In order to increase students' awareness of their place in the nation's political life, this unit introduces young children to the electoral process. Each lesson includes objectives, materials, procedures, and supplementary materials that can be duplicated for student use. The first five lessons are designed to improve student awareness of elections and to identify information sources. In lessons six through eight, students study congressional and presidential elections and learn about the rich cultural heritage centered around the District of Columbia. Lesson nine is concerned with the branches of government. Students evaluate campaign strategies in lesson 10. The children identify characteristics and responsibilities of good leaders in lesson 11. In order to understand voting and political parties, the students carry out a mock election and identify political parties and their mascots in lessons 12 and 13. Inauguration day and the six major roles of the president are emphasized in lessons 14 and 15. Students study the history of the presidency and identify prominent presidents through creation of a presidential train in lessons 16 and 17. In lesson 18 the students gain an appreciation of their national heritage by learning the symbolism related to the flag. The last four lessons have children participate in a political rally, vote, and evaluate their understanding of the unit. (SM)
INTRODUCTORY LESSONS

The following five lessons are designed to introduce the unit on elections and should be done consecutively.
Lesson 1: Unit Introduction: Clipboard

Lesson Objectives:

1. Children will become aware that elections are important.
2. Children will become motivated to learn about the electoral process and important candidates.

Materials:

1. Prepare a bulletin board with the caption NEWS IN BRIEF, CLIPBOARD, or WHAT'S IN THE NEWS. Leave space for the display of newspaper clippings.
2. Have a few election-related clippings available.

Lesson Procedure:

1. Direct children's attention to the bulletin board.
2. Discuss the fact that election time is here and that newspaper coverage is being given to the election.
3. Pass around a few newspaper clippings. Have the children observe headlines or article titles.
4. Discuss key terms focusing attention on the major candidates, their political affiliation, and major issues.
5. Close the lesson by having children place the articles on the board. Encourage them to bring clippings to school on subsequent days.
Lesson 2: Question Quest

Lesson Objectives:

1. Children will identify key questions they wish to answer concerning elections.
2. Children will identify resources which may be used to answer the questions.

Materials:

Several small slips of paper for each child

Lesson Procedure:

1. Discuss and display any news clippings which children bring in focusing on major candidates and major issues.
2. Use the discussion to have the children identify other facts they may wish to learn about the candidates, the issues, or the election process in general.
3. Distribute slips of paper to each child and have them write down questions they wish to answer.
4. After sufficient time has been allowed, ask for volunteers to share their questions. As children share, ask other children to share questions which might be similar in nature. The end result should be a selection of categorized questions which can be duplicated and distributed to the children.

The unedited list below is an example of the kinds of questions second- and third-grade students asked during a presidential election year.

When is a woman going to be president?
How do you vote?
Why do you get elected every four years?
What is a Republican and Democrat?
Why can't kids vote?
Why do we have presidents?
What do presidents do?
How many presidents have there been?
Lesson 2 - continued

Why is there only a few people wanting to be president?
Why do you have to live in the White House?
Why do they vote?
Why do other people run against each other?
I would like to know all the presidents; all I know now is Washington, Ford, Nixon,
Lincoln, Adams.
Why do we need a president?
How do you run for Congress?
What's it like being a president?
I want to know how they get into this.
I would like to know about the way to work a poll.

5. When questions have been collected, discuss sources which might be used to find answers to
   the questions.
   The following sources would predictably be part of the children's suggestions:
   encyclopedias interviews with politicians
   books newspapers
   films radio/T.V.

6. Close the lesson by reminding children to be looking for newspaper articles to bring to school.
Lesson 3: Interviewing a Politician: A Source of Information

Lesson Objectives:

1. Children will gain insights into the political process and the steps to winning an election.
2. Children will be motivated to learn more about the political process as a result of first-hand experience with a politician.

Materials:

Copies of student questions for each child

Lesson Procedure:

1. Introduce a visiting politician. (The visit will need to have been arranged in advance, but discuss that an interview with a politician was one of the sources which the children identified the previous period when discussing sources of information.)
2. Provide time for the person interviewed to tell about their background and the office to which they hope to be elected.
3. Allow children to ask questions from their question sheets.
4. Following the interview, allow time for children to discuss questions from their sheet which were answered, and write down the answers.
5. Share any news clippings brought to school.
Lesson 4: Films: A Source of Information

Lesson Objectives:

1. Children will gain information about the political process.
2. Children will be motivated to do further research on the political process.

Materials:

Film or filmstrip related to the electoral process (see Bibliography)

Lesson Procedure:

1. Discuss any new newspaper clippings. Continue to reinforce key pieces of information; i.e., major candidates, political parties, and issues.
2. Use this discussion as a springboard to talk about other sources of information, especially filmstrips and films.
3. Introduce the film by highlighting key topics to think about as the film is viewed.
4. Following the film, discuss questions which the film helped to answer. Provide the children with time to write notes on their question sheets.
5. Introduce a filmstrip center containing a selection of filmstrips on topics related to the elections (see Bibliography).
Lesson 5: Sample Ballots: A Source of Information

Lesson Objectives:

1. Children will become aware that each state uses a different type of ballot for the election.
2. Children will recognize that each state votes for the same presidential candidates but different representatives and senators.
3. Children will participate in writing a letter to be sent to various state Secretaries of State requesting ballot samples.

