

Curriculum Units on Venezuela

- I. THE U.S. AND VENEZUELA: COMPARING AND CONTRASTING NATIONAL PRIORITIES**
- II. SPINNING HUGO: CONTRADICTORY ASSESSMENTS OF HUGO CHÁVEZ**
- III. ENERGY CHOICES TOWN MEETING**

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CBA TOPIC: Causes of Conflict

LEVEL: High School

This document is intended to assist teachers who are implementing the Causes of Conflict CBA for high school students, but may also be useful to anyone teaching about world issues, international relations, and related fields.

TABLE OF CONTENTS

I. THE UNITED STATES AND VENEZUELA: COMPARING AND CONTRASTING NATIONAL IDENTITIES – LESSON OBJECTIVES, PROCEDURES, ASSESSMENTS, AND EXTENSION ACTIVITIES	3
HANDOUT #1.1 – NATIONAL PRIORITIES: WHAT’S MOST IMPORTANT?	7
HANDOUT #1.2 – NATIONAL PRIORITIES: GROUP RESULTS	9
HANDOUT #1.3 – WHAT’S MOST IMPORTANT: VENEZUELA’S PROBABLE PRIORITIES	11
TEACHER’S GUIDE: VENEZUELA’S PROBABLE PRIORITIES	13
HANDOUT #1.4 – NATIONAL PRIORITIES: SELF ASSESSMENT	15
II. SPINNING HUGO: CONTRADICTORY ASSESSMENTS OF HUGO CHAVEZ’S LEADERSHIP: LESSON OBJECTIVES, PROCEDURES, ASSESSMENTS, AND EXTENSION ACTIVITIES	17
HANDOUT #2.1 – PRESIDENTIAL MEMO TO THE UNDER SECRETARIES OF STATE FOR LATIN AMERICAN AFFAIRS	21
HANDOUT #2.2 – REPORT TO THE PRESIDENT: RUBRIC	23
HANDOUT #2.3 – ASSESSING HUGO CHAVEZ’S LEADERSHIP	25
HANDOUT #2.4 – CRITICAL QUESTIONS FOR DETECTING BIAS	27
“CAUSES OF CONFLICT” CBA – BRIDGING DOCUMENT	29
III. ENERGY CHOICES TOWN MEETING: LESSON OBJECTIVES, PROCEDURES, ASSESSMENTS, AND EXTENSION ACTIVITIES	31
HANDOUT #3.1 – VOCABULARY IN CONTEXT – THE ENERGY PROBLEM: CHOICES FOR AN UNCERTAIN FUTURE	35
HANDOUT #3.2 – ENERGY CHOICES TOWN MEETING: SIGN-UP SHEET	39
HANDOUT #3.3 – ENERGY CHOICES TOWN MEETING: SCORING RUBRIC	41

THE UNITED STATES AND VENEZUELA: COMPARING AND CONTRASTING NATIONAL PRIORITIES

Introduction: On average, 14 of every 100 cars that fill up at U.S. gas stations pump gas derived from Venezuelan oil. And the U.S. purchases one half of the oil Venezuela exports. As important trading partners, the U.S. and Venezuela are economically dependent upon one another. Despite this interdependence, the governments of the U.S. and Venezuela have been in conflict since Hugo Chávez's rise to power in 1999. As one example of the downward diplomatic spiral, consider Hugo Chávez's 15-minute address to the annual gathering of international leaders at the UN in New York. Chávez said he could still "smell sulphur" left behind by the "devil," George Bush, who had addressed the chamber 24 hours before. One way to understand the roots of the conflict is to reflect on what's similar and different about each country's national priorities. In this activity students choose what they believe to be the most important quality of life indicators the United Nations Development Program (UNDP) uses to measure quality of life in countries around the world. After prioritizing UNDP quality of life indicators from a United States point-of-view, students learn about life in Venezuela, and then speculate on how Venezuelans might prioritize the indicators.

Objectives: Upon completion of this activity, students will be able to:

- List some variables social scientists use to measure quality of life throughout the world.
- Distinguish between tangible and intangible quality of life indicators.
- Read for comprehension and prioritize quality of life indicators from a Venezuelan perspective.
- Appreciate how a country's priorities are shaped by its particular historical, economic, and social context.

Grade Level: 8-12

Time: Four 55-minute class periods

Materials:

- Handout #1.1, "National Priorities: What's Most Important?"
- A document camera or overhead projector and overhead transparency of Handout #1.2, "National Priorities: Group Results"
- Reading #1.1, "CultureGrams World Edition 2008: Bolivarian Republic of Venezuela" (<http://culturegram.stores.yahoo.net/worldvenezuela.html>)
- Teacher's Guide: Venezuela's Probable Priorities
- Handout #1.3, "What's Most Important: Venezuela's Probable Priorities"
- Handout #1.4, "National Priorities: Self Assessment"

Procedures

Day One

1) Begin by asking students whether food, shelter, and clothing are the most important things in life. Next, ask what else contributes to a positive quality of life. Explain there's no "answer key" and encourage a wide range of responses. After listing and discussing the students' ideas, point out which ideas are tangible (able to be touched or perceived through the sense of touch, e.g., adequate housing) and which are intangible (without material qualities, and so not able to be touched or seen, e.g., a sense of purpose in life and work). Ask the students to keep the definitions of tangible and intangible in mind for later in the lesson.

2) Explain that on average, 14 of every 100 cars that fill up at U.S. gas stations pump gas derived from Venezuelan oil and that the U.S. purchases one half of the oil Venezuela exports. As important trading partners, the U.S. and Venezuela are economically dependent upon one another. Despite this interdependence, the governments of the U.S. and Venezuela have been in conflict since Hugo Chávez's rise to power in 1999. One way to understand the roots of the conflict is to reflect on each country's priorities. Do U.S. citizens and Venezuelan citizens think similarly about what's most important in life? Explain that in this activity they will choose what they believe to be most important in life by prioritizing indicators the United Nations Development Program (UNDP) uses to measure quality of life in countries around the world. Also explain that they will learn about life in Venezuela and speculate on Venezuela's priorities.

3) Inform students that they will be assessing themselves at the completion of the activity. Distribute **Handout #1.4 – National Priorities Self Assessment** to students and read it with them. Clarify any questions they have about the expectations for the activity.

Day Two

4) Pass out **Handout #1.1 – National Priorities: What's Most Important?** and read it with the students. Explain that the indicators are what social scientists study to measure the quality of life throughout the world. Help students identify which indicators are tangible and which are intangible. Also explain that reasonable people can disagree about which of the indicators are most important and that their task is to decide for themselves. Carefully explain the four steps on the top of the handout and ask a few students to summarize the expectations for the rest of the class. Clarify any misunderstandings they still have. Before dividing them into small groups of six, provide ample independent time for them to place "✓'s" in the first column next to the ten indicators they feel are most important.

