Tracing Lineages
Curriculum Unit Plan Overview
Lee Young

Unit Title	Leaders…Making Decisions For Our Communities
Unit Length	Approximately 5 weeks (two to three 30-minute lessons per week)
Grade Level(s)/Subject(s)	Pre-K - K Grades
Unit Overview	What does being a good leader mean to you? This question is wondered by all children at some point in their lives, and there is no direct answer to this question. We can, though, provide children with models to take note of as they query this question. In this unit, children will be introduced to African American politicians from neighborhoods and backgrounds perhaps similar to their own. By learning about leaders who reflect their lived experiences, children will continue their education, seeing themselves capable of making a difference in their classrooms and communities. Through the unit, students will continue to build social and emotional skills, too. Because of shared stories, discussions, and age-appropriate activities, children will explore how politicians work to protect Chicago and Illinois communities and families by listening, sharing ideas, and problem-solving together. Helping children understand that leadership is about caring for others, listening, and making choices that help people feel safe and supported. And through these lessons, children will continue to recognize the importance of working with others to solve problems that affect their classrooms, their communities, as well as the world.

Objectives & Outcomes (Supporting questions)	Questions that students can reflect on and even answer at the end of the unit 1. What does being a good leader mean to you? 2. How might one show kindness and fairness when making decisions for their community? 3. Why is it important to listen to people in one's community? 4. How might parks, libraries, community centers, and schools enhance or even possibly weaken communities? 5. How might people work with others to solve problems? 6. What is something politicians can learn from the people they serve?
Standards	Objectives: ● What does being a good leader mean to you? ○ 14.A.ECb (Early Learning and Development Standards) ■ Contribute to the well-being of one's early childhood environment, school, and community. ○ 3 (Teaching Strategies Gold Standards) ■ Participates cooperatively and constructively in group situations ○ 3a (Teaching Strategies Gold Standards) ■ Balances the needs and rights of self and others ○ 14.D.Eca (Early Learning and Development Standards) ■ Develop an awareness of what it means to be a leader ○ 15.A.Ecb (Early Learning and Development Standards) ■ Discuss why people work ○ 30 (Teaching Strategies Gold Standards) ■ Shows basic understanding of people and how they live ○ 16.A.Eca (Early Learning and Development Standards)

	■ Recall information about the past ○ 16.A.Ecb (Early Learning and Development Standards) ■ Develop a basic awareness of self as an individual ○ 12.B.Ecb (Early Learning and Development Standards) ■ Shows respect for living things ○ 12.B.Eca ■ Describe and compare the basic needs of living things ○ 12.A.Ecb ■ Show an awareness of changes that occur in oneself and the environment
Unit Resources[1]	**Additional visuals to inspire performance task projects:** Charts Visual aids for communication Timeline of the unit ● Space to hang work that students create **Teaching Materials:** 1. Pictures a. Democratic National Convention 1: 1896 Chicago https://www.loc.gov/resource/cph.3a21934/ b. DNC2: 1896 Chicago https://www.loc.gov/resource/cph.3a21940/ c. DNC2: Chicago https://www.loc.gov/item/2012648394/

[1] You can find audio recordings of emancipated slaves at the Library of Congress. Listen and perhaps you can find people talking about voting rights!

	2. Chicago Coliseum: Republican Convention https://www.loc.gov/item/2014690533/ 3. House of Representatives 1866 https://www.loc.gov/item/98507527/ 4. GOP Convention video in Chicago, 1916 https://www.loc.gov/item/mp76000207/ a. Watch from (0.25) 5. Primary scissors 6. Glue 7. Drawing paper 8. Crayons 9. Create a vocabulary poster 10. Pictures a. George Edwin Taylor i. https://bioguide.congress.gov/search/bio/W000180 ii. The photo on this page is all that should be used / seen by students – either blank out or enlarge the pictures so that the word "Negro" is not seen b. Find an online picture of Illinois Lieutenant Governor Juliana Stratton (or use the one provided below) c. Mayor Harold Washington i. https://bioguide.congress.gov/search/bio/W000180 d. Democratic National Convention 1: 1896 Chicago i. https://www.loc.gov/resource/cph.3a21934/ e. DNC2: 1896 Chicago i. https://www.loc.gov/resource/cph.3a21940/ f. DNC2: Chicago i. https://www.loc.gov/item/2012648394/ g. Chicago Coliseum: Republican Convention i. https://www.loc.gov/item/2014690533/ h. House of Representatives 1866 i. https://www.loc.gov/item/98507527/ j. GOP Convention video in Chicago, 1916 i. https://www.loc.gov/item/mp76000207/ k. Congresswoman Robin Kelly i. https://www.congress.gov/member/robin-kelly/K000385 11. Large hand-drawn or purchased map of Illinois

	a. Will be used to add a picture of each politician we discuss 12. Vocabulary Chart 13. Markers 14. Paper 15. Tape/glue 16. Vocabulary Chart 17. White paper for art projects 16. Black water paint 17. White crayons 18. Voting ballet 19. "I voted" tag 20. Cartoon characters 18. Button maker (optional)

