Thematic Unit on Elections: Lesson #1

Lesson: Three Branches of Government Review / Introduction to Thematic Unit on Elections

Length: 30-40 minutes   **Grade:** Fifth grade

Academic Standard(s):
Social Studies - Civics and Government
5.2.7 Functions of Government: Describe the three branches of the United States government, their functions and their relationships. (Core Standard)

Performance Objectives:
Given a graphic organizer, the fifth grade students will identify the three branches of government in the United States with 100% accuracy.

Given a graphic organizer, the fifth grade students will label at least three functions of each branch of government in the United States.

Assessment:
To assess the students on the performance objectives, the teacher will look at their graphic organizer and fill out a rubric. (Rubric located at the end of the lesson plan)

Advanced Preparation by Teacher:
Rubric (20 copies)
White poster sized paper (3)
Construction paper (at least 20)
Colored markers
Teacher Resource Handout (1 copy for teacher)
Graphic Organizer Handout (1 copy for teacher)

Procedure:
Introduction/Motivation:
1. In preparation for their Thematic Unit on Elections, have a discussion/review of the three branches of government in the United States. What do they (the students) know about the three branches of government?
2. Ask the students: "Why do you think it is important for us to understand the role and functions of our three branches of government in the United States?" **(Bloom: Analysis)** The teacher will need to help the students make a connection between the three branches of government and elections.

Step-by-Step Plan:
3. Tell the students that today we are going to do an activity that involves reviewing the three branches of government in the United States as well as their role/functions.
4. Ask the students: "What is the name of one of our branches of government?" **(Bloom: Knowledge)**

5. Write students' response on one of the three white poster sized papers. **(Gardner: Visual-Spatial)**
6. Continue Steps 4 & 5 until all three branches of government are said.
7. Explain to the students that for this activity, they will be divided into groups of three. In their groups they will designate a recorder who will take notes on a piece of notebook paper. As a group, they will need to discuss the role/functions of each branch of government. Once they have written down at least three descriptions that include the role/functions for each branch of government, they will need to raise their hand and the teacher will check-in with them. **(Gardner: Verbal-Linguistic, Interpersonal)**
8. Once all 6 groups have finished, have each group designate a writer (the group member who was not the recorder) who will write their descriptions under each White Poster Sized paper.
9. Explain to the students that there should be no repeated description under any branch of government.
10. Once everyone has finished, have each group designate a spokes person (the group member who was not the recorder or writer) who will present to the class the descriptions they wrote under each branch of government.
11. Have spokes person from each group come up to the front of the classroom.
12. Guide the students in presenting each branch of government as well as their descriptions that include the role/functions of each branch.
13. Using the **Teacher Resource Handout** (located at the end of the lesson plan), add any information that may have been missed during the presentation of each branch of government.
14. Once all branches of government have been presented and discussed, have students go back to their seats.
15. Explain to students that they will create a graphic organizer that will be used as a helpful tool to remind them of each branch of government in the United States as well as a description of the role/functions of each branch.
16. Pass out construction paper to the students.
17. Using the **Graphic Organizer Handout** (located at the end of the lesson plan), model how the students should set up their graphic organizer on their piece of construction paper.
18. Once students are finished with their graphic organizer, have them turn them in up by the teacher's desk.

Closure:

19. Once students have turned in their graphic organizer, have them pull out a piece of notebook paper and write a response to the following questions (Write questions on chalkboard) . . . **(Gardner: Intrapersonal, Visual-Spatial)**

    Question #1:
Based on what you know about the three branches of government in the United States, how would you explain the importance of having the three branches of government? **(Bloom: Evaluation)**

Question #2:

How will you remember the three branches of government and their role/functions? **(Bloom: Application)**

Question #3:
What do you know about elections? **(Bloom: Comprehension)** This question will tie into Lesson #2: Voting.

20. Have students turn in their answers to the questions above as their exit slip.

Adaptations/Enrichment:
Note: The first two are students identified in my fifth grade placement. These students have a classroom assistant for Special Education who is in the fifth grade classroom assisting them as my cooperating teacher teaches. Also, I have discussed with my cooperating teacher about what I will need to do in order to adapt my lesson plans to meet their needs such as reduce an assignment.

Student with a disability in reading/language arts:
The student with a disability in reading/language arts will have help from the classroom assistant for Special Education. He or she will also have a modified rubric where he or she will only have to give at least one function for each branch of government in the United States.

Student with a disability in math:
The student with a disability in math should not have any complications with this lesson because there is no math related components.

Student with Gifts and Talents in Creativity
The student who is identified as gifted and talented will not only label at least three functions of each branch in the United States government, but also include how each branch works together "Checks and Balances."

Student with ADHD
The student with ADHD will need structure in his or her group. In this lesson, each group has specific jobs, which are Recorder, Writer, and Spokes Person. Also, this lesson is designed for both group work and individual work, so the student with ADHD will not be in a group for any longer than 15 minutes.

Self-Reflection:
- Did my students understand my directions for the foldable?
- Were the students able to identify the three branches of government in the United States?
- Were the students able to label at least three functions of each branch of government in the United States?
- What parts of the lesson went well?
- What parts of the lesson did not go as well?
- How will I improve my lesson for the next time I teach?

References:
Fifth Grade Indiana Social Studies Textbook – The United States: Making a New Nation

Rubric
Three Branches of Government Review - Graphic Organizer

Name: _____ Date: _____

Performance Objectives	1	2	3	Score
Identify the three branches of government in the United States	Identified one branch of government	Identified two branches of government	Identified all three branches of government	
Label at least three functions of each branch of government in the United States	Labeled 1 function of each branch of government	Labeled 2 functions of each branch of government	Labeled 3 or more functions of each branch of government in the United States	
COMMENTS:				
			TOTAL	**/6**

Rubric
Three Branches of Government Review - Graphic Organizer

Name: _____ Date: _____

Performance Objectives	1	2	3	Score
Identify the three branches of government in the United States	Identified one branch of government	Identified two branches of government	Identified all three branches of government	
Label at least three functions of each branch in the United States government	Labeled 1 function of each branch of government	Labeled 2 functions of each branch of government	Labeled 3 or more functions of each branch of government in the United States	
COMMENTS:				
			TOTAL	**/6**

Teacher Resource

Legislative Branch
CONGRESS
- Propose bills
- Makes laws
- Passes taxes
- Approves treaties
- Approves appointments

* Can override the President's veto

* Approves appointment of Supreme Court justices

Executive Branch
THE PRESIDENT
- Carries out, or enforces, laws
- Manages the government
- Suggest new laws
- Make treaties
- Heads the armed forces

* Can veto a bill passed by Congress

* Nominates Supreme Court justices

Judicial Branch
THE SUPREME COURT AND OTHER FEDERAL COURTS
- Decide whether or not laws are constitutional
- Explain the meanings of treaties

* Can rule that a law is unconstitutional

* Can rule that the President's actions are unconstitutional

Graphic Organizer

DIRECTIONS: The graphic organizer should look like the one below. MODEL for students! This is a FOLDABLE graphic organizer. Fold the construction paper in half leaving a little rectangle space at the bottom. Cut on the dotted lines.

