

1 Social Studies Lesson Plan: Current Event-Citizenship and Voting

October 14, 2020

Hannah Krebs

<p>Grade: 3rd</p> <p>Materials:</p> <ul style="list-style-type: none"> • White board • Marker • Pieces of paper • Pencils • Cardboard box to act as a ballot box • Two stuffed animals 	<p>Subject: Social Studies</p> <p>Technology Needed: None</p>
<p>Instructional Strategies:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </div> <div style="width: 45%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </div> </div>	<p>Guided Practices and Concrete Application:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> </div> <div style="width: 45%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </div> </div>
<p>Standard(s)</p> <p>C.3_5.4: Explain the importance of the basic principles that provide the foundation of the American system of government (e.g., symbols, patriotic traditions, values of liberty, equality, justice, etc.).</p>	<p>Differentiation</p> <p>Below Proficiency: There will be check-in questions throughout the lesson for these students. Additionally, there will be visuals and examples to help facilitate understanding.</p> <p>Above Proficiency: These students will be challenged with questions that do not have an obvious answer. They will be called on more for the harder questions at the end of the lesson.</p> <p>Approaching/Emerging Proficiency: There will be check-in questions throughout the lesson for these students. They will also be able to answer some of the questions that do not have an obvious answer.</p> <p>Modalities/Learning Preferences:</p> <p>Visual: There will be pictures and words written on the board for these students.</p> <p>Auditory: Directions will be auditory and discussions and questions will be useful for these students.</p> <p>Kinesthetic: Students will be getting up and moving around the classroom in order to reach their desks and vote.</p> <p>Tactile: Students will be writing their vote on a piece of paper with a pencil.</p>
<p>Objective(s)</p> <p>By the end of the lesson, students will:</p> <ul style="list-style-type: none"> • Understand the basic structure of the United States government. • Take part in a mock election in order to experience the importance of voting. • Understand that elected officials' functions are to serve the citizens of the United States and are voted in by the citizens. <p>Bloom's Taxonomy Cognitive Level:</p> <p>Evaluating, applying, understanding, remembering</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Before instruction:</p> <ul style="list-style-type: none"> - Give students a 30 second warning that we are moving onto the next subject. - Tell the students to pack up whatever is on their desk, put it in their bins, and sit in the gathering space. - Give a 15 second warning that we are moving onto the next subject. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Students are expected to put away their things quickly and nicely. • Students are expected to be respectful of each other and wear their masks while in close proximity to each other. • Students are expected to participate in the discussion. • Students are expected to take part in the voting process. • Students are expected to sit on the carpet criss-cross applesauce

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<ul style="list-style-type: none"> - Give students a 10 second warning, 5 second warning, and then call any students who are still up to the gathering space. <p>During instruction:</p> <ul style="list-style-type: none"> - Students are at voice level 0 unless asking or answering a question. - Students are wearing their masks. - Students will raise their hands if they have a question and will not talk over each other. <p>During the activity:</p> <ul style="list-style-type: none"> - Students will get their piece of paper from me at voice level 0. - Once they have their piece of paper, they will head back to their desks and wait for further instructions. - Students walk to and from their desks. 	
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Minutes	Procedures
5	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Our Citizenship and Voting • Under the above write, United States Government on the white board • Write executive, legislative, and judicial underneath the title • Write president, congress, and supreme court under these
15	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • All right friends! We are going be moving onto a new activity in 30 seconds. Please pack up everything on your desks, your computers and notebooks, and put them in your bins. After you do this, please come to the gathering space (carpet in front of the projector white board) • Give 15, 10, and 5 second warnings for transitioning. Allow time for students to sit down. • Thank students for putting away their things so quickly. • Introduce lesson. • “So today we’re going to talk about a pretty important event that’s happening in our country. Do you guys know of anything big that’s happening in our country right now?” • Have students turn and talk to their neighbor. • Bring them back with a five second countdown. • Accept a few student answers. • “All right friends, so today, we’re going to talk about the presidential election. Does anyone know what the presidential election is?” • Accept a few student answers. • “That’s right, the presidential election is how we get out president. What is important, and what we’re going to talk about today, is how WE, get to choose the president.” • “To understand how we, so your mom and dad, myself and Ms. Weisz, eventually you, get to choose the president, we’re first going to talk about something called citizenship.” • Ask if any of the students know what a citizen is. • Accept one or two answers. • “A citizen is just a different way to say that a person belongs to a certain country. So Ryer, you’re a citizen of the United States of America. I am a citizen of the USA, Kadenz is a citizen of the USA. Why are we citizens of the USA? Because we live in the US.” • Explain to the students that as citizens of the USA, we are given special privileges and one of these privileges are getting to vote. • “What does it mean to vote?” • Explain what voting is. • Voting is getting to choose who we want as the president.

