

KIDS VOTE, TOO™ CURRICULUM

Introduction

At Kids Vote, Too™ we believe that every student should understand the history behind our rights and responsibilities to take part in that process as well as the consequences of decisions they make as voters.

Our goal is to create a lifelong interest and habit in the electoral process. As you will note the curriculum is broken down by grade level and models Florida's Next Generation Sunshine State Standards (NGSSS). These standards were part of a successful process that brought the state of Florida from ranking 34th in the nation in academics to 13th. Activities and lesson plans such as these have worked successfully in Okaloosa County, Florida for the last six years and we know that they can work for you as well.

Program Overview

This program is currently the only civics type program addressing the importance of voting in our K-12 school curriculum. It is one that has evolved from former Supervisor of Elections Pat Hollarn's desire, as a former teacher, to include this student audience in the voter education program, in order to build and reinforce a lifelong interest in the individual's participation in our democratic Republic.

Without the continued intense participation of individual citizens, the concept of such representative government is eroded, and conscientious election administrators across the country recognize their obligation to stem this tide.

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PRIMARY EDUCATION: LEVEL K-2

STRAND: Civics and Government

NGSSS 2: Civic and Political Participation

Benchmarks:

SS.K.C.2.1 Demonstrate the characteristics of being a good citizen

SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.

SS.2.C.2.2 Define and apply the characteristics of responsible citizenship.

ACTIVITY 1

Concept: I'm a Good Citizen Word Search

Learning Objective: Students learn the key qualities of good citizenship.

Major Idea: Identify the characteristics of good citizenship within a word search with supporting definitions.

Timeframe: 30 minutes – 1 hour

Materials Needed: word search activity (found within curriculum), writing utensils

Teaching Tactics: Introduce each term to students in a discussion setting, citing examples and explanations. Use the word puzzle as a supplemental activity to reinforce the material and test comprehension.

Evaluation/Assessment: Evaluate the accuracy of search and definitions

Name _____ Date _____

I'M A GOOD CITIZEN

C	O	U	R	A	G	E	H	O	C
F	H	E	E	U	N	R	O	E	O
C	G	O	G	L	R	C	N	S	M
O	O	R	N	N	P	P	E	A	P
H	P	R	Y	I	U	O	S	N	A
K	J	B	E	V	I	L	T	G	S
O	H	E	T	A	C	T	Y	L	S
R	E	S	P	E	C	T	Y	U	I
O	S	P	L	C	E	E	T	O	O
P	Y	Y	N	F	U	E	N	Y	N

Honesty

Compassion

Courage

Respect

Kids Vote, Too™ Word Search Activity

ACTIVITY 2

Concept: I Can Count and Compare Votes Activity

Supports Math NGSSS:

MA.K.A.1.1 Solve problems including those involving sets by counting , by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.

MA.1.A.1.1 Model addition and subtraction situations using the concepts of “part-whole,” “adding to,” “taking away from,” “comparing,” and “missing addend.”

Learning Objective: Students count and compare numbers in the context of a voting activity. Student understands what voting means by participating in a simulated voting experience. Students create a table diagram by voting on a teacher determined survey question. Students solve problems using the values in the diagram.

Timeframe: 30 minutes to 1 hour

Materials needed: Large three column table diagram on board, names of students on small cards backed with tape or magnet to place in proper category of table,

Teaching Strategies: Discuss the voting process. Pose a voting situation through the use of a table diagram such as, “Would you rather have an apple, a banana, or an orange for snack?” Help the students place their name in the preferred category of the table. Stacking names from the bottom up forms a bar graph.

Follow up with questions such as:

- Which category has more?
- Let’s count how many voted for an apple, a banana, an orange.
- How many voted for an apple or a banana? Let’s add them.
- How many more voted for an orange than a banana?

Evaluation/Assessment: Teachers can formatively assess student understanding through observation. Teacher may assign a journal assignment based upon this activity to further assess learning.

ACTIVITY 3

Concept: What Does it Mean to Vote?

Learning Objective: Students learn what it means to vote.

Major Idea: Identify the steps taken when voting. Understand how and why voting is needed.

