



2008 ELECTION AND THE GLOBAL MEDIA

LEARNING GOAL:

How did the global media present the issues and candidates in the 2008 US presidential campaign? What are the important issues and values in your community for our next president to represent and address?

GRADES: 9-12 SUBJECTS: Government, US History

TIME REQUIRED: 3 class periods without extension, can vary with added extension

MATERIALS: GLOWE Curriculum DVD, TV/DVD Player, board or large graph paper, markers, students may need access to the internet for research assignment with extension.

Overview: The 2008 US presidential election has been one of the most highly anticipated campaigns worldwide in recent memory, and the global media is paying attention by watching closely. This series of three 5-minute Global Pulse clips compares the issues and candidates on the 2008 US presidential elections from a global perspective.

Prerequisite Knowledge: Some knowledge of elections, campaigns, and government is useful but not necessary. This unit can be done after the election as an analysis of the election process and the media's influence on the outcome.

THIS CURRICULUM UNIT IS A PARTNERSHIP OF LINKTV AND MIND POWER COLLECTIVE

SEE, THINK, WONDER: 2008 ELECTION & THE GLOBAL MEDIA

LEARNING PROCESS | SESSION ONE

1. THINK, WRITE NOW PROMPT [5 minutes] *Students 'free write' on the following*

What role do you think the media plays (or played) in the 2008 US presidential election?

2. MEDIA EXPERIENCE [15-20 minutes] *Show "Election Special" Global Pulse clips Show all three 5-minute Global Pulse clips. The clips are listed consecutively on the GLOWE DVD.*

You may want to do a quick review of the four major candidates and list them on the board or on chart paper before starting the DVD. You may want to provide a review of the vocabulary words provided below, particularly if this is their first lesson on the elections, or electoral processes.

Ask students to record their observations on the way media portrayed the issues and candidates' personalities on attached handout.

3. SEE THINK WONDER [15 minutes] Classroom discussion using “Thinking Routine”

Facilitate a classroom discussion using questions such as the following.

What did you see in the video around how the global media portrayed the candidates and the issues in the 2008 presidential election? (Have students refer to their handouts if needed).

Do you think candidates’ personal lives and personalities should matter in an election? Why do you think there is a difference in how different presidential and vice presidential candidates are being portrayed by the media?

What do you wonder about the way people around the world see the US presidential elections?

4. IDENTIFY THE ISSUES [10 minutes] Brainstorm a list of the 08 campaign issues.

Using their handouts, as well as their own knowledge, create a list of issues, and detail both sides of the issue, on the board or on chart paper.

Ask the class to review their handouts, and think about what’s happening in their own communities to brainstorm a list of campaign issues that they care most about. For each issue, they should try to come up with both sides of the campaign issue. If this is too difficult, just focus on listing the issues they have heard about.

You may choose to put it up on the board like the table shown below.

ISSUE	SIDE A	SIDE B

5. QUICK WRITE [5 minutes] Writing activity to identify an issue students care about.

Create a personal position on an issue that students find important to them.

CHOOSING ONE OF THE ISSUES ON THE BOARD:

“If you were running for president of the USA, what would your position be on this issue? Why would your position be that way? Do you think you would be representing your community well with that position?”

If time remains, you may have students share their position with a partner.

CREATE AND CONTRAST: 2008 ELECTION & THE GLOBAL MEDIA

LEARNING PROCESS | SESSION TWO

1. CREATE AN IDEAL CANDIDATE [20 minutes] *Small group brainstorm of candidate.*

Break the class into small groups of around 4 students and have them brainstorm their ideal presidential candidate to address the needs in your community, school or classroom.

You may choose to put the following chart up on the board to help them create the ideal candidate.

POSITION ON ISSUES	PERSONALITY TRAITS

2. COMPARE PRESIDENTIAL CANDIDATES [10 minutes] *Contrast to '08 candidates.*

Group to compare their ideal candidate to the 2008 presidential candidates.

Ask the class to identify how the 2008 presidential candidates *differ, agree/ mirror* or *don't refer* to their identified issues and personality traits.

3. CREATE A POLL [20 minutes] *Small groups make community surveys.*

Group to create a community survey, or poll, of issues they care about.

Quickly review what a survey is, and if possible provide some examples of surveys.

Ask the groups to create a simple 5-question poll around the issues that students identified at the beginning of today's lesson.

The questions should be written so that they can be answered with a simple yes or no, such as "Do you agree...", "Do you disagree", or "Do you care about...".

4. CONDUCT A POLL [5 minutes] *Small groups to conduct community surveys.*

Class to receive homework assignment to conduct surveys before next lesson.

Each student in the group should write down their group's five questions for their homework assignment. Students will individually conduct the survey with 10 students, teachers, family members or any other members close to their community.

If possible, provide about a week before returning to this unit so students have enough time to conduct the survey.

