The U.S. Embassy School
Election Project
2020

» *Teacher's handbook and*
printable worksheets
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2020
U.S. ELECTIONS

TEACH ABOUT U.S.

LEUPHANA
UNIVERSITY OF LÜNEBURG

A Public Affairs program of the
Embassy of the United States

LiFE e.V.
Bildung • Umwelt • Chancengleichheit

Deutschland
Land der Ideen
Ausgezeichneter Ort 2015

Contents

Dear Teacher,

Welcome to the U.S Election Project 2020! The Project is an intercultural blended-learning program promoting democratic engagement and civil discourse in the context of the U.S. presidential campaign. Our goal is to provide participants with information and analytical tools to predict as the basis for intercultural engagement.

and evaluate the election outcome of an adopted state. Teachers and students research and understand competing viewpoints and political arguments. This project promotes respect, civility, and open-mindedness

Teaching Principles

In this school project, we offer a selection of up-to-date authentic teaching materials on the U.S. political system and civil discourse for the presidential campaign 2020. The project has an open design allowing for different degrees of implementation in your classroom following local state and school curricula, time budgets, teaching and learning practices, and technological infrastructures. Yet, we do emphasize several core principles of teaching and learning in this project. Tasks-cycles and materials in the U.S Election 2020 project were designed following a task-based, integrated-skills approach to foreign language instruction, they provide a guided introduction of computer-assisted language learning to teachers with little e-learning experience. They also open an exciting avenue to fostering intercultural communicative competence.

Task-based language learning

All U.S election 2020 materials are organized in thematic task-cycles that logically build upon one another, but they can also be used individually. These task-cycles typically involve a chain of activities that (a) conclude with a clearly defined

product, (b) focus on the meaning of communication instead of isolated linguistic and grammatical structures, and (c) reflect patterns of real-world communication. Yet, there is also a place for the explicit study of language: Throughout the curriculum, you or your students can select language exercises according to your specific goals and needs.

Computer-assisted language learning

Whether you complete the U.S Election 2020 project in a blended learning format with your students enrolled on the Teach about US learning platform and include activities such as peer editing, forum discussions, or blog writing, or whether you teach the U.S Election 2020 in a more traditional setting with this paper-and-pencil handbook, the U.S Election 2020 curriculum introduces the following

competencies: reading in the web, evaluating information resources critically, participating in digital discourses in forums and social media, and presenting oneself in the digital arena through user videos to your classroom. We understand that even the most fascinating technological advances can be of little use in the classroom if not supported by a critical and robust pedagogy to support its implementation. The U.S Election 2020 materials have been developed in line with current research on school-based blended learning research and close exchange with practitioner teachers.

Intercultural communicative competence

The thematic focus of this teaching unit is on U.S.- States´ electoral culture and approaches to civil discourse from a transatlantic perspective. Through the critical review of authentic texts and states´ fact sheets, students are encouraged to perform a change of (cultural) perspectives. While students

might hold—and openly exhibit—unreflective stereotypical images of their transatlantic partners (and even their own native culture), authentic texts and states´ fact sheets can stimulate learners to develop what has been termed an 'insider's perspective' into the target culture in foreign language research. When German learners, for example, explore that in the U.S. through the lenses of the presidential campaign, they understand the political culture of their environment. Also, the U.S Election 2020 course can serve as an avenue to strengthen or initiate transatlantic partnerships between schools or courses. Does your school participate in a German-American exchange program? Then why don't you participate with your exchange partner as a team?

U.S Election 2020 and German State Curricula for EFL

The U.S Election 2020 project is designed for a target group of intermediate-advanced English learners in grades 10 and above of the German Gymnasium. Yet, the project conducted in 2016 proved that the curriculum also works with younger learners or vocational and other secondary schools. A quick look at the 16 state curricula will show that the topics of civil discourse and the political culture of the U.S. are represented in every curriculum. The overview below lists different bases for integrating the U.S Election 2020 contents in regular classes.

It follows that the suggested classroom work should cover curriculum contents and can, if necessary, be easily extended or adjusted. Think of it as an invitation to incorporate new teaching and learning resources into your classes as well as a strong connection to learning with digital media and authentic resources.

Two more aspects are of interest here:

Although aiming at older high school students, many U.S Election 2020 contents are also suitable for younger learners.

Teachers can make adjustments to tasks and materials as well as to adapt the level of task support on the Teach about the U.S platform or in their classrooms. The proposed classroom work is designed in a way which also allows for selective classroom use if available time budgets are restricted. For example, political cartoons that do not necessarily require a high proficiency in English can be easily adjusted according to specific learner needs and abilities.

We also (and especially) invite teachers and students of English and CLIL (content and language integrated learning, or bilinguales Sachfachlernen) courses in Germany as well as interesting courses in the U.S. to participate in the project and the student competition. The thematic framework of political culture is highly relevant to other school subjects, such as Geography, Biology, or Social Science, and U.S Election 2020 allows for an interdisciplinary approach.

Contact the Teach about U.S. team for further suggestions regarding these aspects.

Land	T = Themenbereich/-schwerpunkt; Q = Thema i. d. Qualifikationsphase; Zahl = Angabe d. Halbjahres (vorgegeben)
BW	T1: zeitgenöss. öffentl. Leben & polit. Kultur d. USA; T2: derzeitige politische Verhältnisse in den USA
BY	T1: E11/12.3 Grundzüge der Entwicklung von demokratischen Systemen; T2: Bedeutung und Einfluss der Medien
BE	Q1: Individuum und Gesellschaft (civil society); Q2: Nationale und kulturelle Identität (overcoming prejudice, ethnic and cultural diversity, nations between tradition and change); Q4: Herausforderungen der Gegenwart(impact of the media)
BB	Q1: Individuum und Gesellschaft (civil society); Q2: Nationale und kulturelle Identität (overcoming prejudice, ethnic and cultural diversity, nations between tradition and change); Q4: Herausforderungen der Gegenwart(impact of the media)
HB	T1: Aktuelle Lebenswirklichkeitin der anglophonen Welt; T2: Mensch und Gesellschaft im Spiegel von Literatur, Kunst und Medien (the media)
HH	T1: Politische und soziale Themen der Gegenwart; T2: Zielsprachenland: Entwicklung und Identität; T3: Kunst, Kultur, Medien
HE	Q1: The challenge of individualism (USA); Q3: The Dynamics of Change (Power and Politics); Q4: The Global Challenge (Globalization, Civil Society); T1: political life and political issues; T2: the U.S. and the world.
MV	T1: Nationale Identität und kulturelle Vielfalt (USA: politics and government, superpower); T2: Globale Herausforderungen der Gegenwart(Entwicklungstendenzen in der Politik und Auswirkung auf die Gesellschaft); T3: Aktuelle Aspekte der Politik und Gesellschaft(Medien: Rolle der Medien, Direkte Demokratie: current political issues)
NI	T1: The media (the influence of the media on public opinion); T2: Beliefs, values and norms in Western societies: Tradition and change (the American experience); T3: Individual and Society (outsider and counter cultures); T4: National Identity and ethnic/cultural/language diversities (migration)
NW	T1: Politische, soziale und kulturelle Wirklichkeiten; T2: Globale Herausforderungen
RP	T1: Landeskunde (Politik - Gesellschaft- Wirtschaft; aktuelle gesellschaftliche Entwicklungen); T2: Sachthema (aktuelle Ereignisse)
SL	Q4: Aspects of Political Life and Institutions; Q1, Q2: Aspects of Society
SN	T1: Beherrschen grundlegenden Sprach- und Sachwissens zu einem ausgewähltem Thema aus dem Bereich: The Englishspeaking World – History, Politics and Society (political systems); T2: Wahlpflicht 3 - Aktuelle Themen aus Politik, ...
ST	T: The American Way of Life, T: Challenges of Our Time;
SH	T3: Individuum und Gesellschaft(u.a. Democracy); T5: Strukturwandel (u.a. Regionalism)
TH	T1: Politics and Economy; T2: The Media (Einflussnahme)

The U.S. Embassy School Election Project Curriculum

The suggested classroom work for U.S Election 2020 can be divided into five steps: an introduction to your assigned state, a study of the electoral system, a review of the candidates, an exploration of the campaign issues, and a final prediction of the presidential campaign in your state. After completion of the course, you can decide to participate in a nation-wide competition with your well-researched outcome. The overview below shows the course structure in short:

Introduction

This course section introduces you to the U.S. Embassy School Election Project and your adopted U.S. state. Throughout the course, you will become a 'virtual citizen' of one U.S. state, an expert on its population, and predict how it is going to vote on Election Day.

1. The Electoral System

Section 1 introduces you to the electoral system of the U.S. Learn how the President of the U.S. is elected, what happens during the individual phases of the election campaign, and why it is necessary to focus on the individual states.

2. The Candidates

Section 2 is about the two candidates, Mr. Biden and Mr. Trump. Learn about their biographical background, their public personas, and their perception by the American public. This includes different text types: political advertisements, campaign websites and social media, and political cartoons.

3. The Campaign issues

Section 3 explores the topics and issues that American voters will be discussing this fall. This includes getting an overview of the 2020 campaign issues, researching select issues in more detail, and finding out where the candidates stand on these issues.

