

**Youth Summit 2008**

*Selecting the Next President,  
What Questions Should We Ask?*

**Lesson Plans for  
Middle and High School**



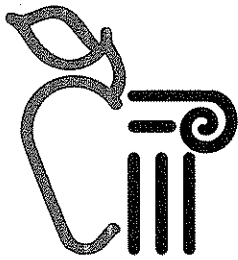
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620 SW Main St., Suite 102  
Portland, OR 97205  
Tel: 503.224.4424  
Fax: 503.224.1721  
office@classroomlaw.org  
www.classroomlaw.org

Selecting the Next President, What Questions Should We Ask?  
Youth Summit 2008

September 2008

Dear Teachers:

The lessons in this 2008 Presidential Election Youth Summit unit are written with the underlying theme of empowering democracy and the common strategy of asking questions.

Citizens need to ask important questions about the entire election process in order to fulfill their role in our representative democracy. The who, what, where, when, why and how queries are the common denominator of our efforts to learn together.

Every election cycle is fascinating and significant. The 2008 election brings special challenges. This is an election of "firsts." Race, gender, and age, as well as dramatic new technology are among the issues that challenge our concepts of decision-making as a citizenship task. By no means have we included all the relevant topics. We encourage you and your students to suggest and research some of the areas that are not included in this packet.

It is our hope that our questions will engender many more questions from students and that their future learning will be connected to this ongoing process of looking for answers.

Classroom Law Project is proud to offer these curriculum materials and Youth Summit. This program is brought to teachers free of charge thanks to the generous contributions of our circle members. Classroom Law Project is celebrating its 25<sup>th</sup> year as an Oregon non-profit organization. It is a privilege to bring teachers together with the legal and business communities to help students become active citizens. We appreciate your involvement with this and other Classroom Law Project programs, now and into the future.

Thank you for supporting our work and for being role models of "civic virtue" as you help to prepare your classes for the Youth Summit.

Sincerely,

Marilyn P. Cover  
Executive Director

CELEBRATING 25 YEARS!

*Classroom Law Project is a non-profit organization of individuals, educators, lawyers, and civic leaders building strong communities by teaching students to become active citizens.*

## Selecting the Next President What Questions Should We Ask?

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## Goals

**T**eachers will have the opportunity to help students:

- understand candidates, issues, and the election process;
- pursue informed discussions about politics and current issues;
- strengthen inferential, comprehension, and analytical skills;
- develop lifetime habits of active participation in the election process

**S**tudents will:

- ask significant questions in search of the best candidate for president of the United States
- examine the role or job of president
- formulate the qualifications of a president of the United States
- investigate information sources connected to the election
- become aware of important issues in the 2008 election and candidates' positions.

Classroom Law Project acknowledges the diligent work of Susan Marcus, retired middle school teacher, and Barbara Rost, CLP Program Director, for their work – not to mention their enthusiasm – in compiling and creating these lessons.

**F**or more information, contact

CLASSROOM LAW PROJECT

620 SW Main, Ste. 102 Portland, OR 97205

Phone: 503-224-4424 Fax: 503-224-1721 Email: [office@classroomlaw.org](mailto:office@classroomlaw.org)

**Oregon Department of Education – State Standards****GRADE 8****Civics and Government**

CCG: Understand the roles of the three branches of government and explain how their powers are distributed and shared.

SS.08.CG.03.03 Understand the powers and responsibilities of the executive branch of government.

CCG: Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).

SS.08.CG.05 Understand how citizens can make their voices heard in the political process.

CCG: Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations.

SS.08.CG.06 Identify and give examples of how groups and organizations can influence the actions of government.

**Social Science Analysis**

CCG: Define and clarify an issue so that its dimensions are well understood.

SS.08.SA.01 Clarify key aspects of an event, issue, or problem through inquiry and research.

CCG: Acquire and organize materials from primary and secondary sources.

SS.08.SA.02 Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.

CCG: Explain various perspectives on an event or issue and the reasoning behind them.

SS.08.SA.03 Examine a controversial event, issue, or problem from more than one perspective.

CCG: Identify and analyze an issue.

SS.08.SA.04 Examine the various characteristics, causes, and effects of an event, issue, or problem.

CCG: Select a course of action to resolve an issue.

SS.08.SA.05 Consider two or more outcomes, responses, or solutions; identify their strengths and weaknesses; then conclude and justify which is the best.

**Oregon Department of Education – State Standards, cont’d.****HIGH SCHOOL****Civics and Government**

CCG: Understand the roles of the three branches of government and explain how their powers are distributed and shared.

SS.CM.CG.03.03 Identify and understand the powers and limits to power of the Presidency.

CCG: Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).

SS.CM.CG.05 Understand the civic responsibilities of U.S. citizens and how they are met.

SS.CM.CG.05.01 Identify the responsibilities of citizens in the United States and understand what an individual can do to meet these responsibilities.

CCG: Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations.

SS.CM.CG.06 Understand how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.

SS.CM.CG.06.01 Understand how U.S. political parties have influenced government policy and decisions.

**Social Science Analysis Standards**

CCG: Define and clarify an issue so that its dimensions are well understood.

SS.CM.SA.01 Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.

CCG: Acquire and organize materials from primary and secondary sources.

SS.CM.SA.02 Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.

SS.CM.SA.03 Understand what it means to be a critical consumer of information.

CCG: Explain various perspectives on an event or issue and the reasoning behind them.

SS.CM.SA.04 Analyze an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.

CCG: Identify and analyze an issue.

SS.CM.SA.05 Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.

CCG: Select a course of action to resolve an issue.

SS.CM.SA.06 Propose, compare, and judge multiple responses, alternatives, or solutions; then reach a defensible, supported conclusion.