

## *Delaware Model Unit Gallery Template*

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Delaware's Mock Election**

**Designed by:**

**District:**

**Content Area: Social Studies**

**Grade Level(s): 4–5**

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### **Summary of Unit**

The focus of this unit is on becoming informed about candidates for elected office. One reason is provided in the targeted benchmark: electing "effective" leaders. Other reasons are avoiding leaders opposed to one's interests and views, providing an indication of one's policy preferences by being aware of the candidates' policy stances, and keeping officeholders in check with awareness of an attentive public. In other words, keeping informed about candidates serves as a means to communicate preferences and keep elected officials in check.

The means for becoming informed are also important to the benchmark. Attending candidate events and paying attention to stories in the media (TV, radio, newspaper, magazines) are traditional means, but the Internet is fast becoming an important means of becoming informed about candidates.

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## **Stage 1 – Desired Results** (What students will know, do, and understand)

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### **Delaware Content Standards**

- Include those addressed in Stage 3 and assessed in Stage 2.

**Civics Standard Four 4-5a:** Students will understand that, in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day.

### **Big Idea(s)**

- Transferable core concepts, principles, theories, and processes from the Content Standards.
- Citizenship
- Public policy

### **Unit Enduring Understanding(s)**

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations.
- Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.
- Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.

### **Unit Essential Questions(s)**

- Open-ended questions designed to guide student inquiry and learning.
- For whom should I vote? Why? What is most important to me when I make this decision?
- How do I find out what a candidate thinks about the issues of the day?

### **Knowledge and Skills**

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

#### **Students will know...**

- How to research individual candidates for an elected office.
- How to effectively choose a candidate for an election.
- Why making an informed decision while voting is so important.

#### **Students will be able to...**

- Exercise sound reasoning in understanding and making complex choices.
- Act responsibly with the interests of the larger community in mind.

## Stage 2 – Assessment Evidence (Evidence that will be collected to determine whether or not Desired Results are achieved)

### Suggested Performance/Transfer Task(s)

- Performance/transfer tasks as evidence of student proficiency.

An effective assessment for ALL students should be designed to include:

- \*Complex, real-world, authentic applications
- \*Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
- \*Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

The transfer task should be reviewed with students prior to beginning Lesson One.

### Essential Questions Measured by the Transfer Task

- For whom should I vote? Why? What is most important to me when I make this decision?

Prior Knowledge	Now that you have learned the steps necessary for voting, you are ready to decide for whom you will vote in a statewide Mock Election.
Problem	It is an election year and in order to select the candidate with whom you most agree, you will have to become informed about candidates' qualifications and the issues of the day.
Role/Perspective	You are a U.S. citizen who just turned 18 years old. You are ready to make an informed choice when you select a candidate on Election Day.
Product/Performance	<p>Submit a process paper explaining the steps needed to effectively participate in the voting process. Instead of a paper, the process could also be explained using the format of a video, an exhibit, or a PowerPoint.</p> <p>Be sure to include the following in your process paper:</p> <ul style="list-style-type: none"> <li>• The first section should explain how you decided which characteristics and qualifications were important to you when selecting a candidate.</li> <li>• The second section should explain how you researched the candidates.</li> <li>• The third section should explain how you made the final decision about who to vote for.</li> <li>• The fourth section should explain why it is important that all of the steps of the voting process take place before a voter walks into the voting booth.</li> </ul>

Criteria for Exemplary Response	<p>Be sure to include:</p> <ul style="list-style-type: none"> <li>• An explanation of how you decided which characteristics and qualifications were important to you when selecting a candidate.</li> <li>• An explanation of how you researched the candidates.</li> <li>• An explanation of how you made the final decision about who to vote for.</li> <li>• An explanation of why it is important that all of the steps of the voting process take place before a voter walks into the voting booth.</li> <li>• Use of content-appropriate vocabulary in order to demonstrate understanding.</li> </ul>
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### Rubric(s)

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency.
- An effective scoring guide should:
  - \*Measure what is appropriate for the Content Standard that is assessed.
  - \*Provide opportunities for differentiation of the performance/transfer tasks used as evidence of student proficiency.

