

Lesson Plan by: Cierra Wisher

Lesson: Running for Office

Grade Intended: 3rd Grade

Academic Standards:

Social Studies: Government

3.2.4: Explain the consequences of violating laws and identify the duties of and selection process for local officials who make, apply, and enforce laws through government.

Writing: Applications

3.5.5: Write for different purposes and to a specific audience or person.

Performance Objectives:

1. The students will exemplify an understanding of the duties of a Mayor, through preparing a campaign speech for an imaginary candidate, in which they will include responsibilities, and characteristics of a good Mayor.
2. The students will write a campaign speech with the goal of persuading the audience to vote for their candidate.

Assessment:

The students will be assessed on several things. First, on how well they work together as a team. Second, the campaign speech and poster will be assessed. The speech must contain specific parts of a persuasive speech as they pertain to running for Mayor. The poster must contain the name of the candidate,

some kind of picture or icon, and some kind of slogan. They could or could not be assessed on the delivery of their speeches.

Advanced Preparation by Teacher:

1. Gather materials: *Amelia Bedelia 4 Mayor*, poster board, and markers.
2. Read book in advance.
3. Research duties and responsibilities of the Mayor, and also specifics for the current, local Mayor.

Procedure:

Introduction/Motivation:

1. Read *Amelia Bedelia 4 Mayor*.
2. Discuss the book.

*Incorporates Bloom's Taxonomy Questions, Knowledge-Evaluation

Step-by-Step Plan:

1. Discuss all the duties of a Mayor as a class.
2. Brainstorm a web of important qualities for a Mayor to have.
3. Discuss what goes into running for office (speeches, advertising, campaigning).
4. Divide the class into partners to work on campaigning activities.
5. In partners, students will create an authentic campaign speech.
6. In partners, students will create a poster for their Mayor candidate.
7. Each group will give their speech to the class.

*Incorporates Gardner's Verbal/Linguistic,
Visual/Spatial, and Interpersonal

Closure:

1. The class will vote on the best Mayor candidate, based on the duties, responsibilities, and characteristics of a Mayor that were best met in a candidate.

Adaptations/Enrichment:

Choose groups carefully. For students who may struggle with writing their own speech, or catching onto concepts, have them work with someone who will do well. For students who need enrichment, allow them to get as creative with their campaign as they want. Suggest that they create a button or t-shirt design for their campaign, or create multiple candidates.

Self-Reflection:

- Was this an effective way of teaching about the Mayor?
- Was this assignment too difficult or too easy for the students?
- Did the students enjoy this activity?
- Should I do this activity again, what should be the same, what should I change?