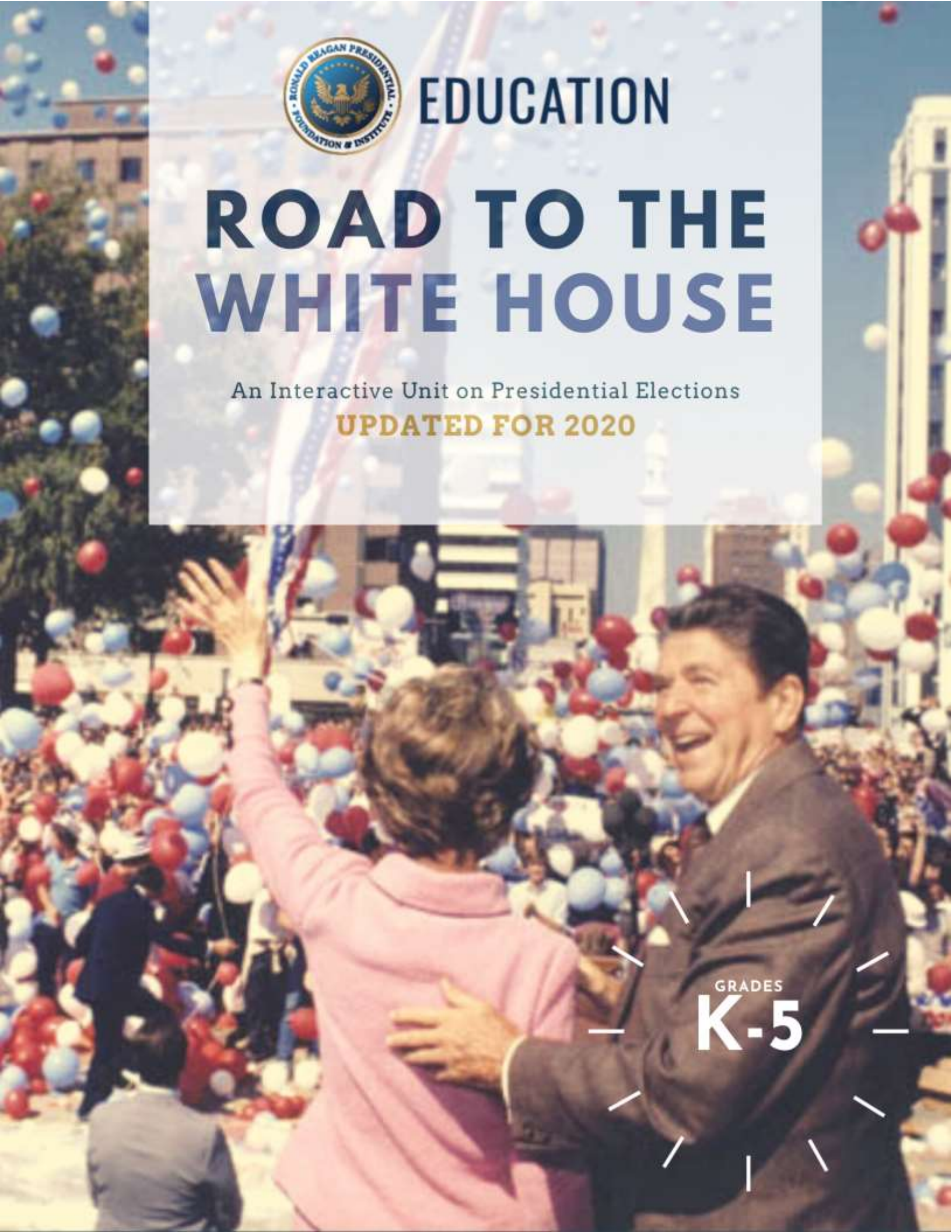

EDUCATION

ROAD TO THE WHITE HOUSE

An Interactive Unit on Presidential Elections

UPDATED FOR 2020

GRADES

K-5

EDUCATION

The Road to the White House

A Unit for Primary Students

Developed by
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&

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EDUCATION

Since the founding of this Nation, education and democracy have gone hand in hand. Thomas Jefferson not only wrote the Declaration of Independence and served as our third President but also founded one of our most distinguished institutions of higher learning, the University of Virginia. Jefferson and the Founders believed a nation that governs itself, like ours, must rely upon an informed and engaged electorate.

~ Ronald Reagan
Radio Address to the Nation, September 10, 1988

Dear Educator,

In recent years, much of the discussion around education has focused on ensuring that students are well prepared for College and Career. Assessments in literacy and math have long been held as key indicators for measuring overall student success and the success of our education system as a whole. If we have students who can read, write, and compute at or above grade level, then we'll have a nation of students who go on to achieve much in college and career. While reading and writing well is certainly important, the ability to think for oneself and critically analyze multiple sources of information is just as important.

The truth is, there has been far too much focus on making this system work, and not nearly enough focus on the "Why?" of education. Why does education exist? To help create the sorts of informed and engaged citizens and leaders we know our schools, communities, and our country needs to fulfill the promise of democracy. What good are skills in literacy, math, and science, without thinking about how those skills should be employed in the name of our families, our schools, and our communities? What good are those skills without a keen understanding of both historical and contemporary context? We focus on the importance of College and Career, but what about the importance of preparing our children for the role they will play in Civic Life? The *National Council for the Social Studies*, for example, has published the C3 Framework, which proposes a framework for preparing students for College, Career, and Civic Life. We know that our role as citizen begins well before we enter college and will extend long beyond what happens with our careers.

This unit is designed with this in mind. During an election, civic energy reaches a fever pitch. The vote is one of the citizen's most powerful tools, and advocating for a candidate, a set of ideas, or a platform is the right of every citizen. The President of the United States is often called the most powerful person in the world, so with every presidential election, the stakes are high. This unit is designed to teach students about presidential elections. It is not a collection of facts, diagrams, and explanations of processes. It is an interactive, project-based unit that invites the student to fully engage in the process of an election while also informing students about how elections work. It is our hope that this unit helps cultivate the sorts of informed and engaged citizens that are so essential to our democracy.

Thank you for all you do in the classroom to ensure good outside the classroom,

Tony Pennay
Chief Learning Officer
Ronald Reagan Presidential Foundation and Institute

Organization

"Freedom is never more than one generation away from extinction. *We didn't pass it on to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same, or one day we will spend our sunset years telling our children and our children's children what it was once like in the United States where men were free."* - Ronald Reagan, 1961

Layout

These lessons provide students with basic understandings in democracy, leadership and citizenship. With the extension activities in grades 3-5, schools can utilize the lessons for a culminating school-wide Democracy Fair! The older students prepare and implement activities for younger students. The opportunity to focus on and celebrate democracy as a school community creates meaningful and relevant learning for all.

We've designed this unit so that students can get a sense of why elections, and especially presidential elections, generate so much civic energy. One way to approach teaching the election is to "tell" students about the election. We could explain how it works, what the electoral college is, why there are political parties, and many other facts about elections. However, students are much more likely to learn about elections if there is a correlation to the real world.

Project Based Learning

"Project Based Learning *is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge."* – Buck Institute

We designed this unit with the principles of project-based learning in mind. The benefits of project-based learning include:

- **Real-World Challenge**: solving problems that connect to the real world provides great motivation for students.
- **Sustained Inquiry**: Students consult several sources, examples, and potentially experts to conduct deep dive learning.
- **Student Reflection:** The process of reflecting and connecting during learning, allows students the opportunity to make meaning.
- **Public Product**: Producing a learning product that is public connects to the real world applicability for students.

Project based learning also builds 21st century skills, including: Critical Thinking, Collaboration, Communication, Creativity and Innovation. We know that these skills are a critical skillset for any citizen-leader.

In the resource section of the unit there are additional lessons from other civic-minded organizations that you can add to the unit to add depth as well as teacher resources and handouts.

KINDERGARTEN

The Vote - Lesson One: Democracy

Overview: (30 minutes)

Essential Question: Why should I vote?

Materials:

- Visual of presidential portraits from the White House
- Visuals of various voting booths
- Visuals of various voting ballots
- Visual of President Reagan with Jelly Belly jar
- Jelly Bellies (four flavors/child)
- Voting ballots (color coded to match Jelly Bellies)
- Ballot box
- Chart paper
- Book(s) from Read Aloud list

Plan of Instruction

1. Show students a picture of the presidents. Ask questions and lead a discussion to inform students that the people in the picture are the presidents of the United States. Presidents are chosen when adults vote for them. Voting happens when you learn about a topic and then make a decision based on what you have learned. Voting is a quiet way to make your voice be heard, your ideas be counted.

2. Show picture of voting booth. When people vote for the president, they must register to vote. Then they go to a voting booth and privately cast their votes.

3. Show a picture of a voting ballot. Explain this is a voting ballot from a past election. Discuss how voters mark their choice. Show picture of President Reagan (at desk with jelly bellies prominently displayed) and explain that he won his election and became the 40th President of the United States. Ask students to make observations about President Reagan. Point out the candy on his desk and explain he was a big fan of Jelly Belly jelly beans. For a brief history of Jelly Beans and President Reagan visit: https://reaganlibrary.archives.gov/archives/reference/jellybellies.html

   "You can tell a lot about a fellow's character by the way he eats jelly beans" – Ronald Reagan

4. Tell students that you were wondering which flavor of jellybeans is the best, so you brought four flavors for them to decide as a class. Ask what is the best way to decide as a class and help them understand that voting will give the answer of the most children, the majority.

5. After each student tastes the Jelly Beans, ask for a few volunteers who would like to speak on behalf of the jelly bean flavors. Encourage students to say, "I advocate for (insert jelly bean flavor) because…"

6. Provide each child with a color-coded ballot (4 jellybeans of different colors with a box to put an X in). Model how to sample all 4 Jelly Bellies and mark only one as your favorite. Model how to put the ballot in the ballot box. Also discuss that when a person votes, they do it quietly and refrain from sharing their vote with friends.

7. When all students have voted, use a large class ballot to tally the votes or post ballots in a bar graph format.

8. Determine the winning flavor and make the statement, "According to our votes, _____ is the best Jelly Belly flavor."
    - Lead the following discussion:
        - Why did ____ flavor win?
        - How many votes did it have?
        - Which flavor was the second favorite?
        - Which flavor was the least favorite?
        - If the flavor you voted for didn't win, how do you feel? Explain that this happens sometimes in elections and that we have to accept the majority vote. Discuss appropriate behaviors for when your vote is/is not the winner of the election.
        - Why is it important to vote?

9. Conduct a Read-Aloud from the list of suggested books.

<u>Suggested Book List</u>

Grace for President
by Kelly DiPucchio

Otto Runs for President
by Rosemary Wells

If I Were President
by Catherine Stier

Robin Hill School: Election Day
by Margaret McNamara

Duck for President
by Doreen Cronin and Betsy Lewin

If I Ran for President
by Catherine Stier and Lynne Avril

My Teacher for President
by Kay Winters and Denise Brunkus

EDUCATION

VOTE	VOTE
VOTE	VOTE

KINDERGARTEN

The President - Lesson Two: Leadership

Overview: (30 minutes)

Essential Question: What does the President do?

Materials

Visuals of presidents giving speeches, meeting diplomats, in White House
Visual of Presidential seal
Presidential seal stickers/button
Visual of poem

Plan of Instruction

1. Tap/build background knowledge by showing students a visual of the United States presidents. Lead a discussion with the following questions:
    - Do you know who the current president is?
    - What do you think a president does?
    - What are some qualities a president should have?

2. With a slide show or picture cards, share the following facts about presidents:
    - The President is the leader of our country.
    - The President lives and works in the White House.
    - The President signs laws of the country. Laws are rules.
    - The President meets leaders from different countries and works to solve problems.
    - The President is the leader of our armed forces. He works to keep us safe.

3. Show a visual of the Presidential Seal and lead a discussion about the symbols. For a brief history of the Presidential Seal, visit http://www.whitehousegifts.com/history-education/presidential-seal/

4. In small groups or as a whole class, give one student the role of president by placing a presidential seal button/sticker on the student(s). The class will then interview the "President" by asking what he/she does. Prompt the student as necessary by providing sentence frames: "I sign ____ for the country", "I meet with leaders from different countries to solve _____."

5. Give each student a handout. Students draw themselves as president and color the presidential seal. On the lines, students write what they do as president. Allow time for students to share their work with a small group or the whole class.

