










Technology-Connected Lesson Plan

Title:	Bush or Kerry?
Grade Levels:	5-8
Curriculum Areas:	🖥️ Social Studies
Measurable Objectives:	<p>🖥️ Lesson Objectives:</p> <ul style="list-style-type: none"> 🖥️ TSW gather facts about <i>George Bush</i> and <i>John Kerry</i>. 🖥️ TSW create a "Double Bubble" map to compare and contrast the two presidential candidates. 🖥️ TSW create a "Presidential Trading Card".
LA Content Standards:	<ul style="list-style-type: none"> 🖥️ C-1A-M6 identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers. 🖥️ C-1B-M6 analyzing the importance of political parties, campaigns, and elections in the American political system. 🖥️ C-1D-M2 identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society.
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> • Identify qualifications and terms of office for elected officials at the national level. • Identify current government leaders at the national level. • Explain issues involving rights and responsibilities of individuals in American society. • Explain how political parties, campaign, and elections provide opportunities for citizens to participate in government. • Explain the importance of being an informed citizen on public issues, recognize propaganda, and voting issues.
K12 Educational Technology Standards:	<p>🖥️ Technology Guidelines:</p> <ul style="list-style-type: none"> • Technology Communication Tools • Technology Productivity Tools

	<ul style="list-style-type: none"> • Technology Research Tools • Basic Operations and Concepts <p> Technology Performance Indicators</p> <ul style="list-style-type: none"> • Identify, explain, and effectively use input, output and storage devices of computers and other technologies (e.g., keyboard, mouse, scanner, adaptive devices, monitor, printer floppy disk, hard drive). • Use accurate and developmentally appropriate terminology (e.g., cursor, software, hardware, pull down menu, window, disk drive, hard drive, CD-ROM, laser disc) when referring to technology. • Use a variety of developmentally appropriate resources and productivity tools (e.g., logical thinking programs, writing and graphic tools, digital cameras, graphing software) for communication, presentation, and illustration of thoughts, ideas, and stories (e.g., signs, posters, banners, charts, journals, newsletters, and multimedia presentation.) <p> Use technology tools (e.g., publishing, multimedia tools, and word processing software) for individual and for simple collaborative writing, communication, and publishing activities for a variety of audiences. (1,3)</p>
Technology Connection:	 Internet, Microsoft Word, Microsoft Power Point, printer, scan converter, TV
Procedures:	<p>Introduction:</p> <ol style="list-style-type: none"> 1. TTW introduce the lesson by showing a slide show of patriotic scenes with the song "I'm Proud to be an American" playing. The students will discuss what the pictures mean to them and what makes the United States such a great country. TTW lead the students to talking about the freedoms, rights, and responsibilities of a being an American. <p>Procedures:</p> <ol style="list-style-type: none"> 2. TTW draw a circle map on the board with "Presidential Election" in the middle. TSW fill in the circle map with everything they know about the presidential election. TSW discuss their responses.

	<ol style="list-style-type: none"> 3. TTW show the students a power point on the two presidential candidates. TSW discuss what they know about each candidate. 4. TSW be given a presidential fact sheet. TSW search the Internet to find 5 more facts about each candidate. 5. TTW complete a "Double Bubble" map on the two candidates comparing and contrasting them. 6. TTW model how to complete a "trading Card". TSW complete a trading card on the candidate of their choice. Their trading card must contain a picture of the candidate and at least 7 facts. 7. TSW go to www.surfnetkids.com/quiz/president/ to complete a quiz on presidential elections. 8. As the students complete their on-line quiz, they will complete a class graph on who they would choose as president by placing a dot next to the name of the candidate they would choose. The class will discuss the result of the graph. <p>Closure:</p> <ol style="list-style-type: none"> 9. TSW write in their journals: Who would they choose for president of the United States and why?
Materials:	 paper, pencil, double bubble maps, computer, printer, students' disks, journals, presidential fact sheet, power points
Assessment:	 completed "Double Bubble", completed "Trading Card", teacher observation
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