

A Unit Plan for SPARK Camp 2016

Grade Level: 5

Daniel DuLany

21 June 2016

Table of Contents

[Introduction](#)

[Goals and Outcomes](#)

[Assessment Plan](#)

[Lesson Plan Day One](#)

[Lesson Plan Day Two](#)

[Should the Electoral College be reformed or abolished?](#)

[Summary of Arguments against and for the Electoral College](#)

[The Mysterious Workings of the Electoral College](#)

[What is the Electoral College???](#)

[The Electoral College Today](#)

[Socratic Seminar Analysis \(after discussion\)](#)

[Discussion Rubric for The Electoral College](#)

[Accountable Classroom Talk](#)

[Socratic Seminar Guidelines:](#)

[Letter to the Editor Assessment](#)

[Electoral College Socratic Seminar](#)

[Electoral College Brainstorming Writing Sheet](#)

[Electoral College Background Readings](#)

[Lesson Plan Day Three](#)

[Candidate Profile](#)

[Debate Topic Cards](#)

[Debate Questions](#)

[Lesson Plan Day Four](#)

[Classroom Debate Rubric](#)

[Works Cited](#)

Introduction

A debate is a formal, oral contest between two individuals or teams who present arguments to support opposing sides of a question. Debates follow a set of rules so that participants can state their positions and attack their opponents' views in a fair and orderly manner. Debates can be used in multiple ways, including:

- **Forensic debates:** Formal debates are held in schools or university debating societies as exercises to sharpen thinking and speaking skills and to examine issues.
- **Legislative debates:** The House of Representatives and the Senate debate a bill by allotting fair procedures and equal time for arguments for and against the bill. The English House of Commons was the model for this process. State legislatures have provisions that are similar.
- **Political debates:** For instance, the Lincoln-Douglas debates for the Senate seat in Illinois in 1858 gave the first speaker 60 minutes, the second 90 minutes, and the first speaker 30 minutes at the end. They were festive occasions in the open air, with thousands in the audience.

The first televised Presidential debates in 1960 provided the thin margin of victory for John F. Kennedy in a very close election. Despite their popularity, no more debates were held for 16 years. They resumed in the Ford-Carter election in 1976. Since then, debates have been a permanent and very important feature of presidential elections.

Rationale for Unit:

An important part of social studies is civic disposition. Given it being an election year, a very important one at that, gave the opportunity for students to really look at the candidates for who they really are and what they believe. Even though fifth graders are not of voting age, it is important for them to begin understanding the political process and their role in helping to choose our nation's leader. This unit also offered an opportunity for young people to voice their opinions about the candidates and the issues facing the country as we look from inside the 21st century. My hope in doing this unit was to foster a sense of civic responsibility in my students and to inspire them to take their rightful place in the democratic process.

Using debates in the classroom provides students the opportunity to work in a collaborative and cooperative group setting. By having students discuss and organize their points of view for one side of an argument they are able to discover new information and put knowledge into action. Classroom debates help students learn through friendly competition, examine controversial topics and "strengthen skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation" (Leuser, n.d., para. 1).

In this unit, there are three strategies used: Visual Thinking Strategy (VTS), Socratic Seminar, and Simulation. These three strategies work well together and are great for encouraging engagement, deeper thinking, and collaboration among students.

Visual Thinking Strategies (VTS) is a method initiated by teacher-facilitated discussions of art images and documented to have a cascading positive effect on both teachers and students. It is perhaps the simplest way in which teachers and schools can provide students with key behaviors sought by Common Core Standards: thinking skills that become habitual and transfer

from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers.

VTS provides a way for the learning process to be jumpstarted and to think deeply in applicable subject areas. Art is the essential first discussion topic because it enables students to use existing visual and cognitive skills to develop confidence and experience. It allows students to use what they do know to determine and figure out what they do not. This enables them to be prepared to explore other complex subject matter alone and with peers.

The purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text. The participants systematically question and examine issues and principles related to a particular content, and articulate different points-of-view. This allows the participant to carry the burden of responsibility for the quality of the discussion. The discussion is not about having the correct answers; it is not a debate. Through a Socratic Seminar, students are encouraged to think out loud and to exchange ideas openly while examining ideas in a rigorous, thoughtful, manner.

Instructional simulations is a technique for practice and learning that can be applied to many different disciplines. It is a technique used to replace and amplify real experiences with guided ones, often “immersive” in nature, that evoke substantial aspects of real world in a fully interactive fashion. Simulations have the potential to engage students in “deep learning” that empowers understanding as opposed to “surface learning” that requires only memorization.

Differentiation for Gifted Learners:

It's always good authentic practice to employ what is happening in the world to make curriculum relevant and interesting to students. Highly capable students benefit from learning skills that help them make their points with veracity and substantiation, broaden their understanding and empathy regarding difficult issues, and gain confidence thinking on their feet and responding to opposing points of view with evidence to back up their points. Such are the benefits of learning a structured debate process. In addition to learning the skills of making affirmative and negative arguments, analyzing researched data for its value, and learning how to speech with clarity, poise, and confidence, debate can help us view history in an engaging way.

In lesson one, students participate in a visual thinking strategy (VTS). This strategy encourages and empowers students to create meaning and ask questions about what they see in artworks and student will support their ideas with visual evidence they see. VTS enhances below the surface thinking through open-ended questioning.

In lesson two, students participate in a Socratic Seminar. The content for this experience is representative of above grade level material. This makes the content much more complex in nature. The process in which a Socratic Seminar works enables students to facilitate the seminar themselves. This allows for them to be responsible for crafting the questions and maintaining the discussion while the teacher observes. For this process to really succeed, students must learn to work independently, in small groups, and then in a seminar setting.

In lessons three and four, students prepare and participate in a simulation. Through simulation, students are able to experience essential understanding of the content. A well-designed

simulation simplifies a real-world system, while heightening awareness of the complexity of that system. Through this simulation, students will participate in a mock debate. Having in-class debates helps cultivate the active engagement of students, placing the responsibility of comprehension on the shoulders of the students.

Goals and Outcomes

Content Goals and Outcomes:

Goal 1: To develop understanding of the presidential election process and how it relates to democracy facilitating change.

Students will be able to...

- A. Research and analyze historical facts in order to determine how the electoral College was formed.
- B. Collect, organize, and analyze data in order to evaluate or provide solutions.
- C. Identify the topics debated by political candidates such as education and healthcare.

Process Goals and Outcomes:

Goal 2: To develop reasoning skills with application to social studies.

Students will be able to...

- A. Formulate and have a collaborating discussion on the event(s) taking place.
- B. Formulate an opinion on how the event(s) in the picture(s) intertwines with politics and the importance politics has on changing ideas and opinions.
- C. Craft questions and maintain an inquiry-based dialogue which deeply examines ideas and concepts.
- D. Use problem solving to provide solutions.
- E. Formulate their own positions on issues discussed in the debates.
- F. Argue their positions with classmates.
- G. Engage in a simulated democratic process.

Concept Goals and Outcomes:

Goal 3: To understand the concept of the democracy.

Students will be able to...

- A. Use appropriate political language to identify republican, democrat, democracy.
- B. Transfer their knowledge about democracy to everyday decisions.

Assessment Plan

Socratic Seminar:

Through a Socratic seminar, students will be able to engage in a lively and academic discussion by posing intelligent questions and offering equally intelligent insight as a response to those questions. This is a way for the students to show you, in an authentic manner, their depth of understanding on the topic. For this unit, students will be using this type of assessment to show their depth of knowledge and understanding about the Electoral College.

Letter to the Editor:

Following the Socratic Seminar, students will be given a list of five options, from which to choose from. These options are scenarios of what to do with the Electoral College. Students will read the options, choose one they most agree with, and write a Letter to the Editor explaining your decision. They will then answer: How is this an example of how democracy facilitates change?

Jigsaw Activity:

Students will be given one of four versions of a handout that gives information about the Electoral College. Students will be grouped by which version they obtain. The groups will read and discuss their versions, becoming “experts” of their information. Students are then split up and one from each original group is placed in each new group. Students will take turns “teaching” the other students the information they have learned. The teacher will facilitate the groups, making sure students are explaining/teaching the others instead of reading straight from the page.

Performance Task:

Republican Debate Team

The people of the United States are looking at you to be the next leader of the country. You will be playing the role of Republican candidate Donald Trump in a presidential debate. Throughout the unit, you will be learning about how democracy facilitates change. This “change” may occur in policies, laws, or even a change in individual thinking. You will be given a topic, or issue, that you will be researching from the perspective of Donald Trump. At the end of the unit, you will participate in a mock debate against your competitor, Hillary Clinton. You will be debating your particular topic, or issue, trying to convince the American people what it is that you, as the candidate, believe and why it would be in their best interest to vote for you. You will be scored on a rubric for your debate and the process leading up to the debate.

Democratic Debate Team

The people of the United States are looking at you to be the next leader of the country. You will be playing the role of Democratic candidate Hillary Clinton in a presidential debate. Throughout

the unit, you will be learning about how democracy facilitates change. This “change” may occur in policies, laws, or even a change in individual thinking. You will be given a topic, or issue, that you will be researching from the perspective of Hillary Clinton. At the end of the unit, you will participate in a mock debate against your competitor, Donald Trump. You will be debating your particular topic, or issue, trying to convince the American people what it is that you, as the candidate, believe and why it would be in their best interest to vote for you. You will be scored on a rubric for your debate and the process leading up to the debate.

Debate Rubric:

Classroom Debate Rubric						
Criteria	5 points	4 points	3 points	2 points	1 point	Total Points
Respect for Other Team	All statements, body language, and responses were respectful and were inappropriate language	Statements and responses were respectful and used appropriate language, but once or twice body language was not	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark	Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks	Statements, responses and/or body language were consistently not respectful	
Information	All information presented in this debate was clear, accurate and thorough	Most information presented in this debate was clear, accurate and thorough	Most information presented in the debate was clear and accurate, but was not usually thorough	Some information was accurate, but there were some minor inaccuracies	Information had some major inaccuracies OR was usually not clear	
Rebuttal	All counter-arguments were accurate, relevant and strong	Most counter-arguments were accurate, relevant, and strong	Most counter-arguments were accurate and relevant, but several were weak	Some counter arguments were weak and irrelevant	Counter-arguments were not accurate and/or relevant	
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples	Every major point was adequately supported with relevant facts, statistics and/or examples	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable	Some points were supported well, others were not	All points were not supported	
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	
Understanding of Topic	The student clearly understood the topic in depth and presented their information forcefully and convincingly	The student clearly understood the topic in depth and presented their information with ease	The student seemed to understand the main points of the topic and presented those with ease	The student seemed to understand the main points of the topic, but didn't present with ease	The student did not show an adequate understanding of the topic	
Comments:						Total Points:

Source: <http://course1.winona.edu/shatfield/air/classdebate.pdf>

Lesson Plan Day One

TEACHER NAME		Lesson #
Daniel DuLany		1
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	Social Studies	5
CONCEPTUAL LENS	LESSON TOPIC	
Democracy	Presidential Elections	
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>Social Studies</p> <p>5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).</p> <p>5.C&G.2.1 Understand the values and principles of a democratic republic.</p> <p>5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of "common good" according to the United States Constitution (Bill of Rights).</p> <p>5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.</p> <p>5.C&G.2.4 Explain why civic participation is important in the United States.</p> <p>Language Arts</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Democracy facilitates change..</i>		<i>How does democracy facilitate change?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
Students will know:		Students will be able to....