6. Read aloud and learn the poem with hand gestures:

    a. The President of our Country (salute)
    b. Has many jobs to do. (wide opening of arms)
    c. The President signs laws (mime writing on palm)
    d. And helps our people too. (palms up and out)
    e. The President leads our nation (salute and march)
    f. He works to keep us strong.
    g. And the President meets with leaders (mime hand shaking)
    h. When problems come along.

SEAL OF THE PRESIDENT OF THE UNITED STATES
E PLURIBUS UNUM

SEAL OF THE PRESIDENT OF THE UNITED STATES

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SEAL OF THE PRESIDENT OF THE UNITED STATES

The President of our Country

Has many jobs to do.

The President signs laws

And helps our people too.

The President leads our nation

He works to keep us strong.

And the President meets with leaders

When problems come along

KINDERGARTEN

The Citizens - Lesson Three: Citizenship

Overview: (30 minutes)

Essential Question: What do good citizens do during an election year?

Materials

Chart paper/Venn diagram poster
Scenario cards
Handout/student

Plan of Instruction

1. Introduce the word citizen. A citizen is someone who lives and works in a community. During an election year, citizens vote for elected officials. Ask students what are some qualities a good citizen should have during an election?

2. Create a Venn diagram on chart paper. Label one side "Good Citizen" and the other "Not So Good Citizen". Show students the overlapping section of the Venn diagram and ask if it's possible to be both? Or, is it possible to change from being a Not So Good Citizen to a Good Citizen and vice versa.

3. Read scenario cards one at a time and have the class decide whether the main character is a Good Citizen or Not So Good Citizen. Encourage students to explain their reasons why.

4. Give each student a handout. On the lines students write an answer to the following question: During an election, how can I be a good citizen?

5. **Class Project:** Students will share their answers on how to be a good citizen during an election year and create a poster for their classroom. This can be done individually, in small groups, or as a class.

Good Citizen Scenario Cards

The president is about to be elected. Gino is a registered voter. He reads and learns about all about the candidates running for president. On voting day, he gets to the poll before work and votes for the person he thinks is the best candidate.	The president is about to be elected. Chris is a registered voter. Chris works hard at a job during the day, but spends her nights playing computer games. When it's time to vote, Chris does not know anything about the candidates. She guesses which candidate will be best and votes without having information.
Carrie is excited for the election. She feels very lucky that she gets the opportunity to vote for the next President. This makes Carrie feel proud that she lives in America so she decides to hang an American Flag outside her house.	The president is about to be elected. Bashar is registered to vote. It's raining on election day and Bashar decides it's too cold and wet to go out. He stays home and doesn't vote.
Jose's parents are Republicans. Hillary's parents are Democrats. On the playground, Hillary was telling her friends who her parents were going to vote for. Jose doesn't agree with her and yells at her.	It's election day. Aaron and Whitney are going to cast their ballot. Each of them chooses a different candidate for president. Even though they have a difference of opinion on who should be president, they are still friends.

During an election, how can I be a good citizen?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

FIRST GRADE

My Vote - Lesson One: Democracy

Overview: (30 minutes)

Essential Question: Does Voting Matter?

Materials

Chart labeled "Home, School, Friends"
Visual of Presidents
Visual of Reagans with Rex
Visuals of Lucky and Victory
Presidential Pet Survey Handout

Plan of Instruction

1. Voting is an important part of everyday life in the United States. How many times have you voted for something or someone? What was the vote for? What was the situation?

2. Record and sort student responses on a chart labeled "Home", "School", "Friends"

3. Lead discussion with prompts such as:
    a. When family members cannot agree about how to do something, where to go, what to do or when to do it, they sometimes vote to make the decision. What are some situations in which you and other members of your family made a decision by voting? What was the situation? What were the choices? Who suggested voting? How did the vote turn out?
    b. Have you ever voted for school/class officer or team captain? What qualities do you think are necessary to win an election for a leadership position?
    c. If you can't decide what to play at recess, how do you vote when you are with your friends?

4. Pose the following questions: Do you think it is important for people to vote? Why? What happens when only a few people vote? Do you like it better when you have a chance to vote or when someone decides for you?

5. Show students a picture of the presidents. Ask questions and lead a discussion to inform students that the people in the picture are the presidents of the United States. Presidents are chosen when adults vote for them. Voting happens when you learn about a topic and then make a decision based on what you have learned. Voting is a quiet way to make your voice be heard, your ideas be counted.
    a. Show a visual of Ronald and Nancy Reagan with Rex, the White House dog. Explain the President Reagan loved animals and had many dogs at his ranch, along with several horses.
    b. Show visuals of the other dogs: Lucky, Rex, and Victory.
    c. Ask students which is their favorite dog. Explain that they will vote which Reagan dog is their favorite? Ask only three students. Declare the winner of the vote. (Students will react to the unfairness of this vote.) Lead a discussion: What is wrong with our vote? Is it fair if only some people have the chance to vote? Is it fair that not every vote was counted? Why?

6. After looking at the pictures of Lucky and Victory, allow the students to write down a few reasons why their classmates should vote for a particular dog. Students could prepare a mini-campaign speech or create campaign posters. Take a vote of the entire class on Our Favorite Reagan Dog and announce the winner. To integrate electronic voting, create a Mentimeter "Who Will Win" quiz at mentimenter.com. Students can then vote using their iPads and the winner will be revealed on your projector or smartboard.

7. Tell students that it would be interesting to find out what other people think. Their job is to survey 5-10 people. (This can be done at recess, lunch, or for homework). Distribute handout (pictures of dogs, question, voting boxes/tally space). Or, utilize Survey Monkey or similar app to generate data. The goal is for students to conduct a poll and understand that the more people who vote, the fairer the result/conclusion.

8. Graph final data with tally marks or computer-generated graph.

9. Guide students to write summary sentences about the poll.

Questionnaire

1. Do you like big or small dogs?
2. Would you prefer silly or serious names for dogs?
3. Which presidential pup would you vote for?

FIRST GRADE

Rex for President- Lesson Two: Leadership

Overview: (30 minutes)

Essential Question: What qualities make a good leader?

Materials

Visuals of Rex in dog house
Chart paper for charting Presidential qualities
Book Duck for President
Handout for Speech
Rex stick puppet (optional)

Plan of Instruction

1. Show a picture of Rex, Reagan's White House dog. Explain that Rex lived in the White House, but also had a special home of his own. Show a visual and explain that Rex's doghouse was very special. It had red velvet drapes and a framed photo of the President and his wife hanging inside. His second doghouse was a replica of the White House. It had carpet inside. Show visual.

2. It is almost as if Rex was like a dog president! If Rex were going to be dog president, what qualities would he need to have? List ideas on visual. (Circle with Rex's picture in the center.)

3. Read aloud "Duck for President". https://www.youtube.com/watch?v=eM7ikKDv060

4. What qualities did Duck have? Add ideas to visual.

5. Point out that Duck gave speeches. If Rex were to give a speech, what would he say to the dog voters?

6. Distribute sentence frames. Students write a speech for Rex. In the speech students should include a quality of a good leader and use the words *vote* and *election*.

7. Allow student volunteers to read their speeches behind a podium or with a Rex stick puppet.

REX FOR PRESIDENT

As President, I promise to be

_____ to all the citizens.

I will bring my talents as a good

_____ to this office. I will

make sure that all the citizens are

_____. I am a good leader

because _____,

_____, and _____.

Please _____ for me on election day!

FIRST GRADE

Citizens - Lesson Three: Citizenship

Overview: (30 minutes)

Essential Question: What qualities make a good citizen?

Materials

Chart Paper for Citizen Chart
Book Being a Good Citizen by Mary Small & Stacey Previn
Handout for Sentence Writing

Plan of Instruction

1. Introduce the word citizen. A citizen is someone who lives and works in a community. Ask students what are some qualities a good citizen should have? List ideas on a class chart.

2. Read aloud Being a Good Citizen and discuss. Add ideas to class chart.
https://www.youtube.com/watch?v=x3_REZhqR9g

3. Discuss other book characters or movie characters that students are familiar with and discuss what qualities make them a good citizen, or not a good citizen. Add ideas to class chart.

4. Give each student a handout. Students write a sentence on how to be a good citizen during an election and draw a picture to go with it.

During an election, I can be a good citizen by: _____

_____

_____

SECOND GRADE

Can I Vote? - Lesson One: Democracy

Overview: (45 minutes)

Essential Question: Who can vote?

Materials

Visuals of current campaign posters from candidate's websites
Book Can I Vote? (or similar book)
Election Guide handout
Visual of voter registration form
Student Journals

Plan of Instruction

1. Show visuals of current campaign posters, voting booths, ballots, and candidates found on current candidate's websites. Ask students to "Quick Write" the first thoughts that come to mind when they see the visuals. Ask partners to share their thoughts. Listen to student conversations to get a clearer understanding of students' background knowledge. This is also a good time to introduce new vocabulary related to elections and voting.

2. Lead a discussion about voting and democracy with the questions such as the following:
    a. Why do we vote?
    b. Is it important to vote? Does voting matter?
        i. It makes a difference in the result of an election.
        ii. If you don't vote, you give up your right to choose.
    c. What are some situations in which you had the opportunity to vote?
    d. How do you feel when you vote?
    e. What are some situations when you wished you had the opportunity to vote, but didn't?
    f. How do you feel if the outcome is not what you voted for?
    g. What do you do in that case?

3. Ask students who they think is allowed to vote in America. Chart responses. Tell students they are going to do some research to find out the answer.

4. Read aloud Can I Vote? Can be found at: https://www.readinga-z.com/book.php?id=1659
   Alternatively, students can research voter requirements of their state at http://www.canivote.org/

5. Distribute a handout/Election Guide, where students write the qualifications one needs to vote in America:
    a. Must be 18 years old
    b. Must be registered to vote
    c. Must be a United States citizen
    d. Must not be a convicted criminal

6. Display a visual of a voter registration application. Explain that people can register to vote by mail or online (in most states).

7. Have students calculate what year it will be when they turn 18 years old. In their student journals, students write a narrative describing their 18th birthday. Registering to vote is part of the day. Allow volunteers to share their narratives with the class.

Requirements To Vote

1. I must be _____ years old.
2. I must _____ to vote.
3. I must be a United States _____.
4. I must not be a _____.

Voter Registration Application

Before completing this form, review the General, Application, and State specific instructions.

Are you a citizen of the United States of America? ☐ Yes ☐ No
Will you be 18 years old on or before election day? ☐ Yes ☐ No
If you checked "No" in response to either of these questions, do not complete form.
(Please see state-specific instructions for rules regarding eligibility to register prior to age 18.)

This space for office use only.

1	☐ Mr. ☐ Miss ☐ Mrs. ☐ Ms.	Last Name	First Name	Middle Name(s)	☐ Jr ☐ II ☐ Sr ☐ III ☐ IV
2	Home Address	Apt. or Lot #	City/Town	State	Zip Code
3	Address Where You Get Your Mail If Different From Above		City/Town	State	Zip Code

4	Date of Birth Month Day Year	5	Telephone Number (optional)	6	ID Number – (See item 6 in the instructions for your state)
7	Choice of Party (see item 7 in the instructions for your State)	8	Race or Ethnic Group (see item 8 in the instructions for your State)		

9 I have reviewed my state's instructions and I swear/affirm that:
- I am a United States citizen
- I meet the eligibility requirements of my state and subscribe to any oath required.
- The information I have provided is true to the best of my knowledge under penalty of perjury. If I have provided false information, I may be fined, imprisoned, or (if not a U.S. citizen) deported from or refused entry to the United States.

Please sign full name (or put mark) ▲

Date: ___ / ___ / ___
Month Day Year

If you are registering to vote for the first time: please refer to the application instructions for information on submitting copies of valid identification documents with this form.

Please fill out the sections below if they apply to you.

If this application is for a **change of name**, what was your name before you changed it?

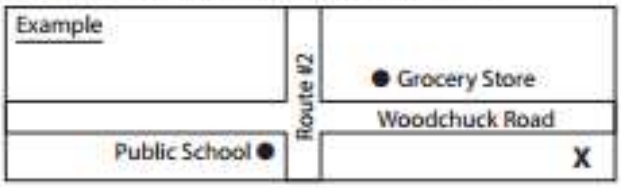
A	☐ Mr. ☐ Miss ☐ Mrs. ☐ Ms.	Last Name	First Name	Middle Name(s)	☐ Jr ☐ II ☐ Sr ☐ III ☐ IV

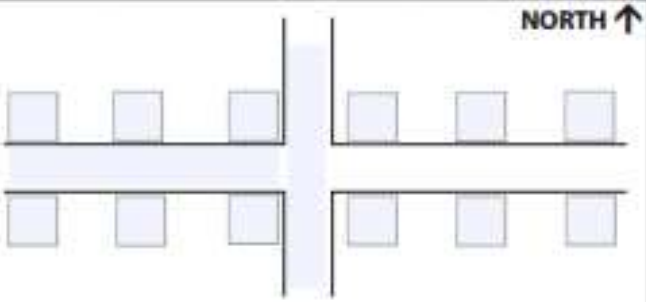
If you were **registered before but this is the first time you are registering from the address in Box 2**, what was your address where you were registered before?

