Unit Title: A Better America
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Background

The middle school I work at is very diverse. There are almost 1200 students enrolled. Thirty percent are African American, fifty-six percent White, nine percent Hispanic, two percent Asian. Sixteen percent of our students are classified as Academically Gifted and we have one hundred and twenty students in our Exceptional Children's program. The classes I teach represent the diversity of the school. When I look at each class, I have the brightest academic students and the ones who need my help the most. In designing this unit, I have tried to bring in as many different learning styles and teaching strategies to meet the needs of all of my students. To meet the needs of my visual learners, there are many videos/political ads being used. My students who learn better working in partners or groups will work in stations in pairs and the culminating activity is a group project. These are just some examples of how I designed lessons to meet the differing needs.

Introduction

The responsibility of every social studies teacher in America is to impart the importance of being an active citizen in a democratic society. In the middle school level, the adolescent child will share with you their firm beliefs in healthcare, death penalty, abortion, and the military. As the child speaks of these issues they exhibit strong opinions of whether they are pro or con. For example, a child discussing the death penalty would feel either it was murder and completely wrong or people deserve the death penalty as a punishment for horrible crimes. There really is no gray area in middle school. What is lacking in their assessment, is the child's reasoning behind their belief. I believe it is my job to educate these students on the issues so they can make informed decisions based on their personal beliefs. Often, the students' are sharing their parents' views or what they see in the media.

In America the socialization of students about politics through media can begin even at an early age. Children are exposed to the constant commercials and ads on the television and the web. For some, this exposure to media is their only source for the development of their beliefs. The goal of this unit is to first teach what a political party is. Students need to understand the parties are made up of a group of people who work together to gain political power and influence legislation. As we examine the political party system in America we will examine the issues that led to the development and creation of political parties. For some parties, one issue was all that was needed to lead to the creation of it. The temperance party was created to end the sale and consumption of alcohol by Americans.

The political parties throughout the history of this country reflect the issues of their time and impact on history. Political parties can be very powerful to unite the people of this country for or against an issue. The Progressive Party fought to make improvements in America.

Unit Overview

Eighth grade social studies in North Carolina covers the history of the United States with North Carolina examined as a model state. Due to the quantity of content covered, the class is taught more as a survey class. We have one year to cover the history of the United States from exploration to the present day. I have kept this in mind as I develop my unit entitled: A Better American. In this unit, I first want students to understand what a political party is. By eighth grade the term party connotes a good time, fun, or a celebration. At the beginning of the unit, we will simply cover the definition of a political party defined as an organization to gain political power from Webster's dictionary. As our definition of what a political party is evolves, the students have to be able to answer questions such as: What power does a political party want? Why form a political party? What issue is involved? What are they trying to change? We will examine the history of political parties in America with a focus on the issues that created the emergence of certain parties in America.

This unit will cover the following objectives:
1. The students will be able describe what political parties are and the history of the political party in America.
2. The students will be able to work in partners at stations to discover and define the issues facing America today and their personal feelings on each of the issues.
3. The students will be able to convey what political party they are most associated with through a survey.
4. The students will be able to write a persuasive speech conducting an introduction, campaign speech, outlining a commercial, or a conclusion speech.
5. The students will be able to work cooperatively in groups to create a political party name, slogan, logo, campaign speech, commercial, and a word to their sponsors.
6. The students will improve their multimedia presentation skills as they all learn to create photo stories, photo peach, or movie maker presentations.
7. The students will be able to present their views orally to the class in a speech.

STATE/NATIONAL STANDARDS ADDRESSED
This project will encompass many of the state and national Common Core standards for social studies and reading/writing.
North Carolina Social Studies Essential Standard Addressed:
8H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.
H1.2 Summarize literal meaning of historical documents to establish context.

H1.3 Use primary and secondary sources to interpret various historical perspectives.

H1.4 Gather data from a variety of sources.

8H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.

H3.3 Explain how individuals and groups have influenced political and social change in North Carolina and the United States.

8.C&G.1 Analyze how democratic ideals shaped government in North Carolina and the United States.

