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Technology Performance Assessment:
German Youth in Politics

Context:

- This performance assessment is designed for my AP German course for use in our Personal and Public Identities unit. This assessment will take place towards the end of the unit, as we investigate the German political system. Student groups will research one of the major German political parties, exploring various popular issues and create campaign posters, which represent these. Students will then present their findings with the goal of gaining a vote for their party.
- Some helpful background info:
    - In general, students in Germany are politically inclined and have no qualms about making their opinions known. The German political system is like ours, except that there are many major political parties who must create coalitions to secure the majority in parliament. The result is a much more diverse and eclectic legislative body. Furthermore, students in this activity are role-playing students at a German *Gymnasium*, which is a type of school only for students who plan on going to college.
    - In Germany, the people have two votes – one for a candidate and the other for a party.
- American Council for the Teaching of Foreign Languages (ACTFL) World Readiness Standards:
    - Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
    - Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
    - Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Missouri Course Level Standards:
  - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
  - 2.2 Students demonstrate an understanding of the relationship between products and perspectives of the cultures studied
  - 3.1 Students reinforce and further their knowledge of other disciplines through the world language
  - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture

Essential Question:

1. What are important issues to youths in Germany and America, and how does media influence our opinions on these?

GRASPS Task Design

- Goal and Role: Empowered after learning about the success of the Fridays-for-Future student protests in other German cities, you've decided to volunteer for a local political party who needs help making campaign posters and who is planning to speak at your high school's politics fair. The youth vote in town is at an historic low and you intend to change that!

- Audience: You aim to convince your peers at the local *Gymnasium*, who are of voting age, to vote for your party. They are generally disinterested in politics, and you want to make it relevant to them.

- Situation: You will research the political party you are volunteering for, including their stances on education, climate, immigration, and foreign policy. You will also research the campaign posters used by your party. You will distill this information into a series of campaign posters of your own and integrate these into a presentation to your fellow students.

- Product, Performance, and Purpose: Using Adobe Creative Cloud Express (formerly Spark) or Illustrator, you will design a campaign poster for each of the primary four

issues reflecting the stance your party has. You will design these to be relevant to your peers. Then, you will create a multimedia presentation featuring these posters, as well as other supporting media, with the purpose of convincing your peers to vote for the party you represent.

- <u>Standards and Criteria for Success:</u> Your posters and presentation must be clear and convincing enough that they win the vote of your fellow students. To accomplish this, you will need to employ effective messaging based on current issues and well-designed media.

Vignette

- After signing up as a volunteer at the local office of a major German political party (of your choice), you have your work cut out for you! The school's politics fair is coming up and it is a chance to convince your fellow twelfth graders to exercise their right to vote in the coming elections! The local party office has tasked you with two objectives. First, you must look through their campaign posters and design new ones for the youth. In particular, they want posters featuring their stances on education, immigration, climate, and foreign policy. Second, you must prepare a presentation for the politics fair. The presentation should include your posters, a detailed description of the party's stances on the four issues, and rationales for why this party is the best representative for your fellow students.

Performance Assessment Plan

- *Introduction (one 45-minute class period)*
  - The first day will include a run-down of the political parties and the key differences between the German and American systems. There will be specific focus on the plurality of parties in the German parliament, the roles they play, and where they are on the political spectrum (from an American perspective). Students will be "volunteering" for one of the parties that piques their interest.
- *Party Research and Poster Design (two 45-minute class periods)*
  - Students will form groups and research the party of their choice. They will analyze the current campaign posters in use by the party and create their own using Adobe Creative Cloud Express or Illustrator. Each student is responsible for one of the issues and will create their own poster.

- *Presentation Creation (one 45-minute class period)*
    - Students will spend their final preparatory period planning the presentation that they will give at the politics fair. This presentation must feature the posters, as well as additional media (photos, videos, etc.) that highlight the party and underscore their points.
    - The presentation must be done in Keynote, PowerPoint, or Slides.
- *Politics Fair (one 45-minute class period)*
    - Students will present on behalf of the parties they represent. Presenters will field questions from students for 2-3 minutes following each presentation.
    - Once all presentations are complete, students will vote for a party.
- *Follow-Up (30 minutes)*
    - In the next class period, after tallying up the winning party, students will have a roundtable discussion on why they think the winning party won. Following this, students will write a reflection on why they chose their party, and if their opinion has changed after seeing other presentations.

