**Name**:

Karla Wolff

**Subject/Grade Level:**

7th Grade Civics

12th Grade American Government/Civics

**Title/Topic of Lesson:**

 “Campaign Wars”, Elections & Campaigns

**Essential "Guiding Question" for** **Lesson**:

 How do campaigns influence political elections?

**Next Generation Sunshine State Standards Addressed in the Lesson:**

SS.7.C.2.9: Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

SS.912.C.2.2: Evaluate the importance of political participation and civic participation.

SS.7.C.2.3/SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.

SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

**Learning Objectives**:

 The Students will:

 Learn the importance of campaigns and elections to American government

 Understand the importance of a campaign and how it can affect an election

 Analyze campaign websites to evaluate political candidates

 Understand the importance of taking part in a political campaigns and elections

Create a website and classroom campaign for a political candidate, taking part in a Q &A and mock election.

**Lesson Content**:

 Political campaigns are an essential part to elections in the United States of America. During the political campaigns the campaign teams do their best to appeal to different voters so that their candidate becomes elected. The campaign team communicates the message that the candidate is trying to convey which will influence the campaign itself such as Mitt Romney “Believe in America” and Barack Obama’s in 2008 with the message of “change”. The campaign team uses a variety of techniques to help their candidate, such as advertising, recruit volunteers, raise money, create propaganda and so on. The internet is becoming a huge part of the campaigning process and was an essential part in Obama’s 2008 campaign. Campaigns can begin years before the actual election in order to get their candidate known and will be publicly announce their candidacy. An election is when the people vote to choose who will be holding public office. The candidate who receives the majority of the votes will win the election. A presidential election however is dependent on the Electoral College and not the popular vote. This lesson is to show how campaigns are important to a candidate being elected.

**Student Grouping**:

*Individual*:

Students will be working individually to complete the Bellringer and take part in the discussion. This will allow the teacher to informally assess the students’ knowledge and understanding of the topic, allowing them to make any changes to their small group assignments.

*Small Group*:

Students will be placed in six groups of 4-5 students each. They will each be given a different candidate for a different election (if possible at federal, state and local level). Students will be working together in order together in order to create a campaign for their candidate. Groups will be assigned by the teacher in order to help the students get the most out of the experience and stay on task. They will also be made so that the students who have trouble be placed with those who are doing well in the class.

**Methods**:

*Bellringer*:

This will be used as a hook to get them into the lesson. It will allow the student to access their prior knowledge and personal experiences dealing with election campaigns.

*Lecture:*

There will be a small lecture to introduce important concepts of campaigns and elections. It will focus on campaigns at different levels, terms, the election process at different levels and how media plays a role in campaigns. This will be good for the auditory learners.

*Class Discussion:*

The discussion will be done while simultaneously viewing the different candidates campaign websites. The teacher will lead the discussion and ask students various questions such as their thoughts about the different political candidate’s websites, the effectiveness of the website, why this way of campaigning is important, how etc. They will also be shown videos, slogans, posters from past elections which will be discussed. This will be helpful to both visual and audio learners. There will also be a small discussion after the entire activity is done.

*Group* *Project*:

Students will be working in small groups to create a campaign for a political candidate in the upcoming election. The students will first be conducting research on their candidate, in order to become experts on their candidate and come up with campaign ideas. They will be creating a website that will effectively draw the viewer in and is easy to find information about the candidate on. The groups will also create some campaign materials for the classroom to be used before and during the Q&A. This will allow students to be creative, artistic and social; both auditory and visual lerners will benefit.

*Graphic Organizer*:

This is to help the students evaluate their fellow classmates’ campaigns, as well as their candidate. This will also allow them to keep track of the candidate and campaign that they like the most so that they can vote in the Mock election. The students will be filling this out during the Q & A.

*Question & Answer*:

Each group will introduce their candidate and campaign to the class, explaining why they did certain things. It is during this time that the other students will be filling out their graphic organizer.

*Mock Election*:

No campaign can be complete without electing someone to political office. This will allow the students to become aware of how the election process works.

**Activities**:

Day 1

Opening: (~5 minutes)

1. The students will come in and work on their Bellringer
	1. Bellringer: When you hear the words campaign and election what do you visualize?
2. The teacher and students will discuss the Bellringer.

