



Lesson Plan: *Make good Choices! Presidential Election*

Context of the lesson within the unit:

This is the last lesson in a 6th grade unit on Democracy and Civic Virtue in which students make connections to modern U.S. representative democracy, of their learning in the previous two units on Ancient Greece and Ancient Rome. This lesson follows lessons on an analysis of Greek/Roman roots of democracy and representative republican government, Citizen's Rights and Responsibilities, and a lesson on biased and persuasive speech.

Standards Addressed: History Social Science

6.4.3. State the key differences between Athenian, or direct democracy and **representative democracy**.

6.7.2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty)

6.7.8 Discuss the **legacies of Roman** art and architecture, technology and science, literature, language, and **law**

Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking -- Students explain how major events are related to one another in time.

Historical Interpretation -- Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns



Standards Addressed: English/Language Arts

- 1.8 Analyze the use of rhetorical devices for intent and effect.
- 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

Reading

- 1.5 Understand and explain "shades of meaning" in related words
- 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

Writing

- 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects K-5

College and Career Readiness Anchor Standards for Speaking and Listening K-5

Comprehension and Collaboration

1. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Objective(s):

Students will understand the electoral process and a citizen's rights and responsibilities in it through carrying out a mock two-party primary election for presidential candidates.
Students will critically evaluate information used in decision-making.
Students will increase understanding of the methods and power of participating, as citizens, in a representative democracy.



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Essential Questions/Issues:

1. Is citizenship a right or a responsibility?
2. How powerful is participation by citizens in their government?
3. Does social capital strengthen a republic? How?



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Assessment: Students will be evaluated through informal checks for understanding and participation, and teacher observation during writing, artwork, whole class discussion, and small group debriefing.

GRASPS:

GRASPS: Your Mission	
GOAL	Your mission is to create a Citizen's Journal that reflects your growing understanding of citizens' participation in a Primary Election. Reflect on and discuss every step of the process, and support your writing with connections to the history of Representation and Democracy in Ancient Greece and Rome.
Role	Observer, journalist, essayist.
Audience	Citizens of the Democracy: potential voters.
Situation	Primary Election for President.
Performance	Required Participation: Collaborative Participation in the Election Process Journal commentary must include: All required entries; final evaluation.
Standards for Success	Students demonstrate analysis and evaluation of media impact, and citizen participation or lack of participation. Students demonstrate synthesis of ideas developed through three cultures in writing and discussion.

Quality Criteria:

Teacher Scoring Guide/Rubric // Student Self-Evaluation based on GRASPS



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Criteria	Advanced	Proficient	Basic	Below Basic
Students understand the electoral process and a citizen's rights and responsibilities in it through carrying out a mock two-party primary election for presidential candidates. Students evaluate similarities and connections with ancient Greek & Roman systems.	Active participation in mock election including discussion, analysis, writing, and creative writing and art. Made & evaluated connections with prior learning about Greek and Roman democratic & republic systems.	Participation in mock election including discussion, writing, and art. Made connections with prior learning about Greek and Roman democratic & republic systems.	Participation in mock election including writing, some discussion, and art. Made a connection to prior learning about Ancient Greece and Rome.	Incomplete participation in mock election, writing, discussion, & art. Made little or no connection to prior learning about Ancient Greece & Rome.
Students critically evaluate information used in decision-making.	Evaluated and analyzed all information used in decision-making, through written and spoken evaluation.	Evaluated most of the information used in decision-making.	Evaluated some of the information used in decision-making.	Evaluated little or none of the information to be used in decision-making.
Students note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	Noted bias, persuasion, propaganda, and false reasoning, & inferred purpose and impact of the propaganda.	Noted most instances of bias, persuasion, propaganda, and false reasoning.	Noted some instances of bias, persuasion, propaganda, and false reasoning.	Noted little or no instances of bias, persuasion, propaganda, and false reasoning.
Students increase understanding of the methods and power of participating, as citizens, in a representative democracy.	Demonstrated and analyzed understanding of role of participating citizen.	Demonstrated understanding of role of participating citizen.	Indicated some awareness of role of citizen participation.	Did not evaluate citizen's role in electoral process.
Students write expository compositions. Students understand and explain "shades of meaning" in related words.	Writing is thorough and thoughtful covering all required content plus additional insights; written neatly with few or no grammatical or spelling errors; using quality sentence and paragraph structure.	Writing is thorough and thoughtful, covering all required content; neat with few grammar or spelling errors, with correct sentence and paragraph structure.	Writing covers most required content & some thoughtful evaluation; several grammar or spelling errors; some problems with sentence & paragraph structure.	Writing is incomplete and not thoughtful; many grammar or spelling errors; many problems with sentence & paragraph structure.



