

**Multiple Intelligences  
Unit Plan Template  
EDUC 522**

**Unit Title:** Media in the Political Process

**Teacher:** Mr. Hernandez

**Grade Level:** 12<sup>th</sup>

**Subject:** Principles of American Democracy

**Time Frame:** 40-50 minutes Class Period 5  
week Unit Plan

**Objectives:**

**Students will be able to:**

1. Understand how the First Amendment in the Constitution is used in the media and press.
2. Examine the role of the mass media.
3. Explain how the mass media influence politics.
4. Explain how the mass media influence public opinion.
5. Understand how fallacies are used in the media.
6. Understand the role of the televised media
7. Understand the role to print media
8. Understand the role of broadcast media (Radio)
9. Analyze the four major news mediums, Fox News Corps, MSNBC, CNN, and C-Span
10. Demonstrate the ability to find fallacies in the media.
11. Examine the role of political ads
12. Explain how ads spread the message of the candidate.
13. Understand how fallacies are used in political ads.

**Intelligences:**

Visual  
Verbal  
Kinesthetic  
Naturalistic  
Logical/Mathematical  
Musical  
Intrapersonal  
Interpersonal

**Technologies in the unit:**

**Students will have access to:**

- Class computers
- Tablets
- Smartphones
- Printer
- Document Camera
- Google Docs
- Class Google Drive

**Students will use:**

- Google Drive
- Google Docs
- Google Search Engine
- Microsoft Word
- Paint
- Editing Software
- Flash Card App
- Logic of Fallacies App
- [www.livingroomcandidate.com](http://www.livingroomcandidate.com)
- [www.nytimes.com](http://www.nytimes.com)
- [www.mindmeister.com](http://www.mindmeister.com)
- PowerPoint

**Content standards:**

**Common Core Standards**

➤ **History & Social Science Standards**

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

**Standard 1:** Discuss the meaning and importance of a free and responsible press.

**Standard 2:** Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.

**Standard 3:** Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

➤ **English Standards**

**Concept:** Organization and Focus

- **Sub-Strand 1.0:** Writing Strategies Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.
  - **Standard 1.1:** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
  - **Standard 1.3:** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
  - **Standard 1.5:** Use language in natural, fresh, and vivid ways to establish a specific tone.

**Concept:** Research and Technology

- **Standard 1.6:** Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

**Concept:** Evaluation and Revision

- **Sub-Strand 2.0:** Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
  - **Standard 1.9:** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**Concept:** Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

- **Standard 2.4:** Write historical investigation reports: a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.

B. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

C. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

**Technology standards:**

**Technology Standards**

➤ **Creativity and innovation**

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

A. Apply existing knowledge to generate new ideas, products, or processes

B. Create original works as a means of personal or group expression

C. Use models and simulations to explore complex systems and issues

D. Identify trends and forecast possibilities

**Materials: (digital and non-digital)**

**Materials**

**Students will have access to:**

1. Textbook
2. Paper
3. Pens
4. Graphic Organizers
5. Class Notes
6. Markers
7. Highlighter

**Technology**

**Students will have access to:**

1. Class computers
2. Tablets
3. Smartphones
4. Printer
5. Document Camera
6. Google Drive/Docs

**Intelligences:**

**Materials**

**Students will have access to:**

1. Verbal
2. Verbal
3. Visual-Spatial, Kinesthetic
4. Visual-Spatial,
5. Linguistic, Intrapersonal
6. Visual-Spatial, kinesthetic
7. Visual-Spatial, kinesthetic, Logical

**Technology**

**Students will have access to:**

1. Intrapersonal, naturalistic, Kinesthetic interpersonal, Logical, visual, Verbal.
2. Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Musical, Logical, Naturalistic
3. Kinesthetic, Visual-Spatial, Verbal, Intrapersonal, Interpersonal, Musical-Rhythmic, Logical, Naturalistic
4. Kinesthetic, Intrapersonal
5. Kinesthetic, Visual, Verbal, Interpersonal, Naturalistic.
6. Kinesthetic, Visual-Spatial, Verbal, Intrapersonal, Interpersonal, Musical-Rhythmic, Logical-Mathematical, Naturalistic

