Campaign Trail Documentation/Teacher Manual

Introduction

Campaign Trail recreates the process by which the President of the United States is elected in order to interest and educate fourth-grade students about this subject. At each stage in the process, the program reinforces knowledge of early American history by asking the student-user a series of questions about events in and surrounding the lives of the first four presidents.

Campaign Trail was created to conform to the wishes of Mrs. Boisclair, a fourth-grade teacher at Vartan Gregorian Elementary School in Providence, RI. The program was designed by Naomi Atkins, Jeff Falk, Kimberly Mowery, Terry Sherman, as part of the course requirement for CS092: Educational Software Seminar at Brown University, Providence, RI.

What do I need to run the program?

Campaign Trail requires the following:
(1) A Macintosh or PowerMac with at least 4 megabytes of RAM.
(2) A copy of either Hyperstudio 3.2 or Hyperstudio Player 3.2, which should come packaged on the application CD-ROM.
(3) Screen resolution of at least 750 x 500 pixels.

Campaign Trail includes sound, but is playable without speakers.

What is Hyperstudio?

Hyperstudio is an application based on the analogy of cards in a deck. Text and images are added to screens or cards which are stacked on top of each other, creating decks, or stacks. buttons can be placed on each card which when clicked will flip to the next card, another card, or another stack. Buttons can also be programmed to perform certain actions, such as playing an animation.

Campaign Trail was created using Hyperstudio 3.1, which allows the user to edit cards and stacks. It should be played on Hyperstudio Player 3.1, which is designed only to allow viewing of previously-created programs.

How do I run Campaign Trail?

(1) Insert the Campaign Trail disc into the CD-ROM disk drive. Open the Campaign Trail Folder.

(2) At this point you have 2 options: you can start a new game or return to a saved game.

To Start a New Game:
Double-click on the Campaign Trail icon. You will see the Welcome Screen.

To Return to a Saved Game:
When you save a game during play, an icon will appear in the Campaign Trail Folder.
Double-click on the icon of the game to which you would like to return. You will return to the point at which the game was saved.

NOTE
Campaign Trail is actually comprised of a series of small stacks. ALL of these stacks must be present in the Campaign Trail Folder in order for the game to work. However, you should NOT click on any icon other than Campaign Trail or a saved game. The program will not work correctly if you attempt to start it by double-clicking on the substacks.

What are the overall goals of the program?

(1) Explain how the president of the United States is elected.
(2) Reinforce knowledge of events in and surrounding the lives of the first four presidents.
(3) Develop students research skills by asking questions which require the use of references.

How are these goals addressed?

The program is designed around a game format, through which the student-user learns about the real election process by running for president herself. Due to time limitations, we have shortened and simplified the election process into four stages: Fundraising, Campaign (Meeting People and Giving Speeches) and a National Debate with the opponent, Susan Whitzenheimer. The student enters the election process just after having been nominated at the Nominating Convention, and must

answer multiple choice questions about the early presidents at each of the four stages in order to proceed through the game. Some of the questions should have been covered in class, others require the use of outside references to answer. After all stages have been completed, the country votes and the student is either sworn in as president or loses and is encouraged to try again in four years. The number of correct answers will influence whether the student is elected.

What will my students learn about the election process by using this program?

We have tried to convey certain aspects of the election process which we and Mrs. Boisclair agree are important. The student should come away from the program with a general sense of how the President is elected, including the role of the media, the necessity of money to a campaign, the importance of the public (the idea that the candidates must interact with people because they will be doing the voting), the belief that people vote for a candidate based on what he or she says and believes, as well as a general understanding of the concept of voting. The student will also be introduced to the vocabulary involved in elections: fundraising, campaign, debate, party, vote, popular election, electoral election, Nominating Convention, voting booths, etc. We have decided not to include the Vice President for the sake of simplicity.

How does the program progress?

The program takes about 30 minutes to complete, but allows the user to save in the middle and return to the stack.

There are three color-coded button types in the program. Red buttons or word are hyperlinks; clicking on a red word will pop up a definition for that word. Blue buttons are for standard navigation (next, back, continue, return). Green buttons are for optional navigation (Learn More).

Specific stages in Campaign Trail:

(1) Welcome Screen
A picture of the White House greets the student. By clicking on one of three buttons, the student can choose to begin the game, read the instructions, or see the credits. Begin takes the student to a one-page overview of the election steps before taking her to Jess Dufax (Step 3).