B	Street (or route and box number)	Apt. or Lot #	City/Town/County	State	Zip Code

If you live in a rural area but do not have a street number, or if you have no address, please show on the map where you live.

C
- Write in the names of the crossroads (or streets) nearest to where you live.
- Draw an X to show where you live.
- Use a dot to show any schools, churches, stores, or other landmarks near where you live, and write the name of the landmark.





If the applicant is unable to sign, who helped the applicant fill out this application? Give name, address and phone number (phone number optional).

D

Mail this application to the address provided for your State.

SECOND GRADE

Classroom Election - Lesson Two: Leadership

Overview: (45 minutes)

Essential Question: What responsibilities does a voter have?

Materials

Visuals of Presidents
Visuals of Reagan's campaign
Video footage of Reagan giving campaign speech
Handout Classroom Voter Registration Card
Paper, construction paper
Classroom voter registration cards

Plan of Instruction

1. Show visuals of the presidents. Explain that each president earned the position of president by winning an election. Before they won, they had to do a lot of campaigning. Campaigning is the process of completing organized work to reach a goal. If the goal is to win an election, the candidate must be organized and work to win. This type of work is means that they run a campaign. What type of work goes into running a campaign? Chart responses and clarify: candidate has ideas or a platform; candidate makes speeches; candidate advertises with posters, mailings, videos, social media, radio spots; candidate gets supporters

2. Show visuals of Reagan's campaigns. Play a portion of a Reagan campaign speech. https://www.youtube.com/watch?v=inP4mEU4LVs Ask students what they noticed about the speech. (Eye contact, emotion, ideas for the future, etc. - answers dependent on video clip)

3. Brainstorm as a class elements of an effective campaign speech (clear ideas, simple language, appeal to audience, etc.)

4. Conduct a Classroom Presidential Election.
    a. Take nominations for Classroom President. Ask students who were nominated (and seconded - Could include a simplified Roberts Rules of Order here) if they accept the nomination. Continue until there are at least 5 students on the ballot.
    b. Lead a discussion on classroom issues the students would like addressed? What are their concerns?
    c. Organize the class into teams who will become speechwriters for the candidate. Remind students that helping write a speech for someone does not mean they have to vote for that person. Using the handout listing components of an effective campaign speech, students collaborate to write and rehearse with the candidate. Posters, slogans, video clips, buttons, etc. can also be made to promote the candidate.
    d. Prior to hearing speeches and voting, it's important to have a discussion about voter responsibilities.
        i. Why is it important for a voter to make an informed decision?
        ii. What information should a voter gather before voting?

iii. It's important to think about who would be the best leader, not who is a personal friend. When responsible voters vote, they think of the "Common Good" - what is good for the community/class, not what is good for "me", personally. Why is it important to think of the "Common Good" before casting a vote?

iv. Display and discuss the chart below:

<u>Responsibilities of the Voter</u>

- Register to vote
- Read and learn facts about each candidate
- Make a decision about whom you want as your candidate
- Cast your vote

e. Provide Classroom Voting Registration Cards for students to fill out.

f. Have each student vote with a ballot, presenting registration card before receiving their ballot.

g. Students vote and the Classroom President is announced.

h. Conduct a simple swearing in ceremony and ask the Classroom President to make a thank you speech to the citizens.

EDUCATION

Responsibilities of a Voter

- Register to vote
- Read and learn facts about each candidate
- Make a decision about whom you want as your candidate
- Cast your vote

CLASSROOM VOTER REGISTRATION APPLICATION

EDUCATION

1	Last Name:	First Name:	Middle Name:
2	Address:	City:	State
3	Date of Birth:	Desk #:	Date I will be 18:
4	I have reviewed my classrooms instructions and I swear that: • I am a Citizen of this classroom. • I meet the eligibility requirement of my classroom and subscribe to any oath required. • The information I have provided is true to the best of my knowledge under penalty of perjury.		Signature: Date:

CLASSROOM VOTER REGISTRATION APPLICATION

EDUCATION

1	Last Name:	First Name:	Middle Name:
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CLASS PRESIDENT SPEECH

Class President, the first thing that I would do for the students in this class is…

_____

_____

_____

Because…

_____

_____

_____

Secondly, I would want our classroom to be always…

_____

_____

_____

Because…

_____

_____

_____

Lastly, I would work hard to make sure that our school is…

_____

_____

_____

Because…

_____

_____

_____

The character traits that I will display as a leader are:

1)	2)
3)	4)

SECOND GRADE

Responsible Voters Are Good Citizens - Lesson Three: Citizenship

Overview: (45 minutes)

Essential Question: How is being a responsible voter being a good citizen?

Materials

Responsibilities of the Voter chart from lesson two
Visuals of presidents and opposing candidates
Reagan biography
Chart paper
Biographies of current candidates
Handout for listing own life experiences/citizenship qualities

Plan of Instruction:

1. Review the visual from Lesson Two that shows the responsibilities of the voter. Discuss why it is important for a voter to read and learn facts about a candidate or an issue before voting. Learning facts helps the voter make a decision. It's important to be an *informed* voter!

2. Show visuals of presidents and their opposing candidates. Remind students that voters needed to learn everything they could about the two running for office in order to make an informed decision, practicing good citizenship.

3. It is important to learn about a candidate's past and work experience.

4. Provide a mini-biography of President Reagan. Read the biography together or assign partners/individuals to read the biography.

5. List events from Reagan's past that played a role in his leadership, character, and citizenship. Next to each event, write what qualities developed from the experiences.

6. Do same type of activity for the candidates currently running for president. Go to https://kpcnotebook.scholastic.com/election2020

7. Have students write a list of their own life experiences and the citizenship/leadership skills they have acquired. This can also include a place for future goals and what qualities/skills they want to acquire in the future. The students will then create their own "Leadership Timeline". Have students consider what type of leader they want to be? A leader in their community? A leader in their field? A leader in the nation? A leader in the world?

LIFE EVENTS	CITIZENSHIP & LEADERSHIP CHARACTERISTICS
Involved in student government	Understood “common good”, leader, respected
Athlete/played sports	Discipline, leadership, dedication
Acted in plays	Stage presence, voice projection
College student	Perseverance, study skills, knowledge
Acted in movies	Confidence, poise
Radio sports announcer	Speaking skills
Military service	Discipline, teamwork, perseverance, loyalty, patriotism
Produced movies	Creative, leader
Governor of California	Political experience, leadership, government knowledge/skills

Biography on **RONALD REAGAN**

Ronald Reagan was born in Tampico, Illinois on February 6, 1911. When he was born, his father Jack said, "He looks like a fat little Dutchman. But who knows, he might grow up to be president someday." His father believed that individuals had the power to determine their own destiny, and his mother had a profound sense of optimism. These two beliefs greatly influenced the way Ronald Reagan saw the world.

At Dixon High School, Ronald Reagan showed both his potential as a leader and his myriad of interests. He was captain of the football team, art director for the yearbook, and president of the drama club. As a lifeguard at Lowell Park in Illinois, Ronald Reagan saved 77 lives over the course of seven summers.

At Eureka College, Ronald Reagan continued his growth as a leader. He was chosen to speak on behalf of the students when cutbacks threatened members of the faculty. At Eureka, Ronald Reagan excelled in campus politics, participated in three sports, and won awards for his acting.

Following college, Reagan was hired as a radio sports announcer in Iowa where he broadcast Chicago Cubs games. He went on to sign a contract with Warner Bros. and became a movie and television star. In 1957 he won a Golden Globe for the Hollywood Citizenship Award, and received a star on the Hollywood Walk of Fame in 1960. His mother replied to much of his fan mail. During his time in Hollywood, Ronald Reagan was elected president of the Screen Actors Guild seven times. It was during this time that he met and married Nancy Davis, a fellow actor who would be the love of his life.

In 1964, Ronald Reagan gave a speech to endorse Republican presidential candidate Barry Goldwater. Though Goldwater lost the election, the speech inspired California Republicans to nominate Reagan for governor in 1966. Reagan was re-elected in 1970, and chose not to seek a third term.

The 1970s were a tumultuous decade for the United States. The military withdrew from South Vietnam after a prolonged conflict, the threat of nuclear war between the Soviets and Americans had lingered for decades, and President Nixon's Watergate scandal caused many Americans to lose faith in the office of the presidency. The economy of the 1970s was just as grim. Factories were closing, energy prices were high, and inflation was out of control. Many felt that America had lost faith in itself.

In the 1980 election, Ronald Reagan offered a different vision for America. He insisted that America was "a shining city on a hill" and that her best days were still ahead. His relentless faith in the greatness of America, insistence on improving the economy, and plan for restoring America's military power resulted in his winning 44 of 50 states on his way to the White House. Under the leadership of President Reagan, the economy began to recover, inflation and unemployment fell, and the stock market began to grow. In 1984, President Reagan ran for re- election against Democrat Walter Mondale, who had served as Vice-President to Jimmy Carter. The political ads you will see today are from President Reagan's re-election campaign in 1984. The title of the ad is "Prouder, Stronger, Better" and is part of a series known as "Morning in America."

Key Events in Ronald Reagan's Political Career

1932 – Student body president at Eureka College in Illinois.

1947 – President of the Screen Actors Guild for seven terms.

1952 & 56 – Campaigns for Dwight D. Eisenhower.

1960 – Campaigns for Richard Nixon.

1964 – Campaigns for Barry Goldwater and gives the famous 'Time for Choosing' speech.

1966 - 74 – Governor of California.

1968—Ronald Reagan makes first run for President.

1976 – Challenges incumbent Gerald Ford for Republican nomination for President.

1980- Elected President of the United States.

1984- Re-elected to a second term as President of the United States.

I AM A LEADER

EDUCATION

LIFE EVENTS	CITIZENSHIP & LEADERSHIP CHARACTERISTICS

THIRD GRADE

My Vote Is My Voice: I Register and I Vote

Lesson One: Democracy

Overview: (45 minutes)

Essential Question: Why and how does a person register to vote?

Materials

Book from suggested book list
Visual of voter registration form
Visual of voting statistics
Materials for project (paper, markers, sticker paper, posters, video cameras, computers, etc.)
Voter registration forms for elementary students
Voter registration cards

Plan of Instruction

1. Ask the students if they know how the U.S. president is elected? Do they know who is eligible to vote for a U.S. president?
    a. Review eligibility requirements for voting in the USA:
        i. Must be 18 years old
        ii. Must be registered to vote
        iii. Must be a United States citizen
        iv. Must not be a convicted criminal

2. Read aloud a book from the suggested list of books. Revisit the initial questions.

3. Draw attention to "must be registered to vote." Ask students if they have ever wondered how to register to vote. Show them a voter registration form.

4. Fill out the registration form with a fictional student or allow students a few minutes to each complete a sample form. Lead a discussion about the amount of time it took, difficulty level, and overall process of registering to vote.

5. Show visual of voting statistics:

Voter Registration Statistics	Data
Total number of Americans eligible to vote	218,959,000
Total number of Americans registered to vote	146,311,000
Total number of Americans who voted in the 2012 Presidential election	126,144,000
Percent of Americans who voted in the 2012 Presidential election	57.5%

6. Lead a discussion about the statistics. A little over half of eligible Americans are registered to vote. Of the Americans registered to vote, many did not vote. (Excellent opportunities for math integration as students can calculate exact numbers and percentages.) Ask students why they think this happens? Explain that the US has a lower percentage of people voting than other voting countries. For data and statistics, please visit www.pewresearch.org/fact-tank/2015/05/06/u-s-voter-turnout-trails-most-developed-countries/ Introduce the term "voter apathy" and discuss ways they can think of to counter it.

7. List ideas on a chart as a class. Ideas could include ways to educate the public about the importance of voting: bumper stickers, Public Service Announcements, billboards, mailers, etc.

8. As students show excitement about a way to combat voter apathy, agree to create something to help. This can be a whole class, small group, or individual project. (If school is participating in the School Wide Democracy Fair, see attached project ideas.)