Materials:

1. Overhead projector
2. Letter sample transparency
3. Address transparency
4. Handwriting paper
5. U.S. wall map
6. Sample ballot

Lesson Procedure:

1. Review any news clippings brought to class. Continue to encourage the collection of clippings in order to focus attention on the campaign issues.
2. Introduce the term "ballot" and discuss its meaning. Show an example. (Samples should be available from local officials or by writing to the state Secretary of State.)
3. Using a wall map of the United States, discuss the fact that all 50 states and the territories vote for the same presidential candidates but the local candidates in each state vary, resulting in greatly varying ballots in each state.
4. Suggest that it would be possible to write letters to the Secretaries of State in each state requesting a sample ballot.
5. Using the address sheet and sample letter transparencies, have children write letters.
Dear ________________

I am a student at ________________

_______________ School.

My class is studying about elections. We would like to see your state's ballot. Would you please send us one?

Thank you.

Sincerely,
<table>
<thead>
<tr>
<th>STATE</th>
<th>Contact Person</th>
<th>Address Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALABAMA</td>
<td>Don Siegelman, Secretary of State</td>
<td>State Capitol, Montgomery, AL 36130</td>
</tr>
<tr>
<td>ARIZONA</td>
<td>Rose Mofford, Secretary of State</td>
<td>Phoenix, AZ 85007</td>
</tr>
<tr>
<td>ARKANSAS</td>
<td>Paul Riviere, Secretary of State</td>
<td>Little Rock, AR 72201</td>
</tr>
<tr>
<td>CALIFORNIA</td>
<td>March Fong Eu, Secretary of State</td>
<td>1210 J. St., Sacramento, CA 95814</td>
</tr>
<tr>
<td>COLORADO</td>
<td>Natalie Meyer, Secretary of State</td>
<td>Denver, CO 80203</td>
</tr>
<tr>
<td>CONNECTICUT</td>
<td>Julu H. Tashjian, Secretary of State</td>
<td>Hartford, CT 06106</td>
</tr>
<tr>
<td>DELAWARE</td>
<td>Glenn C. Kenton, Secretary of State</td>
<td>Dover, DE 19901</td>
</tr>
<tr>
<td>FLORIDA</td>
<td>George Firestone, Secretary of State</td>
<td>Tallahassee, FL 32301</td>
</tr>
<tr>
<td>GEORGIA</td>
<td>Max Cleland, Secretary of State</td>
<td>Atlanta, GA 30334</td>
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<tr>
<td>IDAHO</td>
<td>Pete T. Cenarrusa, Secretary of State</td>
<td>Boise, ID 83720</td>
</tr>
<tr>
<td>ILLINOIS</td>
<td>James Edgar, Secretary of State</td>
<td>Springfield, IL 62706</td>
</tr>
<tr>
<td>INDIANA</td>
<td>Edwin J. Simcox, Secretary of State</td>
<td>Indianapolis, IN 46204</td>
</tr>
<tr>
<td>IOWA</td>
<td>Mary Jane Odell, Secretary of State</td>
<td>Des Moines, IA 50319</td>
</tr>
<tr>
<td>KANSAS</td>
<td>Jack H. Brier, Secretary of State</td>
<td>Topeka, KS 66612</td>
</tr>
<tr>
<td>KENTUCKY</td>
<td>Daniel R. Davis, Secretary of State</td>
<td>Frankfort, KY 40601</td>
</tr>
<tr>
<td>LOUISIANA</td>
<td>James H. Brown, Secretary of State</td>
<td>Baton Rouge, LA 70804</td>
</tr>
<tr>
<td>MAINE</td>
<td>Rodney S. Quinn, Secretary of State</td>
<td>Trenton, NJ 08623</td>
</tr>
<tr>
<td>MARYLAND</td>
<td>Lorraine Sheehan, Secretary of State</td>
<td>Augusta, ME 04333</td>
</tr>
<tr>
<td>MASSACHUSETTS</td>
<td>Michael J. Connolly, Secretary of Commonwealth</td>
<td>Boston, MA 02113</td>
</tr>
<tr>
<td>MICHIGAN</td>
<td>Richard H. Austin, Secretary of State</td>
<td>Lansing, MI 48909</td>
</tr>
<tr>
<td>MINNESOTA</td>
<td>Joan Growe, Secretary of State</td>
<td>St Paul, MN 55155</td>
</tr>
<tr>
<td>MISSISSIPPI</td>
<td>Dick Molpus, Secretary of State</td>
<td>Jackson, MS 39205</td>
</tr>
<tr>
<td>MISSOURI</td>
<td>James C. Kirpatrick, Secretary of State</td>
<td>St Louis, MO 63109</td>
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<tr>
<td>MONTANA</td>
<td>Jim Walkermore, Secretary of State</td>
<td>Helena, MT 59620</td>
</tr>
<tr>
<td>NEBRASKA</td>
<td>Allen J. Beerntin, Secretary of State</td>
<td>Lincoln, NE 68509-4608</td>
</tr>
<tr>
<td>NEVADA</td>
<td>William D. Swackhamer, Secretary of State</td>
<td>Carson City, NV 89710</td>
</tr>
<tr>
<td>NEW HAMPSHIRE</td>
<td>William Gardner, Secretary of State</td>
<td>Concord, NH 03301</td>
</tr>
<tr>
<td>NEW JERSEY</td>
<td>Jane Burgio, Secretary of State</td>
<td>Trenton, NJ 08623</td>
</tr>
<tr>
<td>NEW MEXICO</td>
<td>Clara P. Jones, Secretary of State</td>
<td>Santa Fe, NM 87503</td>
</tr>
<tr>
<td>NEW YORK</td>
<td>Gail S. Schaffer, Secretary of State</td>
<td>Ravena, NY 12143</td>
</tr>
<tr>
<td>NORTH CAROLINA</td>
<td>Chad Eure, Secretary of State</td>
<td>Raleigh, NC 27611</td>
</tr>
<tr>
<td>NORTH DAKOTA</td>
<td>Ben Meier, Secretary of State</td>
<td>Bismarck, ND 58505</td>
</tr>
<tr>
<td>OHIO</td>
<td>Sherrod Brown, Secretary of State</td>
<td>Columbus, OH 43219</td>
</tr>
<tr>
<td>OKLAHOMA</td>
<td>Jeannette Edmondson, Secretary of State</td>
<td>Oklahoma City, OK 73105</td>
</tr>
<tr>
<td>OREGON</td>
<td>Norma Paulus, Secretary of State</td>
<td>Salem, OR 97310</td>
</tr>
<tr>
<td>PENNSYLVANIA</td>
<td>William R. Davis, Secretary of State</td>
<td>Harrisburg, PA 17120</td>
</tr>
<tr>
<td>RHODE ISLAND</td>
<td>Susan J. Farmer, Secretary of State</td>
<td>Providence, RI 02903</td>
</tr>
<tr>
<td>SOUTH CAROLINA</td>
<td>John Campbell, Secretary of State</td>
<td>Columbia, SC 29211</td>
</tr>
<tr>
<td>SOUTH DAKOTA</td>
<td>Alice Kuender, Secretary of State</td>
<td>Pierre, SD 57501</td>
</tr>
<tr>
<td>TENNESSEE</td>
<td>Gentry Crowell, Secretary of State</td>
<td>Nashville, TN 37219</td>
</tr>
<tr>
<td>TEXAS</td>
<td>John W. Fainter, Secretary of State</td>
<td>Austin, TX 78711</td>
</tr>
<tr>
<td>VERMONT</td>
<td>James H. Douglas, Secretary of State</td>
<td>Montpelier, VT 05602</td>
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<tr>
<td>VIRGINIA</td>
<td>Laurie Naimith, Secretary of the Commonwealth</td>
<td>Richmond, VA 23219</td>
</tr>
<tr>
<td>WASHINGTON</td>
<td>Ralph Munro, Secretary of State</td>
<td>Olympia, WA 98504</td>
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<tr>
<td>WEST VIRGINIA</td>
<td>A. James Manchin, Secretary of State</td>
<td>Charleston, WV 25305</td>
</tr>
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<td>WYOMING</td>
<td>Thyr Thomspon, Secretary of State</td>
<td>Cheyenne, WY 82002</td>
</tr>
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<td>PUERTO RICO</td>
<td>Carlos S. Quiros, Secretary of State</td>
<td>San Juan, PR 00901</td>
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<td>Carlos S. Quiros, Secretary of State</td>
<td>San Juan, PR 00901</td>
</tr>
</tbody>
</table>
SUPPLEMENTARY MATERIALS

