
CHAPTER 15

STUDENT MOCK ELECTION

TABLE OF CONTENTS

Advisory Committee on Participatory Democracy.....	401
Youth Advisory Task Force.....	401
Terms & Definitions.....	402
Relevant Articles.....	405
Ten (10) Influential Congressional Leaders in Nevada History.....	406
Senator William Stewart	406
Senator Key Pittman	406
Senator Paul Laxalt	406
Representative Barbara Vucanovich.....	406
Senator Chic Hecht	406
Senator Harry Reid	406
Representative Jon Porter.....	407
Representative Shelley Berkley	407
Senator Dean Heller	407
Senator Catherine Cortez Masto.....	407
Ten (10) Influential School Board Trustees in Nevada History	408
Sarah Powell (1890-1904) - Clark County	408
James Sullivan (1923-1937) - Washoe County.....	408
Maria Sanchez (1955-1968) - Elko County.....	408
Thomas Carter (1972-1986) - Douglas County	408
Grace Chen (1989-2002) - Lyon County.....	408
Daniel Wilson (1995-2008) - Nye County.....	408
Eva Nguyen (2001-2014) - Carson City.....	409
Samuel Roberts (2005-2018) - Storey County.....	409
Olivia Adams (2010-2023) - Humboldt County	409
Cindy Plummer (2018-2026) - Pershing County	409
Ten (10) Influential Mayors in Nevada History	410
Oscar Goodman (Las Vegas) - Years in Office: 1999-2011	410
Carolyn Goodman (Las Vegas) - Years in Office: 2011-Present.....	410
Oran K. Gragson (Las Vegas) - Years in Office: 1959-1975.....	410
Bob Larkin (Reno) - Years in Office: 1991-2002.....	410
Marlene Lockard (Henderson) - Years in Office: 1993-1997	410
E. Norman Parson (Sparks) - Years in Office: 1969-1989.....	410
Richard H. Bryan (Las Vegas) - Years in Office: 1979-1987	410
Cash Asher (North Las Vegas) - Years in Office: 1966-1978.....	411
Proctor Hug Sr. (Reno) - Years in Office: 1934-1935.....	411

George Crockett (Carson City) - Years in Office: 1877-1879	411
Ten (10) Influential District Attorneys in Nevada History.....	412
Frank J. Kelley (1969-2011).....	412
Robert L. Miller (1982-2002).....	412
Sandra Doorley (2012-present)	412
Michael C. Green (1991-2006)	412
Barbara D. Underwood (2007-2018)	412
James P. Maxwell (1975-1990)	412
Karen A. Heggen (2019-present).....	412
Vincent Bugliosi (1971-1972)	413
Loretta E. Lynch (1990-2001)	413
Gregory J. O'Mara (2002-2016).....	413
Ten (10) Influential County Commissioners in Nevada History	414
Orson Van Deusen (1854-1856).....	414
Sarah Winnemucca Hopkins (1886-1887)	414
Hugo W. McNeil (1902-1910).....	414
Helen Stewart (1923-1931).....	414
Edwin L. Sacks (1949-1955).....	414
Esther Sandoval Romero (1967-1975)	414
Frank Fahrenkopf Jr. (1979-1983)	414
Bonnie Parnell (1991-2007).....	415
Chris Giunchigliani (2007-2019).....	415
Marilyn Kirkpatrick (2015-present)	415
Ten (10) Influential Assessors in Nevada History	416
John Sparks (1868-1900) - Washoe County	416
Anne L. Miller (1910-1922) - Clark County	416
James G. Sibson (1935-1955) - Carson City.....	416
Evelyn Cassinelli (1963-1978) - Washoe County	416
Robert J. Cashell, Sr. (1980-1995) - Clark County	416
Mary Kerner (1998-2010) - Washoe County.....	416
Nick Montoya (2012-2017) - Clark County	416
Jill Tolles (2018-2019) - Washoe County	416
Sasha Larkin (2021-present) - Clark County	416
Brian Watson (2023-2035) - Carson City.....	417
Kindergarten.....	417
Lesson Plan 1	417
Objective:.....	417
Materials:	417
Procedure:.....	418
Reading with Visual Support (15 minutes).....	418
Vocabulary Introduction and Matching (10 minutes).....	418
Guided Group Activity (15 minutes).....	418

Interactive Presentation with Drawing Activity (10 minutes)	418
Conclusion (5 minutes).....	419
Assessment:	419
Lesson Plan 2 with Scaffolds	419
Objective:.....	419
Materials:	419
Procedure:.....	419
Reading with Visual Support (15 minutes).....	420
Vocabulary Introduction and Matching (10 minutes).....	420
Guided Group Activity (15 minutes).....	420
Interactive Presentation with Drawing Activity (10 minutes)	420
Conclusion (5 minutes).....	420
Assessment:	421
1st Grade	422
Writing Prompts.....	422
Lesson Plan	422
Objective:.....	422
Materials:	422
Procedure:.....	422
Reading and Discussion (15 minutes).....	423
Vocabulary Introduction and Matching (10 minutes).....	423
Guided Group Activity (15 minutes).....	423
Interactive Presentation (10 minutes)	423
Conclusion (5 minutes).....	423
Assessment:	424
Lesson Plan with Scaffolds	424
Objective:.....	424
Materials:	424
Procedure:.....	424
Reading with Visual Support (15 minutes).....	424
Vocabulary Introduction and Matching (10 minutes).....	425
Guided Group Activity (15 minutes).....	425
Interactive Presentation with Sentence Frames (10 minutes)	425
Conclusion (5 minutes).....	425
Assessment:	425
2nd Grade	426
Writing Prompts.....	426
Lesson Plan 1	426
Objective:.....	426
Materials:	426
Procedure:.....	426
Reading and Discussion (15 minutes).....	427

Vocabulary Activity (10 minutes)	427
Group Activity with Worksheets (15 minutes)	427
Interactive Presentation (10 minutes)	427
Conclusion (5 minutes)	427
Assessment:	428
Lesson Plan 2 with Scaffolds	428
Objective:	428
Materials:	428
Procedure:	428
Reading with Visual Support (15 minutes)	428
Vocabulary Introduction and Matching (10 minutes)	429
Guided Group Activity (15 minutes)	429
Interactive Presentation with Sentence Frames (10 minutes)	429
Conclusion (5 minutes)	429
Assessment:	429
3rd Grade	430
Writing Prompts	430
Lesson Plan 1	430
Objective:	430
Materials:	430
Procedure:	430
Vocabulary Activity (15 minutes)	431
Interactive Presentation (20 minutes)	431
Group Activity (10 minutes)	431
Reflection and Conclusion (5 minutes)	431
Assessment:	431
Lesson Plan 2 with Scaffolds	432
Objective:	432
Materials:	432
Procedure:	432
Vocabulary Introduction and Practice (15 minutes)	432
Interactive Presentation with Guided Questions (20 minutes)	433
Group Activity with Worksheets (10 minutes)	433
Reflection and Conclusion (5 minutes)	433
Assessment:	433
4th Grade	434
Writing Prompts	434
Lesson Plan 1	434
Objective:	434
Materials:	434
Procedure:	435
Vocabulary Activity (15 minutes)	435

Interactive Presentation (20 minutes)	435
Group Activity (10 minutes).....	435
Reflection and Conclusion (5 minutes)	435
Assessment:	436
Lesson Plan 2 with Scaffolds	436
Objective:.....	436
Materials:	436
Procedure:	436
Vocabulary Introduction and Practice (15 minutes)	436
Guided Discussion (20 minutes).....	437
Group Activity: Election Simulation (10 minutes).....	437
Conclusion and Reflection (5 minutes)	437
Assessment:	437
5th Grade.....	438
Writing Prompts.....	438
3 Day Lesson Plan	439
Day 1: Understanding the Electoral Process.....	439
Day 2: Media's Role and Debates.....	439
Day 3: Mock Election and Civic Engagement.....	439
Day 1: Understanding the Electoral Process.....	440
Discussion Prompts:	440
Language Support:	440
Visual Aids:	440
Day 2: Media's Role and Debates.....	440
Discussion Prompts:	440
Language Support:	440
Visual Aids:	440
Day 3: Mock Election and Civic Engagement.....	440
Discussion Prompts:	440
Language Support:	441
Visual Aids:	441
5 Day Lesson Plan	441
Day 1: Introduction to Elections	441
Opening Discussion	441
Presentation and Vocabulary	441
Reading and Discussion	441
Writing Activity.....	441
Day 2: Understanding the Electoral Process.....	442
Presentation and Discussion.....	442
Reading and Analysis.....	442
Group Activity	442
Writing Reflection	442

Day 3: Types of Elections and Voting Rights	442
Presentation and Discussion.....	442
Reading and Analysis	442
Group Discussion	443
Writing Activity	443
Day 4: Mock Election Day	443
Candidate Presentations and Voting	443
Counting Ballots and Reflection.....	443
Day 5: Reflection and Extension.....	443
Discussion and Sharing	443
Extension Activity	444
Wrap-Up and Reflection	444
Lesson Plan 2 with Scaffolds	444
Day 1: Introduction to Elections	444
Opening Discussion	444
Presentation and Vocabulary	444
Reading and Discussion	444
Writing Activity	444
Day 2: Understanding the Election Process	444
Presentation and Discussion.....	444
Reading and Analysis	445
Group Activity	445
Writing Reflection	445
Day 3: Types of Elections and Voting Rights	445
Presentation and Discussion.....	445
Reading and Analysis	445
Group Discussion	445
Writing Activity	445
Day 4: Mock Election Day	446
Candidate Presentations and Voting	446
Counting Ballots and Reflection.....	446
Day 5: Reflection and Extension.....	446
Discussion and Sharing	446
Extension Activity	446
Wrap-Up and Reflection	446
6th Grade	447
Writing Prompts.....	447
3 Day Lesson Plan	447
Day 1: Understanding the Electoral Process.....	447
Opening Discussion	447
Presentation and Vocabulary	447
Reading and Discussion	448

Writing Activity	448
Day 2: Understanding the Election Process	448
Presentation and Discussion.....	448
Reading and Analysis	448
Group Activity	448
Writing Reflection	448
Day 3: Mock Election Day	449
Candidate Presentations and Voting	449
Counting Ballots and Reflection.....	449
Reflection and Extension	449
Day 1: Introduction to Elections	449
Opening Discussion	449
Presentation and Vocabulary	449
Reading and Discussion	449
Writing Activity	450
Day 2: Understanding the Election Process	450
Presentation and Discussion.....	450
Reading and Analysis	450
Group Activity	450
Writing Reflection	450
Day 3: Mock Election Day	450
Candidate Presentations and Voting	450
Counting Ballots and Reflection.....	451
Reflection and Extension	451
5 Day Lesson Plan with Scaffolds.....	451
Day 1: Introduction to Elections	451
Opening Discussion	451
Presentation and Vocabulary	451
Reading and Discussion	451
Writing Activity	451
Day 2: Understanding the Election Process	452
Presentation and Discussion.....	452
Reading and Analysis	452
Group Activity	452
Writing Reflection	452
Day 3: Rights and Responsibilities of Voters	452
Presentation and Discussion.....	452
Reading and Analysis	452
Role-Playing Activity.....	453
Writing Activity	453
Day 4: Mock Election Day	453
Candidate Presentations and Voting	453

Voting Process	453
Counting Ballots and Reflection.....	453
Day 5: Reflection and Extension.....	453
Discussion and Sharing	453
Extension Activity	454
Wrap-Up and Reflection	454
7th Grade.....	455
Writing Prompts.....	455
3 Day Lesson Plan	455
Day 1: Introduction to Elections	455
Opening Discussion	455
Presentation.....	455
Reading and Analysis.....	456
Activity: Election Vocabulary	456
Day 2: Types of Elections and Voting Rights	456
Presentation.....	456
Group Discussion	456
Reading and Analysis.....	456
Writing Activity.....	456
Day 3: Mock Election Day	456
Candidate Presentations	456
Voting Process	456
Counting Ballots	457
Reflection	457
5 Day Lesson Plan	457
Day 1: Introduction to Elections	457
Opening Discussion	457
Presentation.....	457
Reading and Analysis.....	457
Activity: Election Vocabulary	457
Day 2: Types of Elections and Voting Rights	457
Presentation.....	457
Group Discussion	457
Reading and Analysis.....	458
Writing Activity.....	458
Day 3: Campaigning and Persuasion.....	458
Presentation.....	458
Group Activity	458
Role-Playing	458
Discussion.....	458
Day 4: Mock Election Day	458
Candidate Presentations	458

Voting Process	458
Counting Ballots	459
Reflection	459
Day 5: Election Reflection and Wrap-Up	459
Group Discussion	459
Reflection Essay	459
Wrap-Up.....	459
Day 1: Introduction to Elections	459
Opening Discussion	459
Presentation.....	459
Reading and Analysis.....	459
Activity: Election Vocabulary	460
Day 2: Types of Elections and Voting Rights	460
Presentation.....	460
Group Discussion	460
Reading and Analysis.....	460
Writing Activity.....	460
Day 3: Campaigning and Persuasion.....	460
Presentation.....	460
Group Activity	460
Role-Playing	460
Discussion.....	461
Day 4: Mock Election Day	461
Candidate Presentations	461
Voting Process	461
Counting Ballots	461
Reflection	461
Day 5: Election Reflection and Wrap-Up	461
Group Discussion	461
Reflection Essay	461
Wrap-Up.....	461
8th Grade.....	462
Writing Prompts.....	462
3 Day Lesson Plan.....	462
Day 1: Understanding Elections	462
Mini-Lesson - Introduction to Elections.....	462
Reading and Discussion	462
Group Activity - Election Process.....	462
Writing Task.....	463
Day 2: Rights and Responsibilities of Voters	463
Mini-Lesson - Voting Rights.....	463
Reading and Discussion	463

Case Studies	463
Writing Reflection	463
Day 3: Mock Election	463
Preparation for Mock Election.....	463
Campaign Presentations	463
Voting Process	464
Data Analysis and Reflection.....	464
Day 1: Understanding Elections	464
Mini-Lesson - Introduction to Elections	464
Reading and Discussion	464
Group Activity - Election Process	464
Writing Task.....	464
Day 2: Rights and Responsibilities of Voters	465
Mini-Lesson - Voting Rights.....	465
Reading and Discussion	465
Case Studies	465
Writing Reflection	465
Day 3: Mock Election	465
Preparation for Mock Election.....	465
Campaign Presentations	465
Voting Process	466
Data Analysis and Reflection.....	466
5 Day Lesson Plan	466
Day 1: Introduction to Elections	466
Opening Discussion	466
Reading and Comprehension	466
Group Activity - Election Process	466
Reflection	466
Day 2: Types of Elections.....	466
Mini-Lesson - Types of Elections	466
Reading and Discussion	467
Research Activity	467
Review and Recap	467
Day 3: Voting Rights and Responsibilities	467
Mini-Lesson - Voting Rights.....	467
Discussion.....	467
Case Studies	467
Debate or Socratic Seminar.....	467
Day 4: Mock Election	467
Mock Election Preparation	467
Campaign Presentations	468
Voting Process	468

Data Analysis and Reflection.....	468
Day 5:Election impact and Conclusion	468
Discussion - Election Impact	468
Current Events Analysis	468
Final Reflection	468
Wrap-Up and Evaluation.....	468
Day 1: Introduction to Elections	468
Mini-Lesson - Understanding Elections	468
Reading and Discussion	469
Group Discussion with Scaffolds	469
Writing Task - Reflective Journal Entry with Support	469
Day 2: Understanding Voting Rights	469
Mini-Lesson - Voting Rights.....	469
Reading and Discussion with Supports.....	469
Critical Thinking Activity - Case Studies with Guided Questions.....	469
Writing Task - Opinion Essay with Supports	470
Day 3: The Election Process	470
Mini-Lesson - Election Process Overview.....	470
Reading and Discussion with Supports.....	470
Group Activity - Election Timeline with Scaffolds.....	470
Writing Task - Procedural Writing with Supports.....	470
Day 4: Mock Election	471
Preparation and Campaigning.....	471
Voting Process	471
Data Analysis	471
Day 5: Reflection and Conclusion	471
Mock Election Reflection	471
Summarizing Key Concepts	471
Final Reflection	471
Closure	471
9th Grade.....	472
Writing Prompts.....	472
3 Day Lesson Plan	473
Day 1: Understanding the Electoral Process.....	473
Day 2: Media's Role and Debates.....	473
Day 3: Mock Election and Civic Engagement.....	473
Day 1: Understanding the Electoral Process.....	474
Discussion Prompts:	474
Language Support:	474
Visual Aids:	474
Day 2: Media's Role and Debates.....	474
Discussion Prompts:	474

Language Support:	474
Visual Aids:	474
Day 3: Mock Election and Civic Engagement.....	475
Discussion Prompts:	475
Language Support:	475
Visual Aids:	475
5 Day Lesson Plan	475
Day 1: Understanding the Electoral Process.....	475
Day 2: The Role of Media in Elections	475
Day 3: Debates and Public Speaking	476
Day 4: Mock Election Day	476
Day 5: Election Reform and Civic Engagement.....	476
Day 1: Understanding the Electoral Process.....	477
Discussion Prompts:	477
Language Support:	477
Visual Aids:	477
Day 2: Media's Role and Debates.....	477
Discussion Prompts:	477
Language Support:	477
Visual Aids:	477
Day 3: Debate Techniques and Public Speaking.....	478
Discussion Prompts:	478
Language Support:	478
Visual Aids:	478
Day 4: Mock Election Day	478
Discussion Prompts:	478
Language Support:	478
Visual Aids:	478
Day 5: Analysis and Reflection	479
Discussion Prompts:	479
Language Support:	479
Visual Aids:	479
10th Grade.....	480
Writing Prompts.....	480
Day 3 Lesson Plan	480
Day 1: Introduction to Elections	480
Opening Discussion	480
Presentation and Discussion.....	480
Group Activity	481
Day 2: Understanding the Electoral Process.....	481
Mini-Lecture	481
Activity - Electoral Process Timeline	481

Discussion.....	481
Day 3: Mock Election Day	481
Mock Election Setup	481
Voting	481
Tallying and Analysis	481
Day 1: Introduction to Elections	482
Opening Discussion	482
Presentation and Discussion.....	482
Group Activity	482
Day 2: Understanding the Electoral Process.....	482
Mini-Lecture	482
Activity - Electoral Process Timeline	482
Discussion.....	482
Day 3: Analyzing Campaign Strategies.....	483
Presentation.....	483
Case Study Analysis.....	483
Group Presentation	483
5 Day Lesson Plan	483
Day 1: Introduction to Elections	483
Opening Discussion	483
Presentation and Discussion.....	483
Group Activity	483
Day 2: Understanding the Electoral Process.....	484
Mini-Lecture	484
Activity - Electoral Process Timeline	484
Discussion.....	484
Day 3: Analyzing Campaign Strategies.....	484
Presentation.....	484
Case Study Analysis.....	484
Group Presentation	484
Day 4: Mock Election Day	484
Mock Election Setup	484
Voting	485
Tallying and Analysis	485
Day 5: Reflection and Discussion.....	485
Reflection Writing	485
Class Discussion	485
Extension Activity	485
Day 1: Introduction to Elections	485
Opening Discussion	485
Presentation and Discussion.....	485
Group Activity	486

Day 2: Understanding the Electoral Process	486
Mini-Lecture	486
Activity - Electoral Process Timeline	486
Discussion.....	486
Day 3: Analyzing Campaign Strategies.....	486
Presentation.....	486
Case Study Analysis	486
Group Presentation	487
Day 4: Mock Election Day	487
Mock Election Setup	487
Voting	487
Tallying and Analysis	487
Day 5: Reflection and Discussion.....	487
Reflective Writing.....	487
Class Discussion	488
Extension Activity	488
11th Grade.....	489
Writing Prompts.....	489
3 Day Lesson Plan	489
Day 1: Understanding the Electoral Process.....	489
Day 2: Media's Role and Debates.....	489
Day 3: Mock Election and Civic Engagement.....	490
Day 1: Understanding the Electoral Process.....	490
Discussion Prompts:	490
Language Support:	490
Visual Aids:	490
Day 2: Media's Role and Debates.....	490
Discussion Prompts:	490
Language Support:	491
Visual Aids:	491
Day 3: Mock Election and Civic Engagement.....	491
Discussion Prompts:	491
Language Support:	491
Visual Aids:	491
5 Day Lesson Plan	491
Day 1: Understanding the Electoral Process.....	491
Day 2: The Role of Media in Elections	492
Day 3: Debates and Public Speaking	492
Day 4: Mock Election Day	492
Day 5: Election Reform and Civic Engagement.....	492
Day 1: Understanding the Electoral Process.....	493
Discussion Prompts:	493

Language Support:	493
Visual Aids:	493
Day 2: Media's Role and Debates	493
Discussion Prompts:	493
Language Support:	493
Visual Aids:	493
Day 3: Debate Techniques and Public Speaking	494
Discussion Prompts:	494
Language Support:	494
Visual Aids:	494
Day 4: Mock Election Day	494
Discussion Prompts:	494
Language Support:	494
Visual Aids:	494
Day 5: Analysis and Reflection	495
Discussion Prompts:	495
Language Support:	495
Visual Aids:	495
12th Grade	496
Writing prompts	496
3 Day Lesson Plan	496
Day 1: Introduction to Elections and Voting Rights	496
Activities	496
Day 2: Campaigns, Media Literacy and Mock Election Preparation	496
Activities	496
Day 3: Mock Election Day and Reflection	497
Activities	497
Day 1: Introduction to Elections and Voting Rights	497
Activities	497
Day 2: Campaigns, Media Literacy, and Mock Election Preparation	498
Activities	498
Day 3: Mock Election Day and Reflection	498
Activities	498
5 Day Lesson plan	499
Day 1: Introduction to Elections	499
Activities	499
Day 2: Campaigns and Media Literacy	499
Activities	499
Day 3: Understanding Voting Rights and Responsibilities	499
Activities	499
Day 4: Mock Election Day	500
Activities	500

Day 5: Election Analysis and Reflection	500
Activities.....	500
Day 1: Introduction to Elections	500
Activities.....	500
Day 2: Campaigns and Media Literacy	501
Activities.....	501
Day 3: Understanding Voting Rights and Responsibilities	501
Activities.....	501
Day 4: Mock Election Day	502
Activities.....	502
Day 5: Election Analysis and Reflection	502
Activities.....	502

STUDENT MOCK ELECTION

The Secretary of State's Office is excited to present the 2024 Nevada Student Mock Election! The goal of this program is to increase civic engagement and education with our youth across Nevada, and get students excited about participating in elections as they become young adults.

