

Quality Lesson Components Inquiry Based Model

Standards Addressed: Content TEKS Tech Apps. TEKS	This lesson can tie in with the end of the Texas Revolution Unit and/or the beginning of the Republic of Texas Unit. 113.23.B.07.21.B - The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. 113.23.B.07.03.B - The student is expected to explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto. 113.23.B.07.04.A - The student is expected to identify individuals, events, and issues during the Republic of Texas and early Texas statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo.
Lesson Title or Topic:	Create a Candidate!
Objectives: Content Language	The students will create their own ideal candidate for President of the Republic of Texas or create their own ideal candidate for President of the United States and create a visual aide to enhance the election speech (ppt, moviemaker, photostory3, poster, etc).
Key Vocabulary	Candidate, President, Executive, Legislative, Judicial, political issues, biography, platform.
Materials:	Laptops or student desktops; Nettekter; Library Databases; Smart Voter Website: http://www.smartvoter.org/1999mar/voter/judgecan.html
Engage (The activities in this section capture the student's attention, stimulate their thinking and help them access prior knowledge.)	<ol style="list-style-type: none"> 1. Have students make a list of what is important to them personally. 2. They can brainstorm ways that government can help the country today. 3. List what was important to Texas at the time period being studied. 4. Compare that list to what is important to the United States today. (suggestion: double bubble map) 5. Show Smart Voter website or appropriate substitute & discuss what makes an ideal candidate. <p>Teachers will record the general discussion in Word as students are speaking to project it on the big screen. Teachers can also search youtube or google movies for appropriate political advertisements to set the scene.</p>
Explore (In this section students are given time to think, plan, investigate, and organize	Students will research issues (Library Databases) of the proper time period (then or now) and create a candidate as described in the objectives sections. Students will need to include: Name of Candidate, Political Party, 3 major issues, a candidate biography, and

collected information).	physical description of the candidate. Students will then prepare an election speech to present to the class. To enhance their speech, students will create a visual aide using PowerPoint, PhotoStory3, MovieMaker, or Excel (to make poster) to use during their presentation.
Explain (Students are now involved in an analysis of their exploration. Their understanding is clarified and modified because of reflective activities).	After listening to the speeches, there can be a group discussion narrowing the class selection to two candidates. The teacher can have students “rate” each candidate to help them narrow down. The students must vote for the one candidate they feel will be lead the country (Texas or the United States) & they must explain why they voted that way.
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.)	<ul style="list-style-type: none"> • Create a Logo for your candidate using the Democrat’s Donkey and the Republican’s Elephant as examples. Use Paint or Paint.Net to enhance your logo. • Participate in a mock presidential election voting for a current candidate.
Evaluate	Students will be evaluated on their individual candidate’s profile, speech, visual aide product, & reasoned choice for president. They will also be evaluated on their participation in the discussion portion of the lesson.