THE GREATDEBATES™
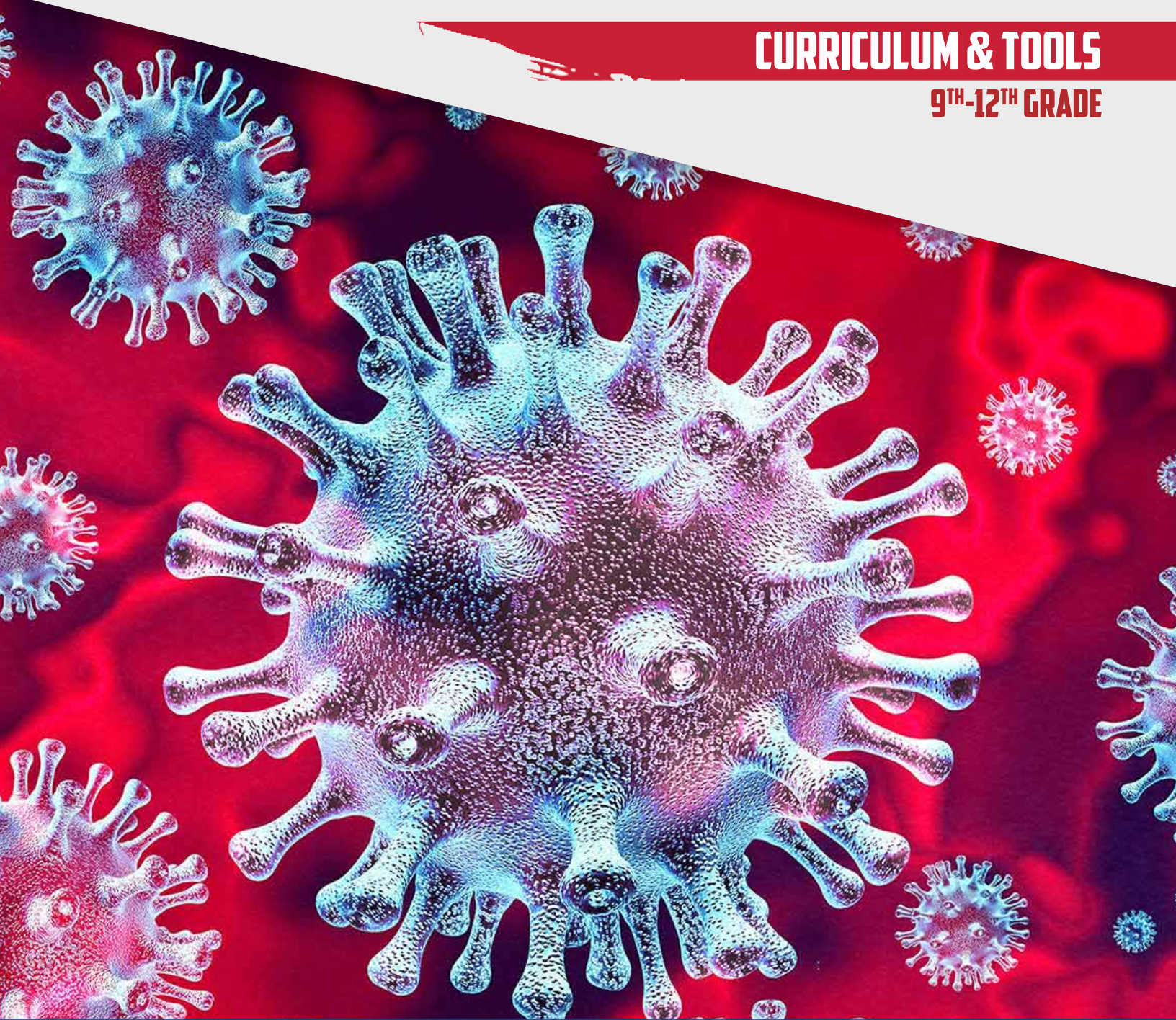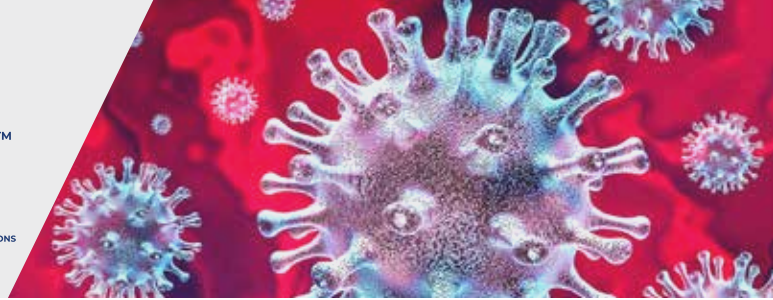
POWERED BY THE MUSEUM OF BROADCAST COMMUNICATIONS

