

Social Studies Lesson : MAT/Certification Elementary

Candidate Name: Alison Annis	Host Teacher Name: Alex Hahn	
School: Eagle River Elementary	Grade Level(s): 6	# of Students: 25
Date & Time of Lesson: 4/5/2016 2:30 p.m.	Length of Lesson: 50 Minutes	
Topic of Lesson: Presidential Election/Electoral College	Content Area(s): Social Studies (math)	
Materials including technology: Whiteboard, document camera, MacBook, BrainPop video https://www.brainpop.com/socialstudies/elections/presidentialelection/ Six Sets of 6 dice, Electoral College State Handouts (6) divided by groups of states, master tally sheet, and electoral map “election central.”		

Alaska Standards: Government and Citizenship

E) A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

A student who meets the content standard should:

- 1) know the important characteristics of citizenship;
- 2) recognize that it is important for citizens to fulfill their public responsibilities;
- 3) exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting;

Profile of Your Students (cultural, language, developmental and behavioral characteristics):

The class is made up of 15 boys and 10 girls. The class has 1 African-American student, 3 hispanic students, 3 Alaska Native students, one Asian student, 4 students who are a mix of black, white, Asian, Alaska Native, or Native American. The rest are caucasian or other. Three male students go to resource for math and six male students go to the resource room for reading. Two male students have support for behavior issues and are now on a formalized behavior modification plan. There are four students in the Ignite (gifted) program; two male, two female, and one of those girls skipped fifth grade.

STAGE ONE

STAGE TWO:

<u>Objective(s):</u> 1. Students will experiment with the electoral college system. 2. Students will determine popular votes and use them to determine the electoral college votes awarded for each state.	<u>Student Assessment:</u> 1. Students will participate in a mock presidential election using fictional candidates and the real US electoral the electoral college system. 2. Students will determine the winning candidate in the mock election by tallying all electoral college votes to see who gets at least 270.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STAGE THREE: Opportunities to Learn

Introduction/Hook: (before telling students what we are going to do, ask for favorite fictional character names to name candidates; teacher chooses candidate A and B) “Since this is a presidential election year and today is a local election we are going to learn a little bit about how our democracy works. We are going to run our own mock presidential election between two made up candidates of our choice! We are going to learn about the electoral college and how it works.”

Procedure and products	Differentiation/Accommodations/Modifications
<p>DISCLAIMER: We are NOT going to name any candidate names, living or dead. We are not going to debate sides or parties. We are not going to criticize or compliment any politician or political idea at all. We are not going to mention what we think or what or parents think about current politics. <u>Our goal is to learn about the process/how our Electoral College Works.</u></p> <ul style="list-style-type: none"> • Show BrainPop Video • Explain that we are going to do our own presidential mock election activity. • Each student gets a tally sheet for two states marked with electoral votes and two columns; column A and B representing each candidate, where students will enter the number of popular votes “rolled.” • Each table will work together to roll dice to determine the popular vote numbers for each candidate. • Each roll of the dice is random and does not matter. The numbers are just to create mock polling numbers. Students roll for candidate A, line up the dice to get a 6 digit number. Roll again, line up the dice, add that 6 digit number to the first; write the total in column A. Repeat for candidate B. • When students determine which candidate has gotten the popular vote for each state on their list they award the electoral college votes for each respective state to the winning candidate. • Students report the electoral votes to “Election Central” (raise their hand) and the winner of each state is marked on the tally on the overhead. • Students watch the pie chart as the totals are entered for the first candidate to reach 270. 	<p>The video portion of this lesson helps auditory and visual learners with the ideas in this lesson.</p> <p>The collaborative nature of this lesson will help lower level students with participation.</p>

Closure: Announce a winner!
Return dice, students turn in tally sheets for participation credit.

Artifacts of student work:

Name: _____

Mock Election 2016

California - 55 Electoral Votes

Candidate A	Candidate B
First rd: 2,746,602	First rd: 664,543
Second rd: 4,412,514	Second rd: 631,125
Total Popular Vote: 665,416	Total Popular Vote: 1,298,668

California's 55 Electoral Votes go to: Franco

Oregon - 7 Electoral Votes

Candidate A	Candidate B
First rd: 1,222,35	First rd: 622,445
Second rd: 1,126,25	Second rd: 664,421
Total Popular Vote:	Total Popular Vote:

Oregon's 7 Electoral Votes go to: Franco

Name: _____

Mock Election 2016

Montana - 3 Electoral Votes

Candidate A	Candidate B
First rd: 664,422	First rd: 665,551
Second rd: 644,555	Second rd: 214,256
Total Popular Vote: 1,185,697	Total Popular Vote: 879,807

Montana's 3 Electoral Votes go to: A

Wyoming - 3 Electoral Votes

Candidate A	Candidate B
First rd: 624,2	First rd: 143,653
Second rd: 645,213	Second rd: 51,000
Total Popular Vote: 809,626	Total Popular Vote: 667,653

