

State of the State Address	Subject and Grade Level: 6-12 Civics, Government Time: 60-120 minutes
Guiding Question: What are the critical issues facing the state of Wisconsin today?	
<p>Overview</p> <p>Each year the Governor gives the State of the State Address to the Wisconsin legislature. This speech is an opportunity for the Governor to describe the situation in the State, highlight some of his key accomplishments, and lay out a vision for the future. This lesson provides students with the opportunity to learn about the vision for Wisconsin as expressed by the Governor, and compare this vision with their own understanding of the “State of the State”. It also focuses students attention on what can be learned from a careful analysis of the content of the speech.</p>	
<p>Objectives</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> ▪ Students will explain the purpose of the State of the State address. ▪ Students will identify key critical issues in the state of Wisconsin. <p><u>Skills</u></p> <ul style="list-style-type: none"> ▪ Students will analyze the content of the speech in comparison with other addresses from the past. ▪ Students will collect data and create a pie chart to visually display the data. ▪ Students will evaluate the speech in the context of their own perspectives <p><u>Dispositions</u></p> <ul style="list-style-type: none"> ▪ Students will value the power of the spoken word in persuasion. 	
<p>Wisconsin Model Academic Standards</p> <ul style="list-style-type: none"> ▪ <u>C.12.4</u> Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized ▪ <u>C.12.8</u> Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position ▪ <u>C.12.14</u> Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals 	
<p>Wisconsin Disciplinary Literacy Standards</p> <p><u>Speaking and Listening Standards Grades 9-10 and 11-12</u></p> <ul style="list-style-type: none"> ▪ 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. ▪ 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. ▪ 4. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	

Materials

- Video (or Audio) of the State of the State Address available on www.wiseye.org
- Text of State of the State Address (optional).
- Teaching materials and assignments:
 - Copies of *Anticipation Guide*
 - Copies of *The State of the State* worksheet
 - Optional Extension Assignments: 1) *The State of the School* 2) *Rebuttal*.

Plan of Instruction/Lesson Procedures

1. **Introduction:** Use the *Anticipation Guide*, to activate students exiting knowledge about Wisconsin government and politics before beginning the lesson.
 1. Distribute to students and ask them to indicate whether they agree or disagree with each statement.
 2. Pair students and have them discuss each statement with a partner.
 3. Read each statement aloud and ask students to stand on one side of the room if they agree and the other side if they disagree. Lead a brief discussion on each statement.
2. **Before Watching:** The front side of the worksheet is labeled "Before you watch". It provides a brief background on the state of the state and shows two pie charts with the approximate breakdown of topics covered in previous speeches by the two most recent governors. Ask students to read and complete side one before watching the speech. This could be done in class or as a homework assignment. (If you are interested, the text of previous State of the State addresses can be found [here](#). The text of the 2012 speech is [here](#), and the 2008 and speech is [here](#).)
3. **Watch the Speech:** Assign students to watch the speech live on www.wiseye.org, or stream the State of the State address from www.wiseye.org. While watching the speech students should use side 2 of the worksheet to record how many times the governor mentions each topic. This can be done in class or as homework. Assign the follow-up questions either in class or as homework.
4. **After watching:** Assign students to groups of 4. Ask each group to average the data they collected and create a pie chart using their averages. For instance, if the four students in the group counted the number of times Jobs were mentioned as 4,6,6,8 they would average their numbers and come up with 6 for their group number $(4+6+6+8)/4$. Each group will then sketch a pie chart using their averaged data. Challenge students to figure out how to create the pie chart, but if they need help [see this link](#).
5. **Discuss as a class:** "How do you interpret the content of the issues highlighted by the Governors in 2008, 2012 and the current address? Do you agree or disagree with the way that the Governor characterized the State of the State?" Encourage students to refer directly to the speech in their discussion. You may also return to the worksheet or "Anticipation Guide" prompts to facilitate further discussion.
6. **Optional Follow-up Assignment:** *State of the School* or *Rebuttal*
Assign one of these or let students choose between them. Have students deliver their speeches in class or record their speeches and submit the recordings digitally. Contact Wisconsin Eye if you would like to share your students work through the Wisconsin Eye website.

Assessment or Reflection

The worksheet which accompanies the lesson asks students to reflect on their own interpretation of the State of the State of Wisconsin. The follow-up assignments "State of the School" and "Rebuttal" provide another opportunity to assess students understanding of the purpose of the address and to apply this understanding to a different context.

Anticipation Guide

Please indicate if you agree or disagree with the following statements:

1. Overall I think that the State of Wisconsin is going in the right direction.
2. Wisconsin has a strong economy.
3. It is important for the Governor to publically communicate his opinions about what is happening, and what should happen in Wisconsin.
4. The Governor should tell the legislature what kind of policies we need in the state.

