

Make a Political Wave

Subject: Social Sciences

Grade Level: High School

Duration: 6 weeks

Objectives

- Use various social media and collaborative tools to profile political candidates.
- Work asynchronously as a group to complete project
- Utilize a variety of information sources and media types to collect and display information.
- Analyze current political messages.
- Construct examples and accurate sound analysis based on research.
- Summarize information in a structured, logical thought process.
- Critique current technological mediums for political messages.
- Compose written responses that are grammatically correct and free of spelling errors.

Instructions

Your group will spend six weeks profiling political candidates for the upcoming election. You will use a variety of traditional web sites and social media sites to gather quotes and multimedia on the candidate you choose. Your work will be collected as a digital portfolio presented as a "wave" on [Google Wave](#). For a guide on getting started with Google Wave please visit [Get Started with Google Wave](#). It is advised that you spend the first week collecting links about your candidate and familiarizing yourself with Google Wave. Create several practice waves and get used to using the chat and messaging features to help your teammates learn this new tool.

Each group member will choose a single national candidate to profile. You will each be responsible for generating content about your candidate each week, which should be added to a single Google Wave.

Each week you will email me a feedback update. The purpose of this email is to let me know how you are progressing in the project, how your partners are contributing, and if you have any suggestions for how to improve the current week of the project or the upcoming week. If your suggestions would improve your learning on the project, special consideration may be made to adjust as we go. To best serve you, this email may be sent at any point during the weekly assignment.

Here is the schedule for the assignment: (Note: You will be graded on meeting weekly deadlines of progress in this project. Meeting each week's deadline will be worth 10 points on your project.)

Week One (10pts)

- Gather information about the candidates for the election using traditional search tools like Google or Yahoo search. Visit their official web page.
- Sign up for Google Wave and practice using it to display text, images and multimedia. Refer to the Get Started with Google Wave link above.
- Create one main wave with sections that you will add to for your individual candidate.
- Create another wave for communicating with your teammates and solving problems.
- Post a short bio of your chosen candidate on your main candidate wave. Include a link to his or her home page.
- ABOVE AND BEYOND: Make yourself available to tutor other students in how to effectively navigate Google Wave. Document your tutor sessions.
- Email me your feedback update.

Week Two (10pts)

- Visit the [Twitter Blog](#) for tips on using Twitter to find ongoing dialogs from political parties and specific candidates.
- Sign up for [Twitter](#) and follow your candidate.
- Copy 3-4 tweets from your candidate or their organization. Add them to your wave.
- Write 2 short paragraphs, or, if you have a camera, make a short video where you analyze the main message of your candidate in this election. What is your candidate promising to do if elected? Is he or she currently in office, or trying to beat an incumbent?
- ABOVE AND BEYOND: Create an election poster using modern software (Adobe InDesign, Illustrator, Photoshop, Microsoft Publisher, etc.) that illustrates your politician's position.
- Email me your feedback update.

Week Three (10pts)

- Visit [Internet Technology Use in 2010 Elections](#) and [Social Media: The New Battleground for Politics](#) for more ideas on how to use social media outlets to track your candidate.
- Gather 3-4 more Tweets and copy them to your wave.
- If your candidate has a Facebook page, include the URL on your wave.
- ABOVE AND BEYOND: Post a question on your candidate's wall, and on his opponent's wall that is politically based.
- Email me your feedback update.

Week Four (10pts)

- Search for videos by or about your candidate on [Youtube](#)
- Link to the videos in your wave
- Find a significant tweet by your candidate that generated a lot of responses. Copy them to your wave
- Write a short paragraph in your wave about your opinion of Twitter as a campaign tool. Do you think it works? What do you like about it? Alternatively, tweet your thoughts and copy the text to your wave.
- ABOVE AND BEYOND: Create a twitter page for this project that provides analysis of current political propaganda of your candidate and their opponent.
- Email me your feedback update.

Week Five (Election Week) (10pts)

- Explore [extensions](#) in Google Wave.
- Pick 2 extensions you believe will enhance your portfolio and use them in your wave.
- Follow the elections on Tuesday on the social media outlet of your choice.
- Write 2-3 paragraphs detailing the activity you observe. Would you be able to follow the election solely by using social media? Were the updates given in real time?
- ABOVE AND BEYOND: Provide a new idea on how get political information to someone your age in a creative new way.
- Email me your feedback update.