<ul style="list-style-type: none"> · democracy is the basis of our government. · the requirements of presidential candidates include: <ul style="list-style-type: none"> · must be a natural born citizen of the United States · a resident for 14 years · 35 years of age or older. · the process for electing a president. · the political party's position on debated topics. · who the major candidates that may be running for President and what party they are affiliated with. 	<ul style="list-style-type: none"> · draw conclusions using a visual thinking strategy. · formulate and have a collaborating discussion on the event(s) taking place. · formulate an opinion on how the event(s) in the picture(s) intertwines with politics and the importance politics has on changing ideas and opinions.
---	---

GUIDING QUESTIONS
What questions will be asked to support instruction?
Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> · How might we use visual thinking strategies to gain understanding about a particular concept or topic? · What might we learn from engaging in a visual thinking strategy? · What helps a visual thinking strategy to be effective as a learning experience? What makes it fun? · What does an artist tell us about an artwork's subject through what he or she has included in the artwork? 	<ul style="list-style-type: none"> · What is going on in this picture? · What else is happening? · Does anyone see something different? · What do you see that makes you say that? · How do you know that? · What do you mean by that? · What can you tell by looking at their (clothes, faces, body language, etc)? · What do you think they are feeling? · What do you think is happening? · What might happen next? · What more can you find? 	<ul style="list-style-type: none"> · After all we have said, what is the story? · What do you think the artist wanted to tell us about the people, the place, the event, the time? · How do you think this time period contributed to policy facilitating change?

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	Students will engage in a visual thinking strategy		

	<p>by looking at artworks and through discussion create meaning from their observations of the visual evidence in the artwork.</p> <p>From this artwork, students will be asked open-ended questions to enhance their thinking of art below the surface. This strategy encourages and empowers students to create meaning and ask questions about what they see in artworks and students will support their ideas with visual evidence they see in the artwork.</p>		
--	---	--	--

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As students enter the classroom, pictures of children working during the depression (WWII era) will be displayed on the Bright Link. The teacher will begin a classroom discussion by the pre-lesson questions.

The teacher asks:

- How might we use visual thinking strategies to gain understanding about a particular concept or topic?
- What might we learn from engaging in a visual thinking strategy?
- What helps a visual thinking strategy to be effective as a learning experience? What makes it fun?
- What does an artist tell us about an artwork's subject through what he or she has included in the artwork?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher asks: (during-lesson questions)

- What is going on in this picture?
- What else is happening?
- Does anyone see something different?

- What do you see that makes you say that?
- How do you know that?
- What do you mean by that?
- What can you tell by looking at their (clothes, faces, body language, etc)?
- What do you think they are feeling?
- What do you think is happening?
- What might happen next?

(The teacher will allow for students to answer and share thoughts in an open forum. This process should take about 15-20 min per picture. I would recommend using no more than 2 pictures for this process.)

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher will respond to students' responses and continue to facilitate the conversation about the artwork shown. Allow students to respond to one another in the open discussion forum – type setting.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

The best way to end this type of lesson is to complement students on how well they probed a particular image, for example, or how carefully they listened to one another. You can also ask students to reflect on what they did, what they enjoyed or what they might like to remember to tell others about the class.

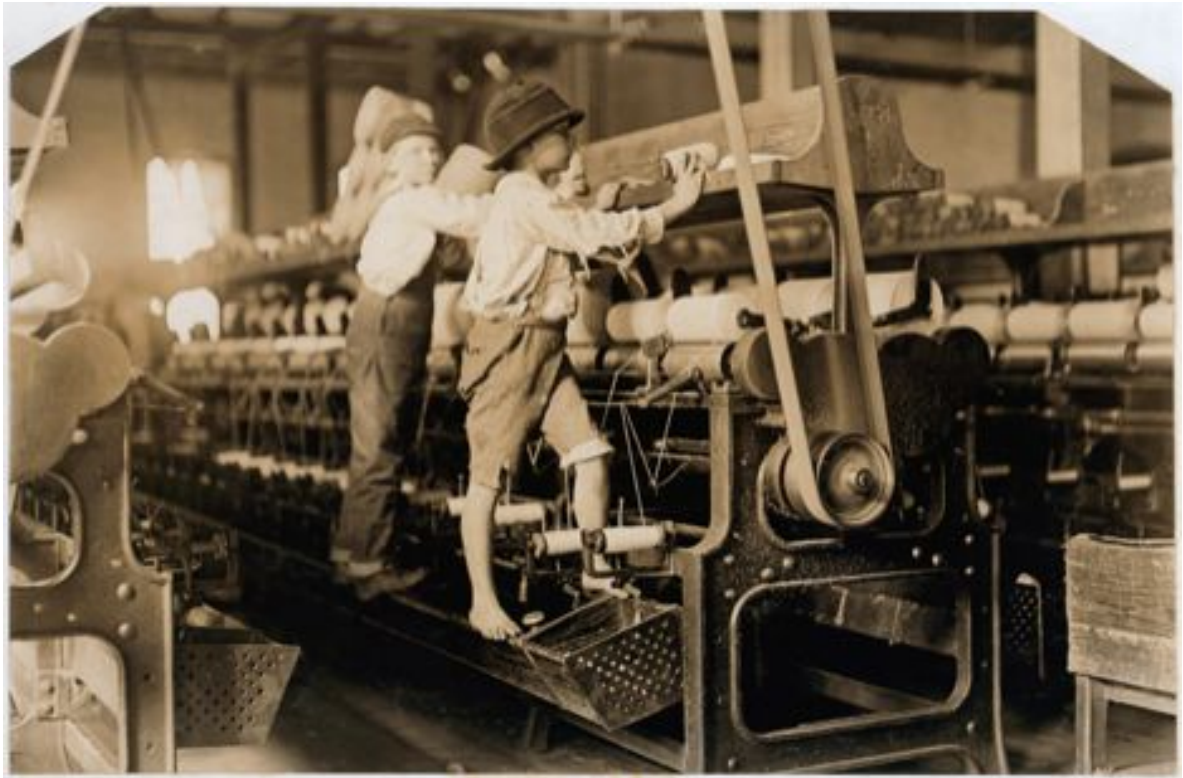
Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

At this point, the teacher will facilitate an open discussion by asking the following questions. This discussion should be conducted in an open forum for students to express their thoughts and to respond to one another.

The teacher asks: (post-lesson questions)

- After all we have said, what is the story?
- What do you think the artist wanted to tell us about the people, the place, the event, the time?
- How do you think this time period contributed to policy facilitating change?

Below are a choice of pictures regarding Child Labor during WWII that can be used in this lesson:





Lesson Plan Day Two

TEACHER NAME		Lesson #
D. DuLany		2
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	Social Studies	5
CONCEPTUAL LENS		LESSON TOPIC
Democracy		Presidential Election
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>Social Studies</p> <p>5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).</p> <p>5.C&G.1.3 Analyze historical documents that shaped the foundation of the United States government.</p> <p>5.C&G.2.1 Understand the values and principles of a democratic republic.</p> <p>5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of "common good" according to the United States Constitution (Bill of Rights).</p> <p>5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.</p> <p>5.C&G.2.4 Explain why civic participation is important in the United States.</p> <p>Language Arts</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 		

<p align="center">THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i></p>		<p align="center">THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i></p>	
<p align="center"><i>Democracy facilitates change.</i></p>		<p align="center"><i>How does democracy facilitate change?</i></p>	
<p align="center">CONTENT KNOWLEDGE Good! <i>(What factual information will students learn in this lesson?)</i></p>		<p align="center">PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i></p>	
<p>Students will know that:</p> <ul style="list-style-type: none"> · During presidential election years, each state party chooses a group of electors (usually party loyalists) who've pledged their votes to that party's presidential candidate. · The Electoral College was formed by the founders as a means of resolving two concerns. First was to get away from the parliamentary model, where the elected representatives vote for the chief executive (as, for example, happens in Britain, where the majority party votes to select the prime minister). Second, at the time, communication and travel was much more difficult than today, and voting for delegates at a local level appeared easier and less open to corruption than counting every popular vote at a national level. · Two candidates can not split one electoral vote. · Not every state has the same number of votes. · <i>Direct Democracy</i> is a form of democracy in which the people as a whole make direct decisions, rather than have those decisions made for them by elected representatives. 		<p>Students will be able to:</p> <ul style="list-style-type: none"> · Research and analyze historical facts in order to determine how the Electoral College was formed. · Collect, organize, and analyze data in order to evaluate or provide solutions. · Work collaboratively. · Craft questions and maintain an inquiry-based dialogue which deeply examines ideas and concepts. · Use problem solving to provide solutions. 	
<p align="center">GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i></p>			
<p>Pre-Lesson Questions:</p>	<p>During Lesson Questions:</p>	<p>Post Lesson Questions:</p>	
<ul style="list-style-type: none"> • How is the President elected? • Which is the best college – UNC, NC State, or Duke? • What is an electoral vote? 	<ul style="list-style-type: none"> • Do you think every vote counts? Explain your reasoning. • Should the Electoral College be abolished? Explain your reasoning. • What is the question asking? 	<ul style="list-style-type: none"> • What was the one theme or “big idea” you discovered through participation in this seminar? 	

<ul style="list-style-type: none"> • What is a presidential candidate's lucky number? Why? • How are the electoral votes for most states awarded? Who decides how the votes are awarded? 	<ul style="list-style-type: none"> • What terms in the question need to be defined? • What are the possible answers to this question? • What does democracy mean to you? • What reasons did the Founders have for creating the electoral college? Do you think those reasons apply today? • How are electors selected? Do you think this is a good way to select electors? Why or why not? • What laws must electors follow? Would you try to place greater restrictions on electors? If so, what would they be? 	<ul style="list-style-type: none"> • What concepts did you explore as a result of this seminar? • What generalizations could you make about the impact of the Electoral College? • How did this seminar experience help you deepen your knowledge and understanding of the election process? • What challenges did you experience through this seminar? • How did the discussion in this seminar impact your feelings about the Electoral College? • How do policies support a democracy? hinder a democracy?
--	--	---

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
Content for this learning experience represents above grade level material for this group of students, therefore it is more complex in nature.	Students will participate in Socratic Seminar. Students will facilitate the seminar themselves and will be responsible for crafting questions which maintain the integrity of the seminar.		Students will work in a variety of environments in this learning experience; independently, small group, and seminar.

PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

As students enter the room, hand them each a small piece of paper that is one of three colors, making sure there is an equal distribution of colors. When all students have taken a seat, ask them to write an answer to the question, "How is the President elected?" on their sheets. When they are finished, call on several students to read what they have written.

Answers will vary, but most students will probably say that Americans go to the polls on Election Day, vote, and the candidate with the most votes becomes the next president. Tell them that this is incorrect. As a matter of fact, in the 2000 election, Al Gore actually received approximately 540,000 more votes than George W. Bush, and he lost the election. And this is only one of several instances that this has happened.

As a transition into the next part of the lesson, have the class vote on the following question: "Which is the best college - UNC, NC State, or Duke?" Tally votes and place answer on the board. Have a tie-breaking vote if necessary.

Divide students into three groups based on paper color, making sure there are at least six students in each group. (If class size is too small to do this, only use two colors and divide into two groups). Select a representative for each group, and tell them they are the "elector" for their group. Tell groups they have one minute to vote on the best college as a group, and that the "elector" is only allowed to listen to the discussion, not participate. At the end of one minute, tell the class that the "elector" will act on behalf of their group and tell the class what the best college is. (The catch is that the elector has the choice of casting his/her vote whichever way he/she pleases, choosing whether to adhere to the democratic ruling of the group.) Instruct groups to be silent while electors are answering the question. After all electors have voted, allow a few minutes for discussion to ascertain whether or not electors voted the same way as their groups. Tell class that, contrary to popular belief, this is a more realistic version of the way the President is elected.

