

Liam Concannon

7/24/17

DURATION: 5 classes each consisting of 47 minutes

CLASS: Unit 3 Lesson Plan 5: Nipo Strongheart and the Influence of Media

GRADE LEVEL: 8th Grade

NUMBER OF STUDENTS: 18

LOCATION: Saint Martin de Porres Academy, New Haven CT 06519

KEY VOCABULARY:

Student Vocabulary-

Media: The way in which a message is presented to a large audience.

Just and Unjust: An action or response based on what is morally right or fair.

Citizenship: Being a member of a country and accepting the rights, duties, and benefits that come with that membership.

Identity: The way in which a person envisions or describes who they are.

Scribe: A student that records information for his or her group.

Lesson Plan Vocabulary-

Packets: Each day every student is given a packet that consists of all activities and primary sources for that particular class.

Do Now: A “Do Now” is a question given at the beginning of class. This question is placed on the first page of a student’s packet. Do Now’s set the tone of the class, along with reviewing past information or stimulating student’s prior knowledge.

LP5 Day 1: LP5 stands for Lesson Plan 5. It indicates to the student what lesson plan we are covering in the current Unit. The day labels what content is being covered for that particular class.

Cornell Notes: Cornell Notes is a style of note taking that was created by Walter Pauk, an education professor at Cornell University. Essentially, students are asked to copy down information during a class. To the left of their notes, students write down relevant questions in order to assist with their review of the material at a later point. Finally, to complete the activity students need to summarize the notes in the own words at the bottom of the page.

Class Recap: A class recap is an activity at the end of a class period in which the teacher reviews the main ideas of the lesson. This enables students to hone the ability to identify the main ideas and objectives for the class.

PA: PA stands for Performance Assessment. A Performance Assessment is a holistic unit assessment that is graded by a rubric. The rubric assesses the student’s ability to use the unit concept in a holistic performance or to produce an argument or explanation.

INSTRUCTIONAL MATERIALS:

As a middle school social studies teacher, I find it imperative to teach both study skills and content knowledge. One of the most valuable skills learned during middle school is organization. It is for this reason that I have utilized a packet system. At the beginning of each class, a student is handed a packet. This packet is specifically labeled by unit number, lesson plan number, and day. Inside these packets are all activities, primary sources, and homework assignments for each particular day. Each of these packets are three hole punched, and expected to be placed inside a student's binder in proper order. To aid with student organization, packets are consistently labeled in the same format.

In the top left-hand corner of the packet, students are asked to write their name, date, and the learning objective. In between the date and objective is the unique coding of the packet. For the first day of this particular lesson, it reads *Unit 3: LP5 Day 1*. This means it is the third unit of the year, the fifth lesson plan covered in that unit, and the first day of the fifth unit. To the right-hand side of the page is a picture of the school's mascot, an eagle. This is used as a clear way of identifying misfiled social studies papers in other class binders or folders, as well as identifying other classes papers misfiled in the social studies binder. At the end of each unit, a checklist is handed out with the title and identification code of every packet given to students throughout the unit. Students are given a grade on the number and order of completed packets that are handed back in. I realize that this information is not necessary when teaching the lesson, but I felt it was import to explain the intent of the packet structure.

Aside from organizational procedures, a teacher will need a computer, speakers, and projector to present the PowerPoint. Each student must have access to at least 2 different color highlighters, and personal writing utensils. There is also a homework assignment in which students will need access to the internet.

ENDURING UNDERSTANDING (BIG IDEA)

"Media has been a driving force behind American political and social change since the founding of the United States."

ESSENTIAL QUESTION/S

"Can media have an influence on political and social change in the United States?"

LEARNING OBJECTIVES

This lesson is one of five in a unit that culminates with a performance assessment. This lesson has its own learning objective, but also connects to the unit's learning objective. In order to give a clear perspective on both the lesson presented and the unit it is encompassed by, I will list out each of the unit's lesson plan learning objectives, as well as the unit objective.

Unit 3 Objective: Students will be able to infer whether or not different forms of media can have an influence on political and social change in the United States.

LP1 Objective: Students will be able to identify what criteria makes a journalist a Muckraker.

LP2 Objective: Students will be able to explain a political cartoon's commentary on immigration and citizenship.

LP3 Objective: Students will be able to calculate the effects of Yellow Journalism on American imperialism.

LP4 Objective: Students will be able to distinguish New Orleans Jazz music's influence on society when compared to other types of music at the time.

LP5 Objective: Students will be able to investigate whether or not Strongheart aided in political change through his lecture circuit.

STANDARDS: This lesson meets the following Common Core Standards

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Students cite specific textual evidence throughout all 5 days to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Throughout all 5 days students determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Students identify key steps in a text's description of a process related to history/social studies specifically in the progress of voting rights in the US during LP5 Day 1.

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8.4

Students determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies, specifically in LP5 Day 2.

CCSS.ELA-LITERACY.RH.6-8.5

Students describe how a text presents information (e.g., sequentially, comparatively, causally) throughout all 5 days.

CCSS.ELA-LITERACY.RH.6-8.6

Students identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) specifically during LP5 Day 2, LP5 Day 3, LP5 Day 4, and the Performance Assessment.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Students integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with

other information in print and digital texts during their Jigsaw activity in LP5 Day 3, LP5 Day 4 and the Performance Assessment.

CCSS.ELA-LITERACY.RH.6-8.8

Students distinguish among fact, opinion, and reasoned judgment in a text throughout all 5 days of the lesson.