Legislative Branch	Executive Branch	Judicial Branch

The Three Branches of the U.S. Government

Thematic Unit on Elections: Lesson #2

Lesson: Election Vocabulary

Length: 30-40 minutes   **Grade:** Fifth grade

Academic Standard(s):
Social Studies – Civics and Government
5.2.9 Roles of Citizens: Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process. Core Standard
(For this lesson, I want the students to have knowledge of the vocabulary used in elections before going into the election process, voting, and so on.)

Performance Objectives:
When given blank 3x5 index cards, the fifth grade students will correctly write the definition for each election vocabulary word.

When given blank 3x5 index cards, the fifth grade students will draw an image for each election vocabulary word.

Assessment:
To assess the students on the performance objectives, the teacher will use a checklist to check off students who have correctly written the definition for each election vocabulary word as well as drawn an image that will help them remember the meaning of each vocabulary word. (Checklist is located at the end of the lesson plan)

Advanced Preparation by Teacher:
3x5 Index Cards (15 for each student)
Interactive Bulletin Board: Election Vocabulary
Election Vocabulary Worksheet (20 copies)
Checklist (1 copy for teacher)

Procedure:
Introduction/Motivation:
1. Remind students that in the Lesson #1, we discussed the importance of having the Three Branches of Government. Ask the students: Who can remind us of the importance of having the Three Branches of Government? **(Bloom: Comprehension)**
2. Explain to students that we have people called officials who help run our government. These officials work at the local, state, and national levels. Jobs or offices held by people at the local level include mayor, city council, sheriff, and school board members. Offices held by people at the state level include governor, state legislators, and judges. Offices held by people at the national level include president, vice president, and members of Congress. **Note to teacher: Make a web on the chalkboard for Local, State, and National. Then, fill in the webs for each office that is held at the Local, State, and National. **(Gardner: Verbal-Linguistic, Visual/Spatial)**

3. Ask the students: Does anyone know how these officials obtain office? **(Bloom: Knowledge)**.
4. Direct students' attention to the Election Vocabulary Bulletin Board.

Step-by-Step Plan:

5. While pointing to the Election word on the bulletin board, tell the students that today they will be introduced to words used during an Election. Also, explain to the students that these words will be their vocabulary words for this unit and that your goal is for them to use these words throughout the unit on elections. **(Gardner: Visual-Spatial)**
6. Choose a volunteers to come up to the bulletin board and do the following
    a. Using a pointer, read the vocabulary word
    b. Flip open the card on the bulletin board and read the definition **(Gardner: Bodily-Kinesthetic / Visual-Spatial)**
7. Repeat Step 6 until all twelve vocabulary words have been introduced. In addition, while volunteers are introducing the election vocabulary words, talk with the students about each word.
8. Before passing out the **Election Vocabulary Worksheet** (located at the end of the lesson) and the **blank 3x5 index cards**, explain to students that they will be writing the vocabulary word on one side of the index card and on the other side, they will write the definition and a drawing of an image to help remind them of the meaning of each vocabulary word. (Show an example of both sides of the index card on the chalkboard) **(Gardner: Visual-Spatial / Intrapersonal)**
9. While students are working on their vocabulary flashcards, go around the room and assist students as needed.
10. As students are finishing their vocabulary flashcards, have them first come to you, so that you can check their flashcards and record on the **Checklist** (located at the end of the lesson plan).
11. Once students have checked in with you, allow students to partner up with a classmate to practice their Election Vocabulary words. **(Gardner: Interpersonal)**

Closure:

12. Once all students have finished making their flashcards and have checked in with you, have them pull out a piece of notebook paper and write a response to the following questions (Write questions on chalkboard) . . . **(Gardner: Intrapersonal, Visual-Spatial)**

    Question #1:
    Do you think we should hold elections for people who want to run for office? Why or why not? **(Bloom: Evaluation)**

    Question #2:
    Write a sentence using one of your vocabulary words. **(Bloom: Application)**

    Question #3:
    What do you know about voting in an election? **(Bloom: Comprehension)**
    Note: Lesson #3 is about Voting

13. Have students turn in their answers to the questions above as their exit slip.

14. Say to the students: "Tomorrow, we will be talking about Voting. We will learn about voting rights and voting qualifications as well as the importance of voting."

Adaptations/Enrichment:
Note: The first two are students identified in my fifth grade placement. These students have a classroom assistant for Special Education who is in the fifth grade classroom assisting them as my cooperating teacher teaches. Also, I have discussed with my cooperating teacher about what I will need to do in order to adapt my lesson plans to meet their needs such as reduce an assignment.

Student with a disability in reading/language arts:
While the students make their own vocabulary flashcards, the student with a disability in reading/language arts will have help either from the teacher or the classroom assistant for Special Education. This assignment will be modified by already having the definitions written on one side of the index card. With the assistance of either the teacher or classroom assistant for Special Education, the student will match and write the vocabulary word that matches the definition and draw an image that will help him or her remember the meaning.

Student with a disability in math:
The student with a disability in math should not have any complications with this lesson because there is no math related components.

Student with Gifts and Talents in Creativity
The student who is identified as gifted and talented will not only follow the directions for making his or her vocabulary flashcard, but also write sentences using each of their vocabulary words in each sentence.

Student with ADHD
The student with ADHD will need structure. This lesson is designed for whole group, individual, and partner work, so the student with ADHD will need clear directions given by the classroom teacher as well as smooth transitions from each task. While the student is making his or her vocabulary flashcards, periodically check to make sure he or she is on task and focused. If he or she needs a break, allow him or her to go to the Election Vocabulary Bulletin Board to practice his or her vocabulary words for about 5min.

Self-Reflection:
- Did my students understand my directions for making their Vocabulary Flashcards?
- Did the majority of my students meet the performance objectives by writing the definition of each vocabulary word as well as drawing an image to help them remember its meaning?
- Did the students understand the three questions I asked at the end of the lesson?
- What parts of the lesson went well?
- What parts of the lesson did not go as well?
- How will I improve my lesson for the next time I teach?

