public Opinion & Political Campaigns” with interactive notes (25 min.) 2. Use [www.livingroomcandidate.org](http://www.livingroomcandidate.org) to show the progression of campaign ads throughout time (10 minutes) 3. Show 2 current campaign advertisements (one Democrat and one Republican) (10 minutes) 4. Handout Media Analysis form and model how to complete it using the campaign ads previously shown (10 minutes)   NOTE: Teachers with more interest in media bias or looking for resources that demonstrate bias, a good option is AllSides.com: <https://www.allsides.com/unbiased-balanced-news> | |
| Homework: For next time…  Each student must:   1. Use the 2 articles presented in class, “Trump Looks Solid for 2020” and “Trump’s Golf Costs: $102 Million And Counting, With Taxpayers Picking Up The Tab” OR “Joe Biden Is Running For President In 2020” and “Joe Biden: Centrist?” from the “You Be the Reporter” activity and have students use the media analysis form to analyze both articles for homework. | |