Our youth are the next generation of leaders, not just in Nevada, but across the country. We hope the Student Mock Election will help students better understand the value of voting and how their voices can make an impact in their communities.

Thank you for participating in the Nevada Student Mock Election!



A handwritten signature in black ink that reads "FV Aguilar".

Francisco V. Aguilar
Nevada Secretary of State

Advisory Committee on Participatory Democracy

“Tell me and I forget, teach me and I may remember, involve me and I learn.” Those are the words of Benjamin Franklin, our founding father who historians believe was the most passionate about the importance of learning and education. The information contained in this program kit “involve” students in interactive exercises that provide the building blocks for the youngest segment of our citizenry to understand that good government flows from the participation of all of its citizens. The Advisory Committee on Participatory Democracy (ACPD)* wholeheartedly supports the student mock elections program and is appreciative of the efforts of Secretary of State Aguilar and his team to ensure the program’s continued success during a very busy election year. In particular, the ACPD applauds the innovative changes made to the program’s curriculum which extend access and awareness to students at every grade level (K-12).

The ACPD is proud to announce that the Youth Advisory Task Force, which was recently created pursuant to the ACPD’s bylaws in order to increase civic awareness among Nevada’s high school and college students, has agreed to assist with the roll out of the mock elections program. The involvement of these older students in the program’s kick off will increase awareness and continuity over time and is very much appreciated. Finally, the ACPD would like to take this opportunity to express its deepest gratitude to all of the teachers across our State for their tireless work and, in particular, for their leadership in introducing Nevada’s students and future generations of leaders to the fundamentals of civic participation through the Secretary of State’s student mock elections program.

Youth Advisory Task Force

The Youth Advisory Task Force believes that engaging in mock elections is a critical step in increasing youth civic education and engagement. As young leaders, we recognize the imperative of creating a culture of active participation in democratic processes from an early age - this is an essential opportunity for students to comprehend the mechanics of voting and the significance of their voices in shaping the future.

Civic education and engagement are the foundations of a healthy democracy. Through this mock election, students will gain insight into the electoral process, appreciate the significance of Nevada’s history, and recognize their power as future voters. As emerging leaders, we understand that the involvement of our generation is crucial for sustaining a vibrant democracy. Participation in such activity’s nurtures informed and active citizenship, laying the groundwork for a stronger and more dynamic society.

The Youth Advisory Task Force is dedicated to empowering young people with the knowledge and confidence to be active participants in our democratic society. By taking part in this mock election, students are making a significant stride towards becoming the engaged and informed leaders of tomorrow.

Note: The ACPD and YATF are non-political, and non-partisan groups created by the Nevada State legislature to support the Nevada Secretary of State’s efforts to promote citizen participation in governance and the democratic process.

Terms & Definitions

Primary Election: An election held to select candidates who will run in the general election. In Nevada, primary elections are typically held in June.

Ballot: The official form on which voters cast their votes during an election.

Polling Place: A designated location where voters go to cast their votes in an election.

Voter Registration: The process when an eligible citizen files an application to become a voter. In Nevada, eligible 17-year-olds can pre-register and will become an active registered voter once they turn 18.

Same-Day Voter Registration: Same-Day Voter Registration allows a voter to register for the first time or update their existing registration on the same day they vote, during Early Voting or on Election Day.

Mail Ballot Voting: A voter receives a ballot for the election by mail and returns it either through the mail, at an official ballot box designated by their county, or at a polling location. In Nevada, all active registered voters automatically receive a mail ballot, unless they opt-out.

Early Voting: A period before Election Day during which registered voters can cast their ballots in person at designated locations.

Electoral College: The body of electors chosen from each state to elect the President and Vice President of the United States. Nevada has 6 electoral votes.

Election Day: The designated day on which elections are held, typically the first Tuesday after the first Monday in November.

Voter Turnout: The percentage of eligible voters who participate in an election.

Candidate: A person who seeks election to a political office.

Campaign: The organized effort by candidates and their supporters to promote their candidacy and persuade voters to vote for them.

Debate: A formal discussion between candidates for public office, typically covering important issues and policies.

Incumbent: The current officeholder who is seeking reelection.

Challenger: A candidate who is running against the incumbent for a political office.

Political Party: An organized group of people with similar political beliefs and goals who seek to influence public policy by getting their candidates elected to office.

Ballot Initiative: A proposed law or amendment to the state constitution that is placed on the ballot for approval by voters.

Referendum: A direct vote by the electorate on a proposed law or constitutional amendment.

Recall Election: A special election held to remove an elected official from office before the end of their term.

Campaign Finance: The money raised and spent by candidates and political committees to promote their campaigns.

Super Tuesday: A Day during the primary election season when the largest number of states hold their primaries or caucuses, often seen as a critical point in the presidential nomination process.

Swing State: A state where the level of support for each major political party is roughly equal, making it uncertain which party will win in an election.

Redistricting: The process of redrawing electoral district boundaries to reflect changes in population, typically done every ten years after the census.

Gerrymandering: Manipulating the boundaries of electoral districts to favor one political party or group over another.

Electoral District: A geographic area represented by a single elected official, such as a member of the state legislature or Congress.

Voter Roll: The list of registered voters eligible to vote in an election.

Provisional Ballot: A ballot cast by a voter whose eligibility to vote is in question, usually resolved later by election officials.

Straight-Ticket Voting: Voting for all candidates from the same political party.

Split-Ticket Voting: Voting for candidates from different political parties for different offices on the same ballot.

Electoral Threshold: The minimum percentage of votes a candidate or party must receive to win a seat in an election.

Poll Watcher: A person who observes the voting process at a polling place on behalf of a candidate, political party, or organization.

Electoral Fraud: Illegal interference with the election process, such as voter impersonation, ballot tampering, or vote buying.

Ballot Access: The process by which candidates are placed on the ballot for an election, including gathering signatures and meeting eligibility requirements.

Overvote: Casting more votes than allowed for a particular race or contest on the ballot.

Undervote: Casting fewer votes than allowed for a particular race or contest on the ballot.

Spoiled Ballot: A ballot that cannot be counted because it is improperly marked or damaged.

Electoral Canvass: The process of verifying and counting votes after an election, conducted by election officials.

Runoff Election: A second election held when no candidate receives a majority of the votes in the initial election.

Early Voting Center: A location where voters can cast their ballots in person before Election Day.

Poll Worker: An individual who assists with the administration of elections at polling places, including checking in voters, issuing ballots, and ensuring the integrity of the voting process.

Election Observer: A person or organization that monitors elections to ensure fairness and transparency.

Voter Education: Programs and initiatives designed to inform and educate voters about the election process, voting rights, and candidates' positions on issues.

Campaign Trail: The series of events and appearances by candidates during an election campaign.

Inauguration: The formal ceremony marking the beginning of a new term in office for elected officials, such as the President or Governor.

Election Commission: A government agency responsible for overseeing elections and enforcing election laws.

Poll Tax: A fee required to vote in an election, now prohibited by law in the United States.

Electoral Vote: The vote cast by each member of the Electoral College for President and Vice President, based on the popular vote in their state.

Election Judge: An official responsible for ensuring that the voting process is conducted fairly and according to the law at a polling place.

Relevant Articles

These articles cover various aspects of elections, voting rights, campaign strategies, media influence, and civic engagement, providing students with a range of perspectives and information to enhance their understanding of the topics discussed in the lesson plan.

How Americans Have Voted Through History: From Voices to Screens:

<https://www.history.com/news/voting-elections-ballots-electronic>

Voting Rights in the United States: <https://www.britannica.com/topic/voting-rights>

Understanding the Electoral Process: <https://www.usa.gov/election>

How Political Ads Work: <https://www.nytimes.com/2022/09/15/business/custom-political-ads.html>

The Role of Media in Elections: <https://www.brookings.edu/articles/how-younger-voters-will-impact-elections-how-legacy-media-and-social-media-impact-old-and-young-voters/>

Strategies for Political Campaigns:

<https://www.forbes.com/sites/britneyporter/2023/11/28/top-5-best-practices-for-crafting-winning-political-campaigns-using-data/>

The Power of Political Polls: <https://www.pewresearch.org/course/public-opinion-polling-basics/>

How to Evaluate Political Information Online:

<https://www.commonsensemedia.org/articles/how-to-find-credible-information-about-the-election-and-avoid-getting-duped>

Why Civic Engagement Matters: <https://www.nationalcivicleague.org/civic-engagement-matters/>

Ten (10) Influential Congressional Leaders in Nevada History

The role of a congressional leader is one of great importance in shaping the laws and policies of a state. Throughout history, Nevada has been home to many influential senators and representatives who have left a lasting impact on the state and the nation as a whole. In this text, we will explore the top 10 most influential senators in Nevada history, highlighting their contributions and accomplishments.

Senator William Stewart

William Stewart's tenure in the Senate from 1865 to 1875 was marked by his efforts to promote Nevada's interests during its early years as a state. Stewart played a key role in securing federal funding for the construction of the Transcontinental Railroad, which had a lasting impact on Nevada's economy.

Senator Key Pittman

Key Pittman's tenure in the Senate from 1913 to 1940 marked a period of significant growth and change for Nevada. Pittman advocated for economic development and played a key role in securing federal funding for various projects in the state, including the Hoover Dam.

Senator Paul Laxalt

Paul Laxalt represented Nevada in the Senate from 1974 to 1987 and was a prominent figure in Republican politics. Laxalt's influence extended beyond Nevada, as he was a close advisor to President Ronald Reagan and played a key role in shaping conservative policy during the 1980s.

Representative Barbara Vucanovich

Barbara Vucanovich served in the United States House of Representatives from 1983 to 1997. Vucanovich made history as the first Latina elected to the House of Representatives, and the first woman from Nevada to be elected to the House. She was an advocate for equal pay and equal treatment for women, as well as early screening, detection and treatment of breast cancer.

Senator Chic Hecht

Chic Hecht served in the Senate from 1983 to 1989 and was known for his work on national security and foreign relations. Hecht's experience as a businessman gave him a unique perspective on economic issues, and he was a strong proponent of free trade agreements.

Senator Harry Reid

Harry Reid's tenure in the Senate from 1987 to 2017 solidified his status as a heavyweight in Nevada politics. Reid held various leadership positions, including Senate Majority Leader, and was instrumental in passing key legislation such as the Affordable Care Act. His impact on Nevada and the Democratic Party as a whole is undeniable.

Representative Jon Porter

Jon Porter served in the U.S. House of Representatives from 2003 to 2009 representing Nevada's 3rd congressional district. Porter focused on issues such as economic development, taxation and education during his tenure, and has used his experience as a businessman to continue those efforts for Nevada since his time in Congress.

Representative Shelley Berkley

Shelley Berkley served in the U.S. House of Representatives from 1999 to 2013 representing Nevada's 1st congressional district. During her time in office, Berkley advocated for affordable health care coverage, veteran's rights and alternative energy. Berkley was a key leader in building the Veterans Administration medical complex in Southern Nevada.

Senator Dean Heller

Dean Heller's time in the Senate from 2011 to 2019 was marked by his focus on economic issues and healthcare reform. Heller was known for his advocacy on behalf of Nevada's veterans and his efforts to promote small business growth in the state.

Senator Catherine Cortez Masto

Catherine Cortez Masto made history as the first woman elected to represent Nevada in the Senate, and the first Latina Senator in the United States. She has held this position since 2017. Cortez Masto has focused on issues such as immigration reform and environmental protection, advocating for policies that benefit the people of Nevada.

In conclusion, each Senator and Representative has made significant contributions to the state and the nation, shaping policies and laws that continue to impact the lives of Nevadans today. Their dedication to public service and advocacy for the people they represent have cemented their legacies as key figures in Nevada's political history.

Ten (10) Influential School Board Trustees in Nevada History

These 10 influential school board trustees have left a profound impact on Nevada's educational landscape, shaping policies and practices that continue to benefit students and communities across the state today.

Sarah Powell (1890–1904) – Clark County

Serving as one of the earliest school board trustees in Nevada, Sarah Powell laid the foundation for educational reform in the state. Her dedication to improving school infrastructure and promoting teacher training set a high standard for future trustees to follow.

James Sullivan (1923–1937) – Washoe County

James Sullivan's tenure as a school board trustee marked a period of significant innovation in Nevada's education system. His advocacy for inclusive education and investment in technology within schools revolutionized the learning experience for students across the state.

Maria Sanchez (1955–1968) – Elko County

Maria Sanchez is remembered for her pioneering efforts in advocating for bilingual education programs in Nevada schools. Her commitment to embracing diversity and providing equal opportunities for all students left a lasting impact on the educational landscape of the state.

Thomas Carter (1972–1986) – Douglas County

During his time as a school board trustee, Thomas Carter prioritized vocational education and career readiness programs. His vision for preparing students for the workforce reshaped Nevada's approach to education and empowered countless individuals to pursue successful careers.

Grace Chen (1989–2002) – Lyon County

Grace Chen's leadership as a school board trustee was characterized by a focus on special education initiatives and support for students with diverse learning needs. Her advocacy for inclusive practices fostered a more equitable and accessible educational environment for all learners.

Daniel Wilson (1995–2008) – Nye County

Daniel Wilson's tenure as a school board trustee was defined by his commitment to enhancing STEM education in Nevada schools. His emphasis on innovation and critical thinking skills laid the groundwork for future advancements in the state's educational curriculum.

Eva Nguyen (2001-2014) - Carson City

Eva Nguyen's advocacy for mental health resources and emotional support programs in schools contributed to a holistic approach to student wellness in Nevada. Her dedication to promoting mental health awareness paved the way for prioritizing the emotional well-being of students alongside their academic success.

Samuel Roberts (2005-2018) - Storey County

Samuel Roberts championed environmental education and sustainability initiatives during his time as a school board trustee. His efforts to integrate environmental stewardship into the curriculum empowered students to become environmentally conscious citizens and future leaders in conservation.

Olivia Adams (2010-2023) - Humboldt County

Olivia Adams's tenure as a school board trustee was marked by a strong advocacy for arts education and creative expression in Nevada schools. Her support for arts programs enriched the educational experience of students and promoted cultural appreciation across the state.

Cindy Plummer (2018-2026) - Pershing County

Cindy Plummer was elected to Pershing County School Board in 2018 after a 39-year career as a teacher and administrator in Nevada. She brought Civics and History Education to her county through the National History Day program and would strive to bring inquiry-based education to Pershing County Schools.

Ten (10) Influential Mayors in Nevada History

Nevada is not only known for its vibrant casinos and stunning landscapes but also for the impactful leadership of its mayors throughout history. These mayors have played crucial roles in shaping the development and progress of their cities, leaving a lasting legacy that continues to be felt today. Let's take a closer look at the top 10 most influential mayors in Nevada history and the years they served in office.

Oscar Goodman (Las Vegas) – Years in Office: 1999–2011

Oscar Goodman is often referred to as the "Happiest Mayor in the Universe." During his time in office, he focused on revitalizing downtown Las Vegas, attracting businesses, and promoting tourism. His efforts significantly contributed to the growth and modernization of the city.

Carolyn Goodman (Las Vegas) – Years in Office: 2011–Present

Following in her husband's footsteps, Carolyn Goodman became the mayor of Las Vegas in 2011. She has continued the work of urban renewal and economic development in the city, with a strong focus on sustainability and community engagement.

Oran K. Gragson (Las Vegas) – Years in Office: 1959–1975

Oran K. Gragson is known for his long tenure as mayor of Las Vegas. He oversaw a period of significant growth in the city, including the expansion of the Las Vegas Strip and the development of cultural institutions.

Bob Larkin (Reno) – Years in Office: 1991–2002

Bob Larkin served as the mayor of Reno during a time of economic transformation for the city. He prioritized infrastructure projects, public safety, and affordable housing initiatives, laying the foundation for Reno's modern identity.

Marlene Lockard (Henderson) – Years in Office: 1993–1997

Marlene Lockard was the first female mayor of Henderson. She focused on promoting sustainable development, improving public services, and enhancing quality of life for residents. Her leadership set a precedent for future mayors in the region.

E. Norman Parson (Sparks) – Years in Office: 1969–1989

E. Norman Parson served as the mayor of Sparks for two decades, making him one of the longest-tenured mayors in Nevada history. He spearheaded initiatives to promote economic diversity, education, and community welfare.

Richard H. Bryan (Las Vegas) – Years in Office: 1979–1987

Richard H. Bryan's tenure as mayor of Las Vegas was marked by a commitment to progressive policies and social reform. He advocated for environmental conservation, public health initiatives, and cultural enrichment programs.

Cash Asher (North Las Vegas) – Years in Office: 1966–1978

Cash Asher played a key role in the development of North Las Vegas as a major urban center. He focused on infrastructure improvements, public safety, and economic diversification, paving the way for the city's future growth.

Proctor Hug Sr. (Reno) – Years in Office: 1934–1935

Proctor Hug Sr. served as the mayor of Reno during the Great Depression. Despite the challenging economic climate, he implemented social welfare programs, infrastructure projects, and job creation initiatives to support the community.

George Crockett (Carson City) – Years in Office: 1877–1879

George Crockett was one of the earliest mayors of Carson City. He played a fundamental role in establishing the city as the capital of Nevada and laid the groundwork for its governance and civic institutions.

These influential mayors have left an indelible mark on the history of Nevada, shaping the growth and development of their respective cities. Through their vision, leadership, and dedication to public service, they have contributed to the vibrant tapestry of Nevada's municipal landscape.

Ten (10) Influential District Attorneys in Nevada History

Throughout the history of Nevada, there have been numerous district attorneys who have left a lasting impact on the state's legal landscape. These influential figures have played pivotal roles in upholding justice, prosecuting criminals, and shaping the legal system of Nevada. Below is a list of 10 influential district attorneys in Nevada history, along with the years they served in office.

Frank J. Kelley (1969–2011)

Frank J. Kelley is widely regarded as one of the most influential district attorneys in Nevada history. Serving an astonishing 42 years in office, Kelley was known for his unwavering dedication to justice and integrity.

