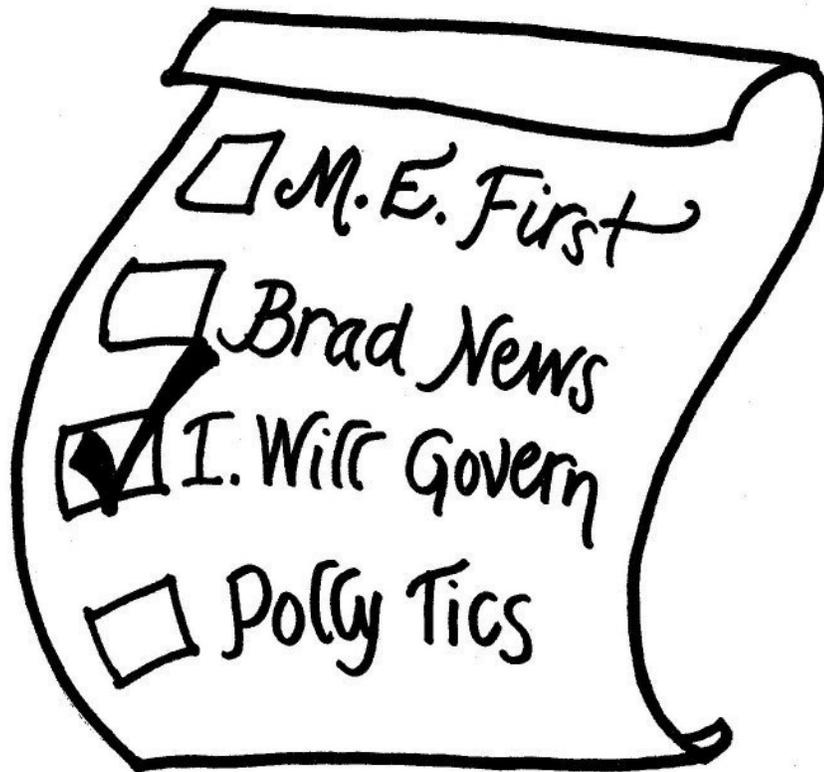


Get Out the Vote!



Lesson Plans for Grades 4 & 5

Prepared by:
Michelle Smith
Penny Alloway

September 1998

Dear Fellow Colleague,

We hope this mini-unit on elections finds YOU enjoying your school year. When we designed these lessons, we tried to create generic activities and assessments that could be easily adapted to any classroom situation. We hope you find this to be so.

This unit is designed for a five-day period, and can be used in part or whole. It requires you to request some materials from your local voting office. The number for the Department of Elections offices in each county are listed below. Please call and utilize their services. Ours was very helpful, and sent us a large amount of interesting forms, maps, and directions.

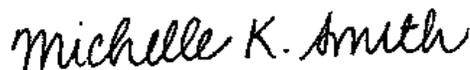
Throughout this unit, you will find that we emphasized writing as an assessment tool. Through this, you can cross disciplines, and use writing and language skills assessments in addition to the Social Studies Civics Standards that this unit addresses.

Please enjoy these lessons, and have a great year.

Penny Alloway



Michelle K. Smith



Delaware Commissioner of Elections' Office
111 S. West St, Suite 10, Dover, DE 19904
302-739-4277

The Department of Elections for New Castle County
820 N. French Street Wilmington, DE 19801
302-577-3464

The Department of Elections for Kent County
455 Court Street Dover, DE 19901
302-739-4498

The Department of Elections for Sussex County
119 N. Race Street Georgetown, DE 19947
302-856-5367

Vocabulary Words

1. common welfare
2. republican
3. prosperity
4. interests
5. representatives
6. civic virtue
7. elect
8. unjust
9. electorates
10. tally
11. amendment
12. vote
13. ballot
14. poll
15. registration
16. virtue
17. discrimination
18. Candidate

Vocabulary Words

1. common welfare- the good of the community as a whole
2. republican- a government in which the power is held by the people who elect representatives to run the government
3. prosperity- to be successful and live well
4. interests- those things which are to ones advantage or benefits
5. representatives- people elected to act for others
6. civic virtue- putting the common welfare above individual interests
7. elect- to choose or select by vote
8. unjust- not fair
9. tally- a way of counting something
10. amendment- a change or addition to a document
11. vote- an expression of one's choice by voice or secret ballot
12. ballot- a form used to cast a vote
13. poll- a recording of votes in an election
14. registration- an act of recording names or things
15. virtue- goodness, morality
16. discrimination- unfair treatment of people because of their race, religion, or sex
17. candidate- a person who is qualified or nominated for office

Vocabulary Assignment

Name _____

Directions: Match the words in column A to the definition in column B. Write the number next to the definition. The first one has been done for you.

