

TE404 Lesson Planning Format

Prepared by: Christina Sauchak

Mentor Teacher: Marynia Lorencen

Length of lesson: 1 hour

Date (To be taught): Monday, November 17, 2014

Grade level: 5th

Part I: Lesson Overview and Background Knowledge

a). **Lesson Title:** *Every Vote Counts!*

b) **Big Ideas:**

- America's government is a democracy. Therefore, voting is one of the most important rights Americans have.
- By voting, people can share their opinions and help make important decisions.
- People vote for many different reasons. They vote to decide how their cities, counties, states, and country should be governed, and who will govern and represent them.

c). **Social Studies Content:**

Students will be able explain why voting is an imperative part of citizenship and recognize voting as a way to share their opinions and help make important decisions. They will learn that voting is a right that comes with being a citizen of the United States of America, and that not all countries give their citizens this right. Students will also learn that even though they are not of legal voting age, they can still get involved in the election process by making sure the adults in their lives are registered to vote, going to the polling place with them on Election Day, and engaging in discussions about the issues that are important to them. In addition, students will recognize that there are other things they can vote for, such as what to have for lunch, what movie to watch, etc.

The students will also engage in an election simulation in which they elect a class mascot. Before beginning the election process, they will register to vote. They will then be exposed to campaign videos about each candidate and use this information to make an informed and individual decision in the election. At the end of the election, the results will be revealed and the students will reflect on their roll as a voter through discussion and a written assignment. They will be prompted to write about why they believe it is important to vote, how they will continue to be a responsible citizen. The main focus of the lesson is to show each student why his or her vote matters. They will also learn vocabulary words such as voting, election, democracy, ballot, candidate, and voter turnout.

d). Rationale:

This classroom election simulation will teach children about active citizenship firsthand. It exposes them to their responsibilities as an American citizen at an early age, and allows them to experience the voting process before they are legally able to vote. Voter turnout for the 2014 election was at a low in the state of Michigan. The last time our state's voter turnout was this low was in 1990, 24 years ago. Therefore, I believe it is important to instill the importance of voting into citizens at a young age. This simulation also gets the students thinking about what issues are important to them, what qualities they look for in a leader, and why their vote matters.

e). Lesson Objectives:

- 1.) Students will learn why voting is so important. (4-C5.0.1)
- 2.) Students will understand and participate in the election process. (5-P4.2.2)
- 3.) Students will recognize that although they are not 18 years old, they can still play a role in the election process. (5-P4.2.2)

f). Grade Level Content Expectations (GLCEs):

- 4-C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
- 5-P4.2.2 Participate in projects to help or inform others.

g). Lesson Abstract:

The focus of the lesson is to teach students the importance of voting. The lesson will begin with students sharing what they know about voting, and examples of when they have voted on something in their own lives. The teacher will then play the Youtube video "History of Voting" by RockTheVote to introduce students to the history of voting in America. This will further their background knowledge and help them gain insight as to why it is important to vote. The teacher will then explain the voting process, from the start of the campaign all the way to the voting booth. In the process, the students will learn vocabulary words such as election, voting, voter turnout, candidate, ballot, and democracy.

Next, the students will participate in an election simulation. The students will register to vote in the classroom election using a voter registration card template provided by the teacher. They will then brainstorm a list of characteristics they think a good leader possesses. After this, they will be introduced to the candidates. The teacher will play a campaign video (an animated video created by the teacher), which showcases each candidate's background and beliefs. The videos will inform the students of the qualities and values each candidate possesses, and the ideas he/she has to improve the classroom community. This will help the student determine who they would like to cast their vote for.

Next, the students will vote in the election. A private booth will be set up, where each student will confidentially fill out their ballot and receive an "I voted" sticker to wear for the day. While the students are waiting for their turn, they will create a campaign poster, which will

include a picture of their selected candidate and a space for the student to write why they support that candidate.

At the end of the election, the teacher will read the votes aloud to the class, and the students will record each vote on a bar graph to determine the winner of the election. The teacher will project PBS Kids “Step Inside the Voting Booth” website on the board, and the students will see examples of when a single vote made a difference. They will then engage in a wrap-up discussion about the importance and experience of voting, and each student will write a paragraph about why they believe voting is important and how they will teach others about the voting process.