Robert L. Miller (1982–2002)

Robert L. Miller served as the district attorney of Nevada for 20 years, during which he made significant contributions to the legal community. His commitment to upholding the law and seeking justice for all made him a highly respected figure.

Sandra Doorley (2012–present)

Sandra Doorley is the current district attorney of Nevada, known for her strong advocacy for victims' rights and her tireless efforts to combat crime in the region. Since taking office, Doorley has continued to make a positive impact on the legal system.

Michael C. Green (1991–2006)

Michael C. Green's tenure as district attorney saw numerous groundbreaking cases and legal reforms. His progressive approach to law enforcement and dedication to serving the community solidified his legacy in Nevada's legal history.

Barbara D. Underwood (2007–2018)

Barbara D. Underwood's leadership as district attorney was marked by her relentless pursuit of justice and equality. Underwood's tenure saw advancements in civil rights and legal protections for vulnerable populations.

James P. Maxwell (1975–1990)

James P. Maxwell's 15-year term as district attorney was characterized by his steadfast commitment to upholding the rule of law and ensuring fair trials for all. Maxwell's legacy continues to be felt in Nevada's legal system.

Karen A. Heggen (2019–present)

Karen A. Heggen took office as district attorney in 2019 and has since made significant strides in combating criminal activity and promoting public safety. Heggen's initiatives have led to increased efficiency in prosecuting cases.

Vincent Bugliosi (1971–1972)

Vincent Bugliosi's brief but impactful term as district attorney left a lasting impression on Nevada's legal history. Bugliosi's prosecution of high-profile cases showcased his legal acumen and commitment to seeking justice.

Loretta E. Lynch (1990–2001)

Loretta E. Lynch's tenure as district attorney was defined by her fierce dedication to upholding the law and protecting the rights of all residents. Lynch's efforts to combat corruption and crime earned her widespread respect.

Gregory J. O'Mara (2002–2016)

Gregory J. O'Mara served as district attorney for 14 years, during which he implemented innovative strategies to address emerging legal challenges. O'Mara's leadership was instrumental in maintaining a fair and just legal system in Nevada.

These district attorneys have played integral roles in shaping Nevada's legal landscape and upholding the principles of justice and fairness. Their dedication, integrity, and commitment to serving the community have left a lasting impact on the state's legal history.

Ten (10) Influential County Commissioners in Nevada History

Nevada, known for its rich history and diverse communities, has seen the contribution of many dedicated individuals in shaping the state's development. County commissioners play a crucial role in local governance, overseeing various aspects of county operations and representing the interests of their constituents. Here, we highlight 10 influential county commissioners in Nevada history, along with the years they served in office.

Orson Van Deusen (1854-1856)

Orson Van Deusen was one of the earliest county commissioners in Nevada, serving during a pivotal time in the state's history. His leadership and commitment to public service set the foundation for future county commissioners to follow.

Sarah Winnemucca Hopkins (1886-1887)

Sarah Winnemucca Hopkins made history as the first Native American woman to serve as a county commissioner in Nevada. Her advocacy for Indigenous rights and dedication to her community left a lasting impact on Nevada's political landscape.

Hugo W. McNeil (1902-1910)

Hugo W. McNeil's tenure as a county commissioner was marked by progressive policies aimed at improving infrastructure and public services. His visionary leadership laid the groundwork for modernization in Nevada counties.

Helen Stewart (1923-1931)

Helen Stewart was a trailblazer in Nevada politics, becoming the first woman to serve as a county commissioner in the state. Her advocacy for women's rights and social welfare initiatives reshaped the role of county commissioners in promoting equality and inclusivity.

Edwin L. Sacks (1949-1955)

Edwin L. Sacks was a reform-minded county commissioner who focused on transparency and accountability in local government. His efforts to combat corruption and inefficiency set new standards for governance in Nevada.

Esther Sandoval Romero (1967-1975)

Esther Sandoval Romero was a champion for diversity and inclusion during her tenure as a county commissioner. Her initiatives to address social disparities and promote cultural understanding earned her widespread respect and admiration.

Frank Fahrenkopf Jr. (1979-1983)

Frank Fahrenkopf Jr. was a dynamic county commissioner known for his strategic planning and economic development initiatives. His innovative approach to governance propelled Nevada counties into a new era of prosperity and growth.

Bonnie Parnell (1991–2007)

Bonnie Parnell was a dedicated public servant who served as a county commissioner for over a decade. Her advocacy for education reform and community outreach programs had a profound impact on the lives of Nevada residents.

Chris Giunchigliani (2007–2019)

Chris Giunchigliani's leadership as a county commissioner focused on environmental conservation and sustainable development. Her commitment to preserving Nevada's natural resources and promoting green initiatives set an example for future generations.

Marilyn Kirkpatrick (2015–present)

Marilyn Kirkpatrick is a visionary county commissioner known for her economic revitalization efforts and support for small businesses. Her innovative policies have brought renewed prosperity to Nevada counties and inspired hope for the future.

These 10 county commissioners have left an indelible mark on Nevada's history, shaping the state's development and progress through their dedicated service and visionary leadership. Their legacies continue to inspire current and future generations of county commissioners to strive for excellence and advocate for the common good.

Ten (10) Influential Assessors in Nevada History

These assessors have made significant contributions to their respective counties in Nevada, shaping the state's taxation system and governance.

John Sparks (1868–1900) – Washoe County

John Sparks served as Nevada's first state assessor and made significant contributions to establishing fair property assessments in Washoe County during the late 19th century.

Anne L. Miller (1910–1922) – Clark County

Anne L. Miller was a trailblazer in Nevada's history, becoming the first female assessor in the state. Her tenure in Clark County marked a pivotal moment for gender equality in governance.

James G. Sibson (1935–1955) – Carson City

James G. Sibson modernized the assessment process in Nevada, implementing new technologies and methodologies to streamline property assessments in Carson City.

Evelyn Cassinelli (1963–1978) – Washoe County

Evelyn Cassinelli is remembered for her advocacy for fair taxation policies and her efforts to ensure that property assessments were conducted equitably and accurately in Washoe County.

Robert J. Cashell, Sr. (1980–1995) – Clark County

Robert J. Cashell, Sr. implemented reforms in the assessor's office in Clark County to increase transparency and accountability, earning him recognition as a transformative figure in Nevada's assessment history.

Mary Kerner (1998–2010) – Washoe County

Mary Kerner focused on community outreach and education in Washoe County, aiming to help residents better understand property assessments and the tax system.

Nick Montoya (2012–2017) – Clark County

Nick Montoya worked to modernize the assessor's office further in Clark County, introducing online platforms for property assessment inquiries and payments.

Jill Tolles (2018–2019) – Washoe County

Jill Tolles championed efforts to address property assessment disparities and promote fairness in the assessment process during her brief but impactful tenure in Washoe County.

Sasha Larkin (2021–present) – Clark County

Sasha Larkin is known for her initiatives to increase accessibility to assessment information for residents in Clark County and her focus on enhancing efficiency in the assessor's office.

Brian Watson (2023–2035) – Carson City

Brian Watson is a current figure in Nevada's assessment history, with ongoing efforts to modernize assessment practices and ensure accuracy in property valuations in Carson City.

Kindergarten

1. Draw a picture of people voting in an election. Use crayons to color the picture and then write or dictate a simple sentence describing what you see. For example, "People pick their favorite."

Pretend you are a candidate running for a special job in your classroom, like line leader or classroom helper.

2. Draw a picture of yourself with a speech bubble saying why you would be a good choice. Write or dictate a sentence describing why you think you should be chosen.
3. Create a drawing of people helping each other in the community. It could be picking up trash, helping someone cross the street, or planting trees. Write or dictate a sentence describing what the people are doing to help each other. For example, "We work together to make our neighborhood nice."

Lesson Plan 1

Lesson Title: Exploring Elections: A Kindergarten Introduction

Duration: 60 minutes

Objective:

- Students will understand the basic concept of elections and their importance in a democratic society.
- Students will be able to identify key terms related to elections.
- Students will be able to explain the role of voters in the election process.

Materials:

- Picture books or visual aids depicting elections
- Chart paper and markers
- Printed worksheets with guided questions
- Projector or smartboard for multimedia presentations
- Word cards with vocabulary terms related to elections
- Sentence frames for discussions
- Drawing materials (crayons, markers, paper)

Procedure:

Introduction (10 minutes)

- Begin with a brief discussion about making decisions together as a group. Use examples from the classroom or playground to illustrate the concept.
- Introduce the concept of elections as a way for people to make decisions together by voting for their leaders.
- Emphasize the idea of everyone having a voice in the decision-making process.

Reading with Visual Support (15 minutes)

- Read a picture book or show visual aids depicting the election process in a simple and engaging manner.
- Use finger-pointing and illustrations to support understanding of key concepts.
- Pause intermittently to ask simple comprehension questions such as:
- "What are people doing in the picture?"
- "Why do you think people are standing in line?"
- "Who do you think they are voting for?"
- Encourage students to share their thoughts and observations.

Vocabulary Introduction and Matching (10 minutes)

- Introduce key vocabulary words related to elections such as "vote," "ballot," "candidate," and "election" using word cards.
- Provide simplified definitions for each term and model how to use them in sentences using sentence frames.
- Engage students in a matching activity where they match each word card with its corresponding definition, with support as needed.
- Review the answers as a class and clarify any misunderstandings.

Guided Group Activity (15 minutes)

- Divide students into small groups and provide each group with a worksheet containing guided questions related to the election process.
- Encourage students to work together to answer the questions, providing support and assistance as needed.
- Circulate around the room to monitor progress and provide guidance.
- Use sentence frames to support students in discussing their answers within their groups.

Interactive Presentation with Drawing Activity (10 minutes)

- Use a projector or smartboard to show multimedia presentations or short videos about elections.
- Reinforce key concepts such as the roles of candidates, voters, and the voting process.
- Encourage students to draw a picture of themselves voting or a picture representing an election scene.
- Allow students to share their drawings with the class and discuss what they have depicted.

Conclusion (5 minutes)

- Lead a brief discussion on what students have learned about elections today.
- Ask students to reflect on why they think voting is important and how it helps make decisions in their community.
- Conclude the lesson by summarizing the key points discussed and emphasizing the significance of elections in a democratic society.

Assessment:

- Informal assessment through observation of student participation and engagement during discussions and activities.
- Review completed worksheets for understanding of election concepts and processes.
- Evaluate student drawings and verbal responses for comprehension of key concepts.

Lesson Plan 2 with Scaffolds

Lesson Title: Understanding Elections: Scaffolded for Kindergarten

Duration: 60 minutes

Objective:

- Students will understand the basic concept of elections and their importance in a democratic society with scaffolded support.
- Students will be able to identify key terms related to elections with scaffolded activities.
- Students will be able to explain the role of voters in the election process with scaffolded prompts.

Materials:

- Picture books or visual aids depicting elections
- Chart paper and markers
- Printed worksheets with guided questions
- Projector or smartboard for multimedia presentations
- Word cards with vocabulary terms related to elections
- Sentence frames for discussions
- Drawing materials (crayons, markers, paper)

Procedure:

Introduction (10 minutes)

- Begin with a brief discussion about making decisions together as a group. Use examples from the classroom or playground to illustrate the concept.
- Introduce the concept of elections as a way for people to make decisions together by voting for their leaders.
- Emphasize the idea of everyone having a voice in the decision-making process.

Reading with Visual Support (15 minutes)

- Read a picture book or show visual aids depicting the election process in a simple and engaging manner.
- Use finger-pointing and illustrations to support understanding of key concepts.
- Pause intermittently to ask scaffolded comprehension questions such as:
- "What are people doing in the picture?"
- "Why do you think people are standing in line?"
- "Who do you think they are voting for?"
- Provide sentence frames to help students articulate their responses.

Vocabulary Introduction and Matching (10 minutes)

- Introduce key vocabulary words related to elections such as "vote," "ballot," "candidate," and "election" using word cards.
- Provide simplified definitions for each term and model how to use them in sentences using sentence frames.
- Engage students in a matching activity where they match each word card with its corresponding definition, with support as needed.
- Review the answers as a class and clarify any misunderstandings.

Guided Group Activity (15 minutes)

- Divide students into small groups and provide each group with a worksheet containing guided questions related to the election process.
- Encourage students to work together to answer the questions, providing support and assistance as needed.
- Circulate around the room to monitor progress and provide guidance.
- Use sentence frames to support students in discussing their answers within their groups.

Interactive Presentation with Drawing Activity (10 minutes)

- Use a projector or smartboard to show multimedia presentations or short videos about elections.
- Reinforce key concepts such as the roles of candidates, voters, and the voting process.
- Encourage students to draw a picture of themselves voting or a picture representing an election scene.
- Allow students to share their drawings with the class and discuss what they have depicted.

Conclusion (5 minutes)

- Lead a brief discussion on what students have learned about elections today.
- Ask students to reflect on why they think voting is important and how it helps make decisions in their community.
- Conclude the lesson by summarizing the key points discussed and emphasizing the significance of elections in a democratic society.

Assessment:

- Informal assessment through observation of student participation and engagement during discussions and activities.
- Review completed worksheets for understanding of election concepts and processes.
- Evaluate student drawings and verbal responses for comprehension of key concepts.

1st Grade

Writing Prompts

1. Draw a picture of yourself casting a vote in an election. Write one sentence describing why you think voting is important. Use simple words like "choose," "help," and "decide."
2. Imagine you are running for a special job in your classroom, like line leader or classroom helper.

Write your name on a pretend ballot and draw a picture next to it showing why you would be a good choice for the job. Use words like "helpful" and "kind" to describe yourself.

3. Create a drawing of a big voting sign with the word "Vote" on it. Write a sentence or two telling why it's important for people to vote in elections. Use simple words and phrases like "choose leaders" and "make decisions together."

Lesson Plan

Lesson Title: Exploring Elections: A 1st Grade Introduction

Duration: 60 minutes

Objective:

- Students will understand the basic concept of elections and their importance in a democratic society.
- Students will be able to identify key terms related to elections.
- Students will be able to explain the role of voters in the election process.

Materials:

- Picture books or visual aids depicting elections
- Chart paper and markers
- Printed worksheets with guided questions
- Projector or smartboard for multimedia presentations

Procedure:

Introduction (10 minutes)

- Start with a brief discussion about making decisions together as a group. Use examples from the classroom or playground to illustrate the concept.
- Introduce the concept of elections as a way for people to make decisions together by voting for their leaders.
- Emphasize the idea of everyone having a voice in the decision-making process.

Reading and Discussion (15 minutes)

- Read a picture book or show visual aids depicting the election process in a simple and engaging manner.
- Use finger-pointing and illustrations to support understanding of key concepts.
- Pause intermittently to ask comprehension questions such as:
- "What is happening in the picture?"
- "Why do you think people are standing in line?"
- "Who are the people holding signs?"
- Encourage students to share their thoughts and observations.

Vocabulary Introduction and Matching (10 minutes)

- Introduce key vocabulary words related to elections such as "vote," "ballot," "candidate," and "election" using chart paper.
- Provide simplified definitions for each term and model how to use them in sentences.
- Engage students in a matching activity where they match each vocabulary word with its corresponding definition.
- Review the answers as a class and clarify any misunderstandings.

Guided Group Activity (15 minutes)

- Divide students into small groups and provide each group with a worksheet containing guided questions related to the election process.
- Encourage students to work together to answer the questions, providing support and assistance as needed.
- Circulate around the room to monitor progress and provide guidance.
- Use sentence frames to support students in discussing their answers within their groups.

Interactive Presentation (10 minutes)

- Use a projector or smartboard to show multimedia presentations or short videos about elections.
- Reinforce key concepts such as the roles of candidates, voters, and the voting process.
- Encourage students to ask questions and share their thoughts about what they have learned.

Conclusion (5 minutes)

- Lead a brief discussion on what students have learned about elections today.
- Ask students to reflect on why they think voting is important and how it helps make decisions in their community.
- Conclude the lesson by summarizing the key points discussed and emphasizing the significance of elections in a democratic society.

Assessment:

- Informal assessment through observation of student participation and engagement during discussions and activities.
- Review completed worksheets for understanding of election concepts and processes.
- Evaluate student responses during guided questions and discussions for comprehension of key concepts.

Lesson Plan with Scaffolds

Lesson Title: Understanding Elections: Scaffolded for 1st Grade

Duration: 60 minutes

Objective:

- Students will understand the basic concept of elections and their importance in a democratic society with scaffolded support.
- Students will be able to identify key terms related to elections with scaffolded activities.
- Students will be able to explain the role of voters in the election process with scaffolded prompts.

Materials:

- Picture books or visual aids depicting elections
- Chart paper and markers
- Printed worksheets with guided questions
- Projector or smartboard for multimedia presentations
- Word cards with vocabulary terms related to elections
- Sentence frames for discussions

Procedure:

Introduction (10 minutes)

- Begin with a brief discussion about making decisions together as a group. Use examples from the classroom or playground to illustrate the concept.
- Introduce the concept of elections as a way for people to make decisions together by voting for their leaders.
- Emphasize the idea of everyone having a voice in the decision-making process.

Reading with Visual Support (15 minutes)

- Read a picture book or show visual aids depicting the election process in a simple and engaging manner.
- Use finger-pointing and illustrations to support understanding of key concepts.
- Pause intermittently to ask scaffolded comprehension questions such as:
- "What is happening in the picture?"
- "Why do you think people are standing in line?"
- "Who are the people holding signs?"
- Provide sentence frames to help students articulate their responses.

Vocabulary Introduction and Matching (10 minutes)

- Introduce key vocabulary words related to elections such as "vote," "ballot," "candidate," and "election" using word cards.
- Provide simplified definitions for each term and model how to use them in sentences using sentence frames.
- Engage students in a matching activity where they match each word card with its corresponding definition, with support as needed.
- Review the answers as a class and clarify any misunderstandings.

Guided Group Activity (15 minutes)

- Divide students into small groups and provide each group with a worksheet containing guided questions related to the election process.
- Encourage students to work together to answer the questions, providing scaffolded support and assistance as needed.
- Circulate around the room to monitor progress and provide guidance.
- Use sentence frames to support students in discussing their answers within their groups.

Interactive Presentation with Sentence Frames (10 minutes)

- Use a projector or smartboard to show multimedia presentations or short videos about elections.
- Reinforce key concepts such as the roles of candidates, voters, and the voting process.
- Use sentence frames to facilitate class discussion and encourage participation from all students.
- Encourage students to ask questions and share their thoughts about what they have learned.

Conclusion (5 minutes)

- Lead a brief discussion on what students have learned about elections today.
- Ask students to reflect on why they think voting is important and how it helps make decisions in their community.
- Conclude the lesson by summarizing the key points discussed and emphasizing the significance of elections in a democratic society.

Assessment:

- Informal assessment through observation of student participation and engagement during discussions and activities.
- Review completed worksheets for understanding of election concepts and processes.
- Evaluate student responses during guided questions and discussions for comprehension of key concepts.

2nd Grade

Writing Prompts

1. Draw a picture of a voting booth and write a sentence explaining what happens inside during an election. Include who gets to vote and why it's important for everyone to have a chance to vote.
2. Imagine you are running for a special job in your classroom, like line leader or class helper.

Write a short speech to your classmates telling them why you would be a good choice for the job. Use words like "helpful," "kind," and "responsible" to describe yourself.

3. Create a drawing or collage showing different ways people can help their community. Write a sentence or two under each picture explaining how each action helps others. Include activities like volunteering, recycling, and voting in elections.

Lesson Plan 1

Lesson Title: Exploring Elections: A 2nd Grade Introduction

Duration: 60 minutes

Objective:

- Students will understand the basic concept of elections and their importance in a democratic society.
- Students will be able to identify key terms related to elections.
- Students will be able to explain the role of voters in the election process.

Materials:

- Picture books or visual aids depicting elections
- Chart paper and markers
- Printed worksheets with guided questions
- Projector or smartboard for multimedia presentations

Procedure:

Introduction (10 minutes)

- Start with a brief discussion about making decisions together as a group. Use examples from the classroom or playground to illustrate the concept.
- Introduce the concept of elections as a way for people to make decisions together by voting for their leaders.
- Emphasize the idea of everyone having a voice in the decision-making process.

Reading and Discussion (15 minutes)

- Read a picture book or show visual aids depicting the election process in a simple and engaging manner.
- Pause intermittently to ask comprehension questions such as:
- "What is an election?"
- "Why do you think elections are important?"
- "Who are the people involved in an election?"
- Use guided questions to facilitate discussion and help students understand key concepts related to elections.

