



**“VOTE FOR ME!”  
IS A HIGH-ENERGY  
ASSEMBLY SHOW  
THAT GETS STUDENTS  
EXCITED ABOUT  
DEMOCRACY.**

Kids sing, move, clap, and at the end participate in a mock election as they learn timely lessons about voting, community service, inclusion, and understanding the news.

## ASSEMBLY SHOW

In “Vote for Me!”, two actors portray high school students who run against each other for student council. One wants the free play field to be for sports, the other wants it to be a community garden. Along the way they learn about conflict resolution, teamwork, and compromise. Who wins? The students in the audience get to decide. Some songs have verses and refrains in Spanish. **Ideal for Grades K-5, especially Grades 3, 4 and 5. Run time: 45 minutes.**

## WORKSHOPS

The “Vote for Me!” cast and staff are available to lead one or more classroom workshops to explore any one of the seven “steps to democracy” at the heart of our show. Students can learn more about voting, volunteering and understanding truth from fiction through activities such as songwriting, acting and mock campaigns.

*“Vote for Me!” is produced by The Civic Circle, a Silver Spring nonprofit that uses music and drama to teach young kids about democracy. The group’s performing troupe, “Kids Sing America,” consists of longtime D.C.-area children’s performer Nick Newlin (NicoloWhimsey), and noted area vocalist Lea Morris (LEA).*

# MEETING MARYLAND STANDARDS

<b>KINDERGARTEN</b>	<i>The Foundations and Function of Government</i> <b>1.A.1.a., 1.b.</b> (Identify reason for rules; how rules promote fairness) <i>Protecting Rights and Maintaining Order</i> <b>1.C.1.a., 1.b., 1.c.</b> (Roles, rights and responsibilities in family and school)
<b>FIRST GRADE</b>	<i>The Foundations and Function of Government</i> <b>1.A.1a.</b> (How rules promote fairness, responsibility and privacy) <i>Protecting Rights and Maintaining Order</i> <b>1.C.1.a., 1.b.</b> (Roles, rights, responsibilities, ways to work together)
<b>SECOND GRADE</b>	<i>The Foundations and Function of Government</i> <b>1.A.1.b.</b> (ID leadership positions and organizations in community) <b>1.A.2.a.</b> (Understand democratic skills and attitudes; respect, fairness) <i>Individual and Group Participation in the Political System</i> <b>1.B.1.a.</b> (Name contributions of local leaders; mayor, city council, etc.) <i>Protecting Rights and Maintaining Order</i> <b>1.C.1.a.</b> (Rights, responsibilities; how choices affect self, community)
<b>THIRD GRADE</b>	<i>Individual and Group Participation in the Political System</i> <b>1.B.2.a.</b> (ID sources of information to citizens making political decisions) <b>1.B.2.b.</b> (Participating in political process: voting, petitioning officials) <i>Protecting Rights and Maintaining Order</i> <b>1.C.1.a.</b> (Importance of and responsibilities with free press, free speech)
<b>FOURTH GRADE</b>	<i>The Foundation and Functions of Government</i> <b>1.A.1.</b> (Examine the foundations, functions and purposes of government) <i>Individual and Group Participation in the Political System</i> <b>1.B.1.</b> (How individuals' roles, perspectives, shape political system) <i>Individual and Group Participation in the Political System</i> <b>1.B.2.a.</b> (Usefulness of various information sources to make decisions) <b>1.B.2.b.</b> (Ways to participate politically – voting, petitioning officials) <i>Protecting Rights and Maintaining Order</i> <b>1.C.1.a.</b> (Responsibilities associated with citizen rights, free speech, etc.) <b>1.C.2.a.</b> (Explain balance between common good, individual rights)
<b>FIFTH GRADE</b>	<i>The Foundation and Functions of Government</i> <b>1.A.1.</b> (Examine the foundations, functions and purposes of government) <i>Individual and Group Participation in the Political System</i> <b>1.B.1.</b> (How individuals' roles, perspectives, shape political system) <i>Individual and Group Participation in the Political System</i> <b>1.B.2.a.</b> (Usefulness of various information sources to make decisions) <b>1.B.2.b.</b> (Ways to participate politically – voting, petitioning officials) <i>Protecting Rights and Maintaining Order</i> <b>1.C.1.a.</b> (Responsibilities associated with citizen rights, free speech, etc.) <b>1.C.2.a.</b> (Explain balance between common good, individual rights)

## Essential Questions:

*What is democracy? | What are your rights and responsibilities as a member of your school, community, state and nation? | What are the ways you can communicate with elected officials and representatives?*

## Vocabulary:

*English – Amendment, Candidate, Constituent, Legislature, Democracy, Responsibility.*

*Spanish – Escuchar (Listen), Respetar (Respect), Votar (Vote), Juntos (Together).*

