



The Harmful Effect the 2016 Presidential Election Has on Immigrant and English Language Learning Students

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The curriculum unit is recommended for:
Civics/ Government Classes, grades 6-12

Keywords: campaign, elections, Donald Trump, discrimination, stereotyping, rhetoric, analysis, media, immigrants, English language learners, diversity

Teaching standards: See [Appendix 1](#) for teaching standards addressed in this unit

Synopsis: Since the beginning of the 2016 presidential election, conversations about perceived stereotyping have become more common. I have been asked some very challenging questions by my students. All of my students are immigrants who are aware of how their ethnicity and cultures are perceived by the media. One of the units my students complete in civics and economics specifically deals with diversity and stereotyping. They also complete another unit on political parties and elections. I decided to combine both units given the negative perceptions of various groups portrayed by the media during this presidential election. We look at political campaigns through a historical perspective and view how much the United States has changed over time. We also look at how there is so much work that needs to be done to eliminate stereotyping in all mediums. For this unit, I want to look specifically at how this presidential election effected English language learning students. This lesson will address the following...

- What effect has the 2016 Presidential Election and its outcome had on English Language Learning students at a high school level?
- How has rhetoric and hate speech changed the social climate of the United States and how has it effected ELL students?
- What new fears and concerns have emerged due to the negative ways immigrants have been portrayed?

I plan to teach this unit during the coming year to 25 students in a Sheltered Instruction Observation Protocol Civics and Economics class.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Introduction

The 2016 United States Presidential Election was unlike any other in modern history. Donald Trump ran a campaign marked with hostility towards those various groups. These were the images being portrayed by a politician who was running for the highest office in the most powerful nation in the world. Not only did these images have an effect on those of voting age who were had the responsibility for choosing the best possible candidate, but the children of those voters. They were bombarded with this political rhetoric on television and social media every day until the election. While some celebrated the remarks he made during his campaign and the attacks on political correctness, many students begin living in fear of retribution. They were unsure of how this new wave of hatred towards certain groups would affect them and their loved ones. In this lesson, I want to address on how this hideous rhetoric and hate speak has affected English language learning students. I want to focus primarily on the new concerns of my English language learning students who are fearful of the way certain media organizations and politicians negatively depicted them. It is important to create lessons to combat the ugliness that emerged during and as a result of this election. It is important to explain the purpose of political propoganda during elections as well so students also have a better understanding of this process and why it occurs.

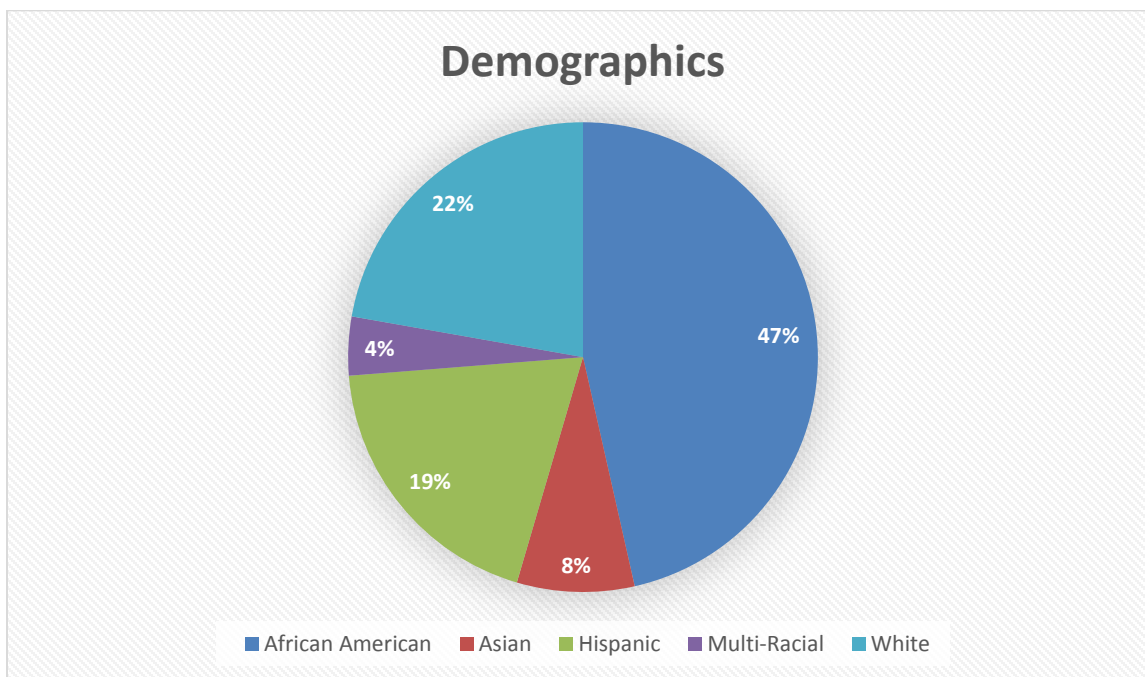
Rationale

This unit is designed for students in a secondary social studies classes but it can be adapted for any class and any age group. The goal of this unit is to explain diversity in the United States from a historical perspective and to look at the specific stereotypes of immigrants and limited English speaking people residing in the United States. This is a very important lesson for my English language learners because it helps them understand the negative and unfair ways they are sometimes portrayed in the media. During the most recent presidential election, there were things stated about immigrant that were false and discriminatory. These statements became more widely prevalent the closer we got to the actual election and continued to grow immediately after. The constant negative rhetoric used to describe certain ethnic groups has led to fear and concerns among immigrants. They fear prejudicial retribution from those who believe the message the media is relaying and the consequence it may have on them and their families. Even more recently, social media has also exposed some of the darker aspects of society. People are constantly getting harassed and these events are being recorded and posted for all to see. Xenophobia has become a more common element in American society. My job as an educator is to remind my students that only a small percentage of the population holds or believes these views. I try to remind my students how loved and appreciated they are. With such a large ELL population at my school, it is important to let them know how much they are valued. I do not want them to think all Americans hold these views of them.

