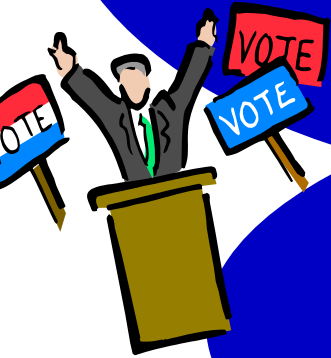


Section 9: Political Participation and Media Influence



FLREA Lesson Packet



Created and Provided by:

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Unit 9 addresses the following Next Generation Sunshine State Standards for 7th Grade:

Civics and Government

- Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level. (SS.7.C.2.7)
- Identify America's current political parties, and illustrate their ideas about government. (SS.7.C.2.8)
- Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. (SS.7.C.2.9)
- Examine the impact of media, individuals, and interest groups on monitoring and influencing government. (SS.7.C.2.10)
- Analyze media and political communications (bias, symbolism, propaganda). (SS.7.C.2.11)
- Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

NOTES

1. *We the People* Lesson pages offer summaries of the lessons available in the *We the People: the Citizen and the Constitution*, Level 2 (Red) textbook. These textbooks are available for purchase through the Center for Civic Education (www.civiced.org).
2. iCivics is administered in Florida by The Florida Law Related Education Association, Inc. All iCivics materials are available for use free of charge at www.icivics.org.

Lesson Overview

Overview: In this lesson, students learn about different avenues of political participation. Students will then evaluate the methods of participation for effectiveness and create campaigns to persuade people to become more politically active.

Objectives: Students will be able to...

- Identify methods of political participation
- Define key terms related to political participation including lobbying, boycott, and “buycott”
- Evaluate the effectiveness of avenues of political participation

Time Required:

- One 50 minute class period

Materials Needed:

- *Find Your Voice* PowerPoint
- *Find Your Voice* Student Handout
- *Top 5 Ways to Make Your Political Voice Heard* Handout
- Poster paper/board
- Markers



FIND YOUR VOICE

Procedures

1. Using the *Find Your Voice* PowerPoint, use the first slide (What comes to mind when you see the word “POLITICS”) as a spring board for discussion. Ask students to think about the first words that come to mind when they think of this word. Also ask if students know what the word means. Have students write down the words and provide a definition to the best of their ability.
2. Ask students for their responses and keep a list of the words offered.
3. Tell students that the word politics comes from the Greek word “politikos” meaning of, for, or relating to citizens. It is the science of government.
4. Ask students for ways to participate in politics. Write down suggestions. View the Center on Congress video *Citizen Participation*.
5. Using the PowerPoint, discuss different methods of political participation with students.
6. After concluding the PowerPoint, distribute the *Find Your Voice* Student Handout. Instruct students to read over the methods of political participation. Students will then rank the methods of participation in order of most effective to least effective means of participating in government. Students will have to explain why they think each method is effective or ineffective.
7. Have students share in small groups of 3-5 students and complete the *Top 5 Ways to Make Your Political Voice Heard* group handout.
8. Next, go to the Center on Congress Interactive Module titled “The Importance of Civic Participation” to see what percentage of Americans participate in government through these means of political participation.
9. Students will then create posters to advertise ways to participate in politics. Students should be persuasive in their approach and convince others to engage in the avenues they identified as their *Top 5 Ways to Make Your Political Voice Heard*.

Next Generation Sunshine State Standards:

- Examine the impact of media, individuals, and interest groups on monitoring and influencing government. (SS.7.C.2.10)

Assessment

- **Find Your Voice! Handout** – Students will be assessed individually for their completion and accuracy on the student handout.
- **Top 5 Ways to Make Your Political Voice Heard Handout** - Students will be assessed as a group for their ability to follow directions and submit a complete and thoughtful product, including both the worksheet and the poster advertising their Top 5.
- **Observation** – Students will be assessed based on their cooperation, participation, and contribution to the group activity (Top 5)

Suggested Scoring Rubric

Assignment	Scoring	Total
<i>Find Your Voice!</i> Handout	<ul style="list-style-type: none"> • 1 point per method of participation and reasoning (10 methods) • 5 points for following directions 	15 points
<i>Top 5 Ways to Make Your Political Voice Heard</i> Handout	<ul style="list-style-type: none"> • 2 points per method and reasoning (5 methods) • 15 points for advertising poster <ul style="list-style-type: none"> ○ Identify all five methods of participation ○ Use factual information and persuasive methods ○ Visually appealing • Bonus opportunity: 1 point per valid additional method of political participation identified 	25 points plus bonus points
Group Participation Grade	Students will be observed for group participation, cooperation, and contribution. Students should be proactively engaging in group efforts and contributing when possible in a respectful manner.	10 points
Total		50 points plus bonus opportunity



Facts of Congress: Citizen Participation

Segment Transcript:

And now, another Fact of Congress

Our country depends on citizen participation, but if you don't participate, things get messy.

Think if you didn't participate at home and you didn't discuss what you wanted.

Instead of getting an ice cold soda, you get an ice cold shower.

Instead of playing video games, you'd be playing pinochle.

Instead of playing football, you get stuck with a doll!

If you don't participate, you don't get what you want.

How do you participate as a citizen?

Write your representatives a letter, or send them an e-mail.

Visit their office, or attend an online meeting.

Study up on the issues by following the news and checking websites.

Volunteer on a campaign and get your candidate elected.

And when you turn 18, you can vote!

The key is to find the ways that work best for you, and get started!

This Fact of Congress is adjourned.

[Click Here](#) to link to the Video Segment for Facts of Congress: Citizen Participation.

Top 5 Ways to Make Your Political Voice Heard

Part I Instructions: Share your responses with a small group from the *Find Your Voice* handout. Work with your group to create a Top 5 List of ways you can participate in politics. Although you may not totally agree with one another, be sure to include everyone's ideas and come to a consensus on your final list. List your Top 5 in the column on the left and explain why your group thinks those are the most effective ways to participate in politics on the right.

Top 5	Reasoning
<p>Can you think of any other ways to participate in politics?</p>	



Part II Instructions: Great work on picking your Top 5 Ways to Make Your Political Voice Heard! Your group will now need to make posters advertising your Top 5 to post around the school. These posters should encourage people to participate in the methods you have identified, so be sure to include all 5 methods of political participation. Be persuasive, create slogans, use color and pictures – get creative!



Interactive Module: The Importance of Civic Participation *Avenues of Participation*

Module Description:

In this interactive module you will be given a list of several ways in which citizens can be civically or politically involved, and you will be asked what percentage of Americans you think actually participate in the various ways. You will then learn the actual percentages. Next you will be asked which avenues of participation seem most important to you, and then will find out what others doing this exercise thought.

Click Here to go to the Center on Congress Interactive Modules.

- Click on “The Importance of Civic Participation”.
- Click on “Avenues of Participation”.



Lesson Overview

Overview: In this lesson students will learn about the history of voting rights in the United States. Students will use the Constitution to learn about who has gained the right to vote. Additionally, students will learn about populations who are not eligible to vote in the United States and debate whether or not they should be eligible.

Objectives: Students will be able to...

- Identify and discuss methods of political participation
- Identify populations who are eligible and who are not eligible to vote in the United States
- Interpret voting Amendments
- Create arguments for and against allowing certain populations to vote

Time Required:

- Two 50 minute class periods

Materials Needed:

- *Seeking Suffrage* PowerPoint
- *Seeking Suffrage* student handout
- Chart paper (one piece for each group of 3-5 students)
- *See It My Way* student handout
- Numbered pieces of paper (see Attachment 1)

SEEKING SUFFRAGE

Procedures

1. Review the idea of political participation with students. Discuss the different forms of participation (see *Seeking Suffrage* PowerPoint) including voting, volunteering for a campaign, joining an interest group, lobbying the government, writing to government officials, running for office, et cetera.
2. Tell the students that the class will be looking at the right to vote today as a form of political participation. Ask students who is allowed to vote in the United States. Discuss responses. Identify those who are able to vote in the United States: American citizens eighteen years and older including all races and both genders. *Note: This does not necessarily include all citizens. One must register to vote in order to participate in elections. Additionally, most states do not allow those who are incarcerated to vote.*
3. Distribute *Seeking Suffrage Scavenger Hunt* student handout and copies of the [U.S. Constitution Amendments](#). Instruct students to read the directions and complete the handout. Students will be looking for all Amendments to the Constitution that pertain to voting rights. Students will need to identify the Amendment number and date of ratification, provide a summary (what does this Amendment have to do with voting?), and name the group who gained voting rights as a result of the Amendment.
4. Ask students who would be unable to vote should these Amendments not exist. Discuss the answers using the PowerPoint presentation.
5. Review each Amendment provided in the PowerPoint as it relates to the history and timeline of voting rights in the United States. Modern examples are provided as a means of integrating comparative government. While discussing women’s suffrage, view the [Soomo Publishing Video Bad Romance: ‘Til We Have Suffrage](#). Also discussed in the PowerPoint will be voting rights for Native Americans gained through the Voting Rights Act and the Indian Citizenship Act.

Next Generation Sunshine State Standards:

- Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. (SS.7.C.2.4)
- Distinguish how the Constitution safeguards and limits individual rights. (SS.7.C.2.5)
- Evaluate Constitutional rights and their impact on individuals and society. (SS.7.C.3.6)
- Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process. (SS.7.C.3.7)

Procedures, Continued

6. Next students will use their *Seeking Suffrage Scavenger Hunt* student handout to create a voting Amendments timeline. Working in groups of 3-5 students, have students create an illustrated timeline of voting rights being sure to include the year, Amendment number, a short summary of the Amendment, and the population who gained the right to vote. After students have finished, post the timelines throughout the classroom.
7. Next, discuss populations that are not allowed to vote in the United States including those under the age of eighteen, non-citizens residing in the United States legally, illegal aliens, and inmates.
8. Once the class has discussed these populations, distribute the *See It My Way* student handout. Individually, students will provide a profile of each population listed on the handout and a 4 sentence paragraph on why these populations should **and** should not be permitted to vote.

The following steps may be skipped in the interest of time.

9. Assign each student a number (written on a piece of paper). Students should write this number on the *See It My Way* handout and then write their name on the piece of paper with the number. Students will need to turn in the piece of paper with the number and their name in order to receive credit for the assignment (this step may be skipped in the interest of time).
10. Once completed, collect all of the handouts. Shuffle the papers and redistribute the handouts to the students. If implementing the extension activity - *Reflection* (see below) – distribute *Reflection* handout. Instruct students to put a check next to the **most persuasive** side of the argument for each population, even if they do not agree with the stance.
11. Poll the class for each population to see how many students found the arguments to allow the population to vote most persuasive and how many students found the arguments not to allow the population to vote most persuasive.

Extension

- Once papers are returned to the students who wrote the paper, have the students evaluate why their classmates may have chosen a given argument for each population. Students will be looking for bias in their writing and how they approached the topic.
 - Questions to pose (see handout labeled *Reflection*):
 - Did the paper you read favor one side over the other when you were reading it?
 - If so, did that impact your decision to select a given argument?
 - If not, what made you select a given argument?
 - Do you think the way you wrote your response favored one position over the other?
 - If so, how could you make your arguments more balanced?
 - If not, what do you think made your classmate select a given position?

Assessment

- **Seeking Suffrage Scavenger Hunt Worksheet and Timeline** – Students will be assessed individually based on the completion, effort, and accuracy of responses. May be assessed individually or have the small groups complete one handout.
- **See It My Way Worksheet** – Students will be assessed individually based on their ability to follow directions and provide complete and thoughtful responses.
- **Extension Activity: Reflection Worksheet** – Students will be assessed individually based on their ability to follow directions and provide complete, thoughtful, and respectful responses.
- **Observation** – Students will be assessed for participation, cooperation, and respectfulness while participating in group work and assessment of fellow students.

Suggested Scoring Rubric

Assignment	Scoring	Total
<i>Seeking Suffrage Scavenger Hunt Handout</i>	<ul style="list-style-type: none"> • 2 points for suffrage definition (1 definition – 2 points possible) • 1 point per amendment identified (4 Amendments to identify – 4 points possible) • 1 point for each year to identify (6 years to identify – 6 points possible) • 3 points for each explanation and group identification (18 points possible) 	30 points
<i>Seeking Suffrage Timeline</i>	<ul style="list-style-type: none"> • Two points per Amendment on timeline (6 Amendments - 12 points possible) <ul style="list-style-type: none"> ○ Included date of ratification, Amendment number, summary, and population gaining suffrage 	12 points
<i>See It My Way Handout</i>	<ul style="list-style-type: none"> • 1 point per group identified as not being able to vote, includes a short profile of this population (4 groups – 4 points possible) • 2 points for why each group should be allowed to vote (Four groups – 8 points possible) • 2 points for why each group should not be allowed to vote (Four groups – 8 points possible) • 5 points for following directions (name on number slip of paper, putting number on their paper) 	25 points
Extension Activity: <i>Reflection Handout</i>	Part I <ul style="list-style-type: none"> • 1 point for each argument selected with a check mark (4 arguments – 4 points possible) • 6 points for answering reflection question on classmate’s arguments (6 points possible) Part II <ul style="list-style-type: none"> • 6 points for answering reflection question on their own personal arguments (6 points possible) Following directions – 4 points	20 points
Group Participation	<ul style="list-style-type: none"> • 13 points for group participation and cooperation. This also includes respectfulness when assessing classmates’ work and ability to follow all directions. 	13 points
Total		100 points

Content Knowledge and Resources for Teachers

Below is a list of web resources for the lesson topic *Suffrage* to review prior to the lesson. Resources may be used to gain personal knowledge or to introduce to students.