The following sheets may be used as supplementary materials to accompany any of the lessons, as center activities, or in conjunction with culminating activities.

The flag sheet is designed to be used with work going home after the first week of the unit.
Dear ________________

Didn't we learn a lot about elections this week? You did a super job asking questions and discussing information we found.

More fun next week!
Words that remind us of the White House are hidden in the block below. See if you can find: COLUMNS, MANSION, PORTICO, BANQUET, WING, WHITE HOUSE, PRESIDENT, OVAL OFFICE, PARTIES, VISITOR, TOUR, EAST ROOM, PASSAGEWAYS, ROSE GARDEN, GATES, GUARD, FOUNTAINS, EXECUTIVE, HALLS, ROOMS, FLAG, FIRST LADY, WASHINGTON.

B P R E S I D E N T A G A F F F
R O E H A L L S I O Q A O O A I
S E S O J B A N Q U E T V U S R
I S T U V W X Y Z R A E A N S S
V L Z S P A R T I E S S L T A T
P S X E N W H I T E T T U O A G L
M A N S I O N G U A R D F I E A
V L T X N V I S I T O R F N M D
R O S E G A R D E N O P I S A Y
P O R T I C O R O O M S C K Y M
R E X E C U T I V E M Y E M S O
F L A G X P W A S H I N G T O N
Find the words below in the hidden word puzzle.

