



CLAUDE PEPPER LIBRARY AND MUSEUM

LESSON PLAN - POLITICAL CAMPAIGNS

LAE 9-12

Purpose/Rationale:

The purpose of this lesson is to allow students to look critically at different examples of political discourse.

Sunshine State Standards:

- LA.A.2.4.2: The student determines author's purpose and point of view and their effects on the text.
- LA.A.2.4.5: The student identifies devices of persuasion and methods of appeal and their effectiveness.
- LA.A.2.4.7: The student analyzes the validity and reliability of primary source information and uses the information appropriately.

Materials:

- Lesson plan
- Writing utensils
- Journals, if the class uses them
- Supplemental materials could include: more historical artifacts from the Pepper vs. Smathers campaign, more than one poem for the anticipatory set,

Anticipatory set:

The poem "Gossip" (Anonymous) will serve as the anticipatory set. Hopefully, this poem will help students look at the notions of "rumor" and "gossip" from a personal standpoint.

Teaching Strategy/Procedure/Activity:

Duration of lesson: This part of the lesson is variable; each portion may be extended to fit the individual classroom needs.

1. Anticipatory Set: Students receive a copy of the poem, "Gossip," read it, and respond in their journals or the space provided.
2. Teacher conducts class discussion about gossip and rumors
3. Teacher provides students with first primary source – pages from the *Red Record* – and students complete short answer questions.
4. Teacher provides students with second primary source: speech attributed to George Smathers. Students read and respond to questions.
5. Class comes together to discuss answers, either as whole group or small groups. Questions might include:

- What do we know about Claude Pepper from these two sources?
 - What might we still want to know?
 - Is anyone confused or frustrated with the materials we have looked at so far?
6. Teacher provides students with third primary source – an excerpt of Claude Pepper’s 1950 campaign speech in St. Petersburg. Students read speech and respond to vocabulary, multiple choice, and short answer questions.

Summary/Closure:

This lesson will end with a culminating discussion, covering the various topics that the lesson has touched upon. Some talking points might include:

- Discussing the last written-answer questions: Comparing Pepper’s speech to the other two documents and discussing what students feel ought to be focused on during political campaigns.
- Comparing the current political climate to the one Pepper found himself in. Do students see any similarities? Why or why not?
- And following up on the previous question, what can we learn from this lesson? Is this information important today?
- More discussion or lecture on the Red Scare and McCarthyism – What was it? What do students know? What do they want to know?***

Assessment:

Assessment for this activity will be both formal and informal; informal assessment will likely follow whatever pre-established pattern that the classroom teacher has developed. Formal assessment material will include:

- Scoring guide for Activity I
- Scoring guide for Activity II
- Scoring Guide for Activity III

Extension Activities:

- ***Research project or project-based assignment on the Red Scare or McCarthyism
- Biographical project on Claude Pepper
- Collecting current political discourse for compare/contrast

Scoring Guide: Activity I

Question 1:

- _____ The student has given at least two examples.
- _____ The student’s answer relates to the *Red Record* in some way.

Question 2:

- _____ The student has given at least two examples.
- _____ The student’s answer relates to the *Red Record* in some way.

Question 3:

_____ The student has given at least two examples.

_____ The student's answer relates to the *Red Record* in some way.

Scoring Guide: Activity II

Question 1: B

Question 2: C

Question 3: A

Question 4: D

Scoring Guide: Activity III

For the vocabulary section, it is up to the individual instructor to determine whether or not the student's definitions are acceptable. Here are some basic definitions for these words:

- a. Render: (V) to deliver formally or officially; hand down: *to render a verdict*.
- b. Venoms: (Pl. N) poisons, or figuratively, malicious or spiteful intents
- c. Malicious: (Adj.) deliberately harmful
- d. Divert: (V) to distract or turn away from an intended path
- e. Vital: (Adj.) of critical importance
- f. Stewardship: (N) the state of taking care of a group of people or responsibilities
- g. Subvert: (V) to undermine the principles of; corrupt

Multiple Choice Questions:

Question 1: B

Question 2: C

Question 3: A

Short Answer Questions:

Question 1:

_____ The student has given at least three examples.

_____ The student bases his/her answers on proof from the texts.

Question 2:

_____ The student gives some examples of what he/she thinks.

_____ The student gives some indication of why he/she thinks this way.