

NH ADULT EDUCATION LESSON PLANS

Focus Area: Community	Standard 2: Participates in activities designed to influence decision-makers~	Objective A: Given an article on a community issue, the student will be able to distinguish between fact and opinion.
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Classroom Activities:

- Students will define the terms fact and opinion and generate lists that demonstrate each.
- Students will read newspaper articles and separate the facts from the opinions and give reasons for their choices.
- Class will read the first amendment to the constitution and discuss the meaning of freedom of speech.
- Teacher will present a list of controversial issues e.g. property taxes, gambling, etc. and ask the class if they are pro or con. Each student will give one fact that supports his/her opinion.
- Class will discuss the difference between newspapers and tabloids.
- Class will listen to local news broadcasts and examine them for facts and opinions.
- Class will pick a community issue, state their opinions about it and list the facts they base their opinions on.
- Students will speak to local decision-makers and bring back information on their facts and opinions about it.
- Class will work in teams to debate an issue and use strong opinions to try and sway the other team to believe their views.

Vocabulary:

- fact and opinion
- controversial
- idea
- action
- persuade
- tabloid
- news
- journalist
- documentary
- rights
- responsibility
- myths
- decision
- issue

Specific Skill Practice:

- using the dictionary
- distinguishing between fact and opinion
- writing opinions
- reading for a purpose
- oral communication
- question formulation

Materials/Additional Resources:

- Newspaper and magazine editorial sections
- Copies of selected tabloid newspapers
- Leveled reading texts on fact and opinion
- Videotapes of TV news commentary
- US Constitution

Extensions:

- Students will invite local and state representatives to come to class to speak about a particular issue.
- Class will role play scenarios using facts and opinions to sway the audience.
- Class will attend a city council meeting to see how members use facts and opinions to decide an issue.

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Focus AreaA: Community

Standard 2: Participates in activities designed to influence decision-makers~

Objective B: Given the information on how local, state, and federal governments work, the student will identify decision-makers, write letters, or call officials to express opinions, register to vote and vote.

Classroom Activities:

- Students divide into 3 teams **to research the structure of local**, state and federal governments.
- Teams share what they learned and design a wall chart to demonstrate structures.
- Using the web, newspapers, phone calls, etc., teams will identify the key decision-makers at each level of government and their contact information.
- Students invite speakers to discuss how local and state government functions.
- Class studies how a bill becomes law.
- Class picks an issue of concern to it and sets up an issue board to track information about it.
- Class brainstorms questions about the issue, prioritizes them and researches the answers.
- Class decides on a strategy to express their concerns about the issue to decision makers.
- Class divides up the tasks of the strategy and carries them out.
- Class discusses the role and importance of voting in a democracy including a discussion of why people don't vote,
- Class explores the process of registering to vote and voting procedures in their own town.
- Class registers to vote.
- Teacher prepares unit lessons based on Pick Your Candidate to prepare for upcoming elections.

Vocabulary:

- federal, state, local
- branches of government
- congressional district
- ward
- candidate
- platform
- primary
- poll
- ballot

Specific Skill Practice

- letter writing
- question formulation
- distinguishing between fact and opinion
- interpreting maps, graphs, and political cartoons
- telephone techniques
- using the Internet
- math exercises to explore voting turnout and results

Materials /Additional Resources:

- The question Formulation Technique, The Right Question Project
- Pick Your Candidate, Debbie Tasker
- The Change Agent, NELRC
- Economic and Political Literacy Curriculum. Cavanagh, Hart, Ferguson
- Economic and Political Literacy Curriculum, Paul Morse
- Activities and Resources for the Real Life Curriculum, DALC
- Leveled text books on government
- Newspapers and Magazines
- The US Constitution
- Voter Registration Application
- Candidate and City and Town websites

Extensions:

- Students take field trips to State House, City Council, School Board to watch government in action.
- Class learns how to influence decisions that affect them using RQP methodology.
- Class writes up the process they used to influence decision-makers to distribute to share with other classes.
- Class tracks a bill through the State Legislature from start to finish.