



## Values-Based Voting Social Studies & Reading Application Intermediate Grades

### Overview:

This lesson is meant to be used in conjunction with the teaching of the Government unit, and after conducting introductory lessons with [www.purpleamerica.us](http://www.purpleamerica.us). After hearing a story read aloud about voting or after reading a voting chapter in a text book, each student will independently vote, ranking the 12 American values, on the website [www.purpleamerica.us](http://www.purpleamerica.us). Students will compare and contrast the value voting to the voting in the story or in the text.

### Government Standards:

- Explain why elections are used to select leaders and decide issues.

### Reading Application Standard:

- Compare and contrast information

### Objectives:

When this lesson is completed, students will be able to:

- Explain the method of voting on the 12 American values.
- Compare and contrast voting on American values, to voting in the story.

**Length:** Two or three 30-45 minute sessions

### Materials:

- Access to [www.purpleamerica.us](http://www.purpleamerica.us)
- Read aloud book about voting or voting chapter in text book
- Materials for assessment projects (paper, poster, chart paper,...)

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Values-in-Action Foundation ♥ 5244 Mayfield Road ♥ Lyndhurst, OH 44124  
440-442-LOVE (5693) ♥ Fax 440-684-1934 ♥ [www.projectlove.org](http://www.projectlove.org) ♥ [www.purpleamerica.us](http://www.purpleamerica.us)

## Application:

1. Discuss and review recent lessons about government.
2. Talk about experiences of voting and any pertinent upcoming elections.
3. Read the voting story aloud to the class and discuss, or read the voting chapter in the text book.
4. Discuss why voting takes place. How/why is voting fair? What ways of voting were used in the reading, and are used in life?
5. Model how to vote for American values on [www.purpleamerica.us](http://www.purpleamerica.us). Review the meaning of each value.
6. Allow time for students to independently vote on the 12 American values. Take the students to the computer lab or set up a rotation schedule. Parent volunteers are another option for support of this activity.
7. After every student has voted, discuss the same questions as in step #4.
8. Students will design a project comparing and contrasting the two voting scenarios. Projects must also explain why voting was used in each scenario. Students may choose to work independently or in small groups. Students may choose from the following activities.
  - Venn Diagram
  - Speech
  - Informative writing
  - Design a Power Point presentation.
9. Students or groups share, if appropriate.

## Assessments:

Use the rubric on the next page to assess each student's understanding of the voting process.

## Values-Based Voting - Rubric

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

	1	2	3	4
<b><i>Compares &amp; contrasts two voting scenarios.</i></b>	Incomplete comparing and contrasting or only highlights one voting scenario.	Compares and contrasts 2 elements of each story.	Compares and contrasts 3 elements of each scenario	Compares and contrasts 4 elements of each scenario.
<b><i>Explain why voting was used in each scenario.</i></b>	Does not give an explanation of why voting was used.	Explanation is unclear.	Somewhat describes why voting was used in each scenario.	Clearly explains why voting was used in each scenario.

Total points = \_\_\_\_\_ out of \_\_\_\_\_

= \_\_\_\_\_%



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