

BALTIMORE CITY PUBLIC SCHOOLS

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Senior Project *Social Studies*

Dates	Pages
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Week of April 13- 17	<u>8-20</u>
Week of April 20 - 24	<u>21-24</u>
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Who Should Be President?

Proposed project and template for BCPS Spring 2020 Senior Social Studies

Project Components:

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Project Overview

You are a campaign manager for the 2020 presidential election. Your job is to use your knowledge about the election process, candidates, and issues to make a strong argument in support of the candidate you think should be president. Throughout this project you will examine the Constitution, national data, campaign ads, and other resources to help you build a comprehensive argument.

This is a six-week project containing six components. Each week a project component will be finalized and submitted by students with all portions answered completely including necessary work. Each project component contains resources to help understand what is being asked.

Weekly Plan

Week 1: What does it take to be president? Read articles and sources about qualifications, political parties, and the electoral college to complete a job posting for President of the United States.

Week 2: What issues matter to Americans? Read an article about political ideology, analyze public opinion polls to understand what the most pressing issues to Americans are, and choose two issues to write a “memo” to Americans.

Week 3: Which candidate do you support? Review the biographies of Donald Trump, Joe Biden, and Bernie Sanders, primary elections data, and take a political ideology quiz to identify which candidate fits the students beliefs. Students will create a candidate snapshot for their chosen candidate.

Week 4: How do candidates campaign? Read about campaign advertisements and campaign financing to create a media strategy for their chosen candidate.

Week 5: Who votes? Students will read about laws that expanded voters’ rights (15th amendment, 19th amendment, 26th amendment, Voting Rights Act) and analyze contemporary voter turnout data to create a brochure to encourage voters to vote in November.

Week 6: Who should be president and why? Use the knowledge you have gained over the past five weeks to create a comprehensive argumentative essay in support of the presidential candidate you selected.

Technology

This project will require the use of technology to access articles and videos used in the inquiry. Hard copies of week 1 articles are available in the packet.

Vocabulary:

- Candidate: A person running for office
- Campaign: The process taken by a candidate in the hopes of winning an election
- Campaign Finance: How a campaign is paid for
- Electoral College: the body that officially chooses the President of the United States
- Incumbent: Someone who currently holds office and is running for the position again
- Political Party: A group of people who join together to win elections
- Popular Vote: the total number of votes that a candidate gets
- Primary Election: An election within a party to determine the party's nominee for office
- Two Party System: A system where only two parties have a realistic chance of winning a major election

Standards:

Subject	Description	Project Portion
United States History	Describe the goals of Civil Rights legislation, including the Civil Rights Acts of 1964 and 1968, the Voting Rights Act of 1965, and the 24th Amendment.	W5
American Government	The student will evaluate how the principles of government assist or impede the functioning of [the Executive Branch of] government by: <ul style="list-style-type: none"> ● Describing the structure, power, and organization of the executive branch on the federal, state, and local levels. 	W1
American Government	The student will evaluate how the principles of government assist or impede the functioning of [the Executive Branch of] government by: <ul style="list-style-type: none"> ● Determining how the nominating process, closed and open primaries, and general elections reflect the principles of representative democracy, consent of the governed, and majority rule. ● Evaluating the utility of the Electoral College over time. 	W1
American Government	The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy by: <ul style="list-style-type: none"> ● Analyzing how the media, lobbyists, and citizens, influence policy and public opinion. ● Evaluating the effectiveness of tools that individuals or groups may use to influence laws and government policies including referendum, acts of civil disobedience, voting, boycotts, digital communication, and voting drives. 	W2 W3 W5
American Government	The student will evaluate demographic factors related to political participation, public policy, and government policies by: <ul style="list-style-type: none"> ● Identifying the voting patterns of various demographic groups and their impact on governmental policy and fiscal decisions. ● Analyzing patterns, trends, and projections of population and how these may affect environmental policy, education spending, health care, and social security. 	W2 W5
Modern World History	Students will analyze the relationship between globalization, human migration, and the environment by: <ul style="list-style-type: none"> ● Comparing how globalization contributed to urbanization, population changes, and regional migration in the developing and the developed world. ● Analyzing how globalization challenged and reinforced local traditions regarding class, race, and gender roles. 	W2 W5
MSDE Social Studies Standard 6.0	The student will construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses	W6

Materials:

- Project packet (electronic or paper)
- Computer with internet access, video and sound capabilities

Background Information:

Every four years, the United States of America elects a President, the chief executive of the nation. This year, eligible voters - including most of Baltimore's current seniors if they register to vote - will be choosing between the incumbent, Donald Trump, who is a Republican, and whoever the Democratic party chooses in their convention (based on state primary elections) - either Joe Biden or Bernie Sanders.

This project will give seniors the opportunity to explore the political process and better understand who they think should be president and why.

Who Should Be President?

Senior Inquiry Rubrics



Rubric for Units 1-5

12-15 Points: Demonstrates clear and consistent mastery of content: thorough completion of tasks using all the available texts and resources, work appears thoughtful, thorough, and is of the highest quality.

10-11 Points: Demonstrates reasonably consistent mastery of content: completion of tasks using the resources and texts available, work appears thorough and strong.

