LESSON 7 - MOCK ELECTION

Lesson Objectives:

* Students should be able to define the word “platform” in a political context
* Students should know where to find clues about a platform (on a website, in advertisements, etc)
* Students should

Guiding Questions:

Lesson Outline:

1. Greetings
2. Examples of Campaign Advertisements
3. Brainstorm
4. Campaign

Materials:

* Poster board
* Markers
* Scratch paper
1. Greetings and Game Plan
	1. It’s the second to last lesson of CIVICS! This year, we’ve covered everything from the Constitution to school districts, learned to tell sources apart, and met people whose lives are dedicated to the themes they’ve been studying. The end of the year is coming up, and so as part of the culmination, we want to combine what they’ve learned into a real world scenario.
	2. Take any questions from exit slips from the last lesson (School districts -- it may be worth doing some of your own research on the particular school district based on the questions that you’re answering)
2. Campaign Advertisements
	1. Ask them to recall what they learned about voting. What do we call it when people vote? (An election). So how do people know who to vote for? It’s because people campaign.
	2. Begin with the slideshow. Ask them to point out any common themes between the pictures and videos that they see. What are the candidates trying to get them to do? (Believe in the message, vote for them, etc).
		1. http://www.graigmeyer.com/issues/
		2. Episode 5 at bottom of page.
			1. <https://www.youtube.com/watch?v=PeorRWAqoZY>
			2. <https://www.youtube.com/watch?v=F5mgsuLEwPM>
			3. <https://www.youtube.com/watch?v=x_79C430NGA> First MINUTE
			4. VIDEO: 17:12-21:10 <http://www.graigmeyer.com/ourshot/>
	3. The word “platform” describes the set of ideas that a candidate has that they want to put in place when they are elected. The first step of any good campaign is to build a platform.
		1. This is also a sneak peak for what our final lesson will entail…. Students will be able to meet these REAL-LIFE elected officials!
3. Brainstorming/Developing Platform: 5-10 minutes
	1. Students should be informed they are about to begin a campaign of their own.
	2. Here’s the situation: In 2019 (i.e. a year after), their class is running a campaign for a State Senate or State Representative seat. They are in charge of doing writing a platform of things that they care about and
	3. Split students off into 4-5 groups, with pencils, paper, etc. Instruct the groups to take about 5 minutes brainstorm and come up with one thing that they would like to see in their community, and why they think it would help the community. Have them write down their thoughts and prepare to share them.
	4. Share the platform with the class, writing it up on the whiteboard. Why did they choose the issues they did?
4. Campaign
	1. Time to get things started! Inform the students that they are about to launch a campaign based on the platform that they created. Create groups of about 5, and assign each group one of the following tasks:
		1. Posters and Advertisements: They saw what some real campaign ads look like at the beginning of class. Have the students design and create their own posters and ads for the classroom’s campaign.
		2. Schematic of Video Advertisement: You’ve been tasked with creating the campaign video advertisements. What kind of information would you include? How would you lay it out? Sketch it out!
		3. Website: You’re designing the campaign website! What kind of information would you include? Where would it go? Sketch it out!
	2. Give each group about 15 minutes to work on the campaign elements -- this activity is the bulk of the lesson.
5. Wrap Up
	1. Review material
		1. Have students name three things they learned that day
	2. Feedback
		1. Use “exit slips” to see what questions the students might have
		2. Use the exit slips to help prepare review for next week