

Collaborate with the World Project

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Subject: Civics/Government

Grade Level: 10-12

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Title of Project: Why Vote?

Guiding Question: Why is voting important in sustaining democracy?

Overview & Desired Results:

With their fellow students in Phoenix, AZ, students will discuss the importance of voting, as well as examine who votes and who doesn't and begin to analyze reasons why. Students will share and analyze results of their community surveys on voting as a basis for developing solutions to low voter turnout.

Tools, Sites and Resources

Tools

Twitter, Google Form

(<https://docs.google.com/a/cps.edu/forms/d/130jVLXVqL0uLDtGmUnYwNr-BLpj94bCA6NLUd91o5fE/viewform>)

Sites, Resources and Videos

<http://postnewsgroup.com/blog/2013/08/01/tea-party-nightmares/>

<http://thisibelieve.org/essay/989/>

[www.ontheissues.org/George W Bush.htm](http://www.ontheissues.org/George_W_Bush.htm)

[www.ontheissues.org/Al Gore.htm](http://www.ontheissues.org/Al_Gore.htm)

<http://tinyurl.com/895d8ca>

<http://tinyurl.com/ovj2wp7>

<http://tinyurl.com/q55uawx>

<http://tinyurl.com/keceof9>

<http://tinyurl.com/oovlcry>

<http://tinyurl.com/n4ud6ez>

IVillage "Why I Vote" video: <http://bit.ly/1SYpGYz>

Instructional Details and Global Collaboration

BELLRINGER: Photo analysis

Students will go to the following link:

<http://postnewsgroup.com/blog/2013/08/01/tea-party-nightmares/> .and after studying the photos and newstory, will complete the t-chart.

BEFORE: Why should I care about elected office?

Students will share their responses from the bellringer using Twitter and the hashtag **#whycareaboutelections** and will use Twitter to have a short discussion about why they think voting does/does not matter using prompts like “*Why vote?*” and “*Why should I care about elected office?*”

DURING: Answering the “Why vote?” question

Students will progress/rotate through a series of learning activity to address the compelling question: “*Why vote?*”

Learning Activity #1 : I care about elected office (or I vote) because... I care about issues.

Students will each have a printed copy of the text from “An Act of Faith in America” by Michael Seifert. They will go to the following link: (<http://thisibelieve.org/essay/989/>) and will use their headphones to listen along with the essay as they read it. Students should complete the activity handout before moving on to the next learning activity.

Learning Activity #2: I care about elected office (or I vote)... because the candidates running for office represent different points of view.

To counter the belief that “*it doesn’t matter who gets elected, they’re all the same,*” this activity has students will compare two or more candidates on their position on issues. comparing two or more candidates who ran against each other in the past. Ralph Nader’s 2000 run for president provides a good historical case study to examine. Many of his supporters claimed that there was little difference between the Democratic candidate, Al Gore, and the Republican candidate, George W. Bush. After examining Gore and Bush’s policy’s side by side, students should see that there was a great deal of difference (www.ontheissues.org/George_W__Bush.htm, www.ontheissues.org/Al_Gore.htm show examples of the candidates’ views). Students will read the positions of the two candidates and complete a Venn Diagram that compares the two candidates.

Learning Activity #3: I vote because – voting is a right.

In this learning activity, students will use Twitter to write a reflection to Hosea Williams quote “*If you can’t vote, then you’re not free. And if you ain’t free, children, then you’re a slave*” (1965) using the hashtag **#voting=freedom** and respond to their classmates tweets to “discuss” their thoughts. Students will then examine images of Black voters attempting to register to vote in the South under Jim Crow (<http://tinyurl.com/895d8ca>, <http://tinyurl.com/ovj2wp7>,

<http://tinyurl.com/q55uawx>) as well as images of voters waiting in long lines in Ohio during the 2004 election (<http://tinyurl.com/keceof9>, <http://tinyurl.com/oovlcry>, <http://tinyurl.com/n4ud6ez>) and answer the question: *"If voting weren't powerful, why would be people be denied that right throughout history?"*

CLOSING ACTIVITY

Students will be asked to use Twitter (**#CAHSreasonstovote**) to explain which, if any, reasons for voting they found compelling and why? Students will then respond on Twitter to the question: "Why vote?" or "Why should I care about elected office?" - students will use the hashtag **#CAHSwhyivote** to post their responses and to respond to their classmates/Mr. Racine's classes. Students will then watch the following video clip from IVillage (<http://bit.ly/1SYpGYz>) to see if their reasons for voting "matches" reasons shared by the celebrities interviewed by IVillage.

HOMEWORK - Community Voting Survey

Students will use the Google Form

(<https://docs.google.com/a/cps.edu/forms/d/130jVLXVqL0uLDtGmUnYwNr-BLpj94bCA6NLUd91o5fE/viewform>) to survey voters in their own community to find out why they may/may not vote. For homework, each student must survey 5-10 adults (parents, older family members, business owners, etc.) from the community to find out the following information: *If the person is registered to vote, and why or why not? If the person voted in the last election, and why or why not?*

Digital Citizenship Lesson

file:///Users/JuliesHomeMacbook/Downloads/9-12-unit1-digitalallife102-2015.pdf