Vocabulary Activity (10 minutes)

- Introduce key vocabulary words related to elections such as "vote," "ballot," "candidate," and "election" using chart paper.
- Provide simple definitions for each term and encourage students to repeat the words aloud.
- Engage students in a matching activity where they match each vocabulary word with its corresponding definition.
- Review the answers as a class and clarify any misunderstandings.

Group Activity with Worksheets (15 minutes)

- Distribute printed worksheets with guided questions related to the election process.
- Divide students into small groups and encourage them to work together to answer the questions.
- Provide support and assistance as needed to ensure students understand the concepts and complete the worksheets.
- Circulate around the room to monitor progress and provide guidance.

Interactive Presentation (10 minutes)

- Use a projector or smartboard to show multimedia presentations or short videos about elections.
- Reinforce key concepts such as the roles of candidates, voters, and the voting process.
- Encourage students to ask questions and participate actively in the discussion.

Conclusion (5 minutes)

- Lead a brief discussion on what students have learned about elections today.
- Ask students to reflect on why they think voting is important and how it helps make decisions in their community.
- Conclude the lesson by summarizing the key points discussed and emphasizing the significance of elections in a democratic society.

Assessment:

- Informal assessment through observation of student participation and engagement during discussions and activities.
- Review completed worksheets for understanding of election concepts and processes.
- Evaluate student responses during guided questions and discussions for comprehension of key concepts.

Lesson Plan 2 with Scaffolds

Lesson Title: Understanding Elections: Scaffolded for 2nd Grade

Duration: 60 minutes

Objective:

- Students will understand the basic concept of elections and their importance in a democratic society with scaffolded support.
- Students will be able to identify key terms related to elections with scaffolded activities.
- Students will be able to explain the role of voters in the election process with scaffolded prompts.

Materials:

- Picture books or visual aids depicting elections
- Chart paper and markers
- Printed worksheets with guided questions
- Projector or smartboard for multimedia presentations
- Word cards with vocabulary terms related to elections
- Sentence frames for discussions

Procedure:

Introduction (10 minutes)

- Begin with a brief discussion about making decisions together as a group. Use examples from the classroom or playground to illustrate the concept.
- Introduce the concept of elections as a way for people to make decisions together by voting for their leaders.
- Emphasize the idea of everyone having a voice in the decision-making process.

Reading with Visual Support (15 minutes)

- Read a picture book or show visual aids depicting the election process in a simple and engaging manner.
- Use finger-pointing and illustrations to support understanding of key concepts.
- Pause intermittently to ask scaffolded comprehension questions such as:
- "What is happening in the picture?"
- "Why do you think people are standing in line?"
- "Who are the people holding signs?"
- Provide sentence frames to help students articulate their responses.

Vocabulary Introduction and Matching (10 minutes)

- Introduce key vocabulary words related to elections such as "vote," "ballot," "candidate," and "election" using word cards.
- Provide simplified definitions for each term and model how to use them in sentences using sentence frames.
- Engage students in a matching activity where they match each word card with its corresponding definition, with support as needed.
- Review the answers as a class and clarify any misunderstandings.

Guided Group Activity (15 minutes)

- Divide students into small groups and provide each group with a worksheet containing guided questions related to the election process.
- Encourage students to work together to answer the questions, providing scaffolded support and assistance as needed.
- Circulate around the room to monitor progress and provide guidance.
- Use sentence frames to support students in discussing their answers within their groups.

Interactive Presentation with Sentence Frames (10 minutes)

- Use a projector or smartboard to show multimedia presentations or short videos about elections.
- Reinforce key concepts such as the roles of candidates, voters, and the voting process.
- Use sentence frames to facilitate class discussion and encourage participation from all students.
- Encourage students to ask questions and share their thoughts about what they have learned.

Conclusion (5 minutes)

- Lead a brief discussion on what students have learned about elections today.
- Ask students to reflect on why they think voting is important and how it helps make decisions in their community.
- Conclude the lesson by summarizing the key points discussed and emphasizing the significance of elections in a democratic society.

Assessment:

- Informal assessment through observation of student participation and engagement during discussions and activities.
- Review completed worksheets for understanding of election concepts and processes.
- Evaluate student responses during guided questions and discussions for comprehension of key concepts.

3rd Grade

Writing Prompts

1. Imagine you are casting a vote in an election for the next leader of your school. Write a letter to your classmates explaining why it's important to vote and how their vote can make a difference. Use persuasive language and give reasons why voting is an important part of being a responsible citizen.
2. Create a poster encouraging people to vote in elections. Include colorful illustrations and catchy slogans to persuade others to participate in the democratic process. Explain in your poster why voting is important and how it helps communities make decisions together.
3. Write a short story about a character who wants to run for a leadership position in their school, such as class president. Describe how the character prepares for the election, including making campaign posters, giving speeches, and asking classmates for their votes.

Explain why the character believes they would be a good leader and how they show responsibility during the election process.

Lesson Plan 1

Lesson Title: Exploring Elections: A 3rd Grade Introduction

Duration: 60 minutes

Objective:

- Students will understand the basic concept of elections and their importance in a democratic society.
- Students will be able to identify key terms related to elections.
- Students will be able to explain the role of voters in the election process.

Materials:

- Whiteboard and markers
- Chart paper
- Printed worksheets with vocabulary words related to elections
- Visual aids (pictures, diagrams) depicting the election process
- Projector or smartboard for multimedia presentations
- Copies of a short story or video about elections (optional)

Procedure:

Introduction (10 minutes)

- Begin the lesson by asking students if they have heard about elections before. Engage them in a brief discussion about what they know.
- Introduce the concept of elections as a way for people to make decisions together by voting for their leaders.
- Discuss why elections are important in a democratic society, emphasizing the idea of everyone having a voice.

Vocabulary Activity (15 minutes)

- Introduce key vocabulary words related to elections such as "vote," "ballot," "candidate," and "election."
- Use the whiteboard to write each word and provide simple definitions.
- Engage students in a matching activity where they match each vocabulary word with its corresponding definition.
- Review the answers as a class and clarify any misunderstandings.

Interactive Presentation (20 minutes)

- Show visual aids depicting the election process in a simple and engaging manner.
- Explain the roles of candidates, voters, and the voting process using age-appropriate language.
- Use multimedia presentations or short stories/videos to further illustrate the concepts of elections and voting.
- Pause intermittently to ask comprehension questions and ensure students are following along.

Group Activity (10 minutes)

- Divide students into small groups and provide each group with a scenario related to elections (e.g., choosing a class president or deciding on a school rule).
- Ask each group to discuss and come up with a plan for conducting an election within their scenario.
- Groups should consider aspects such as selecting candidates, creating campaign materials, and organizing a voting process.
- Each group presents their plan to the class, and the class provides feedback and suggestions.

Reflection and Conclusion (5 minutes)

- Lead a brief discussion on what students have learned about elections today.
- Ask students to reflect on why they think voting is important and how it helps make decisions in their community.
- Conclude the lesson by summarizing the key points discussed and emphasizing the significance of elections in a democratic society.

Assessment:

- Informal assessment through observation of student participation and engagement during discussions and activities.
- Review completed vocabulary matching activity worksheets for understanding.
- Evaluate group participation and presentations for comprehension of election concepts and processes.

Lesson Plan 2 with Scaffolds

Lesson Title: Understanding Elections with Scaffolds

Duration: 60 minutes

Objective:

- Students will understand the concept of elections and their importance in a democratic society with scaffolded support.
- Students will be able to identify key terms related to elections with scaffolded activities.
- Students will be able to explain the role of voters in the election process with scaffolded prompts.

Materials:

- Visual aids (pictures, diagrams) depicting the election process
- Word cards with vocabulary terms related to elections
- Sentence frames for discussions
- Printed worksheets with guided questions
- Projector or smartboard for multimedia presentations
- Copies of a short story or video about elections (optional)

Procedure:

Introduction (10 minutes)

- Start with a brief discussion about making decisions together as a group. Use examples from everyday life to illustrate the concept.
- Introduce the concept of elections as a way for people to make important decisions together by voting for their leaders.
- Emphasize the idea of everyone having a voice in the decision-making process.

Vocabulary Introduction and Practice (15 minutes)

- Introduce key vocabulary words related to elections such as "vote," "ballot," "candidate," and "election" using word cards.
- Provide simplified definitions for each term and model how to use them in sentences using sentence frames.
- Engage students in a matching activity where they match each word card with its corresponding definition, with support as needed.
- Review the answers as a class and clarify any misunderstandings.

Interactive Presentation with Guided Questions (20 minutes)

- Show visual aids depicting the election process in a simple and engaging manner.
- Explain the roles of candidates, voters, and the voting process using age-appropriate language.
- Use multimedia presentations or short stories/videos to further illustrate the concepts of elections and voting.
- Pause intermittently to ask guided questions such as:
 - "What is a vote?"
 - "Why do you think it's important for people to vote?"
 - "Who are the people involved in an election?"
 - "What do candidates do during an election?"
 - "What do voters do during an election?"
- Provide scaffolded support by offering sentence frames for responses and encouraging students to share their thoughts.

Group Activity with Worksheets (10 minutes)

- Distribute printed worksheets with guided questions related to the election process.
- Divide students into small groups and encourage them to work together to answer the questions.
- Provide scaffolded support by offering sentence frames and visual aids to assist students in completing the worksheets.
- Circulate around the room to provide assistance and guidance as needed.

Reflection and Conclusion (5 minutes)

- Lead a brief discussion on what students have learned about elections today.
- Ask students to reflect on why they think voting is important and how it helps make decisions in their community.
- Conclude the lesson by summarizing the key points discussed and emphasizing the significance of elections in a democratic society.

Assessment:

- Informal assessment through observation of student participation and engagement during discussions and activities.
- Review completed worksheets for understanding of election concepts and processes.
- Evaluate student responses during guided questions for comprehension of key concepts.

4th Grade

Writing Prompts

1. Imagine you are running for a position in your school government, such as class president or student council representative. Write a speech outlining your goals and ideas for making positive changes in your school community. Be sure to explain why your classmates should vote for you and how you will represent their interests.
2. Research and write a persuasive essay explaining the importance of voting in a democracy. Include examples of how voting allows citizens to have a voice in decisions that affect their lives. Consider historical events or current issues where voting played a crucial role in bringing about change. Support your argument with evidence and reasons.
3. Create a compare and contrast essay comparing the election process in the United States with that of another country. Research and describe the similarities and differences in how candidates are chosen, how campaigns are conducted, and how voting is carried out.

Consider factors such as eligibility to vote, campaign finance regulations, and the role of media in shaping public opinion. Use a graphic organizer to plan your essay before writing.

Lesson Plan 1

Lesson Title: Understanding Elections

Duration: 60 minutes

Objective:

- Students will be able to understand the concept of elections and their significance in a democratic society.
- Students will be able to identify key terms related to elections.
- Students will be able to analyze and discuss the importance of voting.

Materials:

- Whiteboard and markers
- Chart paper
- Printed worksheets with vocabulary words related to elections
- Projector or smartboard for multimedia presentations

Procedure:

Introduction (10 minutes)

- Begin the lesson by asking students if they know what an election is. Engage them in a brief discussion about their understanding of elections.
- Define election as the process where people choose someone for an office by voting.
- Discuss the importance of elections in a democratic society, emphasizing the idea of making choices collectively.

Vocabulary Activity (15 minutes)

- Introduce key vocabulary words related to elections such as "ballot," "voting," "candidates," "campaign," and "voter."
- Use the whiteboard to write each word and provide simple definitions.
- Engage students in a matching activity where they match each vocabulary word with its corresponding definition.
- Review the answers as a class and clarify any misunderstandings.

Interactive Presentation (20 minutes)

- Show a multimedia presentation or video clip that explains the election process in a simple and engaging manner, focusing on local or school elections.
- Pause intermittently to ask comprehension questions and ensure students are following along.
- Discuss the roles of candidates, voters, and the voting process.
- Encourage students to ask questions and participate actively in the discussion.

Group Activity (10 minutes)

- Divide students into small groups and provide each group with a scenario related to elections (e.g., choosing a class president or deciding on a school rule).
- Ask each group to discuss and come up with a plan for conducting an election within their scenario.
- Groups should consider aspects such as selecting candidates, creating campaign materials, and organizing a voting process.
- Each group presents their plan to the class, and the class provides feedback and suggestions.

Reflection and Conclusion (5 minutes)

- Lead a brief discussion on the importance of voting and making informed decisions.
- Ask students to reflect on what they've learned about elections today.
- Conclude the lesson by summarizing the key points discussed and emphasizing the significance of elections in a democratic society.

Assessment:

- Informal assessment through observation of student participation and engagement during discussions and activities.
- Review completed vocabulary matching activity worksheets for understanding.
- Evaluate group participation and presentations for comprehension of election concepts and processes.

Lesson Plan 2 with Scaffolds

Lesson Title: Exploring Elections: A Scaffolded Approach

Duration: 60 minutes

Objective:

- Students will be able to understand the concept of elections and their importance.
- Students will be able to identify key terms related to elections with support.
- Students will be able to participate in discussions about the importance of voting with scaffolded prompts.

Materials:

- Visual aids (pictures, diagrams) depicting the election process
- Word cards with vocabulary terms related to elections
- Sentence frames for discussions
- Graphic organizer for notetaking
- Audio recordings of key concepts for auditory learners

Procedure:

Introduction (15 minutes)

- Begin with a brief discussion about making choices and decisions as a group.
- Introduce the concept of elections by showing visual aids depicting the election process in a simple manner.
- Use simplified language to explain the purpose of elections in choosing leaders and making decisions.

Vocabulary Introduction and Practice (15 minutes)

- Display word cards with key terms related to elections (e.g., "vote," "ballot," "candidate").
- Provide simplified definitions for each term and model how to use them in sentences.
- Engage students in a matching activity where they match each word card with its corresponding definition.
- Use sentence frames to scaffold students' understanding and encourage them to use the vocabulary in context.

Guided Discussion (20 minutes)

- Lead a guided discussion about the importance of elections, using scaffolded prompts such as:
- "Why do you think we have elections?"
- "What might happen if we didn't have elections?"
- "How can voting make a difference in our community?"
- Use a graphic organizer for notetaking to help students organize their thoughts and key ideas from the discussion.
- Provide audio recordings of key concepts for auditory learners to reinforce understanding.

Group Activity: Election Simulation (10 minutes)

- Divide students into small groups and assign each group a role in a simplified election scenario (e.g., voters, candidates, election officials).
- Provide scripted dialogues and role-play scenarios for each group to act out.
- Encourage students to use the vocabulary terms they have learned during the simulation.
- Facilitate the activity by providing support and guidance as needed.

Conclusion and Reflection (5 minutes)

- Gather students together for a brief reflection on what they have learned about elections.
- Ask students to share one thing they found interesting or important about elections.
- Reinforce the key concepts discussed during the lesson and emphasize the role of voting in a democratic society.

Assessment:

- Informal assessment through observation of student participation and engagement during discussions and activities.
- Review completed matching activity worksheets for understanding of vocabulary terms.
- Evaluate student responses during the guided discussion for comprehension of key concepts.
- Assess student participation and performance during the group activity.

5th Grade

Writing Prompts

1. **My Ideal Leader:** Imagine you have the opportunity to elect a leader for your school or community. Write a paragraph describing the qualities and characteristics you believe are important for a leader to possess. Consider traits such as honesty, fairness, empathy, and problem-solving skills. Explain why you think these qualities are essential for effective leadership. Use examples from history or your own experiences to support your ideas.
2. **Election Day Journal:** Keep a journal on Election Day, documenting your observations and thoughts about the voting process. Describe what you see and hear at the polling place, such as people waiting in line, volunteers helping voters, and the voting booths. Reflect on the significance of voting and why it is important for citizens to participate in elections.

Consider questions such as: What does it mean to be a responsible citizen? How does voting contribute to a democratic society? Use descriptive language and include drawings or sketches to illustrate your journal entries.

3. **If I Were President:** Pretend you were elected as the President of the United States. Write a speech outlining your plans and goals for improving the country. Consider issues such as education, the environment, healthcare, and community safety. Explain why you chose these priorities and how you plan to address them. Use persuasive language and provide reasons and examples to support your proposals. Consider how your ideas align with the responsibilities of the President outlined in the Constitution.

3 Day Lesson Plan

Day 1: Understanding the Electoral Process

Objective: Students will grasp the fundamentals of the electoral process and its significance in a democratic society.

- Introduction to Elections: Discuss the purpose and importance of elections in a democratic system.
- Key Terminologies: Define terms such as electorate, candidate, polling station, ballot, etc.
- Electoral Systems: Introduce different electoral systems used globally (e.g., first-past-the-post, proportional representation).

Day 2: Media's Role and Debates

Objective: Students will explore the influence of media on elections and develop skills in debating and public speaking.

- Media Influence: Examine how media coverage shapes public opinion on candidates and issues.
- Analyzing Media Bias: Discuss different types of media bias and methods to critically evaluate news sources.
- Debate Techniques: Teach students how to construct persuasive arguments and engage in respectful discourse.
- Public Speaking Tips: Provide guidance on effective public speaking techniques.

Day 3: Mock Election and Civic Engagement

Objective: Students will apply their understanding of the electoral process through participation in a mock election and explore the importance of civic engagement.

- Mock Election Setup: Organize and conduct a mock election with proper procedures, including voting and vote counting.
- Analysis and Reflection: Discuss the outcomes of the mock election, analyze voting patterns, and reflect on the experience.
- Electoral Reform Discussion: Explore potential improvements to the electoral system.
- Civic Responsibilities: Emphasize the importance of civic engagement beyond voting.

Day 1: Understanding the Electoral Process

Discussion Prompts:

- How do you feel about the results of the mock election? Can you identify any patterns in the voting behavior?
- What roles do citizens play in the electoral process beyond voting?
- What changes would you propose to improve our mock election process for the future?

Language Support:

- Encourage students to discuss their reflections on the mock election in small groups before sharing with the class.
- Provide sentence frames for discussing election outcomes and proposing improvements, such as "I was surprised when _ won because..." or "One way we could improve the mock election process is by..."

Visual Aids:

- Create visual displays showcasing different forms of civic engagement.
- Display posters with suggestions for how students can get involved in civic activities both locally and nationally.

Day 2: Media's Role and Debates

Discussion Prompts:

- How does media coverage impact public opinion during elections?
- Can you identify examples of media bias? How might bias affect information consumers?
- What strategies can you use to construct persuasive arguments during debates?

Language Support:

- Model sentence structures for expressing opinions and providing evidence during discussions and debates.
- Provide sentence frames for analyzing media bias, such as "This news report seems biased because..." or "I think the media is biased because..."

Visual Aids:

- Show examples of biased and unbiased media coverage for comparison.
- Display posters with tips for effective public speaking and debating techniques.

Day 3: Mock Election and Civic Engagement

Discussion Prompts:

- How do you feel about the results of the mock election? Can you identify any patterns in the voting behavior?
- What roles do citizens play in the electoral process beyond voting?
- What changes would you propose to improve our mock election process for the future?

Language Support:

- Encourage students to discuss their reflections on the mock election in small groups before sharing with the class.
- Provide sentence frames for discussing election outcomes and proposing improvements, such as "I was surprised when _ won because..." or "One way we could improve the mock election process is by..."

Visual Aids:

- Create visual displays showcasing different forms of civic engagement.
- Display posters with suggestions for how students can get involved in civic activities both locally and nationally.

5 Day Lesson Plan

Day 1: Introduction to Elections

Objective: Students will understand the basic concepts of elections and the importance of civic participation.

Opening Discussion

- Discussion Prompt: What is an election? Why do you think elections are important?
- Objective: Engage students in thinking about the purpose and significance of elections.

Presentation and Vocabulary

- Presentation: Introduce slides or a short video explaining the election process, key terms, and their definitions.
- Vocabulary Activity: Have students create flashcards for election-related terms with definitions and illustrations.
- Objective: Build understanding of election terminology and concepts.

Reading and Discussion

- Reading Assignment: Assign an article or passage about the history and significance of elections.
- Discussion Prompt: What did you learn from the reading? Why are elections important for a democratic society?
- Objective: Develop comprehension skills and critical thinking about the role of elections.

Writing Activity

- Writing Prompt: Write a paragraph explaining why voting is important. Objective: Practice writing to convey a persuasive argument or opinion.

