

# MEET THE CANDIDATES

**Objectives/Goals for Students:** Students will understand and appreciate the differences in candidates, read and analyze information, conduct further research, and create their own candidate profiles to share. This activity can be modified for different age levels and courses.

**Standard(s) Covered:** Suggested alignment for different grades and courses

<http://www.generationnation.org/index.php/learn/entry/election-2016-resources#tips>

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## Resources Used (Attached):

Candidate Guide <http://www.generationnation.org/index.php/learn/entry/election-2016-resources#debates>

Profile template (attached)

Student Voice (sharing profiles) (attached)

Rate the Candidates <http://generationnation.org/index.php/learn/entry/election-2016-resources>

## Anticipatory Set

When the students enter the classroom I will have a set of questions written on the board for the students to answer or you can just hold short discussion. Ask the students what they know about the candidates, their campaign, and what they have heard about the election in general.

## Procedures

If students have not done so already, have students review the information about each candidate. Spend a few minutes exploring each candidate's background, experience, and views on the key issues. (Additional activities are available for learning about the candidates)

1. Next, students will conduct further research about one (or more) candidates. The students will either pick a candidate or you can assign one to them.
2. Students will find and complete an expanded profile about their assigned candidate(s). The template is a guide.
3. This can be done individually or in groups, and completed in class or as a project.

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After the students gather the information about the candidate, they will then create a profile, video, image, or text-based post about the candidate they researched.

1. After the students have finished, they can present what they have learned about their candidates to the class or even present their projects as well.
2. The students can then take what they have made and share it on social media and the GenerationNation website.

### **Closure**

After the students have finished their projects and have put shared them with GenerationNation, have the students pose one more question to discuss as way to wrap up the lesson.

The students can answer these questions on a sheet of paper or hold a discussion.

### **Assessment**

The assessments for this lesson will be based around the reading and project/profile created.

## CANDIDATE PROFILE

Using the GenerationNation Student Candidate Guide and other sources, create a candidate profile that helps others to better understand a candidate. Be ready to share your profile with other students.

CANDIDATE: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_

SOURCE OF INFORMATION: \_\_\_\_\_

EXPERIENCE: \_\_\_\_\_

THIS PERSON IS RUNNING BECAUSE: \_\_\_\_\_

### POSITIONS ON ISSUES (PICK 1 OR MORE)

- Civil rights
- Economy
- Education
- Environment
- Firearms
- Foreign relations
- Immigration
- National security
- Social issues
- Taxes

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OTHER INTERESTING INFORMATION

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HOW IS THIS CANDIDATE DIFFERENT THAN HIS/HER OPPONENT(S)?

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MY OPINION ABOUT THIS CANDIDATE

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# #ELECTION2016 STUDENT VOICE



## SHARE WHAT YOU LEARN, THINK, SEE

- Write a post
- Create a video or image
- Make your own candidate profile or guide...and share it on GenerationNation's Student Candidate Guide
- Report on a news story
- Live tweet a debate or speech
- Share your opinions about current events, politics, or this election
- Communicate why you think students should care about the election

### Tag GenerationNation and #Election2016



@GenNation



@GenerationNation

or upload at <http://bit.ly/election2016studentvoice>

#### Creating a candidate profile

Find a template and tips at <http://generationnation.org/index.php/learn/entry/election-2016-resources>

#### Covering a news event

- As a student, your perspective is very important – and is often missing from news reports and discussions about civic issues.
- Consider your audience. What do people want to know about what happened? What can you tell them (or show with photos) that would be different than traditional media outlets?
- How did people react to what was being said? What did YOU think about what was said?
- You are the media. That means you help to inform the public about government actions, goals, and activities. The “media” includes traditional media, such as newspaper and TV reporters, as well as bloggers and people sharing information on social media.
- Facts and Opinions – both important
  - Reporting facts helps people to learn what is happening, who is talking, what you see, who is in the crowd, the location, what is being said, the reactions of other people, etc.
  - Sharing opinions helps people to learn and understand how the information impacts different people – especially students.