

## Do We Need Political Parties in the United States?

*Sean Bradley Baker*

Based on my experience, teenagers don't know a whole lot about politics. They don't know who is left-wing or right and probably couldn't list five major figures in either the Republican or Democratic parties, other than maybe the President. Being a Civics and Economics teacher, at the high school level, has allowed me to present an unbiased picture of politics onto a usually biased, manipulated teenager who may have an extremely uninformed perception of how American politics operates. I have been able to enrich my students with political history, structured debates, and rigorous activities in order to push my students to examine their political ideals and roles in the political world.

With this focus in mind, I try to get students to answer the question: Do We Need Political Parties in the United States? If we have a great understanding of what we want out of a government, we know our political needs, and have an educated opinion on major political, social, and economic issues – do we really need to affiliate ourselves with a major political party or can we not align ourselves with a specific candidate? Has the role of political parties lost its purpose in trying to connect to the common American or are we merely comfortable following the stereotypes political parties have created for themselves? We must also look at data. In specific, North Carolina now has more registered voters labeled as “unaffiliated” than it does Republican. I think this movement shows that people are moving away from affiliating with big parties and making rational decisions for themselves with a more nonpartisan attempt at choosing a candidate.

Through this unit I want my students to educate themselves on the purpose of political parties. I want them to come up with an educated political ideal of whom they are and where they stand and if we need to identify those ideals with a specific political party. Can a society just vote for the person that they believe is best for the job instead of picking sides? Students will focus on the role of a politician, the role of political parties, the campaign process, and the influence of propaganda.

Unit questions that will guide discussions and background information and lead to classroom activities are as follows:

- What is a political party? What is the history of the development of modern political parties?
- Have political parties made a significant divide among the American population?
- What are the major factors that influence our political ideals? How does the campaign process contribute to those factors?
- Do we “belong” to a political party or “identify” with them?

- Are Independent voters becoming the future of politics?
- Should we vote for a political party or a specific individual?

## **Unit Objectives**

Unit objectives will follow the North Carolina Standard Course of Study and will meet the requirements of the North Carolina Common Core (Appendix A)

Over the course of our unit, the students will engage in activities following the standards found in the NCSCOS and the Common Core. The students will engage in various rigorous activities that will result in answering the unit questions and explain the American political process through debates, discussion, and creating a mock atmosphere of the political campaign process and election of individuals.

Rigorous activities will include analyzing the different kinds of primaries throughout the country. They will need to know the differences between an open, closed and blanket primary. We will focus on the closed primary because of North Carolina's use of this specific kind of primary in which only registered members of a particular political party can vote and if its purpose actually strengthens party unity. We will also look at past debates between candidates of the same party and how they try to set themselves apart from other members of their own party. We look specifically at a portion of a debate between Barack Obama and Hillary Clinton in the 2008 Presidential Primary and try to see how Barack Obama convinced members of his party to support him overall. We ask the question of why did the majority of Democrats see Barack Obama as the candidate that represented the party the best and would ultimately be the candidate that had the best chance to win the election?

The mock atmosphere would be to divide the students into groups of six. Each group then would represent the same party. Members of the group can then "throw their hat in the ring" to run for President. Each group must have at least two members running for president. The students running for President then discuss within their groups why they want to be president. After several discussions and small debates, the group then holds a primary vote. The group or "party" will ultimately choose a candidate who they want to run for president representing their party. Each group will then run their candidate for President in a campaign atmosphere where they will write speeches, create propaganda, and campaign for their candidate.

## **Rationale**

I consider politics to be the last thought on many high school students' minds, but when it comes to politics, ever so often high school students follow what their parents or friends tell them. Many of their political thoughts are based on what they read in 140 characters

on the rapidly growing social network of Twitter. Their thoughts are based on short ramblings of insignificant celebrities or biased Republican or Democrat “sophisticates” who use humor or fear to gain more viewers to influence their own political ideology on a blank canvass that is the high school student. Too often the Rush Limbaugh’s, Jon Stewart’s, Stephen Colbert’s, and Glenn Beck’s of the world are influencing students with biased political propaganda and even cynicism. Although, sometimes humorous, several of these programs only show one side of the story. My goal is to have students understand facts from both sides of the isle. I want them to gain an unbiased opinion of politics and start making political, social, and economic decisions for themselves. I want them to come up with an educated opinion on which political party they identify with and whether or not the party itself is important to the political process in the United States.

