



PARTY TIME!

Learning Objectives: The students will...

1. Analyze the importance of citizens participating in the political process.
2. Utilize their problem-solving and decision-making skills to simulate the organization and functions of political parties.
3. Work cooperatively with classmates in order to achieve a common goal.
4. Exercise their right to vote.

TEKS: K.10D, K.15A, K.15B, 1.14D, 1.18A, 1.18B, 2.12C, 2.19A, 2.19B

Materials Needed: One set of the Animal Signs, tape, Political Party Instructions (projected for the students to see), five pieces of 12" x 18" drawing paper for each group, markers, blank ballots.

Vocabulary: candidate, political party, slogan, symbol, third party

Teaching Strategy:

1. Preceding the lesson, the teacher should post the Animal Signs on the walls of the classroom.
2. To introduce the lesson, tell students that there are several names of animals posted around the classroom. Ask students to stand by the sign that indicates the name of the animal that they think is the best pet. (Tell students that they should indicate their true opinion and not be influenced by decisions of other classmates.)
3. Explain to students that just as they don't agree on which animal is the best pet, our early leaders didn't agree on various issues either. Because they had different opinions, they formed political parties. A political party is a group of people who have the same points of view (opinions). The political party supports candidates (running for positions at the local, state, or national level) who have the same viewpoints as the party.
4. Inform students that they are going to form a political party with the students in their animal group. (If one or two students are in a group by themselves, the teacher may want them to join another group. If a group is very large, the teacher may divide the large group into two smaller groups.)
5. Display the Political Party Instructions. Explain to students that their group should create individual posters to show the following information:
 - a. The name for your political party. (The name should be related to your animal.)
 - b. The symbol of your political party.
 - c. A campaign slogan, phrase, or saying that expresses a belief that your political party has about your animal.
 - d. A list of three to five reasons or arguments concerning why your party's animal is the best pet.
 - e. Optional: A political button, a yard sign, the internet web address of your political party, or a bumper sticker.
6. Give each group five pieces of 12" x 18" drawing paper and some markers. Have students brainstorm ideas for the name of their political party, symbol, slogan, and list of reasons why their animal is the best pet. Tell students that their posters will be presented to the class and then allow sufficient time for completion of the assignment.
7. Before each political party makes their presentation, have students in each group decide who will present each poster. (Everyone in the group must participate.) The order of the

presentation should be as follows: (1) party name, (2) symbol, (3) slogan, (4) list of arguments, and (5) optional information.

8. The teacher should advise students to listen carefully to each political party because after the presentations students will be asked to vote for the best pet. Point out that students may vote for the animal of any political party, regardless of whether they were a member of that political party or not.
9. When presentations are completed, give each student a blank piece of paper and have him/her vote for the animal that they think would be the best pet.
10. The teacher should collect the ballots and record the results on the board. Draw attention to the two parties that received the most votes and relate to students that throughout the history of our country, there have been two main parties. Ask students to name the two political parties. (Democratic Party and Republican Party)
11. Debrief the simulation by having student respond to any of the following questions:
 - a. Do you think only having two main political parties is good or bad?
 - b. Since candidates of minor or third parties rarely are elected, why do you think people still support them?
 - c. Is it important for citizens to participate in the political party of their choice? Why or why not?
 - d. What did you learn about political parties from participating in this activity?
 - e. What other campaign items do political parties use?
 - f. Do you think political yard signs, buttons, and/or bumper stickers influence how people vote? Why or Why not?
 - g. What are ways that citizens can help the candidate of their choice get elected?
 - h. What is it important for people to vote on issues that concern them?
 - i. Should citizens be required to vote in elections? Why or why not?

Extension for Gifted/Talented:

Have students write the alphabet down the left hand margin of their paper. Instruct students to write words or phrases beginning with each letter of the alphabet to describe ways citizens can participate in the political process. This same information can be assembled into a book entitled: "Participating in the Political Process: A to Z"

Political Party Instructions

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- The symbol of your political party
- A campaign slogan, phrase, or saying that expresses a belief that your political party has about your animal
- A list of three to five reasons or arguments concerning why your party's animal is the best pet
- Optional: A political button, a yard sign, the internet web address of your political party, or a bumper sticker

ANIMAL SIGNS

DOG

CAT

FISH

FROG

TOAD

SALAMANDER

BIRD

**HERMIT
CRAB**