Explain to students that America does not elect its president through "**direct democracy.**" Define direct democracy as a form of democracy in which the people as a whole make direct decisions, rather than have those decisions made for them by elected representatives.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Have students go back to their original seats. Distribute the handout entitled *Presidential Election of 2000, Electoral and Popular Vote Summary*. Give students 2 minutes to examine the handout. After 2 minutes, quickly discuss what information is presented in the chart. Point out the column "Electoral Votes" and ask students if they know what this means. Explain that, despite what most Americans might think, presidents are actually elected by a group of 538 "electors" acting on behalf of the states, not by the citizens. This method of election is called the Electoral College. Stress that this is not to say that "the people" do not elect their president necessarily, but it explains how a candidate can get the most votes from the people and still lose the election. Most students will inevitably be puzzled by this. Tell them that the Electoral College is one of the most complicated aspects of the American electoral process.

Divide students into groups of three or four. Students will be provided a copy of *Should the Electoral College be Reformed or Abolished?* Students will be instructed to read the article silently and independently. Each student should employ their "close reading" strategy to accomplish this initial reading. When all group members have read the article, the group should discuss notes and questions they have written during the close reading. Each group should craft five questions as a result of close reading. Questions should represent high levels

of thinking. **(These questions along with the notes resulting from the close reading will be used during Socratic Seminar).**

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

When groups have completed their task, **the teacher will ask the following questions:**

- *Should the Electoral College be abolished? Explain your reasoning.*
 - *What is the **question** asking?*
 - *What **terms** in the question need to be defined?*
 - *What are the possible answers to this question?*
- *What does democracy mean to you?*

Students will respond to the questions orally. Multiple responses representing different perspectives are allowed.

Divide the class into four groups. Give each group one version of the “Electoral College Background” handout. Each group is to read their handout and, as a group, identify three important pieces of information that they will teach to classmates.

Jigsaw the class into groups of four, with each group containing one representative from each of the four groups in the step above. The task in the new groups is for each student to teach their group members the important pieces of information from their reading.

Conduct a class discussion of what the students learned in the jigsaw activity. Such questions as the following can be used to guide discussion:

- ***What reasons did the Founders have for creating the electoral college? Do you think those reasons apply today?***
- ***How are electors selected? Do you think this is a good way to select electors? Why or why not?***
- ***What laws must electors follow? Would you try to place greater restrictions on electors? If so, what would they be?***
- ***How are the electoral votes for most states awarded? Who decides how the votes are awarded?***

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Depending on the size of your class, you may choose which set up for the Seminar would best fit. Below are two options:

1. Have students placed in a circle. Explain that each person will have a chance to express their viewpoint if they choose. One person may be designated as the “facilitator” that will start off the discussion and help guide the instruction if it comes to a stalling point. Have the facilitator start off with the guiding question (highlighted) and watch the Seminar unfold.
2. Students may be divided into two groups. One group will compose the inner circle of the Socratic Seminar; one group will form the outer circle of the Socratic Seminar environment. The inner circle member begins the dialogue while the outer circle members take notes about the dialogue, craft questions they have about the dialogue and observe one participant of the inner circle (their partner for

the seminar). The leader, one student designated by the teacher, will begin the Seminar with one provocative question. Inner circle students will respond in a dialogue fashion throughout the Seminar.

Students will follow expectations for participation which are attached to this plan and have been discussed prior to the seminar.

Opening questions might include: (If the designee does not have an opening question, these could be used. These questions could also be inserted if the dialogue during the seminar falters.)

- Why should we or shouldn't we abolish the Electoral College?
- Do you think that every vote counts?
- Should someone who receives fewer votes win?
- **Does the Electoral College disenfranchise voters? (this will be used to kick off the seminar)**
- How does the author propose we elect the President?
- How would the author respond to the question, "Wouldn't a direct election favor the heavily urban areas over the rural areas?"
- Do the small states have too much weight in electing the President? Explain.
- Should small states have such a strong influence? Why or why not?
- How can an Electoral College lead to change in our democracy?

Students will dialogue for 10 minutes and then inner and outer circles will **change places**. The new outer circle members will not be taking notes, crafting questions, and observing their partner in the inner circle.

When students have completed the seminar (after 10 minutes with second circle), the **teacher poses the following questions:**

- *What was the one theme or "big idea" you discovered through participation in this seminar?*
- *What concepts did you explore as a result of this seminar?*
- *What role does an Electoral College play in a democracy?*
- *How did this seminar experience help you deepen your knowledge and understanding of the election process?*
- *What challenges did you experience through this seminar?*
- *How did your role in the seminar (inner/outer) impact your feelings about the seminar?*
- *What will you do differently as a result of your participation in this Socratic Seminar?*

After students have shared responses orally, students are instructed to return to their small groups.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will work in their original small groups (groups of three or four members who prepared five questions for use in seminar and participated in silent close reading together.) Students will research, collect, organize and analyze data which will enable them to:

- Create an Electoral College Brainstorming Writing Sheet

And

- Write a "letter to the editor" in which they explain and try to persuade readers their position.

This experience will be accomplished through a performance task (attached) and will be assessed with a rubric (attached) for each student. Observation and notes taken during collaborative work on this performance task will be used to assess individual effort and work.

Students will complete a self evaluation on their participation in the Socratic Seminar as well (attached).

To assess student understanding of democracy and how it can lead to change, students will read ***Should We Replace the Electoral College?*** with their small group. After discussing the reading, each student will choose an option and write a *Letter to the Editor* defending the option they have chosen. They will also include how they believe democracy leads to change. assessment will assess student knowledge about the Electoral process and the skills you have targeted, but it will not provide you with any information regarding students understanding of Democracy – and specifically how a Democracy promotes values.

Should the Electoral College be reformed or abolished?

Socratic Seminar

Question: There have, in its 200 year history, been a number of critics and proposed reforms to the Electoral College system - most of them trying to eliminate it. But there are also staunch defenders of the Electoral College who, though perhaps less vocal than its critics, offer very powerful arguments in its favor. What follows are arguments both against and for the current system.

Arguments Against the Electoral College

Opponents of the Electoral College are disturbed by *the possibility of electing a minority president* (a President elected without more than 50% of the vote). These concerns are not entirely unfounded since there are three ways in which that *could* happen, and due to the fact it actually has happened in history. One way in which a minority president could be elected is if the country were so deeply divided politically that three or more presidential candidates split the electoral votes among them such that no one obtained the necessary majority. Under this scenario, the House of Representatives would choose the President, taking the election out of the hands of the people. This situation occurred in 1824.

A second way in which a minority president could take office is if, as in 1888 and most recently 2000, one candidate's popular support were heavily concentrated in a few States while the other candidate maintained a slim popular lead in enough States to win the needed majority of the Electoral College. In this scenario, the candidate with the most POPULAR votes actually loses, something we certainly want to avoid. A third way of electing a minority president is if a third party or candidate, however small, drew enough votes from the top two that no one received over 50% of the national popular total. Far from being unusual, this sort of thing has, in fact, happened 15 times including (in this century) Wilson in both 1912 and 1916, Truman in 1948, Kennedy in 1960, and Nixon in 1968. In all of these above scenarios, the person taking office is not favored by over HALF our country, is this a system we want to keep?

Another weakness of the Electoral College is *the risk of so-called "faithless" Electors*. A "faithless Elector" is one who is pledged to vote for his party's candidate for president but nevertheless votes for another candidate. There have been 7 such Electors in this century and as recently as 1988 when a Democrat Elector in the State of West Virginia cast his votes for Lloyd Bensen for president and Michael Dukakis for vice president instead of the other way around. Although faithless electors have never changed the outcome of an election, the fact remains that it is a possibility under the current system.

A third weakness of the electoral college is the fact that it *depresses voter turnout*. Since each State is entitled to the same number of electoral votes regardless of voter turnout, there is no incentive in the States to encourage voter participation. Due to the fact the system is winner-take-all, in states where a candidate has a large lead, there seemingly is no real purpose in voting, as narrowing that lead does not change the overall outcome of the election. This also

leads to situations where states where candidates have large leads are often virtually ignored by candidates leading up to the November Presidential election. Conversely, other states, where elections are close, are visited often, giving these states too much power in deciding the outcome.

Finally, some opponents of the Electoral College point out, quite correctly, *its failure to accurately reflect the national popular will* in at least two respects. First, the distribution of Electoral votes in the College tends to over-represent people in rural States. This is because the number of Electors for each State is determined by the number of members it has in the House (which more or less reflects the State's population size) plus the number of members it has in the Senate (which is always two regardless of the State's population). The result is that in 1988, for example, the combined voting age population (3,119,000) of the seven least populous jurisdiction of Alaska, Delaware, the District of Columbia, North Dakota, South Dakota, Vermont, and Wyoming carried the same voting strength in the Electoral College (21 Electoral votes) as the 9,614,000 persons of voting age in the State of Florida. Each Floridian's potential vote, then, carried about one third the weight of a potential vote in the other States listed.

A second way in which the Electoral College fails to accurately reflect the national popular will stems primarily from the winner-take-all mechanism whereby the presidential candidate who wins the most popular votes in the State wins all the Electoral votes of that State. One effect of this mechanism is to make it extremely difficult for third party or independent candidates ever to make much of a showing in the Electoral College. If, for example, a third party or independent candidate were to win the support of even as many as 25% of the voters nationwide, he might still end up with no Electoral College votes at all!. For these reasons, the Electoral College should absolutely be abolished, or at the very least, altered.

Arguments for the Electoral College

Recognizing the strong regional interests and loyalties which have played so great a role in American history, those who are for the Electoral College argue that the system *contributes to the cohesiveness of the country by requiring a distribution of popular support to be elected president*. Without such a mechanism, they point out, the president would be selected either through the domination of one populous region over the others or through the domination of large metropolitan areas over the rural ones. Indeed, it is principally because of the Electoral College that presidential nominees are likely to select vice presidential running mates from a region other than their own. As things stand now, no one region contains the absolute majority (270) of electoral votes required to elect a president, forcing candidates to receive support from different regions of the country. One way or another, under the Electoral College the winning candidate must demonstrate both a sufficient popular support to govern as well as a sufficient distribution of that support from around the country in order to govern.

Proponents also point out that, far from diminishing minority interests by depressing voter participation, the Electoral College actually *enhances the status of minority groups*. This is so because the voters of even small minorities in a State may make the difference between winning all of that State's electoral votes or none of that State's electoral votes. And since ethnic minority groups in the United States happen to concentrate in those States with the most electoral votes, they assume an importance to presidential candidates well out of proportion to

their number. The same principle applies to other special interest groups such as labor unions, farmers, environmentalists, and so forth. Changing to a direct election of the president would therefore actually *damage* minority interests since their votes would be overwhelmed by a national popular majority.

Proponents further argue that the Electoral College *contributes to the political stability of the nation by encouraging a two party system*. There can be no doubt that the Electoral College has encouraged and helps to maintain a two party system in the United States. This is true simply because it is extremely difficult for a new or minor party to win enough popular votes in enough States to have a chance of winning the presidency. This not only protects the presidency from impassioned but transitory third party movements, it also virtually forces third party movements into one of the two major political parties. Conversely, the major parties have every incentive to absorb minor party movements in their continual attempt to win popular majorities in the States. In this process of assimilation, third party movements are obliged to compromise their more radical views if they hope to attain any of their more generally acceptable objectives. Thus we end up with two large, practical political parties which tend to the center of public opinion rather than dozens of smaller political parties catering to divergent and sometimes extreme views.

