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| **Elections 101: The Electoral College** |
| **Option C: Length of class: 30 minutes** |
| **Objectives:**. Students will analyze the processes involved and the reasons we use the electoral college system of presidential selection and the strategy required for a successful victory.  **Additional objectives:**  Students will be able to define the role of an elector and how electors are chosen.  Students will understand the Framer’s original plans, reasoning for the plan, and changes that have been made over time.  Students will understand pros and cons of the electoral college system and various alternative plans proposed for electing the president.  Students will analyze historical and current election information in various forms as evidence in the creation of their victory campaign strategy.  **Standards:**  Iowa Core Inquiry Anchor Standards:  *Gathering and Evaluating Sources*  SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the sources to guide the selection.  *Developing Claims and Using Evidence*  SS.9-12.6. Refine claims and counter claims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitation of both.  SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.  9-12 Civics and Government Core Standards  *Analyze Civic and Political Institutions*  SS.9-12.14. Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of the that definition over time, and changes in participation over time. (21st century skills)  SS.9-12.15. Analyze the origins of government with attention to the purpose(s) of government, various theories of democracy, rule of law, and alternative models from other nations and groups. (21st century skills)  *Interpret Processes, Rules and Laws*  SS.Gov.9-12.26 Analyze the historical, comtemporary, and emerging patterns of political action and activism including voter demographics, party trends over time, polling data, campaign strategies and trends, and alternative means of participating. (21st century skills)  Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12  *Production and Distribution of Writing*  WHST.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.  Reading Standards for Literacy in History/Social Studies 6-12  *Integration of Knowledge and Ideas*  RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| **Assessment:** Students will create a written campaign strategy for either a Republican or Democratic candidate for president. The strategy should include a step-by-step outline, timeline and description of the states they feel his/her candidate should focus with evidence supporting their positions. |
| **Materials Needed:** \*Indicates material is found in The Electoral College folder.  Introduction:  1. Computer with internet access and/or student computer access  2. “Electoral College\_INTRO\_Election Results” \*  Direct Instruction: The Electoral College  1. Computer with internet access and/or student computer access  2. PPT “Day 7 Power Point The Electoral College” \*  3. “interactive notes\_Day7\_The Electoral College\*  4. Web link: <http://www.270towin.com/>  Homework  1. “Electoral\_Map\_Campaign\_Strategy\_Assignment” \* |
| **LEARNING PLAN:**  **Introduction: (5-10 minutes)**   1. Begin by projecting: “Electoral College\_INTRO\_Election Results”. Begin with page one; page one provides statistics, maps and graphs from the election of 2000. Ask students questions such as: According to the information provided, which candidate received the most popular votes in 2000? Which candidate received the most electoral votes? What determines who wins the presidency? What would have happened if it ended in a tie? 2. Proceed to page two; page two focuses on the election of 2012. Ask students questions such as: Who won the popular vote in 2012? Who won the most electors in 2012? Who won the popular vote in Iowa and by what percentage? How many electoral votes did the Iowa popular vote winner receive? Why did he receive six votes but the second place finisher zero, even though the popular votes only differed by a few percentage points? 3. After discussing the election discussion questions, introduce the primary objective: Students will analyze the processes involved and the reasons we use the Electoral College system of presidential selection and the strategy required for successful victory. If you prefer to put this in the form of an essential question, see the following example: What electoral college strategy is required to be victorious in the race for the presidency? Also introduce students to the additional objectives that will be the focus of Day 7 activities.   Extension/Additional Information: If you prefer to project interactive maps for the introduction, see the following links <http://uselectionatlas.org/RESULTS/index.html>; <http://www.270towin.com/>  **Direct Instruction**: **The Electoral College (20-25 minutes)**   1. Lecture PPT: “Day 7 PowerPoint The Electoral College”. Recommended handout (see documents): “interactive notes\_Day 7\_The Electoral College.” The PowerPoint addresses the following guided questions: What is the electoral college and how are electors chosen? How many electors does each state receive? How many electors are needed to win? What impact did the rise of political parties have on the electoral college? What is the importance of winner-take-all? What are battleground/swing states? Does the electoral college still effectively elect a president (issues of debate)? And Why did the Framers decide to use the Electoral College? 2. Assign homework (summative assessment activity—see below) and introduce students to the website *270 to Win (*<http://www.270towin.com/>). This site provides historical election results as well as interactive maps students can use to experiment and analyze potential electoral results for all states and the District of Columbia; information they will need to successfully complete the homework activity. *Note*: If computer access is limited, a blank electoral map is included in The Electoral College folder: see “template\_electoral\_college\_map” that you can distribute to students. If a more detailed analysis of historical results is desired or the above link is not working, the following link provides full historical results and additional detail including county-by-county results: <http://uselectionatlas.org/> On the tab listing at the top, select “Election Results.”   . |
| **As a Homework:**  The following assignment serves as the framework for a stand-alone assessment for Day 7-The Electoral College. For those using Election 101 as a whole, this assignment will also contribute to the summative activity on Day 10. An optional student handout for use or modification is found in the folder as: “Electoral\_Map\_Campaign\_Strategy\_Assignment.  Each student must: Create a written campaign strategy (electoral college map strategy) for either a Republican or Democratic candidate for president. The objective is to win the presidency by attaining at least 270 electoral votes. The strategy at a minimum should include a description of the states that are safe and those in play (swing state) and the amount of time needed in various states for his/her candidate. The strategy should include historical/statistical justification and a proposed timeline of activities. |
| **Additional Resources:**  Resource availability will vary.   * National Archives and Records Administration: U.S. Electoral College Home <http://www.archives.gov/federal-register/electoral-college/> * The Popular Vote vs. the Electoral College (you tube) <https://www.youtube.com/watch?v=LXnjGD7j2B0> * Pros and Cons of Electoral College <http://www.newsmax.com/FastFeatures/Electoral-College-voting-rights/2015/07/02/id/653350/> * 10 Far-Reaching Pros and Cons of the Electoral College <http://greengarageblog.org/10-far-reaching-pros-and-cons-of-the-electoral-college> * Fuentes-Rohwer, Luis and Guy-Uriel Charles, The Electoral College, The Right To Vote, And Our Federalism: A Comment On A Lasting Insititution <http://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=5565&context=faculty_scholarship> |