2016
Elementary School Curriculum Guide

Indiana State Bar Association
www.inbar.org

Indiana Department of Education
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Indiana Secretary of State
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Grade Level K - 1

Lesson 1: *Elections – Learning to Choose!*

INTRODUCTION / MAIN IDEA

Students simulate voting in this opening activity by making choices about ice cream. This early introduction of a product appealing to children will grab their attention as well as engage them in a decision-making process similar to an election. The teacher will prepare children with activities to aid them in decision-making.

INDIANA ACADEMIC STANDARDS

Social Studies: K.2.1, K.2.2, K.2.4, 1.4.5

Math: K.NS.7, K.NS.8, 1.DA.1

English/Language Arts: K.RV.1, 1.W.5, 1.SL.4.2

OBJECTIVES

As a result of this activity, the students will develop an understanding of an election by:

1. Relate the idea of choosing ice cream flavors to adults choosing candidates in an election.
2. Developing an understanding of electoral vocabulary.

VOCABULARY

candidate – a person who is running for an office
choice – the power or act of choosing
city – a large community
decision – a choice or judgment
election – a process by which someone is selected
our country – the United States, the land we live in
state – one of the 50 states of the United States
vote – a way people decide among choices

MATERIALS NEEDED

Graphing materials; large and small maps of the United States, Indiana, and candidates' states; string; pictures of candidates; and crayons.

STRATEGIES / ACTIVITIES

1. TEACHING ABOUT ELECTIONS
   a. Ask students to identify their favorite ice cream.
   b. Have the class compile a list of everyone's choices. Use a graph to identify similarities, differences and the overall choices of the class.
   c. Let the class vote to identify the top four choices. This decision-making process can be compared to the actual primary election. With the class, discuss their graph that demonstrates the choices determined by voting.

d. Have the students vote to identify their preference from the top four choices. Compare this decision-making process to the actual election process. Create a pictograph of election results.

SUPPLEMENTAL RESOURCES

1. Reading materials about making choices.
2. Internet resources.

EVALUATION

Students can be evaluated based on whole group participation and the final graph activity.

Grade Level K - 1

Lesson 2: *Campaigns – Convince Me!*

INTRODUCTION / MAIN IDEA

Continuing the ice-cream theme, this lesson will begin by showing children various multi-media ice-cream advertisements. Their developed levels of understanding will then be transferred to political campaigning using positive and negative advertising.

INDIANA ACADEMIC STANDARDS

Social Studies: K.1.2, 1.1.3, 1.1.4

Language Arts: K.W.3.3, K.W.5, 1.RW.2.1, 1.W.1

OBJECTIVES

As a result of this lesson, students will be able to develop an understanding of a campaign by comparing and contrasting positive and negative campaigns.

VOCABULARY

advertisement — information intended to encourage people to buy a product
campaign — actions taken to encourage people to vote for a candidate
negative — harmful
positive — favorable

MATERIALS

Newspapers (including advertisements), magazines, recorded television clippings, television, VCR, poster board, camcorder, button machine, art supplies.

STRATEGIES / ACTIVITIES

1. Have students preview gathered advertisements on ice cream or some similar product and discuss.
2. Allow children time to preview these documents. Discuss as a whole class their opinions, and encourage them to identify the positives and the negatives.
3. Have students design their own advertisement for their favorite food using the template.
4. After students have become familiar with the general idea of the media, present them with campaign excerpts.
5. As a whole group, review additional campaign excerpts and classify them according to positive and negative ones. These can be displayed on poster board titled GOOD and BAD.
6. In cooperative learning groups, have children choose a relevant candidate and create a positive and a negative advertisement.
7. EXTENSION ACTIVITY – Ask students to design campaign buttons or campaign signs using election symbols such as a donkey, elephant or Uncle Sam.

EVALUATION

Students will be evaluated based on whole group participation. In addition, students can be evaluated on completed activities.

Design an Advertisement

My favorite food is:

Name_____

Grade Level K - 1

Lesson 3: *Candidates – Who Is Your Favorite?*

INTRODUCTION / MAIN IDEA

Students will continue the ice-cream theme. This ice-breaker will introduce children to classification, and the knowledge gained then will be transferred to a similar activity pertaining to candidates.

INDIANA ACADEMIC STANDARDS

Social Studies: K.2.4, 1.2.3

Language Arts: K.W.5, K.SL.2.5, K.SL.4.1, 1.W.3.3, 1.W.5, 1.W.3.3

OBJECTIVES

As a result of this lesson, students will develop an understanding of a candidate by:
1. Classifying political parties.
2. Recognizing issues.

VOCABULARY

Democrat — one of the main political parties in the United States

Independent/Other — not associated with a political party

political party — organizations that work to get their candidates elected

Republican — one of the main political parties in the United States

MATERIALS NEEDED

Different brands and flavors of ice cream, eating utensils, various examples of political candidates' campaign advertising, writing materials, book-making materials.

STRATEGIES / ACTIVITIES

1. Display different brands and flavors of ice cream.
2. After students become familiar with classification, present them with candidates and identify similiarities and differences in each of them.
3. Read candidate related book from resource list.
4. Have students list candidates and identify what they like and dislike about each.
5. EXTENSION ACTIVITY– In cooperative learning groups make a book titled *I Like..... (chosen candidate)* with each child doing a page.

EVALUATION

Students will be evaluated based on whole group participation. In addition, students can be evaluated on completed activities.

Grade Level K - 1

Lesson 4: *Voting – Just Do It!*

INTRODUCTION / MAIN IDEA

This section provides the culminating activity that will provide children with the opportunity to apply the knowledge they have gained throughout the previous lessons with the end result creating the answer to "What am I doing, and why am I doing it?"

