

Grade 2 Presidential Election Lesson Plan

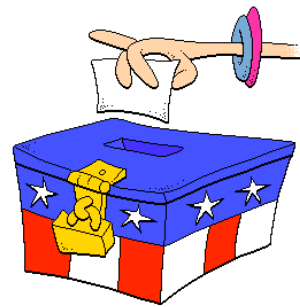
Who Should Be Our Next President?

This document is an extract from our collaborative three-grades scheme for those who would like to concentrate on a single classroom.

Please consider downloading the complete document this comes from, **collaboration_all_grades.pdf**, which integrates collaboration between 2nd, 5th, and 9th grades.

Grade 2 Presidential Election Lesson Plan

The Grade 2 Election lessons will focus on introducing the students to the election process and the candidates who are running for President. The focus will be on the two major candidates. Depending on the abilities of the group, the teacher may choose to introduce additional candidates to the lesson. Students will be aware of the other classes in their own districts and the other schools that are participating. Student will learn about the election process and create and share a presentation about their learning.



The Essential Question:

Who should be our next President?

These questions should be used to guide the study.

What are the essential questions?

Level 1 - Knowledge:

1. **Define** what a President is
2. **Name** the current President of the United States
3. **Name** the at least 2 candidates for President of the United States
4. **List** some differences between the two major candidates
5. **List**, using a graphic organizer (i.e. Kidspiration), differences among and within each candidate

Level 2 - Comprehension:

6. **Describe** at least one difference between the two major candidates.

7. **Identify** what kind of person you would vote for for President.
8. Make a list and **explain** the importance of what you would look for in a President.

Level 3 - Application:

9. **Write** about what each candidate did for before he or she ran for President.

Level 4 - Analysis:

10. **Compare** your candidate to the other major candidate.
 - a. Examine the similarities and differences.
11. Make a list of 3 **questions** that you would like to ask the candidates.
- 12.

Level 5 - Synthesis:

13. **Write** a paragraph about what you would do if you were President.
14. **Collect** data about each candidate.
15. **Create** a PowerPoint presentation to tell others about what you have learned.

Level 6 - Evaluation:

16. **Examine** the differences among the candidates.
 - a. Evaluate the strengths and weaknesses of each candidate and decide which candidate you would vote for. Tell why.
17. **Predict** who is going to be elected. Find out if you are right when the election comes.

Conclusion:

The students will take the information that they gathered and put it into a PowerPoint presentation that they will share with another class. This will be done in groups and with an adult's assistance. The adult can choose to sit with each group individually to create the slide and to guide the students when creating their slide on paper first. Keeping in mind the age level of the students and their experience with PowerPoint, the teacher can adapt the presentation with the students. Sound and video clips may be an option.

The PowerPoint should include the following slides:

- Introduction to class slide –Who the class is.
 - A class picture if that is appropriate and the Teachers name.
- Introduction to Presentation slides–
 - Slides should give a brief overview about the election process and describes the job of the president

- A slide for each of the major candidates –
 - Each slide should include a picture that was either scanned or taken off the Internet.
 - It should include the candidate’s age, political party, hometown and a few other facts that students have learned about the candidate
- A slide to compare and contrast the two major candidates
 - This can be taken from the Venn diagram. This slide should visually show the comparisons and contrasts between the two major candidates.
- A slide with the questions the class sent to the candidates
 - Slides with answers if they are available and appropriate
- A concluding slide –
 - Shows what the class learned as a whole.
 - This might be a great whole class activity at the conclusion of the group work. It should wrap up the unit.

The presentations will be put up a website if possible for all to see. If appropriate all the classes will view the presentations at the same time and compose notes to the other classes about what the thought of the presentations though a blog.

After all the presentations, the

- The students will listen to everyone’s feedback and modify their presentation accordingly.
- The students will vote.
- Class will discuss their voting results and reflect on what they have learned about the political parties in the United States.

The group and individual performance will be evaluated using the rubric created for this lesson.

