

## WHAT DO YOU STAND FOR?

### OBJECTIVES

- ✓ Students will know and understand the key concepts of political candidates' platforms.
- ✓ Students will be able to compare and contrast key issues across a range of candidates.

### ESSENTIAL QUESTION

- ✓ Why is it important for us to know a candidate's beliefs?
- ✓ How do you know a candidate's beliefs?

### MATERIALS

Access to an Internet search engine, newspapers, and other media.

### GET READY

### INSTRUCTIONS

- ✓ Class will select the race or races to be researched.
- ✓ Students will research through the use of web sites, media outlets, public speeches/debates, etc.
- ✓ Students will design a chart that indicates the candidates' names and matches their beliefs from their campaign or news reports. Students will use this chart to prioritize their political choices.
- ✓ Teacher will assign students to groups (based on knowledge of student preferences) that represent individual candidates. Each group will discuss and formulate an election speech for its candidate.
- ✓ Students will present speeches in a public forum.
- ✓ If time permits, debates between the "candidates" could occur.

### ASSESSMENT

- ✓ Student feedback can serve as an evaluation.
- ✓ Speeches and/or debates can serve as an evaluative tool.
- ✓ Charts created by the students could serve as physical documentation of student knowledge.
- ✓ Student reflections (e.g. *What is the most important issue that you feel influences you and your family?*) through auditory or written means could act as an additional assessment.

### STANDARDS/BENCHMARKS

- ✓ Social Studies Skills and Methods (Grade 9): A

- ✓ Social Studies Skills and Methods (Grade 10): B
- ✓ Citizenship Rights and Responsibilities (Grade 11): A, B
- ✓ Citizenship Rights and Responsibilities (Grade12): C

## **NOTES**

- ✓ A power point presentation could be created to use as a mentoring tool for younger students.
- ✓ Students can create commercials for the candidates that can be used a part of the debate.
- ✓ Brochures can be created as a handout to represent each candidate.
- ✓ Students could observe candidates' commercials and identify bias or propaganda.

**Student created materials may be shared with others via submission to the Kids Voting Central Ohio website, [contact@kidsvotingoh.org](mailto:contact@kidsvotingoh.org).**