References:
Election Connection: The Official Nick Guide to Electing the President
D is for Democracy: A Citizen's Alphabet by Elissa Grodin

Election Vocabulary Words

1. **ballot**
   A form—paper or electronic—that voters use to cast their votes

2. **candidate**
   A person running for political office

3. **campaign**
   The organized effort to get a candidate elected

4. **debate**
   A public meeting in which candidates discuss and argue their viewpoints

5. **democracy**
   A system of government in which power is shared by all of its citizens

6. **democrat**
   A member of the Democratic Party--The Democratic Party is one of two main political parties in the United States.

7. **nominee**
   The person that a party chooses to be its candidate

8. **platform**
   The principles and ideas that a candidate and his or her party feel are most important

9. **political party**
   An organized group of people with similar political viewpoints who work together to promote their ideas and to elect candidates who share their beliefs

10. **representative democracy**
    A system in which voters elect people to represent their views in government

11. **republican**
    A member of the Republican Party—The Republican Party is one of two main political parties in the United States.

12. **Third party**
    Any political party other than the Democratic Party or the Republican Party

Checklist

Lesson: Thematic Unit on Elections: Lesson #2 - Election Vocabulary

Performance Objectives:
#1: When given blank 3x5 index cards, the fifth grade students will correctly write the definition for each election vocabulary word.
#2: When given blank 3x5 index cards, the fifth grade students will draw an image for each election vocabulary word that will help them remember the meaning.

Name	Objective #1	Objective #2	Comments

Thematic Unit on Elections: Lesson #3

Lesson: Voting

Length: 25-30 minutes   **Grade:** Fifth grade

Academic Standard(s):
Social Studies – Civics and Government
5.2.9 Roles of Citizens: Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process. Core Standard
(For this lesson, I want the students to have knowledge of citizen's rights and responsibilities, voting qualifications and the importance of voting.)

5.2.6 Functions of Government: Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders. (Core Standard)
(This standard will be covered in this lesson, but will not be assessed.)

Performance Objectives:
Given a word bank, the fifth grade students will write the correct word on the blank to complete each statement in regards to voting.

Given the Voting worksheet, the fifth grade students will accurately describe how citizens give power to the government.

Given the Voting worksheet, the fifth grade students will justify the importance of voting with 100% accuracy.

Assessment:
To formatively assess the students on the performance objectives, the teacher will look over their Voting worksheet and take note as to what questions the students miss. There will not be a grade for this worksheet because it is a formative assessment and will be used as a tool to guide further instruction. Also, at the beginning of the next lesson, the teacher will go over the answers on the Voting worksheet because the students will use this worksheet as a study guide for the summative assessment at the end of the unit.

Advanced Preparation by Teacher:
Voting Web Handout (1 copy for teacher)
Voting Worksheet (20 copies)
Voting Worksheet Answer Key (1 copy for teacher)

Procedure:
Introduction/Motivation:
   1. Begin the lesson by reviewing the Election Vocabulary from Lesson #2. Have students get with a partner and go through their Election Vocabulary flash cards.

2. Then, focus students' attention on the Election Vocabulary word, **Voting** by writing on the center of the chalkboard the word **Voting** and put a circle around the word.
   - **Note to teacher:** You will be making a web about voting. Throughout the lesson, you will be adding information to the web that relates to voting. See **Voting Web Handout** at the end of the lesson plan)
3. Divide student into groups of 3 and have students share with their group members their response to the following question asked in Lesson #3. **(Gardner: Interpersonal)**
   - Question: What do you know about voting in an election? **(Bloom: Comprehension)**
4. Have students come back together and share their responses to the whole class.
5. As students are sharing what they know about voting, make lines coming off the word Voting and add their responses to the web. Note to teacher: Only add appropriate responses that relate to Voting. **(Gardner: Visual/Spatial)**

Step-by-Step Plan:
6. Read **page 28: V is for Voters** from the book *D is for Democracy: A Citizen's Alphabet* by Elissa Grodin. Also, show the students the picture on this page. **(Gardner: Verbal/Linguistic, Visual/Spatial)**
7. Explain that in local, state, and national elections, voters select their representatives and leaders. If the voters do not like certain laws, they can elect leaders who they think will change the laws. **(Gardner: Verbal/Linguistic)**
8. Ask the students to give examples of representatives and leaders. **(Bloom: Knowledge)**
   - **Note to teacher:** Add "representative and leaders" to the Voting web if it is not already there.
9. Ask the students: "What would result if we did not vote officials into office?" **(Bloom: Application)**
   - **Note to teacher:** This is where you need to discuss the importance of voting and bring up the Election Vocabulary Word: Representative Democracy, which is located on the interactive bulletin board.
10. Explain to students that when you are 18 years old, they can register to vote. Refer back to the **page 28: V is for Voters** from the book *D is for Democracy: A Citizen's Alphabet* by Elissa Grodin where it talks about voter registration form.
11. Ask the students: Why do you think the voting age is 18 years of age or older? **(Bloom: Analysis)**
    - **Note to teacher:** Add "18 years or older to vote" to the Voting web if it is not already there.
12. Using the **Voting Web Handout** (located at the end of the lesson plan) add to the Voting web on the chalkboard anything that did not get mentioned. Make sure to discuss each detail you add to the web.

Closure:

13. Go over directions on the **Voting Worksheet** (located at the end of the lesson plan).
14. Explain to the students that when they are finished to turn in their **Voting Worksheet** in the tray at the front of the classroom.

15. Explain that when they are finished, they can practice their Election Vocabulary Flashcards from Lesson #2 individually or with a partner. **(Gardner: Interpersonal/Intrapersonal)**

16. Pass out the **Voting Worksheet** and have students begin filling out the worksheet. **(Gardner: Intrapersonal)**

17. Say to students: "Tomorrow we will focus on another one of our Election Vocabulary Words, which is Political Parties."

Adaptations/Enrichment:
Note: The first two are students identified in my fifth grade placement. These students have a classroom assistant for Special Education who is in the fifth grade classroom assisting them as my cooperating teacher teaches. Also, I have discussed with my cooperating teacher about what I will need to do in order to adapt my lesson plans to meet their needs such as reduce an assignment.

Student with a disability in reading/language arts:
The teacher or the classroom assistant for Special Education will read each question on the **Voting Worksheet** to the student. This assignment has a word bank, which will help the student with a disability in reading/language arts fill in the blanks.

