

## **Chapter 8**

### **Section 2: Measuring Public Opinion**

**Guiding Question:** How is public opinion measured and used?

#### **GET STARTED**

##### **Lesson Goals:**

- Students will explain how public opinion is measured.
- Students will understand scientific polling and list the steps in the scientific polling process.
- Students will evaluate the accuracy and usefulness of polls.

**Bellringer** Display Transparency 8D, which shows the effects of wording on poll questions. Cover up the question at the bottom of the transparency. Write the following on the board: **What is this poll about? Answer in your notebook.**

**Vocabulary** Have students create crossword puzzles using all the vocabulary words. Then have groups exchange their puzzles and solve them.

#### **TEACH**

Review student answers in the Bellringer activity. Point out to them that each question is basically asking the same thing, but in a different way. Lead students to the realization that the way the question was worded affected how it was answered. Then tell students that in this section they will learn more about polls, their structure, their uses, and their limitations. Read the introduction aloud to the class. Then have students read the section to themselves and write a one paragraph summary of what they have read. Have volunteers read their summaries aloud. Display Transparency 8E, which shows the famous photograph of Harry Truman with the headline predicting his defeat. Ask students to guess which part of the section this photograph illustrates. Finally, list the main points from the section on the board for all to see.

##### **Ask:**

- Why is it unwise to depend on the opinion of special interest groups? (*It is hard to know how many people belong to such a group, so their opinions may or may not represent majority interests.*)

##### **ELL/ESL Strategy**

**Language Objective:** *To learn to explain* Choose several interest groups and list them on the board. (Go here: [www.opensecrets.org](http://www.opensecrets.org).) Have students explain how an interest group might express its views to political leaders. Write the following model on the board: **The National Organization for Women may send lobbyists to Congress to encourage politicians to protect women's rights.** Have students of different proficiency levels work together to write several new sentences using other organizations. Allow time for sharing.

##### **Other Strategies**

Learning Styles: Interpersonal/Group (2)  
Learning Styles: Logical/Mathematical (2)  
Learning Styles: Visual/Spatial  
Learning Styles: Body/Kinesthetic

#### **ASSESS AND REMEDIATE**

- Assign the Section Assessment questions; grade student responses.

##### **Other Resources**

**Reading Comprehension Worksheet**  
(All-in-One, pp. 181–182)

**Section Quiz B** (All-in-One, p. 186)

##### **Chapter Resources**

##### **Essential Questions Journal**

**Chapter 8 Outline** (All-in-One, pp. 169–171)

**Extend Activity** (All-in-One, p. 184)

**Audio support is available for this section.**

**Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.**