INDIANA ACADEMIC STANDARDS

Social Studies: K.2.3, 1.2.3

Language Arts: 1.W.3.3

OBJECTIVES

As a result of this lesson, students will develop an understanding of the voting process by participating in the classroom election and voting.

VOCABULARY

ballot — the list of names and/or offices on which voters make their choices
classroom election — make-believe voting election
polling place — the place where you vote

MATERIALS NEEDED

Red, white and blue ballot box, materials on voting process, guest speakers, paper ballots and books about elections

STRATEGIES / ACTIVITIES

1. Open this lesson by reading a book from the resource list.(See "External Resources" found on IKE Web site)
2. Introduce a ballot and an overall view of what it is like to visit an actual polling place. Encourage students to remember Lesson 1, when they had to vote on their favorite ice cream.
3. Invite parents or first-time voters to share the process of voting.
4. Present information about a school classroom election. Make and decorate a ballot box in red, white and blue.
5. Send home parent information, including sample ballot and mock election invitation. Include an invitation asking all participants to wear red, white and blue.
6. Have children participate in the school's classroom election.
7. After experiencing the mock voting process, have the children reflect by dictation/writing what the experience was like. In addition, have them reflect on what it would have been like if they did not have the right to vote.

8. EXTENSION ACTIVITY– Send congratulation letters, cards and pictures to newly elected officials.

EVALUATION

Students can be evaluated based on whole group participation and the completed activities.

Grade Level 2 - 3

Lesson 1: *The History of Voting*

INTRODUCTION / MAIN IDEA

U.S. citizens have fought for the right to vote, sometimes through physical confrontations and sometimes through changing attitudes. Voting is a right, but it is also a responsibility often taken for granted. Through this lesson students will be exposed to our country's voting history and look forward to the time that their vote will count!

INDIANA ACADEMIC STANDARDS

Social Studies: 2.1.5, 2.2.4, 2.2.5, 3.1.5, 3.2.3, 3.2.4 Math: 2.CA.4, 3.C.1

Language Arts: 3.SL.4.1

OBJECTIVES

As a result of this lesson, students will be able to:
1. Identify important voting dates and people who worked to get voting rights.
2. State some reasons why people do or do not vote.
3. Relate voting history to each other and understand the importance of voting.
4. Make a puzzle time line to show some important events in voting history.

VOCABULARY

Constitution – a document establishing the powers and limits of government
time line – a graph showing the order of events
vote – a way people decide among choices

MATERIALS NEEDED

12 1/2 x 18 piece of paper; handout "The History of Voting,"; pencils and glue

STRATEGIES / ACTIVITIES

1. Read a story to the class about elections and the voting process.
2. Discuss important events and people who influenced voting in the United States.
3. Show a copy of the U.S. Constitution and discuss its importance in determining who can vote.
4. Discuss why people do or do not vote.
5. Discuss how it would feel not to be able to vote.
6. Present time line of events and discuss.
7. Let students use puzzle time line to cut and match.
8. Glue matching pieces in chronological order.
9. Have students calculate when they will be eligible to vote, and include this date on their time line.
10. Send home a sheet where the child can list three adults they know and the year they first voted.
11. Include this information, when it is returned, onto the time line.

Grade Level 2 - 3

Lesson 1

SUPPLEMENTAL RESOURCES

- Electronic Resources.
- Biographies of people named.
- Other books relating to voting or elections including your social studies text.
- Handouts "Why People Vote" and "Why People Don't Vote", Grade Level High School, Lesson 1.
- *Voting and Elections — A New True Book* by Dennis B. Fradin, Children's Press, 1995.
- *The Vote: Making Your Voice Heard* by Linda Scher, Steck-Vaughn, 1993.
- Internet Resources.

EVALUATION

The completed time line will demonstrate student understanding of chronological order. Through discussion, determine student understanding of concepts presented.

1. Why couldn't all adults vote at first?
2. What had to be done so that all adults could vote?
3. What different groups received the right to vote throughout the years?
4. Why will you vote?
5. Which person who helped change the voting laws do you admire most? Why?

ADDITIONAL INFORMATION / FACTS FOR THE TIME LINE

- Stamp Act protest – A result of "Taxation without Representation" (No Americans had the right to vote), 1765.
- Independence Day – July 4, 1776.
- George Washington elected by votes of white male property owners – 1789.
- African-American men allowed the right to vote – 1870 (15th Amendment).
- All women who were U.S. citizens granted the right to vote – 1920 (19th Amendment).
- Voting Rights Act – 1965, prevented any state from using tests or poll taxes as a reason for not letting someone vote.
- 18-year-olds vote in national election – 1972 (26th Amendment).

The History of Voting

These are a few of the important dates that have affected voting rights in the United States. Find out how much you know about history. Draw a picture for each box below. Cut out and paste on the time line.

1750 1800 1850 1900 1950 2000 2050

The year you will vote.	1972 18 year-olds vote in national election	1965 African-Americans' right to vote protected	1920 Women allowed to vote	1870 African-American men allowed to vote

Grade Level 2 - 3

Lesson 2: *Getting the Vote*

INTRODUCTION / MAIN IDEA

When people run for political office, they campaign using a variety of strategies, in order to win votes. In this lesson students will explore and identify the various campaign strategies using their favorite cereals as candidates.

INDIANA ACADEMIC STANDARDS

Social Studies: 3.2.3, 3.2.6, 3.2.7

Language Arts: 3.ML.1, 3.ML.2.1

Math: 2.DA.1, 3.DA.1

OBJECTIVES

As a result of this lesson, students will be able to:
1. Identify popular campaign strategies and match examples of these strategies.
2. Collect examples of various media to campaign for their favorite cereal candidate.
3. Graph information on cereal choices.
4. Design their own cereal boxes.