Student with a disability in math:
The student with a disability in math should not have any complications with this lesson because there is no math related components.

Student with Gifts and Talents in Creativity
The student who is identified as gifted and talented will have a modified **Voting Worksheet** that will not have a word bank.

Student with ADHD
The student with ADHD will need structure. This lesson is designed for whole group, individual, and partner work, so the student with ADHD will need clear directions given by the classroom teacher as well as smooth transitions from each task. While the student is working on his **Voting Worksheet**, periodically check to make sure he or she is on task and focused.

Student with Autism
For this student, make sure you repeat the directions for the **Voting Worksheet** more than once to ensure that he or she understands what is being asked of him or her. Also, modify the Voting Worksheet so that each question is a multiple choice question with two options, instead of fill in the blank.

Self-Reflection:
- Were my directions clear on the Voting Worksheet?
- Did the majority of my students meet the performance objectives by writing the correct word on the blank to complete each statement?
- Did the students understand the questions I asked during the lesson? Were any of the questions confusing or not clear? If yes, how could I reword these questions?

- Were the students able to justify the importance of voting?
- Were the students able to describe how citizens give power to the government?
- What parts of the lesson went well?
- What parts of the lesson did not go as well?
- How will I improve my lesson for the next time I teach?

References:
Election Connection: The Official Nick Guide to Electing the President
D is for Democracy: A Citizen's Alphabet by Elissa Grodin
Indiana Social Studies 5th grade textbook

Voting Web Handout for Teacher

The following bullet points should be included on the Voting web that you will draw on the chalkboard.

Voting

- **18 years or older to vote**
- **register to vote**
- **responsibility of a good citizen**
- **elect representatives and leaders**
- **must be a U.S. citizen**
- **Representative Democracy**

VOTING

Name _____

Directions: Read the following statements. Then, fill in the blanks using the word bank.

Word Bank					
eighteen	elect	voting	register	representative	voters

1. A democracy describes a government by the people, in which citizens exercise their power by _____.

2. The United States has what is called a _____ democracy. That means we choose people to represent our views in the government. We vote, and then elected people do all the work.

3. You must be a U.S. Citizen and _____ years old or older to vote in a local, state, or national election.

4. Before an election, you must _____ to vote.

5. In local, state, and national elections, _____ select their representatives and leaders.

6. If a voter does not like certain laws, he or she can _____ leaders who they think will change the laws.

Directions: Answer the following question.

7. How do citizens give power to the government?

_____

_____

8. Based on what you learned today, why is it important to vote?

_____

_____

_____

VOTING

Name _____Answer Key_____

Directions: Read the following statements. Then, fill in the blanks using the word bank.

Word Bank

eighteen   elect   voting   register   representative   voters

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1. A democracy describes a government by the people, in which citizens exercise their power by __**voting**_____.

2. The United States has what is called a ___**representative**_____ democracy. That means we choose people to represent our views in the government. We vote, and then elected people do all the work.

3. You must be a U.S. Citizen and _____**eighteen**_____ years old or older to vote in a local, state, or national election.

4. Before an election, you must __**register**_____ to vote.

5. In local, state, and national elections, __**voters**_____ select their representatives and leaders.

6. If a voter does not like certain laws, he or she can _**elect**_____ leaders who they think will change the laws.

Directions: Answer the following question.

7. How do citizens give power to the government?

Answer should say something like: Citizens give power to the government by voting to elect leaders.

8. Based on what you learned today, why is it important to vote?
Possible answers: By voting…
                      We take part in running the U.S. government
                      We change laws we disagree with
                      Our voices are heard through representatives/leaders

Thematic Unit on Elections: Lesson #4

Lesson: Political Parties

Length: 20 minutes   **Grade:** Fifth grade

Academic Standard(s):
Social Studies – Civics and Government
5.2.9 Roles of Citizens: Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process. (Core Standard)

> *****Unpacking Standard:** When involved in the election process such as voting, one must understand the different types of political parties and what they stand for (a.k.a. "Platform") Therefore, in this lesson, I want students to have the knowledge of political parties because when voting a person into office, one is also choosing a political party.

Performance Objectives:
When given a piece of colored construction paper, the fifth grade students will design a Political Parties web with at least six details relating to the reading over Political Parties.

Using their Political Parties web, the fifth grade students will discuss the reading over Political Parties with two other group members, verified by the teacher.

Assessment:
To formatively assess the students on the first performance objective, the teacher will collect the students' Political Parties web and mark whether or not the students have at least six details relating to the reading over Political Parties. Markings will be as followed:
- +6 for at least six details
- +5 for five details
- +4 for four details
- +3 for three details
- +2 for two details
- +1 for one detail
  > ***This will not be for a grade, but will be used as a tool to guide further instruction as well as a study guide for the summative assessment at the end of the unit.

To formatively assess the students on the second performance objective, the teacher will go around and listen to each student discuss their Political Parties web to their group members and to make sure they are on task.

Advanced Preparation by Teacher:
Graded Voting Worksheets from Lesson #3 -Voting (20)
Voting Worksheet Answer Key from Lesson #3 – Voting (1 teacher copy)
Construction Paper: a variety of colors for students to choose from (20)
Election Connection: The Official Nick Guide to Electing the President (pages 33-35)

Procedure:
Introduction/Motivation:

1. Pass back the graded Voting worksheets from **Lesson #3 – Voting** and go over the answers. Remind students to hold on to their Voting worksheet because it can be used as a helpful study guide for the test at the end of the unit on elections.
2. Once students have put away their Voting worksheets from **Lesson #3 – Voting** ask the students: "Raise your hand if someone in your family (parent, grandparent, aunt/uncle) have voted in any type of election?"
3. Say to the students: "When your family member votes, he or she is not only voting for a person to run for office, but they also select a political party." **(Gardner: Verbal/Linguistic)**
4. Ask the student: "What is a political party? Does anyone know?" **(Bloom: Knowledge)**
5. Tell the students: "Raise your hand if you have ever heard of the words Republican and Democratic."
6. Say to the students: "These are names of the two main political parties. The Republican Party and the Democratic Party."

