

Meet the Candidates

Unit: Meet the Candidates		Teacher: Karen Kliegman	
Subject(s): Social Studies		Time frame: 6 Weeks (w/o 9/20 – w/o 10/24/04)	
<p>Goals(s):</p> <p>Overarching Goals:</p> <p>To focus on the process involved in running for president of the U.S</p> <p>To investigate major campaign issues, how the candidates feel about the issues and how pending legislation could affect the U.S.</p> <p>Specific Information Literacy Related Goals: Information gathering, issues analysis, and citizen activism</p> <ul style="list-style-type: none"> ▪ Restate major ideas of a complex topic in concise form ▪ Compare and contrast credibility of differing accounts of the same event ▪ Form opinion based on critical examination of relevant information ▪ Communicate orally and in writing ▪ Communicate visually through various media 	<p>Intelligence:</p> <ul style="list-style-type: none"> • Verbal • Visual • Interpersonal • Existential • Intrapersonal • Logical • Naturalist • Musical • Kinesthetic 	<p>Technology:</p> <p>Computers</p> <p>Microsoft Word</p> <p>Inspiration</p> <p>Adobe Photoshop</p> <p>Digital Camcorder</p> <p>iMovie or</p> <p>MovieMaker</p> <p>PowerPoint</p>	<p>Standard:</p> <p>Basic operations and concepts</p> <ul style="list-style-type: none"> • Students are proficient in the use of technology. <p>Social, ethical, and human issues</p> <ul style="list-style-type: none"> • Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. <p>Technology productivity tools</p> <ul style="list-style-type: none"> • Students use technology tools to enhance learning, increase productivity, and promote creativity. • Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works. <p>Technology communications tools</p> <ul style="list-style-type: none"> • Students use telecommunications to collaborate,

			<p>publish, and interact with peers, experts, and other audiences.</p> <ul style="list-style-type: none">• Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. <p>Technology research tools</p> <ul style="list-style-type: none">• Students use technology to locate, evaluate, and collect information from a variety of sources.• Students use technology tools to process data and report results.
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Materials:

MEET THE CANDIDATES Webquest website:

<http://herrickses.org/searingtown/election/index.htm>

Specific web resources listed under appropriate activities below.

- **Handouts:**
- [Political Commercial Planning Guide](#)
- [Video Storyboard](#)
- [Digital Handout](#)
- [Analyzing a Political Commercial Handout](#)
- [Qualifications and Duties](#)

CANDIDATE FACT SHEETS:

- [JOHN KERRY](#)
- [JOHN EDWARDS](#)
- [GEORGE W. BUSH](#)
- [DICK CHENEY](#)
- [Election Ballot](#)

Software:

Microsoft Word

Inspiration

Bulletin Board paper, markers, & post-its

Posterboard, art materials

Adobe Photoshop

Digital Camcorder

iMovie or MovieMaker

PowerPoint

Microsoft Excel for rubrics-self-assessment

Intelligences:

- Verbal
- Visual
- Interpersonal
- Existential
- Intrapersonal
- Logical
- Naturalist
- Kinesthetic

Verbal, Visual

Nat., Log, Vis
Verb, Visual, Interper,
Kin, Intra, Nat

Visual, Inter, Intra,
Exist

Visual, Intra, Inter,
Kines, Exist

Visual, Intra, Inter,
Kines, Exist

Visual, Intra, Inter,
Kines, Log

Nat., Log, Vis,

Log,
Intrapersonal, Interpers
onal

Daily Tasks: Method: Jigsaw

Weeks 1-2: ALL STUDENTS: Identify the political parties and their symbols. Then divide students into the following teams: **MARKETING; PUBLIC AWARENESS; POLICY RESEARCHERS**

MARKETING TEAM: Does your candidate meet the requirements to become president & vice president? Generate a list of the requirements.

- [Time For Kids Path to the Presidency](#)
- [Ben's Guide to Government](#)
- [Presidential Requirements](#)
- [Ben's Guide to U. S. Government for Kids – Election Process.](#)
- [How the President is Elected from Enchanted Learning](#)

Using **Inspiration**, create a **flowchart** that explains the process of electing a U.S. president

PUBLIC AWARENESS TEAM: Investigate the backgrounds of the president and vice-presidential candidates and using Microsoft Word, fill in the information on the **“Meet the Candidates” Graphic Organizer**.

- [Scholastic Meet the Candidates](#)
- [Time for Kids Meet the Candidates](#)
- [About John Kerry](#)
- [Vote Smart: John Kerry](#)
- [Vote Smart: John Edwards](#)
- [About John Edwards](#)
- [About George W. Bush](#)
- [George Bush from White House Kids](#)
- [Dick Cheney from White House Kids](#)
- [Vote Smart: George Bush](#)
- [Vote Smart: Dick Cheney](#)
- [About Dick Cheney](#)

**After finishing first assignment, TEAM MEMBERS will be mixed for a 30 minute sharing session.

POLICY TEAM: How does your candidate stand on the issues? Using the links to the right, divide up your team members to investigate how your candidate stands on the following issues:

- Education
- Environment
- Health Care
- Iraq
- Jobs & the Economy
- Terrorism and National Security

Take notes on the graphic organizer provided to the right. You may either type your notes by opening the organizer as a **document file** or if you prefer to write your notes, open it as a **pdf file**. When you are finished, you will transfer your notes to large post-its. Make sure you write **neatly**. Then place the post-its in the appropriate column on our "Inside the Issues" class chart. This chart will hang in the library throughout the duration of our election project so that others can refer to it.

Websites:

- [Time for Kids: Inside the Issues](#)
- [BBC News - Candidates and Issues](#)
- [CNN - The Issues](#)

Intelligences:

Verbal, Visual

Intra, verbal, log, visual, nat

Verbal, visual

Intrapersonal, Interpersonal, Existential, Naturalist

Visual, Naturalist

Logical, Verbal

Assessment:[Video Rubric](#)[Poster Rubric](#)[PowerPoint Rubric](#)**Intelligences:****On Rubrics**