***Social Sciences Quarter/Term 1***

2021-2022

| **Unit 2: Elections & Voting (2 ½ Weeks)** |
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| **Table of Contents:*** [**Starting Points**](#e1lknfbmn1d5)
* [**Big Ideas, Essential Questions, Enduring Understandings, Skills and Knowledge**](#8xvrilf5a1y8)
* [**Key Terms**](#b659qcvq1l0q)
* [**Suggested Performance Task**](#snmehw5ngs76)
* [**Suggested Pacing Guide**](#h3exz7erol1i)
* [**Suggested Learning Experiences and Aligned Resources**](#phryu9572rma)
	+ **Topic 1: Voting Rights History & Policy**
	+ **Topic 2: Political Parties & Voter Registration**
	+ **Topic 3: Ways of Casting Your Ballot - The Mail-In Voting Debate**
	+ **Topic 4: Make a Plan to Vote - Applying for a Mail-In Ballot / Finding Your Polling Place**
	+ **Topic 5: Researching the Candidates and Making Your Ballot**
* **Standards:**
	+ [**PA Core**](#hcm7vq9nfeft)
	+ [**Common Core**](#1l2r57mae05o)
	+ [**C3**](#tu29zy1ht9vc)
* [**Quarter/Term 1 Anti-Racist and Social Justice Supplemental**](https://docs.google.com/document/d/17gpPy70TKQQKZJ1AvM1K5S4g-T6Hapd6MAFHLT5F8jE/edit?usp=sharing)
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| **Starting Points: Brief Summary of the unit (including curricular context and unit goals**) |
| The Elections & Voting unit is designed for the weeks preceding the November General Election but may be done before the Primary Election as well. It’s an introduction for new voters and nonvoters alike. Students will start with a discussion of historic voting rights and voter suppression policies and evaluate them in a timeline activity. Students will learn about the role of political parties, take a quiz to identify which parties are closest to their beliefs, and eligible students will have the opportunity to register to vote online during class time. Students will debate the pros and cons of voting by mail and evaluate which option they prefer: voting by mail, or at their polling place. Finally, students will research the candidates and ballot questions in the upcoming General Election, and make a “cheat sheet” to bring to the polls or share with eligible voters.**Important Spring Primary Election Action Items and Deadlines -** [**See specific dates here**](https://www.philadelphiavotes.com/)**.*** **January-April**
	+ [Apply](https://docs.google.com/forms/d/e/1FAIpQLSfT9N62vz4YDUejbVHomU5RvmoKPefUXEELjRggz61FVCa-nA/viewform) to be your school’s paid Voter Champion. See [T-IV](https://jobs.philasd.org/wp-content/uploads/sites/47/2021/04/Voter-Champion.pdf) and [Job Description](https://docs.google.com/document/d/12SXjXpMKxbz7OLP-mlvmvGZ6cPuNZ2nh7XMpfQvxdsY/edit?usp=sharing).
	+ Form a Voter Registration Team/Club. Contact [PA Youth Vote](http://payouthvote.org) to connect with a partner organization that can help run the club. info@PAyouthvote.org
	+ Download your school’s [Eligible Student Voter Spreadsheet](https://docs.google.com/document/d/1j0NvJnGUx6d315M8yasw9Zm9RfKH2r7SHcQZXeDM_O0/edit?usp=sharing).
	+ Get your high school’s unique [Online Voter Registration Link & QR Code](https://docs.google.com/spreadsheets/d/1REqW9gNNJqfR3t27MDxCe3r5xx_3T9mNccqIhk3LDRY/edit?usp=sharing).
	+ Apply for your school to receive the [PA Governor’s Civic Engagement Award](https://www.votespa.com/Resources/Pages/Governor%27s-Civic-Engagement-Award.aspx) for Voter Registration
	+ Register your school or classroom for the PA Student Mock Election (link coming soon)
	+ 17-year-old students [apply to be paid poll workers and language interpreters](https://drive.google.com/file/d/1O167FMhPAUTpndBN9cUFYk-TBnuMxxWc/view?usp=sharing) on Election Day. 18 and older may [apply online](https://pollworker.philadelphiavotes.com/).
	+ Arrange [candidate interviews](https://sites.google.com/view/phillyyouthvote/candidate-interviews) in your online classroom and let your students ask the questions! Contact mstrohm@seventy.org
	+ See more [Student Voter Registration Strategies](https://docs.google.com/document/d/1yE4Y7sDhJHHNsuxIX9F5xQCbVgI6vDbdmiz8ZnVOeBc/edit?usp=sharing) here!
* **May**
	+ May 2nd Deadline to [Register to Vote](http://tinyurl.com/PAvotes2020) in the Primary Election is May 2nd (15 days before the election).
	+ May 10th Deadline to [Apply for a Mail-In Ballot](http://votespa.com/MailBallot), BUT applying earlier is recommended. Voted ballots must be *received* by the Board of Elections by 8pm on Election Day.
	+ May 10th PA Student Mock Election Day - Report your school results by 4pm!
* **May 17th** - *PRIMARY ELECTION DAY!*

Contact info@PAyouthvote.org to get on the email list for regular updates and resources for student voter engagement. |
| **Essential Questions** | **Knowledge and Skills****(Performance Objectives):** |
| * What do you need to know to be an informed and engaged voter in every election?
* How can young people encourage their peers to turnout to vote?
* How will politicians behave differently toward youth issues if youth begin to vote in higher percentages?
 | **Students will be able to (transferable knowledge)...*** evaluate the impact of past and present public policy on voting rights suffrage and disenfranchisement of groups of people in the US.
* describe and understand parties, candidates, and policies in their ideological context, and to apply that knowledge toward making political choices of party and candidates.
* form and deliver complete arguments and evaluate different ways of casting a ballot in Pennsylvania.
* complete a real or hypothetical mail-in ballot application, find their polling place, and make a plan to vote.
* make an informed choice about how to vote using reliable evidence.
* analyze nonpartisan and partisan sources of information to evaluate the candidates on the ballot.
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| **Enduring Understandings** |
| * How do the US Constitution, laws, and actions by people affect our ability to vote?
* Political parties provide a platform for people to support a set of policies that they agree with.
* Voter registration is an essential step to having a voice in politics and choosing elected officials in a democracy.
* There are many different perspectives and arguments in politics. Not all of them are backed with evidence.
* Having a plan to vote greatly increases voter turnout rates.
* How to participate in the electoral process in two ways.
* Being informed will help you be civically engaged and build your political efficacy.
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[**Back to Top**](#tvgfv9wwc46a)

| **Suggested Pacing** |
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| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| **Topic 1: Voting Rights History & Policy**  | **Topic 2: Political Parties & Voter Registration**  |
| Day 6 | Day 7 | Day 8 | Day 9 | Day 10 |
| **Topic 3: Ways of Casting Your Ballot - The Mail-In Voting Debate** | **Topic 4: Make a Plan to Vote - Applying for a Mail-In Ballot / Finding Your Polling Place** |
| Day 11 | Day 12 | Day 13 |  |
| **Topic 4 Continued** | **Suggested Authentic Performance Task**  |
| **Topic 5 - Researching the Candidates and Making Your Ballot**  |

