



Design Your Own Campaign

Grade Levels 4-6

This lesson is based on the Women of the Oklahoma Legislature Oral History Project. It is provided courtesy of the Oklahoma Oral History Research Program (OOHRP) at the Oklahoma State University Library with generous support from the Women's Archives at OSU and the Oklahoma Commission on the Status of Women.

Formally established in 2007, the OOHRP has collected and preserved firsthand accounts from individuals who have witnessed historic moments. The Program explores the lives and contributions of Oklahomans from all walks of life.

The Women of the Oklahoma Legislature is one of many projects undertaken by the OOHRP. This oral history project captures and records information about female Oklahoma legislators in their own voices and provides an opportunity to reflect on their individual paths to the Capitol. It also documents more completely the presence of these women in state government.

The OOHRP invites you to explore the website (www.library.okstate.edu/oralhistory/wotol/) and meet the women who have played an important role in Oklahoma politics.



Oklahoma PASS Objectives

- **Visual Arts 3:1** Make original works of art using a variety of materials (media), and techniques (skills), and sources for ideas. (Grades 4, 5, and 6)
- **Visual Arts 3:2** Use observation, memory and imagination in making original works of art. (Grades 5 and 6)
- **Social Studies 1:1** Demonstrate the ability to utilize research materials, such as encyclopedias, almanacs, atlases, newspapers, photographs, visual images, and computer-based technologies. (Grade 4)
- **Social Studies 1:1** Locate, gather, analyze, and apply information from primary and secondary sources using examples of different perspectives and points of view. (Grade 5)
- **Social Studies 1:1** Locate, gather, and analyze information from primary and secondary sources, such as artifacts, diaries, letters, art, music, literature, newspapers, and contemporary media. (Grade 6)
- **Social Studies 1:2** Identify, evaluate, and draw conclusions from different kinds of maps, graphs, charts, diagrams, timelines, and other representations such as photographs and satellite-produced images or computer-based technologies. (Grade 6)
- **Social Studies 1:3** Identify and give examples of different perspectives and points of view (e.g., in the media, political commercials, advertisements, and literature). (Grade 4)
- **Social Studies 1:4** Identify state and local governing bodies (e.g., the state legislature and city councils) and officials (e.g., governor and mayors) that make laws and carry out laws, with an emphasis on civic participation (e.g., the importance of studying the issues and voting). (Grade 4)
- **Information Literacy 3:1** The student will be able to organize the information in a manner that meets the need of the assignment or problem. (All grades)

Lesson Objective

The students will be able to create a bumper sticker, campaign button, poster, slogan or logo, or other campaign item using their own name or their campaign slogan.

Lesson

We have been learning about women who have served in the Oklahoma Legislature—either in the Oklahoma Senate or in the Oklahoma House of Representatives. Those women worked very hard to campaign for office. They “walked” their districts knocking on doors and asking people to vote for them. Today we are going to examine a few pieces of memorabilia from the campaigns of some of these women. You will be able to create your very own bumper sticker, campaign button, poster, slogan or logo, or other campaign item using your name or your campaign slogan.

We have learned how the 101 members of the Oklahoma House of Representatives serve for two years. The 48 Oklahoma senators serve for four years. The representatives campaign twice as much as the senators do. Some legislators change their campaign slogans every campaign. Others stick with the successful slogans from previous campaigns.



Today you are going to pretend that you are running for the Oklahoma House of Representatives or the Oklahoma Senate. You make the decision on which office you choose.

We are going to divide into groups of two or three. Each group will receive an envelope with campaign information inside. I want everyone in each group to look at all the campaign information, please.

Pass out the large envelopes with the campaign information inside. Allow class time for the students to look over the material and also discuss it with others in their group.

