

Spring 5-15-2015

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Hankins, Jessee, "We the People: A Simulation for Young Voters" (2015). *Honors Projects*. 174.
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We the People: A Simulation
for Young Voters

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Spring 2015

Overview:

In the fall of 2014, when I was drafting the initial proposal of this project, I had an idea in which a simulation would be created that allowed for the students to truly immerse themselves in the workings of the House of Representatives, providing them a chance to understand the many various processes that the House undergoes in order to govern the country. The idea seemed perfect in reaching my two goals: having students truly engage in the field of social studies and to understand the importance of political participation. At this time, I was also completing my methods block, and soon to be entering my student teaching internship. That is when my Honors project decided to take a turn.

The National Council for the Social Studies (1994) writes “the purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” This important distinction is critical in recognizing the value that it has in a student’s education in secondary schools; however, students do not always see it. As data shows that students are less likely to participate in the electoral process and vote as younger voters (U.S. Census Bureau, 2014), teachers must work extremely hard to ensure that students understand the importance of social studies and civic participation. Understanding this data, I went into my student teaching experience with the same two goals as mentioned previously. When I encountered my students, I began to understand the realities of teaching high school seniors.

Truthfully, as mentioned in my proposal, the sentiment remains against the field of social studies, in that students do not like social studies. Students have described the subject as “hard,” “boring,” and “containing useless facts.” This is a common perception that has been seen throughout time. Schug and his fellow authors (1984) also found students saying the same exact

same about the field of social studies. They themselves shared with the researchers that they wished to have more active experiences such as group projects or field trips to places that represent the content they are studying (Schug et al., 1984). This understanding led me to develop this lesson.

My student teaching experience was comprised of teaching college-prep American Government and Economics classes. At the school I was placed, these social studies courses were only a semester long, meaning that the content covered in a year-long course had to be covered in simply 18 weeks. Therefore, my lessons had to be extremely focused and on point in meeting my lesson objectives and aligning them with the academic content standards. I also encountered difficulty in a way I could not even imagine: second semester seniors. While recognizing that of course not all students like social studies, I did not even imagine that seniors who were almost completed with their high school career would continue to challenge me to create lessons that would provide opportunities for active learning and kept these senior students engaged and involved in their learning. This became part of the reasoning as to why this lesson was developed.

Initially, when I taught this lesson in my student teaching experience, I had seen a lesson that provided the historical perspective of the compromises that were stuck at the Constitutional Convention and was going to use that as the lesson for the day. However, when I had engaged in the lesson in the first class, there were some surprises. Since the lesson was completely based off the historical perspective, it included students arguing for the continuation of slavery. I actually had not taken into account that some students may not feel comfortable with the idea of arguing for slavery, and the rest of the lesson was actually spent discussing the implications of what slavery meant to the colonists and how it impacted the Constitution. After that class, my

cooperative mentor teacher and I worked together to draft a lesson that would provide similar aspects of the compromises at the Constitutional convention but in a contemporary setting. The lesson plan that you will read is partly adapted from that earlier plan.

Title of Today's Lesson: <i>We the People: A Simulation for Young Voters</i>	
Subject Course: American Government	Grade Level: 11/12 th Grade
Unit Topic: Drafting the Constitution	Class Duration: 1 to 2 class periods

Lesson Summary and Rationale

This lesson provides students with a look at the various compromises that were struck at the Constitutional Convention by having the students debate the compromises. While the compromises are changed to reflect the simulation, it provides students the opportunity to examine an important part of Constitutional history in a contemporary aspect. In this lesson, students will be given the task of creating a new student council. They are given four plans to consider, two that look at the formation of student council, and two that discuss whether or not freshmen students should be given representation. The two plans that look at the formation of the student council are similar to that of the New Jersey and Virginia plans of representation that were presented at the Constitutional Convention, while plans concerning the freshmen representation are similar to that of the idea of whether or not slaves should be counted as part of the representation. As students go through the simulation, they will encounter the same questions that the Framers encountered when they were drafting the Constitution.

