

ROLES AND INFLUENCES IN ELECTIONS AND PUBLIC POLICY

Performance Standard (14C/14D).H

Create a presentation demonstrating one of the methods political parties attempt to influence voters (commercial, poster, editorial, newspaper advertisement, etc.) and illustrate how the voter should critically view the method to make an intelligent analysis of the information accordingly:

- *Knowledge*: identify the method the political party uses to influence voters;
- *Reasoning*: demonstrate techniques within the method and explain how the voter can make an intelligent analysis of the method; and
- *Communication*: create a presentation that is well-organized, well-focused and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand election processes and responsibilities of citizens (14C), and to 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:
 - Describe responsibilities that citizens share during an election, and
 - Compare and contrast the roles and influences of various individuals, groups, and media in shaping current public policy issues in their community, state, or nation.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The teacher will present various real life examples of political parties attempting to influence the voter. Students will make critical analyses of the examples, looking for how an attempt to influence the voter has been made.
4. Have students devise a list of methods used by political parties to influence voters.
5. Have each student create a presentation demonstrating at least one of the methods from the list.
6. Have students devote one segment of the presentation identifying how the viewer should critically analyze the method.
7. 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 method in the presentation and the techniques for critical analysis is complete and accurate.
 - *Reasoning*: the critical analysis of the method was well-reasoned and logical.
 - *Communication*: the presentation was well-organized, well-focused and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work not available

Time Requirements

- Three or four class periods

Resources

- Examples employed by political parties to influence voters
- Poster board
- Video tapes
- Computers
- Social Science Rubric