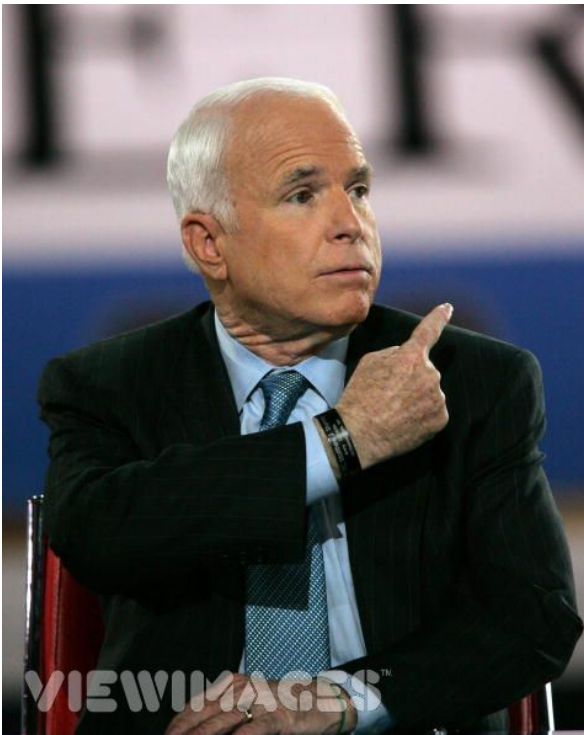


## 2008 PRESIDENTIAL ELECTIONS



A WNY/EISENHOWER/PROFESSIONAL  
DEVELOPMENT SCHOOL PROJECT 2008-2009

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GRADES 5/6

LANGUAGE ARTS/SOCIAL STUDIES

PUBLIC SCHOOL #4

## OVERVIEW

The fifth and sixth grade classes of P.S. # 4 will be learning about the process of elections in a democratic society. They will be exposed to the election process, and the political jargon. This will help form a solid foundation on the issues our candidates are faced with and a better understanding for the students. They will be responsible to research the presidential candidates and be properly prepared to participate in a Student Mock Election.

Students will be responsible to create a voting booth, and be informed of all the steps and procedures to a fair and just election. Through all this process, the students will be writing essays and other forms of creative writing projects on the Elections of 2008.

The conclusion of this project will be with the inauguration. Students will be responsible to create a speech of their own, and present to the class as a whole. During the inauguration, the monitors will be on for students to experience such a remarkable time in history as it is happening. After all is said and done, the students will hopefully be well informed of the entire process, and have a better understanding of our government, and appreciate it.

## OBJECTIVES

- Students will be able to understand the concept of political vocabulary words.
- Students will learn about Democracy and all of its components.
- Students will learn the history of voting and the requirements needed to vote.
- Students will research topics for issues that our candidates will face and compare and contrast their views. This will be done through the computers and newspapers.

## **Lesson 1**

### Objectives:

Students will be introduced to 10 political vocabulary words, and define them, as well as use in sentence formation. Students will choose a vocabulary word and compose an Acronym with said topic.

### Materials:

Internet connection to search definition of words, make acronyms on white drawing paper.

### Allotted time:

Six- forty minute periods, writing class

### Procedure:

1. After introducing the vocabulary words, students will disperse into groups to search for definitions.
2. The concept of an acronym will be introduced to the students.
3. The students will have the option to work as pairs or individually to create an acronym for a selected vocabulary word.

## **Lesson 2**

### Objectives:

Students will be able to write a persuasive essay stating why and how everyone has the right to vote.

### Time allotted:

Three forty-minute periods, writing class

### Procedure:

1. The teacher will review persuasive essay writing with the students.

2. Students will begin drafting a persuasive essay on the given topic.
3. The students will use “peer editing” to make revisions.
4. Once the teacher has approved the final draft, the students will type their essays on the computer.

### **Lesson 3**

#### **Objectives:**

Students will research past and present presidents, and take notes of most important facts using the internet and the library. They will compose a list of the qualities, and traits of a good president, along with a caricature of the new president to be.

#### **Allotted time:**

Six forty-minute periods

#### **Materials:**

Internet connection, note-taking from several book collections in the school library, and drawing paper and markers. This will prepare them for the essay on the make-up of a good president, and the qualities we look for in a good president.

