

Chapter 13

Section 5: The Presidential Election

Guiding Question: Does the election process serve the goals of American democracy today?

GET STARTED

Lesson Goals:

- ☐ Students will describe the roles of voters and the electoral college in electing the President.
- ☐ Students will consider several flaws in the electoral college.
- ☐ Students will evaluate the different proposals to reform the electoral college.

Bellringer Display Transparency 13F, which shows a quotation supporting direct election of the President. Write the following definitions on the board:

thwarts—prevents from happening
distorts—causes to work in a twisted way
bipartisan—involving both political parties
Have students answer the question in their notebooks.

Vocabulary Have students look up the definitions in the Glossary and write a sentence for each term.

TEACH

Invite several students to share their Bellringer activity responses. Hold a secret ballot to vote for direct election or the electoral college system. Explain that this section will describe some strategies in presidential campaigning and help students better understand the electoral college and proposed reforms. Tell them that their generation may be the one to change the current system. With the easy exchange of ideas possible via the Internet, they themselves could influence this change.

Ask:

- What is a unique quality of American elections that is not found anywhere else in the world? (*Wars and other crises have never prevented an election.*)
- What fraction of voters have not chosen a candidate to support at the start of a campaign? (*one-third*)
- For whom are citizens voting in a presidential election? (*presidential electors*)

Learning Styles: Body/Kinesthetic

Have students stand in groups as follows: one group of seven, two of five, and the rest in groups of three. Shuffle an equal number of cards of two colors. Give a card to each student. Explain that each group represents a state, and each person is an elector. The card colors represent popular votes for presidential candidates. Have states determine the color for which all their electoral votes will be cast. Tally the votes. Discuss the effects of winner-take-all voting.

Other Strategies

ELL/ESL Strategy

Learning Styles: Visual/Spatial (2)

Learning Styles: Auditory/Verbal

Learning Styles: Body/Kinesthetic

Learning Styles: Interpersonal/Group

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Chapter 13 Outline (All-in-One, pp. 12–14)

Chapter Test B (All-in-One, pp. 57–60)

Other Resources

Reading Comprehension Worksheet
(All-in-One, pp. 46–47)

Skill Activity (All-in-One, p. 51)

Section Quiz B (All-in-One, p. 53)

Audio support is available for this section.

Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.