

Campaign Graffiti

THEME:	RESPONSIBILITIES (CIVIC RESPONSIBILITIES)			
LANGUAGE:	ANY			
STANDARD(S):	COMMUNICATION	CULTURES	CONNECTIONS	
	1.2 1.3	2.2	3.1	

Time Frame:

2 or 3 one-hour class periods

Materials Needed:

- Authentic examples of campaign slogans (may include photos or video)
- Window- or wall-coverings suitable for painting
- Paint brushes or markers
- Resource materials on U.S. political parties
- Resource materials on target culture's political parties if available
- Internet access (sample site listed under resources)
- Multitrait rubric for campaign ad assessment (provided)

Description of Task:

Pre-task:

The teacher conducts a whole class brainstorming session requesting information students have about elections. These can be any elections that students are familiar with or have participated in. Possible questions may include:

- Why do groups of people hold elections?
- How are candidates identified to represent people's ideas?
- What do people do to get someone elected to an office?

Students will next be divided into small groups to share and search for information about:

Level:

Intermediate-Low/Mid

Purpose:

To explore target culture political parties and use persuasion effectively to support political party platforms

Communicative Function(s):

Directive: Persuading

Language Structure(s):

Imperatives, comparative and superlative adjectives and adverbs

Cultural Aspects:

Campaign practices and systems of government

Modalities:

Writing

Speaking

Listening

NOTES

1. one of the major political parties in the U.S.
2. current high-profile party representatives
3. some ideological views generally associated with this major political party

The teacher needs to ensure that sufficient resource materials are available such as newspapers, magazines, and promotional literature. The teacher also needs to supervise the party selection so that all major parties are represented. Use of the Internet and the library as informational resources is encouraged.

The teacher brings the whole class back together and asks each group to name the major U.S. political parties. The teacher writes these parties on the blackboard. Each party will be allowed one entire section of the blackboard. The small group recorders write their group's ideas in the appropriate spaces while the group presenter presents the main ideas to the class.

These preparatory activities serve as a transition for the teacher to introduce the major parties of the target culture being studied and to tell students about the upcoming mock election they will be holding in class. The teacher may elect to show video selections of short ads or news clips introducing the particular candidates of the major political parties. It is important to discuss with students the various target cultures where multiple political parties and democratic elections exist in contrast to target cultures having other systems of government that may prohibit multiple parties and elections. It is important that students learn not to make the assumption that all countries have democratic governments.

Task:

Divide students into as many groups as there are major political parties in the target culture. Encourage students to access information on the Internet to educate themselves about their particular party's platform and candidate. If this is not possible, the teacher needs to provide each group/party with information about the party's platform, name, and candidate. The teacher encourages students to pay particular attention to slogans created in support of a candidate or a party. Students should note the use of imperative forms, comparative and superlative adjectives, and adverbs.

Within each group students choose a partner to co-create a campaign slogan in support of their candidate, their party's ideology, and the major issues of the day. Student pairs will be encouraged to make appropriate use of imperative forms, and comparative and superlative adjectives, and adverbs.

After the slogans are previewed by the teacher, the campaigners print (or write) the slogans for display. Each pair displays the slogans they have created in the classroom (if possible on the walls in the hallways as well).

Each of the small groups representing the different parties will be asked to develop a short ad in support of their candidate and party. Students will present these ads live or videotape and show them to the whole class. As a culminating activity, the class votes for the most convincing platform or candidate.

Debriefing activity:

Discuss as a whole class the purpose and impact of using slogans and ads during an election. Discuss the election results and what role the ads/slogans played in these results. This discussion can take place in English.

Assessment:

Students' ad displays can be assessed holistically for grammatical accuracy, persuasive support for the candidate and the party, and creativity.

A multitrail rubric to assess the separate party ads created in groups can be used (see sample multitrail rubric provided).

Extensions:

Suggestions for adapting the task for various levels:

For beginning levels: Use U.S. cultural context for political parties, slogans, and ads (or local school contexts involving student government); hold in-class elections in the target language.