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The State of the State

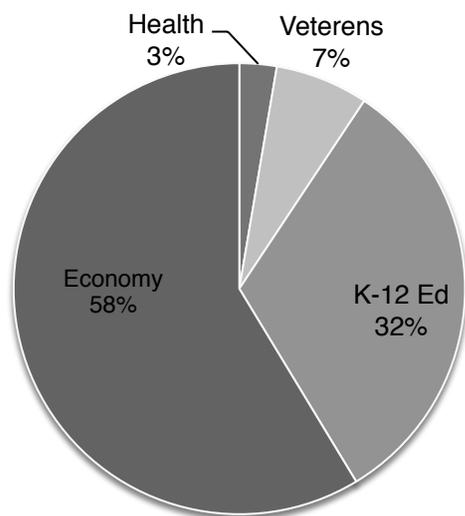
Governor's Address to a joint session of the Wisconsin Assembly and Senate

Before you Watch: Background on the State of the State Address

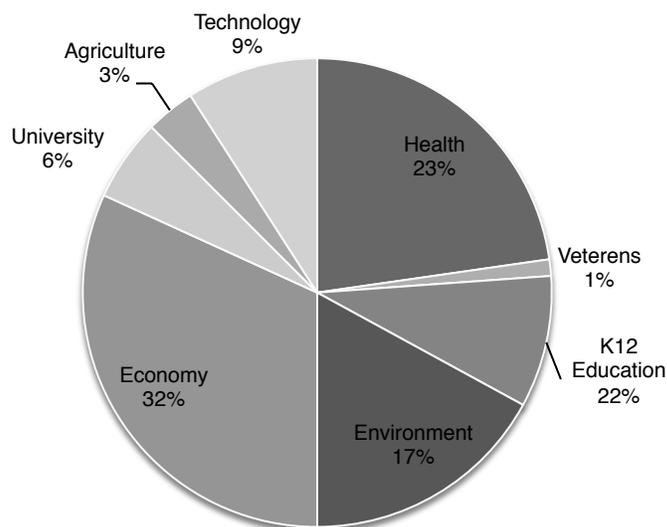
Article V Section 4 of the Wisconsin Constitution states that “[The Governor] shall communicate to the legislature, at every session, the condition of the state, and recommend such matters to them for their consideration as he may deem expedient.” As one way of fulfilling this constitutional responsibility the Governor address the legislature during the annual State of the State address. This address is modeled on the State of the Union Address given by the President each January. The State of the State address is an opportunity for the Governor to report on the condition of the state, highlight some of his key accomplishments, and lay out a vision for the future.

The State of the State Address provides a political platform for the Governor. Careful analysis of the address can reveal a lot about the political climate in the state, and the topics the Governor chooses indicate which issues he thinks are most important. The speech also lays out the Governors vision for the future of the state. The two pie charts below show the content of the 2008 and 2012 State of the State addresses.

Governor Walker's 2012 Address



Governor Doyle's 2008 Address



1. Compare the two pie charts above. How do you interpret the differences in the content of the two speeches?

2. Before listening to or watching the current State of the State Address, predict what topics the Governor will discuss based on your own knowledge of the issues that are important in our state.

While You Watch...

3. Use the table below to tally the number of times the Governor brings up each issue. Use the Notes section to jot down other issues that are not listed in the table, or specific points that interest you.

Economy			K12	University	Health Care	Environment	Technology	Agriculture	Veterans	Other
Jobs	Budget	Taxes								
Notes										

4. Write two questions that you have after listening to the speech.

5. Write two to four sentences summarizing the focus of the speech in your own words.

6. What strategies did the Governor use to persuade you to agree with his characterization of the State of the State? What did you find most persuasive?

Reflection: Do you agree with the way that the Governor described the State of the State? Write your answer on a separate piece of paper and refer to at least three specific examples from the speech in your answer.

The State of the School

Imagine that you are the Principal of your school, and in the middle of each year you must stand in front of the student body and give a “State of the School” address. What would you say? Model your address on the State of the State address, and be sure to consider the purpose and structure used by the Governor in crafting your speech. Utilize a variety of persuasive techniques, like personal anecdotes or stories, supporting data, and appeals to enduring moral, ethical or ideological principles. Remember that this is meant to be seen or heard, not read, so be sure that you practice giving the speech out loud. Then write a response to the address from your own perspective challenging the way that the Principal would characterize the state of your school.

Rebuttal

It is common for the opposing party to rebut the State of the State speech either through press releases and statements, or with a formal speech by one of their members. Focusing on 3-5 issues raised by the Governor, write a rebuttal speech which challenges his interpretation of the State of the State. Utilize a variety of persuasive techniques, like personal anecdotes or stories, supporting data, and appeals to enduring moral, ethical or ideological principles. Remember that this is meant to be seen or heard, not read, so be sure that you practice giving the speech out loud.