

★ Freedom is Calling ★

NATIONAL CONSTITUTION CENTER



We the **CIVICS** Kids



★ — A Kid's Guide to — ★
Running for President



ARCADIA
UNIVERSITY
— SCHOOL OF CONTINUING STUDIES —

— KING OF PRUSSIA CAMPUS —

Lesson 2



STUDENT INTRODUCTION

Dear Students,

First, let us introduce ourselves. We are the Civics Kids....Carla, Ira, Vicky, Isabella, Chris, and Sam. More important than the fact that our names spell out the word *civics* is our goal to promote civic engagement. We do so by helping students everywhere build their basic civic knowledge and learn about all the ways they can be active participants in their home and school environment.

This note welcomes students to Election 2012 Civics Kids' style. The *We the Civics Kids Election 2012* material will help you understand why we have a President and not a King or Queen, and what the role of our President is. The materials will also provide a guide to running for President, and will take you on a journey from the vote to the oath of office. And, after you find out about the election process, you can all look forward to more *We the Civics Kids* magazines designed to help every student become an active citizen.

The Civics Kids encourage each of you to take the opportunity to better understand the election process and how you can become a change agent in your classroom, school, home and community. Remember...someday one of you could become President of the United States.

Carla 

Ira 

Vicky 

Isabella 

Chris 

Sam 



LESSON 2

The Election Process: A Kid's Guide to Running for President

Grades 3-5

Objectives:

1. Students will be able to read about the election process and correctly put the steps in proper sequence.
2. Students will be able to participate in a debate on an issue that relates to their day-to-day school experience.

Materials: **We the Civics Kids** student magazine for Lesson Two “A Kid’s Guide to Running for President”

Lesson Resources:

Presidential Election Sequencing Worksheet
Design a Bumper Sticker for YOUR Campaign
The Art of the Debate

Lesson Procedures:

1. Ask students to recall the qualities of a president discussed in lesson one. How many of you would like to develop those qualities and someday run for president?
2. Distribute the **We the Civics Kids** student magazine “A Kid’s Guide to Running for President”.
3. Discuss the title and illustrations. What do you know about how a person runs for the presidency?
4. Read and discuss the magazine narrative – the election process. Refer to information regarding the candidates developed in lesson one to answer the 2012 election questions.
5. Ask students if they have seen commercials or printed material about the candidates for this election. What is the information they are telling you? What kind of issues are you interested in? (Environment, education, jobs, etc.) List student issues on the board. What is your opinion on these issues? How do your issues relate to those being discussed in this election?
6. Introduce the debate as a way for candidates to get their message out directly to the people. Tell them that they will now have the opportunity to participate in a classroom debate on an issue that relates to them.
7. Distribute and discuss *The Art of the Debate* sheet.
 - a. Ask students to raise their hands to align themselves to one of the three positions. Record that count on the board.
 - b. Allow students to form groups and meet to prepare their argument.
 - c. Have groups select a spokesperson for their group and set up the classroom in a debate format.
 - d. Remind the “audience” of the rules for the debate. (This can be anywhere from silence during the debate to applause, but no “calling out.”)
 - e. Each group will be able to make a short introduction explaining their position and why they have taken it.
 - f. The teacher, as moderator, will ask questions of each position and also allow time for rebuttals.
8. At the conclusion of the debate, ask all participants to vote by secret ballot. (paper ballot or “heads down, hands up”)

Lesson Conclusion:

1. Did the count change? Did the debate change any student’s mind? Discuss why or why not?



LESSON 2

The Election Process: A Kid's Guide to Running for President Continued

Grades 3-5

Lesson Extensions:

- *Presidential Election Sequencing Worksheet*
- *Design a Bumper Sticker for YOUR Campaign* – can be used as an activity sheet or a learning center.