CCSS.ELA-LITERACY.RH.6-8.9

Students analyze the relationship between a primary and secondary source on the same topic specifically in LP5 Day 4.

Grade 8 Writing Standards

Text Types and Purposes:

CCSS.ELA-LITERACY.WHST.6-8.1

Students write arguments focused on *discipline-specific content* in all 5 days.

CCSS.ELA-LITERACY.WHST.6-8.1.A

Students introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in LP5 Day 1, LP5 Day 2, LP5 Day 4, and the Performance assessment

CCSS.ELA-LITERACY.WHST.6-8.1.B

Students support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources in LP5 Day 1, LP5 Day 2, LP5 Day 4, and the Performance assessment

CCSS.ELA-LITERACY.WHST.6-8.1.C

Students use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence throughout all 5 days of the lesson

CCSS.ELA-LITERACY.WHST.6-8.1.D

Students establish and maintain a formal style throughout all 5 days of the lesson.

CCSS.ELA-LITERACY.WHST.6-8.1.E

Students provide a concluding statement or section that follows from and supports the argument presented in their Performance Assessment

CCSS.ELA-LITERACY.WHST.6-8.2

Students write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes throughout all 5 days of the lesson

CCSS.ELA-LITERACY.WHST.6-8.2.B

Students develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples in all 5 days of the lesson

CCSS.ELA-LITERACY.WHST.6-8.2.C

Students use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts in all 5 days of the lesson.

CCSS.ELA-LITERACY.WHST.6-8.2.D

Students use precise language and domain-specific vocabulary to inform about or explain the topic in all 5 days of the lesson.

CCSS.ELA-LITERACY.WHST.6-8.2.F

Students provide a concluding statement or section that follows from and supports the information or explanation presented in their Performance assessment.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.WHST.6-8.4

Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience throughout all 5 days of the lesson.

CCSS.ELA-LITERACY.WHST.6-8.6

Students use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.WHST.6-8.7

Students conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration specifically in the Performance assessment.

CCSS.ELA-LITERACY.WHST.6-8.8

Students gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Elements of this are completed in the students Jigsaw worksheet in LP5 Day 4 and LP5 Day 3

CCSS.ELA-LITERACY.WHST.6-8.9

Students raw evidence from informational texts to support analysis, reflection, and research throughout all 5 days of the lesson.

8th Grade Reading Standards

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.8.1

Students cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text specifically in LP5 Day 2, LP5 Day 3 and the Performance Assessment.

CCSS.ELA-LITERACY.RI.8.2

Students determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text specifically in LP5 Day 2, LP5 Day 3 and the Performance Assessment

Craft and Structure:

CCSS.ELA-LITERACY.RI.8.4

Students determine the meaning of words and phrases as they are used in a text, including

figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts specifically in LP5 Day 2

CCSS.ELA-LITERACY.RI.8.6

Students determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints specifically in LP5 Day 3 and 4.

CCSS.ELA-LITERACY.RI.8.8

Students delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced in LP5 Day 3 and 4.

CCSS.ELA-LITERACY.RI.8.9

Students can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation specifically in LP5 Day 3, 4 and the Performance Assessment.

8th Grade Speaking and listening Standards

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.8.1

Student engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly in LP5 Day 2 and LP5 Day 3.

CCSS.ELA-LITERACY.SL.8.1.A

Students come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion in LP5 Day 4.

CCSS.ELA-LITERACY.SL.8.1.B

Students follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed in LP5 Day 2 and LP5 Day 3.

CCSS.ELA-LITERACY.SL.8.1.C

Students pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas in LP5 Day 3 and 4.

CCSS.ELA-LITERACY.SL.8.1.D

Students acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented in LP5 Day 3 and 4.

CCSS.ELA-LITERACY.SL.8.2

Students analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation in LP5 Day 3 and 4 as well as the Performance Assessment.

CCSS.ELA-LITERACY.SL.8.3

Students delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced in LP5 Day 4.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.8.4

Students present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation in LP5 Day 2, 3 and 4.

8th Grade Language Standards

Conventions of Standard English:

CCSS.ELA-LITERACY.L.8.1

Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking throughout all days in the lesson.

CCSS.ELA-LITERACY.L.8.2

Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing throughout all days in the lesson.

CCSS.ELA-LITERACY.L.8.2.A

Students use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.C

Students spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.8.3

Students use knowledge of language and its conventions when writing, speaking, reading, or listening through all lesson plans.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.8.4

Students determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.8.4.A

Students use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase in LP5 Day 2 and 3.

CCSS.ELA-LITERACY.L.8.5.A

Students interpret figures of speech (e.g. verbal irony, puns) in context in LP5 Day 4.

CCSS.ELA-LITERACY.L.8.5.B

Use the relationship between particular words to better understand each of the words.

BACKGROUND-

This lesson is the fifth and final installment of the third unit of the school year. The concept of media has been covered four times prior during previous lessons. If a teacher is choosing to only teach this section of the unit, it is important to spend extra time explaining media in all its possible forms. Teachers also need to practice the logistics of the jigsaw activity prior to class. Strong central authority is critical for a class to successfully participate in a jigsaw

activity for the first time. Finally, it is important for teachers to know that the concept of identity is extremely poignant with middle schoolers. Teachers must direct the identity exercise into empathy for Strongheart. Learning about conundrum of Strongheart's dual identities is critical to the lesson plan and WHA theme of "against the grain." It is very possible for the Frida Kahlo exercise to monopolize time or derail the lesson towards personal reflection. Personal reflection is encouraged, but needs to be directed towards Strongheart's experience.

