

## C3 Inquiry with Library of Congress Resources Hub

Grades 9-12 by Ann Canning

### Presidential Personalities and Campaign Issues Past, Present, and Future

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<http://bit.ly/38EQc6K>



Highsmith, Carol M, photographer. Mount Rushmore, South Dakota. [Between 1980 and 2006] Photograph. Retrieved from the Library of Congress, [www.loc.gov/item/2011632454/](http://www.loc.gov/item/2011632454/).

# Who will get my vote?

## Supporting Questions

1. What leadership qualities made a president great in the eyes of history?
2. What key political issues challenged great presidents in the past?
3. What leadership qualities and issue positions define the presidential candidates in the 2020 election?

# Who will get my vote?

Inquiry Standard	<b>C3 Framework:</b> <b>D2.His.16.9-12.</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. <b>D2.Civ.5.9-12.</b> Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.	
Staging the Compelling Question	Choosing the President is like choosing a movie chooser. Use the article, <a href="#">The Psychology of Voting</a> by Jon A. Krosnick to lead a discussion about how Americans made a decision about which candidate to vote for in a presidential election.	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What leadership qualities made a president great in the eyes of history?	What key political issues challenged great presidents in the past?	What leadership qualities and issue positions define the presidential candidates in the 2020 election?
Formative Performance Task 1	Formative Task 2	Formative Task 3
Analyze the featured primary sources using the <a href="#">Library of Congress Analysis Tool</a> adapted for Portrait Reading.	Identify the key issues faced by Presidents Washington, Jefferson, Lincoln, and T. Roosevelt using the Northern Virginia TPS <a href="#">SORT IT</a> Strategy.	Compare the leadership qualities and issue positions that define the presidential candidates in the 2020 election.
Featured Sources Task 1	Featured Sources Task 2	Featured Sources Task 3
<a href="#">George Washington / painted by G. Stuart; engraved by H.S. Sadd, N.Y.</a> <a href="#">Thomas Jefferson President of the United States</a> <a href="#">A. Lincoln showing Sojourner Truth the Bible</a> <a href="#">Theodore Roosevelt, full-length portrait, standing beside large globe, facing front</a>	<a href="#">Primary Source Set</a> This set includes 4 primary sources for each of the presidents under study. One is the portrait used in Task 1 which portrays the president as Executive in Chief. The other three used for Task 2 relate to the president's constitutional power as Legislative Enforcer in Chief, Commander in Chief and Negotiator in Chief.	<a href="#">Headcount: Issues and Candidates</a> HeadCount is a non-partisan organization that works with musicians to promote participation in democracy.
<b>Summative Performance Task</b>	<b>ARGUMENT</b> Who will get my vote? Write an argument to answer this question consisting of a series of claims with supporting evidence that draws from all three formative tasks and shows how we can affect the present by learning from the past.	
	<b>EXTENSION</b> Participate in a classroom town meeting discussion about which of the current candidates should be elected and why.	
<b>Taking Informed Action</b>	<b>Understand</b> – Form political committees made up of students who have chosen to vote for the same candidate. If more than 4 have chosen the same candidate, divide that team into sub-teams of 3 or 4). Develop a committee platform that consolidates your ideas about the same candidate. <b>Assess</b> - Determine what local or regional task forces exist for the candidate of your choice. <b>Action</b> - Join a task force and plan a way to help get out the vote for your candidate. (If no task force exists in your local area for the candidate of your choice, develop a strategy for creating one.)	