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- So to really understand how important voting is, we're going to look at how our government, or the people who are in charge of the United States, is set up.
- Explain to the students that the government has a certain structure and functions to serve the citizens and residents of the USA. (Be sure to include the three branches of government)
- Explain to the students what each one does and how it comes to be/is elected
- The legislative branch is elected by the citizens of the United States. We get to vote them in. Refer to the chart while explaining that they write up the laws of the state.
- The judicial branch is appointed by the executive branch, or the president. These are judges. They take the laws that the legislative branch write up and define them.
- Defining laws is like giving them more detail and making them sensible. For example: if legislative makes a law against jaywalking, the judicial branch will take this law and tell us what jaywalking is.
- The executive branch is elected by the citizens of the United States. We vote them in. They have the job of executing, or carrying out laws or rules that are made by the legislative branch and defined by the judicial branch.
- Explain what this means. Take piece of paper that says law against jaywalking, take it from the legislative column, put it under judicial and swap out for piece of paper that says law against jaywalking: no walking outside of the white lines in pedestrian lanes on street. Carry this piece of paper to the executive column.
- Explain that the president then executes or carries out this law by making it a law and now we, the citizens have to obey it.
- Why do we have to obey it? This law is good for us because it protects us.
- "All right friends, now that we know the structure of the government, what questions do you have for me?"
- Allow time for questions and answers before moving on.

Voting and Election

- "This is the structure of our government and it allows us, the citizens of the United States have a say in who makes the laws."
- "To do this, we're going to look at our legislative and executive branches. What does it mean to be elected by the people of the United States?"
- Accept one or two answers.
- "All right, so being elected means that these people (reference the board) are wanted by us, the citizens of the US. How do we know they are wanted?"
- Accept one or two answers.
- "How we know they are wanted, is through a process called voting."
- Explain voting.
- Voting is saying that you approve, you want this person to be elected to a certain position. In our case, you be voting for either Donald Trump or Joe Biden.
- Often, you vote for the person who you agree with the most. So if we were voting in the school, and Harleigh wanted puppies in the school and Ryer wanted kittens in the school, you would vote for whichever you prefer; puppies or kittens."
- Explain what an election is. An election is the process of voting for a person, so you saying you want them to be in charge.
- "How an election works is you would go to a specific building that has all of the information you need on the people you want to vote for. You would fill out the paper with the name of the person you want, and then place it in a machine. After this, your vote has been counted for the person whose name you wrote down."
- Whoever has the most votes in an election wins.
- "All right my friends. Can you vote yet?"
- Accept some answers.
- "That's right, you can't vote yet in a real election. You can't vote until you're eighteen in the United States. But! Today, we're going to hold our own election, and it's going to be right in this room. And you don't even have to be eighteen to vote in this election."

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Explain: (concepts, procedures, vocabulary, etc.)

- Explain to the students that we are going to hold a classroom election. We are going to vote for the president of the classroom. The president is going to be carrying out laws that are good for the classroom.
- The candidates for presidency will be two stuffed animals.
- Assign one candidate two piece of the Lincoln Pledge and the other candidate the other two pieces.