School/ Student Demographics

I am currently teaching at East Mecklenburg High School, an urban high school located in Charlotte, North Carolina serving approximately 2100 plus students in grades 9-12. My school is very diverse, both ethically and socioeconomically. The school has a diverse student body which reflects the city's demographic profile, with 8% Asian, 46% African-American, 19%

Hispanic, 4% multi-racial, and 22% white. Our students represent over 50 countries of origin, with over 60 languages spoken on campus. A breakdown of all ethnic groups is represented in the chart below. We have a variety of advanced programs including the International Baccalaureate Program since 1998, offering both the Middle Years Program (grade 9 and 10) and the Diploma Program (grades 11 and 12). We also offer many Advanced Placement courses which allow students the opportunity to receive college credit while in high school. We also have a very successful Academy of Engineering and Career and Technical Education which prepares students for post-secondary education and career opportunities in science, technology, engineering and mathematics (STEM) professions. We also have a large program for exceptional students that is designed to offer core curriculum classes for students identified as having special learning needs related to a disability. For our English language learners (ELL), our program is based on sheltered instruction where the students take additional language arts classes throughout the year with their cohort. Their core classes focus heavily on increasing literacy and reading comprehension. We want them to learn the language as well as the skills necessary to become active, informed citizens of the United States. In short, East Mecklenburg High School is focused on ensuring that every student receives an extraordinary education in an inspiring environment with stellar and committed faculty and staff.



I am currently teaching all of the social studies classes offered for English language learners at my school. In my Sheltered Instruction Observation Protocol (SIOP) social studies classes, I intend to teach my students history, government and economics while helping them improve their English literacy skills. Since I have my ELL students for a few years, I am able to observe measurable growth. I can determine their strengths, weaknesses and abilities over time. I also use their literacy comprehension scores from a database called Ellevation to determine the best way to relay any information to them. The chart below also helps me determine what my students are capable of doing based on their test scores. I have access to bilingual dictionaries and technology in my classroom which makes it easier to translate information to my students. I want to ensure

that I am accurately providing my students with the correct information in a way they truly comprehend the unit.

WIDA CONSORTIUM Can Do Descriptors: Grade Level Cluster 9-12
 For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, sequences, or process-based orally Match sounds and information to pictures, diagrams, or photographs Group orally by common sense orally (e.g., "These are airplanes") Identify names, places, products, figure form and amounts, and units 	<ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually-supported content-related examples Use oral language sequences according to time frames Sequence visually according to oral directions 	<ul style="list-style-type: none"> Provide information to social and academic conversations Through oral interaction, state their ideas from supporting parts to oral content-related discussions Use hearing strategies described orally Compare content based on orally described orally 	<ul style="list-style-type: none"> Compare between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related words or assignments based on oral directions Compare oral content to written content Compare oral content to written and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect sequences from oral directions Make inferences from oral directions containing sequences, patterns, or features Identify and state to which difference in speech and register (e.g., "heyho, what's coming?") Evaluate intent of speech and its accordingly
SPKING	<ul style="list-style-type: none"> Name orally or check questions within context of known or personal experience Provide identifying information about self Name everyday objects and provide vocabulary Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize tones, sequences, signs shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to resolve issues or give advice Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Analyze and state pros and cons of choices Conduct interviews or gather information through oral interaction Estimate, make predictions or give hypotheses from orally 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and state pros and cons of choices Use and respond to participating and classroom questions Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Give multimedia and presentation on grade-level material Engage in debates on content-related issues using technical language Explain counter-arguments strategies for solving problems (e.g., "Tell me how you know it?") Negotiate meaning in pairs or group discussions
READING	<ul style="list-style-type: none"> Match visual representations to words/phrases Read overall text, words, sentences, and short-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of flowers or its symbol on periodic table) Classify or sequence information presented in words or graphs Follow multi-step instructions supported by visual or data Match content-related descriptions to visual representations Compare content-related features in visual and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about multiple information in text Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause and effect Evaluate evidence of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Explain grade-level regulatory text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source
WRITING	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide general information on forms and orally Produce short answer responses to oral questions with visual support Supply missing words to short sentences 	<ul style="list-style-type: none"> Make content-related notes from pictures or sequences Take notes using graphics, sequences or models Formulate orally, check and WH- questions from models with visual support Compare oral and written progress (e.g., notes, a table, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compare short narratives and expository pieces Classify ideas and details using graphics organizers Compare and reflect on performance against criteria (e.g., rubric) 	<ul style="list-style-type: none"> Summarize content-related notes from lessons or text Revise work based on narrative or oral feedback Compare narratives and expository text for a variety of purposes Locally or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genre and discussion Critique, give oral and make recommendations on others' writing, oral ideas Explain, with details, phenomena, processes, problems

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language development standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. language forms and conventions; and 3. vocabulary usage) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

*Chart used to determine ability levels based on Ellevation testing scores.

Unit Goals

There are several unit goals I would like to accomplish. I would like to show my students how wrong some portrayals of minorities and immigrants in the media have been recently. Many of them are very aware of the negative perceptions of them since the 2016 Presidential Election began. They are aware of the harmful and hurtful things stated by candidates of various governmental offices and by several news organizations. These words have created an acute sense of fear in possible attacks and deportation when their only concern should be trying to get an education. Instead, many of them do not understand the history of the United States and how discrimination and stereotyping has been an integral part of this country's history. One of the main goals I want to focus on in this unit is having them understand that an essential part of being an America citizen is everyone has the responsibility to respect others and be tolerant of diversity. The essential questions I would like to answer in this unit include:

- What consequences may result from the lack of tolerance for diversity among individuals?
- What forms of discrimination exist in America today?
- How do we combat the negative perceptions of immigrants in the media?