Voting Timeline: <http://www.usfca.edu/fac-staff/hancock/pol204/history.htm>

History of Voting Rights in America: <http://www.iwantmyvote.com/recount/history/>

Winning the Vote: A History of Voting Rights by Steven Mintz: <http://www.gilderlehrman.org/history-by-era/government-and-civics/essays/winning-vote-history-voting-rights>

Timeline: Voting Rights Act: <http://www.aclu.org/timelines/timeline-voting-rights-act>

Voting Rights Timeline: <http://archive.fairvote.org/righttovote/timeline.htm>

Name: _____ Date: _____

Seeking Suffrage Scavenger Hunt

Instructions: Working with a group of 3-5 classmates, use a copy of the United States Constitution Amendments to locate all Amendments that address the topic of voting. Once found, identify the year the Amendment was ratified, how that Amendment applied to voting, and who gained the right to vote as a result of that Amendment. For Amendments 13 and 14, note that they do not directly address voting – think about how those Amendments would have an impact on certain groups’ voting rights.

What does **suffrage** mean?

Amendment	Year	<ul style="list-style-type: none"> • What Does This Have To Do With Voting? • Who gained the right to vote?
13		
14		

#

See It My Way



Instructions:

1. **Do not write your name on this paper.** Write the number given to you in the box in the left hand corner.
2. Write your name on the slip of paper with the number on it. **Be sure to turn in your paper with your name and number on it in order to get credit for this assignment.**
3. In the boxes below, provide a profile of each population on the handout and a **four sentence paragraph** on why these populations should **and** should not be permitted to vote. Be sure to provide convincing arguments for both sides.

SHOULD be allowed	Not allowed to vote: Who are they?	Should NOT be allowed

Extension Activity: Looking for Bias

Name: _____ Date: _____

Reflection

Part I Instructions: Write the number in the upper left hand corner of your classmate’s paper in the appropriate section of the table below. After reading and selecting an argument on your classmate’s paper, briefly explain why you chose the argument in the correct column below. Answer the questions below the table in Part I in complete sentences. Once you have handed in your classmate’s paper, complete Part II.

Paper #	Which Argument Did You Choose?	
Population	Allowed to Vote	Not Allowed to Vote
Under the age of eighteen		
Non-citizens legally residing in the United States		
Illegal aliens		
Inmates		

Did the paper you read favor one side over the other when you were reading it?

- If so, did that impact your decision to select a given argument?
- If not, what made you select a given argument?

Part II: Answer the questions below in reference to your own arguments.

- Do you think the way you wrote your response favored one position over the other?
 - If so, how could you make your arguments more balanced?
 - If not, what do you think made your classmate select a given position?

Instructions for Teacher: Cut and distribute to students for See It My Way activity. By numbering papers, students will be able to remain anonymous while their peers read and select the most convincing argument.

1 Name:	7 Name:	13 Name:	19 Name:	25 Name:	31 Name:
2 Name:	8 Name:	14 Name:	20 Name:	26 Name:	32 Name:
3 Name:	9 Name:	15 Name:	21 Name:	27 Name:	33 Name:
4 Name:	10 Name:	16 Name:	22 Name:	28 Name:	34 Name:
5 Name:	11 Name:	17 Name:	23 Name:	29 Name:	35 Name:
6 Name:	12 Name:	18 Name:	24 Name:	30 Name:	36 Name:

Lesson Overview

Overview: In this lesson students will learn where and how to access voter registration materials on the Division of Elections webpage. Students will need to download and complete the voter registration form and assess how easily accessible the form was through their county's Supervisor of Elections website.

Objectives: Students will be able to...

- Follow directions to locate information
- Locate their local Supervisor of Elections website
- Evaluate the ease of accessibility of voter registration forms and sample ballots for voters

Time Required:

- One 50 minute class period OR homework assignment

Materials Needed:

- Access to computer lab (or computer at home)
- Web Quest: Voter Registration and Sample Ballots student handout
- Printer paper for printing voter registration form/preprinted registration form

Web Quest

Voter Registration and Sample Ballots



Procedures

1. Distribute the Web Quest: Voter Registration student handout. Read the following scenario aloud:
 - a. A family friend who is about to turn 18 wants to vote in this year's presidential election, but she isn't sure how to register to vote or how to find a sample ballot. She knows you are taking Civics right now, so surely you must know the answer. What should she do in order to register to vote?
 - b. Ask students for responses. Do they have any ideas how to go about registering? Do they know who is responsible for registering people to vote?

Note: Students can complete the following steps:

- *At home for homework;*
 - *In class with access to a computer lab;*
 - *In shifts in conjunction with another in class activity from this unit*
2. Have students work in pairs or individually to complete the steps on the Web Quest: Voter Registration student handout. Students will be directed to the Florida Division of Elections website, locate and identify their Supervisor of Elections, and locate the Voter Registration form and sample ballot on their local Supervisor of Elections website.
 3. Once students have located their Voter Registration form and sample ballot, have students either:
 - a. E-mail the link to both documents to the teacher
 - b. Show the teacher they have found the form and ballot or obtain a pre-printed copy from the teacher.

Assessment

- **Worksheet** – Students will be assessed based on the completion and accuracy of the WebQuest student handout. Students will also be assessed for their cooperation and ability to follow instructions.

Suggested Scoring Rubric

Assignment	Scoring	Total
WebQuest: Voter Registration and Sample Ballot	<ul style="list-style-type: none"> • 1 point for correctly identifying county in Step 3 (1 point possible) • 1 point for correctly naming the Supervisor of Elections in Step 4 (1 point possible) • 1 point for correctly identifying the web address for the Supervisor of Elections in Step 5 (1 point possible) • 5 points for clearly and accurately listing the steps for finding the Voters Registration and Sample ballot in Step 6 (2 sets of steps – 10 points possible) • 2 points for finding the Voter Registration form in Step 7 (2 points possible) • 2 points for finding the Sample Ballot in Step 7 (2 points possible) • 2 points per reflection question in Step 8 (3 questions - 6 points possible) • 7 points for following instructions 	30 points
Total		30 points

Web Quest: Voter Registration



Instructions: Read the scenario below to find out the purpose of the quest. Then, follow the steps below on this Web Quest to find out how to register to vote for the upcoming 2012 election. Be sure to closely follow the steps so you don't get lost on your quest!

Purpose of the Quest: A family friend who is about to turn 18 wants to vote in this year's presidential election, but she isn't sure how to register to vote. She knows you are taking Civics right now, so surely you must know the answer. What should she do in order to register to vote?

Step Instructions

PART I

- Step 1** Go to <http://election.dos.state.fl.us/>
- Step 2** Click "For the Voters"
- Step 3** Click "Supervisor of Elections"
Question: What county do you live in?
Answer: _____
Click your county!
- Step 4** Write the name of your Supervisor of Elections:

- Step 5** Go to your Supervisor's website.
Web address: _____

Step 6	Write down the steps of how to get to the Voter Registration Form (pictured on the first page) on your Supervisor of Elections website in left column. You should give clear, detailed instructions that anyone could follow. Do the same for the Sample Ballot in the right column.
---------------	---

Steps to find the Voter Registration form on the _____ County Supervisor of Elections website:	Steps to find the Sample Ballot form on the _____ County Supervisor of Elections website:
---	--

PART II

Step 7	Either e-mail a link to the Voter Registration form and Sample ballots to your teacher or show your teacher you have found the form.
---------------	--

Step 8	Answer the reflection questions below.
---------------	--

Questions for Reflection:

1. Was the information above easy to find?

2. What would make the information easier to retrieve?

3. Do you think most people could find this information?

Lesson Overview

Overview: This lesson will discuss constitutional requirements for both national and state government officials. Students will use primary documents to locate the qualifications for running for federal and state office. Students will also be asked to evaluate the qualifications and determine if they are effective or should be changed.

Objectives: Students will be able to...

- Distinguish which Constitution to utilize to answer questions
- Locate constitutional requirements to run for office
- Evaluate constitutional requirements to run for office

Time Required:

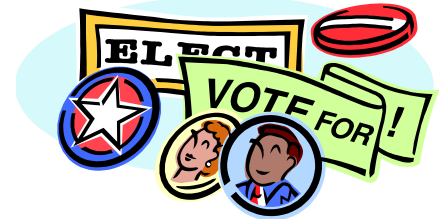
- One 50 minute class period

Materials Needed:

- Copy of the U.S. Constitution Articles I-III (Handout 1)
- Copy of the Florida Constitution select portions (Handout 2)
- Run Away Student Handout, Parts I and II

Run Away?

Who can run for political office?



Procedures

1. Divide class into groups of 3-5 students.
2. Distribute copies of the Articles of the U.S. Constitution (Handout 1), selections of the Florida Constitution (Handout 2) to each group, and the *Run Away?* Student Handout to each group.
3. Instruct students to read the instructions and complete the handouts.
 - a. Part I: Students will need to use the U.S. and Florida Constitutions to determine the age requirements and other qualifications required for public officials to run for office on the national and state level. Students will need to be able to determine:
 - i. Which Constitution to use to find the answer.
 - ii. Where in the Constitution these answers are located.
 - iii. The required qualifications to run for a particular office.
 - iv. How often elections occur for this position.
 - b. Part II: After completing Part I, students will need to read scenarios and determine if the individual aspiring to run for office should “Go Ahead and Run!” (are eligible to run for office) or “Run Away!” (are not eligible to run for office).
4. After completing the handout with their group, students will need to independently address the following questions:
 - a. Do you think these requirements to run for public office are fair? Explain.
 - b. Do you think any of the requirements should be changed? If so, how? If not, why not?

Next Generation Sunshine State Standards:

- Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. (SS.7.C.2.9)

Assessment

- **Run Away Handout** – Students will be assessed based on the completion and accuracy of the handout. Worksheets may be done individually or as a group effort.
- **Observation** – Students will be assessed based on their participation and cooperation while working on their *Run Away!* student handout.

Suggested Scoring Rubric

Assignment	Scoring	Total
<i>Run Away</i> Handout Part I	Part I <ul style="list-style-type: none"> • 1 point per position for age requirement (8 positions – 8 points possible) • 1 point per position for residency/citizenship requirement (8 positions, 8 points possible) • .5 point per position for identifying any additional requirements (8 positions – 4 points possible) • 2 points for answering the “Questions for Consideration” (two questions – 4 points possible for complete answers) 	24 points
<i>Run Away</i> Handout Part II	Part II <ul style="list-style-type: none"> • 1 point for identifying if an individual is eligible to run (4 scenarios – 4 points possible) • 3 points per scenario for correctly identifying which Constitution, where in the Constitution, and why the person is eligible/ineligible to run (4 scenarios – 12 points possible) 	16 points
Group Participation	Students will receive 10 points for group participation and cooperation on the <i>Run Away</i> group activities. Students should be proactively participating in their groups in a respectful manner.	10 points
Total		50 points

Excerpts from Articles I-III of the United States Constitution

Article I

Section. 1.

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section. 2.

The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section. 3.

The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section. 4.

The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

Section. 5.

Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Article II

Section. 1.

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately choose by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner choose the President. But in choosing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall choose from them by Ballot the Vice President.

The Congress may determine the Time of choosing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:--"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section. 2.

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the

Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section. 3.

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section. 4.

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article III

Section. 1.

The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.

Section. 2.

The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;--to all Cases affecting Ambassadors, other public Ministers and Consuls;--to all Cases of admiralty and maritime Jurisdiction;--to Controversies to which the United States shall be a Party;--to Controversies between two or more States;-- between a State and Citizens of another State,-- between Citizens of different States,--between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section. 3.

Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Excerpts from the Florida Constitution

Article III

SECTION 15. **Terms and qualifications of legislators.—**

(a) **SENATORS.** Senators shall be elected for terms of four years, those from odd-numbered districts in the years the numbers of which are multiples of four and those from even-numbered districts in even-numbered years the numbers of which are not multiples of four; except, at the election next following a reapportionment, some senators shall be elected for terms of two years when necessary to maintain staggered terms.

(b) **REPRESENTATIVES.** Members of the house of representatives shall be elected for terms of two years in each even-numbered year.

(c) **QUALIFICATIONS.** Each legislator shall be at least twenty-one years of age, an elector and resident of the district from which elected and shall have resided in the state for a period of two years prior to election.