L K J A N D E R S O N E R U I O E S
A S D P O L L C V E U I O D K D O P
N B V I K D E M O C R A T L J I E R
Q W E R D L C M T X E C R T Y S P O
U I O P E R T X É C A R T E R T I M
A S D H G U I M N V G M A Y O R X Z
Y S E N A T O R C V A H G J I I R S
A B U H J K N E X R N I U H G C B E
X C U E R G H P R E S I D E N T M N
G O V E R N O R L P A E O U I Y P L
T N O T E R M E Y U W E R T P O R I
A G N O G P T S N R I O F F I C E B
A R A T I L F I L B G H U I E C A
L E A I S C A N D I D A T E U M I T
R S T A T E T A T I C A M P A I G N E
R S M O E T R A B A L L O T S A C R
S M W A R D Y T U N G O U S E R T L
P O I U R E A I N D E P E N D E N T
Q W E R V O P V F D S A J K L N V C
Z C B M I P E F U W O A Z I E M O T

DISTRICT
ANDERSON
MAYOR
VOTE
REGISTER
CANDIDATE

PRESIDENT
POLL
TERM
REPUBLICAN
REPRESENTATIVE
INDEPENDENT
STATE

PRECINCT
CARTER
WARD
DEMOCRAT
CAMPAIGN
SENATOR

OFFICE
REAGAN
BALLOT
CONGRESS
ELECTION
GOVERNOR
Complete the puzzle using the Word List.

Across

3. Highest elected official in a city.
5. Every candidate must do this to win.
9. It is everyone's duty to _____.
10. A president of the United States is elected every _____ years.
11. A candidate must _____ to many groups.
12. A candidate running for the office of president must be at least _____ years of age.

Down:

1. A candidate's ideas or what he wants to accomplish is called a ________.
2. A person must be _____ years of age to vote.
4. and 8. Two political parties in the United States.
5. A mayor is an elected official in every ______.
7. Two of these are elected from each state.

Word List

- campaign
- eighteen
- platform
- senators
- city
- four
- president
- speak
- vote
- Democrat
- mayor
- Republican
- thirty-five
Complete the puzzle using the Word List.

Across

3. Highest elected official in a city.

5. Every candidate must do this to win.


9. It is everyone's duty to ______.

10. A president of the United States is elected every ______ years.

11. A candidate must ______ to many groups.

12. A candidate running for the office of president must be at least ______ years of age.

Down:

1. A candidate's ideas or what he wants to accomplish is called a ______.

2. A person must be ______ years of age to vote.

4. and 8. Two political parties in the United States.

5. A mayor is an elected official in every ______.

7. Two of these are elected from each state.

Word List

campaign city Democrat
eighteen four mayor
platform president Republican
senators speak thirty-five
vote
DEVELOPMENTAL LESSONS

The following thirteen lessons are designed to be used in any order, and many could be adapted as centers rather than whole class activities.
Lesson 6: Congressional Districts

Lesson Objectives:

1. Children will understand that each state sends two senators to Washington to represent the state.
2. Children will understand that each state sends various numbers of representatives to Washington based on the state's population.
3. Children will become aware of the person who is running for the representative seat from the district in which they live.

Materials:

1. Transparencies - Number of Representatives From Each State
   - Your State's Congressional Districts available from the Official State Register. (See sample of Iowa, p. 20.)
2. Overhead Projector
3. Your state's county map (see sample of Iowa, p. 21).

Lesson Procedure:

1. Discuss news clippings brought to class. Bring clippings which relate to representative and senatorial races. Use this discussion to bridge into the discussion of congressional districts.
2. Project the transparency, "Number of Representatives From Each State." Discuss the differences between the number (2) of senators from each state and the number of representatives from each state.
3. Project the transparency of your state's congressional districts. Locate the district where the children live. Have children observe the number and location of your state's districts.
4. Distribute copies of your state's county map and have children color and number the congressional districts.
The numbered outline map of your state, p. 20, should be used to make a transparency for use with Lesson 6. Each congressional district should be colored using permanent magic markers. The unnumbered outline map of your state, p. 21, should be used as a master to run student copies for use with Lesson 6. The enclosed Iowa maps, pages 20 and 21, are included as samples. The Official Register for your state, available at your library, will include a congressional district map of your state.
Lesson 7: Becoming President

Lesson Objectives:

1. Children will become aware of the major steps involved in the selection of a President.
2. Children will appreciate the hard work involved in the process of moving on the path toward the White House.

Materials:

Four signs: (see attached sheets)  
POLITICAL CONVENTIONS  
THE CAMPAIGN  
THE ELECTION  
THE INAUGURATION

Lesson Procedure:

1. Show the sign which reads "Political Conventions." Ask if anyone knows what a convention is. Discuss what a convention is and relate locations of the major conventions; i.e., in 1984 the Republican Convention was in Dallas, and the Democratic in San Francisco.
2. Show the sign titled "The Inauguration." Discuss the term, noting that January 20 was set for the inauguration after each presidential election and that the inauguration is the ceremony which begins each President's term.
3. Display the sign "The Election." Write the following terms on the board: ballot, vote, voting booth, candidate. Discuss how these terms relate to the electoral process.
4. Show the sign "The Campaign." Brainstorm various activities which might be part of the campaign.
5. Show all four signs and have the children put them in sequence.
POLITICAL CONVENTIONS
THE
INAUGURATION

Ceremony
Parade
Ball
LOS ANGELES
BOSTON
OMAHA
DETROIT
CHICAGO
DENVER
DALLAS
The Campaign
Lesson 8: Tour Washington, D.C.

Lesson Objectives:

1. Children will become acquainted with the major sites in Washington, D.C.
2. Children will appreciate the rich cultural and political heritage centered around Washington, D.C.

