Project Presidency: Campaign Scrapbook

Estimated Time: ongoing, over an 8-week classroom period (first lesson: approximately 60 minutes)

I. Objectives
As a result of this lesson, students will:
- gain a deeper understanding of the candidates, issues, and the election process.
- follow and analyze election news coverage.
- research the election, using a variety of print and online sources.
- identify the major candidates and issues of the presidential election.
- create an election scrapbook using a variety of sources.

II. Materials and Resources
Teacher:
- Project Presidency Web site
- Several major and political newspapers and magazines featuring articles and photos of the presidential campaigns
- Various campaign materials (print and online)
- Scissors, glue, paper, stickers, paint markers, construction paper, hole puncher
- Copies of Project Presidency: Campaign Scrapbook Checklist
- Transparency of Project Presidency: Campaign Scrapbook Checklist
- Overhead projector and markers
- Copies of letter to parents
- KWL chart
- Chart paper
- Computer (s) with Internet access
- Sample campaign scrapbook (optional)
- Binders with sleeves or pockets on the cover (optional)
- Yarn (optional)
- Masking tape (optional)

Students:
- Various campaign materials (print and online)
- Student notebook or journal

III. Preplanning
Before you begin this lesson, you may wish to create an election center with magazines, newspapers, and other periodicals that contain election news and information about the candidates. Check out our recommended reading list for election-related books you can display. Post photos of the candidates. Display a calendar page for the month of November with a circle or flag marking Election Day.
IV. Introduction

1. Distribute a KWL chart to each student. You may also use a whole class KWL chart.
2. Hold an informal discussion about the election. Encourage students to discuss what they already know about the election. Prompt students by asking them if they have seen television ads or heard about the election from their parents. List students’ answers in the K column.
3. Then ask students what questions they may have about the election or candidates and list responses in the W column.
4. Let students know that they will fill in the last column when they have completed the project.

V. Procedures

1. On an overhead projector, an interactive whiteboard, or at individual computer stations, display the Project Presidency home page. Introduce the Web site to students. Inform students that the Election Explorers will guide them through the Web site and help them learn about the election.
2. Tell students that each week the Election Explorers will post blogs about current events or important issues or topics. Students can check the Web site weekly to read the blogs and write a response to the issue or event in their journals.
3. If time allows, let students browse through the site, or have one student read the most recent blog entry aloud to the class.
4. Tell students that they will create a scrapbook for the presidential election.
5. Model the sample scrapbook. Identify each section along with all the items on the checklist. If you would like, show the Project Presidency: Campaign Scrapbook Checklist on an overhead projector so that students know what is expected of them. Go over each item as you demonstrate the sample scrapbook.
6. Explain to students that they are responsible for each item on the checklist. Let them know that you will bring in several sources in addition to those that they will find on their own.
7. Pass out copies of the Project Presidency: Campaign Scrapbook Checklist and assign a due date to the class. (You may also show a transparency of the rubric and tell them how they will be graded.)
8. If you are having students create their own scrapbooks using construction paper, show them how to create one using a hole puncher, masking tape (to strengthen the edges), and yarn.
9. If time allows, have students design a cover page for their scrapbooks. Encourage them to use an election theme and include a title. You may suggest the title: Project Presidency: Campaign Scrapbook.
10. Allow students to work on their scrapbooks at least weekly for 15-20 minutes at a time. Students can search for online sources. They can read the Election Explorers’ blog and write a response to the latest entry (or an entry of their choice) in their journals. Give students ample time to design their pages accordingly. While the class works on the scrapbooks, meet with students individually to discuss their scrapbook project.
11. Send a letter to parents at the beginning of the project, so that students can have support from their parents. This will encourage students to spend time on the project at home as well.
12. As time allows, have ongoing discussions about the election, using other lesson plans on the Project Presidency Web site.
13. At the completion of the project, hold a discussion about the election results. Ask students if they predicted the winner. Were they surprised by the results? Have them fill out their KWL charts to explain what they have learned.

14. Allow time to have students present their scrapbooks in groups.

15. Ask students to write a letter to the new President, welcoming him to the White House and asking him what his plans are for the future. Encourage students to add their own questions or reactions about the election. Before students turn in their scrapbooks, make copies of the letters and have them add it to their scrapbooks.