4. The Election in Our State

Section 4 is the most important section of the project: Here you will return to the focus on your adopted state, get to know its history, culture, population, and local news media. Is your state going to turn red or blue? Make a well-researched prediction and participate in the school competition.

1 THE ELECTORAL SYSTEM	2 CAMPAIGN ISSUES	3 CANDIDATES & PLATFORMS	4 THE ELECTION IN YOUR STATE
How is the POTUS elected?	Which issues will decide the campaign?	Where do the candidates stand?	How will your state vote on election day?
» Who gets nominated?	» What are the 2020 campaign issues and sub-issues?	» What have candidates said about the issue?	» Is your state a blue, red, or swing state?
» What happens on Election Day?	» Which group is most/least affected, e.g. age, ethnicity, gender, region, sexual orientation?	» How do they approach the issues in social media?	» Are some campaign topics more/less important in your state than elsewhere?
» How are the votes counted?	» What approaches do the candidates take?	» What do they promise to do/not to do?	» How does your state's demographic affect the way people vote?
» Who wins the election?		» How does the public perceive them?	» How do local media report about the campaign?
2-4 lessons	2-4 lessons	2-4 lessons	4 lessons

How to Use this Teacher's Handbook

This teacher's handbook is a condensed version of the teaching materials and task-cycles to be found on the Teach about US platform at http://teachaboutus.org. The following pages contain the core activities for all five phases of the U.S Election 2020 project in the form of print-ready worksheets. You can use these activities in your classrooms entirely or make your selection and cover the U.S Election 2020 curriculum in a more cursory fashion. While the activities outlined in the worksheets do not require that your students enroll on the platform individually or that you complete all activities in your school's computer lab, they do focus on using different sorts of digital texts and applications. This means that activities like participating in forum discussions, contributing to an online course glossary, or collaborating in a course wiki have been intentionally ex-

cluded from the worksheets. But your students will have to complete several activities using a computer and going online. These online phases are always linked back to face-to-face classroom activity to allow for effective integration into traditional teaching contexts.

Except for these introductory remarks, the teacher's handbook comes without further instructions for teachers like lesson plans or extensive teaching rationales. The preview U.S Election 2020 e-classroom, however, includes detailed 'Teaching Notes' at the beginning of each curriculum section. In addition to information and useful tips for integrating the suggested classroom work in your daily practice, they also offer selected background information complementing the tasks and materials.

Participating in the Student Competition

The U.S. Embassy and its partners invite all participants to enter their elections´ prediction into a student competition with awards for outstanding products arising from classroom work. We believe that this is an excellent opportunity to boost student motivation and to strengthen the understanding that their approaches for sustainable development are relevant to their communities and beyond. From the 2016 course we know that in most cases, student engagement to produce a prediction exceeded their teachers' expectations (and ours included) by far! Many participants saw their predictions and project outcomes featured in local newspaper articles and radio reports, at school festivities, and even town hall meetings.

We would like to emphasize that participants are encouraged to submit their contributions, regardless of class grade or school level or even the type of format. In 2016, the competition categories were formed after receiving the submission, reflecting the open character of the contribution. As educators ourselves, we understand that a poster should not have to compete with a complete website and social media campaign, that some participants naturally will have more time to prepare their predictions than others, and that young learners will produce different outcomes than, for example, a year twelve AP English course.

In order to take part in the U.S election student competition, your students (one representative) or you will have to submit your course's contribution by **the submission deadline (Sunday, October 25, 2020, 23:59 CEST)**. This will be done by uploading the product (or a link to the product) onto the Teach about U.S. platform. To do this, a registered and logged -in user needs to visit the platform's U.S. Election section, enter the Virtual Town Hall, and enter your prediction into the 'DATABASE. If—for whatever reason —your upload fails, you may also submit your group's contribution via email to the Teach about U.S. team.

The contributions will go through a two-fold evaluation process: The jury of experts in U.S elections as well as your students themselves will have a chance to evaluate the submissions online. We will announce more information on this procedure in due time.

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Joannis Kaliampos,

on behalf of the Teach about US team and partners at the U.S. Embassy in Berlin, the U.S. Consulates and German - American Institutes in Germany, LIFE e.V. Berlin, Leuphana University of Lüneburg, and the Transatlantic Outreach Program in Washington D.C., with support by the Berlin Senate Department for Education, Youth and Science.

Introductory section

This introductory course section leads the students into the project by setting the goal and context of the subsequent curriculum. Participant courses adopt one U.S. state and become its virtual citizens – research its population's demography, culture, economy, and voting history. As a final task in the project, students will make an informed prediction for their state's voting behavior on Election Day and participate in the U.S. Election Project School Competition.

Since this section marks the beginning of your project participation, discuss with your students what you will do in the upcoming weeks, what the anticipated outcomes or learning objectives are, and how they can contribute to the project's trajectory to make it 'theirs'. Also, if working with the Moodle course, ask your students to update and personalize their user accounts.

In this introduction, students explore their state for the first time and form hypotheses about its voting behavior.

The section includes two task cycles
- ★ TASK: Explore Your State
- TASK: Who Would You Vote For?

★ TASK: Explore Your State

The ★ TASK: Explore Your State asks students to take a first look at their adopted state. This is an open task allowing students to decide what aspects of their state they wish to look into and how to get a first overview of their state's culture, history, political landscape, and economy. One suggestion is to fill out a K-W-L chart (**k**now – **w**ant to know – **l**earned) and collect information in the Project Journal. Task support is provided in the form of the state fact sheet with condensed information on the mentioned aspects and links for further research.

If you are participating with a transatlantic partner, then this task provides an excellent opportunity for a first virtual exchange between both courses. Students in Germany could, for example, design questionnaires or interview questions to be forwarded to their U.S. peers about their home U.S. state.

Tech tips
- *Ask students to bring their own devices or reserve the computer lab (although the research portion of the task could be done at home).*
- *Students should get an initial impression of their state and having web-access during this phase would be helpful.*
- *If participating together with a transatlantic partner, discuss with your students how this exchange could best be facilitated (synchronously via Skype, or asynchronously through e-mails and forum discussions etc.).*

TASK: Who Would You Vote For?

In the TASK: Who Would You Vote For? students take a first poll as to who they would vote for in they were allowed to cast their votes on Election Day. In the first part of the task, students take the political typology quiz in order to find out which platform aligns best with their personal political views.

In the second step, they cast their vote in this course and make a first 'impromptu' prediction of how their state might vote in November. The result of this poll can be used as a first hypothesis of the course participants and a backdrop against which to compare the final prediction that they

will make in the final section of this course.

The FORUM: First Assumptions provides space to discuss the students' initial ideas and predictions as they enter the project, and which will shape their subsequent project participation.

Tech tips

- *The President quiz and both polls require access to computers/electronic devices.*
- *Both tasks can be used as homework assignments to generate first ideas and hypotheses as the foundation for a subsequent classroom discussion, especially if the forum discussion is integrated.*
- *Discuss criteria for the forum with your students (no criteria at all? everyone should make at least one posting? everyone should react to one posting? etc.)*

This section also includes a vocabulary warm-up activity, WARM-UP: Political Vocabulary Word Search. As the name implies, this is a simple word search activity that your students can complete as a follow-up to the previous tasks. The subsequent course section will then focus on the technicalities of the electoral system and the necessary vocabulary in more detail.

Explore Your State

In this task, you will:
- ✓ *take a look at your adopted U.S. state, its people, geography, and culture as well as its political landscape,*
- ✓ *develop an idea about how your state might vote on Election Day and discuss this in a class,*
- ✓ *document your initial findings and refine them gradually as you proceed with the project.*

5. Overall impression of 'our' state

Take a look at the websites **[1]-[4]** below and explore your state in general. Try to understand what the people living there might think and feel about the upcoming election. To guide this exploration, you can fill out a K-W-L chart. Make three columns—*know, want to know, learned*—and fill in your ideas and questions as well as what you find out as you proceed with the project.

Know	Want to know	Learned

6. First impressions of the political scenario

(1) Take a look at the state fact sheet **[2]** to find out how many electors your state will send to the electoral college and what the voting behavior was like in the past.
(2) Discuss your ideas with your classmates (and potential American partners).
(3) Keep your ideas, impressions, and hypotheses in mind while working on the project.

✈ RESOURCES FOR THIS TASK

1. Explore USA states, territories, and major cities
Visit the USA | www.visittheusa.com

2. State Fact sheet
http://bit.ly/TAUS-downloads (see under 'U.S. Election Project')

3. States and their capitals
www.50states.com

4. Information about the 50 states
https://www.history.com/topics/us-states

Who Would You Vote For?

In this task, you will get started with the U.S. Election Project by:
- ✓ *taking a quiz and finding out which of the candidates most reflects your political views,*
- ✓ *and discussing your findings with classmates.*

1. Take a quiz

Although non-U.S. citizens are 'only' spectators of this event—they are not allowed to cast a vote in November—they certainly have a political preference. What's yours? Find out by taking the political party quiz on the People Press website **[1]** and see where you fall on the political spectrum and what party best represents your political views.