[**Back to Top**](#tvgfv9wwc46a)

| **Recommended** **Learning Experiences and Aligned Resources** |
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| **Topic 1: Voting Rights History & Policy (3 days)** [**Presentation Slides**](https://docs.google.com/presentation/d/18ANqerLUkxNcN0ZRLHioLj8R7gUKaGqO0K9hyOU8gdQ/edit?usp=sharing) |
| **This three-day lesson plan provides a brief critical overview of the history of voting rights in the United States, and lays the groundwork for subsequent skill development on how to vote and be civically engaged.**[**Presentation Slides**](https://docs.google.com/presentation/d/18ANqerLUkxNcN0ZRLHioLj8R7gUKaGqO0K9hyOU8gdQ/edit?usp=sharing)(copy and modify)**Day 1*** **Warm-up:** *Does the US Constitution guarantee all US citizens the right to vote? Explain why or why not.* 1. Write down your response and post on Padlet or Jamboard. 2. Discuss responses.
* **Small Group or Partner Activity (synchronous or asynchronous):** View the chart “[US Popular Vote for President as Percentage of Total Population](https://upload.wikimedia.org/wikipedia/commons/a/a7/U.S._Vote_for_President_as_Population_Share.png)” (data sources: US Census Bureau & US Election Atlas)
	+ *Record the years of the lowest and highest percentage of the US population that voted. What are the approximate lowest and highest percentages of population that voted?*
	+ *When have a majority of US residents elected a president to office?*
	+ *Describe the trend over time (upward, downward, stayed the same).*
	+ *What events or factors do you think lead to this trend?*
	+ *What years did the percentage decline? What events might have caused this decline?*
* **Review Key Terms:** democracy/democratic, antidemocratic
* **Check For Understanding:** On the Padlet or Jamboard, what questions do you have about the data?
* **Individual Homework:** Watch, read, or listen to a current news story about voting and elections. Write down new vocabulary and questions to ask. Summarize the news item through the lens of democracy. Analyze a law, policy, event, or action in the news and explain whether it is democratic or antidemocratic.

**Day 2*** **Warm-up:** View pie chart “[2016 Eligible Voters](https://scatter.files.wordpress.com/2017/02/eligiblevoterpie.png).” *What observations can you make? Who did the* [*plurality*](https://www.sec.gov/spotlight/proxymatters/voting_mechanics.shtml#:~:text=A%20%22plurality%20vote%22%20means%20that,votes%20than%20a%20competing%20candidate.&text=A%20%22majority%20vote%22%20means%20that,or%20present%20at%20the%20meeting.) *of eligible voters choose?* *What questions do you have?* Have a brief discussion about the popular vote and the Electoral College, the difference between a majority and a plurality, and the impact that nonvoters and minor party voters can have on elections.
* **Review key terms:** franchise/disenfranchise, suffrage, voter suppression, plurality (vs. majority), popular vote, Electoral College
* **Group Activity:** Students analyze a clause in the US Constitution or federal law. Discuss in groups: *Does the clause or law extend voter rights to, or disenfranchise a group of people?* Assign one group member to report back to whole class.
	+ 1789 [US Constitution, Elections Clause](https://constitutioncenter.org/interactive-constitution/interpretation/article-i/clauses/750)
	+ 1789 [US Constitution, Electoral College Clauses](https://constitutioncenter.org/interactive-constitution/interpretation/article-ii/clauses/350)
	+ 1856 [“white manhood suffrage”](https://americanhistory.si.edu/democracy-exhibition/vote-voice/getting-vote/demanding-vote/white-manhood-suffrage)
	+ 1870 [15th Amendment](https://constitutioncenter.org/interactive-constitution/amendment/amendment-xv)
	+ 1920 [19th Amendment](https://constitutioncenter.org/interactive-constitution/amendment/amendment-xix)
	+ 1965 [Voting Rights Act](https://www.ourdocuments.gov/doc.php?flash=false&doc=100)
	+ 1971 [26th Amendment](https://constitutioncenter.org/interactive-constitution/amendment/amendment-xxvi)
	+ 2013 [*Shelby County v. Holder*](https://www.brennancenter.org/our-work/court-cases/shelby-county-v-holder)
* **Whole class activity:** On Padlet, Jamboard, or Google Doc, create a horizontal timeline with 25-year increments from 1750 to 2050. Students first place their clause or law from the above activity on the timeline. If it advances voting rights, place it above the timeline. If it restricts voting rights, place it below the line. If it does both, place it directly on the line.
* **Individual work/Homework:** Students use selected resources to analyze other clauses, laws and events that impacted voting rights. Then they place 3 to 5 items on their T-charts and explain why it advances or restricts voting rights.
	+ [US Voting Rights Timeline](https://a.s.kqed.net/pdf/education/digitalmedia/us-voting-rights-timeline.pdf) - KQED/Northern California Citizenship Project
	+ [Amplifying Our Nation’s Voice: A Timeline of Voting Rights in the United States](http://thumbnails-visually.netdna-ssl.com/AmplifyingOurNationsVoiceATimelineofVotingRightsintheUnitedStates_5072e5aec52cb_w1500.jpg) - Montpelier
	+ [The History of Voting Rights in the US](https://www.businessinsider.com/when-women-got-the-right-to-vote-american-voting-rights-timeline-2018-10) - Business Insider

[The Americans with Disabilities Act and Other Federal Laws Protecting the Rights of Voters with Disabilities](https://www.ada.gov/ada_voting/ada_voting_ta.htm) - US Department of Justice**Day 3*** **Warm up:** Watch, read, or listen to a current news report about one of the following issues: election security, voter fraud, voting by mail, voter suppression, voter ID law. *How do you think viewpoints on these issues are affected by political ideology and the bias of the author/source?* Optional: Display the [Media Bias Chart](https://www.adfontesmedia.com/intro-to-the-media-bias-chart/) to facilitate discussion.
* **Whole class activity:** Open the timeline created the previous day and ask students to place the new items they analyzed onto the timeline. Discuss whether these are democratic or antidemocratic. Zoom out and review the whole timeline with the class. *What groups of people were/are denied the right to vote including propertyless people, African Americans, Native Americans, Asians, Latinx, women, people with disabilities, teens, homeless, non-English speaking, and convicted felons? We are often taught that the US is a “bastion of democracy,” and in fact, democracy has been extended to more citizens over time if measured by suffrage, so why have antidemocratic laws and policies been such a consistent feature? Who do they benefit?*