Timeframe: 30 minutes – 1 hour

Materials Needed: chalkboard/dry erase board, writing utensils, objects to vote on **Teaching Tactics:**

Introduce the term voting to students in a group setting. Write the word VOTE on the board and ask students if they know what it means. Define the word for them and use various objects to have the class vote on. For example, have two different kinds of candy in separate jars. Ask the students to vote for the kind of candy they want by either forming a line in front of the jar or by raising their hands.

Tally the votes and write the results on the board. Inform students that they have just voted.

Evaluation/Assessment: Teachers can assess student understanding through observation and their participation.

ACTIVITY 4

Concept: What Does the President do?

Learning Objective: Students learn what the President of the United States does. Use critical thinking skills to understand what should be done and not done as President.

Major Idea: Identify the characteristics of the President and what the President is responsible for.

Timeframe: 30 minutes – 1 hour

Materials Needed: White House Mouse and Woodrow for President by Peter W. Barnes and Cheryl Shaw Barnes. Books can be found in school library. Work with Media Center Specialist to assure books are available for use.

Teaching Tactics: Conduct a reading time in the classroom. Introduce the book to students and let them know that as a class they will be learning about the President. Ask them if anyone in the class knows who the President is and what he does? Read the either or both book titles to the students. After introducing the principles and discussing the President's role, engage the students by asking what they would do if the were President of the United States. Have them illustrate themselves as President on drawing paper.

Evaluation/Assessment: Evaluate the activity based student participation, interaction and conceptual drawing.

PRIMARY EDUCATION: LEVEL 3-5

STRAND: Civics and Government

NGSSS 2: Civic and Political Participation

Benchmarks:

SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems

SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.

SS.5.C.2.2 Compare forms of political participation in the colonial period to today.

SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation's early history to today.

SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy

SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

ACTIVITY 1

Concept: What Are My Rights?

Learning Objective: Students will learn what their rights and responsibilities are as US Citizens.

Major Idea: What happens when people follow guidelines? What happens when they don't? What happens to society when people don't act as good citizens? How can young people demonstrate civic responsibility?

Timeframe: 2-3 days

Materials Needed: Supporting Amendment materials

Teaching Tactics : Use current events to illustrate examples of people not following established guidelines. Students then research consequences of not following guidelines.

Evaluation/Assessment: Assessment can be based on participation.

ACTIVITY 2

Concept: I Can Collect, Display and Analyze Voting Information.

Support Math NGSSS:

MA.3.S.7.1 Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data through observations, surveys, and experiments.

MA.4.A.2.4 Compare and order decimals, and estimate fraction and decimal amounts in real-world problems.

MA.5.S.7.2 Construct and analyze line graphs and double bar graphs.

Learning Objective: Students gather and display data in graphical form. Using the graphs they will analyze the results. Student understands what voting means by participating in a simulated voting experience. Students create graphs using class generated data. Students solve problems and analyze the data based on the graphs generated.

Timeframe: 30 minutes to 1 hour

Materials needed: Large three column table diagram on board, pink and blue index cards or post-it notes, paper for each student to create graphs on.

Teaching Strategies: Discuss the voting process. Allow each student to vote for their choice of President by writing the candidate's name on a post-it note or index card(girls use pink/boys use blue). Organize the results on a table to form a double bar graph with the cards. You will end up with a blue and a pink bar for each candidate. Stacking names from the bottom up forms a bar graph. Class results can be analyzed then compared to results from the school's and district's vote once KVT results are in. Follow up with questions such as:

- Estimate which fraction/decimal of the class voted for each candidate
- List the candidates in order from least to most votes received. If you match the fractions/decimals to this list, are the fractions/decimals in order from least to greatest?
- Based on our results, which candidate do you expect to win?
- Fifth grade: Is this data continuous or discrete?

Evaluation/Assessment: Teachers can formatively assess student understanding through observation. Teacher may assign a journal assignment based upon this activity to further assess

ACTIVITY 3

Concept: Service-Learning Project

Learning Objective: Students will learn what it means to responsible citizens through the integration of classroom instruction and community service activities.

Major Idea: Students participate in a service-learning project that helps to introduce the importance of helping others.