School Wide Democracy Fair Option

Third Grade Booth #1

Students run a voter registration table. At the table, student created signs and advertisements are displayed. Students make a simplified version (or it can be supplied) of the voter registration form for students in grades K-5 to fill out. Once complete, the third graders provide a voter registration card to each participant. Third grade experts must be able to tell all booth visitors the importance of voting, the eligibility requirements for voting, and encourage all students to register on their 18th birthday.

CLASSROOM VOTER REGISTRATION APPLICATION

EDUCATION

1	Last Name:	First Name:	Middle Name:
2	Address:	City:	State
3	Date of Birth:	Desk #:	Date I will be 18:
4	I have reviewed my classrooms instructions and I swear that: • I am a Citizen of this classroom. • I meet the eligibility requirement of my classroom and subscribe to any oath required. • The information I have provided is true to the best of my knowledge under penalty of perjury.		Signature: Date:

CLASSROOM VOTER REGISTRATION APPLICATION

EDUCATION

1	Last Name:	First Name:	Middle Name:
2	Address:	City:	State
3	Date of Birth:	Desk #:	Date I will be 18:
4	I have reviewed my classrooms instructions and I swear that: • I am a Citizen of this classroom. • I meet the eligibility requirement of my classroom and subscribe to any oath required. • The information I have provided is true to the best of my knowledge under penalty of perjury.		Signature: Date:

THIRD GRADE

Levels of Government - Lesson Two: Leadership

Overview: (45 minutes)

Essential Question: What are the responsibilities of local, state and national government?

Materials

Graphic organizer of levels of government
Levels of Government cards for sorting
Student Journals for informational writing
Butcher paper poster of graphic organizer
Tape
Velcro dots or large Post-It paper

Plan of Instruction

1. Explain that the president is the head of the nation. Ask students who is the head of the state? (Governor) Who is the head of a city/town? (Mayor). Discuss the people who are currently the president, governor, and mayor. How did these people get this leadership position? Illicit that they ran a campaign and were elected by voting citizens.

2. Define the words local, state, and national. Distribute graphic organizer. (3 columns with words at the top and a visual for each)

3. Explain that they will be learning about the different responsibilities of each level of government by conducting a card sort. Distribute cards to pairs or small groups of students. Students read the cards and place each in the column they think is responsible or that goes with the word/phrase. Model with a few examples. Encourage students to discuss, collaborate and even debate.

4. Example words/phrases for cards:

   National Level
   - Makes laws for the nation
   - Prints and coins money
   - Runs the armed forces and provides national defense
   - Deals with other nations
   - Meets in Washington, D.C.
   - Runs the Postal Service
   - President

   State Level
   - Makes laws for a state
   - Builds and maintains prisons
   - Helps fund public education
   - Meets in the State Capitol
   - Issues driver's licenses
   - Governor

Local Level

- Makes laws for counties, cities and towns
- Provides law enforcement, fire protection
- Provides roads, parks, hospitals, water
- Meets at City Hall
- Mayor

5. After students have sorted, review and discuss the levels of government and where each card could go. Some cards can go in more than one place (overlap on line or make an extra card to "solve the problem"). Encourage students to research and find other responsibilities of each level of government. Cards can be added.

6. Attach cards with baggies, envelopes or paperclips to the graphic organizer (or make cards small enough to glue down and fit) so information can be easily accessed.

7. In their student journals, students will write informational essays explaining or comparing/contrasting the levels of government. (If school is participating in the School Wide Democracy Fair, see suggestion below.)

School Wide Democracy Fair Option

Third Grade Booth #2

Students create a simplified and large word sort game for participants of the Democracy Fair. Picture clues should be included for the youngest visitors. Third grade experts must be well versed and ready to explain the levels of government. Make a large graphic organizer and large cards that can be posted on the chart and reused. (Velcro dots or large Post-It paper are recommended.)

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National Level

Makes laws for the nation	**Prints and coins money**
Runs the armed forces and provides national defense	**Deals with other nations**
Meets in Washington D.C.	**Runs the Postal Service**
President	

State Level

Makes laws for a state	Helps fund public education
Issues driver's licenses	Meets in the State Capitol
Governor	

Local Level

Makes laws for counties, cities and towns	Provides law enforcement & fire protection
Provides roads, parks, hospitals, water	Meets at City Hall
Mayor	

THIRD GRADE

Civic Super Heroes- Lesson Three: Citizenship

Overview: (45 minutes)

Essential Question: What makes a citizen a good citizen?

Materials

Biography of American hero
Access to New York Times article; on line computers or access to library
Writing paper
Beach balls
Markers
Cardstock speech bubbles, masks, etc.
Digital camera

Plan of Instruction

1. Ask students what it means to be a good citizen? If the school gives citizenship awards, ask students what are the criteria for earning one? If citizenship is listed on the students' report cards, ask how one earns the highest mark in that area.

2. Discuss the importance of being a good citizen in the classroom, at school, in the community, of the country, and of the world.

3. Sometimes we learn about or meet people who are super citizens. They work extra hard for the common good - the whole community, the whole country or the whole world. Discuss some heroes that students are familiar with and what they accomplished to make them heroes.

4. Read aloud a biography of interest and discuss what made the person an extra good citizen.

5. Good citizens do not usually *try* for awards, but government leaders sometimes recognize them for their civic work.

6. Distribute the New York Times article from 1982. Conduct a class reading of the article encouraging students to annotate. http://www.nytimes.com/1982/04/15/us/reagan-honors-18-for-voluntarism.html

7. Discuss how Reagan wanted to recognize citizens who volunteered time for the betterment of the community. Ask students to cite some of the winners and what they accomplished. Encourage students to find out if other presidents gave volunteer awards - to whom they were give and how/why they honored exemplary citizens.

8. Have students research their local community to find out if there is a local award for exemplary citizens. Write a short biography on the person(s) and present the information to the class in the form of a written or oral report. (If school is participating in the School Wide Democracy Fair, see suggestion below.)

School Wide Democracy Fair Option

Third Grade Booth #3

Students write on beach balls for participants to toss and answer questions. When the participant catches the ball, the question at the right index finger gets read aloud and answered. This can be done in small groups with a third grade expert presiding. When the question is answered thoroughly, the participant heads to the "What's your Civic Super Power" photo booth. At the booth, speech bubbles and paper cutout masks are there for student use. Photos can be uploaded to a website or printed and returned at a later date.

Example questions for beach ball:

Why is voting an important part of being a citizen?
How old do you need to be to vote in an election?
Why should we vote in local elections?
What is something you can do as a good citizen during an election?
What is something you do to be a good citizen of your community?
Why is it important to be informed about who you vote for?

<u>Suggested Literature Connections for the 3-5 Classroom</u>

1. *America Votes: How Our President Is Elected*, by Linda Granfield
2. *Ballots for Belva: The True Story of a Woman's Race for the Presidency*, by Sudipta Bardhan
3. *Class President*, by Johanna Hurwitz
4. *Presidential Elections: And Other Cool Facts*, by Sylvan A. Sobel, Illustrated by Jill Wood
5. *The Ballot Box Battle*, by Emily Arnold McCully
6. *The Day Gogo Went Out to Vote*, by Elinor Batezat Sisulu
7. *The Kids Guide to Social Action*, by Barbara A. Lewis
8. *The Vote Making Your Voice Heard*, by Linda Scher
9. *Vote!*, by Eileen Christelow
10. *Woodrow the White House Mouse*, by Cheryl Shaw Barnes and Peter W. Barnes

FOURTH GRADE

Political Parties

Lesson One: Democracy

Overview: (2-3 class periods of 60 minutes)

Essential Question: What is a political party? What defines the two major political parties?

Materials

Visuals of elephant/donkey
Visuals of sample campaign mailers, billboards, flyers, and signage from
- https://www.docsteach.org/topics/election

Handout of last 10 presidents with short biography of each
Handout Candidate Profile Sheet
Online computers/access to library
Poem frames
Cardstock
Clip art of donkeys/elephants
Red & blue construction paper, markers, scissors, glue, etc. for making campaign posters

Plan of Instruction

1. Ask students if they know how someone becomes the president. What are the qualifications to run for president? The US Constitution lists three requirements for any individual wishing to become president of the United States. A president must:
   a. Be a natural born U.S. citizen. Someone may be born abroad, but only if both parents were citizens of the United States. The only exception to this was for those around at the time the Constitution was adopted. Their requirement was that they had to be a citizen when the Constitution was adopted.
   b. Be at least 35 years of age. Encourage students to find out who was the youngest president, who was the oldest president.
   c. Have lived in the United States for at least 14 years to be president. This does not have to be consecutive or even the 14 years leading up to becoming president.

2. Explain that presidents and leaders often belong to groups called political parties. A political party is a group of people who have similar ideas about how the government of a country should be run and what it should do. Political parties have basically the same ideas on issues such as the economy, and education. A political party helps a candidate win an election. Each party has a presidential and a vice presidential candidate.

3. Ask students if they have heard the names of the two parties on television or other media. Introduce and discuss the terms Republican and Democrat and show the animal symbols (elephant and donkey), symbolic colors (red and blue), and example mailers, advertisements, signs that indicate political party. Voters often declare their membership to a political party when they register to vote, although they are not required to vote for only candidates within the party. (Also explain that there are several other political parties, but Republican and Democrat are the two main political parties in recent history.)

4. Distribute handout listing the past 10 presidents. Students read a short biography on each and learn if the president was a Republican or a Democrat.

5. Students choose one of the presidents and conduct research about the president's campaign. Distribute handout that asks students to find the following information: name, age when president, years of term, political party, campaign slogan, platform issues: examples - education, taxes, national debt, etc. and a place to cite evidence from speeches, debates, etc.

6. Students present their findings to small groups, whole class or younger student audience. Or, students pretend to be the president researched and deliver an original campaign speech. Or, students pretend they are running for president and write/deliver their own campaign speech. Or, distribute bio poem or I AM poem frames for students to write about their president and orally present. (If school is participating in the School Wide Democracy Fair, see suggestion below.)

School Wide Democracy Fair Option

Fourth Grade Booth #1

Students running the booth are dressed in formal attire or campaign hat and are ready to share one-minute campaign speeches with the participants. This can be from the perspective of one of the presidents they researched or from the perspective of themselves pretending to run for president. Within the speech, political party is addressed along with some of the major ideas connected to the political party. After the speech demonstrations, participants create their own campaign sign. Provide blue and red paper, elephant and donkey icons, slogan ideas, example posters from the community, etc.

President Biographies

John F. Kennedy (1961-1963)

- John F. Kennedy was the youngest man ever elected president. He was only 43 years old when he was elected in 1960. His nickname was JFK. His youth gave people a sense of hope and confidence. He told Americans to ask what they could do for their country. He was only President for a short time before he was killed in Dallas, Texas on November 22, 1963.

Lyndon B. Johnson (1963-1969)

- Lyndon B. Johnson was JFK's vice president. He became president when JFK was killed. He worked hard to end poverty and racism. While he was president, many important laws were passed. Two of the most important were the Civil Rights Act and the Voting Rights Act. The Civil Rights Act made it illegal to discriminate against people because of their race or color. The Voting Rights Act prevents discrimination in voting. He also worked to ensure the poor and elderly had health care. While he was president, the United States fought in the Vietnam War. It was not popular and there were many protests. He left office in 1969.

Richard Nixon (1969-1974)

- Richard Nixon was elected president in 1968. The war in Vietnam came to an end while Nixon was president. More than 58,000 Americans were killed in the war. President Nixon started the Environmental Protection Agency. He also worked to improve relations with China and the Soviet Union. President Nixon was the first president in history to resign from office. He and his team spied on the Democrats at the Watergate Hotel in Washington D.C. After the public found out, President Nixon resigned in 1974.

Gerald Ford (1974-1977)

- In 1974, Vice President Gerald Ford became president. He continued to improve the relationship between the East and West. The economy was not good when he was president. Many Americans were not happy when he pardoned, or excused, President Nixon. He wanted the nation to move past the Watergate scandal. President Ford was defeated by Jimmy Carter in the 1976 Presidential Election. He died in 2006 at the age of 93.

Jimmy Carter (1977-1981)

- Jimmy Carter was elected in 1976. He had been the governor of Georgia. He started the Department of Education and the Department of Energy. He was president during a tough time for America. Our economy was very bad. People had to wait in long lines to get gas for their cars. In 1979, there was a revolution in Iran. People there attacked the American embassy and took many hostages. Jimmy Carter lost the 1980 election to Ronald Reagan.