8-10 Points: Demonstrates adequate mastery: completion of tasks, but there are lapses in quality, appears rushed and with limited depth.

Below 8 Points: Demonstrates little to no mastery: tasks are largely incomplete, making it difficult to gauge understanding

Rubric for Argumentative Essay

22-25 Points: Demonstrates clear and consistent mastery of ideas, establishing a solid claim and using thoughtful and strong evidence and reasoning to defend it throughout. Organization of essay is focused and clear throughout. Free from errors in grammar, spelling, or usage.

20-22: Demonstrates reasonable consistent master of ideas, establishing a claim and with successful evidence and reasoning to defend it. Organization of essay is focused and clear throughout and free from large errors in grammar, spelling, or usage.

17-20: Demonstrates adequate mastery, although there may be lapses in quality. Develops a thesis but evidence and reasoning is inconsistent. Essay is somewhat organized, but there are lapses that interfere with understanding. There are some grammar, usage, and spelling errors but that does not interfere with understanding.

15-16: Demonstrates little to no mastery and is flawed with one of the following: inappropriate thesis or evidence and reasoning, lacks clear organization and lapses in focus make understanding argument difficult, or there are pervasive grammar, usage, and spelling errors that making it difficult to focus.

Unit 1: What does it take to be President?	_____ /15
Unit 2: What issues matter to Americans?	_____ /15
Unit 3: Which candidate do you support?	_____ /15
Unit 4: How do candidates campaign?	_____ /15
Unit 5: Who votes?	_____ /15
Unit 6 (Culminating Essay): Who should be President?	_____ /25



Week 1: What does it take to be President?

Purpose: You'll begin your inquiry by examining the requirements - formally in the Constitution and informally through political structures we've created like political parties - to be President of the United States of America.

Instructions:

- 1) **Task 1:** As you read each article, complete the graphic organizer on the next page of this section. You should consider doing an article each day.
- 2) **Task 2:** Once you have read all the articles and organized your information, you'll create a "Help Wanted" advertisement for the President. The template is listed on the last page of this project.

Articles:

- [Help Wanted: President of the United States](#)
- [Political Parties](#)
- The Electoral College ([Video](#) and [Article](#))

Task 1: Graphic organizer: As you read, summarize key points and valuable information from the readings that will help you create a job description for the President. You might not have notes in each box.

Reading	Information for text that describes the position	Roles and responsibilities of the position	Qualifications
Help Wanted: President of the US			
Political Parties			
What is the Electoral College?			

Task 2: Directions: Complete the help wanted ad using information you collected in your graphic organizer.

HELP WANTED

President of the United States of America

Reports To: The President of the United states will report to _____.

Job Overview: *(Provide a brief, 4-sentence description of the role, what success in the position looks like, and why it is important to the functioning of the nation).*

Responsibilities and Duties: *(List at least ten essential duties required to carry out this job in complete sentences, using a verb to start and gender-neutral language. One is done for you)*

- Leads the creation of the nation's foreign policy

Qualifications: *(List age, residency and then include at least four other things that are needed for the job, such as personal characteristics, include any licenses or certifications needed, etc. One is done for you)*

- Leadership skills

Perks: *(List at least five perks of the job, like salary, benefits, etc. One is done for you)*

- A private plane, Air Force One, for all travel

Article 1:

Help Wanted: President of the United States

by Geri Zabela Eddins

Not everyone dreams of becoming president, but Bill Clinton did. Before his senior year of high school Clinton was selected to attend Boys Nation, an intensive citizenship and government program organized by the American Legion and held in Washington, D.C. Clinton was enthralled with the experience and particularly relished debating civil rights with other students who had come from around the country. The highlight, however, was meeting President John F. Kennedy. In a ceremony hosted in the White House Rose Garden, Clinton and his peers were able to shake Kennedy's hand. The once-in-a-lifetime experience sparked a fire in Clinton, and he set out to pursue a political life. Clinton's path to the presidency led him through law school to the governor's mansion in Arkansas, where he served two terms as governor before running for president. Though Clinton aspired to the presidency from his teenage years, many of our presidents did not set their sights on the executive office until later in life. President George W. Bush has acknowledged that as a boy his future dreams were focused on baseball, and remarkably, when he was forty-two years old, Bush realized those dreams when he became partial owner of the Texas Rangers baseball team. It was not until Bush was almost fifty years old that he entered politics and became governor of Texas. His success as governor, as well as encouragement from Republican Party leaders, led him to seek the presidency.

Just as our presidents have followed varying dreams and paths to the presidency, they have also come from many different walks of life. Some, like Andrew Jackson, were born in remote log cabins and raised in humble conditions, while others, like Bush, were born into wealthy families with strong political roots and grew up leading lives of privilege. Most presidents have attended college, served in the military, and also served as a congressman or governor, but such backgrounds are not required. Though almost all our presidents thus far have been white men, the U.S. Constitution guarantees that all American men and women—no matter what their race, religion, or background—have the right to run for president.