Column A

1. interests
2. representatives
3. amendment
4. common welfare
5. republican
6. candidate
7. tally
8. civic virtue
9. elect
10. unjust
11. discrimination
12. vote
13. poll
14. registration
15. virtue
16. ballot
17. prosperity

Column B

- the good of the community as a whole
- a government in which the power is held by the people who elect representatives to run the government
- to be successful and live well
1. those things which are to ones advantage or benefits people elected to act for others
- putting the common welfare above individual interests
- to choose or select by vote
- a person who is qualified or nominated for office
- a way of counting something
- not fair
- an expression of one's choice by voice or secret ballot
- a form used to cast a vote
- a recording of votes in an election
- an act of recording names or things
- goodness, morality
- unfair treatment of people because of their race, religion, or sex
- a change or addition to a document

Our Republican-Government

Objective: This lesson will allow students to develop ideas about what a republican government is, how it is structured, and how it functions. Students will complete a writing activity.

Time Frame: This activity should take a 50 to 60 minute period.

Standards: Civics Standard 1: Benchmark A
History Standard 4; Benchmark A

Materials: What is a Republican Government? Handout (or, you may use Lesson #3 from the WE THE PEOPLE series if you have it.)
Graphic Organizer for reading

Procedures: Begin by dividing the children in to small groups of 3 to 5 students. Give them the following question to discuss in their group. Each group should come up with a consensus answer, and be prepared to discuss it with the rest of the class. (Cooperative grouping would work well here.)

QUESTION: Describe a situation in which you think you should try to help others instead of just doing what you want for yourself.

After the class discussion, continue with this idea by having the groups answer the following question.

QUESTION: Sometimes people disagree about what is the best thing for everyone. Describe a situation where this might happen. How do you think such disagreements should be settled?

Discuss this answer in class.

Use the handout to read in the classroom and conduct the lesson. You could use the questions at the end to help the children review the material. Additionally, you can use the graphic organizer provided to assist in the reading.

Evaluation: Have the children write a reflection paragraph about, the following question: When should you put the needs of others, above your own interests? Ask the children to use specific details - establish parameters for acceptable products according to the needs of your students.

LESSON 3

What is a republican government?

Purpose of Lesson

This lesson will help you understand why the Founders thought a republican form of government was best. You will also learn about civic virtue a "the' common welfare.

The Founders studied history

The Founders studied the history of governments. They were very interested in what they read about the government of the Roman Republic. It was located in what is now the country of Italy. The Roman Republic existed more than 2,000 years before our nation began.

The Founders liked what they read about the Roman Republic. They learned some important ideas from their study of the government of ancient Rome. They used some of these ideas when they created our government.

What is a republican government?

The government of Rome was called a republican government. The

Founders read that republican government was one in which:

The **power** of government is held by the people.

The **people** give power to leaders they **elect** to **represent** them and serve their **interests**.

The **representatives** are responsible for helping all the people in the country, not just a few people.



interests

those things which are to a person's benefit

representatives

people elected to act for others



Why would elections be an important part of a republican government?

What are the advantages of republican government?

The Founders thought a republican government was the best kind of government they could choose for themselves. They believed that the advantages of republican government were:

- **Fairness.** They believed that laws made by the representatives they elected would be fair. If their representatives did not make fair laws, they could elect others who would.
- **Common welfare.** The laws would help everyone instead of one person or a few favored people.
- **Freedom and prosperity.** People would have greater freedom and be able to live well.



- i. Explain a situation in which you think you should do something for yourself instead of trying to help others.
- ii. Sometimes people disagree about what is the best thing for everyone. Describe a situation where this might happen. How do you think such disagreements should be settled?