5) Once students have completed step one, remind them there isn't one correct answer; therefore, the thoughtfulness of their decision-making rationales is most important. Divide the students into five heterogeneous small groups and assign each group a number between one and five. Provide time for each group to reach consensus on the ten most important indicators and to prioritize those ten from "1" – the most important indicator – to "10" – the tenth most important indicator.

6) Use a document camera or overhead projector to project **Handout #1.2 – National Priorities: Group Results** onto a screen or wall that everyone can easily see. As the groups complete their work, ask a representative from each group to write their group's priorities on the overhead transparency under the appropriate column based upon their group number. Ask the first groups that finish to begin analyzing the results for interesting patterns and themes.

7) Use analysis of patterns and discussion rather than basic math to determine a class average and then lead a discussion using the following questions as a guide:

- What indicators were deemed the most important? Why?
- What, if anything, do the most highly rated indicators have in common?
- In analyzing the most highly rated indicators, what values seemed to guide most groups?
- What indicators were deemed relatively less important? Why?
- What, if anything, do the slighted indicators have in common?
- How were the tangible factors rated as compared to the intangible ones? Why?
- What went well in your small group's negotiations? Why?

**I. THE U.S. AND VENEZUELA:
COMPARING AND CONTRASTING NATIONAL PRIORITIES**

- What didn't go as well? Why?
- In the end, was it easy or difficult to reach consensus?
- What could you do differently next time, if anything, to help your group function even more smoothly?

8) Point out that the students' nationality, age, culture, and socio-economic status most likely shaped their decision-making. As a result, other people in other places, such as Venezuela, would inevitably approach this task differently. Explain that the second half of the activity involves learning about Venezuela and then speculating on how Venezuela's priorities might differ from those identified by the class. Provide students with the reading, **"CultureGrams World Edition 2008: Bolivarian Republic of Venezuela"** and go over the map, subtitles, and page four graphic with the students. Check with your school or district for a password to download this document. The more Venezuela-related visual images and readings you provide at this stage the better. Here are two additional background papers available online:

- *The CIA World Fact Book entry for Venezuela*
<https://www.cia.gov/library/publications/the-world-factbook/print/ve.html>
- *The U.S. Department of State Background Note on Venezuela*
<http://www.state.gov/r/pa/ei/bgn/35766.htm>

Day Three

9) Next, based upon the original six person groups assign pairs to particular subsections of the reading. Within each group assign one pair to the "Background" and "The People" subsections, another to the "Custom and Courtesies" and "Lifestyle" subsections, and one to the "Society" subsection. Provide sufficient time for each pair to read their respective subsection(s) closely enough to highlight whatever information is relevant to the UNDP's quality of life indicators. Lastly, ask the pairs to speculate on the implications of the information by identifying which quality of life indicators Venezuelans would most likely emphasize. For example:

Subsection	Relevant Information	Meaning a Higher Priority Upon. . .
Background	Venezuela experienced instability and dictatorships for many years. The 20 th Century began under the dictator Cipriano Castro. He was deposed by Juan Vicente Gomez, his Vice President, who ruled as a brutal dictator until his death in 1935. More political instability and military coups followed.	<ul style="list-style-type: none"> • Freedom of movement and speech • Liberation from violence and exploitation and security from persecution and arbitrary arrest

See the Teacher's Guide for additional examples.

10) Once each pair is done highlighting the relevant information in their subsection(s), distribute **Handout #1.3 – What's Most Important: Venezuela's Probable Priorities**. Provide time for each group to share their research findings with one another and then reach consensus on what ten indicators Venezuelans might select from "1," the most important indicator of all, to "10," the tenth most important indicator. Again, explain that there's no "answer key," but what's most important is that their selections make sense in light of what they've learned about Venezuela's history and current conditions.

Day Four

11) Again, as the groups complete their work, ask a representative from each group to write their group's priorities on the overhead transparency under the appropriate column based upon their group number. Ask the first groups that finish to begin analyzing the results for interesting patterns and themes.

12) Once again, work with the class to determine a "Venezuelan class average" and then lead a discussion using the following questions as a guide.

Content Questions:

- What indicators were deemed most important? Why?
- What indicators were deemed relatively less important? Why?
- Compare and contrast the original class average with the final Venezuelan class average. Which indicators, if any, did both countries rate among the top ten? What explains why some indicators proved so important both times?
- What indicators were most unique to Venezuela? What explains the differences?
- Summarize the lesson learned from this activity in one or two sentences. How does a country's historical, economic, and social context shape its priorities?
- How can different national priorities lead to tension if not outright conflict?

13) Distribute **Handout #1.4 – National Priorities: Self Assessment** and provide sufficient time for the students to complete it.

Assessment

Consider one or both of two approaches. Assign credit for the completion of one or more of the handouts. A second option is to focus on the students' participation throughout the activity paying especially close attention to 1) their analytic skills, 2) their perspective taking skills, and 3) their small group interpersonal skills. To assess their participation as carefully as possible, distribute **Handout #1.4** to the students and reference it when assigning participation points.

Extending the Activity

Ask students to code their final ten indicators using a "T" to denote tangible indicators and an "I" to denote intangible ones. Challenge them to explain why either tangible or intangible indicators are most important.

Encourage students to investigate the most recent United Nation's Human Development Report (<http://www.undp.org/publications/annualreport2007/>). Within the report, the UN ranks the world's countries based upon many of the aforementioned quality of life indicators.

When studying other countries like Russia or Nigeria, substitute them for Venezuela.

HANDOUT #1.1 – NATIONAL PRIORITIES: WHAT’S MOST IMPORTANT?

First, identify what you believe are the ten most important indicators by placing a “√” in the blank under the first “My priorities” column. Second, compare and contrast your ten lists of indicators with the lists of your group members. Third, work together to reach consensus on one group top ten list of indicators. Lastly, work together to prioritize the top ten from “1” – the most important indicator – to “10” – the tenth most important indicator.