Ask what students know about current election laws, policies, and issues (from day 1 homework), for example: Who can and cannot vote in Pennsylvania, voter registration, voting by mail, voter-ID laws, purging voter rolls, opening/closing polling places, staffing polling places, signature match, etc. Add them to the timeline. *Which groups of people still cannot vote? How might people that cannot vote be civically engaged? Which groups of eligible voters are disproportionately impacted by antidemocratic laws and policies?** **Authentic Performance Task:** Use the [Voting Rights Lab](https://votingrightslab.org/) (VRL) to analyze a current election bill in the Pennsylvania General Assembly.
	+ Students open [State Voting Rights Tracker - Pennsylvania](https://tracker.votingrightslab.org/states/pennsylvania)
		- Scroll through existing laws and discuss some of them with the class.
		- Click “See the Bills.”
		- In the “Filter by Overall Impact” box, choose “Pro-Voter.” Show students the number of pro-voter bills. Do the same for Anti-Voter.
		- Choose one bill that is Pro or Anti-Voter (not mixed or unclear). Click on the bill so see a pop-up window the VRL summary. Read the summary and have a short discussion about why VRL categorized the bill that way. Click on “Bill Text” to see the full bill.
		- Ask students to choose a bill on their own and follow the same procedures. Complete a bill evaluation:
			* Bill number, name, and a brief summary of what the bill proposes.
			* What is VRL’s assessment of the bill (pro/anti-voter), Why?
			* Do you agree or disagree with VRL? Why?
		- Ask students to write a [letter or email](https://www.workingamerica.org/30days/tactics/electedofficials) to their PA Representative or Senator in support or opposition to a bill they researched. Use the PA General Assembly [Find Your Legislator](https://www.legis.state.pa.us/cfdocs/legis/home/findyourlegislator/) tool to get the names and addresses of lawmakers.
* **Reflection/extension activity:** *If you were an elected official, what laws or policy would you like to see implemented to the Voting Rights Timeline between 2020 and 2050. Would it increase or decrease suffrage and democracy?*
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| **Topic 2: Political Parties & Voter Registration (2 days)** [Presentation Slides](https://docs.google.com/presentation/d/1_a8sZTCZXTfXHhbP9SXHuTdyPNtHfBhIjNOtulJyMeU/edit?usp=sharing) |
| **This lesson is designed for students to learn the process of becoming an informed voter, and if eligible, to actually complete the process by the deadlines before the November Election. This will include several “light” lessons on ideology, parties, branches of government, and elected offices to help prepare voters. These topics will be given more robust treatment in later units. Students that are not eligible to vote too can learn and engage in ways that can have an impact.**[**Presentation Slides**](https://docs.google.com/presentation/d/1_a8sZTCZXTfXHhbP9SXHuTdyPNtHfBhIjNOtulJyMeU/edit?usp=sharing) (Copy and modify)**Day 1*** **Warm Up** - Watch: [Bryan Stevenson: "*Exercise Your Right to Vote*"](https://www.youtube.com/watch?v=darm0ygQDIA&feature=youtu.be) (2 minutes) Ask: *What steps do you have to take to vote? How do you make an informed vote? What are other ways to be civically engaged, make your voice heard, and advocate for policies that you believe in?*
* **Key Terms:** ideology, political party, liberal, conservative, left, right, moderate, closed primary, open primary
* **Quick Write:** What is in the news that catches your attention? What do you care about? What makes you angry? Sad? Happy? Frustrated? What do you support? What are you against? What needs to change?
* **Small Groups:** In breakouts, share what you wrote, then discuss: *How can elections impact these issues? What are the differences between candidates and parties? What if my candidate or party loses the election--was it a waste of time? Why or why not? What if I can’t vote? How else can I have an impact?*
* **Whole Class:** *What are ideologies and**political parties and which do you know about?* Discuss what ideologies and political parties are and what roles they play in US government and politics. (This will be a relatively cursory discussion because ideology and parties will be covered in greater depth in a later unit) In your notes, jot down a description of your ideology and the parties you think you most agree with, and most disagree with.
	+ Important: Discuss [open and closed primaries](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-political-participation/us-gov-electing-a-president/v/open-primaries-closed-primaries-and-blanket-primaries). Be sure that students understand that Pennsylvania currently has a closed primary, and that if they register to vote with a third party or unaffiliated, they will not be able to vote for candidates in the Democratic or Republican Primaries. Voters may change their party affiliation at any time before the voter registration deadline simply by [re-registering to vote](http://seamaac.vote/2022) and checking the “Change of Party” box.
* **Check for understanding:** Ask students to describe the ideologies of several public figures or political parties, and have them place them on a left/right continuum on a Google Doc, Jamboard, or Padlet. Students will disagree as to placement, but it’s the discussion that is important.
* **Homework/Asynchronous:** Ask students to complete the [ISideWith.com](https://www.isidewith.com/) Quiz (approximately 20 minutes). This is a nonpartisan quiz that asks students a series of questions about issues. The results show the students which parties and candidates have platforms most similar to their beliefs. It’s optional to register and log-in, but doing so will allow students to return to the quiz to update answers, view results, and see sample ballots for future elections. The main focus now is on political parties, so that students that register to vote may make an informed choice.
* Ask students that are eligible to vote in the upcoming election (US citizen and 18 by Election Day) to bring their PennDOT ID, driver’s license, AND/OR their Social Security Number to the next class. They will need at least one of these to complete the voter registration form.

**Day 2*** **Warm Up** - ISideWith.com class results. Create an anonymous survey using Google Forms. Choose “Multiple Choice” and add “Democratic,” “Republican,” and “other.” Optional: Add a short answer question about which “other” parties to discuss the minor parties. In “Settings” be sure “Collect email addresses” is NOT checked and check “Limit to 1 response.”

Ask students to complete the survey. Click “Responses” and display the pie chart as students are responding. Students do not have to reveal their party, but some may choose to do so. Discuss: *What party has the most support among our classmates? Which has the least? Do you agree with ISideWith’s pick for your top party? Why or why not?** **Key Terms:** major party, minor party (third party), two-party system, primary election (open and closed primaries), general election, spoiler effect
* **Whole Class Instruction** - *What’s the point of voter registration? Why isn’t it automatic when you turn 18?* Voting and election laws are created by states, and as long as they don’t violate the US Constitution or Federal Laws such as the Voting Rights Act, states get to decide the methods of voting and to establish security measures to guarantee accurate election results.

Optional Reading: [*Debunking the Voter-Fraud Myth*](https://www.brennancenter.org/sites/default/files/analysis/Briefing_Memo_Debunking_Voter_Fraud_Myth.pdf)* **Authentic Performance Task: Whole Class Activity - *How to Register to Vote!*** - [All students can participate in this activity, whether they are eligible to vote or not. Students that are eligible (a US citizen that will be 18 by the next Election Day) may click the “Submit” button at the end of the form. Students that are not eligible to vote in the upcoming election may complete a mock form, and not click “Submit”, or the teacher may complete a mock form and display their screen to the class.]

Voter registration can be done on a [paper form](https://www.votespa.com/Register-to-Vote/Pages/How-to-Register-to-Vote.aspx), or [online](https://www.votespa.com/Register-to-Vote/Pages/How-to-Use-Online-Voter-Registration.aspx). In this lesson, we will use the SEAMAAC/Rock the Vote web application. [**Use the unique voter registration link or QR code for your school**](https://docs.google.com/spreadsheets/d/1REqW9gNNJqfR3t27MDxCe3r5xx_3T9mNccqIhk3LDRY/edit?usp=sharing). This app allows students to sign their forms on a touchscreen phone or tablet, and collects voluntary contact information to 1) verify that the form has been processed, and 2) to enable SEAMAAC to work with student teams of text/phone-bankers to provide voters nonpartisan information about voting by mail, polling place locations, and to get-out-the-vote (GOTV). Students will be guided through the process to their first Election Day.1. Ask students to use a touchscreen device go to [**your school’s voter registration link**](https://docs.google.com/spreadsheets/d/1REqW9gNNJqfR3t27MDxCe3r5xx_3T9mNccqIhk3LDRY/edit?usp=sharing)**.**. (Eligible students without a touchscreen should use the [PA online form](https://www.votespa.com/Register-to-Vote/Pages/How-to-Use-Online-Voter-Registration.aspx). There will be a few extra steps to complete below.)
	* **Screen 1** - Students may select their **preferred language**. Enter an **email address** and **zip code**.
	* **Screen 2 - Your Basic Info:** **Title** (required by state law), **First and Last Name** (exactly as written on PennDOT ID or Social Security Card)

**Date of Birth****Check boxes:** US citizen and 18 by next election (Students that are not may check these for practice)**Home Address:** (“Unit Number” can be a floor or apartment number.) **City and County** are both Philadelphia**Phone and text messages:** Optional but recommended to get important nonpartisan election and voting information.**Political Party:** It’s important to let students know they can choose any party or “none,” but only Democrats and Republicans can vote for candidates in the primary elections each spring. Primary elections are very important in Philly (more on that later).**Race:** Optional - This data is used better understand which groups are voting.* + **Screen 3 -** If you have a **PennDOT ID** or Driver’s License, use the 8-digit number from that card. Your signature will be taken from PennDOT records.

OR, check **“I don’t have a PennDOT Number.”** If you’re on a touchscreen device, click **“Provide Signature”** and sign inside the box with a stylus or your finger and click “**Done**.”Enter the last-4 digits of your Social Security Number.* + **Screen 4** - **Review & Confirm**: Check to make sure all the info you entered is correct.