#### **Procedure:**

1. Using the Internet and several books from the school library, students will begin to identify a variety of qualities and character traits of presidents, past and present.
2. Students will discuss their findings in groups and will develop the character traits they would like the next president to possess.
3. Each group will draw a caricature of a presidential candidate.

## Lesson 4

### Objectives:

Students will be able to identify and understand political jargon (vocabulary); Work with a self-made puzzle ditto created by [Puzzlemaker](#) from Discovery Education.

### Allotted time:

Six forty-minute classes

### Materials:

Puzzle ditto, computers with Internet access

### Procedure:

1. The teacher will introduce “political jargon”, and other vocabulary, to the students.
2. Students will work in groups of three or four to create a variety of word puzzles (word search, crossword puzzle, etc.) in [Puzzlemaker](#) from Discovery Education.
3. After completed, each group will print one copy of their puzzle from the computer. The teacher will re-produce copies for the entire classroom so that each student will have one to complete.

### Assessment:

Students will be tested on the vocabulary words: definition as well as the correct spelling of the words. Students will have to use the word correctly in a sentence.

## Lesson 5

### Objectives:

Students will write an essay on “What Makes a Good President?” using the information from lesson 3.

### Material:

Ditto used as a writing activity essay prompt from [www.abcteach.com](http://www.abcteach.com) .

### Allotted time:

Three forty-minute class periods

### Procedure:

1. The teacher will review and list with the students the characteristics and traits of past and present presidents discussed in Lesson 3.
2. Students will pre-write a draft of “What Makes a Good President?”
3. Peer Review will be used for editing purposes before the student hands in a final draft. In the Peer Review, the students must show their work to two other students for editing purposes.
4. Students will type the final draft on the computer, format appropriately, save to their designated portfolio folder, a print a hard copy for display.

## Lesson 6

### Objectives:

Students will be able to understand the term: *issues*; research, understand and explain the political issues the candidates will be facing.

### Materials:

Newspapers, computers with internet connection, teacher generated worksheets

Allotted time:

Three forty-minute periods

Procedure:

1. Using newspapers, the Internet and other media, the students will make a list of the “political” issues each candidate faces, such as health care, the economy, the war, education, etc.
2. After reading articles on the issues, the class will be divided in half, and then subdivided to cover the issues.
3. Each group will write a short paragraph discussing the candidates view on each issue.

## **Lesson7**

Objectives:

Students will be able to clearly understand the issues the candidates will be facing, and write a Compare/Contrast Essay on their position, and views on the issues.

Materials:

Newspapers, list of views on political issues

Allotted time:

Two forty-minute periods

Procedure:

1. Using the list of views the students created in a previous lesson, the students will write a Compare/Contrast Essay taking a position of support for either candidate.
2. Students will go through the Peer Review/Edit process for first drafts.

3. When ready, students will type their final draft of the essay on the computer, saving to the appropriate folder, and printing.

## Lesson 8

### Objectives:

Fifth grade students will be able to construct a collage on all candidates.

Sixth grade students will work on self-made political vocabulary word puzzle.

### Materials:

Magazines, newspaper cut-outs on all four candidates, computers with Internet connections, puzzle-making software or Internet program, glue, paste, tape, oak-tag paper, construction paper, scissors

### Allotted time:

One to two forty-minute periods

### Procedure:

#### Fifth Grade:

1. Working in groups of three or four, students will comb through magazines, newspapers, and Internet images to find pictures of each of the candidates.
2. After gathering pictures of the candidates, the groups will create collages.

#### Sixth Grade:

1. During a class discussion, the students will make a list of political vocabulary.
2. Divide the class into groups of three or four students.

3. Using the list of vocabulary words, the students will use [Puzzlemaker](#) to create a word puzzle on-line. When completed, copies will be printed for the entire class to complete.

## **Lesson 9**

### **Objectives:**

Students will prepare for assimilated voting experience; attend a presentation of an actual voting machine.

