

THE I-71 PROJECT: IF I AM ELECTED

GRADE LEVEL: 3RD - 6TH GRADE

Sponsored by Jennie Rosenthal Berliant

Featuring artists: Kay Rosen, Ryan McGinness, Mel Bochner, Lisa Anne Auerbach,
and Glenn Ligon

Co-curated by Anne Thompson and Steven Matijcio with Tyler Cann



This lesson plan can be adapted for multiple grade levels

This lesson can be used for classroom or school-wide elections as well as those on a state or national stage.

The I-71 project presents artwork on billboards and other public signage that addresses the theater of red-versus-blue politics during the U.S. presidential campaign. The format for the artwork includes billboards, bumper stickers, and pin-on buttons. Artists engage political issues with nonpartisan nuance around Cincinnati, Columbus and along I-71, the highway that connects these two cities.

This plan is designed to give younger students a glimpse at our political system and how political parties and candidates create platforms to let voters know what a nominee would like to accomplish if he or she were elected president.

VOCABULARY

A good resource for election vocabulary for kids is Election Scholastic.

**See teacher resources.*

Election	Nominee
Democracy	Platform
Candidate	Endorsement
Convention	

MATERIALS

Art making materials: markers, colored pencils, paper, etc

Attached template

DISCUSSION

- Define political party. What is a candidate? What is a nominee? Consider creating a flow chart on the board to help the students understand the process.
- Define the word platform as it is used in the election process. Discuss how this is one way political parties organize their ideas and tell voters what their candidate or nominee would work to accomplish if elected president.
- Provide examples of some of the platforms of politicians throughout history. Discuss how effective each platform was and why.
- Introduce the concept of a political party's convention. Explain the process by which a candidate becomes their political party's nominee.
- Ask the students to brainstorm some things they would do if they were elected president. Ask the students if they feel that other people would want to vote for them based on these ideas?
- Define the term endorsement. Who do you think would endorse you based on your platform? Why?
- Discuss the importance of an endorsement. Why do nominees seek endorsements for their candidacy?

PROCEDURE

- Have the students imagine that they are a political party's nominee for President of the United States.
- Encourage the students to think about issues they have observed. As students they may have a different perspective than politicians and other adults in their lives. Explain that the platform they develop does not need to reflect those proposed in the 2016 election.
- Have the students complete the attached template or your own created form for them to use.
- Have the students brainstorm and create a platform stating three things they would work to accomplish if they were elected president.
 - * *Younger students can limit their responses to a few sentences where older students can write paragraphs including detail and support for their statements.*
- Have the student consider who they feel would endorse their platform and bid for the presidency.
- Have the students proofread their written work for spelling and grammar. Encourage them to share their work with a peer for editing.
- Have the students present their platforms to the class and discuss who they feel might endorse their platform and candidacy.
 - * *Older students can create a power point presentation to present their platform.*

EVALUATION

- Students will be evaluated on their contribution to the class discussion
- Students will be evaluated on their completion of the project and their understanding of the lesson's concept.
- Students will be evaluated on their analytical reasoning and written work.

TEACHER RESOURCES

<http://Election.Scholastic.com/>

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IF I WERE PRESIDENT...

I WOULD...

1. _____

2. _____

3. _____

WHO WOULD BENEFIT FROM MY PROPOSED IDEAS?
WHO WOULD ENDORSE ME?