Part II: Resources (10 points)

a.) Resources, Preparation/Materials:

Materials for whole class :	Materials for groups :	Materials to accommodate individual student needs :
<ul style="list-style-type: none"> • “History of Voting” https://www.youtube.com/watch?v=ar7r5aG_B0Y • “Step Inside the Voting Booth” http://pbskids.org/democracy/vote/ • Campaign video: https://goanimate.com/videos/0dymLaRPNzWs?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent • “The Race Is On” http://www.pbs.org/parents/special/election/article-theraceison.html • Voter registration card handout (Appendix A) • “Campaign Ad” handout (Appendix B) • “What Did I Learn Today?” assessment handout (Appendix C) • Ballots (Appendix D) • Election results bar graph poster (Appendix E) • Election tri-fold booth (Appendix E) • Ballot box (Appendix E) • “I Voted” stickers (Appendix E) • Colored pencils/markers 	N/A	I will enlarge the video and any written text for students with visual impairments. I will adjust the volume of the videos accordingly to accommodate those students who have difficulty hearing.

b.) Annotated Bibliography:

RockTheVote. (n.d.). *History of Voting* [Video file]. Retrieved from https://www.youtube.com/watch?v=ar7r5aG_B0Y

This video presents interesting statistics about voter turnout in the United States, along with a timeline of voting rights in our country. It puts the information into terms that children understand. Its main goal is to educate children about the importance of voting, and it encourages children to create change and participate in the voting process when they are of age.

Step Inside the Voting Booth. (n.d.). Retrieved October 19, 2014, from

<http://pbskids.org/democracy/vote/>

This website provides a variety of resources for students, including information about the difference a single vote can make. It also contains a timeline of the history of voting in the United States, and a virtual voting activity. My favorite aspect of this website is the "How You Can Be Part of an Election" section, which outlines how children can be active in the election process before they are of legal voting age.

The Race Is On! (n.d.). Retrieved October 19, 2014, from

<http://www.pbs.org/parents/special/election/article-theraceison.html>

This article contains a list of frequently asked questions that children ask about voting. This article includes ideas as to how parents (and teachers) can address these questions. I find this article to be beneficial for this lesson, as it provides insight as to how we can encourage responsible citizenship beginning at a young age.

Part III: Knowing Your Students and their Learning Environment

Eliminated from portfolio for privacy purposes.

Part IV: Lesson Procedures

a.) Lesson Procedures:

Activity Element & Time (in minutes)	Procedures and management	Academic, social & linguistic adaptations, resources, and support
Introduction <i>5 minutes</i>	<ul style="list-style-type: none">• Good morning, everyone! Before we get started, please take out something to color with. If you need coloring tools, please raise your hand. (Pass out to kids who need them).• Today we are going to talk about voting. If you have ever heard of	

	<p>voting before, please raise your hand. (Students raise hands).</p> <ul style="list-style-type: none"> • Great! A lot of us have heard about voting before. Now, can you raise your hand if you are able to tell me something you know about voting? (Probe as necessary...) What kinds of things do we vote for? How old do you have to be to vote in a US election? (Students respond) 	
<p>Activity 1 <i>7 minutes</i></p>	<ul style="list-style-type: none"> • Transition into Activity 1: Now, I need you to be extra great listeners, because we are going to watch a video about the history of voting in the United States. • Play “History of Voting” video on laptop that is connected to projector/SmartBoard. • Post-video discussion: What did you find interesting about this video? Did you learn anything new? Did anything surprise you? 	
<p>Transition <i>5 minutes</i></p>	<ul style="list-style-type: none"> • Now that we know a little more about voting, let’s talk about candidates. Does anyone know what a candidate is? (Students respond). • Clarify as needed: A candidate is someone who is considered for something. For example, someone running for president is a candidate. • Class discussion: What are some qualities you look for in a candidate? What makes someone a good leader? (Students respond). • Great ideas! Now, even though you are not 18 years old, you can still practice voting at a young age. America is a democracy, which means it is ruled by the people. We have a say in who we want our leaders to be, which is wonderful, because in some countries, they do not have a say and are ruled by a 	

