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Grade Level: 12th

School: Ithaca High School

Name and Summary Description of Case Study	
<p>This project-based unit aims to inform students about the following anti-marginalization focus questions</p> <ul style="list-style-type: none"> • Who can vote today? • Which groups are still at a disadvantage and why? • How can we make voting more equitable and just? • How can I make my voice be heard through the voting process? • How do we energize people to engage in voting in a joyful, committed manner? <p>It will give students the opportunity to learn about voting, engage in political debate, and understand some of the underlying issues with voting in the United States. Students will ultimately take an action connected to educating others about issues connected to voting or choose a method to encourage greater voter participation.</p>	
Broad Topic or Concept	
Voting as an Act of Anti-Marginalization	
Guiding Question(s)	
<p>(Is it relevant, meaningful, provocative and accessible to students? Does it stimulate ongoing rethinking of big ideas and prior lessons? Does it provide the opportunity for students to generate a variety of plausible and arguable responses?)</p> <hr/> <p>How do I vote? Why vote? What are barriers to voting? How can we encourage greater voter participation?</p>	
Standards and Skills	
Content Standards	<p>NYS Common Core Social Studies Standards for Grade 12 Participation in Government and Civics</p> <p>12.G2d The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.</p> <p>12.G3b The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in the government. A citizen must register to vote, and may register as a party member or select the status of independent.</p> <p>12.G4b Allowing citizens to vote does not ensure that a system is a democracy. Open, safe, and honest elections are essential to a democratic system. Engaged</p>

and informed citizens should know the mechanics associated with voting, including when major local, state, and national elections are held, how to register to vote, who currently holds each office, who is running for office, and what the central issues are pertaining to that election.

12.G4c In addition to voting, there are many ways in which citizens can participate in the electoral process. These include joining a political organization, donating money, and doing volunteer work on a political campaign.

Literacy Standards

Literacy 6-12 Anchor Standards for Writing
 STANDARD 5: Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.

STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

Literacy 6-12 Anchor Standards for Reading
 STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

STANDARD 7: Integrate and evaluate content presented in diverse media and formats, including across multiple texts.

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-literacy-standards-grades-6-12.pdf>

ICSD Anti-Marg. Focus Questions

1. Hard History: Historically, who has been given the right to vote in our nation and who has not? Why has this been the case and why was the system unfair for so many for so long?
2. Who can vote today? Which groups are still at a disadvantage and why?
3. Justice/Action: How can we make voting more equitable and just?
4. How can I make my voice be heard through the voting process?
5. How do we energize people to engage in voting in a joyful, committed manner?

Product or Performance
 (High quality, original artifact of learning that emerges from project; in service to an audience beyond the classroom)

Description: Our students will work to increase voter participation.

Options will include:

- 1) Participate in a campaign either for a party or a specific candidate.
- 2) Voter registration at local events in coordination with existing community organizations.
- 3) Organize along with the TC Board of

Specific content and skills to be assessed:

- Make a connection between people’s values and the political spectrum
- Distinguish between the core beliefs of political parties
- Identify reasons why voting matters
- Explain why voter turnout is so low in the US
- Analyze barriers to voting
- Distinguish between voter fraud and voter suppression
- Explain the role of Gerrymandering in the outcome of our elections

<p>Elections a realistic mock 2020 election at Ithaca High School.</p> <p>4) Devise creative ways to increase voter participation (i.e. social media campaign, advocate for 16 year olds to vote in local elections)</p>	<ul style="list-style-type: none"> Engage in the political research and debate that is at the heart of voting
<p>Audience and how product will be made public:</p> <ul style="list-style-type: none"> Eligible voters in the Ithaca area IHS students 	<p>How product matters to this audience:</p> <p>Students are passionate about issues important to their communities, to the country and to the world. They want to know that their voices can be heard and their vote matters. They are excited if nervous to engage their peers in discussions about the issues important to their world. Some are intimidated by the voting process and would like to practice before they cast their first vote. This unit will help them identify ways in which they can take action to increase voter participation.</p>