2. Fill out the poll

Share your initial thoughts on the outcome of the election, by answering the following three questions. Write down your initial thoughts on the outcome of the election.
- *(1) What candidate would you personally vote for, if you could vote?*
- *(2) Before learning more about the elections and your state, who of the candidates do you think is most likely to win your state? Make the first prediction.*
- *(3) What campaign issues do you personally find most important?*

Once you completed the poll, you can compare your answers with those of your classmates. Can you identify any surprising results or overall trends? Do you agree with your classmates' views? Why (not)?

3. Discuss in class

After taking the quiz, discuss the following questions in class:
- *(1) Who you do you think your state's citizens will likely vote for on Election Day? And why?*
- *(2) What do you need to know to make a precise prediction? What sources should you consult?*
- *(3) How can you put yourself into someone else's shoes? How can you predict from someone's perspective, who does not share your political views? How could you solve this problem?*

✎ **Resources for this task**

1. Political typology quiz
PEW Research Center | https://www.pewresearch.org/politics/quiz/political-typology/

Section 1: The electoral system

As a thematic introduction to the U.S. Presidential elections, this section introduces the U.S. electoral system. This includes major terminology and procedures of the election process. This is a necessary prerequisite for your students to understand why it makes sense to focus on individual U.S. states and their role for the outcome of the election later in the project. However, keep in mind it is also easy to get lost in the technicalities of the electoral system, which is why we propose this systematic approach:

The section includes two task cycles:
- ★ TASK: Electing the U.S. President
- TASK: The Electoral System—Step by Step

★ TASK: Electing the U.S. President

The ★ TASK: Electing the U.S. President introduces the electoral system with two videos explaining the major procedures in a condensed way. As a systematic form of scaffolding, a PDF viewing guide is provided for each video. They can be filled out while viewing the videos and serve as a guide for the subsequent classroom discussion. (Alternatively, the two links below the task are the same videos in an interactive format.) Task outcomes can be documented by posting them in the Project Journal and by defining the core terminology in the glossary Election Lingo.

Tech tips
- *Individual web-access is not required here; show the videos in plenary mode and make enough copies of the viewing guides.*
- *Have students summarize the main contents for the Project Journal and glossary Election Lingo either during the lesson or as a homework assignment*

TASK: The Electoral System—Step by Step

As an extension, the TASK: The Electoral System—Step by Step asks students to analyze the individual phases of the election campaign with additional resources in group work. Students are supposed to form expert groups on the topics (1) primary elections, (2) political party conventions, (3) Election Day, (4) after the election. Based on their research, the expert groups present what happens during their phase, who is affected, and what the consequences are. They can present their results in a jigsaw puzzle or a brief poster presentation, or online in a forum discussion (in the Course Forum). Again, results can be documented in the Project Journal as a summary and in the glossary Election Lingo.

Conclude the task cycle with the QUIZ: Electing a U.S. President. If you log in on the website with your Google account, you can set up the quiz as a homework assignment and your students can save their results and compete against each other. More online quizzes are provides in the LINK: More quizzes...

Tech tips
- *If done online (computer lab or students' devices), this task invites students to conduct additional research online and document their findings on Moodle.*
- *Alternatively, make copies of the resources (all are available as PDF) and distribute them in class.*

QUIZ: The Electoral System

As a conclusion of this first chapter, have students create a quiz on the electoral system in which they can re-use their findings from both tasks above, e.g. from their expert groups. You can

collect quiz questions in class and read them out or make copies for each student. Alternatively, you can set up an online quiz in the activity QUIZ: The Electoral System. In this case, students can upload their questions and take the quiz individually while logged in. This quiz is easy to set up. Here's a brief tutorial:

- SWAY: Quiz editing tutorial

For political science classes, have students compare the electoral system of the U.S. and Germany.

Tech tips
- *Setting up the online quiz is easy and only requires a few preparatory steps: Complete these preparations for creating a Moodle quiz (click here).*
- *Further instructions on how your students can insert questions and answers can be found in the QUIZ: The Electoral System.*

Viewing guide: Electing a U.S. President

1. Watch the video "Electing a U.S. President in Plain English" (https://youtu.be/ok_VQ8I7g6I). Note down five things you learned while watching the video about how a U.S. President is elected and explain them to a partner.
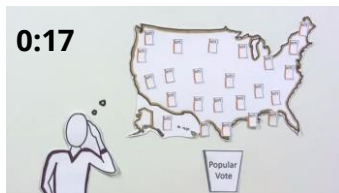
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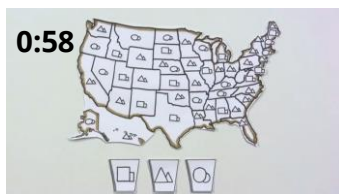
2. Watch the video a second time. This time you should take notes about what the following screenshots display. Discuss your notes with a partner. Take turns describing the screenshots and complete your notes.

0:17
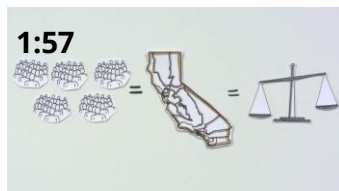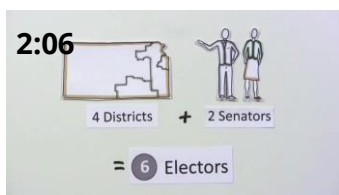
1 ....

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0:58

2 ....

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1:57

3 ....

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2:06

4 ....

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2:26

5 ....

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2:47

6 ....

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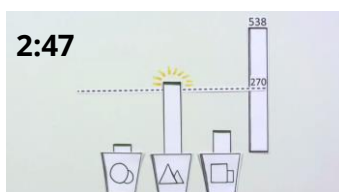..

Viewing Guide: Does Your Vote Count? The Electoral College Explained

Watch the video "Does Your Vote Count? The Electoral College Explained" (http://youtu.be/W9H3gvnN468). Answer these questions on your own, once you have finished discuss and compare your answers with a partner. (The time stamps in parentheses show you where to look for the information or pause the video.)

1. How is the total number of electoral votes determined? (0:51)

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2. How is the number of electors for each state counted? (1:20)

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3. Why do some people argue that the U.S. system gives an unfair advantage to states with many electoral votes? (2:56)

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4. Why do others argue that the system protects small states and geographically large states with small populations? (3:33)

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5. What are the so-called 'safe states'? (3:55)

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6. What is meant by 'swing states'? (4:20)

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7. In order to be elected President of the U.S., a candidate needs to secure... (pick one)

☐ more donations than other opponents.   ☐ the majority of the popular vote.

☐ the majority of states across the U.S.   ☐ the majority of the electoral vote.

Explain your answer and give reasons (use the back of this sheet for notes).

The Electoral System—Step by Step

In this task, you will...
- ✓ *focus on the individual steps a candidate has to take in order to become the President of the U.S.*
- ✓ *research one of these phases in expert groups; then brief your classmates on your findings;*
- ✓ *finally create a quiz about the electoral system.*

1. Group Research

Split up into expert groups focusing on one of the following stages of the election cycle (1-4) and research them using the provided texts.

Expert groups
1. *Primary elections (resource **1**, 5, 6)*
2. *Political party conventions resource **2**, 5, 6)*
3. *Election Day (resource **3**, 5, 6)*
4. *After the elections: Presidential Inauguration resource **4**, 5, 6)*

On the second page of this worksheet, you will find links to these resources. Read the provided texts/materials for your group (Review the resources/numbers in **bold** first; **[5]** and **[6]** may be useful for all groups).

Guiding questions
Discuss and answer the guiding questions together with your group members. Work closely with the text—if an aspect is unclear, find a passage in the text that addresses this issue.
- *What is your election stage? When during the election cycle does it take place?*
- *What exactly happens during this stage?*
- *Who is affected and what are the consequences of this stage?*

2. Presentation

Prepare to present your findings in the form of...
- *...a **poster** that will be on display next to your classmates' results for later reference and a short oral presentation (3 minutes).*
- *...a **jigsaw-puzzle discussion**, where everyone in your group will have to present your findings to other classmates.*

While listening, reading, or looking over your classmates' presentations, complete the grid about the phases of the election (see worksheet).

3. Electoral system quiz

Together with your classmates, produce a quiz on the electoral system. In each of the expert groups, formulate at least five short-answer or multiple-choice questions. Your teacher or a group of students will collect the quiz questions and add them to a quiz sheet. Alternatively, take turns in class and pose your questions.

✎ RESOURCES FOR THIS TASK

1. Primary Elections in the U.S.
IIP Digital / U.S. Department of State | http://bit.ly/TAUS-primaries

2. Frequently asked questions about U.S. political conventions
Share America | http://bit.ly/TAUS-conventions

3. Election Day: Democracy in Action
IIP Digital / U.S. Department of State | http://bit.ly/TAUS-election-day

4. What happens after elections?
IIP Digital / U.S. Department of State | http://bit.ly/TAUS-transition

5. Presidential Election Process
USA.gov | https://www.usa.gov/election

6. Ben's Guide to the U.S. Government (simple language)
U.S. Government Printing Office | https://bensguide.gpo.gov/

Phase of election	*What happens?*	*Who is affected?*	*What are the consequences?*

Section 2: The candidates

The focus in this section is on the candidates and their campaigns. This includes their personal and biographical background, their political campaigns and platforms, and their perception in the American public. Understanding who the candidates are and how their public persona is shaped in the election campaign is key to making an informed prediction about the election outcome at the end of the project. This section includes three areas with the following tasks.