Timeframe: 3-5 days

Materials Needed: Supporting materials needed based on determined project

Teaching Tactics: Use current events to illustrate examples of issues going on the world such as starvation, Kids with Cancer and homelessness. Talk with students about some community issues that they are aware of. Introduce a community project such as a food drive, donation collection to benefit the American Cancer Society or a toy drive for children in shelters. Organize the project with the students and involve parents.

Evaluation/Assessment: Have students keep a journal and write in it daily. Have a "Question of the Day" for students to respond to in their journal.

ACTIVITY 4

Concept: Good Citizenship Display

Learning Objective: Students learn the characteristics that make up good citizens.

Major Idea: Discuss what citizenship is and why it is important to all be good citizens.

Timeframe: 30 minutes - 1 hour

Materials Needed: Craft supplies

Teaching Tactics: Engage in a class discussion with students about citizenship.

Define what the term itself means. Ask students what makes a person a good citizen. Have the students write their ideas on the chalkboard. Determine which of the terms written on the board accurately describe good citizens. Allow students to use their creativity and illustrate citizenship. Using the provided art supplies (colored paper, markers, crayons, cut-outs, magazine clips etc.) have students create a display of good citizenship.

Evaluation/Assessment: Students can be assessed based final displays and discussion participation.

INTERMEDIATE EDUCATION: LEVEL 6-8

STRAND: Civics and Government

NGSSS 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

Benchmarks:

SS.6.C.2.1 Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen.

SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.

SS.8.C.1.1 Identify the constitutional provisions for establishing citizenship.

SS.8.C.1.2 Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

SS.8.C.1.3 Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

SS.8.C.1.4 Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

SS.8.C.1.5 Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

ACTIVITY 1

Concept: History Makers: U.S. Voting Rights

Learning Objective: Students learn about instrumental figures that contributed to the right to vote that currently exist.

Major Idea: Understand how voting rights have evolved in the United States.

Timeframe: 1-2 days

Materials Needed: List of historical figures

Teaching Tactics: Provide students with a list of key individuals and allow them to select one to study. Allow students to conduct research on each individual and their contributions to voting rights. Have students present to the class their findings.

Evaluation/Assessment: Evaluate students on key findings.

ACTIVITY 2

Concept: I Can Collect, Display and Analyze Voting Information.

Supports Math NGSSS:

Review: MA.5.S.7.2 Construct and analyze line graphs and double bar graphs.

MA.5.S.7.2 Differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.

MA.6.S.6.1 Determine the measures of central tendency (mean, median, and mode) and variability (range) for a given set of data.

MA.6.S.6.2 Select and analyze the measures of central tendency or variability to represent, describe, analyze, and/or summarize a data set for the purposes of answering questions appropriately.

MA.7.S.6.1 Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.

MA.7.S.6.2 Construct and analyze histograms, stem-and-leaf plots, and circle graphs.

Learning Objective: Students use data from Dave Leip's Atlas of U.S. Presidential Elections Website. <http://uselectionatlas.org/RESULTS/> to create graphs, compare and analyze data to include finding mean, median, mode, and range. Seventh and Eighth graders should make data displays to include box and whisker plots. Teacher should adjust lesson to meet grade level standards.

Timeframe: 30 minutes to 1 hour

Materials needed: Access to computers/internet or printed data from Dave Leip's Website.

Teaching Strategies: Students can be placed into groups, given a specific type of data to look-up on the given website. If computer access is an issue, teachers can print data sets ahead of time for class use. (ex: percent of Republican vs Democratic votes by county). Students should be tasked to make appropriate data displays and to analyze the data and based on historic data make a prediction as to the Florida vote for this election. Students can then discuss our current candidates and their opinions on who will win the Florida vote. The possibilities are many. Students can compare various state data as well as county data within Florida. Data can be compared for various elections

Evaluation/Assessment: Groups can present their findings and teacher can lead the class in a discussion of each group's analysis of the data.

ACTIVITY 3

Concept: Hear My Voice!

Learning Objective: Students learn that as citizens they have a voice that can be heard by local representatives.

