# Teaching Guide and Activities

### LESSON 5: INFLUENCE OF THE MEDIA

#### Learning Outcomes

#### At the end of Lesson 5 students will be able to;

* Evaluate and defend positions on current issues regarding individual rights and judicial protection.
* Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences.
* Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues.
* Assess the competing ideas about the purposes government should serve.

#### Class Activities

* Students will report on what they learned about their “bill” from watching TV news, reading newspapers, and/or conducting online searches.
* In class discussion led by teacher, students will discuss whether the media has ever influenced their opinions about a Maine matter, and if so, teachers will encourage them to explain how and why their opinions might have changed because of the media.
* Lobbyists,state agency personnel, and members of the public will assume their roles in the classroom legislative process.
* House and Senate will debate the issue and then each will vote to see whether the class bill will pass or fail.

#### Materials

* no additional materials required

#### Student Activities

* Lobbyists try to influence legislator classmates using whatever methods they deem appropriate and ethical for advocates hired by interested clients.
* Members of the public try to influence legislator classmates using techniques available to citizens.
* State agency personnel try to influence legislator classmates using methods appropriate to their roles as state employees.
* Both “sides” of class participate in House and Senate “debates”; entire class votes on issue.

#### Assessment

* Did students participate confidently in the “debate” use evidence from their research to support their positions? assume their roles convincingly?