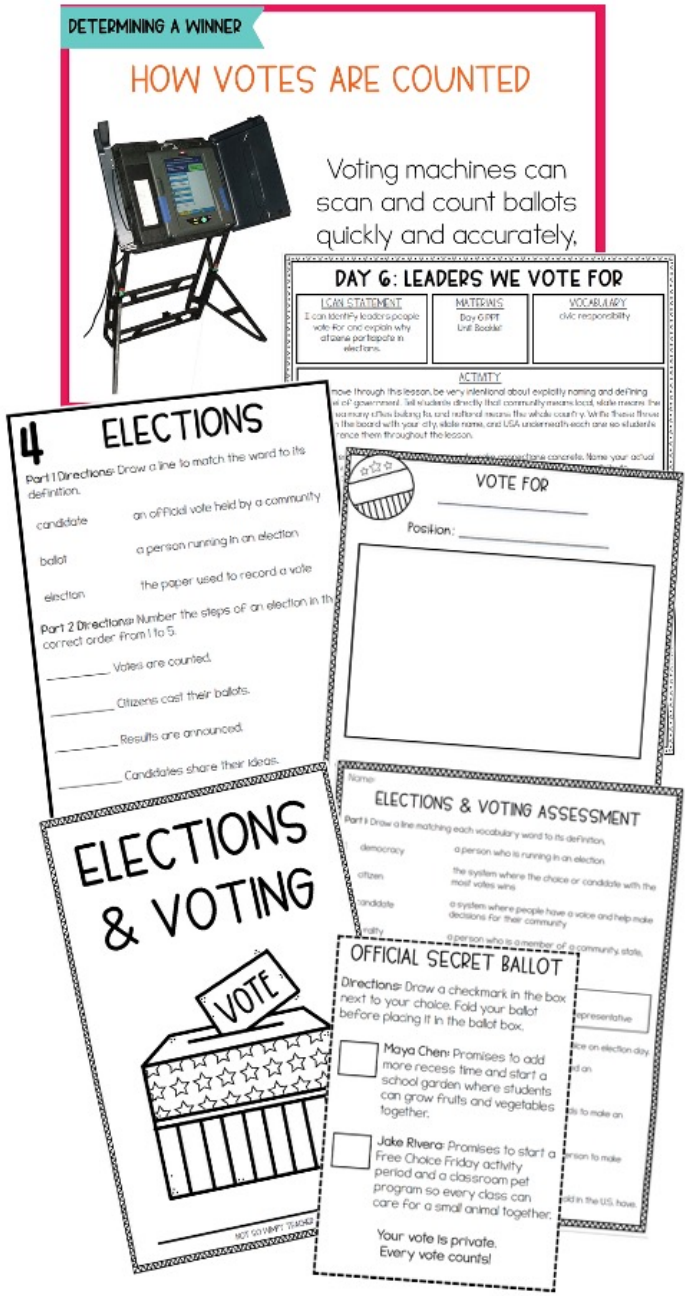
# What's Included

- ✓ 7 instructional PowerPoints
- ✓ Vocabulary cards
- ✓ Student booklet with an activity for each day
- ✓ Task cards
- ✓ Mock election activity
- ✓ Optional vote counting activity
- ✓ Enrichment activity
- ✓ Assessment

