



VOTE FOR US! (6-8)

OBJECTIVE: Students will be able to identify and implement common propaganda strategies used in campaigning.

STANDARDS:

- **6.SP1.4** Evaluate the significance of past events and their effect on students' lives and society.
- **6.SP4.2** Organize applicable evidence into a coherent argument about the past.
- **7.SP1.3** Evaluate the significance of past events and their effect on students' lives and global society.
- **7.SP1.4** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
- **7.SP4.2** Evaluate the influence of various causes of events and developments in the past and present.
- **7.SP4.3** Organize applicable evidence into a coherent argument.
- **7.H3.2** Analyze how economic and political motivations impact people and events.
- **8.SP1.3** Evaluate the significance of past events and their effect on students' lives and society.
- **8.SP4.2** Evaluate the influence of various causes of events and developments in the past.
- **8.SP4.3** Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
- **8.C1.3** Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.
- **8.C1.4** Engage in projects to help or inform others such as community service and service-learning projects.

CIVICS EXAM QUESTIONS:

- In what month is the election day for president? **A:** November

TIMELINE: This lesson is best suited for use after projects have been approved and students are preparing to plan their campaign. It is also suited for teaching about the 2000 election, or substitute with more recent election materials.

APPROXIMATE LESSON LENGTH: 60 minutes

SUPPORTING MATERIALS:

- [*Methods of Persuasion in a Political Campaign Presentation*](#)
- [*The Living Room Candidate: Presidential Campaign Commercials*](#)
- [*Methods of Persuasion Resource*](#)
- [*SPB Campaign Worksheet*](#)

VOCABULARY:

- Persuasive
- Propaganda

INSTRUCTIONS:

1. Engage

- Ask students to brainstorm familiar company slogans. Record student responses on the board. Examples:
 - “I’m loving it” (McDonald’s)
 - “Have it your way” (Burger King)
 - “Eat fresh” (Subway)
 - “Just do it” (Nike)
 - “The quicker picker-upper” (Bounty paper towels)
- In pairs, have students select two slogans from the collective list to craft an explanation of what the company is trying to convey to the public. Examples:
 - To get you to buy their product
 - We should be eating fresh food from their company
 - Believing we can succeed if we buy their product
 - Differentiation: Work through a few examples together as a class before pairing off.

2. Explore

- Begin the slide show *Methods of Persuasion in a Political Campaign Presentation* (slides 1-2)
 - Have the students look at the two slogans used by the candidates and determine what underlying values they are trying to build on and what message they are trying to convey.

3. Explain

- Continue the slide show (slide 3) to provide students with the background of the two candidates, and time of election. Discuss with students that the Presidential election takes place in November.

- Continue the slide show (slides 4-5) to go over the seven different methods used to persuade voters, students should write these down in their own words in their classroom notebook or a separate piece of paper
 - For differentiation, see *Methods of Persuasion Resource*.

4. Elaborate

- Have students navigate to the following website: *The Living Room Candidate: Presidential Campaign Commercials*
- In small groups, have students choose one Republican and one Democrat commercial to watch (alternatively, assign groups different commercials). While watching, they should note a summary of the video and methods used.
- As a class, have student groups share which methods were used in the commercials they selected.
- Discuss each group's findings as a class.

5. Evaluate

- Have students split into their School Participatory Budgeting project groups (these are the students who will create a campaign for each project).
- Instruct students to utilize some of the common propaganda techniques to create a campaign plan and output for the project.
 - Have students use the *SPB Campaigning Worksheet* to plan their campaign.
 - Students will present their campaign project plan to the class or turn in for feedback.

EXTENSION ACTIVITIES:

- Film the commercials
- Make the posters and hang them up around the school Ask peers for feedback on their campaign