Scoring Category			
This process paper provides...	Score Point 3	Score Point 2	Score Point 1
an explanation of how you decided which characteristics and qualifications were important to you when selecting a candidate	The explanation of how you decided which characteristics and qualifications were important to you when selecting a candidate is <b>thoroughly developed</b>	<b>Partially developed explanation</b>	<b>Minimally developed explanation</b>
an explanation of how you researched the candidates	The explanation of how you researched the candidates is <b>thoroughly developed</b>	<b>Partially developed explanation</b>	<b>Minimally developed explanation</b>
an explanation of how you made the final decision about who to vote for	The explanation provides <b>well developed reasoning</b> of how you made the final decision about who to vote for	<b>Partially developed reasoning</b>	<b>Minimally developed reasoning</b>

<b>Scoring Category</b>			
<b>This process paper provides...</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>
an explanation of why it is important that all of the steps of the voting process take place before a voter walks into the voting booth	The explanation provides <b>well developed reasoning</b> of why it is important that all of the steps of the voting process take place before a voter walks into the voting booth	<b>Partially developed reasoning</b>	<b>Minimally developed reasoning</b>
Use of content-appropriate vocabulary in order to demonstrate understanding	Content-appropriate vocabulary is <b>well developed and evident</b>	<b>Some evidence</b> of content appropriate vocabulary	<b>Minimal evidence</b> of content appropriate vocabulary

**Total Score:** \_\_\_\_\_

**Above the Standard: 13 to 15**

**Meets the Standard: 8 to 12**

**Below the Standard: 5 to 7**

### Other Evidence

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task).

Formative Assessment is embedded into the lessons through the Checks for Understanding.

### Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments).

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000.

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

## **Stage 3 – Learning Plan** (Design learning activities to align with Stage 1 and Stage 2 expectations)

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### **Key learning events needed to achieve unit goals**

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations.

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- \*Align with expectations of Stage 1 and Stage 2
- \*Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- \*Include a wide range of research-based, effective, and engaging strategies
- \*Differentiate and personalize content, process, and product for diverse learners
- \*Provide ongoing opportunities for self-monitoring and self-evaluation

### **Lesson One**

#### **Essential Question**

- For whom should I vote? Why? What is most important to me when I make this decision?

#### **Delaware Content Standards Integrated in the Instructional Strategies**

Civics Standard Two 4-5b

Civics Standard Four 4-5b

#### **Instructional Strategies**

##### **Strategy 1: Gathering Information** **ABC Graffiti**

This strategy groups students together to reach an understanding of a concept by either accessing prior knowledge at the beginning of a unit or accessing learned knowledge at the end of a unit.

Have a group of 2–4 students draw a rectangular box at the top of a sheet of paper. Give the following directions to each group:

- Write the question “What are the qualities of an effective leader?” in the box.
- Fold the paper down the middle to create two columns.
- Letter alphabetically A to M down the left side.
- Letter alphabetically N to Z down the right side.

Directions to students might include: Brainstorm characteristics of an effective leader together as a group and record them alphabetically A to Z. The leader might be someone who leads a school group or it might be the President of the United States. For instance, your group might write the word “honest” for H.

Once students have written terms for each column, have each group agree on the best three terms that describe a good leader. Ask the group to circle the top three and share them with the class.

As a variation, students can complete the A-B-C Graffiti independently followed by each student sharing his/her top word. As students are sharing with each other, listeners can add, delete, or modify their original thinking.

**Check for Understanding**

Why should a voter look at a candidate’s qualities when deciding for whom to vote? Explain your answer.