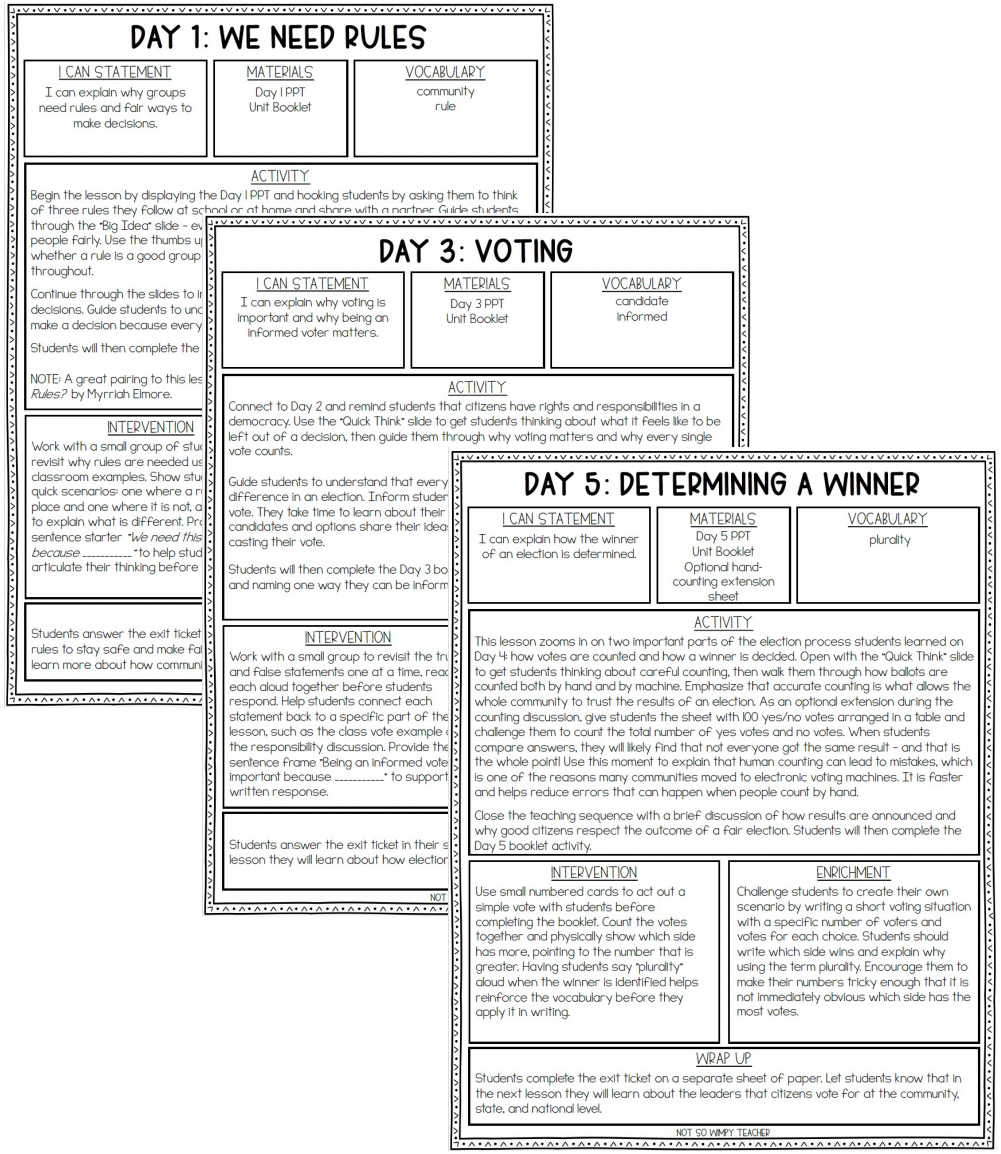


# 10 Days of Activities

This unit includes seven instructional PowerPoints that teach the concept.

Students will practice the skill using guided booklets, a two-day mock election, campaign enrichment activity, optional count the votes activity, task cards, and vocabulary cards.

This unit comes with an assessment to test student understanding of the material taught.



DAY 1: WE NEED RULES

I CAN STATEMENT
I can explain why groups need rules and fair ways to make decisions.

MATERIALS
Day 1 PPT
Unit Booklet

VOCABULARY
community
rule

ACTIVITY
Begin the lesson by displaying the Day 1 PPT and hooking students by asking them to think of three rules they follow at school or at home and share with a partner. Guide students through the "Big Idea" slide - ev people fairly. Use the thumbs u whether a rule is a good group throughout.

Continue through the slides to l decisions. Guide students to unc make a decision because every

Students will then complete the

NOTE: A great pairing to this les *Rules?* by Myrriah Elmore.

INTERVENTION
Work with a small group of stu revisit why rules are needed u classroom examples. Show stu quick scenarios: one where a r place and one where it is not, a to explain what is different. Pr sentence starter *"We need this because _____"* to help stud articulate their thinking before

Students answer the exit ticket rules to stay safe and make fa learn more about how commun

DAY 3: VOTING

I CAN STATEMENT
I can explain why voting is important and why being an informed voter matters.