(d) **ASSUMING OFFICE; VACANCIES.** Members of the legislature shall take office upon election. Vacancies in legislative office shall be filled only by election as provided by law.

Article IV

SECTION 5. **Election of governor, lieutenant governor and cabinet members; qualifications; terms.—**

(a) At a state-wide general election in each calendar year the number of which is even but not a multiple of four, the electors shall choose a governor and a lieutenant governor and members of the cabinet each for a term of four years beginning on the first Tuesday after the first Monday in January of the succeeding year. In primary elections, candidates for the office of governor may choose to run without a lieutenant governor candidate. In the general election, all candidates for the offices of governor and lieutenant governor shall form joint candidacies in a manner prescribed by law so that each voter shall cast a single vote for a candidate for governor and a candidate for lieutenant governor running together.

(b) When elected, the governor, lieutenant governor and each cabinet member must be an elector not less than thirty years of age who has resided in the state for the preceding seven years. The attorney general must have been a member of the bar of Florida for the preceding five years. No person who has, or but for resignation would have, served as governor or acting governor for more than six years in two consecutive terms shall be elected governor for the succeeding term.

Article V

SECTION 8. **Eligibility.**—No person shall be eligible for office of justice or judge of any court unless the person is an elector* of the state and resides in the territorial jurisdiction of the court. No justice or judge shall serve after attaining the age of seventy years except upon temporary assignment or to complete a term, one-half of which has been served. No person is eligible for the office of justice of the supreme court or judge of a district court of appeal unless the person is, and has been for the preceding ten years, a member of the bar of Florida. No person is eligible for the office of circuit judge unless the person is, and has been for the preceding five years, a member of the bar of Florida. Unless otherwise provided by general law, no person is eligible for the office of county court judge unless the person is, and has been for the preceding five years, a member of the bar of Florida. Unless otherwise provided by general law, a person shall be eligible for election or appointment to the office of county court judge in a county having a population of 40,000 or less if the person is a member in good standing of the bar of Florida.

*elector – registered voter

Name: _____ Date: _____

Run Away?

Part I Instructions: In your group, you will need to search for the answers to the questions below in either the Articles of the United States Constitution or in the excerpts from the Florida Constitution. Identify which Constitution you used to find the answer, along with the Article and Section number, and answer each question in the table below.

Position	Minimum Age? Maximum Age?	Residency/Citizenship Requirements?	Other requirements?
Florida Senator Which Constitution and where?			
President of the United States Which Constitution and where?			
U.S. Supreme Court Justice Which Constitution and where?			
Representative in the Florida House of Representatives Which Constitution and where?			
United States Senator Which Constitution and where?			

(Continued on next page)

Run Away?

Position	Minimum Age? Maximum Age?	Residency/Citizenship Requirements?	Other requirements?
Florida Supreme Court Which Constitution and where?			
Governor Which Constitution and where?			
Congressperson in the United States House of Representatives Which Constitution and where?			

Questions for Consideration

Do you think these requirements to run for public office are fair? Explain.

Do you think any of the requirements should be changed? If so, how? If not, why not?

Name: _____ Date: _____

Run Away?

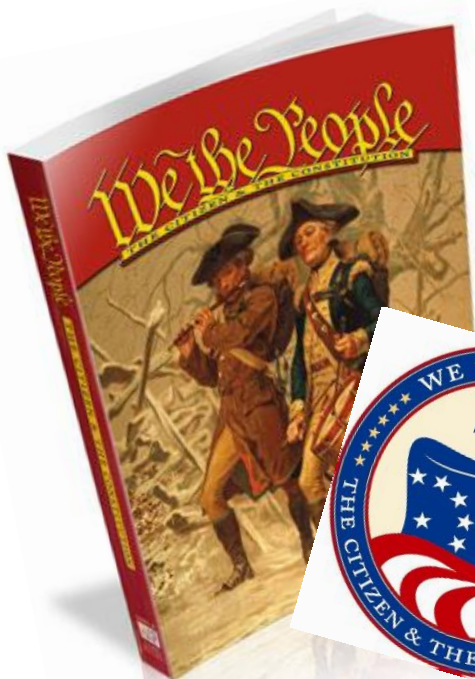
Part II Instructions: In your group, read each scenario below. Determine whether or not this person is eligible to run for the desired office (or be appointed to the desired office) based on the Constitutional qualification and check the appropriate box: “Go Ahead!” (the individual **is** eligible to run for office/be appointed to office) or “Run Away!” (the individual **is not** eligible to run for office/be appointed to office). Then cite which Constitution helped you provide this answer and the citation of where in the Constitution (Article and Section Number).

Scenario	Go Ahead!	Run Away!	Which Constitution, where, and why?
Samantha wants to run for the Florida Senate. She has lived in Florida her entire life and is an outstanding member of her community even at age 19. Additionally, Samantha has lived in the district she wishes to represent for 10 years. Can she run?			
Judge Reginald James has served as a Florida trial court judge for the past twelve years. Additionally, Judge James serves on multiple committees of the Florida Bar and is a long time member, becoming a member of the bar in 1980. At 65 years old, Judge James is a front running contender to be selected to serve as a Florida Supreme Court Justice. Is the Judge eligible for this position?			
Marisol Perrera was born in Ecuador and moved to the United States in 1978 with her family. She became a United States Citizen at age 22, attended college, and became a successful attorney and advisor to the Governor in Virginia. At 45 years old, Marisol has decided she wants to serve the State of Virginia by running for U.S. Senate. Is she eligible?			
Congressman Dimitri Cosmos is former banker and is currently an active member of the United States House of Representatives, serving on the budget committee. When he was 19 he moved from Greece and Cosmos obtained his United States citizenship at age 28 through the naturalization process. At 48 years old, he wishes to further his political career. Can Representative Cosmos run for President of the United States?			

We the People: the Citizen and the Constitution

Lesson 20:

How did political parties develop?



Lesson Overview:

In this lesson, students learn how political parties were established in the United States. Students first learn why the Framers were opposed to political parties, which they believed were factions who were more concerned about their own selfish interests than the common welfare. Students examine the disagreements that arose between the Federalists, who supported the views of Alexander Hamilton, and the Republicans, who supported the views of Thomas Jefferson. Students learn that the disagreements related to the power of the national government were about how the necessary and proper and general welfare clauses of the Constitution should be interpreted. There were also disagreements about foreign policy. Students learn that political parties were established in the United States as a result of these disagreements. The lesson concludes with a section on how political parties function today.

Objectives:

At the conclusion of this lesson, students should be able to

- Explain why the Framers opposed the development of political parties
- Describe the two original political parties, their leaders, and the issues that divided them
- Describe the role and purpose of political parties today

Ideas of Discussion:

- How well do you understand Jefferson's concern?

Next Generation Sunshine State Standards:

- Identify America's current political parties, and illustrate their ideas about government. (SS.7.C.2.8)
- Examine multiple perspectives on public and current issues. (SS.7.C.2.13)

Lesson Overview

Overview: This lesson will introduce students to the two party system of the United States. Students will learn about the history of political parties, the role of political parties today, the vision statements of the parties, and other political parties.

Objectives: Students will be able to...

- Identify America's current political parties
- Compare current political parties' ideas about government
- Evaluate the impact political parties have on society, government, and the political system

Time Required:

- One 50 minute class period

Materials Needed:

- *Party Time!* PowerPoint
- *Party Time!* Student handout

Party Time!

Procedures

1. Using the *Party Time!* PowerPoint ask students to write down the first three words that come to mind when they see the following slides - Slide 2: Democrat, Slide 3: Republican. Give students time on each slide to write as many words as they can.
2. Divide students into small groups (3 students per group). Have students share their lists and create a combined list of all the terms then came up with individually.
3. Discuss student responses. As groups provide words, write them on the board or on chart paper. Place check marks next to repeats.
4. Follow up by asking students where they have heard these terms or what made them think of a particular word in reference to a political party.
5. Continue with the PowerPoint. The PowerPoint will discuss:
 - a. The Two Party system in the United States
 - b. The role of political parties today
 - c. Brief history, symbols, and vision statements of the Democratic and Republican Parties. *Who Said It?* – Students will read the vision statements for both Presidential candidates and guess which vision belongs to which candidate.
 - d. Additionally included are profiles of the 3 parties (in addition to the Republican and Democratic parties) who received at least 100,000 votes in the 2008 election as compiled by *Ballot Access News*. Profiles of other parties that may be humorous will also be addressed in the PowerPoint.
6. Divide class into groups of 3-5 students. Distribute the *Party Time! - Point-Counterpoint* student handout. Students will be reading some of the ways that political parties can be useful. However, students should recognize that there are those in opposition to political parties. For each point in favor of political parties, students will need to provide a counterpoint and their opinion.
7. As a follow up, students will then need to address the questions for discussion.
 - a. Based on the quotes from political philosopher Thomas Paine and Founding Father Thomas Jefferson, how would you describe their feelings about political parties?
 - b. What are your personal feelings about political parties? What impact do you think they have on society? What impact do you think they have on the government?

Next Generation Sunshine State Standards:

- Identify America's current political parties, and illustrate their ideas about government. (SS.7.C.2.8)
- Examine multiple perspectives on public and current issues. (SS.7.C.2.13)

Lesson Extensions

- Students may take the quiz provided by the Pew Research Center: Analyze Groups and Issues. The Pew Research Center's Political Typology divides the public into eight politically engaged groups, along with a ninth group of less engaged Bystanders. <http://www.people-press.org/typology/>

Assessment

- **Worksheet** – Students will be assessed based on the accuracy and completion of the *Party Time!* student handout.
- **Observation** – Students will be assessed based on their participation, cooperation, and respectfulness during group activities.

Suggested Scoring Rubric

Assignment	Scoring	Total
Party Time! Point/Counter-Point	<ul style="list-style-type: none"> • 1 point per point (5 points – 5 points possible) • 1 point per counter-point (5 counter-points – 5 points possible) • 2 points for naming benefits of political parties (2 points for attempting) • 2 points for naming problems with political parties (2 points for attempting) • 3 points for each reflection question (2 questions – 6 points possible) 	20 points
Participation	Students will receive 5 points for group participation and cooperation	5 points
Total		25 points

Name: _____ Date: _____

Party Time! - Point / Counter-point

Political parties are a common component of American politics today. But some people, historically and presently, do not believe political parties to be a positive element of American politics.

Instructions: As the PowerPoint is being discussed, write down the five statements (from the *We the People: the Citizen and the Constitution* book) about the ways political parties are useful. Next, provide a counter-point to the argument that political parties are useful by looking at it from a different perspective.

Point	Counter-point

Can you think of any other benefits of political parties?

Can you think of any other problems with political parties?

Name: _____ Date: _____

Party Time! - Point / Counter-point

“Every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it.”

– Thomas Jefferson First Inaugural Address March 4, 1801

“A little matter will move a party, but it must be something great that moves a nation.”

– Thomas Paine *Rights of Man* 1792

Based on the quotes from political philosopher Thomas Paine and Founding Father Thomas Jefferson, how would you describe their feelings about political parties?

What are your personal feelings about political parties?

What impact do you think they have on society?

What impact do you think they have on the government?

Who Are The Candidates?

The Learning Network: Teaching and Learning with the New York Times

<http://learning.blogs.nytimes.com/2012/08/28/2012-election-unit-who-are-the-candidates/>

Lesson Summary:

In this lesson provided by the [New York Times: The Learning Network](#), students will be introduced to the candidates of the 2012 Presidential election. Activities include:

- KWL chart about the candidates
 - Students will review what they know about the candidates, make a list of what they want to know about the candidates, and summarize what they learn after all of the activities have been explored.
- Candidate Research Team
 - Students will work in small groups as an assigned candidate's research team. Students will need to create profiles of the candidates that appeal to the youth voters. Students will then present their Candidate Profile and peers will provide feedback to each group.



Materials

- KWL PDF Student Handout
- Candidate Research Team PDF Student Handout
- Candidate Profile Presentation: Peer Feedback PDF Handout

Next Generation Sunshine State Standards:

- Identify American's current political parties, and illustrate their ideas about government. (SS.7.C.2.8)
- Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. (SS.7.C.2.9)

Lesson Overview

Overview: This lesson will introduce students to political parties and the various issues that have come to the forefront during the 2012 election. Students will be evaluating the issues, creating political parties, and evaluating their personal feelings towards political parties.

Objectives: Students will be able to...

