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|  **12th Grade Inquiry** |
| **Compelling Question** | Is there a presidential candidate worth voting for? |
| Kentucky Social Studies Standards | HS3.CM.1 **Analyze and evaluate the roles of US citizens** as compared to the roles of citizens in other countries. HS1.CM.2 Evaluate the effectiveness of social and political system **to promote civic virtues and democratic principles using primary and secondary sources** HS2.CM.2 Analyze **the civic responsibilities, democratic principles** and constitutional rights **that guide individuals** and societies **when addressing governmental and societal issues**. HS3.CM.3 **Evaluate public policies in terms of intended and unintended outcomes across various levels of government** HS2.EDM.4 Use economic analysis to **evaluate how economic choices and government policies impact individuals and groups** |
| Staging the Compelling Questions | Read “What do Young Adults Know about Politics” from civicyouth.org, then use QFT to generate questions from the article. Q-focus #1 “Knowledge of Campaign Issues” Q-focus #2 “My Political Beliefs” |
| **Supporting Question 1**  | **Supporting Question 2**  |  **Supporting Question 3** |
| What are my political beliefs (politically, economically, socially)? | What are the major stances by political parties? | Which candidate running for office best aligns to my views? |
| **Formative** **Performance Task** | **Formative** **Performance Task** | **Formative****Performance Task** |
| Take political ideology quizzes and choose two major issues (for each of the political, economic, and social) that you believe in and compile a list of these topics and reasons you support them (while also acknowledging counter arguments) | Construct a chart (based on political, economic, and social policies) that compares different political party platforms. \*(Students focus on their 6 issues)  | Compare and contrast candidates’ views (of both/all parties) based on your own major political, economic, and social issues. \*(Students focus on their 6 issues)  |
| **Featured Sources** | **Featured Sources** | **Featured Sources** |
| **Source A “Pew Research Political Typology Quiz”****Source B “Political Compass Quiz”****Source C “Isidewith.com Listing Current Political Issues”** | **Source A: “Democratic Party Platform”****Source B: “Republican Party Platform”****Source C: “Third Party Platforms”** | **Source A “Democratic Candidates websites”****Source B “Republican Candidates websites”****Source C “Third Party Candidates websites”****Source D “C-SPAN Road to the Whitehouse 2016”** |
| Summative Performance Task  | Argument | Construct an argument (e.g., detailed outline, poster, and essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.   |
| Extension | 1. Debate about which political party best represents the needs of the nation.
2. Have a Socratic Seminar in which individuals discuss which candidates they back and why their candidate can address current issues better than others.
3. Compare and contrast the two party system to the multiparty system in Britain.
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| Taking Informed Action | **Understand:** What you and an individual believe and where the candidates and their parties stand on issues.**Assess:** Which policy preferences align to me as a voter. **Act:** Optional1. Join a political party that aligns (or register independent) to your policy views (if still under 18).
2. Vote for national candidate (President, House of Representatives, Senate) based upon policy voting.
3. Donate money or time to a candidate to raise awareness of their policy stances (if still under 18).
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| **Overview** |

**Inquiry Description**

This inquiry leads students through an investigation of aligning their own beliefs with policies of candidates. By investigating the compelling question of which candidate best advances policies that align to students’ beliefs. In investigating current issues, political party positions, and candidate positions, students will be better informed on who they should vote for on election-day.

N.B. While this particular inquiry focuses on the 2016 presidential election, it is constructed in such a way that it can be used for national and state election (both for primary and general). This inquiry is designed to take four to six 60-minute class periods. The inquiry time frame could expand if teachers think students need addition instructional experiences (i.e. supporting questions, formative tasks, and featured sources). Teachers are encouraged to adapt the inquiry in order to meet the needs and interests of their particular students. For example, teachers will need to help students find credible websites based on potential student interest that have multiple perspectives of the issue of concern. In addition, resources can be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with special needs.

**Structure of the Inquiry**

In addressing the compelling question—“Is there a presidential candidate worth voting for?”—students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence while acknowledging competing perspectives. In addition, students eligible to vote will take informed action and cast their ballot as they see fit.

*Staging the Compelling Question*

The inquiry begins with students reading a source “What do Young People Know about Politics?” then participating in a QFT (Question Formulation Technique) protocol wherein students will populate questions around a dual Q-Focus (Question Focus). The first Q-Focus is “Knowledge of Campaign Issues”, while the second is “My Political Beliefs” and both are aimed at connecting a generalized view of young people’s political behavior with their own—a self-check to peel back deeply held beliefs that lay beneath.

Students’ questions likely will vary (especially on the second Q-Focus) but could include any of the following”

 Q-Focus #1”Knowledge of Campaign Issues”

* What is considered a campaign issue?
* What are campaign issues?
* How do I find out more about campaign issues?
* How much knowledge must you have on a campaign issue to vote?
* What if I care more about some campaign issues than others, which is best?

Q-Focus #2 “My Political Beliefs”

* What are my political beliefs?
* Where do my political beliefs come from?
* Can I change my political beliefs?
* Do I have to have political beliefs?
* Can I believe some things that opposing parties believe?

