

Washtenaw Matters! Tutor Guide

Dear Tutors -

This guide is intended to provide supplementary materials, ideas, and activities. The news websites listed towards the end of the guide can be used extensively and repetitively for reading, and other language skills.

Please feel free to contact us with any questions or for additional information:

Jenna Bollinger, jbollin3@emich.edu

Andrea Clyne, aclyne@emich.edu

Washtenaw Matters

NEWS YOU CAN USE!

SEPTEMBER • 2016 • VOLUME 2 • ISSUE 1

Table of Contents:

Introductions	1
Table of Contents	2
Vocabulary	3-4
Cloze Practice	5-6
Election Bingo	7-9
Frayer Model	10
3-2-1 Bridge Activity	11-12
Connect-Extend-Challenge	13
Email Templates	14
Compulsory Voting	15
Election Day Activities	16-19
Classroom Experiment Activity	16
Election Scavenger Hunt	17
Candidate Comparison Activity	19
Extra Resources	20-21

Important Vocabulary Definitions:

*****For lower level/proficiency students, have them stating the definition in their own words.**

Article: *The Path To Presidency*

Candidate: A person who gets a nomination for office or an honor.

Platform: a statement of principles and policies adopted by a political party or a candidate

Nomination: the official suggestion (or recommendation) of a person or thing for a job, position, office, etc.

Party Conventions: A meeting of a political party to select a candidate for office.

Primaries: an election where voters choose candidates for nomination.

Caucuses: a meeting of party leaders to select candidates or elect convention delegates,

Electoral College: a group of people chosen by the voters in each state to elect the president and vice president of the U.S.

Article: *Who are the Candidates?*

Democratic Party: One of the two major contemporary political parties in the United States.

Republican Party: One of the two major contemporary political parties in the United States. Also known as the “GOP” or “Grand Old Party”.

Libertarian Party: A political party in the United States. The party represents the rights of individuals as people.

Green Party: A political party in the United States. The party believes in nonviolence and world peace.

Socialist Party: A political party in the United States and also in other countries. The party believes in equal opportunity for everyone and all people will take responsibility in all the actions of society.

Article: *Electoral Votes: It's the States Who Decide*

Electoral votes: The votes by the members of the Electoral College for President and Vice President of the United States.

Red State: A US state that votes for the candidates or issues from the Republican Party.

Blue State: A US state that votes for the candidates or issues from the Democratic Party.

Swing/Battleground State: An important US state that votes for both the Republican and Democratic parties. These states are important because they help determine who will be the next US President.

Article: *Ypsilanti & Ann Arbor Ballot Proposals*

Proposal: A plan or an idea that other people discuss or think about voting on. It is usually written.

Tax: A required contribution that comes from peoples' or businesses' good, income, or services.

Revenue: Income, or the money made, from a company or organization.

Extra Related Vocabulary:

Amendment: A change or addition. Usually to a law or to the US constitution.

Levy: A new tax or fee

Unopposed: Not having opposition or a challenger for something.

Veto: The right to reject or say no to a decision or proposal.

Compulsory: Required by law or a rule. Something that is mandatory to do or give.

Vocabulary Practice:

I. Directions: Choose the best word from the **Important Vocabulary** list to complete the following sentences.

Example: Michigan is a swing state because its voters choose different political parties.

1. The _____ votes for the President in December.
2. Donald Trump is the presidential candidate for the _____ Party.
3. Oklahoma and Nebraska are examples of _____ states.
4. A person who wins the nomination of a political party is called:
_____.
5. A/An _____ is a formal plan or suggestion put forward for vote.



II. Directions: Write a new sentence using the vocabulary words from part I.

Example: Ohio is also swing state.

1. _____

2. _____

3. _____

4. _____

5. _____

III. Directions: Describe the presidential system in your country using at least 5 new vocabulary words from the list. It might be helpful to talk about similarities and differences.

Instructions for Election Bingo:

Novice Students:

Option 1: Use the pre-made template to practice oral recognition of words:

1. Assign students a partner and distribute one board and 2 different colored pencils/pens to each pair.
2. Read one word from the board at a time; students compete against their partner to point to the word they hear first.
3. The student who finds the word first gets to color in that square.
4. The student with the most colored squares at the end will win.
5. **Ask students to repeat the word and spell it back to you if you want to practice letters and/or pronunciation.*
6. ***Focus on only one row at a time if students need that support.*

Option 2: Use the blank Bingo template to have students create their own board:

1. Distribute one board (blank) to each student. Instruct them to write in a vocabulary word in each box in any order they want.
2. When students have completed their boards, start the game.
3. Read one word from the vocabulary list at a time. Students check the box or make a small mark in the box when the word is called.
4. The first person to have five boxes checked in a row (vertically, horizontally or diagonally) wins.
5. Have the student read all five words back to you.
**Continue playing for 2nd and 3rd place if you choose.*

Intermediate or Advanced Students:

