

American Government Resource Package

Presentation/Speech Activity Ideas and Lesson Plans

Area 1: Activity Ideas

This is a sampling of activity ideas. You can also check out activity ideas available with the teacher tools included with individual videos in this resource package.

- ❖ Utilizing the various Educate.Today videos dealing with specific U.S. Supreme Court decisions, have students view a video, research more about that particular decision, and then write and present a persuasive speech arguing in favor of, or opposition to, the court's decision.
- ❖ Utilizing the various Educate.Today videos dealing with specific U.S. Supreme Court decisions, have students pair up with a partner or work in a small group to conduct their research then take different sides and debate the decision reached by the court.
- ❖ Have students research current candidates for a political office (local, state, or national) and write a speech persuading classmates to vote for him/her.
- ❖ Have students research current candidates for political office (local, state, or national) and write a stump speech they believe the candidate would give and then present that speech as the candidate.
- ❖ Have students evaluate a specific American President and write a speech offering their “political science” perspective on that President's place in American history.

Area 2: Lesson Plans

This is a sampling of lesson plans; additional activity lesson plans are available with the teacher tools included with individual videos in this resource package.

Sample Lesson 1: Create a Political Campaign Ad

Type of Teacher Tool: Small Group Activity

Targeted Grade Level(s): 9-12

Targeted Curriculum Areas: Social Studies, Speech/Oral Communication

Learning Objectives:

The learner will:

1. learn about requirements and guidelines for political advertisements.
2. research a previous American presidential campaign and create a television advertisement supporting the candidate of their choice from that election.
3. use primary and secondary sources to analyze the positions of their chosen candidate to determine information to include in their ad.

4. write a script for their ad incorporating elements of appropriate structure, tone, vocabulary, and audience engagement.
5. practice oral and video presentation skills as they record, edit, and complete their ad.
6. demonstrate knowledge of requirements and guidelines for political advertisements in their finished ad.

Featured National Standards:

Common Core State Standards Initiative—English Language Arts Standards

Anchor Standards for Speaking and Listening

1. CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2. CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

3. CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NCHS Historical Thinking Standards

H.2. Historical Comprehension

HT.2D: Differentiate between historical facts and historical interpretations

H.3. Historical Analysis and Interpretation

HT.3B: Consider multiple perspectives

H.4. Historical Research Capabilities

HT 4B: Obtain historical data from a variety of sources

H.5. Historical Issues—Analysis and Decision Making

HT 5E: Formulate a position or course of action on an issue.

Additional State and National Standards related to the content of our videos listed below for this lesson are also provided on the Educate.Today page where you find the video.

Resources/Materials Needed:

1. Elections 5: Political Campaigns and the First Amendment 1
2. Elections 6: Political Campaigns and the First Amendment 2
3. First Amendment 3: Political Speech Example of Student Created Campaign Advertisement

Teacher Instructions:

1. Break the class into small groups or have them create groups of their own choosing.
2. Instruct the groups to view either Elections 5 or Elections 6 AND First Amendment 3 videos. Elections 5 and 6 provide information about methods of political advertisements

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as well as communications and legal standards related to them. First Amendment 3 provides an example of a student created political ad that students can use as a model.

3. Instruct students to select an American Presidential campaign of their choice or use a political campaign you are studying.
4. Students should choose a political candidate from the election being studied to research and create a political advertisement for.
5. Students will research, write a script, film, and edit as needed to create an advertisement that is either 30 seconds or 60 seconds in length.
6. Have students present their advertisements to the class and have the class engage in a discussion of the ads. Discussion could focus on methods of persuasion used in the ad, accuracy of issues presented, tone and style of the ad, effectiveness of the ad, etc.

Extension Activity Options:

1. Have students create advertisements to help a different class learn about a certain Presidential election and/or to learn about political advertisements and/or as part of a media literacy study.
2. Invite communications professionals such as those working in advertising agencies, PR firms, or other types of media to mentor students as they create their advertisements or to view the advertisements and offer evaluations and advice.

Assessment/Evaluation Options:

1. Evaluate the finished advertisement on clarity of positions expressed, accuracy of positions expressed, tone, style, effectiveness, and adherence to requirements and guidelines for political advertisements.
2. Have students complete a self-evaluation.
3. Have students evaluate each other's ads.