Performance Task(s)	Art projects ● Though the art projects are listed weekly below, here are explanations of each ○ Convention Creation ■ Convention lesson ● Students draw or make a collage of the people they would want to see at a convention today ○ Good Deed Bouquet / Garden ■ Congresswoman Robin Kelly's lesson ● Students create paper flowers ○ Design a milk carton ■ Mayor Harold Washington's lesson ○ Black watercolor creations ■ Carol Moseley Braun's lesson ● Students draw on white paper using a white crayon and then paint over it with black watercolor paint ○ Election Crafts

	■ During the classroom election, students will create election materials in support of their candidate Classroom Campaign & Vote ● Last week / or two of the unit ○ Students nominate three cartoon characters who will run a campaign to become the class's mascot ○ Once the three are chosen, then… ■ Students vote for the two cartoon characters who will actually be in the race for the classroom mascot ● Choose how you want to hold the vote ■ Students become campaign workers for the cartoon character of their choice ● Students create… ○ Posters ○ If you have a button maker, they can make buttons ○ The campaign workers should come up with chants that can be used during marches and end-of-day rallies

Accessibility Needs for Children Across Ability and Language Note: Researching cartoon characters would be a fun addition!	Google Translate Make multiple posters in various languages Invite parents in to help lead projects Encourage children to tell stories/chant in their home language Provide homework explanations in the home language of all children When picking cartoon characters to vote on, encourage students to incorporate characters from various cultures Create body motions that can represent vocabulary words ● For example, VOTING = act like you are making a check mark in the air Make a picture of the politicians we discuss into puppets so all students can play with them ● This will encourage them to act out our learning Provide hand-over-hand assistance when needed

	Shared writing should be used throughout the unit
Book Suggestions:	*Vote!* by Eileen Christelow *Vote for Me!* by Ben Clanton *I Voted* by Mark Shulman *Vote for Our Future!* by Margaret McNamara *Duck for President* by Doreen Cronin *This Little Voter* by Ann Bonnie *Vote for Me* by J. Jean Robertson *Curious George Votes* by H. A. Rey *A Voice Like Yours* by Frank Murphy & April Groman *Voting* by Vincent Alexander

Week 1 Lesson 1: Preschoolers Are Leaders Too!

Lesson Objective(s) and Supporting Question(s)
What is a political convention? What does being a good leader mean to you?

Week 1 Lesson 1 Materials and Resources
1. Pictures a. Democratic National Convention 1: 1896 Chicago https://www.loc.gov/resource/cph.3a21934/ b. DNC2: 1896 Chicago https://www.loc.gov/resource/cph.3a21940/ c. DNC2: Chicago https://www.loc.gov/item/2012648394/ d. Chicago Coliseum: Republican Convention https://www.loc.gov/item/2014690533/ e. House of Representatives 1866 https://www.loc.gov/item/98507527/ f. GOP Convention video in Chicago, 1916 https://www.loc.gov/item/mp76000207/ i. Watch from (0.25) 2. Primary scissors 3. Glue 4. Drawing paper 5. Crayons 6. Create a vocabulary poster

Week 1 Lesson 1 Activities
1. Introduction (2-3 minutes) a. Show a picture of Illinois Lieutenant Governor Juliana Stratton i. Today's share…

1. Illinois Lieutenant Governor Juliana Stratton went to elementary and high school in Chicago, IL

b. A picture can be found online

c. Read the following quote from Illinois Lieutenant Governor Juliana Stratton

"To me, good leadership means putting the people of Illinois first—always. It means lifting people up rather than diminishing them, and recognizing that leadership is not about power, but about responsibility. A good leader creates space for others to succeed, tells

the truth even when it is difficult, and uses their position to expand opportunity, dignity, and fairness for everyone they serve" (Lieutenant Governor Juliana Stratton, 2025).

Paraphrase so preschoolers understand the meaning behind the above quote:

- A good leader is about helping people
- It is about being kind and helping people to feel good, not sad or bad
- A good leader wants others to be successful (thumbs up)
- A good leader makes sure to push for others to have a chance in the community

Lesson Objectives:

Today, we will learn that a space where people can listen and talk about things that are important to them is called a convention.

1. Show pictures of both the Democratic & Republican conventions (10 mins)
    a. Pictures are found in "lesson materials & resources" under #1
    b. Have students share what they notice about the pics
        - How are they dressed?
            - Why do you think they are dressed this way?
        - Do you see men or women?
            - Why might there be so many men?
            - Where do you predict/believe the women might be?
        - What shades of skin do you notice?
            - Where are all the other people of different shades of skin?

The pictures we have been looking at tell a story. All year, we have been learning different stories, and now we are going to learn a new story - one not shown in these pictures. Our stories will be about people from Chicago who have shades of Black skin!

