

Civic Participation – Mock Interview and Election
Social Studies – Grade 4

Instructional Strategies and Learning Tasks:

- Platform and Interview Worksheets
- Mock Election Simulation
- Mock Interview Simulation
- Small Group Discussion
- Whole Class Discussion

Assessments and Evaluations:

- Informal Teacher Observation
- Teacher Questions
- Exit Slips
- Worksheets
- Election ID tags

Standards:

Ohio Social Studies Standards, 2012, G4

Civic Participation and Skills

Content Statements:

15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.
16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.
17. Effective participants in a democratic society engage in compromise.

CCSS

CCSS.ELA-Literacy.SL.4.1:

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.4.1c:

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-Literacy.SL.4.1d:

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Objectives:

- Students will be able to identify key components of the election process by participating in an interview and election simulation, completing their election ID tags and an exit slip.
- Students will be able to relate to school issues personally and build an understanding of how these issues can affect a community by either creating a platform for their party, or by constructing important questions related to the platforms, both stemming from small group discussion.

Materials:

1. Video- Voting Rap (youtube)
<http://www.youtube.com/watch?v=NhMgy894v5Q>
2. Platform Worksheets, 17 copies (34 total)
3. Interview Worksheets, 12 copies (24 total)
4. Choice Board Organizers (students completed yesterday)
5. Election ID tags (from yesterday)
6. Video- Kids ask questions of president (youtube)
<http://www.youtube.com/watch?v=OzwzNOqakIQ>
7. Exit Slips, 27 copies (54 total)

Time:Day One

Prior Knowledge and Instruction- 15 minutes
Primary Election- 15 minutes
Platform and Journalism Practice- 30 minutes

Day Two

Prior Knowledge and Instruction- 15 minutes
Interview- 15 minutes
Election- 15 minutes
Discussion and Exit Slip- 15 minutes

Key Questions:

- What is the purpose of a primary election?
- How does a party's platform influence voters?
- How can citizens of a state or nation influence their government?
- What compromises did you make with your group today?

Procedure:Day One*Activating Prior Knowledge and Instruction*

The instructor will ask someone to remind us of the meanings of any one of the four vocabulary terms from yesterday, and record these meanings on the Smart Board if necessary. The instructor will show the video "Voting Rap" on the Smart Board, and pass out the choice board organizers from yesterday and election ID tags. She will also pass out the platform worksheets to the political parties, and the interview worksheets to the journalists. The election ID tags identify the part for each student: Presidential Candidate A, Presidential Candidate B, Journalists A, Journalists B, Campaign Committee A, Campaign Committee B. *The groups of journalists will prepare questions to ask the candidates, and will consist of two groups of five students. The Campaign committees will help the presidential candidates prepare their platforms for interviews, and will consist of the remaining students divided evenly.*
(15 minutes)

Primary Election

Students will gather with their groups: Journalists A, Journalists B, Party A, and Party B. Each party will name themselves, and each group of journalists will name the station they represent. Each student will declare a party. *(The party names will come from what the parties decide.)* Students will fill out their ID cards (name, party, etc.) and note the state or states that are also written on the ID cards and their electoral votes. The instructor will explain that for voting purposes, each student will represent two states, and by casting a ballot in favor of a candidate, this gives that candidate their states' electoral votes. *For example, if a student has "Ohio-18" and "Hawaii-4" written on the ID card, and then votes for candidate A, then candidate A will receive 18 votes from Ohio and 4 votes from Hawaii.* The instructor

will bring up all presidential candidates from both parties and a closed primary will take place. Only those students who are “registered” in a certain party can vote for candidates in that party. Students will vote for one of two candidates running in the same party. Each party will select a final presidential candidate for each party by a show of hands. The presidential candidates will appoint a VP from their campaign committee.

(10 minutes)

Platform and Journalism Practice

The instructor will explain that both the presidential candidates and their running mates will be interviewed by two journalist groups and should prepare for the interviews by consulting their school issue worksheets and their committees for advice. The *political parties* will address each of the issues discussed yesterday (Bullying, School Lunches, School Safety, Technology in Schools, Recycling, and Making College Affordable) and form a platform for these issues. This will be written on the worksheet. Presidential Candidates should consult their committees for advice on the issues, and record the *best* ideas in preparation for the interview.