Materials:

1. Books relating to sites of Washington, D.C. (see Bibliography).
2. Maps of Washington, D.C.

Lesson Procedure:

1. Read the book, Washington, D.C., or a similar book to the children, taking special note of the Washington, Jefferson and Lincoln monuments, the White House, and the Capitol and Supreme Court Building.
2. Distribute the maps of Washington, D.C. Have the children locate the Supreme Court Building, circle it, and draw a line west until they come to the Capitol. Have them circle the Capitol and mark their path to the White House. Continue this procedure to locate the Washington, Jefferson and Lincoln Memorials.
Lesson 9: Branches of Government

Lesson Objectives:

1. Children will learn the names of the three major branches of our government.
2. Children will appreciate the function each plays in our government.

Materials:

1. Three signs cut in half: The President--Carries Out Laws
   The Congress--Makes Laws
   The Supreme Court--Explains and Interprets Laws

Lesson Procedure:

1. Post the half sheets: The President, The Congress, The Supreme Court
2. Discuss the function of each branch of government.
3. Match the half sheets (Makes Laws, Carries Out Laws, Explains and Interprets Laws) to the half sheets naming each branch of government.
4. Divide the class into three groups: the executive branch, the legislative branch, and the judicial branch.
5. Have the legislative branch make a law for the classroom which could be carried out by the executive branch. An example might be: Chairs and desks should be neatly arranged.
6. Have the executive branch carry out the law after the judicial branch determines that it is "constitutional."
Duplicate and cut on lines.

LEGISLATIVE BRANCH: THE CONGRESS

MAKES LAWS
EXECUTIVE BRANCH: THE PRESIDENT

CARRIES OUT LAWS
JUDICIAL BRANCH: THE SUPREME COURT

EXPLAINS AND INTERPRETS LAWS
Lesson 10: Campaign Strategy

Lesson Objectives:

1. Children will identify strategies which candidates use during campaigns.
2. Children will evaluate the relative merits of each mode of campaigning.

Materials:

Posters (see attached sheets)

Lesson Procedure:

1. Have children imagine they are running for office.
2. Post the campaign strategy sheets along the top of the board.
3. Have the children brainstorm all the ways they could use each strategy to support their campaign. List suggestions under each card.
4. Have children decide on the three strategies which would cost the most money and circle those.
5. Have them decide on the three strategies which would be the least expensive and underline those.
6. Discuss the differences between the two groups, noting that in general the more people you reach with a given strategy, the more expensive it will be. Example: T.V. time vs. going door to door.
Lesson 11: Leadership Counts

Lesson Objectives:

1. Children will identify characteristics of a good leader.
2. Children will appreciate the responsibility a leader has for followers.

Materials:

Blank paper and a pencil for each child

Lesson Procedure:

1. Seat the class on the floor in a circle.
2. Play the game "Follow the Leader:" (One person leaves the room. A leader is appointed who does hand motions or other body movements. The class follows, while the person who is "it" tries to find out who the leader is.)
3. Use this warmup game as a springboard to discuss the fact that a leader is only as good as the followers.
4. Have the children volunteer characteristics of a good leader. Try to agree upon six characteristics which a good leader should possess.
5. Give each child a piece of blank paper.
6. Have each child write down the six characteristics in rank order.
7. Follow up with a discussion and sharing of children's opinions.
Lesson 12: Mascots and Political Parties

Lesson Objectives:

1. Children will associate the proper mascot with the Republican and Democratic parties.
2. Children will create their own mascot representing another political party.

Materials:

Worksheet of donkey and elephant.

Lesson Procedure:

1. Write the word "mascot" on the board.
2. Ask children to read and define the word. (Have a dictionary available if needed.)
3. Have children list mascots they know. (Example: Miami Dolphins, Chicago Bears, etc.)
4. Distribute the worksheets and label each symbol appropriately.
5. Discuss the characteristics of each animal.
6. Discuss other political parties and the fact that they generally do not have mascots.
7. Have the children create their own mascot on the reverse side of their sheet for a political party of their choice.
Lesson 13: Voter Registration

Lesson Objectives:

1. Children will become aware of the voting requirements.
2. Children will be registered to vote in the student mock election.

Materials:

1. Registration form
2. Transparency of registration form
3. Sample ballot(s)

Lesson Procedure:

1. Show sample ballot or ballots to the class. (These should be available through county offices or by writing to the Secretary of State in the state. See Lesson 5.)
2. Discuss what a ballot is.
3. Ask what requirements there are for voting. The 26th Amendment to the Constitution grants voting rights to U.S. citizens who are 18 years or older. The Constitution also allows each state to set other qualifications for voting provided they do not violate other constitutional guarantees. Generally there is a 30-day residence requirement and a registration requirement plus the age and citizenship qualifications.
4. Following the discussion of voter requirements, project the transparency of the registration form and proceed to have each child register to vote.
5. Put the forms in alphabetical order and place them in a book to be used on voting day.
I state that I am or will be an eligible elector at any election at which I attempt to vote and that all of the information I have given upon this voter registration form is true. I hereby authorize cancellation of any prior registration to vote in this or any other jurisdiction where voter registration is not required. I am aware that fraudulently registering, or attempting to do so, is a felony under Iowa law.

Qualified to Vote in Any Election on or After Date of Registration

Voter's Signature

Deputy Registrar Signature
Lesson 14: Inauguration Day

Lesson Objectives:

1. Children will understand that there are three major parts to the inauguration day: the ceremony at the Capitol, the parade and the inaugural ball.
2. Children will appreciate the symbolic importance of the ceremony on January 20.

