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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Government and Public Administration |
| **Course Name** | Political Science I |
| **Lesson/Unit Title** | Public Opinion |
| **TEKS Student Expectations** | **130.203. (c) Knowledge and Skills**  (7) The student analyzes public opinion. The student is expected to:  (A) investigate sources and influences of public opinion  (B) analyze the effect of public opinion on leadership  (C) critique the reliability of public opinion and how it is measured  (D) compare and contrast the effects of expressed public opinion on poll items such as elections, elected official behavior, tax policy, services, and environmental protection |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   1. Investigate sources and influences of public opinion. 2. Analyze the effect of public opinion on leadership. 3. Analyze how public opinion is measured. 4. Critique the reliability of those measurements. 5. Predict the effects of expressed public opinion on poll items such as elections, behavior of elected officials, tax policy, services, and environmental protection. 6. Conduct an opinion poll. 7. Evaluate an opinion poll. |
| **Rationale** | Understanding how to analyze and measure public opinion, as well as its influence on politicians, public policy and perceptions, is essential to a successful career in government and public administration. |
| **Duration of Lesson** | 2 to 3 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None |
| **Materials/Specialized Equipment Needed** | **Materials**   * Computers with Internet access, and/or printers with paper * Poster boards and drawing materials |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Introduce the following concepts: The President is the Chief Legislator of our country and must have the support of US citizens and the US Congress to change his or her mandates into law. Provide an overview of the Bill Clinton/Monica Lewinsky affair. Point out that President Bill Clinton was only the second president impeached and that Clinton’s presidential approval rating reached its highest point in 1999, after the Lewinsky affair.  Then show a video of President Bill Clinton’s apology.  (To find a video conduct an Internet search for the following: President Clinton apologizes to the nation.) After watching the video, divide the class into groups of 3-4 students and have them discuss the following question: Why was public opinion of Bill Clinton’s presidency at a high point in 1999, in lieu of the Lewinsky affair? Use the Discussion Rubric for assessment. (*Note:* During Clinton’s time in office, he and his wife were subject to a special investigation regarding a business investment they made while he was the Governor of Arkansas. While undergoing investigation, President Clinton had a sexual affair with an intern (Monica Lewinsky). He was asked while under oath about the affair and lied, thus, perjuring himself and breaking the law. He was impeached (charged with perjury).  Clinton and his public-relations staff did a fantastic job of influencing public opinion. They sent the message that while Clinton had lied under oath, he did so not to lie or cheat the American people but to protect his wife from the embarrassment of his affair. Clinton and his staff also argued to the public that it was not the domain of the American people to know the private issues of a married couple. The message influenced the public’s opinion by diverting attention away from the affair and onto the great job; the president had done and was doing for the American people.) |
| **Direct Instruction \*** | **Key Points**  Provide students an overview to the Key Points. Provide students copies of the Key Points Handout if needed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Notes on handout. |
| **Guided Practice \*** | **Student Opinion Poll**  Divide the class into groups of four or five. Have each group work together to create and conduct an opinion poll on the topic of its choosing. The poll must include 10-15 questions that require the participants to answer whether they completely agree, somewhat agree, are neutral, somewhat disagree, or completely disagree. Some sample questions are:   * + Do you favor legal immigration?   + Should all immigrants be allowed into our country?   + If a legal immigrant commits a violent crime, should he or she be deported?   The survey may be conducted on paper or using a free Internet survey website. Have the students predict the results of their surveys. Then have the groups collect their data and present their results to the class using a simple graph (i.e. pie or bar). Have the students answer the following questions in their presentations:   * Did the results align with your predictions? * Do you think your survey results are reliable?   Evaluate and discuss as a class the reliability of each group’s survey results. Use the Presentation Rubric and the Discussion Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  For reinforcement, the students will find an example of a public opinion poll (Internet, newspaper, or magazines), then answer the following questions:   * Is the poll scientific? Why or why not? * What does the poll show about public opinion? * Who would use the results and why?   Use the Individual Work Rubric for assessment. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Public Opinion Quiz and Key * Discussion Rubric * Individual Work Rubric * Presentation Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  For reinforcement, the students will find an example of a public opinion poll (Internet, newspaper, or magazines), then answer the following questions:   * Is the poll scientific? Why or why not? * What does the poll show about public opinion? * Who would use the results and why?   Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | McClenaghan, W. A. (2016). *Magruder's American Government,* Pearson.  Glencoe McGraw-Hill (2009), *United States Government: Democracy in* *Action,* Glencoe McGraw-Hill.  Wilson, J. Q., Dilulio Jr., J. J., and Bose, M. (2017). *American Government* *Institutions and Policies*, Wadsworth Cengage Learning. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Cross-Disciplinary Standards  I. Key Cognitive Skills   1. Reasoning    1. Gather evidence to support arguments, findings, and lines of reasoning.    2. Support or modify claims based on the results of an inquiry. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, the students will create an oversized bumper sticker vying for the public opinion about a topic of their choice (i.e. Obamacare, immigration, environmental protection, etc.). (Note: Divide the class into groups of four or five. Use one poster board for every five students. Cut the poster board into five-inch wide strips. Give each group drawing materials.) The students will present their bumper stickers to the class. Display the bumper stickers in your classroom. Use the Presentation Rubric and/or the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)