- Identify issues by political philosophy
- Evaluate multiple perspectives on campaign issues
- Evaluate the impact of political parties on society and government

Time Required:

- Two 50 minute class period

Materials Needed:

- *Pick-a-Plank: How do They Rank?* student handout 1
- *Pick-a-Plank: The Issues* student handout 2
- *Pick-a-Plank: Positions* handout 3
- *Build a Platform* student handout 4
- Chart paper
- Markers

Build a Platform

Procedures

1. Ask students for some current issues they have heard discussed during the presidential election. Answers may reflect: the economy, unemployment, healthcare, and so on. Discuss responses with the class. Ask students which issues they think are really important this year. Discuss.
2. Distribute the *Pick-a-Plank: How Do They Rank* student handout 1 and *Pick-a-Plank: The Issues* student handout 2 to each student. Students should read the *Pick-a-Plank: The Issues* handout. After reading, they will rank each issue, or “plank” in order of importance to them – one being the most important and six being the least important. Students should explain their responses.
3. Next, distribute the *Pick-a-Plank: Positions* student handout 3. Instruct students to cut out each position. Students will then need to read each position and determine which plank it belongs to – education, energy, healthcare, immigration, jobs, or taxes.
4. Distribute *Build a Platform* student handout 4. After reading and categorizing the positions, students will need to select the position they agree with most. Students will then need to glue this position under the correct plank.
5. Students will then re-rank the issues in order of importance.
6. View the Kids Pick the President 22 minute video (beginning at 5 minutes, 7 seconds) about the different issues and see how the issues ranked nationally among kids. Students should note which planks of their platforms matched which candidate – Barack Obama or Mitt Romney.

Next Generation Sunshine State Standards:

- Identify America’s current political parties, and illustrate their ideas about government. (SS.7.C.2.8)
- Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. (SS.7.C.2.9)
- Examine multiple perspectives on public and current issues. (SS.7.C.2.13)

Lesson Extension

- View CBS's 60 Minutes presentation with interviews of Presidential candidates Mitt Romney and President Barak Obama:
 - [Part I](#)
 - [Part II](#)
 - [Part III](#)
 - [Part IV](#)
- Have students take the www.isidewith.com quiz. Students will select their stance on issues and based on the results will be matched with the candidate they are most aligned with.
- Students can also play the [Candidate Match Game II](#) provided by USA today. Students will decide where they stand on issues and how important those issues are to them. The game will then align them, by percentages, to a given candidate.

Assessment

- **Worksheet** – students will be assessed based on the accuracy and completion of the *Pick-a-Plank: How Do They Rank* and *Build a Platform* student handouts. Students will also need to be able to follow all instructions and cooperate fully during all activities and class discussions.

Suggested Scoring Rubric

Assignment	Scoring	Total
Pick a Plank: How Do They Rank?	<ul style="list-style-type: none"> • 1 point for ranking each “plank” or issue (6 planks – 6 points possible) • 2 points for each explanation of each plank ranking (6 planks – 12 points) 	18 points
Build a Platform	<ul style="list-style-type: none"> • 1 point for ranking each “plank” (6 planks – 6 points possible) • 1 point for correctly identifying each position (6 positions – 6 points possible) • 2 points for explaining each position (6 positions – 12 points possible) • 8 points for following instructions 	32 points
Total		50 points

Name: _____ Date: _____

Pick-a-Plank

How Do They Rank?

The issues on the Pick-a-Plank handout are the main campaign issues for the 2012 elections. Many people will be basing their decision of who to vote for on these issues. It is very important for people to consider how important these issues are to them.

Instructions: Rank the issues from the Pick-a-Plank handout based on how important each issue is to you. Ranking should go from most important issue (would strongly impact who you vote for), to least important (would make little to no impact on who you would vote for). Explain why you ranked each issue as you did.

Issue	Ranking Explanation
1.	
2.	
3.	
4.	
5.	
6.	

Pick-a-Plank: Topics

Plank #1: Education

Many people believe America's public school system is in a crisis as students in the United States fall behind students in many other countries in their academic performance. For the most part, states and local communities control education in the United States. However, the federal government plays a role in shaping standards and helping pay for education. What should the President do about education?

Plank #2: Energy

Everybody agrees the U.S. would be better off if it were not dependent on foreign oil, and there are lots of ideas as to how we go about reaching this goal of energy independence. Some want the federal government to loosen environmental regulations on oil companies that want to drill in the U.S. Others want the federal government to support alternative energy initiatives that would decrease our dependency on oil in general.

Plank #3: Healthcare

Many people believe access to healthcare ought to be a right of all Americans. President Obama signed into law healthcare reforms that would give more Americans access to healthcare they can afford but would make having insurance mandatory. Opponents say the law should be repealed; that individuals, not government, should decide whether to buy insurance.

Plank #4: Immigration

While most Americans agree on the need for secure borders, much of this issue pertains to how the federal government will address the roughly 11 million illegal immigrants already in the U.S. What makes the issue more complicated is that many U.S. businesses rely on illegal immigrants as a cheap workforce, which makes some American workers worry.

Plank #5: Jobs

Economic recovery continues to be an important issue to voters – and jobs and unemployment are at the core of recovery. More people are finding work, but unemployment has remained at 8.2%. In some communities, that figure is much higher. With continued cuts in local, state, and federal spending, government jobs have experienced substantial cuts.

Plank #6: Taxes

Federal taxes paid by U.S. citizens help pay for the U.S. military, as well as existing federal health care programs, retirement programs, food stamps, disaster relief, and other efforts. But now the U.S. has fallen into deep debt. There are two ways out: the government must raise taxes or spend less. Or both.

Name: _____ Date: _____

Pick-a-Plank

Instructions: You will be working to develop your own political platform for the 2012 election.

- After reading the Pick-a-Plank: Topics handout, cut out the positions on the worksheet below.
- Decide which positions match the planks of Education, Energy, Healthcare, Immigration, Jobs, and Taxes.
- Once you have categorized the positions, decide which position you agree with most. On the *Build a Platform* handout, glue the ideas you agree with most under the correct plank topic. A space is also provided for you to write your own ideas of how to address the planks.

We believe the federal government should leave job creation to the private sector. The corporate tax rate should be reduced from 35% to 25% and health care reform should be repealed. Additionally, we should include initiatives to retain workers and develop a competitive workforce by raising visa caps for highly skilled workers.

We believe that taxes for the middle class should not be raised. We do believe that those making more than \$250,000 should be subject to a higher tax rate. We believe that billionaires should not pay a lower tax rate than middle income earners. We believe in reforms for the corporate tax code to reduce the tax rate to 28% from 35%. To compensate for this reduction in corporate taxes we would eliminate multiple business tax breaks.

We believe in energy independence. We support an “all of the above” approach that encourages the responsible production of nuclear power, clean coal, solar, wind, geothermal, hydropower, as well as drilling for oil and natural gas in an environmentally responsible way. We support additional drilling and seek to lessen many of the regulations placed on energy industries.

We support the right of all Americans to have affordable healthcare. It should be up to the individual states to determine how they will regulate health insurance for residents of that state. This could include tax penalties at a state level for not carrying health insurance, should that state choose to take on these measures.

We believe in securing the borders of the United States and imposing fines on those who knowingly hire illegal immigrants. We also support pathways to citizenship for those under the age of 30, who obtained a high school diploma or equivalent and/or served in the military.

We believe in developing all of America’s natural resources—domestic oil, gas, wind, solar and biofuels—and encouraging fuel efficiency so that we can reduce our dependence on foreign oil over time. While we believe in increased drilling, continued environmental regulations should remain in place. Future dependence on oil should be reduced through government funded research and development of alternative energy resources.

We believe in securing the borders of the United States by building a border fence. We also believe in placing fines on those employers who knowingly hire illegal immigrants. Such sanctions and fines will lead to “self-deportation”, where work will be so difficult to find that immigrants will voluntarily return to their homeland.

We believe in improving current school systems by setting standards to evaluate teacher, administration, and student performance. We believe in providing grants to states that provide evidence of improving teacher quality and student performance through innovative plans.

We believe taxes should be reduced at all income levels - the top tax bracket would pay 28% instead of 35%, the lowest bracket would pay 8% instead of 10%, and middle income would pay 20% instead of 25%. By reducing the rate paid on income for each of the tax brackets, this will spur economic growth by giving individuals more money in their paychecks.

We believe the government plays a vital role in job creation, including using stimulus spending to create more government and private sector jobs. We should include incentives, including tax breaks, to those businesses who keep jobs within the United States. Those who export jobs overseas would not be able to receive tax incentives.

We believe all parents, regardless of income, should have the option to choose which school their child attends, be it public, private, or a charter school, through a school choice voucher program. Systems should be put in place to hold schools accountable and ensure that qualified teachers are in every classroom. We believe that educational equity should be balanced with fiscal restraint.

We support the right of all Americans to have affordable healthcare. This should be regulated at the national level. All Americans who do not carry health insurance will be subject to a tax penalty at the federal level.

Build a Platform!

Instructions: Assemble your platform below by summarizing the position you most agreed with and explain why you agreed with this position. Remember, for each issue (plank), you can also include your own ideas of how you would approach the issue. Lastly, re-rank each plank from one to six, one being most important and six being least important.

#_____ **Education**

#_____ **Energy**

#_____ **Healthcare**

#_____ **Immigration**

_____ **Jobs**

_____ **Taxes**

What Are the Issues?

The Learning Network: Teaching and Learning with the New York Times

<http://learning.blogs.nytimes.com/2012/08/29/election-unit-part-2-what-are-the-issues/>

Lesson Overview:

For this second mini-unit, students continue working on the campaign teams, but instead of researching the candidates' biographies, they are now learning about the issues at stake in this election. By the end, they will both learn about the candidates' stances on the most important issues, and become experts on one particular issue. Their task is to create campaign materials aimed at youth voters for the coming mock election and to hold a debate on the key issues.



Materials

- Graphic organizer: Where do the candidates stand on an issue?
- Graphic organizer: Where a particular candidate stands on an issue, quotes, and how it applies to youth.
- Also provides resource links to the following:
 - [CNN Election Center](#)
 - [Procon.org](#)
 - New York Times Upfront Magazine's article "[What's at Stake?](#)"

Next Generation Sunshine State Standards:

- Identify American's current political parties, and illustrate their ideas about government. (SS.7.C.2.8)
- Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. (SS.7.C.2.9)

Lesson Overview

EVALUATING PRESIDENTIAL CANDIDATES



Overview: In this activity you are asked to identify the constitutional qualifications and duties of the President of the United States. Students will evaluate criteria which they feel should also be considered in selecting a political candidate. Students will explore other resources to aid in their selection of qualified presidential candidates.

Objectives: Students will be able to...

- Identify constitutional qualifications of presidential candidates
- Identify powers and duties of the President
- Evaluate qualifications and experience of presidential candidates

Time Required:

- One 50 Minute Class period

Materials Needed:

- Handout 1 – Constitutional Qualifications for a President
- Handout 2 – Duties and Powers of the President
- Handout 3 – Evaluating Presidential Candidates
- Handout 4 – Presidential Candidate Biographies

Procedures

Phase One

- Ask students: What are the constitutional qualifications to be President of the United States?
- Distribute Handout 1. Have students complete the table based on the excerpt from the Constitution (Article II, Section 1, Part 5)
- Ask students: What are the constitutional powers and duties of the President?
- Distribute Handout 2. Have students complete the table based on the excerpt from the Constitution (Article II, Section 2, Parts 1-3 and Article II, Section 3).
- Ask students what else they consider important factors in selecting the best person to be President. List and review.

Phase Two

- Distribute Handout 3. Ask specifically about each of the following characteristics and if they should be considered in selecting a presidential candidate.
- Have individuals decide which considerations are most important by ranking the following characteristics from 1 (most important) – 15 (least important). Students may add their own characteristics in blank spaces.

1. Age	8. Personal Appearance
2. Religion	9. Personality
3. Gender	10. Ethnic Background
4. Educational Background	11. Marital Status
5. Character	12. Physical Health
6. Past Positions Held	13. Criminal History
7. Prior Government Experience	14. Military Service
	15. Socio-economic status

See Procedures continued on next page.

Next Generation Sunshine State Standards:

- Analyze the...functions...of the...executive branch. (SS.7.C.3.8)
- Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. (SS.7.C.2.9)
- Analyze media and political communications (bias, symbolism, propaganda). (SS.7.C.2.11)

Procedures, *continued*

Phase 3

Distribute Handout 4. Ask students to review individually and not to discuss. Use the data provided to have each person select the two individuals, one of whom you feel would be best qualified and the other least qualified to be President. [Note: “Age as of this date” in the data refers to the point in each candidate’s career at which he or she had accomplished all the activities listed in the data. For the candidates that actually served as President, the date used was just prior to their election to office.]

Phase 4

Assign students to groups of five. As a group, come to a consensus on the best qualified presidential candidate and the least qualified. Circle or highlight the characteristics of each selected candidate that aided in the group’s final decision. Have each group write their number for each candidate on the board. Discuss reasoning of each group and what factors went into their decision making process.

Extension Activities/Discussion Questions

1. Prior to revealing the identity of the political candidates students selected as the most qualified for the position of President, have students create a campaign poster based on the information given in the biography of the presidential candidate.
 - Students should create an original, persuasive, and visual poster to campaign for their selected candidate. Students should create slogans and representative symbols or logos for their campaign.
 - Once complete, post campaign posters throughout the room and compare qualifications of the selected candidates.
 - Students will vote on the most persuasive poster in its presentation of the qualifications.
2. Examine the candidates’ identities. Would you change your selection? Why or why not? Does the new information influence your conclusions about the necessary qualifications?
3. What other information about the candidates would you need to make an informed decision? Where could you locate such information?

