

DOCUMENT RESUME

ED 393 737

SO 025 761

TITLE Teaching Critical Thinking in The Classroom.  
Educators' Guide. C-SPAN in the Classroom Series.  
INSTITUTION C-SPAN, Washington, DC.  
PUB DATE 95  
NOTE 29p.; For related guide in the series, see SO 025  
760.  
AVAILABLE FROM C-SPAN, 400 North Capitol St., N.W., Suite 650,  
Washington, DC 20001.  
PUB TYPE Guides - Classroom Use - Teaching Guides (For  
Teacher) (052)  
  
EDRS PRICE MF01/PC02 Plus Postage.  
DESCRIPTORS Broadcast Journalism; Civics; Classroom Techniques;  
\*Critical Thinking; Higher Education; Media  
Adaptation; \*News Media; News Reporting; Political  
Science; Secondary Education; Social Studies; United  
States Government (Course)  
  
IDENTIFIERS C SPAN

ABSTRACT

This C-SPAN publication is intended to serve as a forum enabling college and high school students to share ideas regarding political and social studies in the classroom. This issue begins with a description of the C-SPAN networks. The critical thinking process in the classroom is presented in the first two lessons: "Analyzing Public Speaking" and "Analyzing Arguments." Lesson 3 looks at "Consensus Building." Lesson 4 examines "Questions and Answers: A Situational Analysis." Lesson 5 focuses on a current study of "Campaign '96: Analyzing the Platforms of Presidential Candidates." C-SPAN also lists events that are scheduled regularly. The last section is titled "Classroom Ideas From Grant Winners" and presents techniques from five educators who have used C-SPAN effectively in their classrooms. A media project log for teachers and students, designed to help with discussion following a particular program, concludes the document. (JAG)

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# EDUCATORS' GUIDE

TEACHING CRITICAL THINKING IN THE CLASSROOM

ED 393 737



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**C-SPAN**  
**IN THE CLASSROOM**

SO 025 761

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**BENEFITS OF C-SPAN IN  
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C-SPAN in the Classroom  
regularly publishes guides  
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members use C-SPAN  
programming to enhance  
classroom learning.

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C-SPAN programming.

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at Purdue University**

**Toll-Free Educators' Hotline**

To become a member of  
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for further information about  
membership benefits  
please call the hotline at  
(800) 523-7586

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## WELCOME TO C-SPAN IN THE CLASSROOM



*Dear Educator:*

*As a founding member of Cable in the Classroom, C-SPAN has spent many years working with educators like you, who want to enhance their students' classroom experience by including quality television programming. C-SPAN's primary source programming can bring public affairs to life for your students—whether you teach journalism, government, American history, speech communications, forensics or a host of other subjects. If you are a media specialist, C-SPAN's copyright-free programming and online services will add valuable resources to your school's media center.*

*C-SPAN would like to welcome new members to C-SPAN in the Classroom. We hope you'll find this publication useful and that you'll share your classroom experiences with us as you develop your own ideas for using C-SPAN programming. If you are a long-time member of C-SPAN in the Classroom, you will find that this publication provides more of the lesson plan ideas and teaching tips you're asked for over the years.*

*If you have questions or comments, you can call C-SPAN's toll-free Educators' Hotline at (800) 523-7586 from 8:30am to 5:30pm ET. We look forward to hearing from you!*

*With best regards,*

*Joanne Wheeler*  
Joanne Wheeler  
Manager, C-SPAN in the Classroom

**The C-SPAN in the  
Classroom staff, from left:  
Yolanda Stokes, Liz Barton,  
Nancy Jackson,  
Joanne Wheeler, Larry Pratt**

## C-SPAN'S MISSION

To provide C-SPAN's audience access to the live, gavel-to-gavel proceedings of the U.S. House of Representatives and the U.S. Senate and to other forums where public policy is discussed, debated and decided—all without editing, commentary or analysis and with a balanced presentation of points of view.

To provide elected and appointed officials and others who would influence public policy a direct conduit to the audience without filtering or otherwise distorting their points of view.

To provide the audience, through viewer call-in programs, direct access to elected officials, other decision-makers and journalists on a frequent and open basis.

To employ production values that accurately convey the business of government rather than distract from it and

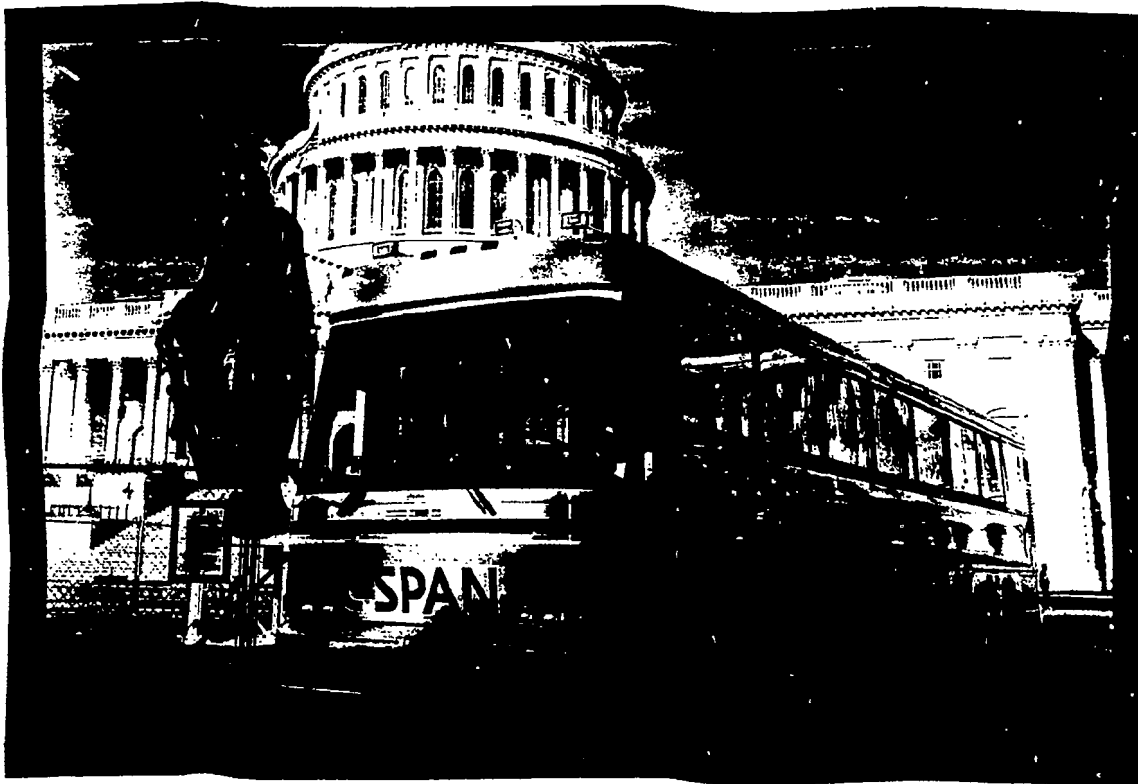
To conduct all other aspects of C-SPAN operations consistent with these principles

## THE C-SPAN NETWORKS

The cable television industry created C-SPAN in 1979 to provide live, gavel-to-gavel coverage of the U.S. House of Representatives. Since then, C-SPAN has celebrated many milestones. In 1986, we launched C-SPAN2 with live, gavel-to-gavel coverage of the U.S. Senate; in 1988, we created C-SPAN in the Classroom as a free membership service for educators across the country; in 1993, C-SPAN went online for computer users; and in 1994, our public affairs programming launched on direct-to-home satellite. Providing unedited and balanced access to public affairs is still our main goal, as well as allowing viewers to judge events for themselves and critically assess current issues.