Materials:

1. Three title cards: INAUGURAL BALL, INAUGURAL PARADE, INAUGURAL CEREMONY
3. Three pieces of butcher paper
4. Crayons, paint, chalk, etc.

Lesson Procedures:

1. Write the word "inauguration" on the board.
2. Discuss the meaning of the term and its association to January 20.
3. Post the three title cards: INAUGURAL BALL, INAUGURAL PARADE, INAUGURAL CEREMONY.
4. Discuss the characteristics of each and put them in their proper sequence (ceremony, parade, ball).
5. Pass out the nine inauguration cards. Have children match each card to the proper title card.
   INAUGURAL CEREMONY: INAUGURAL PARADE: INAUGURAL BALL:
   The Capitol Marching Bands The White House
   The President's Speech Floats Dancing
   The Oath of Office Streets of Washington, D.C. Personal Invitation
6. When each inauguration card has been placed in the correct category, divide the class into three groups. Have each group draw a mural of one of the three inaugural events.
INAUGURAL
BALL
INAUGURAL CEREMONY
THE WHITE HOUSE

DANCING

PERSONAL INVITATION
Marching Bands

Floats

Streets of Washington, D.C.
Lesson 15: The President's Many Roles

Lesson Objectives:

1. Children will be able to identify six variant roles the President must assume.
2. Children will appreciate the flexibility required of the President due to the requirements of the job.

Materials:

1. Transparency listing six roles of the President
2. Signs representing the six roles of the President
3. Eighteen job cards

Lesson Procedure:

1. Post the six signs on the board.
2. Using the transparency, uncover the name of one Presidential role at a time.
3. Ask the children to associate the pictures with the roles of the President as they are shown and discussed (Chief of State, handshake; Chief Executive, White House; Commander-in-Chief, boat; Chief Diplomat, world; Chief Legislator, Capitol; Political Chief, mascots).
4. Follow up by having children take turns pulling job cards from a can or box. Have children categorize each job with the appropriate Presidential role.
JOBS OF PRESIDENT

1. Chief of State

2. Chief Executive

3. Commander-in-Chief

4. Chief Diplomat

5. Chief Legislator

6. Political Chief
<table>
<thead>
<tr>
<th>The President delivers a speech at the opening of a new national park.</th>
<th>The President throws out the first ball for the beginning of the baseball season.</th>
<th>The President speaks at a rally launching a new charity drive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The President nominates a new supreme court judge.</td>
<td>The President pardons a convicted criminal.</td>
<td>The President orders striking workers back to work.</td>
</tr>
<tr>
<td>The President sends troops to Europe.</td>
<td>The President withdraws troops from Viet Nam.</td>
<td>The President requests greater production of army weapons.</td>
</tr>
<tr>
<td>The President visits Great Britain when a new Prime Minister is elected.</td>
<td>The President hosts a dinner for a visiting president from another country.</td>
<td>The President sends help to another country in need.</td>
</tr>
<tr>
<td>The President helps someone in his/her political party to campaign for reelection.</td>
<td>The President chooses the chairperson for the political party he/she belongs to.</td>
<td>The President influences his/her political party to support certain laws.</td>
</tr>
<tr>
<td>The President vetoes a bill passed by Congress.</td>
<td>The President delivers his yearly State of the Union message.</td>
<td>The President writes a report about the nation's budget.</td>
</tr>
</tbody>
</table>
KEY

Chief of State:
1. The President delivers a speech at the opening of a new national park.
2. The President throws out the first ball for the beginning of the baseball season.
3. The President speaks at a rally launching a new charity drive.

Chief Executive:
1. The President nominates a new supreme court judge.
2. The President pardons a convicted criminal.
3. The President orders striking workers back to work.

Commander-in-Chief:
1. The President sends troops to Europe.
2. The President withdraws troops from Viet Nam.
3. The President requests greater production of army weapons.

Chief Diplomat:
1. The President visits Great Britain when a new Prime Minister is elected.
2. The President hosts a dinner for a visiting President from another country.
3. The President sends help to another country in need.

Chief Legislator:
1. The President vetoes a bill passed by Congress.
2. The President delivers his yearly State of the Union message.
3. The President writes a report about the nation's budget.

Political Chief:
1. The President helps someone in his/her political party to campaign for reelection.
2. The President chooses the chairperson for the political party he/she belongs to.
3. The President influences his/her political party to support certain laws.
Lesson 16: Presidential Train

Lesson Objectives:

1. Children will know the number of Presidents the United States has had.
2. Children will have the opportunity to investigate facts about a past President of their choice.
3. Children will cooperatively create a Presidential train.