Describe some things your government does to help everyone in the country. What other things could your government do? Why?

When should you put the needs of others above your own?

What is civic virtue?

When you work to help others and promote the common welfare, you are showing **civic virtue**. The Founders thought civic virtue was important for a republican government. People with civic virtue are interested in having the government help all the people.

The Founders thought it was necessary to teach children the importance of helping others. Young people learned about civic virtue in their homes, schools, and churches. Adults also heard about civic virtue from their religious and political leaders.



How did the colonists team about civic virtue?

The Founders thought a republican government would work in our country. They believed most of the people had civic virtue. They thought the people would select leaders who would work for the common welfare.

Reviewing and using the lesson

1. What is republican government?
2. Define "common welfare." Give examples of how your school helps the common welfare.
3. Define "civic virtue." Give examples, of people with civic virtue in your school and community.
4. Where was civic virtue taught in early America?
5. Describe a situation, in which, your interests might conflict with the common welfare.
6. Explain these terms: republican government, representative, interests, common welfare, civic virtue.

Reading Study Guide

Name _____

What is a Republican Government?

The founders studied the history of _____. They liked what they read about the _____ Republic. The founders learned many important ideas from the government of ancient Rome. They used some of these _____ to create our _____.

A republican government has three basic principles.

- _____

 - _____

 - _____

-

Three advantages of the republican government are _____,
_____, and _____. All laws made by the Representative would
be fair and would benefit _____ people. Finally, everyone would have greater
freedom and be able to live well.

Reading Study Guide

Name KEY

What is a Republican Government?

The founders studied the history of goverments. They liked what they read about the Roman Republic. The founders learned many important ideas from the government of ancient Rome. They used some of these ideas to create our government.

A republican government has three basic principles.

- The POWER of gov't. is held by the people.
- The PEOPLE give power to leaders they ELECT to REPRESENT them & serve their INTERESTS.
- The REPRESENTATIVES are responsible for helping all the people in the country, not just a few.

Three advantages of the republican government are fairness, Common Welfare, and freedom & prosperity. All laws made by the representative would be fair and would benefit ALL people. Finally, everyone would have greater freedom and be able to live well.

Becoming Voter

Objective: This lesson will allow students to understand our Constitutional history of voting, to "register" to vote, and to understand the procedures to follow when placing their votes. It will allow children to apply the concepts learned to a creative writing activity.

Time Frame: This activity should take a 50 to 60 minute period.

Standards: Civics Standard 4: Benchmark B

Materials: Copy of the Voter's Application

Procedures: Look at a copy of the Constitution (Look in your text book, or obtain a copy from the library). Have the children begin by looking at the 15th Amendment--Black's Right to Vote (Make sure that the children understand that this only includes black males and not females.). Have the children discuss, and then move to the 19th Amendment -- Suffrage, and then to the 26th Amendment -- Voting Age Lowered to Eighteen. Discuss each amendment in the class, helping children to understand the importance of these amendments.

After the discussion, begin by talking about the importance of voting, and how it is a privilege; because our Constitution guarantees it. Pass out the voter Application. Begin at the top, discussing the requirements and the instructions provided. (You may wish to make an overhead copy of this sheet to assist in the instruction.) have the students fill out the registration sheet. (You could use this as a graded activity.) Then introduce the other materials that you requested and received from your voting office: Absentee Ballot, District Divisions Poster, Polling Places in your county, and using the new Voting Machines.

Evaluation: Have the children write about how life would be different if one of the amendments was not included in the Constitution. Allow them to pick which amendment they would like to use. Create your own parameters when deciding on the success of their product.

