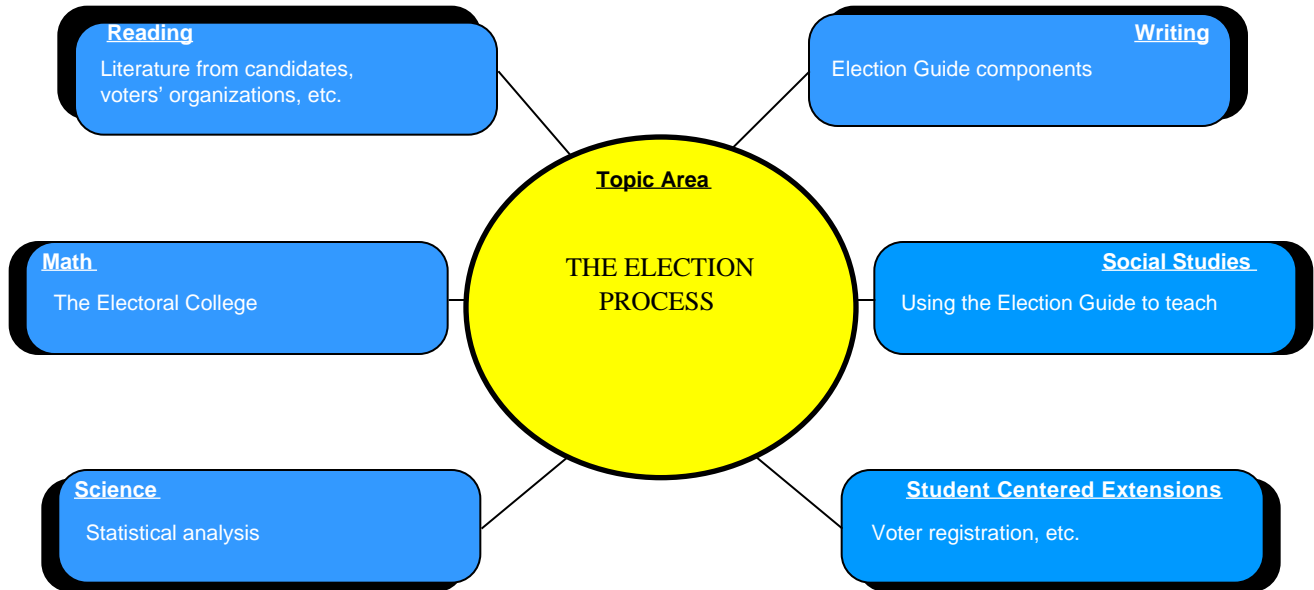


Integrated Lesson

Theme: THE WORLD WE INHERITED

Introductory Statement: This lesson deals with the election process. At any given time there is an election in progress in the United States, be it for President or dog catcher. Through this lesson, students will gain a better understanding of this process and their part in the process.



SPECIFIC LESSON OBJECTIVES

By the end of this lesson, students will be able to . . .

Discuss the Electoral College.

Compare and contrast candidates for election.

Explain the vital elements of the U.S. Election System.

Create an election guide for their fellow students and the community.

BACKGROUND INFORMATION

The teacher should have a knowledge of the local and national offices up for re-election in his or her area.

Students should have a rudimentary understanding of elections and the key vocabulary.

MATERIALS/RESOURCES/TOOLS

Part of the assignment will be for the students to gather the material. A computer with Internet access and a phone book will help in this process.

PROCEDURES

This lesson should begin with a discussion of any issues that the class thinks are important enough to decide their vote.

Match the issues discussed with the office that is most likely able to address them.

Tell the students they are going to make an Election Guide for their fellow students.

Each student will need to sign up or be assigned one of the following topics:

(The students will be held responsible to work together with the other members of the class assigned to the same topic. Each component should include a cover, a table of contents, and an index.)

- A. Registering to Vote
- B. The Voting Process: Where to Vote in Your Town
- C. Candidate Profiles (biography and where they stand on each issue)
- D. Introduction to Political Parties
- E. A Comparison Chart of Candidates' Stands on Issues
- F. The Difference Between a Primary and an Election
- G. The Responsibilities and Requirements of each Office

The teacher should help steer the students in the right direction to help them find this information. Here are some links:

- www.stateline.org/stateglance.cfm
- www.globalcomputing.com/states.html
- www.capitolstrategy.com
- www.cnn.com/ALLPOLITICS

After the students have done some investigation of the issues, have them poll others in the school to find out the importance of each issue.

Have the students chart the results of their survey information. Compare the results of the class survey to surveys you found in the newspaper. If the results are different, discuss the reasons why this might be so.

Explain the Electoral College and its function in the election of the President. Challenge teams of students to identify the minimum number of states the President would have to carry to be elected President.

As students finish their components of the Election Guide, help them edit it and compile it into a booklet format. Once the booklet is completed, offer it to others in the school and the community.

Use the booklet as a teaching tool in class to ensure that each student understands the other components. Allow the students to lead this discussion.

Students could also register to vote, attend and report on a local government meeting, and arrange for candidates to come and speak at the school. Many teachers become registrars to assist students in registering to vote.

ASSESSMENT

The assessment will be based upon the successful completion of each student's component of the guide.