Let's take a moment to discuss the contents. Look at the black and white photo of Wanda Jo Peltier. Notice the large balloon on the sign behind her. What does it say? (Lift up District 93). She is campaigning for election in District 93. Look at the small yard signs at the bottom of the photo. See the word HOUSE? What does it mean? (She is running for the House of Representatives in House District 93.) Notice the balloon on the smaller signs. That balloon is part of her sign. The balloon is part of her campaign slogan. This photo is in black and white. What colors do you think Wanda Jo selected for her signs? (Any answer is acceptable because this photo is in black and white) What color(s) would you have selected for this sign? How many of you have had a political yard sign in your yard? Besides a family yard in a neighborhood, can you think of other places where you could put these signs? (Students will share places that are at major intersections or places that are high traffic areas within their community or area.)

Look at the ruler that Betty Boyd passed out to potential voters. It is only a six inch ruler but her slogan is clearly read. Notice the campaign slogan: Betty Boyd Measures Up! Why is that slogan on a ruler? (Allow time for student responses) Where do you think Betty Boyd went to pass out these rulers? (It would be a place with a high concentration of people. The students will come up with several good answers.) Do you think Betty Boyd was the only person who passed out these rulers? Who would help her? (campaign volunteers)

Look at Laura Boyd's campaign button and bumper sticker. They are different colors. How are they the same? (The star inside the "o" in Boyd.) Notice the "HD44" on the bumper sticker. That stands for HOUSE DISTRICT 44. Laura Boyd used a special logo for her last name. You could also design a special logo or slogan using your first name. Do you think more people would see a bumper sticker or a campaign button worn by an individual? If you only have a specific amount of money to spend, which would give you more visibility—a button or a bumper sticker? Which would you design?

When Daisy Lawler ran for the Oklahoma Senate she used a special slogan for her first name? What was her slogan? ("Pick Daisy"—what does that mean?) Daisy Lawler won her election! What type of slogan could you design around your first name? (Allow the class to share. Some of the students may think of slogans for other students in the class.) How did Daisy Lawler campaign? How much money was she told that she would need to spend on a campaign? How much money did she actually spend?

Let us discuss the information provided by Hannah Atkins. What unique campaign strategies did she use? How were her campaign strategies similar to that of Daisy Lawler? What is "door knocking"? Whose doors were they knocking on while campaigning? Why were they doing this?

Let us review the contents of the envelope one more time. One campaign had a photo of a balloon to LIFT UP the district. One woman passed out six-inch rulers with a campaign slogan. One woman used a special design of her last name on both a button and bumper sticker. One woman used a special slogan designed around her first name. Two women knocked on many doors or visited with the constituents in their districts. One candidate had a special campaign strategy to gain free publicity on television and in the newspaper.

Now remember, you are running for office in the Oklahoma Legislature. You want to be either a senator or a representative. [Teacher will tell the students the specific district in which they reside.] Work with your group to brainstorm possible ideas that are unique to your name or possible symbols or slogans you wish to use in your campaign. You may think of something unique other than the traditional button, bumper sticker, or yard sign like Betty Boyd did with the ruler. Let's have some out-of-the-box ideas! Use your notebook paper to write down the possibilities. (Allow time for the groups to discuss possibilities for each individual.)

It is now time to go back to our original seating. We will now take class time for you to design your bumper sticker, campaign button, poster, or other campaign item. Be sure to put your name on your completed work. You may use colored paper or white paper, markers or crayons. (Pass out Student Sheet. Take a few moments to go over the various components needed in the rationale. Pay close attention to WHERE they will place their campaign item in the area in which they live.) We will also be writing a rationale about today's assignment. Be thinking about why you chose the color, logo, or slogan and why you used it the way you did. You will turn in your rationale and campaign item together (unless the campaign item needs a place to dry overnight).

Today we examined examples of campaign items used by some of the women who have served in the Oklahoma Legislature. You created a bumper sticker, campaign button, poster, or other campaign item using your own name or campaign slogan. Tomorrow we will share our campaign items with the class and our rationales. I cannot wait to see and hear the creative ideas each of you will share. I look forward to voting for you when you run for political office!

Evaluation

Choice #1: Ask the students to write their rationales down after this lesson. You might design a sheet that asks for a rationale of the A) color, B) slogan or logo, C) item. Assign 15 points for each section for a total of 45 points for the assignment.