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	<ul style="list-style-type: none"> • Example: Candidate One is kind and responsible. They are going to make the classroom awesome by passing a law where we say please and thank you while cleaning up after ourselves. Candidate 2 is respectful and safe. They are going to make our classroom awesome by listening well and wearing their coats outside to be safe from the wind. • “All right friends. So this is how it is going to work. You’re going to come up to me with voices off, and walking feet and take a piece of paper. You’re going to go back to your desk and write the name of the person you are voting for. You have to vote for either stuffed animal 1 OR 2. Pick the animal you MOST agree with.” • “So if you want a safe and respectful classroom, pick 2, if you want a kind and responsible classroom, pick 1.” • “Once you are done writing down the name of your choice, fold your paper in half and come up to me and put your votes in this box that I will be holding.” • Show the students the box. • “While you are at your desks, you are NOT allowed to share answers with your desk partner. Your voices will still be off as you sit at your desk and write your vote.” • “After you put your vote in the box, you’ll sit back down on the floor.” • Ask students if they understood the directions and call on one student to repeat the process. • “Yes. So we’re going to come up with voices off and walking feet, take a piece of paper, go back to our desks, put one name on the piece of paper, fold it up, bring it to me, place in the box, and then sit down on the floor.” • “I’m going to give you a minute to do this and will time you.” • Give students a 15 second warning after handing out the papers and letting them sit. • Call for last voters at 5 seconds. • While the students are writing their votes, write the names of the two candidates on the board. This will be used for counting votes later.
7	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Students will take part in the simplified voting process. • After they are all sitting down on the carpet, we will tally up the votes. • Have the assistant of the day write tallies for each stuffed animal • Celebrate the new president. • “All right friends. What did you think about voting?” • Accept answers • “Was it fun? Boring?” • Accept answers. • “When you guys grow up and become 18, you’ll be able to do the real thing. It’s super exciting. I’ve only voted a couple times, but I like to know that I can make a difference.” • Ask the students about the structure of government. • Ask how many branches there are. • Why do we vote? • Why is it important that we can vote? • Does you guys get to vote? • When do you get to vote?
3	<p>Review (wrap up and transition to next activity):</p> <p>“All right friends. Thank you for learning with me! Head back to your desks with voices off for our next thing of the day.”</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Students will be asked questions throughout instruction to monitor their understanding.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Students will be asked a series of questions at the end of the lesson to determine their level of understanding for the function of the government of the United States, elected officials, and the importance of being able to vote. They will be assessed on the quality of discussion that results from their answers.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Overall, I thought this lesson went well. I had good content and the pacing for the lesson was perfect. I went right up to time, was mindful of the time, and managed my lesson time well. I also took my practicum teacher's feedback from my language arts lesson I taught and applied it to this lesson. Her feedback was to tell students my expectations for how I wanted them to sit on the carpet in front of the white board and it helped to get them focused and manage how much they moved around. The students loved the mock election. They had a lot of fun with it and their responses to my questions about it were really enthusiastic. I also tied in pieces of their school pledge into the mock election so the students could recognize and understand the attributes that were being assigned to the "presidential candidates" and their "laws" for the classroom.

The students learned about the process of voting, what it means to vote, and the branches of the government. They also learned the importance of being a citizen of the United States because we get to choose the leader of our country. I had a discussion with the students before and after they took part in the mock election, and they were able to answer my questions about what I taught pretty well. The branches of the government were definitely not fully engrained in the students' minds, but the voting, citizenship, and election aspects were. They were able to answer the latter three questions much easier and enthusiastically. The students were also able to make good connections between what I was teaching and the presidential election that is in progress, because they would ask questions or comment on my content and the current election.

If I were to teach this lesson over, I would focus the lesson on citizenship and voting instead of citizenship, voting, and the branches of government. While I deemed the branches of government important for the students to know so that they could really understand why being able to vote is important, the terms of the branches just got too big for the students and they could not really understand them. I could also see in the students' responses and body language that it was harder for them to connect voting to the branches of government and the importance of this connection was lost on them. In addition to this, the stuffed animals I used for the election were too cute and distracted the students. This resulted in them not paying much attention to the attributes of a candidate and the good they were going to do for a classroom, but in what the candidate looked like and which one they liked best. While this was not optimal for getting my purpose of the mock election across, it was better to use stuffed animals than students so no feelings were hurt. I would think about using stuffed animals again, but possibly ones that are less cute so the students are not distracted by their looks as easily.