

Rewind: Your Week in Review

Subject and Grade Level: 10-12 History, Civics
Time: 1-2 class periods

Guiding Question: What issues have dominated political news in Wisconsin this week?

Overview

Each week WisconsinEye produces a news roundup called “Rewind: Your Week in Review”. Using primary source footage from the capital, senior journalists discuss the biggest political news of the week and comment on the larger implications of these events. This thirty-minute show exposes students to a broad range of issues that are important, timely and relevant to state politics and policy making. They will identify the people and groups who have influence in the state, and work to understand varying viewpoints on the complex issues making history in Wisconsin today.

Objectives

Knowledge

- Students will gain familiarity with the major players in Wisconsin politics, including the governor, senators, legislative leaders, and other influential figures.

Skills

- Students will connect current political news in Wisconsin to trends at the local and federal level.
- Students will draw parallels between current political issues and historical examples.

Dispositions

- Students will appreciate the complexity of the political process.
- Students will demonstrate an interest in state politics and policy making.

Wisconsin Model Academic Standards

- B.12.2: Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- C.12.10 Identify ways people may participate effectively in community affairs and the political process
- C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy

Wisconsin Disciplinary Literacy Standards

Speaking and Listening Literacy Standard

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

Materials

- Internet connection to access the Rewind broadcast: <http://www.wiseye.org/Series>
- Graphic organizer (included)
- Discussion guidelines (included)

Plan of Instruction/Lesson Procedures

1. **Watch Episode (30-40 minutes)** Show the weekly “Rewind” broadcast in class, or assign viewing as homework. If completed together in class, you may want to stop the video for periodic clarification or questions. Provide students with a graphic organizer (included) to guide them in gathering information from the show. Provide time at the end of the broadcast to record their initial thoughts and reactions in order to prepare for a discussion.
2. **Discussion (20-40 minutes):** After watching the episode, arrange students into groups to discuss reactions and questions that arose based on the information in the show. Using the discussion guidelines provided, each group should attempt to clarify or resolve these questions based on their background knowledge and personal perspectives. You may elect to provide groups with additional discussion questions to highlight themes or issues related to your course. At the end of the discussion, ask each group to develop ONE question that reflects either an interesting controversy that arose in their group, or the need for further clarification to understand an issue. Utilize these to stimulate a class discussion, as time allows.

Assessment/ Reflection

Assign a follow-up writing assignment, either as a quick write or a homework assignment. This discussion reflection allows students to demonstrate their evolving understanding of the issues. In this reflection students should draw directly on the group discussion to demonstrate their engagement with the issues in their group. Utilize a [reflective writing rubric](#), or your own assessment criteria.

http://www.readwritethink.org/files/resources/lesson_images/lesson963/Rubric.pdf

Rewind: Your Week in Review

Episode Date:

Topic Summary What/Who/When/Where	Panelist Discussion Quotes and Statics	Connections Persona/Local/National/Historical	Remaining Questions

Record initial thoughts and reactions on some of these issues, or order to prepare for your group discussion.

Rewind Discussion Guidelines

Purpose: The purpose of this discussion is to build knowledge, not to win a debate. If you disagree about an issue, make it your goal to explore and learn from multiple perspectives rather than to persuade others to agree with you.

Seating: Arrange desks/chairs in a conversational circle so participants face each other closely.

Role: Choose a facilitator who will ensure that all students have an opportunity to contribute their ideas, and keep the discussion moving.

Procedural Reminders:

- Your goal is to understand the ideas and issues from the “Rewind” episode.
- Refer to the graphic organizer notes when needed during the discussion.
- Participation includes listening and talking.
- Build on the ideas of others.
- Comments should lead the group into new thinking.
- Ask for clarification.
- Stick to the point currently under discussion. Make notes if you have an idea you want to come back to when once the current idea has been fully explored.
- Take turns speaking, and allow or gently invite others participate by asking “What did you think about _____?”
- Respect all participants by disagreeing with ideas, not people.

After your discussion, develop one follow-up question from your group to pose to the entire class. This could be a question that reflects either an interesting controversy that arose in your group, or the need for further clarification to understand an issue.

Discussion Reflection

Reflect on the issues that arose in your discussion, and demonstrate your evolving understanding of the issues, noting connections to prior knowledge, personal experiences, or past events in state or national history. Draw directly on comments made in the group discussion to demonstrate your engagement.