Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_

**Evaluating Political Candidates Activity Sheet – “Picking a President”**

Today’s Goal: **Students will be able to engage in a practice activity to connect what they already know about constitutional qualifications and evaluating candidates regarding Presidential Qualifications (*both Constitutional and Personal*) in order to identify which of the “new” candidates is the best/least qualified to be elected President.** (SS.7.C.2.9)

***Phase One – Constitutional Qualifications***

I. List 3 Constitutional qualifications for US President

 1.

 2.

 3.

II. **Make an Inference:** Knowing what the job of the President requires, think of some typical characteristics that YOU would expect from a Presidential Candidate**.** *(List 3 Characteristics in the numbered spaces below)*

 1.

 2.

 3.

***Phase Two – Word Splash – Diving into Individual Thinking***

**Make a linkage with your prior knowledge** and circle the characteristics that you think are important to consider before electing a President. **Be prepared to explain and defend your choices during our class discussion.**

Age Religion Gender Education Character

Occupation Appearance Personality Ethnicity Health

Marital Status Number of Children Police Record

***Phase Three – Making Predictions: Who Would You Choose?***

Individually review the ***Candidates’ Biographical Data Handout*** and select the candidate you think would be

1. Best Qualified:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Least Qualified:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Phase Four – Group Consensus (Collaborative Processing-Linking What You Know to What We Have Learned )***

In groups, come to a consensus. Be prepared to justify your reasoning and defend your group’s choices.

1. Best Qualified:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Least Qualified:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Phase Five – Extending on What We Learned: Writing a Reflection***

In a well thought out paragraph, answer the following:

* Would you change your selections? Why or why not?
* Does the new information influence your original thoughts about the necessary qualifications to be elected President?

Using the scales of knowledge below, evaluate your current understanding of benchmark SS.7.C.2.9. by circling where you fall on the scale.

|  |  |
| --- | --- |
| **Levels** | **Declarative and/or Procedural Knowledge** |
| Level 4 | In addition to Level 3, Students will be able to:* Students will examine candidates and determine how those elected can impact society.
 |
| Level 3  | The student understands and is able to:Evaluate candidates for political office by analyzing their qualifications, experience, and platforms.* Students will be able to analyze and/or evaluate candidates for public office based on their qualifications, experience,

 and platforms.The student exhibits no major errors or omissions. |
| Level 2 | There are no major errors or omissions regarding the simpler details and processes as the student is able to:* Students will identify the constitutional requirements to run for federal, state, or local political office.
* Students will identify additional qualifications of candidates for public office.

However, the student exhibits major errors or omissions regarding the more complex ideas and processes. |
| Level 1 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:* Students will define vocabulary related to candidates including, but not limited to; constitutional requirements for

 office and political office. |
| Level 0 | Even with help, no understanding or skill demonstrated. |