8.C&G.2 Understand the role that citizen participation plays in societal change

Research

America's Early Years

After the definition of political party is examined, I will do a quick presentation about the history of political parties with a focus on the issue that party represented. In some cases, an entire political party was created to advocate one issue. We will begin with Washington's policy of isolationism and why he was against the ideas of political parties or factions as he saw them as being divisive natures in government. [1]The early political parties formed to express their views on the role of national government. In the very beginning with the adoption of the Constitution we had the Federalists versus the Anti Federalists. The Federalists supported a strong national government while the Anti Federalists were concerned about the rights of the people being trampled a government with too much power and advocated a Bill of Rights. With the adoption of the United States Constitution and an addition of rights for the people through the Bill of Rights, the Anti-Federalists seemed satisfied and their reason for existence was nullified. The Federalists' goal was a strong government including a National Bank of the United States, protective tariffs, and the growth of an industrialized nation. The Democratic Republicans favored a small government with a vision of a large agricultural nation and a small industrial one. The Dem-Republicans had conflicts with France and England. They supported an assertion of independence from Europe and the growth of an American military system. This belief in independence from Europe and the right of Americans to have freedom of the seas will lead to the War of 1812 with England. Many Americans felt the impressing of our sailors and arming of the Native Americans in the west by the British should be decided by war. The Federalists had an anti-war stance and they alienated the West by not supporting the War of I812. It is at the end of the war in 1814, we also see the end of the Federalist party. [2] As the Federalist Party dissolved, we will examine the new two party system that emerges: the Democrat Republicans led by Andrew Jackson and the National Republicans led by John Quincy Adams. The Democratic Republicans wanted a limited national government and the National wanting a strong government mirroring the views of the Federalist party. The students will be able to make parallels between the early parties and the political parties of today.

The Civil War Period

As the country grows, under the doctrine of Manifest Destiny that united the country, new issues will emerge. Should we allow slavery in the territories? Should we go to war with Mexico? How far should/would we go to add new territory? This time period is also known as the Era of Good Feeling. The north begins abolition with certain states such as New York making slavery illegal in 1820. The north also begins to show concerns over their want to increase industry in America and a strong tariff. Tariffs that are high will help the industrialized North as they compete with Europe to sell finished goods. This does not sit well with the South who relies on the slave labor system for profits. The high tariff will also hurt the south as they will see lowered profits as they sell their cotton and tobacco to Europe. [3] The sectional divisions throughout the nation will lead to an emergence of new political parties.

The Whig Party formed in opposition to the Democratic Party, especially Andrew Jackson. They wanted small government like the Democrats but the difference lies in their support of a strong industrial nation with internal improvements being made. They felt President Andrew Jackson was a tyrant. The Democrats were in support of a strong executive to protect Americans.

Another group, the Free Soil Party, will form as one of our first third parties. The party will be formed by anti-slavery members in the North, as they supported the end of slavery, or abolition in this country. The term free-soil relates to their belief that allowing slavery in new territories could lower the amount of land for homesteading. Another third party formed, was the Know Nothing Party. As industrialization grew in the north, so did the immigration to America. The Know Nothing Party was formed as an opposition party to the recent immigrants, especially Catholic immigrants. Their fear was rooted in the fact that immigrants could possibly take away jobs from Americans and cause an increase in taxes to support them. When asked about their party, members would say "I know nothing," hence the name. As issues were decided by Congress and the Courts, many of these parties dissolved and joined others.[4]

By 1860, the Democrat Republican and Whigs had emerged as the Democratic Party the Free Soilers will form the Republican Party. The Republican Party strongly supported the abolition of slavery. As the country divided during the Civil War, many factions of both parties will emerge. The Democrats will split into three: the War Democrats, the Peace Democrats, and the Copperheads. The War Democrats will support the civil war and the reunification of the country. The Peace Democrats wanted a quick end to the war. The Copperheads, a democratic faction, openly opposed the war and even at times helped the South. The War Democrats even began to work with the Republicans and formed a new third party, the Union party committed to reunite the country. The Democrats were not only split by their view of war, but on slavery also. The northern Democrats opposed slavery as the Southern Democrats supported it. As the

war ends, we will see the many factions of the Republican party: the Conservative, Moderate, and Radical. The Radical Republicans supported rights for freed slaves in regards to citizenship and voting. This was not all together altruistic. They understood that in granting these rights, it would create a bloc of votes in the South for the Republican party. The Conservative and Moderates supported a more lenient view on the South with rights for freedman not as prioritized.

