**Standards Addressed**

15. The political process creates a dynamic interaction among the three branches of government in addressing current issues.

21. A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.

22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

**Welcome to our 2015 Mock Election!**

For the next two weeks, you will be working together on a campaign to elect your chosen candidate as the Governor of Government Class! Each day we will have an overall objective for you to meet, and our project will culminate on Election Day, when you will vote for the candidate you believe will make the best Governor!

**Grading**

You will be given daily grades based on how you are working with your group, and achieving the daily objective. You will also be graded separately on the larger portions of the project as we go along.

**Roles for each student**

1. **Candidate (1)**
	1. Should be a student who is comfortable being filmed and speaking in front of an audience
	2. Develops platform and practices for public appearances (recorded appearances)
	3. Delivers speeches, kisses babies, shakes hands!
2. **Campaign manager (1)**
	1. Student who is organized and has regular attendance
	2. Oversees general flow of campaign; keeps staffers on task, makes sure that deadlines are met, makes sure all staffers have the tools to do their jobs
	3. The CM will be the main contact point for teachers, and will be responsible for reporting to teacher how the other campaign members are performing
3. **Chief Strategist (1)**
	1. Student who is organized and has regular attendance; will work closely with the CM to direct the overall campaign
	2. Works with pollsters, campaign manager and speech writer to develop the best campaign approach; directs the overall purpose of the campaign (less administrative than the manager); acts as the main advisor to the campaign manager and the candidate
	3. The CS will also report to teachers about campaign staff performance
4. **Speech writers (2-3)**
	1. Write and edit candidate speech and comments for campaign movie; help candidate prepare for debate, write opening and closing debate statements; compose victory and concession speech
5. **Pollster (2)**
	1. Should be students who are able to gather and analyze data
	2. Develop poll that measures how the candidate is doing in the race, after campaign videos have been released; compile data from their poll; advise candidate and campaign manager on how the candidate can improve ratings
6. **Media Specialist (2-3)**
	1. Handles the crafting of the campaign video; directs, edits, and finalizes campaign video, posters, and all interaction with the media/public

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|  | **Candidate** | **Manager** | **Strategist** | **Media** | **Speech Writer** | **Pollster** |
| **Day One** | Identify and platform | Identify and platform | Identify and platform | Identify and platform | Identify and platform | Identify and platform |
| **Day Two**  | **Solidify platform**; study platform in prep for debate; work with strategist and media to decide image | Assign tasks; check in with each dept. to make sure they are on task | Decide campaign approach; work with candidate and media to decide image; campaign slogan! | **Campaign posters**; work with speech writers to begin script for video | Write mini-speeches for campaign video; assist with image and campaign slogan  | **Develop platform related questions**; work with Cahill on polling requirements  |
| **Day Three**  | Film campaign video; photo session for posters | Work with media and speech to oversee video | Style candidate for photo and video shoot; check over script for video | Begin filming video | **Direct candidate on script for video**; work on open/closing statements for debate | Create polls |
| **Day Four**  | **Film campaign video**; study for debate | Check pollsters work and approve; approve speech writers statements for debate; direct candidate on debate prep | Oversee video shoot; work with media on video editing and f**inalize/approve** | Finish filming and editing video; work on more campaign posters/ads | Work with candidate on debate prep; direct candidate on speaking; work on candidate answering practice debate questions | Finalize polls; help with film editing if needed |
| **Day Five**  | Watch campaign videos of other candidates; debate prep; work with pollsters to adjust image  | **Watch campaign videos** of other candidates; work with pollsters to analyze data and adjust image | **Watch campaign videos** of other candidates; debate prep; work with pollsters to analyze polls and adjust image  | **Watch campaign videos** of other candidates; debate prep  | Watch campaign videos of other candidates; debate prep  | Watch campaign videos of other candidates; **administer polls;** collect data |
|  | **Candidate** | **Manager** | **Strategist** | **Media** | **Speech Writer** | **Pollsters** |
| **Day Six**  | Adjust image from polls; debate prep | Adjust image from polls | Adjust image from polls | **Final campaign posters** with updated images | **Finalize all debate materials**; write victory and concession speech | Analyze polls and adjust image; work with media for new campaign posters |
| **Day Seven**  | **Mini-debate** | **Mini-debate** | **Mini-debate** | **Mini-debate** | **Mini-debate** | **Mini-debate** |
| **Day Eight**  | Final meet and greet with voters | Final meet and greet with voters; **review final speeches** | Final meet and greet with voters; **review final speeches** | Final meet and greet with voters | Final meet and greet with voters; **victory and concession speech due** | Final meet and greet with voters |
| **Day Nine**  | Vote, speech, celebrate!Student interviews | Vote, speech, celebrate!Student interviews | Vote, speech, celebrate!Student interviews | Vote, celebrate!Student interviews | Vote, celebrate!Student interviews | Vote, celebrate!Student interviews |

