

FACES®

ELECTIONS AROUND THE WORLD

Explore the vital role that voting plays in the world's largest democracy, India, as well as how people in different countries conduct elections.

CONVERSATION QUESTION

Why is voting an important democratic institution?

TEACHING OBJECTIVES

- Students will learn about democratic government.
- Students will explain how a democracy relies on people's participation.
- Students will explain how groups of people make rules to protect freedoms.
- Students will explain probable causes and effects of events and developments.
- Students will conduct research.
- Students will write historical fiction.
- Students will give a presentation.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Voting Day around the World**
Expository Nonfiction, ~1100L
- **Elections in India**
Expository Nonfiction, ~1100L
- **The Carter Center: Traveling the World One Election at a Time**
Expository Nonfiction, ~1100L

Faces® Teacher Guide: September 2020

Voting Day around the World

pp. 12–14, Expository Nonfiction

The time one can vote is different depending on what country you live in.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about democratic government.
- Students will explain how a democracy relies on people's participation.
- Students will conduct research.

KEY VOCABULARY

- **custom** (p. 13) a traditional and widely accepted way of doing something
- **elections** (p. 13) acts or processes of choosing someone for a public office by voting
- **democratic** (p. 14) based on a form of government in which the people choose leaders by voting

ENGAGE

Conversation Question: Why is voting an important democratic institution?

Ask students what they know about voting in the United States. Ask them when elections for the national government (i.e., Congress, president) are held. Then ask them if they think elections are different in other countries.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the article.

1. In _____ societies, _____ are held so that people can choose their leaders in government.
2. The timing of _____ in most countries was established as a result of a historical _____.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What are some examples of how the timing of voting is different depending on what country you live in?
2. What cultural factors play a role in determining when countries vote?
3. How does the timing of when a country allows voting affect participation?

CONCEPT/SKILL FOCUS: Describe Participation

INSTRUCT: Explain to students that democracies are forms of government that allow people to have a voice in who governs them. As a result, people must participate in elections to exercise their voice and make sure it is heard. Point out that the article discusses when various countries hold their elections.

ASSESS: Have students reread the article to identify countries that hold elections at times when they expect most people will be able to participate. Ask students to evaluate which country's election schedule is most likely to result in the highest level of participation and which is most likely to result in the lowest level of participation.

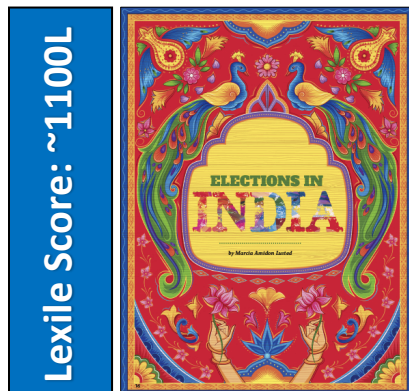
EXTEND

Social Studies Remind students that the article describes how the timing of elections differs among countries. Ask students to conduct research about the steps people must take to cast their vote in one of the countries mentioned in the article. Encourage students to share their findings with the class.

Elections in India

pp. 16–19, Expository Nonfiction

Learn how India, the world's largest democracy, conducts its elections.



RESOURCES

- Explaining Rules

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about democratic government.
- Students will explain how groups of people make rules to protect freedoms.
- Students will write historical fiction.

KEY VOCABULARY

- polling station (p. 17)** a physical place where people go to cast a vote during an election
- electronic voting machine (p. 18)** a machine that uses electronic means to record a vote by an individual
- indelible (p. 18)** impossible to remove

ENGAGE

Conversation Question: Why is voting an important democratic institution?

Ask students to brainstorm what challenges there might be if during each election, a law required that people could vote within two miles of where they live. How might this law present challenges in conducting an election? How might they overcome those challenges?

INTRODUCE VOCABULARY

Together, review the vocabulary words and definitions. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article. Then remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How does India's population affect how many polling stations are needed?
- What are the rules that govern elections in India?
- How do Indian election officials make sure elections are fair?

CONCEPT/SKILL FOCUS: Explain Rules

INSTRUCT: Explain to students that societies make rules—which are also sometimes laws—to help them protect certain freedoms. For example, teachers sometimes make classroom rules to help ensure each student has the chance to learn.

ASSESS: Distribute the *Explaining Rules* organizer to students. Ask students to use the graphic organizer to record at least two additional rules that are followed during elections in India. Then have students summarize how these rules help ensure India's elections are fair and secure.

EXTEND

English Language Arts Have students think about the journey taken by the election worker who brought the voting machine to the man living alone in Gir National Forest. Then have them write a one-page historical fiction story about that journey, using clues from the article. Encourage them to provide details about the worker's thoughts and feelings during the journey.

Explaining Rules

As you read the article, identify the rules India has in place to help ensure its elections are fair and secure.

Rule	Purpose of Rule
Must be a polling station within two miles of every individual's home.	To make sure everyone has an opportunity to vote.

Summarize

Using the three details above, write a two-sentence summary describing how elections in India are fair and secure.

The Carter Center: Traveling the World One Election at a Time

pp. 24–27, **Expository Nonfiction**

Many countries don't have established democracies where people feel that elections are fair and secure. Explore how volunteers with the Carter Center work to change that reality.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about democratic government.
- Students will explain probable causes and effects of events and developments.
- Students will give a presentation.

KEY VOCABULARY

- **observers** (p. 25) people who pay close attention to something and are considered to be experts on that thing
- **registration** (p. 26) the process of being formally recognized as being able to vote in an election
- **tabulated** (p. 26) the act of being recorded or calculated

ENGAGE

Conversation Question: Why is voting an important democratic institution?

Ask students to think about a situation in which they are about to vote in an election for class president but aren't sure the election is going to be fair. What steps or actions could be taken to help them feel certain that the election will be fair?

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in small groups to write a single sentence that uses all three vocabulary words correctly. Invite students to share their sentences. Then remind them to look for these words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Under what circumstances are representatives from the Carter Center typically invited to observe elections?
2. What are some of the duties that Carter Center representatives carry out in countries where they observe elections?
3. How might Carter Center representatives help people accept the outcome of an election?

CONCEPT/SKILL FOCUS: Explain Causes/Effects

INSTRUCT: Inform students that the article mentions specific reasons why people in some countries may not trust the outcome of an election. Tell students that they will be using clues in the article to identify the likely causes and effects of such a situation.

ASSESS: Have student pairs review the article to identify at least one possible cause and one possible effect of a lack of trust in an election. Then have students hypothesize how the involvement of Carter Center observers may change the cause-effect relationships.

EXTEND

Language Arts Remind students that the article discusses different reasons why volunteers from the Carter Center travel to countries during elections. Have students conduct research on elections in one of the countries mentioned in the article. Tell them to learn whether the country has had successful elections or not and to identify at least two factors that led to this outcome. Finally, have students present their findings to the class.