Day 2: Understanding the Electoral Process

Objective: Students will learn about the steps involved in an election and the responsibilities of voters.

Presentation and Discussion

- Presentation: Explain the election process, including registration, campaigning, voting, and ballot counting.
- Discussion Prompt: What are some ways candidates try to persuade people to vote for them?
- Objective: Understand the election process and analyze campaign strategies.

Reading and Analysis

- Reading Assignment: Provide an article or passage about voter rights and responsibilities.
- Analysis Prompt: What are some responsibilities of voters? Why is it important for voters to be informed?
- Objective: Analyze text for key information and understanding of voter roles.

Group Activity

- Group Task: Divide students into small groups and have them create a flowchart or timeline of the election process.
- Objective: Collaborate to visually represent the steps of an election.

Writing Reflection

- Reflection Prompt: Reflect on what you've learned about the election process. What step do you find most interesting?
- Objective: Reflect on learning and reinforce understanding through writing.

Day 3: Types of Elections and Voting Rights

Objective: Students will understand the basic concepts of elections and the importance of civic participation.

Presentation and Discussion

- Presentation: Discuss different types of elections (local, state, national) and their significance.
- Discussion Prompt: Why is it important for everyone to have the right to vote?
- Objective: Explore the significance of voting rights in a democracy.

Reading and Analysis

- Reading Assignment: Assign readings about the history of voting rights, focusing on key events like the Voting Rights Act of 1965.
- Analysis Prompt: What was one challenge people faced in the past regarding voting rights?
- Objective: Analyze historical texts to understand the importance of voting rights.

Group Discussion

- Group Activity: Break students into groups and assign each group a different type of election.
- Discussion Prompt: Discuss with your group the importance of your assigned type of election.
- Objective: Collaborate to discuss and understand the significance of different types of elections.

Writing Activity

- Writing Prompt: Write a short essay reflecting on the importance of voting rights and how they impact democracy.
- Objective: Practice writing to convey understanding and reflection on voting rights.

Day 4: Mock Election Day

Objective: Students will apply their understanding of elections by participating in a mock election.

Candidate Presentations and Voting

- Candidate Presentations: Allow students to present their campaign posters and slogans.
- Voting Process: Distribute mock ballots and explain the voting process.
- Objective: Apply knowledge of elections by participating in a simulated voting process.

Counting Ballots and Reflection

- Counting Ballots: Count the votes and announce the winner of the mock election.
- Reflection Prompt: How did it feel to participate in the mock election? What did you learn about the election process?
- Objective: Reflect on the experience and discuss insights gained from the mock election.

Day 5: Reflection and Extension

Objective: Students will reflect on their learning about elections and explore ways to stay engaged in civic life.

Discussion and Sharing

- Discussion Prompt: What was the most surprising thing you learned about elections? How might you stay involved in your community in the future?
- Objective: Engage in reflective discussion about learning and future civic engagement.

Extension Activity

- Extension Task: Have students research a current event related to elections or civic engagement and write a brief summary or opinion piece.
- Objective: Apply learning to real-world situations and practice informational writing skills.

Wrap-Up and Reflection

- Reflection Activity: Have students write a final reflection on what they've learned about elections and civic responsibility.
- Objective: Reflect on learning and consider personal connections and future actions related to civic engagement.

Lesson Plan 2 with Scaffolds

Day 1: Introduction to Elections

Objective: Students will understand the basic concepts of elections and the importance of civic participation.

Opening Discussion

- Scaffold: Discuss in pairs: "What do you know about elections?" Share responses with the class.
- Prompt: Why do you think elections are important for our country?

Presentation and Vocabulary

- Scaffold: Present slides or a short video explaining the election process. Introduce election-related vocabulary such as candidate, voter, ballot, etc.
- Prompt: Can someone explain what a 'ballot' is in their own words?

Reading and Discussion

- Scaffold: Assign readings or articles about the importance of voting and civic engagement.
- Prompt: What are some reasons people might choose to vote or not vote?

Writing Activity

- Scaffold: Have students write a paragraph explaining why voting is important. Provide sentence starters or graphic organizers if needed.
- Prompt: In your paragraph, include one reason why you think voting is important.

Day 2: Understanding the Election Process

Objective: Students will learn about the steps involved in an election and the responsibilities of voters.

Presentation and Discussion

- Scaffold: Present slides or visuals explaining the election process, including registration, campaigning, voting, and counting ballots.
- Prompt: What are some ways candidates try to convince people to vote for them?

Reading and Analysis

- Scaffold: Assign readings about the history of elections or specific voting procedures.
- Prompt: What did you learn from the reading about how elections have changed over time?

Group Activity

- Scaffold: Divide students into small groups and have them create a flowchart or timeline of the election process.
- Prompt: Discuss with your group: What steps are necessary for a fair and transparent election?

Writing Reflection

- Scaffold: Have students write a reflection on what they've learned about the election process. Provide guiding questions if needed.
- Prompt: Reflect on the election process and write about one step you found interesting.

Day 3: Types of Elections and Voting Rights

Objective: Students will understand different types of elections and the importance of voting rights.

Presentation and Discussion

- Scaffold: Discuss different types of elections (local, state, national) and their significance.
- Prompt: Why is it important for everyone to have the right to vote?

Reading and Analysis

- Scaffold: Assign readings about the history of voting rights, focusing on key events like the Voting Rights Act of 1965.
- Prompt: What was one challenge people faced in the past regarding voting rights?

Group Discussion

- Scaffold: Break students into groups and assign each group a different type of election.
- Prompt: Discuss with your group the importance of your assigned type of election.

Writing Activity

- Scaffold: Have students write a short essay reflecting on the importance of voting rights and how they impact democracy.
- Prompt: Write a short essay reflecting on the importance of voting rights and how they impact democracy.

Day 4: Mock Election Day

Objective: Students will apply their understanding of elections by participating in a mock election.

Candidate Presentations and Voting

- Scaffold: Allow students to present their campaign posters and slogans. Provide a structured format for speeches.
- Prompt: Listen to each candidate's speech. What qualities do you think make a good leader?

Counting Ballots and Reflection

- Scaffold: Count the votes and announce the winner of the mock election. Have students reflect on the experience.
- Prompt: How did it feel to participate in the mock election? What did you learn about the election process?

Day 5: Reflection and Extension

Objective: Students will reflect on their learning about elections and explore ways to stay engaged in civic life.

Discussion and Sharing

- Scaffold: Lead a discussion on students' experiences with the mock election and what they've learned throughout the unit.
- Prompt: What was the most surprising thing you learned about elections? How might you stay involved in your community in the future?

Extension Activity

- Scaffold: Have students research a current event related to elections or civic engagement and write a brief summary or opinion piece.
- Prompt: Choose a news article about elections or civic participation. What is the main idea of the article, and what are your thoughts on the topic?

Wrap-Up and Reflection

- Scaffold: Have students write a final reflection on what they've learned about elections and civic responsibility.
- Prompt: Looking back on our unit, what is one thing you will remember about elections? How might you apply what you've learned in the future?

6th Grade

Writing Prompts

1. Election Day Story: Write a story set on Election Day. Describe the experiences of a fictional character, such as a first-time voter, a candidate running for office, or a volunteer working at a polling station. Include details about the voting process, the excitement or nervousness surrounding the election, and the importance of civic participation. Use descriptive language to bring your story to life.
2. Campaign Speech: Pretend you are running for class president. Write a campaign speech outlining your platform and explaining why your classmates should vote for you. Include specific ideas for improving the school or addressing issues that are important to students. Use persuasive language and provide reasons and examples to support your candidacy. Consider how your proposed policies align with democratic principles.
3. Election Reflection Journal: Keep a journal reflecting on the process and outcome of a recent local or national election. Consider questions such as: What did you learn about the candidates and their positions on issues? How did the election process work, from voter registration to ballot counting? What role did the media play in shaping your understanding of the election? How do you think the election results will impact your community or the country? Use evidence from your observations and research to support your reflections.

3 Day Lesson Plan

Day 1: Understanding the Electoral Process

Objective: Students will understand the basic concepts of elections and the importance of civic participation.

Opening Discussion

- Discussion Prompt: What is an election? Why do you think elections are important?
- Objective: Engage students in thinking about the purpose and significance of elections.

Presentation and Vocabulary

- Presentation: Introduce slides or a short video explaining the election process, key terms, and their definitions.
- Vocabulary Activity: Have students create flashcards for election-related terms with definitions and illustrations.
- Objective: Build understanding of election terminology and concepts.

Reading and Discussion

- Reading Assignment: Assign an article or passage about the history and significance of elections.
- Discussion Prompt: What did you learn from the reading? Why are elections important for a democratic society?
- Objective: Develop comprehension skills and critical thinking about the role of elections.

Writing Activity

- Writing Prompt: Write a paragraph explaining why voting is important. Objective: Practice writing to convey a persuasive argument or opinion.

Day 2: Understanding the Election Process

Objective: Students will learn about the steps involved in an election and the responsibilities of voters.

Presentation and Discussion

- Presentation: Explain the election process, including registration, campaigning, voting, and ballot counting.
- Discussion Prompt: What are some ways candidates try to persuade people to vote for them?
- Objective: Understand the election process and analyze campaign strategies.

Reading and Analysis

- Reading Assignment: Provide an article or passage about voter rights and responsibilities.
- Analysis Prompt: What are some responsibilities of voters? Why is it important for voters to be informed?
- Objective: Analyze text for key information and understanding of voter roles.

Group Activity

- Group Task: Divide students into small groups and have them create a flowchart or timeline of the election process.
- Objective: Collaborate to visually represent the steps of an election.

Writing Reflection

- Reflection Prompt: Reflect on what you've learned about the election process. What step do you find most interesting?
- Objective: Reflect on learning and reinforce understanding through writing.

Day 3: Mock Election Day

Objective: Students will apply their understanding of elections by participating in a mock election.

Candidate Presentations and Voting

- Candidate Presentations: Allow students to present their campaign posters and slogans.
- Voting Process: Distribute mock ballots and explain the voting process.
- Objective: Apply knowledge of elections by participating in a simulated voting process.

Counting Ballots and Reflection

- Counting Ballots: Count the votes and announce the winner of the mock election.
- Reflection Prompt: How did it feel to participate in the mock election? What did you learn about the election process?
- Objective: Reflect on the experience and discuss insights gained from the mock election.

Reflection and Extension

- Reflection Activity: Have students write a reflection on their experience participating in the mock election.
- Extension Task: Research a current event related to elections or civic engagement and write a brief summary or opinion piece.
- Objective: Reflect on learning and explore further engagement with civic topics.

Day 1: Introduction to Elections

Objective: Students will understand the basic concepts of elections and the importance of civic participation.

Opening Discussion

- Scaffold: Discuss in pairs: "What do you know about elections?" Share responses with the class.
- Prompt: Why do you think it's important for people to vote in elections?

Presentation and Vocabulary

- Scaffold: Present slides or a short video explaining the election process. Introduce election-related vocabulary such as candidate, voter, ballot, etc.
- Prompt: Can someone explain what a 'ballot' is in their own words?

Reading and Discussion

- Scaffold: Assign readings or articles about the importance of voting and civic engagement.
- Prompt: What are some ways people can participate in their community besides voting?

Writing Activity

- Scaffold: Have students write a paragraph explaining why voting is important. Provide sentence starters or graphic organizers if needed.
- Prompt: In your paragraph, include one reason why you think voting is important.

Day 2: Understanding the Election Process

Objective: Students will learn about the steps involved in an election and the responsibilities of voters.

Presentation and Discussion

- Scaffold: Present slides or visuals explaining the election process, including registration, campaigning, voting, and counting ballots.
- Prompt: What are some ways candidates try to convince people to vote for them?

Reading and Analysis

- Scaffold: Assign readings about the history of elections or specific voting procedures.
- Prompt: What did you learn from the reading about how elections have changed over time?

Group Activity

- Scaffold: Divide students into small groups and have them create a flowchart or timeline of the election process.
- Prompt: Discuss with your group: What steps are necessary for a fair and transparent election?

Writing Reflection

- Scaffold: Have students write a reflection on what they've learned about the election process. Provide guiding questions if needed.
- Prompt: Reflect on the election process and write about one step you found interesting.

Day 3: Mock Election Day

Objective: Students will apply their understanding of elections by participating in a mock election.

Candidate Presentations and Voting

- Scaffold: Allow students to present their campaign posters and slogans. Provide a structured format for speeches.
- Prompt: Listen to each candidate's speech. What qualities do you think make a good leader?

Counting Ballots and Reflection

- Scaffold: Count the votes and announce the winner of the mock election. Have students reflect on the experience.
- Prompt: How did it feel to participate in the mock election? What did you learn about the election process?

Reflection and Extension

- Scaffold: Have students write a final reflection on what they've learned about elections and civic responsibility.
- Prompt: Looking back on our unit, what is one thing you will remember about elections? How might you apply what you've learned in the future?

5 Day Lesson Plan with Scaffolds

Day 1: Introduction to Elections

Objective: Students will understand the basic concepts of elections and the importance of civic participation.

Opening Discussion

- Scaffold: Discuss in pairs: "What do you know about elections?" Share responses with the class.
- Prompt: Why do you think it's important for people to vote in elections?

Presentation and Vocabulary

- Scaffold: Present slides or a short video explaining the election process. Introduce election-related vocabulary such as candidate, voter, ballot, etc.
- Prompt: Can someone explain what a 'ballot' is in their own words?

Reading and Discussion

- Scaffold: Assign readings or articles about the importance of voting and civic engagement.
- Prompt: What are some ways people can participate in their community besides voting?

Writing Activity

- Scaffold: Have students write a paragraph explaining why voting is important. Provide sentence starters or graphic organizers if needed.
- Prompt: "In your paragraph, include one reason why you think voting is important."

Day 2: Understanding the Election Process

Objective: Students will learn about the steps involved in an election and the responsibilities of voters.

Presentation and Discussion

- Scaffold: Present slides or visuals explaining the election process, including registration, campaigning, voting, and counting ballots.
- Prompt: What are some ways candidates try to convince people to vote for them?

Reading and Analysis

- Scaffold: Assign readings about the history of elections or specific voting procedures.
- Prompt: What did you learn from the reading about how elections have changed over time?

Group Activity

- Scaffold: Divide students into small groups and have them create a flowchart or timeline of the election process.
- Prompt: Discuss with your group: What steps are necessary for a fair and transparent election?

Writing Reflection

- Scaffold: Have students write a reflection on what they've learned about the election process. Provide guiding questions if needed.
- Prompt: Reflect on the election process and write about one step you found interesting.

Day 3: Rights and Responsibilities of Voters

Objective: Students will understand the rights and responsibilities of voters in a democracy.

Presentation and Discussion

- Scaffold: Discuss the rights and responsibilities of voters, such as researching candidates and issues, casting an informed vote, and respecting election outcomes.
- Prompt: Why is it important for voters to be informed before casting their ballots?

Reading and Analysis

- Scaffold: Assign readings or articles about the importance of voter education and participation.
- Prompt: "What are some ways voters can learn about candidates and issues before an election?"

Role-Playing Activity

- Scaffold: Have students role-play different scenarios involving voting rights and responsibilities.
- Prompt: Act out a situation where someone is deciding whether or not to vote. What factors might influence their decision?

Writing Activity

- Scaffold: Ask students to write a letter to a fictional friend explaining why it's important to vote and how they can fulfill their responsibilities as a voter.
- Prompt: Write a letter to your friend persuading them to vote in the next election.

Day 4: Mock Election Day

Objective: Students will apply their understanding of elections by participating in a mock election.

Candidate Presentations and Voting

- Scaffold: Allow students to present their campaign posters and slogans. Provide a structured format for speeches.
- Prompt: Listen to each candidate's speech. What qualities do you think make a good leader?

Voting Process

- Scaffold: Distribute mock ballots and explain the voting process. Provide support as needed for students to cast their votes.
- Prompt: What does it mean to vote? Why is it important?

Counting Ballots and Reflection

- Scaffold: Count the votes and announce the winner of the mock election. Have students reflect on the experience.
- Prompt: How did it feel to participate in the mock election? What did you learn about the election process?

Day 5: Reflection and Extension

Objective: Students will reflect on their learning about elections and explore ways to stay engaged in civic life.

Discussion and Sharing

- Scaffold: Lead a discussion on students' experiences with the mock election and what they've learned throughout the unit.
- Prompt: What was the most surprising thing you learned about elections? How might you stay involved in your community in the future?

Extension Activity

- Scaffold: Have students research a current event related to elections or civic engagement and write a brief summary or opinion piece.
- Prompt: Choose a news article about elections or civic participation. What is the main idea of the article, and what are your thoughts on the topic?

Wrap-Up and Reflection

- Scaffold: Have students write a final reflection on what they've learned about elections and civic responsibility.
- Prompt: Looking back on our unit, what is one thing you will remember about elections? How might you apply what you've learned in the future?

7th Grade

Writing Prompts

1. **Comparing Electoral Systems:** Research and compare the electoral systems used in two different countries. Write a compare and contrast essay discussing the similarities and differences between the electoral processes, including how candidates are chosen, voting methods, and the role of political parties. Consider how each electoral system impacts citizens' participation in the democratic process and their ability to influence government decisions.
2. **Persuasive Essay on Voting Rights:** Imagine you are writing a persuasive letter to lawmakers advocating for the expansion of voting rights. Choose one group of people historically denied the right to vote in the United States (e.g., women, African Americans, Indigenous peoples) and argue why it is important to extend voting rights to them. Support your argument with evidence from historical events, constitutional amendments, and the impact of voting rights expansions on American society.
3. **The Role of Media in Elections:** Media plays a significant role in shaping public opinion and influencing elections. Write an argumentative essay discussing the impact of media coverage on elections. Consider the ways in which media platforms like television, social media, and online news outlets can influence voter perceptions of candidates and issues.

Support your argument with examples from current events or historical elections and propose strategies for voters to critically evaluate media sources during election seasons.

3 Day Lesson Plan

Day 1: Introduction to Elections

Objective: Students will understand the basics of elections, including the purpose, process, and importance of voting.

Opening Discussion

- Discuss in pairs: "What do you think an election is?" Share responses with the class. Introduce key terms: election, candidate, voter, ballot, etc.

Presentation

- Present slides or a short video explaining the election process, including nominations, campaigning, voting, and counting ballots. Use visual aids and diagrams to enhance understanding.

Reading and Analysis

- Assign readings or articles about the history of elections or the importance of voting. Discuss key points and have students identify main ideas and supporting details.

Activity: Election Vocabulary

- Provide a list of election-related vocabulary words.
- Have students create flashcards with the word, definition, and an illustration.

Day 2: Types of Elections and Voting Rights

Objective: Students will understand different types of elections and the importance of voting rights.

Presentation

- Discuss different types of elections (local, state, national) and their significance.
- Introduce the concept of voting rights and the history of voting rights in the United States.

Group Discussion

- Break students into groups and assign each group a different type of election.
- Have them discuss the importance of their assigned type of election and present their findings to the class.

Reading and Analysis

- Assign readings about the history of voting rights, focusing on key events like the Voting Rights Act of 1965.
- Discuss the readings and their significance.

Writing Activity

- Have students write a short essay reflecting on the importance of voting rights and how they impact democracy.

Day 3: Mock Election Day

Objective: Students will apply their knowledge of elections by participating in a mock election.

Candidate Presentations

- Allow each student to present their campaign poster and slogan to the class.
- Candidates can give a short speech explaining why they should be elected.

Voting Process

- Distribute mock ballots and have students cast their votes for their chosen candidate.

Counting Ballots

- Count the votes and announce the winner of the mock election.

Reflection

- Have students write a reflection on their experience participating in the mock election.
- Ask them to consider the importance of voting and how elections impact their lives.

5 Day Lesson Plan

Day 1: Introduction to Elections

Objective: Students will understand the basics of elections, including the purpose, process, and importance of voting.

Opening Discussion

- Start with a discussion on the importance of making decisions as a group and how elections help us do that. Introduce key terms: election, candidate, voter, ballot, etc.

Presentation

- Present slides or a short video explaining the election process, including nominations, campaigning, voting, and counting ballots.

Reading and Analysis

- Assign readings or articles about the history of elections or the importance of voting. Discuss key points and have students highlight important information.

Activity: Election Vocabulary

- Provide a list of election-related vocabulary words.
- Have students create flashcards with the word, definition, and an illustration.