Option 1: Teacher-led

1. Divide students into pairs and distribute one board and 2 different colored pencils/pens to each pair or group.
2. Explain the rules of the game. (T reads definition; Ss compete to touch correct word on the board first; winner colors square). Clarify rules.
3. Read one definition at a time and have students shout out the word they think is correct (as they are touching the square).
4. Confirm correct word and remind students to color that square if they were the first to identify the word.
5. Continue until someone has bingo or until the board is finished.
Optional: have students write original sentences using the words they did **not know for homework or subsequent activity.*

Option 2: Student-led:

*Same as above except students are divided into groups of **three**. Two people compete and one person reads the definitions instead of the teacher.*

Red State	Veto	Swing State	Tax	Blue State
Ballot	Amendment	Nomination	Proposal	Unopposed
Democratic Party	Green Party	Libertarian Party	Republican Party	Socialist Party
Primary	Electoral Vote	(Party) Convention	Electoral College	Caucus
Hillary Clinton	Levy	Party Platform	Incumbent	Donald Trump

Vocabulary Bingo:

Frayer Model Vocabulary Definition:

This diagram can be used to have students define a word or concept in multiple ways. The word is written in the center circle. The definition section is used for a dictionary or textbook definition. The pictures or characteristics box can be completed with student illustrations or drawings or students can find pictures or images from magazines, the internet, etc. Related words or examples is used for synonym words or sentence examples. The final box, non-examples, is used to draw or write words that are antonyms of the featured word.

What it is..	What it's not..
Examples..	What it looks like..

Word

The diagram is a square divided into four quadrants by a vertical and a horizontal line. In the center, where the lines intersect, is a cloud-shaped circle containing the word "Word". The top-left quadrant is labeled "What it is..", the top-right "What it's not..", the bottom-left "Examples..", and the bottom-right "What it looks like..".

The following website has helpful information about the Frayer Model including a link to download word document for folding and making your own Frayer Model template.

<http://wvde.state.wv.us/strategybank/FrayerModel.html>

3-2-1 Bridge Activity:

Part 1: After reading the article, write down 3 ideas, 2 questions, and 1 analogy or comparison in the chart below.

****Prior to the start of the activity, have students describe what elections are like in their own countries to activate schema.*

IDEA	IDEA	IDEA
QUESTION 1:		QUESTION 2:
ANALOGY/COMPARISON		

Part 2. Share your answers with a partner. Then share with another group.

Part 3. Write down three new thoughts/ideas, 2 new questions and 1 analogy/comparison with your group or partner:

New Thoughts/Ideas

1. _____

2. _____

3. _____

Questions

- 1. _____

- 2. _____

Analogy/Comparison:

Connect- Extend- Challenge:

Connect- How are the ideas in the article **connected** to what you *already know* about the topic?

Extend- What *new ideas* do you have after reading the article? How did they **extend** your thinking?

Challenge- What ideas are still **challenging** (*difficult*) for you?

Write to Your Party Candidate(s): Email Templates:

If you want to email your party candidate(s), but don't know what to write, you can use these templates.

Problem or Request

Dear Mrs Johnson,

My name is _____ (your name), and I have been living in Ann Arbor (or Ypsilanti) for _____ (period of time). Recently, I have had problems with _____ (problem). This has been going on for _____ (length of time). I was hoping that you could help me. Thank you for your time, _____ (your name)

Request for Information

Dear Mr. Kaddafi,

My name is _____ (your name), and I want to know about _____ (local topic you'd like to know more about). I was hoping that you could give me more information on this topic. Regards, _____ (your name)

Thanking a Candidate

Dear Mrs. Smith,

My name is _____ (your name), and I just wanted to thank you for _____ (thing in your district that you liked/was helpful). I really enjoyed/appreciated it because _____ (reason). Thank you, _____ (your name)

Compulsory Voting:

Did you know that voting is **compulsory** (*required*) in over 20 countries around the world? Failure to register to vote or to cast your ballot can result in fines and even jail time in countries like **Argentina, Australia, Belgium and Brazil!**

I. *Brainstorm some **pros** and **cons** of this policy with a partner and list them below:*

PROS (+)	CONS (-)

II. *Share your list with another group of learners. Did you have the same ideas?*

III. *If I were President....*

Directions: Write a short paragraph to explain why you **WOULD** or **WOULD NOT** have **compulsory voting** if you were President of the United States.

“If I were President of the United States ...

Election Day; A classroom experiment:

Brief description:

This activity recreates an experiment done by more than 3,000 students on Election Day, 1996 and can be done before the topics of election or voting have been introduced to activate schema for related unit/lessons. The activity can also be done during or after lessons. Students learn through a hands-on experiment why voting is important, that it is a privilege and not a legal requirement, and what the potential impact of deciding not to vote.