Prior to this unit, students have covered the topics of the Civil War and Manifest Destiny. They would have a previous knowledge of the civil legislation involved with African American emancipation and voting rights, as well as the failure to uphold these rights throughout the decades. Students would know the treatment of Native Americans throughout the 1800's, as well as the use of the Reservation system, formation of the Bureau of Indian Affairs, and the decimation of Native groups by disease and war.

Unit three covers roughly the Gilded Age to the Progressive era. Students would be familiar with the concept of media and its different forms. They would have knowledge of muckraking, political cartoons (specifically on citizenship and immigration), Yellow Journalism, and Jazz. Finally, students will be familiar with the classroom procedures such as the packet system, the jigsaw activity, and performance assessment.

SUGGESTED PROCEDURE

Attached you will find an excel sheet with a detailed description of student and teacher activities. This sheet will give indicators for time allotment per activity, potential opportunities for differentiation, and an explanation of learning techniques.

EVALUATIONS (ASSESSMENT)

This lesson includes a formal and informal assessment.

The informal assessment occurs during LP5 Day 4. In an evidence based response students will infer in a written statement whether or not they believe Strongheart's lectures helped cause political and social change in the United States. Students will then self-assess their answers using the provided rubric. When completing this assessment students must first answer the question, "Do you feel that Nipo Strongheart had an influence on the Indian Citizenship act? Why or why not?" In their response, the student must provide two sources as evidence for their claim. The second question states "Does Strongheart's background have any influence on his impact in the Indian Citizenship Act?" This answer requires only one source as evidence. Finally, for homework students self-assess their answers by rereading their work and comparing it to the provided rubric. When reviewing students are asked to look at three criteria. Does their answer show the impact of Strongheart's background on his accomplishments? Does their answer have a clear understanding of the impact of media? Lastly, does the student provide a quality evidence based response?

This informal assessment enables students to investigate the evidence surrounding Strongheart and create a personal claim. Likewise, students are able to familiarize themselves with a similar structured rubric and prepare for the formal assessment i.e. the performance assessment. Below is the rubric found in LP5 Day 4. This informal assessment will be checked for complete before the PA the following day.

Social Studies Personal Rubric: Nipo Strongheart

Your score is based on the following criteria:

	(5)	(4-3)	(2)	(1)
Investigated Evidence Based Response	The student performed exemplarily when appropriately utilizing two sources in question one and one sources in question two, as evidence for their answers.	The student performed proficiently when utilizing the appropriate number and quality of sources in question one and question two.	The student is developing the skills to utilize the appropriate number and quality of sources in question one and question two.	The student is at the beginning of grasping how to provide sources in their answers.
Understanding the Impact of Media	The student performed exemplarily when accurately describing how Strongheart's form of media had an impact on the political and social reform in the United States.	The student performed proficiently when describing how Strongheart's form of media had an influence on the political and social reform in the United States.	The student is developing the skill to describe how Strongheart's form of media had an influence on the political and social reform in the United States.	The student is at the beginning of grasping how Strongheart's form of media had an influence on the political and social reform in the United States.
Impact of Background on Accomplishments	The student performed exemplarily when arguing Nipo Strongheart's background did or did not diminish his impact on the Indian Citizenship Act.	The student performed proficiently when arguing that Nipo Strongheart's background did or did not diminish his impact on the Indian Citizenship Act.	The student is developing the skill to argue that Nipo Strongheart's background did or did not diminish his impact on the Indian Citizenship Act.	The student is at the beginning of grasping Nipo Strongheart's background had any impact on the Indian Citizenship Act.

The formal assessment is a performance assessment. This assessment is a holistic unit assessment that is graded by a rubric. In this assessment students are shown a previously unseen short clip from the television show “The Daily Show with Jon Stewart.” In this clip Jon Stewart makes a few jokes and then explains what he feels are issues with the Zedroga Bill. Once students finish watching the clip they independently read an article that explains the process the Zedroga Bill underwent to become a law. Students then go on to the next page and answer 4 questions. These 4 questions require students to use sources in their answers. Students may use any of their LP5 packets as sources, or simply focus on the Daily show clip and article given. Students are evaluated on the following criteria; How well did they understand the story? Did they provide evidence based responses? Do they understand the impact of Media? Were they able to make a connection between Jon Stewart and the Daily Show to Nipo Strongheart and his lecture circuit? Below is the rubric found on the Unit 3 Performance Assessment.

Social Studies PA Rubric: The Influence of Media

Your score is based on the following criteria:

	(5)	(4-3)	(2)	(1)
Understanding of story	The student performed exemplarily when describing what the Zedroga Bill was and the way Jon Stewart used media and entertainment to influence its passing through Congress in four or more sentences.	The student performed proficiently when describing what the Zedroga Bill was and the way Jon Stewart’s used media and entertainment in order to influence its passing through Congress in less than four sentences.	The student is developing the skills to describe what the Zedroga Bill was the way Jon Stewart’s used media and entertainment in order to influence its passing in Congress	The student is at the beginning of grasping the Zedroga Bill and Jon Stewart’s involvement with its passing in Congress.
Evidence Based Response	The student performed exemplarily when appropriately utilizing four sources in their provided answers.	The student performed proficiently when utilizing the appropriate number and quality of sources in their provided answers.	The student is developing the skills to utilize the appropriate number and quality of sources in their provided answers	The student is at the beginning of grasping how to provide sources in their answers.