Job Description

The president serves as the highest government leader in the United States. Article II of the Constitution specifies that the president has two primary job functions: to serve as chief executive of the federal government and to serve as commander in chief of the armed forces. As chief executive, the president works with other leaders of the executive branch, including the vice president, cabinet members, and leaders of other federal agencies, to ensure that federal laws are carried out. The president does not make laws—that responsibility is delegated to Congress. However, the president does develop federal policies regarding issues such as education, foreign relations, and energy, and subsequently works with Congress to create legislation that administers those policies. In addition, the president has the power to approve or veto legislation. Additional job responsibilities include negotiating treaties with other nations, establishing a federal budget, appointing diplomats and Supreme Court judges, and granting pardons. Finally, as commander in chief of the country's military, the president has the

authority to send troops into combat, as well as the power to decide whether to use nuclear weapons.

Qualifications and Job Duration

Almost any adult American citizen is qualified to become president. Article II, Section 1 of the Constitution establishes that anyone who is a natural-born U.S. citizen, at least thirty-five years old, and has lived in the United States for at least fourteen years can become president. The qualifications seem straight forward, but many people disagree about the meaning of “natural-born.” In 1968 presidential contender George Romney’s eligibility was questioned because he had been born in Mexico. In 2008 some wondered if John McCain qualified as a natural-born citizen because he was born in the Panama Canal Zone while his parents were stationed at a military base. And in 2016 opponents of senator and presidential contender Ted Cruz question his eligibility because he was born in Canada.

The Fourteenth Amendment states that “all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States.” Law professor Gabriel J. Chin declared that McCain did not meet the constitutional requirements. However, the Senate disagreed, noting that the Founding Fathers did not intend to deny citizenship to the children of military personnel born while stationed outside the United States. The Senate officially declared McCain eligible to become president by passing a nonbinding resolution in April of 2007. And although most legal scholars maintain that Cruz is eligible to be elected as president, the meaning of “natural-born U.S. citizen” continues to be uncertain because the Supreme Court has never ruled on the matter. This uncertainty provides fodder for Cruz’s opponents, particularly Donald J. Trump, who question Cruz’s eligibility on the campaign trail.

The Constitution also includes a few restrictions. Article I allows the Senate to forbid anyone who has been impeached from holding any federal office, including the presidency. In addition, the president is elected to serve for a term of four years, and the Twenty-Second Amendment limits the number of terms one person can serve to two. Furthermore, if a vice president assumes the office of president following a death or resignation and serves more than two years of his or her predecessor’s term, he or she can only be elected to serve one more term. If, however, the vice president assumes the presidency and serves less than two years of his or her predecessor’s term, then he or she can be elected to serve two additional terms.

When George Washington became president, the Constitution did not limit the number of terms. However, Washington personally believed that a president should serve only two terms and refused to run for reelection following his second term. Washington’s two-term precedent was respected until the turbulent years of World War II. Because many Americans believed it best to retain their president during wartime, Franklin Roosevelt was elected to serve four consecutive terms. Many believed that Roosevelt’s new precedent should not be repeated, so in 1951 Congress ratified the Twenty-Second Amendment to limit a president to two terms.

Getting the Job

The president is elected by the American people. Getting elected is no easy task. Getting elected means finding the right message that will appeal to voters and launching a nation-wide presidential campaign that will win the most number of voters. Such a campaign can be completely exhausting and demoralizing, requiring an endless torrent of fundraising events, strategy meetings, speeches, handshaking, and debates. Presidential candidates rarely have time for casual nights at the movies and sleeping in on Saturday mornings. A presidential campaign is a 24-hour, 7-days-a-week commitment that may last well over a year. For those who seek to serve the country at the highest possible level, such sacrifices may be well worth the costs.

Compensation, Benefits, and Risks

Like any fair-minded employer, the U.S. government provides a comprehensive compensation and benefits package to presidents. Basic compensation is awarded in a base salary of \$400,000 per year, as well as \$50,000 per year for expenses related to job functions and \$100,000 for travel. The government also provides the president a pension for retirement. Additional compensation is awarded in the form of free room and board at the White House, which David McCullough describes in *Our White House: Looking In, Looking Out*, as “the most important, the most famous, the most historic, the most beloved house in all the land.” Amenities in this storied mansion not only include spacious residential, office, and formal entertainment areas, but also recreational facilities that include a bowling alley, swimming pool, movie theater, and golf green. The president need not worry about mowing the grass or scrounging through the fridge for dinner because the White House also boasts an extensive staff to carry out these necessities of daily life. And when the president and his or her family feel the need to breathe some fresh, mountain air, they are provided free access to the private presidential retreat, Camp David. Other noteworthy benefits include travel aboard the luxurious presidential jet, Air Force One, as well as 24-hour security provided by the Secret Service.

If these benefits seem appealing, remember the risks. Look at a picture of any president before he was elected, and compare it to a picture taken at the end of his term—the stress of presidential responsibilities has grayed his hair and graced his face with many more worry lines. Imagine the turmoil experienced by Abraham Lincoln as he entered the White House with the nation ripped apart into North vs. South, Union vs. Confederacy. Think of the anguish Harry Truman must have suffered when the fate of tens of thousands was placed in his hands as he was forced to decide whether or not to drop atomic bombs on Japan. Imagine how Herbert Hoover was compelled to confront economic disaster when the stock market was seized by the most devastating crash in American history, plunging the U.S. into the Great Depression. Consider the pain suffered by President George W. Bush as terrorists transformed commercial jets into suicide bombs to execute an unprecedented assault against America on September 11, 2001. Nothing can prepare a president for such crises.

