



## Becoming President Lesson

### Day 3: Win the White House

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Content Area: Social Studies
Grade: 4th and up

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

### Standards:

#### C3: College, Career, & Civic Life

D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

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.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.

C3 STANDARDS	Check
(Please indicate where standards are being utilized in this learning experience.)	
Civic & Political Institutions	X
Participation & Deliberation	X
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,	X	Encourage student participation in school governance.	



particularly those that young people view as important to their lives.			
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.	<b>X</b>

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

- In this lesson, students learn the complexities of the election process, with a focus on the electoral college and its effect on the campaign process. Students play "Win the White House" from iCivics after an introduction to the electoral college.
- Explain the electoral process (primary and general elections, Electoral College)
- Identify the influence of the media in forming public opinion Analyze how parts of a whole interact to produce outcomes in complex systems

**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
- Students will be summatively assessed by completing a reflection sheet from their experiences

**Materials:**

(Please also include rubrics and other essential materials.)

- **Computers with internet access**
- **Win the White House Teacher Guides:**  
<https://www.icivics.org/viewpdf.html?path=/sites/default/files/uploads/users/jcurley/iCivics%20Teacher%20User%20Guide.pdf>
- [https://www.icivics.org/viewpdf.html?path=/sites/default/files/uploads/2016%20Guide\\_WinTheWhiteHouse\\_2.pdf](https://www.icivics.org/viewpdf.html?path=/sites/default/files/uploads/2016%20Guide_WinTheWhiteHouse_2.pdf)
- <https://www.icivics.org/games/win-white-house>
- **Win the White House Reflection Sheets:**
  - [Win the White House reflection sheet](#)
  - [Win the White House reflection sheet](#)



**Differentiation:** (Describe how you plan to adjust the curriculum, instruction, or learning environment to meet the diverse needs of your student population, including gifted and talented.)

For students needing more of a challenge, provide more questions or ask for more in-depth reflections about their experience.

Students with reading challenges can work with the support of an educational assistant or work with a partner during the Win the White House Game.

Students can complete Win the White House reflection orally with classroom teacher or support staff.

INSTRUCTIONAL PLAN	Est. Time
<p><b>Introduction/Hook:</b> We're going to play a game today on our computers. It will be an opportunity for you to simulate some situations that come up when running for president.</p>	1 mins
<p><b>Core Lesson:</b> <b>Day 3: Win the White House</b></p> <ul style="list-style-type: none"> <li>● Students should have computer access at this time</li> <li>● Direct students to the Win the White House game on ICivics website</li> <li>● <a href="https://www.icivics.org/games/win-white-house">https://www.icivics.org/games/win-white-house</a></li> <li>● Explain how to play the game. Field questions about play. Set expectations around students conduct while playing the game</li> <li>● Allow students to play the game from start to finish</li> <li>● Provide time warnings to give students an idea of their pacing</li> <li>● As an exit ticket or homework, have students reflect on their campaign during the game and the decisions they made.</li> <li>● <b><u>**Be sure to play the game yourself/review the teacher guide**</u></b></li> </ul>	30-40 mins
<p><b>Closure:</b> You can use documents in the materials as exit for students to complete that helps them reflect on their experience and learning from the game.</p> <p>Instead or in addition to, have a discussion with students - share reflections.</p>	5-7 mins



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**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?	