LESSON PLANS

EVERY NATIVE VOTE COUNTS
NATIVE VOTE LESSON PLANS: ELEMENTARY AND MIDDLE GRADES
A TEACHING TOOL TO REVITALIZE CIVIC ENGAGEMENT AMONG NATIVE PEOPLES

Overview and Objectives
The goal of this lesson plan is to introduce vital government issues such as tribal sovereignty; civic engagement and democratic practices and processes to younger audiences in order to effectively communicate the responsibility of dual citizenship. This foundation of knowledge ensures tribal citizens understand the way tribes govern themselves in order to keep and support their way of life and function as responsible citizens.

The lesson plan is intended to help educators, tribal youth and after school program staff and tribal leaders teach Native youth about the unique importance of Native voting, the importance of participating in elections that impact tribal communities, and the reality that every voice and every vote counts.

The activities below are lessons and resources to assist you in ensuring that all students have an understanding of the history, politics and culture of tribal communities in your region/state.

Teachers Guide
Provide foundation in tribal sovereignty:
✓ Students will be introduced to the definition of tribal sovereignty
✓ Students will learn the definition of dual citizenship
✓ Students will explain how all people play important roles in a community
✓ Students will describe historical links to treaties specific to their tribal region
✓ Provide foundation of Historical Perspective:
✓ Students will understand the importance of the Indian Citizenship Act of 1924
✓ Students will understand the importance of the Voting Rights Act of 1970
✓ Students will understand challenges states caused American Indians/Alaska Natives/Native Hawaiians when voting

Download Materials @ www.nativevote.org
✓ Presidential and Tribal Responsibilities
✓ Sample Ballot Sheet for Mock Election
✓ Election Lingo Bingo
✓ Campaign Information Scavenger Hunt
✓ Examples of Campaign Slogans
✓ Media Outlets

Lesson Plan: Elementary Grades 2nd to 5th
1. Ask students to define different types of elections: Tribal, U.S., State, Local
2. Hold a classroom vote on a classroom rule or tribal specific question (use age appropriate topics)
3. Have students collect data and keep records
   a. Show differences in choice within class
   b. Discuss majority and minority rule
4. Ask students to make a list of Presidential (Tribal and U.S.) responsibilities?
   Print: Presidential and Tribal Responsibilities
   a. What kind of a person should be President?
5. Have students learn about candidates (Tribal and U.S.)
   Print: Media Outlets
   a. Have students review media outlets for one week
   b. Tally the number of times a candidate appears
6. Hold a mock election
   Print: Sample Ballot Sheet
   a. Create ballots using a local election race or
      create an election specific to school
   b. Have students line up and enter booth (desk) to
      cast their vote
   c. Have students submit ballot to ballot box
   d. Have class choose three students; two to read
      ballots, third student to tally ballots
   e. Discuss the voting procedures and outcomes

7. Ask student why it is important for Native populations to vote?
   a. Define Native population in United States
   b. Define Native population in your state
   c. Define tribal rights — right to make own deci-
      sions through tribal governments

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**Lesson Plan:**
**Middle Grades 6th to 8th**

1. Ask students to define a Democratic Republic?
   a. Have ¼ of the classroom represent and make
      the decisions
   b. Have students follow a majority rule for every
c   decision in one day
   c. Students must discuss their decision before
      voting
      i. Follow up — what did they like about the
         experiment?
      ii. How did they feel about the decisions that
         were made?
      iii. How did they feel if they were not part of
          the majority opinion?
      iv. Did the students not in the majority try
          harder to influence the group before the
          next vote?
      v. Can a student disagree and still be part of
         the classroom or the community?
      vi. Did the majority always make the best
          choices?

2. Learn Election Lingo
   Print: Election Lingo Bingo
   a. Read a definition aloud while student marks the
      terminology off their bingo card

3. Have students learn about candidates (Tribal and
   U.S.)
   Print Campaign Information Scavenger Hunt
   a. Have students brainstorm list of informational
      sources on a candidate
   b. Conduct a scavenger hunt to collect samples of
      U.S./Tribal Presidential campaign information
   c. Have students attend a debate of tribal, state,
      or local election candidates
      i. Keep a journal of their opinions on how the
         candidates did in responding to questions
      ii. As a class, determine specific characteristic
         to observe and record during debate

4. What makes a good slogan?
   Print Examples of Campaign Slogans
   a. Collect samples of statements made by candi-
      dates (historical or contemporary)
   b. Examine the collections and identify ways cam-
      paign organizers and media inform voters about
      the candidate’s views and qualifications
   c. In groups, have students compose a slogan for
      candidates

5. Why is it important for Native populations to
   vote?
   a. Examine the purposes and impact of Tribal
      constitutions and U.S. constitution, laws, treaties
      and government to government relationships
   b. Describe the roles of tribal leadership and com-
      munity organizations on shaping people’s lives
      on tribal lands
   c. Examine the influence
      Native populations have on U.S., state
      and local elections
      in high Native pop-
      ulated states
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...FOR OUR FUTURE

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