Ronald Reagan - (1981 - 1989)

- In 1980, Ronald Reagan was elected as the 40th President of the United States. At 69 years old, he was the oldest man ever to be elected President. President Reagan worked with friends and foes to ensure a good life for Americans and freedom for people all over the world. Ronald Reagan served as President from 1981-1989. He always believed that America's best days were yet to come. His eight years as president were some of the most prosperous in the history of the United States.

George H.W. Bush – (1989-1993)

- George H.W. Bush was President Reagan's Vice President. He was elected in 1988. President Bush continued the United States' strong stance on foreign policy. While he was president the Berlin Wall fell. Two years later, the Soviet Union dissolved. The U.S. also sent troops to the Middle East during Operation Desert Storm. Bush ran for reelection in 1992 but lost to Bill Clinton.

Bill Clinton – (1993-2001)

- Bill Clinton became president in 1993. While he was president, the American economy was very good. The internet grew and created new jobs and opportunities. Clinton also signed a trade agreement that improved the economy. President Clinton was reelected in 1996. He was the first Democrat since Franklin Roosevelt to be elected twice. President Clinton was investigated for perjury in 1998, but was cleared in 1999. He left office in 2000 as one of the most popular presidents since World War II.

George W. Bush – (2001-2009)

- George W. Bush took office after a close and controversial election in 2000. In 2001 he signed the No Child Left Behind Act. On September 11, 2001, more than 3,000 people were killed in terrorist attacks in New York City and Washington D.C. As a result of these attacks, President Bush started a War on Terror. He sent troops to Afghanistan in 2001 and to Iraq in 2003. President Bush was reelected in 2004. In 2007-2008, the economy entered a recession due to the housing market crash, and President Bush left office in 2009.

Barack Obama – (2009-2017)

- President Obama was elected in 2008. President Obama is the first African-American man to be elected president. He won the Nobel Peace Prize in 2009. He signed the Affordable Care Act, which aims to provide healthcare for all American citizens. He also worked to improve relations with Cuba for the first time since 1961. He was reelected in 2012 when he campaigned in part on the idea that "Osama bin Laden is dead and General Motors is alive."

Donald Trump- (2017- present[1])

- President Trump was elected in 2016. President Trump was a successful businessman who made billions in the real estate industry and was host of the reality show *The Apprentice* before running for president in 2016. His election victory was a surprise, as most national polls predicted he would lose the election.

[1] As of March 2020 publication of curriculum.

Candidate Profile Sheet

Instructions: Fill out or create a profile for your candidate. If you are profiling an actual candidate try to find as much of the information as possible. If you are creating a candidate, be sure that you fill out all sections completely.

Name: _____

Political Party: _____

Place of Birth: _____

Age/Date of Birth: _____

Spouse: _____

Children: _____

Education: _____

Religion: _____

Ethnicity: _____

Political Experience: _____

_____

_____

Work Experience: _____

_____

_____

Hometown: _____

Other Information: _____

_____

_____

Picture or drawing of candidate here.

Explain your candidate's position on three main issues by using the website https://2020election.procon.org/

I AM THE PRESIDENT

I am _____
I wonder _____
I hear _____
I see _____
I want _____
I am _____

I pretend _____
I feel _____
I touch _____
I worry _____
I cry _____
I am _____

I understand _____
I say _____
I dream _____
I try _____
I hope _____
I am _____

FOURTH GRADE

Branches of Government- Lesson Two: Leadership

Overview: (2-3 class periods of 60 minutes)

Essential Question: How does the US Government system of checks and balances work? What are the responsibilities of the 3 branches of government?

Materials

Visual of the 3 branches of government
Graphic organizer of 3 branches of government
House Mouse, Senate Mouse
Access to internet to listen/learn rap song
Rap lyrics handout http://assets.flocabulary.com/pdfs/units/3-branches-of-government-lyrics.pdf

Plan of Instruction

1. Explain to students that the president of the United States is part of an entire system of government set up in the US Constitution. The government of the United States is composed of three branches - the executive branch, the legislative branch, and the judicial branch. The executive branch sees that laws are carried out. The legislative branch makes new laws. The judicial branch makes sure that the laws and actions of the other branches agree with the Constitution of the United States of America. Ask students which branch the president is part of?

2. Continue the discussion by explaining that the men who wrote the Constitution wanted to make sure that no one branch became too powerful. They created a system of checks and balances. For example, the President of the United States is the head of the executive branch.
    - The president is the commander in chief of the armed forces.
    - The president appoints cabinet members, each of whom is the head of an important department in government. The Cabinet includes the Vice President and the heads of 15 executive departments — the Secretaries of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Homeland Security, Housing and Urban Development, Interior, Labor, State, Transportation, Treasury, and Veterans Affairs, as well as the Attorney General.
    - The president also appoints ambassadors to foreign countries and judges for the Federal court.
    - But, the president cannot get any money to pay anyone or to do anything without the approval of Congress. Nearly everyone appointed by the president must be approved by Congress before they can take office.

3. Distribute a graphic organizer with headings similar to: https://kids.usa.gov/three-branches-of-government/index.shtml Students take notes as teacher gives information about the major responsibilities of each branch of the government.

4. Read aloud House Mouse, Senate Mouse and discuss. https://www.youtube.com/watch?v=d7p-Kyll5-o

5. Listen to and learn the Three Branches Rap. https://www.flocabulary.com/unit/3-branches-of-government/video/.

6. Students create moves to go with rap song and perform it for other classes, parents, or community members. Or, students can create own music video with cameras and apps/iMovie, MovieMaker, etc. (If school is participating in the School Wide Democracy Fair, see suggestion below.)

School Wide Democracy Fair Option

Fourth Grade Booth #2

Students display lyrics to rap song and teach the song and moves to participants. Student experts should be able to explain the branches of government and encourage participants to demonstrate comprehension of content by asking age-appropriate questions after learning the rap song.

FOURTH GRADE

Our Constitution-

Lesson Three: Citizenship

Overview: (1-2 class periods of 60 minutes)

Essential Question: Why was the Constitution written and is it relevant today?

Materials

A More Perfect Union: The Story of Our Constitution by Betsy Maestro and Guilio Maestro
Interactive painting of Constitutional Convention:
http://teachingamericanhistory.org/convention/christy/
Preamble
Preamble graphic organizer
Student Journals for Preamble writing prompt
Preamble with sign language movements: https://www.youtube.com/watch?v=VrrFcnGho1A

Plan of Instruction

1. Tap/build background knowledge. Read aloud or summarize the book A *More Perfect Union: The Story of Our Constitution*. Record main ideas on chart paper, sentence strips, or an interactive whiteboard to create a timeline. Have student pairs make illustrations for each portion of the timeline. Display illustrated timeline for future reference.

   Option: Students write paragraphs or re-sequence sentences to review the history leading up to the writing of the Constitution.

2. Display primary source of Constitutional Convention: http://teachingamericanhistory.org/convention/christy/ Ask students to quick write the answers to the following questions:

   Who is here?
   What year is it?
   Who is the leader?
   What is happening?

   Lead a discussion and ask students what they are wondering. Record inquiries to guide future learning. (The site allows user to move mouse over individuals in the painting. Names and biographies are given. Students can use the site to conduct individual research.)

3. Ask students to read the *Preamble* independently. Remind them that if they come to an unfamiliar word, they should look inside the word or surrounding words in the text for clues to figure out the meaning. As students read, watch closely for signs of difficulty and provide assistance as needed. Encourage students to interact with the text by circling or underling words, phrases, or sentences that are unclear to them. Provide the graphic organizer to help them capture key ideas. Allow students to interact with the text on their own as frequently and independently as possible.

4. After the first independent reading exercise, ask students to talk to a partner to share something they learned from the text using the following talking frames:

   I did not know that _____.
   What does the *Preamble* describe?

   As students engage in conversation, circle the room to check students' understanding. Are they comprehending the text? Are there particular vocabulary words, passages, or concepts that are difficult for students to understand? This information will inform the content of the Think Aloud you will conduct with the entire class.

5. Conduct a Think Aloud. This provides an opportunity for teachers to model effective strategies for students to utilize when they encounter challenging text passages on their own. Explain to students that you will be reading the Preamble aloud to them explaining your thinking as you come across difficult words and passages. Invite them to follow along silently with their own copy of the text. Model reading strategies to unlock the meaning of unknown vocabulary words, challenging syntax, structure, and context to help them understand the democratic principles of our U.S. Constitution.

6. Students reread the text on their own. This time, students annotate the text and paraphrase, explaining the content in their own words. Allow students time to discuss and paraphrase with each other verbally first. The goal is to train students to reread text to acquire knowledge, develop fluency and reinforce their use of text evidence whenever possible. Students then paraphrase their understanding through focused and independent writing.

7. Lead a discussion using text dependent questions. Asking students to respond to concise text-dependent questions compels students to extract information directly from the text to help them understand important concepts and develop high-level critical thinking and problem-solving skills. It also models the need and process of returning to the text in order to absorb all it has to offer.

   Text Dependent Questions:
   a. Who are "we the people?" Which people are the Framers referring to in the Preamble?
   b. What were the six things the Framers wanted to achieve for Americans by writing the U.S. Constitution?

8. Students produce expository writing. After discussion of the text-dependent questions, ask students to write an informal explanatory essay utilizing the writing prompt: Why was the Constitution written? Is it relevant today?

School Wide Democracy Fair Option

Fourth Grade Booth #3

Students teach the Preamble to the Constitution to participants with sign language movements. As students teach the Preamble, they thoroughly explain what each phrase means. Student open and close the session with a quick, age appropriate overview of what the Constitution is and why it is still important today to the election process today.
https://www.youtube.com/watch?v=VrrFcnGho1A

Example of Teacher Think Aloud for the Preamble of the Constitution

" 'We the People of the Unites States,' Who is 'We the People'? My thinking is it refers to ALL the citizens of the United States. Not just the leaders of our country, but everyone. 'in Order to form a more perfect Union,' the word *union* reminds me of the world *united* or *unite*. So this phrase, 'in Order to form a more perfect Union' must have something to do with bringing all the states together as one nation. I remember that before the Constitution was written, the states were not united. They all kind of did their own thing. This Constitution is trying to bring everyone together in a better or more perfect way. 'establish Justice,' The word *justice* has to do with being *just* or *fair.* 'insure domestic Tranquility,' The word *tranquility* reminds me of the word *tranquil* which means *calm*. And the word *domestic* has to do with things here in our country. When I hear those three words together 'insure domestic Tranquility,' it must mean they want things to be calm in this country. The next part says provide for the common defense,' The word *defense* reminds me of football when the defense is protecting the team and not letting the other team score a touchdown. 'provide for the common defense' must have something to do with protecting the country. The next part reads, 'promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America,' It sounds to me that the Framers wrote this Constitution so that all people can have liberty, be free and have a good life."

The Preamble to the Constitution of the United States of America	
We the People of the United States	
in order to form a more perfect Union	
establish justice	
insure domestic tranquility	

provide for the common defense	
promote the general welfare	
and secure the blessings of liberty	
to ourselves	

and our posterity	
do ordain and establish	
this Constitution	
for the United States of America	

FIFTH GRADE

Electoral College - Lesson One: Democracy

Overview: (2-3 class periods of 60 minutes)

Essential Question: Does the Electoral College support the ideals of democracy?

Materials

Online computer access or student reader on Electoral College
Handout listing states and number of electoral votes each is allowed
Paper
Supplies for making posters, voting booths, ballots, stickers

Plan of Instruction

1. Ask students to explain how a leader, like the president, is elected. Once ideas are shared, explain that when voters go to the polls on Election Day, they are not actually casting votes for a candidate. Instead, they are selecting electors, people from that state who have pledged to vote for that particular candidate. These electors have a vote of their own after the general election. It is this electoral vote that determines the next President. Each state gets a different number of electoral votes, depending on the number of Representatives and Senators it sends to Congress (which in turn is based on population). For example, California has 55 electoral votes, while Montana has only 3. Explain that in almost all states, the vote is winner-takes-all. That means the candidate who wins in that state on Election Day gets all of that state's electoral votes. Because of this, candidates campaign hardest in states that can give him or her the most electoral votes. (Note: iCivics has a great multi-media gaming resource for students, Win the White House. www.icivics.org/static/win-the-white-house.html)

2. Conduct the following simulation:
    a. Tell students that you are going to buy new supplies for the classroom. You are either going to purchase markers or colored pencils, but not both.
    b. Take a direct vote. Count each student's vote.
    c. Tell students that with the Electoral College system, voting does not work like this.
    d. Tell students to come to consensus at each table/group of 4-5 students. That group's vote becomes the vote for that group.
    e. Allow time for students to deliberate. Take one vote from each table. The vote counts and the decision is then made.
        i. Discuss the results:
            1. Were they the same?
            2. What are benefits of this system? What are problems of this system?
            3. Explain that in the Electoral College system is based on population, so bigger groups would be allowed more electoral votes.