CURRICULUM & TOOLS
9TH-12TH GRADE

PRESIDENTIAL DEBATES
LEADERSHIP AND THE COVID 19 CRISIS

PRESIDENTIAL DEBATES: LEADERSHIP AND THE COVID 19 CRISIS

This high-school lesson plan will help students improve media literacy by guiding them to examine the effects of the global health crisis on political candidates. Students will learn that while social media has been significant to presidential campaigns for more than a decade, the current combination of a pandemic, a quarantine and the media coverage of COVID-19 has had a deep impact on the presidential debates as well as the 2020 general elections.

In this lesson, students will look beyond the generality of media influences on the public to focus on the recent issue shaping media coverage and public opinion on the two presumptive presidential nominees — the advent of COVID-19.

People are expected to evaluate presidential candidates on their leadership abilities so as to anticipate how a leader will act during a crisis. But in this election, the nation is in a crisis and so the lesson guides students through an examination of what constitutes leadership and looks at the coverage of the two presidential candidates before and after COVID-19 came to the United States. Throughout the lesson, students will use tools to evaluate a candidate's leadership as they see it pictured in media coverage as well as the candidate's debate performance.

For the assessments, students will synthesize their thoughts, and draw their own conclusions as to which candidate they favor based on leadership. Students will also contrast their support of their chosen candidate with the reasons they do not support the other candidate. Students will be able to review coverage through the online materials provided. Students will have the option to present their findings in writing, oral reports, or multimedia presentations, depending on interest and access to digital equipment and projections.

SUMMARY

This module examines media influences on public opinion by showing how social media and the news can alter students' own perceptions of a particular presidential candidate. As in previous elections, social media can drive public opinion about one or the other candidate. But by looking a global crisis and what the candidates do publicly via social media, it allows students to examine leadership styles. Students will look at progression of coverage from before and after COVID-19 hit the United States, and how it impacted public opinion of both the Republican incumbent President Donald Trump and the Democratic challenger Joe Biden.

MATERIALS NEEDED

Teacher
- Access To Website
- Teacher computer/projector

Student
- Pens/Pencils
- Worksheets
- Access To Website, Student Computers or Ipads
- Assignment Handouts
- Word processing program or PowerPoint to complete assessment, A/V equipment and editing software

STANDARDS

CCSS.ELA-LITERACY.RH.9-10.6
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RI.9-10.6
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.CCRA.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LEARNING OBJECTIVES

· Students will be able to explain the cause and effect of how this global health crisis has driven political discourse.

· Students will be able to examine and contrast the leadership qualities they see in one candidate with the qualities or lack thereof they see in another candidate.

· Students will be able to compare how social media and news media told the story of the spread of COVID-19 and discern if those two types of stories reflect on the candidates' leadership abilities.

· Students will be able to synthesize the information they read, view, and discuss in order to form their own opinion on the presidential candidates.

Teacher	Student	Minutes
Day 1: In class, the teacher presents the class with today's essential question: "How does a global health crisis affect your views of world leaders?"	Students listening.	3 Minutes
Teacher passes out handout, "Leadership Factor: What makes someone a good leader?" Read through the explanation of the leadership factor with students and take any questions	Students listening, asking questions.	5 Minutes

Teacher	Student	Minutes
Teacher passes out worksheet, "Leadership Factor: Taking a close look at America's choices for leaders." Review the worksheet with students. Tell them to use their handouts on leadership factor to help them fill out the worksheet.	Students listening.	5 Minutes
Teacher goes through the first article (See suggested articles below) on Donald Trump before the coronavirus outbreak. Read through some or all of the article, and Fill out the questions under "Before COVID-19 Outbreak" as a class.	Students listening, reading, and writing.	15 Minutes
Teacher goes through the first article on Joe Biden before the Coronavirus outbreak. Fill out questions about Biden under "Before COVID-19 Outbreak" as a class.	Students listening, reading, and writing.	15 Minutes
Teacher instructs students to examine two articles, one on Trump's response to COVID-19, and one on Biden's response to COVID-19, and fill out the questions under "After COVID-19 Outbreak"	Students working in groups, reading, writing.	10-15 Minutes