(2) Instructions
This page presents a more in-depth overview of the game: point of the game, the steps in the election, and key concepts to the game, e.g. red definition buttons. The text is written at a fourth-grade reading level.

(3) Jess Dufax
After viewing the instructions, the student proceeds to an interview with Jess Dufax, a reporter for the New York Times. Mr. Dufax prompts the student to enter information including her name, age (if she enters an age lower than 35, a text box appears explaining real prerequisites for candidacy), party (this card contains information about the history and differences between parties), and gender. She also chooses a photograph (caricatures of famous contemporary Americans). All of this information will be summarized in a New York Times article and will appear in subsequent newspaper pages; none of the responses affect the outcome of the game.

(4) Fundraising
The student is then introduced to Polly Sigh, her political advisor, who explains the concept of fundraising. At this point, the student has the option to diverge from the main path of the program and learn more about fundraising. The Learn More: Fundraising pages illustrate the different ways in which real candidates raise money (with illustrative photographs) and attempt to explain the concept in terms a 4th-grader can understand. If the student opts not to look at these pages, or once she has returned to Polly Sigh, she proceeds to the fundraising activity stage where she must answer five questions about the early presidents. Each question is randomly assigned a dollar amount. If the student gets the question right, she keeps the money for that question. If she gets it wrong, the money is neither added nor deducted. She has two chances to get it right before moving on to the next question.

(5) Campaign: Meeting People and Giving Speeches
After the fifth Fundraising question is completed, the program returns to Polly Sigh, who briefly explains the concept of campaigning. We have limited the campaign to two options: Meeting People and Giving a Speech. At this point the student can choose to learn more about each of these activities. The Learn More cards for these sections include photos of Clinton talking to people and giving a speech as well as information about why real candidates need to campaign. Having ignored these options or having returned to the Polly Sigh page after Learning More, the student is taken to a map of the United States which is divided into five large regions. We opted for this division so that the student could actually cover the entire country without having to visit all 50 states. Each region is assigned a cost to visit there as well as a

population of voters. These factors are included to encourage wise decision-making -- the student should choose regions with a lot of voters, but needs to watch how much money they have left. A counter at the bottom of the screen keeps track of the amount of money remaining. The student visits regions until she runs out of money (which is possible) or has visited all five regions. Once the student has chosen a region, she chooses to Meet People or Give a Speech in that region. Although this choice is given for each region, it is possible to do only one or the other for all the regions.

If the student chooses Meeting People, she will meet three people, who will appear alone on the screen, one at a time. Each Person will introduce himself and ask the student one question about the early presidents. The student's possible responses will appear on the screen. She can click on either the letter of the response she wants to give or the response itself. A Done button will appear which will register the answer. The person gives the feedback to the student, explaining why the answer was wrong or expanding on why the answer was right. There are no second tries for this round.

If the student chooses to Give a Speech, the photo she chose at the beginning will appear on a stage behind a podium, with a sign reminding her which region she is in. The format for the Speech activity is a bit different than the preceding two activities; the student has four choices to complete the speech which appears above the photo. The audience (seen in silhouette) gives feedback on the student's response and indicates whether or not they intend to vote for the student later on. Again, there are no second tries for this round. The student must complete three speech activities in three states in the region.

Once the student has completed a region (either by meeting three people or giving three speeches) she returns to the Map page. The boxes which indicated cost and population now indicate how many questions were answered correctly in each region. If she has money left and hasn't been to all the regions, she chooses another region and an activity to do in that region.

(6) Debate
If the student is out of money or has visited five regions, she will be taken to Polly Sigh, who introduces the Debate. Here the student can opt to Learn More about Debates, see pictures of Clinton and Dole debating, and learn about moderators. On returning to Polly Sigh, the student continues to the Debate activities.

The Debate begins with the moderator introducing himself and explaining how the debate will work. The format of this section is as a real

debate would be: first one candidate is asked a question, then the other is asked to respond to the first candidate's response. The student is asked a question and must choose from four responses, then click the Done button which appears. Susan then responds to the student's answer, providing feedback as to why it's right or wrong. The moderator then asks Susan a question, and after her response, asks the student to comment on it. The student again has four choices: one agreeing with Susan and three disagreeing with different reasons why. There will be five questions total, alternating between the student and Susan.

