

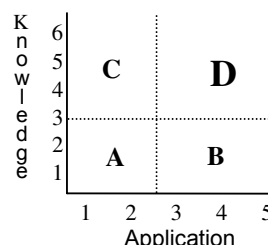
**GOLD
SEAL
LESSON**



ELECTION PBA

Subject(s)
American History,
American
Government, Political
Parties
Grade Level 11–12

**Rigor/Relevance
Framework**



**Instructional
Focus**

Reading: Students read a variety of grade level materials, applying strategies appropriate to various situations.
Writing: Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
Listening: Students listen for a variety of purposes appropriate to the grade level.
Speaking: Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Student
Learning**

- Students will conduct research on the presidential election process and major campaigns of the past.
- Students will develop a campaign plan for the final three days of a mock presidential campaign.
- Students will assess important campaign issues to address and apply effective strategies in campaigning.

**Performance
Task**

Overview
Students will examine the role of the Electoral College, the influence of major interest groups, the need for fundraising, and the use of voter surveys as factors in the U.S. presidential election process. They will then assume the role of a midlevel advisor to a major party candidate and apply this research to a mock presidential campaign.

Description
In planning the activities, each student will assume membership in one of the two major parties and adopt two key issues traditionally associated with that party. Then, combining those issues with past party dominance in the Electoral College, past party fund-raising ability, and demonstrated voter interest, propose the most productive public functions for the last 3 days of the campaign. The schedule should include two events for each day, as well as air travel time between locations. The proposal should be presented in the form of a two- to three-page essay detailing the factors and past campaign data to justify the suggested activities and locations. A proper bibliography should cite all sources consulted. In addition to the paper, each student will describe to the rest of the class the intended events and objectives for one of those 3 days. A visual aid should be used in this presentation to the class.

Possible Web site sources based on the 2004 presidential election:

- www.archives.gov/webloc
- fpc.state.gov/fpc/36606.#4B98C3
- www.mydd.com/story/2004/#43BD03

Assisting English Language Learners

Some English Language Learners will lack background knowledge about the American election system that is required to understand this activity. To help students begin to build background knowledge and make connections, use a KWL chart or brainstorming web to identify what they already know about the U.S. presidential election process.

Guide students in their research on the political parties by giving them a chart or worksheet to fill in with categories such as economic issues, social issues, defense/foreign policy issues, important members and organizations, and regional/state influences. Be sure to include visual aids such as clip art or photographs to help students understand and remember the topics and issues.

Essential Skills

- E1 Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing, and spelling.
 - E4 Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.
 - E6 Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).
 - E7 Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.
 - E21 Critically appraise print and nonprint content and information in current events, popular media, and the Internet for accuracy, artistic or informational value, production quality, and entertainment value.
 - E33 Define a position on a controversial topic and write an essay to persuade a specific audience to change an opinion or take a particular action.
 - E20 Understand the nature and purpose of a variety of technical formats (essays, business letters, memos, investigative reports, brochures, critiques, instructions, policy statements, technical proposals, lab reports, etc.) and write in these formats.
 - E23 Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.
 - E34 Summarize essential information from a variety of oral sources such as speeches, plays, commercials, and political debates.
 - E36 Define a position on a controversial topic and make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
 - E45 Create an original piece of literature or poetry for personal enjoyment or to share with other readers.
 - E26 Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.
 - E27 Use and cite documented research in both print and nonprint presentations.
 - E35 Compare, contrast, and synthesize ideas, concepts, and generalizations from a variety of literary sources in diverse writings.
 - E15 Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.
 - E31 Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.
 - SS20 Investigate current U.S. economic, social, and cultural developments and trends and describe the impact they have on modern foreign and domestic politics and policies.
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Essential Skills
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- SS35 Understand and evaluate the role of political parties and interest groups in the United States and other nations.
- SS7 Analyze the values, principles, and beliefs of our constitutional democracy and evaluate why it is important for U.S. citizens to promote and share these values, principles, and beliefs.
- SS49 Analyze the extent to which government policies or programs play a role in a market economy or society and evaluate the effectiveness of those policies or programs.
- SS40 Make and communicate decisions by identifying alternatives and consequences and satisfying constraints.

Submitted by: J. Ross, J. Edmonds, Kanesville High School

Scoring Guide

<p>Score each of the following characteristics on a scale of 5 to 1, where 5 = surpasses expectations; 4 = high-quality performance; 3 = satisfactory performance; 2 = minimum-quality performance; 1 = does not meet expectations.</p>	
Characteristic	Score
Process	
Makes appropriate use of class time	
Product	
Submits research paper of 2 to 3 pages	
Demonstrates historical accuracy	
Shows creativity in application of data	
Adopts two issues associated with a major party	
Proposes two events each for last 3 days	
Provides proper bibliography citing all sources	
Presentation	
Projects and makes eye contact	
Explains objectives of activities of 1 day	
Demonstrates knowledge of subject matter	
Makes use of a visual aid	
Total	_____