Industrial Era

As the war ends and the country undergoes an industrial revolution different parties emerge to address different issues. The Populist party was created and united against commercial agriculture to save the small independent farmer. They also supported a nationalized railroad, women's rights, and free-silver currency. The Populists joined with the Democratic Party. As the Industrialization in the country spread, many new problems emerged such as conditions of workers, child labor, trusts, and monopolies. Theodore Roosevelt will lead the Progressive Party of the 1900's with reforms such as: women's suffrage, conservation, trust-busting, and limiting the role of government though recall, initiative, and referendums as supported by Robert Follette. [5]

The twentieth century gave rise to parties formed for specific issues. The temperance party supported the prohibition of alcohol and saw some success as the eighteenth amendment was passed banning alcohol. The National Women's Party was formed to help achieve suffrage for women who saw success with the passage of the nineteenth amendment in 1920.

World War Two

By the time of the Great Depression the United States had become a strong two-party nation. The election of Franklin Roosevelt as a Democrat in 1932 changed the view of the Democratic Party. In order to halt the devastation of the Great Depression he creates many New Deal Programs. Social Security and Medicare are seen as social programs to help the elderly. Many today do not consider them entitlements but investments as people pay into these programs their whole life to reap the rewards in their golden years. Franklin Roosevelt's quest to create jobs through organizations such as the TVA and the CCC were seen as the government spending money to create jobs. This will lead to a Liberal view within the Democratic Party that the people's welfare are the government's responsibility. As this Liberal view is created in the Democratic people so too will develop a Conservative approach among Republicans that dislikes government spending and want to reduce the amount of social programs. [6]

Today's Parties

Our class will then discuss the political parties of today. The Democrats and Republicans as well as the third parties that have emerged will lead the discussion. Topics we will cover are the emergence of the Green Party that fights for environmental rights. The Libertarian Party that advocated minimal government in people's lives as well as their anti − war stance. The Tea Party that emerged that wants to reduce government spending and save Social Security and Medicare. We will examine the causes of certain parties forming and the power they influence over today's government. The election of 2010 was a victory for the tea party that formed to cut spending and showed how much power the Tea Party can assert over elections.[7]

Strategies

Once we have discussed the history of political parties, the class will begin a reflection on the issues of the day and their own personal feelings on them. Students will examine both sides of an issue as they relate to political parties. At each station will be a definition of the issue and both sides. The students will go to each station, read and complete a chart. They will have about seven minutes at each one. Stations are great because they allow our students to move around the room and work with a partner. These stations will cover issues such as the economy, healthcare, education, defense, abortion, gay rights, foreign policy, and gun control. The students will travel through these stations educating themselves and creating a self reflection on each issue to guide their own personal stance on each issue. After reading about an issue, the student may discover their personal feelings are different from what they assumed. For example, they may find that even though they think they are pro choice, they do not believe in late term abortions.

Technology

There will be extensive technology use during this unit. Students will first use the computers to take surveys to determine which political party they fit into. Having students work in partners the day before with each station covering the issues, will give students the prior knowledge they need to complete the surveys. It is difficult to have students complete a survey on these issues until there is an understanding of each issue developed. We will use the results of these surveys to form groups of like minded individuals. The reasons the groups will be homogeneous regarding views is that it will make it easier to compromise on issues for their new political party. I want the students to understand that as this country develops political parties, it is with like minded people coming together to unite for a cause. Once the groups are created they will work first with the issues they agree on and what their name is. This will be the basis for their platform. As we move into groups, students will use computers to examine different speeches and commercials created by the political parties throughout history. Part of their culminating project will be to create a commercial using Photo Story, Photo Peach,

or Movie Maker. We will spend a day on how to create these multimedia presentations before the students are assigned them. Directions on how to create these projects are located on my website: http:colleencaseyspencer.cms.cmswiki.wikispaces.net.

Group Work

The students will work on creating a platform based on one issue they feel strongly about to guide their party. The students in essence will create their own third party. With their platform created I will explain the project requirements. In groups, they will create a party name, a party platform, a campaign logo and slogan, a one minute commercial about their candidate(chosen from their group to represent their party)including a song, pictures, words with their slogan, a speech for the candidate, and a five minute presentation at the end.