Today, over 61 million households receive C-SPAN's programming and over 35 million households receive C-SPAN2. In addition to coverage of the U.S. House and Senate, the C-SPAN networks offer a variety of other public affairs programming. For example: congressional committee hearings, White House press conferences, State Department and Pentagon briefings, campaign and election coverage, political caucuses, university symposiums and coverage of the judiciary.

## ABOUT THIS GUIDE



For years, educators have found C-SPAN's programming to be ideal for classroom use because of our unbiased, unedited and commercial-free presentation of public affairs. Our liberal copyright policy also makes the programming on C-SPAN and C-SPAN 2 a valuable teaching resource. The Educators' Guide was designed to show you the different ways in which you can use this programming in your classroom or media center. The guide is divided into three sections.

**C-SPAN and the Critical Thinking Process** (page 1): The goal of the lesson plans included in this section is to offer ideas for using regularly scheduled C-SPAN programming to develop critical thinking skills in your students. Each lesson plan is based upon one or more C-SPAN programs, and answers a question about how individuals communicate ideas to others.

**All About C-SPAN** (page 11): This section provides you with information about the services C-SPAN offers educators. Included are how to obtain House and Senate information and how to purchase C-SPAN videotapes, transcripts and publications. Easy ways to get the latest scheduling information are provided, along with tips for viewing and using a TV and VCR in the classroom.

**Classroom Ideas from Grant Winners** (page 18): Educators know the best source of fresh classroom ideas is other educators. This portion of the guide consists of summaries of award-winning entries from our 1993-94 Equipment-for-Education Grant program. They are tested ideas from educators who have found creative ways to enhance their own classrooms with C-SPAN programs.

**The C-SPAN School Bus at the Statue of Freedom, which was temporarily removed from the dome of the U.S. Capitol building in May of 1993 for restoration.**

# C-SPAN AND THE CRITICAL THINKING PROCESS

## LESSON PLAN 1

### Analyzing Public Speaking

What elements are most important to an effective public address?

Objectives:

Students will

1. View diverse approaches to public speaking.
2. Learn, recognize and analyze various elements of oratory.
3. Draw conclusions about the effectiveness of each element.
4. Demonstrate learned public speaking skills.

### Approach A

The following lesson suggests two approaches depending on the grade level of your students.

Pre-class preparation:

Videotape five one-minute speeches from C-SPAN's live coverage of the U.S. House of Representatives.

Pre-class student assignment:

No advance work is required by students.

Class time, 25 min:

Briefly explain what the students will be watching. Tell the students that they will be asked to identify their favorite speaker and tell why they chose that speaker.

5 minutes: View the videotape.

20 minutes: Have students create a class graph illustrating their choices for their favorite speakers. Students may also record graph results individually. Discuss the results. Have students identify the characteristics responsible for their choice: voice, volume, appearance, enunciation/pronunciation, etc. Record these on a class chart. Using the information collected on the graph and chart, discuss the characteristics of an effective speaker. Students may wish to view each speaker again to remind them of each individual's personal style.

Follow-up exercises:

1. Review/teach the concept of fact vs. opinion. Have the students watch one speech again. On a class chart, identify the speaker's facts and opinions. The following day, divide the class into groups and watch another speech. Have the groups chart facts and opinions and share. The students can then watch future speeches and independently log facts and opinions in a journal.
2. Have each student select one speaker and write an essay on the ways in which he or she identifies with that speaker's style.
3. Have students watch one-minute speeches on a regular basis and record the following in a journal:
  - who the speaker is
  - a brief description of the purpose of the speech
  - opinions on the speaker's effectiveness
  - what advice they would give to the speaker
4. Tape the speeches on an audio cassette and complete the lessons listening rather than watching.
5. Have the students write and deliver their own one-minute speeches.



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## Approach B

### Pre-class preparation:

1. Videotape five one-minute speeches from coverage of the U.S. House of Representatives.
2. Tape the speeches on an audio cassette.
3. Transcribe each speech onto a separate piece of paper. Make two copies of each speech. Label one copy "Emotional Appeals." Label one copy "Facts."
4. Divide the class into five separate groups.
5. Set up the classroom with five stations for speech analysis. Station One should have an audio cassette player. Station Two should have a VCR and television monitor. Station Three should have all the transcribed speeches labeled "Emotional Appeals." Station Four should have all the transcribed speeches labeled "Facts." The final station requires no set up. Provide brief directions at each station for each group to follow.

### Pre-class student assignment:

No advance work is required by students.

### Class time, 45 min:

5 minutes: Briefly explain what the students will be watching. Play the videotape, instructing your students to take notes on their general impressions of each speaker.

5 minutes: Have the class vote on the best speaker by a show of hands. Post the tally on the board. Divide class into five groups and randomly assign each group a speaker to analyze.

25 minutes: Give students 5 minutes at each station.

#### Station One: Voice (volume, tone, enunciation/pronunciation)

Students listen to the tape of their speaker. Is the speaker's voice clear? Is it loud enough? Is it high? Is it deep? Does the speaker speak slowly or quickly? Can you understand each word that the speaker says? Count the number of times the speaker says "uh," "um" or makes verbal noises other than words.

#### Station Two: Appearance

Review videotape of your speaker with no sound. Does the speaker talk to the members in the chamber more than read from a prepared text? Does the speaker move his/her hands too little or too much? Play the speech through on fast forward. Does the high speed reveal anything about the speaker's style? Does the speaker move a great deal or stay still? Would the group consider the speaker good looking and/or well-dressed? Does the appearance of the speaker affect the assumptions the group makes about him or her?

#### Station Three: Emotional Appeals

Have one member of the group read the speech aloud. The others should interrupt the reader and have him/her circle any incidence of appeals to personal feelings. How many emotional appeals are in the speech?

#### Station Four: Facts

Have one member of the group read the speech aloud. The others should interrupt the reader and have him/her circle any facts or statistics used by the speaker. How many facts does the speaker use?

#### Station Five: Impressions

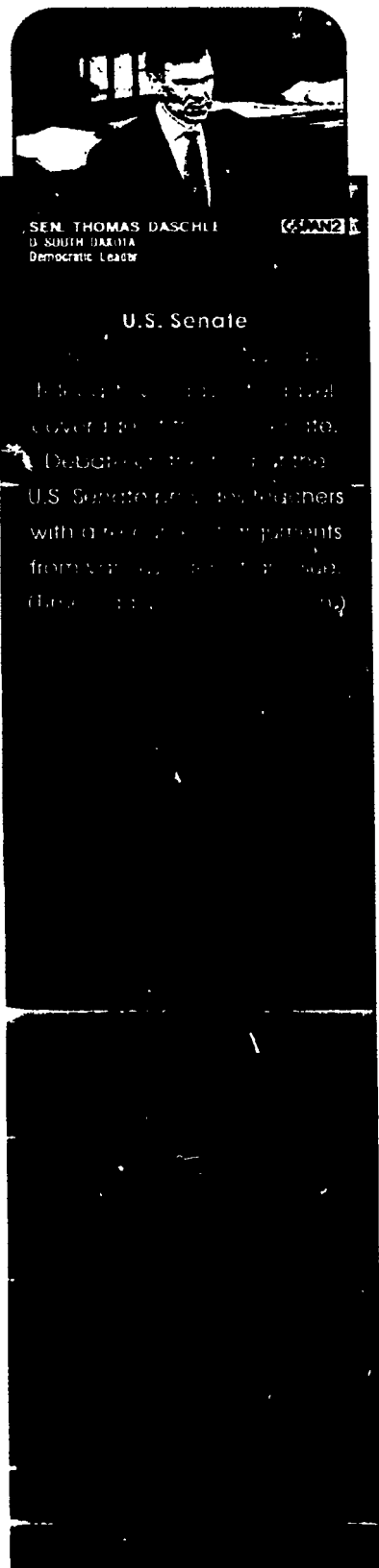
Students should discuss general impressions of their speaker by drawing on the notes they took during the initial viewing.

