

## The Election Process (President and Vice President) – Ben’s Guide

**Created by:** Shannon Harris

**Title/Role:** Upper School Librarian

**Organization/School Name:** Durham Academy

**Location:** North Carolina

**Grade Level:** 9-10

**Type of Lesson:** Lesson in a unit

**Type of Schedule:** Flexible

**Collaboration Continuum:** Limited

**Content Area:**

English

Social studies

**Content Topic:** The Election Process (*specifically President & Vice President*).

### Standards for the 21st-Century Learner

#### Skills Indicator(s):

- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.1.9 Collaborate with others to broaden and deepen understanding.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. (*If using Tiki-Toki*)

#### Dispositions Indicator(s):

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.
- 3.2.3 Demonstrate teamwork by working productively with others.

#### Responsibilities Indicator(s):

- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information technology responsibly.
- 2.3.1 Connect understanding to the real world.
- 3.3.4 Create products that apply to authentic, real-world contexts.

#### Self-Assessment Strategies Indicator(s):

- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 2.4.3 Recognize new knowledge and understanding.
- 3.4.2 Assess the quality and effectiveness of the learning product.

**Scenario:** This can be used as an introductory lesson to a government / history unit on the electoral process. Students will use the new Ben's Guide to learn about the election process, specifically for the President and Vice President, in the United States. How will the librarian break it down? She/he will guide the students in reading the script from the teaching tool Ben's Guide and use visuals to clarify understanding. The librarian will read; draw and ask questions while moving through the short script.

**Overview:** The librarian will review prior knowledge about presidential elections in a Q & A format. Students can share personal thoughts and experiences to build background, and discuss the most recent election to make the material more relevant.

Read the script with students and have groups of 3-4 students create a timeline (visual) to clarify understanding about the election process (Primary through Electoral College). Within the timeline, students should add details about each step in the election process.

**Final Product:** Students' timeline will show what they learned about the election process for the President and Vice President.

**Library Lesson:** The librarian will read the script with students from the Ben's Guide website and stop to either add timeline information, or ask probing / clarifying questions to further enhance student understanding. (Questions should be asked along the way.)

**Estimated Lesson Time:** 45 minutes

## Assessment

**Product:** Students will create a timeline of the electoral process, beginning with primary elections and ending with the Electoral College. They will add important steps and supporting information along the way. They will be encouraged to add any visuals to further clarify what was learned.

**Process:** After the Q & A forum and the reading of the script, the students will create a visual timeline of what they learned from the lesson on the election process. The students will work in groups.

**Student self-questioning:** Four questions that students should ask themselves:

## Instructional Plan

### Resources students will use:

Interactive Resource (i.e. webpages, multimedia learning objects)

Materials for timeline creation

- Students may want to experiment with Tiki-Toki to create an interactive, online timeline:  
<http://www.tiki-toki.com/>

**Interactive Resource URL:** <http://beta.fdip.gov/how-elections-happen>

### Resources instructor will use:

Projector

Laptop

White board / large post-it note

## Instruction/Activities

**Direct instruction:** Students will meet in library classroom / set up for discussion. The librarian should first ask students what they know about the election process, personal experiences with any prior election (especially if old enough to vote or during an election year) to build background knowledge. Ben's Guide should be displayed on the through some form of projection. The librarian will read the script, or have students read, from the website on the Election of the President & Vice President: Primary Election. There are three total categories and the librarian should stop after each section and ask questions for clarity and understanding.

Also, the librarian should use a large post-it or whiteboard to note key events / information in the process. For example, note requirements for being president, when and how the nominating process begins, etc... Students should provide this information during the lesson. Other visuals can be used such as a news headlines from past elections, ad campaigns, and/or sample ballots.

The librarian should stop throughout the script and ask and answer questions to ensure that the students understand. After moving through the script, students should be directed to their groups and asked to create a timeline about the Election Process. The timeline should begin with the Primary Election and end with the results of the Electoral College. Timelines should include key steps in the process as well as details about

**Modeling and guided practice:** The librarian can demonstrate one item recalled from the script and make a note to give students an idea of information to include on their timeline. The librarian can also make the first timeline entry and discuss at what point the timeline should end.

**Independent practice:** If students complete all the assignment, they can play the interactive games on the website. Students may also want to research past elections, or they can assist other students in need of assistance in completing their timeline.

**Sharing and reflecting:** Students will later share their findings through bulletin board displays and follow-up classroom discussion.

**Have you taught this lesson before:** No

**Strategies for differentiation:** A second follow-up library session should be allowed for students to complete their tasks. Peer mentoring is highly encouraged.

## AASL/Common Core State Standards Crosswalk

**English Language Arts:** *(several overlap with Writing Standards for Literacy in History/Social Studies, Science, & Technical Subjects crosswalk )*

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**CC.9-10.W.7** >> English Language Arts >> Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CC.9-10.W.9** >> English Language Arts >> Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CC.9-10.SL.1** >> English Language Arts >> Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CC.9-10.SL.4** >> English Language Arts >> Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CC.9-10.W.6** >> English Language Arts >> Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Tiki-Toki)

**CC.9-10.W.2** >> English Language Arts >> Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CC.9-10.W.2.b** >> English Language Arts >> Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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