There are two exciting books in the Notable Trade Books Section in this issue. Both involve classroom activities beyond reading. Students are encouraged to elect a class president and reenact a medieval village. These are great social studies activities and fine illustrations of how reading across the curriculum is still a vital tool. Hope you enjoy!

We have also created something new for those who would like to publish in Social Studies Research and Practice. We are including in this issue guidelines for publication. We feel that developing lesson plans will be easier and reviews of manuscripts will go smoother if these guidelines are followed.

Hope you find them helpful.
Notable Trade Book Lesson Plan

Pete for President

Written by Daisy Alberto & Illustrated by Blanche Sims

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This lesson plan focuses on the election process that takes place in a K-12 classroom every year, i.e., the election of a class president. Concepts presented parallels in the language and processes involved in electing The President of the United States, so it can be used to support the teaching the teaching of an American Government course. It can be used with almost any age level, but this lesson plan is designed specifically for a senior high school class. It uses a trade book entitled Pete for President to engage the students in a life-like, fun story about two friends caught in the excitement of an election process and have to deal with the impending challenge on their friendship.

**Book Title**

Illustrated by Blance Sims
New York: The Kane Press
ISBN-10: 1575651424

**Book Summary**

Pete and Joey have been lifelong friends and competitors. They are now in the third grade and a new competition has arisen: the presidency of the third grade. Both boys take on the challenge and have gone through the nomination process. They campaign, mudsling, make false promises, and debate. At the debate, they find they have no platform when another student points out all the things around the school that need to be improved, and she ends up winning the election. This book also has tidbits of information about the actual presidential election.

**NCSS Standards**

Standard Topics

V. Individuals, Groups, and Institution

VI. Power, Authority, and Governance

X. Civic Ideals and Practices
### Materials
- Classroom copies of *Pete for President*
- Pencils and paper
- Venn diagrams
- A set of note cards of vocabulary words for each group
- List of people running for various offices in the next election
- White board, markers, eraser

### Objectives
Students in Grade 12 will …

- Describe the Presidential election process.
- Describe voter’s rights and responsibilities.
- Use appropriate vocabulary with regard to voting processes and procedures.
- Make connections with the characters in *Pete for President* and relate the activities in the story to the real-life elections.

### Procedures *

*Previous Lesson: Lecture on Electoral Process in American Presidential Elections*

#### Exploration/Introduction
1. Before reading, ask students if they have ever run for class officer or voted in a class election. What were the procedures? Were the outcomes what you had expected? Why do you think the people won? What were their qualifications?

2. Read *Pete for President* with the class

3. Complete a Venn diagram comparing the American Presidential election process and *Pete for President* using the notes from yesterday’s lecture in small groups

4. Use white board to compile all the ideas of the students, make suggestions, additions, etc.

#### Development
5. Pass out cards to students with the following vocabulary:

- Republican
- Democrat
- Green Party
- Independent
- Libertarian
- Elector
- Incumbent
- Caucus
- Presidential Candidate
- Conservative
- Liberal
- Dark Horse
- Constituent
- Grass roots
- Poll
- Primary Election
- Precinct
- Electoral College
6. Students may use their notes, books, or the Internet to research what these people, places, or things represent in an election and how they will be applicable in this coming election.

7. Students will present their findings to the class, including examples in the upcoming election, and a 10” X 13” poster with the word, definition, and example to be posted in the class.

**Expansion**

Students may use local, national, and international newspapers (students may use [http://www.onlinenewspapers.com/](http://www.onlinenewspapers.com/)) with articles pertaining to the people who are running in the upcoming election.

These articles will be compiled to create a bank of information for the students to make informed decisions about their candidates.

**Assessment**

Are students in Grade 12 able to …

- Describe the (Presidential) election process.
- Describe voter’s rights and responsibilities.
- Use appropriate vocabulary with regard to voting processes and procedures.
- Make connections with the characters in *Pete for President* and relate the activities in the story to the real-life elections.

Student learning will be evaluated using the following student-produced artifacts:

- Venn diagrams to compare-contrast two sides of a political issue or two competing candidates’ political platforms
- Political campaign posters
- Political campaign presentations (electronic)
- Narrative that describes the challenges and lessons learned from a first person perspective about “experiences” in the voting process. Students are expected to use at least 8-10 vocabulary words.

**Suggested Extension Activities**

Extra credit opportunities will be given for reflection papers involving the following election-related activities:

- Helping with a campaign
- Attending a political event
- Participating in a political debate
- Interviewing someone running for office
A book with numerous images related to presidential elections. The book provides basic information using cartoon characters to highlight key points about the election process. Its content covers the history of elections including ending discriminatory practices, political campaigns through the ages, and voting practices.


A picture book about a woman running for mayor. The story chronicles her political activities which begin with campaigning in a park with her family, including her daughter, Angela, and dog, Elmer. Angela asks questions that are answered by a “narrator”, and another dog (Sparky) asks other political questions which are answered by Elmer.


This book has maps, charts, and other data presented about how each president was elected. The maps show which states voted for whom, and the charts show primary voting outcomes by state, and Presidential elections by year, by state, and by candidate.


The book contains information about politics and political processes. It describes various elected positions at local, state, and federal levels. It discusses financing election-related activities; voting and supporting the electoral process as an individual responsibility and civic duty; issues involving political agenda vis-a-vis people’s needs; the power of the Internet in the political world; choosing political parties; and engagement with the electoral process for the Presidency through fundraising and marketing.


This is a book of questions for a child asking about elections beginning with “Why do we have a President?” The answers are concise and easy to understand. Topics include role of the President; current system of government; presidential campaigns; qualifications for eligibility; voter’s rights; the election process; and the Electoral College.

This is a fact and discussion book about the government and how it works. It discusses the mixed feelings that people have with regard to trusting their governments. Topics include the controversy of the 2000 Presidential Election; creation of the Electoral College; and various political maneuvers and scandals.


This book provides the two sides of the debate for those who understand the basics of voting but limited on the specifics. Topics include information on the nomination process; national conventions and primaries; campaign spending, finance reform, contributions, and public financing; influences of media; and the Electoral College.


This book used a second person form and is written for teenagers. It takes a teenagers’ point of view by using the analogy of their school to understand how the Presidency works. It provides numerous but relevant topics for students to think about and is written for easy comprehension.


This book provides information on how presidents were elected through the 1970s. Also, it provides information on the founding of the Electoral College including specific historical debates, changes in voting rights, decisions made by the House of Representatives on the presidency, and reasons for term limitations.

About the Authors

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