

Area/Skill - Interdisciplinary	Cognitive Skill Level - All Levels	Correlation to Framework - 01.05/02.03/02.1	2/04.01/04.07	Lesson #4
<p>Activity Title - The Election Process</p> <p>Goal/Objective</p> <p>To gain a better understanding of the Electoral College; to compare/contrast candidates or issues and to understand the vital elements of the U. S. Election system.</p> <p>Lesson Outline Introduction</p> <p>This lesson deals with the election process. At any given time, there is some type of an election in progress in a city, state, or the United States. Citizens need to gain a better understanding of the election process and their part in the process.</p> <p>Activity</p> <p>Instructor should have knowledge of the local/state/national offices up for re-election in the area/state/nation. Students should have a basic understanding of key vocabulary used in elections. Discuss the issues/candidates. Students can be assigned to gather information from newspapers, magazines, radio, college, or personal interviews. Have students write about one or more of the following topics:</p> <ul style="list-style-type: none"> • Registering to vote • The voting process - popular vote versus Electoral College • Candidate profiles - biography and issues • Political parties • Candidates - compare/contrast the individuals and their views on the issues • Differences between a primary and an election • Responsibilities and requirements of office <p>Have students conduct a survey of the class as to political party affiliations. Students should calculate the ratio/proportion of Democrats, Republicans, and Independents. Have students graph the data.</p> <p>Debriefing/Evaluation Activity</p> <p>Debrief the activity by having students share their findings with the class.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Computers with Internet access • Phone book/phone • Paper and pencils • Voter registration materials • Literature from candidates, voters' organizations, etc. • Maps • Music • Flag 		
<p>Real-Life Connection</p> <p>Discuss the importance of becoming a registered/active voting individual who exercises his/her rights as a citizen. Using the election of 2000, discuss the importance of each person's vote in a national election,</p>		<p>Extension Activity</p> <ul style="list-style-type: none"> • Have students who are eligible register to vote. • Have students attend and report on a local governmental meeting or have an official or political candidate speak to the class. • Have students create/write an election/voters' guide and hold a mock election. <p>ESE/ESOL Accommodations</p> <p>Gather materials at various reading levels or in other languages.</p> <p>Provide enlarged print texts.</p> <p>Provide colored overlays for reading text and highlighters for identifying important information.</p> <p>All students to tape information or use peer assistants to read materials.</p>		

GED 2002 Teachers' Handbook of Lesson Plans

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Activity Title - The Election Process

Introduction

Ask: Are you a registered voter? Why or why not? Do you take an active interest in the election process, the candidates, the issues? Why or why not? What would help you become more interested in the election process or become a more active citizen? Are elections confusing to you? Are elections important to you? Are elections beneficial to you? Perhaps understanding the election process will help you to become a better informed and more active registered voter.

Main Activity

Use the different activities from the overview of the lesson on page 1. Students should have access to research information and the Internet so that essays can be based on factual information. Possible beginning points for research on the World Wide Web include:

- <http://www.stateline.org/live/>
- www.globalcomputing.com/states.html
- www.capitolstrategy.com
- <http://www.cnn.com/POLITICS/>

Additional Lesson Ideas

Idea 1: Have students role play different candidates - speaking on specific issues. Have the other students support and campaign for certain candidates, playing those specific roles. Have question and answer sessions or debates. Have students create flyers, brochures, campaign logos, slogans, etc. Have students talking about how political campaigns/candidates are funded.

Idea 2: Have students compare and contrast the different issues of specific candidates or specific political parties.

Debriefing/Evaluation Activity

Ask: As a citizen of the United States, what responsibility do you have personally to participate in elections? What possible consequences could come from not voting in an election?

Have students summarize what they have learned from the lesson in one or two sentences.

Follow-up Lessons/Activities

Have eligible students register to vote
Have students attend and report on a local governmental meeting
Arrange for a governmental official or a candidate to speak to the class
Have students write a voters' guide/election guide