

# TRANSATLANTIC POLITICS DEMOCRATICALLY SPEAKING

Author:  
Jacqueline Littlefield

## SUMMARY

### SHORT DESCRIPTION

Students work cooperatively to analyze the German and United States legislative systems.

### GOALS

- Students get to know peers in the partner class.
- Students become familiar with the legislative system of each country.
- Students will work as a team.

### LANGUAGE GOALS

The students will do research, complete a chart, share information, and ask questions.

### DURATION

3-4 weeks

### LANGUAGE

English

### MATERIALS

Worksheet for all students: Exchange  
DEMOCRATICALLY SPEAKING

### MEDIA

- Teachers use established channels of communication between themselves and their students.
- Students choose their own method of communication for the partner work.
- For the exchanges with the partner class, use a video conferencing tool.

### DIFFICULTY



## DESCRIPTION

In small groups students will research the legislative systems for their respective country and complete a chart. Meeting with a small group from the partner class, students will complete the chart for that country. Students will then reflect on the similarities and differences between the two systems.

## TEACHER PREPARATION

- Teachers will determine the chart format and share with students.
- Teachers will support students in forming small groups.
- Teachers will support the students as they complete research.

## CLASS INTRODUCTION

- Teachers provide students information on the process, duration, and content of the project.
- Teachers assist students in understanding the tasks.

### Material

Worksheet for All Students: Exchange Task DEMOCRATICALLY SPEAKING

## EXCHANGE

In a small group, students are given the task to research the legislative system for their respective country: Germany – Bundestag and Bundesrat; United States – Senate and House of Representatives. Each small group completes a chart in the worksheet with the information for each chamber: number of seats, minimum age, term length, term limitation, job description for a member.

Each student group meets with a small group from the partner class to complete the chart for their legislative system.

The small groups from each class discuss the similarities and differences between the two systems.

## REFLECTION

In their own class, students reflect on the similarities and differences between their own community and the partner class. See activities in the document METHODS FOR REFLECTION IN THE CLASSROOM.

For the reflection, there are key questions available. See the document REFLECTION QUESTIONS FOR STUDENTS.