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Activity Steps:

This lesson takes place over a two to three week period.

Purpose	Teacher	Learner
Hook 2 – 5 minutes	Play recording, or show collage of headlines via PowerPoint, or on interactive whiteboard, of current news stories.	Hook 2 – 5 minutes
Intro 5 – 10 min. / day over 4 days	(Day 1) 1: Ask what's the most important issue for the planet today? For the country? For your neighborhood? (Day 2) 2. Distribute Citizen Journals and first iteration of GRASPS. At this point, and throughout, emphasize the importance of doing their best work, and of making connections between discussions, and unfolding events, and Social Studies / historical information they have learned. It might help to ask for connections in class discussions as you go along. 3. On board, post selected issues.	Students find three small pieces of colored paper on their table on which to write the answers to these three questions. The papers go into a container without further discussion that day. Students do quick-write on rights & responsibilities of citizens. Pair-Share discussions, 1 – 2 minutes per issue. After each pair-share, students write a paragraph for each issue, detailing their opinions and solutions.



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	<p>(Day 3)</p> <p>3: On pieces of construction paper, distribute 6 each labeled "mouth," "nose," "ears," "eyes," and "hair." Ask students not to share their work.</p> <p>(Day 4)</p> <p>4: Place 2 small colored pieces of paper per student on their tables, one of each of two colors. Admonish secrecy.</p> <p>Collect papers, place in containers. Still give no explanation. This can lead to engaged anticipation!</p> <p>(Day 5)</p> <p>5. Make 6 identical head shapes, differently colored. Cut out body parts, or have a few students help with this task.</p> <hr/> <p>"Cut and paste" the issues, pulling from the Citizen Journals so that you've randomly assigned a response to each of the issues to one of 6 piles. Each of the piles will be the platform of a</p>	<p>Students draw the body parts listed on the papers they receive, then put them in the container.</p> <p>Students write a first name, male or female, not including the name of anyone in the classroom on one of the papers. On the second, they write a last name, again not of anyone in the class.</p> <p>(Possible Writing Prompt: Can you tell anything about a person by their name? Do people make judgments about others based on their first or last names?)</p> <p>(Writing Prompt: Do people make assumptions about other people based on their appearance? Give examples)</p>
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	<p>candidate. Type each of them up into a candidate's statement, making minimum changes to the language such as transitions, or introductions i.e. "My fellow Americans..."</p>	
Through 1-2 weeks	<p>5: Putting the candidate's appearance together: Select 6 gluers, and have the other students take turns drawing a body part and giving it to a gluer, until each head has all of its parts glued on. The idea is to make this as random as possible, to avoid bias towards a candidate!</p> <p>Attach first & last name combos to a completed head. Now you have your candidates which you can post on a board, wall, window, etc., along with their statement.</p> <p>Present 2nd (Election) GRASPS.</p> <p>Announce that these are 6 candidates running for office in a presidential primary. Check for understanding about primaries, election process, etc. Use Power Point slides and review previous learning. Access web or written information on primaries and caucuses.</p>	<p>Students take turns drawing body parts from containers. 6 selected students glue body parts to heads.</p> <p>Student(s) draw 6 first names and last names.</p> <p>Whole class discussion</p>



