

Electing a President (ESL Lesson)

Objective (s): The student will be able to:

- Identify some of the roles of the President of the United States.
- Decide on the qualities that a president should possess.
- Explain voting as a method for electing the President of the United States.
- Participate in a mock election in order to demonstrate an understanding of the election process.
- Utilize creative and critical thinking skills.

TEKS:

Social Studies (1.12) (B); (13) (A)
ESL 128.3 (b)(1)E(i); 128.3 (b)(18)(C)

Vocabulary:

- Candidate
- Duties
- Election
- Mock
- President
- Privilege
- Vote
- Democrat
- Republican

Materials:

- A social studies box in the form of a ballot box (shoe box) which includes: a small donkey, a small elephant, If I were President book by Catherine Stier, a U.S. flag, a picture of Barack Obama, a voter registration card, number 4, number 18.
- Ballots for Mock Candy Election (see attached)
- Cutouts of the graphics for the political parties (see attached)
- "Wanted President" sheet for each student (see attached)
- Candy: Sour Punch Twist and Tootsie Pops

Learning strategies:

1. Begin the lesson by asking students if they know what is important about the second Tuesday of November, every 4 years. *It is a special day for citizens of*

our country who are eighteen years of age, or older, to go and vote for a leader, or president. It only happens once every four years. That would make 2012 an election year, 2016, 2020, etc.

2. Ask the students and write responses on the board to the question, *Why do you think our country has a president? Why do you think we only elect a president once every four years? What do you think are some of the presidents duties/responsibilities or special privileges?*
3. Read the book If I Were President by Catherine Stier to the class. Direct attention to the list of duties/responsibilities or special privileges students thought the president might have. Discuss which assumptions were correct and those that were incorrect. Then have students share any additional presidential duties/responsibilities and special privileges that they learned from the book.
4. Ask students to brainstorm a list of qualities they think the President of the United States should possess and record answers on the board. Give each student a "Wanted for President" sheet and instruct the students to complete the sheet by composing three sentences that include the three qualities that they think are the most important when choosing a president. Students should refer to the brainstorm list of qualities and defend each choice. For example, "I think a president should be honest because...".
5. Then ask students what it means to vote. Discuss the questions: *Who is allowed to vote for the President of the United States? Why can't people under the age of 18 vote in elections? Do you think the voting age should be changed? Why or why not?*
6. Tell the students that they are going to participate in a mock Sour Punch Twist (Republican) vs. Tootsie Pops (Democrats) election. Give each student a ballot and explain how they should mark an "X" in the box opposite the name of the candy they like better. Then have students insert their ballot in the "ballot box".
7. Tally up the votes for the candidates. To visually represent the voting results, the teacher should make a graph on the board. The number of votes for Sour Punch Twist should be depicted by elephants and the votes for Tootsie Pops should be depicted by donkeys. Then explain the symbols for each political party and display the poster.

Parent/family/community inclusion:

The students will interview their parents on voting. They will ask questions related to their parents' voting beliefs and habits. For example:

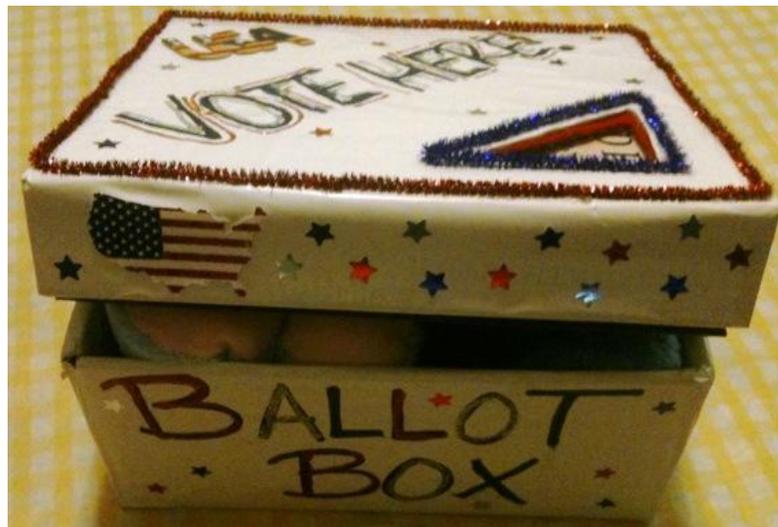
- Did you vote?
- Why did you vote?
- What are the benefits of voting?
- What qualities do you look for in a presidential candidate?