Grade 2 Presidential Presentation Rubric

ACTIVITY	Outstanding “Wow!”	Very Good “Well Done!”	Satisfactory “You made it!”	Weak “Needs Work”
Research and Note taking on Presidential Candidate	Group members researched different information sources and recorded facts independently.	Group members recorded some information from different sources of information with minimal help.	Group members recorded very little information and failed to record the data correctly without some teacher assistance.	Group members could not complete the information slides without one on one teacher assistance.

Presidential Facts	Group put five or more facts about each presidential candidate into their PowerPoint without teacher assistance.	Group put at least four facts about each presidential candidate into their PowerPoint with minimal teacher assistance.	Group put at least three facts about each presidential candidate into their PowerPoint with some teacher assistance.	Group could not put any facts about each presidential candidate into their PowerPoint without one on one teacher assistance.
Presentation	The presentation is organized, clear and easy to follow. It draws the audience in with its graphics and layout. Minimal teacher assistance was needed to complete the presentation.	The presentation is organized, clear and easy to follow. It is attractive and colorful. Some teacher assistance was needed to complete the presentation.	The presentation is somewhat organized. It has few graphics that draw the audience in. Teacher assistance was needed to complete presentation.	The presentation is not clear or organized. It lacks graphics. Continual teacher assistance was needed to complete presentation.
Content	The content is written clearly with a logical progression of ideas and supporting information. Information is accurate, current and comes mainly from primary sources.	The content is written with a logical progression of ideas and supporting information. Includes some information from primary sources.	The content is not clear and does not create a strong sense of purpose. Some of the information may not seem to fit. Teacher assistance was needed. Primary source use is not always clear.	The content lacks a clear point of view and logical sequence of information. Information is incomplete, out of date and/or incorrect. One on one teacher intervention was needed.
Text / Font	The fonts are easy-to-read and point size varies appropriately for headings and text. The background and colors enhance the readability of text.	Sometimes the fonts are easy-to-read, but in a few places fonts, color or busy background takes away from the readability.	Overall readability is difficult with too many different fonts, dark or busy background.	The text is very difficult to read with lots of text and small point size of fonts, inappropriate contrasting colors, poor use of headings
Citations	Sources of information are properly cited without any teacher assistance.	Sources of information are properly cited with minimal teacher assistance.	Sources of information are cited with some teacher assistance.	Sources of information are not properly cited without continual one on one teacher assistance.
Graphics and/or Animation	Graphics and/or animation are used on each slide to enhance the presentation.	Graphics and/or animation are used on at least 3 slides to enhance the presentation with minimal teacher intervention.	Graphics and/or animation are used on at least 3 slides with some teacher assistance.	Graphics and/or animation could not be used without continuous one on one teacher assistance.
Writing Mechanics	The text is written with no errors in grammar, capitalization, punctuation, and spelling.	The text is clearly written with little or no editing required for grammar, punctuation, and spelling. Minimal teacher intervention is needed. (2 or more errors)	Spelling, punctuation, and grammar errors make it difficult to read without some teacher intervention. (3 or more errors)	Errors in spelling, capitalization, punctuation, usage and grammar make the project unreadable without one on one teacher intervention.

				(more than 5 errors)
Teamwork	Group members helped one another, shared ideas, shared the workload and managed problems without teacher intervention. The project is clearly a group effort.	The group members divided tasks, shared the workload and managed problems with minimal teacher assistance.	The group occasionally helped one another but required teacher assistance to resolve differences. Not all of the group members contributed their fair share of work	The group required continuous teacher assistance with dividing tasks and resolving differences. One person documents that he/she did most of the work.

Resources

General

[American On Line @ School](#)

Meet the candidates, check out the election calendar, rate a campaign site, evaluate a platform, and join a mock election.

<http://www.aolatschool.com/features/elections/2004/index.adp>

[American Village: Mock Election Resources](#)

Many lesson plans and resources for mock elections, about voting and keeping track during election day.

<http://www.americanvillage.org/mockresources.shtml>

[Bush-Cheney '04](#)

Official campaign website for President Bush.

<http://www.georgebush.com>

[C-Span Congress Guide: Election 2004](#)

Read each candidates view on the issues of the election.