Wyoming's 3 Electoral Votes go to: A

Name: _____

Mock Election 2016

Kansas - 6 Electoral Votes

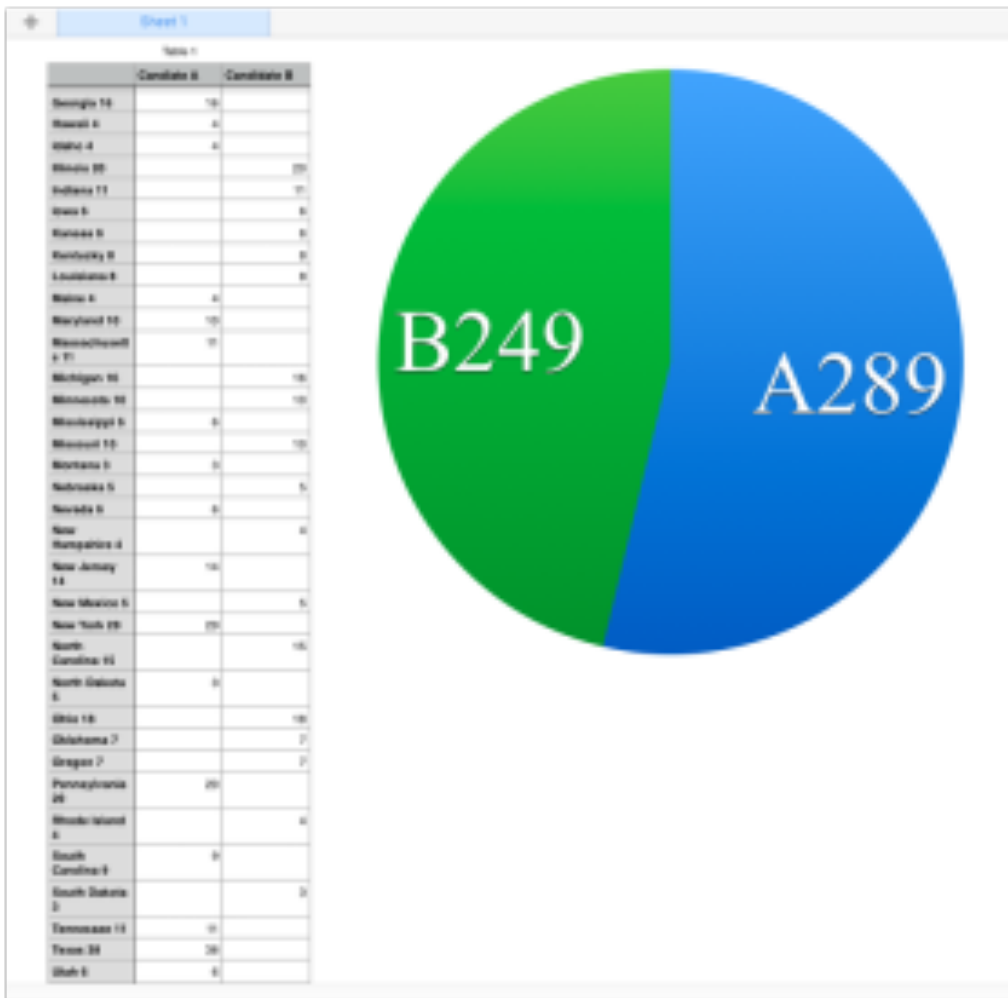
Candidate A	Candidate B
First rd: 1,770,29	First rd: 561,623
Second rd: 2,061,29	Second rd: 435,641
Total Popular Vote: 3,831,58	Total Popular Vote: 997,264

Kansas' 6 Electoral Votes go to: Franco Reagan

Oklahoma - 7 Electoral Votes

Candidate A	Candidate B
First rd: 3,323,21	First rd: 462,646
Second rd: 4,152,53	Second rd: 563,115
Total Popular Vote: 7,475,74	Total Popular Vote: 1,025,761

Oklahoma's 7 Electoral Votes go to: Franco Reagan



Screen Shot of pie chart at "Election Central"

Reflection:

This was a great and interactive lesson. The students loved this activity and I think it really helped them to understand the electoral collage and how it works. The thing that helped the most was the running tally of the electoral votes that was projected onto the whiteboard from my computer. I was using the pie chart function in my word processing program and entered the results in the data chart as the students came up with the results of which candidate won their state. As I entered the data, students watched the pie chart grow and change depending on the votes.

As students rolled dice and added "votes" on their worksheets (see Appendix A) they ran up to "election central"(me) so I could enter the electoral collage votes into the appropriate column, candidate A and candidate B.

To determine who the candidates would be, we conducted a brainstorm before lunch. I asked the students to give me the names of their favorite book, TV, and movie characters and I wrote them on the board without telling them what the purpose was. I chose two of the more benign characters. I wanted this to be about understanding the process, not who was the better or more popular character.

The students each received a paper with two states on it. I made one for each state in the union and it listed the assigned electoral votes for those states. (see Appendix A). Students rolled six dice and lined up the dice to create a six digit number. They did this one more then totaled the numbers up. This represented the total number of votes for that candidate. They repeated the process for the other candidate on their sheet. They determined a winner for each state on their page and when they had their winners they reported them to me. There was a nice math component to this activity. We timed this lesson for when our SPED students had extra support in the room. It worked really well.

I checked for understanding once the demonstration was over and overall the students understood how it worked. They certainly understand that 270 is the magic number to with the White House. That was the “finish line” so to speak, so they were especially aware of that number.

There was a great deal of enthusiasm and engagement during this lesson and I think it’s a great way for students to learn social studies. The main appeal was the use of the pie chart on the white board. It was interactive and seemed a lot like the real thing.

Sources:

Alaska State Education Standards: <https://education.alaska.gov/AKStandards/standards/standards.pdf>

Appendix A

s

Mock Election 2016

Alaska — 3 Electoral Votes

Candidate A	Candidate B
First roll:	First roll:
Second roll:	Second roll:
Total Popular Vote:	Total Popular Vote:

Alaska's 3 Electoral Votes go to:_____

Hawaii — 4 Electoral Votes

Candidate A	Candidate B
First roll:	First roll:
Second roll:	Second roll:
Total Popular Vote:	Total Popular Vote:

Hawaii's 4 Electoral Votes go to:_____