MATERIALS
Day 3 PPT
Unit Booklet

VOCABULARY
candidate
informed

ACTIVITY
Connect to Day 2 and remind students that citizens have rights and responsibilities in a democracy. Use the "Quick Think" slide to get students thinking about what it feels like to be left out of a decision, then guide them through why voting matters and why every single vote counts.

Guide students to understand that every difference in an election. Inform studen vote. They take time to learn about their candidates and options share their idea casting their vote.

Students will then complete the Day 3 bo and naming one way they can be inform

INTERVENTION
Work with a small group to revisit the tr and False statements one at a time, rea each aloud together before students respond. Help students connect each statement back to a specific part of the lesson, such as the class vote example the responsibility discussion. Provide the sentence frame "Being an informed vote important because _____" to support written response.

Students answer the exit ticket in their lesson they will learn about how electio

DAY 5: DETERMINING A WINNER

I CAN STATEMENT
I can explain how the winner of an election is determined.

MATERIALS
Day 5 PPT
Unit Booklet
Optional hand-counting extension sheet

VOCABULARY
plurality

ACTIVITY
This lesson zooms in on two important parts of the election process students learned on Day 4: how votes are counted and how a winner is decided. Open with the "Quick Think" slide to get students thinking about careful counting, then walk them through how ballots are counted both by hand and by machine. Emphasize that accurate counting is what allows the whole community to trust the results of an election. As an optional extension during the counting discussion, give students the sheet with 100 yes/no votes arranged in a table and challenge them to count the total number of yes votes and no votes. When students compare answers, they will likely find that not everyone got the same result - and that is the whole point! Use this moment to explain that human counting can lead to mistakes, which is one of the reasons many communities moved to electronic voting machines. It is faster and helps reduce errors that can happen when people count by hand.

Close the teaching sequence with a brief discussion of how results are announced and why good citizens respect the outcome of a fair election. Students will then complete the Day 5 booklet activity.

