



CIVICS CLASSROOM CURRICULUM

CITIZENS CLEAN ELECTIONS COMMISSION ★ YOUTH VOTER EDUCATION AND OUTREACH

4th - 6th
GRADE LEVELS

LESSON 1
HOW DO I REGISTER TO VOTE?



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Civics Classroom Curriculum

How Do I Register to Vote?

 AZCleanElections.gov



TOPICS 	GRADE LEVEL
Voting Elections	4 th - 6 th

INTRODUCTION

The Citizens Clean Elections Commission (CCEC), in partnership with expert curriculum writers, presents the Civics Classroom Curriculum lesson series, which covers a variety of relevant topics including democracy, elections, government, and the political party system. This is a part of CCEC's youth voter education and outreach initiative.

These lessons in Civic Education aim to promote an understanding and appreciation of the rights and responsibilities of citizens in a democracy, encourage participation and civil dialogue, and develop civics skills such as critical thinking, researching, and determining fact versus fiction or opinion.

Research shows that lifelong voters cast their first votes early in life. The lesson plans adhere to Arizona's classroom teaching standards and are applicable within more than one subject. The respective subjects are listed in the Integrated State Standards section of this module. The lesson plans were designed with teachers in mind and with utmost admiration for their important work.



LESSON PLAN:

HOW DO I REGISTER TO VOTE?



OVERVIEW

The following activities are designed for students in grades 4 through 6. It will be necessary for you to tailor your actual lesson to your grade level and student readiness. For instance, you may want to reduce the number of questions they are required to answer (for lower grades); simplify the questions (for ability levels) or expand on them (enrichment); do the activities in groups or individually; assign part of the lesson as homework; lead them through the entire lesson (direct instruction) rather than having them explore (inquiry); and determine how they will present their findings, e.g., discussions, a poster, a presentation using technology, a worksheet, etc.

I. Materials needed

Access to the internet and a laptop or cellphone; prepare a worksheet with the questions below (in the lesson) for students to answer. Teachers and students will reference the Citizens Clean Elections Commission website (azcleanelections.gov).

II. Lesson Aim/Objective(s)

- Analyze civic virtues and democratic principles. Describe and apply civic virtues, such as not littering, community service, voting, etc., that contribute to the common good and democratic principles in school, the community and government.
- Explain how a democracy relies on people's responsible participation.
- Proficiently and independently read and comprehend informational texts.
- Conduct a short research project that builds knowledge through investigation of different aspects of a topic.



III. The Why of the Lesson

Talk with students about their right to vote and how exciting and important that is. Ask them if they know what they have to do before they can vote? Explain to students that in this activity they will learn how to register to vote and what that means. Explain the difference between federal (national), state and local governments (and elections) and provide examples.

IV. Instruction

1. Go to the Citizens Clean Elections Commission website (azcleanelections.gov)
2. Click on the Voter Registration tab.
3. Answer the following questions:
 - A. What does it mean to register to vote?
 - B. What are the four requirements to be able to register (and vote) in Arizona?
 - C. What do you need to provide when registering to vote to be able to vote in all elections (federal, state and local)? Hint: You can only vote in federal elections (not state and local) if you do not provide this.
 - D. What is the Permanent Early Voter List (PEVL)? Please note that the legislature adopted SB1485 which changes the PEVL to the Active Early Voting List and allows for a voter's name to be removed from the AEVL under certain conditions. If a referendum petition that is circulating qualifies for the ballot, this law will go on hold until voters consider it at the 2022 General Election.
 - E. Why is this process important to you? Your family? Discuss the importance of maintaining your voter registration...by voting, which allows you to remain on the rolls; by changing your address if you move, etc. Even if you don't often use your bank account often, you still need to maintain it and keep it current; same for your voter registration.
 - F. What is the most interesting thing you learned?



V. Enrichment

Hold an election in class, including a voter registration process with deadlines for when to register. Discuss the democratic process. Perhaps even illustrate/demonstrate for students what happens if some student voters do not register (and can't vote), or some registered voters do not bother to vote, and as a result, what happens when only a handful of classmates (a minority) make the decisions for all. Relate this to the real world and election turnout percentages. (Look up voter turnout statistics online and share with students).

VI. Assessment

Discuss with students what they learned about registering to vote. Ask if they will register to vote and if they intend to be conscientious voters when they get older. Why? Ask if they think they will sign up for early voting (PEVL). Why or why not? Why do they need to maintain their voter registration? Perhaps discuss what they think of the legislative changes to PEVL mentioned above.

Ask students to write a paragraph (or more) on why they will someday register to vote (and vote) and why it is important to do so.

For homework, students might be asked to look up a current events issue that involves voter registration, (e.g., whether citizens should be automatically registered when they get a driver's license). Ask students to write a paragraph (or more) analyzing the pros and cons and providing their opinion.



INTEGRATED STATE STANDARDS

Choose from the following standards for your lesson

SOCIAL STUDIES, READING, WRITING

4.CI.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies and/or communities.

4.SP3.4 Use information about a source including the author, date, place of origin, intended audience and purpose to evaluate the extent to which the source is useful for studying a topic.

4.SP3.6 Present summaries of arguments and explanations using print, oral and digital technologies.

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.3 Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.

4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

4.RI.7 Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

4.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research. Apply grade 4 Reading Standards to informational texts.

5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.

5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

5.C2.1 Explain how a democracy relies on people's responsible participation. Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements and serving in the military.

5.C4.2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5.RI.10 By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

5.RF.4 Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.

5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

5.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research. Apply grade 5 Reading Standards to informational texts.

5.W.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.



5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

6.C2.1 Analyze the beliefs, experiences, perspectives and values that underlie points of view regarding civic issues in the time period and regions studied.

6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community and government. Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation and consensus building.

6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

6.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

6.W.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research. Apply grade 6 Reading Standards to informational text and nonfiction.

6.W.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.



TECHNOLOGY

Grade 4

PO 1. Analyze information using digital creativity tools to create original works and express ideas.

PO 1. Communicate digitally with others by selecting and using a variety of appropriate communication tools.

PO 1. Contribute to a cooperative learning project and demonstrate effective group behaviors while using digital collaborative resources.

PO 3. Differentiate between fact and opinion, bias and inaccurate information.

Grade 5

PO 1. Analyze information using digital creativity tools to create original works and express ideas.

PO 1. Communicate digitally with others by selecting and using a variety of appropriate communication tools.

PO 1. Contribute to a cooperative learning project and demonstrate effective group behaviors while using digital collaborative resources.

PO 3. Evaluate between fact and opinion, bias, inaccurate and misleading information by consulting more than one source.

Grade 6

PO 1. Analyze information using digital creativity tools to create original works and express ideas.

PO 1. Communicate digitally with others by selecting and using a variety of appropriate communication tools.

PO 1. Communicate and collaborate for the purpose of producing original works or solving problems.

PO 3. Evaluate information and media through determining facts, opinion, bias and inaccuracies by consulting multiple sources.