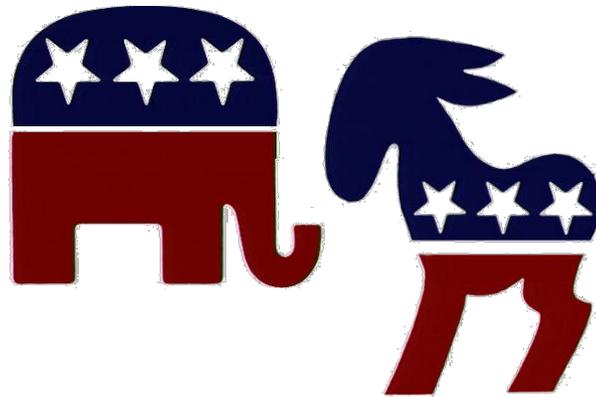


Teaching the 2014 Georgia Elections

Lessons for the Elementary School Classroom



TOPIC I

THE OFFICE OF GOVERNOR

ELEMENTARY LESSON

WHAT IS A GOVERNOR?

LESSON OBJECTIVES

The student will

- describe the job of the governor.
- distinguish between capital and capitol.
- identify symbols of Georgia.

MATERIALS AND RESOURCES

Activity 1

- Teacher Resource 1.1 "People in Charge"

Activity 2

- Georgia Highway Maps
- Worksheet 1.1 "I Am a Citizen of . . ."
- Worksheet 1.2 "Map of the State of Georgia"

Activity 3

- Teacher Resource 1.2 "Georgia's Capital City"
- Teacher Resource 1.3 "Georgia's Capitol Building"
- Teacher Resource 1.4 "Symbols of Our State and Nation"

STRATEGIES

Activity 1

"What is a Governor?"

The governor is the chief executive of a state. As such, the governor is the individual citizens look to for ideas to make the state a safe and better place to live. To introduce this idea to students, ask, "Who is in charge of a classroom to make sure that everyone is safe and follows the rules?" [teacher]. Discuss how a teacher accomplishes this task. Follow this discussion with one describing who is in charge of the school [the principal]. Expand this conversation to include the mayor of your town, the governor of the state, and the president of our country. Show students Teacher Resource 1.1, "People in Charge". Explain the diagram to the students and have the students complete the chart on writing paper of their own. Have students write a sentence explaining that the governor of our state works to make sure that everyone is safe and follows the rules (laws) of the State of Georgia.

The Office of Governor, Elementary Lesson (continued)

Activity 2

"What city is the capital of Georgia?"

Atlanta is the capital of Georgia and the largest city in the state. Atlanta is an international city thanks to businesses, Hartsfield International, and the visibility achieved from hosting the 1996 Olympic Games.

Question students to see if they are able to tell you the state in which they live and the name of our country. If necessary, explain that our country is the United States and our state is Georgia. Worksheet 1.1, "I Am a Citizen of..." may be used to help students understand they are citizens who live under a number of governing bodies. Distribute a highway map of Georgia to groups of three to four students (available free from the Georgia Department of Transportation). Place one map on a bulletin board or central location so that all students can see. Use this map as a reference. Help students locate their town on the map. Students may want to spend some time finding other towns with which they are familiar (grandparent's home, vacation site, etc.). Be sure to distinguish those places that are in Georgia from those which are not.

Show students that the symbols on the map stand for different things. Point out that Atlanta has a special symbol (a star surrounded by a circle) to show that it is a special city. The city of Atlanta is the capital of Georgia. This is where the governor of the state has his office in the capitol. Distribute Worksheet 1.2, "Map of the State of Georgia." They should mark Atlanta with a special symbol, color in their county, and mark their hometown with a dot. Students should include a key to explain the dot and the special symbol. The map may also be used to record places the candidates for governor visit during the campaign. Teacher Resource 1.2, "Georgia's Capital City" may be shared with students.

Activity 3

"Where is the Georgia capitol?"

The capitol is located in the capital. Do your students understand the difference between these two terms? This lesson will aid in helping students distinguish the city where the state government is located and the building in which the governor and legislature work.

Review the leaders discussed in Activity 1 (principal, mayor) and discuss where their offices are located (school, city hall). Show students a picture of the Georgia capitol building with its gold dome in Atlanta (see Teacher Resource 1.3, "Georgia's Capitol Building"). Explain that the governor works in an office in this building, and it is called the capitol building. Tell students that this building is one of the symbols of our state, just like the flag is a symbol. People who see this building or a picture of it, recognize it as a place where rules (laws) are made by the General Assembly and by the Governor for the people living in

The Office of Governor, Elementary Lesson (continued)

Georgia. The governor's office is here and this is where he works to make sure people in Georgia are safe and follow the laws (rules) of Georgia. Distribute copies of Worksheet 1.2, "Georgia's Capitol Building". Have students color the worksheet and write a sentence to tell what the picture shows.

The Capitol building is a symbol of Georgia. Write the terms capitol and capital on the chalkboard. Ask students to explain the difference between the two terms. You may wish to point out that one easy way to distinguish the two terms is to note that the term capitol designates the domed building, whereas capital indicates the city, like Atlanta, in which the government is located. Have students use a dictionary and other reference tools to identify and explain additional meanings of the word capital.

