



CIVICS CLASSROOM CURRICULUM

CITIZENS CLEAN ELECTIONS COMMISSION ★ YOUTH VOTER EDUCATION AND OUTREACH

9th - 12th
GRADE LEVELS

LESSON 4

**THE OTHER SIDE OF
THE ELECTION: YOUR
GOVERNMENT(S) AND YOU!**

TABLE OF CONTENTS


Lesson Four Overview	4
Materials Needed	4
Do Now/Warm Up	5
Student-Friendly Objective	5
The Why of the Lesson	5
Anticipatory Set	5
Activity: The Roles and Responsibilities of Government Worksheet, Checking the Facts and Using the Internet Wisely Tip Sheet	6
Closure	6
Homework	6
Integrated States Standards Summary	7

Civics Classroom Curriculum

The Other Side of the Election: Your Government(s) and You!

 AZCleanElections.gov



TOPICS 	GRADE LEVEL
Elected Officials Government Roles and Responsibilities	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:

THE OTHER SIDE OF THE ELECTION: YOUR GOVERNMENT(S) AND YOU!



OVERVIEW

Now that we have established how to vote, who votes and who doesn't (and what happens when you give up your voice to those who do), as well as the need to "get out the vote," it's time to examine just who and what you're voting for. Who provides the services that we take for granted until something happens and we don't receive them? How do we influence elected officials to prioritize the things that matter to us and our families? Who do we turn to when we need help from the government on an issue? What are the jobs of elected officials at the federal, state and local levels?

**Note to teacher: This lesson is designed to be a student-centered discovery activity in which students research elected officials and the roles of government and apply their findings to current issues. It may be both an in-class activity and a homework assignment and should include a discussion of their research after they have completed their packets. It is always important to discuss credible sources, digital responsibility and digital citizenship. This lesson provides a good opportunity.*

The following is a multi-day lesson plan for high school class. Appropriate State Standards are listed below the lesson plan.

I. Materials needed

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



II. Do Now/Warm Up

***Quick Write:** Please respond to these questions:

Who was the first elected official you ever noticed (you heard speak) either in person, online or on TV. What was their role? What do you remember most about this encounter? What were they talking about? Why was it important?

Discuss student responses.

III. Student-Friendly Objective

Students will use a prepared research packet to complete a scavenger hunt of the roles and responsibilities of the offices of government in order to understand which officials are responsible for which services and at which level of government.

Students will conduct effective online research. They will locate and evaluate the veracity of online information (credible sources). They will employ digital responsibility and digital citizenship.

IV. The Why of the Lesson

As active citizens in a democratic society, students need to understand the “other side of the election,” that is what happens after an election, who is responsible for what government functions and who is accountable for what activities and services.

V. Anticipatory Set

Think About Running for Office

Go to the Citizens Clean Elections Commission website (www.azcleanelections.gov) and take a look at the elected offices under the How Government Works tab. Discuss with your elbow partner: If you were going to run for an elected office, which one would you choose and why?

After allowing sufficient time to find and briefly discuss the offices, ask for volunteers to share their thoughts with the class.



VI. Activity: Student Research Packet on The Roles and Responsibilities of Government Worksheet.

This document is an activity to teach students about the duties of elected officials at the local, state and national level. It is an attachment with this lesson plan. The students can be asked to complete all of it or work on portions of it; there are many options, including dividing it up and assigning portions to groups. Students can be asked to reflect on why the abilities of elected officials are critical in day-to-day management and emergencies.

VII. Activity: Checking the Facts and Using the Internet Wisely Tip Sheet.

Provided in this packet is the Searching and Evaluating Web Resources Tip Sheet. This sheet provides basic guidance on how to search the internet. This is an opportunity to emphasize with your students the need to find reputable sources for information. The sheet provided is a quick reference. You can remind students that websites which end in '.gov' can generally be relied upon and that finding other reputable websites is key. This might also be a time to discuss the need for caution and critical thinking regarding what they read, see and share on social media. They should think and work like a reporter who is trained to find three reputable sources to prove something is true.

VIII. Closure

In groups of 3 or 4, ask students to discuss the information that they have researched and apply the info to current events, e.g, news about an Arizona government official and their role in government, and to their personal and family lives, e.g., how that official or current event issue affects them.

Also, as a class discuss the notions of credible sources, digital responsibility, and digital citizenship.

Glossary/Vocabulary

- Get out the vote
- Federal

IX. Homework

Engage with an elected official. Investigate an issue of your choice on a local, county or state level and write a letter (post on a website) to an elected official, perhaps your representative, stating your viewpoint on the topic.

Option: Attend a Clean Elections debate (during an election year) or watch a past CCEC debate, or take a look at the CCEC website for other



INTEGRATED STATE STANDARDS

Choose from the following standards for your lesson

HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context and corroborative value of the source to guide the selection.

HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral and digital technologies.

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

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

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.

11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.

11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12.W.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

11-12.W.6 Use technology, including the internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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.

11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.



TECHNOLOGY

Strand 1; Concept 1; PO 1.

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

Strand 3; Concept 1, PO 1.

Identify and defend effective keywords, phrases and strategies for conducting information searches.

Strand 3; Concept 1, PO 2.

Evaluate diverse information sources.

Strand 3; Concept 2; PO 1.

Locate and synthesize information utilizing advanced search strategies including a variety of search engines, metadata search engines, deep web searches and databases

Strand 3; Concept 2; PO 2.

Defend the authority of primary and/or secondary sources used in research.

Strand 3; Concept 2; PO 3.

Evaluate information identifying facts, opinions, bias, inaccurate and misleading information by analyzing multiple sources.

Strand 3; Concept 2; PO 4.

Synthesize research information to create new understandings and innovative solutions

Strand 3; Concept 2; PO 5.

Apply ethical use of information and media by respecting the principles of copyrights, intellectual freedom and property rights, using information and media technology responsibly and citing resources appropriately.

Strand 4; Concept 2; PO 2.

Present defensible solutions and make decisions from multiple perspectives using collected resources and data.

Strand 6; Concept 2; PO 6.

Create, evaluate and critique web structure and content.