<http://www.capwiz.com/c-span/e4/dnet/?gridid=57361>

[C-Span Election Coverage](#)

Extensive site with all kinds of information. Includes positions, ads, histories etc.

<http://www.c-span.org/classroom/govt/campaigns.asp>

[CyberBee's Election Lessons](#)

There are lessons and websites about the Process, the Candidates, and the Issues.

<http://www.cyberbee.com/election/election.html>

[Daryl Cagle's Professional Cartoonists Index](#)

Great website sponsored by Slate.com. Contains dozens of editorial cartoons updated daily. Also includes cartoons organized in themes for easy comparison.

<http://cagle.slate.msn.com/politicalcartoons/>

[Democratic National Committee](#)

DNC's official website

<http://www.democrats.org/>

[GOP.Com:Republican National Committee](#)

Official website of the Republican Party

<http://www.rnc.org/>

[History Central.com](#)

Timeline of the Election 2004. Includes biographies on Bush and Kerry. Read speeches and presentations they have given throughout election 2004.

<http://www.multied.com/elections/2004.html>

[History of US](#)

Past into the future. Includes timelines, history of presidents, speeches, etc.

<http://www.historyplace.com/>

[John Kerry for President](#)

Official site for Senator Kerry's presidential campaign.

<http://www.johnkerry.com>

[League of Women Voters](#)

Voter information, find out about the issues and the candidates.

http://www.lwv.org/voter/voter_information.cfm

[Libertarian Party Home Page](#)

Official website for the national Libertarian Party.

<http://www.lp.org/>

[Library of Congress](#)

This Library of Congress website is an excellent resource for the American presidential election with information on candidates, voters, the party system, and the election process.

<http://memory.loc.gov/learn/features/election/home.html>

[Nader for President 2004](#)

Ralph Nader's official website.

<http://www.votenader.org/>

[Politics Selector](#)

Good website to use when trying to sort out political beliefs. Includes a 2004 presidential candidates selector. Section of Select Smart, an online questioning site that allows the user to answer questions to help them decide issues etc.

<http://www.selectsmart.com/politics.html>

[The Living Room Candidate](#)

Contains dozens if not hundreds of presidential campaign commercials from 1954 to today, including third party commercials and internet commercial. Allows you to study the evolution of campaign commercials. Includes different category organizations so similar commercials can be studied together.