10 minutes: Students compile all information and draw a conclusion about the effectiveness of the speaker. What things made their speaker good or bad in the eyes of the class? Do good looks matter more to class perceptions than clear speech?

### Follow-up exercises:

1. Have each group report its findings to the class through a series of one-minute speeches. Each speaker should dramatically emphasize one of the elements that either strengthen a speech or detract from it.
2. Assign students to write an essay answering three questions:
  - a. What is the most important element of an effective speech?
  - b. What, in their opinion, should be the most important element?
  - c. Who is the most effective speaker they ever heard, and why?





## LESSON PLAN 2

### Analyzing Arguments

How does one judge the effectiveness of an argument objectively?

#### Objectives:

Students will

1. Learn the elements of an effective argument.
2. Recognize these elements in opposing arguments.
3. Analyze the effectiveness of two individuals in presenting their personal views.
4. Eliminate some of their personal bias in judging arguments made by individuals who oppose their own points of view.

#### Pre-class preparation:

1. Videotape a debate on the Senate floor that represents opposing views.
2. Investigate the availability of resources for researching the issue discussed.

#### Pre-class student assignment:

Have students research the issue discussed during the floor debate.

#### Class time, 45 min:

At the beginning of class, have the students take out a piece of paper and write their personal views on the issue at the top of the page.

10 minutes: Discuss the elements of an effective rational argument. For example: justifiable premises, accurate facts, logical inferences of cause and effect or comparison, and appeals to commonly shared values.

5 minutes: Assign different students various elements to track while they view the videotape. Students looking at the same element should be divided between the two opposing sides.

25 minutes: Play the videotape, pausing occasionally to give students the opportunity to catch up.

5 minutes: Each student should indicate with whom they agreed at the top of the piece of paper and hand it in.

#### Pre-class student assignment:

Students should review their notes and make judgments about whether the individual's use of their assigned element was effective or ineffective.

#### Class time, 45 min:

15 minutes: Conduct a class discussion about the effectiveness of one of the speakers. Observations by the class should be written on the board.

15 minutes: Conduct the same class discussion for the other speaker.

15 minutes: Return the papers from the previous day to the students, and have them write an analysis of the individual speaker with whom they had disagreed, focusing on the strengths of that speaker as indicated by their classmates.

#### Follow-up exercises:

1. When returning the final graded papers, discuss the difficulties the students had in eliminating their own personal points of view when attempting objective analysis of an argument.
2. Divide the students into groups and have them discuss a local issue or school policy currently under debate. Have the class read opposing editorials from local and/or school papers, then present their side of the issue to the class for evaluation.

## LESSON PLAN 3

### Consensus Building

What are the difficulties in building a consensus among individuals with different opinions?

#### Objectives:

Students will

1. View several different opinions on an issue currently of concern.
2. Consider these issues and analyze various positions on that issue.
3. Work together as a class to create a consensus of opinion on the issue.
4. Write their own position papers based on the class consensus.

#### Pre-class preparation.

1. Tape a portion of C-SPAN's "Prime Time Public Affairs." [Note: some events may be more appropriate than others for this lesson plan.]
2. Preview the tape. Search for segments of the tape where individuals with different viewpoints discuss their positions on the issue. Try to find at least four different opinions on the issue, but keep the total length of the segments under 20 minutes.
3. Collect student position papers (see pre-class student assignment below) and divide the class into four student groups, providing each group with representatives of several different points of view. Having students with different opinions within each group is critical to the success of the lesson.

#### Pre-class student assignment:

Students research an issue discussed during "Prime Time Public Affairs" by reading newspapers and news magazines, and listening to radio and television news programs for the next week. Each student should write a position paper about his or her opinion on the issue.

#### Class time, 45 min:

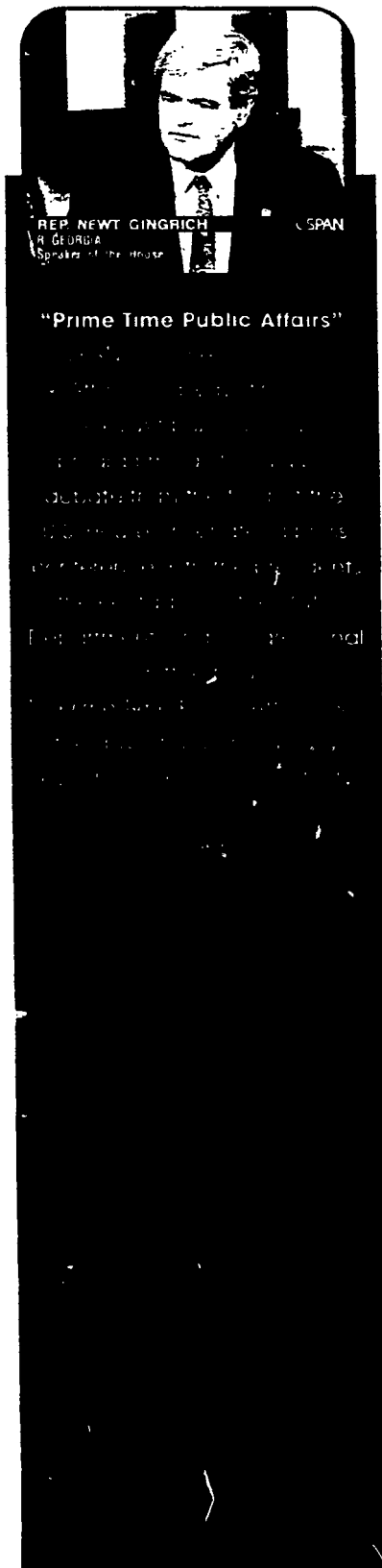
- 20 minutes (maximum): Show the C-SPAN segments. Students should take notes on the positions of the various speakers and identify one whose view comes closest to their own.
- 10 minutes: The class should divide into the four predetermined groups. Have each group reach an agreement endorsing only one of the speaker's positions on the issue. Each group must reach a consensus in the ten minutes allotted.
- 10 minutes: Poll each group. Assign two groups together that endorsed different speakers. These two new larger groups must reach a consensus.
- 5 minutes (minimum): Poll each of the larger groups. Come together as a class. Does every group agree?

If they do not, try to achieve a consensus as a class by the end of the period. If the period ends without achieving a consensus, have the students write an analysis of the differences between the speakers which prevented the class from agreeing.

