**7th Grade Class Presidential Campaign Activity**

In this activity, students are to engage in the democratic process of a presidential election. Through various roles, students will choose which suits their learning style best in the pursuit of their group winning class president.

**Roles:**

* **Candidate**
  + Traits: Extrovert, talker, wit, stage presence
  + Assigned Tasks: Performs in the debate as well as works with Propaganda and Speech Writer to ensure their platform comes across clearly and is defined.
* **Campaign Manager**
  + Traits: supervisor, organized, leader
  + Assigned Tasks: Ensure all group members are actively involved and on-task, ensures message of the campaign is consistent among platforms. Along with their group, the campaign manager must also decide the campaigns motto, mascot, and flag concept which best idealizing and symbolizes their candidate.
* **Minister of Propaganda**
  + Traits: artistic, creative, technologically savvy
  + Assigned Tasks: Creates a campaign advertisement for their candidate as well as posters.
* **Speech Writer**
  + Traits: great with words, likes to write, thinker
  + Assigned Tasks: Writes the candidate’s debate speech and counterpoints to other arguments.

**\*\*The designated role you have DOES NOT mean you have to do all of that role’s work! It just means that you are in charge of making sure it’s complete. For example, the speech writer can assist with making the video and the candidate can help with the speech.\*\***

Throughout the created products (see below) should be a continuous theme of the following elements to personalize each campaign:

1. **Motto:** Historically, effective campaigns have messages which convey the central argument to the candidate and/or their unique approach to governing. Your campaign needs to have its own motto illustrating the campaign’s character and individuality.
2. **Platform:** THIS IS THE MOST IMPORTANT ASPECT OF YOUR CAMPAIGN!!!! Each campaign should have two major talking points which make them stand out from the other. If approved by the senate (teacher) then these platforms may be implemented for their class. Examples of platforms would be: free seating, theme days, or other class privileges.

**What the group as a whole must accomplish**

1. A campaign advertisement highlighting the strengths of their candidate and why they should be elected class president.
   1. Requirements: The video should last between 30 seconds to 2 minutes and contain the candidate’s motto. The platform of the student should be strongly empathized in this.
2. Three different pieces of artwork to be showcased throughout the campaign
   1. Requirements: The artwork should include the candidate’s motto. The platform of the student should be strongly empathized in this. If hand drawn then the art needs to be on copy paper (no lined paper – you want to be persuasive and professional!)
3. A written speech intended for potential voters written in a way to be persuasive and send a clear signal across.
   1. Requirements: Speeches should last between 2-4 minutes and contain the candidate’s motto. The platform of the student should be strongly empathized in this. Candidates will have an opportunity to provide a rebuttal against rival candidates – have arguments ready.

**Outline of Campaign Events:**

**Wednesday 10/11 🡪** Get started, come up with your group roles, motto, and platform.

**Thursday 10/12 🡪** Your group should begin working on their specialized tasks which include campaign videos, printed advertisements, and the campaign speech.

**Friday 10/13 🡪** Keep working. You should be ready to come in Monday ready to film.

**Monday 10/16 🡪** Filming your ads. Candidate should also get ready for the debate.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 5 Points | 3 Points | 1 Point |
| Speech | Speech was well-written, detailing why citizens should vote for the candidate, what they propose to do for the classroom, and what separates him/her from the other candidates. | Speech was mostly well-written, and contained some of those details. | Speech was not very well-written, and contained little to none of those details. |
| Campaign Poster | Poster was creative, colorful, contained the campaign slogan, and did a good job distinguishing the candidate from the others. | Poster was mostly creative, colorful, contained the campaign slogan, and did a somewhat good job distinguishing the candidate from the others. | Poster was not creative or colorful, did not contain the campaign slogan, and didn’t do a good job distinguishing the candidate from the others. |
| Campaign Ad | Ad was 30 seconds to a minute and a half, well-edited with **clear audio**, and helped persuade why the candidate deserves the citizens’ votes. | Ad was 30 seconds to a minute and a half, mostly well-edited with somewhat **clear audio**, and somewhat helped persuade why the candidate deserves the citizens’ votes. | Ad was not 30 seconds to a minute and a half, was not well-edited with **clear audio**, and did not help persuade why the candidate deserves the citizens’ votes. |
| Effort and Collaboration | All students in the groups collaborated throughout the entire project, helping with each other’s responsibilities to create a well-run campaign. Effort was displayed by everyone consistently. | Most students in the groups collaborated throughout the entire project, helping with each other’s responsibilities to create a somewhat well-run campaign. Effort was displayed by most students. | All students in the groups did collaborate throughout the entire project, not helping with each other’s responsibilities to create a well-run campaign. Effort was displayed by everyone inconsistently. |

Total Points: \_\_\_\_\_\_\_\_\_/20