*Rubric*

- 2** – This response gives a valid reason with an accurate and relevant explanation.
- 1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

**Strategy 2: Gathering Information  
Graphic Organizer**

Have students use a graphic organizer to answer the following question:

- **What are the Constitutional qualifications of elected officials?**

Use the websites below, a textbook or other resources to complete the graphic organizer.

<b>Constitutional Requirements of Elected Leaders</b>	<b>President</b>	<b>Senators</b>	<b>Representatives</b>	<b>Delaware’s Governor</b>
<b>Age</b>				
<b>Citizenship</b>				
<b>Residency</b>				
<b>Other Qualifications</b>				

Potential Research Resources:

[Election of the U.S. President](#)

[Election of U.S. Senators](#)

[Election of U.S. Representatives](#)

[Delaware State Constitution](#) – Article III, Section 6

**Check for Understanding**

Why might these Constitutional qualifications help voters select an effective leader? Explain your answer.

*Rubric*

- 2** – This response gives a valid reason with an accurate and relevant explanation.
- 1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

If another constitutional requirement could be added to one of the elected positions, what would it be? Explain why you chose to add that requirement.

### Rubric

**2** – This response gives a valid constitutional requirement with an accurate and relevant explanation.

**1** – This response gives a valid constitutional requirement with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

### Strategy 3: Extending and Refining Paper Pass

Participating in a paper pass allows students to activate prior knowledge and discuss misconceptions. Questions for this paper pass include:

- What are the requirements of voting in Delaware elections? (e.g., Who can vote? Who cannot?)  
United States Citizen who is a Resident of Delaware (proof required); 18 years of age; mentally competent
- Why does my vote matter? (e.g., Why should I bother to vote?)
  - It makes us equal because everyone has a vote no matter how rich or poor, etc.
  - Each vote informs the nation what people think about different points of view on issues.
  - Your vote will help a particular person win who will in turn impact our future
- How does the voting process work? (e.g., Once I turn 18, how does my life as a voter begin and what do I need to do each election year?)
  - Citizens have to register to vote and declare themselves a Democrat, Republican, or Independent.
  - During a Presidential election year: Vote in the primary for your political party.
  - During a Presidential election year: Vote in the general election—if you are away during the election you can vote using an absentee ballot.
- What types of issues are discussed during elections? (e.g., What topics do the candidates use to try to persuade people to vote for them?)  
Answers will vary but might include: education, the environment, healthcare, immigration, public safety/crime, national defense/war, etc.

First, the teacher writes each question on a separate sheet of oversized poster paper. Then students are divided into groups, and one poster sheet is distributed to each group.

Ask students to brainstorm answers to the question and write them below the question. Everyone in the group should have an opportunity to contribute.

Have groups pass their sheet clockwise to the next group. Each group will then repeat the brainstorming process for each of the next two questions.

Once a group receives the fourth question, they should *find evidence to support or disprove* what was written during the brainstorming sessions. On the same sheet, the group should *record where they found the evidence* (such as from a credible webpage, a textbook, or a reading distributed by the teacher). As each group finishes research, post the papers and present findings to the class.

Resources to support this strategy include:

[Elections 101](#)

[Delaware's voting requirements](#)

[A video of how to use Delaware's voting machines](#)

## Check for Understanding

What are the consequences when people do not vote? Explain your answer.

### *Rubric*

**2** – This response gives a valid consequence and an accurate and relevant explanation.

**1** – This response gives a valid consequence and an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

## **Strategy 4: Extending and Refining Think-Pair-Square and Analyzing a Survey**

Students should develop an understanding of what is important to them when selecting a candidate. Ask them to participate in developing, implementing, and analyzing a survey.

### **Background for Teachers**

#### **What is a survey?**

A survey is a method of collecting information from a sample of the population or sometimes the organizations we are interested in. This may involve gathering information either at one point in time—that is, cross-sectional studies—or following a group of people over a period of time—that is, longitudinal studies. Most non-academic surveys—for example, surveys in market research—are usually of the first type. The type of information that we can gather from people include factual information, their level of knowledge, attitude, personalities, beliefs, and preferences.

