

Engage Elementary Students in Elections with These Lessons

Grades TK-2

Click to access [the Unit Guide](#), [Lesson Plans](#) & [Class Project](#)

**Please note, as teachers we aren't telling our students who to vote for, but rather cultivating critical thinkers and community organizers.*

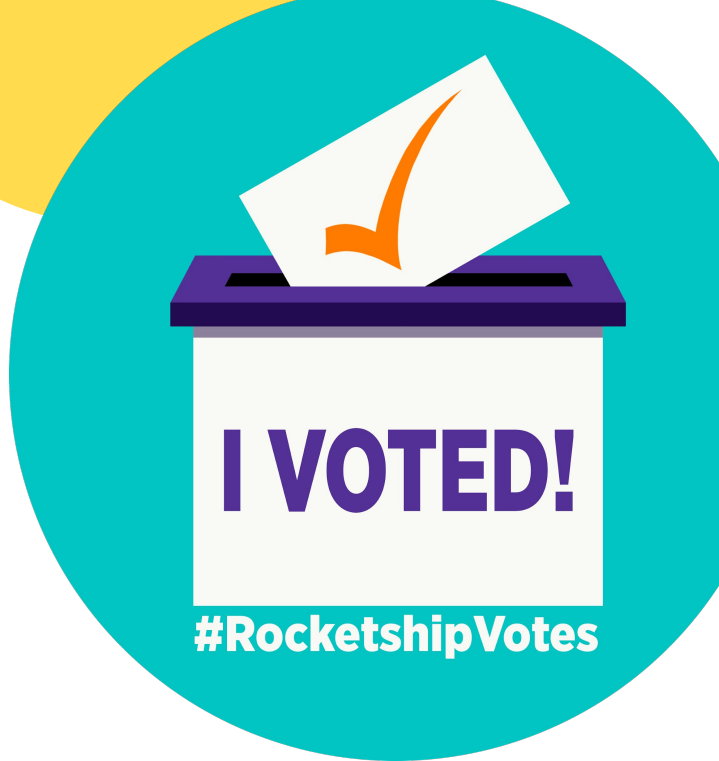
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LESSON PLAN	What is voting?	Why is voting important?	Who can vote?	When do people vote?	Synthesize and Share
CONVERSATION STARTER	Vote with your fingers.	Share your voting signs.	What are you noticing in your community?	Teachers share their memories or hopes for voting.	Share one fact you have learned about voting.
READ ALOUD	I Voted - Making a Choice Makes a Difference	Being an Active Citizen - VOTING (Ch. 1 & 2)	Who Can Vote?	Being an Active Citizen - VOTING (Ch. 3)	Vote for Isaiah!
DISCUSSION QUESTIONS	“What did the author teach us about voting?”	“Why is it important that people vote?” “What did we learn about the challenges that some groups of people experienced when trying to vote?”	“Who can vote?” “Are their groups of people who have fought for the right to vote?” “What do people need to be able to do to vote?”	“What do people need to know about Election Day” “What are some tools that voters use to cast their votes?”	“What are some reasons why people would vote for Isaiah?” “What are the qualities or traits that you would want a leader to have?”
PROJECT	Writing: Voter's Guide to Share with Family, Friends, and Community				

Engage Elementary Students in Elections with These Lessons

Grades 3-5

Click to access the [Unit Guide](#), [Lesson Plans](#) & [Class Project](#)

**Please note, as teachers we aren't telling our students who to vote for, but rather cultivating critical thinkers and community organizers.*



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LESSON PLAN	What is voting?	Who can vote?	Women's right to vote	When do you vote?	Common Voting Myths
CONVERSATION STARTER	Vote with your fingers.	Share your voting signs.	What are you noticing in your community?	Teachers share their memories or hopes for voting.	Students make a pledge to vote when their are eligible.
READ ALOUD	Video: Having the Talk	VOTE: A Citizens Guide (Ch. 1)	VOTE: A Citizens Guide (Ch. 2 & 3)	Vote.org	5 Myths About Voting
DISCUSSION QUESTIONS	<p>Why does Jeremiah's mom feel like her vote doesn't matter?</p> <p>What facts do I know about voting?</p> <p>What questions should we ask our parents about voting?</p>	<p>Why did the author title Chapter 1 "Having a Voice"?</p> <p>What is the author's point of view about voting?</p> <p>What is your point of view about voting?</p>	<p>Why did the author title the chapter "A Somewhat Unpleasant History"?</p> <p>Why do you think certain people restricted from voting?</p>	<p>How do you feel about your experience with researching important dates for voters?</p> <p>How can people help others understand election information?</p>	<p>If everyone believed this myth, what would change?</p> <p>If no one believed this myth, what would change?</p> <p>Who benefits from this myth?</p>
PROJECT	Writing: Voter's Guide to Share with Family, Friends, and Community				