



Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity
designed by:

Marci Black

Chapter : 7 – A Mock Election for the Ages

Activity # 1

Topic: Political Parties/Elections

Content Objective:

As a result of this activity, the learner will:

- Identify and understand how a representative from each political party runs for a position by replicating an election from the 1800s.

Language Objective:

As a result of this activity, the learner will:

- Participate and role-play in an election in a way that a citizen would have in an election during the 1800s.

Teacher Materials:

- Hoosiers and the American Story
- Ballot Example
- Snacks/Drinks
- Music
- Poster Boards
- Markers
- List of students and their roles (created by teacher, knowing his/her students)
- Blank paper for mock votes
- Box for votes to be placed in

Student Materials:

- *Hoosiers and the American Story*
- Paper/Pencil (if needed)

Indiana Academic Standards:

Social Studies:

- **4.2.4** Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.
 - Examples: Governor, lieutenant governor, chief justice, state senators and state representatives.
- **4.2.5** Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.

Language arts:



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- **4.SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Procedures:

1. As a class, read pages 167-168 in *Hoosiers and the American Dream*.
2. After reading those pages, have a discussion over:
 - a. The similarities and differences between what an election was like in the 1800s compared to how they are today.
 - b. Why elections happen
 - c. When elections happen
 - d. The role of citizens in an election
3. Announce to the class that you will be holding your own mock election, just like it would have been done back in the 1800s.
4. Split the class up into their different roles.
5. Allow the class time to prepare for their roles
6. Bring the class back together to hold the mock election.
 - a. The two candidates for president should give their speeches/campaign
 - b. Banners should be hung
 - c. Supporters of each candidate should cheer for the candidate
 - d. There should be a “party” atmosphere
7. Have the students place their votes.
8. Count the votes to see who won the election.

Closure:

1. After the votes are tallied, bring the class back together to see who would win the election. Once the “winner” is announce, reflect on the mock election and what the students thought was fair/not fair.

Pre-Vocab Words List:

The pre-vocab words to discuss with students are:

- Campaign
- Politics
- Culture
- Political Party
- Elections

SIOP Techniques:

- Building Background: 4 Corners Vocab
- Interaction: Role Playing

Culturally Responsive Teaching Explained:



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This activity fosters critical thinking and community. It fosters critical thinking because it has the students researching laws that have been written, and writing their own laws that they believe should be written, pertaining to health. This activity also fosters community because the laws the students will be writing will pertain to the health, protection, and wellness of people in the community, and even the nation.

Sources Used:

Madison, James H. & Sandweiss, Lee Ann. (2014). Hoosiers and the American Story.

Indianapolis, IN: Indiana Historical Society Press.

Merriam-Webster's Learner's Dictionary. (n.d.). Retrieved November 23, 2015, from

<http://www.learnersdictionary.com/>

<http://homepage.cs.uiowa.edu/~jones/voting/optical/ballot.gif>

Ballot Example:

OFFICIAL BALLOT	
Random County, Somestate	
INSTRUCTIONS: To vote for a candidate, make an X in the oval beside the name of the candidate you prefer.	
PRESIDENT (vote for one)	U.S. CONGRESS (vote for one)
<input type="radio"/> G. Washington	<input type="radio"/> S. Rayburn
<input type="radio"/> A. Lincoln	<input type="radio"/> J.G. Cannon
<input type="radio"/> _____ (write in)	<input type="radio"/> _____ (write in)



You must campaign if you want a position in the government.

a series of activities designed to produce a particular result

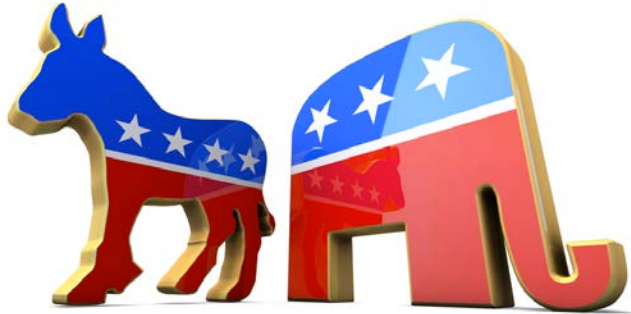
Campaign



People take their politics very serious.

the work or job of people (such as elected officials) who are part of a government

Politics



You represent a political party when you run for any position in the government.

a group of persons organized to acquire and exercise political power.

Political Party



Elections are always something to participate in as a citizen on the United States.

the act or process of choosing someone for a public office by voting

Elections



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Chapter: 7 – Ben’s Front Porch Campaign

Activity # 2

Topic: Benjamin Harrison’s, “Front Porch Campaign”

Content Objective:

As a result of this activity, the learner will:

- Identify how the campaign process worked and still works, to an extent.

Language Objective:

As a result of this activity, the learner will:

- Write a speech campaigning for something that is very important to them.

Teacher Materials:

- *Hoosiers and the American Dream*

Student Materials:

- *Hoosiers and the American Dream*
- Computers
- Paper
- Pencil

Indiana Academic Standards:

Social Studies:

- **4.2.7** Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana’s past or present.
 - Examples: Use local, state and federal Web sites, as well as newspapers, television and video images, to research and write an editorial related to Indiana’s environment.

Language arts:

- **4.W.5** Conduct short research on a topic.
- **4.SL.4.2** Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

Procedures:

1. Read page 175 in the book, *Hoosiers and the American Dream*
2. After reading, have a class discussion over the importance on campaigning on an important topic during an election.
3. After the discussion, explain to the students that they are going to do their own, “front porch campaign” like Benjamin Harrison did.
4. Allow them time to think of a topic that is important to them.



