Emily Festa Professor Sheehan

Course EDU 351 December 4, 2019

Grade: 2 Topic: Elections Content Area: Social Studies

**Objective**

After reviewing corroboration, credibility, and elections, students will read information about current presidential candidates and sort out sources to credible/ not credible while voting at the end and completing a teacher created worksheet.

**Standard**

**Civil Ideals and Practices**

**2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities**

2.3c The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.

* Students will learn about the process of voting and what opportunities adults in the community have for participation.
* Students will participate in voting within the classroom and in school, as appropriate.

**Indicator:** This will be evident when students gather information to vote for a president.

**English Language Arts New York State Standard**

**Research to Build and Present Knowledge**

**2W7:** Recall and represent relevant information from experiences or gather information from provided sources to answer a question.

 **Indicator:** This will be evident when students use evidence to back up their agreement or

disagreement.

**Inquiry Standard**

**Questions**

**Indicator:** This will be evident when students are asked questions about whether a

source is credible or if it is not.

**Skills**

**Gathering Information**

 **Indicator:** This will be evident when students gather and review information based on

documents shown to determine who would be a better presidential candidate.

**DEVELOPMENTAL PROCEDURES**

1. **Motivation:** Students will gather at the meeting rug and asked to do a turn and talk to review what an election means and why we use them. *(Why do we need elections? (INFERENTAL) What purpose do they serve? (METACOGNITIVE) What election is coming up? What will your parents be voting for? (LITERAL) )* [5 minutes]
2. Students will then discuss why it is important to understand the facts about each person before making an informed decision on who they want to vote for. *(Why is it important to know all of the information about something or someone before voting for it?(METACOGNITIVE) When you’re at a restaurant, would you not look at the menu, point to a random thing and say “I want that”?(LITERAL) What is the importance of research? (INFERENTAL) )* [5 minutes]
3. Teacher will explain that students will learn facts about two candidates for the “presidential election”. *(Who is the current President of the United States? (LITERAL) Who are two of the candidates for the upcoming presidential election? (INFERENTAL) What do you know about the presidential election?(METACOGNITIVE) )* [2 minutes]
4. Teacher will show a sheet of information about two of the candidates, Joe Biden and Donald Trump, and ask the students to look for similarities and differences about each candidate. *(What are some differences you can spot? (LITERAL) What do you think the donkey means? What do you think the elephant means? (INFERENTAL) Why do you think we have political parties? (METACOGNITIVE) )* [3 minutes]
5. Teacher will send students back to their seats and give them a worksheet which they must cut out a “fact” and paste it under a column that states whether it is a credible source or not. *(Why is this source credible? Why is it not credible? (INFERENTAL) Why do we have to know if a source is credible? (LITERAL) Why do you think this is important? (METACOGNITIVE) )* [15 minutes]
6. Students will then go over their answers for the credible/not credible sources and then be asked to explain why they chose them for those sections. *(Why did you say ‘Joe Biden is the best candidate for president because he likes dogs -by Ms. Festa’s mom’ is not a credible source? (INFERENTAL) What does it mean to be credible? (LITERAL) What can you tell about Donald Trump from the credible information presented? (METACOGNITIVE) )*
7. The students will then examine the strengths and weaknesses of each candidate and say who they would vote for as president with the information they have been given. *(Who will you vote for? (LITERAL) Why did you vote for them? (INFERENTAL) Why do you think they would be a good president? (METACOGNITIVE) )* [5 minutes]
8. **Closure:** Students will be asked to independently answer the question “What kind of a person they would want for president?” and make a list to explain important facts about what would make a good president. [10 minutes]

**INSTRUCTIONAL STRATEGIES**

**Scaffolding** (providing support and moving students toward greater independence)

 **Indicator:** This will be evident when the teacher helps students

examine the importance of corroboration, understanding, credibility,

and asking questions to determine what makes a good president.

**Discussion** (engaging in meaningful discussions about the content)

 **Indicator:** This will be evident when students are discussing what

 makes a good president.

**ASSESSMENT**

Informal Assessment

Students will be informally assessed through the use of questions (literal, inferental, and metacognitive)

Formal Assessment

Students will complete a teacher created worksheet on what kind of person would they want for president by making a list, writing a short speech if they were running for president, and they will be graded with a 3 out of 4 on a teacher created rubric.

**Independent Practice**

Following the lesson on presidential elections, students will create a speech about why they would be a good president to present to the class and they will need to find a speech online to compare theirs too.

**REFERENCES**

English Language Arts Learning Standards. (n.d.). Retrieved from

<http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>.

New York State K-12 Social Studies Framework. (n.d.). Retrieved from <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_



 **Credible**  **Not Credible**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_



 **Credible Not Credible**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Directions: Take these sources and cut them out. On the worksheets above, please paste in the correct columns if a source is credible or not credible.

Donald Trump Sources

|  |  |
| --- | --- |
| ”Donald Trump is the best president ever!” -Donald Trump’s Mom | Donald Trump was elected for president in 2016 - The White House  |
| Donald Trump is the current President of the United States of America. - The White House | Donald Trump does not like chocolate chip cookies. - Donald Trump Fan Club |
| Donald Trump owns businesses. - Donald Trump INC.  | Donald Trump is allergic to shellfish - Anti Donald Trump Fan Club |
| Donald Trump is the 50th President of the United States. -The White House | Donald Trump is Donald Duck - Not the Real Mickey Mouse |
| Donald Trump is a businessman runs a company. -Donald Trump INC | Donald Trump has purple hair - Not a real source.com |

Joe Biden Sources

|  |  |
| --- | --- |
| Joe Biden was the Vice President to former President Barack Obama- The White House | Joe Biden has one toe on his right foot- Barack Obama’s left foot |
| Joe Biden is an American politician. - The White House  |  Joe Biden invented donuts! -The Fake News |
| Joe Biden invented the first airplane. - Ms. Festa’s Aunt  | Joe Biden was in the United States Senate from 1973 to 2009. - White House Records  |
| Joe Biden knows the Tooth Fairy - the turtle from the petting zoo | Joe Biden was re-elected six times to be a senator- Joe Biden Biography  |
| Joe Biden is in the Democratic Party - United States of America files | Joe Biden can do 100 jumping jacks in a row! - Mr. Sheehan’s Uncle  |

EXIT TICKET

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: After you have sorted out your sources, now place your vote with who you would vote for president in the upcoming election

 WRITE CANDIDATES NAME HERE



Formal Assessment

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Please write in the box below a couple things that would make a good president.

Now that you wrote what makes a good president, write a speech of your own with why you would be a good president.