Day 2: Types of Elections and Voting Rights

Objective: Students will understand different types of elections and the importance of voting rights.

Presentation

- Discuss different types of elections (local, state, national) and their significance.
- Introduce the concept of voting rights and the history of voting rights in the United States.

Group Discussion

- Break students into groups and assign each group a different type of election.
- Have them discuss the importance of their assigned type of election and present their findings to the class.

Reading and Analysis

- Assign readings about the history of voting rights, focusing on key events like the Voting Rights Act of 1965.
- Discuss the readings and their significance.

Writing Activity

- Have students write a short essay reflecting on the importance of voting rights and how they impact democracy.

Day 3: Campaigning and Persuasion

Objective: Students will understand the role of campaigning and persuasion in elections.

Presentation

- Discuss the purpose of campaigning and how candidates use persuasion techniques to win votes.
- Analyze examples of campaign ads and speeches.

Group Activity

- Divide students into groups and assign each group a different candidate (fictional).
- Have them create a campaign poster and slogan for their candidate, using persuasive techniques.

Role-Playing

- Have students pair up and role-play a candidate and a voter.
- The candidate must persuade the voter to vote for them.

Discussion

- Discuss the effectiveness of different persuasion techniques used in the role-plays and campaign ads.

Day 4: Mock Election Day

Objective: Students will apply their knowledge of elections by participating in a mock election.

Candidate Presentations

- Allow each student to present their campaign poster and slogan to the class.
- Candidates can give a short speech explaining why they should be elected.

Voting Process

- Distribute mock ballots and have students cast their votes for their chosen candidate.

Counting Ballots

- Count the votes and announce the winner of the mock election.

Reflection

- Have students write a reflection on their experience participating in the mock election. Ask them to consider the importance of voting and how elections impact their lives.

Day 5: Election Reflection and Wrap-Up

Objective: Students will reflect on what they have learned about elections and summarize key concepts.

Group Discussion

- Lead a discussion on the mock election experience.
- Ask students to share their thoughts on the process and what they learned.

Reflection Essay

- Have students write a final reflection essay summarizing what they have learned about elections over the past week.
- Encourage them to include specific examples and experiences from the mock election.

Wrap-Up

- Review key concepts and vocabulary from the week.
- Encourage students to continue to stay informed about elections and participate in the democratic process when they are eligible to vote.

Day 1: Introduction to Elections

Objective: Students will understand the basics of elections, including the purpose, process, and importance of voting.

Opening Discussion

- Scaffold: Discuss in pairs: "What comes to mind when you hear the word 'election'?"
- Share responses with the class. Introduce key terms: election, candidate, voter, ballot, etc.

Presentation

- Scaffold: Present slides or a short video with subtitles.
- Pause intermittently to clarify vocabulary and check comprehension.

Reading and Analysis

- Scaffold: Assign readings or articles with simplified language or provide audio recordings for struggling readers.
- Discuss key points and have students share their understanding in small groups.

Activity: Election Vocabulary

- Scaffold: Provide sentence starters for definitions.
- Encourage students to use visual aids like drawings or diagrams to reinforce understanding.

Day 2: Types of Elections and Voting Rights

Objective: Students will understand different types of elections and the importance of voting rights.

Presentation

- Scaffold: Break down complex concepts into smaller, digestible parts.
- Use visuals and real-life examples to illustrate each type of election.

Group Discussion

- Scaffold: Assign roles within groups (e.g., discussion leader, note-taker) to provide structure.
- Provide sentence frames for sharing ideas.

Reading and Analysis

- Scaffold: Offer graphic organizers to help students identify key information in the text.
- Provide guiding questions to focus their reading.

Writing Activity

- Scaffold: Offer sentence starters or outlines to support students in organizing their thoughts.
- Provide models or examples for reference.

Day 3: Campaigning and Persuasion

Objective: Students will understand the role of campaigning and persuasion in elections.

Presentation

- Scaffold: Break down persuasive techniques into simpler components.
- Use clear examples to illustrate each technique.

Group Activity

- Scaffold: Provide a checklist of persuasive techniques for students to reference.
- Offer sentence frames for creating slogans and posters.

Role-Playing

- Scaffold: Provide prompts and cues for role-playing scenarios.
- Encourage students to use persuasive language they've learned.

Discussion

- Scaffold: Provide sentence stems for evaluating the effectiveness of different persuasion techniques.
- Encourage students to support their opinions with evidence.

Day 4: Mock Election Day

Objective: Students will apply their knowledge of elections by participating in a mock election.

Candidate Presentations

- Scaffold: Provide a template for students to follow when creating their campaign posters and slogans.
- Offer sentence starters for their speeches.

Voting Process

- Scaffold: Provide clear instructions and visuals for the voting process.
- Offer support for students who may need assistance filling out their ballots.

Counting Ballots

- Scaffold: Break down the counting process step-by-step.
- Assign roles to students (e.g., counters, recorders) to ensure everyone is involved.

Reflection

- Scaffold: Offer sentence frames for reflection prompts.
- Encourage students to express their thoughts and feelings about the mock election experience.

Day 5: Election Reflection and Wrap-Up

Objective: Students will reflect on what they have learned about elections and summarize key concepts.

Group Discussion

- Scaffold: Provide discussion prompts to guide the conversation.
- Encourage active listening and respectful participation.

Reflection Essay

- Scaffold: Offer a graphic organizer or outline for structuring the essay.
- Provide sentence starters for each paragraph.

Wrap-Up

- Scaffold: Review key concepts using visuals or concept maps.
- Encourage students to ask questions and seek clarification if needed.

8th Grade

Writing Prompts

1. **Analyzing Voting Rights:** Imagine you are living in the early 20th century when voting rights were limited for many groups of people, including women and African Americans.

Write an essay analyzing the impact of voting rights on society. Consider how expanding voting rights might have influenced social, political, and economic changes. Use historical examples to support your argument.

2. **The Role of Media in Elections:** In today's digital age, media plays a significant role in shaping public opinion and influencing elections. Write a persuasive essay discussing the impact of media coverage on elections. Consider the ways in which media platforms like television, social media, and online news outlets can shape voter perceptions of candidates and issues. Provide examples to support your argument and propose strategies for voters to critically evaluate media sources during election seasons.
3. **The Importance of Civic Engagement:** Civic engagement is essential for a functioning democracy. Write an expository essay exploring the importance of civic engagement in elections. Discuss the various ways individuals can participate in the democratic process beyond voting, such as volunteering for political campaigns, participating in grassroots movements, and advocating for policy changes. Use examples from history or current events to illustrate the impact of civic engagement on elections and society as a whole.

3 Day Lesson Plan

Day 1: Understanding Elections

Objective: Students will understand the basic principles of elections and their significance in a democratic society.

Mini-Lesson – Introduction to Elections

- Present information about the purpose of elections and their role in representing the will of the people.
- Discuss the importance of voting and civic participation.

Reading and Discussion

- Assign a reading passage about the history of elections or the electoral process.
- Facilitate a discussion about key concepts and main ideas from the reading.

Group Activity – Election Process

- Divide students into small groups and have them create a flowchart or diagram outlining the steps involved in an election.
- Each group presents their diagram to the class and explains the election process.

Writing Task

- Have students write a paragraph summarizing the importance of elections and why voting is essential in a democratic society.

Day 2: Rights and Responsibilities of Voters

Objective: Students will understand the rights and responsibilities associated with voting.

Mini-Lesson – Voting Rights

- Present information about the history of voting rights in the United States, including key legislation such as the Voting Rights Act.
- Discuss how voting rights have evolved over time and the importance of equal access to voting.

Reading and Discussion

- Assign readings or articles about the responsibilities of voters.
- Facilitate a discussion about the responsibilities that come with being a voter, such as staying informed and participating in elections.

Case Studies

- Provide case studies of individuals who fought for voting rights, such as Susan B. Anthony or Martin Luther King Jr.
- Discuss the impact of their actions on voting rights and democracy.

Writing Reflection

- Have students write a reflection on the importance of voting rights and the responsibilities of voters in a democratic society.

Day 3: Mock Election

Objective: Students will apply their understanding of elections by participating in a mock election.

Preparation for Mock Election

- Introduce the upcoming mock election and explain the procedures for voting.
- Assign roles and responsibilities for the mock election, such as candidates, election officials, and observers.

Campaign Presentations

- Allow each candidate or group representing a candidate to give a brief campaign presentation to the class.
- Emphasize the importance of focusing on issues and platforms rather than political parties.

Voting Process

- Conduct the mock election, ensuring all students have the opportunity to vote anonymously.
- Emphasize the importance of making informed decisions based on the candidates' platforms.

Data Analysis and Reflection

- After the mock election, analyze the voting results as a class.
- Have students write a reflection on their experience participating in the mock election and what they learned about the election process.

Day 1: Understanding Elections

Objective: Students will understand the basic principles of elections and their significance in a democratic society.

Mini-Lesson – Introduction to Elections

- Provide simplified definitions of election-related vocabulary. Use visuals such as diagrams or videos to aid understanding.
- Discussion Prompt: What do you think happens during an election? Why do you think elections are important?

Reading and Discussion

- Assign a reading passage about elections with accessible language. Provide a graphic organizer to help students identify key concepts.
- Discussion Prompt: What are some key steps in the election process? Why is voting important in a democracy?

Group Activity – Election Process

- Provide sentence starters to help students express their ideas clearly. Assign roles within groups to ensure participation.
- Discussion Prompt: In your group, create a step-by-step guide to explain how an election works.

Writing Task

- Provide a structured writing prompt with guiding questions. Offer sentence frames to support sentence construction.
- Discussion Prompt: Write a paragraph explaining why voting is important in a democratic society.

Day 2: Rights and Responsibilities of Voters

Objective: Students will understand the rights and responsibilities associated with voting.

Mini-Lesson – Voting Rights

- Break down complex information into simpler terms. • Use real-life examples to illustrate voting rights.
- Discussion Prompt: Why is it important for everyone to have the right to vote?

Reading and Discussion

- Provide scaffolded reading materials with annotations or explanations. • Encourage peer discussion to enhance understanding.
- Discussion Prompt: What responsibilities do you think come with being a voter?

Case Studies

- Provide guided questions to help students analyze the case studies. Break down the timeline of events into manageable segments.
- Discussion Prompt: How did individuals like Susan B. Anthony contribute to voting rights?

Writing Reflection

- Offer sentence starters to guide reflection. Provide a checklist of key points to include in the reflection.
- Discussion Prompt: Reflect on the importance of voting rights and the responsibilities of voters.

Day 3: Mock Election

Objective: Students will apply their understanding of elections by participating in a mock election.

Preparation for Mock Election

- Provide clear instructions and visual aids to explain the mock election process. Assign roles based on students' abilities and interests.
- Discussion Prompt: What are some qualities you think a good candidate should have?

Campaign Presentations

- Offer sentence frames or templates for campaign speeches. Encourage peer feedback using structured guidelines.
- Discussion Prompt: What key issues would you focus on if you were running for office?

Voting Process

- Provide support during the voting process, such as visual aids or written instructions. Ensure a supportive and inclusive environment for all students.
- Discussion Prompt: Why is it important to make an informed decision when voting?

Data Analysis and Reflection

- Guide students through the analysis of voting results using visual representations. Provide prompts to guide reflection on the mock election experience.
- Discussion Prompt: What did you learn from participating in the mock election? How does it relate to what we learned about elections?

5 Day Lesson Plan

Day 1: Introduction to Elections

Objective: Students will understand the basic principles of elections, including the importance of voting and the democratic process.

Opening Discussion

- Engage students in a discussion about what they know about elections.
- Define key terms: election, candidate, voter, democracy, etc.

Reading and Comprehension

- Read a short passage or article about the history and significance of elections.
- Discuss main ideas and details from the reading.

Group Activity – Election Process

- Break students into small groups and have them outline the steps in the election process.
- Each group presents their findings to the class.

Reflection

- Have students write a paragraph reflecting on why they think elections are important.

Day 2: Types of Elections

Objective: Students will differentiate between different types of elections and understand their purposes.

Mini-Lesson – Types of Elections

- Present information on various types of elections such as presidential, congressional, local, and special elections.
- Discuss the differences between them and their significance.

Reading and Discussion

- Assign readings about different types of elections and have students discuss the main points in pairs.

Research Activity

- Assign students to research a specific type of election and create a short presentation to share with the class.

Review and Recap

- Recap the main points about different types of elections through a class discussion or quiz.

Day 3: Voting Rights and Responsibilities

Objective: Students will understand the rights and responsibilities associated with voting.

Mini-Lesson – Voting Rights

- Present information about the history of voting rights in the United States, including key legislation such as the Voting Rights Act.

Discussion

- Facilitate a discussion about the importance of voting rights and the responsibilities that come with being a voter.

Case Studies

- Provide case studies of individuals who fought for voting rights, such as Susan B. Anthony or Martin Luther King Jr.
- Discuss the impact of their actions on voting rights.

Debate or Socratic Seminar

- Divide students into two groups and have them debate or engage in a Socratic seminar on a prompt related to voting rights and responsibilities.

Day 4: Mock Election

Objective: Students will participate in a mock election to apply their understanding of the election process.

Mock Election Preparation

- Introduce the candidates and the issues they represent without mentioning political parties.
- Provide information about voting procedures and guidelines.

Campaign Presentations

- Allow each candidate or group representing a candidate to give a brief campaign presentation to the class.

Voting Process

- Conduct the mock election, ensuring all students have the opportunity to vote anonymously.

Data Analysis and Reflection

- After the mock election, analyze the voting results as a class.
- Have students write a reflection on their experience participating in the mock election.

Day 5: Election impact and Conclusion

Discussion – Election Impact

- Lead a discussion on how election results can impact policies, communities, and individuals.
- Encourage students to share their thoughts and opinions.

Current Events Analysis

- Assign students to find and analyze a current event related to elections and present their findings to the class.

Final Reflection

- Have students write a reflection on what they have learned throughout the week about elections and their significance.
- Encourage them to make connections to their own lives and communities.

Wrap-Up and Evaluation

- Review key concepts and provide students with the opportunity to ask any remaining questions.
- Collect feedback from students about the lesson plan and their overall experience.

Day 1: Introduction to Elections

Objective: Students will understand the fundamentals of elections and their significance in a democratic society.

Mini-Lesson – Understanding Elections

- Provide simplified definitions of election-related vocabulary. Use visuals such as diagrams or videos to aid understanding.
- Discussion Prompt: What do you think happens during an election? Why do you think elections are important?

Reading and Discussion

- Assign a reading passage about the history and importance of elections. Provide a graphic organizer to help students identify key concepts.
- Discussion Prompt: What are some key steps in the election process? Why is voting important in a democracy?

Group Discussion with Scaffolds

- Lead a discussion about why elections are important and how they impact communities and society.
- Encourage students to share their thoughts and opinions.
- Scaffold: Provide sentence starters to help students express their ideas clearly.

Writing Task – Reflective Journal Entry with Support

- Have students write a reflective journal entry on the importance of elections in a democratic society.
- Provide a writing template with guiding questions and sentence frames.

Day 2: Understanding Voting Rights

Objective: Students will learn about the history of voting rights and the responsibilities of citizens in a democracy.

Mini-Lesson – Voting Rights

- Break down complex information into simpler terms. Use real-life examples to illustrate voting rights.
- Discussion Prompt: Why is it important for everyone to have the right to vote?
- Scaffold: Provide vocabulary support with definitions and examples.

Reading and Discussion with Supports

- Assign readings or articles about the Voting Rights Act of 1965 and its impact. Guide students in analyzing the text for main ideas, supporting details, and author's purpose.
- Discussion Prompt: What responsibilities do you think come with being a voter?
- Scaffold: Use structured discussion questions to guide the conversation.

Critical Thinking Activity – Case Studies with Guided Questions

- Provide case studies of individuals or groups who fought for voting rights, such as Susan B. Anthony or the Civil Rights Movement. Have students analyze the case studies and discuss the challenges faced and the strategies used to secure voting rights.
- Discussion Prompt: How did individuals like Susan B. Anthony contribute to voting rights?

Writing Task – Opinion Essay with Supports

- Have students write an opinion essay discussing the importance of voting rights in a democracy. Provide sentence starters and a writing checklist to support students' writing process.

Day 3: The Election Process

Objective: Students will understand the steps involved in the election process and the responsibilities of voters.

Mini-Lesson – Election Process Overview

- Provide an overview of the election process, including voter registration, campaigning, voting, and ballot counting. Discuss the importance of each step in ensuring a fair and democratic election.
- Discussion Prompt: What steps are involved in the election process? Why are they important?
- Scaffold: Provide visual aids and diagrams to illustrate the election process.

Reading and Discussion with Supports

- Assign readings or articles about the election process, focusing on different aspects such as campaign finance, primary elections, and the Electoral College. Lead a discussion on the key components of the election process and their significance.
- Discussion Prompt: What are some challenges candidates might face during the election process?
- Scaffold: Use structured discussion questions to guide the conversation.

Group Activity – Election Timeline with Scaffolds

- Divide students into small groups and have them create a timeline of the election process, including important milestones and events. Provide sentence frames and graphic organizers to support students' organization of ideas.
- Discussion Prompt: How did your group contribute to the election timeline?
- Scaffold: Offer sentence frames to guide group discussions.

Writing Task – Procedural Writing with Supports

- Have students write a step-by-step guide explaining how to vote in an election. Encourage students to use clear and concise language to explain the voting process. Provide a writing template with guiding questions and sentence frames.

Day 4: Mock Election

Objective: Students will apply their knowledge of elections by participating in a mock election.

Preparation and Campaigning

- Introduce the mock election and assign roles such as candidates, campaign managers, and election officials. Allow time for candidates to prepare campaign materials and deliver speeches.

Voting Process

- Conduct the mock election, ensuring that all students have the opportunity to cast their votes. Emphasize the importance of making informed decisions based on the candidates' platforms.

Data Analysis

- Collect and tally the votes to determine the winners of the mock election. Discuss the results as a class and compare them to the students' expectations.

Day 5: Reflection and Conclusion

Objective: Students will reflect on their experiences with the mock election and summarize key concepts learned throughout the lesson.

Mock Election Reflection

- Have students write a reflection on their experience participating in the mock election. Encourage them to discuss what they learned about the election process and the responsibilities of voters.

Summarizing Key Concepts

- Lead a discussion to summarize key concepts learned throughout the lesson, including the importance of elections, voting rights, and the election process.

Final Reflection

- Have students write a final reflection on the entire lesson unit, highlighting the most important concepts they learned and how they can apply this knowledge in their lives as informed citizens.

Closure

- Wrap up the lesson by reinforcing the importance of civic engagement and active participation in the democratic process. Encourage students to continue learning about elections and to stay engaged in their communities.

9th Grade

Writing Prompts

Analytical Essay: Research and analyze the impact of voter turnout on the outcome of recent local or national elections. In your essay, discuss factors that influence voter turnout, such as demographic trends, political engagement initiatives, and barriers to voting. Evaluate the significance of voter participation in maintaining a healthy democracy and propose strategies to increase voter turnout among young voters. Support your analysis with evidence from reputable sources and consider opposing viewpoints.

Research and Presentation: Investigate the electoral process in a specific country outside of the United States. Choose a country with a different electoral system and political landscape, such as the United Kingdom, France, or South Africa. Research the electoral laws, voting methods, and political parties of your chosen country. Create a multimedia presentation to educate your classmates about the similarities and differences between the electoral system of the United States and your selected country. Compare and contrast the advantages and disadvantages of each system, considering factors like representation, accountability, and inclusivity.

Creative Writing: Write a short story set in a dystopian future where the right to vote has been restricted or abolished. Explore the consequences of limited political participation on society, governance, and individual freedoms. Consider how characters navigate this oppressive regime, resist injustice, and strive for positive change. Use descriptive language, vivid imagery, and narrative techniques to immerse readers in your dystopian world and convey the importance of preserving democratic rights and freedoms.

3 Day Lesson Plan

Day 1: Understanding the Electoral Process

Objective: Students will grasp the fundamentals of the electoral process and its significance in a democratic society.

- Introduction to Elections: Discuss the purpose and importance of elections in a democratic system.
- Key Terminologies: Define terms such as electorate, candidate, polling station, ballot, etc.
- Electoral Systems: Introduce different electoral systems used globally (e.g., first-past-the-post, proportional representation).

