

WIN THE WHITE HOUSE EXTENSION PACK

Time Needed: Approx. 3 class periods

Materials/Equipment:

- Microsoft PowerPoint
- Access to iCivics.org for game play
- Interactive white board (*optional but ideal*)
- Teaching bundle PowerPoint presentation
- Student worksheets

Copy Instructions:

Student Activities (*2 pages; class set*)

Assessment (*1 page; class set*)

Learning Objectives. Students will be able to:

- Explain the electoral process (primary and general elections, Electoral College)
- Identify the influence of the media in forming public opinion
- Describe the various sources and uses of campaign funding
- Describe the types and purposes of polling data
- Analyze how parts of a whole interact to produce outcomes in complex systems

STEP BY STEP INSTRUCTIONS

Preparation

Download the PowerPoint presentation. It contains all the activities for the teaching bundle.

Photocopy and distribute the paper version of the student activities if you want students to have them. (You can teach the bundle without paper if you wish.)

1. Starter Activity

Display the slides for Activity One: "The Candidate's Mind Map."

Ask students to brainstorm their ideas on the paper handout, then **call on** students to write their ideas on the board.

Save a copy of the slide with the students' ideas if you are using an interactive whiteboard.

Review the list using the teacher notes provided within the PowerPoint

2. Mini-Lesson

Display the slides for Activity Two: "Ingredients of a Campaign."

Allow students to take turns reading through the slides, discussing each slide as they go. Stop and clarify language or questions as the class progresses through the slides.

Ask students to note what they've learned on their paper handout.

3. Game

Direct students to iCivics.org and have them **play the game** *Win the White House*. Alternatively, you can try having the class play as a group using your interactive whiteboard. (If there is time, have them play once as a Democrat and once as a Republican.)

4. Follow-Up Activities

Display the slides for Activity Three: "Candidates do what? When?" **Call on students** to come to the board and move the tasks to the correct stage of a campaign. (You will need to turn off presentation mode on PowerPoint.)

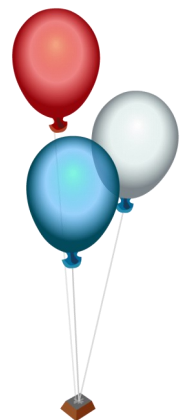
If you wish, have them complete the paper version first.

There are additional discussion starters at the end of the *Win the White House Game Guide* if you have time and want to dig deeper in to the game experience.

5. Assessment

Work through the Mini Quiz slides, pausing to discuss and review with each slide.

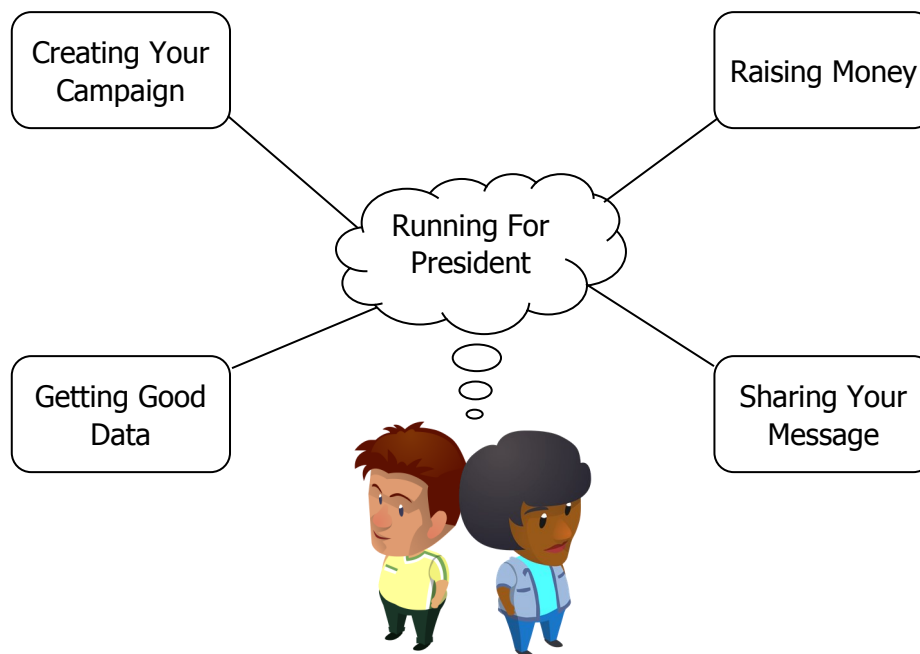
Distribute and assign the paper version of the assessment if you wish.