Read the **“I declare that... “** statement.Students that are eligible to vote should check **“I confirm…”** and **“Finish your voter registration...”**Students that are not eligible should NOT check these last boxes.* **Congratulations!** Send students that registered an [“I Registered to Vote”](https://www.clark.wa.gov/sites/default/files/dept/images/elections/Images/IRegisteredSticker3.png) digital sticker they can share on social media!
* Students should check their email for confirmation that their registration was submitted.
* It takes about 2-weeks for registrations to be processed. Then students should [check their voter registration status](https://www.pavoterservices.pa.gov/Pages/voterregistrationstatus.aspx) here: [Vote.PA.gov/Status](http://vote.pa.gov/status).
* **Check for Understanding:** Ask students what’s next in the process. Possible answers: check registration status, apply for a mail-in ballot, find your polling place, apply to work at the polls. learn about the candidates, make a sample ballot.
* **Extension Activities**:
	+ Students post an “I Registered To Vote” dance video on Tik Tok or Instagram [#DanceThatJawn](https://www.instagram.com/explore/tags/dancethatjawn/), and tag [@PAYouthVote](https://www.instagram.com/PAyouthvote/), [@VoteThatJawn](https://www.instagram.com/votethatjawn/)!
	+ Organize a peer-to-peer voter registration drive at your school. Download your school’s [Eligible Student Voter Spreadsheet](https://docs.google.com/document/d/1j0NvJnGUx6d315M8yasw9Zm9RfKH2r7SHcQZXeDM_O0/edit?usp=sharing) to identify students and their advisory/homerooms to reach out to. Connect with [PA Youth Vote](https://www.payouthvote.org/) or a [local community partner](https://sites.google.com/view/phillyyouthvote/organizations) to help your students organize their drive.
	+ Apply for your school to receive the [PA Governor’s Civic Engagement Award](https://www.votespa.com/Resources/Pages/Governor%27s-Civic-Engagement-Award.aspx) for Voter Registration.
	+ Students, US citizens 17 and older, may apply to be paid poll workers on Election Day, post on social media, and report back to the class.
		- * 17 years old by Election Day contact fitzpatrick.donna@phila.gov
			* 18 or older by Election Day [Sign up here!](https://www.philadelphiavotes.com/en/election-board-officials/working-on-the-election-board#_ga=2.211897300.1143501028.1624501523-1271085717.1624501523)
 |
| **Topic 3: Ways of Casting Your Ballot - The Mail-In Voting Debate (3 days)** [**Presentation Slides**](https://docs.google.com/presentation/d/1gpSsIrAHTX5Qsu4bKflN9zK3H4GxkR6-jnhXRVqM1T4/edit?usp=sharing) |
| **In this lesson, students take a deeper dive into the current election policy discussion. It’s important to update the sources with the most recent news articles on this hotly contested issue, and to take time for discussions of media bias and disinformation.**[**Presentation Slides**](https://docs.google.com/presentation/d/1gpSsIrAHTX5Qsu4bKflN9zK3H4GxkR6-jnhXRVqM1T4/edit?usp=sharing) Copy and modify**Day 1*** **Warm-up**: We have two mail options for voting in Pennsylvania: Vote in person (at your polling place) or Vote with a Mail Ballot. Create a T-chart with these two options and ask students to post reasons for choosing each one. Then ask students to write in their notebooks which they would choose if they had the option, and give a few reasons why.
* **Key Terms:** ward, precinct, division, polling place, absentee ballot, mail-in ballot, poll worker, voting machine, provisional ballot.
* **Whole Class Instruction:** Each state makes its own election laws, so every state is different [Refer to the Election Clause of the US Constitution in the prior timeline activity]. Pennsylvania divides voting areas up into **wards** and **precincts** (called divisions in Philly). Each **division** is just a few blocks and has a **polling place** where those 500 or so neighbors can cast their ballot each Election Day in the spring and fall. Each polling place is staffed with local citizen **poll workers** and has electronic **voting machines** used to collect votes. Students that are US citizens, 17 or older can [apply for paid positions to be poll workers](https://www.powerthepolls.org/?source=PhillyYouthVote) on Election Day!

 In 2019 the Governor of Pennsylvania signed [Act 77](https://www.legis.state.pa.us/cfdocs/legis/li/uconsCheck.cfm?yr=2019&sessInd=0&act=77) into law, allowing voters to request a **mail-in ballot** for any reason. This is known nationally as a “no-excuse mail in ballot” and many states permit them. Prior to Act 77, PA voters had to provide an excuse, such as illness or being away from home to request an **absentee ballot**. (Both mail-in and absentee ballots are still available, but they are effectively the same. Generally, voters living at home should request the mail-in ballot option).Another option, the **provisional ballot**, should only be used as a last resort. You can request a provisional ballot at your polling place on Election Day if you believe you’re eligible to vote, but there is a problem with your mail-in ballot, you lost it, it was damaged, or you’re not on record at your polling place. Provisional ballots are often not counted unless a race is very close. Then the Board of Elections will then investigate to see if your provisional ballot can be counted.* **Reading Activity & Debate:** A Twitter war is raging between groups claiming rampant vote-by-mail fraud and favoritism toward one party, and groups claiming voting by mail is safe and nonpartisan. Assign students selected readings to explore these controversies (asynchronous). Then have students debate the various positions on these issues (synchronous). A sampling of readings is included below, and current readings can be added by teacher and students.

[Trump doubles down on mail-in voting concerns, warns of 'greatest election disaster in history’](https://www.usatoday.com/story/news/politics/2020/07/31/trump-fraud-could-lead-greatest-election-disaster-history/5556777002/) - USA Today* + [Facts About Voting By Mail](https://www.fec.gov/resources/cms-content/documents/2020-05-27-ELW-Facts-About-Voting-by-Mail.pdf), Commissioner Ellen L. Weintraub, Federal Election Commission (FEC)
	+ [A Sampling of Recent Election Fraud Cases from Across the United States](https://www.heritage.org/voterfraud) - The Heritage Foundation
	+ [The False Narrative of Vote-By-Mail Fraud](https://www.brennancenter.org/our-work/analysis-opinion/false-narrative-vote-mail-fraud) - Brennan Center for Justice

[Conservatives need to get behind vote-by-mail options in 2020 election](https://www.washingtontimes.com/news/2020/mar/24/conservatives-must-get-behind-vote-by-mail-options/) - The Washington Times* + [There Is No Evidence That Voting By Mail Gives One Party An Advantage](https://fivethirtyeight.com/features/there-is-no-evidence-that-voting-by-mail-gives-one-party-an-advantage/)- FiveThirtyEight
* **Media Analysis** - Use the [Media Bias Chart](https://www.adfontesmedia.com/intro-to-the-media-bias-chart/) to help students understand the context and bias of news sources. *How does the bias of the news source correspond to their positions on these issues? What sources and statements are credible and which are not? How can you tell?*
* **Homework** - Assign students to prepare to debate either a yes/no argument to this question: ***Is voting by mail secure and safe for US elections?***