VOCABULARY

campaign – actions taken to encourage people to vote for a candidate
campaign advertisement – ads intended to encourage people to vote for a candidate
candidate – a person who is running for an office
commercial – radio or television advertisement
propaganda – information supporting a particular point of view
symbols – pictures that represent ideas

MATERIALS NEEDED

Cereal boxes; crayons, markers, paints, glue, scissors; newspaper and magazine ads, television commercials for cereal; index cards for examples of propaganda techniques and activity sheet; white paper that will fit around the cereal box

STRATEGIES / ACTIVITIES

1. List cereal favorites of your class.
2. Look at cereal boxes and see what symbols are on the box that identify each.
3. Ask how your family decides what cereals to buy.
4. Graph information from 1 and 3. Compare the symbols with the class choices.

5. Show taped commercials of cereals or share newspaper and magazine cereal ads.
6. Discuss what students notice about the ads and what appeals to them.
7. Introduce popular techniques used in making commercials and ads for candidates:

- BANDWAGON – convincing the public that "everyone" is voting for the candidate. "Everyone likes Kickers cereal, you should try them too."
- GLITTERING GENERALITIES – using broad, vague words to influence voters and get acceptance without looking at the facts. "Cocoa Fluffs are wonderful, marvelous delicious, fantastic and fun to eat."
- NAME-CALLING – giving opposing candidates bad labels to get voters to reject the opponent without looking at the evidence. "Fruity Duds are better than those phony store brand imitations."
- TRANSFER – associating something the public thinks is good to the candidate, i.e., freedom, the flag. "Eat Team Happio's — the choice of American champions."
- TESTIMONIAL – getting famous, well-liked and respected people to support the candidate. "Hello, my name is George Washington. I eat Cherry-O's. You should too!"

8. Review examples of propaganda techniques.
9. From a stack, let students draw index cards that have the examples given above written on them.
10. See if the class can guess which technique is shown.
11. Draw a campaign or advertising strategy on the box front for a cereal of your choice. (See the handout.)
12. Let students make up their own commercial to match each technique (if time allows).
13. Look again at the actual cereal advertisements and have students identify and discuss techniques that companies use to sell their cereals.
14. Students will vote by secret ballot for their favorite cereal and graph the results.
15. EXTENSION ACTIVITY (for classroom or home activity) — Students can work alone or in groups to design a new cereal box using the techniques they have learned to persuade classmates to try their new cereal. (Wrap new design around existing cereal boxes.) Class can vote on its favorite new cereal.

EVALUATION

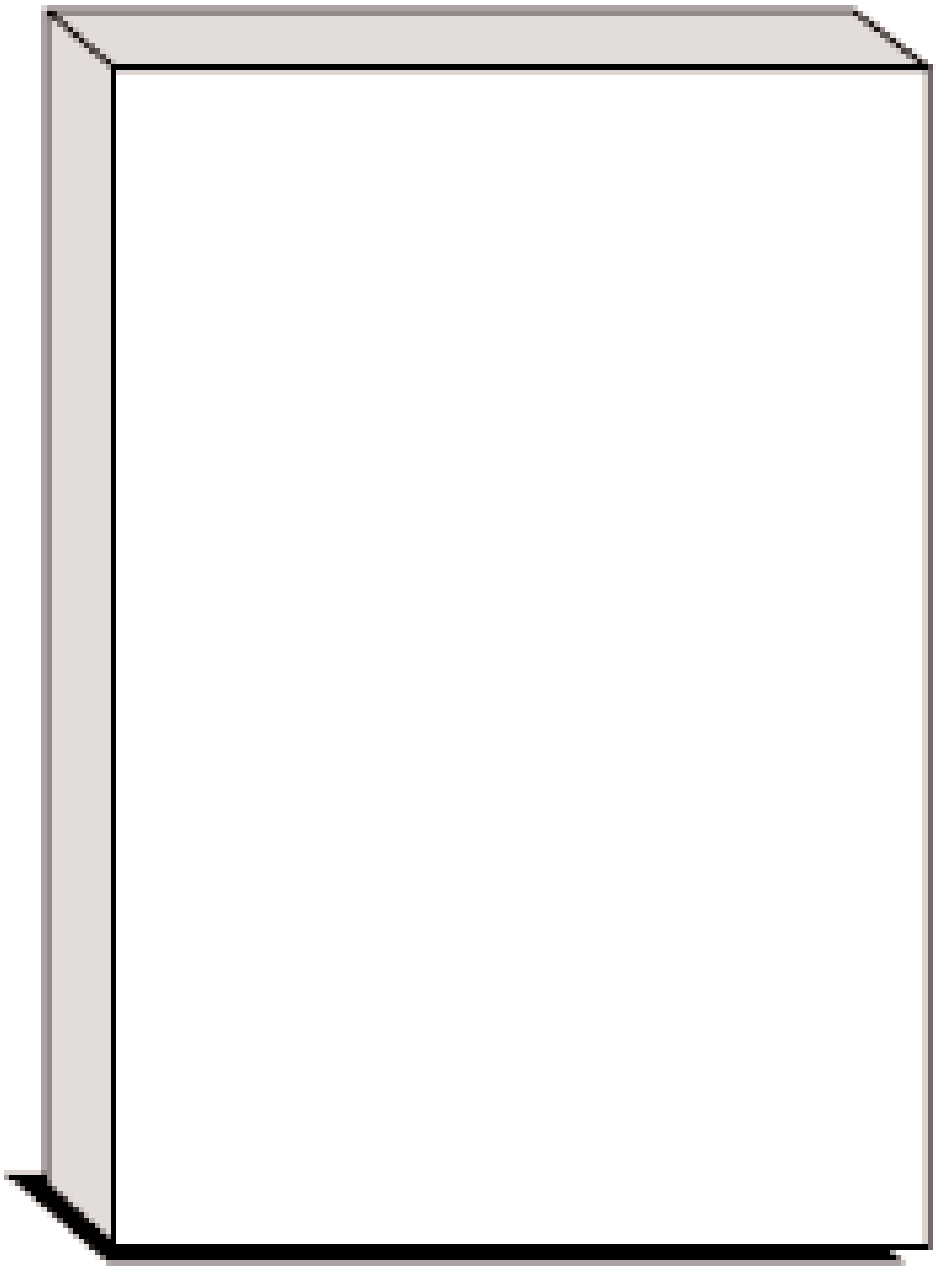
Student understanding will be demonstrated through discussion, graphing and creating new cereal boxes and products.

