

## Chapter 8

### Section 3: The Mass Media

**Guiding Question:** How has the development of different media helped inform the public about politics?

#### GET STARTED

##### Lesson Goals:

- ❑ Students will explain the different kinds of mass media and how they influence politics.
- ❑ Students will understand the limits of the media on influencing politics.

**Bellringer** Display only the top two items on Transparency 8F, The Internet and the 2008 Election at a Glance. Explain that this table lists key findings in a research study conducted before the 2008 elections. Uncover the question, but not entries 3–5. Have students examine the findings and answer the question in their notebooks.

**Vocabulary** Read the definition of each term aloud and have students guess which term is being defined.

#### TEACH

Review student answers to the Bellringer question. Tell students that they will be learning about the history of mass media and how it can shape public opinion. As you read the introductory paragraph, allow time for students to respond to the questions presented there. Ask volunteers to read paragraphs as you work through the section. Stop occasionally to review the content, features, and answer questions. In particular, ask students their own experiences regarding the different forms of mass media, particularly how media influences their opinions.

##### Ask:

- Which form of mass media is used by the most people? (*television*)
- When did television become the major news provider to Americans? (*the 1960s*)

##### Learning Styles: Visual/Spatial

As you read through this section, have students keep track of when each of the mass media came into popular use. When the information on all five types has been collected, ask students to turn a piece of lined paper sideways and use it to create a timeline to display this information. Make sure students' timelines reach back to 1700 and extend through the present. Invite students to predict how television changed public perception of the Vietnam War and the struggle for civil rights in the 1960s. Last, explain that television intensified people's feelings about these events.

##### Other Strategies

ELL/ESL Strategy  
Learning Styles: Logical/Mathematical  
Learning Styles: Auditory/Verbal (2)  
Learning Styles: Interpersonal/Group (2)  
Learning Styles: Visual/Spatial (3)  
Learning Styles: Body/Kinesthetic

#### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

##### Chapter Resources

###### Essential Questions Journal

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

**Chapter Test B** (All-in-One, pp. 202–205)

##### Other Resources

###### Reading Comprehension Worksheet

(All-in-One, pp. 189–190)

###### Skill Activity

(All-in-One, p. 195)

###### Section Quiz B

(All-in-One, p. 199)

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

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