### **School Background Information**

Providence High School is NC Honor School of Excellence with High Growth the last four years. Charlotte Magazine ranked Providence the top performing high school in the Charlotte region the last three years in a row. Newsweek Magazine ranked Providence 186th in the U.S. - the highest ranking in CMS. Our schools mission is to provide a foundation for lifelong learning for all students in a challenging, caring and cooperative environment.

Providence is a superior school with dedicated staff and students, as well as supportive parents and community partners. In collaboration with the tremendous support we receive from our parent community, students at Providence excel in school and are well-equipped for the challenges of college and the world of work. We set high expectations for our faculty and our students and strive to continue to improve each year so that our students are prepared to be competitive in the global economy they will face in the future.

Based on 2010-2011 statistical data, 77% of the student population was white, 8% African American, 8% Asian, 4% Hispanic, and 2% other. The school has over 2,000 students and consists of 90 full-time qualified teachers. Providence offers standard course of study curriculum which include a college/university preparation track, a college technical preparation track, a dual college/university & technical preparation track, and a career track. An occupational course of study leading to an occupational diploma is also available for qualified students in the Exceptional Children’s Program. The curriculum is administered on a modified/hybrid 4x4 block schedule (with some A/B classes), allowing for flexible scheduling, re-looping and acceleration.

Providence uses weekly collaboration through content area meetings. We encourage student centered classrooms that focuses on rigor. We encourage higher level thinking and encourage students to develop answers to problems on their own. This philosophy will play and intricate part in my unit. Students will be organized into groups

to understand the political campaign process, which will be key to the development of their political ideology. Students will take a ‘Conservative vs. Liberal’ pre-quiz to help determine stereotypical political ideologies of the Republican and Democratic parties. One of the keys that sometimes come from this quiz is that it reveals that you may want to become recognized as an independent. Students who fall in the middle of both conservative policies and liberal policies could ultimately label themselves as independent voters and not affiliate with a major party. This will get them thinking about which side of the isle they identify with, if they identify at all.

As a teacher at Providence High School, I use input, advice, and collaboration from other teachers. Our alignment discussions among Civics teachers are key to focusing on the NCSCOS and the new Common Core that has been implemented this year. We use high level reading resources and implement objective writing assignments to meet the requirements of the Common Core. These writing assignments will play an important part in my unit. Students will actively engage in writing a political party platform and interpret specific propoganda to identify major forms of propoganda and its influence.

According to their website, Charlotte-Mecklenburg Schools (CMS) is located in the Charlotte, North Carolina region and provides academic instruction, rigor and support each school day to more than 141,100 students in kindergarten through 12th grade in 159 schools throughout the cities and towns of Mecklenburg County. CMS believes setting high standards for all students creates a greater opportunity for future success – in our communities, within the region and across our diverse and global society. Each day, CMS students are prepared to be leaders in a technologically savvy and globally competitive world.

CMS is proud of its diverse mix of students who represent 160 different countries and various cultural and ethnic backgrounds. CMS offers an extensive range of magnet programs in 40 of its schools to nurture the talents of students who have interest and ability in specific areas. CMS also educates, supports and meets the needs of students with learning and physical disabilities.

CMS is one of the largest employers in Mecklenburg County with approximately 18,800 teachers, support staff and administrators. CMS is fortunate to have tremendous support from Charlotte’s corporate, faith and business communities and more than 43,000 mentors and volunteers that support learning and instruction in CMS classrooms.

The public school system in Charlotte-Mecklenburg has a rich and intricate history. Built upon the efforts of many individuals who firmly believed in the importance of education to this community, public schools in this area have had a tremendous impact on the growth and economy of the region – as well as the thousands of individuals it has served.

