

Management on Mt. Olympus

'Voices and Votes' Education Series



This is a **RESOURCE**. Please feel free to directly copy or edit to accommodate your needs.

LEARNING PLAN

Lesson Overview	
Topic: Political Debates, Using Your Voice, Elections Title of Lesson: <i>Management on Mt. Olympus</i> Standards: Arkansas Department of Education English Standards: 8.W.1.S, 8.CC.1.SLC, 8.CC.2.SLC Arkansas Department of Education Theatre Arts Standards: CR.1.1, CR.1.3, PR.4.2, PR.5.2, RE.8.1 Essential Question(s): What makes an effective campaign speech? Why are political debates and discussions important? Connection to Performance Task: Students will connect the activity to the art show 'Voices and Votes: Democracy in America,' and walk away with a stronger understanding of how democracy works, and be empowered to participate in the democratic process. How are you taking your students' identities, cultural backgrounds, learning preferences, and interests into account in this lesson?: Many scholars tune out what is happening during election season because it doesn't capture their interest. By providing a pretend scenario with role playing, students will be directly engaged in the material and see why doing research, asking questions and listening to what candidates say can impact their future.	
Objectives and Assessments	
Objective:	Students will be able to compose an argument using clear reasons and supporting evidence, and express ideas in a collaborative setting using effective discussion strategies.
Assessment:	Students will be assessed based on their campaign speeches and participation in the debate. They will be evaluated on their ability to present clear reasons and supporting evidence, as well as their ability to engage in effective discussion strategies.
Criteria:	- Understanding the concept of political debates and their purpose. - Identifying and selecting a different culture's deity as a candidate for the election. - Writing a campaign speech that includes clear reasons and supporting evidence. - Presenting the campaign speech to the rest of the class. - Engaging in a debate by asking questions and providing responses based on researched evidence.
Learning Activities	
Time:	Introduction (Hook): - Begin the lesson by asking students the following question: "Imagine you have the opportunity to vote for a new ruler of Mt. Olympus. Who would you choose and why? What if they looked beyond Mt. Olympus for candidates" This will engage students and introduce the concept of political debates. Explain to students that they will be

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	participating in a mock election for the new ruler of Mt. Olympus. Provide background information about Zeus going away and the decision to hold an election. (Examples: Zeus decided it's time to retire. Zeus decides to become mortal.)	
Time:	How students will access new information(I Do): - Discuss the importance of political debates and the role of clear reasons and supporting evidence in making persuasive arguments. - Anticipate the misconception that opinions alone are sufficient in a debate, and emphasize the need for evidence-based arguments. Use a mini discussion about a topic that is primarily powered by opinions such as ‘which is better, chocolate ice cream or strawberry ice cream?’ - Model researching and then building an argument to support your conclusion. Conduct a class discussion and assign students to research an answer to a question or key point.	How the teacher will monitor/check for understanding/give feedback: - Check for understanding by randomly selecting students to share their ‘why’ for the ice cream argument. Come back to them once they have researched their answer.
Time:	How students will apply and/or process new information: - Set behavioral expectations for the work time, such as active listening and respectful questioning. - Have students select another deity that they will campaign as. - Provide students with a short list of fantasy-based topics (for older scholars you can use current events) and randomly assign them to be either for or against the topic. - Model how to write a campaign (persuasive) speech, including clear reasons and supporting evidence, using one of the topics. - Guide students in pairs or small groups to practice writing their own campaign speeches, helping them scaffold their arguments from easy to hard questions.	How the teacher will monitor/check for understanding/give feedback: - Monitor student performance by circulating the classroom, providing feedback, and addressing any misconceptions.
Time:	Independent practice: - Set behavioral expectations for the independent work time, such as staying focused and using researched evidence. - Assign students to complete their campaign speeches individually.	How the teacher will monitor/check for understanding/give feedback: - Monitor student performance by circulating

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	- Encourage them to use reliable sources and reflect upon the discussion standards that were addressed. Extension Activity (Students who finish early): - They can conduct further research on their chosen deity and create a visual representation, such as a poster or slideshow, highlighting their candidate's qualifications for becoming the ruler of Mt. Olympus. This activity will allow students to deepen their knowledge and engage in creative expression.	the classroom, providing feedback, and addressing any misconceptions.
Time:	Closure: - In small groups, ask each student to share one key point they learned about political debates and the importance of using clear reasons and supporting evidence in arguments. Then have one student from each group summarize the key points shared. This will reinforce their understanding and provide an opportunity for reflection. Potential Bell Ringer for following class: - Have students read their written campaign speeches as their selected deity.	
Materials and Preparation (what materials do students and the teacher need, room setup, preparation for the lesson...) - Device with internet capabilities (if available) - Paper (writing) - Pencil (writing) - Room arranged for group discussion and work. Additional Resources: Deity List Deity Cards Do Candidate Debates Matter? An International Perspective by the National Democratic Institute How to Prepare a Campaign Speech - Lawrence Bernstein Bestiary (Greek mythological creatures)		

*A variant of this activity could be to assign 3-5 groups a Greek mythological-being. Pick one fantasy-based topic that all groups will work on. Randomly assign each group a position on said topic.

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Give the groups 20 minutes to research and prep. Have the groups pick their representative (They will be the Greek being).

10 minutes to write a short campaign speech including why their Greek mythological-being should be the next ruler of Olympus and their stance on the fantasy-based topic. The speech can't go over 90 seconds. Allow students to ask the candidates questions for 10 minutes.

Conclude with students sharing key points to why campaign speeches and debates need to be rooted in facts along with the importance of asking questions.

****This Lesson Plan template was created by Arkansas Teacher Corps and modified by ARTx3 to fit this activity.****