2. Share with students that the people in the pictures are going to conventions

a. A convention is a big meeting where people listen to others who want to be leaders
    i. A leader is a helper who guides everyone
        1. Just like our classroom jobs - we help our friends as we do them
b. People who wanted to be in charge would get together to talk about ideas on how the country should be run
    i. These are called political conventions
        1. The first one was in 1787

3. Art project (15 minutes)
    a. Have students draw or make a collage of the people they hope to see at a convention today
        i. Ask them to think about who… (think of familiar places they would see different people - examples are below)
            1. Is in our classroom
            2. Do we see in the cafeteria
            3. Plays at your neighborhood playground
        ii. If…
            1. Children draw pictures. Be sure to dictate who they hope to see at their convention
            2. If they make a collage, be sure to provide magazines/newspapers where people of different races can be found
                a. Have students describe who they included in their pictures
4. Display a timeline of the unit
    a. Put the date of this first art project
    b. Display work as it is created through the unit

Week 1 Lesson 1 TrUDL Considerations Materials

- Google translate
- Printed pictures for anyone who wants to circle what they notice
- For those who would benefit from choosing between two things…
    - Enhance two things from a picture, like a picture of a hat and a picture of pants - allow student to choose between those two things
    - Can even find pictures of two things on the internet that can be found in one of the pictures

- Can have pictures of thumbs up / thumbs down
    - While reading the quote from Lieutenant Governor Juliana Stratton can have children show their understanding of what is being said by showing thumbs up / thumbs down
        - Be sure to also model your thoughts using thumbs up / thumbs down

Week 1 Lesson 2: Thinking of My Community

Lesson Objective(s) and Supporting Question(s)
How might one show kindness and fairness when making decisions for their community? How might voting make decisions fair?
Week 1 Lesson 2 Lesson Materials and Resources
1. Pictures a. https://www.loc.gov/resource/lcrbmrp.t0c02/?sp=7&st=image&r=-0.327,0.183,1.692,0.858,0 i. George Edwin Taylor 1. https://www.loc.gov/resource/lcrbmrp.t0c02/?sp=1&st=image a. The photo on this page is all that should be used - blank out the word “Negro” ii. Taylor appeals / requests that his fellow African Americans vote according to their own best interests and not vote blindly any longer 1. He wants African Americans to think about their wants/needs b. Find an online picture of Illinois Lieutenant Governor Juliana Stratton (or use one provided)
Week 1 Lessons 2 Activities
Introduction (2-3 minutes) 1. Show a picture of Illinois Lieutenant Governor Juliana Stratton a. A picture can be found online (or use the one provided) b. Today's share… i. Illinois Lieutenant Governor Juliana Stratton is the 48th Lieutenant Governor of Illinois 2. Read the following quote from Illinois Lieutenant Governor Juliana Stratton a. Today's share…

i. Illinois Lieutenant Governor Juliana Stratton is the 48th Lieutenant Governor of Illinois

"In government, kindness and fairness show up in the choices we make—especially the hard ones. While not every decision is easy, every decision can be made with empathy and a deep respect for the people it affects. [ ] Ensuring access to basic necessities is fundamental to helping people live joyful, healthy, and dignified lives—and that, to me, is what fairness looks like" (Lieutenant Governor Juliana Stratton, 2025).

Paraphrase so students understand the meaning behind the above quote:

- Making a choice means that you pick between some things
  - For example…
    - When coloring, we all have to decide if we want to color the apples on a tree green or red
    - That is making a choice
- Empathy means that you care about how others feel
- We talked about necessities before
  - Who can remind us of a basic necessity?
    - Food
    - Water
    - Shelter
  - Juliana Stratton thinks about making sure people's necessities are accessible so that they can be happy and healthy

Objectives:

Today we will learn one fair way decisions can be made.

(15 minutes)

1. Review what a convention is
   a. Use the vocabulary chart
   b. Point out the artwork on the timeline
2. Introduce students to the word VOTING
   a. Voting is when people make a choice together.

3. Introduce students to Illinoisan George Edwin Taylor
    a. Tell a quick story of his life…
        i. He was born in Little Rock, Arkansas
        ii. He lived in Alton, IL, when he was 4 or 5 years old
            1. His mother moved to Alton with him and then died
            2. Taylor was homeless and slept in boxes
                a. Have students vote on whether or not they think he was happy during this time of his life
                    i. Think of various ways to vote - here are a few examples…
                        1. Raising hands
                        2. Standing up
                        3. Tallying
                        4. Yes / No (thumbs up / thumbs down) charts students walk to
                    ii. Review the steps it takes to recognize the most popular vote
                        1. Voting
                        2. Counting the vote
            3. At the age of 7, he got on a steamboat and traveled to La Crosse, Wisconsin
                a. Black families that lived there took care of him
                    i. Ask students to vote on whether Taylor was probably happy now or not
                        1. Use another way to vote
                    ii. Review the steps it takes to recognize the most popular vote
                        1. Voting
                        2. Counting the vote
        iii. Share with students that Taylor was the first African American to run for President of the United States in 1904
            1. Tell them that he did not win
            2. How did the public figure out who won the election?
                a. People voted on whether or not he would be president, and they counted the votes
                    i. Ask them to review what voting is about by asking…Why do you think he did not win?

- Google translate
- Signs can be created in various languages
- Students can create chants in various languages

Week 1 Lesson 3: Making a Choice!