**Students will use:**

1. Google Drive/Docs
2. Google Search Engine
3. Microsoft Word
4. Paint
5. Editing Software
6. Logic of Fallacies App
7. [www.livingroomcandidate.com](http://www.livingroomcandidate.com)
8. [www.mindmeister.com](http://www.mindmeister.com)
9. [www.storyboardthat.com](http://www.storyboardthat.com)
10. <http://zunal.com/webquest.php?w=198863>
11. [www.qrstuff.com](http://www.qrstuff.com)
12. PowerPoint

**Students will use:**

1. Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Musical-Rhythmic, Logical, Naturalistic
2. Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Musical, Logical, Naturalistic
3. Verbal, Visual, Kinesthetic, Logical.
4. Visual, Kinesthetic, Logical.
5. Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Musical-Rhythmic, Logical, Naturalistic
6. Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic
7. Visual, Verbal, Intrapersonal, Interpersonal, Musical-Rhythmic, Logical, Naturalistic
8. Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic
9. Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic
10. Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic
11. Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic, Musical
12. Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic

**Procedures:**

**Terms:** **Class Conversation**-is when the class and the teacher are engaged in meaningful discussion on a topic. **Class Discussion**- Refers to class lecture, this allows to lower affective filters of the term lecture. By using discussion it will help student to know they are able to participate in their learning. The teacher use PowerPoint in every discussion. **Weekend Task**- Is a fun and easy task to be done at home. This allows students to continue their learning at home with in a stress-free environment.

**Week 1: Radio, Wording and Fallacies**

**Day 1:** Students will be introduced to the unit plan and learn what they will be completing in the next few weeks. Students will start class with a quick write, where they will write how much they know about the mass media (3 minutes). Students will then discuss what they wrote in a 3-minute class conversation. The class will then go in to a 10-minute class discussion (PowerPoint Presentation) on the 1<sup>st</sup> Amendment. Students will learn how the mass media has freedoms and responsibilities. The students will be given Cloze Notes so they will be able to follow along and take notes. Students will then move with their learning partner to start outlining first three sections of Chapter 8. Students will also be informed of how they will make a political ad with their groups. Students will also be informed that they will be writing a 2-3 page compare and contrast paper on either two forms of the media or on two political ads.

**Day 2:** Students will be to the use of the radio and how it was used in the 1930's. Students will listen to recording and video montage (showing images of the time period) President Roosevelt's Fireside Chat. Students will then discuss what they heard and felt with his talk. The class will then move into class discussion (10-minutes) on the radio and how it has been used in political campaigns and in the media. Students will follow along with Cloze Notes. Students will then move back with their learning partner and complete the outlining of Chapter 8.

**Intelligences:**

**Week 1: Radio and Fallacies**

**Day 1:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Naturalistic

**Day 2:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Musical, Naturalistic

**Day 3:** Students will be introduced fallacies and how they are used in political campaigns and the mass media. Students will start class with a recall of how the radio is used in political campaigns and the media. Students will answer the following question, “Since radio is seen to be old technology, why do politics still use radio? Who is their main target audience? Do you feel the radio is still useful?” Students will have 5-minutes to write and 3-minutes to discuss in a class conversation. The class will then move into groups for 15-minutes and research fallacies using the Logic of Fallacy App. Students will look up Ad Hominem, Bandwagoning, Fallacist’s Fallacy and Fallacy of Composition. Students will have to write a definition and two examples. Class will then move in to 10-minute class discussion on the Fallacies. Students will share what they learned and their examples. The teacher will fill in missing information and show how these fallacies have been used in political campaigns and in the media.

**Day 4:** Student will be introduced to more fallacies and they are used. The class will start with students using two fallacies to create a rough sketch of a campaign poster. Students will have 4-minutes to create a campaign slogan, and a reason why not to pick their opponent. Students will then draw a quick picture to show their slogan. Students will show their art work and slogan using the document camera. Students will discuss their slogans and the type of fallacy they used. The students will then move into groups where they will use the Logic of Fallacy App using their ipads or smartphones to research the following fallacies: Appeal to Authority, Red Herring, Appeal to Consequences, and Appeal to Wealth. Students will have to write a definition and two examples. Class will then move in to 10-minute class discussion on the Fallacies. Students will share what they learned and their examples. The teacher will fill in missing information and show how these fallacies have been used in political campaigns and in the media.