#### **What is sampling?**

If we decide to collect information from every member of a group (all the students in the school), the study is called a census. When the group is so large that there is limited time and resources to question all individuals, the information is collected from a proportion (a sample) of the group. The process of selecting this sample from the group to be surveyed is known as sampling.

#### **How is a survey used?**

Surveys are used in many fields to gather data on the knowledge, attitude, and behavior of the general public or specific populations. This information is used to design political campaigns, create marketing strategies, plan for public services, and many other purposes. Planning offices may use surveys to determine public attitudes and preferences about growth options, or to assess the use of different public services such as roads or playgrounds. Through this lesson, students will gain experience in gathering data used for decision-making as well as the ability to more critically assess conclusions based on survey data.

#### **How is the information in a survey collected?**

There are several possible methods of collecting the information or data—for example, mailing the surveys to individuals or organizations, e-mailing the surveys, creating online surveys, doing a face-to-face interview, and doing telephone interviews.

#### **What happens after the information is collected?**

For small surveys, the information can be easily recorded by hand and analyzed using calculators. For larger surveys, more efficient ways of recording data—for example, optical scanning, online questionnaires—should be considered for faster, more accurate, and more sophisticated analysis.

When helping students decide which questions might be asked, consider that many voters make choices based on a candidate's experience, past performance in an elected role, or beliefs on issues of the day.

### **Steps in conducting a survey:**

1. Clarify the purposes: Why are we doing this survey?
2. Define the study population: Who should take this survey?
3. Sampling and estimating the sample size: How many people should take this survey so that there is a true sample?
4. Decide what information to collect: What do we want to know from this survey?
5. Decide how to measure the information: What questions do we ask to get this information?
6. Collect the data: Which method do we use to collect the data? For example, the survey may be given as an interview or online.
7. Record, analyze, and interpret the data: What method of recording do we use? What do we know from this survey? The teacher may use the whiteboard or a computer/projector to assist the students in compiling the responses in a graphic organizer.

Have groups of two students respond to steps 1-4 above to begin to create a survey on what is important in a candidate.

Students will conduct a Think-Pair-Square strategy to complete all steps in conducting a survey.

This activity is built on the foundation of Think-Pair-Share without the class reporting. After Think-Pair-Share takes place, the partners team up with another set of partners creating groups of four students. Each group compares and contrasts the two sets of answers or solutions. From the two, the group decides on a compromise. The whole class reports out on their decisions.

Have each group think about the information needed for the first four steps. After each group has completed the first four steps, have each group of two complete steps 5-7, then conduct a Think-Pair-Square as described above. Possible survey questions include:

1. How important is it that the President was in the military?
2. How important is it that the President has run a business?
3. How important is it that the President has had former experience in a national elected office (e.g., Senator, Representative, or Vice President)?
4. How important is it that the President has had former experience in a state or local elected office (e.g., Governor or Mayor)?
5. Which past position or job do you think best prepares someone to be the U.S. President?
6. Which issue is most important to me while researching candidates' views?
7. Which is the most common or likely way that I find out information about candidates?

As each group of four finishes Step 5, have students respond to this question:

- **How are your responses similar to or different from the responses of the other surveys?**

The teacher may wish to have each group report out and create one survey that all students could give, or leave each group of four to administer their own. **Note to teacher:** You may go to [surveymonkey](https://www.surveymonkey.com) to start an online survey for each group or for the entire class. A basic registration is free and easy to use. Teachers will be able to collect the responses for the group or class to analyze.

Conduct the survey. Each group will complete Step 7 by recording, interpreting, and summarizing the data.

To make connections at home, have students ask adults (parents or guardians, other teachers and school staff, district and school administration) to complete the survey and then compare answers using this graphic organizer.

