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Grade Level: 1

School: Belle Sherman

Name and Summary Description of Case Study	
Let's vote!	
Broad Topic or Concept	
<p>Understanding that voting is important and that we vote for things we want, is foundational to our democratic system of government. First graders are generally egocentric, dichotomous thinkers. This unit is intended to nudge students to become empathic thinkers who understand and respond to the needs of the group and others. The goal is to teach children about active, informed participation, which prepares them to take on civic responsibility in our classroom and world.</p> <p>This sequence in civics has ongoing importance, not only because of the role of democracy in history, but because the process of making decisions; gathering and analyzing information, predicting about the future, thinking critically, considering issues collaboratively and acting ethically have ongoing application to our classroom and beyond.</p>	
Guiding Question(s)	
<p>(Is it relevant, meaningful, provocative and accessible to students? Does it stimulate ongoing rethinking of big ideas and prior lessons? Does it provide the opportunity for students to generate a variety of plausible and arguable responses?)</p>	
How can we use voting to make our classroom and community better.	
Standards and Skills	
Content Standards	<p>Social Studies Standards</p> <p><i>1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.</i></p> <p><i>1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.</i></p> <p><i>1.8 Historical sources reveal information about how life in the past differs from the present.</i></p> <p>Social Studies Practices, Civic Participation</p> <ul style="list-style-type: none">• Participate in activities that focus on a classroom or school issue or problem.• Identify the role of the individual in classroom and school participation.• Identify situations in which social actions are required.• Identify rights and responsibilities within the classroom and school.
Literacy Standards	<p>Common Core Learning Standards for English Language Arts and Literacy</p> <p><i>Writing Standards, Text Types and Purposes</i></p> <ul style="list-style-type: none">• Write opinion pieces in which they introduce the topic or name the book that th <p><i>Reading Standards for Informational Text, Key Ideas and Details</i></p> <ul style="list-style-type: none">• Ask and answer questions about key details in a text.• Identify the main topic and retell key details of a text.

	<ul style="list-style-type: none"> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <p><i>Research to Build and Present Knowledge</i></p> <ul style="list-style-type: none"> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p><i>Comprehension and Collaboration</i></p> <ul style="list-style-type: none"> Participate in collaborative conversations about grade 1 topics and texts with peers, diverse partners, and adults in small and larger groups <p><i>Presentation of Knowledge and Ideas</i></p>
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ICSD Anti-Marginalization Focus Questions	How is change made?
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Product or Performance
(High quality, original artifact of learning that emerges from project; in service to an audience beyond the classroom)

<p>Description: After discussing elections generally, students will debate a proposed classroom rule. They will learn to take a position and advocate for their platform. Later the students will vote on their proposed rule. Children will evaluate the implementation of the rule and then present the rule and the results of the evaluation to the school for consideration as a whole school rule.</p>	<p>Specific content and skills to be assessed: I can argue a point and justify my opinions I can explain why/why not voting is important Writing is formally assessed in summative assessment</p>
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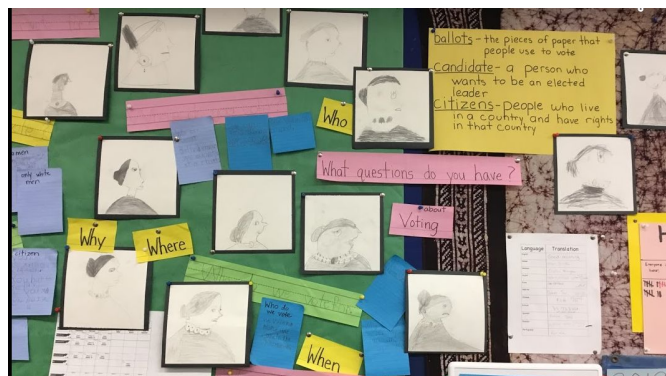
<p>Audience and how product will be made public: First grade students will evaluate how it felt to enact the new rule. If the results are positive, students can then share the rule with their grade level peers/whole school and/or school personnel. The product can be a creative artistic presentation of their understanding.</p>	<p>How product matters to this audience: In our case we tried enacting the rule “You can’t say, you can’t play”. This is important because some students complain of feeling left out on the playground. Most students want to feel included and therefore want to try the rule. Children like fairness!</p>
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Narrowed “Microcosm” of the Big Idea, Example(s), Illustration(s), Tangible/Local
(For Launch and/or Fieldwork)

You can vote to make change within your community.

Resources

<u>Anchor Texts:</u>	Vote For Me, Ben Clanton Duck for President, Doreen Cronin
Additional Texts:	We read fiction and nonfiction texts throughout this unit at times other than the lessons written below! https://docs.google.com/document/d/1ENHq3SxZ1TEO-yhDpD_7dK78IPQkXFqAeqBKa2pTkbc/edit?usp=sharing
<u>Experts:</u>	-Any elected official (City, County, School Board) -Someone from Board of Elections - Parents or other community members who vote in the United States or in other countries who can share their experiences
<u>Fieldwork:</u>	How are votes conducted. We developed and conducted our own class election. Can include visits from Board of Elections, school board members, elected officials. In our class we took a big detour into Investigating and researching “What is an election” including “Who can vote now and historically) . Take your class to an election held in your school!
Materials:	Writing Paper, writing implements, Books, box for voting, ballots, I Voted stickers
Equipment and/or Facilities:	Ipad or other way for young people to research questions they pose



Bulletin Board

Counting the ballots



Case Study Lesson Sequence/Target/Assessment Chart

For this unit, we explored enacting the rule “You can’t say, you can’t play” and simplified it to, “If someone asks to play, you must say yes.” when difficulties arose with the language. You can choose any rule. One year, some children from China wanted to try a rule, “If there’s a whole in a line, you are allowed to budge” as was allowed in their school in China.