Finally, the Electoral College *maintains a federal system of government and representation*. The reasoning is that in a formal federal structure, important political powers are reserved to the component States. The Electoral College was designed to represent each State's choice for the presidency (with the number of each State's electoral votes being the number of its Senators plus the number of its Representatives). To abolish the Electoral College in favor of a nationwide popular election for president would strike at the very heart of the federal structure laid out in our Constitution and would lead to the nationalization of our central government - to the detriment of the States.

The fact is the original design of our federal system of government was thoroughly and wisely debated by the Founding Fathers. State viewpoints, they decided, are more important than political minority viewpoints. And the collective opinion of the individual State populations is more important than the opinion of the national population taken as a whole. Nor should we tamper with the careful balance of power between the national and State governments which the Founding Fathers intended and which is reflected in the Electoral college. To do so would fundamentally alter the nature of our government and might well bring about consequences that even the reformers would come to regret. For these many reasons, the Electoral college should remain as is.

Summary of Arguments against and for the Electoral College

Those who oppose the Electoral College tend to argue against:

- the possibility of electing a minority president: There are three ways in which a president can be elected without having the support of 50% of our country.
- the risk of so-called "faithless" Electors: Members of the electoral college can technically go against the popular vote of their state
- the possible role of the Electoral College in depressing voter turnout: Winner-take-all system leads to less people voting
- its failure to accurately reflect the national popular will: third candidates can get as much as 25% of the popular vote yet receive 0 Electoral College Votes

Proponents of the Electoral College system normally defend it on the philosophical grounds that it:

- contributes to the cohesiveness of the country by requiring a distribution of popular support to be elected President: You cannot become President without gaining support from different regions of our nation.
- enhances the status of minority interests: Winner take all system means smaller groups take larger importance in close states
- contributes to the political stability of the nation by encouraging a two-party system: system keeps more radical parties from ever gaining any power
- maintains a federal system of government and representation: gives power to the individual states.

What It All Means:

The Mysterious Workings of the Electoral College

By Jessica Reaves Wednesday, Sept. 20, 2000

Every time there is a close presidential election, there's a great rumbling across America. What is the electoral college and why don't we just cast our own darn votes directly? The question has been asked again and again — only to be forgotten by the time the next election cycle rolls around. This year, of course, the clamoring has reached epic proportions. With the election centering around a few voters in one state, there is the distinct possibility that one candidate could win the popular vote and yet lose the election. If you've been standing by and merely watching the fray because you don't feel you have enough of the facts to participate, your pacifist days are over. Here is the ammunition for the water cooler battles ahead:

What is the electoral college?

First of all, it's not really a college. During presidential election years, each state party chooses a group of electors (usually party loyalists) who've pledged their votes to that party's presidential candidate. This may come as a surprise, but on the first Tuesday in November, when we all head off to the polls, we don't vote for directly for the presidential candidate. We vote for the slate of electors who go on to vote at the electoral college. So, for example, because Governor Bush's slate won the plurality of the vote in Texas, his group of electors will represent that state. And in December, the winning slates gather for state meetings, where the votes for president are officially cast.

Can the electors change their minds?

In some cases, yes. Only about half the states legally require their electors to vote for their assigned candidate; the others are, ostensibly, free to change their votes. In addition, the penalties for breaking the rules are so minimal as to be virtually meaningless. However, only about five electors — who are described as "faithless" — have ever done that, though most of those have occurred in the last 30 years.

Are there any exceptions?

Yes. Nebraska and Maine use a proportional vote system. Two of each state's electors are chosen by the statewide vote, while the remaining members are determined by the popular vote within each congressional district.

How did the electoral college come about?

It was devised by the founders as a means of resolving two concerns. First was to get away from the parliamentary model, where the elected representatives vote for the chief executive (as, for example, happens in Britain, where the majority party votes to select the prime minister). It was their belief that appointing electors to represent each state was more democratic than allowing Congress to elect the president. Second, at the time, communication and travel was much more difficult than today, and voting for delegates at a local level appeared easier and less open to corruption than counting every popular vote at a national level.

Does every state get the same number of electors?

No. Sorry, South Dakota. Each state has as many electors as it has U.S. senators (always two) and U.S. representatives (which depends on census population counts). Each state, therefore, has a minimum of three electors, with California leading the pack with 54. The District of Columbia has three electors, the same as the least populous states.

Can two candidates split one state's electoral votes?

Nope. Except in Maine and Nebraska, the electoral votes operate on a winner-take-all system. That's why the candidates spend so much time and money campaigning in electoral gold mines like California, Texas and New York — and relatively little time in Montana.

Doesn't this system mean a candidate could win the popular vote and still not become president?

It sure does. In fact, that's happened at least twice in American history before now. In 1876 and 1888 Rutherford B. Hayes and Benjamin Harrison, respectively, became president without winning the popular vote. The same thing could manifest itself this year if Al Gore loses the electoral vote but wins the popular vote.

What happens if the electoral votes are evenly split?

We head to Capitol Hill, where the U.S. House of Representatives would choose the President (each state delegation casting one vote) and the Senate would pick a vice president (each senator votes). Because the Republicans control the House, that would almost certainly result in a victory for Bush. The Senate situation is more tantalizing. If, as seems likely, the upper chamber is split 50-50 between the parties, the deciding vote is in the hands of the president of the Senate — who is none other than Vice President Al Gore.

So why don't we just cast our own darn votes?

Defenders of the current system argue that an individual vote would favor voter-rich urban centers and leach power from rural areas. Besides, many maintain, we've always done it this way, and nobody wants to change the Constitution if we don't absolutely have to.

Critics, on the other hand, argue the electoral college is at best an outdated relic, and at worst a looming political disaster. If more than a simple plurality of voters in Texas vote for Bush, every vote over the plurality is a "wasted vote," in political science terms. Why shouldn't those votes count for Bush in the general election?

What does our current presidential stalemate mean for the electoral college?

It means more people are aware of the college's existence and that more Americans understand the electoral process. It also likely to result in a groundswell of support for its abolition, as voters more clearly understand the potential for the winner of the popular vote to lose the electoral vote. In fact, polls in recent years have consistently shown that a majority of voters favor its demise.

Read more: <http://www.time.com/time/nation/article/0,8599,55439,00.html#ixzz25v4MFFjw>

What is the Electoral College???

Santa Cruz County Elections Department

March 2000

Origins of the Electoral College

Members of the Constitutional Convention explored many possible methods of choosing a president. One suggestion was to have the Congress choose the president. A second suggestion was to have the State Legislatures select the president. A third suggestion was to elect the president by a direct popular vote. The first suggestion was voted down due to suspicion of corruption, fears of irrevocably dividing the Congress and concerns of upsetting the balance of power between the executive and the legislative branches. The second idea was voted down because the Framers felt that federal authority would be compromised in exchange for votes. And the third idea was rejected out of concern that the voters would only select candidates from their state without adequate information about candidates outside of the state. The prevailing suggestion was to have a College of Electors select a president through an indirect election. Originally, the purpose of the College of Electors was to have the most knowledgeable and informed individuals from each state of the Union cast their votes for the president assuming that they voted solely on the basis of merit.

Throughout its history, the Electoral College has gone through only two major changes. In the first design of the Electoral College:

- Each State's Electors numbered their two U.S. Senators (2) plus its number of U.S. Representatives.
- The State's selected the manner in which their Electors were chosen, however members of Congress and federal employees were prohibited from serving as Electors.
- Electors were required to meet in their state.
- Each elector was required to cast two votes for the president and at least one of those votes had to be for a candidate outside of their state.
- The candidate with the most electoral votes became president and the candidate who received the next greatest number of electoral votes became vice president.

This system was meant to work in a system without political parties and national campaigns and the introduction of which forced a couple features of the Electoral College to change.

The second design of the Electoral College came about in the presidential election of 1800 when the Electors of the Democratic-Republican Party gave Thomas Jefferson and Aaron Burr an equal number of electoral votes. The tie breaking decision was made in the House of Representatives resulting in the election of Thomas Jefferson. To prevent a tie from occurring again, the 12th Amendment was passed requiring each elector to cast only one vote for the office of president and another for the office of vice president. The 12th

Amendment also states that if no one receives an absolute majority of electoral votes for president the House of Representatives will cast the deciding vote from the top three candidates.

Pro's and Con's of the Electoral College

In its over 200 year history, the electoral college has received its share of criticism and praise. The following is a list of the most frequently made comments of the Electoral College.

Pro's

- Requires a distribution of popular support to be elected president- the winning candidate must demonstrate both a sufficient popular support to govern as well as a sufficient distribution of that support to govern
- Strengthens the status of minority groups- the votes of small minorities within a state may make the difference between winning all of a state's electoral votes or none of them.
- Enhances the political stability of the nation by promoting a two-party system- protects that presidency from impassioned but transitory third party movements and forces the major parties to absorb the interests of minorities.
- Maintains the federal system of government and representation

Con's:

- There is a possibility of electing a minority president- one way for this to happen would be if the country was so deeply divided politically that three or more presidential candidates split the vote and no one obtained a necessary majority.
- There is a risk of having "faithless" Electors- Electors who won't be loyal to their party or candidate.
- The Electoral College may depress voter turnout- because each state is only entitled to so many electoral votes regardless of voter turnout, there is no incentive for states to encourage voter participation.
- Does not accurately reflect the national popular will because it does not elect a candidate by a direct popular vote.

How many electoral votes does each state have?
(Updated to reflect the 2010 census)

AL: 9	GA: 16	MD: 10	NJ: 14	SC: 9
AK: 3	HI: 4	MA: 11	NM: 5	SD: 3
AZ: 11	ID: 4	MI: 16	NY: 29	TN: 11
AR: 6	IL: 20	MN: 10	NC: 15	TX: 38
CA: 55	IN: 11	MS: 6	ND: 3	UT: 6
CO: 9	IA: 6	MO: 10	OH: 18	VT: 3
CT: 7	KS: 6	MT: 3	OK: 7	VA: 13
DE: 3	KY: 8	NE: 5	OR: 7	WA: 12
DC: 3	LA: 8	NV: 6	PA: 20	WV: 5
FL: 29	ME: 4	NH: 4	RI: 4	WI: 10
				WY: 3

TOTAL: 538

The Electoral College Today

- Each state is allocated a number of Electors equal to the number of its U.S. Representatives plus its two senators.
- The political parties of each state submit a list of individuals pledged to their candidates for president that is equal in number to the number of electoral votes for the state to the State's chief election official. Each party determines its own way of choosing its electors.
- Members of the Congress or employees of the Federal government are prohibited from serving as Electors.
- After the parties hold their caucuses and the states hold their primaries, the major parties nominate their candidate for the Office of President. The names are then submitted to the state's chief election official (in CA, the Secretary of State) as they will appear on the general election ballot.
- On the Tuesday following the first Monday of the month of November, registered voters in each state cast their ballots for the Office of President and Vice President.
- Whichever presidential candidate gets the most popular votes in a State wins all of the Electors (known as "*winner takes all*") for that state except for the states of Maine and Nebraska which award electoral votes proportionally.
- On the Monday following the second Wednesday of December, each state's electors meet in their respective state and cast their electoral votes (one for President and one for Vice President).
- Each Elector must cast at least one of their two votes (see above) for a person outside of their state in order to prevent the election of a president and vice president from the same state (however, the presidential and vice presidential candidates choose each other as running-mates and are on the same ticket in the popular vote).
- The electoral votes are sealed and sent to the President of the U.S. Senate and are read aloud to both Houses of Congress on January 6.
- The candidate with the most electoral votes, provided there is an absolute majority (over one half of the total vote) is declared president.
- If no one candidate receives an absolute majority of electoral votes the U.S. House of Representatives selects the President from the top three vote-getters.
- On January 20, at noon, the elected president and vice president are sworn into office.