Materials:

1. Copy of the boxcar sheet for each child
2. One copy of the engine and caboose
3. Copy of each Presidential picture sheet

Lesson Procedure:

1. Ask children to name former Presidents of the United States. List their names on the board.
2. Introduce the train activity, highlighting the fact that each child will be able to work on at least one car of the train.
3. Initially have each child work on one car. They will cut out the car, write the President's name, cut out the picture and paste it on the car. If desired, additional information about the President could be added as other cargo, using the pieces of "luggage" provided. It will be important to encourage the children to use title summaries for important events rather than having them attempt to report, and post them on the car. If reports are written, they could be posted under the appropriate car when the train is displayed.
GEORGE WASHINGTON
1789 to 1797
Federalist/Virginia

JOHN ADAMS
1797 to 1801
Federalist/Massachusetts

THOMAS JEFFERSON
1801 to 1809
Democratic-Republican/Virginia

JAMES MADISON
1809 to 1817
Democratic-Republican/Virginia

JAMES MONROE
1817 to 1825
Democratic-Republican/Virginia

JOHN QUINCY ADAMS
1825 to 1829
Democratic-Republican/Massachusetts

ANDREW JACKSON
1829 to 1837
Democrat/South Carolina

MARTIN VAN BUREN
1837 to 1841
Democrat/New York

WILLIAM HENRY HARRISON
1841 (March-April)
Whig/Virginia
John Tyler
1841 to 1845
Whig/Virginia

James K. Polk
1845 to 1849
Democrat/North Carolina

Zachary Taylor
1849 to 1850
Whig/Virginia

Millard Fillmore
1850 to 1853
Whig/New York

Franklin Pierce
1853 to 1857
Democrat/New Hampshire

James Buchanan
1857 to 1861
Democrat/Pennsylvania

Abraham Lincoln
1861 to 1865
Republican/Kentucky

Andrew Johnson
1865 to 1869
Democrat*/North Carolina

Ulysses S. Grant
1869 to 1877
Republican/Ohio

*Andrew Johnson, a Democrat, was elected as Lincoln's Vice President on the National Union ticket.
RUTHERFORD B. HAYES
1877 to 1881
Republican/Ohio

JAMES A. GARFIELD
1881 (March-September)
Republican/Ohio

CHESTER A. ARVER
1881 to 1885
Republican/Ohio

GROVER CLEVELAND
1885 to 1889
Democrat/New Jersey

BENJAMIN HARRISON
1889 to 1893
Republican/Ohio

GROVER CLEVELAND**
1893 to 1897
Democrat/New Jersey

WILLIAM MCKINLEY
1897 to 1901
Republican/Ohio

THEODORE ROOSEVELT
1901 to 1909
Republican/New York

WILLIAM HOWARD TAFT
1909 to 1913
Republican/Ohio

*Because his second term did not directly follow his first, Grover Cleveland is counted as two Presidents.
RICHARD M. NIXON
1969 to 1974
Republican/California

GERALD R. FORD
1974 to 1977
Republican/Nebraska

JIMMY CARTER
1977 to 1981
Democrat/Georgia

RONALD REAGAN
1981 to ----
Republican/Illinois
Lesson 17: Prominent Presidents

Lesson Objectives:

1. Children will identify prominent Presidents of the United States.
2. Children will be able to associate certain accomplishments with past Presidents of the United States.

Materials:

Worksheet "Whose Mug is on the Money?"

Procedure:

1. Open the class period by having the children name as many past Presidents as they can without the aid of reference material.
2. When they have named all that they can, ask why certain Presidents are widely known while others are not. This should lead to the conclusion that Presidents who have particular accomplishments are better remembered.
3. List major accomplishments of each of the Presidents listed on the board. Relate the accomplishments to their prominence as Presidents.
4. Discuss how we honor former presidents; i.e., building national monuments in their memory, naming buildings, airports, cities, counties, states and schools after them, celebrating their birthdays, putting their portraits on stamps and coins.
5. Follow up by passing out the worksheet, "Whose Mug is on the Money?"

Key:

<table>
<thead>
<tr>
<th>Amount</th>
<th>President 1</th>
<th>Amount</th>
<th>President 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1</td>
<td>George Washington</td>
<td>Penny</td>
<td>Abraham Lincoln</td>
</tr>
<tr>
<td>$5</td>
<td>Abraham Lincoln</td>
<td>Nickel</td>
<td>Thomas Jefferson</td>
</tr>
<tr>
<td>$10</td>
<td>Alexander Hamilton</td>
<td>Quarter</td>
<td>George Washington</td>
</tr>
<tr>
<td>$20</td>
<td>Andrew Jackson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$50</td>
<td>Ulysses S. Grant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$100</td>
<td>Benjamin Franklin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Whose face is on the

$1.00 bill?
$5.00 bill?
$10.00 bill?
$20.00 bill?
$50.00 bill?
$100.00 bill?
Penny?
Nickel?
Quarter?
Lesson 18: Flags

Lesson Objectives:

1. The children will become acquainted with the symbolism related to the flag, as well as rules for the care of the flag.
2. The children will gain an appreciation for the national heritage symbolized by the flag.

Materials:

1. Reference books related to flags
2. Chart paper
3. Crossword puzzle worksheet
4. Flag cutout worksheet
5. Classroom flag

Lesson Procedure:

1. Display reference materials and encourage children to freely browse through materials.
2. After children have had an opportunity to examine the flag materials, write the following terms on the board:
   - red stripes
   - blue rectangle
   - white stripes
   - white stars

   Have students look at the flag and identify the number in each category.

   Discuss the significance of the 50 stars and the 13 stripes. Using the reference materials, note that historically the flag has changed each time a state was added to the nation. Also include the symbolism of the colors of the flag: blue-unity, red-courage, white-purity.

3. Discuss the rules for care of the flag. Ask children to offer rules for caring for the flag and tabulate them on the chart paper. The list might include:
   - A. Keep off the ground.
   - B. Bring the flag in when it is raining.
   - C. Stand when saluting the flag.
   - D. Fold the flag in a special manner when storing it (triangular shape).
   - E. Prevent the flag from being torn.
   - F. Display such that the stars are in the upper right or left corner.