Understanding the Impact of Media (3x)	The student performed exemplarily when describing how media has had an influence on the political and social reform in the United States.	The student performed proficiently when describing how media has had an influence on the political and social reform in the United States.	The student is developing the skill to describe how media has had an influence on the political and social reform in the United States.	The student is at the beginning of grasping how media has had an influence on the political and social reform in the United States.
Connection to Historical Content	The student performed exemplarily by accurately connecting Jon Stewart's impact on the Zadroga Bill to Nipo Strongheart's impact on the Indian Citizenship Act	The student performed proficiently when connecting Jon Stewart's impact on the Zadroga Bill to Nipo Strongheart's impact on the Indian Citizenship Act	The student is developing the skill to connected Jon Stewart's impact on the Zadroga Bill to Nipo Strongheart's impact on the Indian Citizenship Act	The student is at the beginning of grasping Jon Stewart's Zadroga Bill to Nipo Strongheart's Indian Citizenship act

EXTENSIONS

Teachers could consider extending the investigation into the quality of the media given. Why was Strongheart successful with his lectures? What made the public open to hearing about Indian Citizenship? An enduring understanding that I have considered would be "In order for media to induce change in the United States it must be entertaining, because only when people are entertained are they more open to hearing a message of change." The essential question would then ask "What qualities does media need to have in order for it to be impactful on political and social change?" This would challenge students to analyze each form of media they come across. This further would reinforce the lesson learned in lesson three on Yellow Journalism and the impact of hysteria. They would need to identify what is message being put forth, identify its validity, and then explain why it succeeded or failed in getting its message across. This analysis of the past could then be applied to today's forms of media. A common song or television show, even a social media post could be used as samples to be analyzed. Students could choose their own media and identify the message, its validity, and the form of entertainment being used. Bill Clinton's saxophone solo on the Arsenio Hall show, Donald Trump's television show the Apprentice, Caitlin Jenner's use of Twitter are all potential examples that are profound, interesting, and content appropriate. This can bring history class to life by connecting the past to the present!

RESOURCES

The following is a list of all artifacts used in this lesson.

Unit 3: LP5 Day 1-

- 1) "Pathways to Citizenship"- diagram of the process a person must undergo to become a citizen
- 2) "Study Materials for the Civics Test"- Review sheet for the 10th step in the citizenship process, demonstrate basic knowledge of US Civics and History.

Unit 3: LP5 Day 2

- 1) "Chief Invades Camp- Strongheart, a Coit-Alber Find, Captivates Audience"- Article written to describe the content of one of Strongheart's lectures that took place in Camp Devens Massachusetts.
- 2) "From Peace Pipe to War Trail"- Article written to describe the background of Strongheart's life.

Unit 3: LP5 Day 3

- 1) "Signature: Calvin Coolidge" -Image of President Calvin Coolidge's signature taken from Strongheart's personal autograph book.
- 2) "Signature: Herbert Hoover"-Image of President Herbert Hoover's signature taken from Strongheart's personal autograph book.
- 3) "Signature: Theodore Roosevelt"- Image of President Theodore Roosevelt's signature taken from Strongheart's personal autograph book.
- 4) "Signature: Congressman M. Clyde Kelly"- Image of Congressman M. Clyde Kelly's signature taken from Strongheart's personal autograph book.
- 5) "Strongheart Speech" – Transcript of a speech given by Nipo Strongheart during one of his lectures.
- 6) "Letters between Strongheart and the Bureau of Indian Affairs." -An exchange of letters between the Bureau of Indian Affairs and the Ellison and White Chautauqua Company, Strongheart's employers, challenging Strongheart's origins.

Unit 3: LP5 Day 4

- 1) "Self Portrait Along the Border Line Between Mexico and the United States by Frida Kahalo"- Self Portrait of the artist Frida Kahalo as she is pulled between two cultures.

Unit 3 Performance Assessment-

- 1) "The Daily Show with Jon Stewart video Clip"- A short video clip in which Jon Stewart explains the need for change regarding the Zedroga Bill
- 2) "Zedroga Article"- Article written explaining the passing of the Zedroga Bill.

LP5 PowerPoint Day's 1-4-

The following is a bibliography of all Images and documents used in the Powerpoint Presentation.

**All Strongheart images and Indian Film posters were taken from Andy Fisher's TPS PowerPoint Presentation*

Buffalo Bill's Wild West Show Advertisement. Digital image. N.p., n.d. Web. 30 June 2017.

<[*Citizenship.* Digital image. N.p., n.d. Web. 30 June 2017.](https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=buffalo+bill+wild+west+show&imgsrc=CZviU8IzIqW1HM:>.></p></div><div data-bbox=)

<[*Clip Art Fall off Horse.* Digital image. N.p., n.d. Web. 30 June 2017.](https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=citizenship&imgsrc=7824uQxrSAoSFM:>.></p></div><div data-bbox=)

<[*Clip Art Test.* Digital image. N.p., n.d. Web. 30 June 2017.](https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=fall+off+horse+cartoon&imgsrc=99QR3UZDjgsvQM:>.></p></div><div data-bbox=)

<[*Cornell Notes Sample.* Digital image. N.p., n.d. Web. 30 June 2017.](https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=test&imgsrc=nbV5Q3e351F1EM:>.></p></div><div data-bbox=)

<[*Highlighting.* Digital image. N.p., n.d. Web. 30 June 2017.](https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=cornell+notes&imgsrc=9uVa_h3cJo-WSM:>.></p></div><div data-bbox=)

<[*"History of Voting Rights."* History of Voting Rights. Web. 18 Oct. 2015.](https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=highlighting&imgsrc=4LxtL6oTQTFnsM:>.></p></div><div data-bbox=)

<<http://massvote.org/voterinfo/history-of-voting-rights/>>.