	king/queen or dictator. Today, you will have a say in who your Classroom Mascot will be. We are going to have a classroom election today, and the candidates are Giraffe and Zebra.	
Activity 2 <i>5 minutes</i>	<ul style="list-style-type: none"> • The first step in the election process is registering to vote. To vote in our election, you will need to fill out this voter registration card with your name, age, school, teacher, and room number (13). You will sign the bottom, and sketch a quick picture of yourself in the blank space. • Keep it safe, because you will need to bring it with you when you vote. You have seven minutes to make your card. I am going to “Stars and Stripes Forever.” When the song ends, you must stop working. • Work time: Start music and walk around as students make cards. 	
Transition & Activity 3 <i>6 minutes</i>	<ul style="list-style-type: none"> • Now, I need you to put your listening ears on. You are going to watch a campaign video. Does anyone know what a campaign is? (Students share). • Clarify: A campaign is an organized and active way toward achieving a particular goal or objective. For example, Mitt Romney and Barack Obama campaigned in hopes of becoming President. Do you remember seeing posters and commercials for the candidates during election season? (Student discussion). • Each candidate will tell you about themselves, what they believe in, 	

	<p>and how they will improve the classroom community.</p> <ul style="list-style-type: none"> • Think about who you would like to represent you and your classmates. Listen closely. • Play video • We are going to watch the video one more time. Think about what qualities you think are most important in a leader. Who would you like to represent you, Giraffe, or Zebra? Let's watch one more time. • Play video again • Now, it is important to understand that we all have different opinions. You might love one candidate, while your friend likes the other. Voting is an individual process. You should vote for what you believe is right. Take a moment to think about what you heard and which candidate you would like to vote for. Close your eyes and reflect on what you heard from both candidates. Do not talk to your classmates. 	
<p>Activity 4 <i>15-20 minutes</i></p>	<ul style="list-style-type: none"> • It's time for our election! When I call your name, you will come to the voting station. Don't forget to bring your voter registration card! • You will fill out the official ballot (Show ballot and explain how to properly bubble in the choices). • In order to vote, you will need to completely color in the circle next to your candidate's name. You must fill in the circle completely, and must stay in the lines. • Once you fill out your ballot, fold it in half, and place it in the ballot box. • Explain that in today's modern society, votes are counted electronically in a machine. Since we can't have a machine in our 	

	<p>classroom, we are placing our votes in a ballot box like they did in the past.</p> <ul style="list-style-type: none"> • You will receive an “I Voted” sticker, and will return to your seat. • I will call you up to vote one by one. While you are waiting your turn, you will create a campaign poster. • Hold up worksheet and read directions: How would you persuade others to vote for the candidate you like best? Create a campaign ad that includes the candidate’s name, picture, and beliefs. You should work on this silently while your other classmates are voting. • It will take some time for everyone to cast his or her vote. In a real election, the line is even longer, so it is great that we are practicing being patient! 	
<p>Transition <i>2 minutes</i></p>	<ul style="list-style-type: none"> • Once everyone has voted, transition into the vote count. • All of the votes are in! Please put your pencils down and watch as we get the results. • Discussion: Has anyone ever watched election results on TV? Discuss how we can watch the votes come in and be counted on the news channels on Election Day. 	
<p>Activity 5 <i>5 minutes</i></p>	<ul style="list-style-type: none"> • Mrs. Lorencen will read each vote out loud, and I will record each vote on the bar graph poster. • Watch the graphs and see which candidate’s bar reaches the highest point! • And the winner of our Classroom Mascot election is... _____! 	
<p>Conclusion <i>10-15 minutes</i></p>	<ul style="list-style-type: none"> • Thank you all so much for exercising your right to vote today. Raise your hand if it felt good to have a say in your community. (Students raise hand) 	