My priorities	My group’s priorities
_____	_____ high life expectancy rates at birth
_____	_____ high adult literacy rates
_____	_____ adequate nutrition
_____	_____ more and better schooling
_____	_____ access to safe water
_____	_____ expansion of income and wealth
_____	_____ freedom to choose jobs and livelihoods
_____	_____ good and safe working conditions
_____	_____ freedom of movement and speech
_____	_____ freedom to assert cultural and religious values
_____	_____ liberation from violence and exploitation and security from persecution and arbitrary arrest
_____	_____ a strong social infrastructure such as roads, ports, airports, sewage and water systems, and parks
_____	_____ adequate housing conditions
_____	_____ positive social conditions such as consumer protection, employment discrimination protection for women and the elderly, welfare program for the poor, and services and facilities for the handicapped
_____	_____ affordable and efficient public transportation
_____	_____ absence of crime
_____	_____ minimal family income inequality
_____	_____ low divorce rates
_____	_____ few teen pregnancies
_____	_____ good health insurance
_____	_____ adequate leisure time and satisfying forms of its use
_____	_____ a sense of purpose in life and work
_____	_____ a satisfying family life
_____	_____ a sense of belonging to a community

HANDOUT #1.2 – NATIONAL PRIORITIES: GROUP RESULTS

Group 1	Group 2	Group 3	Group 4	Group 5	Class Avg.	
_____	_____	_____	_____	_____	_____	high life expectancy rates at birth
_____	_____	_____	_____	_____	_____	high adult literacy rates
_____	_____	_____	_____	_____	_____	adequate nutrition
_____	_____	_____	_____	_____	_____	more and better schooling
_____	_____	_____	_____	_____	_____	access to safe water
_____	_____	_____	_____	_____	_____	expansion of income and wealth
_____	_____	_____	_____	_____	_____	freedom to choose jobs and livelihoods
_____	_____	_____	_____	_____	_____	good and safe working conditions
_____	_____	_____	_____	_____	_____	freedom of movement and speech
_____	_____	_____	_____	_____	_____	freedom to assert cultural and religious values
_____	_____	_____	_____	_____	_____	liberation from violence and exploitation and security from persecution and arbitrary arrest
_____	_____	_____	_____	_____	_____	a strong social infrastructure such as roads, ports, airports, sewage and water systems, and parks
_____	_____	_____	_____	_____	_____	adequate housing conditions
_____	_____	_____	_____	_____	_____	positive social conditions such as consumer protection, employment discrimination protection for women and the elderly, welfare program for the poor, and services and facilities for the handicapped
_____	_____	_____	_____	_____	_____	affordable and efficient public transportation
_____	_____	_____	_____	_____	_____	absence of crime
_____	_____	_____	_____	_____	_____	minimal family income inequality
_____	_____	_____	_____	_____	_____	low divorce rates
_____	_____	_____	_____	_____	_____	few teen pregnancies
_____	_____	_____	_____	_____	_____	good health insurance
_____	_____	_____	_____	_____	_____	adequate leisure time and satisfying forms of its use
_____	_____	_____	_____	_____	_____	a sense of purpose in life and work
_____	_____	_____	_____	_____	_____	a satisfying family life
_____	_____	_____	_____	_____	_____	a sense of belonging to a community

HANDOUT #1.3 – WHAT’S MOST IMPORTANT: VENEZUELA’S PROBABLE PRIORITIES

Group 1	Group 2	Group 3	Group 4	Group 5	Class Avg.	
_____	_____	_____	_____	_____	_____	high life expectancy rates at birth
_____	_____	_____	_____	_____	_____	high adult literacy rates
_____	_____	_____	_____	_____	_____	adequate nutrition
_____	_____	_____	_____	_____	_____	more and better schooling
_____	_____	_____	_____	_____	_____	access to safe water
_____	_____	_____	_____	_____	_____	expansion of income and wealth
_____	_____	_____	_____	_____	_____	freedom to choose jobs and livelihoods
_____	_____	_____	_____	_____	_____	good and safe working conditions
_____	_____	_____	_____	_____	_____	freedom of movement and speech
_____	_____	_____	_____	_____	_____	freedom to assert cultural and religious values
_____	_____	_____	_____	_____	_____	liberation from violence and exploitation and security from persecution and arbitrary arrest
_____	_____	_____	_____	_____	_____	a strong social infrastructure such as roads, ports, airports, sewage and water systems, and parks
_____	_____	_____	_____	_____	_____	adequate housing conditions
_____	_____	_____	_____	_____	_____	positive social conditions such as consumer protection, employment discrimination protection for women and the elderly, welfare program for the poor, and services and facilities for the handicapped
_____	_____	_____	_____	_____	_____	affordable and efficient public transportation
_____	_____	_____	_____	_____	_____	absence of crime
_____	_____	_____	_____	_____	_____	minimal family income inequality
_____	_____	_____	_____	_____	_____	low divorce rates
_____	_____	_____	_____	_____	_____	few teen pregnancies
_____	_____	_____	_____	_____	_____	good health insurance
_____	_____	_____	_____	_____	_____	adequate leisure time and satisfying forms of its use
_____	_____	_____	_____	_____	_____	a sense of purpose in life and work
_____	_____	_____	_____	_____	_____	a satisfying family life
_____	_____	_____	_____	_____	_____	a sense of belonging to a community

TEACHER'S GUIDE: VENEZUELA'S PROBABLE PRIORITIES

Subsection*	Relevant Information	Meaning a Higher Priority Upon. . .
Background	Venezuela experienced instability and dictatorships for many years. The 20 th Century began under the dictator Cipriano Castro. He was deposed by Juan Vicente Gomez, his Vice President, who ruled as a brutal dictator until his death in 1935. More political instability and military coups followed.	Freedom of movement and speech; liberation from violence and exploitation, security from persecution and arbitrary arrest
Background	Carlos Andrés Pérez, who became president in 1989, introduced an economic austerity plan to address the plummeting price of oil and rising foreign debt. The reforms boosted gross domestic product, but the wealth was concentrated in the hands of a few. Poverty, inflation, and unemployment increased. . .	Minimal family income inequality
Background	December 1993 elections brought a former president, Rafael Caldera, to office. He promised to end corruption, stabilize the economy, and slow privatization begun under Pérez, but austerity measures and high inflation sparked public protests, and the standard of living for most Venezuelans declined dramatically under Caldera's leadership.	Expansion of income and wealth
The People	Venezuelans admire honesty, generosity, and a good sense of humor. Their fondness of talking, joking, laughing, and spontaneity often creates a party-like atmosphere wherever they happen to be. Venezuelans feel that the needs of an individual or the joy of an event are more important than the demands of a time schedule. . . .	A sense of belonging to a community
The People	Loss of prosperity over the last decade has affected the outlook of many, as Venezuela's once relatively large middle class now focuses on making ends meet. Still, many are optimistic that they can work out their current problems.	Expansion of income and wealth
Lifestyle	More couples are sharing responsibilities as an increasing number of women work outside the home, especially in Caracas. While women comprise almost half of the labor force, less than 10 percent of employers and managers are women.	Positive social conditions such as consumer protection for women, etc.
Lifestyle	Lower classes live in <i>barrios</i> , neighborhoods containing inadequate dwellings (called <i>ranchos</i>) built of cardboard and zinc and plastic sheeting. <i>Ranchos</i> are stacked on top of one another. Rural inhabitants lack basic services like electricity and water.	Adequate housing conditions
Society	Unemployment and inflation are relatively high. . . .The standard of living of most Venezuelans is falling. A large portion of the population lives in poverty. The gap between rich and poor is widening as Venezuela's middle class continues to shrink. Benefits from Venezuela's oil wealth have eluded a significant proportion of the population.	Expansion of income and wealth; minimal family income inequality
Society	Most people use public transportation; few Venezuelans can afford to own a private car. Buses and taxis are common. . .	Affordable and efficient public transportation
Society	. . .about two-thirds of the overall school-age population does not attend a secondary school. . . .Many families are unable to afford the necessary books and transportation.	More and better schooling; affordable and efficient public transportation
Society	Malnutrition is a challenge faced by many. Malaria, cholera, and dengue fever are active, especially in certain rural areas.	Adequate nutrition; access to safe water

* While interesting, the information in subsection 3 "Customs and Courtesies" isn't as relevant to Venezuela's probable priorities.