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	<p>Discuss the “two party system” in the U.S., and introduce the classroom “two party system,” represented by the Gummymcats and the Rubberpelicans. Arbitrarily assign 3 candidates to each.</p> <p>Read aloud, or have a student read, one of the compiled candidate’s statements, attaching it to one of the candidates on the wall. Do the same with the remaining statements. Post the statements next to the candidates for continuing perusal.</p> <p>6: Each day post or introduce new information about the candidate. This can include fliers, copies of “news reports,” biographies of the candidates, celebrity endorsements, candidate debate dialogue, attack ads. These can be teacher or student generated. Discussion and journaling should take place daily to encourage critical thinking about the issues, information, persuasive or propaganda writing.</p> <p>Emphasize discussion about responsibilities and power of citizens to seek information, interpret its value, and be</p>	<p>Writing: Students reiterate day's learning about election process.</p> <p>Selected students may read candidate statements to class.</p> <p>Discussion / Writing: How is understanding, & looking into candidate statements, part of active participation in the democracy?</p> <p>Students read new information, discuss, and journal on a daily basis.</p>
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	<p>involved in making choices of representatives.</p> <p>Discuss what happens if choices aren't careful, or if citizens don't participate, thereby allowing others to make the choices for them. Make connections with ancient Greek, Roman systems, tying to previous learning.</p>	
Beyond 1 hour + time (homework / in-class) for final writing assignments & self-evaluation	<p>7. Hold the election. You may opt to have them vote for one of each party, or have them join a party and vote for their own candidate slate.</p> <p>Prompt journal writing: What influenced them either positively or negatively. How important (do they feel), is their one vote?</p> <p>A twist on the election process: Pass out election "ballots" which are folded in half and sealed. Inside each is a message letting them know, after they've voted, whether their vote counts. For example, the message might read: "Electronic voting machine error. Your vote not counted." Or, "On average, only 52% of the population votes in a general election. You are not part of that population." Count only the votes with messages that read</p>	<p>Students vote for candidate of their choice.</p> <p>Journal writing on how and why they made the choice they did.</p>



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	<p>"Congratulations! You participated in your representative democracy."</p> <p>8: Announce winners. Lead class discussion about process.</p> <p>9. Give writing prompt: Write about the election process and the outcome; Make connections with the Greek, Roman legacy.</p> <p>10. Give reflection question to wrap up journal, "How important is active participation in a democratic process?" Include "what if there is little or no participation?"</p> <p>10. Have students write a self-evaluation based on GRASPS. Did they meet the learning criteria? What could they have done differently? What did they do well?</p> <p>What important connections to Greek and Roman history can they make?</p>	<p>Students participate in whole class discussion about the process.</p> <p>Students write in journals.</p> <p>Student writing.</p> <p>Students respond to final reflection question in journals.</p> <p>Students complete self-evaluation based on GRASPS</p>
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Special Needs of students are considered in this lesson:

This lesson easily lends itself to participation by all on a number of levels.

Understanding of concepts is supported through multiple modalities including discussion, oral presentation, on-line technology and in-class visuals, and written materials. Based on need, writing may modified, or done with word processing. GATE students may take on some of the "propaganda" writing as an additional challenge.



Extension Ideas:

- Letter to parents describing the activity and inviting their participation i.e.: coming in to read posted candidate information, as well as at-home discussion with their children about real-world issues, candidates, and decision-making.
- Continued connection with elections going on in the real world through current events presentation and discussion.
- Fictional narrative writing about what happens if one or another candidate takes office. Turn that into a play and perform it.
- Research and writing about one of the issues.
- Students write political speeches from one or the other candidate and carry out Presidential Election.
- Classroom elections.



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Materials and Resources Needed:

- media materials – newspapers, news magazines, internet access, created “Citizen Journals”
- construction paper
- drawing materials, scissors small pieces of paper, different colors, collection containers for papers (paper bag works fine in a pinch)
- CD or I-pod recording of news from radio or webcast
- CD player or I-pod speaker system and/or interactive white board.

