

English 12 Political Research Project

Learning Objectives:

1. Students will select the product of their choice to endorse their selected political candidate for president so that they are informed voters
2. Students will compare the views of their selected political candidate with one of the opposing party, highlighting the differences in the platform of each so that they can describe the differences between the two major American political parties
3. Students will create a digital product to fulfill the requirements of the assigned project so that they will have sufficient choice in endorsing their political candidate
4. Students will follow citation rules for APA formatting so that they are familiar with the format and can utilize it throughout the year.

Option #1 (Individual)

Formally endorse a candidate for president of the United States in the 2016 Election

- Select the three most important issues to you, and, citing SPECIFIC EXAMPLES, explain how/why the candidate's stances on the issues will improve life for voters in this country.
- Select one candidate from the opposing political party, and explain how that particular candidate's stances on the SAME issues differs from your own political views, and why that particular candidate's views will hurt this country.

Mediums (Must pick two)

- Three-page paper (mandatory)
- Three-minute Speech (performed)
- Three-minute Presentation (performed)
- Three-minute video
- Other forms of digital presentations (Prezi, Camtasia)
- Slideshare presentations

Option #2 (Group option)

Students will, based on the results of "isidewith.com," collaborate to prepare a project which will promote the candidate of their choosing. Students will have a two-week window in which to:

- produce a political ad promoting (or discrediting) rival candidates
- produce a speech in which they promote the candidate and highlight the candidate's strengths to the rest of the class.
- prepare for a formal debate with representatives from the opposing political parties and candidates vying for president.

**This scenario would work best with two collaborative groups (one democratic, one republican)

Option #3 (Group option)

Students will survey the class based on the most important political issues, select an issue to research, promote, and attempt to "sway" the voting seniors to favor. Students choosing this path will:

- produce a political ad promoting their stance on the particular issue
- produce a speech in which they educate the class on the issue while working to sway the votes of those in the room
- prepare for a formal debate with those taking the opposing side of the issue; debate in front of the class, and the class will vote on the issue based on the political ad, speech, and stance on the issue

** **All students will turn in notes and sources used.**

** **Due dates will be established for note and progress checks.**

ELA Common Core Standards Addressed:

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

SL.11-12.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

