

Election 2012

Name: *Kara Shorter*

Major Topic for the Unit of Instruction: *Election 2012*

Length of Unit: *Eight-60 minute class periods*

STAGE 1: DESIRED RESULTS

Standards of Learning:

Writing 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

Writing 5.9 The student will find, evaluate, and select appropriate resources for a research product.

C/T 3-5.2 The student will demonstrate proficiency in the use of technology.

C/T 3-5.6 The student will use technology to locate, evaluate, and collect information from a variety of sources.

Major understanding:

Students will understand that: one of our civic duties is to be an informed voter and find resources that will help us become informed voters. Also, students will understand how current events affect all of us.

Essential Question(s):

Is it okay just to go out and vote in an election? What would you need to do before you vote? Who would like to see as president of the United States, more importantly, why? Who would you like to see as Nottoway's Commonwealth's Attorney? Why?

Student Objectives:

Students will be able to explain why their candidate is the best choice for president of the United States. Students will use technology to research their candidate, create an essay their candidate, and vote for their candidate. Students will also explore the candidates that are running for local office.

Bloom's Taxonomy Skills

Students create a persuasive essay on the candidate that they believe is the best choice. Students will need to evaluate different sources and information on the different candidates.

21st Century Learning Skills

Students will use problem solving skills and decision making processes to make decisions. They will also use the internet and Microsoft Word to create a product.

STAGE 2: ASSESSMENT EVIDENCE

List the Performance Task(s)

KWL Chart

Pre-write about candidate using 4 Square Writing

Type essay in Microsoft Word

Vote on Edmodo

STAGE 3: LEARNING PLAN

KWL Presidential Election-Day 1

Grade Level: 5th Subject: Writing/History Prepared By: Kara Shorter

SOL: *Writing 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. C/T 3-5.2 The student will demonstrate proficiency in the use of technology.*

<u>Bell Ringer:</u>	Who is running for president of the United States?	Resources <ul style="list-style-type: none"> • Bell Ringer/Exit Ticket sheet • KWL sheets for the class • Example of 2012 Election ballot (from Registrars office) • Discovery Education video Technology <ul style="list-style-type: none"> • SMART Board • Laptop • Document Camera
<u>Objective:</u>	Students will describe what they know (or think they know) about the upcoming election.	
<u>Procedure:</u>	<p>Students complete the bell ringer answer on their papers after they enter class. Ask students to give their responses.</p> <p>Explain that we are going to be working on a unit about Election 2012. Hand out the KWL chart to students and have them fill out the Know and What to Know Columns individually. Then give the students three minutes to discuss what they have with a classmate.</p> <p>Compile a list of the Know and Want to Know as a class (using document camera)</p> <p>Students watch a short video from Discovery Education about the two main candidates for president: http://app.discoveryeducation.com/player/view/assetGuid/f4f03479-1a27-4d43-9eae-c24f97ffa43c</p> <p>What are some issues that separate the two candidates? What did you learn new about the two candidates? (Students add some information to what they learned column and what they want to know in their KWL chart.)</p> <p>Show students a copy of the actual ballot from Nottoway County that will be used in the election. Discuss the different options to vote: 2 Virginia Constitutional Amendments, President/Vice President(5 people running), Senate, House of Delegates, and Commonwealth’s Attorney</p>	

<u>Exit Ticket:</u>	What are three offices/things we are voting for in Nottoway County for the 2012 election?	
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Research Candidate/4 Square Pre-Writing-Days 2 and 3