HANDOUT #1.4 – NATIONAL PRIORITIES: SELF ASSESSMENT

Students: Complete this assessment by reflecting on your strengths and next steps in light of your participation in these activities. Place checks next to the statements that most apply and conclude by assigning yourself a point total and by completing the sentence at the bottom.

Clearest Strengths:

- _____ I thoughtfully and enthusiastically participated in both small and large group discussions.
- _____ I made a comment, posed a question, or shared an anecdote that helped deepen one of today's discussions.
- _____ I helped my team reach a thoughtful consensus.
- _____ I remained poised when our group negotiations proved most difficult.
- _____ I exhibited good listening skills and was mindful of group dynamics.
- _____ I helped my team develop a convincing rationale for our ten most important quality of life indicators.

Most Important Next Steps:

- _____ I need to participate more thoughtfully and enthusiastically in future class discussions.
- _____ I need to make at least one comment, pose one question, or share an anecdote to help deepen future discussions.
- _____ I could have done more to help my team reach a thoughtful consensus.
- _____ I need to work harder to maintain my poise when future group negotiations prove difficult.
- _____ I need to become a more active listener and I need to be more conscious of group dynamics.
- _____ I could have done more to help my team develop a convincing rationale for our ten most important quality of life indicators.

Overall Assessment:

In reflecting on my participation during these activities, out of 20 possible points, I would give myself _____ points because. . .

SPINNING HUGO: CONTRADICTIONARY ASSESSMENTS OF HUGO CHÁVEZ'S LEADERSHIP

Introduction: In the May/June 2006 article in *Foreign Affairs*, Michael Shifter wrote:

“To his most ardent backers in Venezuela and among the international left, Chávez is a hero driven by humanitarian impulses to redress social injustice and inequality – problems long neglected by a traditional political class intent on protecting its own position while denying the masses their rightful share of wealth and meaningful political participation. He is bravely fighting for Latin American solidarity and standing up to the overbearing United States. With charisma and oil dollars, he is seizing an opportunity to correct the power and wealth imbalances that have long defined Venezuelan and hemispheric affairs.

“To his opponents – the embattled domestic opposition and many in Washington – Chávez is a power-hungry dictator who disregards the rule of law and the democratic process. He is on a catastrophic course of extending state control over the economy, militarizing politics, eliminating dissent, cozying up to rogue regimes, and carrying out wrong-headed social programs that will set Venezuela back. He is an authoritarian whose vision and policies have no redeeming qualities and a formidable menace to his own people, his Latin American neighbors, and U.S. interests.”

In this activity, students wrestle with two contradictory assessments of Chávez's leadership and advise the newly-elected U.S. President on “Who is the real Hugo Chávez?”

Objectives: Upon completion of this activity, students will be able to:

- Distinguish between fact and opinion.
- Detect bias.
- List positive and negative aspects of Hugo Chávez's leadership.
- Identify the variables that detract from, or contribute to, a journalist's credibility.

Grade Level: 8-12

Time: Four 55-minute class periods

Materials:

- Handout #2.1, “Presidential Memo to the Co-Under Secretaries of State for Latin American Affairs”
- Handout #2.2, “Report to the President Rubric”
- Handout #2.3, “Assessing Hugo Chávez's Leadership”
- Handout #2.4, “Critical Questions for Detecting Bias”
- Reading #2.1, “Americans Need to Look Beyond the Media on Venezuela” by Mark Weisbrot
<http://venezuelanalysis.com/analysis/3071>
- Reading #2.2, “Hugo Chávez's Unfulfilled Promises” by Gustavo Coronel
http://www.cato.org/pub_display.php?pub_id=6798
- Reading #2.3, “In Search of Hugo Chávez” by Michael Shifter
<http://www.foreignaffairs.org/20060501faessay85303/michael-shifter/in-search-of-hugo-ch-vez.html>

Key Terms:

- **Objective:** 1) free of any bias or prejudice caused by personal feelings; 2) based on facts rather than thoughts or opinions.
- **Bias:** an unfair preference for or dislike of something.
- **Assertion:** a strong statement that something is true.
- **Ideology:** a set of beliefs, values, and opinions that shapes the way an individual or a group such as a social class thinks, acts, and understands the world.
- **Credibility:** the ability to inspire trust or confidence.

Procedures

Day One

- 1) Assign students learning partners and ask them to pretend it's late January, 2009. Congratulate each pair for being appointed Co-Under Secretaries of State for Latin American Affairs by the newly inaugurated 44th president of the United States. Distribute copies of **Handout #2.1 – Presidential Memo to the Co-Under Secretaries of State for Latin American Affairs** and read it with the students. **Note to Teachers:** To extend the “shelf life” of this activity, you can easily alter the date and tweak **Handout #2.1**. Also, every year or two, substitute more up-to-date commentaries.
- 2) Distribute and carefully discuss **Handout #2.2 – Report to the President Rubric** with the students so that they're clear on how their report will be evaluated in the end.
- 3) Explain to the students that their research into Chávez's leadership has generated lots of interesting material, but due to the limits of time, they have zeroed in on two short papers on Chávez's leadership:

Reading #2.1 – “Americans Need to Look Beyond the Media on Venezuela,” by Mark Weisbrot

<http://venezuelanalysis.com/analysis/3071>

Reading #2.2 – “Hugo Chávez's Unfulfilled Promises,” by Gustavo Coronel

http://www.cato.org/pub_display.php?pub_id=6798

- 4) After each pair has had adequate time to read both pieces and complete **Handout #2.3 – Assessing Hugo Chávez's Leadership**, ask the following question: When it comes to evaluating President Chávez's leadership, what points do Weisbrot and Coronel agree upon? Students should emphatically respond in unison, “Nothing!” Explain that Weisbrot and Coronel are symbolic of many analysts, North Americans, and even Venezuelans whose perspectives on Chávez's leadership are completely opposite one from another. Next ask: Given these contradictory assessments, what will you write the President?

Day Two

- 5) Assess the students' ideas and then suggest that they re-read the Weisbrot and Coronel pieces using **Handout #2.4 – Critical Questions for Detecting Bias**. Lead a discussion about which of the authors seems the least biased. Emphasize there's no clear-cut answer and challenge the students to provide specific reasons for their choice.

