



CIVICS CLASSROOM CURRICULUM

CITIZENS CLEAN ELECTIONS COMMISSION ★ YOUTH VOTER EDUCATION AND OUTREACH

9th - 12th
GRADE LEVELS

LESSON 3
GET OUT THE VOTE



TABLE OF CONTENTS

Lesson Three Overview4

Materials Needed4

Do Now/Warm Up4

Student-Friendly Objective5

The Why of the Lesson5

Anticipatory Set6

Activity: Get Out the Vote Worksheet6

Closure8

Homework9


Integrated States Standards Summary10

Civics Classroom Curriculum

Get Out the Vote

 AZCleanElections.gov



TOPICS 	GRADE LEVEL
Voter turnout Voter demographics Voting rights	9th - 12th

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:

GET OUT THE VOTE



OVERVIEW

Low voter turnout in the United States, especially with regard to younger voters, is an ongoing concern in our democracy. In this lesson, we will investigate the reasons for this and consider possible solutions.

Students will research voter turnout, the percentage of registered voter turnout (as opposed to voter participation, the percentage of eligible voter turnout) in their community and state. Students will also consider the broader consequences of low voter participation, the efforts of the Citizens Clean Elections Commission to encourage voting as well as other ways of participating in the democratic process, and what students can do to help “get out the vote.”

An important skill in today's world is the ability to find and navigate websites in order to gather information, compare and contrast viewpoints, determine the legitimacy of the content and website and make good decisions. This lesson provides the opportunity to search the Citizens Clean Elections Commission website and others for interesting and useful information on voting, candidates, elections and much more.

I. Materials needed

Teacher and student access to computers and internet (laptops, computer lab, cell phones, etc.). Teachers and students will utilize the Citizens Clean Elections Commission website (azcleanelections.gov) for this activity.

II. Do Now/Warm Up

Quick Write: Please respond to the following in one paragraph:

In a past election, an organization associated the interests of older people created a nationally-televised election advertisement in which several people repeated the phrase “Don’t vote” many times before eventually completing the sentence with, “until you know where the candidates stand on the issues.” The ad generated criticism as well as praise.



Do you think the goal was to cleverly get the attention of potential voters and encourage them to cast an informed vote, or to subtly suppress the desire to vote (“Don’t Vote”...because you’re not informed) in younger voters in order to make older voters more influential in the election, and consequently in leadership and policy?

**Note to teacher: Technology Integration: Students can respond to the Quick Write on Padlet in order to build a community, see other students’ responses and interact with each other (by making comments).*

III. Student-Friendly Objective

Students will use a Think-Pair-Share closure activity at the end of the lesson to analyze local, state and national voter participation in order to understand who votes, why and the implications of voting or not voting on our lives.

IV. The Why of the Lesson

Voter education and participation is essential for a thriving democracy. When some individuals or groups do not vote, they are transferring power and influence to others. As a result, a minority of eligible voters often elect our leaders and determine our policies, which in turn affects our daily lives, whether we like it or not, in areas such as education, taxes, foreign policy and war, student loans, health care and more.

V. Review Concepts from Grade 9-12, Lesson #1/Activate Prior Knowledge

1. What is voter apathy? What is voter efficacy?
2. How are an initiative and a referendum similar? How are they different?
3. What is the CCEC? What does this organization do?
4. From your homework: In what ways does CCEC promote voting and participation in Arizona?
5. In your search of the CCEC website, what else did you find interesting?



Define and discuss the following vocabulary terms and phrases:

- Voter Apathy
- Voter Efficacy
- Clean Election
- Amendment

VI. Anticipatory Set

1. Show the following short video that promotes voicing your opinion by voting. Link to HBO stars being silent for Rock the Vote campaign <https://www.youtube.com/watch?v=0Y8mZ-VG-sl&t=4s>
2. Divide students into groups of 3 or 4. Discuss: What is the message? Do you think it is effective? What might you do differently? After a few minutes, lead a whole-class discussion with students sharing their group responses.

VII. Activity

The following two-part lesson can be delivered as written, or formatted as a student worksheet/guided notes for efficiency and pacing:

- a. Ask students to write down their prediction of what the actual Arizona voter turnout (percentage) was in the last general election. Briefly explain “voter turnout”...the percentage of registered voters who actually took the time or were able to vote.

**Note to teacher, “voter turnout” in the Arizona Secretary of State’s website is defined as the percentage of registered voters who cast a ballot. It is not defined as the percentage of the total voting-age population (VAP), registered or not, who voted, although many social scientists use that percentage in their studies. You may want to make that distinction for your students.*

Teacher and students will go to the following website to examine voter turnout data:

<https://azsos.gov/elections/voter-registration-historical-election-data>

Review the Get Out the Vote Worksheet attached to this lesson plan. Assign the worksheet and consider the following:

The data provided is “voter turnout,” the percentage of registered voters. Be sure students understand that the percentage of the voting-age population is even lower (since many do not even bother to register).

In sharing the voter turnout by country, please make your students aware that some countries, such as Belgium, have compulsory voting which certainly affects voter turnout. Define compulsory voting and ask what students think about the idea.

- b. **Note to teacher: Prepare to watch the following video by going to www.azcleanelections.gov > Voting > Under Voting Resources > Arizona's Voter Crisis.*

Please provide for students a brief history of voter rights, perhaps summarized on the board for the sake of time, before viewing the video.