If possible, take students on a visit to the Georgia Capitol. A film which may be copied and held indefinitely is broadcast over Peachstar on a frequent basis. A free set of lesson plans is available from the office of Georgia's Secretary of State which will help prepare students for the visit. Tour information and the lesson plans are found on the Internet at www.sos.state.ga.us.

Activity 4

"What are some symbols of Georgia?"

Ask students to name some of the official symbols of Georgia. Responses should include our state seal, state flag, state flower, state song, state bird, etc. Students might also identify other less known symbols of Georgia such as the state fossil, state insect, state gem, or the state fish. When students have completed their list, ask: "In what way do these symbols represent Georgia? What qualities, values, and beliefs do these symbols represent?" National symbols such as the bald eagle, Statue of Liberty, Uncle Sam, and others might also be discussed as symbols of the United States. Teacher Resource 1.1, "Symbols of Our State and Nation," may be projected and shared with students.

PEOPLE IN CHARGE

The leader of our school is



The leader of our state is

The leader of our nation is



I AM A CITIZEN OF...

City _____

County _____

State _____

Nation _____

Hemisphere

The diagram consists of four maps arranged vertically, each contained within a trapezoidal frame that narrows from top to bottom. The top map shows a city with a black dot. The second map shows a county with a black dot. The third map shows the state of Georgia with a black dot. The fourth map shows the United States with a black dot. Below these maps is a globe with the United States shaded in black. Lines connect the black dots on the maps to the globe, illustrating the relationship between the different levels of geography.

MAP OF THE STATE OF GEORGIA



Carl Vinson Institute of Government
University of Georgia

The Office of Governor
Elementary Lesson 1
Teacher Resource 1.2 (page 1)

GEORGIA'S CAPITAL CITY

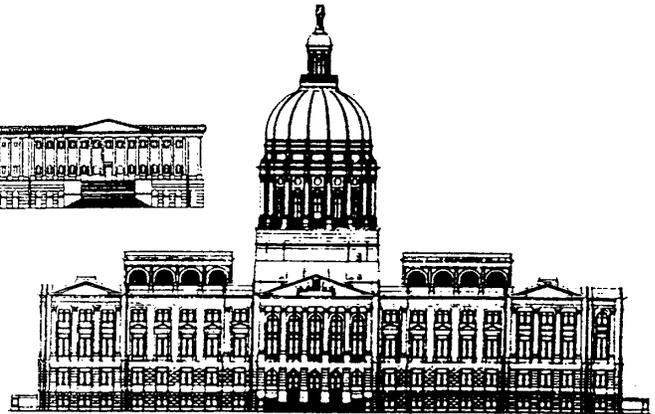
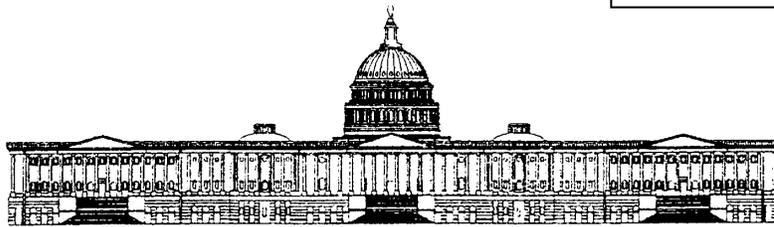
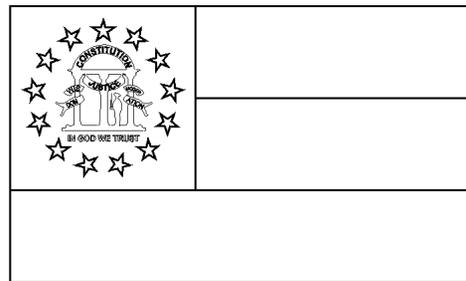
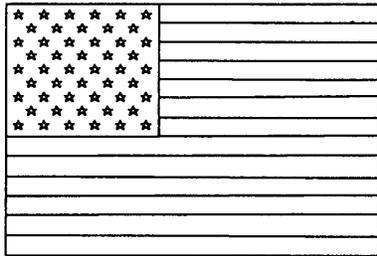


The Office of Governor
Elementary Lesson 1
Teacher Resource 1.3 (page 1)

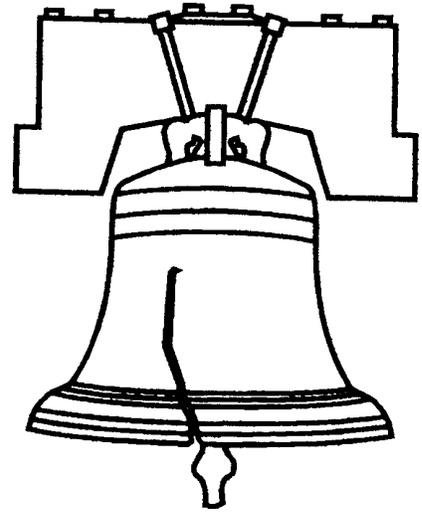
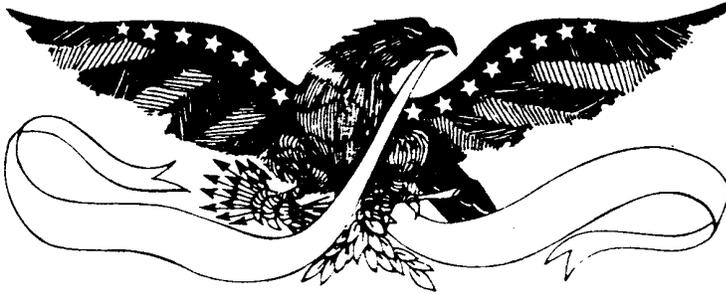
GEORGIA'S CAPITOL BUILDING