Standards

Theme	Topic (Content)	Content Statement
<i>American Government</i>	Basic Principles of the U.S. Constitution	<i>5. As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.</i>
Theme	Topic (Skill)	Content Statement
<i>American Government</i>	Civic Participation and Skills	<i>4. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.</i>

Lesson Objectives (KUDos)

Know (Academic Language)	Understand	Be able to do
<ul style="list-style-type: none"> -Compromise -Analyze -Evaluate -Discuss -Representation -Virginia Plan -New Jersey Plan -The Great Compromise -3/5 Compromise -Slave Trade Compromise -Constitutional Convention -Bicameral legislature -Unicameral legislature 	<ul style="list-style-type: none"> -There was heavy debate as to how the new Federal government would be structured under the Constitution. -Decisions made at the Constitution Convention would affect the future of American History (i.e. women's rights, minority rights). -Compromise was difficult, but not unattainable. 	<ul style="list-style-type: none"> -Identify some of the Framers in attendance. -Describe the nature of the proceedings at the Constitutional Convention. -Compare and Contrast the Virginia Plan and the New Jersey Plan for a new legislature. -Summarize the major compromises of the Constitutional Convention.

Planned Assessments

Pre-Assessment	Formative Assessment	Summative Assessment
N/A	<ul style="list-style-type: none"> -Graphic Organizer -“Choice” Product 	N/A

Differentiated Instructional Strategies

There are several different ways in which the teacher can differentiate the lesson to better meet the needs of all students. Tomlinson and Allan (2001) only discuss a few of the core ways in which a teacher can differentiate a lesson to best fit their students' needs, including content, product, and process. Some differentiation techniques I have listed below reference this type, but of course, other accommodations may be needed for other students the teacher may have, but here are some initial ideas to help students master the content material:

- *Content*- the teacher can vary what the students may focus on within the lesson
 - Naturally, within the lesson, the content will be differentiated depending upon the view the students take within the simulation. The students will be broken in half, depending upon which plan they would like to see. Then, within those two larger groups, it would be broken down even further, depending on whether or not individuals would like to see freshmen students have representation or not.
 - After the simulation, when the debriefing and instruction is occurring, there are opportunities to have the students focus on the varying compromises that were struck during the convention. Student can be placed into heterogeneous groups and are assigned one of the following to look at: the Great Compromise, the 3/5 Compromise, the Slave Trade Compromise, and the Commerce Compromise. Students can be given the chance to become experts on their selected compromise and then engage in peer teaching to help show the students the importance of the compromise.

- *Process*- the teacher can vary how the students come to learn the content material
 - After engaging with the content material and the simulation, students can be given a choice to help them process through the material. Choices may include, but are certainly not limited to:
 - Drafting a press release of the results of the negotiations at the Convention
 - Creating a podcast recounting the day's events of the simulation and relating it to the historical Constitution Convention
 - Utilizing the web service Piktochart, create an infographic that will describe the terms of the compromises struck at the Constitutional Convention.
 - The teacher can also impact how the simulation proceedings can go to help increase student participation. This can impact how the simulation will go, thereby influencing the results and the learning process. Some ways can be of the following:
 - Students can either debate as a whole class on which decisions they would like to make.
 - Students can break down into caucuses (groups of students that have the same point of view).
 - Students can elect "representatives" to vote on their behalf, limiting a class of 20 students to a voting body of 5 or 7.

- *Product*- the teacher can vary the items that students create to demonstrate their learning
 - The teacher can also vary the product that students work with or create. Some ways product can be differentiated were already mentioned above, as students are both differentiating the ways they interact with the material as well as the type of item that is produced, demonstrating their learning. Other ways product

can be differentiated can include, but are not limited to:

- Students can create a Venn diagram, comparing the two plans proposed at the Constitutional Convention.
- Students can draft a written response to a prompt, allowing the opportunity to express their thoughts and reasoning in a written format.
- Students may also create a historical timeline of the proceedings of the Constitutional Convention that show just how the Framers ended up creating the legislature, complete with graphics and text.

There are also many other accommodations that can be made during the lessons that teachers can use to help their students master the content material. These can be a visual and written copies of the materials, teacher modeling to demonstrate what is being expected, or having specific seating arrangements to help students concentrate and focus on the tasks within the lessons. These are only a few of the ways teachers can change the structure of the lesson to help meet their students' needs. The teacher and student must collaborate together to help understand what is the best way the teacher can deliver instruction to the student and the student can understand the material (Tomlinson & Allan, 2001).