Win the White House

Name: _____

1. The Candidate's Mind Map Running for president involves a lot of different tasks. Complete the mind map with supporting details.



Win the White House

Name: _____

2. Ingredients of a Campaign. Fill in details for each ingredient below.

Fundraising	Polling	Media & Personal Appearances
Two campaign expenses: 1. 2.	Two uses for data: 1. 2.	Note one piece of information for each campaign action. Campaign Ads:
One funding source:	One data source:	Personal Appearances:

3. Candidates do what? When? Label each step of a campaign with the best stage of the process.

Pre-Convention

Both

National Campaign



Fundraise, fundraise,
fundraise

Pick a political party and
jump in

Take a stand on the issues

Campaign in person across
the country

Keep an eye on your
opponent

Win over 270 Electoral
Votes



Earn your party's
nomination

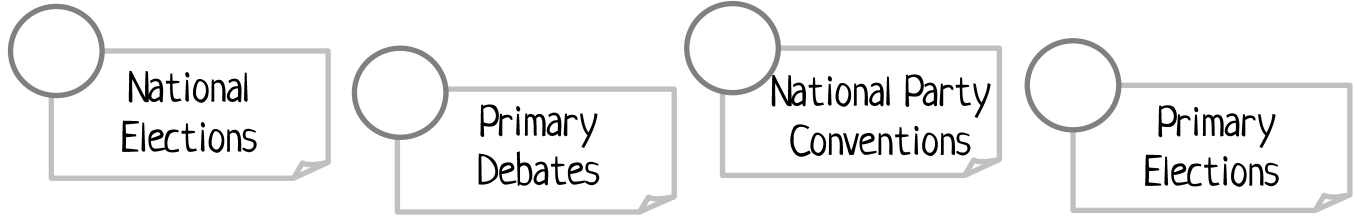
Run savvy campaign ads

Win delegates at primaries
and caucuses

Win the White House Mini-Quiz

Name: _____

A. Campaign Chaos! Put the steps of the electoral process in the right order by numbering them 1-4.



B. Sentence Completion. Complete each sentence with the missing piece, using the word bank below.

face to face disagrees fundraising maverick positive

1. A candidate that might support an issue or two from the other party is called a _____.
2. _____ is important to a presidential campaign because campaigns are expensive!
3. Negative ads can show that your opponent _____ with issues that people in a state are likely to support.
4. _____ campaign ads focus on the candidate's positions and why they should be elected.
5. Personal appearances help candidates meet _____ with voters in a state.

C. Multiple Choice. Select the best answer for each question.

- | | | |
|---|--|--|
| <p>___ 6. When running an effective ad in Win the White House, what must you consider?</p> <p>A. Issues that the people of the state supports and opposes</p> <p>B. Who is leading in the state</p> <p>C. How much time you have left in the campaign</p> | <p>___ 7. Which of these is not a source of campaign funding?</p> <p>A. National Parties</p> <p>B. Individual Donors</p> <p>C. Political Action Committees (PACs) or Super PACs</p> <p>D. Taxpayer money</p> | <p>___ 8. Which of these is not a benefit of campaign ads?</p> <p>A. Allows face to face time with voters</p> <p>B. Helps spread the message across a broad audience</p> <p>C. Can be used across TV, radio, internet, and print</p> |
| <p>___ 9. How many Electoral College votes must you win to become president?</p> <p>A. At least 538 votes</p> <p>B. 270 or more votes</p> <p>C. At least 2/3 of votes</p> <p>D. All the votes</p> | <p>___ 10. Which type of data is most likely to be biased?</p> <p>A. Polls and surveys conducted by a candidate's campaign</p> <p>B. Independent polls and surveys (by colleges, newspapers, etc.)</p> <p>C. Exit polls at voting places</p> | |

BONUS: Name one thing you can learn from a poll.