Teacher	Student	Minutes
Teacher instructs students to finish the final components of the worksheet as homework to be completed before the next class: The sections on "Evaluating Social Media Influence" and "Draw Your Own Conclusions" should be completed for the following class.	Students write down assignment, complete as homework.	At Home
Day 2: Teacher introduces the essential question again: "How does a global health crisis affect your views of world leaders?"	Students listening.	2 Minutes
Teacher checks students' homework papers to ensure they completed the assignment. At the same time, hand out the worksheet titled, "Leadership Factor in the Presidential Debates".	Students show teacher their homework, begin reading over the worksheets.	5 Minutes
Teacher instructs students to fill out their worksheets as the teacher shows footage from the presidential debate between Joe Biden and Donald Trump. Teacher should show sections of the debate that deal with COVID-19.	Students fill out worksheets, view the debate footage.	15 - 20 Minutes

Teacher	Student	Minutes
Teacher initiates discussion of the debate footage. Asks questions such as: Which candidate did you think was the best leader coming into this class today? What did that debate tell you about Biden's or Trump's leadership factor?	Students discuss.	5 - 10 Minutes
Teacher outlines the independent assignment for the class. Instructs students to choose an assignment and begin working. Students may use the remainder of the class time to work on their assignments, which are due the next day.	Students listening, choosing assignments, and doing the work.	Remainder of class.
Day 3: Student presentations	Students present orally, their multimedia projects, or turn in essays.	20-40 Minutes
Exit Slip: Teacher tells students to take out a sheet of paper and answer the essential question in at least 2 sentences, "How does a global health crisis affect your views of world leaders?"	Students writing.	10 Minutes

ASSESSMENTS

Students can choose one project from below...

Write a three-paragraph paper	Students choosing this project will write a short essay on their candidate of choice stating why they think that candidate is the best choice using their information on the leadership factor gathered over the course of the two days in class.
Prepare a 3-5 minute oral report	Students choosing this project will prepare a three minute presentation (with or without a slide deck) on their candidate of choice, stating why they think that candidate is the best choice using their information on the leadership factor gathered over the course of the two days in class.
Prepare a 3-5 minute multimedia presentation	Students choosing this project will prepare a three minute multimedia presentation on their candidate of choice stating why they think that candidate is the best choice using their information on the leadership factor gathered over the course of the two days in class.
Worksheet	Students will complete the worksheet over the news coverage of the two candidates during class, and over the debate coverage during the following class. Teacher will check these worksheets for understanding as he or she sees fit.

ADAPTATIONS OR ACCOMMODATIONS NEEDED

Learners	Adaptations/Accommodations
Highly Proficient	Students who are highly proficient can use the differentiated assignment to show off how well they understand the topic of leadership. By striving to have students use higher level thinking and draw their own conclusions, highly proficient students can use their speaking or writing talents to analyze, in detail, the candidates' performances.
ELL	Students who have lower levels of English proficiency can choose which independent assignment fits their proficiency levels. Students who speak better than they write may want to choose the oral or the A/V assignment, whereas students who write better than they speak may want to choose the written assignment. Students will have the opportunity to work in groups to get help with any difficult words from the readings.
Struggling Learners	The differentiated nature of the independent assignment can be adjusted to fit each individual student's needs. Visual learners can complete the A/V assignment, students with trouble writing can present orally, and students with anxiety issues can write the essay. Students will have the opportunity to work in groups to get help with any difficult words from the readings.

RESOURCES

Please use GreatDebates.org as a reference for coverage clips and the full debate.

<u>Additional websites:</u>
Pre-COVID Trump Article: https://www.wsj.com/articles/the-trump-revolution-1513269689

Pre-COVID Biden Article: https://www.nytimes.com/2019/09/02/us/politics/joe-biden-2020.html

Post-COVID Trump Articles:
White House plans for opening up: https://www.whitehouse.gov/openingamerica/
White House coronavirus plans: https://www.whitehouse.gov/wp-contentuploads/2020/03/03.16.20_coronavirus-guidance_8.5x11_315PM.pdf
Analysis:
https://khn.org/news/promises-kept-on-health-care-trumps-claims-of-monumental-steps-dont-add-up/
Internal debate:
https://www.nbcnews.com/politics/politics-news/redfield-voices-alarm-over-influence-trump-s-new-coronavirus-task-n1241221

Post-COVID Biden Articles:
Candidate's plan: https://joebiden.com/covid19/#
https://www.natlawreview.com/article/biden-s-plan-economic-recovery-post-covid-and-beyond

Comparision:
https://www.kff.org/coronavirus-covid-19/issue-brief/comparing-trump-and-biden-on-covid-19/
https://www.marketplace.org/2020/09/18/comparing-bidens-and-trumps-economic-policies/

Information on Leadership Factor: https://blog.albertus.edu/2015/03/19/four-key-factors-of-leadership/

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HOMEWORK

PRESIDENTIAL LEADERSHIP

Option 1:   **Write a 3 paragraph essay describing the candidate you think is the stronger leader.**

Paragraph 1: Which candidate do you think is the stronger leader? Explain in detail using the four factors of leadership outlined in your handout.

