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| **Elections 101: Final Campaign Strategy** |
| **Length of Assignment: 1-2 classes**  THIS DAY HAS BEEN DESIGNATED AS A SUMMATIVE ACTIVITY. YOU ARE ENCOURAGED TO COVER THE MATERIAL IN DAYS 7, 8, & 9 BEFORE ATTEMPTING THIS ASSESSMENT. |
| **Objectives:** Students will create a general election campaign strategy synthesizing information from Day 7 (electoral college), Day 8 (campaign finance) and Day 9 (voting behavior) to be presented in class for assessment purposes.  **Additional objectives:**  Day 7  Students will be able to define the role of an elector and how electors are chosen.  Students will understand the Framer’s original plans, reasoning for the plan, and changes that have been made over time.  Students will debate pros and cons of the electoral college system and various alternative plans proposed for electing the president.  Students will analyze historical and current election information in various forms as evidence in the creation of their victory campaign strategy.  Day 8  Students will be able to define campaign finance.  Students will understand and analyze who donates to campaigns?  Students will analyze what candidates how candidates and organizations use campaign funds?  Student will evaluate how campaign finance laws changed over time.  Student will debate if political contributions give undue influence to donors.  Student will debate if limits on campaign contributions violate free speech.  Day 9  Students will define 3rd parties and identify the obstacles and effects of 3rd parties in an election.  Students will evaluate the role of voting behavior in planning a successful campaign for elected office.  **Standards:**  This activity assesses all standards previously mentioned in the lesson plans for days 7, 8, & 9. |
| **Assessment:** The activity is a summative assessment of objectives learned in days 7, 8, & 9 |
| **Materials Needed:** \*Indicates material is found in The Campaign Finance folder.  Introduction:  1. Computer with internet access and/or student computer access  2. “Campaign Spending Data 1960-2008.docx” \*  Direct Instruction: Campaign Finance  1. PPT “Day 8- Campaign Finance.pptx” \*  2. “Campaign Finance Interactive Notes.docx” \*  3. Web link for video on slide 8 of PPT: <https://www.youtube.com/watch?v=kcnkgDHU9I8>  Structured Academic Controversy- Campaign Finance  1. Structured Academic Controversy- Campaign Finance.docx  Homework  1. “Campaign Finance Strategy.docx” \*  2. Computer with internet access and/or student computer access |
| **LEARNING PLAN:**  **Final Unit Assessment**   1. Students will immerse themselves in the unit objectives by becoming one of several candidates who has been carefully selected by the Presidential nominee to become their campaign manager in the 2016 general election, after the current campaign managers have both been fired. The candidate has asked that the student present a campaign strategy that will help propel them to victory. 2. Start by handing out and going over the assignment with the students. Be sure to point out that students have a choice in how the information will be presented. However, information regarding the electoral college, campaign finance, and voting behavior needs to be included. Students should be referred back to the homework for days 7, 8, & 9 if they need help. 3. As the teacher you are free to assess this assignment in any way which suits your classroom. The use of a rubric for assessment is encouraged, but not mandatory. If you choose to use a rubric it is encouraged that the rubric be handed out prior to students completing the assignment. 4. You as the teacher have the autonomy to adapt the scope or duration of the project. If time permits, we would encourage this to be done over 2 class periods. The first period to put together the strategy and the second period to present the strategy to the class. |