This section includes the following tasks
- ★ TASK: Meet the Candidates
- TASK: Job Posting
- TASK: Campaign Ads
- TASK: The Candidates' Secret Playbook
- TASK: What are Political Cartoons?
- TASK: Writing a Political Cartoon Analysis
- TASK: Working with Political Cartoons Creatively

★ TASK: Meet the Candidates

In the ★ TASK: Meet the Candidates, students explore the biographic background of the candidates in a combined research and role-playing activity. In order to draw attention to the candidates' persona, students are supposed to stage a role play between news journalists, the candidates (optionally), and a family member. In addition to emphasizing the candidates' personal background, this approach directs attention towards the significance of the First Family in the U.S. context – an aspect that students can discuss and compare with the situation in Germany. In the research phase of this task, learners work with pre-selected online resources. In addition, they can access the candidates' social media outlets for condensed statements and talking points, or videos that can give them clues on typical gesture and mimicry.

During the role play, those students not performing should take notes on the content of the arguments, argumentative structure, language use, and overall performance. They could also provide feedback in the form of an 'analog Twitter wall' by writing short responses on paper slips and sticking them on the blackboard. In addition, the role play could be video-recorded for a subsequent analysis and reflection.

As an extension or alternative, the TASK: Job Posting involves a job interview for the position of "President of the United States" where your students get to know the necessary qualifications a candidate should bring with him or her.

Tech tips
- *Web-access is necessary in order to use the materials on the candidates and their families.*
- *Ask students to bring/use headphones since many videos are included.*

Campaign Ads

The TASK: Campaign Ads introduces students two one important component of political campaigns: the TV ads that air nationally or in specific areas in the U.S. These ads still reveal much about the campaign strategies and narratives of the candidates.

The TASK: Campaign Ads includes three steps: Students first review a small corpus of successful historic TV ads and deduce successful elements of these examples; they then analyze two TV ads of the current campaign with the help of the TV ad analysis chart that covers visual, aural, textual,

and narrative aspects of the ads; finally, students apply these analysis skills to campaign ads of their choice and share the results with their classmates.

A potential extension activity, the TASK: The Candidates' Secret Playbook introduces the aspect of narrative architecture of political ads. In a video featuring a former campaign strategist for President George W. Bush, campaign ads are likened to storytelling techniques, pointing out that political campaigns typically define the motives of threat, fear, opportunity, hope, villain, resolution, hero, and victim.

Tech tips

- *Have students complete the preparatory task at home and discuss their findings in class.*
- *In order to analyze exemplary TV ads, display them in plenary mode and show the ads several times, allowing students to fill out the TV ad analysis sheet one column at a time.*
- *Web-access is required for the subsequent individual analysis of campaign ads (at least one device per group).*
- *Ask students to use headphones.*

Understanding Political Cartoons

By introducing political cartoons and strategies for analysis and interpreting these texts, this last sub-section places the focus on how the candidates and their campaigns are perceived by the American public.

The TASK: What Are Political Cartoons? serves as an introduction to this text genre by asking students to create a small corpus of political cartoons about the ongoing campaign and look for common characteristics.

In a second step, the TASK: Writing a Political Cartoon Analysis scaffolds the process of analyzing political cartoons from the description of visual elements, to the critical analysis of persuasive techniques, to a final interpretation and evaluation of its communicative effect. In this task, students are asked to compose a written analysis.

Finally, the TASK: Working with Political Cartoons Creatively gives students a choice of three possible extensions to the cartoon analysis, namely preparing a lead discussion about a cartoon of their choice, making cross-cultural comparisons between German and U.S. cartoons, and conducting a cartoon case study on one election topic or one cartoonist.

As an extension activity, the TASK: Create a Political Meme shifts the focus to memes, i.e. a different area of visual culture relevant to the election. As opposed to political cartoons, memes are often created by users themselves, are less curated than political cartoons, commonly published and shared online, even more ephemeral, and follow their own specific genre conventions.

Tech tips

- *The preparatory research for this task can be given as a homework assignment.*
- *The subsequent analysis of political cartoons can be done offline with printouts of the cartoons or online with all students having access to electronic devices and the platform. In this case, you can have students comment on the corpus of political cartoons online either by just posting reactions below the cartoons or, for example, by suggesting captions or titles for the cartoons in this section.*

Meet the Candidates

In this task, you will...
- ✓ *familiarize yourself with the candidates' personal and biographical backgrounds through online research.*
- ✓ *prepare and act out an interview between news journalists and so-called 'character witnesses' for the candidates.*

1. Research the candidates' background

The aim of this task is to stage a TV interview with so-called character witnesses of the candidates in a role-play. You will be given a role card for one of the following roles to prepare:

Option 1: The candidates' family members
Dr. Jill Biden or Ivanka Trump

Option 2: The candidates' former classmates
Maggie C. Martins (for Biden) or Peter Ticktin (for Trump)

After completing your research, get together with the other students representing your role and brief each other on your findings. Support each other in selecting good talking points and arguments for the role-play.

2. Stage the role-play

Your teacher will assign each student a role and ask you to perform an interview together. This will be done spontaneously, so you do not know exactly which questions will be asked or the answers that will be given.

Interview setup
Interview 1: Two interviewers + character witness(es) for Joe Biden
Interview 2: Two interviewers + character witness(es) for Donald Trump

3. Extra: Record your roleplay on video

Record your role-play on video (for example using a tablet or smartphone). Watch the recordings together and discuss how well the roles were represented. Look for the following aspects:

Viewing questions:
- *How accurate and detailed was the information presented? Was it authentic or stereotypical?*
- *How convincing was the argumentation?*
- *How well did the students react to topics, arguments, and questions?*
- *How good was their English?*
- *How well were gestures and body language employed?*
- *Think about more criteria if necessary and add them to the list.*

4. Extra: Write a newspaper article

Based on the role-play, write an article for a local newspaper in your adopted state. Make use of the following template to write your report.

You are **Ivanka Trump**, Donald J. Trump's eldest daughter—ex-fashion model and now businesswoman, and mother. You know your father's political plans very well and defend them in public. However, you also know your father's private side and his character.

Start your research from the quick links provided on Teach About U.S. (http://bit.ly/TAUS-meet-the-candidates), but feel free to look up more! When browsing your candidate's profiles, you could focus on questions like:

- *What can you learn about your candidate's biography? Their personal, educational, and professional background?*
- *What is the relationship between the character witness and the candidate?*
- *How reliable is the character witness for what he/she says about the candidate?*
- *What is the character witness's role in the campaign?*

You are a high school teacher, college English professor, and former second lady of the U.S. You've been married for over 40 years and have provided advice to your husband throughout the year, politically and otherwise. Now, you are one of your husband's most vocal supporters.

You are **Dr. Jill Biden**, Joe Biden's wife.

Start your research from the quick links provided on Teach About U.S. (http://bit.ly/TAUS-meet-the-candidates), but feel free to look up more!. When browsing your candidate's profiles, you could focus on questions like:

- *What can you learn about your candidate's biography? Their personal, educational, and professional background?*
- *What is the relationship between the character witness and the candidate?*
- *How reliable is the character witness for what he/she says about the candidate?*
- *What is the character witness's role in the campaign?*

You are Donald J. Trump's former classmate, **Peter Ticktin**. You and Trump went to New York Military Academy together for High School. During your senior High School year, Trump was your captain. You've known Trump for decades now and you can tell the public how you met him, what you think of him, and what type of person he is.

Start your research from the quick links provided on Teach About U.S. (http://bit.ly/TAUS-meet-the-candidates), but feel free to look up more!. When browsing your candidate's profiles, you could focus on questions like:

- *What can you learn about your candidate's biography? Their personal, educational, and professional background?*
- *What is the relationship between the character witness and the candidate?*
- *How reliable is the character witness for what he/she says about the candidate?*
- *What is the character witness's role in the campaign?*

You are Joe Biden's former classmate, **Maggie C. Martins**. Biden and you went together to Archmere Academy, a private school in Claymont, Delaware, and became childhood friends. You've known Joe Biden for decades now and you can tell the public how you met him, what he was like in school, and what type of person he has become.

Start your research from the quick links provided on Teach About U.S. (http://bit.ly/TAUS-meet-the-candidates), but feel free to look up more!. When browsing your candidate's profiles, you could focus on questions like:

- *What can you learn about your candidate's biography? Their personal, educational, and professional background?*
- *What is the relationship between the character witness and the candidate?*
- *How reliable is the character witness for what he/she says about the candidate?*
- *What is the character witness's role in the campaign?*

Date: _____

NEWS

Journalist: _____

Title: _____

_____

Introduction:
Where was the interview?
Who was involved?
Why did they meet?