Lesson Objective(s) and Supporting Question(s)
What is a political endorsement? What is something politicians can learn from the people they serve?
Week 1 Lesson 3 Materials and Resources
2. Pictures a. https://www.loc.gov/resource/lcrbmrp.t0c02/?sp=7&st=image&r=-0.327,0.183,1.692,0.858,0 i. George Edwin Taylor 1. https://www.loc.gov/resource/lcrbmrp.t0c02/?sp=1&st=image a. The photo on this page is all that should be used - blank out the word "Negro" ii. Taylor appeals / requests that his fellow African Americans vote according to their own best interests and not vote blindly any longer 1. He wants African Americans to think about their wants/needs. b. Find an online picture of Illinois Lieutenant Governor Juliana Stratton (or use one provided)
Week 1 Lesson 3 Activities
Introduction (2-3 minutes) 1. Show a picture of Illinois Lieutenant Governor Juliana Stratton a. A picture can be found online, or use the one provided 2. Today's share… a. Lieutenant Governor Juliana Stratton is the first Black Woman to become lieutenant governor of Illinois Read the following quote from Illinois Lieutenant Governor Juliana Stratton

"The people of Illinois have taught me that resilience and compassion go hand in hand. Even in moments of hardship, people want to contribute, to be heard, and to look out for one another. When the government listens and responds with humility and care, we can build policies that truly reflect the strength, values, and hopes of our communities" (Lieutenant Governor Juliana Stratton, 2025).

Paraphrase so students understand the meaning of the above quote:

- Resilience means that you try again
    - Continue to do something
- Compassion means you care about others
    - Want to help
- Politicians need to listen to the public so that the communities' hopes and values are part of making rules/laws

Lesson Objectives:

Today, we will learn the reasons people might endorse a politician.

1. Introduce ENDORSEMENT
    a. What is an endorsement?
        i. An endorsement is when someone says, 'I like this choice, and I think it's a good one.'
            1. So when you tell a friend that you think chocolate ice cream is your favorite, you are endorsing it
                a. That is your choice / your pick
        ii. Everyone gets to pick what they think is best, and then we count the choices to see which one most people picked
            1. The one with the most picks wins - this is how voting works!
    b. Find information about George Taylor in WK 1 L 2 Materials & Resources
        iv. Read from… "and I am satisfied…"
2. Share with students that today we are going to think…
    a. Of something we want our Principal to do for us
        i. Examples of what can be asked for…
            1. New books for the library
            2. Crayons or markers
            3. A special snack

b. Ask your principal ahead of the time the following question…
    i. What is one thing you would be willing to get for the class, as well as one thing you would not be willing to get?
        1. Have students vote on which to ask the principal for, and then base student posters/chants on that
            a. Create signs
            b. Teach students about chanting & marching
c. Chant & march to the principal's office to share the students' decided wants

4. After the protest, reflect…
    a. Did the principal agree to get our wants?
    b. Why do you think the principal agreed?
    c. Why did the principal not agree?
    d. What do you suggest we do next time?

Week 1 Lesson 3 TrUDL Considerations Materials

- Google translate
- Signs can be created in various languages
- Students can create chants in various languages
- Make sure students understand that there are other ways to show how one feels
    - Fist bump
    - Shaking head yes
    - Sign language

Week 2 Lesson 1: Name a politician! (Part 1)

Lesson Objective(s) and Supporting Question(s)
Who are politicians? What is the job of a politician? Who is Robin Kelly? Lesson Objective: **I can tell you how politicians help people.**
Week 2 Lesson 1 Materials and Resources
1. Large hand-drawn map of Illinois a. Will be used to add a picture of each politician we discuss 2. Vocabulary Chart 3. Pictures a. Congresswoman Robin Kelly i. https://www.congress.gov/member/robin-kelly/K000385
Week 2 Lesson 1 Activities
1. Review previously taught topics a. Conventions i. A convention is a big meeting where people listen to the grown-ups who want to be leaders b. Voting i. Voting is when people make a choice together c. Endorsements i. You are telling others what you like most 2. Tell students that this week, we will talk about POLITICIANS who have connections to Chicago a. A politician is a person who helps make decisions for a community b. Politicians are voted into their jobs because people believe in the ideas the person endorses

i. So let us say _____ (use your principal's name) decides to run for President of _____ (use your school name).
ii. The principal endorses / agrees that children should eat _____ (pick a food that your students enjoy eating)
iii. You like this idea - so you decide to vote for this person to run the school!

3. Show a picture of Congresswoman Robin Kelly
   a. https://www.congress.gov/member/robin-kelly/K000385
   b. Background information about Congresswoman Kelly
      i. She grew up in New York
      ii. Graduated from Bradley University in 1982
         1. Bradley is located in Peoria, IL
      iii. She now lives near Chicago
   c. Political background
      i. First Black woman to hold the position of Illinois State Treasurer
      ii. Bills she sponsored/introduced
         1. H. R. 6088 of the 119th Congress
            a. A bill to help people locate food resources
               i. https://www.congress.gov/bill/119th-congress/house-bill/6088/text?s=1&r=9
         2. H. R. 5448 of the 119th Congress
            a. This bill is to ensure children have access to free vaccines
               i. https://www.congress.gov/bill/119th-congress/house-bill/5448/text?s=1&r=36&overview=open#content
         3. Remind students that she got voted in because people liked these two bills
   d. Art Project
      i. Good Deed Bouquet / Garden[2]
         1. Have students work in table groups to make a paper flower
            a. Each student should think of something a leader might do to help people
               i. There should be enough petals to fill one flower

[2] My bouquet turned into a beautiful garden we hung outside our classroom.

b. Dictate student responses to how they are interested in helping their communities
    i. Add to their response(s) to their pedal
c. Students paste their pedal on the head of the stem
d. All classroom flowers are put together to make a bouquet of good deeds that leaders do, just like Congresswoman Robin Kelly