At this point we will begin group work. The students will choose roles as the : Candidate(in charge of the speech), the Public Relations Agent(in charge of the commercial), the Campaign Manager (in charge of the party platform, introduction of the candidate, logo, and slogan) and an Accountant(in charge of raising funds and what groups to go to for money). The students will then be assigned time limits to pick their name, party platform, campaign logo and slogan. This is where we stop the group work and I will show them how to create a commercial using photo story or movie maker for their campaign. I will do a quick demonstration then use examples of each to show as finished product. The students will have a day to work in the computer lab to create this commercial.

The next day the students will work on the speech and a practice of their presentation. This will all be followed by their final presentation. As the final presentations are made, I will ask the class to vote at the end based on who they feel will create a Better America.

ACTIVITIES

Day one:

The students will be introduced to the office of the President. I will ask the students in whole group instruction what do they look for in a President. The class will then be divided into groups. I will ask the class what are the qualifications for the Presidency. We will make a list on the board. They will then be handed six cards (Appendix B). [8] These cards will examine the education, religion, career, marital status, age, and number of children they have. The students will then be given a chart (Appendix A). The students

will then work in groups to prioritize their lists with an explanation of who would be the most qualified for the Presidency.

Once the groups are finished we will discuss their answers and why. Why did they choose one over the other? What category drove their decision? Why did they put someone at the bottom of their list? After the discussion, I will share with them a power point that talks about the qualification for President and introduces the idea of political parties. The power point is here:http://kristopherwazaney.cmswiki.wikispaces.net/file/detail/How+to+Become+President+of+the+United+States.pptx

Day Two:

The students will then be given an article that lists the history of political parties. The article is from Copernicus Education watch and can be accessed here: http://www.edgate.com/elections/inactive/the_parties/

The focus is on the Democratic and Republican Parties along with any independent parties that have been created.   As they learn about each party they will complete a chart (Appendix C). On this chart, students will write down what the name of the Party is, what issue were they founded on, why they still exist or died out. This chart they create is crucial to their understanding of political parties. They will then work in groups to answer the questions on a worksheet given to each group: What party do you agree with? Why? What parties do you disagree with why? Why do you think political parties are formed? If you could form a political party today what issue would you want to address in America?   There will be a group leader who will lead and have all students answer the questions in a round robin. We will then have the group leader share results with the class.

Day Three:

On day three students will work with partners. They will travel around the room to seven different stations. At each station will be an issue that is discussed today. There will be a definition of the issue and then the Democratic and Republican view point on this. For example, at a station describing abortion, first they would see the definition: the termination of a pregnancy. Then underneath it, they would examine the different views: Republicans are more likely against abortion except in cases of rape, incest, or life of the mother. Democrats are more likely to support the "right to choose" whether or not a woman could terminate the pregnancy. They will then complete their charts with definition, the parties' viewpoint on the issue, and then their personal reflection on how they feel about the issue and what party they are most aligned to. In some cases it could be neither. The issues may change every year. For my class, they are going to focus on the: economy, health care , abortion, gun control, the death penalty, social security, and

education. They will have seven minutes at each station. As they are at the stations, they will record their answers on a chart (Appendix D). When they are done, we will review each station and share responses.

Day Four:

We will move to the computer lab for day four and they will be told to complete three surveys online about what political party they would be. The surveys are located here:
http://www.selectsmart.com/FREE/select.php?client=HistoryPolitics
http://www.allthetests.com/quiz25/quiz/1211514317/What-Political-Party-Are-You
http://www.theadvocates.org/quiz

      The students will then share their political party affiliation with the class. There will be sign ups on the front table for them to sign their name near the political party they would be most affiliated with. The students will then go back to their seats while I explain the project. They are to create their own political party that stands for one issue, a third party. We will briefly discuss third parties today, with an emphasis on the Tea Party. The students will each have roles assigned to them. Their finished product will be a five minute presentation that will include: An introduction of the political party and why this party is right for America, a one minute commercial that introduces the candidate and explains what the party stands for, a speech by the candidate, followed by an acknowledgment of the sponsors for this party. I will then show them campaign commercials from past years. Examples include:
http://www.youtube.com/watch?v=F0OVngTHkNg Barack Obama commercial
http://www.youtube.com/watch?v=F0OVngTHkNg Mitt Romney commercial

      The students will analyze the strengths and weaknesses of each commercial. As they do this, I want the students to reflect on what they would or would not put in their own commercial.