- You may register to vote if you are: a United States Citizen; a permanent resident of Delaware; at least 18 years old on the date of the next General Election; not adjudged to be mentally incompetent; or an ex-felon who meets the requirements as specified by law according to 15 Del C. Chapter 61. If you indicate that you are not a citizen or fail to answer that question, your application will be rejected.
- If you register to vote even though you know you are not eligible, you can be fined between \$50.00 - \$200.00 or imprisoned for 30 days to two years, or both.
- The office at which you submit this application will remain confidential except as provided by law.
- The information that you provide on this application, with the exception of your Social Security Number, is public information.
- The fact that you have declined to register will remain confidential except as provided by law.
- We ask you to provide a valid Delaware Driver's License number or Delaware ID Number. If you have neither, we ask you to provide a Social Security Number.
- If you are submitting this application by mail and it is the first time you have registered in Delaware, you must submit with this application, a copy of a current and valid photo identification or a copy of a current utility bill, bank statement, government check, paycheck or other government document that shows your name and address. If you do not provide required identification documentation, you must provide it the first time you vote in a federal election.
- Disclosure of your telephone number is voluntary.
- You should receive a polling place card once your application has been accepted. You will be notified by mail if your application is rejected. If you do not receive this card or other notification in three-four weeks, please contact the Department of Elections for your county.

STATE OF DELAWARE VOTER APPLICATION

PRINT WITH BALL POINT PEN OR TYPE

Are you a U. S. Citizen ? YES <input type="checkbox"/> NO <input type="checkbox"/> <i>If you check "No" to this question, do not complete this form.</i> <i>If you do not answer this question, the application will not be processed.</i>		Would you be interested in serving as a pollworker? YES <input type="checkbox"/> NO <input type="checkbox"/>	I DECLINE TO REGISTER TO VOTE <input type="checkbox"/>
Social Security Number	DE Driver's License or ID Number	Date of Birth Mon. Day Year	County
Last Name		First Name or Initial	Middle Name or Initial
Street Address/County Rd. Name		Apt. No./ Lot #	City
Development, Apartment, or MHP		Telephone Number	Zip
Mailing Address If Different Than Above:		Have you previously registered to vote? YES <input type="checkbox"/> NO <input type="checkbox"/> Previous Name: _____ Previous Address: _____	
Party Affiliation Democrat: _____ Republican: _____ No Party Affiliation: _____ Other (Specify): _____		I hereby swear or affirm that I am a citizen of the United States, I am a permanent resident of the State of Delaware at the address given above, that I am or will be 18 years of age on or before Election Day and all information given above that was provided by me is true and correct to the best of my knowledge. I hereby authorize the cancellation of any previous registration. Signature of Applicant X _____	
Remarks (For Office Use Only)			
Signature of Agency Representative/Registration Officer			School District
ED	RD	Application Date	Source
Control No.			
New Voter <input type="checkbox"/>	Transfer <input type="checkbox"/>	Other County <input type="checkbox"/>	Party Change <input type="checkbox"/>
		Name Change <input type="checkbox"/>	

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Civic Responsibility

Objective: This lesson helps children to understand that every U.S. citizen has civic responsibilities, and that these responsibilities help make our country better. Students will write about civic responsibility in a creative paragraph.

Time Frame: This activity should take a 50 to 60 minute period.

Standards: Civics Standard 2, Benchmark B
Civics Standard 4; Benchmarks A & B

Materials: Lesson #3 from the WE THE PEOPLE series - p. 24-25
Unit #5 from the WE THE PEOPLE series

Procedures: Begin by brainstorming what the students think are their responsibilities in the classroom, in regards to following the rules and in relationship to others. Explain that U.S. citizens also have responsibilities in regards to the Constitution and other citizens. Read p. 24-25 from Lesson #3. Use the following question as a whole, small group, or individual response. Lead the class into a final conclusion that everyone can agree upon.

QUESTION: Your school has collected several hundred cans of food to donate to a "Food Drive" for the needy. Explain this is a civic responsibility.

Children should have responded that helping others was important. Have the children list some more activities that could help them fulfill their civic and or school responsibilities in regards to helping others. (i.e. helping a new kid, picking up trash on the playground, donating used toys and clothing to charity, collecting used books for a homeless shelter, recycling, etc.)