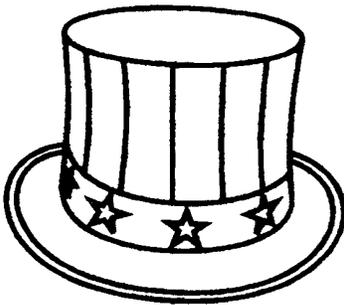
SYMBOLS OF OUR STATE AND NATION OFFICIAL



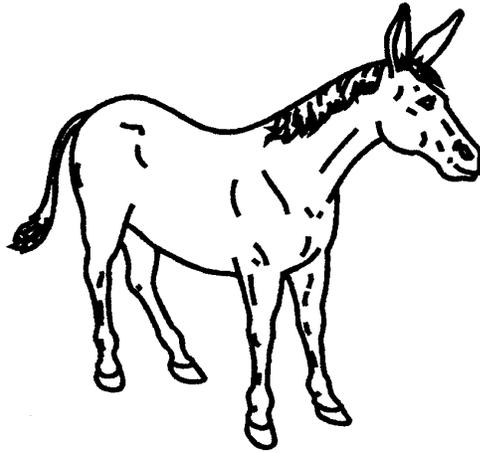
SYMBOLS OF OUR STATE AND NATION
TRADITIONAL



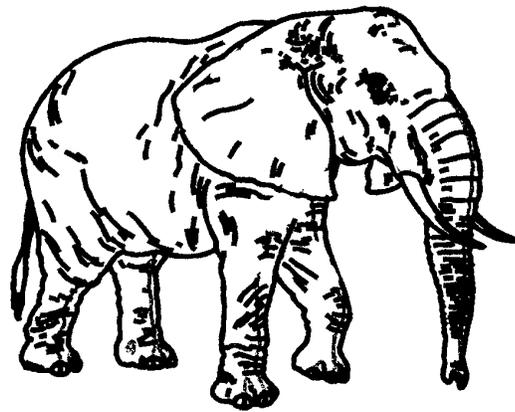
4th of July



SYMBOLS OF OUR STATE AND NATION
POLITICAL



We the People



TOPIC II

THE CAMPAIGN: ISSUES AND STRATEGIES

ELEMENTARY LESSON

WHY DO PEOPLE VOTE?

LESSON OBJECTIVES

The student will

- identify important issues in a vote.
- express an opinion about an issue.
- imagine what a governor can do to improve a state.

MATERIALS AND RESOURCES

Activity 2

- Worksheet 2.1 "Survey Graph Paper"

STRATEGIES

Activity 1

"What is an issue?"

A gubernatorial candidate gets elected based on his or her stands on popular issues. This activity will help your students understand issues. Have students imagine that the day is rainy and cold. They cannot go outside for recess. What could they do? Allow students to suggest options for a recess activity and record their ideas on chart paper. Now, discuss how students might decide which activity to select. Lead students' discussion to the option of having a vote.

Allow students to stand and say why they think a particular game should be played. After several students have stated their opinions, explain to students that different people have different ideas about an issue. Allow students to vote on the game they would like to play on the next rainy and cold day that they have to miss outside recess! Students should be allowed to vote secretly (heads down, eyes closed or by written ballots). Record results with tally marks beside the name of each game. Show students how the total votes are tallied. Make a sign on the chart paper which celebrates the winning of the election by identifying the game to be played the next rainy day.

Tell students that in an election, people vote for a person such as a governor who will lead the state and help make decisions about how to make Georgia a better place to live. Explain to students that when a person tries to get elected governor, he or she talks about issues, or ideas that are important to the people.

The Campaign: Issues and Strategies, Elementary Lesson (continued)

Candidates give their opinions about how to solve an issue. The candidate with the opinion most voters agree with is elected.

Activity 2

"What is an opinion?"

People have varying opinions on all topics. There are as many opinions as there are people! Ask students to list things that they have opinions about (favorite television shows, best video game, most beautiful song, best restaurant, favorite ice cream flavor, etc.). Record these on chart paper. Explain to students that one way in which individuals differ is by liking different things. Allow each student to choose a topic and write a question to ask other students and teachers about their opinions on that topic. A question might be, "What is your favorite ice cream flavor?" Students must then ask ten people to answer their question. Students will record answers on the paper. After students have completed the survey, they should count how many people gave each response.

The teacher should model how to construct a bar graph using data from Activity 1. Next, have students use Worksheet 2.1 "Survey Graph" to construct their own graph which summarizes their survey. Allow students to share their completed graphs with the class. Discuss how different people voted differently on the survey. Explain that in an election for governor, people who want to be governor share their ideas. People listen to these ideas and vote for the person whose ideas they like the best.

Activity 3

"What would I do if I were Governor?"

Ask students to imagine what they would do to improve their school if they were in charge. Discuss students' responses. Tell students that in this lesson they will think about ideas for improving their state.

Review the concepts of Activities 1 and 2 [in an election, the person or idea with the most votes wins; people vote for different things because they have different ideas]. Ask students to recall from Lesson 1 the duties of the governor [makes sure people in the state are safe and obey laws]. Explain that a governor also tries to think of ideas to improve the state. Have students brainstorm ways that the governor could work to make Georgia a better place to live. Ideas might relate to school, park beautification, safety, etc.