Jigsaw Puzzel. Digital image. N.p., n.d. Web. 30 June 2017.

<

ce=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=jigsaw+puzzle&imgrc=BrMrpJ7aOGyKoM:>.

Jigsaw Puzzle Piece. Digital image. N.p., n.d. Web. 30 June 2017.

<https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=jigsaw+puzzle&imgdii=pdIUmdglt5M_OM:&imgrc=BrMrpJ7aOGyKoM:>.

Nast, Thomas. "Move On!" Has the Native American No Rights That the Naturalized American Is Bound to Respect? Digital image. Library of Congress. N.p., n.d. Web. 30 June 2017. <<https://www.loc.gov/item/2001696066/>>.

Pathways to Citizenship" Web. 18 Oct. 2015.

<[http://www.uscis.gov/sites/default/files/USCIS/Office of Citizenship/Citizenship Resource Center Site/Publications/PDFs/pathway_to_citizenship.pdf](http://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/pathway_to_citizenship.pdf)>.

Recap Image. Digital image. N.p., n.d. Web. 30 June 2017.

<https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=Recap&imgrc=tz17_KORB0xpHM:>.

Self Portrait Along the Border Line Between Mexico and the United States, 1932.

Digital image. Frida Kahlo; Paintings, Biographies, Quotes. N.p., n.d. Web. 30 June 2017. <<http://www.fridakahlo.org/self-portrait-along-the-boarder-line.jsp>>.

"Study Materials for the Civics Test." USCIS. Web. 18 Oct. 2015.

<<http://www.uscis.gov/citizenship/learners/study-test/study-materials-civics-test>>.

"Uncle Sam Swallowed Up". Digital image. Library of Congress. N.p., n.d. Web. 30 June 2017. <<https://www.loc.gov/resource/pgs.03047/>>.

US Passport. Digital image. N.p., n.d. Web. 30 June 2017.

<https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#imgrc=PolEra3zQVvXhM:>.

Vote Pin. Digital image. N.p., n.d. Web. 30 June 2017.

<https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=vote&imgrc=3vmmZTFVkvHaOM:>.

Yakama Indian Nation. Digital image. N.p., n.d. Web. 30 June 2017.

<https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=Yakama&imgrc=Ad5vq5_zKsvaTM:>.

Nipo Strongheart and the Influence of Media			
5 Days	Objective:	Students will be able to investigate whether or not Strongheart caused political change through his lecture circuit.	Standards: Common Core 6-8th Grade History Standards, 8th Grade Writing Standards, 8th grade Writing Standards, 8th Grade Reading Standards, 8th grade Language Standards, 8th Grade Speaking and Listening Standards. For more detail please reference the attached page.
	Assessment:	In an evidence based response students will infer whether or not Strongheart's lectures helped cause political and social change in the United States. Students will then self-assess their answers with a provided rubric.	
Notes: In order to complete this lesson teachers will need a computer, speakers, and projector to present the PowerPoint. Teachers will also need the daily packets that include all the primary sources and activities, along with a filing system established for students to place each document in order. Each student must have access to at least two different color highlighters and personal writing utensils. There is also a homework assignment in which students will need access to the internet. All primary sources and actives reside within each daily packet.			
Time	Student Learning Task or Activity	METHOD/Teacher Activity	Potential Opportunities for Differentiation
5 Minutes	Students will enter into the classroom, be greeted by the teacher, and be handed a packet consisting of the days activities. Students will answer the Do Now question "What does citizenship mean to you?" Once completed students will write down the lesson objective on their packet and homework in their planner.	The teacher will greet students at the door as students walk in. He or she will then hand each student their packet for the day, and instruct students to begin their Do Now. The teacher will then walk around the class answering any questions needed, and then check that students wrote their homework correctly in their planners by signing his or her initials next to the appropriately written assignment in the planner.	If students cannot access this question and can not provide a whole, well-rounded answer, an option would be to give a more suggestive prompt, provide examples of that prompt, or provide a word bank.
3	Students will listen to any announcements for the week and then volunteer to share their answers to the Do Now.	The teacher will make any class announcements and then review students answers for the Do Now.	

