



Honoring the Spirit of America

www.museumofpatriotism.org

“Freedom of Choice” *Your Right to Vote*

Grades: 6-12
Language Arts
Social Studies

Objective

- 1 Define voting
- 2 Compare and contrasting America’s voting rights and rules to other countries
- 3 Chart the history of voting

Character Educations Words

- Fairness
- Loyalty
- Patriotism

Teacher’s Overview

The student will concretely understand voting and its power to make changes in our community, national, and international governments.

Materials

Internet

www.flaglerelections.com/kids/history.htm

http://www.activoteamerica.com/Home2/History_of_Voting/history_of_voting.html#early

http://en.wikipedia.org/wiki/U.S._presidential_election,_2000

<http://bensguide.gpo.gov/9-12/election/index.html>

Markers/colored pencils
Poster Board

Introduction

- Teacher begins by asking students the following questions:
 1. Why is it important to vote?
 2. How powerful is voting?
 3. Does everyone in the world have the right to vote?
 4. Who should have the right to vote?
- First, have students brainstorm their personal thoughts on paper.
- Second, conduct a class discussion with student's thoughts.
- Explain and demonstrate different ways to vote by show of hands, ballot, verbally, etc.
- Show picture of US election 2000 from Wikipedia.com and explain the importance of hanging chads

Activity

- 1 Have students work in groups to research America's voting rights and rules, international voting polices and procedures, and historical voting events.
- 2 Students will design a history of voting timeline based on researched information.
- 3 All students will become a politician and will run for Class President. Each students will write and give a campaign speech and create a campaign poster
- 4 When speech is given, students are to take notes on each speaker
- 5 After speeches, students will vote in a primary election. Only white males over the age of 13 can vote.
- 6 Ask other students how it made them feel to be left out.
- 7 Now, vote again and have everyone participate.
- 8 Were the results different? Do you think America's history could have been changed if everyone, despite race or gender, could have voted all along?

Independent Practice/Reflection

The student is to pretend he/she is the President of the United States and write a short essay on what he/she would change about the voting process in America.

Assessment

Teacher assesses writing.

Enrichment

Persuade your local congressman/woman through a written essay on why the voting age should/should not be lowered