Tell students to pretend that they are going to try to get people to vote for them as governor. Explain that this is called "running" for governor. Assign students to write what they would say if they were running for governor. What ideas would they share that other people would like? Remind students that their ideas

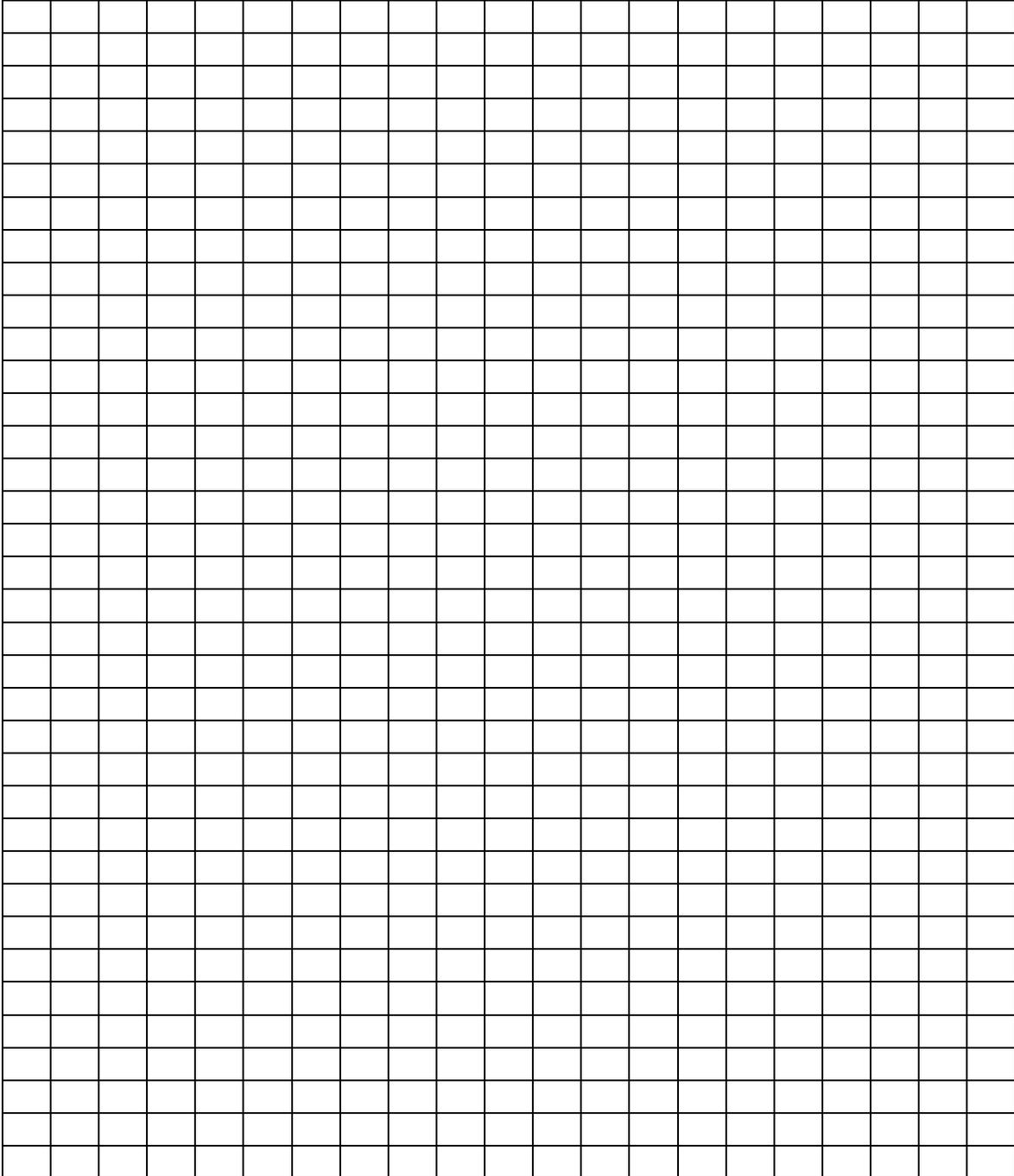
The Campaign: Issues and Strategies, Elementary Lesson (continued)

must sound good to other people (and be realistic) if they are going to get any votes!

When students have completed their writings, allow them to read their ideas. Discuss which ideas would be popular to the students. You may want to vote (by secret ballot) on the most popular idea generated in the class. As with the previous vote in Activity 2, graph the data to show the results of the vote.

Display students' writings and graphs on a campaign style red, white and blue bulletin board. This board can be used in future lessons as the election draws near.

SURVEY GRAPH PAPER



TOPIC III

MEDIA AND PUBLIC OPINION

ELEMENTARY LESSON

LEARNING ABOUT CANDIDATES

LESSON OBJECTIVES

The student will

- identify candidates for Governor.
- analyze advertisements for political candidates.
- summarize data on people's opinions in graphic form.
- express an opinion regarding political candidates.

MATERIALS AND RESOURCES

Activity 1

- Political commercials videotaped from television in advance of class

Activity 2

- Worksheet 3.1 "Who Will be the Governor?"
- Worksheet 3.2 "Who Will be the Governor? Graph"

STRATEGIES

Activity 1

"Why do candidates advertise on television?"