Week 2 Lesson 1 TrUDL Considerations Materials

- Google Translate
- Provide simple sentence frames with visuals
    - Example:
        - A politician helps people by _____
            - Have various pictures students can choose from to participate in the conversation
- Invite families in to share in their home languages how they feel leaders help their communities

Week 2 Lesson 2: Name a politician! (Part 2)

Lesson Objective(s) and Supporting Question(s)
Who are politicians? What is the job of a politician? Who is Harold Washington? Lesson Objective: **I can tell you how politicians help people.**
Week 2 Lesson 2 Materials and Resources
1. Markers 2. Paper 3. Tape/glue 4. Map of Illinois a. Will be used to add a picture of each politician we discuss 5. Vocabulary Chart 6. Pictures a. Mayor Harold Washington i. https://bioguide.congress.gov/search/bio/W000180
Week 2 Lesson 2 Activities
(2-3 mins) 1. Remind students that this week, we are learning about POLITICIANS who have connections to Chicago a) A politician is a person who helps make decisions for a community b) Politicians are voted into their jobs because people believe in the ideas the person endorses (people like the way these people are willing to help communities)

i) So let's say _____ (use two favorite singing groups) decide they are willing to visit our school
ii) But we can only invite one group
iii) How would you convince others that _____ (enter name of one group) should be invited to our school?

2. Show a picture of Mayor Harold Washington
   a) https://bioguide.congress.gov/search/bio/W000180

(5 mins)

3. Background information about Harold Washington
   a) Born in Chicago on April 15, 1922
   b) He attended Chicago Public Schools
   c) Schooling
      i) Graduated from…
         (1) Roosevelt University in 1949
         (2) Northwestern University School of Law in 1952
4. Political background
   a) Member of the ninety-seventh and ninety-eighth Congresses
   b) First African American mayor of Chicago
      i) Chicago's 51st Mayor
      ii) Elected Mayor of Chicago on April 12, 1983

(10 mins)

5. Bills he sponsored/introduced
   a) H.R.1200 of the 98th Congress (1983-1984) https://www.congress.gov/bill/98th-congress/house-bill/1200?s=1&r=67
      i) In general, this bill states that all people should be treated fairly at work, and it is against the law to treat people wrongly because of differences
      ii) It is about kindness, respect, and fairness for everyone
   b) H.R.904 — 98th Congress (1983-1984) https://www.congress.gov/bill/98th-congress/house-bill/904?q=%7B%22search%22%3A%22H.R.904+%E2%80%94+98th+Congress+%281983-1984%29%22%7D&r=1&s=2
      i) This bill helped to change a law and made it so all schools could participate in providing milk to children

ii) Milk can be a healthy drink for children

c) Remind students that just like Robin Kelly, Harold Washington got voted in because people liked these two bills and other ones he endorsed (fought for)

(15 mins)

6. Art project
   a) Design your own milk carton
      i) Can find paper-folding videos on YouTube
         (1) https://www.youtube.com/watch?v=H-IwYLkcpog
      ii) Make a milk carton for each child. Paper bags can also be used as milk cartons.
      iii) Have markers available so students can color them
         (1) Students can practice writing the letter Mm on them
         (2) Or write "milk."
      iv) Point out shapes - both 2D & 3D

Week 2 Lesson 2 TrUDL Considerations Materials

- Google Translate
- Provide simple sentence frames with visuals
  - Example:
    - A politician helps people by _____
      - Have various pictures students can choose from to participate in the conversation
- Invite families in to share in their home languages how they feel leaders help their communities

Week 2 Lesson 3: Name a politician! (Part 3)

Lesson Objective(s) and Supporting Question(s)
Who are politicians? What is the job of a politician? Who is Carol Moseley Braun? Lesson Objective: **I can tell you how politicians help people.**
Lesson Materials and Resources
1. White paper for art project 2. Black water paint 3. White crayons
Lesson Activities
(2 mins) 1. Remind students that this week we have been learning about POLITICIANS and that today we will continue to do so a. Review the map & names of politicians we have studied b. A politician is a person who helps make decisions for a community. Politicians are voted into their jobs because people believe in the ideas the person endorses c. Today we are going to pretend _____ (use your name or a teacher in your room's name) decides to run for President of _____ (use the neighborhood playground/park district). d. This person endorses/agrees that children should only eat, sleep, and play in school e. You like this idea, so you decide to vote for this person to run the school! 5 mins 2. Show a picture of Carol Moseley Braun

a. https://www.congress.gov/member/carol-moseley-braun/M001025
3. Background information about Carol Moseley Braun
    a. Born in Chicago, IL
        i. August 16, 1947
    b. Educated in Chicago Public Schools
4. Political background
    a. First Black woman elected to the U.S. Senate
        i. The Senate is a group of people/leaders who help make rules for the whole country
    b. First Black person elected to an executive position in Cook County
        i. Carol Moseley Braun was chosen to be one of the bosses/leaders of a certain area of Illinois - it is called Cook County
            1. There are lots of houses, schools, and parks in Cook County
    c. First Black woman nominated to be ambassador to New Zealand in 1999
        i. https://www.loc.gov/item/2019645416/

(10 mins)