10	Students will take Cornell notes on the "Rights and Responsibilities of a Citizen in the US" as well as on "The Progression of Voting Rights for different Races and Genders in the United States." Students will copy down the information in their packets and provide reflective questions to the side as well as a short summary of the notes at the bottom.	The teacher will start off by reviewing prior knowledge on the typical racial attitude towards foreigners during the 1800's. A previously covered political cartoon entitled "Uncle Sam Swallowed Up" will be presented and briefly discussed on the board. The teacher will then show a previously unseen political cartoon entitled "Move On! Has the Native American No Rights That the Naturalized American Is Bound to Respect?" The teacher will then ask the class who do they see in the image, and what is going on in the image. The teacher will then discuss the "Rights and Responsivities of a Citizen in the US." Periodically, students will be asked for some reflective questions, as well as given time to summarize the notes. The teacher will then review the "Progression of Voting Rights for different Races and Genders in the United States over time." Periodically students will be asked some reflective questions, as well as give time to summarize the notes.	For students that struggle to accurately take notes, a guided notes version can be made available. This guided notes version is similar to Mad Libs. A student can look to fill in an important words as opposed to trying to copy down the entirety of the information.
15	In pairs, students will review the steps involved in the citizenship process, as well as the required knowledge needed for the Civics section of the Citizenship test. Students will highlight what they believe to be the most difficult part of the citizenship process. They must then write a two sentences explanation below the chart in their packet. Once completed, students will review the citizenship test and highlight the five hardest and the five easiest questions they believe they can or cannot answer.	The teacher will introduce both the Citizenship process sheet and the Citizenship Test review sheet. The teacher will say the following "Please highlight what you believe to be the most difficult part of the citizenship process and then write two sentences explaining your reasoning. Once completed review the citizenship test and highlight the five hardest and the five easiest questions that you believe you can or cannot answer."	For students that struggle with reading, limiting the Civics section of the Citizenship test form 25 questions to 15 or ten can enable students to more deeply engage with the material in the short period of time. A simplified version of the citizenship process chart could be substituted in place of the presented chart in the packet.
11	As a class, students will reflect on what they thought about the process itself by sharing what they felt were easy and difficult questions, and if they could pass the civics test. Students will volunteer their answers and opinions. Students will then listen to the recap of the class and ask any clarifying questions if needed.	The teacher will facilitate a discussion on the Citizenship process in the United States by asking students to share their opinion when reviewing the process. The teacher will then recap what the students learned in class today and answer any clarifying questions that students might have.	
3	Students will listen as the teacher explains the homework and ask any clarifying questions needed.	The teacher will explain the homework for the night by saying "Create a claim about whether the current citizenship process is just or unjust. Please explain your opinion fully and reference the citizenship test that we took in class today."	For students that struggle with writing this assignment can be scaffolded. An example of a claim can be presented or the beginning of the claim can be given. For example "I believe that the Citizenship process is fair because..." or "I believe that the Citizenship Process is unfair because..." Similarly an example of a reference to the source can be given.
Day 2			

5 Minutes	Students will enter into the classroom, be greeted by the teacher, and be handed a packet consisting of the days activities. Students will take out their homework and leave it in the top right hand corner of their desk, then answer the question "When did Native Americans become full citizens in the United States and received the right to vote?" Once completed students will write down the lesson objective on their packet and homework in their planner.	The teacher will greet students at the door as students walk in. He or she will then hand each student their packet for the day, and instruct students to begin their Do Now. The teacher will walk around the class answering any questions needed for the Do Now as well as check that students completed their homework. Once finished checking all students homework the teacher will then check that students wrote their homework correctly in their planners by signing their initial next to the properly recorded assignment.	This question is fairly straight forward but if needed suggestions to look through the notes from the previous day can be provided.
5	Students will listen to any announcements for the week and then volunteer to share their answers to the Do Now, and homework.	The teacher will make any class announcements and then review students answers for the Do Now, and their homework.	
10	Students will take Cornell notes on the "Life and Mission of Nipo Strongheart." Students will copy down the information in their packets and provide reflective questions to the side of their notes, as well a short summary of the notes at the bottom.	The teacher will present the "Life and Mission of Nipo Strongheart." Periodically, students will be asked for some reflective questions they might have, as well as be given time for students to summarize their notes. When reviewing the content the teacher must emphasize the importance behind an Advocate and Entertainer.	For students that struggle to accurately take notes, a guided notes version can be made available. This guided notes version is similar to Mad Libs. A student can look to fill in an important words as opposed to trying to copy down the entirety of the information.
12	Students will actively listen as the teacher reads through Primary Source A entitled "Chief Invades Camp- Strongheart, a Coit-Alber Find, Captivates Audience" located inside the students packet. While listening students must highlight elements that are associated with entertainment in one color. Then highlight things that are associated with passing the Indian Citizenship Act in a different color.	The teacher will read aloud Primary Source A "Chief Invades Camp- Strongheart, a Coit-Alber Find, Captivates Audience." While reading through the article, the teacher will indicate the first element that is associated with entertainment, as well as the first element associated with the passing of the Indian Citizenship Act. Student will then be instructed to continue this process on their own as the teacher finishes reading. Once completed, the teacher will then ask students to volunteer what they believe are other elements associated with each topic.	Due to the limitation of Google Docs the Primary source is difficult to read. If downloaded onto Microsoft word the margins are able to be adapted allowing for a more reading source.
13	Students will independently read through Primary Source B entitled "From Peace Pipe to War Trail." While reading students will highlight elements that are associated with entertainment in one color. Then highlight things that are associated with passing the Indian Citizenship Act in a different color.	The teacher will monitor while students are reading Primary Source B entitled "From Peace Pipe to War Trail," and assist wherever needed. Students will share what elements they believe are associated with entertainment and passing the Indian Citizenship Act. The teacher will then recap what the students learned in class for the day, and answer any clarifying questions that students might have.	For struggling readers a small group can be assembled and the teacher can read aloud the second source similarly to the first source. In order for this differentiation to be less alienating, students can be put into groups in which one student reads aloud while the other students listens and highlights.

