

### Civic Unit Plan

<p><b><u>Unit Topic:</u></b> Voting &amp; Elections</p>	<p><b><u>Time Frame:</u></b> 2 weeks</p>	<p><b><u>Author:</u></b> Mary Ellen Daneels, Lead Teacher Mentor, McCormick Foundation MDaneels@illinoiscivics.org</p>
<p><b><u>Essential Question</u></b> - How does my vote count?</p>		<p><b><u>Supporting Questions:</u></b></p> <ul style="list-style-type: none"> <li>● How are those in power chosen?</li> <li>● How has suffrage expanded?</li> <li>● What factors affect voter apathy?</li> <li>● Why do lines matter?</li> <li>● How does voting affect public policy?</li> </ul>
<p><b><u>Disciplinary Content:</u></b>            Ideas, principles &amp; subject matter            Redistricting            Gerrymandering            Open vs. Closed Primaries            Electoral College            Election Day- registration, requirements, write in ballots            History of Suffrage (colonial requirements, 15, 19, 23, 24, 26th amendments,            Voting Rights Act of 1965)            Initiatives &amp; Referendums            Voter Apathy            Voting Rights Act of 1965            Citizens United vs. FEC            Shelby v. Holder</p>		<p><b><u>Possible Resources:</u></b>            Annenberg Foundation - <a href="http://redistrictinggame.org">redistrictinggame.org</a>            icivics.org - <a href="#">Win the White House Game</a>            icivics.org - <a href="#">Win the White House extension pack</a>            DVD - <a href="#">Electoral Dysfunction</a>            DVD - <a href="#">Please Vote for Me?</a>  <a href="#">Illinois Civic Health Index</a>            Right Question Institute - <a href="#">Question Formulation Technique</a>            CRFC - <a href="#">Restrictions on Voting Icebreaker</a>            CRFC - <a href="#">Why Don't People Vote- Challenges to Voting Today</a>            CRFC - <a href="#">Automatic Voter Registration Simulation</a>            CRFC/Mikva Challenge - <a href="#">Voter Registration Curriculum</a>            Mikva Challenge - <a href="#">Mock Caucus Activity</a>            C3 Lessons - <a href="#">Why Vote?</a>            icivics.org - <a href="#">Voting Rights lesson</a>            Mikva Challenge - <a href="#">Root Cause Tree</a>            illinoiscivics.org - <a href="#">Gerrymandering Lesson Plan</a>            illinoiscivics.org - <a href="#">Lower the Voting Age to 16</a></p>

**Scope & Sequence:**

1. CRFC Restrictions on Voting Icebreaker & icivics Voting Rights Lesson
2. Lower Voting Age to 16
3. Win the White House Extension Pack, Win the White House game
4. Electoral Dysfunction (Electoral College clip), Win the White House game
5. Voter Registration Curriculum, CRFC/Mikva Challenge
6. The Redistricting Game
7. Gerrymandering Lesson
8. CRFC- Automatic Voter Registration Simulation
9. Mikva Challenge Root Cause Tree- Voter Apathy
10. Question Formulation Technique using Root Cause Tree
11. Informed Action Service Learning Project- “How Can I Make My Vote Count?”

Indicate All Proven Practices Used

Instruction on Government Institutions

Current & Controversial Issues

Simulations of Democratic Practices

Service Learning

IL Social Studies Standards:

SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.  
 SS.IS.2.9-12: Explain how supporting questions contribute to an inquiry.  
 SS.IS.3.9-12: Develop new supporting and essential questions through investigations, collaboration, and using diverse sources.  
 SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.  
 SS.IS.9.9-12: Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.  
 SS.CV.2.9-12: Evaluate the opportunities and limitations of participation in elections, voting, and electoral process.  
 SS.CV.6.9-12: Describe how political parties, the media, and public interest groups both influence and reflect social and political interests.  
 SS.CV.9.9-12: Evaluate public policies in terms of intended and unintended outcomes and related consequences.

CCSS/ELA Standards:

CCSS.ELA-LITERACY.CCRA.R.7  
 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  
CCSS.ELA-LITERACY.CCRA.W.4  
 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
CCSS.ELA-LITERACY.CCRA.W.7  
 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  
CCSS.ELA-LITERACY.CCRA.SL.1  
 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

<p><b>Formative Assessments</b>-tasks to measure knowledge &amp; skills related to supporting questions. Responses to Supporting Questions throughout unit using</p> <ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Digital Deliberation</li> <li>● Preparation, participation &amp; reflection of simulations/games</li> </ul>	<p><b>Summative Assessments:</b> students use claims and evidence to address the essential question</p> <ul style="list-style-type: none"> <li>● Objective Disciplinary Content Test</li> <li>● Voter Apathy Project- research and advocate for public policy/civil society action to increase voter participation</li> </ul>	
<p><b>Possible Service Learning Activities</b>- Informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Service Learning can be research, advocacy, direct or indirect action.</p>		
<ul style="list-style-type: none"> <li>○ Present research to decision makers</li> <li>○ Write a newspaper editorial</li> <li>○ Make a press release</li> <li>○ Start a social media campaign</li> <li>○ Create a Facebook or Web page on an issue</li> <li>○ Create &amp; circulate an infographic</li> <li>○ Make &amp; circulate a video</li> <li>○ Create short public service announcements</li> <li>○ Write a letter to a government official</li> <li>○ Present to another class</li> <li>○ Write an article for the school newspaper</li> <li>○ Create art to advocate (music, photography, murals, etc.)</li> <li>○ Organize fundraising event for a cause</li> <li>○ Form a club</li> <li>○ Circulate a petition</li> <li>○ Bringing stakeholders together for a classroom forum</li> </ul>	<ul style="list-style-type: none"> <li>○ Present on the morning announcements</li> <li>○ Deliberate essential question with invited guests</li> <li>○ Work collaboratively to write a resolution</li> <li>○ Contact an organization with whose platform you agree and see how you can get involved</li> <li>○ Create a class position statement</li> <li>○ Initiate an informed conversation</li> <li>○ Organize a “flyer” campaign to raise awareness</li> <li>○ Document and share oral histories/narratives</li> <li>○ Create a poster and hang it in a public space</li> <li>○ Create a community education pamphlet</li> <li>○ Organize community service</li> <li>○ Organize a rally</li> <li>○ Champion a boycott</li> </ul>	<p><b>Other:</b> Students can work as election judges, volunteer on local campaigns and host candidate forums on election years.</p>