Grade Level 2 - 3

Lesson 2

Design a Cereal Box Front

Draw a campaign or advertising strategy on the box front for a cereal of your choice.



Name the Cereal Box_____

Name_____

Grade Level 2 - 3

Lesson 3: *Throwing Your Hat Into the Ring*

INTRODUCTION / MAIN IDEA

When a qualified person decides to run for office, he or she must campaign to be elected. Campaigning means working to make people know who you are, what you stand for and why they should vote for you. Someone campaigning for an office might use symbols, slogans, buttons, posters, newspaper articles, television coverage, cartoons and traveling from place to place to become better known to voters. This lesson will highlight the use of posters to attract voter attention.

INDIANA ACADEMIC STANDARDS

Social Studies: 2.2.4, 3.2.6, 3.2.7

Language Arts: 3.W.3.1, 3.SL.4.2, 3.SL.3.1

OBJECTIVES

As a result of this lesson, students will be able to:
1. Identify selected campaign materials.
2. Understand that different strategies are used to create campaign materials.
3. Identify symbols connected with campaigns.
4. Create a campaign poster with themselves as a candidate.

VOCABULARY

campaign poster – a poster advertising a candidate
media – print and electronic communications (newspapers, magazines, radio, movies, television, billboards, posters, etc.)
slogan – a clever saying promoting a candidate or product

MATERIALS NEEDED

Poster board, crayons, markers, ruler, paints, (photos of children optional); collected campaign items for display and sharing

STRATEGIES / ACTIVITIES

1. Discuss how candidates announce their own candidacy by "throwing their hat into the ring."
2. Use the hat outline included or allow children to create their own hats.
3. Ask students to write their names, what office they would like to run for, and two things they would do if elected.
4. Have a mock press conference, and let each student share with the class as they "throw their hat into the ring." (Videotape and share with parents later.)
5. Share campaign materials, such as buttons, stickers and posters.
6. Discuss the use of symbols and colors to promote candidates.
7. Collect and show symbols used to remind us of elections. (Liberty Bell; Statue of Liberty; eagle; donkey;

elephant; monuments; flags; red, white and blue banners; Uncle Sam; shields)

8. Students will then create their own posters and use themselves as the candidate. Encourage the use of color and symbols. This could be used as a home activity that student and parents create together. Posters can be displayed in the classroom and/or elsewhere in the building.