## **Topic Information**

### *George Washington's Farewell Address*

As I introduced the unit covering the roles of political parties and elections, the students read an excerpt from George Washington's Farewell Address. At this point in the unit, we had already discussed the magnitude and importance of the speech as George Washington earnestly tried to divert Americans away from permanent alliances and political parties. The students will be able to read and analyze the speech and create a scenario of what politics would be like if only we had heeded to the advice of our first President. I suggest using excerpts from George Washington's address that focus on the role of political parties specifically to standard level students and possibly give a copy of the entire speech to honors level students. Both level of students will read, analyze, and interpret the primary source document for understand and fulfillment as to satisfy the new common core in reading. An example of an excerpt to show President Washington's views on political alliances:

“So likewise, a passionate attachment of one nation for another produces a variety of evils. Sympathy for the favorite nation, facilitating the illusion of an imaginary common interest in cases where no real common interest exists, and infusing into one the enmities of the other, betrays the former into a participation in the quarrels and wars of the latter without adequate inducement or justification. It leads also to concessions to the favorite nation of privileges denied to others which is apt doubly to injure the nation making the concessions; by unnecessarily parting with what ought to have been retained, and by exciting jealousy, ill-will, and a disposition to retaliate, in the parties from whom equal privileges are withheld. And it gives to ambitious, corrupted, or deluded citizens (who devote themselves to the favorite nation), facility to betray or sacrifice the interests of their own country, without odium, sometimes even with popularity; gilding, with the appearances of a virtuous sense of obligation, a commendable deference for public opinion, or a laudable zeal for public good, the base or foolish compliances of ambition, corruption, or infatuation.”

### *Campaigning*

Students will have prior knowledge of how the electoral college functions and the choice of delegates in the electoral college. Students will have been assessed on specific vocabulary including such words as caucus, primary elections, conventions, PAC, platform, planks, etc. The students will have a prior understanding of the basic functions of a political party nominating a candidate for a major office such as President. Review of material prior to activities may be necessary to some. My suggestion in terms of activities is to put these specific terms and prior knowledge to life. Students will act as a

nominating caucus to nominate a student for President. The students will act as a specific political party to get a fellow student elected. At this point students can take views of Republicans, Democrats, or categorize themselves as a Third Party. They will write a platform consisting of separate planks. They will write a campaign speech for their candidate to give orally to class. This will give the outlining idea of whether or not the students are preparing the parties ideas or the specific candidates at this point.

### *Propaganda*

Throughout this unit seven different forms of propaganda techniques will be defined and examples of each will be shown. A great resource to show would be a video found on CNN.com. It is a four minute video that helps students determine what a negative propaganda advertisement is and what is positive advertisement is. It shows how they use types of propaganda to influence your opinion. Students will develop their own propaganda posters to demonstrate knowledge of the techniques. They will use propaganda in their political parties to form a positive or negative connotation towards their party or another political party.

The seven forms of propaganda are glittering generalities, bandwagon, name-calling, celebrity endorsement, card-stacking, “just plain folks”, and symbolism. Throughout the discussion of the forms of propaganda we will discuss why political parties use these to persuade voters to vote a specific way. We will discuss how non-educated voters will make a decision on no merit based on propaganda techniques. We will discuss the impact propaganda has not only on a candidate, but also the political party. For example, with celebrity testimonial, in the 2008 election was it coincidence that Barack Obama saw a spike in women supporters after Oprah Winfrey gave him her endorsement? Did this spike cause Barack Obama to win the Presidency?

Students will show they have mastered at least four of the seven propaganda techniques through creation of propaganda posters. They will be shown old examples of propaganda from World War I, World War II, and the Vietnam War. Students will then focus propaganda on a specific individual (their candidate or an opposing candidate), a specific issue, or a specific party itself. Students will create their posters to help their candidate win or present another candidate or party in a negative light.

### *Platforms*

Students will be given a formal outline to list the planks of their party’s platform. This will be used as the basis of their campaign candidate’s speech. They will be given examples of platforms used from previous elections and candidates from all parties. A platform is a list of the actions which a political party, individual candidate, or other organization supports to appeal to the general public for the purpose of having said peoples' candidates voted into political office or the professed opinion(s) proposed as part

of law(s) or otherwise made into social policies. This will be instrumental in determining the difference between a political party's agenda and an individual candidate's agenda. Is there a difference? Students will determine if they are actually creating a platform of an individual or if it is geared more towards a political party.

Students will watch video of campaign platforms outlined in candidate's speeches. Students will compare and contrast Mitt Romney's acceptance speech at the Republican National Convention and President Barack Obama's acceptance speech at the Democratic National Convention. They will look for use of propaganda. They will label parts of the speech that outlines their planks. Students will watch clips of Presidential speeches, debates (for example, John F. Kennedy vs. Richard Nixon), addresses, etc. so to better understand how specific issues are demonstrated and examples of strategies they can use in their campaigns. They will also look at public opinion polls of both candidates before and after the National Conventions to see how they impacted public opinion.