The students are to bring this information back to school the next day in order to have a class discussion.

Academic reinforcement/extension:

Using the qualities they talked about in class, students are to write a paragraph about what makes them a good presidential candidate, and why, and what kind of policies would they implement if they were president.

Social Studies Box (Images)



Ballots for Mock Candy Election

OFFICIAL CLASS Candy BALLOT

Please place an "X" in the box beside the candidate of your choice.

Sour Punch Twist (REPUBLICAN PARTY)

Tootsie Pops (DEMOCRATIC PARTY)

OFFICIAL CLASS Candy BALLOT

Please place an "X" in the box beside the candidate of your choice.

Sour Punch Twist (REPUBLICAN PARTY)

Tootsie Pops (DEMOCRATIC PARTY)

OFFICIAL CLASS Candy BALLOT

Please place an "X" in the box beside the candidate of your choice.

Sour Punch Twist (REPUBLICAN PARTY)

Tootsie Pops (DEMOCRATIC PARTY)

WANTED: FOR PRESIDENT

I think a president should be
_____ because

_____.

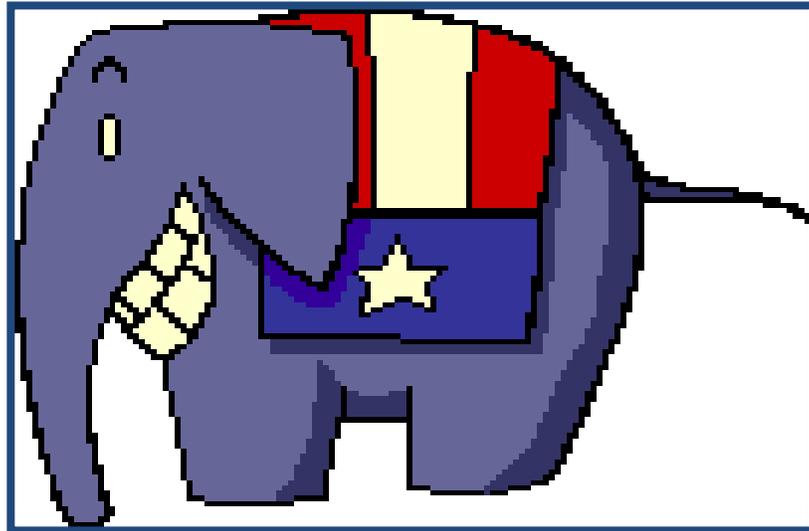
I think a president should also
be _____ because

_____.

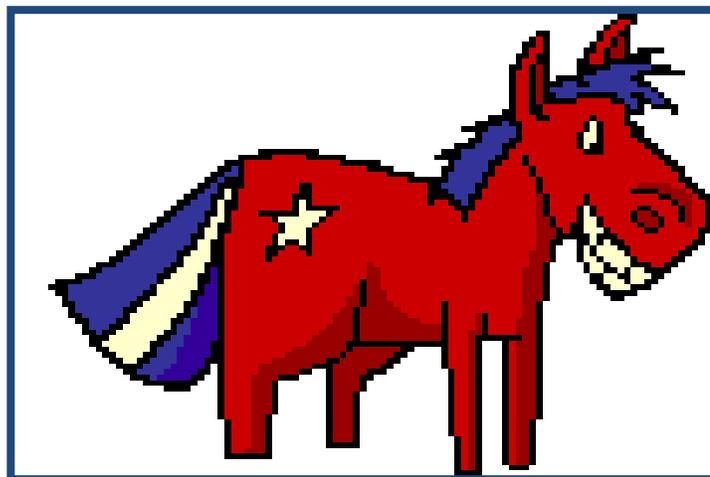
And I think a president should
be _____ because

_____.

Graphics of the Political Parties



Sour Punch Twists
(Republican)



Tootsie Pops
(Democrats)