If all groups agree at any stage, challenge them to justify their position by responding to the points of the other speakers on the C-SPAN videotape. Ask them to write a position paper on the issue, which they can begin in class.

#### Follow-up exercises:

1. If the class achieved a consensus, look over the initial position papers for students who sacrificed their opinion to achieve class agreement and those who refused to sacrifice. In a future class period, separate the students who changed their opinions from the students who didn't change their opinions. Create four or more groups. Discuss the implications.
2. If the class did not achieve a consensus, pinpoint the issue on which the students could not agree and organize an orderly debate between proponents of each issue. Use the students' homework as a means to divide the class.





## LESSON PLAN 4

### Questions and Answers: A Situational Analysis

How does the situation determine how questions are asked and how they are answered?

#### Objectives:

Students will

1. Recognize different types of questions.
2. Observe the various responses elicited by these different question types.
3. Analyze the effects of circumstances on the manner in which an individual asks a question and the manner in which another individual responds.

#### Pre-class preparation:

1. Tape a "Booknotes" program, a National Press Club speech and a segment of the British House of Commons "Question Time" on three separate tapes.
2. Preview each tape. Choose a 5-minute segment from each program which includes at least two questions and the responses from each speaker. Try to find clips which exemplify different types of questions, including "open," "closed," "leading" or "rhetorical" questions. Cue each tape to the start of those segments.

#### Pre-class student assignment:

No advance work is required by students.

#### Class time, 45 min:

10 minutes: Introduce students to the concepts of "open," "closed," "leading" and "rhetorical" questions. Illustrate the difference by posing one of each to the class:

Open: What do you think about math homework?

Closed: Do you think math or science homework is more enjoyable?

Leading: Don't you think math homework is most enjoyable?

Rhetorical: How could you possibly think math homework is most enjoyable?

What type of answer does each type of question elicit?

5 minutes: Play the National Press Club Q&A clip. Pause after each question and have the students identify the type of question.

5 minutes: Discuss the questions and the answers.

What is the purpose of a Q&A session?

What is the atmosphere at the National Press Club?

Who is in the audience? Why are they there?

Does this atmosphere affect the types of questions asked? Does it affect the manner in which the speaker answers the questions?

5 minutes: Play the "Question Time" clip. Pause after each question and have the students identify the type of question.

5 minutes: Discuss the questions and the answers.

What is the purpose of "Question Time" in the British House of Commons?

Who is asking the questions?

How does the audience differ from the one at the National Press Club?

What is the atmosphere in the chamber?

Does this atmosphere affect the types of questions asked?

Does it affect the manner in which the speaker responds to the questions asked?

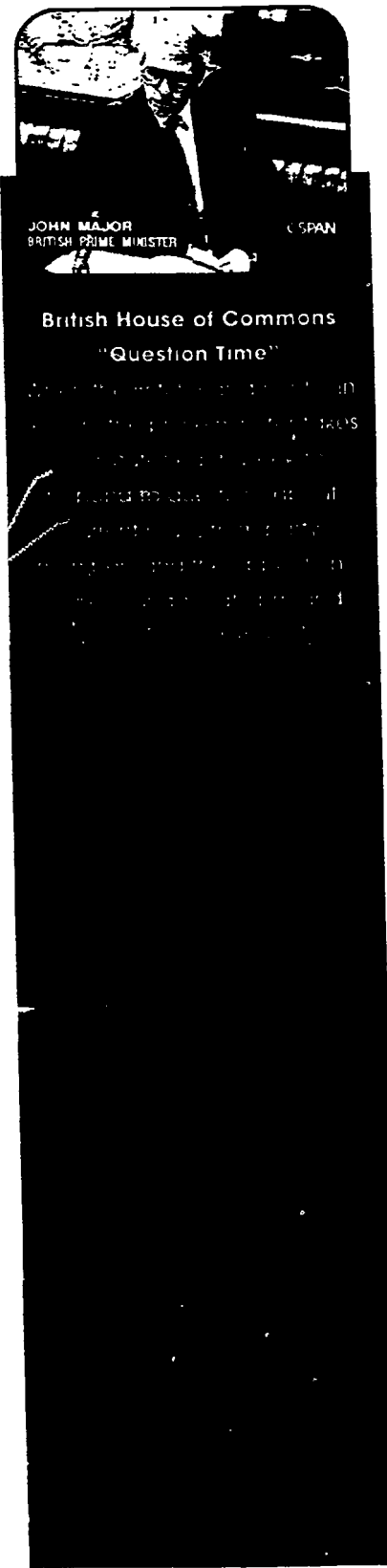
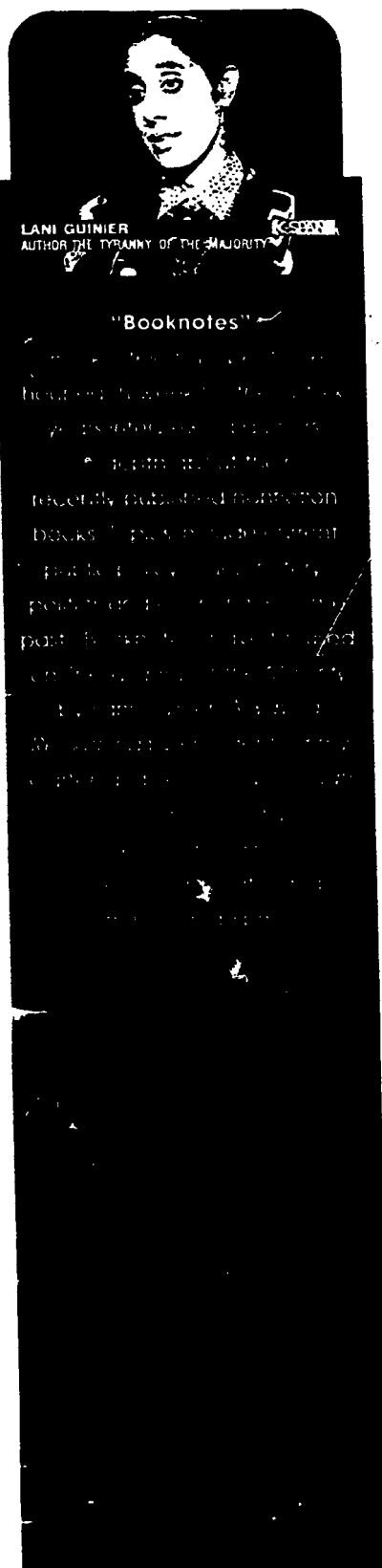
5 minutes: Play the "Booknotes" clip. Pause after each question and have the students identify the type of question.

10 minutes: Discuss the questions and the answers.