3. Direct students to read from the following site (or something similar or create own student reader): http://www.socialstudiesforkids.com/articles/government/theelectoralcollege.htm

4. Show visual of a chart that lists all the states (separated by red/blue) and how many electoral votes they each get. Explain that in the Electoral College system, each state gets a different number of votes. There are 538 votes in all. A candidate must win at least 270 of them to become President.

5. Discuss the chart and the numbers reflect the population of the state. Is the system good? Is it flawed? Why or why not?

6. Have students write an opinion essay on the Electoral College system. (If school is participating in the School Wide Democracy Fair, see suggestion below.)

School Wide Democracy Fair Option

Fifth Grade Booth #1

Students run a polling station. Their goal is to calculate the votes of participants singularly and also to keep track of votes by class or grade level to determine what the "electoral college" vote would be for that class or grade level. Results are compared and discussed in terms of pros and cons of the Electoral College system.

The election topic is decided upon by the student organizers of the booth. They should prepare the ballot and explanations, along with signage, for the booth and participants. Examples vote topics: current election (president, mayor, local bond/issue), school campus issues (where to put a garden, school Bill of Rights ratification, Student Council officials, school lunch choice, assembly options, field trip options, books to purchase for library, school mascot, school slogan)

Participants will have a "Voter Registration Card" from Third Grade Booth #1. Before voting at this booth, participants should register to vote and have a card.

Fifth grade experts explain the topic to the participants and explain the importance of being informed before voting. Simulated "voting booths" and ballots are supplied to participants along with collection boxes by class/grade level. Each voter receives an "I Voted" sticker once they cast their vote.

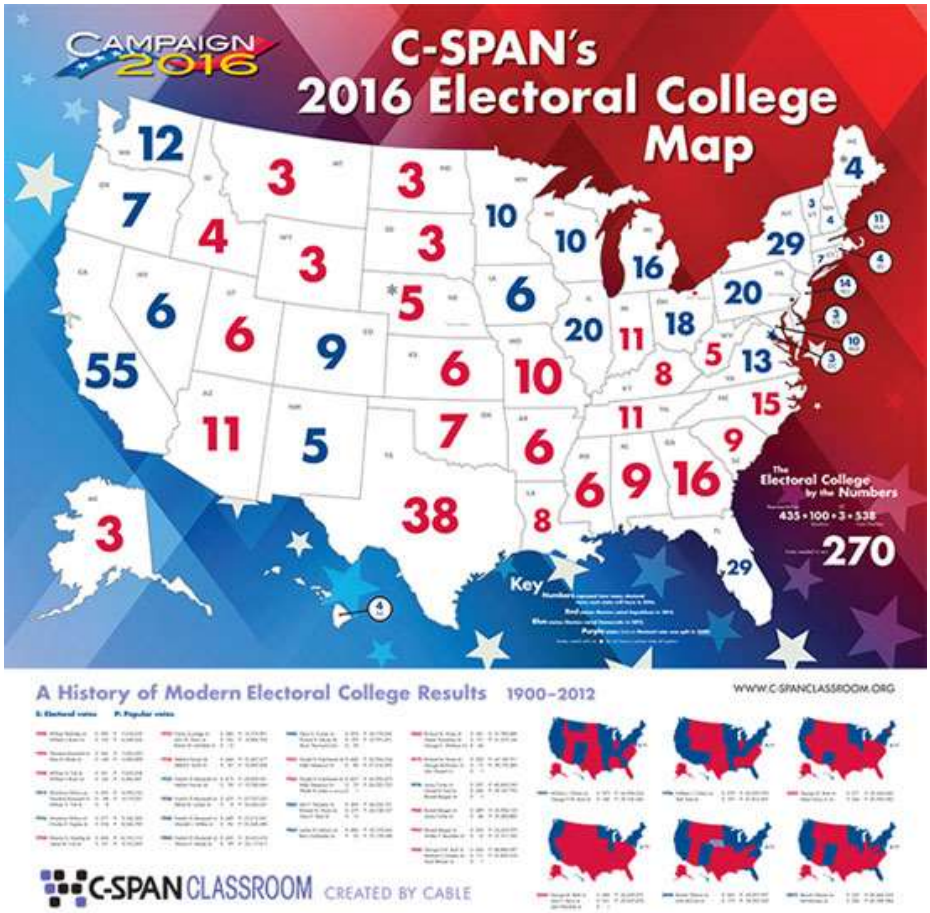
State / Number of Electoral Votes

Alabama	9	Kentucky	8	North Dakota	3
Alaska	3	Louisiana	8	Ohio	18
Arizona	11	Maine	4	Oklahoma	7
Arkansas	6	Maryland	10	Oregon	7
California	55	Massachusetts	11	Pennsylvania	20
Colorado	9	Michigan	16	Rhode Island	4
Connecticut	7	Minnesota	10	South Carolina	9
Delaware	3	Mississippi	6	South Dakota	3
District of Columbia	3	Missouri	10	Tennessee	11
Florida	29	Montana	3	Texas	38
Georgia	16	Nebraska	5	Utah	6
Hawaii	4	Nevada	6	Vermont	3
Idaho	4	New Hampshire	4	Virginia	13
Illinois	20	New Jersey	14	Washington	12
Indiana	11	New Mexico	5	West Virginia	5
Iowa	6	New York	29	Wisconsin	10
Kansas	6	North Carolina	15	Wyoming	3

C-SPAN's 2016 Electoral College Map Poster Offer

C-SPAN Classroom is delighted to offer our new 2016 Electoral College Map poster – FREE and available only to C-SPAN Classroom Members. This colorful 44" x 44" poster can jumpstart discussion and a variety of lessons on a wide range of subject matters and grade levels as you teach about the 2016 presidential election.

To reserve yours, simply log-in and click on "Get Offer" at the bottom of this page! *The poster is FREE of charge to C-SPAN Classroom members (* limit of one poster per member and only available to members residing in the U.S. and territories). Depending on the date of your order please allow up to 6-8 weeks for delivery. All orders received from March 14 through May 24 were mailed on June 6, 2016. Our next scheduled mailing will be the first week of August.*



Features of the 2016 Electoral Map poster include:

- State electoral votes that reflect the 2010 census
- State abbreviations for easy identification
- States' electoral numbers color-coded to reflect the 2012 election results
- Locations of the 2016 Republican and Democratic Conventions
- The history of the election results since 1900 including electoral and popular votes
- Inset maps showing the electoral results since 1992
- Asterisks denoting Maine and Nebraska as district method states instead of winner-take-all

With the map, you and your students can discover the number of electoral votes assigned to each state, analyze the 2012 results, trace trends in Electoral College history, and make informed predictions about the 2016 race. You can also use our related resources on the C-SPAN Classroom website to help students branch out and make further connections as you study the campaign and election process in depth.

http://www.c-spanclassroom.org/special-offers.aspx

FIFTH GRADE

Leading a Democracy - Lesson Two: Leadership

Overview: (2-3 class periods of 60 minutes)

Essential Question: What qualities make a good leader of a democracy?

Materials

Constitution copies, textbook, or other book on the Constitution
Visuals of presidential quotes
Chart paper
On-line computers or access to library
Access to simple costume pieces
Buttons/large round stickers
Poster paper, writing paper

Plan of Instruction

1. Ask students to define our system of government. Use knowledge from the Constitution or conduct a read aloud of textbook, or one of the suggested books outlining the major tenants of the Constitution.

2. Lead a discussion about how a democracy functions.

3. Share Lincoln's quote: "a government of the people, by the people, for the people" and discuss what it means and if this is still applicable today.

4. Provide visual of other presidential quotes and discuss or ask students to quick write their thoughts:
    a. "Always vote for principle, though you may vote alone, and you may cherish the sweetest reflection that your vote is never lost." - John Q. Adams
    b. "The ballot is stronger than the bullet." - Abraham Lincoln
    c. "A man without a vote is a man without protection." - Lyndon B. Johnson
    d. "The ignorance of one voter in a democracy impairs the security of all. "John F. Kennedy
    e. "The right to vote is the crown jewel of American liberties and we will not see it diminished." Ronald Reagan

5. Discuss what common theme is present in these quotes?

6. Create a list of what characteristics and ideals an effective leader of a democracy should have.

7. Have students research other presidents looking for evidence of these characteristics, ideals, and qualities. As students research, they find evidence in speeches, actions, legislation, etc. (Graphic Organizer matrix option provided)

8. Students write informational essays on a president highlighting his qualifications for being an effective leader of a democracy. (If school is participating in the School Wide Democracy Fair, see suggestion below.)

School Wide Democracy Fair Option

Fifth Grade Booth #2

Students in charge of this booth create a “Living Museum”. Posing as the president they researched, they recite a 1-minute monologue about the leadership and actions/ideals that made him a good leader in a democratic republic. While standing in the “Living Museum”, students wear a button/sticker that says “Push Here”. When a participant pushes the button, the president speaks. Participants go down the row listening to each president. If cameras are available, “selfies” with the presidents can also be a fun option.

FIFTH GRADE

Your Vote is Your Voice –

Lesson Three: Citizenship

Overview: (2-3 class periods of 60 minutes)

Essential Question: Does voting matter?

Materials

Vote! By Eileen Christelow
History of Voting Rights handout
Primary Source packets
Access to online computers or library
Paper, markers, and/or cameras, computers
Materials for making buttons (optional)

Plan of Instruction

1. Ask students who has the right to vote in America? What does one need in order to register to vote? Has it always been this way?

2. Remind students that when the Constitution was written only white men with property could vote. A lot has changed since then. The Framers of the Constitution wrote that Amendments could be used to extend the Constitution, so voting rights have changed throughout history. Amendments to the Constitution have been made to allow for all citizens over the age of 18 to the right to vote.

3. Read aloud Vote! http://www.amazon.com/Vote-Eileen-Christelow/dp/0547059736

4. Distribute handout History of Voting Rights Timeline. (attached- labeled appendix D) Read aloud and discuss the events in history and the landmark events in the history of voting rights. Point out cause/effect relationships.

5. Distribute one primary source to each student pair. (attached - labeled Appendix E). Allow time for the students to read and decipher the primary sources. Ask students to analyze and decide from which group and time period the primary source is from. Have students present their findings to the class. Chart differing perspectives concerning voting rights through history.

6. Have students research voting statistics to find out how many people who are eligible to vote, voted in the last election. Once the discover the low percentage, ask them to think about how they can inform the community about the history of voting rights and encourage the community to increase the voting rate in the city. A great resource for students is https://en.wikipedia.org/wiki/Voter_turnout_in_the_United_States_presidential_elections

7. Students decide what type of project to do and then create a plan of action. (Ideas: create a pamphlet, make a Public Service Announcement, write a letter to the editor of the local newspaper). (If school is participating in the School Wide Democracy Fair, see suggestion below.)

School Wide Democracy Fair Option

Fifth Grade Booth #3

Students write and practice a skit or puppet show highlighting the history of voting rights to perform for participants, emphasizing the importance of voting in today's elections. Or, students run a button -making booth where participants create a button to encourage voting in the community. Fifth grade experts are well versed in the history of voting rights and can disseminate the information to younger students.