<http://livingroomcandidate.movingimage.us/index.php>

Additional – Grade 2

Resources to use to further help

<http://www.levittownschools.com/module/slatest/>

<http://www.whitehouse.gov/kids/guide/>

Arthur Meets the President by Marc Brown



Dear Chelsea-Letters from Kids, Edited by Judy Goldberg

So You Want to Be President? by Judith St George

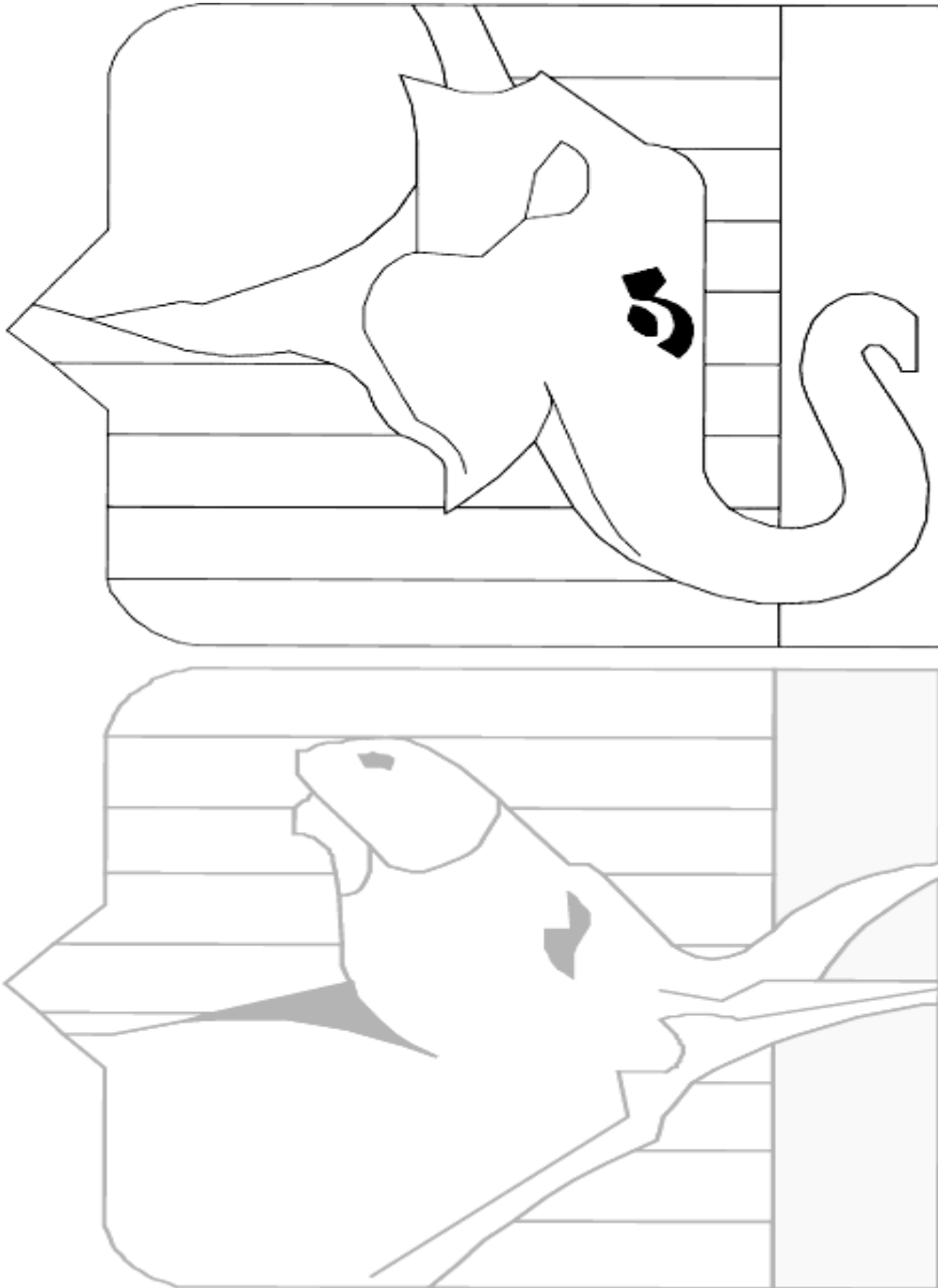
Duck for President by Doreen Cronin

Additional Materials

Voter Registration Form (<http://www.abcteach.com/Elections/register.htm>)