SUPPLEMENTAL RESOURCES

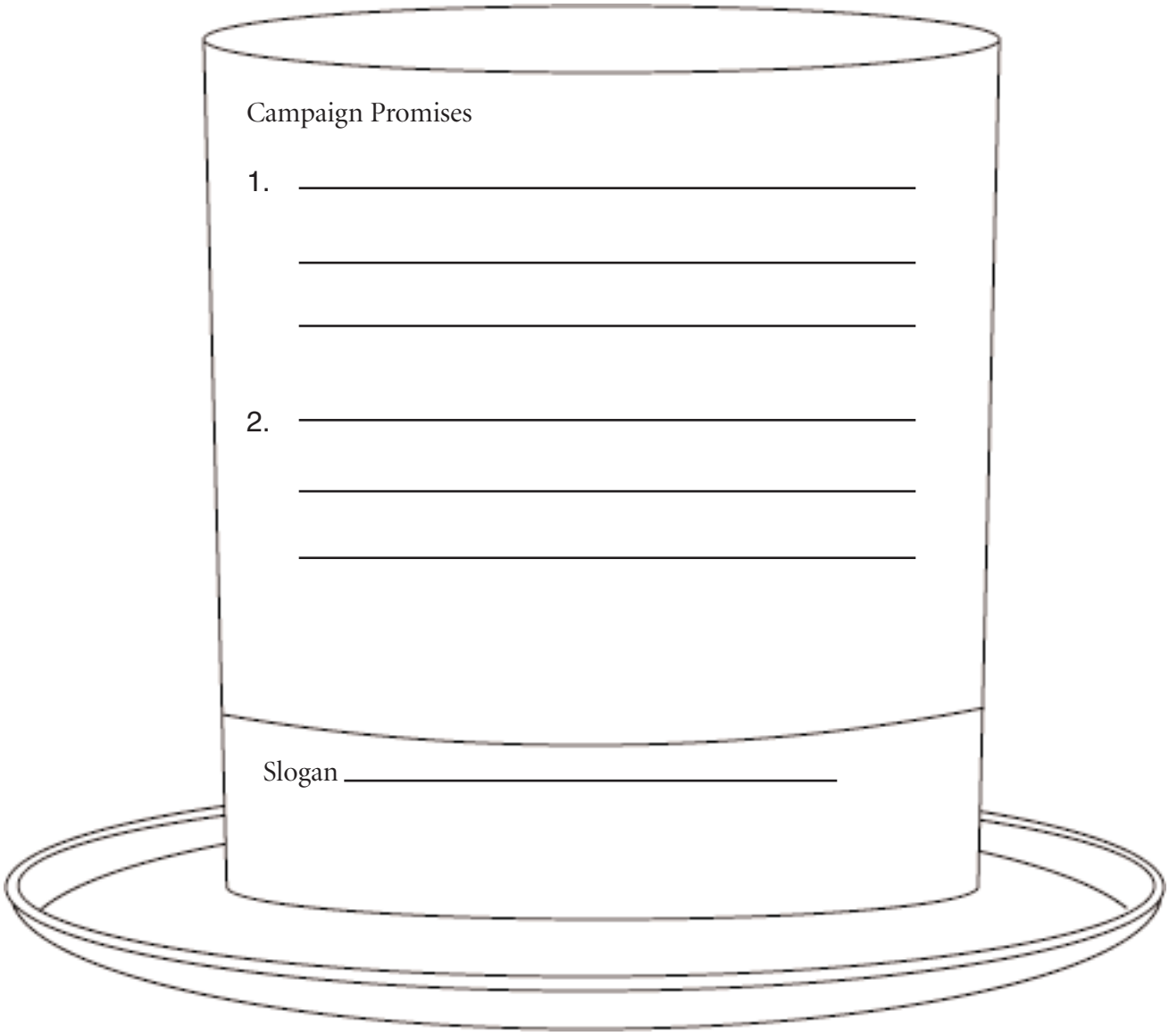
- *Woodrow for President; A Tail of Voting, Campaigns, and Elections* by Peter W. Barnes and Cheryl Shaw Barnes, 1999.
- *Woodrow, the White House Mouse* by Peter W. Barnes and Cheryl Shaw Barnes, 1998.
- *Our National Symbols* by Linda Carlson Johnson, Millbrook Press, 1992.
- *Who'll Vote for Lincoln?* by Dale Fife, Weekly Reader, 1977.
- Check with your school librarian/media specialist or public libraries for more fiction titles concerning elections, candidates, and politics.
- Internet Resources

EVALUATION

Students will show understanding of becoming a candidate by the activity of throwing their hat into the ring and completing campaign posters for display.

Throwing Your Hat Into the Ring

"Throwing your hat into the ring" is a figure of speech. A person does not really throw a hat into a ring. It means a person has decided to run for a political office such as mayor, governor or president. Pretend you have "thrown your hat into the ring" and you are going to run for president. What would you say in a speech to announce your candidacy? How will you convince people that you are the best person to be president? What promises will you make?



Name _____

Grade Level 2 - 3

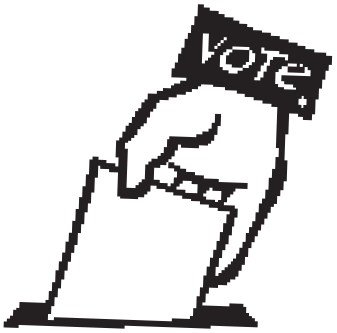
Lesson 4: *Get Out the Vote!*

INTRODUCTION / MAIN IDEA

National and state general elections are held on the Tuesday after the first Monday in November in every even-numbered year. Presidential elections are held every four years. The names of candidates appear on the ballots or voting machines. In a presidential election, the people are actually voting for an entire slate of individuals who later will cast the votes that decide who becomes president and vice president. In this lesson, students will learn about the voting process and the importance of actually casting a vote.

INDIANA ACADEMIC STANDARDS

Social Studies: 2.1.6, 3.2.3, 3.2.6



OBJECTIVES

As a result of this lesson, students will be able to:
1. State the importance of voting.
2. Name gubernatorial and presidential candidates.
3. Use a map to study electoral votes.
4. Design a poster to encourage others to vote.
5. Participate in a classroom election.

VOCABULARY

ballot – the paper marked to show a voter's choice
election – a process by which someone is elected
governor – leader of a state
mayor – leader of a city
polling place – the place where you vote
president – leader of a nation
registration – signing up to vote

MATERIALS NEEDED

Poster board or drawing paper, crayons, markers, etc.; media clippings on candidates

STRATEGIES / ACTIVITIES

1. Review information on what activities lead up to Election Day.
2. Discuss the voting process that occurs on Election Day.
3. Discuss the importance of voting as a right and a responsibility.
4. Compile a list of reasons why students feel it is important to vote.

5. Create posters to encourage voting.
6. Participate in an actual classroom election.
7. EXTENSION ACTIVITIES / FOLLOW UP
   a. Contact the local Voter Registration Office for sample ballot materials.
   b. Visit a polling place on Election Day. Many schools are polling places; contact the inspector about the visit beforehand.
   c. With parent assistance, contact community sites to display the "Get Out The Vote" posters the students have created. (Stores, clubs, libraries, churches, schools, courthouse, parent offices, etc.)
   d. Collect articles on results of the elections to share with the class. Each student keeps a portfolio of election activities and information gathered.

SUPPLEMENTAL RESOURCES

• *America Votes: How our President is Elected* by Linda Granfield.
• Internet

EVALUATION

Students will complete and display poster, then share what they have learned about the voting process.

Grade Level 4 - 5

Lesson 1: *Who's Who?*

INTRODUCTION / MAIN IDEA

This lesson is intended to acquaint students with candidates running for office and their political parties.