Television ads for candidates are highly effective campaign tools. Before the class session, record several television commercials being run by the gubernatorial candidates. Begin the class with students by asking students to identify different commercials that they like (e.g. fast-food restaurant, soda). Discuss what they like about the commercials and record categories on the chalkboard. Categories might include catchy song, humor, quality product, etc.

Ask students why people advertise a product or service on television. Discuss that television is a way for many people to see something about products or people. Show students the political commercials you have prerecorded. Have students vote on the television commercial they like best. Record votes in tally form on chart paper. Ask students to explain why some people might vote for a person based on their commercial (e.g. the candidate talks about children and schools; the commercial has a catchy song).

Replay the commercials and use the previously written categories to identify things in the commercials that make them interesting, or boring. Summarize the activity by having students name the candidates they saw in the commercials

Media and Public Opinion, Elementary Lesson (continued)

and write a sentence explaining why a particular commercial would or would not convince them to vote for the candidate.

Activity 2

"What information is in newspaper political advertisements?"

Secure a class set of a major newspaper that contains many advertisements for political candidates. Explain to students that many people that want to be elected to office place advertisements in the newspaper. Show examples of these. Discuss how students can know if the advertisement is for a politician (picture of candidate, flags, the word "vote"). Distribute glue, scissors, construction paper (red or blue), and newspapers. Tell students that they will be cutting out as many advertisements for candidates as they can. They will then glue these in patterns on the construction paper to make a collage.

Monitor students' work to insure that they are locating political advertisements. When students have finished their collages, display them on the election bulletin board or some other prominent place in or near the classroom.

Activity 3

"What Do You Think?"

Tell students that in this activity they will be finding out who will become the next governor of Georgia. Before class, fill in Worksheet 3.1 "Who Will be the Governor?" and Worksheet 3.2 "Who Will be the Governor? Graph" with the names of the major candidates for governor, then make photocopies for students. Remind students how to record answers to questions by using tally marks. Distribute Worksheet 3.1 and have students ask 10 adults that their family knows the question "Who do you think will be the next Governor of Georgia?" Students will record responses on their worksheet. After students have collected the data, guide the creation of a bar graph of the data using Worksheet 3.1. Display these graphs on the election bulletin board.

Activity 4

"Why do citizens write letters to newspaper editors?"

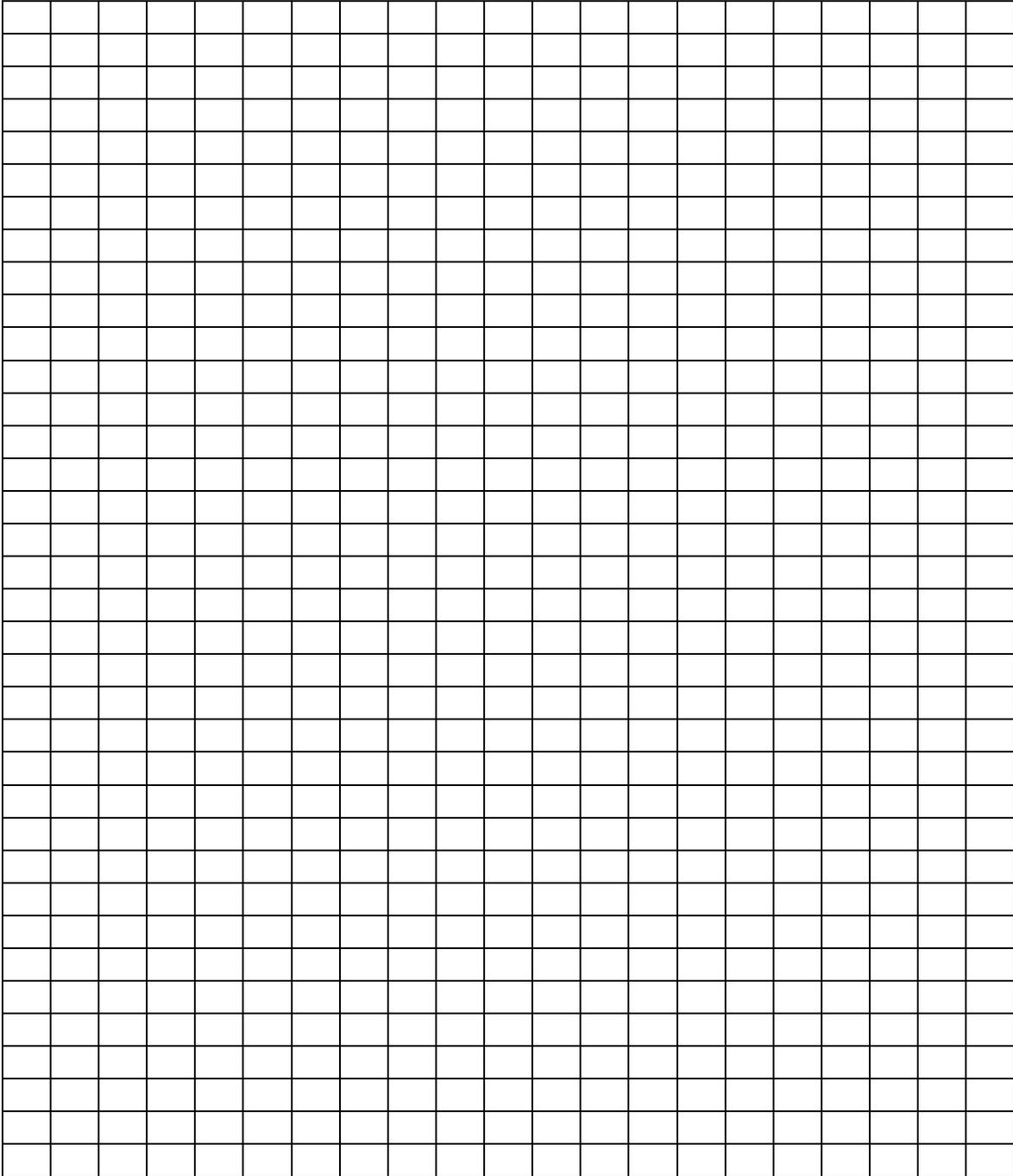
Now that students have learned more about the candidates, they should be able to write about what they have learned. For this activity, show students the section of the newspaper where letters to the editor are printed. Tell students that in this section of the newspaper, people write their ideas about issues. Assign students to write a letter to the editor of the local newspaper. They should begin the letter with "Dear Editor." Students can write some sentences to share explaining why they think a particular candidate should win the gubernatorial race. Alternatively, students could write to share the results of their research (Activity 3) on who people believe will be the next governor. They could include their feelings about what they had learned.

