

Virtual Voting Lesson Plan

3rd-5th Grade

<p>Standards Addressed: Content TEKS Tech Apps. TEKS</p>	<p>110.2 English Language Arts and Reading Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to: (A)determine the purpose (s) for listening such as to get information, to solve problems, and to enjoy and appreciate</p> <p>111.12 Mathematics Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to: (B) use information from a graph of real objects or pictures in order to answer questions</p> <p>113.2 Social Studies Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to: (C) explain the use of voting as a method for group decision</p>
<p>Lesson Title or Topic:</p>	<p>Virtual Voting for Everyone</p>
<p>Objectives: Content Language</p>	<p>The student will explain why it is important to vote. The student will provide reasons for voting one way or the other. The student will participate in the voting process. The students will fill out a voter registration card on the computer.</p>
<p>Key Vocabulary</p>	<p>Ballot voting, President, voter registration card, private, personal choice, candidate, elect, Election Day, first lady, Oval Office, political party, poll, president, vote</p>
<p>Materials:</p>	<ul style="list-style-type: none"> • Book-<u>So You Want To Be President?</u> • Adapted from a teaching plan written by Rebecca Gómez on Scholastic.com • I voted stickers • Pre-made registration card <p>Websites— http://www2.scholastic.com/browse/collateral.jsp?id=798_type=Book_typeId=2649 http://www.weeklyreader.com/election/ this website has many great election activities. For example—Election Word Wheel gives definitions. http://millercenter.org/academic/americanpresident/ Brought to you by the University of Virginia, this website is geared toward teaching the</p>

	<p>history of the American presidency, primarily to high school students, but younger students could use the life in brief section easily.</p> <p>http://www.crf-usa.org/election_central/election_central.htm</p> <p>Brought to you by the University of California, Election Central is an online resource that helps teachers and students explore the electoral process past and present, in the United States and around the world. There are lessons, readings, and activities in U.S. history, world history, and government.</p>
<p>Engage (The activities in this section capture the student’s attention, stimulate their thinking and help them access prior knowledge.)</p>	<ol style="list-style-type: none"> 1. On your blackboard, write the numbers 1–42. 2. Ask students to pick their brains and see how many presidents they can name. 3. Using the list at the back of <u>So You Want to be President?</u> (if necessary), write each president your class can name in his proper spot. 4. Try to spot any trends or patterns in the list - lots of men named James, some relatives, etc. 5. You may want to fill in the list, as a class, after you have read the book. <p>Survey the class to see how much they know about the presidency and the voting process.</p>
<p>Explore (In this section students are given time to think, plan, investigate, and organize collected information).</p>	<p><u>So You Want to be President?</u> is full of interesting tidbits about our Presidents; use them to captivate your students.</p> <ol style="list-style-type: none"> 1. Using the information gleaned from the book, ask each student to choose a favorite president. The choice should leave aside political associations; it should be based solely on the trivia presented. 2. Have students create a list of facts about their chosen president using both books, encyclopedias, and the internet. 3. Ask each student to give an oral presentation about his or her favorite. The very brief report could begin with a list of facts about the president and conclude with reasons why the student found these qualities interesting or appealing. 4. As a class, discuss each student's choice; were some presidents chosen more often than others? Analyze the outcome.
<p>Explain (Students are now involved in an analysis of their exploration. Their understanding</p>	<p>Now that the students have chosen a past president. Have them take look at the present candidates.</p> <ol style="list-style-type: none"> 1. Students may do some brief research on the candidates using the internet, newspapers, magazines, etc... 2. Students will use their research to make a double bubble map to compare the candidates. <p>Now, that they have looked at both candidates, it is time to make their choice.</p>

<p>is clarified and modified because of reflective activities).</p>	<p>The teacher will explain that voting is a private privilege and they do not have to share their choices with their classmates.</p> <p>The teacher will explain and demonstrate how to fill out a registration card.</p> <p>They will register before they vote at the computer.</p> <p>The teacher will demonstrate how to fill out a ballot on the computer.</p> <p>The kids will decide on which candidate to vote and cast their ballots.</p> <p>The students will go to the computer to vote for the candidate of their choice.</p> <p>All students will walk away from voting area wearing an “I voted” sticker.</p>
<p>Elaborate / Extend (This section gives students the opportunity to expand and solidify their understanding of the concept and apply it to a real world situation.)</p>	<p>Make a candidate collage. Invite student to clip photos, cartoons, headlines, and other information about each candidate from newspapers, magazines, and other sources. Have students bring in their clippings and tape them to the collage. Use the collage to guide students to understand facts about the candidates so that they can make informed choices during your classroom election.</p> <p>After the virtual election, students could use the information to graph the different votes for each candidate. On the computer, students could create a bar graph reflecting the IISD election and the national one.</p>
<p>Evaluate</p>	<p>The teacher will evaluate the student by listening to responses and observing the students during their voting process.</p> <p>Why is it important to vote?</p> <p>Why do adults vote?</p> <p>How does the President get his job?</p> <p>What are ballots?</p> <p>How do you fill out a ballot?</p> <p>Why do we vote in secret?</p>