Alternatively, you can present a debate resolution: ***Resolved: Vote-by-mail is a threat to democracy in the US.*** Then, ask students to prepare to argue both pro and con sides of the resolution. They will then have to argue the side decided by a coin toss. In either case, students should argue three points, and back each point with evidence from the readings. You can give students 1-3 days to read and prepare, depending on how much depth you want students to prepare and time you’d like to spend on the debate.**Day 2*** **Warm up:** Ask students to write a pro or con argument to the statement, “Cats are better than dogs,” (or some equally preposterous or humorous statement for debate). Have them post their arguments on a Jamboard or Padlet. Discuss: *Which are the weakest and strongest arguments? Why are some less convincing than others?*
* **Key Terms:** bias, credibility, misinformation, claim, evidence, warrant
* **Whole Class Instruction** - Preparing for Class Debate(s): There are multiple ways to format an online debate. Here are a few suggestions form short and simple, to longer and more complex:
	+ Fishbowl debate, with a small number of students debating while others look on as audience members or judges.
	+ Breakout room debates in small groups. The teacher rotates between rooms to monitor and pose guiding questions.
	+ A more complex format is [Public Forum Debate](http://www.phillyasap.org/images/2_-_Intro_to_PF_Debate.pdf), used by the [Philadelphia Scholastic Debate League](https://phillyasap.org/debate/). This can be simplified for classroom use.
* Explain how to form a complete argument. A common argument structure is [claim/evidence/warrant](https://debate.uvm.edu/dcpdf/PFNFL.pdf).
	+ Claim - an assertion
	+ Evidence - backs up the assertion: data, historical example, expert testimony, etc
	+ Warrant - How the evidence backs up the claim. Common assumptions that tie the claim back to the resolution or debate question.
* [Claim, Evidence, Warrant (2 minute video)](https://www.youtube.com/watch?v=mkgLyEMhQ9s)

Return to the question from the warm-up activity on the Jamboard or Padlet. Ask students to mark claims with a “C,” evidence with an “E,” and warrants with a “W.” * **Check for Understanding** - Ask students: *Which of these claims are baseless or unwarranted? Which are complete arguments? How can the incomplete/weak arguments be turned into complete/strong arguments?* Ask students to add evidence and warrants.
* Establish and explain the chosen debate format, student roles, and the time limits for each part of the debate.
* **Small Groups:** Students use their research from prior class and homework to develop their arguments for one or both sides of the debate. Decide in advance how many arguments you’d like each group to prepare.

Groups decide roles, for example: Opening statement, argument 1, argument 2, rebuttal, closing statement, judge, etc.* **Homework / Check for understanding:** Each student prepare a written statement or argument, ready to deliver in the debate, next class. You may want to ask debate groups to use a single GoogleDoc to work collaboratively and label the parts they complete with their names.

**Day 3*** **Warm-up:** Give students 5 minutes to prepare their statements and arguments.
* **Whole Class:** Conduct debate using your chosen format. If you’re using the Philadelphia Scholastic Debate League format, you could ask student judges to use the [official debate judging form](http://www.phillyasap.org/images/9_-_PSDL_Ballot.pdf), or create a simplified judging form. Audience members can create a yes/no T-chart: ***Is voting by mail secure and safe for US elections?***
* **Debrief the debate(s)**: *What were the strongest arguments? What did you find least convincing? Did you find some sources to be more credible? Did you find misinformation? Does this help you decide how you will cast your ballot this November?*
* **Homework/Check for understanding:** Write: *Will you, or would you cast your ballot in person, or by mail this November? What are the reasons for your choice?*
 |
| **Topic 4: Make a Plan to Vote - Applying for a Mail-In Ballot / Finding Your Polling Place (3 days)** [**Presentation Slides**](https://docs.google.com/presentation/d/1aQqIg88SAwpXy5yPSg44vpvqoCHZgoLI-svSX1wQGyM/edit?usp=sharing) |
| **This lesson is designed to help students gain valuable civic skills to build a lifelong habit of voting. Students should be given the opportunity to *actually apply to vote by mail and to find their polling place*. Making a “plan to vote” has been** [**scientifically proven**](https://www.scientificamerican.com/article/how-science-can-help-get-out-the-vote/) **to increase voter turnout.**[**Presentation Slides**](https://docs.google.com/presentation/d/1aQqIg88SAwpXy5yPSg44vpvqoCHZgoLI-svSX1wQGyM/edit?usp=sharing)(Copy and modify)**Day 1** * **Warm-Up:** Put students into small group breakout rooms and ask them to discuss their responses to the previous debate on voting by mail (see previous lesson). *Will you, or would you cast your ballot in person, or by mail this November? What are the reasons for your choice?*
* **Key Terms:** mail-in ballot, polling place, poll worker, City Commissioners, satellite election office, drop box
* **Authentic Performance Task - Whole Class Instruction:** Explain that over the next two or three days, we will learn the various ways that voters can cast their ballot and students will make a plan (real or hypothetical) to vote. On Day 1 students will learn how to apply for a mail-in ballot and several possible ways of returning a completed mail-in ballot. On Day 2 students will learn how to find their polling place and make a plan to vote on Election Day. Eligible students will have the opportunity to apply to be a paid poll worker. All students will be asked to make a social media post (real or hypothetical) about why it’s important to vote, or why they plan to vote themselves.
* Important: Eligible voters will have the opportunity in this lesson to actually apply for a mail-in ballot, however if they choose to vote in person, they should not submit a mail-in ballot application.
* Important: This lesson should be done by mid-October to ensure that eligible voters can complete the process before the deadline.
	+ Check for prior knowledge: *If you’ve chosen to vote by mail, why is it important to apply early?*
	+ View the image: [Flatten the Ballot Request Curve](https://drive.google.com/file/d/16j_qzUIYekvZNOXy03EEW6mCaQSFfAxv/view?usp=sharing) *Is this a graph based on actual data or research from a reputable source?* *What idea does the image convey? What is the purpose of the image? Do you agree with the purpose of the image?* The image is not an actual graph, but an image in the style of a graph to convey an idea and prompt action by the viewer--in short, it’s propaganda. Conversation can be prompted about the message of the image, as well as the purpose and value of propaganda.
* **Asynchronous Reading/Homework:** [***Philly is about to get $10 million for mail ballot drop boxes, early voting, and raises for poll workers***](https://www.inquirer.com/politics/election/philadelphia-2020-election-funding-20200826.html)- Jonathan Lai, Philadelphia Inquirer, August 26, 2020 [[**PDF copy**](https://drive.google.com/file/d/1ADyoANix1ytkfBcYsoNR8K7aU3iidGYe/view?usp=sharing) used with permission from the Philadelphia Inquirer]
	+ Discussion Questions
		- The author states, “...in November the city will essentially have to run two elections, at the same time, on an unprecedented scale….” What is meant by this statement and what does it mean for voters?
		- Define “satellite election office’ and “drop box.” What will they allow voters to do?
		- What problems were revealed by the June 2020 Primary Election “stress test?”
		- What arguments might supporters and opponents of drop boxes and satellite election offices raise?
		- Is there evidence that supports fears of widespread coordinated voter fraud?
		- What security measures should be put in place to allay such fears?