Day Five:

This is where the real work begins. The students will be assigned to groups that have like minded people. This group will be given a handout that will spell out what they are going to do (Appendix E). They will use a strategy called problem solving group work. With this strategy, students are given individual roles and job assignment. I want the students to understand that they have an individual responsibility to complete assignments, but the overall project is a group endeavor. This type of group work takes away the anxiety of my academically gifted students who understand they are graded for their assignment only and it helps my students who have difficulty with comprehension as it gives them a group to assist them in their task. First, they will choose roles and to do the job assigned to each. The students will have five minutes to read the responsibility of each role and then to determine what role each will be. The Campaign Manager will be

responsible for party name, platform, slogan, logo, and introduction of about 30 seconds. He/she will be responsible for typing up a one page paper that has the platform, a poster board that has the slogan and logo, and the introduction speech. The candidate will be responsible for writing a 2 minute speech and presenting to the class as the next President. The Public relations agent will create a one minute commercial for the presentation. The Accountant will be responsible for researching what groups would have their support based on what issue they addressed and how much money could he/she get from each.

Once they pick their roles, the next step will be to create a name, logo, and slogan. The campaign manager is responsible for putting this all on poster board but they will work together to create a rough draft. This will be given 10 minutes. Step 3 will involve the students deciding on the most important issues facing America and what is their solution to the issue. Before they begin this step I will review what political parties have accomplished in the past with the passage of laws and amendments. They will have 15 minutes to create a rough draft of the party platform. The campaign manager will create the final drafts of it all. Step 4 will be the creation of the candidate's speech. Using the party platform as a goal the group will help the Candidate write a speech that will describe the issues/solutions and why this candidate is the one to get this done. Prior to the students completing step 4, I will show some video clips of speeches in the past.

Examples are:
http://www.youtube.com/watch?v=F0OVngTHkNg John F. Kennedy 1960 campaign speech
http://www.youtube.com/watch?v=_P8V3G3LVwY Ronald Reagan 1984 speech

The students will use these as example speeches to help prepare their own. The next day they need to come in with a finalized platform, name, logo, and slogan. A rough draft of the speech will be expected.

Day Six:

The students will be back in the computer lab to work first on step 4, the final draft of the speech. Then I will demonstrate how to make a photo story, movie maker, or photo peach to create their campaign commercial.

 Directions on how to create each one of these multimedia presentations can be accessed here: http://colleencaseyspencer.cmswiki.wikispaces.net. I will show examples of each type of presentation made by students in the past. They will then work on their commercial by all researching pictures, songs, and determining what words they will put.

Step 6 will be completed at the same time, the Accountant. As the group is working on the commercial the accountant will be researching groups that would support

this party and their views. He will write the Conclusion speech at the end which will thank everyone for coming and thank their sponsors giving reasons why their sponsors would support them.

Day Seven:

This is the final day of preparation. The students will work together to finish the project and run through at least 2 practices which is the seventh and final step of their project.

Day Eight:

This is Presentation Day. The students will be able to present their projects.   As they are presenting each student in class will complete a chart that contains the party name, slogan, logo, issues the campaign addresses, solutions for America, and the supporters of their particular party. Having students complete a chart while they observe their classmates present will keep the students focused and quiet during all presentations. My ultimate goal of this is to have the students learn from each other. When all presentations are done, the class will vote for the one candidate they feel would be best for America.

Appendix A

Group Names:

Based on the views of your group, complete the chart below using the cards I gave you.
The person you designate as #1, would be most qualified for President and #6 would be
least qualified.

Order of Cards	Card Number Chosen	Why? What makes this candidate qualified for the Presidency?
1		
2		
3		
4		
5		
6		

Appendix B

Card #1

College Attended: Morehouse College, Crozer Theological Seminary,
University of Pennslyvania, Harvard University, Morgan State College

Religion: Protestant

Career: Minister, Teacher at Harvard, President of a civil rights organization,
Nobel Prize Winner, Public Speaker

Married: 15 years

Age at this date: 37

Children: 4

Source: Current Biography Yearbook 1964, H.W. Wilson Co., 1966, pp. 220-
23.