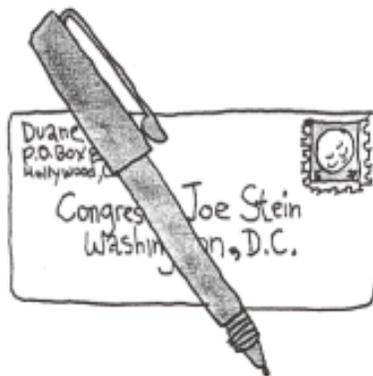
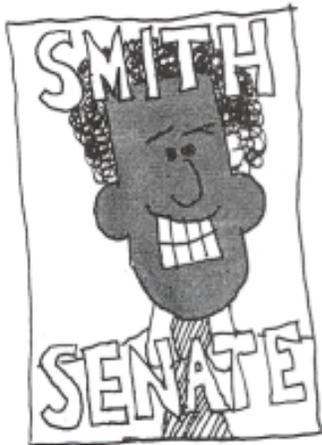
NOTE: You could use this activity to springboard a class project that could directly allow the children to practice civic responsibility. Contact your local churches and community organizations to find out needy programs.

Read lesson 21 with your students. Break the children into as many groups as you need to complete each of the five activities. Assign one activity to each group. If time, you may have the group complete all the bullets, or you may assign only one. The children will discuss their ideas, with each child in the group making notes for their personal writing assignment. Regroup, and discuss each of the group's outcomes and ideas.

Evaluation: Have the children individually respond in writing to the bullet(s) they discussed in their group. Collect, and assess according to your criteria.

Unit Five

What are the responsibilities of citizens?



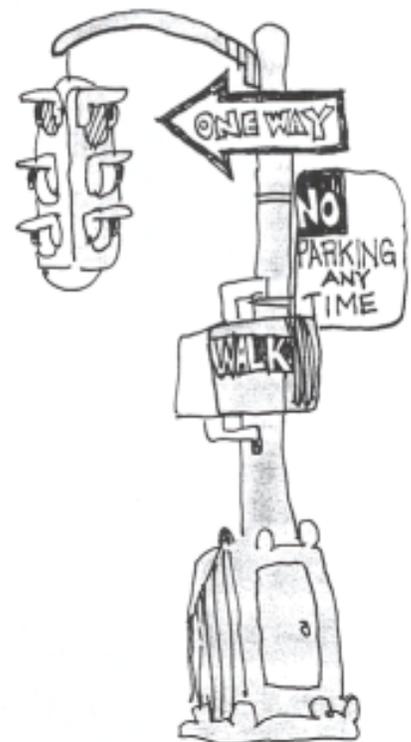
You have learned about the history of our government and its Constitution. You know that it is the responsibility of members of the government to protect our rights. They are also responsible for promoting the welfare of everyone in our country.

There is an important question we have not yet studied. What are our responsibilities as citizens?

In our country, it is as important for citizens to do their job as it is for the government to do its job. In fact, the government cannot be a good government if the citizens are not good citizens.

What is a good citizen? What are the things citizens should do? What should we not do? We know that we have rights; do we also have responsibilities?

This unit will not tell you the answers to these questions. You must answer them yourselves. This unit will help you to decide what you ought to do as a citizen of the United States.



LESSON 21

What responsibilities accompany our rights?

Purpose of Lesson

Suppose your government does everything it can to protect your rights. Is this enough? Will your rights be protected? Do we have any responsibility to protect not only our own rights, but each other's as well?

In this lesson you will discuss some important questions about the responsibilities of citizens. You must develop your own answers to these questions. We hope this lesson will help you develop good answers.

Is a good constitution enough?

The Framers planned our government carefully. They organized it so its powers were

limited. They separated the powers of our government among three different branches. They balanced the powers among these branches. They provided ways each branch could check or limit the powers of the other branches. Finally, they added a Bill of Rights. The Bill of Rights now protects our rights from unfair treatment by our national, state, and local governments.

Some of the Framers believed they had organized the government very well. They believed the way they planned the government was enough to make sure our rights and welfare would be protected.

Other Framers did not agree. They did agree that the way the government was organized was very important. However, they believed that the government would only work well if there were good people running it. They also believed it would only succeed if the citizens were good citizens.

Today, most people agree. A well-written constitution is not enough to protect our rights. We need to elect leaders who will make and enforce laws that protect our rights and promote our welfare.

However, even a good constitution and good leaders may not be enough. If we want to protect our rights and welfare, we, the people, have certain responsibilities to fulfill. Let's examine what some of these responsibilities might be.

