



Teacher/ Lesson Author/School: Rebecca Valbuena, Securing the Right to Vote in America
Editor: Caroline Raymond
Content Area: Civics, Voting
Grade: 5th

Standards:

C3: College, Career, & Civic Life

C3 STANDARDS	Check
(Please indicate where standards are being utilized in this learning experience.)	
Civic & Political Institutions	X
Participation & Deliberation	X
Process, Rules, and Laws	X

6 Essential Civic Learning Practices:

(Please indicate which of these are being utilized in this learning experience.)

Provide instruction in government, history, law, and democracy.	X	Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.	
Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.	X	Encourage student participation in school governance.	
Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.		Encourage students' participation in simulations of democratic processes and procedures.	X



Objective:

Assessments:

Participate in class discussion
Participate in the voting and reflection process.
Debrief with other students and the class.

Materials:

“A History of Voting Rights” -<https://www.youtube.com/watch?v=U4XtZ-tIzIA>
Pencil/ Pen
Paper
Index Cards- red, blue, green, white

Differentiation:

All of the books selected for voting will be books that all the students are familiar with, not just the higher level students. This will ensure that all students are aware of the material they will be voting on. For students with Emotional Disturbances, be sure to explain the way that the voting with work in class prior to the lesson. This will help alleviate some of the possible emotions that could be triggered by being excluded as part of the example/ activity.

INSTRUCTIONAL PLAN
<p>Introduction/Hook: Teacher will introduce the topic of voting in this country by playing the video, "A History of Voting Rights- New York Times." The teacher will then summarize the key points from the video and about voting in general. It will be explained that the students will be participating in voting in today's lesson.</p>
<p>Core Lesson:</p> <ul style="list-style-type: none">• The teacher will begin with four different colors of index cards (red, blue, green, white). Mix them up so they are not arranged by color.• Give one of the colored cards to each student and explain to the students that they will be voting on a



favorite book they have read.

- Have students offer suggestions of books to be included in the voting.
- Record suggestions on chart paper and explain to the students that there is a rule for voting. Only students with red and blue cards are allowed to vote.
- Explain to them that you don't think that the students with white and green cards know enough information about the suggested books to be able to vote effectively. Allow students with red or blue cards to vote.
- Record results of the voting and circle the book with the most votes.
- Allow students time to discuss their reaction to the voting that occurred.
- Focus on whether they thought it was fair and they feel should be done about it.
- Have students with the white and green cards get together as a group and discuss their claims to the right to vote.
- Have the students with the red and blue cards get together and discuss their feelings in being the only ones to vote.
- Have students listen to each other's thoughts and give feedback. Have students offer suggestions of how to make the voting more fair.
- After the activity has concluded, students will be given twenty minutes to research the history of voting in pairs on computers, or other devices. .

Closure:

The class will regroup and share their findings and their feelings and thoughts relating to what they found.



Educator Reflections:

(Please reflect on and answer the following)

How did this lesson go?	
What were some of the challenges?	
What issues came up that you were not anticipating?	
How did your lesson meet your original learning goals?	
If you could change one thing about your lesson, what would it be?	