WHO WILL BE GOVERNOR?

Ask voters who they think will be elected governor of Georgia. Make a tally mark for each candidate.

Candidate's Name	Vote Tally	Total Number of Votes

**WHO WILL BE GOVERNOR?
GRAPH**



TOPIC IV

VOTING AND ELECTIONS

LESSON 4

ELEMENTARY LESSON

WHAT IS A "VOTE?"

LESSON OBJECTIVES

The student will

- evaluate the advantages of voting on issues or people.
- identify major political parties.
- conduct an interview using prepared questions.

MATERIALS AND RESOURCES

Activity 1

- Teacher Resource 4.1 "Decision Making Tree"

Activity 2

- Worksheet 4.1 "Voter Registration Form"
- Teacher Resource 4.2 "Voter Registration Office Sign"
- Teacher Resource 4.3 "Voter Registration Cards"

Activity 3

- Worksheet 4.2 "Voting on Election Day: An Interview"

STRATEGIES

Activity 1

"Why do Americans vote to choose their leaders?"

Read the following scenario to students: "Imagine that on the playground each day, (insert student's name) was allowed to make the decision about what game everyone would play. Day after day, he/she would get to pick the game and everyone would be forced to play that game."

Ask students to share their thoughts on what would be good and bad about this scenario. Record responses on the chalkboard and discuss. Then, ask what would be another way that the decision about the game could be made. Guide students to discuss the advantages of having to vote to determine the game to play. Another alternative would be that students each choose their own game (which is also a form of voting). Discuss ways their alternate plans have good and bad points. Projecting a copy of Worksheet 4.1, "Decision Making Tree" will help you guide the student discussion.

Voting and Elections, Elementary Lesson (continued)

Explain that people in the United States decided long ago to vote for leaders. Once, people in Georgia were ruled by the King of England. [Technically, English kings were, in fact, bound by the Magna Carta. However, for the purposes of this lesson, use the simple explanation that decisions of a king could not be changed by a vote of the people.] The people in Georgia and twelve other English colonies decided that they would prefer to vote and choose a leader rather than allowing a king or queen in power by birth make rules for them.

Have students write a response to this lesson. They might choose to imagine what life would be like if we had a king for our country. Another topic could be an opinion on the good things and bad consequences of voting on issues. Again, projecting a copy of Teacher Resource 4.1, "Decision Making Tree," will be useful in helping students organize their ideas.

Display selected students' writing on the election bulletin board.

Activity 2

"How does a citizen register to vote?"

Explain to students that each citizen must register, or sign up, in order to vote. Discuss why this might be so (to insure one vote per person, fairness, to make sure that only people really living in the area actually vote, etc.).