Even in times of peace and prosperity the day-to-day duties of the White House can be completely overwhelming. Some presidents, such as James Polk, are said to have worked

themselves to death. Compounding the workload and the burden of making unimaginable decisions is the stress of being constantly scrutinized by the public. The president is able to maintain precious little privacy as his or her lives—past and present—become an open book for the entire world to read. John Quincy Adams detested the job so much that he commented, “Make no mistake about it, the four most miserable years of my life were my four years in the Presidency.”

The ultimate risk for a president, however, is assassination. Not being liked by everybody is just part of the job, but dealing with deadly dissenters is also a huge risk. Abraham Lincoln received over 10,000 death threats, but he never believed anyone would actually try to kill him. Lincoln noted, “I cannot bring myself to believe that any human being lives who would do me any harm.” Unfortunately, Lincoln did not understand the psyche of John Wilkes Booth. Although six presidents have survived assassination attempts, Lincoln and three others—James Garfield, William McKinley, and John F. Kennedy—did not.

What Makes a Good President

In 1869 Ulysses S. Grant rode triumphantly to the White House on the coattails of his victory as Union general, but later in life, perhaps recognizing that his military experience had not adequately prepared him for politics, he wrote, “I did not want the Presidency, and I have never quite forgiven myself for resigning the command of the army to accept it. . . . War and politics are so different.” Grant’s words speak a profound truth—his significant and successful military career differed greatly from what is required of a president. Indeed, no education, no job experience can prepare one to make the gut-wrenching decisions and carry out the often inconceivable responsibilities required of the president. So, rather than focusing solely on a presidential candidate’s resume or opinions on particular issues, voters might find it equally helpful to examine his or her leadership qualities.

Pulitzer-prize winning historian Doris Kearns Goodwin has studied the histories of two of our most successful presidents—Abraham Lincoln and Franklin Roosevelt—to determine what qualities distinguish them and led to their stature as exceptional leaders. In her *Parade* magazine essay “The Secrets of America’s Great Presidents,” Goodwin encourages citizens to consider ten qualities when choosing a president. According to Goodwin a great president has the courage to stay strong in the face of adversity; is confident enough to seek different viewpoints; can learn from his or her mistakes; is willing to embrace change; is emotionally intelligent (willing to share credit with others, accept blame, and convey strength); can maintain self-control in the midst of trouble; is aware and in touch with popular sentiment; possesses a strong moral compass; is able to relax; and finally, communicates well and inspires others.

Journalist and professor David Gergen agrees with many of Goodwin’s conclusions. In his book *Eyewitness to Power*, Gergen writes about his experiences working intimately with and observing four American presidents—Nixon, Ford, Reagan, and Clinton—and concludes with seven lessons of leadership he has gleaned from them. One compelling similarity between

Goodwin's and Gergen's conclusions is the need for a leader who actively seeks advice from knowledgeable advisors and is willing to listen to many different points of view. Gergen also agrees that the gift of inspiring others is vital, but adds the need to be able to explain policy and persuade others effectively, particularly the public at large. Additional qualities that Gergen deems critical are the ability to master one's inner self and execute self control at all times; the possession of a clear, compelling purpose or mission; a willingness and ability to work with others throughout government; and, the motivation to get down to the business of the country as soon as he or she steps foot in the Oval Office.

Article 2: Political Parties

During the 1860s, Thomas Nast — a cartoonist for the magazine *Harper's Weekly* — developed the idea of using the donkey and the elephant to represent the Democrats and Republicans, respectively. The above cartoon — titled "Stranger Things Have Happened" — dates from 1879.



From the beginning, American political parties have had a tarnished reputation. In his **1796 FAREWELL ADDRESS** to the nation, **GEORGE WASHINGTON** warned against "the baneful effects of the spirit of party" as inciting American citizens "with ill-founded jealousies."

Today many Americans take pride in their status as "**INDEPENDENT VOTERS**," partly because they see parties as lacking vision for the country. Since many Americans have become disenchanted by partisan politics, they avoid identification as a "loyal Democrat" or a "staunch Republican."

These negative attitudes toward parties are rooted in the roles that they play in American politics.

Roles of Political Parties

- **Running candidates for political office.** Parties select candidates for many elected positions in American politics. With so many officials to choose, most voters would be overwhelmed by the decisions they would have to make if candidates did not wear party "labels." Parties present policy alternatives for voters. Some voters even choose a straight ticket, or candidates from the same party for all positions in that election.



Thomas Jefferson opposed the views of Alexander Hamilton and John Adams regarding centralized government and states' rights; and in doing so helped to build the foundation of the modern Democratic Party.

- **Checking the other party.** A party that does not hold the majority in Congress often keeps the party in power from taking complete control. Party leaders can publicly criticize actions of a President who was elected by the opposite party. The criticism of "**PARTISANSHIP**" comes from this party role because many Americans think that the "checking" becomes petty and self-serving.
- **Informing the public.** Parties take stands on issues and criticize the points of view of the other parties. Their well-publicized discussions help to inform citizens about important issues and present alternative ways of solving societal problems.