Literacy Links:

Duck for President by Doreen Cronin and Betsy Lewin

If I Ran for President by Catherine Stier and Lynne Avril

Woodrow for President by Peter W. Barnes and Cheryl Shaw Barnes

Digital Resources:

Schoolhouse Rock – *Presidential Minute*

<http://www.youtube.com/watch?v=H66lxMpZmro>

Elections for Kids

<http://www.gallopade.com/client/electionsForKids/index.html>

Scholastic Election 2012

<http://magazines.scholastic.com/election-2012>

Videos – *Race for the Presidency*

The Race is On

iCivics Election 2012

<http://www.icivics.org>

National Constitution Center: Constitution Hall Pass: The Presidency!

<http://www.constitutioncenter.org/hallpass>

National Standards for Civics and Government


NSS-C K-4. V. What are the Roles of the Citizen in American Democracy?

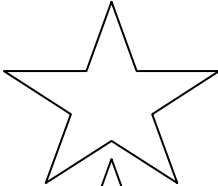
- What is the importance of political leadership and public service?
- How should Americans select leaders?

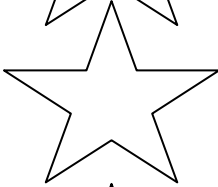
HANDOUT A
The Presidential Election Sequencing Worksheet

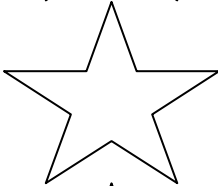
Name _____

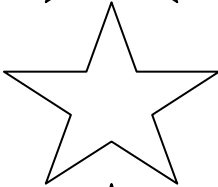
Directions: Put the steps to running for president in the correct order by numbering

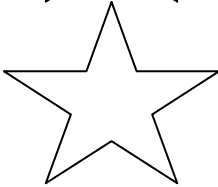
1...2...3...in the 

 Delegates meet at the national convention to form a platform and vote for their nominee.

 You announce your plan to run for the presidency.

 The candidates for president debate each other on national TV.

 Americans go to the polls to vote for the candidate of their choice.

 States hold primary elections and caucuses to choose each party's candidate.

HANDOUT B

Design a bumper sticker for YOUR campaign!



Think about the colors you will use. Do you want to include a slogan? Maybe you want to add a picture? BE CREATIVE.

HANDOUT C

The Art of the Debate

Why isn't my favorite television program on tonight? Oh look...there's another presidential debate on TV! Presidential debates are important. They inform the voters - that is everyone 18 or older who has registered to vote - about what the issues are and where each candidate stands on the issues. There are debates during the primary campaign and up to the days before Election Day.

The goal of the debate is to convince the voters that a candidate's opinion on the issue is the right one. Let's prepare to have our own classroom debate on the issue below that concerns many students. This is the process you will follow:

- ✓ Identify the two or more possible points of view on the issue. (Your issue for this activity is what makes a good school lunch...)
- ✓ Choose the point of view with which you most agree.
- ✓ Form a team with classmates who share your same opinion.
- ✓ Discuss ideas to support your point of view.
- ✓ Discuss ideas that question the other point of view.
- ✓ Select a person from your group who will present and defend your ideas in a classroom debate.
- ✓ Listen to the ideas presented by the other teams.
- ✓ At the end of the debate, take a vote on the issue.

Did your team's ideas change the opinion of other students, or did listening to other ideas change your opinion?

The Issue: What Constitutes, or Makes, a Good School Lunch Program?

It is the year 2012 and the debate about what constitutes a good school lunch program continues. There are many things that have to be considered when creating the menus for a school's lunch program. There are also many government rules that have to be followed in order to get government funds to support the lunch program. Your school district, like districts everywhere, is concerned about a lot of important issues around the question of what constitutes a good school lunch program. They have to consider how to provide healthy lunches.

One question that is on the minds of all school stakeholders - students, parents, teachers, administrators - is to what degree snacks should be included in school lunch programs. Your local school board has suggested that all snacks be eliminated from the lunch menu. Included in the list of items to be removed are pretzels, cookies, ice cream, candy, potato chips, pizza, and French fries. Before making their final decision, the school board asked your principal to have your class consider their proposal. There will surely be different opinions among the students in your classroom that need to be debated. Should your school district eliminate all snacks from their school lunch program, certain snacks, or make no change? What is your point of view and why?