

B1 – EXCHANGE

TRANSATLANTIC POLITICS IF ELECTED I WILL...

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SUMMARY

SHORT DESCRIPTION

Students work cooperatively to explain the electoral system in each partner country.

GOALS

- Students get to know peers in the partner class.
- Students become familiar with the electoral system in their country.
- Students will work as a team.

LANGUAGE GOALS

The students will research and express concepts addressed in the electoral process for their country and share with the partner class.

DURATION

3-4 weeks

LANGUAGE

English

MATERIALS

Worksheet for all students: Exchange task
IF ELECTED I WILL

MEDIA

- Teachers use established channels of communication between themselves and their students.
- Students choose their own method of communication for the partner work.
- For the exchanges with the partner class, use a video conferencing tool.

DIFFICULTY



DESCRIPTION

In a small group students will research the electoral system for legislative elections in their country; the German Bundestag or the United States House of Representatives. Students will then develop a visual presentation of the electoral system and share with a small group in their partner class (and are prepared to answer questions). Students will then discuss the pros and cons of each system.

TEACHER PREPARATION

- Teachers determine the small groupings.
- Teachers will support the students as they prepare the presentation.

CLASS INTRODUCTION

- Teachers provide students information on the process, duration, and content of the project.
- Teachers assist students in understanding the tasks.

Material

Worksheet for All Students: Exchange Task IF ELECTED I WILL...

EXCHANGE

For this small group task, students will research the electoral system for their country's respective legislative branch, the German *Bundestag* or the United States *House of Representatives* with a focus on a given list of specific details. Students will then design a visual presentation to share with a small group from their partner class and be prepared to answer questions. Groups will then discuss the pros and cons of each system.

REFLECTION

In their own class, students reflect on the similarities and differences between their own community and the partner class. See activities in the document METHODS FOR REFLECTION IN THE CLASSROOM.

For the reflection, there are key questions available. See the document REFLECTION QUESTIONS FOR STUDENTS.