For advanced levels:

- Have a journalist interview each of the candidates as a role play.
- Hold a debate where students will role play the candidates and the debate moderator. Each student observer must come prepared as a representative of the citizenry (must take on a name and occupation) and come prepared with questions for each of the candidates that reflect an understanding of the current issues within the culture.

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Cultural extensions:

- Do the same activity with a different target culture. Discuss the issues that are unique to that culture. Compare and contrast their significant issues with those found in the U.S. Compare and contrast their use of campaign ads/slogans with the U.S.
- Investigate the societal attitudes towards the role of government in the lives of the people. Conduct a survey over the Internet exploring this issue in the target culture.

References and Resources:

Cambridge Latin Course, Unit I (Stage 10). New York: Cambridge University Press.

Websites:

<http://politicalresources.net/>

Expansive directory of links to political parties, organizations, governments, and media from around the world.

<http://cnn.com>

Online version of the Cable News Network with up to the minute current events and links to political stories.

Reflections:

Multitrait Rubric for Group Campaign Ad Presentation

	Organization and Presentation of Argument	Word Choice and Language Control	Fluency	Use of Persuasion and Eye Contact	Participation and Group Work	Use of Visual Supports
4	Well-developed and organized presentation of argument; listeners are able to follow along easily; accurate reflection of party ideology.	Includes a wide range of topic-specific vocabulary; clearly communicates ideas; mostly accurate use of imperative, superlative & comparative adjectives, and word order.	Smooth and fluent speech; few to no hesitations or groping for words.	Develops a highly persuasive argument that is well-supported with convincing, well-researched information; > 2 details per person; excellent eye contact.	Each group member assumes an equal and active role in the preparation and presentation.	Makes excellent use of previously prepared visuals that help to orient the listener and enhance the argument; visuals are easy to see, read, and understand.
3	Developed and organized presentation of argument; listeners can follow most of the argument; mostly accurate reflection of party ideology.	Good range of topic-specific vocabulary; ideas are communicated; good control of imperative verb forms, superlative & comparative adjectives, and word order.	Speech mostly smooth; some hesitation and unevenness; some groping for words.	Develops a persuasive argument that is supported by at least two supporting details per person; eyes mostly focused on audience.	Each group member assumes an active role; 1-2 students take on the bulk of the work.	Makes use of previously prepared visuals; visuals serve to mostly support the arguments; visuals are legible and mostly understandable.
2	Adequately-developed, somewhat organized presentation of argument; important sequencing links missing; somewhat difficult to follow ideas; partially accurate reflection of party platform.	Lacking some critical topic-specific vocabulary; somewhat limited vocabulary range; several instances of faulty imperative verb forms, adjectives of degree, and word order.	Speech is hesitant and jerky, some sentences are left uncompleted, some words/ideas incomprehensible.	Attempts to persuade but without sufficient support; at least one piece of researched information; eyes focus more on notes and visuals.	Uneven participation among group members; some students mainly passive and contribute little to debate arguments.	Visuals seem peripheral to presentation and are not well integrated; difficult to make sense of or read.
1	Argument is undeveloped and unorganized; pieces of information seem disconnected; very difficult to follow and draw meaning from; very sketchy and inaccurate portrayal of party platform.	Word choice seems inappropriate for topic; very basic, limited vocabulary impedes communication; inaccurate use of imperative forms, adjectives of degree and word order impede understanding.	Speech is slow with many pauses; many words/ideas incomprehensible.	Little or no evidence of understanding the issue; difficult to ascertain students' position; no researched information to support ideas; unconvincing; poor eye contact.	Uneven participation among group members; some students do not participate; no effort made to distribute work among all group members.	No use of visuals or visuals have little to no supporting function; poorly represented and poorly integrated.

Adapted from Multitrait Rubric in Tedick and Klee (1997) *Alternative Assessment*

Group Names: _____
Score: _____

Debate Topic: _____

Date: _____