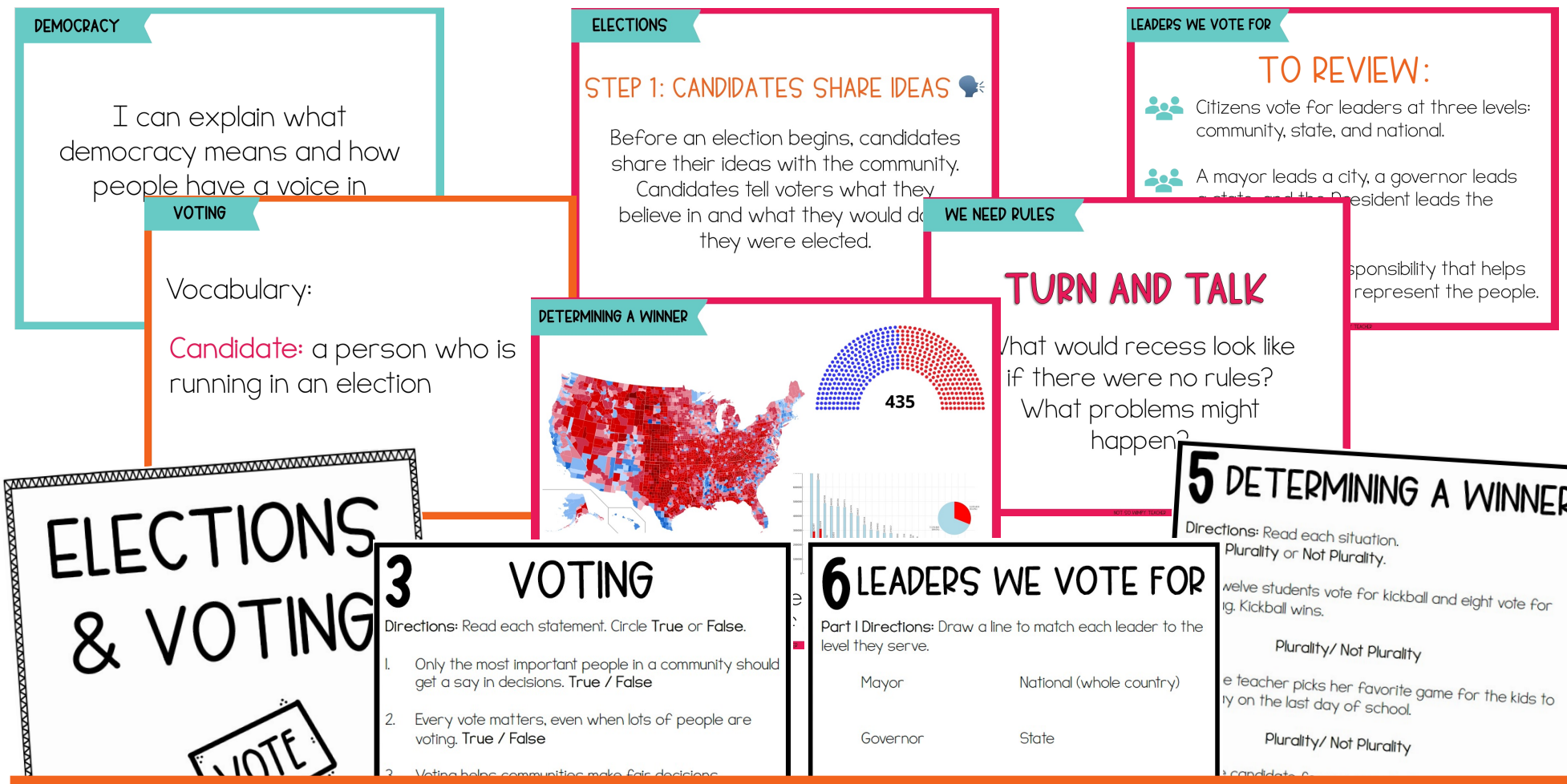
INTERVENTION
Use small numbered cards to act out a simple vote with students before completing the booklet. Count the votes together and physically show which side has more, pointing to the number that is greater. Having students say "plurality" aloud when the winner is identified helps reinforce the vocabulary before they apply it in writing.

ENRICHMENT
Challenge students to create their own scenario by writing a short voting situation with a specific number of voters and votes for each choice. Students should write which side wins and explain why using the term plurality. Encourage them to make their numbers tricky enough that it is not immediately obvious which side has the most votes.

WRAP UP
Students complete the exit ticket on a separate sheet of paper. Let students know that in the next lesson they will learn about the leaders that citizens vote for at the community, state, and national level.

NOT SO WIMPY TEACHER

# PowerPoint Lessons




**Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.**

# Mock Election

MOCK ELECTION

MAYA CHEN'S PLATFORM

If Maya is elected, she promises to add more recess time to the school day and start a school garden where students can grow and vegetables together. She say time to play and get

MOCK ELECTION

WHY VOTE FOR JAKE?



Reason 1:

Jake's Free Choice Friday would give students a chance to explore their own interests. When students get to choose what they do, they feel more excited and motivated about coming to school.

OFFICIAL POLLING PLACE

OFFICIAL SECRET BALLOT

**Directions:** Draw a checkmark in the box next to your choice. Fold your ballot before placing it in the ballot box.

☐ **Maya Chen:** Promises to add more recess time and start a school garden where students can grow fruits and vegetables together.

☐ **Jake Rivera:** Promises to start a Free Choice Friday activity period and a classroom pet program so every class can care for a small animal together.

Your vote is private.

8 MOCK ELECTION DAY 2

While you wait to vote, answer this prompt:
Today our class is holding an election. What does it feel like to be a voter?

