



## **Title of Learning Experience:**

Propaganda and Presidential Choice

## **Author:**

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## **School District:**

Madrid-Waddington Central School

## **Intended Audience:**

**Content Area:** Cross Curriculum

**Course Title:** English/Social Studies/ Government

**Grade Level:** 9-12 with differentiation

## **Technology Integration:**

**Technology Hardware:** Internet Assess and Promethean Board

**Technology Software:** PowerPoint, ActivInspire, PhotoStory3 nad Microsoft Movie Maker

**Internet Resources:** Various Websites including Promethean Planet

## **Other Content Areas for STEM Integration:**

**Content Area:** Electoral College - Math & Integartion of Technology  
Excel- Data Tabulation and analysis

# STEM PEER REVIEW PROCESS

## New York State Learning Standards and Performance Indicators Addressed by this Learning Experience:

Include the full wording of the standard(s) and specific performance indicator(s).

### English Language Arts:

#### Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

#### Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

### Social Studies:

#### Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

#### Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

#### Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

## Problem Statement:

This should be posed as a problem that students will be addressing. This will be the focus of the learning experience.

What is propaganda and how does it influence our choice of a presidential candidate?

## Essential Question:

This is one focus question that promotes inquiry based learning and allows for multiple solutions and processes.

**What are the types of propaganda and can you identify them in political campaign materials?**

## **Learning Objectives:**

By the end of this learning experience students will be able to:

**Define and identify specific types of propaganda and explain how it is used to influence choices in the presidential voting process.**

## **Necessary Resources:**

List all materials that the teacher or students need to complete this learning experience.

**Textbook(s), Workbook(s):**

**Reference Book(s):**

**Handout(s):**

**Other:**

## **Steps for Implementing Learning Experience:**

List the actions that take place during this learning experience.

- 1. Introduction of definition of propaganda**
- 2. Define types.**
- 3. Students find examples (not necessarily presidential election examples)**

## **Instructional Modifications:**

List all modifications to the classroom setting as well as those used to enhance learning for all students.

Differentiation in presentation:

1. Vary visual and written modalities
2. More obvious examples/more easily identifiable as a specific type of propaganda
3. Promote Activities on different levels

## **Time used for Planning:**

Time spent without students to prepare.

- 1.

## **Time for Implementation & Assessment:**

List each day that the learning experience occurs along with the timeframe of the day in minutes.

## **Assessment Tools:**

List all forms of assessment for the learning experience.

## **Reflection:**

Share the pros and cons of the learning experience. State any modifications that you would make next time this lesson is implemented.

## **Student Work:**

Attach one sample of student work that demonstrates a mastery, average, or below average level.

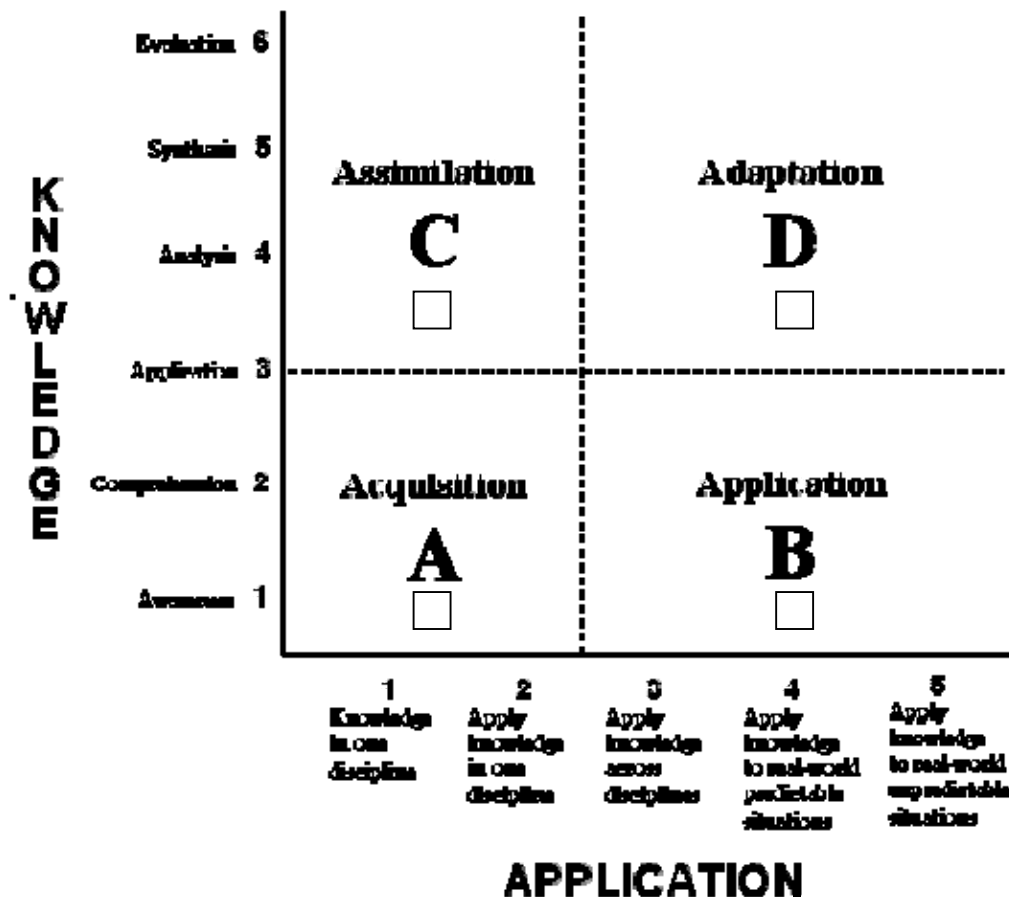
## Rigor and Relevance Target:

The Rigor/Relevance Framework has four quadrants. Each is labeled with a term that characterizes the learning performance of the student at that level. Select the quadrant that is most appropriate regarding this learning experience.

<p style="text-align: center;"><b>Quadrant C - Assimilation</b></p> <p>Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.</p>	<p style="text-align: center;"><b>Quadrant D - Adaptation</b></p> <p>Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.</p>
<p style="text-align: center;"><b>Quadrant A - Acquisition</b></p> <p>Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.</p>	<p style="text-align: center;"><b>Quadrant B - Application</b></p> <p>Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.</p>

From the International Center on Leadership in Education @ <http://leadered.com>

## Rigor/Relevance Framework



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**Provide Supporting Information to Validate the Quadrant in Which This Learning Experience is Located.**