<b>Survey Comparison Graphic Organizer</b>			
<b>Sample Questions</b>	<b>My Answer</b>	<b>Most Common Classroom Answers</b>	<b>Most Common Adult Answers</b>
How important is it that the President was in the military?			
How important is it that the President has run a business?			
How important is it that the President has had experience in a national political office (e.g., Senator, Representative, Vice President)?			
How important is it that the President has had former experience at the state level (e.g., governor or city mayor)?			
What type of past position or job do you think best prepares someone to be the U.S. President?			
Which issue is most important to me while researching candidates' views: education, the environment, immigration policy, national defense, healthcare, etc.?			
How do I find out information about candidates?			

## Check for Understanding

Conduct a Think-Pair-Share strategy. Ask students:

- Which is most important to people—what a candidate for public office has done in the past or what a candidate says about the issues of the day?
- How do you think each can influence what a person thinks?
- Why might people have different opinions about what is important in a candidate for public office? Explain your answer.

*Rubric (3<sup>rd</sup> bullet)*

**2** – This response gives a valid reason with an accurate and relevant explanation.

**1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

## Strategy 5: Application Developing a Graphic Organizer

Students regularly use graphics to organize information. Now that they are becoming familiar with the process of selecting candidates during the voting process, they should organize that information. At the top of their paper they should write the following question:

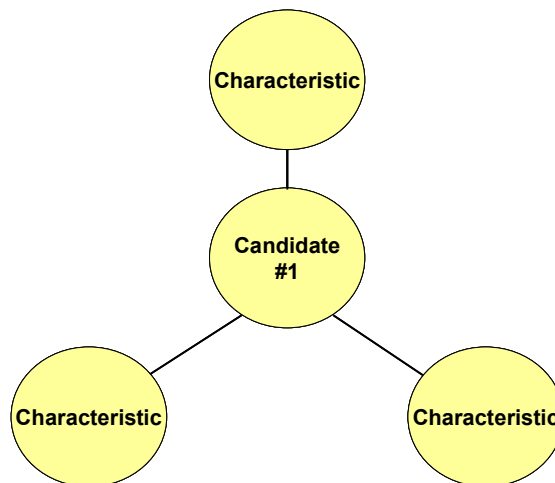
**Which candidate for \_\_\_\_\_ has the characteristics I think are most important?**

Note to teacher: Students may focus on a local, state, or federal election for this strategy.

Have students create the graphic organizer of their choice that will help them organize that information. It might look like:

<b>Characteristics Important to Me</b>	<b>Candidate #1</b>	<b>Candidate #2</b>	<b>Candidate #3</b>
1.			
2.			

Or, a series of webs for each candidate:



The student should complete the characteristics that are important to them, but *leave the name of each candidate blank*. They will use the graphic organizer to complete that information in lesson two.

### **Check for Understanding**

Why should I decide what is important about a candidate's qualifications before I vote? Explain your answer.

*Rubric*

**2** – This response gives a valid reason with an accurate and relevant explanation.

**1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

## **Lesson Two**

### **Essential Question**

- How do I find out what a candidate thinks about the issues of the day?

### **Delaware Content Standards Integrated in the Instructional Strategies**

History Standard One 4-5a

History Standard Two 4-5b

History Standard Three 4-5a

Civics Standard Two 4-5

### **Strategy 1: Gathering Information**

#### **Carousel Brainstorming through T-Charts**

The carousel brainstorming activity can be used to access prior knowledge.

How to conduct a carousel brainstorming session:

- Students should be placed into groups of five.
- The teacher should write the following five questions at the top of five oversized sheets of paper (flipchart paper if available). Below create a T-chart with a "+" on one side and a "-" on the other. Number the topics from one to five and place them in different areas of the classroom. (This might be done ahead of time so that they are visible when students arrive.)
  - What are the positives and negatives of learning about what a candidate thinks through watching a television advertisement?
  - What are the positives and negatives of learning about what a candidate thinks through watching a televised debate?
  - What are the positives and negatives of learning about what a candidate thinks through reading the newspaper?
  - What are the positives and negatives of learning about what a candidate thinks through watching the televised news?
  - What are the positives and negatives of learning about what a candidate thinks through looking at their website?
- Assign each student a number (1 to 5) and then ask them to move to the paper labeled with that number.