### **Materials:**





Paper, pens or pencils, large container with removable lid, over-head projector

### **Allotted time:**

Two forty-minute periods

### **Procedure:**

1. Decorate the large container to use as a device to collect the ballots.
2. Explain to the students that paper voting took place a very long time ago.
3. Conduct a paper and pencil survey and tally up the votes, using the overhead projector to display the totals.
4. Discuss with the students how voting machines are used today.
5. Students will attend a presentation in the auditorium on an actual "modern" voting machine. The voting machine was acquired through the county elections division. A representative from the county office will explain how the machine works.

| CATEGORY   |                                       |                                        |                                  |                         |
|--|--|--|---|--|
| <p>ABILITY TO IDENTIFY, REMEMBER, AND UNDERSTAND IMPORTANT INFORMATION</p> | <p>STUDENT IS ABLE TO CONVEY MAIN POINTS OF THE LESSON ORALLY AND THROUGH WRITTEN COMPREHENSION ASSESSMENTS.</p>       | <p>STUDENT IS ABLE TO LIST SOME OF THE MAIN POINTS OF THE LESSON WITH SOME TEACHER GUIDANCE.</p>                         | <p>STUDENT IS ABLE TO LIST ONE OR TWO MAIN POINTS OF THE LESSON WITH OR WITHOUT TEACHER GUIDANCE.</p>               | <p>STUDENT CAN NOT IDENTIFY IMPORTANT POINTS OR INFORMATION FROM THE LESSON WHETHER ORALLY OR WRITTEN.</p> |
| <p>ABILITY TO PARTICIPATE IN DISCUSSIONS AND CLASS PROJECTS</p>            | <p>STUDENT EAGERLY PARTICIPATES IN TOPIC DISCUSSION OFFERING IDEAS, PRIOR KNOWLEDGE, AND STORIES TO ENRICH LESSON.</p> | <p>WHEN REQUESTED, STUDENT CAN OFFER SOME IDEAS TO CONTRIBUTE TO CLASSROOM DISCUSSIONS AND PROJECTS.</p>                 | <p>STUDENT OFFERS MINIMUM PARTICIPATION IN CLASSROOM DISCUSSION, AND MINIMAL INFORMATION WITH TEACHER GUIDANCE.</p> | <p>STUDENT WILL NOT PARTICIPATE IN CLASSROOM DISCUSSIONS OR COMPLETE PROJECTS.</p>                         |
| <p>ABILITY TO ANALYSE AND CREATE THEIR OWN OPINIONS</p>                    | <p>STUDENT CAN READILY DISTINGUISH BETWEEN DIFFERENT POINTS OF VIEW AND FORMULATE AN OPINION OF THEIR OWN.</p>         | <p>STUDENTS CAN DISTINGUISH BETWEEN SOME POINTS OF VIEW AND FORMULATE AN OPINION WITH THE ASSISTANCE OF THE TEACHER.</p> | <p>STUDENT STRUGGLES WITH DISTINCTION BETWEEN POINTS OF VIEW AND FORMULATING OPINIONS OF THEIR OWN.</p>             | <p>STUDENT IS UNABLE TO DISTINGUISH POINTS OF VIEW AND ARE UNABLE TO FORMULATE THEIR OWN OPINION.</p>      |
| <p>ABILITY TO COMPLETE ASSESSMENT</p>                                      | <p>STUDENT SUCCESSFULLY AND INDEPENDENTLY COMPLETES ALL PORTIONS OF THE LESSON'S FINAL ASSESSMENT.</p>                 | <p>STUDENT SUCCESSFULLY AND INDEPENDENTLY COMPLETES ALL BUT ONE OR TWO OF THE FINAL ASSESSMENT COMPONENTS.</p>           | <p>STUDENT COMPLETES ABOUT HALF OF THE ASSESSMENT ACTIVITY.</p>   | <p>STUDENT COMPLETES LESS THAN HALF OR NONE OF THE ASSESSMENT ACTIVITY.</p>                                |

NJCCC STANDARDS:

LANGUAGE ARTS AND LITERACY-

3.1 3.2 3.3 3.4 3.5

SOCIAL STUDIES-

6.1 6.2 6.2C3 6.2D

TECHNOLOGY LITERACY-

8.1 8.2

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## SELF-EVALUATION:

I truly enjoyed every aspect of this program. It was a learning experience for the students, as well as me. I learned so much about politics, and the make-up of our democracy. It was exciting from the very beginning to the very end with our Mock Election. The students came in every day, asking what we were going to learn and do. There was something going on each and every day either in my class, or in my partner's class, Mrs. Barksdale. Not only did we all learn about the Presidential Election, but we had much fun in the process. Building the polling booth, making posters, writing acronyms, and setting the Media Center as a voting place with the students participating as helpers, and challengers was truly amazing. It was an experience of true patriotism for all.