*Supporting Question 1*

The first supporting question—“What are my political beliefs (politically, economically, socially)?”—helps students establish a introspective understanding of how their political ideology influences their political beliefs by examining how they feel about issues they may not know exist. The formative performance task asks students to take ideology quizzes and examine current political issues, then research six total (two for each of political, social, and economic questions) political issues. Students will compile a list of issues and write a brief explanation for each of their positions to justify their positions (including acknowledging counter examples). Featured Source A: “Pew Research Political Typology Quiz”, is an ideological quiz that helps students orient their beliefs based on general position along the liberal/conservative spectrum. Feature Source B:”Political Compass Quiz” is another ideological quiz that will help plot students on a graph along with other students and political figures. Feature Source C: “Isidewith.com” is a list of current political issues ranging from educational to foreign policy issues.

*Supporting Question 2*

For the second supporting question—“What are the major stances by political parties?”—students build their knowledge of political party positions by analyzing Democratic, Republican, and Third Party platforms. Teachers are free to modify the number and types of third parties with possible selections including major third parties, i.e. Green Party of the United States, Libertarian, Constitution Party and single issue parties, i.e. Prohibition Party and the Rent is Too Damn High Party (state only). The formative performance task asks students to construct a chart (based on political, economic, and social policies) that compares different political party platforms based on their initial choice (six topics) on issues important to them. There are three featured sources, which include each of the official platforms for each party investigated will help students investigate official party lines concerning the issues addressed in the first performance task. The first is the Democratic Party platform, the second is the Republican Party platform, and the third is dependent upon teacher/student interest and choice.

*Supporting Question 3*

For the third supporting question—“Which candidate running for office best aligns to my views?”—students build knowledge of how they feel about particular political issues and where political parties stand on issues by examining individual candidates (for both primary and/or general elections). Depending on the context and timing of the inquiry, students can differentiate candidates within their primaries and against political opponents in the general election. The formative performance task asks students to compare and contrast candidates’ views (of both/all parties) based on your own major political, economic, and social issues that the student holds most dearly (two for each of the categories). The sources here are more precarious as it will depend on the student’s issues and parties and on whether the teacher is focusing in on the primary and/or general election. Regardless, candidate websites and/or watching videos from “C-SPAN: Road to the White House 2016” students will investigate each of the candidate’s position comparing it to their own through the formative task.

*Summative Assessment*

At this point of the inquiry, students have examined their own views on political issues, official party platforms, and individual candidates. Students should be able to use evidence to distinguish between political parties and differentiate between while contrasting those views with their own positions. In this task, students construct an evidence-based argument responding to the compelling question “Is there a presidential candidate worth voting for?” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

Students’ arguments likely will vary, but could include any of the following:

* I will vote for \_\_\_\_\_\_\_\_\_\_\_\_ the Democratic candidate because they most closely align to my political beliefs
* I will vote for \_\_\_\_\_\_\_\_\_\_\_\_ the Republican candidate because they most closely align to my political beliefs
* I will vote for neither candidate because there are no candidates that match my political beliefs.
* Because \_\_\_\_\_\_\_\_\_\_\_\_\_ (single issue) is the most prevalent belief that I have, there are no candidates who agree with this, therefore I will not vote for any candidates
* Even though I closely align to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (candidate), I will be voting for the opposition based on \_\_\_\_\_\_.

Students could extend their argument by participating in a class debate between selected topics between political party positions or they can participate in a classroom simulation and/or Socratic seminar, taking on the characteristics of the candidates in whom they most closely identity. For the debate, students could choose topics that most define their sides (or they can take the opposing positions since they should understand opposing positions as well) and debate the policies using sources found through their own investigations. Another extension could be a comparison between our two party system and British Parliamentarian system’s multiple parties.

Students have the opportunity to **Take Informed Action** by joining a political party and voting for the candidate that most closely aligns to their political beliefs. If the student is not 18, then can still back their candidate’s run through volunteering efforts or by giving campaign contributions. The Taking Informed Action sequence begins at the stating of the inquiry, continues throughout the inquiry as students assess their options in the supporting questions, and culminates in taking informed action at the end of the inquiry.

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| **Supporting Question 1 Featured Source A** |  |

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| **Supporting Question 2 Featured Source A** |  |

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| **Supporting Question 2 Featured Source B** |  |

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| **Supporting Question 2 Featured Source C** |  |

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| **Supporting Question 3 Featured source A** |  |

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| **Supporting Question 3 Featured source B** |  |

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| **Supporting Question 3 Featured Source C** |  |

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| **Common Core Connections Across the Grade \_\_ Inquiry** |

Social studies teachers play a key role in enabling students to develop the relevant literacy skills found in the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy. The Common Core emphasis on more robust reading, writing, speaking and listening, and language skills in general and the attention to more sophisticated source analysis, argumentation, and the use of evidence in particular are evident across the Toolkit inquiries.

Identifying the connections with the Common Core Anchor Standards will help teachers consciously build opportunities to advance their students’ literacy knowledge and expertise through the specific social studies content and practices described in the annotation. The following table outlines the opportunities represented in the Grade \_\_\_ Inquiry through illustrative examples of each of the Standards represented.

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| **Compelling** **Question** |  |
| Common Core Anchor Standard Connections |
| Reading | CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.CCSS.ELA-LITERACY.CCRA.R.2Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| Writing | [CCSS.ELA-LITERACY.CCRA.W.1](http://www.corestandards.org/ELA-Literacy/CCRA/W/1/)Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.[CCSS.ELA-LITERACY.CCRA.W.5](http://www.corestandards.org/ELA-Literacy/CCRA/W/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| Language  | [CCSS.ELA-LITERACY.CCRA.L.](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/)6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  |