



# The Election Quilt

Stitching up our understanding of the election process

4<sup>th</sup> Grade



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## **4<sup>th</sup> Grade**

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# The Election Quilt

A comprehensive unit that:

- Aligns with many Common Core Learning Standards
- Encompasses multiple reading and writing opportunities
- Provides valuable hands-on performance-based learning projects
- Stresses the importance of visual learning
- Develops life-long oral and written communication skills
- Offers differentiated learning opportunities
- Engages students in Social Studies and Political Science

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# Instructor Guidelines

Thank you for purchasing The Election Quilt for your 4th grade class! We are confident that your students will enjoy learning about the election process and that you will love how they will be expressing their personal creativity while learning about the importance of being involved in the election process. We want to give you a few suggestions about how to best utilize this kit:

**The Election Quilt.PDF** – This document contains all of the documentation for this comprehensive kit. It is in PDF form to keep it properly formatted and uneditable. Keep an intact copy of this as the reference document for the unit.

**Teacher Materials** – These pages are provided as a Word document so that you can edit them to meet your own requirements. We have designed this unit with the expectations that teachers will revise it somewhat to make it their own and to meet the individual needs of their classes.

- **Vocabulary** – Feel free to add or delete words and to tweak the definitions if desired.
- **Some Useful Resources** – You can add or delete resources from this list and then provide the students with your final resource list if you wish. Since the links are live, if you open the document on your computer with a projector or interactive whiteboard, you can quickly access the websites for a lesson with the whole class.
- **Essential Questions and Big ideas** – These are supposed to get the creative juices flowing! Brainstorm with the class to come up with other essential questions and big ideas, and then involve the class in great critical thinking opportunities. Remember, it is important for them to see the big picture and understand why they are learning about the election process.
- **Common Core Learning Standards (CCLS)** – Isn't it exciting to see how many standards you can cover in one lesson?
- **Instructor Details** – These pages give specific suggestions for the individual projects. Feel free to tailor them to meet your needs.
- **Instructional Essay Rubric** - This rubric been designed using the same terminology and requirements as the student checklist, which has the same terminology as the Common Core Learning Standards. By using these valuable assessment tools, you are providing your students with the opportunity to assess themselves as they are working and understand the grade you award them at the end.

**Student Handouts** - This document was compiled with the expectations of you printing and handing these pages out to the students. They are also in Word document format so that you can edit them to meet your needs.

- **Vocabulary without Definitions** – This is for the students to use if you want them to look up the definitions.
- **Performance Task** – You can edit this task to fine tune it with regard to your students and community.
- **Project Details** – We provide basic instructions for the students on these pages with room for you to add more details if desired. Your Instructor Detail Pages provide more detailed project instructions.
- **Student Checklists** – The project checklists are less detailed than the writing checklists. Feel free to add other requirements that you feel are important to the project checklists. The writing assignments have more detailed checklists that use the terminology from the CCLS. The rubric for the Informational Essay uses the same terminology as the CCLS and the checklist, so if you edit any of the writing assessment pieces, be careful to keep them aligned with the appropriate standard.

**Project Templates** – The templates that you will need for the projects are in a separate folder. Before beginning that project, make sure the template is available to the students on their computers or network drive.

**Tutorial Videos** – The tutorial videos are accessible from our website. Use the password that you were given to download this kit to access the links to the project videos. The videos will teach the students step-by-step how to make the projects. Pause the video as needed to allow them to work, contemplate, organize and save their work. Manipulating graphics is a very creative form of self-expression. These projects will prove that the students understand the material they have learned and give them an opportunity to teach back in an effective visual format. Let the students have the time to work, make mistakes, correct their mistakes, and revise their layouts so that they can complete a project they can show with pride.



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# Introduction

The Election Quilt is a project-based learning unit that has been designed to captivate students on a topic that they probably hear adults discussing, but have not had much direct exposure to yet. To cultivate a future generation of voters, we need to excite students on the intricacies of the complex yet fascinating political system. This kit will engage students and allow them to be creative and have fun while learning about how our country's leaders and important officials become elected into office. Teachers will help students become informed citizens who can later apply their knowledge to the real world. As educators we must inspire our young citizens to vote responsibly; some may even choose to run for office and serve his or her community and/or country.

The performance task for this kit has students creating an exhibit for the Smithsonian Museum. They will utilize multiple resources to develop projects that convey an in-depth understanding of what the election process encompasses. This valuable knowledge will serve as an excellent foundation for these fourth graders and as the year unfolds, they will build on their new creative and critical-thinking skills in their other schoolwork.

We hope that you and your students learn as much from using this unit as we did from developing it! Please contact us with your feedback. We are continuing to expand our library of Common Core Learning Units, and we are interested in your comments on this kit and your suggestions for future topics. Happy learning!