I want them to understand that the United States is a “tossed salad” of beautiful ethnicities. I also want them to understand that American identity was created by the combination of so many different ethnicities who helped build this country into what it is today. My goal is to debunk the media’s perception of immigrants. I want to bring to light the positive contributions and sacrifices immigrants have made to make America great.

Content Research

Political Campaigns and 2016 United States Presidential Election

Political campaigning is an organized effort to influence voter in an upcoming election. This require a considerable team to formulate a way to communicate the message of the campaign, recruit volunteers and raise money. The amount spent on presidential elections has increased substantially with each election. To recruit potential voters, money is spent on advertisements (print and televised), media (websites and social media) and traveling to rallies. With the costs being so high, certain interest groups will donate to a politician or political party to ensure that their message or cause is at the top of the agenda. Within each political campaign is a message of which ideas and values that the candidate wants to share with the voters. In most political campaigns, advertisement have been very effective at communicating the message of the candidates, whether it was to advocate themselves or annihilate their competition. The last few presidential campaigns have been especially difficult to witness. Candidates seems to get teeter the line between what was true or false. However, each candidate was fairly qualified for the executive office. The candidate chosen usually represented the values of the majority of American citizens. Our most recent presidential election destroyed all basic preconceived notions of how to run a successful political campaign.

The 2016 United States Presidential Election was unlike any other in modern history. Donald Trump ran a campaign marked with hostility towards those he viewed as different. His remarks were perceived as racist, homophobic, xenophobic, anti-Semitic, and he had shown a great deal of enmity towards women and those with disabilities. These were the images being portrayed by a politician who was running for the highest office in the most powerful nation in the world. Not only did these images have an effect on those of voting age who were had the responsibility for choosing the best possible candidate, but the children of those voters. They were bombarded with this political rhetoric on television and social media every day until the election. While some celebrated the remarks he made during his campaign and the attacks on political correctness, many students begin living in fear of retribution. They were unsure of how this new wave of hatred towards certain groups would affect them and their loved ones. In this lesson, I want to address on how this hideous rhetoric and hate speak has affected the social climate of our schools. I want to focus primarily on the new concerns of my English language learning students who are fearful of the way certain media organizations and politicians negatively depicted them. It is important to create lessons to combat the ugliness that emerged during and as a result of this election. It is important to explain the purpose of political propaganda during elections as well so students also have a better understanding of this process.

Media and Ideological Framing

Before discussing specific events surrounding Donald Trump, it is important to look at the effects of media as a whole in how certain groups are discussed and characterized by the journalist nationwide. Most news organizations are constantly competing for an audience and for making larger profits. In creating a dominate position, many news organizations will sensationalize stories leaning heavily towards the political affiliations of their viewers.¹ Some media organizations have been very successful at creating an “us” versus “them”, “citizen” versus “foreigner” attitude which has become more common in recent months. Larger cable news networks like MSNBC, CNN and FOX News, have used the influence to shape society and people’s views on a variety of topics. Generally being a first source of information, viewer are receiving specific facts, the networks definition of the situation and the opinion of that journalist. Experts in linguistics and discourse analyze these networks and look at the precise way terms are being used and the stereotypes and attitudes that stem of them. The minds of those viewers is shaped by these news organizations.² In determining which news organization people will regularly view is based on their preconceived notions, which help them make sense of the world around them. People tend to align themselves with organizations who share common “interest, values and beliefs” that are similar and complementary.³ It is important to hold these news networks accountable for their influence on society.

The growth of cable news network has significantly led to the ideological polarization of the United States. Candidates from both sides of the political spectrum and the networks that give them a platform continue to mold and frame the ideology of their viewers. Many of them use thematic frames by presenting “an issue in a broader context, using generalities and abstractions instead of more concrete, real-life examples”.⁴ News coverage on issues that are socially and politically divisive like immigration, can vary drastically. Viewers tend to follow information that is consistent with their views, preconceived notions and predispositions. For example, someone with conservative views might accept a negative frame of “illegal immigrants” believing there is a high economic burden. Whereas, someone with a liberal view might accept a positive frame looking at the history of the United States and their own family’s immigration experience.⁵ By framing issues in this manner, the journalist is more able to present information as they chose to do so rather than presenting hard facts based on research and case study. It has become increasingly important to look at their news organizations to determine with negative and positive contributions on society. When certain media organizations negatively discuss immigration, they are unaware of the effect it has on students who are able to comprehend the characterizations and stereotypes they depict.

Even though it is easy to place the majority of the blame on cable news networks for created this hyperpolarized society we must also acknowledge those with implicit biases to begin with. According to the Gestalt psychological approach, viewers of these news networks like to selectivity remember and omit information based on their own beliefs and values.⁶ Meaning that if they are exposed to something that does not fit their preconceived beliefs about a particular topic, they will omit real information presented to them. However, if they are presented something that bolsters their beliefs, they will believe it wholeheartedly. According to Carlos E. Cortez, “...diversity-related beliefs or antigroup prejudices my lie dormant until provoked by some external stimulus...”⁷ The news and other media outlets very been very successful in

creating narratives that help reinforce the bigotries that unfortunately have deep roots in some peoples psyche. Nevertheless, it is important to hold all those accountable for their actions in reinforcing stereotypes.