Timeline Items for Voting Rights

General Events	Voting Related Events
1776-1789 Revolutionary Era	
1789 - U.S. Constitution adopted	1787 - U.S. Constitution leaves rules about voting rights to the states
	1812-1821 - 10 states eliminate property requirements for voting
1846-1848 - U.S.-Mexican War results in U.S. acquisition of the far West; Treaty of Guadalupe Hidalgo declares that Mexican resident s of the new territory can choose to become U.S. citizens	1840-1847 - More states eliminate property restrictions; restrictions on Catholics and non-Christians also eliminated
	1848 - First Woman's Rights Convention at Seneca Falls, where the *Declaration of Sentiments* calls for women suffrage
1861-1865 - Civil War	1869 - Women get the right to vote in Wyoming territory
	1870 - 15th Amendment
1865-1877 - Reconstruction	1873 - Trial of Susan B. Anthony for voting in 1872 presidential election
	1875 - *Minor v. Happersett,* in which U.S. Supreme Court denied that the 14th Amendment gave women the right to vote
	1879 - Standing Bear Trial, recognized Indians as Persons with rights
	1887- Dawes Act, offered citizenship to Native Americans who accepted allotments
	1890-1910 - Women granted the right to vote in 11 western states and territories
	1910 - National American Woman Suffrage Association organized
1914-1918 - World War I	1916 - Organization of the National Woman's Party, which used militant tactics to advance the cause of woman suffrage

	1919 - American Indian Citizenship Act granted rights to Native Americans who served in World War I
	1920 - 19"' Amendment ratified
	1924 - The Indian Citizenship Act granted Native Americans full citizenship rights, including the right to vote
	1929 - League of United Latin American Citizens organized
1941-1945 - World War II	
1956 - 1965? - Civil Rights Movement	1964 - Freedom Summer, a massive voter registration drive in the South
1965? - 1973 -Vietnam War	1964 - 24th Amendment invalidated the use of poll taxes in federal elections
	1965 -Voting Rights Act
	1970 -26th Amendment granted right to vote to 18-21 year-olds
	1974 - Southwest Voter Registration Education Project (Su Vota es Su Voz)
	1975 - Congress extended the Voting Rights Act to apply to the Hispanic, Native American, and Asian voters
	1992 - National Coalition for the Homeless begins sponsorship of "You Don't Need a Home to Vote" campaign

Declaration of Sentiments (http://www.fordham.edu/halsall/mod/Senecafalls.html)

When in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal. . . . Such has been the patient sufferance of women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.
He has compelled her to submit to laws, in the formation of which she had no voice.
He has withheld from her rights which are given to the most ignorant and degraded men - both native and foreigner.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation he has oppressed her on all sides. . . .

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it. . . .

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation - in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States. . . .

The following resolutions were adopted: Resolved, that woman is man's equal - was intended to be so by the Creator, and the highest good of the race demands that she should be recognized as such.

Resolved, that it is the duty of women of this country to secure to themselves their sacred right to the elective franchise.

Frances Gage, speaking to the National Women's Rights Convention, 1853 (from "Voters," http://memory.loc.gov/learn/features/election/voters4.html)

I was asked a few days ago . . . "are you not afraid that woman will run into excesses, that homes will be deserted, that men will lack wives in this country?" I have but one reply to make to that question. Society grants to every man in the United States, every free "white male citizen,". . . the privilege of voting, and of being vote for; of being President of the United States; of sitting upon the bench; of filling the jury box, of going to Congress; . . . and we don't believe woman will get very far out of her place, if society should yield her the same rights.

From the trial of Susan B. Anthony (1872) on the charge of voting illegally in the presidential election (from Ellen Skinner, ed. *Women and the National Experience: Primary Sources in American History* 2"d edition, p. 103-5).

MISS ANTHONY: . . . . Your denial of my citizen's right to vote, is the denial of my right of consent as one of the governed, the denial of my right of representation as one of the taxed, the denial of my right to a trial by a jury of my peers as an offender against Jaw, therefore the denial of my sacred rights to life, liberty, property

From the Union Newspaper, 9/20/1919 (http://memory.loc.gov/learn/features/election/voters2.html)

Right To Vote.

Washington, D. C., Sept. 17—Emphasizing the importance of the ballot as the basis of American citizenship, the National Race Congress of America, is preparing its program for its fourth annual—or "Suffrage Session" which convenes in this city at the Metropilitan Baptist Church, 12th and R. Streets, Northwest beginning Tuesday, October. 7th. and continuing through the 11th. Early announcement of the details will be made.

"The right to vote and to be voted for is the first of rights," says the National Race Congress. "It is the vital principal of self-government and individual liberty. The ballot marks the difference between the citizen and the serf. Without the ballot the Colored American is powerless to contend for right and pustice and civil equality; with the ballot he is all-powerful to act in defense of every lawful privilege."

Martin Luther King, Jr., May 17, 1957. "Give Us the Ballot--We Will Transform the South." (http://www.calvin.edu/academic/cas/programs/pauleyg/voices/mking.htJn)

But, even more, all types of conniving methods are still being used to prevent Negroes from becoming registered voters. The denial of this sacred right is a tragic betrayal of the highest mandates of our democratic traditions and it is democracy turned upside down.

So long as I do not firmly and irrevocably possess the right to vote I do not possess myself. I cannot make up my mind-it is made up for me. I cannot live as a democratic citizen, observing the laws I have helped to enact - I can only submit to the edict of others.

So our most urgent request to the president of the United States and every member of Congress is to give us the right to vote.

Give us the ballot and we will no longer have to worry the federal government about our basic rights.

Give us the ballot and we will no longer plead to the federal government for passage of an anti-lynching law; we will by the power of our vote write the law on the statute books of the southern states and bring an end to the dastardly acts of the hooded perpetrators of violence.

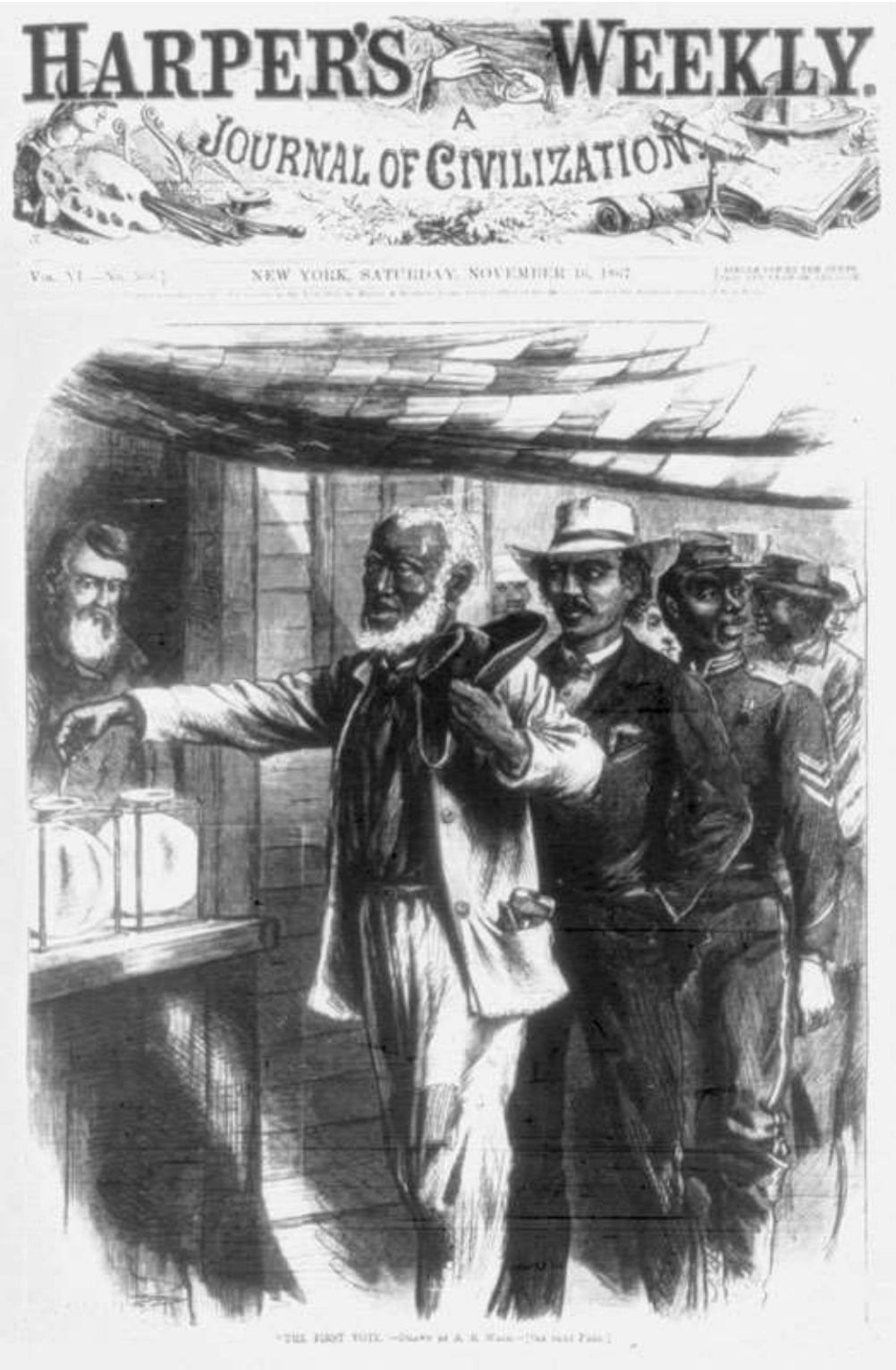
Give us the ballot and we will transform the salient misdeeds of blood-thirsty mobs into calculated good deeds of orderly citizens.

Give us the ballot and we will fill our legislative halls with men of good will, and send to the sacred halls of Congress men who will not sign a Southern Manifesto, because of their devotion to the manifesto of justice.

Give us the ballot and we will place judges on the benches of the South who will "do justly and love mercy," and we will place at the head of the southern states governors who have felt not only the tang of the human, but the glow of the divine.

Give us the ballot and we will quietly and nonviolently, without rancor or bitterness, implement the Supreme Court's decision of May 17, 1954.

"The First Vote;" engraving from Harper's Weekly, November 16, 1867



HARPER'S WEEKLY.

A JOURNAL OF CIVILIZATION.

NEW YORK, SATURDAY, NOVEMBER 16, 1867

STATEMENT OF GEORGE SMITH.

George Smith now resides five miles from Ellaville, in Schley county, Georgia. He says:

"Before the election of Grant, large bodies of men were riding about the country in the night for more than a month. They and their horses were covered with large white sheets, so that you could not tell them or their horses. They gave out word that they would whip every Radical in the country that intended to vote for Grant, and did whip all they could get hold of. They sent word to me that I was one of the leaders of the Grant club, and they would whip me. I saw them pass my house one night, and I should think there were thirty or forty of them. They looked in the night like Jersey wagons. I supposed they were after me, and I took my blanket and gun and ran to the woods and lay out all night, and a good many other nights. Nearly all the Radicals in the neighborhood lay in the woods every night for two weeks before election. The Kuklux would go to the houses of all that belonged to the Grant club, call them to the door, throw a blanket over them and carry them off and whip them, and try and make them promise to vote for Seymour and Blair. The night I saw them they went to the house of Mr. Henry Davis and ordered him out. He refused to come out and they tore down both of his doors. He fired at them and escaped. I heard a good many shots fired at him. He lay out about a week in the woods, and then slipped back in the night and got his family and moved off. He had bought a place and paid $250 on it; but he could not get a deed, aud he has gone off and left it. They then went to the house of Tom Pitman and Jonas Swanson, called them to the door, threw blankets over their heads, carried them off and whipped them tremendously. They told them that they were damned Radicals and leaders of the Grant club, and that they would whip every one that voted for Grant, and would not give any work to any but Democrats.

Bob Wiggins, a preacher, was whipped all most to death because they said he was preaching Radical doctrines to the colored people. It was supposed for a good many days that he would die, but he finally recovered.

I attended the election at Ellaville. None of the Radicals that had been Ku-Kluxed tried to vote; but a good many Radicals did try to vote, but the judges made them all show their tickets, and if they were for Grant they would not let them vote I saw how they treated others and did not try to put my vote in. I went early in the morning, and the white and colored Democrats voted until about noon, when I went home.

Andersonville, *February* 7, 1869.

(from Southwest Voter Registration Education Project website, http://www.svrep.org/about_svrep.html)

Our Mission

SVREP [Southwest Voter Registration Education Project) is committed to educate Latino communities across the Southwest about the democratic process, the importance of voter registration, and voter participation. At its core is its mission to politically empower Latinos by increasing civic engagement in the American electoral system. This can only be attained through the strengthening and exercising of the fundamental right to vote. Thus, SVREP's motto: "Su Voto Es Su Voz" (Your Vote is Your Voice).

SU VOTO ES
SU VOZ

History of LULAC (League of United Latin American Citizens) from the LULAC website:
(http:/lwww.lulac.org/Historical%20Files/Resources/History.html)

When the United States of North America annexed one-third of Mexico's territory following the Mexican War, there were 77,000 Mexican citizens living in the conquered lands. These persons were given the option of accepting full U. S. citizenship or returning to Mexico. Hispanic civilization had been in conquered territory for 250 years when the Anglo took over. Most of these conquered people chose to stay in the lands they had settled and, in many cases, raised generations of family. But though the Treaty of Guadalupe Hidalgo said they were citizens of the United States of North America, their conquerors had not accepted that reality.

The ink was hardly dry on the treaty when the Anglo began to deny the Mexican Americans their rights as citizens. Their lands were taken away; they were stripped of political power; they were isolated from the larger community; their culture was disparaged; their role in history was erased; they were relentlessly attacked physically and demoralized. . . .