Materials/Reference List

- “Student Council” sheets
- “How Do You Vote?” sheets
- “Compromises of the Constitutional Convention” graphic organizer
- “Student Council” PowerPoint
- “Choice” Product sheets
- Name tags

Procedures

- Teacher will have the desks arranged in a pattern similar to that of Independence Hall, the place where the Constitution was drafted. (If not possible, the desks should be arranged in a circular format to allow for more cohesiveness amongst the students so it will be easier for discussion during the simulation.)
- Teacher will have placed a name tag for each student at each desk and require them to sit in that desk.
- After all students have been seated, the teacher will begin the lesson, by introducing the student council simulation and loading up the “Student Council” PowerPoint. The teacher will not say that it is a simulation, working to ensure that students will take the simulation as a real experience.
- Teacher will discuss the student council plans, citing that they are being asked by the school principal to help develop a new plan for student council. They are asking the “elders” of the school (juniors/seniors) to act a focus group and put together such a plan. There are a total of 4 plans that were comprised by the faculty, students, and administration, and they would like to have the students’ input. Two plans concern the structure of the council, while the other 2 concern the premise of whether or not freshmen students should have representation.
- While the teacher is introducing the simulation, the PowerPoint will transition throughout each slide, ensuring that students who may need a visual aid to help understand the material will be able to follow along.
- Before introducing each plan, the teacher will hand out the “Student Council Plans” sheet and discuss each plan.

- After introducing each plan, the teacher will pass out the “How Do You Vote?” sheets, asking the students to vote for which plan they would like to see enacted.
- Teacher will collect the sheets and then separate the students into two groups, based on which plan they would like to see enacted.
- Teacher will then instruct the students to work together to develop a single plan for students council, based on the four presented or something that they choose to come up with.
- The teacher will instruct the two groups to develop a list of reasons as to why their plan should be chosen as the structure for student council and whether or not their plan would include freshmen representation. The groups will then present their reasons and then begin to debate what plan should develop.
- The teacher should see the students experience frustration, confusion, anxiety, and maybe disdain for the simulation, as it provides challenges and difficulties concerning an issue students may have strong views about and the process of how the plan will be developed.
 - Concerning the idea of freshmen representation, the teacher will most likely have their students to argue that freshmen are not going to get representation, which relates to the idea of the 3/5 compromise that the Framers struck at the Constitutional Convention.
- While debate and the development process is occurring, the teacher or a handpicked student will act as scribe, writing/typing all of the ideas and parts of the plan that have been proposed and/or agreed upon.
- After 30 minutes, the teacher will ask whether or not a plan has been developed. Depending on the class, a plan may or may not be developed. The teacher will then lead into a debrief session with the following questions:
 - *How was the process of developing a new plan? Did you experience frustration, difficulty, or anger during the discussion?*
 - *Do you like the plan that has been developed? Why or why not? If there wasn't a plan drafted, then perhaps why did it not happen? Why were you as a class not able to create a plan for student council?*
 - *Did you or the group make any compromises on parts of the plan in order to have a single plan developed? For instance, if you were against freshmen representation, did you agree with the idea of freshmen representation if the structure you supported was chosen as the structure for student council?*
- The debriefing can occur in a variety of ways depending upon both the class and the teacher: it can occur verbally where the students have a discussion, written to where students write responses to each question, or electronically, where students can write their responses and have them projected on a screen.
- The debrief session will allow the teacher to say that this experience was a simulation.
- The teacher will tell the students that these discussions were similar to the ones that the Framers had at the Constitutional Convention, in how the new legislature would function and whether or not slaves would be counted as part of representation. The teacher will then hand out the graphic organizer that breaks down each of the compromises.
- The teacher may choose to provide a short lecture about each of the compromises, while the students fill in the graphic organizer, or the teacher may have students again break into groups and find the information about each of the compromises and have the students share their answers in the form of a poster.
- After students have filled in the graphic organizer, the teacher will introduce the assessment of the lesson, with the choice product. The teacher will pass out the out the assignment sheet that includes the following choices:
 - Drafting a press release of the results of the negotiations at the Convention

- Creating a podcast recounting the day's events of the simulation and relating it to the historical Constitution Convention
- Utilizing the web service Piktochart, create an infographic that will describe the terms of the compromises struck at the Constitutional Convention.
- If the teacher so chooses, they may provide a different assessment that will meet the lesson objectives that may meet their students' needs.