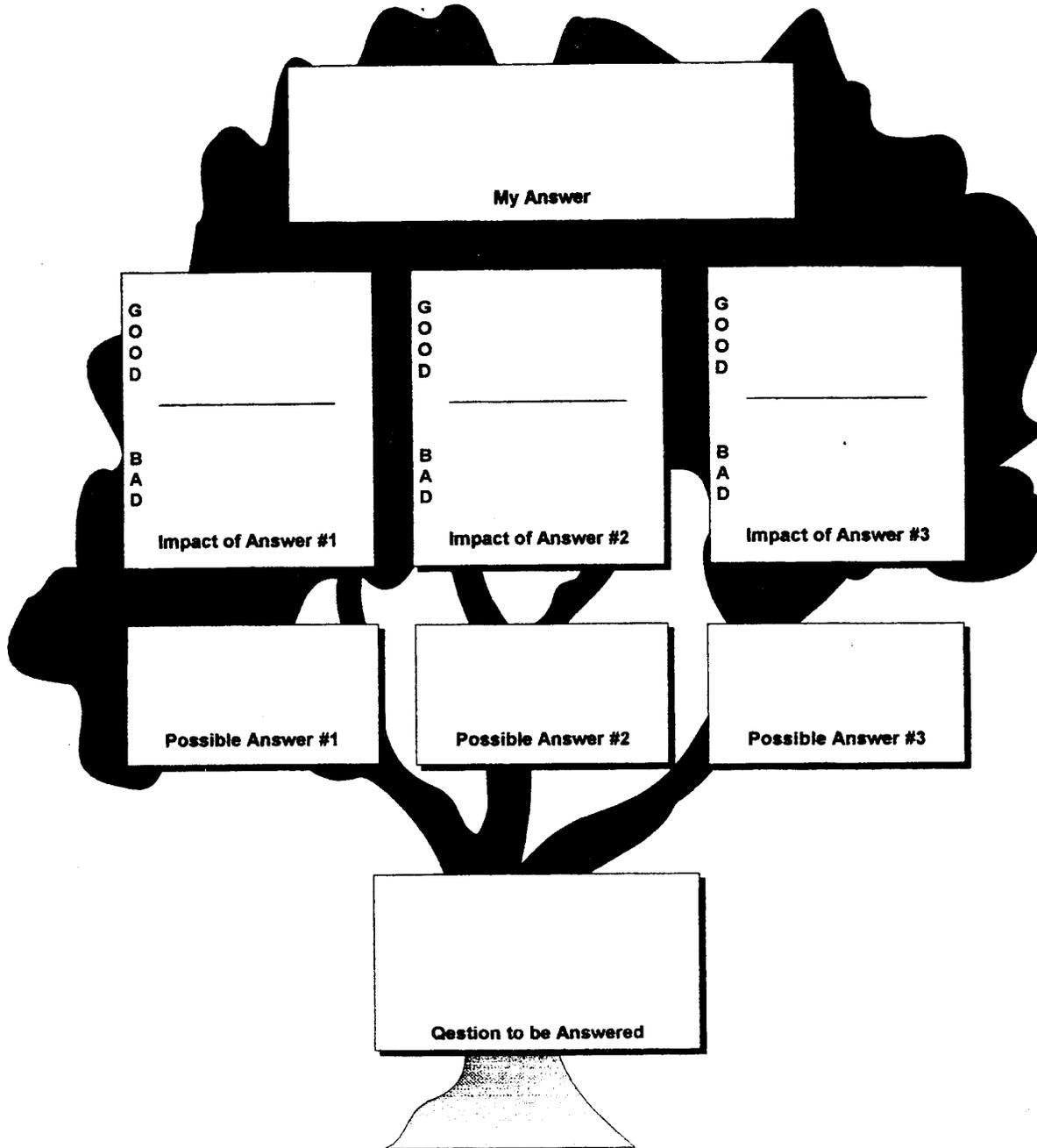
Set up a voter registration office" using Teacher Resource 4.1 "Voter Registration Office Sign." Distribute Worksheet 4.2 "Voter Registration Form." Assume the role of registrar and assist students in completing the card. After students complete the card and turn it in to you, give them a Voter Registration Card from Teacher Resource 4.3 "Voter Registration Cards."

Activity 3

"How do citizens select the person they will vote for in an election?"

Interviews provide great insight into voters' thoughts. Assign students to interview an adult who has voted (e.g. a parent). Model the process of conducting an interview using Worksheet 4.2 "Voting on Election Day: An Interview." Remind students that they do not need to write complete sentences. They should concentrate on getting the main ideas of the interviewee. After students have completed their interview, have them write a summary of the interview. They should be able to restate the questions to make a sentence using the information provided by the interviewee. You may need to model this process before students attempt it.