Step-by-Step Plan:

7. Direct students over to the interactive bulletin board where the Election Vocabulary is located and say to the students: "Let's review four of our Election vocabulary words!"
8. Have four volunteers go up to the bulletin board one at a time and read the definitions to the following Election vocabulary words: **political party, democrat, republican, Third party (Gardner: Bodily/Kinesthetic)**
9. Then, on the center of the chalkboard write the word **Political Parties** and put a circle around the word. **(Gardner: Visual/Spatial)**
10. Pass out construction paper and prepare students for filling out their individual Political Parties web by having them write the word **Political Parties** in the center of their paper and putting a circle around the word.
11. Explain to the students that as you read **Chapter 4: Political Parties** from the book *Election Connection: The Official Nick Guide to Electing the President* (pages 33-35), you would like for them to fill in their web with information related to the word Political Parties. **(Gardner: Intrapersonal)**
    - **Note to teacher:** The students are familiar with how to fill out a web because in Lesson #3, we created a class web on Voting on the chalkboard.
12. While reading, ask the following questions. In the book, there are sticky notes that designate when to ask the question as well as what question to ask the students.
    - "Why do we need political parties?" **(Bloom: Comprehension)**
    - **"**What do you think it would be like if there was only one political party in the United States?" **(Bloom: Synthesis)**
    - "The Elephant and the Donkey are symbols of the two parties. The Democrats think the elephant is stupid, but the Republicans think it is strong and intelligent. On the other hand, the Democrats think their donkey is smart and loveable while the Republicans think it is stubborn and silly. What do you think?" **(Bloom: Evaluation)**

13. After reading, divide the students into groups of 3 and have them share their Political Parties web with their group members. Have them also add to their webs if their group members have something that they did not have on their own web. **(Gardner: Interpersonal)**
14. After about 8 minutes with their group, have the students go back to their seats.
15. Have students share information they put on their Political Party webs with the whole class. **(Gardner: Verbal/Linguistic)**
    - **Note to teacher:** Based on what you read to the students, add any information about Political Parties that the students did not share with the whole class.

Closure:
16. Collect students' Political Parties web.
17. Write the following words on the chalkboard: **Three Branches of Government, Elections, Voting**, **Political Parties**. Next, have a discussion on what they have learned thus far about these four topics.
18. Tell the students that in the next lesson they will be learning about **The Media: The Good, the Bad, and the Ugly**. Then, explain to the students that after this lesson, the last few lessons will be in preparation for their Mock Election. Tell them that they will be using what they learned from the previous lessons and applying it toward a Mock Election that you will explain more in-depth once they have covered **The Media: The Good, the Bad, and the Ugly**.

Adaptations/Enrichment:
Note: The first two are students identified in my fifth grade placement. These students have a classroom assistant for Special Education who is in the fifth grade classroom assisting them as my cooperating teacher teaches. Also, I have discussed with my cooperating teacher about what I will need to do in order to adapt my lesson plans to meet their needs, such as reduce an assignment.

Student with a disability in reading/language arts:
The teacher will be reading Chapter Four: Political Parties out loud to all the students. Also, the student with a disability in reading/language arts will have support from his or her classmates when the students divide up into groups to share/discuss their Political Parties web.

Student with a disability in math:
The student with a disability in math should not have any complications with this lesson because there is no math related components.

Student with Gifts and Talents in Creativity
Have the student research about the two main political parties (Republican Party & Democratic Party) and share what he or she found with the whole class.

Student with ADHD
The student with ADHD will need structure. This lesson is designed for whole group, individual, and group work, so the student with ADHD will need clear directions given by the classroom teacher as well as smooth transitions from each task. While the student is sharing/discussing his

Political Parties web with his group members, periodically check to make sure he or she is on task and focused.

Student with Autism

For this student, make sure you repeat the directions for the creating a Political Parties web task more than once to ensure that he or she understands what is being asked of him or her. Also, the assignment will be modified so that the student will only be expected to have four details on his or her Political Parties web, instead of six details.

Self-Reflection:

- Did the majority of my students meet the performance objectives by writing at least six details on their Political Parties web?
- Did the students understand the questions I asked during the reading? Were any of the questions confusing or not clear? If so, how could I reword these questions?
- Were the students able to follow along while I read and jot down details on their Political Parties web?
- What parts of the lesson went well?
- What parts of the lesson did not go as well?
- How will I improve my lesson for the next time I teach?

References:

Election Connection: The Official Nick Guide to Electing the President

VOTING

Name _____Answer Key_____

Directions: Read the following statements. Then, fill in the blanks using the word bank.

Word Bank

eighteen   elect   voting   register   representative   voters

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19. A democracy describes a government by the people, in which citizens exercise their power by __**voting**_____.

20. The United States has what is called a ____**representative**_____ democracy. That means we choose people to represent our views in the government. We vote, and then elected people do all the work.

21. You must be a U.S. Citizen and _____**eighteen**_____ years old or older to vote in a local, state, or national election.

22. Before an election, you must __**register**_____ to vote.

23. In local, state, and national elections, __**voters**_____ select their representatives and leaders.

24. If a voter does not like certain laws, he or she can _**elect**_____ leaders who they think will change the laws.

Directions: Answer the following question.

25. How do citizens give power to the government?

Answer should say something like: Citizens give power to the government by voting to elect leaders.

26. Based on what you learned today, why is it important to vote?
Possible answers: By voting…
                    We take part in running the U.S. government
                    We change laws we disagree with
                    Our voices are heard through representatives/leaders

Thematic Unit on Elections: Lesson #5

Lesson: The Media's Role in Elections

Length: 30 minutes   **Grade:** Fifth grade

Academic Standard(s):
Social Studies – Civics and Government
5.2.9 Roles of Citizens: Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process. (Core Standard)
          ***Unpacking Standard:** In order for citizens to effectively voice opinions, monitor government, and bring about change in government, they must understand the role the media plays in elections. Therefore, in this lesson, I want students to have knowledge of the media's role in elections.

Performance Objectives:
Given a sheet of notebook paper, the fifth grade students will create a list of five attributes related to their section of the reading.
          ***Note:** The reading is Chapter 5: The Media: The Good, the Bad, and the Ugly from the book *Election Connection: The Official Nick Guide to Electing the President*. The four sections are as followed:
- Negative Advertising
- The Impact of Television
- Political Cartoons: That's Not Funny!
- How to be an Informed Viewer

Using their list where they wrote five attributes related to their section on the reading, the fifth grade students will explain their section of the reading to other classmates who have not read their section, verified by the teacher.