The 2016 United States Presidential Election

The 2016 U.S. presidential election was exceptionally difficult to witness. Many people felt disrespected and marginalized by the words said by Donald Trump. He targeted many groups but had a particular disdain for immigrants. He immediately set the tone during his June 2015 announcement for his run as a republican candidate. When discussing Mexican immigrants, he stated “They’re sending people that have a lot of problems, and they’re bringing those problems with us. They’re bringing drugs. They’re bringing crime. They’re rapists.” He decided to personally attack one particular ethnic group in a way never done before by a presidential candidate but we soon learned this was only the beginning. Several months later, at a campaign rally in Birmingham, Alabama he stated that he saw thousands of Muslim immigrants cheering in the streets at the Twin Towers collapsed on September 11, 2001. He continued to attack Muslims less than a month later at another campaign rally when he stated there should be a total and complete shutdown of Muslims entering the United States until our government can figure out what is going on. To reaffirm his hatred on Muslims, during an interview with CNN’s Anderson Cooper, he “I think Islam hates us.”⁸ Trump, as just a presidential candidate, made his prejudice towards certain groups very clear.

Through my research, I learned a great deal about this topic and what needs to be addressed. This presidential campaign had a significant effect on our schools. Trump’s words empowered white supremacist and those who hold deep rooted prejudice towards others. His campaign seems to give those a voice to express hatred and bigotry which seems to trickle down to children. There is now an alarming level of fear and anxiety among various groups of children. According to Valerie Strauss of The Washington Post, “Trump Talk has unleashed a wave of explicit hate and intimidation for educators to address. And to have a presidential candidate unleash such talk- especially without reproach from many powerful politicians- sets an extremely confusing example.”⁹ Immediately after the 2016 Presidential Election, I thought most instances of prejudice and discrimination in schools was more isolated. However, a study conducted by the Southern Poverty Law Center demonstrated that there are teachers throughout the country that have the same fears and concerns I have about how this election will effect groups who have been marginalized by the media and politicians. Many of them have witnessed disturbing words and actions perpetrated by their students and the growing instances of this type of behavior. Some administrators have even told teachers not to discuss the election or its consequences at all.¹⁰ It is still unclear what type of long-term effect this election will have on our children and future generations.

What We Can Do In Our Schools

It is our responsibility to provide an environment conducive to learning. We cannot infringe on first amendment rights but we do have a duty to denounce hate speech and protect student's rights. According to the Anti-Defamation League, it is important for schools to ensure that "anti-bullying, harassment and non-discrimination policies are current, reflect district and state guidelines and include clear definitions and consequences." We need to make our schools a safe space where discrimination will not be tolerated. By providing a means for students to safely and confidentially report negative incidences and respond to them appropriately, will demonstrate that hate speech is unacceptable in our schools. In the classroom, it is imperative to discuss current events, government, democracy and natural rights. By using clear facts and figures instead of simple generalizations, we can address discrimination, bias and social justice.¹¹ We can prove that the harmful things stated by Trump and the media outlets who endorse him are providing fake, incorrect news.

After conducting my research, I realized how blessed I am to be at a very diverse school that does not tolerate this type of behavior. Students who have been caught demonstrating any type of hate speech will be immediately disciplined by our administration. Unfortunately, many students are still fearful and hesitant to speak about their feelings and concerns. They fear either nothing will be done by the administration or the bully will retaliate in some way. In this lesson, teachers will find ways to address the hateful rhetoric and reassure their students of their invaluable worth. To truly understand this lesson, it is important to begin with how political campaigns work and hideous ways Trump and his supporters used to increase support. Hate speech has definitely become more prevalent since the 2016 presidential election began.

Instructional Implementation

These instructional lesson plans covers a significant portion of a unit on political parties and elections in my civics course. However, this can be used in a variety of social studies classes with some minor adjustments. Because my students are English language learners at different reading, writing, speaking and comprehension levels, the curriculum has been modified and adapted to their unique learning needs. To properly address this topic, it is important to first cover political campaigns and how they work. We will discuss campaign tactics and propaganda used by candidates as well as those who support them. We will look at the increased issues of real versus fake news. Since this issue has reached its pinnacle during the 2016 presidential election, we will look at the campaign tactics used by Donald Trump and his supporters. To debunk many of his claim and the stereotypes he used for various members of society, we will look at reality verses rhetoric used during the campaign. The students will have an opportunity to explain their thoughts and feelings about the repulsive things stated by political candidates and news media outlets.

Teaching Strategies-

There are several teaching strategies I will use throughout this lesson which I feel are appropriate to use with my Sheltered Instruction Observational Protocol civics and economics class. I have student at various levels and abilities in one class so I have to differentiate lessons and activities when necessary to accommodate their proficiency.

Four Square Vocabulary

I always start every lesson with vocabulary because I want my students to be familiar with the terms we will be using before we begin the lesson. I use a variation of the Marzano Four Square Method. The 4 boxes include the term, the definition in English, the word in their native language and the term used in a sentence in English.

PowerPoint Presentation

The students will view a brief PowerPoint presentation on political campaigns to aid in background information and provide connections to the vocabulary terms. The PowerPoint will include parts of political campaigning including tools and propaganda used to influence voters. It also including the actions of special interest groups, political action committees and celebrity endorsements. During the PowerPoint presentation, I will take time to explain and discuss each slide.

Gallery Crawl of Political Advertisements

We will look as several examples of advertisements used during several political campaigns in the United States over the years. I will put the class into several different stations around the room. They will view and analyze the advertisements and have an opportunity to see how propaganda tools have been used to convince people who to vote for.

Article from National Public Radio

We will read an article from National Public Radio about a study conducted through Stanford University about how teens struggle to differentiate between real and fake news. The students will then look at look at several articles to see if they can decipher which are real and which are fake.