Assessment

- **Evaluating Political Candidates Handouts 1-3** – Students will be assessed for completion and/or correct answers on Handouts 1-3.
- **Observation** -“Evaluating Presidential Candidates?” activity participation. Assess student participation and cooperation during the activity where students are working in cooperative groups to select the most qualified and the least qualified candidate. Students will also be assessed for participation on extension activities.

Suggested Scoring Rubric for Evaluating Presidential Candidates

Assignment	Scoring	Total
Handout 1 – What Does the Constitution Say About the President?	2 points per blank (3 blanks) 2 points for other suggestions	8 points
Handout 2 – What Does the Constitution Say About the Powers and Duties of the President?	2 points per blank (9 blanks)	18 points
Handout 3 – Evaluating Political Candidates	4 points for following instructions and completion	4 points
Selecting a Presidential Candidate – Individual and Group Work	10 points for following instructions 10 points for group cooperation and participation	20 points
Total		50 points

Teacher Handout

EVALUATING PRESIDENTIAL CANDIDATES

Candidate’s Biographical Data – Who’s Who?

Candidate 1 = Eleanor Roosevelt

Candidate 2 = Martin Luther King, Jr.

Candidate 3 = Mitt Romney

Candidate 4 = Barack Obama

Candidate 5 = Rudolph Giuliani

Candidate 6 = Nancy Pelosi

Candidate 7 = Franklin D. Roosevelt

Candidate 8 = Arnold Schwarzenegger

Candidate 9 = Ron Paul

Candidate 10 = Condeleeza Rice

Candidate 11= George W. Bush

Candidate 12= Hillary Clinton

EVALUATING PRESIDENTIAL CANDIDATES

WHAT DOES THE CONSTITUTION SAY ABOUT THE PRESIDENT?

Article II, Section 1 – Qualifications

5. No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

What are the Constitutional qualifications to become President?
1.
2.
3.

Do you think there should be more or different constitutional qualifications?

If so, write those below:

EVALUATING PRESIDENTIAL CANDIDATES

WHAT DOES THE CONSTITUTION SAY ABOUT THE POWERS AND DUTIES OF THE PRESIDENT?

Article II, Section 2 – Powers

1. The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.
2. He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.
3. The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

What are some of the powers of the President?	

Article II, Section 3 – Duties

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

What are some of the duties of the President?	

EVALUATING PRESIDENTIAL CANDIDATES

Directions: Individually rank the characteristics below from most important (1) to least important (15) when considering a presidential candidate. Add any additional characteristics you would consider when voting for a presidential candidate in the blanks at the bottom of the handout.

Scale: 1 – Most Important to 15 – Least Important

- | | |
|-----------------------------------|-----------------------------|
| _____ Age | _____ Personality |
| _____ Religion | _____ Ethic Background |
| _____ Gender | _____ Marital Status |
| _____ Educational Background | _____ Physical Health |
| _____ Character | _____ Criminal History |
| _____ Past Positions Held | _____ Military Service |
| _____ Prior Government Experience | _____ Socio-Economic Status |
| _____ Personal Appearance | |

Other:

EVALUATING PRESIDENTIAL CANDIDATES

Candidate's Biographical Data

Directions: Read each of the following biographies. Based on the information given, select the person you believe is the most qualified to serve as president and the person least qualified to serve as president. Highlight or circle the information in the biography of the most qualified and least qualified that led you to select them. [Note: "Age as of this date" in the data refers to the point in each candidate's career at which he or she had accomplished all the activities listed in the data. For the candidates that actually served as president, the date used was just prior to their election to office.]

Candidate 1

Colleges Attended: None (private secondary school in England)

Religion: Episcopal

Career (Major Occupations): Teacher, journalist, member of a labor union, delegate to the United Nations General Assembly and chairman of the United Nations Commission on Human Rights, Endorsed by a president for the Nobel Peace Prize, Noted public speaker

Married: 40 years

Children: 6

Age as of this date: 65

Candidate 2

Colleges Attended: Morehouse College, B.A. Crozer Theological Seminary, B.D.; Boston University, Ph.D.

Religion: Protestant

Career (Major Occupations): Pastor, leader of a civil rights movement; President of a civil rights organization, 1 of 10 outstanding men of the year according to *Time* magazine, Nobel Prize winner, Noted public speaker

Married: 15 years

Children: 4

Age as of this date: 37

Special Note: Arrested on numerous occasions

Candidate 3

Colleges Attended: Brigham Young University (valedictorian) B.A, Harvard University J.D./M.B.A.

Religion: Mormon

Career (Major Occupations): Businessman; management consultant; Lawyer; Investor; CEO; Governor

Married: 39 years

Children: 5

Age as of this date: 65

Candidate 4**Colleges Attended:** Columbia University B.A., Harvard University J.D.**Religion:** Christian**Career (Major Occupations):** university lecturer, civil rights lawyer, author, and served in state legislature and U.S. Senate, Nobel Peace Prize winner**Married:** 15 years**Children:** 2**Age as of this date:** 50**Candidate 5****Colleges Attended:** Manhattan College B.A., New York University J.D.**Religion:** Roman Catholic**Career (Major Occupations):** private attorney; U.S. Associate Attorney General; Mayor of a large city; *Time* magazine “Person of the Year”**Married:** 9 years, 3rd marriage**Children:** 2**Age as of this date:** 68**Special note:** Deferred service during time of War**Candidate 6****Colleges Attended:** Trinity College, B.A.**Religion:** Roman Catholic**Career (Major Occupations):** elected member of a political party committee, appointed as committee finance chair for a political party, served in U.S. House of Representatives**Married:** 49 years**Children:** 5**Age as of this date:** 72**Candidate 7****Colleges Attended:** Harvard University B.A., Columbia University J.D.**Religion:** Episcopal**Career (Major Occupations):** Farm owner, corporate lawyer, State Senator, Assistant Secretary of the Navy; founded the US Naval Reserve, Governor, Vice-Presidential candidate**Married:** 40 years**Children:** 6**Age as of this date:** 63**Candidate 8****Colleges Attended:** University of Wisconsin, B.A.**Religion:** Roman Catholic**Career (Major Occupations):** Olympic Athlete, Actor, and Governor**Married:** 25 years (divorced)**Children:** 5**Age as of this date:** 64**Special Note:** Naturalized citizen; born outside of the United States

Candidate 9**Colleges Attended:** Gettysburg College, B.A., Duke University School of Medicine, M.D.**Religion:** Baptist**Career (Major Occupations):** United States Air Force medic officer; doctor in the United States Air National Guard; obstetrician-gynecologist; served in U.S. House of Representatives; author**Married:** 55 years**Children:** 5**Age as of this date:** 76**Candidate 10****Colleges Attended:** University of Denver B.S., University of Notre Dame M.S., University of Denver Graduate School of International Studies, PhD.**Religion:** Presbyterian**Career (Major Occupations):** University Professor, University provost; served as Secretary of State; cabinet member; ranked among most influential people in the World by *Time* Magazine**Married:** No**Children:** n/a**Age as of this date:** 57**Candidate 11****Colleges Attended:** Yale University B.A., Harvard University M.B.A.**Religion:** United Methodist**Career (Major Occupations):** Member of the Air National Guard; oil businessman; energy investor, sports team owner; Governor**Married:** 21 years**Children:** 2**Age as of this date:** 66

Special Note: arrested for D.U.I.

Candidate 12**Colleges Attended:** Wellesley College B.S., Yale University J.D.**Religion:** United Methodist**Career (Major Occupations):** Attorney; university professor; named one of the 100 most powerful lawyers in America by the *National Law Journal*; co-founded children's advocacy group, author; U.S. Senator; Secretary of State**Married:** 37 years**Children:** 1**Age as of this date:** 64

EVALUATING PRESIDENTIAL CANDIDATES

WHAT DOES THE CONSTITUTION SAY ABOUT THE PRESIDENT?

Article II, Section 1 – Qualifications

5. No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

What are the Constitutional qualifications to become President?
1. Must be a natural born citizen
2. Must be at least 35 years old
3. Must have been a resident of the U.S. for 14 years

Do you think there should be more constitutional qualifications? If so, write those below:

ANSWERS WILL VARY

EVALUATING PRESIDENTIAL CANDIDATES

WHAT DOES THE CONSTITUTION SAY ABOUT THE PRESIDENT?

Article II, Section 2 – Powers

1. The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.
2. He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.
3. The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

What are some of the powers of the President?

Commander and chief of the Army and Navy	Appoint ambassadors, public ministers, Judges of the Supreme Court
Grant pardons and reprieves for offenses against the United States	Fill vacancies that occur during the recess of the Senate
Make treaties	

Article II, Section 3 – Duties

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

What are some of the duties of the President?

Give the State of the Union	Receive Ambassadors and other public ministers
Convene both Houses in the incident of a disagreement in extraordinary circumstances	Make sure laws are executed
Commission officers of the United States	

▶ NEWSEUM digital classroom

The Newseum Presents
Create Your Ideal Candidate



Virgil Goode
Constitution Party

Gary Johnson
Libertarian Party

Barack Obama
Democratic Party

Mitt Romney
Republican Party

Jill Stein
Green Party

- 1 How do you choose a candidate to support? Some say it's a question of character. Others choose the person who seems most presidential. But a key way of deciding is by examining the issues that are important to you and seeing which candidate lines up with your beliefs.
- 2 The issues that political parties and candidates think are important — and their perspectives on how to address those issues — are the planks that make up their platforms.
- 3 What issues are the most important to you? Weigh in on the following issues to create a candidate who stands for your ideal platform. Keep in mind that these positions are just a sampling of the planks you can find on the candidates' official websites.
- 4 Your "perfect" candidate will be revealed to you at the end, but don't be surprised if he or she doesn't actually exist!

CREATE CANDIDATE ▶

<http://www.newseum.org/digital-classroom/default.aspx>

About the Newseum Digital Classroom

The Newseum Digital Classroom is a national news literacy website that provides high-quality digital media content in a curriculum-based structure for elementary, high school and college classes. The easily accessible materials, offered in conjunction with the Newseum's Education Department, meet the standards of learning requirements of many states and give students a deeper understanding of the five freedoms of the First Amendment. Register online for a free account.

Create Your Ideal Candidate

Under the Decision 2012tab, click *Civics and Citizenship*. Under this tab, students can create their ideal candidate by agreeing with issues from the perspective of the Constitution Party, the Democratic party, the Green Party, the Libertarian Party, and the Republican party. Based on the students' responses, the module will generate an "ideal candidate", piecing together the policies and issues with which the student agreed. Students can then do further research into their selection by visiting the website of the parties they are most aligned with based on policies and issues.

Your candidate:



You agreed with:

- Mitt Romney on withdrawing U.S. troops from Afghanistan based on input from the military.
- Barack Obama on giving U.S. citizenship to foreign students.
- Virgil Goode on not allowing our armed forces to serve under United Nations command.
- Mitt Romney on funding basic alternative energy research.
- Jill Stein on creating publicly owned, nonprofit banks.
- Gary Johnson on stopping federal spending on transportation, energy and housing.

Where can I learn more? Play again!

iCivics is administered in Florida by The Florida Law Related Education Association, Inc.

Next Generation Sunshine State Standards

- Identify America’s current political parties, and illustrate their ideas about government. (SS.7.C.2.8)
- Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. (SS.7.C.2.9)
- Examine the impact of media, individuals, and interest groups on monitoring and influencing government. (SS.7.C.2.10)
- Analyze media and political communications (bias, symbolism, propaganda). (SS.7.C.2.11)
- Examine multiple perspectives on public and current issues. (SS.7.C.2.13)

Teachers, register for a free account and choose from a variety of specially-designed materials including games, lesson plans, and more to bring this year's election into your classroom!

The primaries, the conventions, the campaign trail... November 6th, 2012 is growing ever closer so iCivics has put together special election-focused curriculum packages to bring the presidential election into your classroom.

Choose from a [three](#) or [five](#) day approach, or even run your own [mock election](#) using iCivics' proven lesson plans and games. We've also put together a selection of [one-day activities](#) and [additional resources](#) for you and your students.

Three Day Election Curriculum

Day One: The Electoral Process

Take a peek into the electoral process- from party primaries to the general election. Students will learn the distinctions between the popular vote and the Electoral College, and exercise their critical reasoning skills to analyze the differences between the presidential and congressional elections. Students will also contrast the various nomination processes and learn about the role of party conventions in American politics.

Day Two: Candidate Evaluation

Students evaluate hypothetical candidates by establishing and applying their own criteria for selecting public officials. Through a variety of activities, students assess candidates based on their qualifications, experience, campaign speeches and campaign materials. Students track campaign promises, explore voting records and evaluate the legitimacy of information resources. The role of the media, fundraising and opinion polls in the electoral process are also discussed.