6) Before students begin writing their reports to the President suggest finding a longer more balanced piece that does a better job of acknowledging contending viewpoints and complexity. An excellent example is **Reading #2.3 – “In Search of Hugo Chávez”** by Michael Shifter (<http://www.foreignaffairs.org/20060501faessay85303/michael-shifter/in-search-of-hugo-ch-vez.html>).

Day Three

7) Provide sufficient time for students to complete initial drafts of their reports to the President. Next, put pairs together in small groups of four and guide them in peer editing one another's reports.

Day Four

8) Ask a few pairs to read the final drafts of their reports and discuss them.

Assessment

Consider assigning credit for the completion of **Handout #2.3**. Also, evaluate how well pairs worked together, whether students contributed to the class discussion, and how enthusiastically students shared their final reports with one another. Finally, evaluate the students' reports to the President using **Handout #2.2 – Report to the President: Rubric**.

Extension

Challenge students to use the “**Critical Questions for Detecting Bias**” in subsequent lessons and units.

HANDOUT #2.1 – PRESIDENTIAL MEMO TO THE UNDER SECRETARIES OF STATE FOR LATIN AMERICAN AFFAIRS

To: Under Secretaries of State for Latin American Affairs
From: The President
Date: February 1, 2009
Re: Preparations for next week's diplomatic mission to Venezuela

I want to improve U.S.-Venezuelan and U.S.-Latin American relations as quickly as possible. We receive 14 percent of our oil from Venezuela and they are an important export market for us. As an important trading partner, a stable Venezuela is in our national interest as well as in the interest of the region. If Venezuela's economy worsens, they will be unable to buy many of our goods, they'll raise the price of their oil, and we'll have to pay even more at the pump. Venezuela trades lots of goods with its neighbors too, so a further weakening of their economy will have far-reaching negative consequences such as increased immigration to the U.S.

President Chávez has been a polarizing presence with near equal numbers of supporters and detractors. I want to take advantage of my election to make a fresh start. As a result, I'm traveling to Caracas next week to meet with him face-to-face.

To prepare for our talks, I would like the two of you to prepare as **balanced and informative** a briefing for me as possible. This should be a short one to two-page assessment of Chávez's leadership to this point. What has he done well? What missteps has he taken? Do his strengths outweigh his weaknesses or vice-versa? Why?

Please have it on my desk tomorrow morning by 8:00 a.m.

Thank you in advance.

HANDOUT #2.2 – REPORT TO THE PRESIDENT: RUBRIC

	Emerging/Resubmit	Competent	Accomplished
Clarity of Position	We don't say what we think of Chávez's leadership clearly enough.	We take a clear stand on Chávez's leadership, but could provide more reasons for our stand.	We clearly and convincingly say what we think of Chávez's leadership, giving specific, well thought through reasons.
Organization	We tend to get off topic. Our writing is aimless and disorganized.	Our report has a beginning, middle, and end.	Our report has a compelling opening, an informative middle, and a satisfying conclusion.
Voice and Tone	Our writing isn't real enough. It doesn't sound as if we care enough.	Our tone is okay, not too formal or informal, but our report could have been written by anyone. We need to tell how we think and feel.	We honestly tell the President what we think and feel about Chávez. It's obvious we care and we strike a nice balance between informality and formality.
Word Choice	We either use uninteresting words and/or sound like we're trying too hard to impress.	At times we use vague words, at other times, specific ones.	We use natural, varied, and vivid words.
Sentence Fluency	Too many awkward phrases, run-on sentences, and fragments make our report hard to read.	We have well-constructed sentences. Our report marches along but doesn't exactly dance.	Our sentences are clear, complete, and of varying lengths.
Conventions	Too many grammar, punctuation, and spelling errors will distract and ultimately confuse the President.	We have a few errors to fix, but generally use correct conventions.	We use correct grammar, punctuation, and spelling so the President can concentrate on our ideas.

HANDOUT #2.3 – ASSESSING HUGO CHÁVEZ'S LEADERSHIP

<p>Mark Weisbrot, “Americans Need to Look Beyond the Media on Venezuela” (<i>Huffington Post</i>, 1/16/08)</p>	<p>Gustavo Coronel, “Hugo Chávez’s Unfulfilled Promises” (<i>Miami Herald</i>, 11/30/06)</p>
<p>Assertion 1: Leaders who try to empower poor people (like Chávez) are generally vilified in the media and hated by those in power.</p>	<p>Assertion 1: Under Chávez, democracy has given way to an authoritarian regime in which the electoral system is totally under his control.</p>
<p>Assertion 2:</p>	<p>Assertion 2:</p>
<p>Assertion 3:</p>	<p>Assertion 3:</p>
<p>Assertion 4:</p>	<p>Assertion 4:</p>
<p>Assertion 5:</p>	<p>Assertion 5:</p>

HANDOUT #2.4 – CRITICAL QUESTIONS FOR DETECTING BIAS

- 1) What, if anything, does the writer do to establish trust and confidence in his/her assertions?

- 2) Does the writer have anything to gain personally from his/her interpretation of events?

- 3) Where does the message appear? What is the bias of the supporting organization (blog, institute, newspaper)? Who stands to gain from the journalist's particular interpretation of events?

- 4) What sources does the writer use, and how credible are they? Does the writer cite statistics? If so, how were the data gathered, who gathered the data, and are the data being presented fully?

- 5) Does the writer reference the views of people or groups close to the scene? Does the writer quote broadly or selectively from people or groups close to the scene?

- 6) Is the message one-sided, or does it include alternative points of view? Does the writer fairly present alternative arguments?

**“Causes of Conflict” Classroom Based Assessment (CBA) Bridging Document
for high school social studies teachers using the following lessons entitled: “The U.S. and
Venezuela: Comparing and Contrasting National Priorities,” “Spinning Hugo: Contradictory
Assessments of Hugo Chávez’s Leadership,” and “Energy Choices Town Meeting”**

Step One: Complete Lessons One and Two in this curriculum unit on Venezuela.

- These lessons provide a strong foundation for the successful completion of the “Causes of Conflict” classroom-based assessment (CBA).
- Four social studies strands are emphasized in the “Causes of Conflict” CBA: 1) history, 2) geography, 3) economics, and 4) civics. In Lesson One, note how these strands are prominent in the “2008 Bolivarian Republic of Venezuela CultureGram.” In the CultureGram they take the form of 1) history, 2) land and climate, 3) economics, and 4) government. Lesson Two also highlights the economic and political (government) roots of the U.S.-Venezuelan conflict.

Step Two: Review with students the most important elements of the “Causes of Conflict” CBA: the three primary expectations, the rubric, the student checklist, the sample outline, and graphic organizer.

- Answer any questions of clarification students have and check for understanding by asking students to explain the expectations in their own words.

Step Three: Help students identify a conflict, begin researching the conflict, and begin assembling an annotated bibliography.