Marker Sparker of Trump's Statements

We will then deconstruct Donald Trump's political campaign by analyzing sections of his speeches. We will also look at news coverage as well as campaign propaganda from him and those who support him. They will posted around the room and the students will be require to write their thoughts about each statement. The students will then get opportunity to look at what their classmates have posted and comment on that as well.

Socratic Seminar

After completing the Marker Sparker activity, we will actively have a classroom discussion about different statements made directed towards immigrants and people of color. The students will be able to express their feeling about the comments made by Donald Trump and his supporters.

Expressive Essay

I will have the students complete a writing assignment about how they felt about the campaign propaganda used. This activity will be followed by a lesson on discrimination and stereotyping. I will have the students debunk stereotypes by doing research and provide evidence that Mr. Trump and his supporters are wrong.

Real versus Fake News Prompt

The student will demonstrate their understanding of real versus fake news by completing a writing prompt. This will be completed after learning information from National Public Radio and viewing a PowerPoint.

Classroom Lessons/ Activities-

Lesson 1- Vocabulary and Political Campaign PowerPoint

Purpose and Objective:

This lesson will focus on students learning the purpose and significance of political campaigns. Student will understand that politicians create advertisements to gain support. They will be able to recognize the language used and how candidates use try to influence voters.

Estimated Time: 1- 90 minute class period

Procedure:

1. The lesson will begin with several vocabulary terms the student will need to identify. (See [Appendix 2](#))
2. The students will then view a PowerPoint presentation which provides information about political campaigns. Students will understand the history of campaigning and how it had changed tremendously in recent years. (See [Appendix 3](#))
3. The students will do a Gallery Crawl in the classroom viewing different political advertisements used. They will answer questions based on each advertisement viewed. (See [Appendix 4](#))
4. Once the Gallery Crawl is completed, we will have a classroom discussion based on their findings on how advertisements influence presidential elections.

Lesson 2- Donald Trump's Political Campaign

Purpose and Objective:

Students will look at the 2016 political campaign led by Donald Trump. They will look at speeches and advertisements as well as news coverage.

Estimated Time: 1- 90 minute class period

Procedure:

1. There are various quote around the classroom with portions of Donald Trump's political speeches and statements made by some of his supporters. (See [Appendix 5](#))
2. Each student will receive a set of post-it notes and a marker. (each students will receive a different color)
3. The students will walk around the room, reading each quote and responding to it on the post-it note. Once completed, they will place the post-it note near the quote.
4. After every student has had an opportunity to view each quote and write their thoughts about it, the students will respond to one post-it note left by one of their classmates on each quote.
5. Once everyone is done, we will engage in a Socratic Seminar to discuss each quote and the post-it notes. The students will have an opportunity to discuss what was stated and how it makes them feel.
6. After each student had a chance to present, they will write a one-page paper describing what effect the 2016 presidential election has had on them and their family. (See [Appendix 6](#))

Lesson 3- Rhetoric versus Reality

Purpose and Objective:

Fake news has been a significant issue in the 2016 presidential election. With the availability of information on social media and inaccurate websites, false information has been circulating tremendously. They will also have the opportunity to look at new (real and fake) regarding the election. They will read transcripts and listen to a segment from National Public Radio (NPR) about how difficult it is for students to distinguish between real and fake news. Once completed, they will view a PowerPoint on evaluating sources. Once completed, the students will complete a short writing prompt.

Estimated Time: 1- 90 minute class period

Procedure:

1. We will discuss the use of Fake news during the 2016 presidential election. The student will read an article from National Public Radio. This segment is based on a study conducted by Stanford University to determine how well teenagers can decipher between real and fake news. (See [Appendix 7](#))
2. The students will view a PowerPoint about how to decipher fake news from real news. The PowerPoint will provide them with the tools to evaluate a source. We will have an open discussion with each slide. (See [Appendix 8](#))
3. The students will complete a short writing prompt about real versus fake news. They will explain what effect it has had on the recent election as well as what ways social media should prevent fake news. (See [Appendix 9](#))

Assessments-

The students will receive a formal assessment based on the entire unit (political parties and elections) included. For this 3-day lesson, the written piece regarding the effect the presidential election had on them will be their assessment. (See appendix)

Appendix 1: Implementing Teaching Standards

The State of North Carolina does not have separate Civics and Economics standards for English language learning students but I adapt the standard to fit my students.

North Carolina Standards

FP.C&G.2.7 Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, health care, etc.).

This unit addresses this standard because immigration became a key topic during the 2016 presidential election. Supporter of Donald Trump want to deter immigration as well as rights to those illegally living here. All of my students are immigrants and this election has had a significant effect on them.

FP.C&G.4.4 Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the nation or state (e.g., Patriot Act, Homeland Security, sedition, civil rights, equal rights under the law, jury duty, Selective Services Act, rule of law, eminent domain, etc.).

A large part of Donald Trump's campaign of was focusing on how he was trying to create a safer America by limited who enters the United States and deporting those who are here illegally. In essence, he was trying to focus on what he perceived he thought would be good for the nation over hard-working, non-threatening individuals.

FP.C&G.4.5 Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.).

This election has definitely effected the perception and interpretation of citizenship. Many people became more comfortable during this election unleashing hateful speech and actions towards anyone they perceived as "other". This lesson is also about addressing this hate speech and debunking the incorrect statements being made.

FP.C&G.5.5 Analyze the development and implementation of domestic and foreign policy by outlining opposing arguments on major issues and their efforts toward resolutions (e.g., health care, education, immigration, regulation of business and industry, foreign aid, intervention abroad, etc.).

