



YOUR VOTE COUNTS!

Learning Objectives: The students will...

1. Vote to make choices and decisions.
2. Create and interpret graphs.

TEKS: K.9C, 1.14C&D, 1.13C, 1.17C&D, 2.16E&F

Materials Needed: One Ice Cream Ballot, Presidential Ballot, and My Personal Tally and Graph sheet for each student; a ballot box (such as a covered/decorated shoe box with a slit in the lid); copies of elephants and donkeys for creating a graph.

Vocabulary: ballot, election, president, vote

Teaching Strategy:

1. Begin the lesson by asking students what they know about voting. Record student responses on chart paper or the board. Lead students to conclude they can use voting as a method for expressing their opinion or for making a choice.
2. Tell students that they are going to vote on which ice cream is their favorite: chocolate, strawberry, or vanilla.
3. Give each student an Ice cream Ballot and have students vote for their favorite by putting an "X" in the box beside their favorite flavor.
4. Instruct students to cast their ballots by putting them in the classroom ballot box.
5. Announce the votes indicated on the ballots to the class and have students tally the results on the My Personal Tally and Graph Sheet. When tallies are completed, have students represent election results by creating a graph to visually illustrate the votes cast.
6. Debrief students by discussing the following questions:
 - a. What does your graph show? Which ice cream was the most popular? Least popular?
 - b. Is voting a good way to make a decision? Why or why not?
 - c. Do you think using a secret ballot is a good idea? Why or why not?
7. Relate to students that voting is very important because on November 4th United States citizens vote for a new president and vice president of the United States.
8. Discuss names of candidates running for president and have students share what they know about them.
9. Explain to students that many citizens do not vote even though they have the right to vote when they are 18 years old. Lead a discussion concerning why students think people don't vote. Have students brainstorm why citizens should vote in this year's presidential election. Record responses.
10. On November 4th give students the opportunity to vote in a mock presidential election. Give each student a Presidential Election Ballot and have them indicate their choice for president. Students should put their ballots in the classroom ballot box.
11. After ballots have been cast, the votes should be tallied. Using the attached elephant and donkey symbols, a graph should be created to reflect the mock presidential election results. Students may compare their results to the actual election results when the national election results are known.

Extension for Gifted/Talented:

Have students conduct research on facts about Inauguration Day. Students should create a poster or PowerPoint presentation that lists and/or illustrates five facts about Inauguration Day. (The following website offers information about Inauguration Day:

<http://dc.about.com/od/specialevents/a/Inauguration.htm>

ICE CREAM BALLOTS

	Chocolate	<input type="checkbox"/>
	Strawberry	<input type="checkbox"/>
	Vanilla	<input type="checkbox"/>

	Chocolate	<input type="checkbox"/>
	Strawberry	<input type="checkbox"/>
	Vanilla	<input type="checkbox"/>

	Chocolate	<input type="checkbox"/>
	Strawberry	<input type="checkbox"/>
	Vanilla	<input type="checkbox"/>

	Chocolate	<input type="checkbox"/>
	Strawberry	<input type="checkbox"/>
	Vanilla	<input type="checkbox"/>

MY PERSONAL TALLY AND GRAPH SHEET

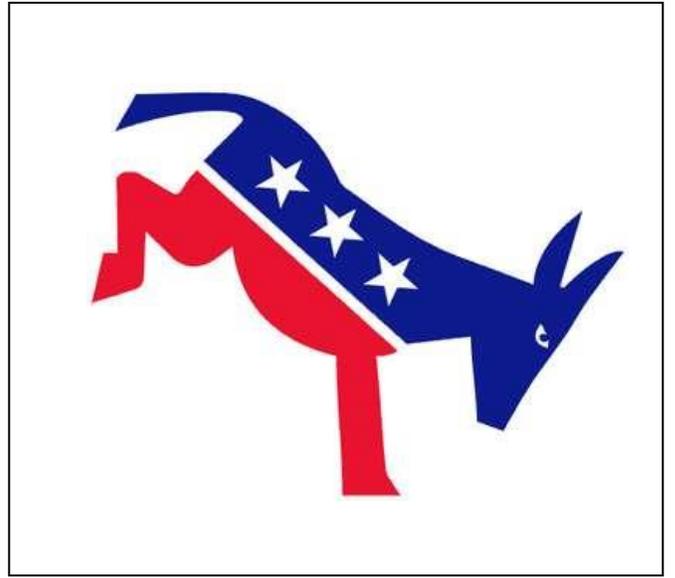
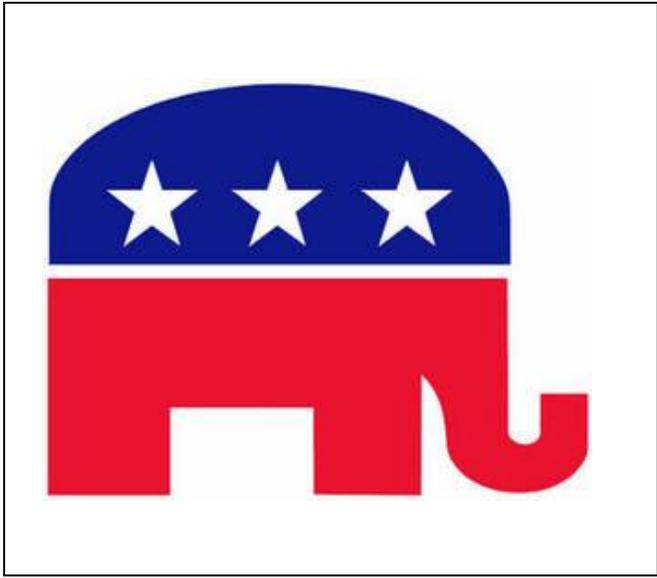
Tally of Votes

Chocolate _____ Strawberry _____ Vanilla _____

Favorite Ice Cream Graph

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Chocolate																						
Strawberry																						
Vanilla																						





Political clipart images from: <http://www.clipartguide.com>