7 MOCK ELECTION DAY 1

**Directions:** Listen carefully to information about both candidates. Record what you learn below.

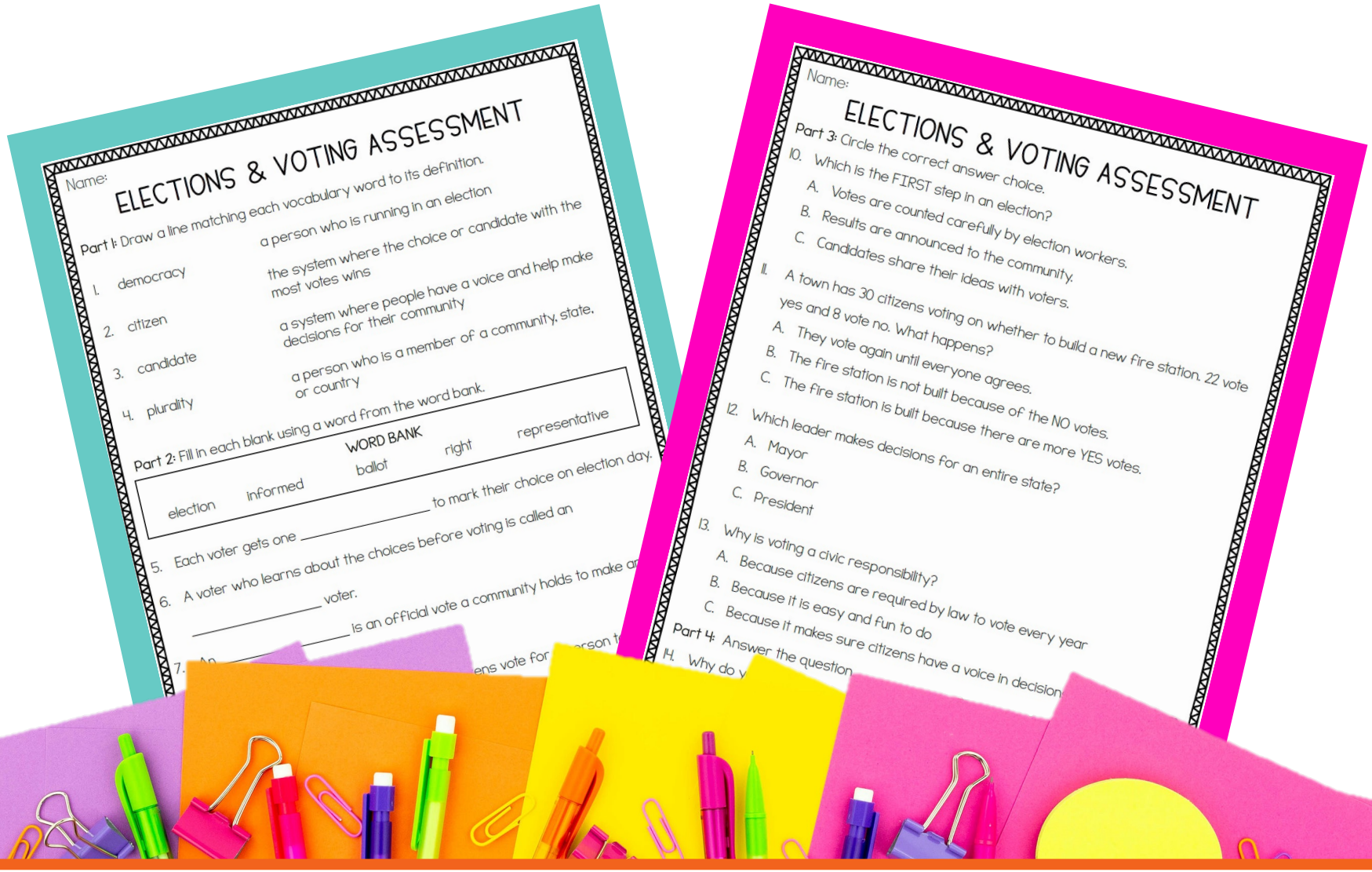
| | MAYA CHEN | JAKE RIVERA |
|---|---|---|
| One idea from this candidate | | |
| One reason to vote for this candidate | | |
| One question you have for this candidate | | |

Right now, I am leaning toward _____

because _____

**Students participate in a mock election where they will hear platforms of two fictional candidates, practice being an informed voter, cast a secret ballot, and see how voting works hands-on.**

# Assessment




**Each unit includes an assessment with answer keys to assess student understanding of communities.**