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Appendix 2: Vocabulary (template and terms)

TERM	TERM USED IN A SENTENCE
DEFINITION	TERM IN NATIVE LANGUAGE

Canvassing

Distortion

Electoral vote

Endorsements

General election

Grassroots

Hard money

Ideology

Manipulation

National convention

Platform

Political action

committee

Political party

Popular vote

Primary election

Soft money

Special interest groups

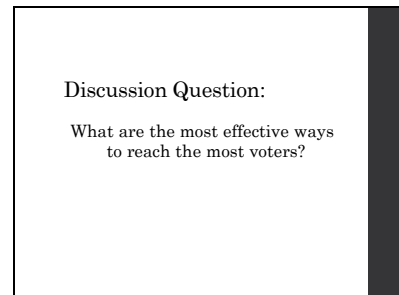
Viewpoints

Appendix 3: Political Campaign PowerPoint

Slide 1



Slide 2



Slide 3

Least Effective Ways to Reach Potential Voters:

Grassroots - political movements at the lowest level means that people from within a community are working together to bring about political change.

Canvassing

- Door to door
- Phone calls

Slide 6

Funding

- Political Action Committees (PACs) are the largest source of campaign funding
- **Hard Money**
 - Money donated to an INDIVIDUAL candidate
 - Limited to \$2,000
- **Soft Money**
 - Money donated to the political PARTY
 - Unlimited

◊ Candidates spend the most money on TV ads

Slide 4

Special Interest Groups

- A special interest group (also called an advocacy group) is an organized group that attempts to encourage or prevent changes in public policy (laws)

· **Example:**

- NRA (National Rifle Association)
- MADD (Mothers Against Drunk Driving)

Slide 7

Propaganda Techniques

Slide 5

Political Action Committees

- A political action committee, or PAC, is a political committee organized for the purpose of raising and spending money to elect and defeat candidates.

· **Example:**

- Microsoft

Slide 8

Endorsements

- Idea is that people will get behind someone or a cause because people admire the person endorsing the candidate or product
- Famous people, movie stars, or other political leaders

Slide 9

Stacked Cards

- Presents only one side of an issue by distorting or manipulating the facts
- Show only the positives and omit any negatives
- Examples:
 - "He has the best record for protecting the environment"

Slide 12

Symbols

- Using popular symbols (typically patriotic) to create negative or positive associations
- Examples:
 - Patriotism, Pledge of Allegiance, Flags, Stars, and more Stars, War Hero, Bald Eagles, Mount Rushmore

Slide 10

Bandwagon

- Convincing people that everyone else agrees with the interest group's or politician's viewpoint and that everyone is going to vote or side with "us"
- "Us" - the winning team vs. "Them" - the losers
- Example:
 - "Polls show our candidate is pulling ahead and we expect to win by a landslide."

Slide 13

Just Plain Folks

- Portraying candidates as "regular" people...not suits
- Examples:
 - Blue jeans, hard hats, pizza eating, cow milking, baseball playing, American cars, work boots, sleeves rolled up,

Slide 11

Glittering Generality

- Political spin or meaningless generality
- Examples:
 - "Return to family values"
 - "Peace and Prosperity"
 - "Compassionate Conservative"
 - "Change"

Slide 14

Name Calling

- Attempt to turn people against an opponent or an idea by using an unpleasant label or description
- Usually a political label of where they "stand" on the issues
- Most common form of propaganda
- Examples:
 - Radical, Reactionary, Liberal, Conservative, Socialist, Tree hugger, Racists, Tax and Spend, Commie, Cold-hearted or Bleeding-heart

Appendix 4: Gallery Crawl Political Advertisements

The Museum of Moving Images has compiled presidential campaign commercial from 1952 thru the present. They are a wonderful resource and you can pick and choose which campaign to focus on.

<http://www.livingroomcandidate.org/commercials/1952>

Questions for each advertisement:

1. How does this ad portray the candidate?
2. What does this ad say about the opposing candidate?
3. What audience do you think this political campaign is trying to target? (Think about race, age, gender, social class, religion, region)
4. Imagine you were a voter. Do these ads give you enough information to choose a candidate?

Appendix 5: Marker Sparker Quotes

Donald Trump's comments during the 2016 U.S Presidential Election

<https://www.newsday.com/news/nation/donald-trump-speech-debates-and-campaign-quotes-1.11206532>

Appendix 6: Expressive Essay

2016 Presidential Election Essay

Directions: In a 3 paragraph essay, please explain the following...

- What is discrimination and stereotyping? Describe it in your own words
- What kinds of discrimination and stereotyping have you seen and heard during this elections? Give at least 3 examples
- How has this election affected you? Give specific examples about how the words and phrases stated by politicians and the news during recent months has impacted your life.

CATEGORY	4	3	2	1
Grammar & Spelling	Writer makes 1-4 errors in grammar or spelling that distract the reader from the content.	Writer makes 5-7 errors in grammar or spelling that distract the reader from the content.	Writer makes 8-10 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 10 errors in grammar or spelling that distract the reader from the content.
Sequencing	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Accuracy of Facts	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Some supportive facts are reported accurately.	No facts are reported or most are inaccurately reported.
Penmanship	Paper is neatly written with no distracting corrections (eraser marks, crossed out words, scribbles). Letters are consistent in size and margins are used correctly.	Paper is neatly written with 1 or 2 distracting corrections Most letters are consistent in size and most margins are used correctly.	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words. Most letters are inconsistent in size and most margins are used incorrectly.	Many words are unreadable or there are several distracting corrections. Letter size is out of proportion and margins are used incorrectly.
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Some sentences are well-constructed but most have a similar structure.	Sentences lack structure and appear incomplete or rambling.