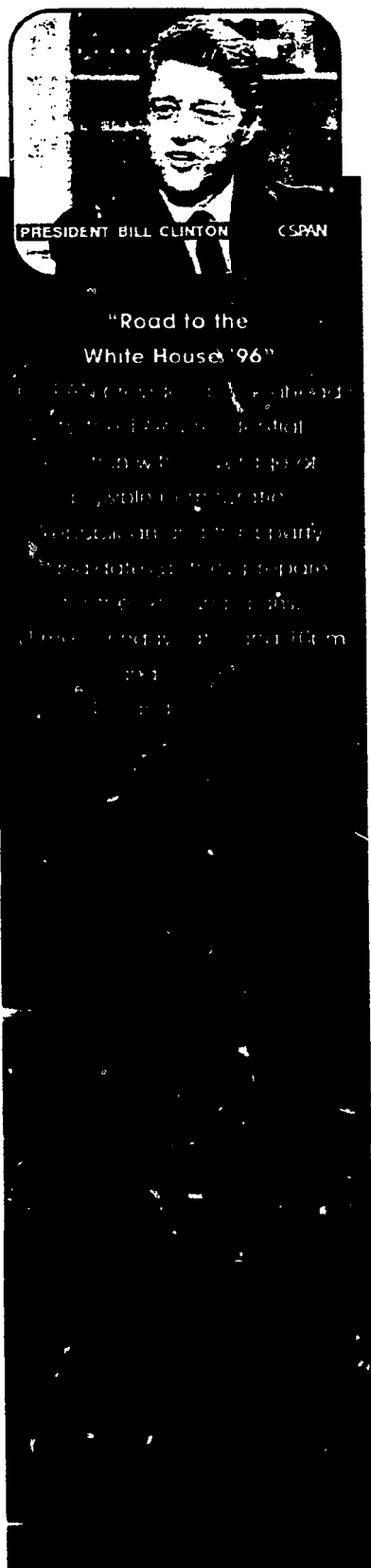
What is the purpose of a one-on-one interview? What is the atmosphere in the studio? Does the fact that there is no live audience change the types of questions asked by the interviewer? Does this affect the manner in which the speaker responds to the questions asked?

Follow-up exercises:

1. Hold a class discussion asking the following: What types of questions would you use in an interview? a press briefing? a political exchange? Apply knowledge from class and personal experience to answer these questions.
2. Divide the class into pairs and ask them to interview each other. Students should prepare ten questions for the interview. Interviews should use at least one of each type of question. Each student should write a one-page biography on the student they interviewed and hand it in with their interview questions.
3. Have the students write a narrative about a situation in which they had to answer questions (with parents, in a classroom, teaching someone to do something). How did they feel in that situation? If appropriate, have the students choose two of these situations, compare and contrast them, and then analyze their different reactions.



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## LESSON PLAN 5

### Campaign '96: Analyzing the Platforms of Presidential Candidates

How does the political process affect the positions candidates take on issues?

#### Objectives:

Students will

1. Track the positions on major issues taken by several presidential candidates using a multi-media approach.
2. Analyze the difficulties experienced by candidates in getting out their message and the pressures on them to change positions.
3. Practice analytical writing and critical thinking.

#### Pre-class preparation:

Ask the media specialist to tape each Sunday's program and put it on reserve in the library.

#### Pre-class student assignment:

1. Have each student choose two candidates for the presidency about whom he or she would like to learn more.
2. Assign students to watch "Road to the White House" every Sunday night or to watch segments focusing on their two candidates from the tape of the program in the library each week.
3. Students should record observations about their candidates' stands on major issues from the program in a journal. They should also record the information they gain from reading local and national newspapers and news magazines, and watching television news programs, including performance in polls and opinions from columnists. Students should also pay close attention to the audience to whom the candidate is speaking, what political issues are receiving the most media coverage at the time and what interest groups are supportive of the candidate.

**Class time:** Since this lesson is a long term project, several different class activities are suggested for re-enforcing the students' journal entries.

1. List the candidates on the board. Ask the students if they have heard of any of the individuals. Are they familiar with any of their stands on issues? Have the students vote for one of the candidates. A month into the project hold another vote. How have the opinions in the classroom changed, and why? Is it the candidates' changes on issues or other factors? At the end of the project, hold a similar vote. How has knowing more about the candidates changed the opinions of the class?
2. Divide the class into groups based upon what candidates they have chosen to track. Have each group role play as the candidates' political staff. What modifications to their positions would they suggest their candidate make to improve his or her standing in the polls? Which positions should he or she not compromise? As a class, discuss what advice the groups gave. Did any of their advice deal with aspects of the campaign outside the issues?
3. Dedicate some class time to the journals. Allow students to update their observations and to work on a project dealing with one of their candidates (i.e., write a newspaper article, produce a radio or television news program, or conduct a poll). Make sure the class pays particular attention to the candidate's central messages and the consistency of those messages over time.

#### Follow-up exercises:

1. Students should complete their project and hand it in with the journals. Evaluate the students' performance on the project.
2. Poll the class. Who do they think will win the nomination of their party or the general election? Assign students to write a justification of their view.  
*Refer to Lesson Plans 1 and 2 for related activities.*

## ALL ABOUT C-SPAN

### Regularly Scheduled C-SPAN Programming

#### U.S. House of Representatives (C-SPAN)

Live, gavel-to-gavel coverage daily when the House is in session. (cc)

*See page 4 for lesson plan.*

#### U.S. Senate (C-SPAN 2)

Live, gavel-to-gavel coverage daily when the Senate is in session. (cc)

*See page 6 for lesson plan.*

#### "Washington Journal"

A magazine-format morning program focusing on the issues and events on Capitol Hill. In addition to public policy officials discussing major newspaper stories, the program also features live call-ins and a point/counterpoint segment. Weekdays at 7am ET/4am PT. *See page 22 for lesson plan. ideas.* "C-SPAN Saturday Journal" airs Saturdays at 8 and 9:30am ET/5 and 6:30am PT. "C-SPAN Sunday Journal" airs Sundays at 8 and 10am ET/5 and 7am PT.

#### "Road to the White House '96"

A look ahead to the 1996 presidential election with coverage of Democratic, Republican and third-party candidates as they prepare for their campaigns. Sundays at 7 and 10pm and 1am ET/4, 7 and 10pm PT. *See page 10 for lesson plan.* Note: C-SPAN in the Classroom is developing additional educational materials based on the 1996 presidential campaign.

#### "Prime Time Public Affairs"

Unedited, uninterrupted coverage of the day's top public policy events. Weeknights 8-11pm ET/5-8pm PT. *See page 7 for lesson plan.*

#### "American Perspectives"

Special public affairs programming. May include historical series and speeches of public interest. Saturdays at 8 and 11pm ET/5 and 8pm PT.

#### "Booknotes"

An in-depth interview program that presents conversations with authors of recently published nonfiction books on history, politics and public policy. Sundays at 8 and 11pm ET/5 and 8pm PT. Re-airs Mondays at 6am ET/3am PT. (cc) *See page 8 for lesson plan.*

#### National Press Club

National Press Club luncheon addresses are given by journalists, public policy leaders and other public figures. After the speech, the speaker answers questions from the audience. Saturdays at 6pm ET/3pm PT. *See page 8 for lesson plan.*

### British House of Commons "Question Time"

Britain's prime minister responds to questions from party members and the opposition during the House of Commons "Question Time."

Sundays at 9pm and 12am ET/6 and 9pm PT.

See page 8 for lesson plan.

### "America & the Courts"

A unique program that provides insight into the workings of the federal judiciary. C-SPAN's court coverage also includes interviews with leading legal experts, as well as coverage of speeches and appearances by Supreme Court justices. During weeks that the Supreme Court hears oral arguments, viewers receive a retrospective on the issues and personalities behind key cases. Saturdays at 7pm ET/4pm PT.

See page 20 for lesson plan ideas.

### The Close Up Foundation

Each week from October through June, high school students, educators and senior Americans get together to discuss current events with the nation's leaders. For educational materials, contact the Close Up Foundation at (800) 765-3131.