## **Strategies**

### *Opening Activity*

Opening activities is a strategy used to review previous content covered in a previous lesson or is used to see how much prior knowledge a student has on a topic. My opening activities vary, but I like to use them to get the students engaged in class from the beginning of the lesson. My activities range from a list of five to ten review questions based on previous material, mapping activities, reading activities, or free written response questions. Students know to look to complete this in the first 10-15 minutes of class. After completion the opening activity is discussed in class, questions and answers are reviewed, or free response questions are shared. Students group these assignments in their notebooks and are turned in for a grade every two weeks.

### *Collaborative Groups*

Cooperative or collaborative learning is a team process where members support and rely on each other to achieve an agreed-upon goal. The classroom is an excellent place to develop team-building skills you will need later in life. Diverse skill levels, backgrounds, and experience allow each individual brings strengths to a group. Each member of the group is responsible to not only contribute his/her strengths, but also to help others understand the source of their strengths. Any member who is at a disadvantage or not comfortable with the majority should be encouraged and proactively empowered to contribute. Learning is positively influenced with a diversity of perspective and experience increasing options for problem solving, and expanding the range of details to consider. In this lesson, students will work together as a whole to act as a political party and act as a group to get their nominee elected. Students will be grouped together based on diverse skills levels and background. Groups will be picked and organized by the

teacher. These groups will pick their nominee, write their platform and campaign speeches, and create their propaganda as a group. They must work together to finish with the best product and grade possible.

### *Debate*

The intent of the strategy is to engage learners in a combination of activities that cause them to interact with the curriculum. Debate forces the participants to consider not only the facts of a situation but the implications as well. Participants think critically and strategically about both their own and their opponent's position. The competitive aspects encourage engagement and a commitment to a position. Debates require students to engage in research, encourage the development of listening and oratory skills, create an environment where students must think critically, and provide a method for teachers to assess the quality of learning of the students. Debates also provide an opportunity for peer involvement in evaluation. Students will debate with one another to determine which policies are needed to be discussed in the party platforms. Students will also debate with one another who is considered to be the better candidate to represent their party and why they should be considered the President.

### *Free Response Writing*

The free-response essay assesses your ability to think critically and analyze the topics studied in U.S. Government and Politics. Free response writing allows students to demonstrate an understanding of the linkages among the various elements of government. Students will use free response writing in preparing their planks for their platform. Students will be asked to share their views on specific topics and freely write about them to contribute to the group in order to write their overall platform for their party. They will also use their free response writing skills to help write their candidate's campaign speech that will be given in class by each candidate.

### *Guided Notes*

One strategy I use (especially for standard level students) are guided notes. Students are given an outline of notes (prepared by me) with blanks filled in throughout the notes. As we discuss new topics in class, the note outline is projected on my Promethean Board and as I discuss the material I fill in the blanks and they do the same on their outline. The students will participate in discussion as we fill in the notes and will use the notes to study later on when the assessment is assigned. This allows the students to have a detailed, specific, and organized outline for the content in which I want them to know for their assessment, but also to use to incorporate into this lesson. Students will keep the new content material in their notebooks to study later for their test.

## **Activities**

### *Republicans vs. Democrats vs. Independents (Compare and contrast activity)*

Throughout this unit students will be expected to develop stereotypical characteristics of the major political parties, including the independents. A great way for students to understand the qualities of the parties can be expressed with a Venn Diagram. Students then have a graphic organizer they can use and study to determine differences and similarities between the three major political participants. This can also be used to compare two to three specific candidates running in an election. Students are then asked to express their findings either orally or written (4-6 sentences) describing their results. This expresses a multitude of critical thinking skills in one activity.

### *Political Debates*

Students will watch the political debate between 2008 Presidential primary candidates Barack Obama and Hillary Clinton for the Democratic Party. Students will fill out a worksheet I have created to analyze the debate. Again, the main purpose of watching this is to expose them to political debates and how they are structured and their overall purpose. Many students at 15 and 16 have not taken the time to sit down and watch a political debate. Students will be asked to pick out what they believe was the strongest and weakest argument from both candidates. They will also be able to write about the format of the debate and whether or not it was an effective measure outlining the ideals of the two candidates. The students will also need to come up with a concrete question they would have asked each candidate after watching the debate. Students will also watch excerpts of political satire to see a different viewpoint of politics. Those excerpts range from The Stephen Colbert Show, The Daily Show, and Saturday Night Live political skits.