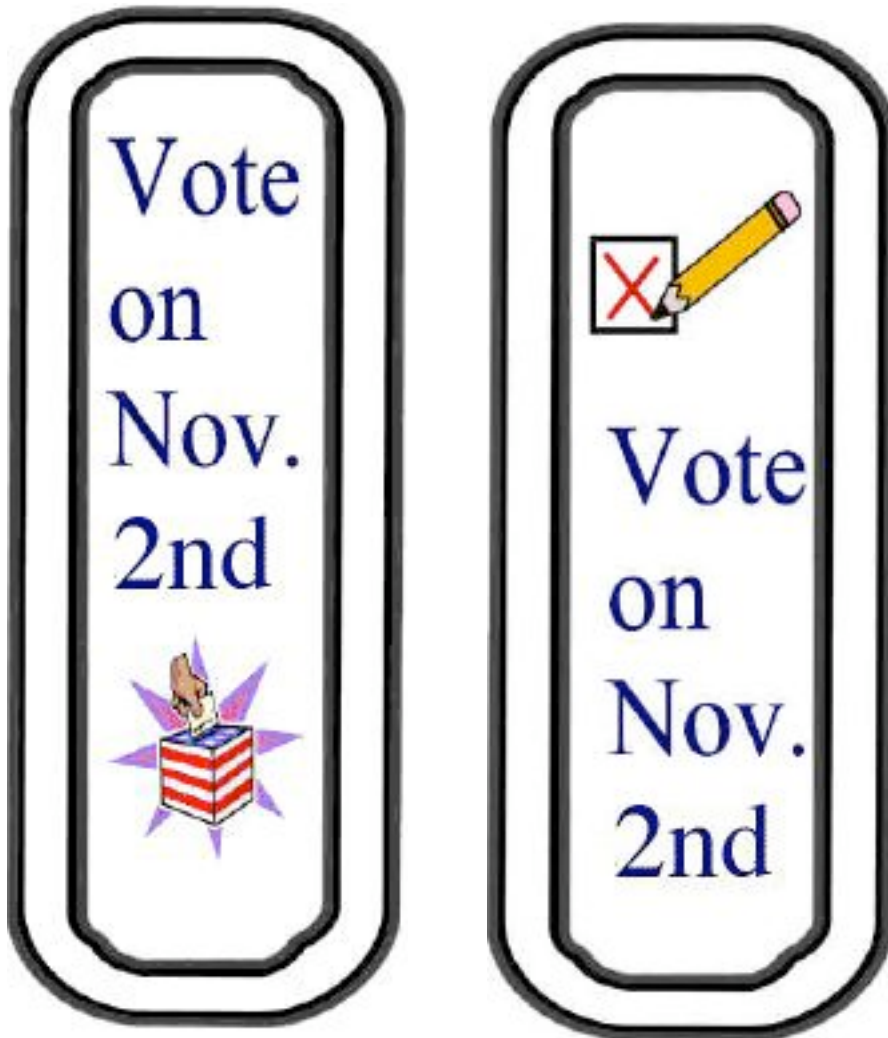
	Voter Registration
Name _____	
Date _____	
Birth date _____	
Address _____ _____	
Where were you born? _____	
How long have you lived at your current address? _____	
	Voter Registration
Name _____	
Date _____	
Birth date _____	
Address _____ _____	
Where were you born? _____	
How long have you lived at your current address? _____	

Symbols



<http://www.abcteach.com/Elections/symbols.htm>

Posters





Compare the Candidates

Compare the Candidates

Use the chart below to compare the two candidates. Write down how they are alike and how they are different. This could be their views about issues as well as their backgrounds.

Candidate 1 _____

Candidate 2 _____

How are they alike?	How are they different?
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<http://www.abcteach.com/Elections/compare.htm>

Candidate KWL Chart

Candidate _____

What do I know about the candidate?	What do I want to know about the candidate?	What have I learned about the candidate?
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Technology Requirements

1. The students will use a multimedia program, such as Microsoft PowerPoint or Hyper Studio, any of several web authoring tools, or any of several video-authoring tools to create a presentation of the candidates. This multimedia presentation will include visual and auditory modalities. It will include:
 - a. Photographs – using a digital or a standard camera with digital processed photos saved onto a CD. Picture editing software such as Photoshop or Macromedia Freehand MX, Jasc Paint shop Pro would be helpful to design and create an effective presentation
 - b. Video clips – using audio and visual recordings, using a digital camera or digital video camera saved onto a CD. Video editing software such as Adobe Premier or Windows Movie Maker 2.0 or Apple Movie Maker would be helpful to design and create an effective presentation
 - c. Audio recording and editing software such as Audacity, and digital pictures and video recording out, to design and create an effective presentation
 - d. Animation of text and graphics – using transitions and effects in PowerPoint and animated clip art from the Internet
 - e. Text – using various fonts, colors, word art
 - f. Kidspiration software or any other concept mapping using, i.e. Word

2. A web Server would usefully be available for use as well as computer labs for the students.
3. Email capabilities could be provided the student groups.
4. Net Meeting could be available for students and teachers

Extensions

A School Newspaper, which can be accessed online, could carry the students' presentations and scrapbooks as they are developed. You could also get the newspaper sent to your classroom at least once a week. In this manner, when groups bring in items for their scrapbook they could share it with the whole class. You could also use a free webspace area and electronically gradually post your scrapbook entries to it. This way the website address (its URL) could be given to others, including students elsewhere and as well as adults, and families, to view the scrapbooks entries from anywhere.