“Ameila Bedelia’s First Vote”

**Grade Level: 3rd grade**

**Subject(s) Area: Social Studies (also association of mathematics)**

**Materials Needed:**

* “Amelia Bedelia’s First Vote” by Herman Parish
* Basic Government Vocab cards (attached)
* White board to create bar graph
* Quiz on basic vocab words and voting processes (I created myself)

**Standards:**

* North Dakota Standard Four: Government and Citizenship

 ~ Citizenship 1.4.1 Applying good citizenship

**Objectives:**

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| **Teacher Guide** | **Student Guide** | **Modification (Students with Disabilities)** |
| * As a teacher I will learn better as I perform this lesson how different students will react in the voting procedure.
* I will also be able to learn how students will take to studying vocab words by playing a game.
 | * By teaching about basic government vocab words and reenacting the voting procedure, it will prepare the students to become a more informed citizen.
* The students will be using Bloom’s Taxonomy levels: Remembering (studying the vocab words), Understanding (taking the quiz at the end), and Applying (apply the voting procedure to the real world as they perform a fake process).
 | * I want these children to still partake in the reenactment of the voting procedure and allow them to get whatever skills they form out of that.
* I, also, wish that when taking the quiz they will be able to relate to the matching vocab game we played and the voting procedure we did in class.
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**Learning Activities:**

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| **Teacher Guide**  | **Student Guide**  | **Modification (Students with Disabilities)** |
| 1. Read “Amelia Bedelia’s First Vote”
2. Hand out vocab papers and go over the vocab words to help them better understand
3. Take any questions the students have about any words
4. Teach the students the rules to the matching game
5. Pair up students and allow them to play vocab game in their groups
6. Get class together again
7. Go over what laws are, and how they come into effect
8. Have class bring forth ideas that could be put on the ballot to vote on
9. Narrow down list and make out a pretend ballot for the students to vote on
10. Hand out individual ballots to each student and allow them to make a vote
11. Talley up the votes
12. Graph a bar graph on the board to show results on what got voted on
13. Allow the class to draw a conclusion using the bar graph
 | 1. Read “Ameila Bedelia’s First Vote”
2. Give students basic government vocab cards
3. Play matching game with partners on those vocab terms to better understand them
4. As a class, come up with class laws that we want to go into a ballot
5. Do a private individual ballot for each student
6. To represent class results, make a bar graph and use that to draw a conclusion on the winning ballot
 | * Allow the student to go along with each student guide steps
* Make a few modifications in the matching game to allow better understanding (example: with each vocab word have a picture to demonstrate the definition also)
* Allow the student to interact with the voting process and let the student come up with one law that will be placed on the ballot
* In the individual ballot voting, I might have to read the choices to him/her
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**Assessment:**

* Getting the students excited to learn the government by allowing them to partake in their own mock voting procedure
* After going over in class, playing matching game on the vocab words, actually carrying a voting producer, and going over the results in a bar graph assess the students by giving them a quiz on the vocab words and process of voting

**Reflection:**

* What did I do well?
* If I were to teach this lesson again, what would I keep the same?
* If I were to teach this lesson again, what would I change?
* ***This is completed after your lesson is taught.***