_____
_____
_____
_____
_____
_____

How did the interview go?
Which topics where covered?
Which reactions occurred?
Which arguments were made?

Pull-quote (a short quote from the interview to draw the readers' attention)

"

Conclusion:
What can be learned from the interview?
Which conflicts remain unresolved?
Outlook? What might happen next in the campaign?

Job Posting for U.S. President (task)

In this task, you will:
- ✓ *familiarize yourself with the candidates' personal and biographical backgrounds through online research*
- ✓ *prepare and act out an interview with the candidates using their background information.*

1. Choose key issues

As a class agrees on two or three key issues you would like to further explore. These key issues will be the issues discussed in an interview.

2. Research the candidate's background

You will be given a role either as a moderator or a candidate and one of the key issues you selected as a class to prepare. Imagine the candidates are applying for the job as U.S. President and the audience is a committee of people who choose which applicant is best for the job. In this activity, you have one opportunity to pitch yourself as the best candidate or as a moderator, one opportunity to help figure out who is best suited for the job. More information about the roles can be found here. Regardless of your role, it may also be helpful to have additional information about the job, consider the job description below to help you best prepare for the interview.

Moderator(s): As a moderator, it is your job to ask the candidates questions. Your task requires coming up with pre-determined questions for each candidate during the interview. Additionally, this role will require some spontaneity in formulating questions, although the candidate may share lots of information, they may also move on quickly to avoid a topic.

Candidates: Research your candidate's background with a focus on your key issue. While researching consider the following questions:

- *What experience do they have that could help them get the job as the U.S. President in regard to your key issue?*
- *Consider how the candidate has voted, spoken, or acted concerning the key issue in order to build a strong argument showing why they should be elected.*
- *What experience does the candidate have?*
- *When completing your research, get together with the other students representing your role and brief each other on your findings. Support each other in selecting good talking points and arguments for the role-play.*

JOB POSTING: U.S. President*

*includes posts as Head of State, Head of Government of the U.S., Commander in Chief of the armed forces

Only applicants fulfilling these qualifications will be considered for the position:
- 35 years of age
- be a natural-born citizen
- Willing to travel
- Willing to move to Washington D.C. and live in the White House

Whom we are looking for:
- Experience in policy
- Experience in international affairs
- Extensive knowledge of key issues effecting the American people

Some responsibilities may include:
- Governing the United States of America
- Execute and enforce laws created by Congress
- Working on teams to accomplish national goals
- Managing staff in agencies such as the CIA and Environmental Protection Agency
- Managing diplomatic relationships with other nations, incl. signing international treaties,
- participating in international conventions, as well as
- Working as the Commander-in-Chief of the armed forces.
- You'll learn a lot. You aren't stuck doing one task in one place here. Each Crew Member
- contributes to a WOW customer experience by participating in all aspects of the job.

Additional tasks and/or benefits of this job include the power to:
- Execute and enforce laws created by Congress.
- Elect fifteen people to be part of the presidential cabinet and 50 commissions (who are responsible for carrying out the day-to-day administration of the federal government)
- Sign legislation into law and/or veto bills enacted by Congress
- issue executive orders.
- extend pardons and clemencies for federal crimes, except in cases of impeachment.

What we offer:
- A part-time work from home opportunity: the President and the First Family live in the White House, the location of the Oval Office, and the offices of senior staff.
- When traveling by plane or helicopter, free use of Air Force One plane and Marine Corps helicopter, known as Marine One
- When traveling by car an armored limousine will be provided.
- An annual salary of $400,000
- A competitive pension package
- A four-year contract, with the possibility to renew.

For further information regarding this position please take a look at our website:
https://ourwhitehouse.org/help-wanted-president-of-the-united-states/#job

Simple Rules to Speak More Formally

1. Use formal alternatives to common informal words.

Using informal words in a formal setting is a big "no-no." You may not even know you are using informal language, but here is a shortlist of some of the most common informal words and their formal alternative These words have been selected, because they may come up during your role-play.

Informal	Formal	Informal	Formal	Informal	Formal
rich	wealthy	talk about	discuss	say	express
good for	beneficial	at once	immediately	tough	difficult
help	assist/aid	deal with	manage	seem	appear
deal with	handle	bad	negative	hurt	damage
sorry	apologize	older	senior	show	demonstrate
at first	initially	go against	oppose	think of	conceive
but	however	a bit	a little	maybe	perhaps
go after	proceed	seem	appear	better	improved
a lot of	numerous	bring in	introduce	clear	transparent

2. Use the "could" / "would" / "am able" form

We often use the words 'will' and 'can,' but these words need to be upgraded in a formal setting. Consider the following more polite examples.

Informal	Formal
I <u>can</u> speak Spanish and German	I <u>am able</u> to speak Spanish and German.
I <u>want</u> to work here	I <u>would</u> like to work here
I <u>can</u> start on January 20th, 2021.	I <u>could</u> start on January 20th, 2021.

3. Avoid short forms

This means conjunctions, abbreviations, acronyms, and anything else in a shortened form. Here are some examples of informal abbreviations with their formal alternative.

Informal	Formal
I will happily work with the <u>CIA</u>	I would happily work with the <u>Central Intelligence Agency.</u>
<u>I'd</u> like to help <u>Americans</u>	<u>I would</u> like to help the <u>American people.</u>
<u>USA</u>	<u>United States of America</u>
<u>Dems</u>	<u>Democrats</u>

4. Use Formal Greetings and Farewells

Saying "Hey" or "Buh Bye!" is a completely acceptable greeting or farewell in English, but not in every setting. In a professional setting, it is important to use more respect. Here is a list of alternative greetings and farewells.

Greetings Good morning/afternoon/evening (Mr./Ms. _____)!
Hello (Mr./Ms. _____).
Thank you for inviting me here today.
A pleasure to meet you.
Nice to meet you.

Farewells Goodbye (Mr./Ms. _____).
Thank you for your time (Mr./Ms. _____).
It was great to talk with you.
I look forward to meeting you again!
Have a nice day/afternoon/evening/weekend!
God bless you, God bless the United States of America. **

** only presidential

Speaking Formally (matching game)

Below are a list of informal words with their formal alternative. To practice using these words you can cut them out as flashcards and play memory with them. We suggest once you have found a match, creating a sentence with the formal word and an additional sentence with the informal alternative.

rich	wealthy
good for	beneficial
help	assist/aid
deal with	handle
Sorry	apologize
at first	initially
but	however
go after	proceed
talk about	discuss
at once	immediately
deal with	manage
bad	negative
older	senior
go against	oppose
a bit	a little
seem	appear
bring in	introduce
talk about	discuss
at once	immediately
say	express
tough	difficult
seem	appear
hurt	damage
show	demonstrate
think of	conceive
maybe	perhaps
better	improved
clear	transparent

Section 2: The candidates / Speaking Formally (matching game)

Campaign advertisement analysis chart

Pick two political TV ads from https://bit.ly/3aRihd3. Watch each ad four times, each time focusing on only one section in the chart. Fill in your notes.

Candidate:	**Ad title:**	**(Month) Year:**
What do you see in the commercial? Describe the images or text.		
What do you hear in the commercial? Describe the voices, music, background sound effect.		
What do you think the commercial producers want to make you feel or think? What makes you say this?		
Do you think the ad is effective? Why or why not?		

Candidate:	**Ad title:**	**(Month) Year:**
What do you see in the commercial? Describe the images or text.		
What do you hear in the commercial? Describe the voices, music, background sound effect.		
What do you think the commercial producers want to make you feel or think? What makes you say this?		
Do you think the ad is effective? Why or why not?		

Source: The New York Times / The Learning Network: http://nyti.ms/1t56SyN

Analyzing political ads of the 2020 campaign

Get together with a partner and take a look at political ads from the 2020 campaign. Visit Joe Biden's [https://bit.ly/2YxkZjJ] and Donald Trump's [https://bit.ly/2QlrAZd] YouTube channels and select one for each candidate. Analyze these commercials together using the "Television Commercial Analysis Sheet".

Candidate: *Donald Trump*   **Ad title:**   **(Month) Year:**

What do you see in the commercial? Describe the images or text.	
What do you hear in the commercial? Describe the voices, music, background sound effect.	
What do you think the commercial producers want to make you feel or think? What makes you say this?	
Do you think the ad is effective? Why or why not?	

Candidate: *Joe Biden*   **Ad title:**   **(Month) Year:**

What do you see in the commercial? Describe the images or text.	
What do you hear in the commercial? Describe the voices, music, background sound effect.	
What do you think the commercial producers want to make you feel or think? What makes you say this?	
Do you think the ad is effective? Why or why not?	

The Candidates' Secret Playbook

In this task, you will:
✓ *analyze the candidate's 'secret playbook', that is, the techniques of storytelling they use to create a certain image of themselves and their opponent.*

In order for campaign commercials to be effective, they need to follow a carefully crafted narrative structure. In other words, storytelling, for example, the way arguments are presented, or a candidate's biography is told, makes campaigns effective.

What's in the candidates' secret playbook?