Assessment:
To formatively assess the students on the first performance objective, the teacher will collect the students' sheet of notebook paper and mark whether or not the students have a list of five attributes related to their section of the reading. Markings will be as followed:
- +5 for five attributes related to their section of the reading
- +4 for four
- +3 for three
- +2 for two
- +1 for one detail
          ***This will not be for a grade, but will be used as a tool to guide further instruction as well as a study guide for the summative assessment at the end of the unit.
To formatively assess the students on the second performance objective, the teacher will go around and listen to each student explain their section of the reading to their group members who have not read the section. As a student explains his or her section, his or her group members

<mark>should be writing down notes on that particular section of the reading, which will also help the teacher see whether or not the student explained his section clearly based on what his or her group members jotted down in their notes.</mark>

Advanced Preparation by Teacher:
- *Election Connection: The Official Nick Guide to Electing the President* (pages 44-49)
- Sheet of notebook paper (20)
- Make copies out of the book *Election Connection: The Official Nick Guide to Electing the President*
    - o Pages 45- 46 (4 copies) Section #1 – Negative Advertising
    - o Pages 47- 48 (4 copies) Section #2 – The Impact of Television
    - o Pages 48 - 49 (4 copies) Section #3 – Political Cartoons: That's not funny!
    - o Page 49 (4 copies) Section #4 – How to be an Informed Viewer

Procedure:
Introduction/Motivation:
1. Have a brief discussion about the Lesson #4: Political Parties and help students make a connection between political parties and the media's role in elections. How are political parties viewed by the media?
2. Then, introduce the lesson by talking about television commercials. Have several students share recent commercials they have seen on television. When sharing, ask the students the following questions:
    - "What is the commercial advertising?"
    - "Is it a positive or negative advertisement? For example, does the product put down another product in its commercial?"
    - "When watching commercials, what appeals to you? Why?"

Step-by-Step Plan:
3. On the center of the chalkboard write the word **The Media's Role in Elections**. **(Gardner: Visual/Spatial)**
4. Tell the students that the media plays a major role in elections whether it is through commercials on TV and/or news programs. Ask the students: "Why do you think the media plays a major role in elections?" **(Bloom: Evaluation)**
5. Have students raise their hand if they have seen a commercial on TV about a person running for office. Then, have students with their hands raised share with the class.
6. Propose the following question to the students: "How will you ever decide on a candidate?" and then say, "You might think it's easy to pick a candidate. You'll just watch the commercials and read the ads. They tell the truth about who the best candidates are. NOT! Candidates spend a lot of money on advertising. But remember: The goal of these ads is to get votes." **(Gardner: Verbal/Linguistic)**
7. Tell the students that for the next 15 minutes, they will be divide into groups and will read a section out of **Chapter 5: The Media: The Good, the Bad, and the Ugly** from the book *Election Connection: The Official Nick Guide to Electing the President*. After they have read their section, they will need to talk with their group members as well as individually create a list of five attributes related to their section of the reading because

they will be doing what's called a jigsaw. In a jigsaw, the students form new groups with other classmates who have read another section of Chapter five.

8. Count students off 1, 2, 3, 4, and repeat, so that in the end, there will be four groups with five students. Each group will have a section of Chapter Four to read. **(Gardner: Interpersonal)**
    - Group #1 will read *Negative Advertising*
    - Group #2 will read *The Impact of Television*
    - Group #3 will read *Political Cartoons: That's Not Funny!*
    - Group #4 will read *How to be an Informed Viewer*
9. Once the groups are formed and are seated in an area away from other groups, pass out the readings and sheets of notebook paper. Have students begin reading as well as creating a list of five attributes related to their section of the reading. **(Gardner: Interpersonal)**
10. After each group has finished their reading and their list of five attributes, explain to the students that they need to form a new group. In this new group, they need to have a classmate from all four different sections, so that they can each share what they learned from the reading. ***Help the students form these groups and make sure each group has at least one person from each section of Chapter Five.
11. Once the new groups are formed, allow students to share what they learned from their reading. Each student is basically teaching his or her classmates about their section of the reading. Students should take notes over the other 3 sections.
12. Once all group members have shared and everyone has heard from all four sections of Chapter Five have students return to their seats.
13. Write each section title (which is listed in Step 7) on the chalkboard and have all students write one of the five attributes related to their section of the reading on the chalkboard. **(Gardner: Intrapersonal)**
14. Once each student has written something on the chalkboard, go through each section of Chapter 5 as a class and have students share what they wrote on the chalkboard. Essentially, you are having a class discussion about **Chapter 5: The Media: The Good, the Bad, and the Ugly**. Be sure to ask the following question in the class discussion:
    - What is the media? **(Bloom: Knowledge)**
    - What can you say about the role of the media in elections? **(Bloom: Comprehension)**
    - When watching and listening to the media, how will you be an informed viewer? What will you do? **(Bloom: Application)**

Closure:
15. End the lesson by telling the students that they will begin their Mock Election preparation by first brainstorming ideas on School Issues in their next lesson. Therefore, students will need to go home and think about topics they would like to stand for on a school issue and share them in the next lesson. If students to not understand the task, then the teacher can offer examples of possible school issue topics.

Adaptations/Enrichment:
Note: The first two are students identified in my fifth grade placement. These students have a classroom assistant for Special Education who is in the fifth grade classroom assisting them as

my cooperating teacher teaches. Also, I have discussed with my cooperating teacher about what I will need to do in order to adapt my lesson plans to meet their needs, such as reduce an assignment.

Student with a disability in reading/language arts:
The student with a disability in reading/language arts will have support from his or her classmates when the students divide up into groups to read their section of **Chapter 5: The Media: The Good, the Bad, and the Ugly**.

Student with a disability in math:
The student with a disability in math should not have any complications with this lesson because there is no math related components.

Student with Gifts and Talents in Creativity
In his or her journal, have the student write about the positive and negative effects of the media in an election as well as explain the media's role in elections.

Student with ADHD
The student with ADHD will need structure. This lesson is designed for group work and whole group, so the student with ADHD will need clear directions given by the classroom teacher as well as smooth transitions from each task. While the student is reading and explaining his or her section of the reading, periodically check in with the student to make sure he or she is on task and focused.

Student with Autism
For this student, make sure you repeat the directions for creating a list of attributes related to his or her section of the reading more than once to ensure that he or she understands what is being asked of him or her. Also, the assignment will be modified so that the student will only be expected to have three attributes related to his or her section of reading, instead of five attributes.

Self-Reflection:
- Did the majority of my students meet the performance objectives by listing five attributes related to their reading?
- Did the jigsaw work well or were students not on task?
- Did the students understand the questions I asked during the whole group discussion over Chapter 5? Were any of the questions confusing or not clear? If so, how could I reword these questions?
- What parts of the lesson went well?
- What parts of the lesson did not go as well?
- How will I improve my lesson for the next time I teach?