3	SW listen as the teacher explains the homework and ask any clarifying questions needed.	The teacher will explain the homework for the night. He or she will say "Using quotes from your Highlighting activity, first create a claim on whether Strongheart is being more of an advocate or more of an entertainer. Then provide two quotes that support your claim."	For students that struggle with writing this assignment can be scaffolded. An example of a claim can be presented or the beginning of the claim can be given. For example "I believe that Strongheart is being more of an Advocate because ..." or "I believe that Strongheart is being more of an Entertainer because..." Similarly an example of a reference to the source can be given.
Day 3			
5 Minutes	Students will enter into the classroom, be greeted by the teacher, and be handed a packet consisting of the days activities. Students will then take out their homework and leave it in the top right hand corner of their desk, then answer the question "Why was popular culture so interested in Native Americans during the early 1900's?" Once completed students will write down the lesson objective on their packet and homework in their planner.	The teacher will greet students at the door as students walk in. He or she will then hand each student their packet for the day, and instruct students to begin their Do Now. He or she will walk around the class answering any questions needed for the Do Now as well as checking that students completed their homework. Once finished checking all students homework the teacher will then check that students wrote their homework correctly in their planners by signing their initial next to the properly recorded assignment.	This question is fairly straight forward but if needed suggestions to look through the notes from the previous day can be provided.
5	Students will listen to any announcements for the week and then volunteer to share their answers to the Do Now, and homework.	The teacher will make any class announcements and then review students answers for the Do Now, and their homework.	
10	Students will read and complete the questions in section one of their packets independently.	The teacher will read the directions for section one of the Jigsaw packet and ask students to work independently for 10 minutes. The teacher will walk around and assist students with the reading if necessary.	Each section of the Jigsaw is based on ability. Prior to the class the teacher must identify which primary source packet will go with which student. The Autographs section are for students beginning to develop their reading skills, the speeches section are for students with basic reading skills, and the genealogy section are for the strong readers in the class.
5	Students must then find someone with the same color group, discuss their answers for section one, and make any corrections if necessary.	The teacher will instruct students to find a classmate that has the same color group. The teacher will be active in any seating changes needed, as well as keep a timer going to inform students when their 5 minutes are up.	

20	Students will join a predetermined group and move their seat to a certain section of the classroom. In their groups students will elect a speaker based on who's birthday is closest to the current date. Once completed each member of the group must summarize what his/her Primary source was about, and then read the answers they came up with for section one in their packet. Once all sources have been reviewed, all group members must answer the questions in section three together.	Prior to class the teacher will create groups that will be labeled on each of their packets. Every group will consist of three people. Each person will have one of the three primary source packets. The teacher will then identify area's of the classroom in which each group should sit. Once students are settled in their groups the teacher will instruct students to select their group speaker by identifying who's birthday is closest to the current date. Once completed each member of the group must summarize what his/her Primary source was about, and then read the answers they came up with for section one in their packet. Once all sources have been reviewed, all group members must answer the questions in section three together.	Students should feel comfortable and empowered to share their findings due to the fact the material was made easily accessible to them. An additional way to ensure comfort is to create groups based on social dynamics. Make sure that the members from the higher leveled packets are kind and receptive to the student with the autograph section. If needed the autograph packets questions can even be simplified. Other members of the group will have no idea.
2	Students will listen as the teacher explains the homework and ask any clarifying questions needed.	The teacher will explain the homework for the night. The teacher will say "Using the internet, find some fact about Nipo Strongheart that you did not hear in class this week. Take your time when researching your facts. Do not just select the first thing you see. Write that fact in your packet."	For students that struggle with writing this assignment can be scaffolded. An example of a fact can be presented as an example. Other resources like website or key words can be given to support the research. If students do not have access to the internet then students can be given an alternative writing prompt based on their jigsaw.
Day 4			
5	Students will enter into the classroom, be greeted by the teacher, and be handed a packet consisting of the days activities. Students will then take out their homework and leave it in the top right hand corner of their desk, then answer the question "What type of words do people use to identify themselves? How do you identify yourself?" Once completed students will write down the lesson objective on their packet and homework in their planner.	The teacher will greet students at the door as students walk in. He or she will then hand each student their packet for the day and instruct students to begin their Do Now. He or she will walk around the class answering any questions needed for the Do Now as well as checking that students completed their homework. Once finished checking all students homework the teacher will then check that students wrote their homework correctly in their planners by signing their initial next to the properly recorded assignment.	If students cannot access this question and give a whole, well-rounded answer to it and option would be to provide a word bank.
7	Students will listen to any announcements for the week and then volunteer to share their answers to the Do Now, and homework.	The teacher will make any class announcements and then review students answers for the Do Now and their homework. When reviewing the do now the teacher will write down the terms student came up with on the board. Once ten terms are written up on the board the teacher will then click the PowerPoint to reveal general identity terms.	