Day 2: Media's Role and Debates

Objective: Students will explore the influence of media on elections and develop skills in debating and public speaking.

- Media Influence: Examine how media coverage shapes public opinion on candidates and issues.
- Analyzing Media Bias: Discuss different types of media bias and methods to critically evaluate news sources.
- Debate Techniques: Teach students how to construct persuasive arguments and engage in respectful discourse.
- Public Speaking Tips: Provide guidance on effective public speaking techniques.

Day 3: Mock Election and Civic Engagement

Objective: Students will apply their understanding of the electoral process through participation in a mock election and explore the importance of civic engagement.

- Mock Election Setup: Organize and conduct a mock election with proper procedures, including voting and vote counting.
- Analysis and Reflection: Discuss the outcomes of the mock election, analyze voting patterns, and reflect on the experience.
- Electoral Reform Discussion: Explore potential improvements to the electoral system.
- Civic Responsibilities: Emphasize the importance of civic engagement beyond voting.

Day 1: Understanding the Electoral Process

Objective: Students will grasp the fundamentals of the electoral process and its significance in a democratic society.

Discussion Prompts:

- What do you understand about the purpose of elections in a democratic society?
- Can you explain the meaning of terms like "electorate" and "ballot" in your own words?
- How do you think different electoral systems might impact election outcomes?

Language Support:

- Provide sentence starters for discussing electoral concepts, such as "Elections are important because..." or "The electorate is..."
- Offer vocabulary support through visuals or word banks.

Visual Aids:

- Utilize diagrams or flowcharts illustrating the electoral process.
- Display images or videos of elections to provide context.

Day 2: Media's Role and Debates

Objective: Students will explore the influence of media on elections and develop skills in debating and public speaking.

Discussion Prompts:

- How does media coverage impact public opinion during elections?
- Can you identify examples of media bias? How might bias affect information consumers?
- What strategies can you use to construct persuasive arguments during debates?

Language Support:

- Model sentence structures for expressing opinions and providing evidence during discussions and debates.
- Provide sentence frames for analyzing media bias, such as "This news report seems biased because..." or "I think the media is biased because..."

Visual Aids:

- Show examples of biased and unbiased media coverage for comparison.
- Display posters with tips for effective public speaking and debating techniques.

Day 3: Mock Election and Civic Engagement

Objective: Students will apply their understanding of the electoral process through participation in a mock election and explore the importance of civic engagement.

Discussion Prompts:

- How do you feel about the results of the mock election? Can you identify any patterns in the voting behavior?
- What roles do citizens play in the electoral process beyond voting?
- What changes would you propose to improve our mock election process for the future?

Language Support:

- Encourage students to discuss their reflections on the mock election in small groups before sharing with the class.
- Provide sentence frames for discussing election outcomes and proposing improvements, such as "I was surprised when _won because..." or "One way we could improve the mock election process is by..."

Visual Aids:

- Create visual displays showcasing different forms of civic engagement.
- Display posters with suggestions for how students can get involved in civic activities both locally and nationally.

5 Day Lesson Plan

Day 1: Understanding the Electoral Process

Objective: Students will understand the basics of the electoral process and its significance in a democratic society.

- Introduction to Elections: Discuss the purpose of elections and why they are important in a democratic system.
- Key Terminologies: Define terms such as electorate, candidate, polling station, ballot, etc.
- Electoral Systems: Explore different electoral systems used around the world (e.g., first-past-the-post, proportional representation)

Day 2: The Role of Media in Elections

Objective: Students will examine the role of media in shaping public opinion and influencing election outcomes.

- Media Influence: Discuss how media coverage can impact public perception of candidates and issues.
- Analyzing Media Bias: Examine different types of media bias and how to critically analyze news sources.
- Role-play: Divide students into groups and assign them different media roles (e.g., journalist, editor, social media manager) to create and present election coverage.

Day 3: Debates and Public Speaking

Objective: Students will learn the art of effective debate and public speaking skills.

- **Debate Techniques:** Teach students how to construct persuasive arguments, use evidence, and engage in respectful discourse.
- **Public Speaking Tips:** Provide guidance on effective public speaking techniques, such as posture, tone, and audience engagement.
- **Mock Debates:** Organize a class debate on a relevant election issue, allowing students to practice their debate and public speaking skills.

Day 4: Mock Election Day

Objective: Students will apply their understanding of the electoral process by participating in a mock election.

- **Mock Election Setup:** Organize polling stations, distribute ballots, and assign students roles as voters, election officials, and candidates.
- **Voting Process:** Conduct the mock election following proper procedures, including voter registration, ballot casting, and vote counting.
- **Analysis and Reflection:** Discuss the outcomes of the mock election, analyze voting patterns, and reflect on the experience.

Day 5: Election Reform and Civic Engagement

Objective: Students will explore potential reforms to the electoral process and the importance of civic engagement.

- **Electoral Reform Discussion:** Discuss potential improvements to the electoral system, such as campaign finance reform, ranked-choice voting, and compulsory voting.
- **Civic Responsibilities:** Emphasize the importance of civic engagement beyond voting, such as community involvement, advocacy, and activism.
- **Action Plan:** Have students develop a plan for how they can contribute to improving the electoral process or promoting civic engagement in their community.

Day 1: Understanding the Electoral Process

Objective: Students will grasp the fundamentals of the electoral process and its significance in a democratic society.

Discussion Prompts:

- What do you think is the primary purpose of elections in a democratic society?
- How would you explain the concept of "electorate" to someone who has never heard of it before?
- Can you think of any examples of electoral systems used in other countries? How might they differ from the system in our country?

Language Support:

- Provide sentence frames for discussing electoral concepts, such as "In elections, voters ____" or "Candidates campaign by ____."
- Offer vocabulary support through visual aids or word banks.

Visual Aids:

- Utilize diagrams or infographics illustrating the electoral process.
- Display images or videos of elections taking place in different countries to provide context.

Day 2: Media's Role and Debates

Objective: Students will explore the influence of media on elections and develop skills in debating and public speaking.

Discussion Prompts:

- How might media coverage affect the way people perceive candidates and issues during elections?
- Can you give examples of media bias? How might bias impact the information presented to the public?
- What strategies can you use to construct persuasive arguments during debates?

Language Support:

- Model sentence structures for expressing opinions and providing evidence during discussions and debates.
- Provide sentence frames for analyzing media bias, such as "This article seems biased because."

Visual Aids:

- Show examples of biased and unbiased media coverage for comparison.
- Display posters with tips for effective public speaking and debating techniques.

Day 3: Debate Techniques and Public Speaking

Objective: Students will develop skills in constructing persuasive arguments and delivering speeches.

Discussion Prompts:

- What do you think makes a persuasive argument effective?
- How can you use evidence to support your claims during a debate?
- What techniques can you use to engage your audience during a speech?

Language Support:

- Provide sentence frames for structuring arguments and speeches, such as "One reason _____ is because ____" or "In conclusion, ____."
- Encourage peer feedback using sentence starters like "I liked when you _____ because ____."

Visual Aids:

- Display posters with tips for constructing persuasive arguments and delivering effective speeches.
- Show videos of speeches or debates and analyze them as a class, pointing out effective techniques used by the speakers.

Day 4: Mock Election Day

Objective: Students will apply their understanding of the electoral process by participating in a mock election.

Discussion Prompts:

- How does participating in a mock election compare to real elections you've seen or heard about?
- Can you describe the steps you took to cast your vote in the mock election?
- What were your thoughts and feelings as the results of the mock election were announced?

Language Support:

- Provide sentence frames for discussing the voting process and election outcomes, such as "I voted for ____ because ____" or "I was surprised when ____ won because ____."
- Encourage students to ask clarifying questions using sentence starters like "Can you explain what you mean by ____?"

Visual Aids:

- Create posters or handouts outlining the steps of the voting process in the mock election.
- Display a visual representation of the mock election results for analysis and discussion.

Day 5: Analysis and Reflection

Objective: Students will analyze the outcomes of the mock election and reflect on the electoral process.

Discussion Prompts:

- How do you think the results of the mock election compare to what might happen in a real election?
- Can you identify any patterns or trends in the voting behavior of our class?
- What changes would you suggest to improve the mock election process for the future?

Language Support:

- Provide sentence frames for analyzing election results and suggesting improvements, such as "I noticed that ___received more votes than ___because ____" or "One way we could improve the mock election process is by ____."
- Encourage students to engage in reflective dialogue using prompts like "I used to think __, but now I think ___because ____."

Visual Aids:

- Display charts or graphs illustrating the voting patterns and outcomes of the mock election.
- Create a visual timeline of the mock election process, highlighting key events and decisions made by the class.

10th Grade

Writing Prompts

1. **Persuasive Essay:** Imagine you are a campaign manager for a candidate running for a local office (e.g., mayor, city council). Write a persuasive essay aimed at convincing undecided voters to support your candidate. Utilize evidence-based arguments, rhetorical devices, and persuasive techniques to sway voters. Ensure to include a clear thesis statement, relevant supporting details, and a strong conclusion that reinforces your candidate's platform.
2. **Debate Preparation:** Organize a mock debate between two political candidates representing contrasting ideologies or parties. Research the positions of each candidate on key issues such as healthcare, education, immigration, and the economy. Develop compelling arguments and counterarguments for each side. Each student will represent one of the candidates and must prepare opening statements, rebuttals, and closing arguments. The class will evaluate the debate based on the strength of arguments, clarity of communication, and ability to respond to opposing viewpoints.
3. **Campaign Advertisement:** Create a multimedia campaign advertisement for a fictional political candidate running for a national office (e.g., President, Senator). Your advertisement should effectively communicate the candidate's platform, values, and key policy proposals.

Utilize a combination of persuasive language, visual elements (such as images or graphics), and audio components (such as voiceover or background music) to appeal to your target audience. Present your advertisement to the class, explaining your creative choices and strategies for reaching voters.

Day 3 Lesson Plan

Day 1: Introduction to Elections

Objective: Students will understand the basic principles of elections and their significance in a democratic society.

Opening Discussion

- Engage students in a discussion about what they know about elections. Ask questions such as: What is an election? Why do we have elections? What do you think the purpose of voting is?

Presentation and Discussion

- Present slides or a lecture covering the electoral process, including the roles of candidates, voters, and the electoral college (if applicable to your country's system). Discuss the significance of voting rights and how they have evolved over time.

Group Activity

- Divide students into small groups and provide them with scenarios related to voting rights. Have them discuss and analyze each scenario, considering the impact on individuals and society.

Day 2: Understanding the Electoral Process

Objective: To explore the electoral process in more depth, focusing on different types of elections and the steps involved.

Mini-Lecture

- Present information about different types of elections (local, state, national) and the procedures involved in each. Discuss the importance of voter registration and the process for becoming a registered voter.

Activity – Electoral Process Timeline

- Provide students with a timeline template depicting key milestones in the electoral process. In pairs or individually, have students research and fill in the timeline with important events related to elections in their country.

Discussion

- Facilitate a class discussion based on the completed timelines, highlighting the significance of each event in the electoral process.

Day 3: Mock Election Day

Objective: To simulate the electoral process and allow students to experience voting firsthand.

Mock Election Setup

- Set up a mock election, including creating ballots with fictional candidates and issues relevant to the students' interests. Explain the voting procedure and ensure students understand how to cast their votes.

Voting

- Allow students to cast their votes in the mock election. Encourage them to reflect on their choices and consider the reasons behind their decisions.

Tallying and Analysis

- Count the votes and announce the results. Facilitate a discussion on the outcome of the mock election, including any surprises or patterns observed.

Day 1: Introduction to Elections

Objective: To introduce students to the concept of elections, the importance of voting, and the electoral process.

Opening Discussion

- English Language Scaffold: Provide sentence frames or starters to support students in expressing their ideas: "An election is ____." "Voting is important because ____."
- Discussion Prompts: What is your understanding of the term "election"? Why do you think people vote? What impact does voting have on society?

Presentation and Discussion

- English Language Scaffold: Break down complex terms and concepts, providing definitions and examples: "Electoral process means __, for example, ____."
- Discussion Prompts: Can you explain what happens during an election? How do you think the electoral process works in our country?

Group Activity

- English Language Scaffold: Encourage collaboration by providing sentence frames for group discussions: "In my opinion, __." "I agree/disagree because ____."
- Discussion Prompts: In your group, discuss the scenarios provided about voting rights. How do these scenarios make you feel? What issues do they raise?

Day 2: Understanding the Electoral Process

Objective: To explore the electoral process in more depth, focusing on different types of elections and the steps involved.

Mini-Lecture

- English Language Scaffold: Use visuals and graphic organizers to illustrate key points: "Here is a diagram showing the steps in the electoral process."
- Discussion Prompts: What are the different types of elections you've heard about? Can you explain them? How does one become a registered voter?

Activity – Electoral Process Timeline

- English Language Scaffold: Provide sentence starters for explaining research findings: "One important event in the electoral process is ____."
- Discussion Prompts: Share with your partner/group what you found in your research. Why do you think these events are significant in the electoral process?

Discussion

- English Language Scaffold: Encourage students to summarize and paraphrase their peers' contributions: "So, if I understand correctly, you're saying that __."
- Discussion Prompts: Let's summarize what we've learned about the electoral process. What are the most important steps? Why are they important?

Day 3: Analyzing Campaign Strategies

Objective: To examine different campaign strategies used by candidates and their impact on voters.

Presentation

- English Language Scaffold: Provide vocabulary lists and definitions related to campaign strategies: "Advertising means _____, for example, _____."
- Discussion Prompts: What are some ways candidates try to persuade people to vote for them? How do you think advertisements and speeches influence voters' decisions?

Case Study Analysis

- English Language Scaffold: Provide sentence frames for analyzing case studies: "In this campaign, the candidate used ____ to ____."
- Discussion Prompts: In your group, discuss which campaign strategies were effective and why. Can you find any examples to support your opinions?

Group Presentation

- English Language Scaffold: Offer sentence frames for presenting findings: "According to our research, _____ was the most effective strategy because _____."
- Discussion Prompts: Present your group's findings to the class. What conclusions can we draw about effective campaign strategies from these presentations?

5 Day Lesson Plan

Day 1: Introduction to Elections

Objective: To introduce students to the concept of elections, the importance of voting, and the electoral process.

Opening Discussion

- Engage students in a discussion about what they know about elections. Ask questions such as: What is an election? Why do we have elections? What do you think the purpose of voting is?

Presentation and Discussion

- Present slides or a lecture covering the electoral process, including the roles of candidates, voters, and the electoral college (if applicable to your country's system). Discuss the significance of voting rights and how they have evolved over time.

Group Activity

- Divide students into small groups and provide them with scenarios related to voting rights. Have them discuss and analyze each scenario, considering the impact on individuals and society.

Day 2: Understanding the Electoral Process

Objective: To explore the electoral process in more depth, focusing on different types of elections and the steps involved.

Mini-Lecture

- Present information about different types of elections (local, state, national) and the procedures involved in each. Discuss the importance of voter registration and the process for becoming a registered voter.

Activity – Electoral Process Timeline

- Provide students with a timeline template depicting key milestones in the electoral process. In pairs or individually, have students research and fill in the timeline with important events related to elections in their country.

Discussion

- Facilitate a class discussion based on the completed timelines, highlighting the significance of each event in the electoral process.

Day 3: Analyzing Campaign Strategies

Objective: To examine different campaign strategies used by candidates and their impact on voters.

Presentation

- Present information on various campaign strategies, such as advertising, speeches, debates, and grassroots organizing. Discuss the use of propaganda and its effects on public opinion.

Case Study Analysis

- Provide students with case studies of past election campaigns. In small groups, have students analyze the effectiveness of different campaign strategies employed by the candidates.

Group Presentation

- Each group presents their findings to the class, discussing which strategies they found most effective and why.

Day 4: Mock Election Day

Objective: To simulate the electoral process and allow students to experience voting firsthand.

Mock Election Setup

- Set up a mock election, including creating ballots with fictional candidates and issues relevant to the students' interests. Explain the voting procedure and ensure students understand how to cast their votes.

Voting

- Allow students to cast their votes in the mock election. Encourage them to reflect on their choices and consider the reasons behind their decisions.

Tallying and Analysis

- Count the votes and announce the results. Facilitate a discussion on the outcome of the mock election, including any surprises or patterns observed.

Day 5: Reflection and Discussion

Objective: To reflect on the mock election experience and reinforce key concepts learned throughout the week.

Reflection Writing

- Have students write a reflective essay or journal entry about their experience participating in the mock election. Prompt them to consider what they learned about the electoral process and the importance of voting.

Class Discussion

- Facilitate a whole-class discussion based on the reflective writing, allowing students to share their thoughts and insights. Summarize key takeaways from the week's lessons and address any lingering questions or misconceptions.

Extension Activity

- Assign a research project or presentation on a topic related to elections, such as voting rights history, electoral reform, or the role of media in elections.

Day 1: Introduction to Elections

Objective: To introduce students to the concept of elections, the importance of voting, and the electoral process.

Opening Discussion

- English Language Scaffold: Provide sentence frames or starters to support students in expressing their ideas: "An election is ____." "Voting is important because ____."
- Discussion Prompts: What is your understanding of the term "election"? Why do you think people vote? What impact does voting have on society?

Presentation and Discussion

- English Language Scaffold: Break down complex terms and concepts, providing definitions and examples: "Electoral process means __, for example, ____."
- Discussion Prompts: Can you explain what happens during an election? How do you think the electoral process works in our country?

Group Activity

- English Language Scaffold: Encourage collaboration by providing sentence frames for group discussions: "In my opinion, ____." "I agree/disagree because ____."
- Discussion Prompts: In your group, discuss the scenarios provided about voting rights. How do these scenarios make you feel? What issues do they raise?

Day 2: Understanding the Electoral Process

Objective: To explore the electoral process in more depth, focusing on different types of elections and the steps involved.

Mini-Lecture

- English Language Scaffold: Use visuals and graphic organizers to illustrate key points: "Here is a diagram showing the steps in the electoral process."
- Discussion Prompts: What are the different types of elections you've heard about? Can you explain them? How does one become a registered voter?

Activity – Electoral Process Timeline

- English Language Scaffold: Provide sentence starters for explaining research findings: "One important event in the electoral process is ____."
- Discussion Prompts: Share with your partner/group what you found in your research. Why do you think these events are significant in the electoral process?

Discussion

- English Language Scaffold: Encourage students to summarize and paraphrase their peers' contributions: "So, if I understand correctly, you're saying that ____."
- Discussion Prompts: Let's summarize what we've learned about the electoral process. What are the most important steps? Why are they important?

Day 3: Analyzing Campaign Strategies

Objective: To examine different campaign strategies used by candidates and their impact on voters.

Presentation

- English Language Scaffold: Provide vocabulary lists and definitions related to campaign strategies: "Advertising means ____, for example, ____."
- Discussion Prompts: What are some ways candidates try to persuade people to vote for them? How do you think advertisements and speeches influence voters' decisions?

Case Study Analysis

- English Language Scaffold: Provide sentence frames for analyzing case studies: "In this campaign, the candidate used ____ to ____."
- Discussion Prompts: In your group, discuss which campaign strategies were effective and why. Can you find any examples to support your opinions?

Group Presentation

- English Language Scaffold: Offer sentence frames for presenting findings: "According to our research, _____ was the most effective strategy because _____."
- Discussion Prompts: Present your group's findings to the class. What conclusions can we draw about effective campaign strategies from these presentations?

Day 4: Mock Election Day

Objective: To simulate the electoral process and allow students to experience voting firsthand.

Mock Election Setup

- English Language Scaffold: Provide clear instructions and visuals for the voting process: "Here is how you will mark your ballot."
- Discussion Prompts: What are you looking for in a candidate when casting your vote today? How do you feel about participating in this mock election?

Voting

- English Language Scaffold: Encourage students to ask for clarification if needed: "Can you explain this candidate's position on ___?"
- Discussion Prompts: Take your time to read through the ballot carefully. Remember to consider all your options before voting.

Tallying and Analysis

- English Language Scaffold: Guide students in discussing the election results: "Let's analyze the data to see which candidate received the most votes."
- Discussion Prompts: What do you think influenced your classmates' voting decisions? Were there any unexpected outcomes?

Day 5: Reflection and Discussion

Objective: To reflect on the mock election experience and reinforce key concepts learned throughout the week.