- **Organizing the government.** Congress and the state legislatures are organized according to party affiliations. **LEGISLATIVE REPRESENTATIVES** usually support their party's position when considering potential laws and policies, and most votes fall roughly along party lines. Virtually all candidates run for public office with party labels that define their behavior after they win.

Why a Two-Party System?



The Green Party encourages its members to work in grassroots efforts on issues of ecology and social equality. In both 1996 and 2000, consumer advocate Ralph Nader was the Green Party nominee for President.

Most other democratic nations have multi-party systems. Even though third parties have popped up regularly throughout American history, they have either died, or their ideas have been absorbed by a major party. Three good reasons for the American two-party system include the following:



- Alexander Hamilton contributed to laying the framework of the modern Republican Party. His support for the ratification of the U.S. Constitution led to the formation of the Federalist Party, which fizzled out by 1824. **Consensus of Values.** It is easy to complain about petty bickering between Democrats and Republicans. What we sometimes forget is that Americans share a broad consensus, or agreement, of many basic political values. Both parties believe in liberty, equality, and individualism. Neither advocates that the Constitution be discarded. Both parties accept the election process and concede defeat to the winners. In many countries with multi-party systems, the range of beliefs is greater, and disagreements run deeper. For example, in modern day Russia, one party advocates a return to communism, some offer modified **SOCIALISM** and/or capitalism, and one promotes **ULTRA-NATIONALISM**.
- **Historical Influence.** The nation began with two political parties — the Federalists and the **DEMOCRATIC-REPUBLICANS**. During early American history politicians tended to take sides, starting with the debate over the Constitution, and continuing with the disagreements between two of George Washington's cabinet members — Alexander Hamilton and Thomas Jefferson. The tendency has persisted throughout American history.

- **The Winner-Take-All System.** The single most important reason for a **TWO-PARTY SYSTEM** is the **WINNER-TAKE-ALL** electoral system. In contrast to systems with proportional representation, the winner in American elections is the one who receives the largest number of votes. The winner does not need to have more than 50 percent, but only one vote more than his or her opponents. If a third party receives 15% of the vote for every contested Senate seat, that party wins zero seats in the United States Senate. Consequently, one of the two major parties almost always wins a **PLURALITY**, and third parties are completely shut out of national offices.

Even though political parties are often regarded as "necessary evils," they still play an important role in American government and politics today. The two broad-based major political parties offer alternatives to voters and help connect citizens to their government.

Article 3: What is the Electoral College?

The Electoral College is a process, not a place. The Founding Fathers established it in the Constitution, in part, as a compromise between the election of the President by a vote in Congress and election of the President by a popular vote of qualified citizens.

What is the process?

The Electoral College process consists of the [selection of the electors](#), the meeting of the electors where they vote for President and Vice President, and the counting of the electoral votes by Congress.

How many electors are there? How are they distributed among the States?

The Electoral College consists of 538 electors. A majority of 270 electoral votes is required to elect the President. Your State has the same number of electors as it does Members in its Congressional delegation: one for each Member in the House of Representatives plus two Senators. [Read more about the allocation of electoral votes.](#)

The District of Columbia is allocated 3 electors and treated like a State for purposes of the Electoral College under the 23rd Amendment of the Constitution. For this reason, in the following discussion, the word “State” also refers to the District of Columbia and “Governor” to the Mayor of the District of Columbia.

How are my electors chosen? What are their qualifications? How do they decide who to vote for?

Each candidate running for President in your State has his or her own group of electors (known as a slate). The slates are generally chosen by the candidate’s political party in your State, but State laws vary on [how the electors are selected](#) and what their responsibilities are. Read more about the [qualifications of the electors](#) and [restrictions on who the electors may vote for](#).

What happens in the general election? Why should I vote?

The general election is held every four years on the Tuesday after the first Monday in November. When you vote for a Presidential candidate you are actually voting for your candidate's preferred electors. [Learn more about voting for the electors.](#)

Most States have a “winner-take-all” system that awards all electors to the Presidential candidate who wins the State's popular vote. However, Maine and Nebraska each have a variation of “proportional representation.” [Read more about the allocation of electors among the States.](#)

What happens after the general election?

After the general election, your Governor prepares a Certificate of Ascertainment listing the names of all the individuals on the slates for each candidate. The Certificate of

Ascertainment also lists the number of votes each individual received and shows which individuals were appointed as your State's electors. Your State's Certificate of Ascertainment is sent to NARA as part of the official records of the Presidential election.

The meeting of the electors takes place on the first Monday after the second Wednesday in December after the general election. The electors meet in their respective States, where they cast their votes for President and Vice President on separate ballots. Your State's electors' votes are recorded on a Certificate of Vote, which is prepared at the meeting by the electors. Your State's Certificate of Vote is sent to Congress, where the votes are counted, and NARA, as part of the official records of the Presidential election.

Each State's electoral votes are counted in a joint session of Congress on the 6th of January in the year following the meeting of the electors. Members of the House and Senate meet in the House Chamber to conduct the official count of electoral votes. The Vice President, as President of the Senate, presides over the count and announces the results of the vote. The President of the Senate then declares which persons, if any, have been elected President and Vice President of the United States.

The President-elect takes the oath of office and is sworn in as President of the United States on January 20th in the year following the general election.

Week 2: What issues matter to Americans?

