

Subject: Math
Level: Elementary

CIVIC COMMUNITY LESSON PLAN

This lesson plan offers teachers resource links from the **Library of Congress** and **inquiry-based teaching strategies**, using elementary math content and primary source analysis to engage students in creating understanding and a sense of belonging to the community of our democratic nation.

Title: Belonging in Our Democracy		
Essential Question: Does my vote matter?		
<p>Lesson Overview: Students will examine the process of voting and the Electoral College. Applying mathematical percentages, students will experience how population and voting impact elections in this country and consider if everyone's vote matters. Students consider the use of the Electoral College and how it aligns with the popular vote.</p>	<p>Learning Objectives: Students will:</p> <ul style="list-style-type: none"> Use data to discover how the Electoral College works. Compare their problem-solving methods with those of other students. Present a solution to a problem in an organized manner, representing it verbally, numerically, graphically, and systematically. 	
<p>Inquiry Standards</p> <p>CCSS.Math.Content.3.OA.B.5 Apply properties of operations as strategies to multiply and divide.</p> <p>CCSS.Math.Content.5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p>		
Supporting Question 1 ENGAGING	Supporting Question 2 EVALUATING	Supporting Question 3 TAKING ACTION
How are those in power chosen?	Does the Electoral College insure all votes matter?	How does voting build community?
PERFORMANCE TASK 1	PERFORMANCE TASK 2	CULMINATING TASK
Explain to students the results of the election of 1876, in which Samuel J. Tilden got more of the popular vote than candidate Rutherford B. Hayes, but Hayes won the election because he got more of the electoral vote. Ask students to use the election	Pass out the Electoral College map. Review the map with your students. What do they notice about the numbers? Which states have the most votes?	In small groups, ask students to create an argument to either keep the Electoral College or change the Electoral College and why.

<p>results resource from Library of Congress to figure out the next election when the electoral vote decided the presidential election. (Answer: 1888.) Has it ever happened again since then? (Yes, in 2000, for example; read more.)</p>	<p>Which states have the least votes? Which states do students think are more valuable when running a campaign?</p>	
<p>LIBRARY OF CONGRESS RESOURCES ADDITIONAL RESOURCES</p>		
<p>Electoral College Resources http://www.loc.gov/rr/program/bib/elections/</p>	<p>National Archives: United States Electoral College election results: https://www.archives.gov/federal-register/electoral-college/map/historic.html#2000 https://www.loc.gov/item/2008626928/ https://blogs.loc.gov/law/2012/11/the-electoral-college-what-is-it-and-how-does-it-function/</p>	<p>https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/elections/electoral-college.html</p>
<p>TEACHING STRATEGIES</p>		
<ul style="list-style-type: none"> • Direct instruction • Web search of LOC using Primary Source Tool • Primary source analysis • Jigsaw of Electoral College process 	<ul style="list-style-type: none"> • Direct instruction • Discussion • Pair share decision on validity of the Electoral College • https://nearpod.com to create a poll for students to vote on the value of the Electoral College 	<ul style="list-style-type: none"> • Structured academic controversy • Role-play on voter apathy campaign • https://padlet.com exercise in combating voter apathy

This lesson is part of a larger initiative, Citizen U, which aims to integrate civic learning across the curriculum for students in grades 2-12. For more lessons like it, in Language Arts, Math, Science, and Social Studies, or to learn more about related creative, community, and professional development opportunities, please visit our [Citizen U website](#)...