16. Send the original letters to the new President.

VI. Assessment

Project Presidency Campaign Scrapbook Rubric

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Unsatisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campaign Scrapbook:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cover page includes students' name, title, and photo or drawing</td>
<td>Cover page is missing one or more of the items</td>
<td>Cover page includes all of the items</td>
<td>Cover page includes all of the items</td>
</tr>
<tr>
<td>• All checklist items have been included</td>
<td>Three or more of the election items are missing</td>
<td>One or two election items are missing</td>
<td>All election items are included</td>
</tr>
<tr>
<td>• Each item includes a date and name of publication</td>
<td>Election items do not include a date and or name of publication</td>
<td>Items include a date and name of publication</td>
<td>Items include a date and name of publication</td>
</tr>
<tr>
<td>• Originality</td>
<td>Student's work is not organized and shows little or no effort.</td>
<td>Student's work is organized and shows effort.</td>
<td>Student's work is organized and shows effort.</td>
</tr>
<tr>
<td>• Checklist is included</td>
<td>Checklist is not included</td>
<td>Checklist is included</td>
<td>Checklist is included</td>
</tr>
</tbody>
</table>

| **Activities and Journals** | | | |
| • Student participation | Student did not participate in group and/or classroom discussions and did not complete homework assignments | Student has participated in all activities, including small group and class discussions and has completed most homework assignments | Student has actively participated in all activities, including small group and class discussions and completed homework assignments |
| • Students complete journal entries and show understanding of the election | Student did not complete all journal entry assignments and does not show understanding of the election and presidency | Student’s journal entries demonstrate an understanding of the candidates, their issues, and the presidency | Student’s journal entries demonstrate an understanding of the candidates, their issues, and the presidency |

VII. Extensions

• Pair students with younger students to help them create their own presidential scrapbooks. Older students can demonstrate their work in progress.

• Create a current events election bulletin board where students can post articles, photos, political cartoons, editorials, flyers, campaign buttons, and so forth. At the beginning or end of the day, have students discuss the item they bring in to class and post it on the bulletin board.
IX. National Standards

National Council for the Social Studies
Thematic Strands
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Civic Ideals and Practices

National Council of Teachers of English
Language Arts Standards
- Standard 1 Reading for Perspective
- Standard 3 Evaluation Strategies
- Standard 4 Communication Skills
- Standard 5 Communication Strategies
- Standard 6 Applying Knowledge
- Standard 7 Evaluating Data
- Standard 12 Applying Language Skills
Name ___________________________  Due Date ____________

Project Presidency: Capturing the Election Checklist

Scrapbook checklist:
☐ front cover design including a title
☐ materials are neatly organized
☐ articles include dates and names of newspaper, magazine, or online sources
☐ a copy of this checklist

Materials checklist:
☐ a newspaper or magazine article about the Republican candidate
☐ a newspaper or magazine article about the Democratic candidate
☐ a newspaper or magazine article about the Independent candidate
☐ a newspaper or online article about the Republican candidate’s views on the issues (or one issue)
☐ a newspaper or online article about the Democratic candidate's views on the issues (or one issue)
☐ a copy of a speech given by Republican candidate and Democratic candidate
☐ an article about the Republican and Democratic Vice Presidential candidates
☐ a photo of Republican candidate, Democratic candidate, and Independent candidate
☐ a political cartoon of Republican candidate, Democratic candidate, and Independent candidate
☐ a newspaper article announcing the new President
☐ a letter to the new President

Optional:
☐ a newspaper or online article about Republican candidate’s family
☐ a newspaper or online article about Democratic candidate’s family
☐ a campaign button, bumper sticker, or other item from one of the three candidates (students can also make their own or download from the candidates’ Web sites)
Dear Parents,

This year our class will have the opportunity to follow the presidential election. Each student will create his or her own scrapbook. You can help your child collect several items for the scrapbook. Please review your child’s copy of the Project Presidency Election checklist to make sure he or she has completed and checked off each item. The project is due on ________________.

If you would like to follow the election at home with your child, visit the Project Presidency website. This educational site offers many wonderful election activities and suggestions for parents and families.

Thank you for your cooperation.

Sincerely,