7	<p>Together as a class students will look at the painting by Frida Kahlo and try to identify how she views her own identity. Students should be volunteering thoughts and listening to their peers while recording symbols and their meanings in the provided space on each students worksheet.</p>	<p>The teacher will facilitate a discussion on identity based on the Frida Kahlo painting. The teacher will first ask students to first identify images in the painting. Once all images are identified the teacher will then ask students to try and deduce the meaning behind these images. Students will be asked to record this information in their packets. Finally, the teacher will ask students to guess what Frida Kahlo is trying to say.</p>	<p>While most of this will be a discussion with the class, a guided sheet can be added to student packets in order to follow along more smoothly.</p>
16	<p>Students will volunteer terms that they feel Strongheart would use to identify himself. After a few terms have been given, students will return to their jigsaw groups from the previous day and take out their LP5 Day 3 packets. Each group will be handed a poster with one of the three titles written on the top (Autographs, Speeches, Genealogy). Below the title of each poster "Brief Summary" is written with a space for writing. Below the space is one of section three questions. Students will be given only ten minutes to provide a brief summary of their topic, and answer the question they are provided. Scribes will be elected in each group by identifying which student's birthday has just pasted. Since there are six groups, two groups will be answering the same questions. Once groups have finished they will review the opposing groups poster that covered the same topic. Student may make edits, observations or suggestions on posted notes and place them on the opposing poster. Posters will then be placed around the room and groups will be asked to explain their work to the class. Students will then view some PowerPoint slides that provide more information about Strongheart's life.</p>	<p>For four minutes the teacher will ask students to provide any terms that Strongheart would use to describe his own identity. The teacher will then have students sit with their jigsaw groups from the pervious class and take out their LP5 Day 3 Packets. Once packets are out the teacher will then hand each group a poster paper with one of the three titles written on the top (Autographs Speeches, and Genealogy.) Prior to the class the teacher must prepare each of these 6 posters. Below the title of each poster is written "Brief Summary" with a space for writing. Below the space is one of section three questions. Students will be given ten minutes to complete this. The teacher will direct students to elect a scribe. Scribes will be elected in each group by identifying which student's birthday has just pasted. Since there are six groups, two groups will be answering the same questions. Once groups have finished they will review the opposing groups poster that covered the same topic. Student may make edits, observations or suggestions on posted notes and place them on the opposing poster. Posters will then be placed around the room and groups will be asked to explain their work in front of the class. Once all comments have been addressed, the teacher will review background information on Stronghearts early life.</p>	<p>While most of the Strongheart identity will be a discussion with the class, a guided sheet can be added to student packets in order to follow along more smoothly. When in poster groups other scribe selection processes can be created in order to discretely select a student that could benefit from having a more active part in the group.</p>

10	<p>Student will listen as the teacher covers the background information on Strongheart. After learning about Strongheart, students will then vote amongst themselves in their jigsaw groups on whether or not they felt Strongheart had an influence on the Indian Citizenship act. If a student disagrees with their group they may write their own argument on the provided space inside their packet as opposed to the group consensus. When writing their answer students must reference at least two sources. When completed students will then vote again on whether or not Stronghearts background has any effect on their previous answer after seeing the PowerPoint on the facts behind Strongheart's life stories. Students will once again write their thoughts on the provided space inside their packet, but will only need to make at least one reference to sources. Whatever they do not finish will be completed for homework</p>	<p>The teacher will present the background information on Strongheart. He/she will then instruct students to vote within their jigsaw groups on whether or not they felt Strongheart had an influence on the Indian Citizenship act. The teacher will give students five minutes to do so. The teacher will then direct students to write down in their packets their reasoning which must reference at least two sources. Once four minutes has passed the teacher will then direct the groups to look at the next question on whether or not Stronghearts background has any influence on their previous answer after seeing the PowerPoint on the facts behind Strongheart's life stories. The teacher will then direct students to complete the rest for homework.</p>	<p>While most of this will be a discussion with the class, a guided sheet can be added to student packets in order to follow along more smoothly. For students that struggle with writing the writing prompt can be scaffolded. The beginning of the claim can be given. For example "I believe that Strongheart had an influence on the Indian Citizenship Act because ..." or "I believe that Strongheart did not have an influence on the Indian Citizenship Act because..." Similarly an example of a reference to the source can be given. Shortening the amount of sources needed is also an option.</p>
2	<p>Students will listen as the teacher explains the homework and ask any clarifying questions needed.</p>	<p>The teacher will explain the homework for the night. The teacher will say the following "Answer question one and two in the Recap Review Section. Remember to provide the required amount of sources in your answers. Once both questions are completed use the rubric to self-assess your answer. Try and identify if you accurately answered the question based on the criteria given in the rubric. This will be a way in which to prepare for tomorrows PA.</p>	<p>When reviewing their work students rubrics can be simplified. This simplified rubric can be similar to the one used for a students PA.</p>
Day 5			
3	<p>Students will enter into the classroom, be greeted by the teacher, and take their seats. Students will then take out their homework along with any other packets that they feel they will need for the PA. Students will leave their homework in the top right hand corner of their desk. Once their homework is placed in the top right hand corner the teacher will check that the homework is completed and then distribute the PA.</p>	<p>The teacher will greet students at the door. The teacher will then direct students to their seats and asked them to take out their homework along with any materials they feel they will need for their PA. The teacher will then check that students have completed their homework and distribute the PA.</p>	

45	<p>Student will observe a recording from the television program the Daily Show. They will then read a provided explanation on the Zedroga Bill, and answer questions that ask to examine the impact media can have on social and political reform in the United States.</p>	<p>The teacher will hand out the performance assessment to students. Once all students have the PA the teacher will play the short clip of the Daily Show to students. Once completed the students will work independently while the teacher makes himself or herself available for any questions.</p>	<p>If needed, this performance assessment can be differentiated by limiting the sources and questions given to students. For struggling readers, I suggest removing the article on the Zedroga Bill, and have students pull their information directly from the Daily Show Clip. This would require a teacher to play the clip twice in order to give students the opportunity to catch anything they missed. Questions should be limited from four to two. The two questions that should remain are "Do you think media can have an influence on political and social change in the United States? Why or why not?" and "What is Jon Stewart's form of media? Briefly describe what the purpose of the Zedroga Bill." The unit objective is still assessed and reinforces basic comprehension of the topic presented. If necessary, differentiation can be taken a step further by only asking "Do you think media can have an influence on political and social change in the United States? Why or why not?" and graded on their verbal response rather than a written response.</p>