

Duck for President: Understanding the Election Process

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Grade Level	2
Duration	2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

Element 4: Human Systems

10. The characteristics, distribution and complexity of Earth's cultural mosaics.

AZ Standards

ELA

Reading

Key Ideas and Details

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RL.3 Describe how characters in a story respond to major events and challenges.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts. Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks

2.G1.1 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

Human-environment interactions are essential aspects of human life in all societies.

2.G1.2 Describe how human activities affect the communities and the environment of places or regions.

CIVICS

Citizens have individual rights, roles, and responsibilities.

2.C2.1 Describe roles and responsibilities of people in authority within our country and world.

2.C2.2 Explain how all people, not just official leaders, play important roles in the world.

Overview

Learning about the election process is a vital part of understanding the individuals' rights and responsibilities in a democracy. Students are naturally curious about who can vote, how they vote, and how people are selected to run for political positions. Helping students to understand how their vote matters is important to helping students

understand their role as citizens in a democratic system.

Purpose

In this lesson students will learn about elections in the United States and the role of the citizen in the voting process. Students will also be able to identify political divisions using a mapping activity.

Materials

- *Duck for President* by Doreen Cronin
- Vocabulary Cards
- *Duck for President* Reading Organizer and Answer Key
- Who is More Important? Circle Map
- Example of Political Unit Circle Map
- Picture of the President of United States

Objectives

The student will be able to:

1. Sequence the election process.
2. Apply terminology of the election process - voter registration, campaigns, elections, voting, ballots to the events described in *Duck for President*.
3. State reasons why people should vote.
4. Match the political division to the area of influence on a map.

Procedures

SESSION 1

1. With a show of hands have students vote for their least favorite chore. Vote for one:
 - Taking out the trash
 - Cleaning up their bedroom
2. Discuss the idea that sometimes we have chores that we do not like. Explain that they will hear a story about a group of animals that do not like doing chores that the farmer has given them to do around the farm. Discuss how the animals might decide to change things around the farm.
3. Project and discuss the vocabulary cards to build academic vocabulary necessary to understand the story, *Duck for President*.
4. Distribute *Duck for President* Reading Organizer to each student. Explain that as the story is read, they should be working on this paper and that you will stop and allow time for them to write. Read and display pictures from *Duck for President* stopping at places for students to complete their organizer.
5. **Stop at p. 7** Discuss the term election. Suggested questions: Why do we have **elections**? How do people give their opinions (votes)? What happens if you don't **vote**? Let students discuss times when they may have wanted to change something.
6. **Stop at p. 12** Give student a chance to talk about who should be able to vote in the farm

election? Explain who can vote in national elections (18 year old citizens of US).

7. **Stop at p. 14** Discuss the idea of **ballots**.
8. **Stop at p. 22** Call attention to the election results. Talk about the importance of each vote and how one vote or two votes can make a difference. Look at the results of the election.
9. **Finish reading the book:** Have student number the steps to the election process from what happens first to last. Discuss the reasons why people should vote. Answers may include: every vote counts, a government should represent what the most people want, responsibility as a citizen, democracy only works if people vote, not everywhere can everyone vote.
10. Go over with students the correct order for an election by checking their numbering. Ask students what other questions they have about elections. These can be used for follow-up lessons. Collect Reading Organizer.

SESSION TWO

1. Show students a photograph of the President of the United States and ask them if they know who this is. Identify the President and briefly discuss his role and title as the leader of the United States.
2. Review with students the story *Duck for President*. Tell student the farm is a community (A small group of people living together in the same area). Have the students identify the leader of the community – the farmer. Draw a small circle on the whiteboard and label it "Community."
3. Then go to the next level of the hierarchy-- city. Explain that cities are large communities that form to provide housing for people, businesses for shopping, and have an elected government. Draw a larger circle around the Community circle on the whiteboard. Perhaps ask the students for some names of cities in Arizona. Label this ring "City."
4. Explain that sometimes several cities need to make decisions that will affect them all in a political area called a county. Again, draw a larger circle around City and label it "County."
5. Go on to explain the next highest level of government is bigger in size than all of the counties. It is a state. Draw a larger circle and label it "State." Ask the student for some state names including Arizona.
6. The last and the highest level of government and the largest in size is a country. Draw the final circle and label it "Country." Ask the

students to identify our country. At this time you might want to point out that spelling county and country are very similar.

7. Collect the circle maps.
8. Ask each student to think of one thing they would do if they if they were the elected leader of the school. Pair and share their ideas.

Assessment

ELA and Social Science

Duck for President Reading Organizer worksheet- students will complete all sections of the organizer. Mastery will be 100% of sections completed.

Social Science

Student will correctly identify the hierarchy of political units on the circle map with 80% accuracy.

Extensions

Students can then learn the leaders for each of the political units and add these to their circle maps (e.g., community-???, city-mayor, county-supervisor, state-governor, and country-president).

Sources

- Cronin, D. (2004). *Duck for president*. New York, NY.: Simon & Schuster Children's Publishing Division. ISBN 1-4169-0350-X
- Gandy, S. Kay (Summer 2004). "Teaching the election process in ten days". *Social Education*, 332-338.