Purpose: In this inquiry, you'll examine public opinion polls and explore issue areas to be able to write a memo to a Presidential candidate explaining both why public opinion matters and what public opinion is on two issues.

Instructions:

- 1) **Task 1:** As you read what public opinion polls are, answer the questions after the article to demonstrate understanding of public opinion polls.
- 2) **Task 2:** Using the Pew Research Center's database, choose one domestic issue and one foreign issue to explore. Use the graphic organizer under Task 2 to help organize your thoughts.
- 3) **Task 3:** Using the memo template, write a memo to a Presidential candidate that explains why public opinion matters and explaining public opinion on two issues.

Articles:

- [What is a public opinion poll and why is it important?](#)
- [Analyzing public opinion poll data](#)

Task 1: What is a public opinion poll and why is it important?

What's a public opinion poll? A scientific, nonbiased public opinion poll is a type of survey or inquiry designed to measure the public's views regarding a particular topic or series of topics. Trained interviewers ask questions of people chosen at random from the population being measured. Responses are given, and interpretations are made based on the results. It is important in a random sample that everyone in the population being studied has an equal chance of participating. Otherwise, the results could be biased and, therefore, not representative of the population. Representative samples are chosen in order to make generalizations about a particular population being studied.

Why are opinion polls important? Helping regular people be heard. Polls tell us what proportion of a population has a specific viewpoint. They do not explain why respondents believe as they do or how to change their minds. This is the work of social scientists and scholars. Polls are simply a measurement tool that tells us how a population thinks and feels about any given topic. This can be useful in helping different cultures understand one another because it gives the people a chance to speak for themselves instead of letting only vocal media stars speak on behalf of all. Opinion polling gives people who do not usually have access to the media an opportunity to be heard.

How are the surveys conducted? Two of the most common ways in which public opinion polls are conducted are telephone and face-to-face interviews. Other methods include mail, online, and self-administered surveys.

How are face-to-face samples selected? Such surveys, also known as “in-person” interviews, are conducted with the interviewer and the interviewee next to each other. The interviewer reads material from the questionnaire and records the interviewee’s responses. At times the interviewer may hand a card to the respondent for him/her to select a response(s). Scientific face-to-face surveys are normally conducted using geographic-area probability sampling. Some refer to this as “block sampling.” This is done by dividing a given population into blocks of roughly equal population density. Each block is further divided into blocks until a single household is chosen at random, and then a single respondent is randomly chosen from the household.

How does one read opinion polls? Percentages in an opinion poll reflect the proportion of a given population that has a particular response. If the results of a scientific poll claiming a 3-point margin of error say that 30% of Americans like ice cream, this means that if we asked all Americans this question, we would expect between 27% and 33% to say they like ice cream.

How are scientific polls different from other polls? When a radio or TV station asks its listeners to call in to vote on a particular issue, the results of this activity are not scientific because the sample is not representative. The sample reflects only the people who happen to be watching or listening to the show and are motivated to call in. This cannot be generalized to represent the whole population because the respondents were not randomly selected, and therefore, they are not representative.

Retrieved from the Gallup Poll: <http://media.gallup.com/muslimwestfacts/pdf/pollingandhowtouseitr1dreveng.pdf>

Questions:

1. In your own words, explain why public opinion polls are important.
2. Why would it be important to have a true representative sample when talking about public opinion?
3. Infer how public opinion polls might play a role in a political campaign. How might a candidate use them?

Task 2: Issue Research

Directions: When you go to <https://www.pewresearch.org/topics/>, choose a topic that you want to explore and click on it. You'll want to use as recent information as you can get. "Fact Tank" readings are the most helpful. There is an example for you.

	Example: Social Media	Issue 1	Issue 2:
Explain the data	<p>52% of Americans get their news from Facebook, 17% by twitter, 8% from LinkedIn, 6% by Snapchat</p> <p>Citation: https://www.pewresearch.org/fact-tank/2019/12/20/key-ways-us-changed-in-past-decade/</p>		
Why is this important?	<p>It is important to understand how we get information because sources can be biased - especially on social media which tends to rely on clicks and where people tend to follow sources that agree with them.</p>		
Any questions you have about this data?	<p>I wonder how it would look different by age groups. For example, do seniors use social media as much as young people?</p>		
How might a candidate use this to inform his views and attract more voters?	<p>A candidate might want to consider creating an active social media campaign, particularly focusing on Facebook.</p>		

Task 3: Complete a memo for a candidate, describing what you learned under each heading. Include the example on social media.

M E M O R A N D U M

To: The Candidate
From:
RE: Issue research
Date:

Background (what is public opinion and why it matters)

Issue Research (Summarize your findings in a narrative)

Recommendations (what you think the candidate should do or what position s/he should take based on research)



Week 3: Which Candidate Do You Support?

Purpose: Now that you have some background on the role of President, and public opinion on the issues (which hopefully led you to think about whether you agree or disagree with public opinion), you'll explore who you think should be president. To

do this, you'll first explore what party best reflects your beliefs, then you'll read about the candidates right now, and choose the one you support.