**Day 2*** **Warm Up: Check for Understanding:** Discuss the homework reading in breakout rooms, or as a whole class. What are the best solutions to the problems described in the article and the issues we discussed previously.
* **Authentic Performance Task - Whole Class Activity: Applying for a Mail-In Ballot**
	+ Students that are actually applying to vote by mail will need a PennDOT ID or driver’s license to apply online, or their Social Security Number (last 4 digits).
	+ Students that are not eligible to vote should complete, but not submit, the paper application (Option 2 below).
	+ Students go to [**Vote.PA.gov/MailBallot**](http://vote.pa.gov/mailballot), the website of the Pennsylvania Department of State. They are in charge of the statewide regulatory administration of voting and elections. They pass on discretionary power locally to County Boards of Elections and Commissioners. The Philadelphia City Commissioners are elected officials in charge of elections in the city.
	+ Click “Mail-in & Absentee Ballots.”
	+ **Check for Understanding:** Ask students to read the first section and ask them, *What is the difference between a mail-in and absentee ballot? Which do you choose?* In almost all cases, students should select “Mail-in Ballot.”
	+ **To apply for a mail-in ballot, eligible students have two options:**
		- **Apply for a Mail-in Ballot Online:** Students should use this option because it is fast, accurate, and the most efficient way to apply. They need a PennDOT ID, driver’s license, or Social Security Number. On [Vote.PA.gov](http://vote.pa.gov):
			* Scroll down to **Option 1** and choose language [Vote.PA.gov/ApplyMailBallot](https://www.pavoterservices.pa.gov/OnlineAbsenteeApplication/#/OnlineAbsenteeBegin) / [Solicite la papeleta de voto por correo](https://www.pavoterservices.pa.gov/OnlineAbsenteeApplication/#/OnlineAbsenteeBegin?lang=ES)
			* **Applicant Information:** **Name** (exactly as it appears on your PennDOT ID), **Date of Birth**. **Phone Number** and **Email** are optional, but HIGHLY RECOMMENDED so you can be contacted if there’s a problem and the state can send you updates about your ballot.
			* **PennDOT ID number or Social Security Number**
				+ **If students do not have a PennDOT number, they will have to take a photo of their signature and upload it.**
			* **Current Address** (the residence where you actually live)
			* **Mailing Address** (if different from your residence, for example a PO box. If it’s the same, click “Same as above”)
			* **Annual Mail-in Ballot Request** If you would like to apply to receive mail-in ballots for the remainder of this year and if you would like to automatically receive an annual application for mail-in ballots each year, please indicate below. (Choose this to receive both your primary and general election ballot by mail in one calendar year. Since the 2020 primary election has already passed, this option is moot. You’ll have the option to reapply for a mail-in ballot again in 2021.)
			* **Declaration** - Read and sign (if true)
			* **Review and submit**

**Option 2: Apply for a Mail-in Ballot by mail (paper application):*** + - * **If you have a printer:** Scroll down to **Option 2** and choose language.
				+ [Mail-in Ballot Application (English)](https://www.votespa.com/Register-to-Vote/Documents/PADOS_MailInApplication.pdf)
				+ [Mail-in Ballot Application (Spanish)](https://www.votespa.com/Register-to-Vote/Documents/PADOS_MailInApplication_Spanish.pdf)
				+ Type onto the fillable form everything below except your signature before printing.

**If you don't have a printer:** Have a paper application mailed to you:* + - * + [Complete the online request form to have a paper application mailed to you.](https://expressforms.pa.gov/apps/pa/DOS-VotesPA/Paper-Application)
			* **Print your** **name** (NEATLY, and exactly as you registered to vote)
			* **About you: Date of Birth** is required.

**Phone Number** and **Email** are optional, but HIGHLY RECOMMENDED so you can be contacted if there’s a problem and the state can send you updates about your ballot.* + - * **Your Address** (the residence where you actually live)
			* **Where to mail your ballot?** (if different from your residence, for example a PO box. If it’s the same, click “Same as above”)
			* **Identification:** If you have a PennDOT ID it’s better to use the online application above. Enter the **Last 4 digits of your Social Security Number**
			* **Annual Mail-in Ballot Request** If you would like to apply to receive mail-in ballots for the remainder of this year and if you would like to automatically receive an annual application for mail-in ballots each year, please indicate below. (Choose this to receive both your primary and general election ballot by mail in one calendar year. Since the 2020 primary election has already passed, this option is moot. You’ll have the option to reapply for a mail-in ballot again in 2021.)
			* **Declaration** - Read and sign your **signature** (if true)
			* **Help with this form** - This is only used if you are physically unable to complete and sign your form. Otherwise, leave it blank.
			* **Review** the whole form to be sure it’s complete and legible.
			* **Place in an envelope and seal:**
			* Write this **address** in middle:

**Philadelphia County Election Office****Philadelphia City Hall, Room 142** **1400 John F Kennedy Blvd** **Philadelphia, PA 19107*** **Your return address** goes in the top left corner
* A “Forever” postage **stamp** must be placed in the top right corner.
	+ - * **Bring to the Post Office** or drop into a blue **USPS mailbox** *as soon as possible***.**

**The Philadelphia Election Office will send you a ballot and instructions.** Look out for it!* + In the meantime, you can **track the status of your mail-in ballot at** [**Vote.PA.gov/MailBallotStatus**](http://vote.pa.gov/mailballotstatus)
	+ You can also **research the candidates and questions on the ballot.**
* **Check for Understanding:** Use thumbs up/down/sideways or posts on a jamboard to see who understands the process. Be sure any students that are really applying are able to complete the process.
* **Homework -** Read the [**Philly Youth Voter Toolkit**](https://docs.google.com/document/d/1l_q4zlGYdllwprHJwBD_umeU0N_bcgJC6g3RSWWT7PE/edit?usp=sharing). Write: *How will, or would, you return your mail-in ballot?*