INDIANA ACADEMIC STANDARDS

Social Studies: 4.2.4, 4.2.5, 5.1.16, 5.2.8, 5.2.9, 5.2.10

OBJECTIVES

As a result of this lesson, students will be able to:
1. Identify political candidates running for office.
2. Identify political parties.
3. Compare and contrast the political candidates.

VOCABULARY

campaign – actions to help a candidate win
candidate – a person who seeks an office
democracy – government by the people
Democrat – a political party that uses a donkey as a symbol
election – the process of voting
incumbent – a person who presently holds elective office
issue – a subject that is being discussed
majority – more than half of the total votes
nominate – to submit a person's name for an office
office – a position of authority
opponent – a person with a different point of view
party – an organized political group
politics – activities related to government and holding public office
Republican – a political party that uses an elephant as a symbol

MATERIALS NEEDED

Handout "Who's Who Vocabulary;" local newspaper; electronic resources (various magazines); political campaign posters, buttons, bumper stickers, etc.; "Meet the Candidate" handout; chart paper, markers, scissors

STRATEGIES / ACTIVITIES

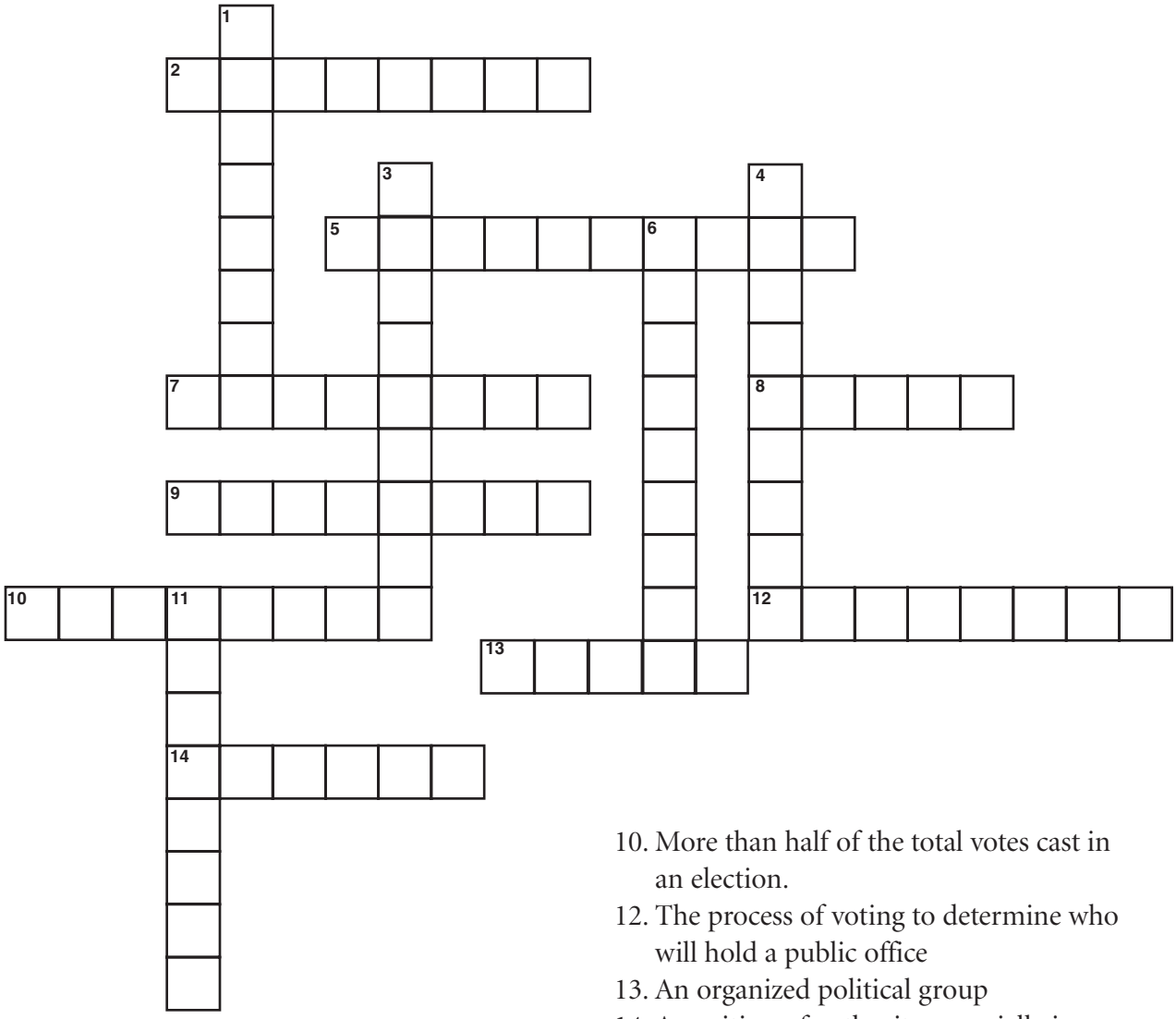
1. As an introduction, ask students to complete the "Who's Who Vocabulary" handout. Then review the answers and discuss to clarify definitions.
2. Ask students to collect campaign articles, posters, buttons and other memorabilia regarding the candidates and election to be mounted on a campaign bulletin board.

3. Using the articles that students have brought into class, discuss current events regarding the election and political candidates. (Include a basic review/description of each political party.)
4. Ask students to select a candidate and complete the "Meet the Candidate" handout.
5. In groups, have students chart the information gathered from the "Meet the Candidate" handout. They can use this data to compare and contrast the candidate profiles.
6. Ask students to use the data to predict the probability of their candidate winning the election.