**Weekend Task:** Students will create a campaign poster (Class will make up candidates name). The students will create a campaign slogan and give three reasons why you should vote for him/her and give three reasons why not to vote for their opponent. Students will need to have a picture, colors, slogan, 3 reasons why you should vote for the candidate and 3 reasons why not to vote for the counterpart. Students may draw, or use Microsoft Document to create the poster. Students can use Photoshop, paint, and illustrator.

**Week 2: Written Print and Fallacies**

**Day 1:** Students will be introduced to new fallacies and how they are used. The class will start with the students showing their Campaign Posters. Students will show their posters using the document camera or upload it to the class computer. Students will discuss what they see in the poster and identify the fallacies students use in their posters. The students will then move into groups where they will use the Logic of Fallacy App with ipads and smartphones to research the following fallacies: Appeal to Pity, Appeal to Popularity, and Appeal to Poverty. Students will have to write a definition and two examples. Class will then move in to 10-minute class discussion on the Fallacies. Students will share what they learned and their examples. The teacher will fill in missing information and show how these fallacies have been used in political campaigns and in the media.

**Day 3:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic

**Day 4:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic

**Week 2: Written Print and Fallacies**

**Day 1:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic

**Day 2:** Students is be introduced to written print and how it is used in the political process. Students will read an article (Which was written by the teacher) and highlight the different types of fallacies. Students may consult with their learning partner and use the Logic of Fallacy App to help them identify the type of fallacy. The Class will have a 5-minute conversation of how written print has an effect on opinions. Class will then move into 10-Minute Class Discussion on the written media. Students will learn about early print in the early Americas to the use of print in today's generation Part Students will then go to [www.vcstar.com](http://www.vcstar.com) or use the Santa Paula Times (Local news paper) to locate a local, State or National article. Students will read the article and then write a letter to the publisher on their view of the article. The teacher will play soft classical music while students are researching, and reading.

**Day 3:** Students will continue on the topic of the written print media. The teacher will as guided questions about the written print media. The teach will hold a 10-minute Class Conversation on the written media. The teacher will then have a 10-Minute Class Discussion on the written media. Students will learn about early print in the early Americas to the use of print in today's generation Part 2. Students will then move with their learning partner and continue to writing a rough draft of their Letter to the Editor. Students will use Microsoft Word to write the rough draft and then turn it in to the class Google Drive. Teacher will play soft classical music while students are working.

**Day 4:** Students will continue working on their rough and final drafts. Students will work with their partners to edit and self-edit their work. Students will submit their final draft into the google drive. Teacher will play soft classical music while students are working to help lower tension.

### **Week 3: Political Advise ment (Day 3 and Day 4 Computer Lab)**

**Day 1:** Students will be introduced to political advertisement. Students will come into class and start with a quick start. Students will Look at a set of photographs on a PowerPoint and describe what the see and feel, in a class discussion (7 minutes). This class will then move into a 15-30-minute class discussion on symbolism and the use of images, settings, clothing, props and anything the students notice and want to discuss. Students will be watching political ad videos from [www.livingroomcandidate.com](http://www.livingroomcandidate.com) and be breaking down political photos. Students will be filling out a chart of on symbolism, settings, clothing and use of props. Students will be given a document with the videos URL's and QR codes so they can re-watch the videos.

**Day 2:** Students will be introduced to the use of sounds and music in political ads and the difference between a positive and negative ad. The class will start with the teacher giving the class the rubric to the compare and contrast paper. The teacher and students will discuss the rubric and the paper setup. Students will have three week to complete the paper. Students will be reminded that they can turn in rough drafts to the class google drive, and times for tutoring in the writing center. The class will then move into class discussion on the topic of music, sounds and types of ads. Students will then organize their binders and organize their pass work to help prepare for the compare and contrast paper. Students will be given a document with the videos URL's and QR codes so they can re-watch the videos.