### How to Obtain the Program Schedule

C-SPAN's public affairs programming is scheduled on a day-to-day basis, and events are frequently aired live. This makes it difficult to meet most publishing deadlines. However, some editions of *TV Guide* list C-SPAN's regularly scheduled programs. Also, a number of daily newspapers, such as *USA Today*, *The New York Times* and the *Washington Post*, carry C-SPAN schedule information. Listed below are more ways to determine program content and air times:

#### The Educators' Hotline

Teachers can obtain same-day schedule information by calling the C-SPAN Educators' Hotline at (800) 523-7586, Monday-Friday, 8:30am to 5:30pm ET.

#### C-SPAN's Schedule Hotline

Call (202) 628-2205 for the latest C-SPAN and C-SPAN 2 schedule information—available 24 hours a day. With a touch-tone telephone, you may select from the following menu:

- 1 Today's C-SPAN schedule
- 2 Today's C-SPAN 2 schedule
- 3 Tomorrow's C-SPAN schedule
- 4 Events C-SPAN will cover
- 5 Long-range schedule information
- 6 C-SPAN products

## Online Computer Services

C-SPAN program information may be found on the Internet, America Online and Prodigy.

### **C-SPAN Online**

For years, C-SPAN has provided a window to the public policy process for teachers and students nationwide. Important public affairs information is also available for computer-users with C-SPAN Online. C-SPAN Online is available through several popular online services such as America Online, the Internet and Prodigy. Our "C-SPAN in the Classroom" area is designed for educators and includes creative lesson plans, teaching tips, the latest program schedules, and special events information. Teachers can also exchange ideas via online chat rooms and message boards. In addition to the "C-SPAN in the Classroom" area, C-SPAN Online offers a Download Library of historical documents and text of current legislation. Teachers can access a directory of members of Congress, congressional voting records and reports from the Federal Election Commission on political action committees.

### How to Access C-SPAN Online

#### **America Online**

You can reach the C-SPAN area by clicking on Education, and then selecting C-SPAN in the Classroom. To order C-SPAN Online from America Online, call (800) 827-6364 ext. 8665.

AOL users can also write to specific C-SPAN services at the following electronic mail addresses:

- cspanprogm@aol.com** (*program suggestions*)
- cspanviewr@aol.com** (*general comments on the networks*)
- cspanguest@aol.com** (*questions for call-in guests*)
- cspanaudio@aol.com** (*comments about audio networks*)
- cspaneduc@aol.com** (*educational services*)

#### **Internet**

Users will find the network's site by typing **gopher c-span.org**.

Write general comments to C-SPAN at: **viewer@c-span.org**.

#### **Prodigy**

Users can find the C-SPAN area by clicking on jump and selecting **C-SPAN**.



## How to Obtain C-SPAN Videotapes

The Public Affairs Video Archives (PAVA) at Purdue University has videotaped, indexed and archived all programming telecast on both C-SPAN and C-SPAN 2 since October 1987. Operating independently but with the full support and cooperation of C-SPAN, PAVA's mission is to make its video record of the public affairs aired by C-SPAN available and accessible—at the lowest possible cost—to teachers affiliated with degree-granting schools. PAVA offers numerous videotapes suitable for middle and high school students.

### Compilations:

- A Look Inside *USA Today & Time*
- Lincoln-Douglas Debate Re-enactments
- Clean Air Act: A Bill Becomes Law
- American Government Highlights

### Vignettes (available 9/95 in the following categories):

- Science and technology
- U.S. historical sites
- U.S. Presidents (past and present)

### Specials:

- Oval Office Special
- Holocaust Special
- D-Day Remembered

### Series:

- American Presidents: a Lecture Series
- First Ladies

In addition to confirmation hearings of Supreme Court justices, the following compilation tapes are available for those interested in the activities of the Supreme Court:

- Supreme Court Perspective
- Supreme Court Insider Tour
- Moot Courts with Supreme Court Justices:
  - Shakespeare: Author or Pseudonym?
  - Trial of Hamlet

### Attention Educators With Internet Access

The Archives can be contacted electronically. Send your message and e-mail address to: [info@pava.purdue.edu](mailto:info@pava.purdue.edu). For more information about the Public Affairs Video Archives, contact:

- Purdue University
- 1000 Liberal Arts and Education Building
- West Lafayette, Indiana 47907-1000
- (800) 423-9630

## How to Obtain House and Senate Information

Below are some telephone numbers you may find helpful when trying to get the latest schedule information.

### House Telephone Numbers:

Main Switchboard	(202) 224-3121
House Bill Status	(202) 225-1772
House Document Room	(202) 225-3456
House Floor Information	(202) 225-7400 (D)
	(202) 225-7430 (R)

### Senate Telephone Numbers:

U.S. Senate Switchboard	(202) 224-3121
Senate Bill Status	(202) 225-1772
Senate Document Room	(202) 224-7860
Senate Floor Information	(202) 224-8541 (D)
	(202) 224-8601 (R)

## How to Obtain C-SPAN Publications

C-SPAN publishes a number of publications that provide context to the programs airing on the network. They can be used as supplemental texts in many disciplines. To order the following publications, call

(800) 523-3174, or write to:

C-SPAN Publications  
1616 Main Street  
Lynchburg, VA 24504-1913

### U.S. Congressional Directory

A photo directory of the members of Congress with biographical information, addresses, phone numbers, committee assignments and names of key aides. \$12.95 including shipping and handling.

### Gavel to Gavel

A guide to the proceedings of the House and Senate. It is specifically geared to watching Congress on television. \$8.95 including shipping and handling.

### Justice for All

A guide to the federal judiciary. This booklet contains a brief history of the Supreme Court of the United States, including landmark decisions, details of the confirmation process, a roster of justices, and a glossary of legal terms. \$8.95 including shipping and handling.

### **How to Obtain C-SPAN Transcripts**

Written transcripts of selected C-SPAN programs, including some National Press Club luncheon speeches and "Booknotes" interviews, are available for purchase. Transcript announcements are made during the closing credits. When transcripts are offered, you can purchase a copy by writing to:

C-SPAN Transcripts  
c/o Tape Writer Inc.  
P.O. Box 885  
Lincolnshire, IL 60069

### **The C-SPAN School Bus**

C-SPAN launched the C-SPAN School Bus on November 1, 1993, as a mobile television production facility and media demonstration center. The primary objective of the C-SPAN School Bus is to demonstrate to teachers of all grade levels how to use C-SPAN's public affairs programming in the classroom. C-SPAN representatives on the Bus offer multimedia demonstrations and workshops for teachers, and initiate discussions on public affairs programming with students. Each Bus stop is hosted by a local cable company and coordinated with local schools.

Bus vignettes—C-SPAN programming produced on the Bus—include interviews with students, teachers, local officials, and tours of presidential libraries, national parks and historical sites. Bus vignettes air daily on C-SPAN at 8pm ET and also during "Washington Journal."

To learn the C-SPAN School Bus schedule, call C-SPAN's schedule hotline at (202) 628-2205. Menu option 4 (**Events C-SPAN Will Cover**) tells you where the Bus will stop next. Bus schedule information is also available via C-SPAN Online to viewers with access to Prodigy, America Online or the Internet.