Major Idea: Understanding government structure and citizen involvement

Timeframe: 2-3 days

Materials Needed: Paper and writing utensils

Teaching Tactics: Discuss with students the principles of government that empower them with a voice. Have student's research names and contact information of their local representatives. Discuss with students issues that are important to them and have them write to their local representatives about there issues and concerns

Evaluation/Assessment: Have students present their letters to the class. Review the letters as a form of assessment.

ACTIVITY 4

Concept: Contemporary Issues and Democratic Rights

Learning Objective: Students will learn how to apply current event issues to the rights given in our democratic society.

Major Idea: Discuss the Bill of Rights.

Timeframe: 1-2 hours

Materials Needed: Local or national newspaper, Internet access to news site, or a video recording of television or radio news broadcast.

Teaching Tactics: Introduce the Bill of Rights to students by writing them on the blackboard, using an overhead projector or passing out a handout. Allow time to discuss each amendment and what it means. After a thorough discussion, put students into small groups and distribute current event materials. Have each group prepare presentations of the current event applying amendments from the Bill of Rights.

Evaluation/Assessment: Assess students based on group participation and presentations.

ACTIVITY 5

Concept: Understanding the Election Process from the Primaries to the Nominating Conventions.

Learning Objective: Students review the events leading up to the nominating convention for one of the political parties identifying major events that led to the nomination of the candidate of one of the political parties.

Major Idea: Discussing the election process

Timeframe: 2-3 weeks

Materials Needed: Internet, or past issues of newspapers and/or news magazines

Teaching Tactics: Create a comic strip to provide social or political commentary on this year's presidential election identifying major events that led to the nomination of the candidate of one of the political parties.

Evaluation/Assessment: Assess students comic strip submission and overall project participation.

ACTIVITY 6

Concept: Understanding persuasive political editorials.

Learning Objective: Students will understand the power of persuasive editorials.

Major Idea: Identifying candidate platforms and media communication

Timeframe: 1-2 days

Materials Needed: Internet and/or platform information for each candidate.

Teaching Tactics: Students are to identify at least three major issues of one of the candidates running for president. Instruct students to write two letters to the editor of their local paper. The first letter should represent the perspective of a Republican voter and the second should represent a Democratic voter's point of view

Evaluation/Assessment: Assess students comic strip submission and overall project participation.

HIGH SCHOOL EDUCATION: LEVEL 9-12

STRAND: Civics and Government

NGSSS 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

Benchmarks:

- SS.912.C.1.1** Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
- SS.912.C.1.2** Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- SS.912.C.1.3** Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.4** Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
- SS.912.C.1.5** Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
- NGSSS 2:** Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.
- SS.912.C.2.1** Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
- SS.912.C.2.2** Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3** Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.4** Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.5** Conduct a service project to further the public good.
- SS.912.C.2.6** Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.7** Explain why rights have limits and are not absolute.
- SS.912.C.2.8** Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.9** Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.2.10** Monitor current public issues in Florida.
- SS.912.C.2.11** Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.2.12** Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13** Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.14** Evaluate the processes and results of an election at the state or federal level.
- SS.912.C.2.15** Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.2.16** Analyze trends in voter turnout.

ACTIVITY 1

Concept: Candidate platform exploration and evaluation through print and broadcast media.

Learning Objective: Students analyze current ads and learn to look beyond the ad to understand its intended purposes.

Major Idea: Students become familiar with different types of political ads

Timeframe: 1-2 days

Materials Needed: Variety of print and broadcast campaign ads

Teaching Tactics: Put students in groups and have them critique ads. Have them to identify how the ad communicates the candidate's platform and positions.

Evaluation/Assessment: Each group can present to the class the ads and identify the key messages of the ads.

ACTIVITY 2

Concept: I can collect, display, and analyze voting information.

Supports Math NGSSS:

MA.912.S.3.1 Collect, organize, and analyze data sets, determine the best format for the data and present visual summaries from the following: bar graphs, line graphs, stem and leaf plots, circle graphs, histograms, box and whisker plots, scatter plots, cumulative frequency (ogive) graphs

MA.912.S.3.1 Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data.