Analysis:

Compared to the initial that was taught to the first Government class, this lesson was much more successful. This version connected more to the students and when given the opportunity, they were engaged with the material to the point when I delivered the instruction about the various compromises, the students understood it better and were able to make direct connections. Students were more interested in the simulation when it was the contemporary perspective rather than the historical perspective. With the contemporary lesson, the students were more inclined to ask questions and participate, partly because the student council had recently been reorganized at the school, unbeknownst to me. This triggered a large conversation between the students and I about the council and how it would impact the school, which challenged me to continue with the simulation. The students were more concerned with the idea that student council being changed, rather than the task set before them. Once I was able to get the students on track, it was then easier to have the students engage with the material and participate. It was much easier for me to see the students' learning as they were paying attention when I connected the simulation to the historical aspect of the Constitutional Convention. Since the students were more inclined in disregarding the freshmen students in terms of representation on student council, the opportunity was enormous for me to demonstrate that the same arguments were made concerning women and minorities within the United States when it came to the development of the federal legislature. Once that connection was made, students were able to have a deeper understanding of the impact the conversations at the convention had upon American history. However, as I went about the day, the students became more aware of the simulation and tended to disregard it as "true." If a teacher has multiple sections of a Government class and would utilize this lesson, I would suggest that they change their course of action for the later classes, as students do talk to each other about their classes. When I went to execute this lesson for my afternoon sections, the

students were already aware of the lesson and it was not effective as the morning lessons were. I would recommend either doing a different lesson for the afternoon classes and complete the simulation the following day, or be upfront about the lesson and say that it is a simulation but the point of it would be to provide a learning experience about the compromises that were struck at the Constitutional Convention. I did not anticipate this concern when I taught this lesson and it really impacted the effectiveness of the lesson in my afternoon classes.

As referenced earlier, there has been research that has shown simulations are effective in helping social studies teachers instill content knowledge of the field onto their students. Initially, simulations require more participation from the students, as the simulations are only effective while the students are partaking in it (Kachaturoff, 1971). Teachers must take steps to ensure that all students are engaged in the simulation or they may not be able to make the connections with the content. This was not initially done when the lesson plan was executed in the classroom, but the developed lesson plan that you see in the project provides this opportunity. Students are broken up into groups to debate over the proposed plans for student council and can also be broken up into groups when they are learning about the various compromises that were developed at the Constitutional convention. This in-depth planning helps to increase the effectiveness of the lesson plan as it provides direct connections to the students' learning from the simulation to the content material (Kachaturoff, 1971).

There has been criticisms in terms of utilizing simulations within the social studies classroom. DiCamillo and Gradwell (2013) discuss the criticisms in their research and work to debunk various "myths" within the field concerning simulations. The six myths presented in their research are common issues that social studies teachers face when presenting students with a simulation. Some of them were presented in my experience within the lesson, and steps have

been taken to address these myths in the developed lesson plan seen above. One myth that DiCamillo and Gradwell discuss, “Students may not take simulations seriously,” can be undermined by the teacher from the initialization of the simulation by either stating to the students that the activity is a simulation and that they can learn from it or by providing a simulation that creates an authentic learning experience for students. This was done in my experience by adapting the historical lesson plan to a more contemporary version, creating the opportunity for students to have a stronger connection to the content material. In order to avoid from these myths becoming true, DiCamillo and Gradwell list several recommendations that a teacher may take in order to create the most effective simulation that is within their abilities. These recommendations, including being mindful of the roles students may take within the simulation and providing appropriate instruction to have all students be able to participate, can truly impact the effectiveness of the simulation and generate a multitude of learning opportunities for the students (DiCamillo & Gradwell, 2013).

Overall, this lesson provides the chance for a social studies educator to teach important concepts in a meaningful way that allows the students to connect to the material in a more active way. The students were more engaged with this type of lesson presented to them rather than the historical perspective that was initially planned. It’s important to recognize this distinction in lesson planning; sometimes your plan tends to go out of the window and you must be flexible in adapting your own instruction to best fit your students. Given my student population, it was necessary for me to adapt my initial lesson plan and develop a contemporary version in order to have a much more effective lesson.

If anything, this experience and this project has taught me how effective good instruction can impact a student’s learning. As my lesson plan changed from the historical aspect to a

contemporary one, the lesson you see developed in this project was not the one I ended up teaching in my field experience. This lesson is actually much more developed in terms of differentiation and assessment. This only further correlates that creating engaging lesson plans take time, but they also can have tremendous benefits for both the students and the teacher. By designing engaging lessons, a social studies teacher can help a student to appreciate the value of social studies in their life. Students who have impactful experiences like the simulation or field trips will come to have a more positive outlook on the discipline and will be more likely to say that they enjoy the subject or enjoy the class they are taking in social studies.