Week Six (10pts)

- Put the final polish on your section of the wave. Be sure that it includes text, audio, images and videos (or links to videos if you can not download).
- Create a new section within the main wave for a discussion of the project.
- Have a discussion among your group members about your experiences with this project. Share your thoughts about Social Media as a resource for information. Also include your assessment of Google Wave as a collaboration and presentation tool.
- ABOVE AND BEYOND: Add two more "indicators" (rows) on the rubric (see below) I provided to you and give me two creative way to assess your final project. How do you want me to grade you?
- Email me your feedback update.

Student Rubric

Indicators	Below	Average	Excellent
Use of online tools	Student used few online resources, and provides little example of technological proficiency.	Student uses multiple online resources, and displays a moderate amount of technological proficiency.	Student uses a wide variety of online resources, and shows a mastery of navigating technology.
Group Collaboration	Student rarely communicate, one student does a large majority of the work.	Student communicate some, and a few students did a majority of the work.	Students are communicating on a regular basis, and the work is evenly distributed among group members.
Analysis of Political Messages	Analysis is illogical and does not stem from relevant research.	Analysis is relevant, however, weakness research is evident.	Analysis is sound, evidenced by strong research on the topic.
Writing Skills	Writing samples have many grammatical and spelling errors. Thoughts are disjointed and disorganized.	Writing samples have few spelling and grammatical errors. There is evidence of a organized logical thought process.	Writing samples have no spelling and grammatical errors. Thought process is well organized and logical.
Critique of Technological Mediums	Little or no logical opinions. Evidence of great disinformation.	Opinions are logical. Some evidence of quality information.	Opinions are logical and thought provoking. Strong evidence of sound information.
ABOVE AND BEYOND	Student attempted no ABOVE AND BEYOND opportunities.	Student attempted some ABOVE AND BEYOND opportunities with quality work. OR Students attempted all ABOVE AND BEYOND opportunities, but work has little evidence of effort.	Student attempted all ABOVE AND BEYOND opportunities and considerable evidence of effort is present.

Our Rubric

INDICATORS	DEVELOPING	MEETS	EXCEEDS
Specifies how the content is to be learned	Describe what is to be learned, but the specification is too vague to implement.	Includes detailed specifications to follow and complete lesson's logic and sequence	Includes detailed specifications to follow and complete lesson's logic and sequence, with levels of difficulty that easily adjust to how well the students perform during the lesson.
Specifies teacher-students and/or student-student interactions will be facilitated	Specifies how interactions may take place, but not how they may be facilitated	Specifies how interactions may be facilitated.	Specifies how interactions may be facilitated and adjusted to accommodate student progress/performance.
Explains how learning resources/activities within a lesson will be selected and sequenced.	Sequence of activities and use of resources is identified, however the effective completion is unclear.	Completion or progression into the sequence of activities and use of resources is clear and contributes to the whole lesson plan.	Lesson activities include ways to adjust to real-time student progress and performance or to customize activity units based on students participation
Strategies are based on learning principles and are informed by best practices in the field	Specifies learning objectives, however with no clear relation with set activities in the lesson	Specifies learning objectives with clear practical implementation strategies in identified activity units and learning resources/materials.	Strategies are responsive to current learning culture and literacy skills of students.
Uses modern technology relevant to current culture	Uses technology, however it is not current.	Uses some technology that is current, (internet, blogs etc.)	Uses the most current media mediums that are accessed by 21-century learners. (Twitter, Youtube, Facebook, etc.)
Uses non-traditional forms of assessment	No traditional assessment (paper, exam, etc.)	Allows a student to display knowledge in multiple non-traditional formats.	Allows a student to have input on how they will be evaluated and assessed. Project gives students the ability to show mastery in many different forms that are suggested by students themselves.
Uses student input to refine teaching practice (student-centeredness)	Project allows student to give feedback at the end that will influence future projects.	Project has multiple predetermined opportunities for student feedback that may adjust the current project to meet student needs.	Project allows for real-time feedback that has a possibility of individualized changes to best meet the student's needs.