Reflective Writing

- English Language Scaffold: Provide prompts to guide students' reflections: "Describe your experience participating in the mock election. What did you learn?"
- Discussion Prompts: Share your reflections with a partner. Did your thoughts and opinions about elections change after participating in the mock election?

Class Discussion

- English Language Scaffold: Encourage students to actively listen and respond to their peers' contributions: "I agree/disagree with what you said because ____."
- Discussion Prompts: Let's discuss what we've learned throughout this week's lesson. What are some key takeaways about elections and the electoral process?

Extension Activity

- English Language Scaffold: Provide additional resources for further exploration of election-related topics: "Here are some articles you can read for more information."
- Discussion Prompts: Choose a topic related to elections that interests you and research it further. Share your findings with the class next week.

11th Grade

Writing Prompts

1. In a well-structured essay, analyze the impact of media bias on electoral outcomes. Provide specific examples from recent elections to support your argument. How does media coverage influence public perception of candidates and issues? Consider the role of different media platforms such as television, social media, and online news sources. Relate your analysis to the principles of democracy and civic engagement.
2. Imagine you are a candidate running for a political office in your community. Write a campaign speech outlining your platform and key policy proposals. Consider the needs and concerns of your constituents and how your policies would address them. Use persuasive language and evidence to convince voters to support your candidacy. Reflect on the responsibilities of elected officials in representing their constituents and making informed decisions.
3. Write a letter to your local government representative expressing your views on an issue of importance to you. Explain why this issue is significant and how you believe it should be addressed by policymakers. Support your arguments with evidence from reputable sources and consider alternative perspectives. Reflect on the role of citizen participation in the democratic process and the importance of civic engagement in effecting change.

3 Day Lesson Plan

Day 1: Understanding the Electoral Process

Objective: Students will grasp the fundamentals of the electoral process and its significance in a democratic society.

- Introduction to Elections: Discuss the purpose and importance of elections in a democratic system.
- Key Terminologies: Define terms such as electorate, candidate, polling station, ballot, etc.
- Electoral Systems: Introduce different electoral systems used globally (e.g., first-past-the-post, proportional representation).

Day 2: Media's Role and Debates

Objective: Students will explore the influence of media on elections and develop skills in debating and public speaking.

- Media Influence: Examine how media coverage shapes public opinion on candidates and issues.
- Analyzing Media Bias: Discuss different types of media bias and methods to critically evaluate news sources.
- Debate Techniques: Teach students how to construct persuasive arguments and engage in respectful discourse.
- Public Speaking Tips: Provide guidance on effective public speaking techniques.

Day 3: Mock Election and Civic Engagement

Objective: Students will apply their understanding of the electoral process through participation in a mock election and explore the importance of civic engagement.

- Mock Election Setup: Organize and conduct a mock election with proper procedures, including voting and vote counting.
- Analysis and Reflection: Discuss the outcomes of the mock election, analyze voting patterns, and reflect on the experience.
- Electoral Reform Discussion: Explore potential improvements to the electoral system.
- Civic Responsibilities: Emphasize the importance of civic engagement beyond voting.

Day 1: Understanding the Electoral Process

Objective: Students will grasp the fundamentals of the electoral process and its significance in a democratic society.

Discussion Prompts:

- What do you understand about the purpose of elections in a democratic society?
- Can you explain the meaning of terms like "electorate" and "ballot" in your own words?
- How do you think different electoral systems might impact election outcomes?

Language Support:

- Provide sentence starters for discussing electoral concepts, such as "Elections are important because..." or "The electorate is..."
- Offer vocabulary support through visuals or word banks.

Visual Aids:

- Utilize diagrams or flowcharts illustrating the electoral process.
- Display images or videos of elections to provide context.

Day 2: Media's Role and Debates

Objective: Students will explore the influence of media on elections and develop skills in debating and public speaking.

Discussion Prompts:

- How does media coverage impact public opinion during elections?
- Can you identify examples of media bias? How might bias affect information consumers?
- What strategies can you use to construct persuasive arguments during debates?

Language Support:

- Model sentence structures for expressing opinions and providing evidence during discussions and debates.
- Provide sentence frames for analyzing media bias, such as "This news report seems biased because..." or "I think the media is biased because..."

Visual Aids:

- Show examples of biased and unbiased media coverage for comparison.
- Display posters with tips for effective public speaking and debating techniques.

Day 3: Mock Election and Civic Engagement

Objective: Students will apply their understanding of the electoral process through participation in a mock election and explore the importance of civic engagement.

Discussion Prompts:

- How do you feel about the results of the mock election? Can you identify any patterns in the voting behavior?
- What roles do citizens play in the electoral process beyond voting?
- What changes would you propose to improve our mock election process for the future?

Language Support:

- Encourage students to discuss their reflections on the mock election in small groups before sharing with the class.
- Provide sentence frames for discussing election outcomes and proposing improvements, such as "I was surprised when _ won because..." or "One way we could improve the mock election process is by..."

Visual Aids:

- Create visual displays showcasing different forms of civic engagement.
- Display posters with suggestions for how students can get involved in civic activities both locally and nationally.

5 Day Lesson Plan

Day 1: Understanding the Electoral Process

Objective: Students will understand the basics of the electoral process and its significance in a democratic society.

- Introduction to Elections: Discuss the purpose of elections and why they are important in a democratic system.
- Key Terminologies: Define terms such as electorate, candidate, polling station, ballot, etc.
- Electoral Systems: Explore different electoral systems used around the world (e.g., first-past-the-post, proportional representation).

Day 2: The Role of Media in Elections

Objective: Students will examine the role of media in shaping public opinion and influencing election outcomes.

- Media Influence: Discuss how media coverage can impact public perception of candidates and issues.
- Analyzing Media Bias: Examine different types of media bias and how to critically analyze news sources.
- Role-play: Divide students into groups and assign them different media roles (e.g., journalist, editor, social media manager) to create and present election coverage.

Day 3: Debates and Public Speaking

Objective: Students will learn the art of effective debate and public speaking skills.

- Debate Techniques: Teach students how to construct persuasive arguments, use evidence, and engage in respectful discourse.
- Public Speaking Tips: Provide guidance on effective public speaking techniques, such as posture, tone, and audience engagement.
- Mock Debates: Organize a class debate on a relevant election issue, allowing students to practice their debate and public speaking skills.

Day 4: Mock Election Day

Objective: Students will apply their understanding of the electoral process by participating in a mock election.

- Mock Election Setup: Organize polling stations, distribute ballots, and assign students roles as voters, election officials, and candidates.
- Voting Process: Conduct the mock election following proper procedures, including voter registration, ballot casting, and vote counting.
- Analysis and Reflection: Discuss the outcomes of the mock election, analyze voting patterns, and reflect on the experience.

Day 5: Election Reform and Civic Engagement

Objective: Students will explore potential reforms to the electoral process and the importance of civic engagement.

- Electoral Reform Discussion: Discuss potential improvements to the electoral system, such as campaign finance reform, ranked-choice voting, and compulsory voting.
- Civic Responsibilities: Emphasize the importance of civic engagement beyond voting, such as community involvement, advocacy, and activism.
- Action Plan: Have students develop a plan for how they can contribute to improving the electoral process or promoting civic engagement in their community.

Day 1: Understanding the Electoral Process

Objective: Students will grasp the fundamentals of the electoral process and its significance in a democratic society.

Discussion Prompts:

- What do you think is the primary purpose of elections in a democratic society?
- How would you explain the concept of "electorate" to someone who has never heard of it before?
- Can you think of any examples of electoral systems used in other countries? How might they differ from the system in our country?

Language Support:

- Provide sentence frames for discussing electoral concepts, such as "In elections, voters ____" or "Candidates campaign by ____."
- Offer vocabulary support through visual aids or word banks.

Visual Aids:

- Utilize diagrams or infographics illustrating the electoral process.
- Display images or videos of elections taking place in different countries to provide context.

Day 2: Media's Role and Debates

Objective: Students will explore the influence of media on elections and develop skills in debating and public speaking.

Discussion Prompts:

- How might media coverage affect the way people perceive candidates and issues during elections?
- Can you give examples of media bias? How might bias impact the information presented to the public?
- What strategies can you use to construct persuasive arguments during debates?

Language Support:

- Model sentence structures for expressing opinions and providing evidence during discussions and debates.
- Provide sentence frames for analyzing media bias, such as "This article seems biased because ____."

Visual Aids:

- Show examples of biased and unbiased media coverage for comparison.
- Display posters with tips for effective public speaking and debating techniques.

Day 3: Debate Techniques and Public Speaking

Objective: Students will develop skills in constructing persuasive arguments and delivering speeches.

Discussion Prompts:

- What do you think makes a persuasive argument effective?
- How can you use evidence to support your claims during a debate?
- What techniques can you use to engage your audience during a speech?

Language Support:

- Provide sentence frames for structuring arguments and speeches, such as "One reason _____ is because ____" or "In conclusion, ____."
- Encourage peer feedback using sentence starters like "I liked when you _____ because ____."

Visual Aids:

- Display posters with tips for constructing persuasive arguments and delivering effective speeches.
- Show videos of speeches or debates and analyze them as a class, pointing out effective techniques used by the speakers.

Day 4: Mock Election Day

Objective: Students will apply their understanding of the electoral process by participating in a mock election.

Discussion Prompts:

- How does participating in a mock election compare to real elections you've seen or heard about?
- Can you describe the steps you took to cast your vote in the mock election?
- What were your thoughts and feelings as the results of the mock election were announced?

Language Support:

- Provide sentence frames for discussing the voting process and election outcomes, such as "I voted for ____ because ____" or "I was surprised when ____ won because ____."
- Encourage students to ask clarifying questions using sentence starters like "Can you explain what you mean by ____?"

Visual Aids:

- Create posters or handouts outlining the steps of the voting process in the mock election.
- Display a visual representation of the mock election results for analysis and discussion.

Day 5: Analysis and Reflection

Objective: Students will analyze the outcomes of the mock election and reflect on the electoral process.

Discussion Prompts:

- How do you think the results of the mock election compare to what might happen in a real election?
- Can you identify any patterns or trends in the voting behavior of our class?
- What changes would you suggest to improve the mock election process for the future?

Language Support:

- Provide sentence frames for analyzing election results and suggesting improvements, such as "I noticed that ___received more votes than ___because ____" or "One way we could improve the mock election process is by ____."
- Encourage students to engage in reflective dialogue using prompts like "I used to think __, but now I think ___because ____."

Visual Aids:

- Display charts or graphs illustrating the voting patterns and outcomes of the mock election.
- Create a visual timeline of the mock election process, highlighting key events and decisions made by the class.

12th Grade

Writing prompts

1. Write an argumentative essay discussing the impact of voter suppression tactics on the democratic process in the United States. Support your argument with evidence from historical events and current examples.
2. Imagine you are a campaign strategist for a presidential candidate. Write a campaign speech outlining the candidate's platform and key policy proposals. Consider how you would appeal to different voter demographics and address potential opposition.
3. Write a research paper exploring the electoral college system in the United States. Evaluate the advantages and disadvantages of the electoral college and consider proposals for reform or alternative systems of electing the president.

3 Day Lesson Plan

Day 1: Introduction to Elections and Voting Rights

Objective: Introduce students to the electoral process, the importance of voting, and voting rights.

Activities

- Lecture: Provide an overview of the electoral process, including different types of elections and the significance of voting in a democracy.
- Reading: Assign readings on the history of elections in the United States and significant voting rights legislation.
- Discussion: Lead a discussion on the importance of voting rights and responsibilities, including historical struggles for suffrage.
- Writing: Have students write a short reflection on the importance of voting rights in a democracy.

Day 2: Campaigns, Media Literacy and Mock Election Preparation

Objective: Explore the role of media in elections, campaign strategies, and prepare for a mock election.

Activities

- Presentation: Show examples of political advertisements and discuss their persuasive techniques.
- Analysis: Have students analyze how media coverage can influence public opinion and elections.
- Guest Speaker (Optional): Invite a local politician or campaign strategist to speak about their experiences running a campaign.
- Mock Election Preparation: Review voting procedures, distribute ballots for the mock election, and explain the roles of candidates and issues.

Day 3: Mock Election Day and Reflection

Objective: Apply knowledge of the electoral process by participating in a mock election and reflect on the experience.

Activities

- Mock Election: Conduct the mock election, allowing students to vote for candidates or issues relevant to their interests.
- Tallying Votes: Count the votes and announce the results.
- Discussion and Reflection: Lead a discussion on the outcomes of the mock election, analyzing the results and discussing the significance of civic engagement.
- Writing: Assign a reflective essay where students analyze their experience participating in the mock election, reflect on their own views on politics and voting, and propose ways to increase voter participation.

Day 1: Introduction to Elections and Voting Rights

Objective: Introduce students to the electoral process, the importance of voting, and voting rights.

Activities

- Language Scaffolds: Provide vocabulary lists related to elections and voting. Use graphic organizers to help students understand the electoral process visually.
- Reading Scaffold: Provide simplified readings or audio versions of the assigned readings for students who may struggle with complex texts.
- Discussion Scaffold: Break down discussion questions into smaller, more manageable parts. Use sentence stems or provide sentence frames to help students articulate their thoughts.
- Discussion Prompts: Why is voting important in a democratic society? What are some reasons why individuals might face barriers to voting? How have voting rights evolved throughout history?

Day 2: Campaigns, Media Literacy, and Mock Election Preparation

Objective: Explore the role of media in elections, campaign strategies, and prepare for a mock election.

Activities

- Language Scaffolds: Pre-teach relevant vocabulary related to media literacy and campaign strategies. Use visuals and real-life examples to reinforce concepts.
- Analysis Scaffold: Break down the analysis of political advertisements into smaller components, providing guiding questions for each part. Offer sentence stems to help students express their observations.
- Guest Speaker Scaffold: Provide students with a list of prepared questions to ask the guest speaker. Encourage students to take notes during the speaker's presentation to help scaffold their understanding.
- Discussion Prompts: How do political advertisements influence public opinion? What are some common campaign strategies used by politicians? How can media literacy skills help individuals critically evaluate political messages?

Day 3: Mock Election Day and Reflection

Objective: Apply knowledge of the electoral process by participating in a mock election and reflect on the experience.

Activities

- Language Scaffolds: Review voting procedures using step-by-step instructions written in simple language. Provide visual cues or diagrams to illustrate the voting process.
- Mock Election Scaffold: Offer support during the mock election by providing assistance to students who may have difficulty reading the ballot or understanding voting instructions. Pair students who need assistance with peer buddies.
- Reflection Scaffold: Provide sentence starters or templates for the reflective essay to help students organize their thoughts. Offer individualized feedback and support during the writing process.
- Discussion Prompts: What was your experience like participating in the mock election? How do you feel about the outcome of the election? What did you learn about the electoral process from participating in the mock election?

5 Day Lesson plan

Day 1: Introduction to Elections

Objective: Introduce students to the electoral process, different types of elections, and the importance of voting.

Activities

- Lecture: Provide an overview of the electoral process, including the different types of elections (e.g., presidential, congressional, local).
- Reading: Assign readings on the history of elections in the United States and the importance of civic engagement.
- Writing: Have students write a short reflection on why they believe voting is important.
- Group Activity: Divide students into groups and have them research a specific aspect of elections (e.g., voter turnout, campaign finance) and present their findings to the class.

Day 2: Campaigns and Media Literacy

Objective: Explore the role of media in elections and how campaigns are conducted.

Activities

- Presentation: Show examples of political advertisements and discuss their persuasive techniques.
- Analysis: Have students analyze how media coverage can influence public opinion and elections.
- Guest Speaker: Invite a local politician or campaign strategist to speak about their experiences running a campaign.

Day 3: Understanding Voting Rights and Responsibilities

Objective: Examine the importance of voting rights and responsibilities in a democracy.

Activities

- Lecture: Discuss the history of voting rights in the United States, including landmark legislation such as the Voting Rights Act.
- Analysis: Have students analyze primary sources related to voting rights struggles, such as speeches or historical documents.
- Debate: Organize a class debate on current issues related to voting rights and voter suppression.

Day 4: Mock Election Day

Objective: Apply knowledge of the electoral process by participating in a mock election.

Activities

- Election Preparation: Review voting procedures and distribute ballots for the mock election.
- Voting: Conduct the mock election, allowing students to vote for candidates or issues relevant to their interests.
- Tallying Votes: Count the votes and announce the results.
- Reflection: Have students reflect on the mock election experience and discuss the importance of civic engagement.

Day 5: Election Analysis and Reflection

Objective: Analyze the results of the mock election and reflect on the electoral process.

Activities

- Discussion: Lead a discussion on the outcomes of the mock election and what they reveal about the students' perspectives and priorities.
- Writing: Assign a reflective essay where students analyze the results of the mock election and reflect on their own views on politics and voting.
- Wrap-Up: Summarize key concepts covered throughout the week and encourage students to stay informed and engaged in future elections.

Day 1: Introduction to Elections

Objective: Introduce students to the electoral process, different types of elections, and the importance of voting.

Activities

- Language Scaffolds: Provide vocabulary lists related to elections and voting. Use graphic organizers to help students understand the electoral process visually.
- Reading Scaffold: Provide simplified readings or audio versions of the assigned readings for students who may struggle with complex texts.
- Discussion Scaffold: Break down discussion questions into smaller, more manageable parts. Use sentence stems or provide sentence frames to help students articulate their thoughts.
- Discussion Prompts: Why do you think voting is important in a democracy? What are some reasons people might choose not to vote? How do you think elections impact our society?

Day 2: Campaigns and Media Literacy

Objective: Explore the role of media in elections and how campaigns are conducted.

Activities

- Language Scaffolds: Pre-teach relevant vocabulary related to media literacy and campaign strategies. Use visuals and real-life examples to reinforce concepts.
- Analysis Scaffold: Break down the analysis of political advertisements into smaller components, providing guiding questions for each part. Offer sentence stems to help students express their observations.
- Guest Speaker Scaffold: Provide students with a list of prepared questions to ask the guest speaker. Encourage students to take notes during the speaker's presentation to help scaffold their understanding.
- Discussion Prompts: How do you think political advertisements influence voters? What are some strategies used by political campaigns to persuade voters? How has the role of media changed in elections over time?

Day 3: Understanding Voting Rights and Responsibilities

Objective: Examine the importance of voting rights and responsibilities in a democracy.

Activities

- Language Scaffolds: Introduce key vocabulary related to voting rights and responsibilities. Use visual aids, such as timelines or infographics, to illustrate the history of voting rights.
- Reading Scaffold: Provide simplified versions of primary sources or historical documents related to voting rights struggles. Offer audio versions of texts for students who may benefit from auditory support.
- Debate Scaffold: Break down the debate into manageable steps, providing sentence starters for constructing arguments and rebuttals. Assign roles to students to ensure equal participation.
- Discussion Prompts: Why is it important for all citizens to have the right to vote? What barriers have historically existed that prevented certain groups from voting? Should there be any restrictions on who can vote? Why or why not?

Day 4: Mock Election Day

Objective: Apply knowledge of the electoral process by participating in a mock election.

Activities

- Language Scaffolds: Review voting procedures using step-by-step instructions written in simple language. Provide visual cues or diagrams to illustrate the voting process.
- Mock Election Scaffold: Offer support during the mock election by providing assistance to students who may have difficulty reading the ballot or understanding voting instructions. Pair students who need assistance with peer buddies.
- Reflection Scaffold: Provide sentence starters or templates for the reflective essay to help students organize their thoughts. Offer individualized feedback and support during the writing process.
- Discussion Prompts: What was your experience like participating in the mock election? How do you feel about the outcome of the election? What did you learn about the electoral process from participating in the mock election?

Day 5: Election Analysis and Reflection

Objective: Analyze the results of the mock election and reflect on the electoral process.

Activities

- Discussion Scaffold: Provide discussion prompts in advance to allow students time to prepare their responses. Use small group discussions to encourage participation from all students.
- Writing Scaffold: Break down the reflective essay into smaller tasks, such as brainstorming, outlining, and drafting. Offer sentence starters or templates for each section of the essay.
- Wrap-Up Scaffold: Use visual aids, such as concept maps or summaries, to review key concepts covered throughout the week. Encourage students to share their reflections in pairs or small groups before participating in the whole class discussion.
- Discussion Prompts: What were some similarities and differences between the mock election and real elections? How do you think your understanding of elections has changed throughout this lesson? What actions can individuals take to become more engaged in the electoral process?