**Day 2:** Visual, Verbal, Intrapersonal, Musical, Naturalistic

**Day 3:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Musical, Naturalistic

**Day 4:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Musical, Naturalistic

### **Week 3: Political Advise ment Computer Lab**

**Day 1:** Visual, Verbal, Intrapersonal, Logical, Musical, Naturalistic

**Day 2:** Visual, Verbal, Intrapersonal, Interpersonal, Logical, Musical, Naturalistic

**Day 3:** Students Will meet in the class first. The class will walk to the computer lab together. Students will be doing a Web Quest. Students will go to <http://zunal.com/webquest.php?w=198863> and learn about political advertisement. This Web Quest will take two class days to complete. Students will learn about televised ads. Students will work with a partner to break down ads and answer Political Ad questions.

**Day 4:** Students Will meet in the class first. The class will walk to the computer lab together. Students will be doing a Web Quest. Students will go to <http://zunal.com/webquest.php?w=198863> and learn about political advertisement. This Web Quest will take two class days to complete. Students will learn about televised ads. Students will work with and place the data they gathered on the political ads and place it in to a van diagram using [www.mindmeister.com](http://www.mindmeister.com). Students will upload their work to the class google drive. Students will use [www.qrstuff.com](http://www.qrstuff.com) to mark what videos they used to compare and contrast.

#### **Week 4: Political Television**

**Day 1:** Students will be introduced to conservative news media. Class will start with the teacher explaining to the students that they will be creating a political ad in groups. The teacher will give the rubric and will explain the steps and the project expectations. Class will then move into Class Discussion on conservative news media 10-minutes. Students will then move into groups and read a bio of a candidate. Students will then discuss what type of ad they will want to make positive or negative. Students will then discuss their plans for the ad.

**Day 2:** Students will be introduced to liberal news media. Class will start with a recap of what students have learned to this point. Students will recall different types of fallacies and types of media in class conversation 10-minutes. Class will then move into Class Discussion on liberal news media 10-minutes. Students will then move into groups and start outlining their political ad. Students will use fallacies and strategies they have learned and discuss their rational in their outline. Students will use [www.mindmeister.com](http://www.mindmeister.com) to outline.

**Day 3:** Students will be introduced to Neural News media. Students will discuss their compare and contrast paper. Students will share areas they need help in or areas they are having trouble. Students will gain feedback from their peers and the teacher. Class will then move into Class Discussion on Neural News media 10-minutes. Students will move into groups write their script for their political ad using Microsoft Word. Students will block out movement, props, symbolism, and music/sounds.

**Day 4:** Students will be introduced to satire and local news media. Students will break down a political cartoon and write what they see and feel. Students will then participate in a Class Conversation on the political cartoon. Class will then move into Class Discussion on satire and local news media 10-minutes. Students will move into groups Students will use [www.storyboardthat.com](http://www.storyboardthat.com) to create a storyboard of how their ad will look. Students will block out movement, props, symbolism, and music/sounds.

**Day 3:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Musical, Naturalistic

**Day 4:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Musical, Naturalistic

#### **Week 4: Political Television**

**Day 1:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic

**Day 2:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic

**Day 3:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic

**Day 4:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic

**Week 5: Personations and Compare and Contrast papers due**

**Day 1:** Students will get into their groups and create a presentation of their political ad. Students will put together their work into a presentable document of all areas of the project and turn it in at time of the presentation (Groups will turn in a hard copy and a virtual copy in Google drive). Each student will also have a copy of the project. Groups will create a PowerPoint, Prezi or Google Presentation, to present their work. Teacher will play light classical music to relax students.

**Day 2:** Groups will continue to build their presentation and organizing their work. When Groups are done with their work; students may work on their compare and contrast papers. Students may work with their partner to edit their work. Students may use the class computers and printers. Teacher will play light classical music to relax students.

**Day 3:** Groups 1, 3, 5 will present their work first; each group has 5 minutes to present their political ads. At the end of each presentation students will discuss what they believe the ad is about and discuss the message of the ad. When Groups are done with their work; students may work on their compare and contrast papers. Students may work with their partner to edit their work. Students may use the class computers and printers. Teacher will play light classical music to relax students.

