A VIRTUAL FIELD TRIP
Welcome to Lynn University, home of the third and final presidential debate of 2012. This virtual field trip will provide you with a tour of the Keith C. and Elaine Johnson Wold Performing Arts Center in Boca Raton Florida, site of the 2012 Presidential Debate. Through looking at the merits of a “First Dog” or “First Cat” in the White House, students will gain the opportunity to learn about the whole presidential election process. From campaigning to reporting and from debating to voting, this virtual tour and numerous interactive activities will provide students in 3rd and 4th grade a real hands on learning experience. Each individual session is linked to various academic standards, primarily the Common Core Standards, to help teachers all over the country benefit from this program.

Whether you visit Lynn University on this virtual field trip, before or after the Presidential Debate of October 22nd, I trust that you and your class will have a terrific experience!

Sincerely,

Morgan O’ Sullivan

Assistant Director of Student Administrative Services

Lynn University

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Florida 33431

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Virtual Tour Objective
Students will learn how a Presidential Debate and Campaign works through various interactive activities.

Academic Standards
Academic standards are provided at the start of each section.

How it will work?
Students will be advised that the Presidential Election will be / was held on the campus of Lynn University on October 22nd 2012. Students will be invited to learn through interactive activities and sessions all about how a debate and presidential campaign works. Detailed lesson plans linked to National Standards, as well as worksheets will also be provided. The Virtual Field Trip to Lynn University will comprise of the following sections:

Virtual Tour
A web link will provide a guided tour to the Wold Theater, site of the 2012 Presidential Debate [http://vimeo.com/47963034#](http://vimeo.com/47963034#)

Read Along
A group of books that help show how the presidential process works.

Working at Campaign Headquarters
An opportunity to develop and create campaign banners.

Live Broadcast from Channel 34
An opportunity to be a journalist, reporting live on the spot at the debate.

Fun & Games around 50 States
Learning about the 5 different regions of the United States with different interactive activities.

Having a Debate
Understanding how a debate works, and then debating on the topic of the “First Pet”

Electoral College Vote
Using the Electoral College format to vote on the winner of the debate.

What do you need?
- 

What is provided?
- Detailed lesson plans for each activity
- Outlines on how to set up different activities
- Sample worksheets
- Activities and lessons linked to National academic standards

Teacher Notes
VIRTUAL TOUR

http://vimeo.com/47963034#
READ ALONG
Description
"Where are the girls?"
When Grace's teacher reveals that the United States has never had a female president, Grace decides to be the first. And she immediately starts off her political career as a candidate the school's mock election! Author Kelly DiPucchio not only gives readers a fun introduction to the American electoral system, but also teaches them the value of hard work, courage, and independent thought--and offers an inspiring example of how to choose our leaders.

Reading level: Ages 5 and up
Hardcover: 40 pages
Publisher: Hyperion Book CH; Revised edition (March 6, 2012)
Language: English
ISBN-10: 1423139992
Well, it was just your basic, ordinary day in the good old U. S. of A. States all over the country were waking up, having their first cups of coffee, reading the morning paper, and enjoying the beautiful sunrise.

All the states, that is, except for Kansas.

At the first annual "states party," Virginia and Idaho hatch a plan to swap spots so each can see another part of the country. Before the party is over, all the states decide to switch places. In the beginning, every state is happy in its new location. But soon things start to go wrong. Will the states ever unscramble themselves and return to their proper places?

Packed with madcap humor and whimsical illustrations, this quirky story starring all fifty states is chock-full of introductory facts and silly antics that will make learning geography as much fun as taking a vacation.

Reading level: Ages 7 and up
Paperback: 40 pages
Publisher: Square Fish (April 1, 2002)
Language: English
ISBN-10: 0805068317
Description
Which pet was descended from the first dog in space? Which pet ran away with the president's grandchildren? Which pet lived with the president's cars? Which pet starred in a movie? Even presidential families need best friends. Find out how hundreds of animals have brought love & devotion to our first families - from dogs to badgers & snakes to hippos!

Paperback: 46 pages
Publisher: Lemon Drop Press (2004)
Language: English
ISBN-10: 043959846X
Description
So you want to be President! Why not? Presidents have come in every variety. They've been generals like George Washington and actors like Ronald Reagan, big like William Howard Taft and small like James Madison, handsome like Franklin Pierce and homely like Abraham Lincoln.

From the embarrassment of skinny-dipping John Quincy Adams to the mischievous adventure of Theodore Roosevelt's pony, Judith St. George shares the backroom facts, the spitfire comments, and the comical anecdotes that have been part and parcel of America's White House.

Hilariously illustrated by Caldecott honor-winning artist David Small, this celebration shows us the foibles, quirks, and the humanity of forty-one men who have risen to one of the most powerful positions in the world.

Reading level: Ages 7 and up
Hardcover: 56 pages
Publisher: Philomel (August 7, 2000)
Language: English
ISBN-10: 0399234071

All descriptions are from www.amazon.com
WORKING AT CAMPAIGN HEADQUARTERS
WORKING AT CAMPAIGN HEADQUARTERS
STANDARDS

3rd Grade

Common Core
CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.3.10 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.

Center for Civic Education National Standard K-4 Standard 5.

4th Grade

Common Core
CCSS.ELA-Literacy.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 1–3 above.)

CCSS.ELA-Literacy.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.

Center for Civic Education National Standard K-4 Standard 5.
WORKING AT CAMPAIGN HEADQUARTERS

**Lesson Objective**
To understand how to create and develop campaign banners and slogans

**How it will work?**

The whole idea of pets in the White House will be introduced to the students. “First Pets: Presidential Best Friends” by Nell Fuqua is a good resource to help with this.

Students will be advised of the two sides of the debate, First Dog or First Cat.

Students will be shown images from campaign posters from the past.

Students will be asked to develop slogans and place these on to their banners.

Students will be made aware that they will be bringing their posters / banners to their own debate.

**What do you need?**
- Coloring Pens
- Paint
- Crayons
- Poster Sheet Template
- Computer and monitor

**What is provided?**
- Poster sheet template
- Sample of Presidential Campaign Banners
- First Pets Facts

**Teacher Notes**
Re-Elect
Carter Mondale
A Tested and Trustworthy Team.

REAGAN
FOR PRESIDENT
Let's make America great again.
LIVE BROADCAST FROM CHANNEL 34
3rd Grade

CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

4th Grade

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
Lesson Objective
To understand how journalists report live and also how a teleprompter machine works

How it will work?

An environment is created whereby students feel like they are mobile news reporters. They are to report ‘live’ from Lynn University talking about their field trip to the campus and all that they learned.

Each student in the class can be assigned an individual role as outlined on the script. When not directly participating, students can be audience members.

To create a teleprompter effect, the PDF document can be opened on an IPad or Laptop. The student assigned to be the reporter can read off the electronic device while another student scrolls through it. A cardboard box can also be decorated to look like a teleprompter, and then the laptop or IPad can be placed inside.

Technical roles for students can also be developed (camera, lighting, sound etc.)

What do you need?
- IPad
- Cardboard Box
- Microphone

What is provided?
- News Report Script

Teacher Notes
Script

Cast: Anchor 1
      Reporter
      Tour Group (14 students)
      Cat Representative
      Dog Representative

Anchor 1: Hello this is ______________ reporting for Channel 34 from the Keith C. and Elaine Johnson Wold Performing Arts Center in Boca Raton Florida, site of the 2012 Presidential Debate. The Wold Center is an amazing venue that is perfectly suited to host the 2012 presidential debate, and Lynn University is proud that it will provide a platform to show the world a major example of American democracy in action. Today, ______ students from ________ elementary school visited Lynn University to learn a little bit more about how the American political system works. Students visited several university departments and participated in interactive learning displays and activities. Students also had the opportunity to tour around the Wold Center. Let me take this opportunity to transfer to our reporter who travelled with the groups today.

Reporter: Some great excitement here at Lynn University today as the ______________ students travelled around the campus. Let’s just pan to the crowd to see what they thought of the event

Tour Group: (everybody excitedly shouting out one by one different things about the tour that they liked (10 seconds each maximum))

Reporter: Wow! What great energy there. I have not seen energy like that in a long long time. Today’s event will see a debate on the topic of which is better, a first dog or first cat. Let us see what the representatives from each party feel about their candidates.

Dog Rep: I believe a dog is the best pet to have in the White House as we are more loyal and friendly, where as those cats are nothing more than trouble.

Reporter: Some Strong words from the Dog team there.

Cat Rep: Trouble? Cats? We are the most caring and loving animals, yet strong enough and independent to go it alone if we have to. We will have to see who handles this debate better.

Tour Group: (Half group cheering for dogs and half cats - Shouts of Dogs Dogs Dogs and Cats Cats Cats)
**Reporter:** Well there you have it _______________. This is sure to be an interesting debate after a great day at Lynn University

**Anchor 1:** Thank you very much ______________. From all here at Lynn University, this is ________ on Channel 34 checking out.
FUN & GAMES AROUND 50 STATES
Geography 3rd Grade, 4th Grade

http://www.nationalgeographic.com/xpeditions/standards/03/index.html

National Geographic National Standard - Geography Element 1, Standard 3
Lesson Objective
To learn about Mount Rushmore through arts and crafts and letter writing

How it will work?

Play dough is distributed to each of the students who are asked to try and sculpt their own Mount Rushmore. Worksheets are also provided to students to write a letter to a friend after visiting Mount Rushmore.

The National Parks Service provides a Student Guide at the website below, which may help to provide interesting facts about the memorial.

Through selecting a picture of Mount Rushmore from Google Images, and projecting it onto a Smart-Board, each student can pose individually in front of Mount Rushmore for a photograph.

What do you need?
Homemade Play dough
2 cups flour, 2 cups water, 1 cup salt, 2 Tablespoons canola oil, 1 Tablespoon cream of tartar, Food coloring
1. Mix everything together (except food coloring) in a pot.
2. Mix it over low heat.
3. Stir until dough pulls away and forms a ball.
3. Take the ball out, place it on counter and knead it a little.

What is provided?
- Worksheet
- Information web link

Teacher Notes
Lesson Objective
To learn about the Northeast through a memory game activity

How it will work?
The Memory Game Packet is printed
All 20 photos are laid out on the floor in a grid formation as outlined below. All photos should be mixed up (not in any particular sequence) and placed face down

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A classroom is divided into 2 groups.
This is a time based activity and the group to complete the task in the fastest amount of time is the winner.
All students in the first group should stand around the laid out photographs.
Each student is assigned a turn
The first student turns one photograph over
The second student turns a second photograph over. If this is not a match for the first photograph, it must be turned back over. If it is a match, it can be left facing up and a third student can select a third photograph.
The third student then tries another photo. This process is continued until all of the pairs are matched.
The second group then tries to better the time of the first team

What do you need?
- Stop Watch

What is provided?
- Memory Game Packet (Photos provided by Ruth Benavides)

Teacher Notes
Memory Game – Photo Packet
IS ENSHRINED FOREVER
THE MEMORY OF ABRAHAM LINCOLN
FOR WHOM HE SAVED THE UNION
AS IN THE HEARTS OF THE PEOPLE
IN THIS TEMPLE
IN THIS TEMPLE IS ENSHRIED FOREVER
THE MEMORY OF ABRAHAM LINCOLN
FOR WHOM HE SAID THE UNION
AS IN THE HEARTS OF THE PEOPLE
FOREVER
How it will work?

Students will be asked to create a list of all of the possible tourist destinations in the southeast. Some ideas to generate discussion are listed below:

- Walt Disney World
- Kennedy Space Center
- New Orleans Mardi Gras Parade

Students will then be asked to develop a sample tourist brochure, encouraging people to visit the southeast.

Lesson Objective

To develop a Tourist Brochure, encouraging people to visit for the southeast region of the US

What do you need?

- 

What is provided?

- Tourist Brochure Template – to print double sided

Teacher Notes
**Fun & Games Around 50 States – The Southwest**

<table>
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<th>Lesson Objective</th>
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<td>To learn about the Southwest through a word search</td>
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<th>How it will work?</th>
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<td>A traditional word search is provided for the students to help them learn a little about the Southwest of the country</td>
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<td>• Southwest Word Scramble</td>
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South West Word Scramble

X Z X J C F U L S Z V L M O G O E H E Q
I H C O J R V X C J O A U R N M D O H J
T V B H L R U G T I D H A L I A N U B T
H H G N H Q P K Q R O N J O K L A S N C
B V P S H R S Y E N D C L N N A R T B E
I J X O Z I H V M C C L I W K V G O H K
Q V N N M Q O P A B L H I X Z K O N G W
K M N S X O Q N V K R N T T E H I M D P
S E G P H Z Y O K L A H O M A M R R H B
P A E A P O S A L L I P A P O S W O R N
J H X C N A K V F Z Z X T F X U E E N Q
M P L E E J R T Z U Z X B J V N L E N C
Z M W C T Q M I U S C L E B I V B A N S
C F H E N L D D Z S A Y D X K A I H J C
D R U N H Q N S O O R X E H J K H L W H
S G N T L K E B G P N W K C W W E Q T Y
C S H E D C H E S E L A M A T W Y U U I
F M Q R C B L F D Y K W S V D Y B G U J
U I X F Y B G T B Z C P M W W F G Z S P
S E R E U S X C K Z E Q B L P W T G U T

ALAMO
GRAND CANYON
JOHNSON SPACE CENTER
PHOENIX
TAMALES

ARIZONA
HOOVER DAM
NEW MEXICO
RIO GRANDE
TEXAS

FLAN
HOUSTON
OKLAHOMA
SOPAPILLAS
How it will work?

A classroom is divided into 4 equal groups. This is a relay styled activity. Each group should line up at point “O”. One set of materials should be placed at point “X” approximately 20 meters away.

After the teacher says “Go”, the first team member must race to point “X” and dress themselves up as a cowboy using the hat and bandana / neckerchief. They must use the broom as a horse, and pretend the rocks in the bucket are gold nuggets. Once dressed, the student must ride the horse and bring the bucket back to point “O”.

At point “O”, the first team member takes off his cowboy outfit. The second team member must then dress as the cowboy and ride the horse with the bucket back to point “X”. He will then take off the cowboy outfit and leave it and all of the materials at point “X”. The second team member will then race back to point “O” to allow the third team member race back up to point “X” and so on.

The team that finishes first is the winner.

What do you need?

Materials to outfit a cowboy attending the gold rush in the west should be gathered:
- 4 Hats
- 4 Neckerchiefs / Scarves / Bandanas
- 4 Buckets
- 4 Brooms
- A selection of random stones/ rocks

Lesson Objective
To understand and appreciate the energy and enthusiasm of the Gold Rush through a relay activity

What is provided?
-
HAVING A DEBATE
HAVING A DEBATE
STANDARDS

3rd Grade

Common Core

CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Center for Civic Education National Standard K-4 Standard 5.

4th Grade

Common Core

CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

CCSS.ELA-Literacy.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.

Center for Civic Education National Standard K-4 Standard 5.
**Lesson Objective**
Students will learn how to develop both sides of an argument and how a debate works

**How it will work?**
Students will be invited to consider the main debate topic:

“What is better, the First Dog or the First Cat?”

While considering this, the students will be provided with the worksheet to build their arguments for and against each side.

A number of arguments are provided with this guide to assist the teacher.

Once the students have completed the worksheet, 6 students can be selected from the class to take part in a mini-debate.

A sample debate format is provided with this guideline.

**What do you need?**
- 

**What is provided?**
- Student Worksheet
- Debate Format Instructions
- Arguments for Cats and Dogs

**Teacher Notes**
Lesson Objective
Students will learn how to develop both sides of an argument and how a debate works

The Motion to be debated is:

“Which is better, the First Dog or the First Cat?”

Debate Format

- Each Team will be allowed 3 debate team members on stage / top of the classroom
- Each Team will be invited to make a 30 second -1 minute “Opening Statement” and a 1 minute “Closing Statement” arguing in favor of the first dog or first cat.
- The candidate that has to answer the first question will be determined by a coin toss
- After this question, the candidates will take alternate turns in answering first
- Once a question is asked, the candidate will have no more than 1 minute to answer the question
- The candidate who answers a question first, will have 30 seconds to rebut any arguments put forward by the candidate who speaks second, after the second candidate has spoken.
- The Moderator will ask the candidates a total of 4 questions based upon the motion
- Each candidate will answer 2 questions each, or provide the Opening and Closing Statement
“Which is better, the First Dog or the First Cat?”
“I believe that a ___________ would be a better pet in the White House because...”

**Arguments in favor of Cats:**
Better Manners – important with international visitors to the White House
Cats use litter boxes - which may be tidier in the White House
Cats don’t smell – always good
Cats are independent – which means the president does not have to worry about them
Cats are quieter than dogs – important for a good night sleep
Cats catch mice – the White House is an old building, so you never know if there could be a mouse
Care more about their toys – toys are always good
Don’t need to be walked – this saves a lot of time
Cats bring gifts to their loved ones – gifts are awesome

**Arguments in favor of Dogs:**
Listen more than cats – paying attention is important
Dogs are smarter – we do as we are told, and can also do the right thing at the right time
Dog protects you more than cats – we will always protect our master
Dogs give people an active lifestyle – we can keep our owners fit and healthy
Dogs won’t jump on everything (kitchen counters, refrigerator) – we respect our owners’ belongings
Dogs know when people are sad – and cheer them up with plenty of licks on the face
Dogs will wake you up if there is a stranger or fire in the house, cats will sneak out the back door.
Dogs are happy.
Dogs are affectionate to their owners
WHICH IS BETTER, THE FIRST DOG OR THE FIRST CAT?

For Dogs

For Cats
THE VOTE
THE VOTE
STANDARDS

3rd Grade
Center for Civic Education National Standard K-4 Standard 5.

4th Grade
Center for Civic Education National Standard K-4 Standard 5.
How it will work?

Following on from the debate about who should be the first pet, each student should have the opportunity to vote on their preferred choice.

The 50 States should be randomly divided up amongst the students in the room. Each state will have the right to vote.

As each student is voting, the total number of electoral college votes should be tabulated. The side to earn 270 votes first is the overall winner.

It is recommended that you use the internet and a visual aid to demonstrate this to the students. There are various interactive Electoral College maps available online. It is also recommended that you read “Grace for President” before this exercise.

What do you need?

- Internet access

What is provided?

- Ready to print worksheet with individual states and their electoral college votes

Lesson Objective
To understand how the Electoral College system of voting works

Teacher Notes
Alaska 3  Arizona 10
Arkansas 6  California 55
Colorado 9  Connecticut 7
Delaware 3  Florida 27
Georgia 15  Hawaii 4
Idaho 4  Illinois 21
Indiana 11  Iowa 7
Kansas 6  Kentucky 8
Louisiana 9  Maine 4
Maryland 10  Massachusetts 12
Michigan 17  Minnesota 10
Mississippi 6  Missouri 11
Montana 3  Nebraska 3
Nevada 5  New Hampshire 4
New Jersey 15  New Mexico 5
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