Watch the video "How to Win an Election" by the NYTimes (https://nyti.ms/3ligSAP). Marc McKinnon, a former campaign strategist for both election campaigns of George W. Bush, talks about the power of storytelling in running successful political campaigns. Take notes on the following questions and finalize them by discussing with a partner.

1. What are the key components of a political advertisement, according to Mr. McKinnon?

---

2. What does Mr. McKinnon mean by "narrative architecture"? Specifically, what does he mean by:

- *threat*

- *fear*

- *opportunity*

- *hope*

- *villain*

- *resolution*

- *hero*

- *victim*

3. "There is no question that people can be seduced by a story." (7:22) – What does this mean for political campaigns? Do you agree with this statement? Discuss.

What Are Political Cartoons?

In this task, you will:
- ✓ *learn how the public sees the candidates – through the eyes and pens of political cartoonists;*
- ✓ *analyze what the tools of the cartoonist are – what techniques they use to create certain reactions in the reader;*
- ✓ *analyze political cartoons from the 2020 campaign and explore what images of the candidates exist in the U.S. public.*

So far, you have looked at how candidates run their campaigns and how they want to be viewed in public. You will now turn to how they are portrayed by others. One way to do this is to look at how the two candidates are characterized by political cartoons.

1. What is going on in the cartoon?

Take a look at the resources below. Pick one cartoon about the election and fill out the handout 'Analyzing political cartoons' by answering the two main questions:

- *What is going on in this political cartoon?*
- *What do you see that makes you say that?*

Take detailed notes. Then, ask yourself what more you can find in the cartoon and go back to the two questions and add notes. Repeat this until no new points come up.

2. What is the main idea of the cartoon?

Now that you are somewhat familiar with the cartoon, try to identify the main idea of the cartoon. (You can use the handout 'Identifying the main idea' or simply use the questions below.)

Guiding questions

- *To what political event or idea is the cartoon referring to?*
- *What key person(s) are targeted in the cartoon?*
- *How has the artist depicted these people? Is there an exaggeration in any way? Does the artist's portrayal of characters cast them in a negative or positive light?*
- *Identify and explain any symbolism incorporated in the cartoon.*
- *Identify and explain captions, labeling, titles, and/or speech bubbles. How do these contribute to the cartoon's message?*
- *What is the message of the cartoon? How is the artist trying to persuade the reader?*
- *What impact and/or reaction is the artist attempting to trigger?*

✈ RESOURCES FOR THIS TASK

1. Daryl Cagle's website
https://www.cagle.com/

2. American Association of Editorial Cartoonists
https://www.editorialcartoonists.com/

3. U.S. News – Political cartoons
https://www.usnews.com/cartoons/2020-election

Analysing an Editorial Cartoon[1]

The two questions below are intended to be cyclical. After you finish answering both, ask yourself, "What more can I find?" and go back to the same two questions. Continue the process until you have thoroughly investigated the cartoon. Use the back of this sheet if necessary.

Cartoonist:	Media Outlet:	Date:

PASTE CARTOON HERE

What's going on in this editorial cartoon?

What do you see that makes you say that?

Some elements and techniques you might notice include: visual symbols,[2] metaphors,[3] exaggeration,[4] distortion,[5] stereotypes,[6] labelling,[7] analogy,[8] and irony[9]

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[1] Document adapted from The New York Times https://bit.ly/3dzBXC2, definitions by Cambridge dictionary https://bit.ly/2yHUzRL

[2] [illustrations] used to represent a quality or idea.

[3] an expression, often found in literature, that describes a person or object by referring to something that is considered to have similar characteristics to that person or object.

[4] the fact of making something seem larger, more important, better, or worse than it really is.

[5] a change to the intended or true meaning of something.

[6] a set idea that people have about what someone or something is like, especially an idea that is wrong.

[7] a word or a phrase that is used to describe the characteristics or qualities of people, activities, or things, often in a way that is unfair

[8] a comparison between things that have similar features, often used to help explain a principle or idea

[9] the use of words that are the opposite of what you mean, as a way of being funny.

Identifying a Cartoon's Main Idea

Identifying the Main Idea

1. What political event or idea is the cartoon referring to?

2. What key person/people is/are targeted in the cartoon?

3. How has the artist depicted this/these person/people? Are they distorted in any way? Does the artist's portrayal of the character(s) cast them in a negative or positive light?

4. Identify and explain any symbols incorporated in the cartoon.

5. Identify and explain captions, labels, titles and/or speech bubbles. How do these contribute to the cartoon's message?

6. What is the message of the cartoon? How is the artist trying to persuade the reader?

7. What impact and/or reaction is the artist attempting to trigger?

Analyzing the Method Used by the Artist

1. How does the method used by the artist effectively convey a political message?

2. Identify and explain the use of:

    a. Juxtaposition

    b. Irony

    c. Exaggeration

Writing a Political Cartoon Analysis

In this task, you will:
- ✓ *analyze political cartoons from the 2020 campaign and discover what's actually in a cartoon;*
- ✓ *take a closer look at the message of cartoons as well as the cartoonist's toolkit, that is, the methods and tools a cartoonist deploys to evoke a certain image, feeling, or response.*

1. Introduction

Select one cartoon from the online resources listed below. Identify its theme or topic. Also, take notes of any unclear or confusing aspects and initial questions you might have. Do a quick web-search to solve them.

2. A look at the cartoon's message

Next, think about your cartoon's message.
- *What is the cartoonist trying to say or convey with this cartoon?*
- *What is the cartoon's effect on you? That is, does it trigger any emotions, reactions, or questions?*

3. Critical analysis

Study the cartoon's visual elements, such as people, objects, setting, speech bubbles, and the caption or title (if provided). Are there any significant, unusual, or surprising aspects?
Now, focus on the persuasive techniques that the cartoonist might have applied. These are the most common techniques:

- *analogy*
- *exaggeration*
- *irony*
- *juxtaposition*
- *labelling*
- *symbolism*

What could be their function and what is their effect on your understanding of the cartoon? Take notes and discuss your findings with your partner or group. Do you all agree or are there any points of disagreement?

4. Writing a cartoon analysis

Use your notes to compose a written analysis of the cartoon (1-2 pages).
Follow the general structure of a cartoon analysis: introduction, description (of visual elements), critical analysis (of persuasive techniques), conclusion

✎ RESOURCES FOR THIS TASK

1. Daryl Cagle's website
https://www.cagle.com/

2. American Association of Editorial Cartoonists
https://www.editorialcartoonists.com/

3. U.S. News – Political cartoons
https://www.usnews.com/cartoons/2020-election

Working with Political Cartoons Creatively

In this task, you will:
- ✓ *apply your skills for analyzing political cartoons in a creative context;*
- ✓ *prepare a lead-discussion with questions for your classmates, or*
- ✓ *compare how German and U.S. cartoons portray the same topic, or*
- ✓ *identify trends and common techniques or motives that occur in the depiction of the campaign issues.*

Alone or in small groups, choose one of the following extension activities. Discuss your findings in a class discussion. Illustrate your findings using one or more examples.

1. Prepare a lead discussion

Go to the Cagle Website (https://www.cagle.com/) and select another cartoon about your overall topic. Analyze it critically (as you did above) and prepare a lead discussion for your group or class. Prepare interesting questions and maybe also background materials to be used in class.

2. Make a cross-cultural comparison

Go to the German toonpool Website (https://de.toonpool.com/) and browse it for German political cartoons about your topic. Do German and American cartoons cover the topic differently? Such differences can include the use of language and idioms, references to popular culture and literature, personal character traits, a depiction of events or geography, portrayal of persons, and so on. Some of these aspects can be quite culturally specific, which means they might only be understood in one culture but not in another. You can present your results by focusing on one example of a cartoon.

3. Conduct a cartoon case study

Visit the Cagle Website and browse the cartoons addressing your topic. In this case study, you should look for trends and similarities, but also extreme examples. Select not more than five cartoons and analyze them for common features, such as motives, symbols, language features, and others. Document and present your results.

✎ **RESOURCES FOR THIS TASK**

1. Daryl Cagle's website
https://www.cagle.com/

2. Toonpool
https://de.toonpool.com/

Section 3: Campaign issues

In this section, students explore the topics and issues that American voters are discussing in 2016. This includes getting an overview of the 2016 campaign issues, researching select issues in more detail, and finding out where the candidates stand on these issues.

Students research the issues by following major U.S. news media and create an issues mind map collaboratively in class. They analyze the candidates' websites and other sources and brief their classmates on central findings. Task support comes from the issues chart handout.

This section includes the following tasks:
- ★ TASK: The Campaign Issues and Where the Candidates Stand
- TASK: Biden's and Trump's Campaign Managers on the Ground
- TASK: Reaction to the Campaign Issues

★ TASK: The Campaign Issues and Where the Candidates Stand

This is the core task of this section. As an introduction, students select one or several U.S. news outlets and scan it for different campaign issues and topics being reported about in order to collect these findings in class (e.g., in the form of a mind map). The then split up into expert groups and select one of the issues for a more detailed analysis and, in a second step, where the two candidates stand on this issue. Task support is provided in the form of a selection of useful resources and the handout 'Issues Chart', which serves to structure and document the research findings. Finally, these findings can be collected in class, for example in the form of a gallery walk.

