

## Social Studies Performance Task 12-2

### Standard(s):

- **SS1a – Citizenship:** Evaluate the degree to which public policy and citizen behaviors exemplify the stated ideals of democratic government.

### The Task

Americans are often criticized for their lack of participation in government. Critics cite voter turnout that hovers around 50% in national elections and diminishes thereafter in local plebiscites. Yet other studies indicate that Americans are quite active in other areas of government, particularly certain demographic groups on certain issues or policies. Examine the hypothesis that Americans are largely indifferent to government in **ONE** of the following ways.

- Conduct research to determine which demographic groups are most likely/least likely to vote. Compare and contrast these groups in one of the following ways:
  - Write an essay which examines the disparity in voter turnout
  - Create a commercial, print advertisement, or editorial that attempts to persuade a particular group to vote.
  - Interview winning and losing candidates on their views about voter turnout. If actual candidates are unavailable, simulate the positions of candidates.
- Research and publicize volunteer activities within your community in one of the following ways:
  - Create a chart or other graphic display that lists volunteer activities and opportunities in your community. Include times, addresses, phone numbers and other contact information for potential volunteers.
  - Select one of the volunteer activities and compare and contrast it to a grassroots/volunteer activity in another community or during another historical period.
  - Create a brochure or multimedia presentation that promotes one of these volunteer activities.
  - Canvas the student body to determine if there is interest in establishing a new voluntary project for the school. Prepare charts and graphs to display your findings.
- Examine the attitude of various groups on a particular political issue in one of the following ways:
  - Survey the student body/community to determine respective attitudes on the issue. Prepare charts and graphs to display your findings.
  - Query the various political parties/candidates on the issue and report their responses (e.g., school newspaper, pamphlet, video)
  - Examine and classify the editorial positions on the issue by various publications/media. Report your findings by creating a visual display.

### **Circumstances of Performance:**

The student work is produced under the following conditions:

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|---|--|
| <input checked="" type="checkbox"/> alone                 | <input checked="" type="checkbox"/> in a group               |
| <input checked="" type="checkbox"/> in class              | <input checked="" type="checkbox"/> as homework              |
| <input checked="" type="checkbox"/> with teacher feedback | <input checked="" type="checkbox"/> with peer feedback       |
| <input type="checkbox"/> timed                            | <input checked="" type="checkbox"/> extended project         |
| <input type="checkbox"/> no opportunity for revision      | <input checked="" type="checkbox"/> opportunity for revision |

### **Criteria for Success:**

- Uses and distinguishes between primary and secondary sources.
- Examines and describes various propaganda techniques.
- Describes differences and similarities, bias and potential conflicts of interest.
- Summarizes interviews and conforms news reports to media standards in terms of style and length.
- Demonstrates the attributes of responsible citizenship
- Researches and employs survey methodology that assures validity and reliability, which help create clear, concise and accurate reports.

### **Related Standard(s):**

- **SS1b – Citizenship:** Identify, analyze, and propose solutions to local, state, and national issues.
- **SS1c – Citizenship:** Define and demonstrate the attributes, rights, and responsibilities of a democratic citizen to include voting procedures and the election process.
- **SS2a – Culture:** Analyze and explain how groups, societies, and culture address human needs and concerns.
- **SS6d – Individual, groups, institutions:** Evaluate ways in which technological, political, economic, and environmental changes affect the social system.
- **SS8a – Power, Authority, Governance:** Compare and contrast governments at all levels (e.g., Constitutional development, checks and balances, political parties).
- **SS8d – Power, Authority, Governance:** Assess the roles and responsibilities of elected officials.