

NOT YOU'RE ^ Elected, CHARLIE BROWN™

Dear Educator:

Charlie Brown, Lucy, Linus, and the other members of the Peanuts Gang are in full-fledged campaign mode in **You're Not Elected, Charlie Brown**, a story that can help your students prepare for the upcoming presidential election.

The award-winning curriculum specialists at Young Minds Inspired (YMI) have developed this program to help students in grades 3 to 5 examine the issues as well as the campaign tactics that candidates employ in the pursuit of victory, adding a new dimension—and a little extra fun—to your social studies curriculum.

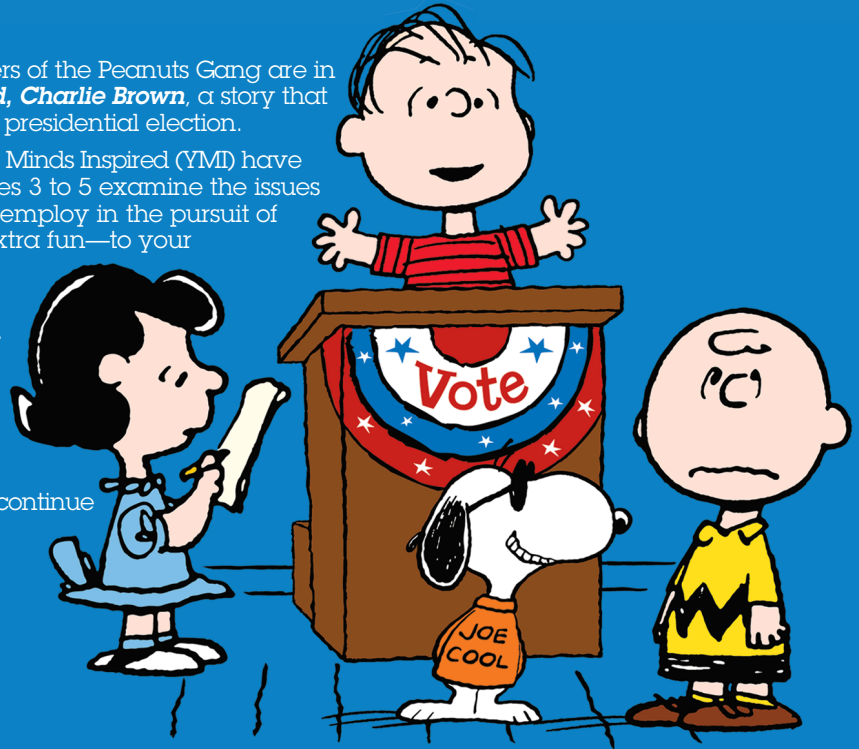
The activities can be used whether or not your students view **You're Not Elected, Charlie Brown**. Make as many copies of these copyrighted materials as you need, and please share them with other teachers in your school.

Please comment online at ymiclassroom.com/feedback-peanuts to let us know your thoughts on this program. We depend on your feedback to continue providing free educational programs that make a real difference in students' lives.

Sincerely,



Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired



Show Synopsis

It's election time at Birchwood School, and Lucy is at it again. After she conducts a poll that tells her Charlie Brown would never be elected student body president, she throws her brother Linus into the campaign fray. Linus being Linus, after accepting Schroeder's nomination, gets a bit carried away. His campaign promises range from the outrageous—ridding the school of all false idols—to the unlikely—wage increases for custodians, teachers, and all members of the administrative staff. But his campaign speeches are greeted with cheers and applause. Until, that is, he invokes the Great Pumpkin and the cheers turn to jeers. Linus squeaks out a victory, however, winning the election by just one vote. Full of his grand ideas (and more than a little full of himself), he marches off to the principal's office to "lay down the law." Instead, he gets a cold dose of reality and a very rude awakening!

Program Objectives

- To increase student interest in the 2016 presidential election.
- To foster student understanding about the campaign process.
- To generate awareness of the important issues associated with the 2016 presidential election.
- To help students understand the role that campaign tactics play in the political process.

Target Audience

This program has been designed for students in grades 3-5.

How To Use This Program

Review, photocopy, and distribute the reproducible activity sheets at the beginning of each activity. Modify the activities as necessary to meet the needs and abilities of your students.

Standards Alignment

| National Standards for Social Studies | Activity 1 | Activity 2 |
|--------------------------------------------------------------------------------------------|------------|------------|
| Locate, access, and analyze information about public issues. | X | |
| Identify and practice forms of civic discussion and participation. | X | X |
| Recognize that a variety of formal and informal factors influence and shape public policy. | X | X |
| Examine the influence of public opinion on personal decision-making and government policy. | | X |



Questions? Contact YMI toll-free at 1-800-859-8005 or by e-mail at feedback@ymiclassroom.com.

Watch *You're Not Elected, Charlie Brown*, available on DVD, as you count down to the 2016 presidential election on November 8th.

ACTIVITY ONE

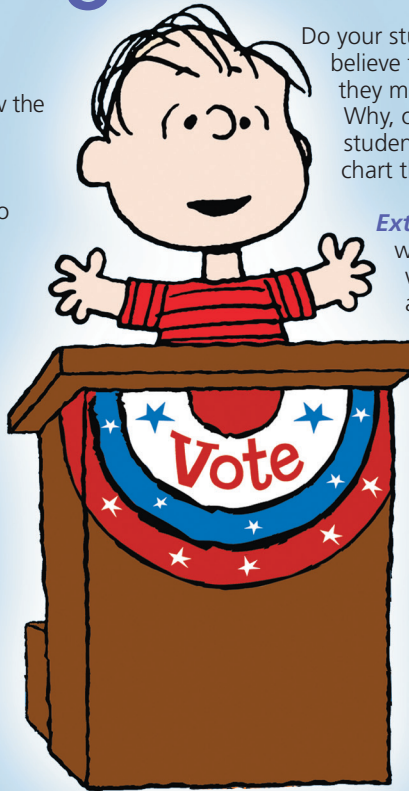
Part 1: Linus for President

With your students, review the synopsis of Linus's campaign promises on the activity sheet.

After students have had a few minutes to answer the questions on their own, provide time for them to share their responses. Here are some additional questions to consider: Do your students think that Linus actually believed he could do all those things? Did he even understand some of what he was saying—or did he say those things just to get elected?

Part 2: Today's Candidates for President

Students should complete Part 2 of this activity at home, with their parents or other family members. Review the campaign promises and position statements that students have recorded on their charts, then talk with your students about how real candidates—just like Linus in *You're Not Elected, Charlie Brown*—sometimes promise things that make you wonder if they'll be able to achieve them.



Do your students think these candidates really believe they could do what they promise, or did they make these promises to gain more votes? Why, or why not? Provide time for students to share the information on the chart they completed at home.

Extended Activity: To build upon what students have done at home with parents and family members, lead a class discussion that focuses on this question: While none of the candidates who are in the current presidential race have ever done anything as silly as when Linus talked about the Great Pumpkin during his campaign, some of them have said things that have made people sit up and take notice. What is the silliest or most outrageous thing that any of the candidates has said during the campaign?

ACTIVITY TWO

Part 1: Where We Stand

The first part of this activity should be completed at home. Explain to students that they should work with their parents or other family members to complete the shaded column in the chart. Students will complete the last column of the chart (Whose position do you agree with?) in class.

Part 2: Our Election

This part of the activity should be done after students have completed the candidates' positions on the chart at home. Ask students to read each candidate's position and write the name of the candidate they agree with in the last column. If students do not agree with either candidate's position, have them describe their position in the column.

Then, lead a class discussion about the two issues (education and environment). If students added more issues like the economy, immigration, or national security, etc., include them in your discussion. With students working in small groups (or as a class with younger students), create a chart that shows where the candidates stand on each issue. Then, complete an in-class poll and graph how many students agree with a particular candidate's position. Conclude the activity with a class election to determine who would be the next



U.S. president based on your students' votes. Make the voting experience as real as possible by creating a private area for students to cast their vote, counting the votes in private, and formally announcing the winner to the class.

Extended Activity: Have students work in small teams to identify important issues—things that they would like to improve—in your classroom or school. Ask each team to share their ideas with the class as a whole and debate the issues, deciding on the one that will become the class "platform." Students can then work to develop a plan to promote their platform. If possible, they can then carry out their plan.

Internet Resources for Teachers

- Peanuts "Vote for President" site
www.peanutsrocksthevote.com
- CNN Politics site (current political information)
www.cnn.com/politics
- C-SPAN Politics (another good source for current political information)
www.c-span.org/series/?campaign2016
- News Hour 2016 (a PBS site that documents the election process)
www.pbs.org/newshour/tag/vote-2016
- Politics 1 (an informative, easy-to-use site with nonpartisan information that includes extensive coverage of federal and state politics)
www.politics1.com
- Teaching Kids About Politics (information for parents on helping kids become politically media-savvy)
<https://www.common sense media.org/blog/14-tips-to-ster-kids-of-all-ages-through-the-political-season>



Campaign Promises

Part 1: Linus for President

Running a good campaign is an important part of winning an election. That's because the candidate needs to tell the voters who he or she is, why he or she is the best person for the job, and what he or she will do if elected. But, sometimes, candidates can get a little bit carried away...

In Linus's campaign for student body president in *You're Not Elected, Charlie Brown*, he makes all kinds of promises. For example:

- He's in favor of recess.
- He's against homework.
- He wants to do away with cap and gown kindergarten graduations.
- He wants to do away with sixth-grade dance parties.
- He thinks dogs should be welcomed at school.

He also makes a few promises that were very unclear and some that don't have anything to do with being student body president. For example, he promises to demand "immediate improvements" and "across the board wage increases for custodians, teachers, and all administrative personnel."



Linus has all the kids in his corner with the promises he makes (they even cheer for the ones that don't make any sense). But when he starts talking about the Great Pumpkin, it's a different story...

What do you think was the best promise Linus made during his campaign?

Why? _____

What do you think was the worst promise Linus made during his campaign?

Why? _____

Based on what he said during his campaign, would you vote for Linus as student body president? Why, or why not?

Part 2. Today's Candidates for President

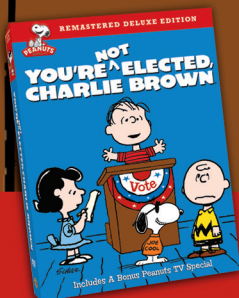
The promises that a candidate makes are sometimes called a platform. Let's take a look at some of the things that the candidates who are running for president of the United States this year have said. Working together with your parents or other family members, make a list of the things you've heard candidates say that made you stop and take notice. Write down which candidate said it, what they said, and why it got your attention. Use the chart below to get started. If you need more space, continue your list on another sheet of paper.

Bring your chart back to class to share your responses.

Challenge: Suppose you were campaigning to become your school's student body president. What promises would you make? What might be your slogan?



| Who Said It | What He/She Said | This Got Our Attention Because... |
|-------------|------------------|-----------------------------------|
| | | |
| | | |
| | | |
| | | |



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For Whom the Polls Toll

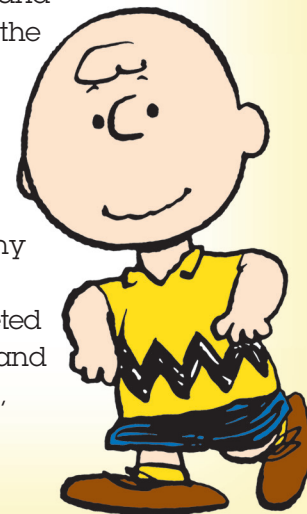
Dear Parent/Guardian:

Please take time to complete this activity sheet with your child. We've been learning about the election process and the current presidential election in class, using Charles Schulz's classic Peanuts story, ***You're Not Elected, Charlie Brown***, to add some extra interest and fun. In this story—which is available on DVD from Warner Home Video—Linus runs for student body president. Despite some outrageous campaign promises and a serious stumble along the way, he squeaks out a victory—and we are left to wonder if the best candidate won after all.

In this activity, you and your child will think about issues like the environment and education and record the positions of the candidates in the shaded columns in the chart below. Add any other issues that concern you. Please return the activity sheet to school with your child with the shaded columns complete.



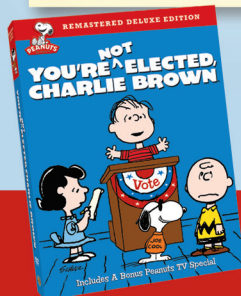
In class your child will then decide which candidate they agree with and write the candidate's name in the last column. If he/she doesn't agree with any candidate's position, they will describe their position in the column. We will use the completed charts in class to analyze these major issues and the positions of the candidates. And, of course, we will conduct our own mock presidential election in class!



Where We Stand

| The Issues | _____ 's Position | _____ 's Position | Whose position do you agree with? |
|-----------------|-------------------|-------------------|-----------------------------------|
| The Environment | | | |
| Education | | | |
| | | | |
| | | | |
| | | | |

Be sure to complete the shaded columns and have your child bring the chart back to class.



Now compare the positions the Peanuts characters have taken in this year's election by visiting the "Vote for President" website at www.peanutsrocksthevote.com.



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