

# Growing Voters and Election 2016

## Activity Title: **Design Candidate Advertising Campaign** **Students Design and Budget Advertising Campaign**

**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup> Grade

**Subjects:** Mathematics, Business, or Computer Applications:

Students will demonstrate how to create a spreadsheet using basic editing, formatting, formulas and functions and relate data to political life as well as skills relevant to the workplace. Students will think through the difference in ads online, on TV and radio, and in print (billboards, newspapers). What is the difference in pricing and in impact.

**Topic/Assignment:** Create an advertising budget for a presidential campaign using Microsoft Excel.

### **Technology/Equipment/Supplies Needed:**

- Computer with Internet access
- Microsoft Excel
- Printer
- Microsoft Excel Tutorial available if needed
- Examples of Campaign Advertisements, available online

**Length of Lesson:** variable but multi-day is recommended

**Collaboration:** Collaboration between groups and/or classes for pricing on costs for media advertising to avoid students researching the same businesses.

**Task:** You are advising the advertising manager for a presidential campaign and need to decide how much to invest where (TV, newspapers, radio, etc.). With a budget of \$1,000,000 your job is to find out how much it is going to cost to advertise in your local area. You will keep track of your budget in Microsoft Excel and then present your budget to the rest of the class explaining why you chose to advertise in the areas you did. Things you may want to consider:

1. How much will different media cost?
  - ✓ Television – Group 1
  - ✓ Radio – Group 2
  - ✓ Newspaper – Group 3
  - ✓ Billboard – Group 4
  - ✓ Direct mail – Group 5
  - ✓ Internet - Group 6

**Teach the Presidential Election:** A range of technology-infused classroom activities, resources, and tools are **available for free** at [GrowingVoters.org](http://GrowingVoters.org), a non-partisan educational effort to enliven and motivate student engagement in the political process. Professor Jo-Anne Hart is the project creator with support from *Lesley University* Graduate School of Education, Cambridge, MA: [Hart@Lesley.edu](mailto:Hart@Lesley.edu)



- **Day Two**
  - ✓ Students will continue to research advertising costs and complete their spreadsheet.
  - ✓ Students will start planning the layout of the spreadsheet and formulas or functions that will be needed to complete the spreadsheet.
  - ✓ Look up guidance on how to apportion advertising dollars. For example, a digital presence: <https://www.thecampaignworkshop.com/digital-campaign-budget>
  
- **Day Three**
  - ✓ Students will continue to work on their spreadsheets and add any advertising information that they didn't have from the previous day.
  - ✓ Complete the rough draft of the spreadsheet by using the grading rubric at the bottom of the lesson.
  
- **Day Four**
  - ✓ Complete the final draft of the spreadsheet.
  - ✓ Determine what type of graph would best display why you chose to spend the biggest amount of money in certain area(s).
  - ✓ At the bottom of your spreadsheet, answer the question, "What areas will you spend the most advertising money and why?"
  
- **Day Five**
  - ✓ Using the grading rubric, compare your spreadsheet and graph with another student's, then make any changes that you feel are necessary.
  - ✓ List any changes that you made and why you made them.
  - ✓ Compare student designs with actual spending:  
<http://www.statista.com/statistics/470711/presidential-election-season-ad-spend/>
  - ✓ Hand in the completed spreadsheet either electronically or in print.

## SPREADSHEET AND GRAPH RUBRIC

<b>CATEGORY</b>	<b>(4) Expert</b>	<b>(3) Skilled</b>	<b>(2) Emergent</b>	<b>(1) Novice</b>
<b>Data Table</b>	Data in the table is well organized, accurate, and easy to read.	Data in the table is organized, accurate, and easy to read.	Data in the table is accurate and easy to read.	Data in the table is not accurate and/or cannot be read.
<b>Title</b>	Title is creative and clearly relates to the problem being graphed (includes dependent and independent variable). It is printed at the top of the graph.	Title clearly relates to the problem being graphed (includes dependent and independent variable). It is printed at the top of the graph.	A title is present at the top of the graph.	A title is not present.
<b>Labeling of X axis</b>	The X-axis has a clear, neat label that describes the units used for the independent variable (e.g., days, months, participants' names).	The X-axis has a clear label that describes the units used for the independent variable.	The X-axis has a label.	The X-axis is not labeled.
<b>Labeling of Y axis</b>	The Y-axis has a clear, neat label that describes the units used for the dependent variable (e.g., days, months, population).	The Y-axis has a clear label that describes the units used for the dependent variable (e.g., population).	The Y-axis has a label.	The Y-axis is not labeled.
<b>Units</b>	All units are described (in a key or with labels) and are appropriately sized for the data set.	Most units are described (in a key or with labels) and are appropriately sized for the data set.	All units are described (in a key or with labels) but are not appropriately sized for the data set.	Units are neither described NOR appropriately sized for the data set.
<b>Type of Graph</b>	Graph fits the data well and makes it easy to interpret.	Graph is adequate and does not distort the data, but interpretation of the data is somewhat difficult.	Graph distorts the data somewhat and interpretation of the data is somewhat difficult.	Graph seriously distorts the data making interpretation almost impossible.