### *Writing Platforms*

Students will be given a formal outline to write their parties platform. This will be completed after the candidate for each party has been nominated and after the primary vote. Students will be required write a minimum of four planks that will comprise their platform. Students will pick four major issues that their party will want to focus on. The planks will be detailed and elaborated upon. Each plank will be around a paragraph long (four to six sentences) outlining the specifics of the issue, where they stand on the issue, and what they will do about the issue.

### *Propaganda Creations*

Students will be given examples of the seven forms of propaganda and will be required to create four propaganda posters using four different forms of propaganda. Students may

use any means possible to create the poster. They can draw it or print pictures off the Internet to display their form of propaganda. The propaganda must show their candidate in a positive manner or can be negative towards another candidate. They can also use the propaganda to emphasize a political issue that is outlined in their platform. Students will be given 8 x 11 computer paper to create their propaganda, but will be given the opportunity to bring in larger poster paper to create their propaganda.

### *Prior Knowledge Quiz*

Students will be asked to take an informal quiz about their political party affiliation. Students will be asked various questions based on specific issues happening in the United States. The student's responses are based on whether or not they agree with the statement or disagree with the statement. Based on each statement and whether they agreed or disagreed will determine if they have a conservative or liberal approach towards political issues. Students then add up the number of conservative statements and liberal statements and try to determine if they are more conservative (Republican), liberal (Democrat), or in the middle (Independent/Moderate). Students will use this as a small resource to determine which political party they want to be affiliated with or choose to become an independent voter.

### *Day One*

Students will be given a 15 minute opening activity to allow them to write a free response answer to the question, "What are your personal political views and how did you determine what those views are?". Students will write the question in their notebooks and respond to it. Students will be given the opportunity to share their written responses to the class. Students will then be given a guided notes outline to discuss. This outline will contain notes covering the basic concepts and roles of political parties, voting, and forms of propaganda. Students will fill in the notes as we discuss them in class and share their opinions. As we discuss primary elections, we will watch a 20 minute excerpt from a debate between Hillary Clinton and Barack Obama from the 2008 election. We will also watch a 15 minute excerpt from the Republican Primary debate of 2012 from South Carolina. Students will fill in the "Watching the Debate" worksheet as they watch the two debates. Students will be assigned the content vocabulary from the textbook that covers political parties and elections. They will write the key term definitions in their notebooks and assessed on those words on a later date.

### *Day Two*

Students will be grouped into 4 to 6 depending on class size. Desks will be arranged in a manner in which the students can collaborate effectively. Each group will represent a party of their choosing. Students will be given the 30 question 'Prior Knowledge Political Quiz'. Students will be given 15 minutes to complete the quiz independently. Students

are told the purpose of the quiz and are to write down whether they think they are more conservative or liberal before they take the quiz. When the quiz is complete, the quiz can help determine whether their thoughts about being conservative or liberal are accurate. After this time period, I will go over the answers in class. Students are to mark down, depending on their answer, whether each answer was a conservative response or liberal. At the end, the students will add up the number of conservative statements and liberal statements. Students will then share their responses with their group and see where they stand. The group will discuss whether they agree to be a Republican, Democrat, or Independent Party based on discussion and results of the quiz.

Students will then determine who will be their candidates for the primary. Each group must nominate two candidates. Within the group, at least two people will give their reasons for representing their party. The group will then have a primary vote. Whoever wins the primary vote then moves on to compete against the other groups/parties candidates for President. Once the candidate is chosen for their party, the students will begin brainstorming on political ideals they would like to include in their party platform and write a rough draft of those ideas.

### *Day Three*

Students will be assessed on the key terms they were to have completed on day one. Students will then finalizing their party platform. Students will be given the political party platform which is broken down into planks. A designated writer for the group will write the final version of the platform. The platform must contain four specific planks that outline specific issues facing our political nation. The candidate for the party will begin writing their rough draft for their campaign speech that will be given to the class in hopes to convince them to vote for them. Other members of the group will start formulating ideas for propaganda posters. Students will be given 8 x 11 size paper to begin rough drafts of their propaganda. Students will make reference to their notes outline completed on day one for the forms of propaganda. Students are required to complete four different forms of propaganda for their campaign.