References:

- History/SS Framework
- Candidate’s websites
- Various television, newspaper, magazine, internet editorials and advertisements, as well as mailed political propaganda
- <http://www.nick.com/kpp/> -- Nickelodeon’s websites for a kid’s presidential primary – includes information on the primary process at a kid level. Also links to more teacher information.
- <http://usgovinfo.about.com/cs/politicalsystem/a/whyprimaries.htm> information on the electoral system
- [Education for Democracy – California Civic Education Scope & Sequence](#); Center for Civic Education, published by Los Angeles County Office of Ed 2003



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Student Handouts:

Patriot or **Dangerous** **Radical?????**

In the midst of all the campaign rhetoric and excitement, it's easy for well-meaning voters to miss a candidate's real message. What sounds like concern for the country might just be something else entirely, something almost **shocking!**

What is the real message? Should voters **be concerned?**

Rumors have been circulating about his connections with well-known Socialist organizations. If these are to be believed, electing this candidate would bring **SOCIALISM** into the White House!!!! Can our country take that kind of **RISK?**

In addition, recent internet posts by concerned citizens have revealed **questions** about the candidate's personal history. If these revelations are true, we are inviting a person who makes **poor** personal **decisions**, to make decisions about government.

Can our country afford to let this happen?



On Election Day, make the dark
mark next to



Supported by

The Union of Involved Scientists

Environmentalism, Inc.

Save the Animals

Protect the Children



Letters to the Editor

It has been my pleasure to know and work with for over twenty years. During that time, I have observed the commitment, passion, and get-it-done attitude that marks a great leader. While serving as Project Manager in our great state, this candidate's efforts, and collaboration with others led to the creation of our intra-city electric rail system, numerous public art work projects, including the world-famous Bridge Sculpture in front of the state capitol building, and introduction of free rural children's health clinics.

There are a lot of things said during presidential campaigns. A lot of promises are made. Before people vote, they must look at the records of the candidates and consider what they have done, as well as said.

The record of this candidate shows actions that have meant less pollution, beautiful cities, and lives saved. I strongly endorse this candidate as our best possible choice for President.

Sincerely,

Dr. M. Swan Boathillia

President, OAS



Saturday evening

FUNDRAISER

For

Candidate for President

Special Guest appearances by
cast members of the movie
Twilight



On ELECTION DAY,

VOTE for the person who is

✓ fair

✓ honest

✓ knowledgeable about world affairs



responsible with money



**With 15 years in
public office, I am
the only candidate
who has the**



experience to get
the job done.

Honesty
Competence
Hard Work
A Proven Record
VOTE



This year's election is all about the money...

**Our country needs relief from a
huge national debt.**

**Our country needs jobs, and
affordable houses, food, and fuel for
our cars.**



Our country needs a leader who understands how to make that happen.

I have been the CEO of two successful corporations. I know how to make things work and make them work within a budget.

Our country needs someone like me to lead us into a prosperous new era.



Leadership

Experience

More Bang for our Buck!!!



Can our country AFFORD the money management of

?

**His work experience tells us NO!!
His multi-billion dollar company
was fined by the EPA 107 times for
damaging the environment.**



Unhappy ex-employees have filed
a **CLASS ACTION LAWSUIT** for
unfair treatment and missing
wages.

This candidate would be too
COSTLY for our country.

Vote for a **BALANCED** budget.

Is this the person you want
running your country?



Let's get serious about the **BUSINESS** of government.

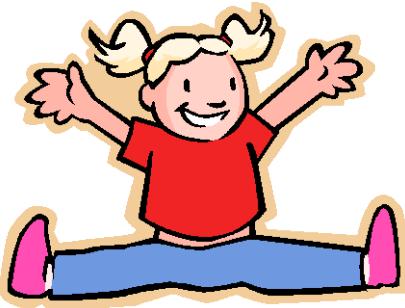
Vote for

- Proven record in local and state government
- Balanced vision for the future



ONLY ONE
CANDIDATE HAS
THE VISION TO SEE
BEYOND OUR
IMMEDIATE
CRISES.

Vote for that VISION.



Our country is the greatest country in the world. Our people are the greatest people. When we work together, they can create a world that is

Secure

Strong

Moving Forward

It's time to move away from the fear and see POSSIBLE.

It's time to get away from old ideas and bring about

CREATIVE CHANGE.

Together, we can do it!

Your voice will be heard on Election Day.