Appendix 7: National Public Radio Article

Students Have 'Dismaying' Inability To Tell Fake News From Real, Study Finds by Camila Domonoske

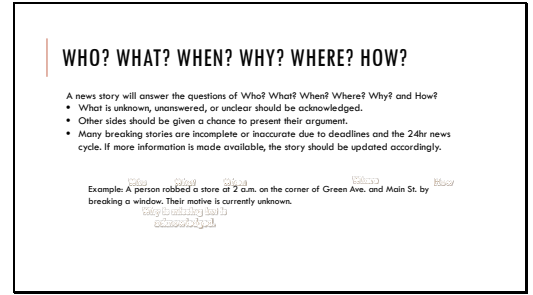
<https://www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-finds-students-have-dismaying-inability-to-tell-fake-news-from-real>

Appendix 8: Evaluating News Sources

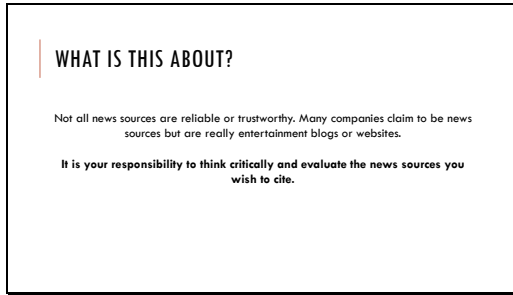
Slide 1



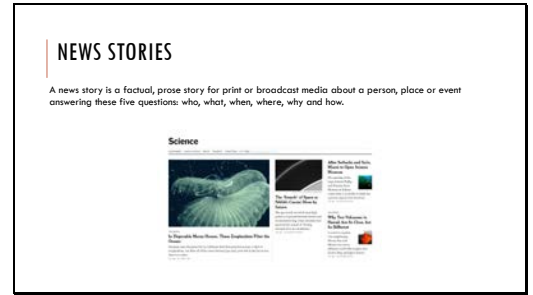
Slide 4



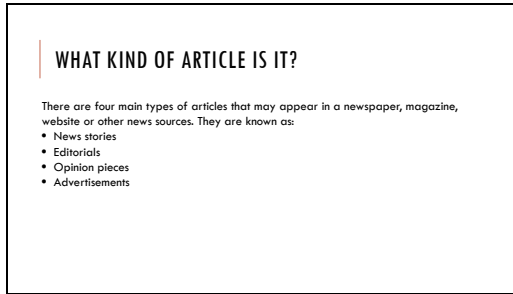
Slide 2



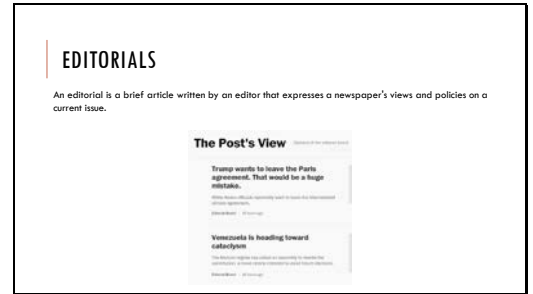
Slide 5



Slide 3




Slide 6



Slide 7

OPINIONS

An opinion piece is an article in which the writer, who is not always a journalist or expert, expresses their personal opinion about a particular issue or item of news.



Slide 10

WHO IS THE AUTHOR?


Do background research on the author by:

- Googling their name.
- Check member rosters of well known associations or organizations.

Slide 8

ADVERTISEMENTS


An advertisement is a paid, public communication about causes, goods, services, ideas, organizations, people, or places designed to inform or motivate.



Slide 11

EVIDENCE?

A news story will have evidence that supports the main story. It should be verified and should explain how it was verified.



Evidence is not the same as a source. Evidence is the proof a source offers. Evidence that is verified has been checked and corroborated via a stated method of verification.

Slide 9

WHO IS THE AUTHOR?

Looking into the author of an article is very important. Try to find out:


- Are they a journalist, expert, or regular person?
- Are they members of any organizations or associations beyond the publication they are writing for?
- Have they written about the subject or topic before?

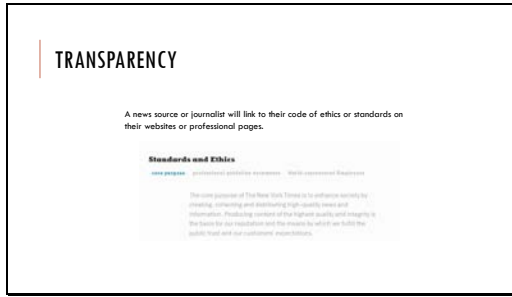
But how do I do that?!

Slide 12

TRANSPARENCY

Funding or ownership will be clearly stated on an organization's website, usually under the "About" page, but could be in other locations.





Appendix 9: Real versus Fake News Writing Prompt

Directions: Answer each prompt in at least one paragraph (4 to 6 sentences).

1. Explain how fake news could have affected the recent presidential election.
2. What can social media do to prevent the spread of fake news?

Student Resources

- Public Broadcasting Service Learning Media, Election Collection
<http://pbseduelectioncentral.com/election-collection.html>. This website has a lot of resources about United States Presidential elections. It thoroughly explains various steps of the election process.
- Discovery Education www.discoveryeducation.com. This website offers a tremendous amount of information on the election process. It offers videos, article and interactive activities.