- The right to vote did not come easy.
- Voting eligibility is established by the Constitution and by the individual states (The original Constitution, before amendments over the years, did not specifically define who had the right to vote. States were allowed to decide.)
- Most states allowed only white male property owners to vote, although four states allowed freed slaves to vote. Women were largely excluded.
- After the Civil War, the 15th Amendment (1870) said that voting rights cannot be denied on the basis of race, creed or color.
- After much struggle, women got the right to vote in 1920 with the 19th Amendment.
- The 25th Amendment in 1964 eliminated poll taxes (define for students) in federal elections.
- The 26th Amendment in 1971 gave the right to vote to those 18 and older.

**Note to teacher: Fill in other voting rights information as you desire and have time*

Post and preview with your students the following questions that you will ask them after watching the video so that they may actively listen for the answers (provided for your convenience) to be discussed.

1. What forces threaten the right to vote today? (apathy; distrust of politics; lack of time to research the issues; lack of time or opportunity to go to the polls; a feeling that one vote doesn't count).

2. How does Arizona seem to do in terms of voter participation? (Relatively poorly, ranking 43rd in voter turnout; 25% of registered voters did not vote for President in 2016; only 33% of registered voters vote in primaries—you may want to explain what a primary election is; in 2016, millennials accounted for only 25% of the vote despite being 49% of potential voters; registered independents—you may want to explain what a registered independent is-- now comprise 34% of Arizona voters, but 38% of them did not vote).
3. Which category of voters seems most likely to vote and which the least? (Baby Boomers are most likely; independents and young voters are least likely.)
4. What is the result? (Leaders and policies may not represent the population as a whole, a government not “by the people or for the people.”)
5. For example, how might the issue of school funding (increasing spending of tax dollars for public education) be affected by this circumstance (more older voters)?
6. How do you feel about this information overall? What needs to happen? (rally; vote; inform voters; feel represented; reestablish trust in government; participate and pass democracy down, etc.).

Show the 4-minute CCEC video, Arizona’s Voter Crisis.

Discuss the above questions.

VIII. Closure

Voter turnout among younger voters has been increasing lately, meaning more and more power and influence for all of you. It is up to you to be the ones that keep up that momentum in future elections.

**Think-Pair-Share. Find a partner and discuss the following.
Then discuss as a whole group.**

1. What is “voter turnout”? What is a typical voter turnout for an election in the U.S.? How does Arizona rate in voter turnout? The U.S. compared to other democracies?
2. What group of voters tends to have a disproportionate amount of influence in politics based on their voter turnout? What is the result?
3. What groups of voters might be underrepresented? What is the result?
4. What are the reasons (forces) that cause some citizens to not vote?
5. What are some things that we can do to encourage more voter participation?

**Note to teacher: a great way to integrate technology would be to input these questions into a Google Form (can be multiple choice questions, open-ended and more) and have students respond to them digitally.*

IX. Enrichment

A related and important issue is the United States Census and its impact on elections. Census data is collected every ten years and is used to determine the number of seats each state has in the U.S. House of Representatives. It is also used to help determine the amount of federal funding sent to each state, which plays a significant role in citizens' lives with such programs as roads and highways, education, health care, and more. Perhaps for extra credit, have students go to the census website (<https://www.census.gov/data/tables/time-series/demo/voting-and-registration/p20-585.html>) and write down 2 or 3 things they found particularly interesting, what happened in the last ten years regarding Arizona's population, and how the most recent Census data affected Arizona's number of seats in the House of Representatives.

X. Homework

1. Go to the United States Election Project (<http://www.electproject.org/>) > Election Data > Voter Turnout Data > 2020 General. What did you discover about Arizona voter turnout compared to other states? The country as a whole?
2. On the same website, go to Voter Demographics.
 - a. What conclusions can you draw about Race and Ethnicity?
 - b. What can you conclude about Non-Hispanic White Share of Electorate?
 - c. What can you determine about Turnout Rates by Age?
 - d. What conclusions can you draw about Turnout Rates by Education?
3. What percentage of eligible voters ages 18-25 are registered to vote?
4. Find out how you register to vote.
5. What are your thoughts about this new information?



INTEGRATED STATE STANDARDS

Choose from the following standards for your lesson

SOCIAL STUDIES

HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source.

HS.C2.1 Explain the importance of individual participation in civic and political institutions.

HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.

HS.C2.4 Analyze the responsibilities of citizens.

HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.

HS.C3.3 Analyze the impact of political parties, interest groups, elections and the media on political institutions.

HS.H3.1 Analyze how societies, leaders, institutions and organizations respond to societal needs and changes.

HS.H4.3 Examine how access to information and technology has been used to influence society.

ELA

9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.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.

9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research. Apply grades 9-10 Reading Standards to informational text and nonfiction.

11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11-12.SL.2 Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.

TECHNOLOGY

Strand 1: Creativity and Innovation

Concept 1: Effective Communications and Digital Interactions, PO 1.

Analyze, evaluate and synthesize information to generate new ideas, processes or products.

Concept 2: Models and Simulations, PO 1.

Predict and test the relationships amongst interdependent elements of a digital model, simulation or system.

Concept 3: Trends and Possibilities, PO 1.

Analyze patterns and trends and their logical links to form inferences and forecast possibilities providing novel insights.

Strand 2: Communication and Collaboration

Concept 1: Effective Communications and Digital Interactions, PO 1.

Collaborate with peers, experts or others in the global community employing a variety of digital tools to share findings and/or publish in a variety of ways.

**Concept 1: Effective Communications and Digital Interactions, PO 2.**

Communicate information and ideas respectfully and effectively to multiple audiences using a variety of digital environments.

Strand 3: Research and Information Literacy**Concept 2: Processing, PO 4.**

Synthesize research information to create new understandings and innovative solutions.

Strand 5: Digital Citizenship**Concept 2: Leadership for Digital Citizenship, PO 1.**

Exhibit digital citizenship by consistently leading by example and advocating social and civic responsibility to others.