- Each group should be given a magic marker that is a different color than the other groups.
- Give the group a minute or two to write answer the question or write everything they know about the topic.
- After time is called the students move to the next question (4 to 5, etc.) and rotate around the room until they are finished answering all of the questions. Since more time is required to read the other groups’ notes before adding their own ideas, the teacher might want to add an additional minute each time the group rotates.

### Check for Understanding

When students arrive back to their original question, the group should discuss what was added. Is anything still missing? Have the group collectively summarize everything that was recorded.

Why is it important to learn about candidates from a variety of sources? Explain your answer.

#### Rubric

**2** – This response gives a valid reason with an accurate and relevant explanation.

**1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

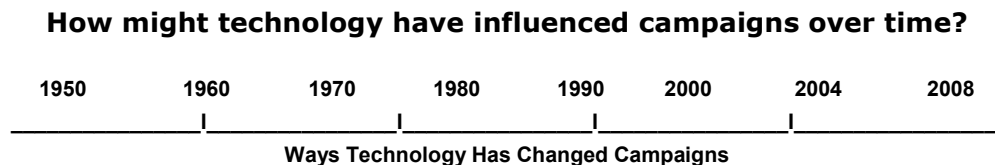
### Strategy 2: Extending and Refining Cause and Effect Timeline

Have students conduct a Think-Pair-Share strategy to respond to the question:

#### How might technology have influenced campaigns over time?

Each student should first independently answer the question. Then the student pairs up with another student to compare their answers.

Next, the pair researches how technology has changed the way a candidate campaigns for public office (the use of television commercials, televised debates, candidate websites, the use of internet blog, etc.) over the past 50 years. Students should record their findings on a timeline similar to the one below.



Students may use these sources for research:

- Advertisements from the past 50 years are available at [The Living Room Candidate: Presidential Campaign Commercials 1952 – 2004](#). After viewing approximately five or six videos (at least one per decade), the pair should record on the timeline specific tactics that candidates used during individual campaigns.
- Televised debates are available at [Debating Our Destiny](#). After viewing at least one debate per decade, the pair should record on the timeline specific tactics that candidates used during individual campaigns.
- [Click here to find candidate websites from \(1996-2004\)](#). After viewing the candidates’ websites, the pair should record on the timeline specific tactics that candidates used during individual campaigns.

## Check for Understanding

How has technology influenced campaigns over time? Explain your answer.

*Rubric*

**2** – This response gives a valid influence with an accurate and relevant explanation.

**1** – This response gives a valid influence with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

## Strategy 3: Extending & Refining Research

Students will use the graphic organizer that they created in Lesson One, Strategy 5 to research information about current candidates for federal office. The classroom teacher should create appropriate candidate profiles for the students using candidate websites.

[Hillary Clinton](#)


[Barack Obama](#)

[Mike Huckabee](#)

[John McCain](#)

The profiles might resemble the following format:

### Presidential Election 2000 – Candidate: George W. Bush

Personal Information	
	<p><b>Age:</b> 54</p> <p><b>Political Party:</b> Republican</p> <p><b>Family:</b> Married to Laura Bush; Twin daughters (Barbara &amp; Jenna)</p> <p><b>Education:</b> Bachelor’s Degree in History from Yale University and Masters of Business Administration from Harvard University</p> <p><b>Religion:</b> Methodist</p> <p><b>Political Experience:</b> Governor of Texas (1995-present); Adviser and speechwriter for father’s presidential campaign (1987-88); Republican nominee for U.S Representative from Texas; 19<sup>th</sup> district (1978)</p> <p><b>Professional Experience:</b> Managing General Partner, Texas Rangers Baseball team (1989-94); Consultant, Harken Energy Corporation (1986); President, Spectrum Corporation (1984-86); Founder/CEO, Bush Exploration (1975-84)</p> <p><b>Military Experience:</b> Pilot in the Texas Air National Guard (1968–1973)</p> <p>Source: <a href="http://www.cnn.com/ELECTION/2000/">http://www.cnn.com/ELECTION/2000/</a></p>

	<b>The Issues</b>
	<p><b>Defense:</b> Supports increasing defense spending, including pay for military personnel</p> <p><b>Education:</b> Believes the federal government should require states to determine education standards and administer testing</p> <p><b>Energy:</b> Supports oil exploration in the Alaskan National Wildlife Refuge</p> <p><b>Environment:</b> Supports continued research into the causes and impact of global warming and the development of new technologies to reduce greenhouse gas emissions.</p> <p><b>Healthy Care:</b> Believes medical savings accounts should be available for American citizens</p> <p><b>Other Issues...</b></p> <p>Source:  <a href="http://www.cnn.com/ELECTION/2000/resources/where.they.stand/index.printable.html">http://www.cnn.com/ELECTION/2000/resources/where.they.stand/index.printable.html</a></p>

The class should debrief by discussing the following:

- How did your view of the candidate change once research was finished?
- Why is research important when making a decision about voting?

### Check for Understanding

How would you revise your graphic organizer from Lesson One/Strategy 5 to better reflect an accurate method of selecting a candidate? Why would you make this change?

*Rubric*

**2** – This response gives a valid revision with an accurate and relevant explanation.

**1** – This response gives a valid revision with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

### Strategy 4: Application Decision-Making

Decision-making grids are useful tools to help individuals choose between various options. They help students organize information to determine which option best meets criteria set by the decision-maker.

#### Goal: Select the Candidate for whom I will vote

	Criteria A	Criteria B	Criteria C
Candidate A			
Candidate B			
Candidate C			

Teachers should choose to conduct steps 1-2 as a class or in small groups of 2-3. Then each student may select his or her own criteria from those generated by the class.

### Steps in Completing a Decision-Making Grid

1. Write your goal. What are you trying to decide?
2. List the alternatives or options in the first column.
3. Determine and record the criteria you will be using.

For instance, if you are choosing a car to purchase, criteria might include gas mileage, price, insurance costs, etc.

Then, using information that you have researched about your alternatives, place a + or – in each corresponding box depending on whether the alternative meets your criteria.

As an example, suppose having a fuel-efficient car is important to you. Car A only gets 12 miles per gallon, so you would record a –, but if Car A drove 35 miles per gallon, then you would record a +.

4. After completing step three, you will add the number of pluses and minuses to determine a total. The alternative that receives the highest number is your best choice.

A completed grid might look like the one below:

#### Goal: Select the Candidate for whom I will vote

	Has Military Experience	Supports Health Care Changes	Opposes Tax Increases	
John Doe	+	-	+	1
Jane Smith	-	-	-	-3
Sally Stewart	+	+	+	3

### Check for Understanding

Why is it difficult to determine the best candidate? Explain your answer.

*Rubric*

**2** – This response gives a valid reason with an accurate and relevant explanation.

**1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

### Strategy 5: Application Simulation/Think-Pair-Share

Now that students have made their decision about whom to vote for, they are ready to participate in a voting simulation. Students should begin by creating a sequencing chart to show the steps voting.

### **Step One**

Decide what characteristics and qualifications are important to me.



### **Step Two**

Research the candidates.



### **Step Three**

Complete a decision-making grid.



### **Step Four**

Vote

Have students view [How to Use the Voting Machine](#).

Explain to students that they will [vote online in the Delaware Mock Election](#).

