

Vote for Me!

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Grade Level	8
Duration	1-2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 4: Human Systems

13. How the forces of cooperation and conflict among people influence the division and control of earth's surface.

Element 6: The Uses of Geography

17. How to apply geography to interpret the past
18. How to apply geography to interpret the present and plan for the future

AZ Standards

ELA

Reading Key Ideas and Details

8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Writing Production and Distribution of Writing

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

Arizona Social Science Standard

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events. Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

Global Interconnections and spatial patterns are a necessary part of geographic reasoning.

8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)

CIVICS

Process, rules, and laws direct how individuals are governed and how society addresses problems

8.C4.5 Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.

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 by voting.

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 analyzing current voting trends and then analyzing how they might vote in an upcoming election.

Materials

- Background Information, Some Important Dates in Voting History, Voter Turn Out by Age Groups, Voter Turn Out by Race and Origin and A Closer Look at Arizona
- Reading Voting Information Charts and Graphs worksheet and Answer Key

Vote for Me!

- Writing Assignments
- 6 Traits Writing Rubric

Objectives

The student will be able to:

4. Identify scale.
5. Use charts and graphs to answer geographic questions.
6. Defend a stance on an issue.
7. State challenges and opportunities of voting.

Procedures

SESSION ONE

1. Introduce the lesson by explaining to the students that they are going to learn about the history of voting rights and then apply this to a Student Council election.
2. Distribute and read as a class the Background Information and Some 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.,). Continue to the graphs and chart from the Census Bureau and have students share their thoughts on these.
3. Distribute the Reading Voting Information Charts and Graphs worksheet and have students complete the reading comprehension questions.

SESSION TWO or Homework

4. Distribute the Writing Assignments and explain the directions. Remind students that their essays

will be graded using the 6 Traits Writing Rubric for Ideas and Organization.

Assessment

ELA and Geography

Students will be assessed with the Reading Voting Information Charts and Graphs worksheet. Mastery will be considered a score of 80% or higher.

ELA and Civics

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

Extensions

After the 2020 Presidential election, have students compare the Census Bureau graphs and charts to the ones included in this lesson and make statements about what stayed the same and what changed.

Sources

http://en.wikipedia.org/wiki/Native_American_civil_rights

<http://www.crmvet.org/info/votehist.htm>

<https://www.census.gov/topics/public-sector/voting/library/visualizations.html>