

Presidential Election

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

- Recall aspects of the story and respond to the teacher's questions.
- Demonstrate the voting process.
- Analyze, compare, and contrast the candidates of the election.
- Develop opinions of the candidates and vote for a candidate.
- Discuss and analyze the votes and winner of the election.
- Compare the number of votes between the four candidates
- Solve math problems using a table

TEKS:

§111.14. Mathematics, Grade 2.

(2.12) (B)

(2.11) (B)

(2.3) (A)

(2.11) (B)

§113.4. Social Studies, Grade 2.

(2.4) History. (A)(C)

(2.11) Government. (A)

(2.12) Government. (B)

Vocabulary:

- Election
- President
- Candidate
- Ballot
- Registration Card

Materials:

- Social studies box containing:
 - Registration card
 - Election ballot
 - United States flag
 - Pictures of candidates

- Candidate speech
- U.S. Constitution
- An elephant
- A donkey
- White house figurine
- Election posters
- “I voted” stickers
- Ballots (enough for the class)
- Book “My Teacher for President” by Kay Winters
- Book “Duck for President” by Doreen Cronin
- Candidate poster with each of the four candidates
- Registration cards for the class
- Ballot box
- “I voted” stickers
- “Election official” stickers

Learning strategies:

1. Walk in wearing an “I voted” sticker. Ask them if they know anything about voting. Tell the students how the President won his position or job. Show the class the social studies box and what it contains.
2. Day 1: Read “Duck for President” and “My Teacher for President” and discuss information regarding voting.
 - Show them the ballot slips and explain the parts of the ballot slip. Show them the four candidates that will be in the election and explain issues that they stand for (make up student friendly issues). The teacher will explain and demonstrate how to fill out a registration card.
 - The teacher will demonstrate how to fill out a ballot and where to put their ballot after they vote. The teacher will explain that voting is a private privilege and they are not to share their choices with their classmates.
 - The students will be asked to recall the process and then ask questions to help them further understand the process. The teacher will show the students the candidates. They will register before they vote and will fill out a pre-made registration card. The kids will decide which candidate to vote for and cast their ballots.
 - The teacher will remove the votes from the social studies box. The teacher and the children will take a count of the votes by making tally marks on a poster board.

3. Day 2: The students will work out math problems in their own paper using a table with the number of votes from the presidential election.
 - The students will compare the number of votes for the four presidential candidates.
4. Technology use: The teacher will use a computer to show a slide show of the candidates and pictures of election processes in the United States
5. Conclusion: The teacher will announce the winner of the election and will begin a discussion on the importance of voting. The students will also discuss why they voted for their candidate of choice. The students will also be given an opportunity to ask the teacher questions regarding the class election.
6. Evaluation: The teacher will evaluate the student by listening to responses and observing the students during their voting process. The teacher will also check to see if the students voted correctly during the election. The teacher will evaluate their math work by monitoring the students as they work and asking students to volunteer and go to the board to work out problems.

Parent/family/community inclusion:

The teacher asks the parents to talk about the election process and the importance of voting the day before the lesson.

Academic reinforcement/extension:

Math: The students can graph the results from the election and post them in the classroom. The students will also work out mathematical equations using the data table from the number of votes of each given candidate.

Language Arts: They can make their own campaign posters to state why one candidate is better than the other.

References:

<http://viking.coe.uh.edu/~jpierc26/cuin3113/product5/ve.htm>

Images

