



CAMPAIGN TECHNIQUES (6-12)

OBJECTIVE: Students will be able to analyze political ads and apply those techniques into the SPB process.

STANDARDS:

- **HS.C1.3** Explain and use deliberative processes implemented in various civic and political institutions.
- **HS.C3** An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

CIVICS EXAM QUESTIONS:

- How many years are there in one term of office for a U.S. President? A: 4
- How many years are there in one term of office for a U.S. Representative? A: 2
- How many years are there in one term of office for a U.S. Senator? A: 6

TIMELINE: This lesson fits best before beginning the campaign process. This will help students determine how to run their campaigns.

APPROXIMATE LESSON LENGTH: 50-60 minutes

SUPPORTING MATERIALS:

- *Campaign Funds Handout*
- [2020 Election Cost](#)

VOCABULARY: Campaign, Advertisement, Persuasive

INSTRUCTIONS:

1. Engage

- Show a series of campaign advertisements and ask students to jot down any persuasive techniques they notice.
- Engage students in a discussion about the power of advertisements in influencing public opinion.
- Have students look up the term lengths for the U.S. House of Representatives, U.S. Senators, and U.S. President.

- Have students look up average cost per campaign cycle, per office position. (*2020 Election Cost*)
- Have students list three factors that could contribute to the cost differences for each office position.
- Group Discussion - Have each group share their three factors.
- Organize responses in a way that starts to group similar thoughts (concept mapping). Designate different locations in the room for the students to stand. Each location will represent a different reason. Students will pick the location/ reason they feel has the greatest impact on the reason for campaign costs. Students share reasoning with a group and then have one representative share out to the whole group.

2. Explore

- Instruct students to choose congressional or presidential campaign advertisements (three different formats) to analyze.

3. Explain

- Students will create a presentation highlighting persuasive techniques used and evaluating the effectiveness of the advertisement in achieving its goal.

FORMATIVE ASSESSMENT OR ARTIFACT:

- **Artifact:** Students will document thinking and learning by completing the Campaign Funds Handout.
- **Assessment:** Students will be able to answer the question on term limits on the Arizona Civics Exam

EXTENSION ACTIVITIES:

Create a detailed plan for a grassroots campaign to raise awareness about an SPB project.