Grade Level: 5th Subject: Writing/History Prepared By: Kara Shorter

<p>SOL: : <i>Writing 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. Writing 5.9 The student will find, evaluate, and select appropriate resources for a research product. C/T 3-5.2 The student will demonstrate proficiency in the use of technology. C/T 3-5.6 The student will use technology to locate, evaluate, and collect information from a variety of sources.</i></p>		
<p><u>Bell Ringer:</u></p>	<ol style="list-style-type: none"> 1. What is one issue that separates the two main candidates for president? 2. What is a different issue that separates the two main candidates for president? 	<p>Resources</p> <ul style="list-style-type: none"> • Bell Ringer/Exit Ticket sheet • KWL sheets • Discovery Education video <p>Technology</p> <ul style="list-style-type: none"> • SMART Board • Laptop • Document Camera • Computer lab
<p><u>Objective:</u></p>	<p>Students learn what the different issues are that divide the candidates and use pre-writing strategy to begin the persuasive essays.</p>	
<p><u>Procedure:</u></p>	<p>Students complete the bell ringer answer on their papers after they enter class. Ask students to give their responses. Students watch 2 short videos from Discovery Education about the Republican and Democratic Conventions:</p> <p>http://app.discoveryeducation.com/player/view/assetGuid/C769DDE9-A66C-4FD4-A656-FF90E59C8C51</p> <p>http://app.discoveryeducation.com/player/view/assetGuid/6dd9d459-b227-4cfc-8b06-b1649a332890</p> <p>Students lead discussion about the videos. What did you learn from those videos? Add any new information to the KWL chart.</p> <p>Explain that students will create a persuasive essay on who they would like to be elected as president for 2012 and what issues that they agree with. Review what the following issues mean: Economy/Jobs, Defense, Educations, Taxes, Health Care.</p> <p>Students will begin their research on-line using the two websites (Embedded in Edmodo). Students will you the 4-Square pre-writing model to take notes and help form their essays (We have already discussed how to use the 4-Square model earlier in the year) Students will read about the different issues and watch video clips of the two candidates speaking about the specific issues. http://www.timeforkids.com/news/understanding-issues/44461 http://campaign2012.c-span.org/issues</p>	

<u>Exit Ticket:</u>	<ol style="list-style-type: none">1. What is one purpose of the conventions?2. Define/explain economy? (This is one of the issues that students have to research)	
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Rough Draft-Day 4

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<p><u>Bell Ringer:</u></p>	<p>What is one reason you would like your candidate to become the next president?</p>	<p>Resources</p> <ul style="list-style-type: none"> • Bell Ringer/Exit Ticket sheet • KWL sheets for the class • Discovery Education video <p>Technology</p> <ul style="list-style-type: none"> • SMART Board • Laptop • Document Camera
<p><u>Objective:</u></p>	<p>Students create their rough draft for their essay and have an introduction to the job of Commonwealth’s Attorney.</p>	
<p><u>Procedure:</u></p>	<p>Students complete the bell ringer answer on their papers after they enter class. Ask students to give their responses.</p> <p>Have students to get into groups and share their 4 Square pre-writing for 5 minutes. Have students to present the issues that their partners felt were important to them.</p> <p>Students write their rough drafts on their persuasive essays. They are to finish writing for homework.</p> <p>Students watch a short Discovery Education video on the debates:</p> <p>http://app.discoveryeducation.com/player/view/assetGuid/34534e14-3cd9-4222-9fab-176e072ec79a</p> <p>Show students the <i>Blackstone Courier Record</i> (local newspaper) and read the article about the local debate for Commonwealth’s Attorney. This article includes the issues debated.</p> <p>Explain that the candidates will be in to discuss the job of the Commonwealth’s Attorney and their campaigns tomorrow.</p>	
<p><u>Exit Ticket:</u></p>	<p>Why does one of the candidates feel that he is she is the best person for Commonwealth’s Attorney?</p>	

Commonwealth's Attorney Speakers-Days 5 and 6

Grade Level: 5th Subject: Writing/History Prepared By: Kara Shorter

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<p><u>Bell Ringer:</u></p>	<p>What is the job of the Commonwealth's Attorney?</p>	<p>Resources</p> <ul style="list-style-type: none"> • Bell Ringer/Exit Ticket sheet • KWL sheets for the class • Discovery Education video <p>Technology</p> <ul style="list-style-type: none"> • SMART Board • Laptop • Document Camera
<p><u>Objective:</u></p>	<p>Students understand the job of Commonwealth's Attorney and how local elections affect us as well.</p>	
<p><u>Procedure:</u></p>	<p>Students complete the bell ringer answer on their papers after they enter class. Ask students to give their responses.</p> <p>Students listen as the speaker explains the job of Commonwealth's Attorney and the election process. After the speaker finishes, students have the opportunity to ask questions.</p> <p>Video tape the speakers so all of the classes will have the opportunity to watch all of the speakers. If we are watching a video tapes session, stop and discuss as we watch the video.</p>	
<p><u>Exit Ticket:</u></p>	<p>What are three offices/things we are voting for in Nottoway County for the 2012 election?</p>	

