



Using Media to Understand the Political Spectrum: Abortion

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| <p>Time Frame: 1 (50-minute) class period</p> | <p>Author: Justin Jacobek, Morton West High School jjacobek@jasmorton.org</p> |
| <p>Proven Practices ✓ Use of current & controversial issues</p> | |
| <p><u>IL Social Studies Standards & Civics Standards</u> <u>SS.IS.5.9-12:</u> Identify evidence that draws information from multiple sources to revise or strengthen claims. <u>SS.IS.7.9-12:</u> Articulate explanations and arguments to a targeted audience in diverse settings <u>SS.CV.6.9-12:</u> Describe how political parties, the media, and public interest groups both influence and reflect social and political interests <u>SS.CV.5.9-12:</u> Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.</p> | <p><u>CCSS/ELA History/Social Studies Standards</u> <u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> |
| <p>Essential Question: What shapes public opinion?</p> | <p>Supporting Questions</p> <ul style="list-style-type: none"> • Where would you place each artist on the Political spectrum? Does the artist’s opinion match that of the character in the song? • How are the women portrayed in songs about abortion? Favorable, not favorable? • Does the portrayal of women change with the political leanings of the songs? |
| <p>Resources Required</p> <p>Student Materials: Lyrics for the five songs</p> <ul style="list-style-type: none"> • Hands on the Bible-Local H • Brick-Ben Fold’s Five • Freshmen- The Verve Pipe • What It’s Like-Everlast • Rockin’ In the Free World- Neil Young | <p>Recommended Procedures (Jigsaw)</p> <ol style="list-style-type: none"> 1. On 1:1 device, students should read Pew Research on varying opinions on abortion to gain an understanding of the political spectrum on this issue. 2. Distribute song lyrics (can also provide them digitally via OneNote, GoogleDrive, etc.) 3. Distribute talking points/questions. 4. Play 1st Song |



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| <p>Guided questions and talking points on each song</p> <p>Teacher Materials/Equipment: The teacher will need iPod or CD players</p> <ul style="list-style-type: none">• 4 songs involving abortion• Guided questions and discussion topics to accompany each song• Abortion Song Discussion Chart• Group Discussion Questions | <ol style="list-style-type: none">5. Upon conclusion of the song, students should move to the side of the spectrum they believe the artist falls into (if space is limited, an online poll can be conducted through Nearpod)6. Play 2nd Song7. Upon conclusion of the song, students should move to the side of the spectrum they believe the artist falls into (if space is limited, an online poll can be conducted through Nearpod)8. Play 3rd Song9. Upon conclusion of the song, students should move to the side of the spectrum they believe the artist falls into (if space is limited, an online poll can be conducted through Nearpod)10. Play 4th Song11. Upon conclusion of the song, students should move to the side of the spectrum they believe the artist falls into (if space is limited, an online poll can be conducted through Nearpod)12. Play 5th Song13. Upon conclusion of the song, students should move to the side of the spectrum they believe the artist falls into (if space is limited, an online poll can be conducted through Nearpod)14. The lesson can be followed by an article on Pew Research. (either printed, or on 1:1 device) |
| <p>Possible Extensions</p> <ul style="list-style-type: none">• This lesson can carry into a larger discussion on Media Literacy. Have students analyze the impact that the portrayals of abortion in media may impact legislation• Students can also make connections with the songs to 1st Amendment Free Speech, Prior Restraint, Parental Advisory, and FCC regulations on songs such as these.• Research other songs by these/other artists to determine the political views of the artist on other topics. | <p>Differentiation</p> <ul style="list-style-type: none">• Advanced students may be asked to research all four interpretations on their own, and craft arguments and counter-arguments for each one.• For classes that need more literacy support, the lyrics may be printed and distributed ahead of time, so the students can follow along as the song plays.• The questionnaire and Graphic Organizer may work well for students who don't feel comfortable voicing their opinions in class. |



IllinoisCivics.org Lesson Plans

| Possible Assessments | Possible Service Learning Component |
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| <ul style="list-style-type: none">• Questionnaire and Graphic Organizer• in-class deliberation• four corner check | <ul style="list-style-type: none">• Interview/Poll of community members to determine data of the neighboring area and comparing to Pew national data• Bring in stakeholders on this issue from various ends of the spectrum |