Tech tips
- *The first part of this task can be done at home.*
- *The group and research phase require web-access at least one device per group.*
- *Ask students to use headphones for videos.*
- *Document results 'offline' by creating posters from the issues charts or online in the Project Journal.*

TASK: Biden's and Trump's Campaign Managers on the Ground

The TASK: Biden's and Trump's Campaign Managers on the Ground is an oral extension to the preceding task in the form of a role play-like issues debate: Students slip into the roles of spokespeople of the two campaigns in their adopted states and defend their proposed policies. Before you begin, discuss the structure and practicalities of oral debates with your students. They should support each other in developing effective arguments and potential counter arguments. In this fishbowl setting, the debaters change fast, so every student should be prepared to 'jump in' if necessary. Alternatively, this task could be done in a video conference format or with pre-recorded statements by the different roles.

Tech tips
- *Individual web-access is required to access texts and videos introducing the characters.*
- *Ask students to bring headphones.*
- *As with the ★ TASK: Meet the Candidates, have your students video-record the debate for a subsequent analysis.*

TASK: Reaction to the Campaign Issues

The TASK: Reaction to the Campaign Issues is a written extension to the first task in this section. Here, students can choose between three options: writing a memo for their candidate's voluntary campaign aides, a press release endorsing the candidate on behalf of an NGO, or a news article '100 days after the Election'. In all three options, students need to apply their findings from the

previous task: They need to define the issue first and then lay out the candidate's proposed policies, quote their statements on the issues, and contextualize these arguments according to the targeted audience.

Tech tips
- *As an extension of the previous task, this task does not require individual web-access.*
- *Students could be asked to upload their texts into the database Learner Texts, so that they can comment on each other's texts and provide peer feedback.*

The Campaign Issues and Where the Candidates Stand

In this task, you will:
✓ *learn about which issues and topics are discussed in the election campaign.*
✓ *specialize in individual issues like the economy or immigration and research them in U.S. news media.*
✓ *research the candidates' profiles to find out their stance on these issues.*

1. Get a first overview

As a homework assignment, browse one or several of the news media sources to find out which topics or issues American voters are concerned about in the 2020 election race. (Note that these sources cover different parts of the political spectrum and thus might report different topics.)

✎ QUICK LINKS

The New York Times - Election 2020 | https://nyti.ms/3jbwrbU
The Washington Post - Election 2020 | https://wapo.st/2CV02GW
CNN - Election 2020 | https://cnn.it/34sithC
NPR Politics | https://n.pr/3gueu6q
Wall Street Journal – Politics | https://on.wsj.com/3gs8Vpg
Fox News - Elections 2020 | https://fxn.ws/2QjgWSI

2. Make a mind-map

Brainstorm and discuss in class the central campaign issues in 2020. Make a mind-map with all important issues and controversial challenges that are discussed in the campaign. (Select 5-6 of the most significant or interesting issues to investigate in more detail.)

3. Specialize in one issue

Form small expert groups and select one of the campaign issues. Your task is to determine the core issue and the candidates' stance on that issue. Discuss the issue you selected and take detailed notes. Try to answer the following questions.

Guiding questions
• *What is the overall issue and what are the most important sub-issues?*
• *Who is most affected by the issue, e.g. age, ethnicity, gender, region?*
• *What are the possible solutions?*
• *How do candidates´ stances differ? Can you find important differences?*
• *Look up your issue in the sources given below and summarize the relevant information for your issues chart.*

✎ QUICK LINKS

FiveThirtyEight—Election 2020 | https://53eig.ht/2Qn4ykQ
KQED—Let's Talk About 2020 | https://bit.ly/31qT0mY

Summarize your findings and write them into the first three rows of the issues chart (see handout). Don't forget to include references to the sources consulted.

4. Where do the candidates stand on the issue?

Find out where the candidates stand on the issue. Distribute the two candidates among the group members (for example, two students for Trump, two for Biden). Start your research with the following links.

✎ QUICK LINKS

General (both candidates)
On the Issues | https://bit.ly/32qXfhk
New York Times - Election 2020 | https://nyti.ms/2YvXSW1

Joe Biden
Campaign website | https://joebiden.com/
PBS: What does Joe Biden believe? |https://to.pbs.org/3j97Lka

Donald J. Trump
Campaign website | https://www.donaldjtrump.com/
PBS – Where President Trump Stands in the Issues in 2020 | https://to.pbs.org/34pGDt8

5. Gallery Walk or Presentation

Create a poster and display all posters in your classroom or brief your classmates on your group's research findings in a short oral presentation (3-5 minutes).

Where Do the Candidates Stand on the Campaign Issues?

Fill out this campaign issues chart with your group discussion and research. Make sure to include any sources you have used.

Present your results in class. Pin this chart on a wall together with the other groups' results.

Campaign issue:

What does the issue include?

How severe is it?

Who is affected?

Joe Biden's position:

Donald Trump's position:

Adapted from: Citizens, not spectators, see http://www.civiced.org/

Biden's and Trump's Campaign Managers on the Ground

In this task, you will:
✓ *stage a policy debate between spokespersons of the two candidates' campaigns in your state;*
✓ *debate three of the most pressing election issues in your adopted state.*

Setting
The election campaign is in full swing and your state's largest TV station is hosting a debate between the coordinators of Trump's and Biden's local campaign offices. The debate will cover the three most important campaign issues in your state (as indicated by a poll).

1. Introduction

In class, discuss which campaign issues and topics might be most important to your state's residents. Use the state fact sheet and the report of the 50 State Project for help. Decide on the three most important issues in your state.

Our state's three most pressing campaign issues:

_____

_____

_____

Review your course's findings on where the candidates stand on specific issues from the TASK: The Campaign Issues and Where the Candidates Stand.

2. You will be assigned one of these roles:

- *two local journalists (who moderate the debate)*
- *state campaign coordinator for Joe Biden*
- *state campaign coordinator for Donald Trump*

Preparing your role
Meet with your candidate's other campaign coordinators and decide who will cover which of the three campaign issues (there might be more than one student covering the same issue for a candidate). Based on your knowledge of your state and your candidate's position on the three issues, prepare arguments for the debate. Also, think of potential arguments that your opponents might use during the debate and prepare counter-arguments. If you assume the role of the moderator, think of potential opening questions and questions to ask in case the debate stagnates.

3. The debate
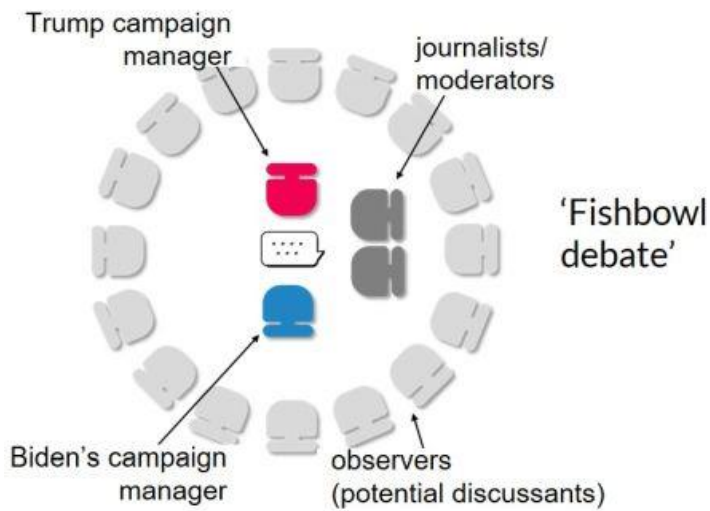
The debate will follow the structure of a fishbowl discussion: You have an inner circle with the discussants and moderators and an outer circle of observers. The observers can switch seats with the discussants by tapping on their shoulder or being called upon by the moderators.

The debate will begin with the introduction by the moderators and then cover the three campaign topics, allowing both sides to state their arguments and counter-arguments. The moderators will decide whether to ask follow-up questions regarding the campaign issue or to move on to the next topic.

✒ QUICK LINKS

The Biggest Issues Facing State Legislators in 2020
FiscalNote.com | https://bit.ly/31qxsXy

The Future of States and Localities
Governing.com | https://bit.ly/3jgYLtv

Reaction to the Campaign Issues

In this task, you will:
✓   *compose a written text addressing the candidates' positions on the campaign issues*
✓   *choose between writing a speech for a candidate, an endorsement on behalf of an organization, or a news article after the first 100 days of the Presidency.*

Choose one of the following writing activities and compose a text of not more than 400 words (or ask your teacher). Use your findings from the worksheet Biden's and Trump's Campaign Managers on the Ground.

1.   Write a memo for your candidate's volunteers

You are a member of one of the candidate's teams of consultants for the presidential campaign. As part of the campaign, volunteers all over the country knock on doors and make phone calls to win over voters. Write a memo that outlines what these volunteers would say to make a case for your candidate. Argue why you believe it is important to vote for your candidate and refer to their position on key issues.