MA.912.S.3.1 Read and Interpret data presented in various formats. Determine whether data is presented in appropriate format, and identify possible corrections. Formats include: bar graphs, line graphs, stem and leaf plots, circle graphs, histograms, box and whisker plots, scatter plots, cumulative frequency (ogive) graphs

Learning Objective: Students use data from Dave Leip's Atlas of U.S. Presidential Elections Website. <http://uselectionatlas.org/RESULTS/> to create graphs, compare and analyze data to include finding mean, median, mode, range, and quartiles. Teacher should adjust lesson to meet level of students.

Timeframe: 30 minutes to 1 hour

Materials needed: Access to computers/internet or printed data from Dave Leip's Website.

Teaching Strategies: Students can be placed into groups, given a specific type of data to look-up on the given website (ex: compare electoral votes to popular votes for a particular election for a selected state or compare voter turnout to registered voters). If computer access is an issue, teachers can print data sets ahead of time for class use. Students should be tasked to make appropriate data displays and to analyze the data, and based on historic data make a prediction as to the Florida vote for this election. Students can then discuss our current candidates and give their opinions on who will win the Florida vote. The possibilities are many. Students can compare various state data as well as county data within Florida. Data can be compared for various elections.

Evaluation/Assessment: Groups can present their findings and teacher can lead the class in a discussion of each group's analysis of the data.

ACTIVITY 3

Concept: Understanding the Election Process

Learning Objective: Students will gain insight and understanding of how the election process works. They will identify by name the two major political parties in the United States, identify the political philosophies of the two political parties, and identify the propaganda techniques used by both of the parties in campaigning.

Major Idea: Students will go through the process of electing a president

Timeframe: 2-3 weeks

Materials Needed: Supplies for creating campaign information

Teaching Tactics: Divide students into two large groups. Each group's activities should include choosing a candidate, setting up a campaign committee, creating a name for a fictitious political party, creating campaign advertisements and evaluating candidates' speeches. Students can participate in a mock press conference. The activity culminates with a class election.

Evaluation/Assessment: Assess students based on their participation and interaction within each individual political party. A point system can be used per activity. A test/quiz can also be developed to assure key learning objectives are met.

ACTIVITY 4

Concept: America the Beautiful

Learning Objective: Students learn the characteristics that shape America. They will also understand the different ideas held by others given the diversity of the U.S. population as well as the different political, social and cultural views.

Major Idea: Students describe America through their own eyes and experiences.

Timeframe: 1-2 hours

Materials Needed: Word processor or pen and paper

Teaching Tactics: Ask students to brainstorm key words that come to mind when they think of the United States. Have them list the positive words as well as the negative words. Ask students to then think of an image of America from the perspective of other countries. Discuss some of the reasons for these perceptions.

Following the discussion, direct students to write an essay titled "America the Beautiful". The essay should describe their thoughts and perceptions of America and should also be supported by credible references supporting or opposing.

Evaluation/Assessment: Evaluate students based on class discussion engagement and essay content.

ACTIVITY 5

Concept: Analyzing Political Propaganda in the Election Process

Learning Objective: Students will utilize various types of propaganda to create a political poster.

Major Idea: Students describe political propaganda through their own eyes and experiences.

Timeframe: 1 week

Materials Needed: Poster board, markers and background information on candidate's platform.

Teaching Tactics: Students are to choose a political candidate and create a propaganda poster to persuade people to vote for that candidate. Label the propaganda tools used in the poster (slogan, humor, endorsement, emotional language or images, etc). Write a brief statement explaining the purpose and intent of the poster.

Evaluation/Assessment: Evaluate students based on poster submission and presentation.

ACTIVITY 6

Concept: Political Speeches

Learning Objective: Expository Writing

Major Idea: Students describe political propaganda through their own eyes and experiences.

Timeframe: 1-2 days

Materials Needed: Word processor

Teaching Tactics: Inform students that they are one of the speechwriters for one of the presidential candidates. Students are to choose the candidate they wish to represent and write a five paragraph essay on the following topic: "If elected President of the United States, the three most important issues facing our country that I would place at the top of my agenda would be because...."

Evaluation/Assessment: Evaluate student's writing submission and presentation.