Sincerely,

Melissa Ritz

4<sup>th</sup> Grade Teacher



## Summary / Purpose

The primary purpose of this kit is to enlighten students about elections in America. Our democratic election process is one that was implemented over 200 years ago, but has evolved and continued to develop ever since. The students will ultimately become adult citizens who will elect and become our future leaders. We need to teach about the election process so that they will grow up to be informed and responsible voters.

It is important for students to know that elections do not just happen every four years when we elect a president. We also elect state, county, town and other important officials on an annual basis. If our fourth graders understand the process and importance of these annual elections, they will be better prepared in nine or ten years when they are called upon to vote for our future leaders. Being informed about the issues and inspired by the process are the first steps to making informed and intelligent decisions and ultimately helping to make a better society.

Overall, most of **Common Core English Language Arts Standards for Grade 4: Reading Informational Text, Writing, Speaking & Listening, and Language** are covered in this unit. As you engage your students in learning, you can be confident that you are aligning your curriculum with the standards that are expected of all fourth graders across our nation.

## Expectations

As teachers, our ultimate goal is to have students gain valuable knowledge and relevant skills from our educational kits. This unit is packed with pertinent vocabulary and projects that will challenge your fourth graders and bridge the gap from knowing that elections are happening to fully understanding why and how the election process occurs each year. This unit combines visual projects and book signing presentations to fully engage the students in their learning. You can use these creative projects as a foundation to expand on particular topics that have been most interesting to your students.

The famous quote by Confucius states, “I hear and I forget, I see and I remember, I do and I understand.” This Election Quilt kit provides students with opportunities to “do” rewarding and rigorous hands-on projects that stimulate creativity and critical thinking. They will construct their learning in a visual way with a quilt that they can show off with pride. The quilt will reflect their new expertise and stimulate curiosity in students from other classes too. They ultimately will become teachers and influencers as they convey the importance of the election process.

On a final note, you are also helping students to learn to assess their level of knowledge and performance by using the checklists and rubrics that are included with the unit. By giving them the opportunity to learn the material in a more intimate and thorough way, you are helping them to achieve 4’s on those rubrics!



## Unit Projects

1. Election Quilt
2. Wordle Poster
3. About the Artist Book
4. Author Signing Oral Presentation

## Required Software

- Graphics-Toolbox
- Microsoft Word

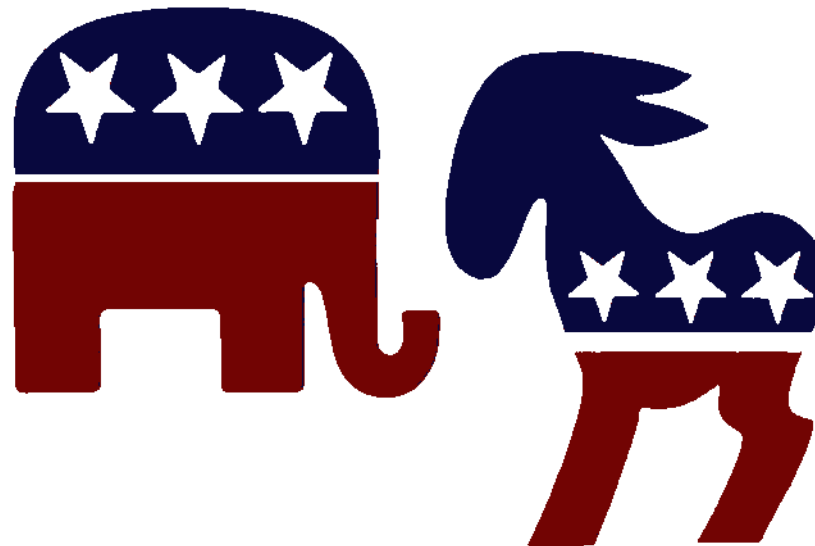


## Provided Templates

- 8" Quilt Square
- About the Artist book page

## Available Videos

- Creating an Election Quilt Square
- Creating a Wordle Poster
- Creating an *About the Author* page





Common Core State Standards<sup>1</sup> Covered in

## The Election Quilt

### English Language Arts Standards » Reading: Informational Text » Grade 4

#### Key Ideas and Details

**RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

#### Craft and Structure

**RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RI.4.5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

#### Integration of Knowledge and Ideas

**RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8.** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### English Language Arts Standards » Writing » Grade 4

#### Text Types and Purposes

**W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

**W.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

### Production and Distribution of Writing

**W.4.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.)

**W.4.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### Research to Build and Present Knowledge

**W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.4.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

**W.4.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## English Language Arts Standards » Speaking & Listening » Grade 4

### Comprehension and Collaboration

**SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.



**SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.3.** Identify the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas**

**SL.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**SL.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

## **English Language Arts Standards » Language » Grade 4**

### **Conventions of Standard English**

**L.4.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- Correctly use frequently confused words (e.g., to, too, two; there, their).\*

**L.4.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language**

**L.4.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.\*



- Choose punctuation for effect.\*
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### Vocabulary Acquisition and Use

**L.4.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**L.4.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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