Main Activities: (~43 minutes)

1. The teacher will give a short lecture about campaigns and elections in the U.S, while the students take notes.
2. The teacher will then lead a class discussion based on different campaign techniques: political websites, ads, slogans, posters and so on.
3. Teacher will pass out the handouts that state the project and rubric as they explain the project to them.
4. The students will be placed in groups and be given their candidate who they will campaign for.

Closing: (~2 minutes)

1. There will be a short review of what they have learned

Day 2

Opening: (~2 minutes)

1. Students will come in and sit with their groups as the teacher explains what they will be doing today and give announcements

Main Activities: (~45 minutes)

1. Students will research their candidate using the computers and begin working on creating their candidate’s campaign

Closing: (~3 minutes)

1. Students will put their desks back to normal and hand in their work to make sure they have been on task and so that it will not be lost

Day 3

Opening: (~5 minutes)

1. Students will work on the Bellringer as the teacher hands out materials
	1. What makes a good candidate?
2. Discussion about the Bellringer

Main Activities: (~43 minutes)

1. Students will continue working on their group activity

Closing: (~2 minutes)

1. Students will put their desks back to normal and hand in their materials

Day 4

Opening: (~4 minutes)

1. Students will work on their Bellringer as the teacher hands back their materials
	1. What do you like about the candidate that you are working on?
2. Discussion about the Bellringer

Main Activities: (~45 minutes)

1. Students will get back with their groups and continue working on their group project
2. Students will put their desks back to normal and the teacher will handout the graphic organizer and explain the handout and Q&A
3. Groups will begin their Q &A’s and introduce their candidate and campaign.

Closing: (~1 minutes)

1. Students will hand in their materials

Day 5

Opening: (~2 minutes)

1. Students will come in and sit in their seats and prepare for class to begin, groups that have yet to go on will get their materials ready

Main Activities: (~38 minutes)

1. The remaining groups will finish the Q & A’s from the previous day
2. The class will take part in a mock election
3. The results of the mock election will be announced.

Closing: (~10 minutes)

1. Students will have a discussion about the activity, and will be asked some questions
2. The students will hand in their graphic organizers as they leave.

(Timing will vary and may last up to six days)

Important Questions to Ask

 What do you believe is the most important part of a campaign?

 Whose campaign did you like the best? Why?

 Why are elections so important to our government?

 How are campaigns useful?

Why are campaigns important to an election?

 What are the consequences of a bad campaign?

 How are campaigns influenced by media?

Who was influenced by the candidates campaign instead of the issues?

**Materials**:

Smartboard:

This will be used to show the Bellringer, and candidate’s websites and other parts of a political campaign.

 Pen/Pencil:

 This is essential for the students to do their work.

 Handouts:

These handouts will explain the group activity and have the rubric by which they will be graded. They will also be handed a graphic organizer to keep track of their fellow classmate’s campaigns.

The students will also have handouts that will be about their candidate that they will hand out during their Q &A.

 Paper:

This will be used to take notes on and for them to help create campaign materials and to hand in their research.

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 Computer:

The computer will be used to research the candidates and create their website and any other campaign materials.

 Digital Camera:

 This will be used for the students to create their ad spot for their website.

 Art Supplies:

 This will be used to color in any necessary campaign materials.

 Voting Slips:

 These will be used for the students to vote.

**Evaluation**:

Throughout the lesson they will be assessed in many different ways. They will be informally assessed during the Bellringer, lecture and class discussion. They will be formally assessed on their graphic organizers as well as their group project which will use the rubric provided. Using the rubric they will be assessed on their website campaign, classroom campaign, research, their Q&A and teamwork, so the teacher will constantly being observing the students to make sure that they are on task and helping them if necessary. This method was chosen to allow the students to be able to apply what they have learned about election campaigns, instead of using a written test.

**Resources**:

Presidential Campaigns:

<http://www.barackobama.com/get-involved>

<http://www.mittromney.com/landing/nh-podium>

<http://www.timpawlenty.com/>

<http://www.voteforjoe.com/>

Senatorial Campaigns:

 <http://www.nelsonforsenate.com/about/>

 <http://mike2012.com/>

Representative Campaign:

 <http://www.electroach.com/>

 <http://conniemack.com/>

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Ad Spot:

 <http://www.livingroomcandidate.org/>

Campaign Posters:

 <http://campaignstops.blogs.nytimes.com/2008/02/15/beyond-red-white-and-blue/>

 <http://ronwade.freeservers.com/posterset.html>

<http://en.wikipedia.org/wiki/Barack_Obama_%22Hope%22_poster>

Create a Campaign Poster:

<http://teacher.scholastic.com/scholasticnews/indepth/election2008/games/poster/>

Past Presidential Campaign Slogans:

 <http://www.presidentsusa.net/campaignslogans.html>

**Campaign Wars**

**Overview:** There is an election coming up and your team has been chosen to help design a candidate’s campaign. Your team will also take part in a question-answer segment about your candidate. Be creative & original.

