

Discipline: Civics and Government
Standard Category: How Government Works
Lesson Focus: Elections

Suggested Level:
Intermediate

| PA Standard(s): | Related TESOL Standard(s): |
|--|---|
| 5.3.3E: Identify positions of authority at school and in local, state, and national governments. 5.3.3F: Explain what an election is. | Goal 2: To use English to achieve academically in all content areas. Standard 1: Students will use English to interact in the classroom. |

Lesson Focus:
Elections

Teaching Strategies:
Whole group instruction

Key Objectives in Accordance with TESOL Level:

| Pre-Conversational/ Beginning | Intermediate | Advanced |
|--|---|--|
| Students will be able to: <ul style="list-style-type: none"> Match pictures of authority figures with the correct locations. Draw a picture of an authority figure within their country Participate in the mock election with modeling. | Students will be able to: <ul style="list-style-type: none"> Orally give examples of multiple authority figures. Write three to five sentences about authority in their country. Fully participate in the mock election. | Students will be able to: <ul style="list-style-type: none"> Compare the authority figures of the United States with the authority figures in their country. Fully participate in the mock election. |

Assessment Strategies:
Teacher observation
Conversation
Written assessment
Performance tasks

Materials:

1. Pictures (actual photographs or teacher drawings) of your school, a home, and of authority figures such as parents, teachers, police, and three different types of food.
2. Ballot box in which to collect votes.
3. Paper for ballots
4. Pencils

Procedures: (ELL suggestions are written in italics)

1. Write the word authority on the board. Ask the class to define this word by providing examples of authority.
Have pictures of various areas (home, school, community) along with pictures of authority figures within those areas.
2. Distribute picture cards to students.
3. Students communicate freely to match the authority figures with their location. Keep the authority pictures face down to encourage questioning techniques to discover the match.

Give the most simplistic card to a beginning ELL student, such as "school." They may only have to say one word to find their partner.

4. Discuss examples of state and national authority figures.
Provide the class with a list of vocabulary words including school, local, state, and national authorities. Have pictures or photos to accompany these terms.
5. Write the words **vote** and **election** on the board. Ask the students to give examples of times they have voted.
6. Class vote
 - a. Put three pictures of different foods on the board.
Choose foods from the cultures represented in your classroom.
 - b. Have the students vote on what meal they would like to taste.
7. Connections to Elections:
 - a. Choose three students to "run" for a mock class president.
Intermediate/Advanced ELL students may especially benefit from being one of the students chosen. Use judgment with beginning ELL students. They may be self-conscious.
 - b. Each of the three students chooses a classmate to write a complimentary list on the board describing their positive leadership traits.
 - c. Have the class elect a "president."
Allow a Beginning ELL student to tally the votes.

Assessment:

Beginning

- Teacher observation/conversation concerning elections.
- Draw a picture of an authority figure from their daily life or country.
- Beginning ELL students will rely on visual prompts such as pictures, photos, acting out of authority models, and the voting process. They may express themselves through actions and/or drawings. The goal is not for them to master all of the vocabulary, but to comprehend meaning within the lesson.

Intermediate

- Teacher observation/conversation concerning elections.
- Written assessment: Provide the student with a writing prompt so that they may write three to five sentences about authority in their country.
- Intermediate ELL students may have basic comprehension, but will also benefit from visual supports. Repetition, further explanation, and allowing them to act out the process of voting will help in the clarification and retention of information.

Advanced

- Teacher observation/conversation concerning elections.
Provide clarification of vocabulary if necessary.

- Written assessment: A comparison of the authority figures of the United States with the authority figures of their country.
Provide the student with a graphic organizer such as a Venn Diagram and provide them with an example to help begin the process.
- Advanced ELL students may need support with vocabulary and/or possibly the concept of voting, depending upon the government within their culture.