Final Draft/Election-Days 7 and 8

Grade Level: 5th Subject: Writing/History Prepared By: Kara Shorter

<p>SOL: <i>Writing 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. Writing 5.9 The student will find, evaluate, and select appropriate resources for a research product. C/T 3-5.2 The student will demonstrate proficiency in the use of technology. C/T 3-5.6 The student will use technology to locate, evaluate, and collect information from a variety of sources.</i></p>		
<p><u>Bell Ringer:</u></p>	<p>How has this project helped you become a better informed voter?</p>	<p>Resources</p> <ul style="list-style-type: none"> • Bell Ringer/Exit Ticket sheet • KWL sheets for the class • Example of 2012 Election ballot (from Registrars office) • Discovery Education video <p>Technology</p> <ul style="list-style-type: none"> • SMART Board • Laptop • Document Camera
<p><u>Objective:</u></p>	<p>Students will describe what they know (or think they know) about the upcoming election.</p>	
<p><u>Procedure:</u></p>	<p>Students complete the bell ringer answer on their papers after they enter class. Ask students to give their responses.</p> <p>Students use Microsoft Word to type their persuasive essays on who they want for president. We have used Microsoft Word to type essays previously.</p> <p>Students will go to Edmodo and vote for their candidate for Commonwealth's Attorney and President of the United States of America.</p>	
<p><u>Exit Ticket:</u></p>	<p>Go over the KWL chart</p>	

Your Candidate _____

Name _____






Election 2012

Directions: Fill out the chart on the candidate you support for president. Fill out what you think you know about you candidate in the first column and what you want to know in the second column.

K What do you know?	W What do you want to know?	L What have you learned?

Name _____

Who would you like
for president of the
United States? Why?

 Profile Account ▾

**Me to 1st Period Writing/History, 2nd Period Writing/History, 3rd Period Writing/History, more...**

Vote for one of the following for President and Vice President of the United States

Republican Party
Mitt Romney, President
Paul Ryan, Vice President 32.47%, 25 vote(s)




Democratic Party
Barack Obama, President
Joe Biden, Vice President 63.64%, 49 vote(s)

Constitution Party
Virgil Goode, President
Jim Clymer, Vice President 0 vote(s)

Libertarian Party
Gary Johnson, President
James P. Gray, Vice President 0 vote(s)

Green Party
Jill Stein, President
Cherl Honkala, Vice President 3.9%, 3 vote(s)

Total votes: 77 (Refresh)

Nov 5, 2012 |  |  |  2 Reactions

Recent Activity

Lexie M. logged in 20 hours ago

Kara S. viewed Schoolhouse Rock: Adjectives Yesterday

Kara S. viewed Adjectives explained Yesterday

Kara S. logged in Yesterday

Antonio F. viewed Kara Shorter Nottoway Intermediate School VocabularySpelling City.com Yesterday

Antonio F. logged in Yesterday

Lexie M. viewed

Persuasive Essay : Presidential Election 2012

Teacher Name: **Mrs. Shorter**

Student Name: _____

Final Score: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.	
Introductory Paragraph	The introductory paragraph names the topic of the essay and outlines the main points to be discussed.	The introductory paragraph names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The introductory paragraph does not name the topic AND does not preview what will be discussed.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	

Name _____

Dates _____

Monday

Bell Ringer

Exit Ticket

Tuesday

Bell Ringer

Exit Ticket

Wednesday

Bell Ringer

Exit Ticket

Thursday

Bell Ringer

Exit Ticket

Friday

Bell Ringer

Exit Ticket
