

## CANDIDATE COMPARISON

### Performance Standard (14C/14D).D

Complete the Candidate Profile Form including three key campaign issues of each of the two most recent candidates for President of the United States. Write a brief explanation of why people may favor one candidate over the other accordingly:

- *Knowledge*: identify the major political parties in the United States and the key campaign issues of the most recent Presidential candidates;
- *Reasoning*: draw conclusions about why individuals would vote for one candidate over the other in written statements; and
- *Communication*: complete the Candidate Profile Form, including three campaign issues for both of the candidate; express all ideas in a way that provides evidence of knowledge and reasoning processes.

### Procedure

1. *In order to understand election processes and responsibilities of citizens (14C), and understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations (14D)*, students should experience sufficient learning opportunities to develop the following:
  - Explain why a person might choose to vote for one candidate for President of the United States over another candidate, and
  - Identify the names of major contemporary political parties.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Identify the two major political parties and discuss the concept of voter preference.
4. Discuss the last Presidential campaign; identify the candidates from both major political parties and at least three of their key campaign issues.
5. Have students complete the Candidate Profile form for a Presidential candidate from each major political party, identifying key elements of the campaign positions.
6. Discuss the reasons why individuals might select one candidate over the other and hold a class election.
7. Have students write a brief explanation as to why they or other individuals would vote for one candidate over the other.
8. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: the identification of the major political parties and the key issues of the campaign was complete and accurate.
  - *Reasoning*: the conclusion drawn explaining why individuals would choose one candidate over the other was logical and accurate.
  - *Communication*: the completion of the Candidate Profile Form and the written conclusion were well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

### Examples of Student Work follow

#### Time Requirement

- One to two fifty-minute class periods

### Resources

- Resource information (magazines, newspapers, Internet, etc.) about the candidacies of Al Gore and George Bush (or most recent candidates)
- Candidate Profile Form
- Writing paper
- Social Science Rubric

## **Candidate Profile**

Name of candidate:

Political Party:

Personal Information (background of the candidate; education, family, etc.):

Professional background:

Issue One:

Issue Two:

Issue Three: