DUCK FOR PRESIDENT

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by Doreen Cronin, illustrated by Betsy Lewin
Ages: 5-9
Themes: Humor, Animals, Politics, People-at-work
Running Time: 13 minutes

SUMMARY

Farmer Brown and his unique animals are back, just in time for the elections! In this hilarious story by the author of **Click, Clack, Moo: Cows that Type** and **Giggle, Giggle, Quack**, students will follow Duck on his road to the presidency of the United States. Unhappy with the working conditions on the farm, Duck campaigns to put himself in charge, and wins! Destined for bigger, if not better, he proceeds to become governor and sets his sights on the highest office in the nation. Children and adults alike will get a giggle out of this witty story of a humble duck working his way up in the world.

OBJECTIVES

- Students will learn about the democratic process.
- Students will compare the elections in the video to real elections.
- Students will compare and contrast stories within the series

BEFORE VIEWING ACTIVITIES

Discuss democracy and the election process with students.
Guiding questions: (grades K-2):

- What is voting?
- Why do people in this country vote?
- Do people in all countries vote? Which people in this country are allowed to vote?
- How does voting help people change laws or rules that they don't like?

Guiding questions: (grades 3-4)

- Who are the leaders of our country?
- How are the leaders of our country chosen?
- How is this different from how leaders are chosen in other countries?
- Can anyone become the president? What are the criteria?
- Define democracy. How is democracy related to the idea of freedom?

Discuss campaigning. Provide pictures, newspaper articles, media clips, and campaign ads for students to view and discuss. Guiding questions:

- What kinds of things do politicians say/do to make people want to vote for them?
- What kinds of qualities do you look for in a politician or leader?

Read and/or watch **Click, Clack, Moo: Cows that Type** and **Giggle, Giggle, Quack** with your students.

AFTER VIEWING ACTIVITIES

Compare and contrast real elections to the elections in the video using a Venn Diagram.
Guiding questions:

- How were Duck's campaign strategies different from a real politician's campaign strategies? How were they similar?
- Discuss the idea of majority rules.
- Discuss how many politicians, like Duck, start off on a local level, move to a state level, and then possibly move to a federal level.

Hold class elections for offices such as president, vice-president, secretary, and treasurer. Have students nominate each other and give speeches. Assign students who are not nominated to be the campaign staff for the nominees. Allow students to make posters and campaign for several weeks before holding a vote. Establish a day and time for the class officers to meet and encourage other students to bring problems and suggestions to these officers.

Write to local, state, and federal officials. Students can craft letters with suggestions for improvement, or simply to ask about the details of their jobs. Guide students through the process of writing a business letter and encourage them to do several revisions of the letter. If possible, students can invite local officials to come in to talk to their class or school about what it is like to be a leader for the community. If this occurs, students should prepare focused questions to ask the guest.

Ask students to compare this story with the other stories in the series.
Guiding questions:

- How has Farmer Brown changed since the first book?
- How have the animals changed?
- What are the characteristics that make Duck successful?

Other videos from Weston Woods by **Doreen Cronin** and illustrated by **Betsy Lewin**
Click, Clack, Moo: Cows that Type
Giggle, Giggle, Quack

Other videos from Weston Woods about the election process

SHH! We're Writing the Constitution by Jean Fritz, illustrated by Tomie dePaola
So You Want to be President? by Judith St. George, illustrated by David Small

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