

POLITICAL PARTIES PRESIDENTIAL CAMPAIGNS



“GET THE PARTY STARTED!”

LET'S GET THE PARTY STARTED

Political Parties Presidential Campaign

TEACHER NOTES

THANKS: Hi I'm Mister Harms! It's great to meet you! Thank you for downloading this resource. I hope that it will add value to your classroom. [Click here to access the full set of project directions](#), including the Teacher Notes, Student Directions, and the Student Worksheet.

FORMAT: For your version, print all the next pages!

INSTRUCTIONS: This campaign needed:
★ Divide the campaign into 3 parts using the Student Directions.
★ Students will hand out the Student Directions to a few party members until the assignment is complete.
★ On election day, staff, and/or students will be the best for the best.
★ If desired, the campaign can be held during the day at the Mister Harms.

GRADING: You may use the following sheets. Choose the one that is best based upon your grade as you wish to grade their participation.



LET'S GET THE PARTY STARTED

Political Parties Presidential Campaign - Student Directions

Directions: You are going to be involved in a real, simulated presidential campaign. As a group you will create a party and complete the given tasks below. Your goal is to create the most buzz, the most creative campaign, and the clearest message to become the next president. The following criteria must be completed as part of your campaign.

I. Party Individuals

- A. **Party Presidential Candidate** - Who will be running for President
- B. **Party Campaign Manager** - Help manage and keep people on task / makes decisions when conflict arises

II. Party Specifics

- C. **Party Name** - (ex. Republican, Democrat...)
- D. **Party Symbol** - (ex. Elephant, Donkey...)
- E. **Party Slogan** - A catchy phrase used for promotion
- F. **Party Platform** - Overall summary statement about what your party believes on the major issues. A 2-3 sentence summary of your party's beliefs.
- G. **Party Plan** - Overall summary of your party's plan. This information will be used as your campaign speech.

III.

IV.

V. Group Dynamics

- Help create a party (see I, II, III, IV above)
- Help plan the campaign (see I, II, III, IV above) to help with another

VI. Campaign Grading:

- Individual grades will be based on participation, effort, creativity, and results.
- Grade will be given by self, members of your group, and/or the teacher

"THIS WAS MY FAVORITE ACTIVITY ALL YEAR!"

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FULL SET OF PROJECT DIRECTIONS!

- ★ STEP BY STEP GUIDE
- ★ TEACHER & STUDENT DIRECTIONS
- ★ DETAILED PROJECT INFO
- ★ YOU WILL FEEL PREPARED
- ★ TEACHER TESTED & APPROVED



LET'S GET THE PARTY STARTED

WRITTEN ASSIGNMENT

Party Name:

Party Slogan:

Party Platform: (overall summary of party beliefs)

Party Planks

School Issue 1 - (list and explain party's position)

City / Local / State Issue 1 - (list and explain party's position)

National or International Issues 3 - (list and explain party's position)

1.

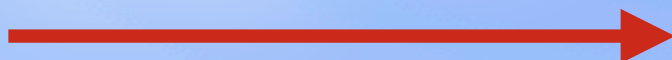
2.

3.

"THE BEST WAY FOR STUDENTS TO UNDERSTAND WHAT A POLITICAL PARTY IS AND HOW A CAMPAIGN WORKS!"

GROUP ASSIGNMENT FOR COMPLETION & PREPARATION!

- ★ GUIDED GRAPHIC ORGANIZER
- ★ WRITTEN PLAN FOR GROUP
- ★ PARTIES PLAN & CREATE
- ★ OUTCOMES GUIDE CAMPAIGN PRESENTATIONS



2 GRADING RUBRIC TEMPLATES!

- ★ STUDENTS GRADE STUDENTS
- ★ TEACHER GRADES STUDENTS
- ★ USE EITHER RUBRIC OR USE BOTH



LET'S GET THE PARTY STARTED • GRADING RUBRIC
STUDENT GRADING

Name: _____ Party Name: _____

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TEACHER GRADING

STUDENT NAME(S): _____

POLITICAL PARTY: _____

Political Party Elements						Comments
Is the chosen party name, logo, and slogan relevant to the requirements? Do the creative portions add value to the campaign and voters? Are the planks and platform ideas relevant, accurate, and informative?						
1	2	3	4	5		
Written Assignment						Overall / Comments
Is the written assignment complete? Do all sections have quality answers? Are all parts of the written assignment consistent with each other? Does the written assignment add value to the final campaign?						
1	2	3	4	5		
Group Participation						Overall / Comments
Did the student participate, stay on task, and not cause distraction? Did the student contribute to the written assignment and final campaign presentation. Did the student add ideas and value to the project?						
1	2	3	4	5		
Campaign Presentation						Overall / Comments
Does the campaign have educational and political value? Does the campaign accurately portray the information from the written assignment? Are all verbal and visual components clear and understandable? Did voters understand the campaign?						
1	2	3	4	5		
Final Score				Overall / Comments		

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"...I WAS BLOWN AWAY BY HOW EXCITED THE STUDENTS, PARENTS, AND OTHER ELEMENTARY GRADES WERE...THE STUDENTS TOOK THE ASSIGNMENT AND WERE CRAZY-CREATIVE, INVESTED, AND BEGGING FOR MORE TIME. GROUPS WERE GETTING TOGETHER AT EACH OTHER'S HOUSES JUST TO WORK MORE, NEW FRIENDSHIPS WERE MADE, AND OUR PRESENTATION DAY WAS A HUGE HIT! THIS IS GOING TO BE A 5TH GRADE TRADITION!"

★★★★★ - TEACHER RATING



“...I WAS BLOWN AWAY BY HOW EXCITED THE STUDENTS, PARENTS, AND OTHER ELEMENTARY GRADES WERE...THE STUDENTS TOOK THE ASSIGNMENT AND WERE CRAZY-CREATIVE, INVESTED, AND BEGGING FOR MORE TIME. GROUPS WERE GETTING TOGETHER AT EACH OTHER'S HOUSES JUST TO WORK MORE, NEW FRIENDSHIPS WERE MADE, AND OUR PRESENTATION DAY WAS A HUGE HIT! THIS IS GOING TO BE A 5TH GRADE TRADITION!”

CORAM DEO - ★★★★★

“...MY STUDENTS HAVE TAKEN THIS TO THE NEXT LEVEL. THEY CREATED THE CUTEST CAMPAIGN SHIRTS FOR THEIR PARTIES AND ARE SO EXCITED ABOUT COMING TO MY CLASS. I JUST STEPPED BACK AND LET THEM USE THEIR CREATIVITY AND THE RESULTS HAVE BEEN AMAZING. THIS IS A WINNER!”

CHARITY - ★★★★★

“I HAVE NOTHING BUT GOOD THINGS TO SAY ABOUT THIS ACTIVITY. I USE IT IN MY SENIOR LEVEL GOVERNMENT COURSE... IT IS AN AMAZING PROJECT AND MY STUDENTS GET SO INVESTED. I LOVE TO SEE WHAT THEY FIND IMPORTANT AND HOW THEY PLAN TO CHANGE THEM. ”

JOHN - ★★★★★

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