Card #2

College Attended: None

Religion: Roman Catholic

Career: Director for a community service organization, Founder and Director
of a farm workers' organization, Served in the United States Navy, Honored
for distinguished Public Service, Second recipient of the Martin Luther King
Jr. Nonviolent Peace Prize

Married: 29 years

Age at this date: 47

Children: 8

Source: Who's Who in America, Marquiz Who's Who, Inc., 1972, p.550;
Current Biography Yearbook 1969, H.W. Wilson Co., 1970 pp. 86-89

Card #3

College Attended: None

Religion: Protestant

Career: Teacher, Journalist, Member of a labor union, United States delegate to the United Nations, Chairman of the United Nations Commission on Human Rights, Endorsed by a President for the Nobel Peace Prize, Noted Public Speaker

Married: 27 years

Age as of this Date: 65

Children: 6

Source: Current Biography. Who's New and Why, 1949, H.W. Wilson Co., 1950, pp. 528-532

Card #4

College Attended: None

Religion: No specific denomination

Career: Postmaster, Lawyer, U.S. Representative, Store Owner, State Congressman, Served as Captain in U.S. Army, noted public speaker

Married: 19 years

Age as of this date: 51

Children: 4

Source: Dictionary of American Biography, XI, Charles Scribner's Sons, 1993, pp. 242-249

Card # 5

College Attended: Columbia University

Religion: No specific denomination

Career: Writer, Served as Lieutenant Colonel in Army, Lawyer, Member of a congress, Member to a constitutional convention, Secretary of the Treasury

Married: 24 Years

Age as of this date: 47

Children: 8

Source: Dictionary of American Biography, VIII, Charles Scribner's Sons, 1932, pp. 171-79.

Card #6

College Attended: Harvard University, Columbia University

Religion: Protestant

Career: Farmer, Lawyer, State Senator, Assistant Secretary of the Navy, Governor, Vice Presidential Candidate

Married: 27 years

Age as of this date: 50 years

Children: 6

Source: The National Cyclopedia of American Biography, XXXVII, University Microfilms, a Xerox Company, 1967 pp. 1-3.

Who Am I:

Card 1: Martin Luther King Jr.	Card 4: Abraham Lincoln
Card 2: Cesar Chavez	Card 5: Alexander Hamilton
Card 3: Eleanor Roosevelt	Card 6: Franklin Roosevelt

Appendix C:

Name Of Political Party and years:	Why they were formed? What issues do they stand for? Who formed it?	Are they still here today? Why or why not?
Democratic Party		
Federalist Party		
Democratic Republican Party		
Whig Party		
Free Soil Party		
Know-Nothing Party		
Republican Party		
Temperance Party		
Populist Party		
Progressive Party		
Democratic Party		

Appendix D
Please complete the chart below on the following issues: economy, healthcare , abortion, gun control, the death penalty, social security, and education.

Issue/Define	Republican View:	Democratic View:	My view:
Economy			
Health Care			
Abortion			
Gun Control			
Death Penalty			
Social Security			

Appendix E
A Better America: Political Parties
Problem Solving Group Work
Step 1: Review the roles. After the teacher explains the responsibilities of each role, you

will choose one. Make sure everyone understands his or her responsibilities.

_____(Name) Campaign Manager. The Campaign Manager will be responsible

for party name, platform, slogan, logo, and introduction of about 30 seconds. He/she will

be responsible for typing up a one page paper that has the platform, a poster board that

has the slogan and logo, and the introduction speech.

_____(Name) Candidate.   The candidate will be responsible for writing a 2

minute speech and presenting to the class as the next President.

_____(Name) Public Relations Agent. The Public relations agent will create a

one minute commercial for the presentation.

_____(Name) Accountant.   The Accountant will be responsible for researching

what groups would have their support based on what issue they addressed and how much

money could he/she get from each.

Step 2:   Party Platform:_____(Issue)

1. What is the issue of your campaign?

2. Below in the space provided create a rough draft of your political party name,

   logo, and slogan. The campaign manager is ultimately responsible for the final

   draft on poster board.

