Evaluation and Analysis of the Electoral Map

Common Core Anchor Standards, 6-12

Reading
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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Writing
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on specific questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and then integrate the information while avoiding plagiarism.

Speaking and Listening
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning and use of evidence and oratory.
4. Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Goal: Students will be able to determine the path to victory for each of the candidates in the 2012 United

States Presidential Election.

Essential Question: How will the electoral college determine the 2012 U.S. Presidential Election?

Objective: Students will be able to understand and explain how the 2012 United States Presidential Election might be decided by an analysis of various electoral scenarios.

Pairs of students will each look at one of eight scenarios along with building their own to determine the result of the 2012 United States Presidential Election.

Students will determine which state's voters will decide for which candidate by describing the rationale for each state's voters and why they might vote for either candidate?

Each group will present the information contained in their graphic organizer to the class.

As a class, the students will also answer these two questions: (after the presentations) What conclusions and reasoning can you come to in relation to the patterns you see here on these maps? And Which one of these electoral scenarios do you feel is most likely to play itself out and why? Students will discuss this in their groups and report their ideas to the rest of the class. Students will write down their responses and after the election, teacher will debrief with students to determine how reliable their projections were.

Alternate assessment/extension: Have students, as an individual assignment; write a focus, constructed essay response to the questions posed above.

*Laptop computers in class if available.

*Use Word or Excel spreadsheet to correlate data if needed.

*Use of Computer Lab and Internet to analyze electoral data.

*Student access to computer at home or in a public setting. Such as a public library.

http://elections.nytimes.com/2012/electoral-map

http://uselectionatlas.org/

http://www.washingtonpost.com/wp-srv/special/politics/election-map-2012/president/

http://www.270towin.com/

http://www.realclearpolitics.com/epolls/2012/president/2012_elections_electoral_college_map.html

*Note: Students can use PowerPoint slides or Prezi to present their findings.

*If necessary, teacher prepared graphic organizers to assist students in organizing their findings.

*Cooperative grouping/Think Pair Share; in class activity.

*Use Previous Notes on the electoral process and how it works.

* Vocabulary: Electoral College, Redistricting, Apportionment, Campaign, Blue state, Red state, Pattern, Process, Political parties, Democrat, Republican, Independent, voters, civic responsibility, conservative, liberal.

Common Formative (pre) Assessment: Have students take a look at previous elections and associated electoral vote data to determine if any patterns can be seen that would be helpful in making a determination as to how the 2012 election may turn out?

Common Formative (post) Assessment: Have students determine if their predictions were accurate based on their research and analysis of the data?