5. Bills sponsored/introduced
    a. S.1638 of the 105th Congress (1997-1998)
        i. https://www.congress.gov/bill/105th-congress/senate-bill/1638?s=1&r=75
            1. This bill was created to help keep kids healthy
    b. She supported a resolution - something Congress wanted to tell the world
        i. April 30, 1999, would be Día de los Niños: Celebrating Young Americans
            1. https://www.congress.gov/bill/105th-congress/senate-resolution/278?q=%7B%22search%22%3A%22Carol+Moseley+Braun+105th+congress+resolutions+dia%22%7D&s=8&r=1

(15 mins)

6. Art Project[3]

[3] You might want to consider drawing inside the outlined bodies with white crayons. This will have the papers prepared and students can find designs as they paint!

a. Draw a body on a white piece of paper using a black marker
b. Provide children with white crayons
    i. Have them draw various shapes inside the body
    ii. Share with students how the inside of our bodies is what Carol Moseley Braun was interested in keeping healthy through the bill she supported
c. Next, have students use black water paint to paint inside the body
    i. Their crayon drawings will appear

Week 2 Lesson 3 TrUDL Considerations Materials

- Google Translate
- Provide simple sentence frames with visuals
    - Example:
        - A politician helps people by _____
            - Have various pictures students can choose from to participate in the conversation
- Invite families in to share in their home languages how they feel leaders help their communities

Weeks 3 - 5 Lessons: Making a Choice[4]

Lesson Objectives & Supporting Questions
How do we choose something together as a group? How did you work with others to solve problems?
Lesson Materials and Resources
1. Voting ballet 2. "I voted" tag 3. Cartoon characters 4. Button maker 5. Construction paper 6. Crayons/markers
Lesson Activities
Introduction (2-3 minutes) 1. Show a picture of Illinois Lieutenant Governor Juliana Stratton a. A picture can be found online 2. Today share… a. Illinois Lieutenant Governor Juliana Stratton went to college in Illinois Read the following quote from Illinois Lieutenant Governor Juliana Stratton: "Effective problem-solving in government requires collaboration. As lieutenant governor,

[4] You have the flexibility to extend these lesson activities over weeks 3-5.

I work closely with the governor's office, deputy governors, state agencies, and community partners to ensure we are breaking down silos and addressing challenges holistically. Whether it's coordinating across agencies or listening to local leaders on the ground, I believe the best solutions come from working together and valuing diverse Perspectives" (Lieutenant Governor Juliana Stratton, 2025).

Paraphrase so students understand the meaning behind the above quote:

- Working as lieutenant governor, Juliana Stratton works with others by discussing issues, listening to one another, and figuring out the best way to help the public

Lesson Objective:

This week, we will learn how voting is a way people make choices.

1. Review topics we have covered
    a. Conventions
    b. Voting
    c. Endorsements
    d. Politicians
2. Share with students that this week we will have our own ELECTION!
    a. Make a chart listing qualities about a politician that make them good at their job
        i. Examples may be…
            1. Wants to help others
            2. Cares for all people
            3. Thinks about how to make the world a good place to live in
    b. Ask students to provide cartoon character suggestions
        i. The cartoon characters will run for the mascot of the classroom
        ii. First, students should name several cartoon characters
            1. Have students vote
            2. The two with the highest votes will be used for the election

c. Split students into two groups[5]
    i. The two groups work together and lead a campaign for their cartoon character
3. Encourage families to participate in the campaign as well…
    a. As part of homework, a sheet detailing campaign jobs each child has can go home, and families can help create campaign materials[6]
    b. Below are job suggestions, as well as what might be asked of families to help with
        i. Job suggestions…
            1. Poster maker
                a. Student works with family to make poster(s) for cartoon candidate
            2. Button maker
                a. Provide families with circles they can decorate to pass out
            3. Cheer creator
                a. Families work together to create a cheer that is taught to all students
            4. Speech Writer
                a. Families help the child write/practice a speech
        ii. Create two posters - each one with a drawn or copied picture of one of the characters students chose to be in the election
            1. Have students for each campaign decorate the posters with pictures of people/things the character endorses
                a. For example…
                    i. Houses can be drawn, and then children label "h" for house and dictate why they drew a house - the character supports developing communities, etc.
    c. Campaign process
        i. Posters posted around & outside the classroom
        ii. Students should chant for who they are supporting at the end of the day
            1. As families pick up their students, children should be in the hallway, chanting
        iii. All students can be invited to vote (whichever grade you are in)[7]
        iv. Families of students, as well as teachers can vote too
        v. And encourage your principal to come vote

[5] Students can even create their own groups based on preferences
[6] Please remember to provide families with time to help complete tasks. You might even want to invite families into the classroom by campaign workers!
[7] Include other classrooms as well.

- Google translate
- Provide shapes students can use to produce items they are interested in creating (for example, they can use a square and a triangle to create a house)
- Can take pictures of creations made with blocks and use the pictures on the posters
- Assist with writing beginning sounds
    - Hand over hand
    - Play-dough is placed in the palm as a pencil is held
        - This will allow students to grip the pencil in a three-finger grip