The *journalists* will address each of the issues discussed yesterday (Bullying, School Lunches, School Safety, Technology in Schools, and Recycling) and form questions in order to interview the presidential candidates from each party. They will create at least 3 questions from the top three categories, and two additional alternate question from different categories (in case the other journalists already asked a certain question.)

(30 minutes)

Day Two

Activating Prior Knowledge and Instruction

Instructor will show the video “Colorado Kids,” starting at 1:35 on the Smartboard, and pass out the choice board organizers and election ID cards from yesterday. She will also pass out the platform worksheets to the political parties, and the interview worksheets back to the journalists. The instructor will write the four exit slip questions on the Smartboard, read them, and explain that everyone should be actively thinking about these questions during the simulation. The students will divide themselves into the four groups from yesterday and review what they had written. Journalists should elect one spokesperson from each group (total of two.) This person will be in charge of asking the questions during the interview.

(15 minutes)

Interview

Instructor will call each candidate and his or her running mate to the front of the classroom, the two journalist spokesmen to the middle of the room, and ask all other students to please be seated. All candidate teams and journalists should have their platform sheets and question sheets. The journalist teams will interview the presidential candidates and their running mates. Team A will ask each candidate the same question, then Team B will ask each candidate one question. Then Team B will select the next question and so on. Both the presidential candidate and VPs should participate. The instructor should facilitate by asking the other candidate team member if there is anything to add.

(15 minutes)

Election

The instructor will announce that voting will begin, and prepare students for voting. Students will be told that they may vote for whomever they wish, regardless of party registration, and that they should

vote for the person they believe is the best person for the job- not friends or be swayed by popularity. The instructor should also state that we aren't going to penalize anyone in the class for the way they voted, and that no one should feel bad- that this isn't a real election. Its purpose is to teach the election process- not to make enemies within the classroom.

The national election will take place by ballot (election ID cards.) Each student will record his or her vote on the back of the election ID tag and turn it in to the instructor. *(If any student is absent, the instructor will pull sticks to assign the votes to someone else. However, no presidential candidate or his or her running mate may receive these votes.)* The instructor will pull a stick and choose one student to record the electoral votes on the Smart Board in a T-chart. The instructor will read each tag, announcing the state and the total number of electoral votes and to which candidate they will go to until all cards are accounted for. Finally, the instructor will add up the votes and announce the winner of the election.
(15 minutes)

Discussion and Exit Slips

The instructor will call everyone back to their seats, and pass out exit slips. Students will find their seats and fill out their exit slips. Once everyone is finished, the class will engage in meaningful discussion related to the questions and answers from the exit slips.

(15 minutes)

The following quantities are applicable to the elections of 2012, 2016 and 2020:

California - 55	Missouri - 10	Utah - 6
Texas - 38	Maryland - 10	Nebraska - 5
New York - 29	Minnesota - 10	New Mexico - 5
Florida - 29	Wisconsin - 10	West Virginia - 5
Illinois - 20	Alabama - 9	Hawaii - 4
Pennsylvania - 20	Colorado - 9	Idaho - 4
Ohio - 18	South Carolina - 9	Maine - 4
Michigan - 16	Louisiana - 8	New Hampshire - 4
Georgia - 16	Kentucky - 8	Rhode Island - 4
North Carolina - 15	Connecticut - 7	Alaska - 3
New Jersey - 14	Oklahoma - 7	Delaware - 3
Virginia - 13	Oregon - 7	District Of Columbia - 3
Washington - 12	Iowa - 6	Montana - 3
Massachusetts - 11	Arkansas - 6	North Dakota - 3
Indiana - 11	Kansas - 6	South Dakota - 3
Tennessee - 11	Mississippi - 6	Vermont - 3
Arizona - 11	Nevada - 6	Wyoming - 3