



**CLASSROOM LAW PROJECT  
PRESENTS**

# **ELECTION 2018**

## **WHY VOTING MATTERS**

### **UNIT 5**

**Class Hearing on the Election**



## UNIT 5

# Holding a Class Hearing on the Election

### Objectives

Students will

- Culminate their election lessons with an active simulation of a legislative hearing
- Demonstrate what they've learned about election issues in 2018
- Argue for a position based on evidence and understanding

### Why a Legislative Hearing?

A simulated legislative hearing is a fun and interactive way for students to show what they've learned and argue their opinions in an open, civil environment. Inviting adult community members to play the roles of members of Congress, or even the roles of any kind of government body, is a memorable experience for students and they get an opportunity to really shine.

This format of Congressional hearing asks students to answer one or two questions from the hearing panel and their response is a 1 minute testimony using evidence they have gained through the lessons in this unit. The goal is to inform the panel about what they have learned.

You can have students work as teams and sit before the Congressional panels as a group, or you can have individual students stand to testify independently.

The questions for the hearing are the same as in the pre- and post- unit survey. This allows you to have continuity through the lessons and to combine your culminating activity with independent thinking and writing.

### Hearing Questions:

1. What advice would you give the Oregon candidates for governor this year?
2. Oregon voters regarding the November election for Governor?
3. Explain in your own words why voting in the November 2018 election matters.
4. After learning about the election this year, I am still wondering (because):

During the hearing all students will have time to respond orally to questions. Students will write individual responses and then practice presenting them. Every student testifies at the hearing. Describe the hearing to the students (description included here). Students should consider their responsibilities as witnesses testifying at a hearing. Each student is an official expert witness and needs to show the panel what they've learned.

Before hearing day, adult guests should be invited to be on the panel that will take students' testimony. Guests will act as legislators conducting a hearing: listening and commenting. Invite school administrators, board members, community leaders, parents, CLP staff, or other teachers.

**Suggested Intro:** It might be a good idea to show your students a couple of quick video clips of Congressional testimony so they get an idea what a hearing is like. We recommend the following as fun examples:

2010: Stephen Colbert gives his opening statement during a hearing of the Subcommittee on Immigration, Citizenship and Border Security (in his comedic persona from the *Colbert Report*).

<https://www.youtube.com/watch?v=k1T75jBYeCs>

2018: Mark Zuckerberg testifies in a Senate hearing about Facebook:

<https://www.youtube.com/watch?v=Txq2eI8Pbdw>

## The Class Hearing:

Set your classroom up to model a legislative hearing. The classroom should have a table or row of desks in the front facing the classroom for the legislative committee to sit and “take testimony.” A table or podium can be set up facing the panel’s table (depending on whether you have group or individual testimony). Think about inviting adults to serve as your legislative committee members – possibly other teachers, administrators, parents, or other members of the community.

Each student will make a presentation to the Committee:

1. Brief intro statement
2. Response to Question 1
3. Response to Question 2 or 3 or 4
4. Brief concluding statement

Each presentation should last no more than 1 minute.

*Optional:* You may want to have the Congressional Panel ask 1-2 minutes of follow up questions, depending on how much interaction you’d like your students to have with them.

It is helpful to brief the adults or whomever serves on the panel ahead of time to take a minute to give positive feedback to the students giving expert testimony about what they presented.

You can use the **Hearing Evaluation form** for the panelists or the students to evaluate the hearing.

## Hearing DeBrief:

Students should share impressions of the hearing the next class day. Please encourage them to discuss new information they learned if views changed or altered by hearing other testimony.

**Post – Unit Survey:** While the Classroom Hearing is the best culminating activity for this series of lessons on the 2018 Election, the following handouts are provided if you would like to have the students do any final writing about what they have learned. The Post Unit survey are the same questions asked in the pre-unit survey with a few extras about what they enjoyed most.

**Post - Election Survey:** Once the election occurs, you ask students to evaluate their thoughts about the election outcomes based on what they previously learned.

### **Materials and Handouts**

- Hearing Evaluation Forms
- Post Unit Survey
- Post Election Survey

# Hearing Evaluation Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name(s) of Expert Witness(es):

The top 3 interesting pieces of information I learned from this testimony:

Some follow up questions I have for the expert witnesses:

How this testimony helped me think about the 2018 election:

Other Comments:

DATE: \_\_\_\_\_

1. What do you believe are the most important issues for voters in this year's elections?

2. Who do you believe should have the right to vote in the United States?

3. Why do you think people DON'T vote during elections in the United States?

3. What do you want to know more about when it comes to the election and voting this year?





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## **ELECTIONS 2018**

### **POST – ELECTION SURVEY**

1. Who won the 2018 election for Oregon Governor?
  
  
  
  
  
  
  
  
  
  
2. What is your opinion about the new governor and how will they do in office?
  
  
  
  
  
  
  
  
  
  
3. What was the outcome of the vote on Measure 105?
  
  
  
  
  
  
  
  
  
  
4. Do you agree or disagree with the outcome of the vote on Measure 105 – and why?
  
  
  
  
  
  
  
  
  
  
5. What were some interesting outcomes of the Congressional elections for the whole country?
  
  
  
  
  
  
  
  
  
  
6. What impact do you think the 2018 election will have on Oregonians going forward into 2019?