SUPPLEMENTAL MATERIALS

- *Let's Talk Politics* and *Here is Your Indiana Government*, available from the Indiana Chamber of Commerce, 115 West Washington Street, Suite 850 South, Indianapolis, IN 46244-0926. Phone 317-264-6885 or 800-824-6885; *www.indianachamber.com*. Please request price list.
- Videotaped television advertisements for each candidate.
- Contact local political party headquarters for additional materials.
- Internet Resources

Who's Who Vocabulary



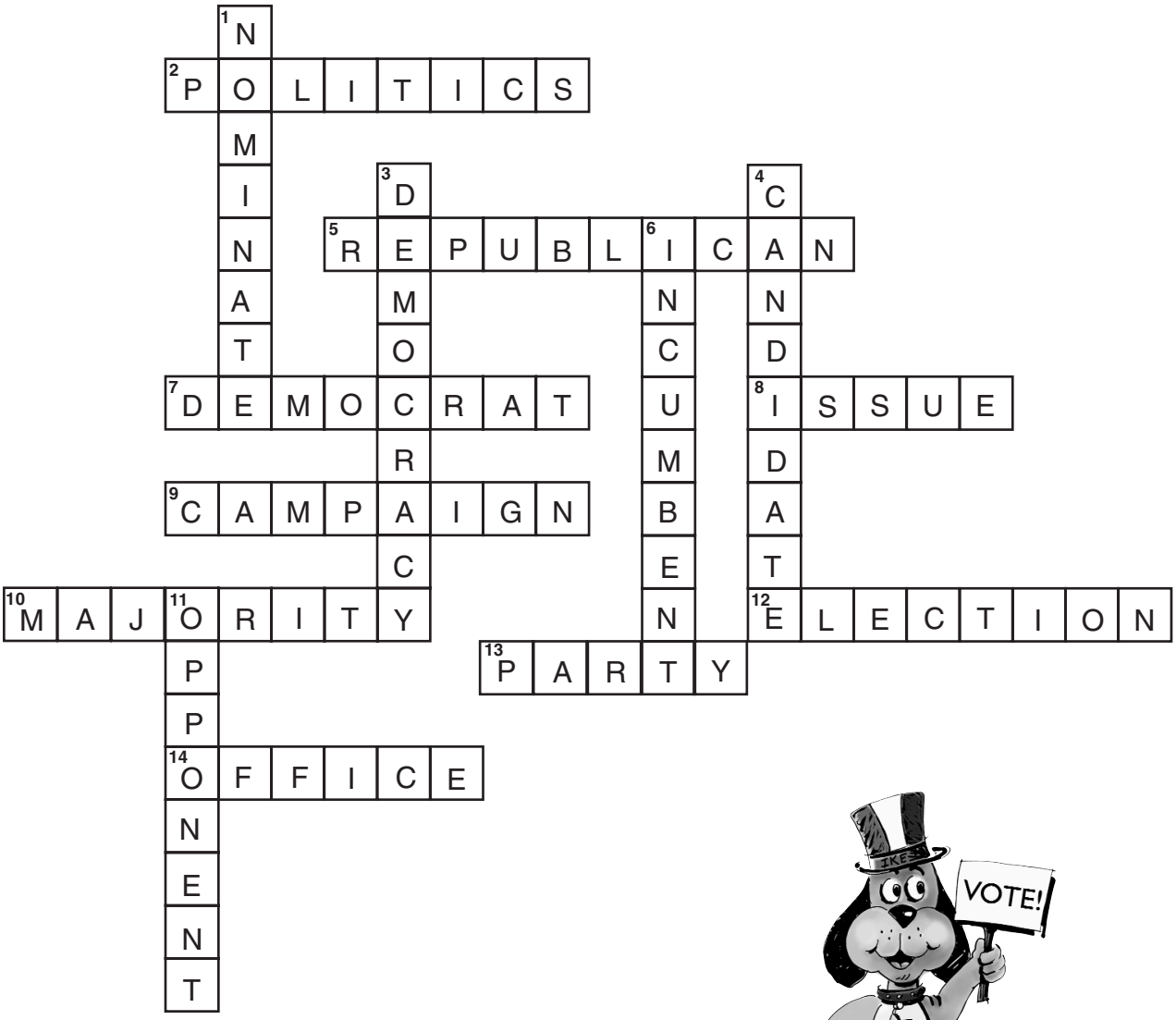
ACROSS

2. The activities related to government and holding office
5. A political party that uses an elephant as a symbol
7. A political party that uses a donkey as a symbol
8. A subject that is being discussed or considered
9. A series of actions by a political candidate designed to bring victory in an election
10. More than half of the total votes cast in an election.
12. The process of voting to determine who will hold a public office
13. An organized political group
14. A position of authority, especially in a government

DOWN

1. To offer the name of a person as a candidate for public office
3. Government by the people, either directly or indirectly with free and frequent elections
4. A person who seeks an office
6. A person who presently holds elective office
11. A person running against another with a different point of view

Who's Who Vocabulary Answer Sheet



Meet the Candidate

Skim newspapers or magazines for the following information. If you can't find the needed information, you may wish to contact the candidate campaign organization or local political party to obtain any additional information. Paste a picture of your candidate on this page.

_____

NAME OF CANDIDATE

_____ Age of candidate

_____ Political party

_____ Present job

_____ Previous experience

_____ Family members

_____ Residence (home state)

_____ Concern (or issue) raised by this candidate

_____

_____ Other important facts

_____

© 1992, *The Indianapolis Star*, Election Materials (out of print)

Grade Level 4 - 5

Lesson 2: *Don't Forget to Register!*

INTRODUCTION / MAIN IDEA

This lesson is intended to inform students of the electoral processes, including basic information about voter registration and what to expect on Election Day.