**Day 4:** Groups 2, 4, 6 will present their work first; each group has 5 minutes to present their political ads. At the end of each presentation, students will discuss their believes and discuss the message of the ad. When Groups are done with their work; students may work on their compare and contrast papers. Students may work with their partner to edit their work. Students may use the class computers and printers. Teacher will play light classical music to relax students. Students will turn in a hard copy and virtual copy on Google Drive of their Compare and Contrast Papers on Day 1 of the next unit.

End of Unit on Media in the Political Process

**Week 5: Personations and Compare and Contrast papers due**

**Day 1:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic, Musical

**Day 2:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic, Musical

**Day 3:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic, Musical

**Day 4:** Kinesthetic, Visual, Verbal, Intrapersonal, Interpersonal, Logical, Naturalistic

**Product:**

**Letter to the Editor**

Students will use [www.vcstar.com](http://www.vcstar.com) or use the Santa Paula Times (Local news paper) to locate a local, State or National article. Students will read the article and write a letter to the Editor. Students will use MLA to cite the article, as well as print out a copy of the article. Students will turn in a hard copy and a virtual copy to the Class Google Drive. Students may Email their letter to the Editor, if the students get any type of a response they will receive extra credit.

**Political Ad Project**

- 1. Outline the ad-**Students will use [www.mindmeister.com](http://www.mindmeister.com) to outline their idea of their political ad. Students will apply their newfound knowledge of political ad strategies into the outline. Students will define their strategy by writing why they use the fallacy or strategy and what they are hoping will happen to voter’s opinion.

**Intelligences:**

**Letter to the Editor**

Verbal, Intrapersonal, Naturalistic

**Political Ad Project**

1. Kinesthetic, Visual-Spatial, Verbal, Intrapersonal, Interpersonal, Logical-Mathematical, Naturalistic, Musical

2. **Write a script**-Students will use Microsoft word to write a script with blocking notes and dialog.
3. **Create a storyboard**-Students will use [www.storyboardthat.com](http://www.storyboardthat.com) to create a rough sketch of how their political ad will look like. Students will place key dialog, notes of sounds and/or music into the storyboard.
4. **Present the Political Ad**-Groups will present their political storyboard and script to their peers. Students will read the script and use props, music, and visual aids. Students will then discuss what they saw in the different ads and defend their political ad and message.

**Compare and Contrast Paper**

Students will write a 2-3 page answering one of the following essay topics. Students may present their own topic and get permission to write on a different topic. Students will use MLA formatting and cite their work and use a coverage. Students will also create a Wordle and place it on the cover page. Students will use [www.bibme.org](http://www.bibme.org) to create a work cited. Students will turn in a hardy copy and a virtual copy to the class Google Drive.

**Essays will need:**

1. Cover page
2. Wordle
3. How fallacies are used 4 examples.
4. 4 different types of symbolism.
5. Intro
6. Comparing paragraph
7. Contrasting Paragraph
8. Effect on public opinion
9. Closing
10. Work Cite
11. QR codes if needed.

**ESSAY #1:** Compare and contrast the use of a positive and negative political ad. Which ad do you feel is more use full in a political campaign?

**ESSAY #2:** Compare and contrast one Democrat and one Republican political ad. Discuss the different types of fallacies, symbolism, music, and strategies, which were used in the ad. (Create a QR code for the videos you watched).

**ESSAY #3:** Compare and contrast two different forms of media TV, radio, political ads, photographs and newspapers (written print). Discuss how they are used in political campaigns and the mass media. How do they effect public opinion? In your opinion, which form of media has the biggest influence?

2. Kinesthetic, Visual-Spatial, Verbal, Intrapersonal, Interpersonal, Logical-Mathematical, Naturalistic.
3. Kinesthetic, Visual-Spatial, Verbal, Interpersonal, Naturalistic, Musical
4. Kinesthetic, Visual-Spatial, Verbal, Intrapersonal, Interpersonal, Musical-Rhythmic, Logical-Mathematical, Naturalistic