- Help students choose a topic to research and write about as spelled out in the CBA. Lessons One and Two center upon the U.S. government's conflict with the Venezuelan government. Help students decide whether they want a narrower focus. For example, some students may want to concentrate on one US-based oil company's conflicts with the Venezuelan government. Similarly, others could zero in on George Bush's specific conflict with Hugo Chávez (the focus of Lesson Two).
- Help students identify helpful primary and secondary sources. Numerous up-to-date resources can be found in the teacher resource packet entitled “Fueling the Future: Peace or Conflict? An Examination of Fossil Fuels, Development, and Conflict with a Special Focus on Venezuela” (WAC website link to PDF document: <http://www.world-affairs.org/globalclassroom/resources/2008-02-12%20-%20Web%20Version,%20Venezuela.pdf>). Also model how to paraphrase the most relevant information from a sample primary and secondary source.
- Explain the purpose and demonstrate formats for an annotated bibliography. Students who choose the same topic can work in small groups to develop an annotated bibliography of articles, websites, graphs, photos, and statistics related to the topic.
- Give students time to conduct research on the various factors related to the conflict.
- Have students demonstrate their progress through intermediary deadlines for notes and documentation of sources.

Step Four: Use small group discussions to help students clarify their understanding of the history, geography, economic, and civics strands related to their conflict.

- Model how to organize information using outlines, graphic organizers, mind maps, note cards, etc.
- Instruct students to fill out the "Causes of Conflict" graphic organizer completely (<http://www.k12.wa.us/assessment/WASL/SocialStudies/BridgingDocuments/Elem08/ElemHistory-CausesofConflict-SupportMaterials.pdf>).
- Individually or in small groups have students determine their thesis statement clarifying which of the four strands played the dominant role in the conflict.

Step Five: Review the rubric with the students and have them begin their persuasive papers.

- Remind students to: 1) select a conflict and explain how historical and economic factors helped cause the conflict; 2) explain why one factor (or factors) played the biggest role in causing the conflict using well-supported reasons; 3) cite, restate, or paraphrase and interpret relevant information from artifacts and/or primary sources.

ENERGY CHOICES TOWN MEETING

Introduction: In this activity students evaluate three distinct approaches to our nation's energy crisis and then participate in a hypothetical town meeting to determine the most convincing solution.

Objectives: Upon completion of this activity, students will be able to:

- Explain the advantages and disadvantages of three distinct approaches to our nation's energy crisis.
- Evaluate which energy crisis problem-solving approaches are most promising.
- Propose a convincing solution to our nation's energy crisis.

Grade Level: 8-12

Time: Four or five 55-minute class periods, plus homework

Materials Required:

- Reading, “National Issues Forums Brief, The Energy Problem: Choices for an Uncertain Future, pages 1-8” (the downloadable PDF document is available at http://www.nifi.org/discussion_guides/guides.aspx?catID=11)
- Handout #3.1, “Vocabulary in Context: The Energy Problem: Choices for an Uncertain Future” (three pages)
- Handout #3.2, “Energy Choices Town Meeting Signup Sheet”
- Handout #3.3, “Energy Choices Town Meeting Scoring Rubric” (two pages)
- Internet-based or hard copy dictionaries
- Poster making materials—posters, markers, scissors, old magazines, construction paper, glue, etc.

Optional:

- Video camera and digital still camera
- Personal computers with an internet connection
- Brochure-making software

Procedures***Day One***

1) Introduce the activity by writing the present cost of a gallon of gas in large numbers so that everyone can easily see it. Next, ask students what they think of the price. Assuming some will complain that it's too high, ask them why the price of gas has risen so much in recent months and years. List their ideas and inform them that over the next few class sessions they will learn not only why gas is so expensive (among other reasons, standard inflation and demand is increasing more rapidly than supply), but what different people think we should do to avoid a full-fledged energy crisis. Explain that reasonable people can, and do, disagree about the best solutions to our energy problem.

2) Download, copy, and distribute the “**National Issues Forums Brief, The Energy Problem: Choices for an Uncertain Future, pages 1-8**” to the students and read the first two pages with them.

3) Revise **Handout #3.1 – Vocabulary in Context – The Energy Problem: Choices for an Uncertain Future**, based upon the relative vocabulary development of your particular students. If they have well-developed vocabularies, delete the words they already know. Explain that as one's vocabulary improves, so does their reading comprehension. Then distribute your revised version of

Handout #3.1 and explain that experienced readers sometimes figure out the meaning of new words by carefully attending to the context in which they appear. For example, vocabulary words one and two, “*escalate*” and “*sustainable*” appear in the following contexts: “As demands for energy **blank** both in this country and in rapidly developing nations, we may soon reach a point of no return. It is time to face the difficult choices that must be made to ensure a **blank** future.” Ask the students what other words besides “escalate” might make sense in the first blank and what words besides “sustainable” might make sense in the second blank. Help identify the best synonyms among those offered and then provide the actual dictionary definitions:

Escalate: to increase in extent, volume, number, amount, intensity, or scope [a little war threatens to *escalate* into a huge ugly one].

Sustainable: 1) capable of being sustained; 2a) of, relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged *sustainable* techniques, *sustainable* agriculture]; 2b) of or relating to a lifestyle involving the use of sustainable methods [*sustainable* society].

4) Ask half of the students to practice guessing the meaning of the third and fourth vocabulary words found on page one (emissions and fossil fuels) and the other half the fifth word found on page one (self-indulgent) and the sixth word found on page two (vulnerable). Also have them provide the dictionary definitions for each word. After sufficient time, ask a few volunteers to share their work so that everyone understands the first six words.

5) Next, ask students to begin working on **Handout #3.1** with a partner. Ask one person to begin working on words 7-28, and the other, words 29-50. Ask students to complete **Handout #3.2** for homework.

Day Two

6) Provide sufficient time for learning partners to exchange and copy one another's probable synonyms and dictionary definitions and complete **Handout #3.1**.

7) Next, organize students into three-person groups and randomly assign each person one of the three approaches explained within the “**National Issues Forums Brief, The Energy Problem: Choices for an Uncertain Future,**” pages 3-8. Explain that, shortly, each member of the threesome will discuss their approach to the other two students in a five-minute summary. Next, encourage them to make and organize notes for the peer-teaching to follow. Provide students sufficient time to silently read about their assigned approach, to ask questions of clarification, and to prepare their summary presentation.

8) Next, have each student take five-minute turns explaining their assigned approach to their two learning partners. If some groups finish early, encourage them to discuss what they think of the different approaches. Which is most promising, why? Which is least promising, why?

Day Three

9) Explain to students that communities sometimes call “town meetings” to peacefully discuss and resolve conflicts. Typically, at town meetings a cross-section of community members take turns speaking to the assembled crowd and, in the end, a city council or similar team of representatives makes a final decision based upon how convincing the different arguments were that they heard. Even though the energy crisis is a national issue, inform the class that they are going to hold the first of several nation-wide town meetings in an effort to resolve our energy problem.