**Day 3*** **Warm Up:** *Who has gone to vote with a family member (in any country). What happens in a polling place? Who’s in charge? How do people vote there?*Discuss students’ experiences and prior knowledge.
* **Whole Class Instruction:** In the previous lesson, students completed a real or hypothetical mail-in ballot application. In this lesson, they will learn how to complete and return their mail-in ballot, as well as how to find their polling place and to cast their ballot in person. They will also learn how to cast a provisional ballot as a last resort. It’s important to walk students through these processes.
* **Voting By Mail**
	+ Watch Video: [*How to Complete a Pennsylvania Mail-in Ballot*](https://www.youtube.com/watch?v=Fnzok9ItzL4&t=154s)
	+ Completing and Returning a Mail-In Ballot:
		- If you applied early, you should receive your ballot in the mail around the end of September, so research the candidates while you wait. Inside the envelope you will find:
			* Instructions
			* Ballot
			* Secrecy envelope
			* Outer envelope (addressed and postage-paid)
		- Read the instructions.
		- Fill out your ballot in black ink. Dark blue is okay too, but no other colors are accepted!
		- Fold your ballot and insert it into the secrecy envelope. Seal it.
		- Insert the security envelope into the outer envelope. Seal it.
		- Read and sign the **Voter’s Declaration** on the back of the outer envelope - CAREFUL - Your envelope must be signed and your signature must match your signature the state has on file from PennDOT or your Voter Registration form. Complete the information.
	+ **Deliver** your completed ballot yourself to a Philadelphia County Election Office or an official ballot drop box *as soon as possible*, but by 8pm on November 3rd at the latest. Ballots delivered after that deadline will not be counted.
	+ OR, **mail** your ballot through the US Post Office *as soon as possible*, but well before Election Day. **In order to guarantee on-time delivery the USPS recommends mailing your ballot no later than October 18.**
	+ You must mail or deliver your own ballot, unless you are physically ill or disabled.
	+ Take an *“I voted because \_\_\_\_”* selfie for Instagram #VoteThatJawn.
	+ Make an *“I voted because \_\_\_\_”* Tik Tok #DanceThatJawn.
	+ [**Track the status of your ballot**](https://www.pavoterservices.pa.gov/Pages/BallotTracking.aspx) to be sure it’s been received and counted.
* **Voting in Person on Election Day**
	+ Watch Video: [*ExpressVote XL - Using a Philadelphia Voting Machine*](https://www.votespa.com/readytovote/Pages/Philadelphia-County-Voting-System.aspx)
	+ **Find your polling place:** Your polling location is printed on your voter registration card, however *it’s important to check online because many polling locations have changed due to COVID-19.* [**Find your polling location**](https://www.pavoterservices.pa.gov/Pages/PollingPlaceInfo.aspx).
	+ **Polls are open from 7am to 8pm on Election Day.**
	+ **Make a plan to go to the polls.** Research shows that thinking through a plan to vote ahead of time dramatically increases voter turnout. *Schools will be closed on Election Day, but do you have to work? Do you have childcare, appointments, or other responsibilities on Election Day?*
		- ***What form of ID will you bring?***\_\_\_\_\_\_\_\_\_ [Acceptable Forms of ID for First-Time Voters](https://www.dos.pa.gov/VotingElections/OtherServicesEvents/Documents/Voter%20ID%20Guidance%20FINAL.pdf) include PennDOT ID, Driver’s License, US passport, Voter Registration Card, student ID. You only need to show ID the first time you vote at a polling place, but it’s always good to have with you.
		- ***What time of day will you vote?*** \_\_\_\_\_\_\_ Allow time to wait in line. Lines are usually longest in the morning and evening, and shortest in the afternoon. You must be in line by 8pm to vote. Stay in line! Your vote is important!
		- ***How will you get there?*** \_\_\_\_\_\_\_ Will you walk, skate, ride, drive, hop SEPTA, mosey, or sashay?
		- ***Who will you bring with you?*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Go with friends or family. Bring younger siblings or cousins. They love to push the buttons and get a sticker (as long as you make the choices).
	+ **Go VOTE!**
		- Take an *“I voted because \_\_\_\_”* selfie for Instagram and tag [**@PAyouthvote**](https://www.instagram.com/payouthvote/?hl=en)
		- Do an *“I voted because \_\_\_\_”* dance for the [**#DanceThatJawn Tik Tok Challenge**](https://www.instagram.com/explore/tags/dancethatjawn/)**!**
* **Voting with a Provisional Ballot**
	+ **Problem Voting?** - If for any reason you are told you cannot cast a ballot, and you believe you are eligible, ask for a **provisional ballot** at your polling place. The Judge of Elections must allow you to vote provisionally. You will be given a paper ballot to complete in the polling place. If the election is close, voters that cast provisional ballots will be investigated for eligibility and their votes will count if valid.
	+ **Call the** [**Election Protection Program**](https://866ourvote.org/state-information/pennsylvania/) **1-866-OUR-VOTE (1-866-687-8683)** if you need help, if someone is denied the right to vote, or if you observe or suspect any wrongdoing in a polling place or with regards to mail-in ballots.
		- English: 866-OUR-VOTE – [Lawyers’ Committee for Civil Rights Under Law](https://lawyerscommittee.org/)
		- Spanish/English: 888-VE-Y-VOTA – [NALEO Educational Fund](https://naleo.org/)
		- Arabic/English: 844-YALLA-US – [Arab American Institute (AAI)](http://www.aaiusa.org/)
		- Asian Languages/English: 888-API-VOTE – [APIAVote](http://www.apiavote.org/) & [Asian Americans Advancing Justice (AAJC)](http://www.advancingjustice-aajc.org/)
* **Check for Understanding: *Don’t let anything stand in your way!*** Quiz or activity: Pose common roadblocks and problems and ask what students should do to make sure their vote is counted, for example:
	+ You don’t have a PennDOT ID.
	+ Your mail-in ballot never came.
	+ Your name isn’t in the book at your polling place.
	+ Your boss says you have to work a double shift on Election Day.
	+ The poll worker says your signature doesn’t match and you can’t vote.
	+ The line is crazy long.
* **Homework:** Watch video: [***Poll Worker Emergency: Young People Needed***](https://youtu.be/30929_R5icI)*Why is there a need for young people to work the polls?*
* **Extension Activity: Apply to work the polls on Election Day**. 17 and older: Learn about elections, get experience, get paid for the training and the day! *Write about your experience, take photos and videos (with permission) and report back to the class.*
	+ 17 years old by Election Day contact fitzpatrick.donna@phila.gov
	+ 18 or older by Election Day [Sign up here!](https://www.philadelphiavotes.com/en/election-board-officials/working-on-the-election-board#_ga=2.211897300.1143501028.1624501523-1271085717.1624501523)
 |
| **Topic 5 - Researching the Candidates and Making Your Ballot**[**Presentation Slides**](https://docs.google.com/presentation/d/1XTFxsgfWxgp97144PAh-MkMGHtJs00YKv2DJwZegIjs/edit?usp=sharing) |
| **In this lesson students will distinguish between nonpartisan and partisan sources of information about candidates. Students will learn to use both types of sources to help make informed decisions and their own personal voting guides.**[**Presentation Slides**](https://docs.google.com/presentation/d/1XTFxsgfWxgp97144PAh-MkMGHtJs00YKv2DJwZegIjs/edit?usp=sharing)(Copy and modify)**Day 1*** **Warm Up:** *Who’s running for office this November? What offices? What candidates? What do you know about them? Why are they important?* Discuss down ballot races and the role state legislatures play in redistricting and making the laws that affect us on a daily basis.
* **Key Terms:** office, incumbent, challenger, down ballot races, opinion polls, ballot question, partisan, nonpartisan, federalism, branches of government. executive, legislative, district, redistricting, Attorney General, Auditor General, Treasurer, minor party, independent, spoiler effect, Municipal Court, Court of Common Pleas, Superior Court, Commonwealth Court, PA Supreme Court, Committeeperson.
* **Whole Class Instruction:** Before going to the vote, it’s important to learn about the candidates so you can be an informed voter. There are usually a lot of candidates and offices you’re less familiar with than the presidency, so you’re allowed to bring along a personal “cheat sheet” or voter guide with the candidates you’ve chosen. In this lesson, we’ll learn where to find partisan and nonpartisan sources of information so you can evaluate the candidates and make informed choices for your own voter guide.
* **Authentic Performance Task: *Who’s on my ballot?* Part 1: Finding nonpartisan information about candidates:**
	+ Go to the [Committee of Seventy ballot tool](https://ballot.seventy.org/) and enter your email and your home address. Explain that this is an example of a **nonpartisan** source, and we’ll look at partisan sources later.
	+ Click the “Sign Up” button to create a free account.
	+ On the left side of the screen there are drop down menus for Federal, State, and Local Candidates. Explain the concept of **federalism**, or **federal system** of government.
	+ Click the Federal Candidates menu and “President of the United States.” Read the “About” section. *What does it tell you about this office?* Discuss **branches of government**.
	+ Click the candidates. *What can you learn about them?*
	+ On a Google Doc or clean sheet of paper, make a T-chart labeled with each office and add information about the office, the candidate’s names above the columns. There are also several minor party candidates that can be added later if they choose. Students write down the information about each candidate that they feel is important. They will add information from other nonpartisan and partisan sources later.
	+ Click “Next Office” in the top-right corner. This will take them to candidates for the US House of Representatives. Ask students who the candidates are. Do you all have the same candidates listed? Why or why not? Discuss political **districts**. *What congressional district do you live in?* Read the “About” section, read about the candidates, and create a new T-chart for Congressperson.
	+ Click “Next Office” and repeat the T-chart procedure for each office. They should include information about the offices they are unfamiliar with.

*What is your PA Senate district? What is your PA House district? Who is the* ***incumbent****? Who is/are the* ***challenger****(s)? What is a* ***ballot question****? Are there any on the ballot?* * Discuss: *Are any races uncontested? Are there any offices not on the ballot? Why not?*
* Go to the [Philadelphia City Commissioners’ list of Candidates for Office](https://www.philadelphiavotes.com/en/voters/candidates-for-office). This list has every candidate on Philadelphia ballots. Are there any other candidates listed in your districts? Discuss **minor party** and **independent candidates**. *What impact could they have on the election?* Discuss the **spoiler effect**.
* **Homework:** Read the [**Philly Youth Voter Toolkit**](https://docs.google.com/document/d/1l_q4zlGYdllwprHJwBD_umeU0N_bcgJC6g3RSWWT7PE/edit?usp=sharing). Go to the nonpartisan page [Ballotpedia](https://ballotpedia.org/) and enter your address or the names of the candidates on your ballot. Read about each candidate and add information to your T-charts. Another optional nonpartisan source is [Vote411.org](http://vote411.org).