Sample Lesson 2: Making Meaning of the First Amendment

Type of Teacher Tool: Individual/Differentiation

Targeted Grade Level(s): 7-12

Targeted Curriculum Areas: Social Studies, Speech/Oral Communication

Learning Objectives:

The learner will:

1. create a presentation outlining what a specific element of the First Amendment means to them and/or others they have interviewed.
2. write a script for their presentation incorporating elements of appropriate structure, tone, vocabulary and audience engagement.
3. practice oral and/or video presentation skills.

Featured National Standards:

Common Core State Standards Initiative—English Language Arts Standards

Anchor Standards for Speaking and Listening

1. CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2. CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

3. CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Additional State and National Standards related to the content of our videos listed below for this lesson are also provided on the Educate.Today page where you find the video.

Resources/Materials Needed:

1. [First Amendment 28: Making Meaning of the First Amendment—Freedom of Press](#)
2. [First Amendment 43: Making Meaning of the First Amendment—Freedom of Speech](#)
3. [First Amendment 50: Making Meaning of the First Amendment—Freedom of Assembly and Petition](#)
4. [First Amendment 63: Making Meaning of the First Amendment—Freedom of Religion](#)

Teacher Instructions:

1. Have students choose one of the specific rights expressed in the First Amendment to be the focus of their presentation.
2. Have students view the Educate.Today video listed above that applies to the right they chose.
3. Based on information students learn in the video and any additional research of their own, have them develop a presentation based on any combination of the following:

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- a. What freedom of (press, speech, religion, assembly, petition) means to me.
 - b. What freedom of (press, speech, religion, assembly, petition) means to others (students interview individuals to gather their data).
 - c. A presentation explaining how freedom of (press, speech, religion, assembly, petition) issues/events have affected/could affect them.
 - d. How their community/school has been involved in a freedom of (press, speech, religion, assembly, petition) issue/event describing what occurred, how it was resolved, etc.
 - e. Pair up with another student and debate or present “point/counterpoint” arguments on specific issues/events/court cases related to the freedom of their choice (press, speech, religion, assembly, petition)
4. Presentation should include a combination of information presented orally as well as through images and/or videos.
 5. Length of presentation can be determined by the teacher.

Extension Activity Options:

1. Have students present to other classes also studying the First Amendment.

Assessment/Evaluation Options:

1. Evaluate the presentation on clarity of positions expressed, accuracy of positions expressed, tone, style, effectiveness, and audience engagement.
2. Have students complete a self-evaluation.
3. Have students evaluate each other’s presentation.

Sample Lesson 3: Share Your Learning Verbally

Type of Teacher Tool: Partner, Small Group, Individual

Targeted Grade Level(s): This activity could be used for any grade level where students are capable of writing their reflections.

Targeted Curriculum Areas: This activity could be used in any curriculum area.

Learning Objectives:

The learner will:

1. Express his or her thoughts and understandings about a particular video viewed through a sharing activity.

Featured National Standards:

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Resources/Materials Needed:

1. Any video(s) from the Curriculum Resource package where this Teacher Tool was found.

Teacher Instructions:

1. Have the class watch the video(s) that have been chosen for your lesson. This can be done as a whole group viewing or students can watch individually on their own devices.
2. While viewing, have students take notes on the accompanying Share your Learning Worksheet. Student are instructed to think about what they would want to share, from the video, with peers, teachers, and families and to focus notes around what new information they learned, what the most important points were, connections that they made and things that were interesting or confusing.
3. When this is finished, ask students to share their thinking in small groups or partnerships. Allow a few students to share with the whole class if time allows.
4. Use the blank Share Your Learning worksheet template included below to choose any video specific prompts of your own for the students to respond to instead, or to add some additional questions to the ones available on Student Tool 67.

Assessment/Evaluation Options:

1. The student worksheet can be used as an assessment for learning.
2. Observation of student sharing can also be used as formative assessment.

Student Worksheet Template:

Name: _____

Share your Learning

As you watch the selected video(s), take notes on this paper. Think about what you want to share with your peers, teachers, and families. Focus your notes around what new information that you have learned, what the most important points were, connections that you made, and things that you found interesting or even confusing. Be prepared to share your thoughts.

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