



## Becoming President Lesson

### Day 2: Journey to the White House

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Content Area: Social Studies; Campaign process, general election process, electoral college
Grade: 4th and up

Note: This unit will take three 40-50 minutes classes

### Standards:

C3: College, Career, & Civic Life

D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions

C3 STANDARDS	Check
(Please indicate where standards are being utilized in this learning experience.)	
Civic & Political Institutions	X
Participation & Deliberation	
Process, Rules, and Laws	X

### 6 Essential Civic Learning Practices:

(Please indicate which of these are being utilized in this learning experience.)

Provide instruction in government, history, law, and democracy.	X	Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.	
Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.	X	Encourage student participation in school governance.	
Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.		Encourage students' participation in simulations of democratic processes and procedures.	



**Objective:** (what will students be able to do or understand after the lesson)

- Students will explain the difference between the general election and the electoral college .
- Students will describe the election process.

**Assessments:** (Please include diagnostic, formative, and summative assessments to assess student understanding before, during, and after lesson):

Students will be formatively assessed throughout the informal class and group discussions

**Materials:** These are for the entire unit  
(Please also include rubrics and other essential materials.)

- [Steps to Becoming President of the United States](#)
- Computers with internet access
- Writing utensils
- [Supporting documents from kids.gov](#)
- [Becoming President: Journey to the White House notesheet](#)
- [Becoming President: Election Process Slide Show](#)

INSTRUCTIONAL PLAN	Est. Time
<p><b>Introduction/Hook:</b> Think about if you wanted to run for class/club president? What would have to happen for you to get elected? (People VOTE! You need to get the majority in order to be elected to your position) We learned about the qualifications one needs in order to become president, today we're going to be exploring the election/campaign process.</p>	2 mins
<p><b>Core Lesson:</b> <b>Day 2: Journey to the White House - The Election/Campaign Process</b></p> <ul style="list-style-type: none"> <li>● As a warm-up, have students examine the kids.gov "How to Become President of the United States Poster." Students should record their observations about what the process outlines</li> </ul>	



<ul style="list-style-type: none"> <li>● Pass out the Becoming President: Journey to the White House notesheet</li> <li>● Use the accompanying powerpoint to lead students through the process. Students will take brief notes. Discuss visuals that could be used to summarize key “stops” on the journey. Allow students time to quickly sketch in onto their notes             <ul style="list-style-type: none"> <li>○ There are several photos and videos included in the ppt which will lend themselves to short discussions as a class.</li> <li>○ Possible discussion points: Have you noticed any campaign ads? What kinds of things are included in campaign ads? What do you think about the electoral college?</li> </ul> </li> </ul>	<p>30 mins</p>
<p><b>Closure:</b>          We’re going to wrap up soon, what is something you learned today about the journey to the White House? What is something that is confusing for you that you’re looking forward to exploring more? Discuss these two things with your neighbor.</p> <p>As a class, discuss the following: Why do you suppose the campaign process takes so many months? Are there more steps or fewer “stops” than you expected?</p>	<p>3-5 mins</p>

**Educator Reflections:**

(Please reflect on and answer the following)

How did this lesson go?	
What were some of the challenges?	
What issues came up that you were not anticipating?	
How did your lesson meet your original learning goals?	
If you could change one thing about your lesson, what would it be?	