Choice #2: Ask the students to write the above information tomorrow before sharing their campaign item. They can then use that rationale when sharing their information.

You can designate the numbers for A, B, C, D, and F based on the point spread your district has for those letter grades. For example, 45-41 points would equal an A on an "A = 90%" grading scale.

Materials

Student Resource:

- Markers, crayons, plain photo copy paper, a variety of colored construction paper

Teacher Resource:

- Wanda Jo Peltier
<http://dc.library.okstate.edu/u2/women,1405> (black and white photo)



- Betty Boyd
<http://dc.library.okstate.edu/u?/women,1193> (campaign ruler)
- Laura Boyd
<http://dc.library.okstate.edu/u?/women,2906> (campaign sticker)
<http://dc.library.okstate.edu/u?/women,2910> (campaign button)
- Daisy Lawler
<http://dc.library.okstate.edu/u?/women,3243> (campaign sticker)
<http://dc.library.okstate.edu/u?/women,3233> (transcript pages 6-7, discussing campaign slogan, starting from, “I had some teacher friends...”)
- Hannah Atkins
<http://dc.library.okstate.edu/u?/women,1705> (transcript pages 15-16, section on Hannah’s Helpers)

Note to Teacher: Prior to this lesson, please find out the specific District in which your school resides. Be able to tell the students who are campaigning for the House of Representatives which House District number they will use in their campaigns.

Enrichment

Language Arts

- Take class time to read about Wanda Jo Peltier, Betty Boyd, Laura Boyd, and Daisy Lawler at: <http://www.library.okstate.edu/oralhistory/wotol/legislators.htm>

You can save the transcripts from these women as PDF files on your computer or on student computers. The students can read the information directly from the computers or as a class reading. You could have two students read at a time. One could read as the Representative Betty Boyd, Representative Laura Boyd, Representative Wanda Jo Peltier, or Senator Daisy Lawler. The other student could read as Tanya Finchum, who conducted the interviews. Teachers read aloud to students in all grades. You can read the transcripts aloud to your class over the course of a few days. The students will learn about the lives of four outstanding Oklahoma women as well as practice listening skills.

- Write to your senator or the representative within your district. As a class, design a set of questions you have for this individual/these individuals. Print the letter on school stationery, and ask each student to sign the letter before mailing. If you choose to send an e-mail, follow the steps previously, but scan the signed letter rather than putting it in the mail.
- The teacher can “bookmark” the websites for memorabilia for Betty Boyd, Laura Boyd, Wanda Jo Peltier, and Daisy Lawler. Give the students an opportunity to look through the variety of items prior to this lesson in order to see authentic campaign items.

Social Studies

- Ask each group from the Group Practice portion of the lesson WHERE they would like to place their campaign items. Possible locations might include in the hallway outside the classroom, on the classroom door, at the entrance to the school, or in the cafeteria or library—high traffic areas. Include a large plain sheet of paper and a pencil attached to a string with each group of campaign items with a note about what this information represents. Ask the “constituents” to write their comments about your campaign. The

students will be able to see which area was the BEST location for their campaign items—just as candidates today seek high traffic areas for signs.

- Because the majority of candidates are either Republican or Democrat, research the symbols that represent each party. How long have donkeys or elephants been associated with those parties? What do they represent?
- The American colors are red, white, and blue—which are on our American flag. What colors would be used in campaigns in Canada or Mexico? Select various countries around the world and discuss possible campaign colors for those countries.

Resource Addendum

Wanda Joe Peltier photo



Betty Boyd campaign ruler



Laura Boyd campaign sticker



Laura Boyd campaign button



DESIGN YOUR OWN CAMPAIGN

Student's name _____

Please write a rationale about the campaign item you created. Please include the following information: EXPLANATION OF THE ITEM, CHOICE OF COLOR, RATIONALE FOR SLOGAN, HOW YOU USED A VISUAL TO MAKE THIS AUTHENTIC TO YOU.

We will share our finished campaign bumper sticker, campaign button, poster, slogan or logo, or other campaign item you designed tomorrow in class.