	<ul style="list-style-type: none">• Great! It feels good to be an active citizen. Sadly, there are a lot of citizens who do not exercise their right to vote.• Two Tuesdays ago was Election Day, and our voter turnout was horrible. Voter turnout is the number of eligible voters who fill out a ballot in an election. In other words, a lot of the people who are able to vote did not.• In Michigan, only 41.6% of eligible people voted. This is less than half! The last time our voter turnout was this low was in 1990, which was 24 years ago. Unfortunately, this is a problem across the whole country.• I am very proud of all of you for voting today. A single vote can make a difference!• For example, in 1846, one vote decided on war with Mexico. The Mexican army invaded Texas and President Polk asked for a Declaration of War. The senate did not want to go to war, and the declaration passed by only one vote. The US won the war against Mexico and with that victory added five states—Arizona, New Mexico, Nevada, Utah, and California.• Had that one person not voted, our country might not have those five states!• As you can see, it is extremely important to get out and vote. Even through you are not old enough to vote yet, you can encourage your older friends and family members to vote. Next year, see if your parents will let you go with them to vote!• Once again, I am so proud of all of you for exercising your right to vote today, and hope you will all continue to be responsible citizens	
--	---	--

	<p>in the future!</p> <ul style="list-style-type: none"> • Explain the “What Did I Learn Today” worksheet/writing prompt and give the students time to complete it. 	
--	--	--

b.) Basis for assessment:

<p>Task:</p> <ul style="list-style-type: none"> • The students will complete a worksheet titled “What Did I Learn Today?” • The directions say: Take a moment to reflect on what you learned today. Write a paragraph that answers the following questions: 1.) Why do you think it is important to vote? 2.) How did you feel when you voted in the election? 3.) How will you teach others about the importance of voting? 	<p>Diagnostic features:</p> <ul style="list-style-type: none"> • The features I will look for in student responses are that they have written at least three-five sentences and answer all three questions. • I will assess the task by reading each student’s response. This assignment does not have right/wrong answers, but is more of a chance for the students to reflect on the importance of voting. If it is evident that the student was engaged in the lesson and thought-out their responses, they will receive credit. • For the first question, I hope to see students discuss some of the statistics and facts we discussed in class or learned from the introductory 	<p>Support:</p> <p>In assessing the students with special needs, it might be necessary to make adjustments while evaluating their work. I do not believe it will be necessary to provide them with a different prompt, but if I notice they write less than other students or do not develop their ideas as clearly, I can talk to these students individually. I can ask them the questions and have them respond orally. This might be easier for my student with ADHD, as it is often difficult for them to sit and work quietly for extended periods of time.</p>
---	--	--

	<p>video. For example, in some other countries, people still do not have the right to vote. For the second question, the student must describe how he or she personally felt while voting. Ideally, the students will say they felt good, proud, responsible, mature, etc. For the third question, the student should produce an idea as to how they will teach others about the importance of voting. For instance, they could discuss voting with their parents, go to the polls with an adult on Election Day, or tell other students about what they learned during this lesson.</p>	
--	--	--

c.) Out-of-school learning opportunities to expand and enrich the curriculum outside of class:

The students will apply what they learned in the school to out-of-school settings in many ways. This lesson allows the students to practice responsible citizenship by educating themselves on the candidates and exercising their right to vote. They are aware that they cannot vote in a legitimate United States election until they register and are eighteen years old. However, they

can still practice responsible citizenship at a young age. I will challenge them to engage in discussions about voting with their friends and family who are of age. If they know adults in their lives who do not vote, they can educate them about why it is so important. In addition, they can go with an adult to vote next Election Day. During the next election, they can also watch campaign ads to form opinions about candidates and engage with the results coverage on television.

Appendix A



Voter Registration Card

NAME: _____

AGE: _____

SCHOOL: _____

TEACHER: _____

ROOM #: _____

SIGNATURE _____

Ballot Box

Appendix B

Name _____

Campaign Ad

How would you persuade others to vote for the candidate you like best? Create a campaign ad that includes the candidate's name, picture, and beliefs.

VOTE FOR _____!