Day Three: [Win the White House \(game\)](#)

In Win the White House, you get to manage your very own presidential campaign by strategically raising funds, polling voters, launching media campaigns, and making personal appearances. Keep a close eye on the map as you battle over electoral votes and popular support.





Five Day Election Curriculum

Day One: The Electoral Process

Take a peek into the electoral process- from party primaries to the general election. Students will learn the distinctions between the popular vote and the Electoral College, and exercise their critical reasoning skills to analyze the differences between the presidential and congressional elections. Students will also contrast the various nomination processes and learn about the role of party conventions in American politics.

Day Two: Candidate Evaluation

Students evaluate hypothetical candidates by establishing and applying their own criteria for selecting public officials. Through a variety of activities, students assess candidates based on their qualifications, experience, campaign speeches and campaign materials. Students track campaign promises, explore voting records and evaluate the legitimacy of information resources. The role of the media, fundraising and opinion polls in the electoral process are also discussed.

Days Three and Four: One Big Party

After taking a broad picture look at the different hats parties wear, students take a quick look at the impact of political party systems. On day two, guide students through the impact of the two major political parties in the United States. From examining the political spectrum to analyzing their own stances on several current issues, students will walk away understanding the complexity of the two-party system.

Day 5: Win the White House (game)

In Win the White House, you get to manage your very own presidential campaign by strategically raising funds, polling voters, launching media campaigns, and making personal appearances. Keep a close eye on the map as you battle over electoral votes and popular support.

Mock Election (Three Days)

Overview

Day 1: Party Formation and Nominations

Assign students to a party and hold a primary election.

Day 2: Campaigning

Students create campaign materials for their party and nominee.

Day 3: Rules, Election and Reflection

Students create election rules, review ballot options, vote, and reflect on the election process.



One Day Activities

Voting Rights

Explore the evolution of voting rights in the United States through an interactive [PowerPoint presentation](#) highlighting landmark changes. Following the presentation and class discussion, students apply the new knowledge of voting legislation to individual scenarios through a class activity.

Cast Your Vote (game)

What issues do you want to ask candidates about? In Cast Your Vote, choose the questions in a debate, rate responses, and vote for the candidate of your choice.



Additional Resources

Play The Election (Rand McNally)

"Play the Election" is an engaging, community driven experience that helps students learn about the election process through a series of interactive games and competition. Students predict the election winners for each state on an interactive election map, and compare their predictions to their class and the country to see where they rank.

Election Glossary

A glossary of election-related terms ranging from acceptance speech to voting age.

Election Resources

Resources including nonpartisan candidate evaluation and information, the presidential debate calendar, and a compendium of political advertisements from the 1950s onward.

National Student Mock Election (Pearson Foundation)

Curriculum resources, media surveys, and a chance for your students to cast votes along with millions of other students around the country.

Lesson Overview

Overview: This lesson will walk students through the election process. Students will review the Constitutional qualifications to become President and understand the following steps to the Presidency: primaries and caucuses, national conventions, campaigning, general election, and the electoral college.

Objectives: Students will be able to...

- Define the following terms: primary, caucus, elector, Electoral College
- Evaluate candidates for political office by analyzing their qualifications
- Compare models for awarding electoral votes
- Assess models for awarding electoral votes

Time Required:

- One 50 minute class period

Materials Needed:

- *How to Become President of the United States* PowerPoint
- *Who Got It Right?* Student handout

How to Become President of the United States



Procedures

1. Using the How to Become President of the United States PowerPoint, begin by reviewing the Constitutional qualifications to run for President as outlined in Article I of the Constitution. Discuss the birth requirement, age minimum, and residency requirement.
2. Step 1 will discuss primaries and caucuses. This begins by noting that people with similar ideas about government tend to group together. When grouped, they form political parties. Ask students to identify the two parties that compose our two-party system in the United States (Democrat and Republican). Step 1 will also discuss:
 - a. Individuals working within their party to gain a leadership role
 - b. Primaries in some states which the voters can vote for the candidate they feel is most qualified to represent their party
 - c. The open discussions and voting that compose a caucus (in some states), in which a candidate may be selected to run for the Presidency for a party
3. Step 2 will discuss the National Conventions as the forum where candidates for each party are officially announced, along with the Vice Presidential candidates.
4. Step 3 will briefly discuss campaigns and ask students to reflect on ads they have seen. Discuss positive and negative campaigning (ads intended to inform vs. ads intended to attack).

Next Generation Sunshine State Standards:

- Evaluate candidates for political office by analyzing their qualifications...(SS.7.C.2.9)

Procedures, *continued*

5. Step 4 will discuss the general election and introduce the Electoral College. *See continued procedures.*
6. Step 5 will discuss, in depth, the Electoral College and models for awarding electoral votes.
 - a. During this step, students will be introduced to two models of awarding electoral votes: Winner-Take-All and the district system. Distribute the Who Has It Right? Student handout. Students should complete the handout based on the information on slide 23. Students will assess and compare the two methods by explaining the method, identifying pros and cons, discussing the fairness of the method and explaining which method they like, and which they dislike and why. Debrief and discuss.

Background Information and Resources

Below is a list of resources to help familiarize with the concepts in this lesson.

Frequently asked questions about elections provided by Scholastic:

<http://magazines.scholastic.com/Election-2012/faqs-primary>

How to Become President of the U.S. poster and steps:

<http://kids.usa.gov/president/index.shtml>

Comparison of primaries and caucuses:

<http://www.factcheck.org/2008/04/caucus-vs-primary/>

Overview of the Electoral College provided by the National Conference of State Legislators

<http://www.ncsl.org/legislatures-elections/elections/the-electoral-college.aspx>

[Florida Statute 103.021](#) referencing Presidential Electors; Political Parties; Executive Committees and Members

Assessment

- **Student Handout** – Students will be assessed based on the completion and depth of responses. Because this handout is primarily based on opinion, students should provide responses that have been well thought through and that provide clear understanding of the topic of electoral models.
- **Participation** – Students will be assessed based on participation and discussion at appropriate times during the lesson. Students should be responsive to questions and proactively participating in discussion.

Suggested Scoring Rubric

Assignment	Scoring	Total
Who Has It Right? student handout	2 points per answer for each method (5 questions – 10 points possible)	10 points
Student participation	10 points for participation and responsiveness during class discussion and questioning	10 points
Total		20 points

Who Has It Right?

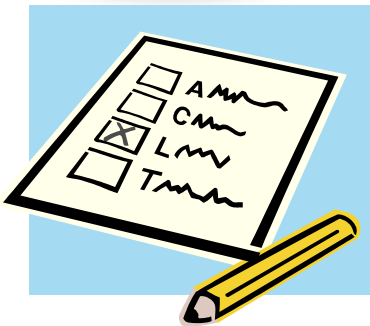
Instructions: Evaluate the two Electoral College models used in the United States. Compare the models, assessing the pros and cons of each, and determine if the models are fair. Decide which model you prefer and explain why you selected this model, and why you do not like the other model.

	The Winner-Take-All Model	The District Model
What is it? <i>Explain the model</i>		
What are some benefits (pros) of this system?		
What are some downfalls (cons) of this system?		
Do you think this system is fair? Explain.		
Explain which model you like and which model you do not like.		

What is the Electoral College?



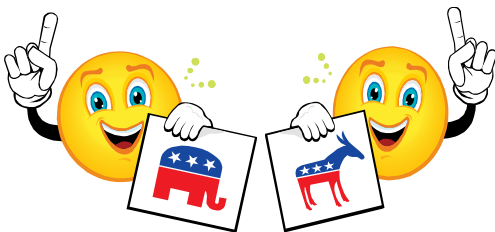
The electoral college is not a place – it’s actually a process for electing the President. The process was born from a compromise at the time the Constitution was written – some wanted a vote in Congress to determine the President, others wanted popular elections. And so the electoral college was born.



When we vote, we do not directly vote for a given candidate. We, the voters, actually elect the *electors* to cast votes for us. There are 538 electors - one elector for each seat in Congress (435 in the House of Representatives + 100 in the Senate = 535) and three electors for the District of Columbia.



Electors are based on the number of members of Congress for a given state. For example, Florida has 27 Representatives* in the House of Representatives and two senators. This means we have 29 electors casting votes! Florida gained two additional Representatives in 2012 due to a population increase on the 2010 census.



Each Presidential candidate has their own group of electors in each state, usually chosen by the candidates’ political parties. These electors pledge to vote based on the popular vote cast by the voters.



In order to win the Presidential election, a candidate must win a majority of the electoral votes, which is 270. Whoever reaches 270, will become the President of the United States.

Lesson Overview

Overview: This lesson will require students to view the Presidential and Vice Presidential debates and evaluate the effectiveness of each Candidate's arguments. This debate will be focused on domestic policy with a focus on the economy, health care, and the role of government.

Objectives: Students will be able to...

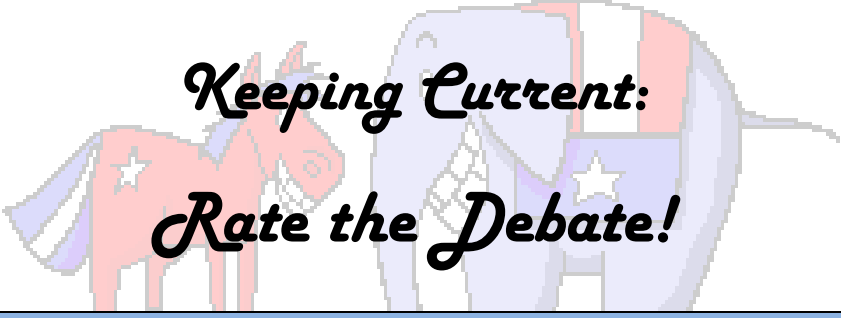
- Summarize arguments made during the Presidential debates
- Evaluate the overall effectiveness of the Candidates' presentations
- Compare the different ideas about government

Time Required:

- One 50 minute class period
- Out of class homework assignment to watch the debates, or two in class sessions to view the debates (1 hour, 30 minutes)

Materials Needed:

- *Rate the Debate* student handout
- Access to the Presidential Debates on television or internet



Keeping Current: Rate the Debate!

Procedures

1. Distribute the Keeping Current: Rate the Debate! Handout.
2. Either in class the following day or for homework, have students watch the Presidential debates.
3. Students should complete the Keeping Current: Rate the Debate! Handout as they watch the debates. The debates are structured in six-fifteen minute segments – the first three focusing on the economy and the last three focusing on health care, the role of government, and governing.
 - a. Students will need to keep a summary of what each candidate says and then select a side they agree with.
 - b. After selecting a side, students will be asked to explain why they agree with their selection and compare the arguments.
4. In class, poll the students to see which arguments were found to be the most effective. Keep a chart of responses.
5. Have a class discussion to see why the students found these arguments to be effective or ineffective. Sample questions:
 - a. Was the delivery effective?
 - b. Did the given candidate explain their points well?
 - c. Did you base your decision solely on the content or did the person delivering the speech impact your decision?
 - d. Did anyone find themselves divided – liking arguments from both candidates?
 - e. Do you think there was a clear winner? If so, why? If not, what could have been done better?
 - f. What other information do you need about the candidates? Are there other issues you need more information about?

Next Generation Sunshine State Standards:

- Identify America's current political parties, and illustrate their ideas about government. (SS.7.C.2.8)
- Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. (SS.7.C.2.9)

Extensions/Modifications

- Also included are two different Debate Outline student handouts for use for other debates, be it the Vice Presidential debates or future Presidential debates (see schedule below). Students should always provide a summary of the debate topics and a comparison of the different perspectives.
- An additional extension is to have students re-rank the issues after the culmination of all of the debates. See *Lesson Extension: Rate the Debate – Re-Ranking the Issues* extension handout.
- Have students make a list of questions they would want to have answered by the Presidential candidates before the debates. Students can write down the answer the candidates provide, mark questions left unanswered, and write more questions after the debates have concluded. See *Lesson Extension 2: I Have a Question*
- Using text based evidence, have students write a one page essay on the issue most important to them in the 2012 election.

Assessment

- **Rate the Debate Student Handout** – Students will be assessed based on the completion and accuracy of the Rate the Debate student handouts. Students should answer complete the handout to the best of their ability based on the responses of the candidates.