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For more information on the inspiration of this Honors Project, please consult the following lesson plan by PBS: “Constitution Day.” This can be found at the following

URL: http://www.pbs.org/newshour/extra/lessons_plans/lesson-plan-constitution-day/

Resource A: “Student Council” Worksheet

The “Student” Plan

You as students agree that there should be a new representation model for student council. You put together the following plan:

- The student council would be structured with having a president and a general assembly. The general assembly would appoint the president and a faculty council that would oversee the general assembly’s decisions.
- Each classroom should receive representation proportionally to the amount of students in the classroom. For example, if a classroom has 50 students, it would have 6 representatives serving on student council. There would be two groups that would form the general assembly.
- Some powers that the student council would have would be to regulate school bell schedules, write a petition of any policy that they feel is unfair, and utilize the security forces to ensure that school policies are enforced.

The “Teacher” Plan

The faculty have put together their own plan of action for student council that you represent. They have decided that the student council should be set up in the following way:

- The student council would be structured with having a president and general assembly. The general assembly would choose people to help the president of student council, and the president would choose the members of the faculty council that would oversee the general assembly’s decisions.
- Each class should receive equal representation in the general assembly. Each class would receive 5 representatives to serve on the general assembly. There would be only one group that form the general assembly.
- Some powers that the student council would have would be to levy student fees and charges to pay for dances and other large events, regulate the bell schedules, and all students would be held to the policies passed by the student council.

Sophomore Plan

The sophomores have put together an argument on whether or not the freshman class should receive representation in the student council. Although you are a sophomore, you were a freshman once. The following is your plan:

- If freshman are still considered students then they should be counted as a person in terms of classroom populations.
- Freshman are still members of the school and should be given the same privileges.
- If all students are welcomed at the school then they should be allowed representation.

Senior Plan

The senior class has strong opposition to the idea of having freshman be participants in student council. You have put together your own point of view as to how student council will be organized:

- You insist that freshman are “newbies” and do not know how this school is run, so they should not be considered as part of the classroom populations.
- Freshmen need to earn experience before they can receive representation.
- If upperclassmen are knowledgeable of how the school is run, then they should be the ones who are in charge of student council.

Resource B: “How Do You Vote?” Worksheet

Name _____

Circle the choices that match your opinion. Please be honest, as this will impact the discussion over the proposed plans for student council.

Are you in favor of the Teacher Plan for the structure of student council or the Student Plan?

TEACHER PLAN

STUDENT PLAN

Are you in favor of the Sophomore Plan or the Senior Plan on the premise that freshmen students should be given representation on student council?

SOPHOMORE PLAN

SENIOR PLAN

Name _____

Circle the choices that match your opinion. Please be honest, as this will impact the discussion over the proposed plans for student council.

Are you in favor of the Teacher Plan for the structure of student council or the Student Plan?

TEACHER PLAN

STUDENT PLAN

Are you in favor of the Sophomore Plan or the Senior Plan on the premise that freshmen students should be given representation on student council?

SOPHOMORE PLAN

SENIOR PLAN

Resource C: "Plans/Compromises of Constitutional Convention" Graphic Organizer

Name _____

Plans or Compromises	Created By	Provisions	Benefitted Large or Small States	Outcome
The Virginia Plan				
The New Jersey Plan				
Connecticut/ Great Compromise				

3/5ths Compromise				
Slave Trade Compromise				
Commerce Compromise				

Resource D: “Choice” Product Sheets

Constitutional Convention Choice Assessment

Choice A: Press Release

As a delegate to the Convention, you just witnessed the various compromises that established the structure of the new Federal government. As the rules said that all decisions must be made in secret, but now that the Constitution is heading to the states for ratification, you want to tell the public about the amazing debate that occurred at the Convention. You, being an excellent writer, want to draft a press release to be printed in the newspapers throughout the states detailing everything that happened. In your press release, you’ll want to include the following:

- Details of each of the compromises, including the provisions of each compromise and what initiated the development of the compromises. (i.e. the Connecticut Compromise came about because of the Virginia and New Jersey plans)
- How the compromises will benefit the country and how it will support the newly drafted the Constitution
- How the ratification of the Constitution is the necessary thing to do

The newspaper printers already agreed that you can have unlimited space to write your press release, and that the release can also be handwritten. The printers also agreed to set your release in type for you as well. Your press release will be graded upon the following criteria: 20 points for the first category, 10 points for the other two categories, and 5 points for grammar, spelling, and punctuation, for a total of 45 points.