Name:
Logo:

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    Slogan:                                         
                                                    
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Step 3:

1. What is your issue?

2. What do you know about it?

3. What is your solution?

Create a rough draft of your political party's view on the issue and why it is important to focus on this issue. Include the issue, importance, and your solution. How will you make a Better America?

Step 4: The creation of the candidate's speech. Using the party platform as a goal the group will help the Candidate write a speech that will describe the issues/solutions and why this candidate is the one to get this done. We will watch some clips of speeches in the past to help. This is the responsibility of the Candidate. Please make sure you create a candidate: education background, career (job experience), military experience, etc. Have your speech begin with who you are before you tell the class what you stand for.

Step 5: The commercial. Using photo story, photo peach, or movie maker, the public relations agent will create a one minute commercial that is dedicated to the candidate, the issue, and their solutions. Try to find a song that reflects all of the above. The entire

group will work on the discovery of photos in the computer lab. The responsibility for completing this is the public relations agent.

Step 6: The Accountant. While the group has researched the commercial, you need to research groups or people that would have your support. These people and groups would give your party money to run for office. You will create a one minute speech explaining who these people are and thank them for their support in the election. For example, if your issue was to lower classroom size you would have support of teachers, schools, parents, PTA, superintendents, and teacher unions.

Step 7: When all is complete the Campaign Manager will create a 30 second introduction and 30 second conclusion. In the Introduction, you will tell us the name of your party, slogan, and logo. Also state the issue that the party stands for. In your conclusion, you will review what your party stated and tell America why they should vote for you.

Step 8: Practice your presentation in order:

1. Introduction (Campaign Manager) 30 seconds

2. Speech or Commercial (Public Relations Agent or Candidate) 1 minute

3. Speech or Commercial (Public Relations Agent or Candidate) 1 minute

4. Moment to thank our sponsors (Accountant) 1 minute

5. Conclusion (Campaign Manager) 30 seconds

   Should be no longer than 5 minutes total.

Step 9 : Present!!!!!

Appendix F:

Presentation Day!!! Please complete this chart below as you watch the presentations!!

Name of Party	Slogan	Logo	Issues of the Campaign	Solutions for America	Supporters of their party

Annotated Bibliography:

"Barack Obama commercial" http://www.youtube.com/watch?v=F0OVngTHkNg.
        www.youtube.com. Accessed September 20, 2012- This is a great commercial that
        depicts the Obama agenda in the 2012 election.

Berg-Andersom, Richard E. "A Brief History of American Major Parties and the Two
        Party System in the United States," The Green Papers. Com. Last modified May
        21, 2001. http://www.thegreenpapers.com/Hx/AmericanMajorParties.html - This
        article has a strong emphasis on the creation of political parties in early America.
        There is a focus on the Federalist era through the Civil War.

Casey, Colleen. "Directions" http://colleencaseyspencer.cmswiki.wikispaces.net.
        Accessed October 13, 2012. This website shows directions on how to create
        photo stories, photo peach, and movie maker projects. The directions can be
        printed off for students to use.

"Copernicus Election Watch: The Parties," Edgate.com. Last modified 2000.
        http://www.edgate.com/elections/inactive/the_parties/. This chart shows the
        evolution of political parties. The chart looks at the reasons for the founding of
        and disbanding political parties in history. It is divided into three categories:
        Republican, Democratic, and Third Party. Great resource to use in the classroom,
        this is the chart my students will be using as they examine the history of political
        parties.

Evolution of American political parties from the Revolution to the Reconstruction." Last
        modified August 23, 2003.
        http://everything2.com/title/Evolution+of+American+political+parties+from+the
        +Revolution+to+the+Reconstruction – This article examines the Constitutional
        Debate between Federalists and Anti-Federalists and the rise of political factions
        into political parties. It is a great explanation of early political parties and it
        includes some interesting material post civil war.

"John F. Kennedy 1964 campaign speech"
         http://www.youtube.com/watch?v=F0OVngTHkNg www.youtube.com.
        Accessed October 1, 2012.- This speech is an excellent depiction of what the
        Kennedy administration stood for.

Katers, John, "Historical Outline of the American Political Parties," Yahoo contributing
        editor, last modified February 26, 2006, http://voices.yahoo.com/historical-outline
        american-political-parties-16427.html. This article is a great, concise description
        of the history of political parties. Covers the: parties, major issues, political
        innovations, and changes.