Instructions:

- 1) **Task 1:** Take [the Pew Research Center's political party quiz](#) to find the party that best reflects your belief. In our two party system, it's impossible that one of the two major parties reflect exactly what you believe. Usually, voters choose the one that best reflects them. Complete the graphic organizer to analyze your results.
- 2) **Task 2:** First, watch a [brief video](#) about political party primaries to understand why there are still two Democrats in the race. Next, use the New York Times' "Who's Running for President?" to read about the two Democrats and one Republican and populate the graphic organizer.
- 3) **Task 3:** Design a flyer for the candidate you support. Include: Name, party, slogan, and at least two reasons why voters should support him. You'll likely need to use the candidates website to help you.

Resources & Articles

- [Pew Research Center's Political Party Quiz](#)
- Video: [Primary Elections Explained](#)
- Candidate Bios: [New York Times' Who's Running for President?](#)
- Candidate webpages: [Joe Biden](#), [Bernie Sanders](#), [Donald Trump](#)

Task 1: Political Party Quiz: After taking the Pew Research Center’s Political Party quiz, complete the following to analyze the results and understand how your views fit with other Americans based on demographics.

1. Which party did you best identify with, Democrat or Republican?
2. How do your views compare to other people your age? Race? Gender?
3. Why might the results of this quiz be less reliable? Think about the structure and questions.
4. Connect back to the purpose of political parties. Why might it matter to be part of a political party?

Task 2: Compare & Contrast the Candidates: Use the New York Times' Who's Running for President to compare and contrast. Although there is information on the main page, clicking on each candidate will be most valuable for completing this task. You can also use other (reliable) websites!

	Donald Trump	Joe Biden	Bernie Sanders
Age			
Political Party			
Political history (what else have they done? Have they run before?)			
In your own words, what are his "signature issues?"			
How does he poll nationally? Why does this matter?			

How much money has he raised? Why do you think this might matter?			
What do you like about him or his views?			
What do you dislike about him or his views?			

Task 3: Creating a Flyer: Using computer tools or drawing on your own, create a flyer for whichever candidate you think should be president. Here is a generic example - focus on the content, not the pictures! Notice he has a letter “Dear Friends” - this would be where he would explain why you should vote for him. Below, he has issues - these are those signature issues that he’ll fight for when elected. He also has his name and what he’s running for (7th District City Council). He would have his party if this wasn’t generic.

LINDON KRANE 2020

DEAR FRIENDS

Nam vehicula egestas dignissim. Vivamus molestie dapibus iaculis. Vestibulum erat velit, condimentum vitae ornare accumsan, congue non tortor.

Suspendisse a magna interdum, euismod orci non, eleifend arcu. Vestibulum porta nisi enim, sit amet sodales leo semper quis. Aliquam euismod metus eget magna venenatis blandit eu sed erat. Integer ligula arcu, vestibulum non blandit eget, tempus quis dolor. Vestibulum porttitor dictum tristique. Nullam mauris justo, rutrum luctus.

7 DISTRICT CITY COUNCIL

- Donec ut libero blandit, tincidunt lectus et, rutrum
- Quisque id nulla facilisis, malesuada diaempor libero.
- Nullam ultrices elit et sem accumsan convallis.
- Nam mollis mi non neque ullamcorper aliquet.
- Quisque id nulla facilisis, malesuada diaempor libero.

IMPORTANT ISSUES

- Donec ut libero blandit, tincidunt lectus et, rutrum
- Quisque id nulla facilisis, malesuada diaempor libero
- Nullam ultrices elit et sem accumsan convallis
- Nam mollis mi non neque ullamcorper aliquet
- Quisque id nulla facilisis, malesuada diaempor
- Schools and Love for children, free food for all



Week 4: How Do Candidates Campaign?

Purpose: Now that you've chosen a candidate you support, you'll explore the campaign process, including campaign advertisements, the campaigning process and campaign financing to create a storyboard for a campaign ad.

Instructions:

- 1) **Task 1:** Read [Election Campaigns](#) and answer the learning objective questions on a separate piece of paper.
- 2) **Task 2:** Read about campaign propaganda then analyze two campaign ad advertisements from the Living Room Candidate.
- 3) **Task 3:** Create a storyboard for your candidate's next campaign advertisement

Resources & Articles

- [Election Campaigns](#)
- [Propaganda techniques](#) & [The Living Room Candidate](#)

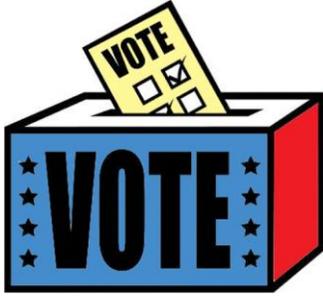
Task 1: Reading: [Election Campaigns](#). After reading the article, answer the three questions in complete sentences. Use evidence from the text to support your answers.

1. How are American election campaigns organized?
2. How are campaigns funded? What are the regulations that guide campaign fundraising and spending?
3. What strategies do candidates use when pursuing elected office?

Task 2: Analyzing Campaign Ads. After reading about [propaganda techniques](#), choose two campaign ads on the [Living Room Candidate](#) and complete the graphic organizer.

	Advertisement 1	Advertisement 2
Candidate		
Office they are running for		
Party		
Propaganda technique		
Evidence of technique		
Describe the tone of the advertisement		
What did you think was effective about this ad?		
What would you change about it?		