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5. Once they choose a topic, allow the class time to do any research that needs to be done in order to deliver an affective front porch campaign.
6. Once they have done their research, each student needs to write their speech for his or her campaign, which should only last a two to three minutes

Closure:

1. Once all speeches are written, each student will deliver a short two to three minute, “front porch campaign.”

Pre-Vocab Words List:

The pre-vocab words to discuss with students are:

- Candidate
- Roaming
- Souvenir
- Incumbent
- Centennial

SIOP Techniques:

- Building Background: 4 Corners Vocab
- Interaction: Stand up and share

Culturally Responsive Teaching Explained:

This activity is student-centered, connected and integrated, and it fosters critical thinking. It is student-centered because students are responsible for discovering facts about James Whitcomb Riley on their own, and they get to create their own poems based on their own experiences in Indiana. This activity is also connected and integrated because it focuses on skills from two different subject areas: social studies and language arts. Lastly, this activity fosters critical thinking because it causes students to reflect on the sights and sounds they sense in their Indiana town, and it makes them realize which of these sights and sounds are important to them.

Sources Used:

Madison, James H. & Sandweiss, Lee Ann. (2014). *Hoosiers and the American Story*. Indianapolis, IN: Indiana Historical Society Press.

Merriam-Webster's Learner's Dictionary.(n.d.). Retrieved November 23, 2015, from <http://www.learnersdictionary.com/>



I am a candidate for the president's position in Student Council.

a person who is trying to be elected

Candidate



Sometimes I like roaming
around a park.

to go from place to place
without purpose or direction

Roaming



I always get a souvenir when
I go on vacation.

something that is kept as a
reminder of a place you have
visited, an event you have
been to, etc.

Souvenir



The incumbent governor was defeated in the latest election.

a person who holds a particular office or position

Incumbent

100

The centennial party for our school was held last week.

the 100th anniversary of something (such as an important event)

Centennial



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Chapter: 7 – Let's Write a Law

Activity # 3

Topic: Writing Laws

Content Objective:

As a result of this activity, the learner will:

- Identify and defend how laws are needed to ensure the health and safety of citizens.

Language Objective:

As a result of this activity, the learner will:

- Write a law that relates to the health and safety of everyone, by researching, writing, and defending the law that is written.

Teacher Materials:

- *Hoosiers and the American Story*
- Projection Camera
- Projection Screen

Student Materials:

- Computer
- Paper
- Pencil

Indiana Academic Standards:

Social Studies:

- **4.2.6** Define and provide examples of civic virtues* in a democracy.
 - Examples: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good *civic virtues: behaviors that contribute to the healthy functioning of a democracy

Language arts:

- **4.W.2.1** Write legibly in print or cursive, forming letters and words that can be read by others.
- **4.W.5** Conduct short research on a topic.

Procedures:

1. In *Hoosiers and the American Dream*, read pages 178-181 as a class.
2. Discuss the different laws that are touched on throughout those pages (Food and Drug Law, Drug Sample Law, Cold Storage Law, etc.)
3. Have students think about what type of law they would like to see go into affect that relates to a law that was read about.



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4. Have students do research to make sure a law they are thinking of does not already exist.
5. Have students write their own law.

Closure:

1. After each student does research and writes his or her own law, each student will present his or her law to the class.

Pre-Vocab Words List:

The pre-vocab words to discuss with students are:

- Prevent
- Law
- Zealous
- Eugenics
- Sterilization

SIOP Techniques:

- Building Background: 4 Corners Vocab
- Interaction: Stand up and share

Culturally Responsive Teaching Explained:

This activity is student-centered, connected and integrated, and it fosters critical thinking. It is student-centered because students are responsible for discovering facts about James Whitcomb Riley on their own, and they get to create their own poems based on their own experiences in Indiana. This activity is also connected and integrated because it focuses on skills from two different subject areas: social studies and language arts. Lastly, this activity fosters critical thinking because it causes students to reflect on the sights and sounds they sense in their Indiana town, and it makes them realize which of these sights and sounds are important to them.

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I hope the storm does not prevent us from going out to the beach.

to stop (something) from happening or existing

Prevent



You must always follow
the law.

a rule made by the
government of a town,
state, country, etc

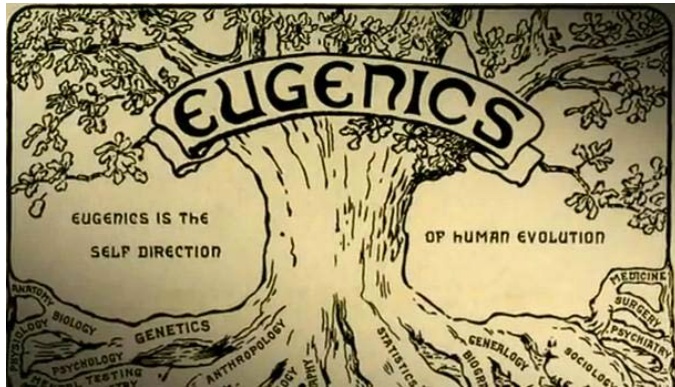
Law



Do not be over zealous in anything that you do.

feeling or showing strong and energetic support for a person, cause, etc

Zealous



The Eugenics Law made it so that prison inmates had to be sterilized.

a science that tries to improve the human race by controlling which people become parents

Eugenics



Always use sterilization wipes after making a mess.

- to clean (something) by destroying germs or bacteria
 - - to make (someone or something) unable to produce children, young animals, etc.

Sterilization