### *Day Four*

Students will finalize their platform and have a final copy ready to be turned in. Candidates and other group members will help finalize a campaign speech to be used by the candidate for their group. The candidate must use the platform to help write the campaign speech. Candidates can also come up with creative ways in which they would like to present their speech (some students dress up, rap, play background music, or even create videos). Students will also be finalizing their four propaganda posters. Students will make sure they have identified the form of propaganda used and will check to make sure it is used correctly and identified on the poster. Student can start hanging up the propaganda around the room and campaigning for their candidate.

### *Day Five*

Candidates for each group will prepare their speeches to be given to the class. The purpose of the speech is to convince the class to vote for them as they discuss their party's platform. Each group will spend about 15 minutes campaigning for their candidate. At this time, they can discuss issues with other students, show propaganda posters, portray their candidate in a "positive light", or even take time to create a negative image of another candidate. Students in the past have created skits or "ads" to portray another candidate negatively. Students are to be actively moving about the room and communicating with one another. After the "campaign process" is over, each candidate will be given five minutes to deliver their campaign speech to the class. After each speech is given there will be a question and answer session in which the voters (students) can ask the candidate specific questions about their campaign, platform, or individual opinions on different issues.

### *Day Six*

Candidates will be given two additional minutes for last remarks and to review their platform. Students will then be given a ballot. The one asterisk that should be pointed out at this point is that I do not allow the students to vote for the candidate from their group. If I did there would be a tie for each group. This is why I stress the campaign. Each person is an individual voter and must decide which candidate/party from the class best suites their ideals. Students then vote and the votes are tallied in class. The winner is then announced and given title of President of the Class.

Reflection writing. Students are to write a reflection on the campaign process and what they learned from the activities. Students are also to reflect on why they voted the way they did at the end. Students are to reflect on whether the candidate played more of an impact on their vote or if it was the party they were voting for more because of the specific ideals it represented.

### **Resources**

"Watching the Debates" Worksheet

#### **WATCHING THE DEBATES**

	<b>DEMOCRAT PARTY</b>	<b>REPUBLICAN PARTY</b>
<b>DATE/LOCATION:</b>		
<b>CANDIDATES</b>		
<b>MODERATOR</b>		

<p><b>What was the question?</b></p> <p><b>STRONGEST ARGUMENT</b></p>		
<p><b>What was the question?</b></p> <p><b>WEAKEST ARGUMENT</b></p>		
<p><b>What do you like about the format?</b></p>		
<p><b>What question do you wish had been asked?</b></p>		

Political Campaign Instructions

**Elections Campaigning Group Assignment**

Civics and Economics

**Caucus/Convention:** Once you are assigned to a caucus/convention, your caucus/convention is responsible for the following materials:

- Nominating a candidate to run for “Class President”
- Creating a political party name and mascot
- Creating a party platform (see requirements below)
- Writing a campaign speech (see requirements below)
- Nominee delivering the campaign speech to the delegates
- Creating 4 forms of propaganda (see requirements below)
- Being able to answer “media” questions (me)
- Voting
- Turn in all work

**Creating a Party Platform**

A **party platform** is a series of statements expressing the party's principles, beliefs, and positions on elections issues (each part is called a **plank**).

**Write** a detailed party platform describing your party's principles, beliefs and positions on **at least 4 issues, policies, or activities concerning the United States**. Make sure each plank is detailed and describes your party's stance on the issue and how you will solve, remedy, keep, or change the policy or issue.

**Label each plank by name and describe in detail. Each plank should be around a paragraph or two in length.**

### **Writing a Campaign Speech**

As a group you will **write a formal and detailed campaign speech** that addresses the delegates at the convention (the class), but also the school as a whole (the voters).

The speech will be **at least a page in length** and will discuss your party's viewpoints (platform) as well as discussing why you are the better candidate than the others. You can make up anything you want about your candidate in the speech as long as you write about the specific issues you brought discussed in your platform.

**Your speech should be written and delivered in hopes of convincing the voters to vote for you.**

**\*\*You candidate will use this speech to give at least a 3 minute speech to the voters on his/her campaign issues\*\***

### **Propaganda Posters**

Using the seven propaganda techniques discussed in class, (see notes and pg. 336 in textbook) you will create **4 propaganda posters** discussing your candidate, the issues from your platform, and/or the opposing candidates. These posters can be hung up in the class during the "campaign" to help influence voters on the issues, but more importantly in hopes that they vote for you.