Teacher Resources

- “Election Day 2016: Teaching Ideas Before and After the Votes are Tallied” by Kathrine Schulten and Michael Gonchar: *New York Times*, November 3, 2016. This website has many valuable lesson plans that can be used in any class.
- Discovery Education www.discoveryeducation.com. This website offers a tremendous amount of information on the election process. It offers videos, article, interactive activities and lesson plans.
- National Public Radio, NPR.org. NPR is a wonderful resource of fairly unbiased articles about the election.
- Public Broadcasting Service Learning Media, Election Collection
<http://pbseduelectioncentral.com/election-collection.html>. This website it a wealth of information about the election process.
- Teaching Tolerance, Southern Poverty Law Center.
<https://www.splcenter.org/teaching-tolerance>. This website has lots of information about discrimination and stereotyping. There are countless articles and many lesson plans that can be used in class. There are some specifically regarding the 2016 election.

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- Cortes, Carlos E. *The Children Are Watching: How the Media Teach about Diversity*. New York: Teachers College Press, 2000. Cortes analyzes both entertainment and news media and how it frames diversity, contributes to stereotypes and influences thinking about race, religion or sexual orientation. I was able to find a great deal of information about how the media can create and reinforce stereotypes by showing clear bias in the stories they represent.
- Cottle, Simon, ed. *Ethnic Minorities and the Media: Changing Cultural Boundaries*. Philadelphia: Open University Press, 2000. This book is a collection from international researchers who have analyzed the change and continuity in the field of ethnic minorities in the media. These researchers have been able to see what issues are still present with the way minorities are represented in the media
- Domonoske, Camila. "Students Have 'Dismaying' Inability To Tell Fake News From Real, Study Finds". *National Public Radio*, November 23, 2016
<https://www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-finds-students-have-dismaying-inability-to-tell-fake-news-from-real>. Stanford conducted a study that determined students have trouble distinguishing between real and fake news. National Public Radio had an article discussing this study and its findings.
- "Donald Trump Speech, Debates and Campaign Quotes". *Newsday*, November 9, 2016.
<http://www.newsday.com/news/nation/donald-trump-speech-debates-and-campaign-quotes-1.11206532>. This is a timeline of direct quotes and speeches made by Donald Trump before the 2016 presidential election. This was one of the only extensive, accurate timeline of specific quote with when and where they took place.
- Haynes, Chris, Jennifer Merolla, S. Karthick Ramakrishnan. *Framing Immigrants: News Coverage, Public Opinion and Policy*. New York: Russell Sage Foundation, 2016. This is an excellent resource to study how conservatives, liberal and mainstream news outlets discussing undocumented immigrants and immigration policy issues. I found this source to be very interesting due to the fact that I teach all immigrants.
- "Presidential Campaign Commercials 1952-2016". *The Museum of Moving Image: Living room candidate*. <http://www.livingroomcandidate.org/>. The Museum of Moving Images put together an impressive collection of presidential campaign advertisements from Eisenhower versus Stevenson to Clinton versus Trump. This is a really great tool that can be used to show how different audio and visual triggers seen in the advertisements are supposed to cause a certain response.
- Strauss, Valerie. "The Frightening Effect of 'Trump Talk' on America's Schools. *The Washington Post*. November, 6, 2016.
https://www.washingtonpost.com/news/answer-sheet/wp/2016/11/06/the-frightening-effect-of-trump-talk-on-americas-schools/?utm_term=.fd97fd5ed1f8. The Frightening Effect of Trump Talk on America's School is an interesting article about how the election

has changed the environment in schools. It mentions the rise of discrimination and hate crimes during this period.

“The Trump Effect: The Impact of the 2016 Presidential Election on Our Nation’s Schools”

Southern Poverty Law Center. October, 28, 2017.

<https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools#recommendations>. The Southern Poverty Law Center created a project through their Teaching Tolerance subdivision. They administered an online survey to K-12 teachers across America. This article discusses their finds and has specific examples stated by educators across the country.

“11 Ways Schools Can Help Students Feel Safe in Challenging Times”. *Anti-Defamation*

League. October 21, 2017.

<https://www.adl.org/education/resources/tools-and-strategies/11-ways-schools-can-help-students-feel-safe-in-challenging>. This Anti-Defamation League webpage has tips and tools for teachers to combat discrimination in school. These are ways to not only help students but other adults in building.

¹ Simon Cottle, ed., *Ethnic Minorities and the Media: Changing Cultural Boundaries* (Philadelphia: Open University Press, 2000), 19-20

² Cottle, Simon, pgs 36-41

³ Chris Haynes, Jennifer Merolla and S. Karthick Ramakrishnan. *Framing Immigrants: News Coverage, Public Opinion and Policy* (New York: Russell Sage Foundation, 2016), 18

⁴ *Ibid.*, 19

⁵ *Ibid.*, 33

⁶ Carlos E. Cortes, *The Children are Watching: How the Media Teach about Diversity* (New York: Teachers College Press, 2000), 87-8

⁷ *Ibid.*, 88

⁸ "Donald Trump Speech, Debates and Campaign Quotes", *Newsday*, November 9, 2016.

<http://www.newsday.com/news/nation/donald-trump-speech-debates-and-campaign-quotes-1.11206532>

⁹ Valerie Strauss, "The Frightening Effect of 'Trump Talk' on America's Schools", *The Washington Post*, November, 6, 2016.

https://www.washingtonpost.com/news/answer-sheet/wp/2016/11/06/the-frightening-effect-of-trump-talk-on-americas-schools/?utm_term=.fd97fd5ed1f8

¹⁰ "The Trump Effect: The Impact of the 2016 Presidential Election on Our Nation's Schools" *Southern Poverty Law Center*, November 28, 2016.

<https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools#recommendations>

¹¹ "11 Ways Schools Can Help Students Feel Safe in Challenging Times", *Anti-Defamation League*. Accessed October 21, 2017.

<https://www.adl.org/education/resources/tools-and-strategies/11-ways-schools-can-help-students-feel-safe-in-challenging>