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Levels
K-2

Understanding Elections



What's
Your **VOTE?**



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The Rules and Laws



Students will know that a good rule or law solves a specific problem, is fair, and “does not go too far.”



Students will analyze fiction and nonfiction texts and synthesize the information in a variety of ways.

Paired Texts Reading and Activities

★ **Rules and Laws** (pages 21–22)—Read the poem on page 21 aloud to students. Have students reread the poem in pairs and think of rules that they follow. Then, have them play charades with partners to act out their rules and guess their partners' rules. Select a few students to act out their rules in front of the class. Next, have students individually complete page 22. If students are struggling to think of laws, brainstorm as a class and create a list for students to choose from. Have volunteers share their responses with the class.

★ **What It Takes** (page 23)—Read the informational text on page 23 aloud while students follow along. Then, have students read the text individually or in pairs. Once students are finished, have a brief class discussion about why laws are created. Then, have groups of students choose laws and create newscasts about those laws. Talk with students about what makes a good news report. Ask volunteers to share their newscasts with the class.

★ **Listing the Laws** (page 24)—Students will use information from both the poem and the informational text to complete the T-chart on this page. After students have completed the assignment, draw the T-chart on the board and have students share their answers.

★ **My Elections Law** (page 25)—With this activity, students will write laws about elections that they would like to see added to the Constitution. This activity can be done individually, in pairs, or in small groups. When students have finished, go over as a class the laws students wrote.

The Rules and Laws (cont.)

Primary Source Connection

★ **Too Young to Vote Primary Source** (pages 26–27)—Study the primary source on page 26 with students. Read the background information to them. Have a brief class discussion on what an opinion is. Encourage students to really think about how they feel about the voting age law. Tell students they need to have reasons to support their opinions. Then, have them work in pairs to complete page 27.

Puzzle Time!

★ **Rules and Laws Vocabulary Puzzle** (page 28)—Students will enjoy completing this crossword puzzle made from the vocabulary words for this lesson.

★ **Voting Age Puzzle** (page 29)—Students will have fun solving this tricky math puzzle. They start with a number and follow a series of math computations to find the answer to the puzzle. **Note:** If this activity is too difficult for younger students, complete the first five steps as a class. This will provide the correct answer, as well.

Answer Key

Listing the Laws (page 24)

Voter	President
be over 18 years old	be 35 years or older
be a U.S. citizen	be born in the United States
have a U.S. address	live in the United States for 14 years or more

My Elections Law (page 25)

Students' laws will vary but should be fair.

Too Young To Vote Primary Source (page 27)

Students' posters and slogans will vary but should clearly state their feelings about the law.

Rules and Laws Vocabulary Puzzle (page 28)

Across

- document
- rules
- laws

Down

- Constitution
- rights
- equal

What's the Number? Puzzle (page 29)

- | | |
|-----------------------------|--------|
| 1. Begin with the number 8. | 6. 10 |
| 2. 10 | 7. 1 |
| 3. 5 | 8. 8 |
| 4. 15 | 9. 4 |
| 5. 18 | 10. 13 |
| | 11. 18 |

You must be **18** years old to vote!



★★★ If I Were President ★★★

Directions: Pretend you are the president of the United States. What would you do? Finish the sentences and answer the question below.

If I Were President

I would be _____.

I would help _____.

I would change _____.

I would like _____.

I would not like _____.

What makes a good president?



★★★ Decode It Vocabulary Puzzle ★★★

Directions: Use the number chart below and the definitions to write the vocabulary words.

1 = A	2 = B	3 = C	4 = D	5 = E	6 = F	7 = G	8 = H	9 = I
10 = J	11 = K	12 = L	13 = M	14 = N	15 = O	16 = P	17 = Q	18 = R
19 = S	20 = T	21 = U	22 = V	23 = W	24 = X	25 = Y	26 = Z	

1. skill or knowledge that you get by doing something

 5 24 16 5 18 9 5 14 3 5

2. a duty or task that you need to do

 18 5 19 16 15 14 19 9 2 9 12 9 20 25

3. the group of people who make decisions for our country

 7 15 22 5 18 14 13 5 14 20

4. truthful

 8 15 14 5 19 20

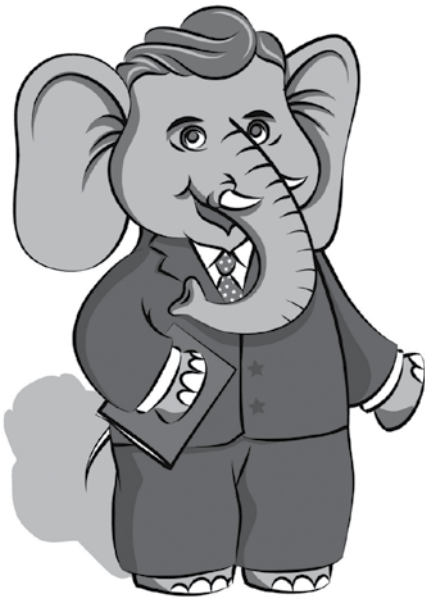
5. intelligent

 19 13 1 18 20



☆☆☆ Which Party Is It? ☆☆☆

Directions: Draw a line from each sentence to the picture of the party symbol it matches.



The government should provide services to its people.

The government should be smaller.

All citizens should have health care.

There should be fewer taxes.



Bonus: How does "The Donkey and the Elephant" fable relate to political parties? What can each party learn from the fable?



★★★ Detailed Balloons ★★★

Directions: Use both texts to write details about what happens at the national conventions. Write one detail in each balloon.