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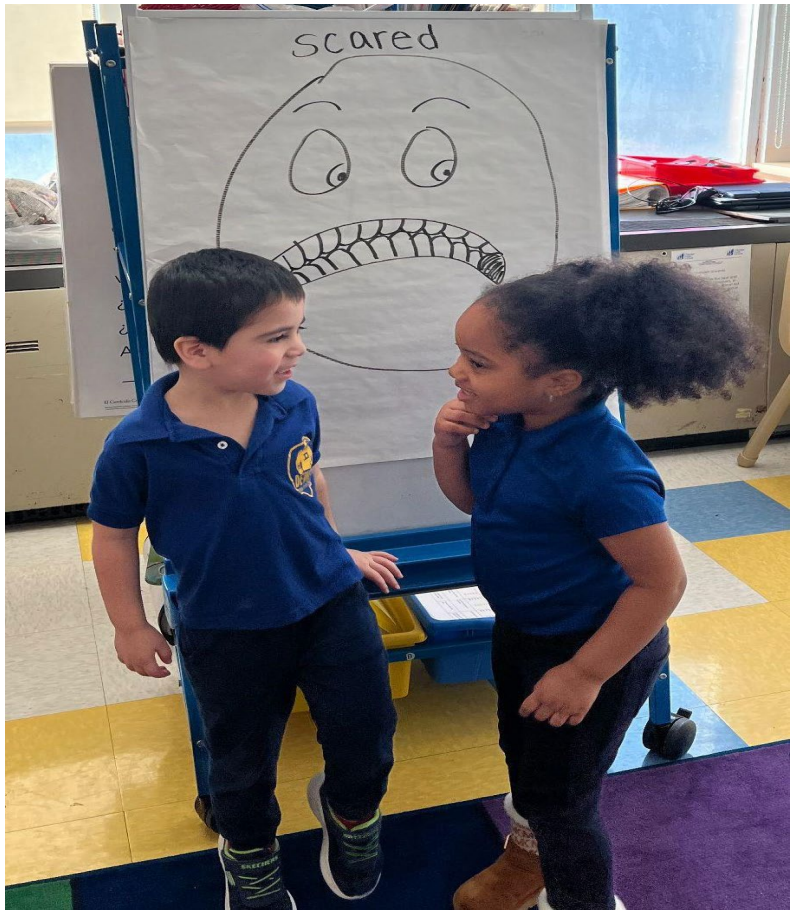
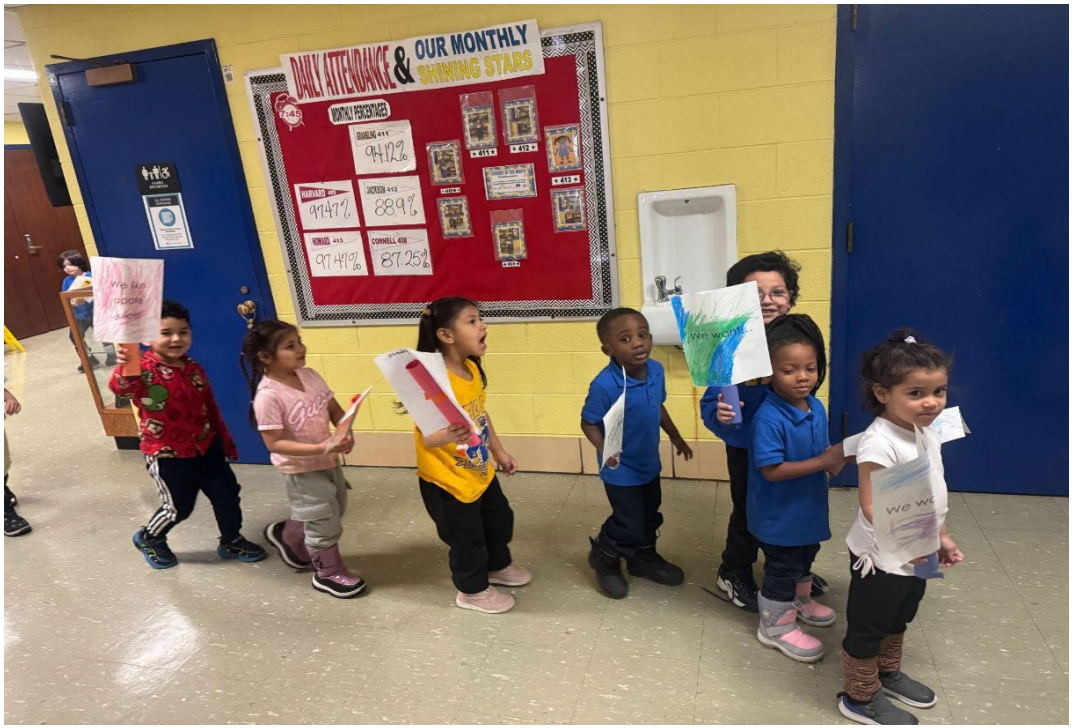
Supplementary Materials:

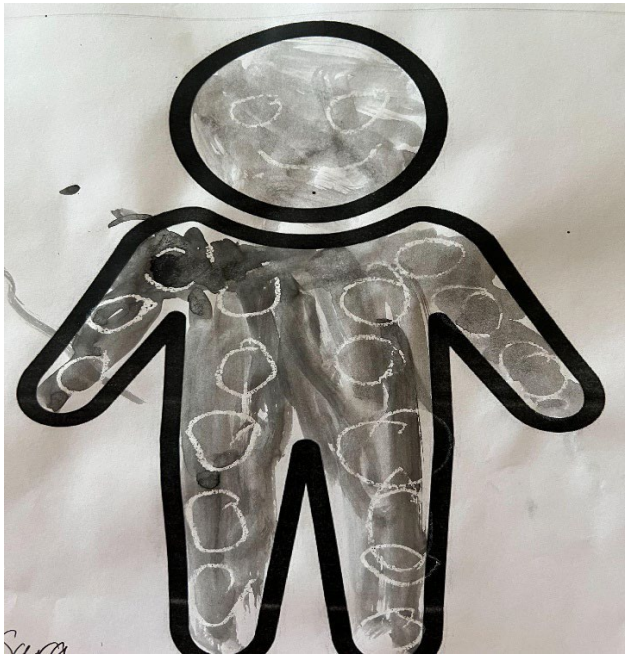
Examples of Student Work


scared

EXIT
MATH MAGIC

LITERACY LEGENDS
math
literacy
look at m

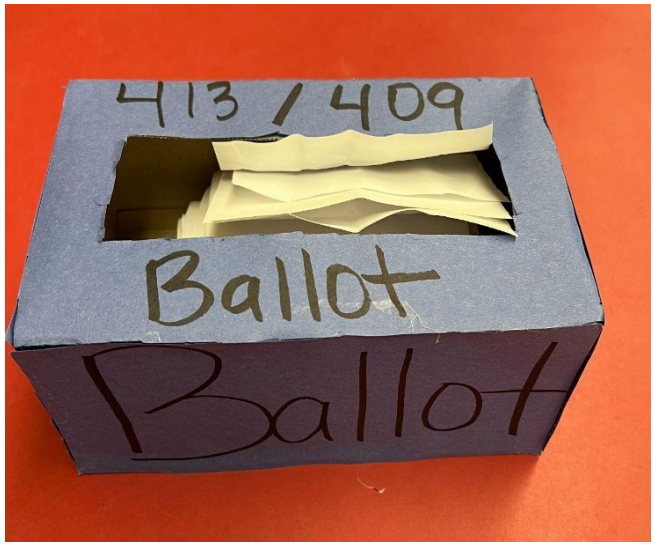

DAILY ATTENDANCE & OUR MONTHLY SHINING STARS
MONTHLY PERCENTAGES
97.12%
97.47%
88.9%
97.49%
87.25%

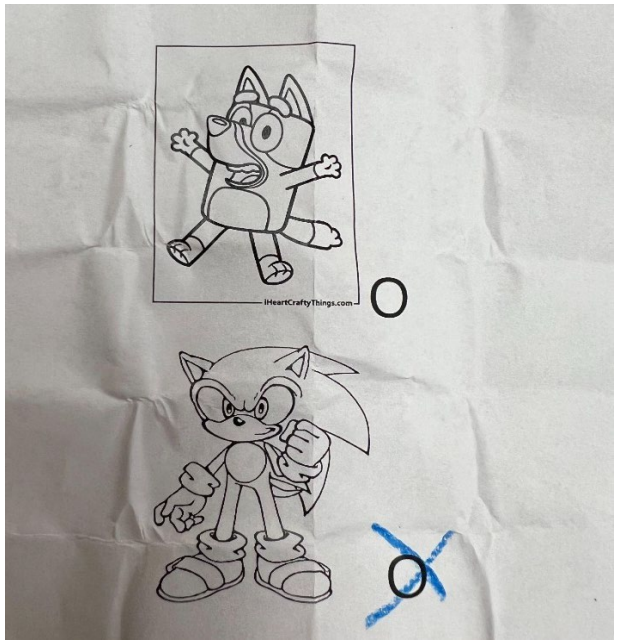


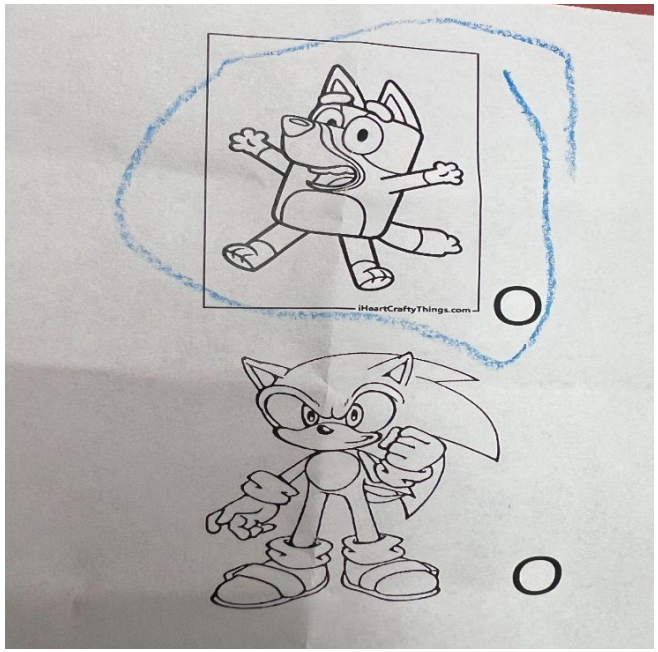
No
Yes

math
literacy
enrichment
YES.
NO

VOTE HERE !!!
BLUEY
VS
SONIC
Bluey knows what moves to take to get things done!


413 / 409
Ballot
Ballot


iHeartCraftyThings.com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Welcome to our political garden...
This is how we would help our neighborhoods GROW
Give out food
Toys
Toys
A car for People
Being a good leader
make sure that everyone gets along