Kwazney, Kristopher. "Electing the President" http://kristopherwazaney.cmswiki.wikispaces.net/file/detail/How+to+Become+President+of+the+United+States.pptx Last modified October 2012. This power point is a great resource on the qualification for the presidency and the political parties that came around.

Lipow, Arthur. Political Parties and Democracy: Explorations in History and Theory. Chicago: Pluto Press, 1996.- This book explores the history of political parties. There is a focus of the changing of politics in America after Watergate.

Mallan, Welton. *Children and their World. Strategies for Teaching Social Studies*. Boston:Houghton Mifflin Company, 1996.- This book discusses great strategies for social studies teachers.   I found great activities for examining the qualifications for the President. There are also great activities not only for group work but to teach how to create groups and group work. Excellent strategy for elementary teachers for choosing what people would need to start a colony.

Mann, Thomas E. and Ornstein, Norman. *It's Even Worse than it Looks*. New York: Perseus Books Group, 2012.- An in-depth analysis of the recent political debates in Congress. It is a great read on the extremism of political parties.

"Mitt Romney commercial" http://www.youtube.com/watch?v=F0OVngTHkNg. www.youtube.com. Accessed September 22, 2012. This website shows a commercial about Mitt Romney that depicts his conservative agenda and his views on the economy.

"Political Survey" http://www.selectsmart.com/FREE/select.php?client=HistoryPolitics Accessed- September 12, 2012. This is a survey students can take to discover if they are a Democrat or a Republican.

"Quiz" http://www.theadvocates.org/quiz. Accessed September 12, 2012. This is a quiz students can take to determine what political party they are most closely related to.
 "Ronald Reagan 1984 campaign speech"
 http://www.youtube.com/watch?v=_P8V3G3LVwY. www.youtube.com. Accessed October 2, 2012. This speech shows Ronald Reagan as the excellent spokesperson he was. It shows the views of the Republican party during this campaign.

Silby, Joel H. *The American Political Nation, 1838-1893*. Stanford: Stanford University Press,1991.- This book examines the history of parties from 183-1893. A very close exam of how the changing economy shifts voting patterns.

Skocpol, Theda and Williamson, Vanessa. *The Tea Party and the Remaking of Republican Conservatism*. New York: Oxford University Press, 2012. This book examines the emergence of the Tea Party and the influence this party has on pushing the conservative doctrine.

Washington, George. "Washington's Farewell Address 1796" http://avalon.law.yale.edu/18th_century/washing.asp. Accessed September 30, 2012.- Great speech that shows Washington's views on an isolationist foreign policy and the danger of creating political parties.

"What Political Party are you?" http://www.allthetests.com/quiz25/quiz/1211514317/What-Political-Party-Are-You. Accessed September 12, 2012. This quiz allows students to choose what political party they are most closely aligned.

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[1]Washington, George, "Washington's Farewell Address" *http://avalon.law.yale.edu/18th_century/washing.asp*. Accessed September 30, 2012

[2] "Evolution of American political parties from the Revolution to the Reconstruction," Everything2.com, last modified August 23, 2003. *http://everything2.com/title/Evolution+of+American+political+parties+from+the+Revolution+to+the+Reconstruction*

[3] Berg-Anderson, Richard, "A Brief History of American Major Parties" *Green Papers.com. http://www.thegreenpapers.com/Hx/AmericanMajorParties.html*

[4] "Copernicus Election Watch: The Parties," Edgate.com, last modified 2000. *http://www.edgate.com/elections/inactive/the_parties/*.

[5] Katers, John, "Historical Outline of the American Political Parties," Yahoo contributing editor, last modified February 26, 2006, *http://voices.yahoo.com/historical-outline-american-political-parties-16427.html*

[6] "Copernicus Election Watch: The Parties," Edgate.com, last modified 2000. *http://www.edgate.com/elections/inactive/the_parties/*.

[7] Skocpol, Theda and Williamson,Vanessa. *The Tea Party and the Remaking of Republican Conservatism*. (New York: Oxford Press, 2012), page 159.

[8] Mallan, Welton. *Children and their World. Strategies for Teaching Social Studies*.   (Boston: Houghton Mifflin Company, 1996), page 6-10.