**Part I: Campaign**:

***Research***:

In order to properly prepare for the campaign, you must learn the following about your candidate

* Candidate’s Name and Picture
* What is their political party?
* Background history of the candidate (place of birth, family, education, political offices, other important info)
* What is their political party platform?
* What are their views on important issues?
* Who is their target audience?
* What are some obstacles in the way? Where would they have problems?
* What level of government are they trying to be elected to? How is the election decided?

***Website***:

Using Google sites, or Wordpress, you will create a website for your candidate that must include the following:

* Name of the Candidate
* Candidates political party
* Picture(s) of candidate
* Welcome Message from candidate
* Short history of the Candidate (3-4 paragraphs): Date & place of birth, family, education, political career, other information your team feels is important
* Political Party Platform/ Views on Important Issues
* Campaign Slogan & symbol
* Ad Spot: This will be an ad about your candidate that would air on TV/ internet. It must be at least 30 seconds long, and no longer than 60 seconds. Examples can be seen here: http://www.livingroomcandidate.org/
* Campaign Gear: (T-shirts, bumper stickers, cups, buttons) Gear that you can sell to help raise money for your campaign (Do not actually have to make)

***Classroom***:

* Poster: include candidate’s name, political party, what office they are running for and year
* Handout: include important information that you want your fellow students to know about your candidate
* Campaign Gear: (button, pencil, sticker, etc) that you can hand out to your classmates

**Part II: Question & Answer:**

 Each campaign team will take part in an open question and answer segment about their candidate’s politics and their campaign. They will give a brief introduction about their candidate. The other students will be writing what they like or dislike about the campaign and candidate and will be asking questions about your candidate.

**Rubric:**

Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| CATEGORY  | **20 pts**  | **15 pts**  | **10 pts**  | **5 pts**  | **Score**  |
| **Website Campaign**  | Website Campaign includes all necessary elements. It shows team’s creativity and originality. Team has made an exceptional attempt to make the website attractive, interesting and easy to use.  | Website Campaign includes all necessary elements. It shows some creativity and originality. Team has tried to make the website attractive, interesting and easy to use.  | Website Campaign includes most of the necessary elements. It shows little creativity and originality. Website shows little evidence that the team tried to make the website attractive, interesting and easy to use.  | Website Campaign includes less than half the necessary elements. There is no creativity or originality. There is no evidence of trying to make the website attractive, interesting and easy to use.  |    |
| **Classroom Campaign**  | All required elements are done and show exceptional creativity and originality.  | All required elements are done and show some creativity and originality.  | There is a required element missing and there is little creativity and originality.  | Two required elements are missing and there is no creativity and originality.  |    |
| **Question & Answer**  | All students are completely prepared and show full knowledge about their candidate's politics. All team members take equal part in discussion.  | Most students are prepared and shows full knowledge about their candidate's politics. Most team members take part in discussion.  | Students are somewhat prepared, and show some knowledge about their candidate. Some members take part in discussion.  | Students do not seem at all prepared and show little knowledge about their candidate. 1-2 students dominate the discussion.  |    |
| **Research**  |    | Group answered all research questions thoroughly and accurately. Listed sources.  | Group did not answer all the questions, were not that thorough and there were problems with accuracy. Listed Sources.  | Group did not answer all the questions, had partial answers and had many inaccurate information. Did not list sources.  |    |
| **Teamwork**  |    | Team shows respect for one another's ideas, divide the work fairly, and show a commitment to quality work and support for each other.  | Team shows respect for one another's ideas and divide the work fairly. There is little evidence of a commitment toward quality work in the group.  | Teams argued or are disrespectful of other's ideas and input. Criticism is not constructive nor is support offered. The work is mostly done by one or two people.  |    |

**TOTAL: \_\_\_\_\_\_\_\_\_/ 90**

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| CANDIDATE NAME& PARTY | PROS/CONSof Website Campaign | PROS/CONSof Classroom Campaign | PROS/CONS of Candidate | EVALUATION of Candidate |
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