What responsibilities go along with our rights?

Most of us agree we all should have certain basic rights. For example, we all want the right to speak freely. We want the right to believe as we wish. We also want to be able to own property and to travel wherever we want to go. Is it fair to say that if we want these rights, we must also take on some responsibilities? Let's examine this question.

Problem Solving Can you have rights without responsibilities?

In the last unit, you studied five of your basic rights. Let's examine what some of the responsibilities might be that go along with these rights. **Your class** should be divided into five groups. Each group should develop answers to the questions on one of the rights listed below. Then each group should report its findings to the class.

Group 1. Freedom of Expression:

Your government cannot unfairly limit your right to speak freely. What responsibilities might go along with this right?

Suppose you attend a meeting of students in your school. The group is supposed to suggest rules for the playground. You have the right to speak and give your suggestions. What responsibilities should you have in the way you speak and in what you say? List and explain these responsibilities.

What responsibilities should other students at the meeting have toward your right to speak? List and explain these responsibilities.

What responsibilities should you have toward the other students' right to speak? List and explain these responsibilities.

What might happen to the right to free speech if no one fulfilled the responsibilities you have discussed?

What responsibilities do you have to protect freedom of speech?

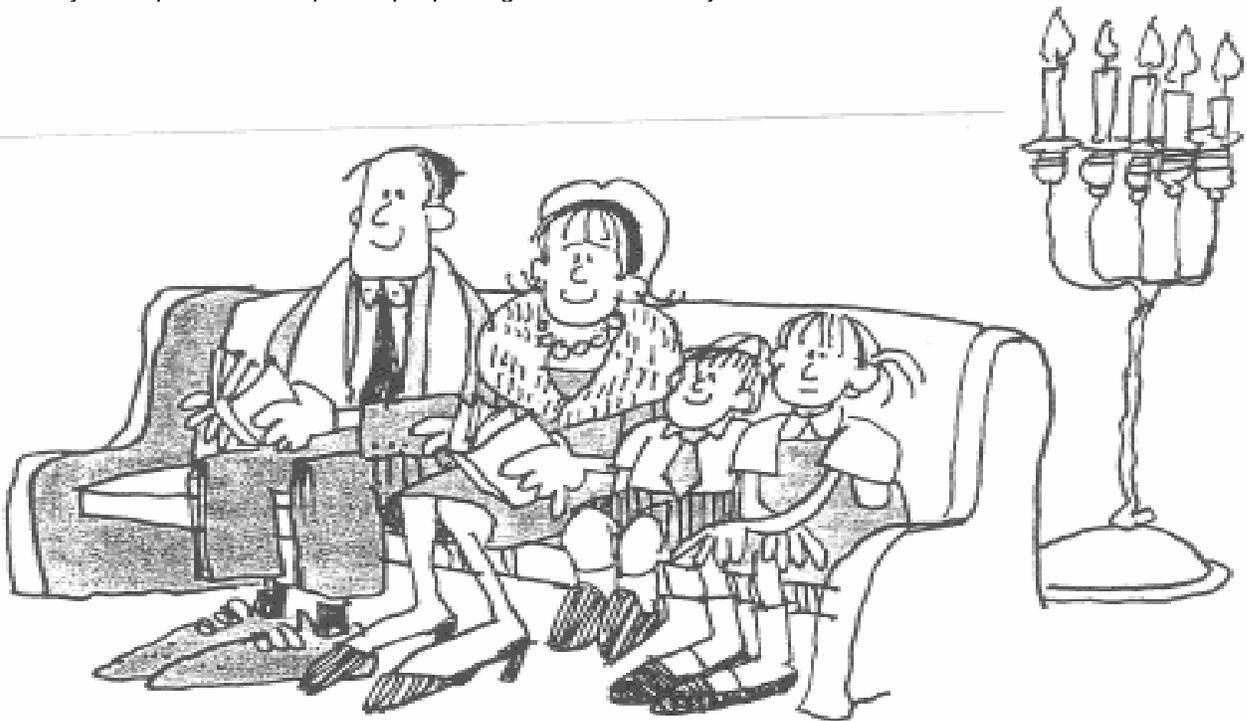


Group 2.

