

### Illinois Voting 101

<b>Time Frame:</b> 3-4 class periods	<b>Author:</b> Mary Ellen Daneels, Civics Instructional Specialist, Illinois Civic Mission Coalition
<b>Grade Level/Content or Theme:</b> 6-12th grade voting and elections	<b>Proven Practices (indicate which practices used)</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Instruction on government institutions</li> <li><input type="checkbox"/> Current &amp; societal issue discussion</li> <li><input type="checkbox"/> Simulations of democratic practices</li> <li><input checked="" type="checkbox"/> Service Learning</li> </ul>
<b><u>IL Social Studies Standards</u></b> <ul style="list-style-type: none"> <li>● SS.CV.1.6-8LC. Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).</li> <li>● SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</li> <li>● SS.CV.2.9-12. Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.</li> </ul>	<b><u>CCSS/ELA History/Social Studies Standards</u></b> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● CCSS.ELA-LITERACY.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</li> </ul>
<b>Essential Question(s):</b> How can we, as members of our community, inform others with the information necessary to participate in elections?	
<b>Supporting Question(s):</b> What information do voters need to navigate the voting process in Illinois?	
<b>Lesson Overview:</b> This lesson plan will facilitate students to take the <b>L.E.A.D.</b> in responding to the essential and supporting questions by: <ul style="list-style-type: none"> <li>● <b>Learning</b> about the information voters need to navigate the voting process in Illinois.</li> <li>● <b>Exploring</b> what information about voting is not as well known by <b>engaging</b> others in a survey.</li> <li>● <b>Authentic Action</b> to share critical information about voting in Illinois with their community.</li> <li>● <b>Digest</b> learning through a reflection activity aligned to the essential and supporting questions.</li> </ul>	
<b>Resources Required w/Citations:</b> <ul style="list-style-type: none"> <li>● IllinoisCivics.org. Election 2020 Toolkit. "Questions About Voting in Illinois." <a href="https://www.illinoiscivics.org/resources/election-2020-toolkit">https://www.illinoiscivics.org/resources/election-2020-toolkit</a></li> <li>● Daneels, Mary Ellen. Digital Breakout: FAQ about Voting in Illinois. <a href="https://docs.google.com/forms/d/1XE2JiQLAePYU9C2yirv-s00rHfTsXt1feClx7o_2dF4/copy">https://docs.google.com/forms/d/1XE2JiQLAePYU9C2yirv-s00rHfTsXt1feClx7o_2dF4/copy</a></li> </ul>	



## Recommended Procedures:

### Preparation:

- Make a copy of the Digital Breakout for your files. The digital breakout is designed to collect individual emails to track participation. If you would like students to work on the breakout activity in teams or pairs, add a question that collects the names of the team members instead of the email. You may also add and subtract questions to customize the experience.
- Complete the Digital Breakout yourself to make sure you can navigate the activity and locate the answers in the *Questions about Voting in Illinois* section found in the Election 2020 Toolkit at IllinoisCivics.org to help coach the students when they participate in the activity.

### Day One - Learning: “What information do voters need to navigate the voting process in Illinois?”

1. Introduce students to the digital breakout. Share that they will be engaging in a digital breakout room using Google Form to help Shelby, a new voter, navigate how to vote in Illinois in the upcoming elections.
2. Share with students that all of the answers they need to unlock each part of the breakout can be found in the Election 2020 Toolkit under the section titled, “Questions about Voting in Illinois.” Have students open that page on their devices.
3. Share the Digital Breakout with students/teams. Have students complete in small groups, pairs, or individually. Be available to coach students if they cannot open a particular lock.

### Day Two - Engage & Explore: “What information do voters need to navigate the voting process in Illinois?”

1. Review what students learned from the digital breakout by asking, “What information do voters need to navigate the voting process in Illinois?” Collect student responses on a common google doc, Padlet, Google Jamboard, or similar tool.
2. Have students infer what information on the list is not as well known by potential voters. This can be done remotely with the chatbox or students can indicate on the common document.
3. Have students explore their inferences by creating a short survey as a class with 4-6 questions that students can ask someone of voting age about the voting process in Illinois. If survey writing is new to you, consider using elements of this lesson from [read.write.think](https://www.readwritethink.com/).
4. Assign each student to engage someone of voting age in the class generated survey. These individuals could be other teachers, family members, neighbors, and the like.

### Day Three - Authentic Action (Service Learning)

1. Create a Google form or another tool for students to share the responses to the survey they received
2. As a class, discern patterns. What Information is less well known about voting and elections in their community?
3. Have the students design a meme, tweet, TikTok, or other social media tool to include in a class PSA campaign to connect voters in their community with the information they need to vote. The messages can include hyperlinks to resources shared in the Election 2020 Toolkit used to complete the digital breakout on day 1. The PSAs should target the lesser-known information reflected in the survey data.



## **Day Four - Digest Learning**

1. In small groups of 4, have students give one another feedback on their PSAs
2. Allow students to make adjustments based on the feedback.
3. Have students complete a 3-2-1 reflection activity individually at the conclusion of the lesson
  - a. What are the three things you learned about voting in Illinois?
  - b. What are two questions you still have about voting in Illinois?
  - c. What is one thing YOU could do to help people in your community get connected with the information they need to vote in Illinois?

## **Service Learning**

Share the student-generated PSAs with the community. Individual students can share in their social media networks and/or, PSAs can be shared through the local PTO, League of Women Voters, school social media page, or other civil society partners.