Resources

<p>Anchor Texts:</p>	<p>Various articles, political cartoons, videos, NPR interview on voter fraud, MLK speech Library of Congress documents</p>
<p>Additional Texts:</p>	<p>John Oliver episode on voter fraud Background information from newspapers and candidate websites on stances of candidates</p>
<p>Experts:</p>	<p>Candidates running for office, Jeff Furman, League of Women Voters representatives</p>
<p>Fieldwork:</p>	<p>Voter registration, Primary/General Election Vote</p>
<p>Materials:</p>	<p>Located in Daily Unit Planner below</p>
<p>Equipment and/or Facilities:</p>	<p>Voting machine (real or fake) for mock election</p>

Flow of the Case Study

Phases	Days/Instructional Periods	Brief Description	Instructional Strategies for All Learners
<p>Launch (Creating Need to Know)</p>	<p>See the unit plan below.</p>		
<p>Going Deeper/Research</p>	<p>See the unit plan below.</p>		

(Texts, Fieldwork, Experts)	See unit plan below.
Product Development (Developing High-Quality Work)	See the unit plan below.
Exhibition	See the unit plan below.

Daily Unit Planner		
Guiding Questions	Description of Lesson & Length	Materials
Theme 1: Democratic Values and Political Parties		
What are the values underlying America's democracy? What values are important to me?	<p>Day 1:</p> <ul style="list-style-type: none"> Post the public policy values on the board and ask students to list/rank them for themselves from most important to least important. Next have students work with a seat partner pair to negotiate a common list - during this process students need to discuss what these terms and values mean to them and why they ranked them in the order they did. They also need to compromise to come up with a common list. They should use the cut out Public Policy Cards so they can easily move the cards around during their discussion. Repeat this process in groups of 4. If there is time try to create a common list that the entire class can agree to (this is almost impossible) 	<p>Values in Public Policy Cards (create enough sets for partner pairs to use)</p>
How do these values inform the political spectrum? What does it mean to be liberal/moderate/conservative?	<p>Day 2:</p> <ul style="list-style-type: none"> Sort the values into liberal and conservative Use them as the foundation to place political labels on one or more political spectrum 	<p>Political Spectrum Handout</p> <p>The Political Spectrum and talking politics.pptx</p> <p>Political Values & Policies Worksheet</p>
What are the major political party platforms?	<p>Day 1:</p> <p>Intro activity: Work in pairs to identify each party by comparing the preambles to their platforms. Circle specific</p>	<p>Preamble identification Worksheet</p> <p>2016 Party Preambles - Teacher Copy:</p>

	<p>language that gives you clues about which party might make these statements.</p> <p>Work through the political parties webquest individually (may take more than one period)</p>	<p>Political Parties Webquest</p>
<p>How does the primary system work? What is a caucus, what political conversations occur during a caucus in the practice of democracy? How does a caucus vote and primary vote differ?</p>	<p>Day 1: Intro slides & videos explaining the difference between a caucus and primary.</p> <p>Day 2-3: Prior to this lesson have students nominate and vote on the issues most important to them locally, nationally and/or internationally. Choose the top 3 issues for students to research.</p> <p>Create tables for each primary candidate with a limited number of seats at each table to force students to fill in all the tables. At each table have poster-making material. Posted online have a list of quality links on the primary candidates positions on the 3 research topics (this can include the candidates' websites, print or video coverage that compares the candidates' positions). Have students pick a table/candidate to start with. Assign an issue to research from the top 3 and have students at that table create a poster for the candidate's position on that issue. The posters should include bullet points with the details of their plans (not just generalities).</p> <p>Then have students move to another candidate and assign the next issue. And again for the last issue. You should end up with a poster for each candidate on each of the 3 issues. Post those with a picture of each candidate around the room.</p> <p>Give students a chance to do a gallery walk of all the candidates/issues. Then have them vote in a secret primary ballot.</p> <p>Day 4: Then have them caucus for the candidate they most strongly support. Undecideds can stand in the middle of the room. Have students discuss with the others in their area why they support the candidate (or are undecided). Then keep the viable candidates (a candidate must have at least 15% of those present to stay viable). Have students supporting the viable candidates try to convince unviable or undecided students to support their candidate until everyone has chosen</p>	<p>Intro Slides</p> <p>Sample websites for primary candidate positions:</p> <p>What to know about Democratic primary debates - The Washington Post</p> <p>2020 Candidates Views on the Issues: A Voter's Guide - POLITICO</p> <p>Tracking The Issues In The 2020 Election</p> <p>Where do the 2020 Democratic candidates stand on the key issues?</p>