## VIEWING TIPS

### How to Use Your TV and VCR as Tools for Active Learning

By Al Race

*(Reprinted with permission from Cable in the Classroom magazine.)*

1. Prepare yourself. Select programs (or parts of programs) that meet your classroom objectives. Some teachers first find points they could make effectively with video, then look for a program that will work. Others find a program they like and then plan ways to apply it to class. Either way, preview your tapes whenever possible, looking for places to stop for discussion or to make a point. Take notes. Cue up tapes so they're ready to use in class. Use your VCR's tape counter to find segments you want to show. Send away for support materials if they are available.
2. Prepare your class. Know your equipment. If you need to, prepare a cheat sheet of VCR operating instructions or assign the equipment operation to students. Make sure the equipment is there when you need it, in good working order. Leave the lights on. Explain why you're showing this tape; give students specifics to watch and listen for; tell them what they'll be discussing afterward. Hand out maps, discussion questions or vocabulary lists. Build time into your lesson for students to write their impressions or answer study questions.
3. Participate actively in classroom viewing. Use your VCR's pause button. Don't try to show too much video in one period. Replay some segments to emphasize a point or look for something different. Fast forward through irrelevant segments. Use the video as an audiovisual aid, as a starting point or illustration, not as a reward or an isolated, self-contained lesson.
4. Practice critical viewing skills. Compare the ways different media (print, TV, radio) handle the same subject. Compare the media of different cultures. Compare different forms of the video medium, such as documentaries, news, entertainment, advertising. Discuss what was missing or different in video adaptations of books; what angles were ignored in documentaries; what stories were not reported on the nightly news and why. Think about the sound track and its role in creating the mood. Discuss camera angles and the use of close ups to create impression. Get students to speculate where the camera was and how the actors or reporters must have felt when a particular shot was taken and what must have been going on outside the camera range.
5. Lead a post-viewing activity or discussion. The lesson shouldn't stop when the tape does. Have students ask questions. Guide the discussion in the direction you want it to go. Play part of the tape again if you need to, or have students research the topic further using different sources of information. Initiate a related hands-on activity, such as an art project, science experiment, letter-writing campaign, field trip or student video production. Don't let the video control your lesson, incorporate it into your unit by using it to take your students where you want them to go.

Events covered each day generally air on C-SPAN or C-SPAN 2 that same evening or within the next 24 hours.

The evening schedule for each day is determined by 7:55pm ET the same day.

The evening's schedule begins at 8pm and concludes at 7am ET.

Most programs air at least three times on either C-SPAN or C-SPAN 2 and within a week of the date the event was recorded. The re-airings are usually distributed between C-SPAN and C-SPAN 2.

Selected programs re-air on the weekend. Weekend programs do not re-air during the following week.

Call the Viewer Information Line at (202) 626-7963 between 4pm and 6pm ET on Friday for a confirmed weekend re-air schedule.

## CLASSROOM IDEAS FROM GRANT WINNERS



U.S. House of Representatives

Equipment-for-Education

Grant Recipient:  
Dan Richardson

### Political Decision-Making

Dan Richardson uses debate from the floor of the U.S. House of Representatives to teach students about the legislative process and the outside influences on congressional representatives. One lesson centers around the development of analytical questions to guide students viewing C-SPAN. Another lesson helps students to develop critical thinking and decision-making skills by exposing them to different viewpoints.

Mr. Richardson videotapes about 30 minutes of floor debate on a specific issue and chooses clips which demonstrate aspects of the legislative process. To prepare his classes for viewing the C-SPAN clips, he distributes news articles from major newspapers and magazines relating to the legislation under debate. Students then develop analytical questions concerning the legislative process from the articles.

After viewing the C-SPAN clips, the students' homework is to write answers to the analytical questions for class review. During the next class period, student discussion centers around the questions and answers. Some portion of this discussion can also be spent comparing the value of print media to the value of electronic media.

Mr. Richardson builds another lesson on a field trip to the state capital, requiring students to take notes during the visit. They divide into groups and discuss the similarities and differences between the state and national legislative processes.



### Analyzing the Committee Process in Congress

Over the course of three class days, Ms. Kelly focuses on the daily workings of Congress by looking at the system of committee hearings. Her lesson helps students develop skills in public speaking, listening, critical thinking and notetaking. Perhaps most important to Ms. Kelly is that she feels her students become better informed citizens.

On the first day, students are introduced to the committee system as well as the important techniques of persuasion. Then the class views a 15-minute clip of C-SPAN's committee hearing coverage. They note the name of the committee, as well as its jurisdiction. They also note the questioning and speaking skills they observe. The videotape is viewed again on the second day and, this time, the tape is paused occasionally while students share their observations from the notes they took on the previous day.

On the third day, Ms. Kelly prepares the students to conduct their own mock congressional hearings. This simulation offers students the opportunity to practice the techniques they observed on C-SPAN. For reinforcement, Ms. Kelly has her students write a review of their participation in the mock committee hearing. Using examples from the C-SPAN clips, they discuss how their hearing compared to the real committee hearings.

Ms. Kelly also recommends that students pay attention to various news programs and newspapers for information on committee hearings and the legislative process. Students can develop a list of examples from these news sources and submit it for extra credit.

### Congressional Committee Hearings

On the first day, students are introduced to the committee system as well as the important techniques of persuasion. Then the class views a 15-minute clip of C-SPAN's committee hearing coverage. They note the name of the committee, as well as its jurisdiction. They also note the questioning and speaking skills they observe. The videotape is viewed again on the second day and, this time, the tape is paused occasionally while students share their observations from the notes they took on the previous day.

### Equipment for Education

Grant Recipient

Anna Kelly

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"America & the Courts"  
 By [unclear] 1969  
 This [unclear] [unclear]  
 Court [unclear] [unclear]  
 110 [unclear] [unclear]  
 log [unclear] [unclear]  
 of [unclear] [unclear]  
 [unclear] [unclear]  
 on the [unclear] [unclear]

Equipment for Education  
 Grant Recipient  
 William H. Hardin

### The Role of Supreme Court Justices

In order to teach his students about the role of Supreme Court justices in our political system, Mr. Hardin conducts a cooperative learning exercise focusing on Justice Clarence Thomas. C-SPAN covers Supreme Court justices who give permission to the network to videotape their public appearances. This lesson can be applied to any one of these justices or to several of them. By videotaping "America and the Courts" on C-SPAN, teachers can obtain clips of these appearances for use in their classes.

Prior to being shown the speech by Clarence Thomas, the students research his background. They discuss his personal history, the Supreme Court nomination process, the work of a Supreme Court justice, the ideas of conservative and liberal thought, and the role of the organization hosting the speech. Mr. Hardin also suggests possible points for discussion specific to Justice Thomas, such as the role of a conservative African-American in today's political thought. They then watch the speech by Clarence Thomas and act as journalists, observing the proceedings and taking notes on what transpires.

During a second class, Mr. Hardin divides the students into groups of three or four. Each group exchanges ideas and thoughts about the speech, and records them on a large piece of paper. The groups then move to a location previously occupied by another group. The new group reads what the previous group has written and adds any additional thoughts. Finally, each group returns to its original list and reads what has been added by the others. Using these lists, each student writes a 200-word biography on Justice Thomas.



**Semester Media Project**

In order to get students to watch public affairs on television, to talk about issues with their classmates and families, and to interpret and analyze current events, Ms. Van Ausdall and Ms. Alexander created a year-long project using various C-SPAN programs. They set up a bulletin board resembling the message boards found on many online services, with sections labeled Questions, Comments/Answers and Major Topics of Discussion on C-SPAN.