Name: _____

Discussion Rubric for The Electoral College

	4 Excellent	3 Good	2 Could be Better!	1 Unacceptable
Preparation	<ul style="list-style-type: none"> ● All reading is complete prior to beginning of discussion ● Student has completed all assigned work prior to discussion, demonstrating a great deal of thought and effort 	<ul style="list-style-type: none"> ● All reading is complete prior to beginning of discussion ● Student has completed all assigned work prior to discussion 	<ul style="list-style-type: none"> ● All reading is complete prior to beginning of discussion ● Student has completed most of the assigned work prior to discussion 	<ul style="list-style-type: none"> ● Reading is not complete ● Work is not complete
Participation	<ul style="list-style-type: none"> ● Student contributes several times to each topic, but allows others to contribute to the discussion, too. 	<ul style="list-style-type: none"> ● Student contributes at least one time to each topic 	<ul style="list-style-type: none"> ● Student contributes two times per day 	<ul style="list-style-type: none"> ● Student hardly ever talks OR never gives anyone else a turn to talk
Quality of responses	<ul style="list-style-type: none"> ● Student uses accountable talk appropriately ● Arguments are well thought out and well composed. Student gives opinions or responds to group members using text evidence or other examples 	<ul style="list-style-type: none"> ● Student uses accountable talk appropriately ● Arguments are well thought out and well composed with little difficulty. Student gives opinions or responds to group members; often uses examples or text evidence 	<ul style="list-style-type: none"> ● Sometimes student forgets to use accountable talk ● Arguments not very well thought out or composed. Student often gives opinions, but rarely responds to others OR does not use evidence to support ideas 	<ul style="list-style-type: none"> ● Student never uses accountable talk ● No arguments were made or arguments were not well thought out or composed. Student sometimes gives opinions, but never responds to others
Respect and Manners	<ul style="list-style-type: none"> ● Student always listens while others are speaking and looks at them ● Student provides feedback, asks follow-up questions, and gives compliments 	<ul style="list-style-type: none"> ● Student always listens when others are speaking ● Student sometimes gives feedback or asks 	<ul style="list-style-type: none"> ● I can't tell if this person is listening, but he/she looks like he/she is ● Student usually just answers the questions; does not respond to what 	<ul style="list-style-type: none"> ● Student sometimes writes notes, reads, or spaces out when others are speaking ● Student says rude or inappropriate

	<ul style="list-style-type: none">● Student often helps those who are struggling● Student is courteous and polite at all times	<p>follow-up questions</p> <ul style="list-style-type: none">● Student occasionally helps those who are struggling● Student is almost always polite and courteous	<p>others say</p> <ul style="list-style-type: none">● Sometimes student forgets to be polite	<p>things to others</p>
--	---	--	--	-------------------------

Accountable Classroom Talk

Remember to...	Sounds like
Ask questions when you don't understand a topic	Can you tell me more? Would you say that again? Can you give me another example so I can understand?
Give me a reason why your idea is a good one	This reminds me of _____ because_____. I believe this is true because_____.
Ask for evidence when something sounds incorrect	I'm not sure that's right. Can you tell me why you think it is true? Can you show me a place in the document that illustrates that idea
Give evidence to support your statements	Read a passage from the document that illustrates your idea Bring another information source to support your idea
Use ideas from other to add to your own	I agree with _____ because_____ _____’s idea reminds me of_____.

Socratic Seminar Guidelines:



- **Be prepared to participate**
- **Don't raise your hand**
- **Invite others into the discussion**
- **Refer to the text**
- **Comments must be appropriate, respectful, and focused**
- **Listen to and build on one another's comments**

Letter to the Editor Assessment

Read the options listed below. Most of these options will require a constitutional amendment. Some could be achieved through state action.

Option 1: Keep the Electoral College. Keeping the electoral college means retaining the winner-take-all format used in most states. This option would require no action.

Option 2: Popular Vote. This option would involve abolishing the electoral college. The election would be decided by who received the most votes of the people. Variations of this option would require a candidate to receive 40 percent of the vote to win or a majority (one more than half) of the popular vote. If no one met the established standard, there would be a run-off election between the top two candidates. To be fully implemented, this option would require a constitutional amendment. However, some states are considering new laws committing their state's electors to whichever candidate won the popular vote at the national level. If enough states passed such laws, it would in effect mean whoever won the popular vote would win the election.

Option 3: Majority Popular Vote with Instant Run-off. This option is a variation of the majority popular vote that would provide quick results and not require a second election. When people vote, they would rank order the candidates instead of voting for just one. If no one received a majority, the candidate with the lowest number of votes would be eliminated. The votes of people who chose that candidate would be recast for their second-ranked candidate. The process would be repeated until a candidate reached a majority. This option would require a constitutional amendment.

Option 4: District Electoral Vote. Each state gets electoral votes based on its number of congressional representatives plus its two U.S. senators. In this option, if a candidate wins in a congressional district, the candidate wins the electoral vote for that district. The overall winner in the state gets two additional electoral votes (those representing the two Senate seats). This option can be adopted by the states. However, if all states were required to use it, a constitutional amendment would probably be needed.

Option 5: Proportional Electoral Vote. In this method, each state's electoral votes would be allotted according to the percentage of popular votes received. Thus, if candidate A receives 60 percent of the vote, he/she receives 60 percent of the state's electoral votes. Coloradans voted on this option in 2004 but rejected it. This option can be adopted by the states. However, if all states were required to use it, a constitutional amendment would probably be needed.

Assignment: Choose an option above and write a *Letter to the Editor* explaining your decision. How is this an example of how democracy facilitates change?

Name _____ Period _____

Electoral College Socratic Seminar

Letter to the Editor Assessment

65 points

Now that students have information on the Electoral College and its alternatives, they should write a “letter to the editor” in which they explain and try to persuade readers to their position. The letter should include:

A) Clear position statement (this is your CLAIM or argument to the question: Should the electoral college be abolished?)

_____ Hook (5 points)

_____ Intro to Electoral College (5 points)

_____ Claim or Argument (5 points)

PLEASE UNDERLINE YOUR CLAIM OR ARGUMENT

B) Two clearly defined and explained reasons for your position

_____ Two separate paragraphs with REASONS for your claim (5 points each)

PLEASE CIRCLE YOUR REASONS IN EACH PARAGRAPH

_____ Text-based EVIDENCE to support your reasons (5 points each).

Please put the LINE #s with your evidence

_____ At least 1-2 sentences per paragraph with your COMMENTARY that clearly connects your REASONS to YOUR EVIDENCE (show the connection between the two (5 points each) Please put a STAR next to your commentary sentences

C) Refuted counterargument in your conclusion

_____ A clear conclusion that sums up your paper (5 points)

_____ The ALTHOUGH statement that acknowledges the other argument, yet is countered with your STRONGEST EVIDENCE (Although supporters of the Electoral College argue it would _____, clearly it _____. (5 points). Circle ALTHOUGH in this sentence! (5 points)

D) Drafting

_____ Completed brainstorm page (5 points)

_____ Letter to the editor in Final draft form, with above requirements (5 points)

Electoral College Brainstorming Writing Sheet

Use **CHICKEN FEET** to **ARGUE** your points:

Step One: Use your pre and post discussion notes to help you.

Step two: Create a chicken foot that explains your **CLAIM** (thesis) and **TWO REASONS** why you think this

Your Claim, or thesis, goes **ABOVE** the line. Your reasons for this claim go to the **RIGHT** on the claws. **This becomes your INTRO paragraph. You can have more than TWO reasons!!!!**

Step three: Now, place your first **REASON** on the middle of this line and these place **THREE SPECIFIC PIECES** of evidence on the claws

First **REASON** goes above the line. **Foot will become a BODY paragraph**

Now, place your second **REASON** on the middle of this line and these place **THREE SPECIFIC PIECES** of evidence on the claws

Second **REASON** goes above the line. **Foot will become a BODY paragraph**

Conclusion with counterpoint:

Mention the other side with **ALTHOUGH** and counter it with your **STRONGEST** point:

Electoral College Background (Version A)

Why Did the Founders Create the Electoral College?

One of the major reasons for creating the electoral college process was lack of confidence in the voters. The Founders did not think voters across the country (even though the country was much smaller at the time) would have enough information to vote intelligently in a national election.

The electoral college was also seen as reflecting the system of federalism. It gave an important role to the states. Some scholars argue that the electoral college was created to give small states a voice in the election. Others say the electoral college actually helped slave states. Since each slave was counted as three-fifths of a person in establishing a state's population, white male voters in the slave states had a "louder" voice than voters in free states.

Has the Electoral College Been Changed During U.S. History?

A constitutional amendment (Amendment XII) was passed after the troubled election of 1800. The Founders did not provide for the development of political parties. Thus, the Constitution called for each elector to vote for two candidates. The candidate receiving a majority of the electoral votes would become President. The candidate receiving the second highest number of electoral votes would become Vice President. Political parties developed very rapidly, however, and candidates ran as party slates for President and Vice President.

In 1800, Thomas Jefferson was the Democratic-Republican party's nominee for president. Aaron Burr was its nominee for Vice-President. Democratic-Republican electors voted for the two candidates—and they ended up tied. The election was thrown into the House of Representatives. There, it took 36 ballots to resolve the issue and elect Jefferson President. Amendment XII provided that electors would cast separate votes for President and Vice President, preventing the problem of 1800 from happening again.

How Could the Electoral College Be Changed?

Abolishing the electoral college or making a change that would apply to all states would require a constitutional amendment. Article V of the Constitution describes how the Constitution can be amended. There are two ways for amendments to be proposed. Congress can propose an amendment by a two-thirds vote of both houses. Two-thirds of the state legislatures can call for a convention to propose amendments. There are also two ways for amendments to be adopted. One is by a vote of three-fourths of the state legislatures. The other is by conventions in three-fourths of the states. It is not easy to pass a constitutional amendment!

Some other reforms could be made at the state level. That would not be easy, either. All the states would need to act for a reform to be adopted nationally.

Electoral College Background (Version B)

What Does an Elector Actually Do?

In each state, the electors for the candidate who won the popular vote meet on the Monday following the second Wednesday of December. They meet in their state capital and cast their electoral votes. One vote is cast for President and one for Vice-President. At least one of their votes must be for someone from outside their state. This provision was designed to keep electors from voting for “favorite sons”—candidates from their home states.

Must Electors Vote for the Candidate Who Won Their State’s Popular Vote?

The Constitution does not say that electors must vote according to the results of the popular vote. However, 26 states and the District of Columbia have laws “binding” electors to vote for the candidate who won the state’s popular vote. Some state political parties also have rules requiring electors to pledge to support the party’s nominee. The Supreme Court has held that a party can require such a pledge. The Court has not ruled on state laws binding electors to vote according to the state’s election results.

Most electors do vote for their state’s winner—more than 99 percent over the course of U.S. history. However, so-called “faithless” electors do pop up from time to time. In 2000, an elector for the District of Columbia cast a blank ballot, for example. In 1988, a West Virginia elector voted for the vice-presidential candidate, Lloyd Bentsen, for President.

What Happens After the Electors Cast Their Votes?

The electoral votes are sealed and sent to the President of the Senate. On January 6, he opens and reads them before both houses of Congress. A candidate must receive a majority (one over half) to be declared President. If no one obtains a majority, the U.S. House of Representatives selects the President from the top three contenders. Each state gets one vote. A majority is required to elect. The elections of 1800 and 1824 were decided in the House of Representatives.