References:
Election Connection: The Official Nick Guide to Electing the President

Thematic Unit on Elections: Lesson #6

Lesson: School Issues – "Platform"

Length: 30 minutes   **Grade:** Fifth grade

Academic Standard(s):
Math – Data Analysis and Probability
5.6.1 Explain which types of display are appropriate for various sets of data.

Performance Objectives:

Using their social studies textbook, the fifth grade students will identify five different kinds of graphs (e.g., circle, line, bar, picture).

Using Microsoft Word, the fifth grade students will create a graph that appropriately displays the results from their voting on a school issue.

Advanced Preparation by Teacher:
Reserve the Computer Lab
Half-sheets of paper for ballots (20)
Checklist

Lesson Plan:
- Have students write their topics on school issues on the white poster paper, which is located next to the interactive bulletin board. (At the end of Lesson #5, the students were told to go home and think about topics they would like to stand for on a school issue.)
- Discuss the election vocabulary word *platform*, which is located on the interactive bulletin board. Ask the students: What is a platform? How does the word platform relate to the topics on school issues? How could we decide which school issue is most important? (Vote!)
- Have students vote on a school issue by filling out a ballot.
- Before finding out the results, have students get into groups and look through their social studies textbooks to find different kinds of graphs (e.g. circle, line, bar, picture). On a sheet of notebook paper, each group will make a chart with the following headings: *Page*, *Title*, and *Kind of Graph*.
- After students have identified five different kinds of graphs, have a whole-group discussion about the different types of graphs they found and what information each graph displayed. Also, have students compare and contrast the graphs that they found in their social studies textbook. Explain which types of graphs are appropriate for various sets of data.
- Using their new knowledge about graphs and how different graphs show different types of information/data, bring students' attention back to the results of their voting. Ask the students: How should we display the information? What is the best way to graph our data? What is the most appropriate way to display our results?

- Discuss what should be included on a bar graph of their school issue data. (e.g. Title, Labels on the X and Y axis)
- Have students create a bar graph of the results of their voting on a school issue. They should create their bar graph on Microsoft Word. Under their bar graph, the students will write a short paragraph explaining how their bar graph appropriately displays the results from their voting on a school issue.
- Based on the voting results, form campaign groups based on what student's voted for.

Assessment: The teacher will assess the students by using a checklist with the following criteria:
- Identified five different kinds of graphs in their social studies textbook
- Created a bar graph that displays the results of them voting on school issues.
- Bar graph has a title and labels on the X & Y axis
- Clear explanation as to why their bar graph is an appropriate display of the results from their voting on a school issue.

Thematic Unit on Elections: Lesson #7

Lesson: Persuasive Speech

Length: 40 minutes (additional class time to write Persuasive Essay)   **Grade:** Fifth grade

Academic Standard(s):
English – Writing: Process and Features
5.4.1 Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. **Core Standard**

English – Writing: Applications (Different Types of Writing and Their Characteristics)
5.5.4 Write persuasive letters or compositions that:
- State a clear position in support of a proposal.
- Support a position with relevant evidence and effective emotional appeals.
- Follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
- Address reader concerns. **Core Standard**

English – Writing: English Language Conventions
5.6.2 Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas. **Core Standard**

Performance Objectives:
Using the online Persuasion Map, the fifth grade students will create a graphic organizer to help them organize their ideas into written form.

Using their Persuasion Map, the fifth grade students will write a persuasive piece that expresses their stance and reasoning in a clear, logical sequence.

In their persuasive writing, the fifth grade students will use at least three transitional words (however, therefore, on the other hand) to connect their ideas.

In their persuasive writing, the fifth grade students will use as least three conjunctions (and, or, but) to connect their ideas.

Advanced Preparation by Teacher:
Reserve Computer Lab
Online Persuasion Map
http://www.readwritethink.org/files/resources/interactives/persuasion_map/
Persuasive Writing Rubric (1 copy for each campaign group)

Lesson Plan:
- In Lesson #6, the students formed campaign groups based on what school issue the students voted for. Discuss how people have different views about various topics and are entitled to their opinions. Give students a chance to share the reasons behind their choice

on a school issue. Once students have shared, explain that sometimes when you believe in something, you want others to believe in it also and you might try to get them to change their minds. Ask the students: "Does anyone know the word for trying to convince someone to change his or her mind about something?" (Persuade!)

- Explain the elements of a persuasive essay by going through the Online Persuasion Map with an example of a school issue that is not being used by any campaign group. The elements include: (Thesis/Claim, 3 Main Reasons, Facts or Examples for each reason, Conclusion) When going through the example, allow student input in filling out the map.
- Have the campaign groups fill out the Online Persuasion Map using their topic on a school issue. Once they have completed their Persuasion Map, each group should print out their Persuasion Map.
- Share and discuss the Persuasive Writing Rubric that that you will use to grade their persuasive essays.
- Allow additional class time for students to get with their campaign groups to organize and write their persuasive essay on their school issue. During the group meetings, the teacher will conference with each group.

Assessment: The teacher will assess the student's persuasive essays by using the Persuasive Writing Rubric. Also, the teacher will be making anecdotal notes when conferencing with each campaign group.

Resources:
Can You Convince Me? Developing Persuasive Writing Lesson Plan
http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html?tab=1#tabs

Name of Group Members: _____

Topic of School Issue: _____

Persuasive Writing Rubric

	Needs Improvement	Satisfactory 1-2 points	Good 3-4 points	Excellent 5 points	Score
Introduction Paragraph	There is no clear introduction of the main topic or structure of the paper.	The introduction states the main topic, but does not adequately preview the structure of the paper, nor is it particularly inviting to the reader.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction clearly states the main topic, and previews the structure of the paper.	
Sequencing	Many details are not in a logical or expected order. There is little sense that the writing is organized.	Some details are not in a logical or expected order, and this distracts the reader.	Details are placed in a logical order, but the way in which they are presented sometimes make the writing less interesting.	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	
Conclusion	There is no clear conclusion. The paper just ends.	The conclusion is recognizable, but does not tie up several loose ends.	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is strong and leaves readers with a feeling that they understand what the writer is arguing for.	
Transitional Words (however, therefore, on the other hand)	Did not use any transitional words to connect ideas.	Used 1 transitional word to connect ideas.	Used 2 transitional words to connect ideas.	Used at least 3 transitional words to connect ideas.	
Conjunctions (and, or, but)	Did not use any conjunctions to connect ideas.	Used 1 conjunction word to connect ideas.	Used 2 conjunction words to connect ideas.	Used at least 3 conjunctions to connect ideas.	