Suggested Scoring Rubric

Assignment	Scoring	Total
Rate the Debate – Debate Table	<ul style="list-style-type: none"> • 2 points per summary of position (12 positions – 24 points possible) • 1 point per rating based on the attached rating scale (12 ratings – 12 points possible) • 2 points for comparing the positions and establishing a position (6 topics to address – 12 points possible) • 4 points for following directions and providing complete answers 	52 points
Re-Rate the Debate – Lesson Extension 1	<ul style="list-style-type: none"> • 2 points for each ranking and explanation (6 rankings and explanations – 12 points possible) • 2 points for each reflection question (3 questions – 6 points possible) 	18 points
I Have a Question – Lesson Extension 2	<ul style="list-style-type: none"> • 1 point per question posed (at least two questions per topic – 6 topics – minimum 12 points possible) • 8 points for providing candidates’ answers to questions – completion grade • *Extra credit for addition questions 	20 points
Total		90 points

2012 Presidential Debate Schedule	
October 3, 2012, University of Denver Denver, CO	First Presidential debate: The debate will focus on domestic policy and be divided into six time segments of approximately 15 minutes each on topics including the economy, healthcare, the role of government, and governing.
October 11, 2012, Centre College Danville, KY	Vice presidential debate: The debate will cover both foreign and domestic topics and be divided into nine time segments of approximately 10 minutes each.
October 16, 2012, Hofstra University, Hempstead, NY	Second Presidential debate: The debate will take the form of a town meeting, in which citizens will ask questions of the candidates on foreign and domestic issues. Candidates each will have two minutes to respond, and an additional minute for the moderator to facilitate a discussion. The town meeting participants will be undecided voters selected by the Gallup Organization.
October 22, 2012, Lynn University, Boca Raton, FL	Third Presidential debate: The format for the debate will be identical to the first presidential debate and will focus on foreign policy.

Name: _____ Date: _____

Rate the Debate!

You will be listening to debates presented by President Barak Obama and Presidential candidate Mitt Romney. The debate will be presented in six-fifteen minute segments – the first three focused on the economy and the last three focusing on health care, and the role of government.

Instructions: In the table below, provide a summary of the debate points for each candidate in the appropriate columns. Once you have provided a summary, use the rubric provided to give a numerical rating to each segment of the debate. Below each topic, decide who you agree with and provide an explanation as to your decision, comparing the two arguments.

Topic	Barack Obama	Mitt Romney
Economy	<p>Rating:</p>	<p>Rating:</p>
<p>Who did you agree with and why? Be sure to compare the two viewpoints.</p>		
Economy	<p>Rating:</p>	<p>Rating:</p>
<p>Who did you agree with and why? Be sure to compare the two viewpoints.</p>		

Rate the Debate!

Topic	Barack Obama	Mitt Romney
Economy		
	Rating:	Rating:
Who did you agree with and why? Be sure to compare the two viewpoints.		
Health care		
	Rating:	Rating:
Who did you agree with and why? Be sure to compare the two viewpoints.		
Role of government		
	Rating:	Rating:
Who did you agree with and why? Be sure to compare the two viewpoints.		
Governing		
	Rating:	Rating:
Who did you agree with and why? Be sure to compare the two viewpoints.		

Debate Outline

Instructions: For other debates, fill in the topics of discussion and the names of either the Presidential or Vice Presidential candidates in the table below. Summarize their position on each topic and provide a ranking on a scale of 1-10 based on the attached rubric.

Topic	Speaker:	Speaker:
	Rating:	Rating:
Which argument did you agree with and why? Be sure to compare the two viewpoints.		
	Rating:	Rating:
Which argument did you agree with and why? Be sure to compare the two viewpoints.		
	Rating:	Rating:
Which argument did you agree with and why? Be sure to compare the two viewpoints.		

Name: _____ Date: _____

Debate Outline

Factor	Barack Obama	Mitt Romney
<p>Debate Setting Look for examples of how colors, camera positions, view framing (e.g., close-ups, side views, other angles) favor or hurt the candidate.</p>		
<p>Techniques of Persuasion Do candidates use generalities instead of specifics, make emotional appeals, engage in name-calling, avoid answers?</p>		
<p>Favorite Phrases Did candidates repeat favorite phrases and were they effective?</p>		
<p>Rehearsed Responses Do the candidates seem to rely on rehearsed answers, or were they spontaneous? How effective were their answers?</p>		
<p>Self-Presentation Did the candidates seem self-confident or ill at ease? Did they have distracting or reassuring personal mannerisms?</p>		
<p>What Did the Commentators Say? Listen to some of the post-debate commentary. Did they declare a “winner”? Do you agree?</p>		

Debate outline from http://www.congresslink.org/print_lp_evaluatingdebates2012_rubric.htm

Rating Sheet for *Rate the Debate!*

Use the rubric below to assign a numerical score to the candidates!

POINT(S)	PERFORMANCE	CRITERIA FOR EVALUATING CANDIDATES' PERFORMANCE
1-2	Not Effective	<ol style="list-style-type: none"> 1. Exhibits lack of understanding 2. Communication unclear, disorganized, and ineffective. 3. Unsure of self, does not think well on feet, does not respond to questions.
3-4	Fair	<ol style="list-style-type: none"> 1. Exhibits minimal understanding of the topic. 2. Communication minimally clear and organized, but lacking in persuasiveness. 3. Minimally self-assured, but lacks confidence under pressure.
5-6	Good	<ol style="list-style-type: none"> 1. Exhibits adequate preparation/understanding of the topic. 2. Communications are clear and understandable, but could be stronger in fluency and persuasiveness. 3. Generally self-assured, addresses questions in a general manner.
7-8	Excellent	<ol style="list-style-type: none"> 1. Exhibits complete understanding of the topic. 2. Communication is clear, organized, fluent and persuasive. 3. Thinks well on feet, poised under pressure, directly addresses questions providing factual evidence and/or examples.
9-10	Outstanding	Superior in qualities listed for 7-8 points' performance.

Lesson Extension 1: Rate the Debate – Re-Ranking the Issues

Name: _____ Date: _____

Rate the Debate – Re-Ranking the Issues

Instructions: After hearing the debates on various topics, rank the following issues from most important to least important. Explain why you ranked them the way you did. Then answer the questions on the second page in complete sentences.

- Education
- Energy
- Healthcare
- Immigration
- Jobs
- Taxes

Issue Ranking	Explanation
1.	
2.	
3.	
4.	
5.	
6.	

Rate the Debate – Re-Ranking the Issues

How did your rankings compare to the first time you ranked these issues?

If your rankings changed, what made you change your mind? Did the debates have any impact on your decision?

If your rankings did not change, do you think the debates were effective? Did they provide you with enough information to make a good decision?

Lesson Extension 2: I Have a Question

Name: _____ Date: _____

I Have a Question

Instructions: In the table below, write some questions (at least two per issue, write any additional on a separate piece of paper) about each issue that you would like to have answered throughout the course of the Presidential and Vice Presidential debates. During the debates, check whether they answered the questions (and provide the answer given) or did not answer the questions. Following all of the debates, write down any questions you still have about each issue.

Issue	Questions	Answered? Provide the answer(s) here	Not answered
Education			
Economy			
Healthcare			

I Have a Question

Issue	Questions	Answered? Provide the answer(s) here	Not answered
Immigration			
Jobs			
Taxes			

Lesson Overview

Overview: This lesson will show students pictures of candidates on the campaign trail and discuss the impact of media, symbolism, bias, and propaganda.

Objectives: Students will be able to...

- Identify methods used by the media to monitor the government
- Analyze photos and scenarios to identify bias, symbolism, and propaganda
- Evaluate how the media, along with bias, symbolism, and propaganda can impact public opinion

Time Required:

- One 50 minute class period

Materials Needed:

- Free online account with Newseum's Digital Classroom:
www.newseum.org/digital-classroom
- *On The Trail* student handout with questions from the Newseum's Digital Classroom module on Media Literacy
- *Newseum Digital Classroom Viewing Guide: Bias*



On the Trail



Procedures

1. Go online and register for a free online subscription to the Newseum's Digital Classroom available at <http://www.newseum.org/digital-classroom/default.aspx>
 - a. Go to the Decision 2012 tab
 - b. Click on the Media Literacy tab
2. Ask students the following questions and have them individually write down their responses:
 - a. How important is it for political candidates to campaign for office?
 - b. What impact does the media have on a candidate's campaign?
3. After students have completed their responses, have students share their answers with a small group.
4. Distribute the *On the Trail* student handout. Read students the introduction to the Media Literacy module (see *On the Trail* teacher guide). After reading the introduction, give students the following directions:
 - a. Today we are going to be looking at some pictures of past Presidential candidates on the campaign trail. As we go through the slides together, I am going to select people to read the blurbs that go with each picture. On your handout, you are going to need to answer each question at the correct prompt and name the topic, listed at the top of your worksheet, being addressed. You may work in pairs during this assignment.
5. Students should answer the questions thoughtfully and provide the topic(s) being discussed: media influence, bias, symbolism, or propaganda (definitions are provided on their worksheet).

Next Generation Sunshine State Standards:

- Identify America's current political parties, and illustrate their ideas about government. (SS.7.C.2.8)
- Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. (SS.7.C.2.9)
- Examine the impact of media, individuals, and interest groups on monitoring and influencing government. (SS.7.C.2.10)

Procedures

6. After finishing the photo slide show, have students evaluate how media influence, bias, symbolism, and propaganda can help or hurt a candidate by creating a pro/con list on their On The Trail worksheet.
7. Have students engage in an interactive question discussion activity by choosing from the models provided below. Students will be able to discuss the questions with their classmates and hear different ideas about the questions.
8. View the video on media bias on the Digital Classroom website (link located below the slideshow and under the Video Lessons tab). A viewing guide is provided along with the video in PDF format.

Question Discussion Models

Inside-Outside “Fishbowl” Discussion

Prepare ahead of time several prompts for students – be it a current event topic that may be divisive, various questions about something going on within your school/local community, international issues, et cetera. These should be cut into strips and placed in a “fishbowl”. Arrange two circles of students with one circle facing the other. Randomly select topics/questions from the fishbowl to serve as a prompt for civic discussions. Use the following procedure for discussion:

- Give 1 minute for the **inside** circle to talk to the person directly across from them in the outside circle
- Give 1 minute for the **outside** circle to talk to the person directly across from them in the inside circle
- 30 seconds for the **inside** student to present a “closing argument”
- 30 seconds for the **outside** student to present a “closing argument”
- Ring a bell, blow a whistle, et cetera to gain the students’ attention
- Have the **outside** circle rotate clockwise
- Give a new question, and the procedure repeats itself.

This procedure helps student use their prior knowledge and discussion abilities (This procedure can also use a “modified” Socratic discussion format as well) while allowing students to discuss various topics in a structured and civil manner.

Speed Date Model

The Speed Date Model will provide an interactive and organized method to have students discuss various topics. Students may be seated or standing for this activity. Have students follow the directives below. Prompts for each rotation should be prepared ahead of time.

- Instruct students to stand up.
- Half of the class will go to one side of the room. The other side of the class will move to the other side of the room.
- Line up facing each other.
- You will have 1 minute each. One side will speak, the other side will listen only. After one minute, the other side may speak. Students should utilize the whole time to discuss their answer.
- After each side has spoken, one line will shift down one person. The person on the end will go to the other end of the line.
- Repeat.

Lesson Extension

- Use the Newseum Digital Classroom lessons provided along with the Media Bias Lesson addressing the question “What principles guide how journalists work?” This unit (two lessons) will address accuracy, fairness, and clarity in journalism. Students will read scenarios and take a media ethics approach to how they would react in given scenarios.

Assessment

Worksheet – Students will be assessed based on the completion and accuracy of their *On the Trail* student handout. Students should provide thoughtful answers and thorough analysis of the photo. Many of the questions call for student opinion. These should be assessed based on the thoroughness of the response and responsiveness to the question at hand.

Observation – Students will be assessed based on their participation and cooperation in the interactive class discussion model. Students should be actively discussing and participating while being respectful and following directives.

Suggested Scoring Rubric

Assignment	Scoring	Total
<i>On the Trail</i> student handout	<ul style="list-style-type: none"> • 2 points per question (22 questions – 44 points possible) 	44 points
Interactive Discussion Model – Participation and Cooperation	<ul style="list-style-type: none"> • 2 points per question (8 questions - 16 points possible) • <i>Students are participating and being active in the discussion activity. Assessment is based on observation.</i> 	16 points

On the Trail

Instructions: During the Newseum Digital Classroom slideshow *Media Literacy: Image versus Reality*, answer the questions below as the question appears. Be sure to look carefully analyze the picture to provide a complete and thoughtful answer to each question.

In the right hand column, write which of the following topics is being addressed in the question:

- **Media influence:** the impact that media has on the campaign trail, be it a positive or negative impact.
- **Symbolism:** the practice of representing ideas using images or objects
- **Bias:** a preference or inclination, especially one that inhibits unprejudiced judgment
- **Propaganda:** information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.

*Alternating shading in the boxes below corresponds to the different slides in the presentation. Follow along with the presentation to see what the questions are specifically referencing.

Question	Answer	Topic Addressed
What other symbols might candidates use to appear patriotic?		
Why might voters be more likely to vote for a candidate who appears to be popular?		
Are public appearances still important today? What new challenges and opportunities do candidates experience when interacting with people on the campaign trail?		