If no one receives a majority of electoral votes for Vice-President, the Senate makes the choice from among the top two contenders for that office.

At noon on January 20, the President and Vice-President are sworn in.

Electoral College Background (Version C)

Where in the Constitution Is the Electoral College Described?

The term *electoral college* is not used in the Constitution. That term seems to have come into use in the early 1800s.

Article II, Section 1 of the Constitution does refer to electors. It describes their role and the process by which they vote and the votes are counted. Amendment XII, ratified on June 15, 1804, makes changes to the Constitution's original provisions regarding the electors.

Who Selects the Electors?

The Constitution says it is up to the state legislatures to decide how electors will be chosen. The process for selecting electors therefore varies somewhat from state to state. However, the political parties usually pick the electors. They may be selected at a state convention, or the party leaders may pick them. Being picked as an elector is often a "thank you" for working hard for the party. Third-party or independent candidates usually select their electors themselves.

In the nation's early years, state legislatures picked the electors themselves. In some states, they picked electors without having a popular vote for president. South Carolina was the last state to do this. No state has done it since the Civil War.

In every state, there is a slate of electors for each candidate appearing on the ballot. When citizens vote, they are actually choosing which electors will get to cast their votes in the electoral college. In the past, the electors' names appeared on the ballot below the names of the candidates. In most states today, a short ballot is used. On the short ballot, the electors' names do not appear at all. In some states, the ballot may say "Electors for" near the names of the presidential candidates. In other states, the electors are not mentioned.

Who Can Be an Elector?

Article II, Section 1, Clause 2 of the Constitution says that the following people cannot serve as electors: U.S. Senators, U.S. Representatives, or any "person holding an Office of Trust or Profit under the United States." The Fourteenth Amendment says that State officials who have engaged in insurrection or rebellion against the United States or given aid and comfort to its enemies cannot serve as electors. This provision was designed to keep Confederate officials from serving as electors after the Civil War.

Electoral College Background (Version D)

How Many Electoral Votes Does Each State Have?

Each state and the District of Columbia gets one electoral vote for each of its U.S. Senators and Representatives. For example, Illinois has 21 electoral votes (19 representatives + 2 Senators). Since every state has 2 Senators no matter how many people it has, the smaller states have more electoral votes per person in the state than the larger states do. For example, California, the largest state in terms of population, has 54 electors, each of whom represents 615,848 people. Wyoming, which is the smallest state in terms of population, has 3 electors, each of whom represents only 164,594 people.

The number of electoral votes can change after the census, or count of people, which is taken in years ending with 0. After the census, the 435 members of the House of Representatives are reapportioned among the states. If a state has gained population, it may gain representatives. If a state has lost population, it may lose representatives. As a state loses or gains representatives, it loses or gains electoral votes. For example, Illinois lost two representatives following the 1990 census and lost another after the 2000 census.

How Are the Electoral Votes for a State Awarded?

In 48 states and the District of Columbia, electoral votes are awarded on a winner-take-all basis. The person who gets the most votes in the state wins all of the state's electoral votes.

Maine and Nebraska award their votes differently. The candidate who gets the most votes in each U.S. House of Representatives district wins the electoral vote for that district. The remaining two electoral votes go to the overall state winner. In practice, the electoral votes of these states have not been split—the candidate who won the state won in every district.

How Can a Candidate Lose the Popular Vote but Win the Electoral Vote?

Because almost all states award their electoral votes using a winner-take-all method, a candidate can lose the popular vote but win the electoral vote. This happened in 1876, 1888, and 2000. To understand how this happened, let's look more closely at the 2000 election results. Al Gore, the Democratic candidate, won only 20 states, but had large margins of victory in some of these states. However, those "extra" popular votes did Gore no good in terms of the electoral college. George Bush won 30 states, including many smaller states, which have more electoral votes per person than larger states. In the end, those small-state electoral votes—along with such large states as Texas and Florida—put Bush over the "top."

If this is confusing, think about it in these simplified terms. Imagine Gore won 20 states by an average margin of 200 votes each. Bush won 30 states by an average margin of 100 votes each. In the popular vote, Gore would be ahead by 1000 votes—but Bush would still win with the electoral votes of the 30 states he carried.

Student Handout

Should We Replace the Electoral College?

Imagine that you have been appointed to a presidential commission. The commission is to make recommendations on the future of the electoral college. Should we keep the electoral college, get rid of it entirely, or change it in some way?

* * * *

In your group, read and discuss these arguments for and against the electoral college.

Arguments Against the Electoral College: The electoral college allows a president to be elected who does not win the popular vote. This has happened three times since the Civil War—1876, 1888, and 2000. Second, deadlocks can happen. A third-party candidate or a close election could prevent any candidate from getting a majority of the votes in the electoral college. The House of Representatives then decides who will be president. This happened in 1800 and 1824. One study has shown that it has almost happened 22 times!

Third, because each state gets at least three electoral votes no matter how few people live there, voters in small states have more power than those in large states. This is a violation of the “one person, one vote” principle. Fourth, states get their assigned electoral votes no matter how many people vote. States with the same number of electoral votes may have very different turnouts on election day. Fifth, the electoral college may hold down voter turnout. If opinion polls show one candidate far ahead in a state, voters in that state may decide not to vote. In fact, candidates often don’t campaign in states where they are leading or trailing by a lot.

Arguments for the Electoral College: First, the electoral college represents our federal system, with its emphasis on the states and their representatives. Second, the electoral college is not archaic and undemocratic. We have two senators from every state regardless of the state’s population. We don’t consider that archaic or undemocratic. Third, the electoral college allows every state to have a voice, including the small states. These states might be overlooked if the election was decided by the results of the popular vote.

Fourth, the electoral college prevents sectionalism by requiring a winning candidate to have support from throughout the country. Fifth, it has contributed to political stability by promoting the two-party system. That system encourages the major parties to represent a wide range of interests. Finally, the electoral college may strengthen the power of organized interest groups, such as women voters or minority voters. These groups can play a powerful role in deciding the outcome of close elections.

* * * *

Lesson Plan Day Three

TEACHER NAME		Lesson #
Daniel DuLany		3
MODEL	CONTENT AREA	GRADE LEVEL
Simulation (Day 1)	Social Studies	5
CONCEPTUAL LENS	LESSON TOPIC	
Democracy	Presidential Elections	
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>Social Studies</p> <p>5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government). What It All Means: The Mysterious Workings of the Electoral College (just for additional knowledge if needed) 18</p> <p>5.C&G.2.1 Understand the values and principles of a democratic republic.</p> <p>5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of "common good" according to the United States Constitution (Bill of Rights).</p> <p>5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.</p> <p>5.C&G.2.4 Explain why civic participation is important in the United States.</p> <p>Language Arts</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Democracy leads to change..</i>		<i>How does democracy lead to change?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>	PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>	

<p>Students will know:</p> <ul style="list-style-type: none"> ● democracy is the basis of our government. ● about the requirements of Presidential candidates. ● the process for electing a President. ● why debates between political candidates are important to voters. ● the political party's position on debated topics. ● who the major candidates that may be running for President and what party they are affiliated with. 	<p>Students will be able to....</p> <ul style="list-style-type: none"> ● Identify the topics debated by political candidates such as education and healthcare. ● Formulate their own positions on issues discussed in the debates. ● Argue their positions with classmates. ● Engage in a simulated democratic process.
---	--

GUIDING QUESTIONS
What questions will be asked to support instruction?
 Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> ● Who can be President? ● What do you need to run for office? ● What is a political party? ● How many political parties do we have in the US? ● What are the names of the American political parties? 	<ul style="list-style-type: none"> ● Becoming president is a long, difficult and expensive process. Why do you think so many candidates from each party are willing to attempt this process in order to become the next president? ● How does having a large number of candidates for each party complicate the election process? ● In what ways is having a large number of candidates to choose from a positive thing for U.S. citizens? 	<ul style="list-style-type: none"> ● Why do you/don't you think it is important to elect the president based on his/her political platform? Prior experience as a leader? Ability to connect with and understand the average American? Which of these is most important to you? ● What responsibilities do voters have when it comes to selecting a candidate to represent their political party? ● Which states did candidates visit most? How many delegates are from those states? ● Which candidate won the most states in each region? ● Explain the connection between the region a candidate won and the candidates region of origin? How does democracy encourage change?

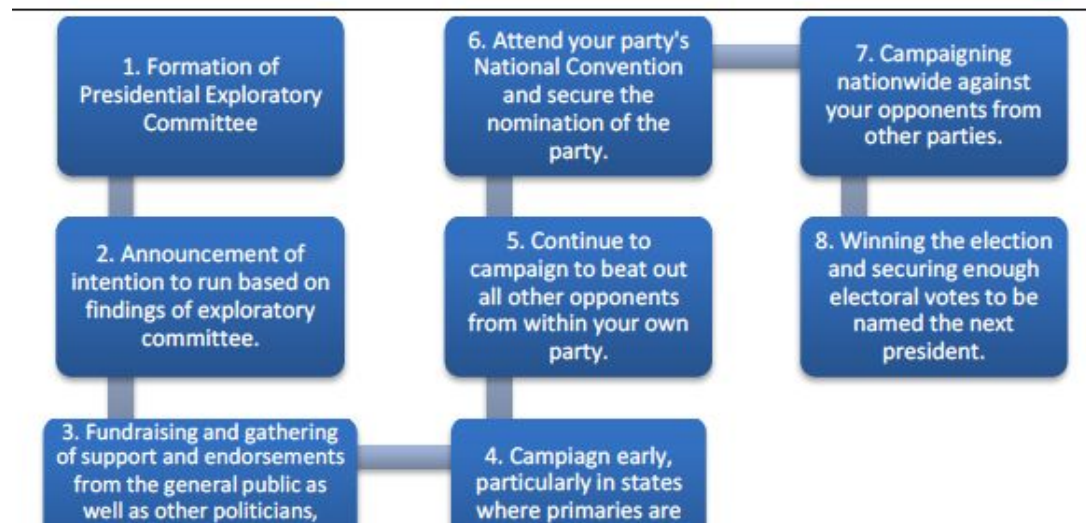
DIFFERENTIATION			
<i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)</i>			
Content	Process	Product	Learning Environment
	<p>Students will experience essential understanding and concept through participation in a simulation.</p> <p>Simulations are instructional scenarios where the learner is placed in a “world” defined by the teacher. A well-designed simulation simplifies a real world system while heightening awareness of the complexity of that system.</p>	<p>Students will participate in a mock Presidential debate.</p> <p>Having in-class debates helps cultivate the active engagement of students, placing the responsibility of comprehension on the shoulders of the students.</p>	

PLANNED LEARNING EXPERIENCES
<i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>
<p>Engage and Connect - <i>This phase focuses on piquing students’ interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students. As students enter the classroom, pictures of the republican and democratic symbols will be displayed on the Bright Link. The teacher will instruct the students to work as a group.</i></p> <p>The teacher asks:</p> <ul style="list-style-type: none"> • What do these two images, or symbols, represent? <p><i>The students will collaborate with their group members to come up with an inference regarding the two symbols displayed on the board. (Answers should reflect the symbols represent the two major parties of an election.)</i></p> <ul style="list-style-type: none"> • Why might be the reason these two symbols were chosen as representations of the political parties? <p>Using pictures of the Presidential candidates and their names, create a large sheet for polling the class. The teacher will then poll the students on their choices for president. After polling the entire class, the teacher will lead a discussion on what information can be learned from the poll. The teacher will then instruct the class to create a bar graph to represent the findings.</p> <p>Explore - <i>In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.</i></p> <p>The teacher asks: (Pre-lesson questions)</p> <ul style="list-style-type: none"> • Who can be President?