Task 3: Creating a Storyboard. Storyboarding is a planning convention used in television, film, cartoons and even advertising. It should have at least six frames. Here is an example of a storyboard for an advertisement. [Storyboard 1: Colgate](#), [Storyboard 2: Mopaway](#).



Week 5: Who Votes?

Purpose: In this inquiry, you'll learn about the importance of voting and explore data about who votes - and who doesn't vote - in America to create a brochure encouraging Americans to vote.

Instructions:

- 1) **Task 1:** Read [Voting Rights: A Short History](#) and answer the questions under Task 1.
- 2) **Task 2:** Analyzing [voting demographic data](#) and answer the questions under Task 2.
- 3) **Task 3:** Create a brochure using the information you gathered to encourage people to vote.

Resources & Articles

- [Voting Rights: A Short History](#)
- [Voter turnout](#) data

Task 1: Voting Rights: A Short History. Answer the following after reading the history of voting rights in complete sentences.

1. Who could vote in the 1700s? Who was excluded from voting?

2. What were some things that happened in the 1800s to allow more people to vote?

3. The 15th amendment, passed in 1865, allowed Black men to vote. Did this actually happen often after Reconstruction? Why or why not?

4. How did each of the following expand who could vote:
 - a. The 19th Amendment

 - b. The 24th Amendment

 - c. The 26th Amendment

 - d. The Voting Rights Act of 1965

 - e. The Motor Voter law

5. What did the court rule in *Shelby v. Holder*?

6. As a result, what are some states doing to limit voter rights? Use examples from the reading to explain.

Task 2: Analyzing Voter Turnout. Use [Fairvote's page](#) on voter turnout to answer the following. Note, you'll need to explore beyond the main page, using the tabs on the left side.

1. Why is voter turn out important to a robust strong democracy?
2. When was voter turnout for president the highest (what year)? When was it the lowest? Any hypothesis for why turnout was high or low during these times?
3. Looking at the 2016 election voter turn out map by state, hover your mouse over Maryland. How were we compared to other states in voter turnout?
4. Under the tab measuring voting, look at the graph called Growth in the number of voters...as the population increases, what happens to the percentage of Americans who vote?
5. What are at least three things that impact voter turnout? (Under what affects voter turnout tab) Explain them.
6. Based on this reading above, as a young person, are you more or less likely to vote than your grandparent?
7. Under the tab What we can do to increase vote turnout, pick the idea you like best and explain why it would expanding turn out and what you like about it.

Task 3: Create a pamphlet explaining why it's important to vote. Some sources you might want to visit to get ideas include [Rock the Vote](#) and [Fair Fight](#).

You should include:

- A slogan or saying to grab the viewer's attention
- At least two statistics about voter turnout in the last election
- A brief description of the history of voting rights
- A rationale for why this important in the context of the 2020 election



Week 6: Who Should Be President and Why?

Purpose: Over the course of the last five weeks, you've explored various aspects of political campaigning - from general understanding of who can be President to why people vote (or don't vote) to understanding which candidate aligns best with your views. This is your culminating task.

Culminating Task: Write an argumentative essay: Who should be President and Why?

Below is the rubric for your essay. Please note that in order to be comprehensive, you should draw from information you explored each week. Be sure to cite your sources!

Some helpful resources:

[How to Write an Argumentative Essay](#) (video)

[Template and outline](#) of an argumentative essay

Rubric for Argumentative Essay

22-25 Points: Demonstrates clear and consistent mastery of ideas, establishing a solid claim and using thoughtful and strong evidence and reasoning to defend it throughout. Organization of essay is focused and clear throughout. Free from errors in grammar, spelling, or usage.

20-22: Demonstrates reasonable consistent master of ideas, establishing a claim and with successful evidence and reasoning to defend it. Organization of essay is focused and clear throughout and free from large errors in grammar, spelling, or usage.

17-20: Demonstrates adequate mastery, although there may be lapses in quality. Develops a thesis but evidence and reasoning is inconsistent. Essay is somewhat organized, but there are lapses that interfere with understanding. There are some grammar, usage, and spelling errors but that does not interfere with understanding.

15-16: Demonstrates little to no mastery and is flawed with one of the following: inappropriate thesis or evidence and reasoning, lacks clear organization and lapses in focus make understanding argument difficult, or there are pervasive grammar, usage, and spelling errors that make it difficult to focus.

Who Should Be President?

Senior Inquiry Rubrics



Rubric for Units 1-5

12-15 Points: Demonstrates clear and consistent mastery of content: thorough completion of tasks using all the available texts and resources, work appears thoughtful, thorough, and is of the highest quality.

10-11 Points: Demonstrates reasonably consistent mastery of content: completion of tasks using the resources and texts available, work appears thorough and strong.

8-10 Points: Demonstrates adequate mastery: completion of tasks, but there are lapses in quality, appears rushed and with limited depth.

Below 8 Points: Demonstrates little to no mastery: tasks are largely incomplete, making it difficult to gauge understanding

Rubric for Argumentative Essay

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Unit 1: What does it take to be President?	_____/15
Unit 2: What issues matter to Americans?	_____/15
Unit 3: Which candidate do you support?	_____/15
Unit 4: How do candidates campaign?	_____/15
Unit 5: Who votes?	_____/15
Unit 6 (Culminating Essay): Who should be President?	_____/25