Question	Answer	Topic Addressed
Was the agreement between the press and President Franklin D. Roosevelt to only photograph him seated or standing ethical? Would such an agreement be possible today?		
Would you be more likely to vote for a candidate if you saw him or her posing with people who looked like you?		
Why do you think Barry Goldwater chose a living room setting for his speech? Is he trying to suggest strength or sympathy?		
Why do we often say a picture is worth a thousand words?		
Some might argue that lighthearted moments make a candidate see more human. Others argue they are embarrassing and unprofessional. What do you think?		

Question	Answer	Topic Addressed
Why do candidates put so much emphasis on the more humble chapters of their personal stories?		
Why do candidates make tours of “main street America”? How should they balance this type of campaigning with fancy fundraisers that bring in big donations?		
Which landmarks have you seen today’s candidates use in their photo ops?		
Where have you seen the candidates’ names during the election?		
Do you think the baby’s reaction colors our perception of the candidate?		
Do you think seeing a candidate with his or her family reveals useful information for the voter?		
How can Presidents use their position to assert power – even without acting officially?		

Question	Answer	Topic Addressed
How might a photo like this influence your impression of a candidate's military abilities?		
Why do you think candidates usually dress more formally? Do you think they should "dress down" more often on the campaign trail? Why or why not?		
Do you think it would be difficult to keep up with a candidate's campaign schedule?		
How do candidates dress to meet the needs of their busy campaign schedules and make a positive impression on voters?		
How might appearances on shows like "The Daily Show" and "The Tonight Show" offer more insight into a candidate's personality?		
Who so you think watches late-night television?		

Question	Answer	Topic Addressed
When might a political candidate shy away from another politician's endorsement?		

The Campaign Strategy

The Learning Network: Teaching and Learning with the New York Times

<http://learning.blogs.nytimes.com/2012/08/30/election-unit-part-3-the-campaign-strategy/>

Lesson Overview:

For this third mini-unit, students take a step back from the candidates and issues, and instead take a closer look at how the candidates run their campaigns. Students learn about how candidates use different strategies to appeal to voters and win the needed 270 votes in the Electoral College. They analyze different aspects of President Obama's and Mitt Romney's campaigns and write argumentative essays making the case for which candidate is running a more effective campaign.

As a second or alternative project, students could focus on one particular campaign strategy: oratorical skills and speech writing. For this project, students write a speech in the voice of their assigned candidate in preparation for the mock election.

Election Unit, Part 3: The Campaign Strategy

By MICHAEL GONCHAR



Michael F. McElroy for The New York Times
Clockwise, from top left, Obama headquarters in Chillicothe, Ohio; former Gov. Ted Strickland campaigning for the president in Gallipolis; volunteers working in Chillicothe; and the African-Americans for Obama campaign stand in Columbus. [Go to related article >](#)

Materials

- Handout: Television Commercial Analysis Chart
- Handout: Campaign Strategy Research
- Handout: Campaign Speech: Peer Feedback Sheet

Next Generation Sunshine State Standards:

- Identify American's current political parties, and illustrate their ideas about government. (SS.7.C.2.8)
- Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. (SS.7.C.2.9)



<http://www.newseum.com/digital-classroom/modules/decision-2012/media-literacy/take-action.aspx>

Take Action

One of the best ways to increase your understanding of election news is to learn about the process behind the stories that appear in print and on television. Try your hand at campaign reporting by attending an event in your area related to a local, state or national election. Take notes, photos and/or video while you're there, then put it all together into an article or video about the event. When you're finished, compare and contrast your experience to the experiences described in this New York Times article about young journalists training to cover the 2012 campaign. What similar challenges did you face? How was your experience different from that of a professional campaign reporter?



Lesson from Newseum's Digital Classroom: Decision 2012.

Decision 2012 is produced in collaboration with NBC Learn.

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<http://www.newseum.com/digital-classroom/modules/decision-2012/media-literacy/measuring-the-media.aspx>

Measuring the Media

What does "good" journalism look like? Make a list of the qualities you would like to see in the news you consume. For ideas, check out the codes of ethics posted on the American Society of News Editors website. Then find three news sources — from print, radio, television or the Internet — about the current election and evaluate whether or not they meet your standards.



Lesson from Newseum's Digital Classroom: Decision 2012.

Decision 2012 is produced in collaboration with NBC Learn.

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MUSEUM OF THE MOVING IMAGE
THE LIVING ROOM CANDIDATE 
 PRESIDENTIAL CAMPAIGN COMMERCIALS 1952–2012 ★★★★★

Resource Page

<http://www.livingroomcandidate.org/lessons>









About The Living Room Candidate

The Living Room Candidate contains more than 300 commercials, from every presidential election since 1952, when Madison Avenue advertising executive Rosser Reeves convinced Dwight Eisenhower that short ads played during such popular TV programs as *I Love Lucy* would reach more voters than any other form of advertising. This innovation had a permanent effect on the way presidential campaigns are run.

For Teachers

LESSONS



<p>WHAT MAKES AN EFFECTIVE AD? By viewing and analyzing selected presidential campaign advertisements, students will develop criteria for evaluating what makes an effective political ad.</p>	 DOWNLOAD PDF
<p>EVALUATING INFORMATION: FOCUS ON THE 2008 ELECTION By studying ads from the 2008 presidential race, students will learn how to evaluate the claims and information presented in political ads.</p>	 DOWNLOAD PDF
<p>DEVELOPING CRITICAL ANALYSIS Students will learn how to be critical viewers of presidential television campaign commercials by analyzing the use of images and sounds in a series of ads.</p>	 DOWNLOAD PDF
<p>UNDERSTANDING THE LANGUAGE OF POLITICAL ADS Students will understand the nature and uses of language in presidential ads, and become aware of how candidates use words to influence viewer opinion.</p>	 DOWNLOAD PDF
<p>POLITICAL ADS IN HISTORICAL CONTEXT Students will analyze ads from two presidential campaign years. In the process, they will learn how ads reflect their historical context while also addressing themes and concerns common to most modern presidential campaigns.</p>	 DOWNLOAD PDF
<p>PLAYING ON EMOTIONS: FOCUS ON POLITICAL ADS FEATURING CHILDREN Students will understand how emotional appeals in campaign commercials—in this case, the use of images of children—are used to manipulate viewers and distract them from more substantive issues.</p>	 DOWNLOAD PDF
<p>ADMAKER Nixon vs. Humphrey, “Convention” (1968) By editing an ad from a past presidential campaign—in this instance, the 1968 Nixon ad “Convention”—students will gain a richer understanding of how political commercials persuade voters. In the process, they will develop their ability to evaluate a campaign ad’s effectiveness. Students will also have the opportunity to create a new ad using still images and audio.</p>	 DOWNLOAD PDF
<p>ADMAKER Obama vs. McCain, “Fundamentals” (2008) By editing an ad from a past presidential campaign—in this instance, the 2008 Obama ad “Fundamentals”—students will gain a richer understanding of how political commercials persuade voters. In the process, they will develop their ability to evaluate a campaign ad’s effectiveness. Students will also have the opportunity to create a new ad using video, audio, and images.</p>	 DOWNLOAD PDF



Recommended lesson

Next Generation Sunshine State Standards:

- Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. (SS.7.C.2.9)
- Examine the impact of media, individuals, and interest groups on monitoring and influencing government. (SS.7.C.2.10)

What Do You Think?

The Learning Network: Teaching and Learning with the New York Times

<http://learning.blogs.nytimes.com/2012/08/30/election-unit-part-3-the-campaign-strategy/>

Lesson Overview:

For this final mini-unit, students explore what they think about the candidates and why they think that way. They have already researched the candidates and issues, and they have analyzed how the campaigns are being run. They will sort through all of this information to develop a logical argument for why one candidate is better than the other, which they will articulate in an editorial endorsement. Then they will hold a mock election for the grade, school or community using all of the materials they generated during the unit.

Materials

- Handout: The One-Question Interview

Election Unit, Part 4: What Do You Think?

By MICHAEL GONCHAR



Luke Sharrett for The New York Times

A flag-waving boy waited to catch a glimpse of President Obama outside a campaign event at a private residence in Los Angeles on June 7. [Go to related slide show >](#)

Next Generation Sunshine State Standards:

- Identify American's current political parties, and illustrate their ideas about government. (SS.7.C.2.8)
- Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. (SS.7.C.2.9)

The Learning Network

Teaching & Learning With The New York Times



Election 2012: Teaching Ideas and Resources
By SARAH KAVANAGH, HOLLY EPSTEIN GUALVO and KATHERINE SCHULTEN



Richard Perry/The New York Times

<http://learning.blogs.nytimes.com/2012/02/28/election-2012-teaching-ideas-and-resources/>

Ten More Ideas for Teaching the Election

In addition to our Election Unit, we also have ten more suggestions for how you can teach the election in your classroom. Some of these ideas are incorporated within the unit described above.

1. Create Candidate Profiles

Where do the [presidential candidates](#) stand on issues? How are they [represented and defined in the media](#), and how accurate are those portrayals? What factors, including personal characteristics like [hairstyles](#) and [dress](#) as well as campaign [theme songs](#), contribute to the candidates' images? Create a [class wiki profiling the presidential candidates](#).

2. Do Election Math

Look at the campaign season through a [mathematical lens](#) by following the [delegate count](#), and then use the data to make projections or by examining the role that money plays in politics by investigating whether there is a correlation between [campaign donations](#) and poll numbers. Or, using the [electoral map](#), map out various routes to the White House by examining [states populations](#), the number of electoral votes each state has and how many electoral votes a candidate needs to win the presidency. Then determine which combinations of states could yield a victory. [Create infographics](#) that effectively tell the story of the election thus far. Also, look into what happens if the Republican convention ends up being [brokered](#).

3. Explore the Art of Political Speechwriting and Delivery

Examine a [presidential candidate’s stump speech](#), looking specifically at word choice and how it relates to meaning and effectiveness. Then [write an original stump speech](#) for a presidential candidate that uses similar oratorical approaches as the presidential candidates themselves use in their stump speeches. Finally, [create an interactive version of your speech](#) that provides explanatory annotations about the rhetorical moves you are making and their intended effect.

4. Play Campaign News Games

Play [campaign bingo](#) or conduct a [scavenger hunt](#) by finding particular pieces of campaign news in an online or print edition of the Times.

5. Explore the Issues

Choose one issue of interest and examine each of the [candidates’ stances on the issue](#). Create an issue booklet or Web site that maps out and describes – and perhaps even compares – each candidate’s views, platform and history on this issue. You might even include how, if at all, the candidate has evolved on the issue over time. Additionally, students can work to [develop their own position on this issue](#) and write a letter to the editor or create a video that offers their personal take on the topic.

6. Examine Debate Strategies

Watch excerpts from the [presidential debates](#), paying particular attention to candidates’ rhetorical moves and [commonly heard themes or phrases](#). Then [mine the debates](#) for examples of issue- and character-based arguments as well as [spin](#). After analyzing candidates’ approaches to debating, discuss which debate moves were the most and least effective. Hold either a mock debate in which students take on the roles of presidential candidates or a mock post-debate “[spin room](#)” session, with students playing candidate staffers. During debates, they can take advantage of the “second screen” phenomenon and monitor Facebook, Twitter and other social media to see what viewers are saying in real time. They can also try live-”tweeting” or live-blogging a debate, focusing on key phrases and moments, or pulling together a narrative of Twitter posts using a tool like [Storify](#).

7. Investigate Polling and Projection Data

Examine the [results of a recent poll](#) or a selection of recent polls, particularly ones that have [accompanying graphics](#). Hunt for [trends in the polling data](#). What trends exist across different groups? What opportunities do these polls point to for each of the candidates? What polling results are surprising? Write [letters to the editor](#), or letters of advice to the political party of presidential candidate of your choice, focusing on the one or two trends in the polling data that you think are the most significant. Alternatively, examine one of Nate Silver's data analyses on his blog, [FiveThirtyEight](#), and then discuss his analysis. On what factors does Mr. Silver base his predictions? Has he been right in the past?

8. Create a Youth Campaign

Reflect on your [political ideology](#), your stance on [important campaign issues](#) and your [political party affiliation](#). Draw on your political identity and ideology to develop a [campaign](#) designed to [get teenagers not yet eligible to vote involved](#) in the election. For example, they might get involved in a campaign like "[Why Tuesday?](#)" or "[#16tovote](#)," or they might participate in a rally or other event.

9. Investigate Young Voters' Role

Consider what young voters are saying [a selection of opinion pieces written by young people](#) about the upcoming elections and how their level of involvement so far [compares with youth involvement in the 2008 election](#). Then conduct [a series of interviews](#) to better understand how young voters in your community are approaching the 2012 race. Create a short documentary that tells the story of how young people in your community are approaching the election.

10. Follow Campaign News

Follow [news of the presidential campaign](#) on a digital or timeline, Facebook page or Twitter feed [over time](#), and engage in class discussion [along the way](#). Along with adding breaking news, add [weekly photographs](#) to your feed to help tell the story of the campaign and provide material for analysis. Fact-check statements made by politicians on the class page whenever they hear something questionable. On Twitter, they can use the hashtag #asknyt to submit candidate comments made during debates that they think merit some scrutiny.