- **What do you need to run for office? Why do you think these requirements were put into place?**
- **What is a political party?**
- **How many political parties do we have in the US?**
- **What are the names of the American political parties?**

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Explain to students that running for president is a multi-step process that requires a candidate to invest a significant amount of time, effort and money. To assist the class in understanding this further, work together to create a flowchart that outlines the process that a presidential candidate will go through on the road to being elected to the presidency. Some of the major steps included in the chart could be:



Once students have an understanding of the process candidates go through to become president, the teacher will facilitate a short discussion related to the selection of candidates using questions such as:

- **Becoming president is a long, difficult and expensive process. Why do you think so many candidates from each party are willing to attempt this process in order to become the next president?**
- **How does having a large number of candidates for each party complicate the election process?**
- **In what ways is having a large number of candidates to choose from a positive thing for U.S. citizens?**
- **What responsibilities do voters have when it comes to selecting a candidate to represent their political party?**
- **What aspects of this process make it democratic?**

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

The teacher will randomly assign students **republican** or **democrat** (either by number counting, picking a random card with assignment, etc). The teacher will explain to students that they will be doing research, similar to what a candidate's main campaign team does, on the candidate representing their political party using the *Candidate Profile Handout*. (Note: *Early in the election process, there will be many candidates. As the field narrows and candidates leave the race, it may be beneficial to have students work in pairs or small groups to conduct their research about a specific candidate.*)

Students should be encouraged to use NewsHour online stories along with other internet and primary source materials to gather information about the candidate they are searching. (*Teacher may choose to have students work in groups to research particular issues while examining the issue from the perspective of both candidates. This will ensure depth in research given.*) After the *Candidate Profile Handout* is completed, students will work with their political party to discuss their findings on important issues. After they have had ample time, about 30 minutes, with their groups, explain to them that they are going to prepare for a mock political debate.

The teacher will give students a [handout of sample questions](#) from past presidential debates. Students will use these as a study guide for their debate. They will also need to make sure they become experts on the information they have already researched. Below are a list of websites that may be used to make researching go smoother:

- <http://www.cfr.org/campaign2016/>
- <http://www.aei.org/feature/5-questions-series/>
- https://www.washingtonpost.com/politics/six-key-questions-about-immigration-and-how-top-go-p-candidates-answer/2015/11/15/9a26ac86-8a18-11e5-be39-0034bb576eee_story.html
- <http://www.popularmechanics.com/military/a12209/4284713/>

The teacher will debrief by asking the following questions:

- **Do you think it is important to elect the president based on his/her political platform? Prior experience as a leader? Ability to connect with and understand the average American? Which of these is most important to you?**
- **What responsibilities do voters have when it comes to selecting a candidate to represent their political party?**
- **Which states did candidates visit most? How many delegates are from those states?**
- **Which candidate won the most states in each region?**
- **Is there a connection between the region a candidate won and the candidates region of origin?**

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will research and prepare a debate on a topic in which they are assigned. Each member of the committee will have a different topic in which they are researching and preparing for. These topics will be discussed and debated on by the students in mock presidential debate. (*The teacher*

may have students decide on a particular area of focus to debate on for time constraints. Focusing on too many issues may cause the lesson to extend longer than originally planned.)

Students are scored on a variety of elements:

- Group collaboration
- Depth of research and information obtained

The following is an example of the *Candidate Profile Handout*:



Candidate Profile

Directions: With the large number of candidates campaigning to become the next president, it can be difficult to distinguish various candidates from one another. Using PBS NewsHour and other Internet sources, answer each question below and create a candidate profile that describes one of the people campaigning to be president. Be prepared to share your candidate profile with classmates.

Research Questions:

On a separate sheet of paper, compile answers to each question below:

1. The candidate I am profiling is: _____
2. The political party this candidate represents is: _____
3. What other political offices has this person had in his/her career?
4. What prior political and leadership experience does this candidate have that makes him/her qualified to be the next president?
5. What is this candidate's point of view on major issues, such as:
 - national security
 - health care
 - education
 - women's rights
 - immigration
 - the economy
 - taxes
 - climate change
 - gun violence
 - other topics of concern to me
6. Read a short biography about the candidate (1-5 pages) and summarize it.
7. Other interesting information learned about the candidate

<p>ECONOMICS</p> <p>-the branch of knowledge concerned with the production, consumption, and transfer of wealth.</p>	<p>Work and Family</p> <ul style="list-style-type: none"> - maternity leave - wages 	<p>Healthcare</p> <ul style="list-style-type: none"> - medical concerns - insurance policy 	<p>Judicial and Executive Powers</p> <ul style="list-style-type: none"> - court systems and presidential decisions
<p>POVERTY</p> <p>- is general scarcity, dearth, or the state of one who lacks a certain amount of material possessions or money. It is a multifaceted concept, which includes social, economic, and political elements.</p>	<p>Education</p> <ul style="list-style-type: none"> - tuition costs - budgets for schools - public, private, and charter schools 	<p>Afghanistan</p> <ul style="list-style-type: none"> - war - Military troops - support 	<p>Nuclear Defense</p> <p>-protective measures taken in situations in which chemical, biological, radiological or nuclear warfare (including terrorism) hazards may be present.</p>
<p>ISIS</p> <ul style="list-style-type: none"> - Terrorism - Military troops - Iran partnership 	<p>Trade</p> <ul style="list-style-type: none"> - benefits of trade - NAFTA 	<p>TERRORISM</p> <p>- use of violence and intimidation in the pursuit of political aims.</p>	<p>IMMIGRATION</p> <ul style="list-style-type: none"> - executive decisions - children of immigrants - immigration rules
<p>Foreign Policy</p> <p>- a government's strategy in dealing with other nations.</p>			

Debate Questions

General:

1) Can you describe legislation which you think would be good for the country if only it could be legally enacted, but which is unconstitutional?

2) What lessons do you, as current (or potential) commander-in-chief, take from America's war in Iraq? If you think the war was a mistake, how will you conduct our foreign policy to avoid a repeat of that experience? If you still stand by American intervention, why was it a good idea?

3) [Wade Michael Page](#), [Nidal Malik Hasan](#), and [Robert Bales](#) were either currently enlisted or military veterans. The rate of suicide by veterans is at an all-time high. As the commander-in-chief of the Armed Forces, what specific steps would you take to deal with the mental health crisis affecting our soldiers and veterans?

4) In your job as POTUS, you will be responsible for managing one of the largest annual budgets in the country. I am curious how you would manage one of the smallest. Pretend for a moment that you lived in Oregon where the minimum wage is \$8.80/hour. Imagine that you are working full-time for minimum wage. Your annual income, before taxes, would be \$18,304. This would give you a monthly salary of \$1525.33 (again though it would probably be less as no taxes have been deducted). If you were so lucky as to find an apartment for \$650/month and rode the bus to and from work everyday, that would leave you with \$787.83 for ALL of your expenses. How would you manage that budget? What would you do, if anything, to get assistance?

5) Government serves as a risk-sharing mechanism. Our tax dollars are pooled to protect individuals and communities against unforeseen catastrophes be they medical, environmental or financial. Is this an appropriate function for government? By what principles should the appropriate breadth and subject-area of this risk-collectivization be defined? Are there specific areas where the government is providing "too much" insurance? Are there areas where it is not providing enough?

All questions require you to explain your reasoning.

Source: <http://www.aei.org/feature/5-questions-series/>

Economics:

1. Should Glass-Steagall be reinstated?
2. Should the big banks be “broken up?”
3. Didn't the Dodd-Frank Act solve the TBTF (Too Big to Fail) problem?
4. Are we headed for another financial crisis?
5. What was the role of Wall Street in the financial crisis?

Work and Family:

1. Why is it important to provide paid maternity leave (and family leave) in the United States?
2. What is happening to childcare costs in the United States?
3. Why do early investments in children matter?
4. How are single mothers disadvantaged in the United States?
5. What are ways in which we can help families pay for paid leave and childcare?

Healthcare:

1. Who gets to make the initial key decisions in health care?
2. What do we want the health care system to do, and how do we measure its performance?
3. How should we re-balance health spending commitments to match them better to the resources we have to meet them, along with other competing needs and preferences?
4. How far can, and should, we go in climbing the steepening slope toward near-universal coverage?
5. How will you make sure that, after the first few steps into post-reform space, the initial pace and complexity of transition don't kill you first?

Judicial and Executive Powers:

1. Do you believe that the Supreme Court correctly struck down state bans on gay marriage this year in Obergefell v. Hodges?
2. Do you agree with the Supreme Court's decision to uphold the constitutionality of the Affordable Care Act, otherwise known as Obamacare, two years ago in Sibelius v. NFIB, and to save its tax subsidies this year in King v. Burwell?
3. What responses do you think are within the powers of the president to oppose decisions with which you agree?
4. With which Supreme Court Justice do you most agree? With which Justice do you most disagree?
5. Whom would you appoint to the Supreme Court if a vacancy arose in 2017?

Poverty:

1. How was the government's social safety net performed in the fight against poverty?
2. What should be the priority areas for government in the fight against slavery?
3. Aren't other institutions, outside of government, better suited to help people in poverty?
4. Shouldn't we be doing more for men since they are struggling in the labor market?
5. Why does the government have so many anti-poverty programs that seem to cost so much and what should be done about it?

Education:

1. Are you in favor of Title 1 portability for traditional public schools only, for both traditional public and charter schools, or for public, charter, and private?
2. What should parents be entitled *to*, and what are they responsible *for*, when it comes to their child's education?
3. What is your position on mandatory testing requirements for private schools receiving public funds?
4. What should we do about ballooning student loan debt?
5. Wouldn't a return to the system of government-guaranteed private lending solve many of our problems?

Afghanistan:

1. Will you, as a candidate, call on President Obama to halt the reduction of American forces in Afghanistan?
2. Would you, a president, commit to doing what is necessary to prevent Afghanistan from becoming once again a safe haven from which terrorists can plan and conduct attacks against the United States?
3. Do you think it is important for the US to help Afghan women protect the gains they have made over the past 14 years and prevent a return to Taliban-style oppression?
4. Would you request funding from Congress to support the Afghan National Security Forces at a size and capability-level necessary to secure their country from the Taliban, al Qaeda, ISIS, and their affiliates?
5. Would you impose firm timelines or restrictions on the nature, extent, and duration of US assistance to Afghanistan that are not based on conditions on the ground?

Nuclear Defense:

1. How should American nuclear deterrence strategy change in the face of increasingly complex proliferation challenges, particularly in light of the recent nuclear deal with Iran?
2. How would you respond to Russia's violation of the INF Treaty?
3. How would you respond to Russian nuclear threats to allied states?
4. How would you respond to the expansion of North Korea's nuclear program?
5. How do you plan to modernize the nuclear triad?

ISIS:

1. Who was responsible for the rise of the Islamic State?
2. Should the United States directly arm the Kurds and Sunni tribes?
3. Is Iran a partner?
4. Will ground troops be necessary to defeat the Islamic State?
5. Can the United States live with the Islamic State?

Trade:

1. What is the most important way trade benefits the US?
2. Does trade contribute to inequality?
3. Does the trade deficit mean American jobs are being lost?
4. Did NAFTA in particular hurt or help the American economy?
5. Does Trade Promotion Authority help or hurt the American economy?

Terrorism:

1. How do you define terrorism?
2. Do you believe terrorism to be primarily motivated by grievance or ideology?
3. What is the theological component to terrorism?
4. Should terrorism be treated as a criminal matter or a military threat?
5. What countries do you believe are state sponsors of terrorism today?