4. Distribute crossword puzzle and flag cutout sheet.
Name _______________________

Down:

1. What the white stars on the flag stand for.

2. The white stripes stand for the ______ of our hopes and dreams.

4. The blue on our flag stands for ________.

Across:

3. The red stripes are on our flag to stand for the ______ of people in the United States.

5. There are ______ stars on our flag.

WORD BANK

| courage | fifty | purity | states | unity |
1. What the white stars on the flag stand for.

2. The white stripes stand for the _____ of our hopes and dreams.

4. The blue on our flag stands for _______.

3. The red stripes are on our flag to stand for the _____ of people in the United States.

5. There are _______ stars on our flag.

WORD BANK

courage      fifty      purity      states      unity
Cut out on this line.

Color around the stars blue.
Color every other stripe red starting with the top one.
Tape the flag to your straw.
Fly your flag on election day.
CULMINATING ACTIVITIES

The following four lessons are designed to provide a focused culmination for the election unit. It is most desirable if the pacing of the unit has been planned so that the children will be voting the same day as the regular election.
Lesson 19: Political Rally

Lesson Objectives:
1. Children will become acquainted with patriotic songs of our country.
2. Children will sense the excitement of rallying around a common cause and supporting political candidates.

Materials:
1. Poster paper
2. Campaign materials from key candidates
3. Markers, glue, scissors

Lesson Procedure:
1. Have each child make a poster supporting one candidate that is running for office. Posters may include printed campaign materials.
2. During the last part of the period, gather the children together to share their posters and to sing patriotic songs.
Lesson 20: Voting

Lesson Objectives:

1. Children will vote for the candidates of their choice.
2. Children will appreciate the democratic process under which our society is governed.

Materials:

1. Registration book (previously created: see Lesson 13)
2. Voting booth
3. Ballots

Lesson Procedure:

1. At least two children should be assigned to supervise the registration table.
2. Children should proceed to the registration table to ensure that they are registered.
3. Each child will then proceed to vote for the candidates of his/her choice. (If at all possible, a simulated voting booth should be created to allow privacy for filling out the ballot and to simulate as closely as possible the real voting situation.)
Lesson 21: What We Learned

Lesson Objectives:

1. Children will review concepts learned throughout the course of the unit.
2. Children will complete the question sheets initiated during Lesson 1.

Materials:

1. Large chart paper
2. Marker

Lesson Procedure:

1. Review and complete any items on the question sheets which need to be finished.
2. Gather the children together in a circle and have them reflectively consider what they have learned during the course of the unit.
3. As children share pieces of information or concepts learned, write them on the chart paper under the caption, "Things We Learned About Elections."
4. Culminate the lesson by posting the charts around the room.

Listed below are samples of the kinds of responses which might be expected:

- A President is elected every four years.
- The President takes office January 20.
- There are three major parties: Democrat, Republican, and Independent.
- Citizens cannot vote until they're 18 years old.
- You have to be 35 years old to run for President.
- Candidates campaign for a long time.
- The way we select a new President is by voting.
- You have to be a citizen to vote.
- We learned about the jobs of the President.
- One of the jobs is the Commander-in-Chief. He's in charge of the military.
- He is Party Chief--takes care of his Party.
- Another job of the President is Chief Legislator. He makes sure laws are enforced.
- The President is Chief Diplomat; that is, he makes speeches and keeps diplomacy.
- The President is also Chief Executive.
- The Democrats' mascot is the donkey. The Republican's mascot is the elephant.
Lesson 22: Quiz

Lesson Objective:

1. The teacher will be able to assess the knowledge gained by each child during the course of the unit.

Materials:

Quiz sheets for each child (see attached sheets)

Lesson Procedure:

1. Distribute quiz sheets to children.
2. After children have had sufficient time to complete the quiz and quizzes have been collected, discuss the questions to further clarify any misunderstandings or misconceptions.
ELECTION QUIZ

Name ________________________ 

1. Washington, D.C. is our 
   ___ National capital
   ___ State capital

2. Number the following words in the correct order.
   ___ Election
   ___ Campaign
   ___ Inauguration
   ___ Convention

3. Match each of the following branches of government with the job each does.
   The Executive Branch Explains and interprets laws
   The Legislative Branch Carries out laws
   The Judicial Branch Makes laws

4. To let people know what they looked like, which campaign strategies might candidates use?
   ___ appear on T.V.
   ___ speak on a radio talk show
   ___ go from house to house
   ___ mail letters to voters

5. The 50 white stars on the United States flag represent
   ___ the 13 original colonies
   ___ the 50 states
   ___ the 50 territories

116
ELECTION QUIZ - 2

6. The President is inaugurated on January 20. This means the President is
   ___ elected
   ___ invited
   ___ installed into office

7. The age a person must be to vote is
   ___ 18
   ___ 32
   ___ 21

8. The Democratic Party mascot is the
   ___ donkey
   ___ elephant
   ___ monkey

9. The Republican Party mascot is the
   ___ donkey
   ___ elephant
   ___ monkey

10. One of the President's jobs is
    ___ Chief Judge
    ___ Senator
    ___ Chief of State
ELECTION QUIZ

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ELECTION QUIZ - 2

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   ___ monkey

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    ___ Senator
    X ___ Chief of State
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