Rubric

	Extending	Meeting	Approaching	Beginning
Treatment of Issues	30 Innovative portrayal and report of the four issues that is grounded in research and displays strong comprehension of these. Convincing and relevant to audience.	27 Effective and true treatment of the four issues, grounded in research and displaying a good understanding of these. Relevant to audience.	23 Essential, yet shallow, coverage of the four issues displaying a basic comprehension of the issues.	20 Minimal coverage or understanding evident of four issues.
Poster	20 Strong, unique design of campaign poster, which integrates the party's	18 Detailed, original design of poster, which effectively	15 Poster seems rushed or unrealistic. Basic coverage of topics.	13 Posters do not realistically treat the topic or represent the party.

	message and aesthetic in a realistic manner.	covers the party's message.		Unconvincing and unrealistic.
Presentational Speech (German)	10 Strong command of German allowing for ease of understanding. Message has clarity and is relevant and convincing to students.	9 Effective command of German. May have a few mistakes, but these do not confuse the audience. Message is understandable and relevant.	7 Fairly effective command of German. Mistakes may take away from or confuse meaning. Message is somewhat understandable but may not be completely relevant.	6 Lacking command of German. Mistakes are distracting and inhibit understanding. Message is unclear and/or irrelevant.

Narrative

- Technology stands to strongly enhance the creative and presentational performances of the students, and also enables a level of research that previously was not attainable. First off, students will use district-issued MacBooks to research the political parties. I will post links for each of the parties' main webpages, and other useful links, on their class Schoology (our LMS) page. Utilizing student licenses with Adobe, students will design, create, and export their campaign posters through either Creative Cloud Express or Illustrator. The messaging, employed aesthetic, and content will enable assessment of their understanding of the researched party and its stances. Lastly, students will integrate these posters into a multimedia presentation to their class with Keynote (or PowerPoint or Slides). Understanding of the topic should be evident both in what is presented and how.

- Given the uniquely complicated nature of the German political system, students typically do not deeply explore it until AP (Level 5). In the past, I have facilitated talks on topics, used forum discussions, and had them write about convincing coalition possibilities to take power in the parliament. But, none of these has been able to more comprehensively assess their understanding of this often confusing system. In my Performance Assessment I seek to remedy this with a role-play that has students find meaning in the system by not only relating it to themselves, but also making it relevant

for their peers. I plan to use this next fall with my new AP students and am looking forward to it!

- There were not too many struggles in creating this PA, but I do wonder how well students will work with the creative technological components. Adobe Spark used to be exceedingly easy to use and capable of creating near-professional quality visual pieces. However, I have not had a chance to use it since it was re-branded under Adobe Creative Cloud Express. Many of our students take design courses and have experiences with Illustrator, but I am hoping that CC Express still works as an alternative for those who are less experienced in this realm.

- Applying the lens of the Six Facets of Understanding to this PA:
  - Explanation: Students will explain the key stances of a chosen political party, and why this is relevant to peers.
  - Interpretation: Students will interpret the issues presented on campaign posters of a political party in order to adapt these for a younger audience.
  - Application: Students will apply their understanding of the stances and messages from their research of a political party to create their own campaign poster and presentation.
  - Perspective: Students will need to recognize and adapt to the starkly different perspectives they will encounter in researching German political parties.
  - Empathy: Students will need to place themselves in the shoes of a German high school student who is trying to support a party that best matches their needs, while convincing other (German) students of what best serves them.
  - Self-Knowledge: Students will demonstrate self-knowledge through reflection on their work and on their decision to vote for a specific party. Students will need to examine which German political positions they identify with, and ground these.

- Concerning Wiggins' view of my PA, I believe he would find it not only suitable for the target group, but also effective. The performance is based on an essential question that illuminates the students' understanding of the politics of their German counterparts and their own values. This is addressed in the reflection. Further, the objectives and ACTFL standards are directly assessed through the assessment and its rubric. Lastly, all six facets of understanding are visible, and actively shaped this PA.

- Elinor De La Torre reviewed my PA and provided me with some useful insight. First off, she recommended I combine my essential questions into one, which I have done. It makes the main idea clearer, while distilling the essential points into one question. She also recommended that I have the students create a different cultural product, instead of a political poster, as she felt these were passé. However, given the large number of commuters on public transport in Germany, political posters are still pretty popular, so I decided to keep posters as my product.