Vote for Me!

Students learn the importance of participating in elections.

<table>
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<tr>
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<tr>
<td>Grade Level</td>
<td>8</td>
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<tr>
<td>Duration</td>
<td>2 class periods</td>
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### National Geography Standards

**ELEMENT ONE: THE WORLD IN SPATIAL TERMS**
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

**ELEMENT FOUR: HUMAN SYSTEMS**
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

### Arizona Geography Strand

**Concept 1: The World in Spatial Terms**
- PO 6 Construct maps, charts, and graphs to display geographic information.
- PO 3. Interpret maps, charts, and geographic databases using geographic information.

**Concept 6: Geographic Applications**
- PO 3. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.

### Other Arizona Standards

**Strand 3 Civics/Government**
- **Concept 4: Rights, Responsibilities, and Roles of Citizenship**
  - PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials, Selective Service Act).

**ELA Common Core Standards Writing**
- **Text Types and Purposes**
  - 6-8.WHST.1 Write arguments focused on discipline-specific content.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

**Production and Distribution of Writing**
- 6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Overview

Students should understand and appreciate their rights and responsibilities of citizenship. Citizenship is the common thread that connects all Americans. We are a nation bound not by race or religion, but by the shared values of freedom, liberty, and equality. Among these responsibilities is the idea that we should participate in the democratic process. Citizens need to know that they should support and defend the Constitution of the United States, the basic law of the land. Additionally they should stay informed of the issues affecting your community or their school and be able to respect the rights, beliefs, and opinions of others, and participate in their local community.

### Purpose

In this lesson, students will evaluate the importance of the rights and responsibilities of citizenship paying particular attention to the right to vote through evaluating a school map and making decisions based on their understanding.

### Materials

- Your school statistics on number of classrooms, grade levels, teachers, and a school map
- Background Information and Important Dates in Voting History
- Why Vote?
### Vote for Me!

- How Does a Candidate Strategically Plan to Get Votes?
- My School Chart
- Analysis of My School Map If I am Running for Office
- Writing Assignment
- Who Will You Elect?

### Objectives

The student will be able to:

1. Collect information
2. Create and analyze a map
3. Using the map analyze the power structure of a school.
4. Predict an outcome on an election
5. Take a stand on whether to vote or not.

### Procedures

#### SESSION ONE

1. Tell the students they are going to learn about the history of voting rights and then apply this to a student council election. They will then examine the dynamics of a school and make decisions based on their understanding and personal preferences.

2. Share the Background Information on the rights and responsibilities of citizenship. Then explain The Important Dates of Voting History. Ask what surprised them about the timeline. (Native Americans not being citizens, African-Americans having poll taxes, early voting was only for males, etc.).

3. Have the students jot down some ideas as to why they would or would not vote on Why Vote? Discuss both sides of the issue.

4. Introduce the idea of How Does a Candidate Strategically Plan to Get Votes? Jot down student suggestions of how students win school elections. Explain the Halverson School Model with the students. (You may need to review how to do percentages.)

5. Have students use school statistics to collect data for the chart about their school. Provide them with a school map so they can color in the map and create a legend as to what the colors signify based on the model given.

5. The students will then examine and analyze the map to make basic observations and create a prediction. This can be as homework if not completed in class.

#### SESSION TWO

6. Have the students then take a stand as to whether they would run for office or not. They need to include a justification for their answer or they write about the importance of voting in school elections.

5. Unless you have assigned the writing component as homework, this session will be designated for completion of said writing component.

### Assessment

Students will be assessed on the completeness of the worksheets leading up to the writing component. Mastery will be considered 80% or higher.

The Writing Assignment will be graded using the 6-trait rubric with a focus on Content/Ideas and Organization on the 6-trait rubric. Mastery will be considered 4 or higher on the rubric.

### Extensions

An extension idea (Who Will You Elect?) is included where the students pick between the candidates for Student Council President.

### Sources


- [http://www.crmvet.org/info/votehist.htm](http://www.crmvet.org/info/votehist.htm)

- [http://www1.cuny.edu/portal_ur/content/voting_cal/milestones.html](http://www1.cuny.edu/portal_ur/content/voting_cal/milestones.html)