

Teaching the Election



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How do you teach the election?

- www.socrative.com
- Go to Student login
- Enter Room #350125
- (Last name, First name)- you may make up an alias
- Please take the assessment- SS Forum Quiz-Election

Learning Targets...

- I can create a lesson/unit integrating the CCLS with my content standards involving the election.
- I can integrate and utilize technology in my lesson/unit for the election.



NYS Content Standards

- **United States and New York History**

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

- **World History**

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

- **Civics, Citizenship, and Government**

- Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Common Core Learning Standards

R.7: Integration of Knowledge and Ideas

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

W.6: Production and Distribution of Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8: Research to Build and Present Knowledge

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11: Responding to Literature

Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

Let's dive in!



1. Mock election!

- Have your class form a mock election in 2 ways:
- [Google forms](#) & paper ballots
- Allow students to vote in either format
- The class compares voter turnout
 - Publish their findings in writing- W.6
 - School newspaper
 - [Blogger](#) (Google)



Other options...

- Compare a past mock election you have done in the past with today's election.
 - FYI.... Google tools has really started to take off and formed in 2008!



2. Comparing the Candidates

- Using the internet (**reliable sources**), news articles, and any additional information, fill in the chart.
- After completing that task, with a partner, use the information from your charts to compare and contrast the two candidates in the Top Hat.
 - R.7: Integration of Knowledge and Ideas
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Name: _____

Use the internet (reliable sources), news articles, and any additional information to fill in the chart below.



<u><i>Barack Obama</i></u>	<u><i>Information</i></u>	<u><i>Mitt Romney</i></u>
	Political Party	
	Vice President	
	Abortion	
	Afghanistan	
	Taxes	

Global Connection



Questions to ask...

- Ask prompting questions before giving a writing task:
- Are the 2 candidates more alike or different? Explain your response.
- In looking at the current state or our country, how can each candidate make an impact? Pros & cons!
- What generalizations can you make about each candidate?

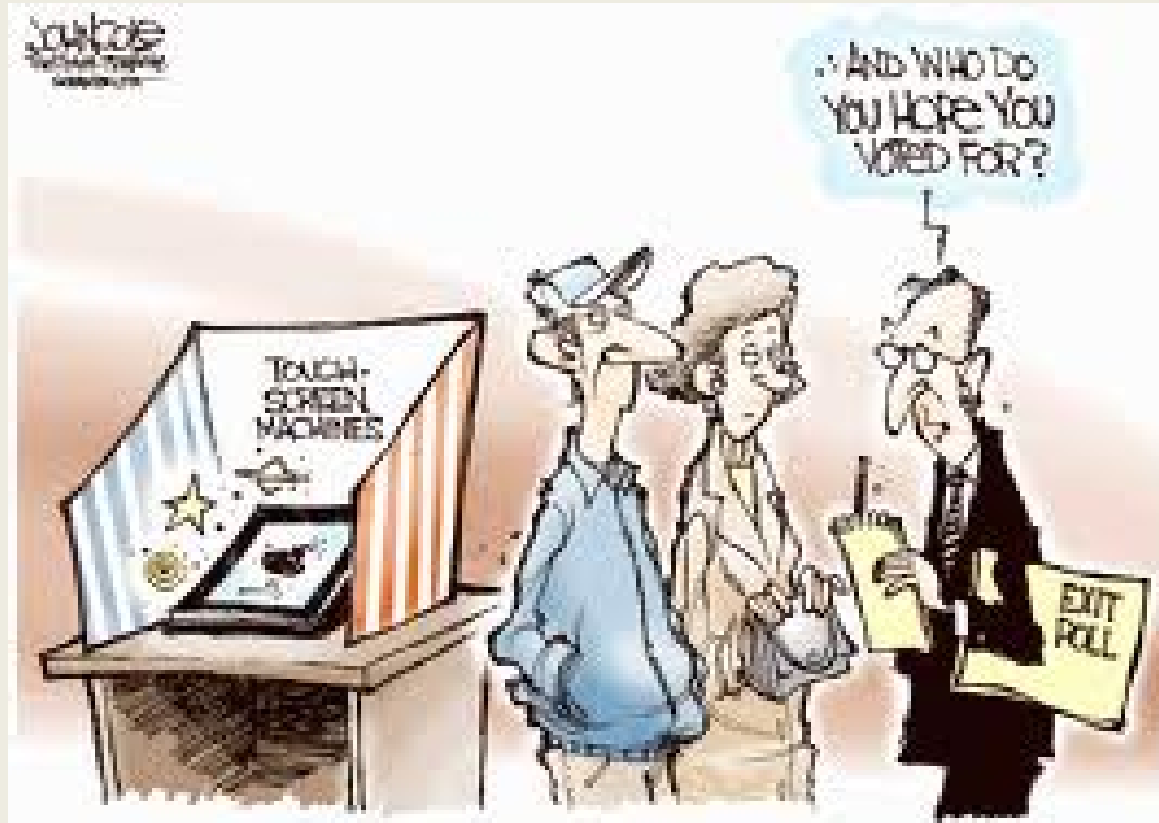
Other options...

- Compare:
- Impact of elections in other countries/
civilizations
 - Global Studies connection
- Past elections with today's election

Project time!

- Give a task to be completed based off the information they researched!
- **Task:** After completing the chart and Top Hat organizer, you must pick one of the following and design a project:
 - **Integration of many standards here depending on the project type!**
- Newspaper article (digital)
- Political poster (Glogster)
- Write a biography on one of the candidates
- Create a documentary on one of the candidates with a script
 - Provide a rubric for each
 - More specific instructions with a handout

Other election ideas...



What have you done?

Other ideas...

- Follow political news on Twitter/FB feeds
 - Write about their findings
 - #hashtag important ideas
- Create a voki of candidates
 - Quote important beliefs
- Create a “Youth Campaign” to get unregistered voters to vote
 - Utilize media, QR codes, etc.
- Election prediction based on public opinion!

Other ideas...

- Election wall
 - Articles on a wall each day given a topic
- Electoral College
 - Analyzing maps, charts, and graphs
 - Making predictions on how to win
- Class Museum-articles & artifacts
 - “Gov’t of the People”
 - “Gov’t by the People”
 - “Gov’t for the People”



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Great resources!

- <http://www.livingroomcandidate.org/>
- <http://www.4president.org/>
- <http://2012.presidential-candidates.org/>
- <http://www.nwp.org/cs/public/print/resource/2642>
- <http://www.270towin.com/>
- <http://education.randmcnally.com/digital-learning/play-the-election/#teacher>
- www.delicious.com/lauren21783/



- All of these links are on the delicious account.
- Also on the Weebly!

Questions?



Work time!

- During this time, please utilize it to create an activity and/or lesson to use for the upcoming election.
- This is a time for collaboration. We are here to help.
- Let's share today and also in December the great things your classroom is doing!
- We want to add onto the Weebly today.

Thank you!

- Please feel free to contact us if you have any questions, comments, or concerns!
- Lauren Carnahan-
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- Dana Serure-
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- See you Friday, December 7th!
- Fill out the evaluations before leaving.