(7) Election Day
After the Debate stage is completed, the student returns to Polly Sigh who explains about Election Day. The student has the option to Learn More about what happens on Election Day. Then she proceeds to Election Day, where she sees the people she met earlier heading to vote, then voting in booths. She can even vote for herself on the Presidential Ballot.

(8) Win or Lose
After the people and candidate have voted, Polly Sigh talks the student through the counting of the votes, which takes place on a map on T.V. The regions which the student has won will turn one color; those Susan has won will turn another color. Polly Sigh will remind the student how many question/supporters she won in each region as the region changes color. When the map is entirely colored in, the student will see whether or not she has won.

If she has won, Polly Sigh explains the Inauguration, and points the student toward Learn More pages. The student then proceeds to her own swearing-in before moving into her new home.

If the student loses, Polly Sigh explains why and suggests she run again in four years.

How is the game scored?

Each region in Campaign Trail is assigned a number of electoral votes in proportion to its population (west being the largest, southeast the smallest). During the campaign stage, the user has the opportunity to answer 3 questions per region. Depending on how many of these 3 are answered correctly in a given region AND on how many fundraising and debate questions were answered correctly, the user will win or lose that region. The electoral votes are then tallied for those regions won by the user. If the electoral votes are more than half of the total electoral votes available, the user wins and becomes President.

Is there only one path through the program?

Yes and no. If the student has played the game before, she does not have to read the Instructions. However, she must enter her biographical information and progress through the Fundraising, Campaign, and Debate stages. While this general path will always be followed, the student can click on the Learn More buttons at several points during the game: on the Choose your party, Fundraising, Meeting People, Giving Speeches, Debate, Voting, and Inauguration cards. By accessing these cards, the student will learn more about the history of these concepts, why they are important in a real election, and see photographs of recent presidential candidates involved in these activities.

In addition, the student also has several options during the Campaign Stage:
• she must choose which regions to visit based on the amount of money she has raised during the Fundraising stage
• she has the choice between Meeting People and Giving Speeches for each region. (It is conceivable that a student will do only one or the other for every region.)

Why have Learn More sections? Why not incorporate this important material into the game?

We found the task of presenting the Presidential election process to fourth-graders very challenging. It is extremely complicated and difficult to explain in terms a fourth-grader might understand. We were unsure where to draw the line in our explanations and how much discussion of the politics involved in the election (issues, party influence, etc.) was appropriate for the age level and classroom context. In addition, we did not want to put too much text into the game for fear that students would skip over it or not want to play at all.

However, we realize that some students will want to know more about the election process.   We chose, therefore, to use minimal descriptions of the steps themselves through the course of the game, placing the emphasis on the order of the steps and influencing factors. The Learn More cards are intended to be more in-depth, fact-based information for those students who choose to seek it out. Those students who do not will not be losing anything in terms of understanding the steps. The Learn More cards will hopefully be interesting enough to students, complete with sounds, photographs and animation, that they will be

excited to explore them. In addition, we feel that the these sections add the element of choice and exploratory navigation which make the program more interactive and interesting to the user.

What type of questions will the students have to answer?

There are four sets of questions, corresponding to each election activity. The student will be asked a set number of questions in each stage:

> (1) Fundraising: 5 questions
> (2) Campaign: Zero - 15 questions
>   Meeting People: 3 per region
>   Giving a Speech: 3 per region
> (3) Debate: 5 questions

The amount of money raised in the Fundraising stage determines how many regions are visited, and consequently how many questions are asked at the Campaign stage. However, all students will have to answer the 5 Debate questions, no matter how they performed in Fundraising. The student will therefore be asked from 10 to 25 questions per game.

Each stage is assigned approximately 20 questions from which the program randomly selects one at a time to ask the student. It is possible for a student to be asked the same question more than once during a game, but not during each individual stage.

The questions for all stages are multiple choice (with four choices for each question) and have one clear answer. The manner of selection differs; at the fundraising stage, a click on the appropriate answer selects that answer. For the other stages, a click on the letter brings up a Done button which must in turn be clicked to register the choice selected. If a question is answered incorrectly in the fundraising section, the student gets one more chance at the same question. In the other sections, no additional chances are given. In all cases, a wrong answer is answered by a display of the correct answer with some explanation of why the student's answer was wrong.