**Compare and Contrast Paper**

Visual, Intrapersonal, Logical, Naturalistic

**Presentation Ideas and Notes: PASTE URL TO FINAL VIDEO HERE**

<https://www.youtube.com/watch?v=geNMaIN0aPc&feature=youtu.be>

**Assessment (quantitative rubric):**

### **Letter-Writing : Letter to the Editor**

<b>CATEGORY</b>	<b>Score 4</b>	<b>Score 3</b>	<b>Score 2</b>	<b>Score 1</b>
<b>Grammar &amp; spelling (conventions)</b>	Writer makes no errors in grammar or spelling.	Writer makes 1-4 errors in grammar and/or spelling.	Writer makes 5-8 errors in grammar and/or spelling	Writer makes more than 9 or more errors in grammar and/or spelling.
<b>Capitalization and Punctuation</b>	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.
<b>Ideas</b>	Ideas were 100%-90% expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were 89%-80% expressed in a pretty clear manner, but the organization could have been better.	Ideas were 79%-70% organized, but were not very clear. It took more than one reading to figure out what the letter was about.	Ideas were 69%-below organized. The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
<b>Content Accuracy</b>	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.

### **Comments**

## Political Ad Project Rubric

CATEGORY	Score 4	Score 3	Score 2	Score 1
<b>Storyboard</b>	The storyboard shows notes of the script and fallacies, symbolism and a clear message. The storyboard is easy to read.			The storyboard is not clear and has no evidence of fallacies, symbolism and no clear message.
<b>Outline</b>	The outline covers a 4 or more diverse different political strategies and has fallacies, symbolism and a clear message	Includes 2-3 political strategies and use 2-3 fallacies, symbolism and a message.	Includes a 1-2 political strategies and has 1-2 fallacies, symbolism and does not have a message.	Content is 1-0 strategies, fallacies, symbolism, or message.
<b>Script</b>	Covers topic in-depth with details and examples of 4 or more fallacies, symbolism and a clear message. Subject knowledge is excellent.	Includes essential knowledge about the topic. Has a grasp of the subject content. There is 3-2 Fallacies, symbolism and a political message are present in the script.	Includes essential information about the topic but there are 1-2 factual errors. 1-2 use of fallacies, symbolism and no clear message	Content is minimal OR there are several factual errors. 1-0 uses fallacies, symbolism and/or a political message.
<b>Oral Presentation</b>	Interesting, well-rehearsed with smooth delivery that holds audience attention.  Presents all 3 portions of the project.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.  Presents 2 portions of the project.	Delivery not smooth, but able to hold audience attention most of the time.  Presents 1 portions of the project.	Delivery not smooth and audience attention lost. The project had numerous errors and  0 portions of the project was presented.

## Comments

## Compare and Contrast Political Ads/Mass Media

CATEGORY	Score 4	Score 3	Score 2	Score 1
<b>Sources (Content)</b>	All sources used for quotes and facts are credible and 100%-90% cited correctly with MLA	All sources used for quotes and facts are credible and 89-80% cited correctly.	Most sources used for quotes and facts are credible and 79-70% cited correctly.	Many sources used for quotes and facts are less than credible (suspect) and/or are 79% and below cited correctly.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
<b>Commitment (Voice)</b>	The writer successfully uses 4 reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer successfully uses 1-3 reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer attempts to make the reader care about the topic uses 1-2 reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer made no attempt to make the reader care about the topic. uses 0-1 reasons/appeals to try to show why the reader should care or want to know more about the topic.
<b>New Rubric Row</b>	Covers topic in-depth with details and examples of 4 or more fallacies, symbolism and a clear message	Includes essential knowledge about the topic. Has a grasp of the subject content. There is 3-2 Fallacies, symbolism and a clear message	Includes essential information about the topic but there are 1-2 factual errors. 1-2 use of fallacies, symbolism and no clear message	Content is minimal OR there are several factual errors. 1-0 uses fallacies, symbolism and/or a message.
<b>Capitalization &amp; Punctuation (Conventions)</b>	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a 3-4 errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes more than 4 errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
<b>Introduction (Organization)</b>	The introduction is 100-90% inviting, states the main topic and previews the structure of the paper.	The introduction 89-80% clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction 79-70% states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
<b>Focus on Topic (Content)</b>	There is 100-90% clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is 89-80% clear but the supporting information is general.	Main idea is 79-70% somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.