2. Endorse a candidate on behalf of an NGO

You are a spokesperson for an NGO (non-governmental organization) or activist group, for example fighting for environmental protection, gender or race equality, religious values, free trade, etc. Choose one group (fictional or real). Write a press release on behalf of your organization endorsing one of the two candidates rather than their opponent. Explain why, based on their positions on key issues, your organization thinks it is important to support them.

3. Write an article "100 Days after the Election"

You are a news journalist and are supposed to write an article about the first 100 days of the Presidency. The candidate you focus on has won the election and you report about what they have achieved so far regarding two to three key issues from the campaign. Describe what the candidate has been able to achieve so far and what they have announced to do in the near future with their government.

Writing tips
For all three options, make sure to introduce briefly what the issues, concrete challenges, and conflicts are that—according to the candidate—America is facing at the moment. Then, layout the candidates' positions on these issues. Feel free to use some of the previous talking points by the candidate as quotations.

Guiding questions
•   *What does the candidate stand for?*
•   *Why should people vote for them and not for the opponent?*
•   *What will the candidate do should they win the election?*
•   *What would be the consequences if the other candidate wins the election?*

Section 4: The election in our state

This is the most important section of the project as it contains the target task for your course. Students are supposed to adopt one U.S. state and make an informed prediction about how that state is most likely going to vote on Election Day.

This section includes the following tasks:
- ★ TASK: Predict the Election Outcome
- TASK: Participate in the Student Competition

★ TASK: Predict the Election Outcome

In the target task of this project, students are supposed to predict how their state is going to vote on Election Day. By definition, this task draws on insights and learning outcomes from all preceding task cycles. That is, understanding how the electoral system works, who the candidates are, what their platforms include, and how this is perceived in the national and state context are all potential sources for making the final prediction.

As a first step, students update their findings and hypotheses from the initial ★ TASK: Explore Your State. One core question here is whether your state is a swing state or a solid state. In both cases, one goal of this task is to find out precisely why this is the case, e.g. why the state supports one party or why it is divided. The major resource for the subsequent research phase is the state fact sheet. Here, have your students decide on the procedure and which of their state's aspects they wish to include in the prediction. Have them form expert teams, conduct research on their selected topics, and then bring these insights together to form the prediction.

Your course's prediction must be submitted by **October 25, 2020** in the DATABASE: Ballot Box & Competition in the Virtual Town Hall. If your students decide to participate in the student competition, then use this database for both your prediction and your competition entry.

Tech tips
- *You can make copies of the state fact sheet for each student.*
- *Reserve your school's computer lab for this phase or ask your students to bring their own devices in order to complete the research task.*

TASK: Participate in the Student Competition

This task is a continuation of the preceding task. If you and your students decide to participate in the U.S. Election Project student competition, you can integrate both tasks in this section. Here, students are asked to present their prediction creatively with their own product. Such a product can take a variety of forms, for example, a video, a song, a poster etc. In the task description, you will find a list of all possible types of products and the competition criteria. Most importantly, only one contribution per course is possible and in order to participate, one representative of the course (or you) must upload the product onto the Virtual Town Hall by **October 25, 2020**. The product must not violate any copyrights. (See task description for more info and the upload link.)

Tech tips
- *You can make copies of the State Fact Sheet for each student. It is advisable to reserve your school's computer lab for this phase or ask your students to bring their own devices in order to complete the research task.*
- *In the Virtual Town Hall, in the section 'More Links, Tools, and Resources', you will find a selection of useful web applications for creating your competition entry, (video or presentation apps, online databases for copyright-free sounds and images, etc.).*

Predict the Election Outcome

In this task, you will:
- ✓ *focus on your adopted U.S. state and become an expert on what makes your state's population 'tick' politically;*
- ✓ *research the state's demographics, local media, political leaders, culture, and voting history;*
- ✓ *based on your research, make an informed prediction about your state's vote on Election Day.*

In 2020, as in most election cycles, the race for President of the U.S. is going to be neck-and-neck. Take a closer look at your adopted U.S. state and become its 'virtual citizen'—see who lives there, what the population's economic situation is, what they read and watch to learn about the election, and how they will vote on Election Day.

1. Class discussion

- *Has your state voted solidly for one of the two parties in the past or is it rather a swing state?*
- *Is your state the traditional 'home state' of any of the two candidates?*
- *What do the state's demographics tell you about the people living there?*
- *What is the current economic situation in your state?*
- *Are some campaign issues more (or less) important in your state than elsewhere in the U.S.?*
- *How do local news media report on the election campaign?*

Based on the information you have reviewed so far, decide whether your state will most likely vote for Democrats or Republicans, or whether it is unclear.

2. Group research and presentation

Now, research the reasons why you think your state is going to vote one way or another. In other words, why would your state prefer one candidate/party over the other

a. Research
Form expert groups, for example on state history, local media, elected representatives, economy, education, etc., and conduct research on these topics starting from the third page of the State Fact Sheet. Be prepared to briefly present your findings to your classmates.

b. Presentation
Each group presents their findings in class (decide on an appropriate procedure). When all findings are shared, continue the discussion from above (part 1) and finalize the prediction for your state's election outcome.

3. Submit your prediction

Submit your class's prediction for the election outcome in your state via the DATABASE: Ballot box & competition in the Virtual Town Hall. When submitting your results, provide the most significant reasons for your projected outcome in a rationale of not more than 100 words. If you wish to complete the TASK: Participate in the Student Competition and submit your own product to the student competition, please wait and submit your prediction and product together.

✐ RESOURCES FOR THIS TASK

State fact sheet
http://bit.ly/TAUS-downloads (see under 'U.S. Election Project')

U.S. Embassy School Election Project 2020: School Competition

Design a creative product
In addition to the prediction, participate in the student competition by producing and submitting a creative product that should illustrate your vote.

Possible types of products

- collage/painting
- political cartoon or comic
- photo/snapshot
- film (do not exceed 60 seconds)
- jingle, song, or poem (do not exceed 60 seconds)
- website or blog

- newspaper page
- a set of three to five campaign materials, e.g. for an election party for your candidate (items may include flyer, button, poster, bumper sticker, etc.

Competition criteria
Your product should:

- be in English or bilingual (German and English);
- focus on your state (for example, its culture, socioeconomic factors, demographics, local media, etc.) or ideally apply the unique perspective of the citizens in your state;
- reference your research findings;
- be submitted on behalf of your whole course (multiple entries per course are not possible)
- be submitted via the DATABASE: Ballot box & competition in the Virtual Town Hall.

The deadline for your competition entries is Sunday, October 25, 2020, 23:59 CEST.

Please note
Materials and contents of your product may not infringe upon copyright law. You may use copyright-free music and visual materials and must attribute the sources (see declaration of authorship when submitting in the DATABASE: Ballot box & competition; a list of copyright-free resources can be found in the Virtual Town Hall in the section 'More links, tools, and resources'). Contributions that do not meet these criteria will not be accepted for the competition.

Representatives of participating courses will have the opportunity to present their prediction at a concluding student meeting organized by the U.S. Embassy or Consulates and their partners.

Web tools, apps, and resources for your competition entry

Word clouds
Wordle: http://www.wordle.net/ word cloud
WordArt: https://wordart.com/ word cloud

Voice, sound, podcast
Create a voki: http://www.voki.com/site/create animated videos

Podcasts
Podomatic | http://www.podomatic.com/directory podcasting
Learn how to podcast | http://podcastanswerman.com/learn-how-to-podcast/
Spreaker | http://www.spreaker.com/ podcasting

Create MP3-Files
Audacity: http://audacity.sourceforge.net/ audio recording/editing

VoiceThreads
VoiceThread: http://voicethread.com/ multimedia presentation video

Presentation and visualization
Prezi | https://prezi.com/ interactive presentations
Slideshare: https://www.slideshare.net/ online slideshow
Google slides: https://www.google.com/slides/ online slideshow
Glogster | https://edu.glogster.com/ multimedia posters
Visual.ly | https://visual.ly/ infographics visualizations
Smilebox: https://www.smilebox.com/
Calaméo: http://www.calameo.com/ online publishing

Timelines, puzzles, brainstorming
Dipity | http://www.dipity.com/ timeline
Timetoast | https://www.timetoast.com/ timeline
Padlet | https://padlet.com/ online notice board
JigsawPlanet | http://www.jigsawplanet.com/ online puzzles

Online comics and movies
Bitmoji | https://www.bitmoji.com/ online comic
Make belief comix | https://www.makebeliefscomix.com/ online comic
Pixton | https://www.pixton.com/ online comic
Vyond | https://www.vyond.com/ online comic
Dvolver Moviemaker | http://www.dvolver.com/moviemaker/make.html video editing

Royalty-free resources
Free images and stock photos
Unsplash: https://unsplash.com/
Freepik: https://www.freepik.com/
Freeimages: https://www.freeimages.com/

Free stock videos
Dareful: https://www.dareful.com/
Pexels: https://www.pexels.com/
Pixabay: https://pixabay.com/

Teach About U.S. is a joint project of the U.S. Embassy Berlin, Leuphana University Lüneburg, and LIFE e.V., in cooperation with the German-American Institutes.

Participating teachers in the U.S. Embassy School Election Project 2016 (Image: U.S. Embassy Berlin)