- At the start of your time together, tell student(s) they have the opportunity to vote in a mock election *if they choose to*.
- Provide ballots listing the candidates or issues, and a space for student(s) to indicate their gender*.
- Place the ballots in a location of the room where student(s) can vote in private.
- Later in the day, tell student(s) they are now *required* to vote.
- Tally each group of ballots separately. Lead a discussion with student(s) as they respond to the following questions.

Group Discussion:

How do the two votes differ?

Might an election be affected if only the people who *choose* to vote do so?

How might people required to vote affect an election?

Why is voting important?

*Were boys or girls more likely to vote when given the option?

Optional: Teachers/Tutors may ask student(s) why they voted the way they did. If their favored candidate was not available, would they vote for someone else? Who? Why?

Zoom-In on Language: After discussion, you can focus more specifically on the use of modals used to express opinions and hypothetical situations/scenarios. If students didn't answer with "I would..." use more Wh- questions or OR questions to have them expand on their initial answers by asking clarifying questions ("Are you 100% positive, or is this just something you'd maybe vote for?") You can work with students in using different modals, and then comparing the difference in them. Help them with asking guiding questions like "Does can sound stronger than might?"

Homework: Students can do the experiment with a family member, friend, or coworker and then ask them the same discussion questions. Have them then share the responses next time you meet, which could serve as basis for further discussion

Election Scavenger Hunt:

Brief description:

Learners look through newspapers and other news resources for a list of election-related news, photos, editorials, and more. This activity may be used during tutor time or as a homework activity. Adapt the list to fit the grade level of your students and the election campaign. That list might include the following:

- a news article about Candidate #1's campaign;
- a news article about Candidate #2's campaign;
- a news article about an independent candidate's campaign;
- a photograph of Candidate #1;
- a photograph of Candidate #2;
- a photograph of an independent candidate;
- an editorial cartoon that relates to one of the candidates;
- an editorial cartoon that relates to one of the campaign issues;
- an election ad or a flyer for one of the candidates from a news source or campaign office

<http://www.educationworld.com/>

***Have students bring in news articles, memorabilia, etc from elections in their home countries.

Election Day Activities:

“Campaign ad or Ballot proposal critique”

Brief description

Students gain media literacy and an understanding of how the media helps decide who gets elected to office by analyzing current campaign TV ads and literature. They identify the ads by the "type." They learn to look beyond the ad to understand its intended purposes and its real content.

***For lower level students, have them circle specific words (chosen by the tutor – they can be important vocabulary words)

“If I were the president...”

Brief description:

Students think critically about the campaign issues in the current election and compose a brief essay telling what they would do to solve problems in the United States if they were elected president.

“If I were the president...” Invite students to complete that sentence by telling what they would do if they were elected president of the United States.

***For lower level students, instead of having them write a description, tutors may have students make a list (written or oral) of issues that are important to them or that they think are problematic – either in the U.S. and/or their home country.

Compare the Candidates:

Use the chart below to compare two candidates. Write down how they are alike and how they are different. You can use this can to compare the candidates' life stories, voting histories, political campaigns, views on current events, etc.

***Students can first compare two (or more) candidates from their home country first.

Candidate 1 _____

Candidate 2 _____

How are they alike?	How are they different?

Extra Resources:

The Path to Presidency

<https://www.usa.gov/election>

<http://www.thedailybeast.com/articles/2013/01/26/too-soon-for-2016-how-to-end-our-endless-presidential-election-season.html>

<http://history.house.gov/Institution/Electoral-College/Electoral-College/>

Who Are the Candidates?

<http://www.politics1.com/p2016.htm>

Battleground States

<http://www.livescience.com/24549-how-electoral-college-works.html>

<http://www.politico.com/2016-election/swing-states>

<http://wtop.com/presidential-election/2016/08/political-experts-5-battleground-states-explain-whats-play/slide/1/>

<http://www.presidency.ucsb.edu/elections.php>

<http://www.livescience.com/24549-how-electoral-college-works.html>

Compulsory Voting

<https://mic.com/articles/118598/7-facts-from-the-around-the-world-show-how-absurd-america-s-elections-really-are#.7szPT8hxX>

<http://www.statisticbrain.com/presidential-election-voter-statistics/>

Are you ready to vote?

http://www.michigan.gov/sos/0,1607,7-127-1633_8716_8726_47669---,00.html

<http://annarborvotes.org/the-basics>

http://www.michigan.gov/documents/sos/ED-125_Instrc_for_Voting_444406_7.pdf

Random Facts

<http://www.history.com/topics/us-presidents/presidential-election-facts>

<http://www.cnn.com/election>

<http://www.usatoday.com/section/global/elections-2016/>

<http://www.politico.com/>

http://www.realclearpolitics.com/epolls/latest_polls/elections/

<http://www.thecolor.com/category/coloring/US%20President.aspx>

<http://www.apples4theteacher.com/coloring-pages/election-day/>

<http://www.apples4theteacher.com/holidays/election-day/printables/>

<http://www.abcteach.com/documents/form-ballot-for-mock-election-7170>