REPORT AND ANALYZE: 2008 ELECTION & THE GLOBAL MEDIA

LEARNING PROCESS | SESSION THREE

1. GROUP SURVEY TABULATION [15 minutes] *Group report back the data.*

Groups bring back their survey findings to each other and tabulate the data. They can use a simple form such as the one below.

QUESTION	YES	NO
1.		
2.		
3.		
4.		
5.		

Students will need to convert their tabulated data into a percentage. For example, if Question 2 yielded 20 yes and 20 no, they will report a 50%/50% analysis on that question. Students should come up with conclusions about each question, and if possible, some highlighted hypotheses, or ideas, around why their results came out the way they did. **Each group should choose a reporter to share the results with the rest of class.**

2. POLL SHARE OUT [15 minutes] *Groups share their survey results with each other.*

Each group should get about 3-4 minutes to provide the results, and hypothesis, of their survey. If possible, document the highlights of their findings on the board or on chart paper.

3. ANALYSIS DISCUSSION [15 minutes] *Group debrief on learning process*

What did we **learn** in our polling process about our community?

Why and how do you **think** polls and surveys are used so extensively in the media?

EXTENSION

CREATE A CAMPAIGN: 2008 ELECTION & THE GLOBAL MEDIA

LEARNING PROCESS | SESSIONS FOUR AND BEYOND

1. INVESTGATIVE RESEARCH [Can vary] *Students research their community issues.*

Now that they've conducted a survey, students can further research the issues that were most pressing in their communities. Students should use as many sources as possible, and cite them as needed within their reports. You may want to provide guidelines to students on minimum number of sources, and length of research paper.

2. CREATE A CAMPAIGN [Can vary] *Students create a campaign around their ideal.*

Students can use their investigative research and survey results to create a campaign for their ideal candidate, as described in Lesson Two of this unit. Some elements they can include in their campaign: Print Advertisements (for newspapers); Posters, Slogans, Buttons; Press Releases; Blogs.

2008 US ELECTION & THE GLOBAL MEDIA HANDOUT

<p>GLOBAL PULSE CLIP</p>	<p>ABOUT THE CANDIDATES <i>What did the clip say about the 2008 candidates for US president and vice president?</i></p>	<p>ABOUT THE ISSUES <i>What did the clip say about the issues for the 2008 campaign for president?</i></p>
 <p>THE WORLD'S EYES ON OBAMA</p>		
 <p>MCCAIN WHO?</p>		
 <p>SARAH PALIN: MEDIA VICTIM OR CAMPAIGN WEAPON?</p>		

CANDIDATE

Someone who is running for an elected office or role, like president of the United States.

CANDIDATE POSITION

Which side of the argument, or debate, of the campaign issues a candidate leans, advocates and stands.

CAMPAIGN

A competitive and public race between candidates to obtain votes for an elected office or role.

CAMPAIGN ISSUES

Elections are often determined by the most important challenges and opportunities faced by a country, often simplified into “issues”. These issues range from international issues such as wars, domestic issues such as the economy, education and jobs to personal issues such as gay marriage and abortion.

ELECTION

Process by which people vote for a person or party to fill a position in government.

PARTY

A group of people with common political opinions and purposes, in many countries there are many parties, however, the United States is considered a 2-party system with the progressive Democrats and conservative Republicans.

PLATFORM

A statement of principles and objectives used during a campaign to win support from voters.

POLLS

The physical place where people go to vote. Also can refer to the surveys of potential voters that are conducted before the actual election.

PRIMARY

A preliminary election where delegates, or nominees, for elected office are chosen.

GLOBAL PULSE CURRICULUM: “2008 US ELECTION AND THE GLOBAL MEDIA” STANDARDS COVERED

NATIONAL STANDARDS FROM McREL

The National Standards were taken from McREL (Mid-Continent Research for Education and Learning). For full list of McREL standards, go to: <http://www.mcrel.org/compendium/browse.asp>.

CIVICS Level IV [Grade 9-12]

Civics Standard 23. Understands the impact of significant political and nonpolitical developments on the United States and other nations. Topic: Influence of American political ideas on other nations.

Benchmark 3. Understands the effects that significant American political developments have on other nations.

Civics Standard 28. Understands how participation in civic and political life can help citizens attain individual and public goals.

Benchmark 2. Understands what distinguishes participation in government and political life from nonpolitical participation in civil society and private life (e.g., participating in a campaign to change laws regulating nursing homes as opposed to volunteering to work in a nursing home), and understands the importance of both forms of participation to American constitutional democracy.

Civics Standard 29.. Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy, Topic: Responsible political participation

Benchmark 2. Understands why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy, and communicating that knowledge to others are important forms of participation, and understands the argument that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

CALIFORNIA CONTENT STANDARDS

PRINCIPLES OF AMERICAN DEMOCRACY [Grade 12]

12.2: Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

12.6: Students evaluate issues regarding campaigns for national, state, and local elective offices.

3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).

12.8: Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.

Explain how public officials use the media to communicate with the citizenry and to shape public opinion.