Paragraph 2: Explain why the other candidate, the one you did not choose is not the stronger leader. Use the four factors of leadership outlined in your leadership factor handout to explain this candidate's shortcomings.

Paragraph 3: How did the media coverage or the debate performance help you form your decision? Cite at least three instances that influenced your decision.

Option 2:   **Present for three minutes to the class on which candidate is the stronger leader. You may use a PowerPoint or Google Slides to help you present, but it is not required.**

Slide/minute 1: Which candidate do you think is the stronger leader? Explain in detail using the four factors of leadership outlined in your handout

Slide/minute 2: Explain why the other candidate, the one you did not choose is not the stronger leader. Use the four factors of leadership outlined in your handout to explain this candidate's shortcomings.

Slide/minute 3: How did the media coverage or the debate performance help you form your decision? Cite at least three instances that influenced your decision.

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HOMEWORK PAGE 2

Option 3:   **Produce a three minute multimedia presentation (A video or an audio presentation) on which candidate has the strongest leadership qualities.**

Include the following three topics in your multimedia project:

Topic 1: Which candidate do you think is the stronger leader? Explain in detail using the four factors of leadership outlined in your handout

Topic 2: Explain why the other candidate, the one you did not choose, is not the stronger leader. Use the four factors of leadership outlined in your handout to explain this candidate's shortcomings.

Topic 3: How did the media coverage or the debate performance help you form your decision? Cite at least three instances that influenced your decision.

THE GREAT DEBATES
LEADERSHIP AND PRESIDENTIAL CANDIDATES
WORKSHEET

WHAT MAKES SOMEONE A GOOD LEADER?

Good leaders provide purpose, motivation, and direction. Good leaders set a plan in place, make sure everyone knows what is going on, provide instruction for their teams, and then set their team loose to accomplish their tasks.

There are four key factors of leadership:
· **The led** — the audience for the leader
· **The leader** — the person themselves
· **The situation** — the circumstances and times when they come to power
· **The communication** — what is the tone, the emotion, the content? Does it fit the situation? Does it convey clear direction? Is it factual?
Does it motivate people?

The led:
These are the people trying to work together as a team to accomplish a common goal. Not every part of the team will be doing the same task, but they will be following the same leader.

The leader:
This is the person who is gathering the led, and setting them out to accomplish their task. Good leaders know themselves, what they can and cannot feasibly do, and they should know the best way to lead the led to accomplish the task at hand.

The situation:
When evaluating a leader, you need to look at the circumstances in which that leader is influencing the led. What needs to be done? What resources are available to the leader and the team? What is the problem, and what is the goal?

The communication:
Communication is successful when everyone in the led understands what he or she needs to be doing. When evaluating a leader, examine how that leader communicates, and whether or not you, as part of the led, know what your task is to help reach that goal.

When you are evaluating leaders and deciding which of the two has the strongest leadership factor, refer back to this sheet to help you decide.

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WORKSHEET PAGE 2

Name: _____ **Class Period:** _____

Due Date: _____

YESTERDAY, YOU LOOKED AT MEDIA COVERAGE OF THE TWO CANDIDATES FOR PRESIDENT OF THE UNITED STATES. TODAY, YOU WILL LOOK AT THEIR DEBATE PERFORMANCES RELATED TO THE CORONAVIRUS (COVID-19) PANDEMIC. USE THE GUIDE BELOW TO HELP YOU EVALUATE LEADERSHIP BASED ON THE CANDIDATES' DEBATE PERFORMANCE.

1. What does Biden say about Trump's leadership during the coronavirus pandemic?

2. What does Biden say about his own leadership during the coronavirus pandemic?

3. What does Trump say about Biden's leadership during the coronavirus pandemic?

4. What does Trump say about his own leadership during the coronavirus pandemic?

5. Based on the debate, who do you think is demonstrating stronger leadership skills? Explain your answer.

Use your worksheet from today and yesterday, as well as your handout on leadership factor to help you complete the independent assignment.