**Day 2*** **Warm-Up:** Jamboard/Padlet or discussion- *What info from the nonpartisan info do you think is most important in choosing who to vote for?* Students might say party, experience, race, gender, occupation, sexual orientation, military, etc.
	+ *What are the issues you care most about?*
* **Whole Class Instruction or Asynchronous**: Now that you’ve explored nonpartisan sources, it’s time to dig into their policy actions and statements on issues you care about. For this we can use candidate campaign websites, candidate social media links, party websites, and political action committee sources.
* **Authentic Performance Task: *Who’s On My Ballot?* Part 2: Finding partisan information about candidates:**
	+ Return to the [Committee of Seventy ballot tool](https://ballot.seventy.org/) and/or [Ballotpedia](https://ballotpedia.org/). Find the official website for the candidate (below the candidate’s photo). Search the website for positions or platform statements on the issues you care about. Add to your T-charts. Do the same using their social media links and organizations that support and oppose them.
	+ Repeat this process for each office and candidate on your ballot.
	+ Circle and make notes or “+” and “-” symbols next to the most significant items on your T-charts. *Is there a clear choice of candidate, or do you need to do more research to decide?*
* **Making Your Personal Voter Guide**
	+ Return to the [Committee of Seventy ballot tool](https://ballot.seventy.org/) and sign in.
	+ Use your T-charts to select the candidate you will, or would vote for. Click “Add to my ballot.” Repeat for each office for which you’ve made your decision.
	+ Is your ballot complete? Click “Email ballot” or “Print ballot” to get your personal voter guide or “cheat sheet.”
	+ When you receive your mail-in ballot, or when you go to the polls, use your guide on paper or your phone to make your choices!
* **Check for Understanding:** Discuss and debate candidates. Teachers may also wish to check T-charts for completion.
* **PA Student Mock Election** - On the Tuesday before Election Day, students vote on paper or online ballots and teachers report results to Committee of Seventy to tally statewide results.

**Extension Activities:** [Invite candidates to do interviews in your virtual classroom!](https://sites.google.com/view/phillyyouthvote/candidate-interviews) * The School District of Philadelphia has approved candidate interviews as long as all candidates are given equal opportunity in the context of learning in the classroom (see [Policy 320](https://www.philasd.org/schoolboard/wp-content/uploads/sites/892/2019/07/320_Freedom-of-Speech-and-Political-Activities-in-Non-School-Settings_Policy_May.pdf)).
* The Committee of Seventy will simulcast the interviews on their nonpartisan Studio C70 Facebook Live channel.
* The SDP will stream the candidate interviews on their [PSTV](https://www.philasd.org/pstv/) video channel and Verizon & Comcast cable access channels.
* PA Youth Vote can help you connect with candidates. Find your [School Political Districts](https://docs.google.com/spreadsheets/d/1LdEgxk3ViErDcj8oysg9snwoGG113CIMMY3RNCLTajw/edit?usp=sharing) and your [Candidates for Office](https://www.philadelphiavotes.com/en/voters/candidates-for-office).
* Follow this detailed [Stepper for Teachers on How to Conduct a Candidate Interview on Google Meet](https://docs.google.com/document/d/1HO__PXjVCmRCAGiYCB7o6zcM5IY2pDhDz91j2B2pAUk/edit?usp=sharing).
* Watch some [Candidate Interviews from Central, West Philly HS, and Academy at Rush](https://sites.google.com/view/phillyyouthvote/candidate-interviews) from last Spring.
* [Ranked Choice Voting Lesson Plan](https://s28543.pcdn.co/wp-content/uploads/sites/39/2020/10/Ranked-Choice-Voting-lesson.pdf)
	+ RCV Simulation
	+ RCV Debate

***See you at the polls!*** |
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| Modifications and Additional Supports for Diverse Learners |
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| * Voter registration can be done on a [paper form](https://www.votespa.com/Register-to-Vote/Pages/How-to-Register-to-Vote.aspx), or [online](https://www.votespa.com/Register-to-Vote/Pages/How-to-Use-Online-Voter-Registration.aspx) and is [available in Spanish, Chinese, and Vietnamese](https://www.votespa.com/Register-to-Vote/Pages/How-to-Register-to-Vote.aspx).
* The US Election Assistance Commission provides [voter registration forms in 15 languages](https://www.eac.gov/voters/national-mail-voter-registration-form).
* The US Election Assistance Commission provides [Voting Accessibility Resources](https://www.eac.gov/voters/voting-accessibility).
* State and local government websites with election information, [Vote.PA.gov](http://vote.pa.gov) and [PhiladelphiaVotes.com](https://www.philadelphiavotes.com/), can be translated into many languages by clicking the **“Translate”** or **“Select Language”** menu at the top/right corner of each website.
* Voter Protection Hotlines are available in several languages:
	+ Spanish/English: 888-VE-Y-VOTA – [NALEO Educational Fund](https://naleo.org/)
	+ Arabic/English: 844-YALLA-US – [Arab American Institute (AAI)](http://www.aaiusa.org/)
	+ Asian Languages/English: 888-API-VOTE – [APIAVote](http://www.apiavote.org/) & [Asian Americans Advancing Justice (AAJC)](http://www.advancingjustice-aajc.org/)
* Mail-In Ballot applications are available in [Spanish](https://www.votespa.com/Voting-in-PA/Pages/Mail-and-Absentee-Ballot.aspx).
* Students without PennDOT ID can download and print a [paper Mail-In Ballot application in English](https://www.votespa.com/Register-to-Vote/Documents/PADOS_MailInApplication.pdf) or [Spanish](https://www.votespa.com/Register-to-Vote/Documents/PADOS_MailInApplication_Spanish.pdf). Students without access to a printer or stamps can request a paper application and stamped envelope from the City Commissioner’s Office: Call 215-686-1590 or email vote@phila.gov.
* Be aware that some students in our classes are not US citizens. We cannot ask them as per SDP policy and the critical need for our schools to be a sanctuary for all students. While some students are not eligible to vote, all students can engage in the lesson and be civically engaged in communities and the democratic process.
* Modifications can include:
	+ Students complete mock PA voter registration and mail-in ballot forms.
	+ Students research offices and candidates to inform their peers and community members.
	+ Students research the resources available to access federal, state, and local government services, including the election process, in different languages.
	+ Students research and contact advocacy organizations that work with immigrant and refugee communities to provide citizenship and voter services in Philadelphia.
	+ Students seek available translation and interpretation services.
	+ Students research and create a guide to become a US citizen, or the pros and cons of becoming a US citizen.
	+ Students research requirements for foreign nationals living in the US to cast a ballot in their home country.
* Students that don’t have voting rights do have First Amendment rights including freedom of expression.
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[**Back to Top**](#tvgfv9wwc46a)

| **Standards** |
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| PA State Standards | * 5.1.C.C. Evaluate the application of the principles and ideals in contemporary **civic life**.
* 5.2.12.A. Evaluate an individual's **civil rights**, responsibilities and obligations in various contemporary **governments**.
* 5.2.C.D. Evaluate and demonstrate what makes competent and responsible **citizens**.
* 5.3.12.H. Evaluate the role of **mass media** in setting public agenda and influencing political life.
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| Common Core Standards | * **CCSS.ELA-LITERACY.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific to an understanding of the text as a whole.
* **CCSS.ELA-LITERACY.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas
* **CCSS.ELA-LITERACY.RH.11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
* **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
* **CCSS.ELA-LITERACY.RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
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| [Learning for Justice](https://www.learningforjustice.org/frameworks/social-justice-standards) | * 10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
* 12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
* 13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
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[**Back to Top**](#tvgfv9wwc46a)