

Lesson Plan by Cayla Davenport

Lesson: Polls (P.E. Gross)

Length: Approximately 55 minutes

Grade Intended: Third Grade

Academic Standard(s):

3.2.7 Roles of Citizens: Use a variety of information resources to gather information about local, state and regional leaders and civic issues.

3.3.1 Select and participate in moderate to vigorous physical activity in physical education class and during after school time.

3.5.11 Use play or real money to decide whether there is enough money to make a purchase.

Performance Objectives:

Having completed their videos, students will then participate in a simulation that includes obstacles that might arise on the campaign trail.

Students will complete the simulation having used play money to accurately pay for necessary expenses found in the obstacles.

Assessment: Students should actively participate and complete the entire simulation of a campaign trail. Students will start with a campaign credit card and will need to keep a total expenses receipt which will need to be accurately figured after each expense.

Advanced Preparation by Teacher:

- 1) Create campaign credit cards with a receipt attached.
- 2) Create a series of obstacles that might arise on a campaign.
- 3) Have calculators on hand

Procedure:

Introduction/Motivation: Now that we have made our videos to be voted on, it is now time to campaign so the voters get a good idea who they want to vote for. Pass out campaign credit cards to the 6 groups of five. Explain what they are used for and that two people (others can help) should be responsible for accurately totaling the expenses but the whole group gets to decide on what expenses are worth spending money on.

Step-by-Step Plan:

- 1) Explain that every campaign has its good and bad points. Some end up being very expensive but popular while others don't spend as much and aren't as recognized. These decisions will be yours as you start campaigning and have to raise money, spend money, and do everything to make your video the best option to vote for.
- 2) There will be six obstacles you will have to complete throughout your campaign. Each obstacle holds its own little surprise so expect that anything can happen; and how your group handles it could be the deciding factor in the vote.
- 3) Each obstacle will be numbered so if you are at your first obstacle, look at number one. Once you are done with the obstacle, put a line through it and wait to move to the next obstacle. Once you arrive at you second obstacle, look at number two and complete the obstacle..so on and so forth. I will be timing each obstacle so listen for my one minute warning to wrap up what you are doing in that obstacle.
- 4) Students participate in obstacles while the teacher walks around answering questions. (Bloom- Application, Gardner- Bodily-Kinesthetic, Logical-Mathematical, Verbal-Linguistic)
- 5) Once all obstacles have been completed, gather back together as a group. Discuss how the groups handled some of the obstacles. (Bloom- Analysis, Synthesis, Gardner- Interpersonal, Verbal-Linguistic)
- 6) The teacher collects the campaign credit cards and lays them out in a row. Going to group one, the teacher recounts what their video was and reads how expensive their campaign ended up being. The teacher does this for all the groups, while the students think about what video campaign they will vote for.

Closure: Students will then vote for which group they thought to be the best based on the video and the cost of the campaign. Students are not allowed to vote for their own group's campaign. Students will vote by standing next to the campaign credit card they chose as the best. The winner will be decided based on how many are standing by the campaign credit card. (Bloom-Evaluation, Gardner- Existential)

Adaptations/Enrichment:

Enrichment- Students should read the directions at every obstacle and make sure all students in their group are staying on task.

Adaptations- Students can choose to use a calculator at the end of the simulation to check their total expenses if they don't feel confident.

Self- Reflection:

Did the students seem to enjoy themselves?

Should I add more to the lesson? Get rid of some?

Did the lesson focus too much on whole group, and not enough on independent work?

Was the lesson too simple for some students? Too challenging for others?

Teacher Name: **Ms. Davenport**

Student Name: _____

CATEGORY	4	3	2	1
Use of Manipulatives	Student always listens and follows directions and only uses manipulatives as instructed.	Student typically listens and follows directions and uses manipulatives as instructed most of the time.	Student sometimes listens and follows directions and uses manipulatives appropriately when reminded.	Student rarely listens and often "plays" with the manipulatives instead of using them as instructed.
Working with Others	Student was an engaged partner, listening to suggestions of others and working cooperatively throughout lesson.	Student was an engaged partner but had trouble listening to others and/or working cooperatively.	Student cooperated with others, but needed prompting to stay on-task.	Student did not work effectively with others.
Completion	All problems are completed.	All but one of the problems are completed.	All but two of the problems are completed.	Several of the problems are not completed.
Checking	The work has been checked by two classmates and all appropriate corrections made.	The work has been checked by one classmate and all appropriate corrections made.	Work has been checked by one classmate but some corrections were not made.	Work was not checked by classmate OR no corrections were made based on feedback.
Mathematical Errors	90-100% of the steps and solutions have no mathematical errors.	Almost all (85-89%) of the steps and solutions have no mathematical errors.	Most (75-84%) of the steps and solutions have no mathematical errors.	More than 75% of the steps and solutions have mathematical errors.

Campaign
Credit Card

Campaign
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Campaign Trail Stations

- 1) For starters you have to raise money through donations because without money, you won't get very far in your campaign. You decide to run a marathon to raise awareness of the local libraries and your campaign at the same time. You can receive \$150 dollars for every lap your group runs around the gym, **limit up to three laps!**
- 2) Each person in your campaign should work together to fill out the Election Booklet. This will represent all the speeches you will have to make throughout your campaign. It is up to you how much money you are willing to spend to make sure your speeches are great. You can write your own speeches which might include a lot of effort and possibly a lot of spelling mistakes and only pay \$50 to set up your speech platform. Or you can pay a writer to write a amazing speech and help you practice memorizing it and pay \$125.
- 3) You receive a large donation of \$670 from the television companies to help sell their new televisions and rename libraries to teleraries. However, your campaign's slogan is reading not watching television. What are you going to do? If you decide to not take the money, then you only have to do ten push-ups. If you think you need the money enough to go back on your slogan then you must do 25 push-ups to burn all the extra weight you gained from the stress of the campaign and watching too much television.
- 4) Uh-Oh! Your opponent made a commercial stating that you use your books for decoration and that you don't even like to read! Your supporters are starting to question your campaign so you need to act fast.