DECISION MAKING TREE



VOTER REGISTRATION FORM

DO NOT FOLD OVER, STAPLE, OR TAPE
PLEASE PRINT CLEARLY USING BLUE OR BLACK INK

COUNTY PRECINCT	MUNICIPAL PRECINCT	DISTRICT COMBO	DPS APPLICATION NUMBER	REGISTRATION NUMBER
(THIS LINE FOR OFFICE USE ONLY)				
LAST NAME		FIRST NAME	MIDDLE OR MAIDEN NAME	SUFFIX <input type="checkbox"/> JR. <input type="checkbox"/> SR. <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV
RESIDENCE ADDRESS: HOUSE NUMBER & STREET NAME		APARTMENT NUMBER	CITY	STATE ZIP CODE COUNTY
MAILING ADDRESS (IF DIFFERENT FROM RESIDENCE ADDRESS): POST OFFICE BOX OR ROUTE		CITY	STATE	ZIP CODE
SOCIAL SECURITY NUMBER:	I SWEAR OR AFFIRM THAT: I am a citizen of the United States and a resident of Georgia. Check one: YES _____ NO _____ I reside at the address listed above. I am 18 years of age or older or will be 18 within six months of the date of this application. I am eligible to vote in Georgia. I am not serving a sentence for having been convicted of a felony involving moral turpitude. I have not been judicially declared to be mentally incompetent.			
DATE OF BIRTH: MONTH DAY YEAR				
GENDER: <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE				
RACE/ETHNICITY: <input type="checkbox"/> WHITE <input type="checkbox"/> BLACK <input type="checkbox"/> MULTIRACIAL <input type="checkbox"/> ASIAN/PACIFIC ISLANDER <input type="checkbox"/> HISPANIC/LATINO <input type="checkbox"/> OTHER _____	Date:	<div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> X </div>		
TELEPHONE NUMBER:	SIGNATURE			
WARNING: Any person who registers to vote knowing that such person does not possess the qualifications required by law, who registers under any name other than such person's own name, or who knowingly gives false information in registering shall be guilty of a felony. O.C.G.A. § 21-2-561				
Signature of person assisting illiterate or disabled voter:				
CHANGE OF ADDRESS: If you are changing your address or if you were previously registered to vote, list your previous address: House# and Street Name Apt. # City County State Zip				
CHANGE OF NAME: If you are changing your name, list the name under which you were previously registered: Last Name Suffix (Jr., Sr., etc.) First Name Middle or Maiden Name				
MAP/DIAGRAM: If you live in an area without house #'s and street names, please provide us with a drawing of the location of your residence to assist us in locating your appropriate districts and voting precinct.				
STATE OF GEORGIA APPLICATION FOR VOTER REGISTRATION				
INSTRUCTIONS: Complete this form with your full legal name, including any suffix such as Sr., Jr., III, if you wish to register to vote in Georgia, or if you need to change the name or address of your current voter registration. Qualifications to register to vote are shown above the signature line on this application. It is a felony to register to vote knowing that you do not possess the qualifications or if you knowingly give false information on this form.				
The following information is required on the registration form: Full legal name; residence address; mailing address, if different from residence; social security number (by law, this number is kept confidential and used for internal purposes only); date of birth; date you complete application; and your signature. Race and gender are requested and are needed to comply with the Voting Rights Act of 1965, but are optional. A telephone number where you can be reached during normal business hours is helpful to registration officials if they have a question about your application.				
After completing your application, read the oath and sign your name. If you cannot sign your name (and make a mark instead) because of physical disability or illiteracy, the person completing the application for you MUST also sign the application in the space for person assisting voter. The application is ready for you to mail or personally deliver the application to your county voter registrar.				
You are NOT officially registered to vote until this application is approved. You should receive a voter precinct card in the mail. IF YOU DO NOT RECEIVE THIS ACKNOWLEDGEMENT WITHIN TWO WEEKS AFTER MAILING THIS FORM, OR IF YOU HAVE FURTHER QUESTIONS, PLEASE CONTACT YOUR LOCAL VOTER REGISTRATION OFFICE. You can also contact the Secretary of State, Elections Division, 1104 West Tower, 2 Martin Luther King, Jr. Drive SE, Atlanta, Georgia 30334-1505.				
CATHY COX, SECRETARY OF STATE				

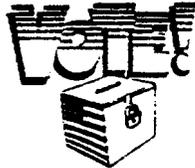
VOTER REGISTRATION OFFICE SIGN



**Voter
Registration
Office**

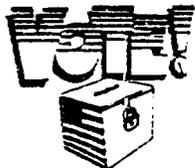
VOTER REGISTRATION CARDS

Registration



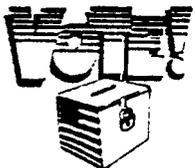
Voter's Name: _____
City: _____
County: _____
State: _____

Registration



Voter's Name: _____
City: _____
County: _____
State: _____

Registration



Voter's Name: _____
City: _____
County: _____
State: _____

VOTING ON ELECTION DAY

Student's Name: _____

Name of person interviewed: _____

Say: Thank you for helping me with my project. I have a few questions to ask about the governor's election.

Questions to ask:

1. Why do you vote on Election Day?
2. What kind of things do you think about when you are deciding how to vote for a candidate?
3. How do you feel when you vote?
4. Describe what it's like to vote in an election.
5. Who did you vote for in the Governor's race?
6. What makes you like this person?

Say: That's my last question. Thank you again for your time!

YOUR VOTE DOES MAKE A DIFFERENCE

Citizens aged 18 to 24 have the worst voting record of any age group. Few 18-to-26 year old voters participate in the elections. They are the age group with the longest future, yet their future is being determined by leaders they did not help to elect or defeat.

Can one vote really make a difference? The April 7, 1987, Ann Landers column listed the following examples of how one vote can make a difference.

- In 1645, one vote gave Oliver Cromwell control of England.
- In 1649, one vote caused Charles I of England to be executed.
- In 1776, one vote gave America the English language instead of German.
- In 1845, one vote brought Texas into the Union.
- In 1868, one vote saved President Andrew Johnson from impeachment.
- In 1875, one vote changed France from a monarchy to a republic.
- In 1876, one vote gave Rutherford B. Hayes the presidency of the United States.
- In 1923, one vote gave Adolf Hitler leadership of the Nazi Party.
- In 1941, one vote saved Selective Service--weeks before Pearl Harbor was attacked.

A few other examples of why your vote can make a difference follow.

- John F. Kennedy won and Richard Nixon lost the presidential election by less than one vote per precinct in 1960.
- Richard Nixon won and Hubert Humphrey lost the presidential election by fewer than three votes per precinct in 1968.
- Jerry Brown won the race for California governor over Houston Flournoy by fewer than eight votes per precinct in 1974.
- In Ann Arbor, Michigan, the mayor was elected by a single vote in 1977.
- In Indiana, a congressional race was won by just 47 votes in 1986.

ITS YOUR FUTURE--VOTE FOR IT
League of Women Voters of Georgia, Inc.

Alberto, Daisy. *Pete for President!* (The Kane Press, 2004) ISBN 1-57565-142-4

Christelow, Eileen. *Vote!* (Houghton Mifflin, 2003) ISBN-13 978-0-618-48606-9

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