Lesson #, Date, Title	Learning Experiences	Learning Targets	Ongoing Assessment
<p>1 class session</p> <p><i>*Identify times children have felt “left out” or excluded.</i></p>	<p>*When students share that they have been left out on the playground etc. I share these stories of exclusion with the entire class.</p> <p>Children explore times (without using other students’ names) that they have been left out of play. Use photos to help ENL students understand exclusion.</p> <p>*Children draw/write about times they have been excluded. Share student writing to insure understanding of “being left out/excluded” and to build a caring community*</p> <p>I suggest that we consider the rule, “You can’t say you can’t play”, to help everyone feel included . We will discuss tomorrow.</p>	<p>*I can participate in activities that focus on a classroom or school issue or problem</p> <p>*.I can follow rules for discussions (e.g., listening to others with care, speaking one at a time about the topic or responding as a shout out as recommended by teacher</p> <p>*I can describe people, places, things, and events, using relevant details and expressing ideas and feelings clearly</p>	<p>*anecdotal records of conversations **</p> <p>*writing rubric if desired</p> <p>* Conversation rubric</p>
<p>1-2 class sessions</p> <p><i>*Review the Rule, You can’t say you can’t play. Present the idea that actions can be taken to promote general welfare of the group.</i></p>	<p>*Show the children their writing from previous day</p> <p>*Remind them of the rule, “You can’t say, you can’t play.” (or other rule you want to try) and then discuss.</p> <p>*One way people make rules is to vote. They have to learn about the topic before voting</p> <p>*Teach the words “ pro” and “con” or use the words, “for and “against”</p> <p>*Have children discuss pros and cons of the rule in small groups</p> <p>* You can post questions, “How might people feel about the</p>	<p>*I can listen to other opinions</p> <p>* I can contribute to the development of rules for our school.</p>	<p>*anecdotal records of conversations **</p> <p>*create rubric for writing if desired. It presents 1 or more arguments for pro and con position etc.</p>

	<p>rule” “Will the rule work” to prompt discussion if needed.</p> <p>*Children write about pros and cons of the position</p> <p>Sample writing also see photo below</p>		
<p>1-2 class session</p> <p>This session will explore</p> <p>*Who can vote in the United States?</p> <p>*Who can vote in our classroom?</p> <p>Children will register to vote.</p>	<p>“Before we can vote there are rules about voting. The goal is to keep things fair.</p> <p>Ask children if they know who is allowed to vote in the United States.</p> <p>Watch pebblego.com “Voting” to answer questions</p> <p>Must be</p> <p>*a citizen</p> <p>*18 years old</p> <p>*must register</p> <p>My class took a huge turn at this point and studied Voting Rights!!! Here is a quick outline of resources we used.</p> <p>Have children make rules for voting in your classroom (must be 5 years old, must attend Blah Blah elementary school, must be in the Sunflower Room etc.</p> <p>*Have children register to vote.</p> <p>You can use this template</p>	<p>*I can listen to other opinions</p> <p>* I can contribute to the development of rules for our school.</p>	<p>Conversation rubric</p>

	This can be a good time to have an expert (elected official etc talk about how elections work)		
1 class session <i>Children will vote on the rule. Prepare one ballot per child and a container for the ballots.</i>	<p>*Before lunch I explain that we will be voting when we come back from lunch. I show them the ballots (Our class decided to have kids justify their votes, but clearly this is not how a US election works. You can make your own decision with your class. When they complete their ballot they are to tick their name on the sheet to show they have voted.</p> <p>*Children vote</p> <p>*Give each child an I Voted Paper as a reward and way to show others they voted!</p> <p>*Bring students to group and count the ballots. (My kids have always voted in favor of the rule) We talk about trying the rule and that we will evaluate how it is going.</p> <p>*Debrief on the process and how it felt voting in an election.</p>	I can vote to impact my world.	
1 class session <i>After a week or so, evaluate the implementation of the rule and take future steps to remedy and issues. Take steps to share the rule more broadly</i>	<p>*Ask children how things have been going with the new rule? In the class/ On the playground etc. What's going well, what is problematic.</p> <p>*Have kids brainstorm possible changes to make things work better.</p> <p>* Ask children to share the rule for possible adoption by larger groups or the entire school.If you choose to do this, it is an amazing project, but will take significant time to decide as a class how best to do it! A short skit with narration is what we chose.</p>	<p>I can evaluate a decision.</p> <p>I can make changes to a rule to benefit the whole group.</p>	Anecdotal records**

<p>1-2 class sessions Evaluate what was learned about elections</p>	<p>Summative Assessment. The Important Book by Margaret Wise Brown</p>	<p>See Summative Writing assessment including scoring rubric</p>	<p>Summative Writing assessment including scoring rubric</p>
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** Observe students throughout discussions/activities carefully and monitor for engagement and understanding. If students need more practice/additional instruction you can provide one on one assistance later or create opportunities for small group work for students who may benefit from collaborative efforts.

Discussing and writing about Pros and Cons of the Rule