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| **Campaign Video Rubric** | **5 point score** | **4 point score** | **3 point score** | **2 point score** | **1 point score** |
| **Purpose** | Has a clear focused position, maintained throughout the piece | Has a clear focused position, maintained throughout.  | Has a clear position statementestablishes context, may become off topic | Topic maybe unclear May meander or contain digressions | No position statement or focusNo contextMay be rambling, long or unfocused.  |
| **Organization** | May present in unusual or surprising patterns / formatInteresting ideas, expressed in an original way.  | Has strong opening convincing arguments, reasons and/or evidence effectively and persuasively. Uses effective transitions in a logical sequence.  | May lack a beginning or end. arranges ideas in simple way, listing without relating them to each other. Weak transitions.  | Intro or conclusion is weak. May possess simple straightforward organization. Weak coherence.  | Shows little logical arrangement of ideas. Too briefNo transitions.  |
| **Voice / Tone** | Language is selected with careful attention to persuasive appeal. Writer shows confidence, conviction and enthusiasm.  | Language must be persuasive as well as convey convictions and confidence. Uses precise language effectively and purposefully.  | Uses appropriate language, but may lack precisionUsually conveys a sense of conviction.  | Language is predictable and general rather than precise. Lacks conviction | Language may be inappropriate or inexact.  |
| **Presentation** | Smooth delivery that holds audience attention.  | Fairly smooth delivery that holds audience attention most of the time.  | Delivery not smooth, but able to maintain interest of the audience most of the time.  | Delivery not smooth and audience attention often lost.  | Uses few or no supporting ideas. Does not recognize the counter arguments or the concerns of the viewer.  |

**Debate Format and Instructions**

On Friday your candidate will participate in a mini-debate. This debate is modeled after the actual primary debates among candidates running for president. Please watch the provided clips to see the role candidates and the moderators play in a presidential debate. Below is the format the debate will follow:

**Opening Statements:** 1 minute

The opening statement will introduce your candidate to the audience. The candidate should highlight their stance on a few important issues, and tell the audience why they deserve their vote. Opening statements should be rehearsed and passionate!

**Questions:** 20 minutes

Each candidate will be asked a minimum of 3 questions, and will have 1 minute to respond. IF the candidate mentions another candidate during the debate, then we will give that candidate a chance to offer a rebuttal.

**Closing Statements:** 1 minute

The closing statement is the final chance for the candidate to make a case for the voters. The statement should recap the main arguments of your platform, should tell the voters why you are the best choice to win, and should address any open arguments from the debate.

**Possible Questions: We will be adding to this list today!!!**

*The moderators will ask you questions from this list. They may ask you follow-up questions that are not on this list, so be sure to know your platform well!*

What makes your campaign different from the other candidates? Why should we vote for you?

Is healthcare a human right?

How will you provide affordable healthcare?

What is your stance on immigration?

How will you provide a path to citizenship.

Is your solution humane? How will you not split up families.

Are you concerned about the environment?

What will you do to slow global warming?

Do you think college needs to be more affordable?

If so, how do you plan to do this?

Describe your stance on gun control and gun violence.

What is your plan to address the rise in school and mass shootings?

During your first 100 days in office, what major changes do you want to make to your school and your community?

Do you think that America’s public schools are moving in the right direction? If not, what plan do you have to get them back on track?

There are over 1.5 million men and women currently being held in state and federal prisons. Do you think the United States is incarcerating too many people?

 Do you think our prison system provides an opportunity for people to rehabilitate?

If not, what will you do to provide inmates with a greater opportunity to rehabilitate themselves?

What problem in Ohio OR America would you like to see solved during your tenure as Governor?

What makes you most proud to be an American?