Immigration: Source-

https://www.washingtonpost.com/politics/six-key-questions-about-immigration-and-how-top-gop-candidates-answer/2015/11/15/9a26ac86-8a18-11e5-be39-0034bb576eee_story.html

1. Should President Obama's executive actions on immigration be cancelled?
2. Do the rules governing legal immigration need to be changed?
3. Should undocumented residents be deported en masse?
4. If undocumented residents are not deported, what should happen to them?
5. Should the children of illegal immigrants become U.S. citizens at birth?

Foreign Policy: Source - <http://www.popularmechanics.com/military/a12209/4284713/>

1. What is the proper role of emerging technologies, such as biometrics, in securing the borders and monitoring foreign visitors to the United States?
2. New military technologies are frequently designed to win the last war, not the next one. What's your approach to breaking that pattern? And what critical research and development (R&D) should be supported now to prepare for future conflicts?
3. Given dwindling fossil fuel reserves and concerns over climate change, more nations are pursuing nuclear energy. But that raises concerns over the proliferation of nuclear weapons. What criteria would you use to determine which overseas nuclear projects to support?
4. The United States now has working missile-defense installations in Alaska and California, and has recently agreed to install interceptors and radar in Eastern Europe. With Congress ready to debate the future of the program, where do you stand on development and future deployments?
5. Given the growth in digital attacks from overseas, how would you address the nation's cybersecurity? What agency or service should head up the effort? What demands would you put on a foreign hacker's government if there is evidence of its direct involvement in a debilitating attack on the United States?

Lesson Plan Day Four

TEACHER NAME		Lesson #
Daniel DuLany		4
MODEL	CONTENT AREA	GRADE LEVEL
Simulation (Day 2)	Social Studies	5
CONCEPTUAL LENS	LESSON TOPIC	
Democracy	Presidential Elections	
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>Social Studies</p> <p>5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).</p> <p>5.C&G.2.1 Understand the values and principles of a democratic republic.</p> <p>5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of "common good" according to the United States Constitution (Bill of Rights).</p> <p>5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.</p> <p>5.C&G.2.4 Explain why civic participation is important in the United States.</p> <p>Language Arts</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Democracy facilitates change..</i>		<i>How does democracy facilitate change?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>

<p>Students will know:</p> <ul style="list-style-type: none"> ● democracy is the basis of our government. ● about the requirements of Presidential candidates. ● the process for electing a President. ● why debates between political candidates are important to voters. ● the political party's position on debated topics. ● who the major candidates that may be running for President and what party they are affiliated with. 	<p>Students will be able to....</p> <ul style="list-style-type: none"> ● identify the topics debated by political candidates such as education and healthcare. ● formulate their own positions on issues discussed in the debates. ● argue their positions with classmates. ● engage in a simulated democratic process.
---	--

GUIDING QUESTIONS
What questions will be asked to support instruction?
 Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> ● What is a debate? What role do debates play in a democracy? ● What situations might this skill be useful in? ● What type of person do you believe is needed to ensure this skill is useful when practiced? ● Why do you think we have political debates, especially presidential debates? 	<ul style="list-style-type: none"> ● What conflicts and issues today divide American due to political beliefs, religious beliefs, geographical location, or economic interest? ● Do candidates simply say what they believe, or might they employ a strategy with regards to issues? Explain. ● During this election, what issues are most important to you? What issues are most important to your friends, parents, family members? 	<ul style="list-style-type: none"> ● How do you think your designated party did in the debate? ● What were your candidate's strongest points? weakest points? ● What would you do differently next time? ● How do you think debating about various topics is associated with democracy facilitate change?

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	<p>Students will experience essential understanding and concept through participation in a simulation.</p>	<p>Students will participate in a mock Presidential debate.</p>	

	<p>Simulations are instructional scenarios where the learner is placed in a “world” defined by the teacher. A well-designed simulation simplifies a real world system while heightening awareness of the complexity of that system.</p>	<p>Having in-class debates helps cultivate the active engagement of students, placing the responsibility of comprehension on the shoulders of the students.</p>	
--	--	--	--

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students’ interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As students enter the classroom, there will be two podiums, or desks (if there is not access to two podiums) set up in the front of the classroom. Each podium, or desk, will include a picture of the symbol for each presidential party.

The teacher asks: (Pre-lesson questions)

- **What is a debate? What role do debates play in a democracy?**
- **What situations might this skill be most useful in?**
- **What type of person do you believe is needed to ensure this skill is useful when practiced?**
- **Why do you think we have political debates, especially presidential debates?**

After listening to responses from students, the teacher will direct their attention toward the video, [Presidential Debate Moments](#) (4 minutes). This video tells a brief history of presidential debates, highlighting both good and bad decisions made by the candidate during the debate.

Other videos that may be used in conjunction with the previous are listed below:

- [2012 Presidential Debate \(Obama v. Romney\)](#)
- [Presidential Debate: Why the Little Things Matter](#)

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Next, the students will gather into their campaign committees and discuss a plan to successfully execute their candidate's viewpoints during the debate. During this time, they can look over one another's ideas and assist where needed to ensure success in their delivery.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Once students have had ample time to collaborate and put on their finishing touches to their debate topics, the teacher will facilitate a discussion using questions such as:

- **What conflicts and issues today divide American due to political beliefs, religious beliefs, geographical location, or economic interest?**
- **Do candidates simply say what they believe, or might they employ a strategy with regards to issues? Explain.**
- **During this election, what issues are most important to you? What issues are most important to your friends, parents, family members?**

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Have students come back to their campaign committees. During this time the teacher will start the debate process. The teacher will call out a topic that questions will be asked from for each committee member to debate on. *(For instance, you may start with healthcare. Once the teacher states that we will start with the topic of healthcare, the students who researched health care for their party will come up to their podium.)* Using a [handout of sample questions](#), the teacher will continue the debate until the last topic is covered. The teacher will facilitate the debate, asking each party a question regarding their topic and will keep time for each student response *(about 2 minutes)*. Once all students have had their chance to debate and respond to their opponent, the teacher will bring the students back together as a whole. The following questions will be asked to lead a discussion:

(Post-Lesson Questions)

- **How do you think your designated party did in the debate?**
- **What were your candidate's strongest points? weakest points?**
- **What would you do differently next time?**
- **How do you think debating various topics is associated with democracy facilitate change?**

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will research and prepare a debate on a topic in which they are assigned. Each member of the committee will have a different topic in which they are researching and preparing for. These topics will be discussed and debated on by the students in mock presidential debate. *(The teacher may have students decide on a particular area of focus to debate on for time constraints. Focusing on too many issues may cause the lesson to extend longer than originally planned.)*

Students are scored on a variety of elements:

- Group collaboration
- Depth of research and information obtained
- Delivery of opinions during mock debate
- Preparedness for the mock debate.

Teacher will use a Classroom Debate Rubric to score students on their role and argument in the mock debate. See attached document.

Classroom Debate Rubric

Classroom Debate Rubric						
Criteria	5 points	4 points	3 points	2 points	1 point	Total Points
Respect for Other Team	All statements, body language, and responses were respectful and were inappropriate language	Statements and responses were respectful and used appropriate language, but once or twice body language was not	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark	Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks	Statements, responses and/or body language were consistently not respectful	
Information	All information presented in this debate was clear, accurate and thorough	Most information presented in this debate was clear, accurate and thorough	Most information presented in the debate was clear and accurate, but was not usually thorough	Some information was accurate, but there were some minor inaccuracies	Information had some major inaccuracies OR was usually not clear	
Rebuttal	All counter-arguments were accurate, relevant and strong	Most counter-arguments were accurate, relevant, and strong	Most counter-arguments were accurate and relevant, but several were weak	Some counter arguments were weak and irrelevant	Counter-arguments were not accurate and/or relevant	
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples	Every major point was adequately supported with relevant facts, statistics and/or examples	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable	Some points were supported well, others were not	All points were not supported	
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	
Understanding of Topic	The student clearly understood the topic in depth and presented their information forcefully and convincingly	The student clearly understood the topic in depth and presented their information with ease	The student seemed to understand the main points of the topic and presented those with ease	The student seemed to understand the main points of the topic, but didn't present with ease	The student did not show an adequate understanding of the topic	
Comments:						Total Points:

Works Cited

Works Cited

- Blanke, B. L. (2008, December 17). *Grading the Electoral College Making Votes Count: Abolish the Electoral College* [Scholarly project]. Retrieved June 19, 2016, from https://www.uww.edu/Documents/colleges/coeps/cni/social_studies/lesson_plans/2008-2009/Electoral_SS.pdf
- Leuser, D. (n.d.). Classroom debates. <http://oz.plymouth.edu/~davidl/bu342/Debates.DOC>
- Making Votes Count; Abolish the Electoral College. (2004, August 29). *New York Times*. Retrieved June 19, 2016, from http://www.nytimes.com/2004/08/29/opinion/making-votes-count-abolish-the-electoral-college.html?_r=0#whats-next
- Porter, T.S., Riley, T.M., and Ruffer, R.L. (2004). A Review of the Use of Simulations in Teaching Economics. *Social Science Computer Review*, 22(4), 426-443.
- Presidential Election of 2000, Electoral and Popular Vote Summary. (n.d.). Retrieved June 22, 2016, from <http://www.infoplease.com/ipa/A0876793.html>
- Reaves, J. (2000, September). What It All Means: The Mysterious Workings of the Electoral College. *Time*. Retrieved March, 2016, from <http://content.time.com/time/nation/article/0,8599,55439,00.html#ixzz25v4MFFjw>
- Teaching Background: Socratic Seminar* [PDF]. (n.d.). Northwest Association for Biomedical Research.
- The Electoral College. (n.d.). Retrieved June 19, 2016, from <http://civics.sites.unc.edu/files/2012/05/ElectoralCollege1.pdf>
- What is VTS? - Visual Thinking Strategies. (n.d.). Retrieved August 02, 2016, from <http://www.vtshome.org/what-is-vts>

Websites:

The following sites can be used for researching the Presidential candidates. They provide information on the beliefs of the candidate regarding various hot issues.

- <http://www.cfr.org/campaign2016/>
- <http://www.aei.org/feature/5-questions-series/>
- https://www.washingtonpost.com/politics/six-key-questions-about-immigration-and-how-top-gop-candidates-answer/2015/11/15/9a26ac86-8a18-11e5-be39-0034bb576eee_story.html

- <http://www.popularmechanics.com/military/a12209/4284713/>

The following sites were used to obtain various Presidential debate topics and questions.

- <http://www.theatlantic.com/politics/archive/2012/08/32-crowdsourced-questions-for-the-presidential-debates/261155/>
- <http://www.aei.org/feature/5-questions-series/>
- https://www.washingtonpost.com/politics/six-key-questions-about-immigration-and-how-top-gop-candidates-answer/2015/11/15/9a26ac86-8a18-11e5-be39-0034bb576eee_story.html
- <http://www.popularmechanics.com/military/a12209/4284713/>

The following sites are various videos and clips that can be used to show a little history of Presidential debates.

- <http://www.nytimes.com/video/us/politics/10000001814028/presidential-debate-moments.html>
- <https://youtu.be/tecohezCA78>
- <https://youtu.be/OWvjjaH3ssc>

The following sites was used to obtain various rubrics.

- <http://course1.winona.edu/shatfield/air/classdebate.pdf>

The following website provides a high school level lesson plan using a classroom debate for politics.

- http://www.pbs.org/newshour/extra/lessons_plans/host-a-presidential-debate-lesson-plan/