**Title:** ‘America and the Death Penalty’ podcast with author David Garland on New York Public Radio <http://www.wnyc.org/shows/lopate/2010/dec/20/america-and-death-penalty/>

**The manner in which you will assess your students’ understanding related to your object.**

* Have students fill in a listening guide with open-ended questions as they listen to this podcast. I would use open-ended questions rather than specific questions because I have found that students are more likely to be engaged in audio or visual material if they have more freedom to just listen/watch with a loose guide in front of them than if they are asked to respond to specific (right or wrong) questions. This way they are asked to think about their own opinions about the podcast and the best way they can express those opinions.
* After students have listened to this podcast, have them choose one topic raised by the author in the interview and write a very brief reflection about how that aspect of the interview furthered their understanding, challenged their thinking, or made them want to learn more about the death penalty.

**Explain how the learning object will be used, re-used, repurposed, easily “discoverable,” accessible, and durable.**

* Used to help students understand the author’s views on the death penalty as well as to give students a more concise description of the enduring institution of the death penalty in the U.S.
* This is a very comprehensive podcast that could easily be re-used, repurposed as it briefly discusses a wide variety of issues raised in the book and could therefore be used within the context of a variety of lessons in a social studies classroom: in a civics/government, sociology or psychology class, certainly, and perhaps even in a world history class, as students could compare the historical use of the death penalty internationally.
* This podcast is durable in the same way that the book itself is as the podcast accesses the author’s depth of knowledge on this subject and the author is able to substantiate the points he makes in the interview with research.
* Finally, the podcast is easily accessible on the WNYC website which provides free streaming and download of this interview.

**How you plan to connect your learning object to students, other ideas, or complementary learning objects.**

* I would connect this learning object to students by appealing to the learning preferences of students who enjoy learning through listening to information. This learning object could be used as a part of a differentiation lesson in which students are given the option of accessing supplementary materials about the book through a variety of means including audio, visual and print resources.

**Title:** ‘Americans’ Views of the Death Penalty’ article and graphic on gallup.com <http://www.gallup.com/poll/144284/support-death-penalty-cases-murder.aspx> and ‘Interactive Map of Executions and Death Row Inmates in the U.S.’ <http://deathpenaltycurriculum.org/student/c/states/maps/death-exe.htm>

**The manner in which you will assess your students’ understanding related to your object.**

* After students have viewed the chart and map, I would have them share their reactions (what surprised them, why they think certain states have such different numbers and why they think that Americans’ views changed in certain time periods) with a classmate through think-pair-share.
* I would also have them use both of these resources as references for any potential final products they would be doing for this lesson-a paper, project, discussion, etc.

**Explain how the learning object will be used, re-used, repurposed, easily “discoverable,” accessible, and durable.**

* I would use these for the graphics and fast information that students could easily access to get some background and context about the death penalty across the U.S. by giving them an idea of how Americans have viewed this institution over time and statistics related to state-by-state, ethnicity, gender and juvenile status of those involved in executions.
* The graph could easily be used and re-used as a representation of Americans’ changing (or not changing) social views on such a huge issue.
* These are easily accessible and discoverable resources as clean cut, easy to interpret graphics.

**How you plan to connect your learning object to students, other ideas, or complementary learning objects.**

* I would connect these learning objects to students by tying them in with a general discussion of why the U.S. is one of a few industrialized nations that still imposes the death penalty to give them a good visual representation of how stagnant the American public’s views have been from the 1930s to the present as well as regional differences in death penalty use. I would also be able to connect these to part of the reading that discusses a noted decrease in popular support for the death penalty during the liberal period of the 1960s and the noted increase in support in the late 80s and early 90s during a conservative (and particularly high crime rate) period and another part that focuses on disproportionate numbers of executions among different ethnic groups and in different regions.