10) Next, make three separate placards based upon the approaches and place them high on a wall under which students can stand.

PLACARDS

- 1 – Reduce Our Dependence on Foreign Energy
 - 2 – Get Out of the Fossil-Fuel Predicament
 - 3 – Reduce Our Demand for Energy
-

11) Remind students there is no one “right answer” and then provide them with sufficient time to think through which approach they feel is most promising. Then ask them to “stand their position.” Ideally, equal numbers of students will choose to stand under each of the three placards. Time permitting, invite a few volunteers from each small group to explain why they feel their particular strategy is the most promising.

12) If the students happen to gravitate to one or two of the three approaches, work with “fence sitters” to create a more equal distribution across all three positions. Once there's an equal number of students spread across the three approaches, ask students to pair up with someone from within their particular approach. Ask students to pick a partner to work with, preferably someone whom they can work with outside of class so that they can continue their in-class work as homework. Once everyone has a partner, ask them to return to their seats.

13) Next, ask each pair to pick a first and second choice between three different formats they will use as town meeting participants to persuade others to adopt their point of view: a poster, a pamphlet, or a public statement. Based upon the students’ stated preferences, fill out **Handout #3.2 – Energy Choices Town Meeting Sign-up Sheet**. Try to give students their first or second choice, but for the sake of a more interesting town meeting, also create a fairly equal balance between the number of pairs creating posters, creating pamphlets, or making public statements. Also explain that after the town meeting concludes, they will be asked to reflect on how their initial thinking has changed.

14) Distribute **Handout #3.3 – Energy Choices Town Meeting Scoring Rubric** (two pages) to students and read and discuss it with them. Encourage questions and carefully check for understanding so that the students clearly understand the expectations for their assigned activity – either creating a persuasive poster or pamphlet, or making a persuasive public statement. At this critical juncture, to the degree possible, provide models for students of exemplary posters, pamphlets, and public statements. **Note to teachers:** When doing this activity for the first time collect examples of exemplary posters, pamphlets, and public statements by asking some students if you can keep their work, or by taking digital pictures of the most exemplary work, or in the case of the public statements, by videotaping them. Time permitting, have students begin working on their posters, pamphlets, and public statements.

15) Provide as much time as is left for pairs to begin working on their posters, pamphlets, and public statements. So that students don’t simply repeat the viewpoints communicated within the “Issue In Brief,” encourage them to incorporate additional research as time allows (suggest that they meet with the school librarian and/or direct them to the WAC Resource Packet: <http://www.world-affairs.org/globalclassroom/resources/2008-02-12%20-%20Web%20Version,%20Venezuela.pdf>). Also, keep referring them to the scoring rubric and encourage their efforts. **Option one:** ask them to complete their work at home prior to the next class. **Option two:** provide the entire following class period (or more) for students to complete their work.

Day Four or Five

16) Display the posters on a wall where students can easily view them. Similarly, spread out the pamphlets on desks or tables where students can sit and read them. Divide the class into two equal-sized groups and instruct one group to carefully look at the posters and one to carefully read the pamphlets. After an appropriate amount of time, ask the “poster” group to switch to the pamphlets and the “pamphlet” group to switch to the posters. Lastly, ask everyone to return to his or her original seats and have the public statement pairs take turns presenting their statements. Depending upon the time available, encourage students to ask each pair a few questions after each of their statements. Have a half-page feedback form prepared for students to fill out with compliments, questions, and advice to each pair of partners.

17) Debrief with students in terms of both the learning process and the content of the case. In terms of the process, discuss with the students what went well both in working with their partners and in terms of the town meeting more generally. Similarly, discuss with them what they would do differently next time. Challenge the students to identify specific strengths and next steps. In terms of the activity’s content, discuss with the students the progress they made in evaluating which energy crisis problem-solving approaches are most promising.

18) Conclude the activity, by assigning a one-page essay. Explain to students that now that they have had the opportunity to carefully consider the three different approaches, it’s time for them to piece together the best aspects of each approach in order to propose a convincing solution to our nation's energy crisis. Highlight the four criteria of an exemplary one-page essay:

- 1) Student quickly, clearly, and succinctly states his/her position.
- 2) Student thoughtfully explains how she/he evaluated the three approaches and arrived at his/her final position.
- 3) Student clearly and convincingly supports his/her position with ample details.
- 4) Essay is well written and legible, each paragraph develops one main idea, reader is not distracted by any mechanical errors.

Check for understanding and provide ample time for students to write their culminating essays. Remind them to review section 2 of **Handout #3.3** (“Culminating One-Page Essay”).

19) Time permitting, ask volunteers to read their completed essays.

Assessment

In addition to evaluating how well pairs worked together and how attentive students were during the town meeting, assess the students' posters, pamphlets, and public statements using **Handout #3.3 – Energy Choices Town Meeting Scoring Rubric**.

Extending the Activity

Challenge students to create a cultural, economic, and environmental scorecard that communities could use to thoughtfully weigh the inevitable trade-offs posed by each problem-solving approach.

**HANDOUT #3.1 – VOABULARY IN CONTEXT –
THE ENERGY PROBLEM: CHOICES FOR AN UNCERTAIN FUTURE
(1 of 4)**

Introduction

Page 1

- 1) escalate
- 2) sustainable
- 3) emissions
- 4) self-indulgent

Page 2

- 5) self-indulgent
-

Approach One – Reduce Our Dependence on Foreign Energy

Page 3

- 7) volatile
- 8) security/secure
- 9) domestic
- 10) dependence
- 11) precarious
- 12) languish
- 13) civil unrest
- 14) OPEC
- 15) proponent(s)
- 16) reserves
- 17) independence
- 18) exploit
- 19) reliant/reliance
- 20) import(ed)

Page 4

- 21) consumption
 - 22) rogue (rogue's gallery)
 - 23) imperialism/imperialist
 - 24) advocate(s)
 - 25) bulwark
 - 26) ethanol
 - 27) natural gas
 - 28) liquefied coal
 - 29) abundant
 - 30) regime(s)
 - 31) oppression
-

Approach Two – Get Out of the Fossil-Fuel Predicament

Pages 5-6

- | | |
|---------------------|----------------------|
| 32) earnest | 36) ingenuity |
| 33) carbon dioxide | 37) viable |
| 34) proclamation(s) | 38) renewable energy |
| 35) succession | |
-

Approach Three – Reduce Our Demand for Energy

Page 7

- 39) efficiency/efficiently
- 40) impending
- 41) gargantuan
- 42) gusto
- 43) finite
- 44) pragmatic

Page 8

- 45) spur/spurred
- 46) incentive(s)
- 47) conservation
- 48) moderate
- 49) amenity(ies)
- 50) eke