Poster paper will be provided for you or you can create your own.

### **Media**

I will be the media!

Be prepared to answer any questions (in front of the class) concerning your campaign, especially during the speech portion of the campaign.

Use the media! – Through me, your party can call a press conference or run an advertisement (skit) at anytime to help influence the voters to vote for your candidate.

### **VOTE** (with a catch...)

You will be asked to vote for which you think is the best candidate to be named "Classroom President". **The catch** is you **cannot** vote for the candidate in your group. You must vote for another candidate in the class (otherwise it will all end in a tie for the most part).

## **Party Platform Formal Outline**

### **Party Platform**

**Party Name:**

**Group Members Names:**

**Plank**

**#1:** \_\_\_\_\_

---

---

---

**Plank #2**

---

---

---

**Plank #3**

---

---

---

**Plank #4**

---

---

---

---

## Bibliography

- "
- "Avalon Project - Washington's Farewell Address 1796." Avalon Project - Documents in Law, History and Diplomacy. [http://avalon.law.yale.edu/18th\\_century/washing.asp](http://avalon.law.yale.edu/18th_century/washing.asp) (accessed November 24, 2012).
- Baker, Frank W.. *Political campaigns and political advertising: a media literacy guide*. Santa Barbara, Calif.: Greenwood Press, 2009.
- Beck, Glenn, Glenn Beck, Joe Kerry, and Joe Kerry. *Glenn Beck's common sense: the case against an out-of-control government, inspired by Thomas Paine*. New York: Mercury Radio Arts/Threshold Editions, 2009.
- Bosworth, Kris, and Sharon J. Hamilton. *Collaborative learning: underlying processes and effective techniques*. San Francisco, Calif.: Jossey-Bass, 1994.
- Brader, Ted. *Campaigning for hearts and minds: how emotional appeals in political ads work*. Chicago: University of Chicago Press, 2006.
- Carville, James, and Rebecca Poza. *40 more years: how the Democrats will rule the next generation*. New York: Simon & Schuster, 2009.
- Chester, Edward W.. *A guide to political platforms*. Hamden, Conn.: Archon Books, 1977.
- Dworkin, Ronald. *Is democracy possible here?: principles for a new political debate*. Princeton, N.J.: Princeton University Press, 2006.
- Herrell, Adrienne L., and Michael Jordan. *50 active learning strategies for improving reading comprehension*. Columbus, Ohio: Merrill Prentice Hall, 2002.
- Leist, Susan R., and Pamela Cornwell. *Writing to teach, writing to learn in secondary schools*. Lanham: University Press of America, 2006.
- Mann, Thomas E., and Norman J. Ornstein. *It's even worse than it looks: how the American constitutional system collided with the new politics of extremism*. New York: Basic Books, 2012.
- Michels, Robert. *Political parties a sociological study of the oligarchical tendencies of modern democracy*. New Brunswick, N.J., U.S.A.: Transaction Publishers, 1999.
- Nardulli, Peter F.. *Popular efficacy in the democratic era: a reexamination of electoral accountability in the United States, 1828-2000*. Princeton: Princeton University Press, 2005.
- Skocpol, Theda, and Vanessa Williamson. *The Tea Party and the remaking of Republican conservatism*. Oxford: Oxford University Press, 2012.
- Stewart, Jon, Ben Karlin, and David Javerbaum. *America (the book): a citizen's guide to democracy inaction*. New York, NY: Warner Books, 2004.
- measure, almost any, life in America is much better than in past generations, and says Steven Johnson.. "CNN.com - Breaking News, U.S., World, Weather, Entertainment & Video News." CNN.com - Breaking News, U.S., World, Weather, Entertainment & Video News. <http://cnn.com> (accessed November 24, 2012).
- CMS. "www.cms.k12.nc.us." Charlotte Mecklenburg Schools. [cms.k12.nc.us/cmsdepartments/accountability/spr/Progress%20Reports/2010-2011/Providence%20High%20School.pdf](http://cms.k12.nc.us/cmsdepartments/accountability/spr/Progress%20Reports/2010-2011/Providence%20High%20School.pdf) (accessed October 12, 2012).