Students begin by viewing C-SPAN programming and filling out the C-SPAN Media Project Log (see page 24). Students complete three logs, and on 3"x 5" index cards write questions or comments about what they viewed. These cards are pinned up in the appropriate section on the bulletin board. Students also look for newspaper articles, political cartoons and diagrams or graphs relating to the issues discussed on C-SPAN and pin them up in the Major Topics section.

On one day during the week, the class chooses one of the more popular Major Topics for a 20-minute class discussion. Over the course of the next few days, students look at the questions and comments on the bulletin board. Students answer posted questions or respond to comments made by other students on separate 3"x 5" cards.

One important aspect of the Ausdall/Alexander project is that the parents of the students also get copies of all the hand-outs. Parents are kept abreast of this project and involved in the activity.

**Various C-SPAN Programs**

Program	Topic	Date
...	...	...
...	...	...
...	...	...
...	...	...
...	...	...
...	...	...
...	...	...
...	...	...

**Equipment for Education**

Grant Recipients:  
Diane Van Ausdall  
Mary Alexander





### "Washington Journal"

The "Washington Journal" is a weekly news program that provides a unique perspective on current events through the eyes of journalists. Ms. Courtney uses this program as a resource for her American history classes, allowing students to see how news is reported and how it can be used to understand the past.

Equipment for Education  
 Grant Recipient  
 Suzanne Courtney

### **Making Connections to U.S. History**

Suzanne Courtney of Nottingham High School in Syracuse, New York, won a trip to Washington, DC, for her entry in the 1993-94 Equipment-for-Education Grant Program. For the entire school year, Ms. Courtney's American history classes use C-SPAN programming to look at current events through a unique project which reinforces the lessons of the past.

Students identify a variety of viewpoints on current issues and explore similar situations throughout American history. This project requires students to think critically about today's news and issues in order to generate topics for research into the past. According to Ms. Courtney, one of the most valuable parts of these lessons is their ability to connect students to history and make the study of the past relevant to everyday life.

As part of their class requirements, students must immerse themselves in the news of the day. They keep journals of news topics that most interest them. To prepare for her week-long project, Ms. Courtney collects the journals and reads them. She then videotapes Friday's "Washington Journal" (previously "Journalists' Roundtable") and over the weekend pulls 20 to 30 minutes of video most germane to the students' journal notes and personal interests.

On Monday, the class views the videotape, pausing between excerpts to discuss the implications of what the journalists say. Students note the viewpoints of individual journalists concerning each issue. For example, one week the class watched as journalists discussed the possible impact of Whitewater on the Clinton presidency.

On Tuesday, the class divides into groups to explore cases from the past which parallel the issues discussed on Monday. Ms. Courtney cites the following examples:

- a. Thomas Jefferson and the "midnight judges" of John Adams
- b. Andrew Jackson and public criticism of his wife
- c. Abraham Lincoln and suspension of civil liberties during the Civil War
- d. Franklin D. Roosevelt and reaction against the New Deal
- e. Richard Nixon and Watergate

For the next two days, the student groups research a specific case in order to understand its basic facts and issues, as well as the points of view of the various individuals involved. They prepare creative presentations that demonstrate their knowledge—to be delivered in class on Friday. Presentations can take varied forms, but should not be the standard oral report.

Recommended approaches for the presentations include staged debates or roundtable discussions, with participants representing different points of view; re-enactments of the event in question (or two or three possible versions based upon the evidence available); or conversations among history's participants.



*From left: Hetty Gingold and Suzanne Courtney (Nottingham High School), Mary Frances Sabin (Adelphi Cable) and Joanne Wheeler (C-SPAN).*

### **EQUIPMENT-FOR-EDUCATION GRANT PROGRAM**

**Since 1990, C-SPAN has awarded Equipment-for-Education Grants to teachers. In cooperation with local cable systems, the network seeks to provide educators and schools with the tools for integrating C-SPAN into their classroom curriculum. Since 1993, teachers who submit creative, thorough and effective lesson plans using C-SPAN's programming in the classroom have been awarded grants consisting of 25" color TVs and VCRs.**

**Entries are judged by cable television executives and education professionals. Lesson plans, teaching modules or curriculum projects are evaluated on the basis of clarity of objectives, creative classroom use of C-SPAN programming, evaluation of student performance, and demonstration of the benefits to students in understanding the political process.**

**The Equipment-for-Education Grant Program is designed to supply C-SPAN with concrete ideas from teachers for integrating the network into the curriculum. The network periodically publishes selected entries in order to provide C-SPAN in the Classroom members with fresh approaches to using our public affairs video in the classroom.**

**C-SPAN in the Classroom members are automatically mailed grant applications every year. If you are not a member of C-SPAN in the Classroom, or if you would like more information on the Equipment-for-Education Grant Program, please call our Educators' Hotline at (800) 523-7586.**

# C-SPAN MEDIA PROJECT LOG

Class \_\_\_\_\_ Name \_\_\_\_\_

Teacher \_\_\_\_\_

Watch C-SPAN three (3) times each week for thirty (30) minutes each time. (Programs must pertain to government, governmental agencies, Congress, the executive branch, the Supreme Court, and/or pertinent popular issues which affect and/or impact any of the aforementioned agencies, departments, etc.)

Date \_\_\_\_\_ Time \_\_\_\_\_ Program \_\_\_\_\_

Who/What is the program about? \_\_\_\_\_

(Possible major topic for the bulletin board.) \_\_\_\_\_

What branch of government, agency or policy is involved? \_\_\_\_\_

Words/Phrases that you could not understand: \_\_\_\_\_

(Possible question for bulletin board.) \_\_\_\_\_

What did you think about what you heard/saw? \_\_\_\_\_

(Possible comment for bulletin board.) \_\_\_\_\_

List other questions you have about what you've seen: \_\_\_\_\_

List five (5) to seven (7) things that you learned by watching the C-SPAN program. Include people's names, facts, laws, etc. If it is a call-in program, state the opinions of some of the callers and your own opinion.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Be prepared to share your log with the class.

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**C-SPAN COPYRIGHT POLICY  
GRANT OF GENERAL LICENSE TO EDUCATORS**

C-SPAN hereby grants educators associated with degree-granting educational institutions this license containing the right to tape any C-SPAN-produced program without receiving prior permission from the network, so long as the copying is for research and classroom use and not for sale, distribution or for any political purpose. As public domain material, the video coverage of the floor proceedings of the U.S. House of Representatives and the U.S. Senate is not subject to this license, and, as such, may also be similarly used for educational purposes.

The terms of this license constitute a liberal copyright policy that allows educators to record C-SPAN-produced programs (at school or home) for later use. Such programs may be retained in perpetuity for future in-classroom use.

No license fee shall be due for using C-SPAN as an educational resource as long as such use is made in accordance with the terms of this license.

Please retain this copyright certificate for your files. Permission is granted to reproduce this policy statement, and additional copies may be obtained by contacting:

C-SPAN in the Classroom  
Education and Marketing Services  
400 North Capitol St., NW, Suite 650  
Washington, DC 20001  
Educators' Hotline: (800) 523-7586

**Cable in the Classroom**

C-SPAN is a founding member of Cable in the Classroom, a nonprofit service of the cable television industry. Cable in the Classroom works to provide quality educational programming without commercials, as well as materials to help educators use cable programming in their classrooms. For more information, call (800) 743-5355.

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