Win the White House

** TEACHER GUIDE **

2. Ingredients of a Campaign. Fill in details for each ingredient below.

Fundraising	Polling	Media & Personal Appearances
Two campaign expenses: 1. 2.	Two uses for data: 1. 2.	Note one piece of information for each campaign action. Campaign Ads:
<i>Answers will vary by student.</i>		
One funding source:	One data source:	Personal Appearances:

3. Candidates do what? When? Label each step of a campaign with the best stage of the process.

Pre-Convention

Both

National Campaign



Fundraise, fundraise,
fundraise
Both

Pick a political party and
jump in
Pre-Convention

Take a stand on the issues
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Keep an eye on your
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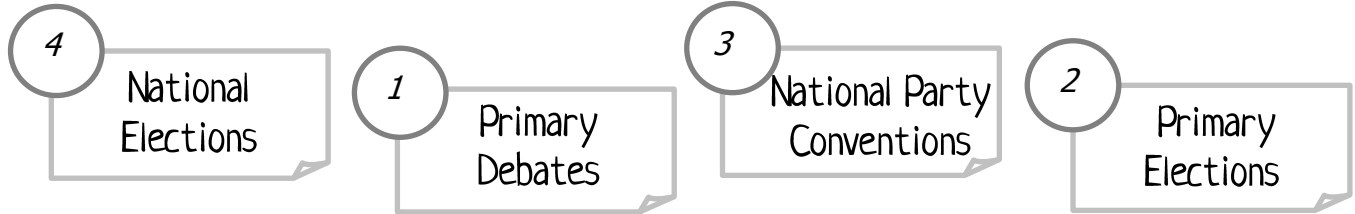
Run savvy campaign ads
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Win delegates at primaries
and caucuses
Pre-Convention

Win the White House Mini-Quiz

** TEACHER GUIDE **

A. Campaign Chaos! Put the steps of the electoral process in the right order by numbering them 1-4



B. Sentence Completion. Complete each sentence with the missing piece, using the word bank below.

face to face disagrees fundraising maverick positive

1. A candidate that might support an issue or two from the other party is called a maverick.
2. fundraising is important to a presidential campaign because campaigns are expensive!
3. Negative ads can show that your opponent disagrees with issues that people in a state are likely to support.
4. positive campaign ads focus on the candidate's positions and why they should be elected.
5. Personal appearances help candidates meet face to face with voters in a state.

C. Multiple Choice. Select the best answer for each question.

A 6. When running an effective ad in Win the White House, what must you consider?

A. Issues that the people of the state supports and opposes

- B. Who is leading in the state
- C. How much time you have left in the campaign

D 7. Which of these is not a source of campaign funding?

- A. National Parties
- B. Individual Donors
- C. Political Action Committees (PACs) or Super PACs

D. Taxpayer money

A 8. Which of these is not a benefit of campaign ads?

A. Allows face to face time with voters

- B. Helps spread the message across a broad audience
- C. Can be used across TV, radio, internet, and print

B 9. How many Electoral College votes must you win to become president?

- A. At least 538 votes
- B. 270 or more votes**
- C. At least 2/3 of votes
- D. All the votes

A 10. Which type of data is most likely to be biased?

- A. Polls and surveys conducted by a candidate's campaign**
- B. Independent polls and surveys (by colleges, newspapers, etc.)
- C. Exit polls at voting places

BONUS: Name one thing you can learn from a poll.

Answers may vary:

- Candidate support
- Momentum
- Supported issues
- Opposed issues





CLASSROOM CONVERSATION STARTERS: WIN THE WHITE HOUSE

Here are some additional resources for getting the conversation started before and after your students play the game. These questions and more information can also be found in the Game Guide for Win the White House, available on the Teacher landing page for the game.

Pre-Game Questions

You can use these questions to lead into playing *Win the White House* in the classroom.

- What are political parties? Why do they exist?
- What do candidates have to do to get elected?
- Why do candidates have to fundraise as part of a campaign? What is the money for?
- How do candidates choose campaign issues?
- What is a primary? How is it different than a regular election?

Post-Game Questions

Use these questions as a way to debrief the individual experiences of playing *Win the White House*.

- Which states did you spend most of your time conducting campaign activities in? Why?
- Why would a candidate choose not to campaign in a state?
- What is momentum, why does it change when you work in a state?
- Why do you think personal appearances are considered more effective than advertisements in the game? Do you think this is like real life? Why?
- Does the campaign process give all Americans the chance to learn about a candidate and make an informed decision? Why or why not?
- What role do political parties play in an election?

Activity Idea

- Direction to students: Pretend you are running for student body president. Create an ad for the election. The ad can be a flyer or short speech. Then, answer these questions at the bottom of the page.
 - What is the purpose of your ad?
 - What did you want people to know from your ad?
 - How is your ad similar to what a presidential candidate would make? How is it different?