After all ballots are completed and tabulated, the results of the class-wide election should be announced. Then the students should discuss in pairs the question:

- Why do you think our classroom election resulted in this outcome?
- What factors might influence different results in other classrooms?

Have the pairs of students report to the class in order to make comparisons between responses.

#### **Check for Understanding**

Why is it necessary to follow all steps of the voting process before going into a voting booth? Explain your answer.

*Rubric*

**2** – This response gives a valid reason with an accurate and relevant explanation.

**1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

## Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links)
- Help in identifying and correcting student misunderstandings and weaknesses

Background information and teaching tips are embedded within the lessons. Several web-based resources are hyperlinked. If the hyperlinks become inactive below are the web addresses:

Lesson One/Strategy 2:

[Election of the U.S. President](http://bensguide.gpo.gov/3-5/election/president.html) - <http://bensguide.gpo.gov/3-5/election/president.html>

[Election of U.S. Senators](http://bensguide.gpo.gov/3-5/election/senators.html) - <http://bensguide.gpo.gov/3-5/election/senators.html>

[Election of U.S. Representatives](http://bensguide.gpo.gov/3-5/election/representatives.html) - <http://bensguide.gpo.gov/3-5/election/representatives.html>

[Delaware State Constitution](http://www.state.de.us/facts/constit/article3.htm) – Article III, Section 6 - <http://www.state.de.us/facts/constit/article3.htm>

Lesson One/Strategy 3:

[Elections 101](http://pbskids.org/zoom/fromyou/elections/elections101.html) - <http://pbskids.org/zoom/fromyou/elections/elections101.html>

[Delaware's voting requirements](http://elections.delaware.gov/services/voter/eligibility.shtml) - <http://elections.delaware.gov/services/voter/eligibility.shtml>

[A video of how to use Delaware's voting machines](http://elections.delaware.gov/services/voter/eligibility.shtml) - <http://elections.delaware.gov/services/voter/eligibility.shtml>

Lesson Two/Strategy 2:

The Living Room Candidate - <http://www.livingroomcandidate.org/>

Debating Our Destiny - <http://www.livingroomcandidate.org/>

Candidate Websites -

[http://www.livingroomcandidate.org/desktop/websites.php?nav\\_action=desktop&nav\\_subaction=websites](http://www.livingroomcandidate.org/desktop/websites.php?nav_action=desktop&nav_subaction=websites)

Lesson Two/Strategy 3:

[Hillary Clinton](http://www.hillaryclinton.com/) - <http://www.hillaryclinton.com/>

[Barack Obama](http://www.barackobama.com/index.php) - <http://www.barackobama.com/index.php>

[Mike Huckabee](http://www.mikehuckabee.com/) - <http://www.mikehuckabee.com/>

[John McCain](http://www.johnmccain.com/) - <http://www.johnmccain.com/>

Lesson Two/Strategy 5

How to Use a Voting Machine -

<http://elections.delaware.gov/information/technology/electronicmachine.shtml>

Voting On-line for the Mock Election

<http://elections.delaware.gov/information/mockelection/mockelection.shtml>

## Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Differentiation is embedded into the teaching strategies. For instance, cooperative learning and paired discussion takes place throughout the unit.

### Design Principles for Unit Development

At least one of the design principles below is embedded within unit design.

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).
- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- **Differentiated instruction** - the ability to effectively and efficiently reach all students in a heterogeneous environment.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** - the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

#### 21st Century learning skills include:

- Exercise sound reasoning in understanding and making complex choices
- Act responsibly with the interests of the larger community in mind

### Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Useful websites are hyperlinked within the lessons. Student use of computers for some strategies is encouraged.

### Content Connections

Content Standards integrated within instructional strategies

Civics Standard Two 4-5b

Civics Standard Four 4-5b

History Standard One 4-5a

History Standard Two 4-5b

History Standard Three 4-5a