HANDOUT #3.1
(2 of 4)

Word	Guess based on context	Actual dictionary definition(s), sample usage
<i>Intro, pages 1-2</i>		
1) escalate		
2) sustainable		
3) emissions		
4) fossil fuels		
5) self-indulgent		
6) vulnerable		
<i>Approach One, pages 3-4</i>		
7) volatile		
8) secure/security		
9) domestic		
10) dependence		
11) precarious		
12) languish		
13) civil unrest		
14) OPEC		
15) proponent(s)		
16) reserves		
17) independence		
18) exploit		
19) reliant/reliance		
20) import(ed)		
21) consumption		

HANDOUT #3.1
(3 of 4)

Word	Guess based on context	Actual dictionary definition(s), sample usage
22) rogue		
23) imperialism(ist)		
24) advocate(s)		
25) bulwark		
26) ethanol		
27) natural gas		
28) liquefied coal		
29) abundant		
30) regime(s)		
31) oppression		
<i>Approach Two, pages 5-6</i>		
32) earnest		
33) carbon dioxide		
34) proclamation(s)		
35) succession		
36) ingenuity		
37) viable		
38) renewable energy		
<i>Approach Three, pages 7-8</i>		
39) efficiency/efficiently		
40) impending		

HANDOUT #3.1
(4 of 4)

Word	Guess based on context	Actual dictionary definition(s), sample usage
41) gargantuan		
42) gusto		
43) finite		
44) pragmatic		
45) spur/spurred		
46) incentive(s)		
47) conservation		
48) amenity(ies)		
49) eke		
50) optimism/optimistic		

**HANDOUT #3.2 – ENERGY CHOICES TOWN MEETING
SIGN-UP SHEET**

1) Reduce Our Dependence on Foreign Energy

Poster Pairs

_____ & _____ & _____

Pamphlet Pairs

_____ & _____ & _____

Public Statement Pairs

_____ & _____ & _____

2) Get Out of the Fossil Fuel Predicament

Poster Pairs

_____ & _____ & _____

Pamphlet Pairs

_____ & _____ & _____

Public Statement Pairs

_____ & _____ & _____

3) Reduce Our Demand for Energy

Poster Pairs

_____ & _____ & _____

Pamphlet Pairs

_____ & _____ & _____

Public Statement Pairs

_____ & _____ & _____

**HANDOUT #3.3 – ENERGY CHOICES TOWN MEETING
SCORING RUBRIC**

(1 of 2)

Assessing the Activity: Adapt the following 25-point rubric to evaluate the students’ posters, pamphlets, or public statements, as well as their culminating essays.

	Resubmit	Competent 12	Exemplary 15
1A Persuasive Poster	<ul style="list-style-type: none"> • Designers’ position was unclear • Designers’ contributions were uneven with one person doing most of the work • Designers haphazard use of color, graphics, and text confused more than enlightened or persuaded • Designers’ message wasn’t self-evident; they needed to explain it to others • Poster failed to leave much of an impression 	<ul style="list-style-type: none"> • Designers’ position was clear • One designer took more of the lead, but the pair worked well together • Designers used color, graphics, and text to make an argument some people would find convincing • Most aspects of the poster were self-explanatory • Poster made an impression, but not necessarily a long-lasting one 	<ul style="list-style-type: none"> • Designers’ position was self-evident • Designers were a true team, with each member making an equally important contribution • Designers carefully and artistically combined color, graphics, and text to effectively persuade others to adopt their position • Poster didn’t need explanation; it stood on its own feet • Poster’s message was vivid and memorable
	Resubmit	Competent 12	Exemplary 15
1B Persuasive Pamphlet	<ul style="list-style-type: none"> • Confusing design left readers perplexed • Creators’ contributions were uneven with one person doing most of the work • Creators’ position on the central issue was unclear • Ideas were difficult to comprehend; as a result, argument wasn’t convincing • Creators appeared to rush; pamphlet’s lack of neatness detracted from impact • Mechanical errors in the pamphlet’s text distracted readers from message 	<ul style="list-style-type: none"> • Beginning, middle, and end of pamphlet were fairly obvious • One creator took more of the lead, but the pair worked well together • Ideas were combined in a way that some people would find convincing • Most of the pamphlet was neatly assembled • Occasional mechanical errors didn’t distract too much from message • Pamphlet left a positive impression 	<ul style="list-style-type: none"> • Especially clear design coupled with page numbers helped readers understand the creators’ position • Creators were a true team, with each member making an equally important contribution • Ideas were clearly and convincingly communicated and combined • Pamphlet was carefully and very neatly assembled • Text was free of mechanical errors • Pamphlet’s impact was vivid and memorable

HANDOUT #3.3
(2 of 2)

	Resubmit	Competent 12	Exemplary 15
1C Persuasive Public Statement	<ul style="list-style-type: none"> • Rambling or disorganized nature of statement left audience unsure of the speakers' position • Presenters' contributions were uneven with one person doing most of the work • Speakers' undeveloped presentation skills detracted from statement • Speakers were easily flustered which also limited statement's effectiveness • Presentation failed to leave a positive impression 	<ul style="list-style-type: none"> • Speakers' position was clear • Obvious beginning, middle and end aided comprehension of statement • One presenter took more of the lead, but the pair worked well together • Speakers used their voices, as well as pacing, eye contact, and related presentation skills to effectively communicate position • Presentation left a positive impression as a result of the speakers' presentation skills, ideas, and poise 	<ul style="list-style-type: none"> • Speakers' position was self-evident • Organizational framework and especially smooth transitions greatly aided comprehension of statement • Presenters were a true team, with each member making an equally important contribution • Speakers skillfully used their voices, as well as pacing, eye contact, and related presentation skills to clearly and convincingly communicate position • Presentation was convincing and memorable as a result of the speakers' excellent presentation skills, persuasive ideas, and poise
	Resubmit	Competent 8	Exemplary 10
2 One-Page Culminating Essay	<ul style="list-style-type: none"> • Student's position is unclear • Student fails to explain how he/she evaluated the three approaches and arrived at his/her final position • Supporting details are lacking; as a result, student's position is a superficial opinion more than a convincing argument • A lack of paragraphing and mechanical errors distract the reader (e.g., indenting, spelling, capitalization, awkward phrasing); multiple readings are necessary 	<ul style="list-style-type: none"> • Student states his/her position early in the essay • Student explains how he/she evaluated the three approaches and arrived at his/her final position • Student supports his/her position with a few details • Essay is competently written, paragraphs are evident, a few mechanical errors are not too distracting 	<ul style="list-style-type: none"> • Student quickly, clearly, and succinctly states his/her position • Student thoughtfully explains how he/she evaluated the three approaches and arrived at his/her final position • Student clearly and convincingly supports his/her position with ample details • Essay is well written and legible, each paragraph nicely develops one main idea, reader is not distracted by mechanical errors