INDIANA ACADEMIC STANDARDS

Social Studies: 4.2.4, 4.2.5, 5.2.6, 5.2.9
Language Arts: 4.W.3.2, 5.W.3.2

OBJECTIVES

As a result of this lesson, students will be able to:
1. Explain the voter registration process.
2. Participate in the voter registration process.
3. Name the precinct committee workers.

VOCABULARY

clerk – keeps records, allows only registered voters to vote, has voters sign their names
inspector – controls traffic, helps with ballots, assists voters who need help
judge – sets the voting machine and gives verbal directions. There is one for each political party.

MATERIALS NEEDED:

Classroom voter registration materials; tape recorder to record presentation

STRATEGIES / ACTIVITIES:

1. Send an invitation to the county election administrator (county circuit court clerk) to explain to the class the electoral process, including duties of precinct workers (see sample invitation).
2. Ask students to write an explanation of the electoral process from the presentation.
3. Discuss requirements for voter registration (see classroom voter registration materials).
4. Select students to help register students to vote in the classroom election. This may be a classroom or school-wide election. (Older students may assist younger students.)
5. Note the registration deadline and inform participating teachers.

SUPPLEMENTAL MATERIALS:

- Precinct committee person guest or other knowledgeable person.

Grade Level 4 - 5

Lesson 2

EVALUATION

Students will show their understanding by role-playing the responsibilities of the precinct workers.

CLASSROOM VOTER REGISTRATION REQUIREMENTS

1. You must be a student of _____ to vote.
2. You must be at least 5 years old to vote.
3. You must have lived in the district 30 days before the election.
4. You must be registered to vote in order to participate in the election.

Sample Invitation Letter

Dear (county clerk/county election administrator):

My (4th/5th grade) class is studying about elections and voting. Would you be free to discuss these topics with us on (day, date, time) in Room (#), (School)? We would truly appreciate your help.

I would suggest that you prepare by expecting the following questions:

1. When were you elected?
2. How long is your term?
3. What are your duties as county clerk/county election administrator?
4. How many voters are in your county?
5. Who serves on the Election Board and who works on Election Day? Who selects them? Are they paid? By whom?

If this can be done in 20 or 30 minutes, I am certain my students will have questions for the balance of the class period.

Please call me at (phone) regarding the invitation. If you are able to speak to us, it will be a generous contribution to the education of these young citizens.

Sincerely yours,

Grade Level 4 - 5

Lesson 3: *Your Vote Counts!*

INTRODUCTION / MAIN IDEA

Fourth- and fifth-graders will gain basic information about elections by organizing and participating in a classroom election.

INDIANA ACADEMIC STANDARDS

Social Studies: 4.3.4, 4.2.5, 5.2.5, 5.2.6, 5.2.9

Math: 4.DA.1, 5.DS.1

OBJECTIVES

As a result of this lesson, students will:
1. Understand the election process.
2. Organize a classroom election.
3. Participate in a classroom election.

MATERIALS

Name tags and badges for election workers; election packet from a local newspaper; registered voters list from **Don't Forget to Register** lesson; ballots for voters; private voting booths (if a computer is available, it could be used in place of a ballot box. Multiple computers could be used to speed up the process. Be sure to have an inspector at each computer.)

STRATEGIES/ACTIVITIES:

PRE-ELECTION ACTIVITIES

1. Organize the classroom or school voting schedule by having homeroom teachers select the times they will bring their classrooms to vote.
2. Organize the polling site. Establish a sign-in area and a voting booth area. Be sure to have ballots and a ballot box ready.
3. Organize the registered voters' list by homerooms. Office attendance sheet could be helpful for this process. Cross out all names of students who did not register. It might be helpful to have at least two lists to speed up the voting process.
4. Review the precinct jobs and establish classroom election responsibilities for student election workers.
5. Ask students to practice their job responsibilities within their own classrooms.
6. Prepare the polling booths and hang election posters in the hallways. These could be student-made and/or actual election posters from campaign headquarters.
7. Conduct a pre-election poll using the "About Polls" handout.

ELECTION DAY ACTIVITIES

1. Ask student clerks to call out the names of younger students registered to vote. This is helpful in allowing a smooth voting process.
2. Have students write their signatures next to their names.

3. Ask student inspectors to pass out ballots. Students can vote in privacy in the voting area.
4. Ask election workers to tally votes at least twice a day to avoid a long tallying time at the end of the school day. Parents can help with this process.
5. Announce election results to the student body the next day.

SUPPLEMENTAL RESOURCES

- *Let's Talk Politics* and *Here is Your Indiana Government*, from the Indiana Chamber of Commerce, 115 West Washington Street, Suite 850 South, Indianapolis, IN 46244-0926. Phone 317-264-6885 or 800-824-6885; www.indianachamber.com

EVALUATION

The students will prove their understanding of this lesson by conducting a successful classroom election.

About Polls

A poll is a survey. It is a way to record votes on how people feel about issues. The people who take polls are called pollsters. They ask questions to get opinions. These opinions often suggest how people will vote in an election.

You have been hired as a pollster. You're responsible for polling 5 people. This is the question you are to ask each person: "Who would you vote for in the upcoming election?" Assure them that their response will be anonymous and confidential.

Candidates

	Republican	Democrat	Libertarian	Independent	Undecided
Males 20 years or younger					
Females 20 years or younger					
Males more than 20 years old					
Females more than 20 years old					

Assignment:

After taking this poll, make a graph to represent your results.

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