Cooperation	Group members were unable to successfully complete their essay. They had a difficult time cooperating and collaborating.	Group members wrote a persuasive essay together. They needed a great deal of help from the teacher to solve cooperation issues.	Group members collaborated and cooperated with one another to write a persuasive essay. Partners needed minimal problem solving help from the teacher	Group members successfully collaborated and cooperated with one another to write a persuasive essay.	
				TOTAL (30 points total)	

Comments:

Thematic Unit on Elections: Lesson #8

Lesson: Campaign Posters

Length: 40 minutes   **Grade:** Fifth grade

Academic Standard(s):
Fine Arts: Visual Arts – Creating Art
5.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles
(repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that
effectively communicates ideas.

Performance Objectives:
Given a poster board and colored utensils, the fifth grade students will create a campaign poster
of their chosen school issue by including these three required elements: line, shape, and color, to
effectively communicate their platform.

Advanced Preparation by Teacher:
Poster board (1 for each campaign group)
Colored utensils
Colored construction paper
Scissors
Glue

Lesson Plan:
- Remind students of **Lesson #5 – The Media's Role in Elections** and have the students
  pull out the notes they took in Lesson #5. Ask the students: What makes a good campaign
  advertisement? How are you going to appeal to your audience on your chosen school
  issue?
- Direct students' attention to the following website, which gives Campaign Slogan ideas.
  Talk about how the slogans are appealing as well as how they could apply it to their own
  campaign on a school issue. http://www.winyourcampaign.com/Slogans.html
- Tell the students that they will be making their own campaign posters on their chosen
  school issue. Also, tell them that you will be looking for a campaign slogan, appealing
  words/phrases, and creativity. The goal is for their campaign poster to communicate their
  chosen platform on a school issue.
- Have the students get into their campaign groups and begin sketching ideas of a
  campaign poster on their chosen school issue. Once the teacher has met with each
  campaign group, the students can begin making their campaign poster.

Assessment: The teacher will collect the campaign posters and check to see if it communicates
their chosen platform on a school issue. In particular, the teacher will look for the following:
campaign slogan, appealing words/phrases, and creativity.

References: Campaign Slogans http://www.winyourcampaign.com/Slogans.html

Thematic Unit on Elections: Lesson #9

Lesson: Campaign Speech

Length: 60 minutes   **Grade:** Fifth grade

Academic Standard(s):
Language Arts: Listening and Speaking
5.7.10   Deliver informative presentations about an important idea, issue, or event by the following means:

- frame questions to direct the investigation.
- establish a controlling idea or topic.
- develop the topic with simple facts, details, examples, and explanations.

Language Arts: Listening and Speaking
5.7.6   Use <u>volume</u>, phrasing, timing, and <u>gestures</u> appropriately to enhance meaning.

Performance Objectives:
Using their persuasive essays on a school issue (Lesson #7 – Persuasive Writing), the fifth grade students will deliver a speech about an important school issue with at least three facts.

Using their persuasive essays on a school issue (Lesson #7 – Persuasive Writing), the fifth grade students will deliver a speech about an important school issue with at least three examples.

Using their persuasive essays on a school issue (Lesson #7 – Persuasive Writing), the fifth grade students will deliver a speech using appropriate volume for their audience.

Using their persuasive essays on a school issue (Lesson #7 – Persuasive Writing), the fifth grade students will deliver a speech using appropriate gestures toward their audience.

Advanced Preparation by Teacher:
Rubric for Speech using the following criteria listed under the Assessment Section
Podium

Lesson Plan:
- To begin the lesson, the teacher and the students will have a class discussion about political speeches, and the teacher will show video clips of actual campaign speeches. The discussion will include how to deliver an effective speech that wins votes, such as using facts and examples in their speech to support their "platform" on a school issue.
- Students will get in their campaign groups and practice delivering their speeches to others in their group. As the students are practicing their speech (volume & gesture), the teacher will conference with each group and give feedback. Also, the students will need to divide the speech up evenly for each group member to have a part in the speech.

- After each campaign group has had adequate time to practice their speech (which is the persuasive essay they wrote on a school issue), the students will present their speech to the class.

Assessment:
Using a rubric, the teacher will use the performance objectives to assess the students' speeches on their school issues. The following is the criteria for this assessment.

- Speech includes at least 3 facts (5 points total)
- Speech includes at least 3 examples (5 points total)
- Uses appropriate volume (5 points total)
- Uses appropriate gestures (5 points total)
- TOTAL POINTS 20 points

Thematic Unit on Elections: Lesson #10

Lesson: Qualities of a Good Leader

Length: 60 minutes   **Grade:** Fifth grade

Academic Standard(s):
Reading/Language Arts: Writing
5.4.1   Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

Reading/Language Arts: Writing
5.4.10   Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.

Performance Objectives:
Given a graphic organizer, the fifth grade students will write at least ten qualities of a good leader based on the book *The Kid Who Ran for President* by Dan Gutman.

Using their Qualities of a Good Leader Essay, the fifth grade students will edit their writing by adding, deleting, combining, clarifying, and/or rearranging words and sentences.

Advanced Preparation by Teacher:
Copy of *The Kid Who Ran for President* by Dan Gutman
20 Colored Construction Paper to make Foldables
Checklist

Lesson Plan:
- This is the final lesson in the Unit on Elections and the book titled *The Kid Who Ran for President* by Dan Gutman should have been completed before this lesson. The book was read during Read Aloud time right after lunch.
- The teacher and the students will have a class discussion about what all they have learned about on elections up to this point and how it relates to the book titled *The Kid Who Ran for President* by Dan Gutman.
- With help from the teacher, the students will create a foldable to write at least ten qualities of a good leader based on the book titled *The Kid Who Ran for President*. Then, the students will share their qualities as a class.
- Using their foldables, the students will write an essay titled *Qualities of a Good Leader*. In their essay, they will incorporate what they have learned in the past nine lessons in this Unit on Elections as well as the qualities they wrote on their foldables. This should be a descriptive essay that describes the qualities of a good leader.
- The teacher should allow time for students to edit their essays, but first go over what to do when one edits a paper.

Assessment:
The teacher will have the students turn in their Qualities of Good Leader Foldable (Graphic Organizer) and check to see if they have at least ten qualities. The teacher will also collect both the rough draft and final essays on Qualities of a Good Leader and check to see if they edited their writing by adding, deleting, combining, clarifying, and/or rearranged words and sentences in their final essay.