Hispanic were just emerging from their darkest epoch when LULAC was founded. Survival itself was in question. More Mexicans were lynched in the Southwest between 1865 and 1920 than Blacks in other parts of the South and cases of Mexicans being brutally assaulted and murdered were widespread. No jury would convict an Anglo for killing a Mexican. One famous Anglo gunfighter when asked how many men he had killed responded, "Each notch on the handles of my guns represent one kill and I have twenty-seven notches, not counting Mexicans." Discrimination did not know an age limit. In one incident a 14-year Mexican American girl choked to death while eating a dry tortilla because her peers were not allowed to get her a drink from a "white only" water fountain.

"No Mexicans Allowed" and ''No Mexicans Served Here" were commonplace signs. There were Black and White schools, that were supposed to be separate but equal, and there were also Mexican schools, for which there were never even a pretense of equality.

Mexican Americans were denied the right of suffrage through the creation of a white primary. Since Mexican Americans were not considered white, they were turned away from the voting polls. Mexican Americans were not permitted to buy real estate in certain residential sections or allowed to serve on juries.

There was also economic discrimination. Mexican American, if hired at all, were relegated to the lowest jobs and received lower wages for the same work done by Anglos. There were never any Mexican Americans in office or management positions.

Mexican Americans suffered the stereotype mentality that all were lazy, poorly dressed, dirty, ill-educated, and thieves. This was the excuse used to deny them jobs. In the end, most Mexican American families worked in the fields, farms, and ranches. Most of their children never had an opportunity to attend school. The few that did attend school went to Mexican Schools that had the worse teachers and the buildings that were in deplorable conditions. There were no laws protecting Mexican Americans that were farm workers. Mexican Americans who went on strike were unceremoniously taken across the border without any fear of retribution.

(May 18, 1929 -Sunday), the first LULAC convention was held at Allende Hall in Corpus Christi. . . .

Since that time, LULAC has fought for voting rights and full access to the political process, and equal educational opportunity for Hispanic children. The struggle has been long and difficult, but LULAC's record of activism continues to this day. LULAC councils across the nation continue to hold voter registration drives and citizenship awareness sessions, sponsor health fairs and tutorial programs, and raise scholarship money for the LULAC National Scholarship Fund. This fund, in conjunction with the LNESC (LULAC National Educational Service Centers), has assisted almost 10 percent of the 2.1 million students who have gone to college.

Vilma Martinez Testimony before the U.S. Commission on Civil Rights (1975):

[Introduction: Although the Voting Rights Act of 1965 prohibited literacy tests and other restrictions on voting rights, many Mexican Americans in the Southwest were still denied the ballot. In the testimony here before the U.S. Commission on Civil Rights in 1975, Vilma S. Martinez of the Mexican American Legal Defense Fund describes the techniques used to deprive Mexican Americans of the vote in a south Texas county.]

"...Throughout the Southwest, Mexican Americans have not been able adequately to make their weight felt at any level of government. In Texas, where Mexican Americans comprise 18% of the population only 6.2% of the 4,770 elective offices-298 of them-are held by Chicanos.

California is worse. There, Mexican Americans comprise 18.8% of the total population. Yet, in 1970, of the 15,650 major elected and appointed positions at all levels of government-federal, state and local-only 310 or 1.98% were held by Mexican Americans.

This result is no mere coincidence. Itis the result of manifold discriminatory practices which have the design or effect of excluding Mexican Americans from participation in their own government and maintaining the status quo.

Now, Mr. Chairman, the United States Commission on Civil Rights is charged with informing the congress and the nation about such discriminatory practices on the part of state and local officials. I would like to review with the Committee what the Commission found in Uvalde County, Texas. What the Commission found in Uvalde, Mr. Chairman, exists all across the State of Texas. The pattern of abuse in Uvalde County is strikingly reminiscent of the Deep South of the early 1960's. The Civil Rights Commission study documents that duly registered Chicano voters are not being placed on the voting lists; that election judges are selectively and deliberately invalidating ballots cast by minority voters; that election judges are refusing to aid minority voters who are illiterate in English; that the Tax Assessor Collector of Uvalde County...refuses to name members of minority groups as deputy registrars; ..."runs out" of registration application cards when minority voter applicants ask for them;...refuses to register voter applicants based on the technicality that the application was filed on a printed card bearing a previous year's date.

Other abuses were uncovered ...[including] widespread gerrymandering with the purpose of diluting minority voting strength; systematic drawing of at-large electoral districts with this same purpose and design; maintenance of polling places exclusively in areas inaccessible to minority voters; excessive filing fees required in order to run for political office; numbered paper ballots which need to be signed by the voter, thus making it possible to discover for whom an individual cast his ballot. ...

The American Indian Citizenship Act, 1919

During World War I, about 9,000 American Indians served in the armed services. They fought and died in defense of a nation that still denied most of them the right to participate in the political process. Congress, as a result, enacted legislation on November 6, 1919, granting citizenship to Indian veterans of World War I who were not yet citizens.

"Be it enacted ... that every American Indian who served in the Military or Naval Establishments of the United States during the war against the Imperial German Government, and who has received or who shall hereafter receive an honorable discharge, if not now a citizen and if he so desires, shall, on proof of such discharge and after proper identification before a court of competent jurisdiction, and without other examination except as prescribed by said court, be granted full citizenship with all the privileges pertaining thereto, without in any manner impairing or otherwise affecting the property rights, individuals or tribal, of any such Indian or his interest in tribal or other Indian property."

The 1919 American Indian Citizenship Act did not grant automatic citizenship to American Indian veterans who received an honorable discharge. The Act merely authorized those American Indian veterans who wanted to become American citizens to apply for and be granted citizenship. Few Indians actually followed through on the process, but it was another step towards citizenship.

Indian Citizenship Act, 1924

BE IT ENACTED by the Senate and house of Representatives of the United States of America in Congress assembled, that all non-citizen Indians born within the territorial limits of the United States be, and they are hereby, declared to be citizens of the United States: Provided That the granting of such citizenship shall not in any manner impair or otherwise affect the right of any Indian to tribal or other property. (Approved June 2, 1924)

Responses of Native Americans to the Indian Citizenship Act of 1924

In the words of one Native American --

"United States citizenship was just another way of absorbing us and destroying our customs and our government. How could these Europeans come over and tell us we were citizens in our country? We had our own citizenship. By its [the Citizenship Act of 1924) provisions all Indians were automatically made United States citizens whether they wanted to be so or not. This was a violation of our sovereignty. Our citizenship was in our nations."

from Henry Mitchell, an Indian canoe maker.

"The Indians aren't allowed to have a voice in state affairs because they aren't voters. All they [the politicians] have to do out there is to look out for the interests of the Indians. Just why the Indians shouldn't vote is something I can't understand. One of the Indians went over to Old Town once to see some official in the city hall about voting. I don't know just what position that official had over there, but he said to the Indian, 'We don't want you people over here. You have your own elections over on the island, and if you want to vote, go over there.' "

School Wide Democracy Fair Booth Options

Booth #1

Students run a voter registration table. At the table, student created signs and advertisements are displayed. Students make a simplified version (or it can be supplied) of the voter registration form for students in grades K-5 to fill out. Once complete, the third graders provide a voter registration card to each participant. Third grade experts must be able to tell all booth visitors the importance of voting, the eligibility requirements for voting, and encourage all students to register on their 18th birthday.

Booth #2

Students create a simplified and large word sort game for participants of the Democracy Fair. Picture clues should be included for the youngest visitors. Third grade experts must be well versed and ready to explain the levels of government. Make a large graphic organizer and large cards that can be posted on the chart and reused. (Velcro dots or large Post-It paper are recommended.)

Booth #3

Students write on beach balls for participants to toss and answer questions. When the participant catches the ball, the question at the right index finger gets read aloud and answered. This can be done in small groups with a third grade expert presiding. When the question is answered thoroughly, the participant heads to the "What's your Civic Super Power" photo booth. At the booth, speech bubbles and paper cutout masks are there for student use. Photos can be uploaded to a website or printed and returned at a later date.

Example questions for beach ball:

- Why is voting an important part of being a citizen?
- How old do you need to be to vote in an election?
- Why should we vote in local elections?
- What is something you can do as a good citizen during an election?
- What is something you do to be a good citizen of your community?
- Why is it important to be informed about who you vote for?

Booth #4

Students running the booth are dressed in formal attire or campaign hat and are ready to share one-minute campaign speeches with the participants. This can be from the perspective of one of the presidents they researched or from the perspective of themselves pretending to run for president. Within the speech, political party is addressed along with some of the major ideas connected to the political party. After the speech demonstrations, participants create their own campaign sign. Provide blue and red paper, elephant and donkey icons, slogan ideas, example posters from the community, etc.

Booth #5

Students display lyrics to rap song and teach the song and moves to participants. Student experts should be able to explain the branches of government and encourage participants to demonstrate comprehension of content by asking age-appropriate questions after learning the rap song.

Booth #6
Students teach the Preamble to the Constitution to participants with sign language movements. As students teach the Preamble, they thoroughly explain what each phrase means. Student open and close the session with a quick, age appropriate overview of what the Constitution is and why it is still important today to the election process today.

Booth #7
Students run a polling station. Their goal is to calculate the votes of participants singularly and also to keep track of votes by class or grade level to determine what the "electoral college" vote would be for that class or grade level. Results are compared and discussed in terms of pros and cons of the Electoral College system.

The election topic is decided upon by the student organizers of the booth. They should prepare the ballot and explanations, along with signage, for the booth and participants. Examples vote topics: current election (president, mayor, local bond/issue), school campus issues (where to put a garden, school Bill of Rights ratification, Student Council officials, school lunch choice, assembly options, field trip options, books to purchase for library, school mascot, school slogan)

Participants will have a "Voter Registration Card" from Third Grade Booth #1. Before voting at this booth, participants should register to vote and have a card.

Fifth grade experts explain the topic to the participants and explain the importance of being informed before voting. Simulated "voting booths" and ballots are supplied to participants along with collection boxes by class/grade level. Each voter receives an "I Voted" sticker once they cast their vote.

Booth #8
Students in charge of this booth create a "Living Museum". Posing as the president they researched, they recite a 1-minute monologue about the leadership and actions/ideals that made him a good leader in a democratic republic. While standing in the "Living Museum", students wear a button/sticker that says "Push Here". When a participant pushes the button, the president speaks. Participants go down the row listening to each president. If cameras are available, "selfies" with the presidents can also be a fun option.

Booth #9
Students write and practice a skit or puppet show highlighting the history of voting rights to perform for participants, emphasizing the importance of voting in today's elections. Or, students run a button -making booth where participants create a button to encourage voting in the community. Fifth grade experts are well versed in the history of voting rights and can disseminate the information to younger students.

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EDUCATION
Student Programs

"We're entering a **NEW ERA**, and **EDUCATION** holds the **KEY**."
Ronald Reagan

HIGH SCHOOL

STUDENT LEADERSHIP PROGRAM
A five day program to develop leadership skills such as: communication, optimism, and informed decision making. Students build these skills as they create a plan of action to bring real change to their community and the world.

REAGAN LEADERSHIP SUMMIT
An annual leadership conference where students from across the nation share their hard earned leadership knowledge and experience.

STUDENT LEADERSHIP AWARD PROGRAM
Offers high school administrators a way to recognize outstanding students whose leadership is emblematic of our nation's 40th President.

SCHOLARSHIPS

GE-REAGAN FOUNDATION SCHOLARSHIP PROGRAM
Exclusive network of college-bound students nationwide who possess exemplary leadership, drive, integrity, and citizenship rewarded with $40,000 each in scholarships and support for further leadership growth.

RONALD REAGAN PRESIDENTIAL FOUNDATION SCHOLARS PROGRAM
Annual scholarships totaling $50,000 for Ventura County, CA high school seniors with outstanding leadership and character.

GREAT COMMUNICATOR DEBATE SERIES
National series of high school debates to develop informed citizens and leaders, culminating with a national championship and $50,000 in scholarships.

COLLEGE

LEADERSHIP AND THE AMERICAN PRESIDENCY PROGRAM
Real History. Real Leaders. Real World.
Spend a Summer or Semester in Washington, DC interning, taking an accredited college course on leadership, and transforming your future.

INTERNSHIPS
Gain authentic experience in a world class organization and high paced office environment. Positions are available in both Washington, D.C. and our Simi Valley, CA offices.

ADVISORY COUNCIL
Help shape our programs and share your experiences with others.