The Fundraising and Meeting People questions are straightforward multiple choice -- the program asks a question for which the student must select the correct response. The Giving Speech questions are designed as statements with four choices to complete the statement. This difference is partly for variety and partly for realistic effect, since a person giving a speech would most likely be speaking in

statements. Similarly the Debate questions alternate between those directed at the student (which are straightforward question/answer) and those directed at the opponent, Susan Whitzenheimer. In the latter type, the student is asked to respond to the answer Susan has given to the question posed to her by the moderator. For example, if Susan is asked who the first president of the U.S. was, and responds "That's easy. John Adams was the first president," the student's four options will force her to agree or disagree with an explanation as to why Susan is wrong. We feel this format is beneficial because it asks the student to support her response.

We debated using multiple-choice questions. We wished to make the game as interactive as possible, providing the users with opportunities to truly think and analyze situations, rather than simply spit out facts. However, we also needed to convey very straight-forward facts covered by Mrs. Boisclair, and the presidential election process. We abandoned the activities we had originally designed to evoke higher thought processes at the suggestion of Mrs. Boisclair and Brown Professor Kathy Spoehr, who felt that these activities were too complicated and would have distracted the student from the continuity of the election process, our primary goal.

We used the multiple-choice model for most of the questions, since it best addresses our goals and is presentable by our programming tool. When possible, we have tried to make the questions interactive and interesting by incorporating characters, sounds and animations. We also found that the multiple choice questions worked well in the themes we created for each stage, and that the graphics and variety in presentation between stages encourage different types of thinking and prevent the multiple choice format from getting too boring for the student. In addition, small amounts of research may be necessary by the students for some of the questions, such as those dealing with specific dates the students may not have memorized. We feel that this outside research is a valuable skill for students to practice, adding to the scope of the educational value of the program.

Appendix I shows sample questions.

Will the student always win?

If the student doesn't answer enough questions correctly, she will fail to become president (see Scoring Section). The Score Pages do keep the student informed of progress, so the final election results do not appear arbitrary. We feel that fourth graders would catch on quickly if losing was impossible, and we hope that failure would produce an

incentive to both try again and try harder. In addition, we have tried
to be as faithful to the real election process as possible, and since
it's possible to run out of real money, insult real people individually
or in a speech or debate, and thus lose the real election, the student
will be able to lose our election game if she performs poorly.

How might I use the program in my class?

Although the program only allows for one player to enter his/her name,
two or more students can collaborate to answer the questions.

The program can be used to introduce the election process to your class,
but should not be the only way your students learn about the process or
the concepts. Some background information/ discussion about the process
in general as well as the steps prior to the Nominating Convention --
before and/or after use of the program -- would help complete the
picture for them. In addition, the program would be most effective
AFTER facts about post-Revolutionary America have been taught. It is
intended to reinforce these facts, not teach them. Reference books
should be provided for the students to research those questions they do
not know.

Appendix II is a questionnaire which could be used to test what the
student learned. The questionnaire was given to four of Mrs.
Boisclair's fourth-grade students during the assessment/ evaluation
phase of our program design.

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Appendix I: Sample Questions

Who was the first/second/third/fourth president of the United States?
Which of the following Presidents owned slaves?
Which person did not sign the Declaration of Independence?
Which of the following was not a hobby of Thomas Jefferson?
What American city was set on fire in 1814?
Why did the Founding Fathers want to create a new constitution?
What does "No Taxation without Representation!" mean?
Which of the following is not a part of the Bill of Rights?
Which of the following was a goal of the Bill of Rights?
 "I was born on January 1, 1735. I had quite a wild ride. Who am I?"
What does "One if by land, two if by sea" refer to?
Who was known as the Father of the Constitution?
Which people worked on the first draft of the Constitution?
Which War ended on Christmas Eve in 1814?
Which European nation did America fight during the War of 1812?
What was the name of the purchase of land President Jefferson made from the French, which nearly doubled the size of the United States?
Which two Presidents died on exactly the same day?
Why did President Jefferson send Lewis and Clark out West?

Appendix II: Pretest

1. What does the President of the United States do?

2. What makes a good President?

3. If you are 15, can you run for President?

4. Please list the two major political parties in the United States.

5. Please list the *four* things you must do to become elected President.

6. What does a Nominating Convention do?

7. What does a moderator do in a debate?

8. What is a debate?

9. What is fundraising?

10. What is a campaign?

11. What is an Inauguration?

12. Why do people vote?