_____ would make a great Glass Mascot
because _____

Appendix D

OFFICIAL BALLOT
CLASSROOM MASCOT ELECTION

November 2, 2015

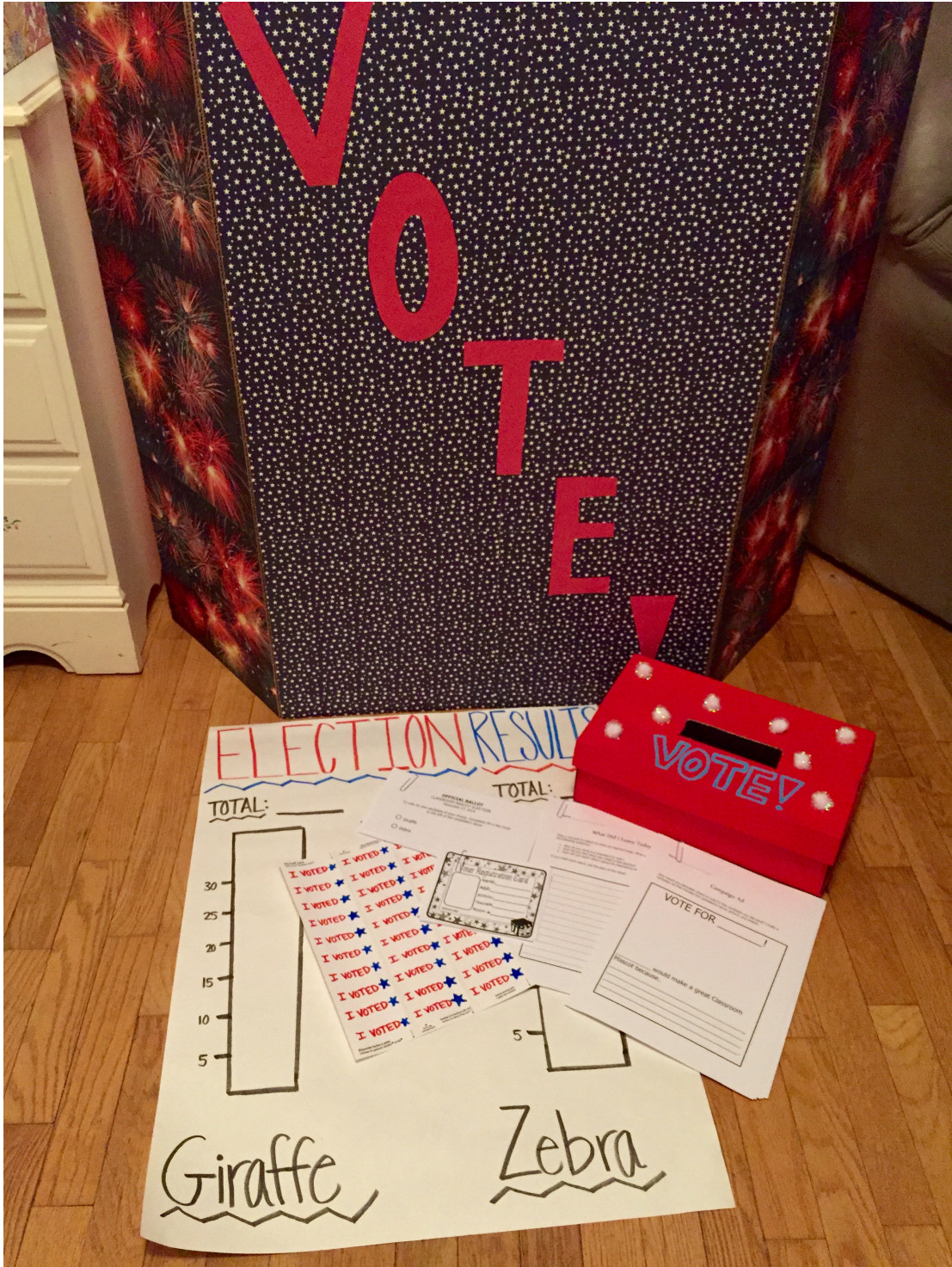
To vote for the candidate of your choice, completely fill in the circle to the left of the candidate's name.

Giraffe

Zebra



Appendix E



Appendix F

