



## **Citizens, Not Spectators**

### **Lesson 2: Where Do the Candidates Stand?**

#### **Teacher Resource 2: Issues Chart**

The issues chart created by this lesson will be used in the subsequent lesson on the Presidential Debates and can also be used for the rest of the election cycle.

#### **Designing the Chart**

The categories in the chart will be a combination of required categories and those determined by the questions students will explore about their issues. For example:

<b>Issue and Subcategories</b>	<b>What We Know</b>	<b>Background Information</b>	<b>Severity of Issue</b>	<b>How Widespread</b>	<b>Sources</b>	<b>Position of Pres. Obama</b>	<b>Position of Gov. Romney</b>
Environment							
Subcategory A							
Subcategory B							

The columns that reflect the issues and their subcategories (as chosen by the groups), the sources used to gather the information, the position of President Obama, and the position of Governor Romney are required and standard to the chart. The number of columns that will contain the results of the students' research will be organized as the teacher sees fit. There are three shown here. However, teachers could easily include more or fewer, and title them differently. What is key is that the chart be uniform for the entire class.

#### **Producing the Chart**

The chart can be created electronically. Each group will receive a template to fill in. When groups have completed their work, they will submit their portion of the template to the teacher, who will combine them all into one comprehensive chart. That chart can be distributed to all students and viewed in class.

Depending on the size of the classroom, the Issues Chart can be tacked onto the walls of the classroom, forming a carousel. Each group receives a template of categories and places its information on the chart paper. All the subcategories of a large issue would be placed side-by-side.