Your government can not interfere with your right to believe as you wish. It cannot unfairly limit your right to practice your religious beliefs. What responsibilities might go along with these rights?

- Suppose you believe in a particular religion. You, attend a church or temple in your community. List and explain what responsibilities you should have in the way you practice your religious beliefs.
- Suppose there are people in your community who believes in different religions or in no religion at all. List and explain what responsibilities they should have to protect your right to practice your religious beliefs.
- List and explain what responsibilities you should have to protect other people's right to practice their religious beliefs or not to have any religious beliefs.
- What might happen to the right of freedom of religion if no one fulfilled the responsibilities you have discussed?

What are your responsibilities to protect people's right to believe as they wish





What responsibilities do you have to treat everyone equally?

Group 3. The right to be treated equally.

Your government may not favor some people over others because of such things as their age, sex, race, or religion. What responsibilities might go along with this right?

- Suppose people in your community are planning a picnic for the public. List and explain what responsibilities they might have to be fair to you no matter what your age, sex, race, or religion may be.
- Suppose you were helping to plan the picnic. List and explain what responsibilities you think you should have to other people no matter what their age, sex, race, or religion might be.
- What might happen to the right to be treated equally if no one fulfilled the responsibilities you have discussed?



What responsibilities do you have to treat other people fairly?

Group 4.
**The right to be treated fairly
by your government.**

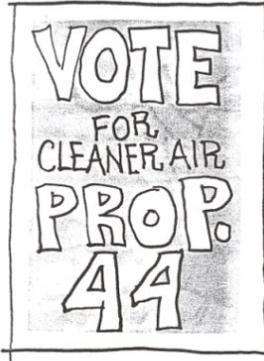
Your government must be fair to you when it is gathering information and making decisions. What responsibilities might go along with this right?

- Suppose someone has accused you of doing something wrong in your school or community. What responsibilities should that person have toward you? List and explain those responsibilities.

- Suppose you have accused others of doing something wrong in your school or community. What responsibilities should you have toward them? List and explain those responsibilities.
- What might happen to the right to be treated fairly if no one fulfilled the responsibilities you have discussed?

Group 5.**The right to vote and run for public office**

When you are eighteen, you will have the right to vote. You will also have the right to run for public office if you want to. What responsibilities might go along with this right?



What responsibilities go along with your right to vote?

- Suppose you are about to vote in an election. 1 You can vote for or against five proposed laws. You must choose between two people running for Congress. What responsibilities should you have? List and explain those responsibilities.
- Suppose some friends, neighbors, and others in your community do not agree with the way you are going to vote. List and explain what responsibilities they have toward your right to vote.
- Suppose you do not agree with the way some of your friends, neighbors, and others in your community are going to vote. List and explain what responsibilities you should have toward their right to vote.
- What might happen to the right to vote if no one fulfilled the responsibilities you have discussed?

Reviewing and using the lesson

1. Explain what you think are some of the most important responsibilities you have in order to protect your rights.
2. What responsibilities should you take to protect the rights of others? Why

Meet the Candidates

Objective:

This lesson will introduce students to two candidates. Students will choose to support one of the candidates and justify their decision in writing.

Time Frame:

This activity should take a 50 to 60 minute period.

Standards:

Civics Standard 4; Benchmark A

Materials:

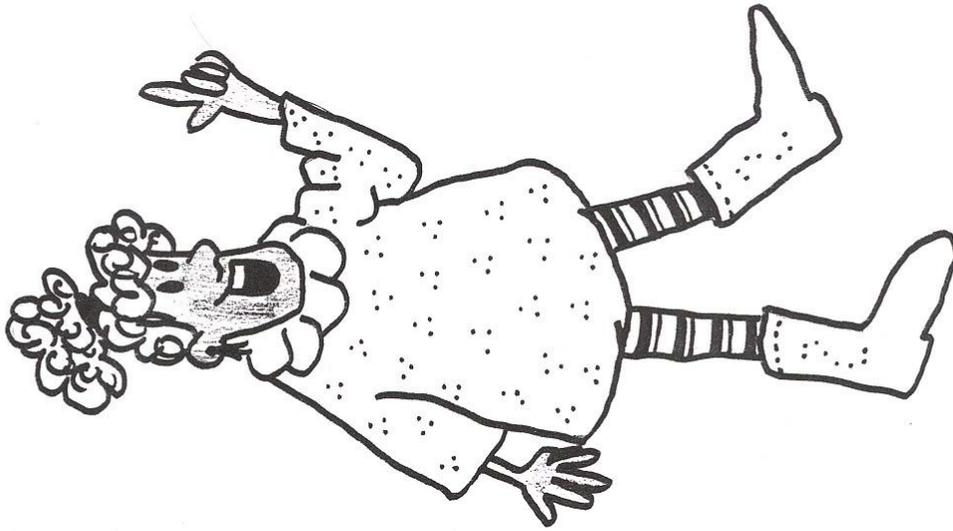
Each student will need one Candidate Information Sheet (Please note that this is run front to back, saving paper).