Choice B: Podcast

After engaging in today's simulation you are excited to share with the school about the new plan for student council. To reach all of the students, you decide to create a podcast that all of the students can download to listen. In your podcast you want to include the following information so that all students can understand what happened in the classroom:

- Recounting the day's events (what happened in the debate, and what choices were created)
- How the day's events relate to the historical compromises made at the Constitutional Convention
- How these compromises were important to developing the new Federal government
- How these compromises benefitted the drafting of the Constitution and its ratification

Your podcast should be no longer than 5 minutes, complete with at least 3 photos within your podcast. Your audio must be clear and concise, and a transcript of what you are saying must be included when you turn in your project. Your podcast must either be given to the teacher in an audio file or published publicly so that it can be accessed. Your podcast will be graded on the following criteria: 15 points for recounting the day's events, 15 points for make the connection between the day's events to the historical compromises, 10 points for how the Constitutional compromises benefitted the Constitution, 2 points for having the podcast under 5 minutes, and 3 points for having at least 3 photos in the podcast.

Choice C: Piktochart

After learning about the Constitutional Convention and its compromises, some of your classmates are still confused about the various compromises that were stuck at the Constitutional Convention. Your teacher asks you to create an infographic that provides clarity for your fellow classmates and helps them understand the importance of the Constitutional Convention. They ask you that you use Piktochart, a web service, to help you with the creation of the infographic. It must include:

- The 4 compromises that were created at the Constitutional Convention, including what they were and what their provisions were.
- Who the compromises impacted
- The ending results of the Convention
- At least 5 graphics within the infographic

The grading criteria for the infographic will be the following: 8 points for each compromise and its description, 1 point each for who the compromises impacted, 4 points discussing the ending results of the convention, and 1 point each for the graphic within the infographic.

When you
walk in...

- Please have a seat at the desk where your name is located.
- Get out a pencil and a sheet of paper

Proposal for Student Council

- The following sheet that has been passed out are plans to create a new student council for the school.
- Several proposals have been developed and are being considered.
- Your task is to look at the four plans and as a class, put together a single version for student council. This **must** be completed within 30 minutes because that is how much time that is available today.

“Student” Plan

- You as students agree that there should be a new representation model for student council. You put together the following plan:
 - The student council would be structured with having a president and a general assembly. The general assembly would appoint the president and a faculty council that would oversee the general assembly’s decisions.
 - Each classroom should receive representation proportionally to the amount of students in the classroom. For example, if a classroom has 50 students, it would have 6 representatives serving on student council. There would be two groups that would form the general assembly.
 - Some powers that the student council would have would be to regulate school bell schedules, write a petition of any policy that they feel is unfair, and utilize the security forces to ensure that school policies are enforced.

“Faculty” Plan

- The faculty have put together their own plan of action for student council that you represent. They have decided that the student council should be set up in the following way:
 - The student council would be structured with having a president and general assembly. The general assembly would choose people to help the president of student council, and the president would choose the members of the faculty council that would oversee the general assembly’s decisions.
 - Each class should receive equal representation in the general assembly. Each class would receive 5 representatives to serve on the general assembly. There would be only one group that form the general assembly.
 - Some powers that the student council would have would be to levy student fees and charges to pay for dances and other large events, regulate the bell schedules, and all students would be held to the policies passed by the student council.

Sophomore Plan

- The sophomores have put together an argument on whether or not the freshman class should receive representation in the student council. Although you are a sophomore, you were a freshman once. The following is your plan:
 - If freshman are still considered students then they should be counted as a person in terms of classroom populations.
 - Freshman are still members of the school and should be given the same privileges.
 - If all students are welcomed at the school then they should be allowed representation.

Senior Plan

- The senior class has strong opposition to the idea of having freshman be participants in student council. You have put together your own point of view as to how student council will be organized:
 - You insist that freshman are “newbies” and do not know how this school is run, so they should not be considered as part of the classroom populations.
 - Freshmen need to earn experience before they can receive representation.
 - If upperclassmen are knowledgeable of how the school is run, then they should be the ones who are in charge of student council.