

Growing Voters and Election 2004: Grades: 9-12

Activity Title: Classroom debate

Overview

To be an informed voter requires that we critically listen and analyze the information in the debates, commercials, and slogans of each candidate to insure we make an informed decisions when we cast our votes. It is important to research the issues and critically view the massive amounts of information disseminated during the campaigns.

Upon completion of this learning module, students will be able to separate propaganda from process and choose a platform and candidate to support.

Essential Questions

What are the advantages and disadvantages of having political parties?

How did each party contribute to shaping the foundation of national politics?

What process do we use to elect our officials in the United States, and should the election process be changed?

What criteria do people use to select their candidate?

Objectives

Students will understand the impact political parties have on the actions of the candidates.

Students will understand the history of the political parties in the United States.

Students will understand the uniqueness of each party's organization.

Students will understand the role and issues of each party.

Students will understand the issues that require the voters' decisions.

Students will participate in a classroom debate between two political parties.

Students will identify influential individuals in the current political arena.

National Standards

Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position.

Evaluate the ways in which public opinion can be used to influence and shape public policy.

Identify the sources, evaluate the justification, and analyze the implications of the rights and responsibilities of citizens.

Understand the structure, politics, and positions elected officials of state and local government hold. (Students will understand how state and local government fosters civic responsibility and furthers the Constitutional principal of Federalism).

Procedure

1. Students will become a member of a political party in the United States through a teacher selected selection process. Suggestion: students will pick a party card out of a hat or teachers will assign students to a party.
2. Students will create a graphic organizer detailing what they know about the political process and outlining questions they have about their party.
3. Students will peruse primary source documents from prior presidential election debates.
4. Students will research, create, and turn in a list of 10 resources about their representative party.
5. In preparation for the debate, students will list the major issues affecting their party and its platform.
6. Students will participate in a debate based on their party's platform.

Materials:

Internet Resources: http://www.ikeepbookmarks.com/Election_2004

Magazines

Newspaper

TV

Activities:

Stage a debate between the parties.

Debate Format Ideas:

1. Live action debate between the parties coordinated by a chair.
2. Cyber debate in a shared word document on a LAN/or single computer.
3. Cyber Internet debate through a blog.

Additional Ideas: Party Slogan, Posters, Music

Extensions:

A conversation about media.

Student produced video of the debate.

Student produced video interviewing local party representatives about their party's platform.

Culminating Activity:

Students will vote in the election using the Internet [Mock Election Site](#) hosted by the Youth Leadership Initiative.

Assessments

Rubrics added below.

Collaborative Paper				
	Above Standard	At Standard	Below Standard	Points Earned
	(3)	(2)	(1)	
Format	APA Format-line, font, size, reference page all correct and complete	Some incorrect formatting	Paper does not conform to research style	
Proofreading	Paper does not contain spelling, typing, or grammatical errors. Logical topic sentences and paragraphs.	Paper contains some spelling, typing and grammatical errors. Fairly logical topic sentences, but some continuity is missing.	Paper contains a numerous spelling, typing, and grammatical errors. Topic sentences are poorly written. Poor sentence structure.	
Content	Opinions are backed with solid evidence from references.	Few opinions are backed with solid evidence from references.	Very little information was researched. No referenced facts for backup.	
Student's Name			Total Points	

Debate Rubric				
	3	2	1	Points Earned
Process	Uses original approach effectively. Highly organized, uses vivid, precise language, and delivers with ease.	Somewhat organized, few facts to back opinions, slightly prepared.	Needs improvement in organization and preparation. Unsure delivery.	
Execution	Interesting Logical Order, fluid delivery, clear connections in materials. Good use of delivery techniques.	Somewhat logical delivery. Slightly unclear connections in material. Delivery techniques need some work.	Disorderly delivery. Does not connect with material.	
Delivery	Engages audience. Clear and understandable. Uses appropriate language. Takes turns.	Lacks clear delivery. Teamwork somewhat fluid.	Delivery unclear, use of teamwork needs improvement. Does not engage audience.	
Student's Name:			Total Points	

Teamwork Assessment Rubric				
	Above Standard	At Standard	Below Standard	Points Earned
	(3)	(2)	(1)	
Use of Class Time	Group members came to class prepared and equipped; made effective use of time; were always on task and actively involved in the project.	Usually came to class prepared and equipped; usually made effective use of time; were usually on task and actively involved in the project.	Group came to class unprepared a majority of the time, not using time effectively or staying on task.	
Project Execution	Group completed each step with virtually no intervention from teacher; utilized problem-solving skills.	Completed each step with some intervention from teacher; utilized problem-solving skills.	Considerable help from the teacher was needed.	
Synthesis	Consistently worked together as a well-coordinated team; team members pulled their own share.	Usually worked together as a well-coordinated team; team members usually pulled their own share.	Team did not work together and effectively divide tasks. Outside intervention was necessary; team members did not pull their own share.	
Team Name			Total Points	

FINAL PRODUCT EVALUATION 2004 Presidential Election Related Point Scale			
Student Name:			
Topics	Possible Points	Points Earned	Comments
Collaborative Paper	30		
Graphic Organizer	10		
Resource List	20		
Debate	25		
Teamwork	15		
Total	100		