Procedures: Begin with a discussion about what makes a good candidate, or what type of person would the student's vote for? Record their ideas on the overhead, board, paper, etc. Pass out the Candidate Information Sheet, with the candidates' pictures facing up. Don't allow the children to read the information on the back yet.

Have them study the pictures, and then make a decision based on what they see. Use a show of hands for this. Write the "winner" on the board. Then have the children flip the paper over, and read to corresponding qualifications of each candidate. Discuss their previous decision, showing students that choosing a candidate requires that you learn about their qualifications as your civic responsibility. (Even if they choose the "right" one.) Lead the children through the discussion as needed to complete the evaluative activity.

Evaluation: Read the information aloud about each candidate, encouraging students to decide which candidate they would like to see elected. Then have the children write a short "essay" about which candidate they would choose, and justify their answer.

Candidate B:



Candidate A:



Candidate Information Sheet
Student Council Presidential Candidates

Candidate A:**Believes that...**

- ◆ Homework should be for 90 minutes each night, not including weekends.
- ◆ 30 minutes of recess is enough.
- ◆ Lines are needed for the playground soccer field.
- ◆ Increase the number of sports balls and jump ropes.
- ◆ Snacks should be sold in the school store.
- ◆ The school store should be open for longer hours.
- ◆ The prices should be lowered in the school store.
- ◆ There should be one field trip per marking period, during the school year.

Qualifications of Candidate A:

- Student Council member for 3 years in a row
- Basketball player
- Considered a role model by his teachers
- Received a detention for running the hall
- Likes to read
- Shy
- Loves animals
- Collects baseball cards
- Has good grades, Honor Roll Student

Candidate B:**Believes that...**

- ◆ 45 minutes is enough for Homework, weekends not included.
- ◆ Recess should be for 20 minutes.
- ◆ A new slide and jungle gym should be installed.
- ◆ There should be hopscotch and square lines painted on blacktop.
- ◆ The school store should give special prices for honor roll students.
- ◆ The prices in the school store should be lowered.
- ◆ One field trip should be educational, and the other should be to a theme park.

Qualifications of Candidate B:

- New student council member
- Plays on the soccer team
- Excellent in math
- One detention for missed Homework
- Good student
- Popular with friends
- Collects trip souvenirs
- Organized
- Speaks easily in front of others
- Gets along with teachers

Get Out the Vote!

Objectives: Students will culminate this mini-unit by creating a poster supporting the candidate that they chose in "Meet the Candidates."

Time Line: This activity should take a 50 to 60 minute period.

Standards: Civics Standard 4; Benchmark A

Materials: Gather materials you deem necessary for the children to complete this activity; i.e. markers, crayons, paper, scissors, etc.

(We suggest you use 8x12 copier paper for the "posters", and then back the finished copy with construction paper.) Use Candidate Information Sheets Student's essay about their candidate choice

Procedures: Explain to the students that they are going to make a "poster" that could be used to influence others to vote for their candidate choice. They need to review their essay, to see the reasons they picked that candidate. Describe (or model, or use an example of) a common campaign poster, and the particulars that it must have to help voters understand that candidate and their views. You may need to modify this, according to what you want as a finished product, and according to the capabilities of your students. Design this lesson based upon what you, as the teacher will expect from the students.

Evaluation: Poster, based upon your parameters.