	<p>a viable candidate to support. Go around the room and have each group make a final pitch (students can still move). Then count the caucus vote to see who wins.</p> <p>Compare this to who won (and the percentage for each candidate) the secret ballot primary vote.</p>	
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Theme 2: Voting

<p>Who can and does participate in the voting process? How do I vote? Why should I vote?</p>	<p>Day 1:</p> <ul style="list-style-type: none"> ● Hook-in. On the board state: “Not voting is not a protest, it is a surrender.” -Congressman Keith Ellison. Ask students to share their thoughts about the meaning of this with a partner (think-pair-share). Then ask them for a show of hands for how many of them mentioned voting with their partner. Use this as a way to emphasize that voting is a critical part of our government process. ● Watch the video clip implying that young people don’t vote. In small groups discuss how this made them feel and what the intention of the makers of the video was. ● Students spend the remainder of class evaluating graphics (charts, graphs, political cartoons) about voter participation. <p>Day 2:</p> <ul style="list-style-type: none"> ● Show students a sample paper voter registration form. Pass out a copy of one to each student, go over the meaning of each part of the form as they have it in front of them. Explain that it is also possible to register online. ● Next, show a short video of the voting process and talk through how to vote. Ask students to share stories of a time they went to vote with an adult (if any have done so). Get a visual of the process. ● Have students go to their local board of elections website to see where they would vote if they register with their current address. ● Explain the absentee process for NY ● End by asking the students to write, on an exit ticket, about how they feel about the voter registration and voting process. Tell 	<p>Voting Resources, Articles, Videos and Questions (Materials can be used together, as an online research process, or broken apart and used as desired over multiple class days, as broken down to the left)</p>
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	<p>them they can keep the registration form and should fill it out if they want to register. They can turn it in, sealed, to the teacher, or mail it themselves.</p> <p>Day 3:</p> <ul style="list-style-type: none"> ● Ask, “What prevents some eligible citizens from voting?” Have them brainstorm a list in partners or a small group. ● Create a class list together on the board. Watch https://www.youtube.com/watch?v=xbb3BWnWB60 	
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Theme 3: Obstacles to Voting Yesterday and Today

<p>History</p>	<p>Day 1:</p> <ul style="list-style-type: none"> ● Hook: African Americans gained the right to vote in 1870. Why is Martin Luther King Jr. telling Congress to “Give Us the Ballot” in 1957? Discuss with your seatmate - share with class ● Show History 1:36 video on Civil War Amendments (When Did African Amendments..) ● Quick review of voting history using documents from the Library of Congress ● Have students read MLK speech (could play it and have students follow along or have students read it out loud) Make sure students remember what the Brown v Board of Education was so they understand the context of the speech. ● King makes 6 predictions of what will happen when everyone has easy access to voting (the ballot). Read through them and write briefly about the extent to which you agree/disagree with him. ● Break into groups of 3 and share your thoughts ● Process as a whole class ● End class by telling students that over the next few days we will be looking at current issues involving voting rights and they will be asked to think about how much progress we have made on these issues. 	<p>When Did African Americans Actually Get the Right to Vote?</p> <p>Voting Rights Articles and Essays Civil Rights History Project Digital Collections</p> <p>"Give Us the Ballot." Address Delivered at the Prayer Pilgrimage for Freedom</p>
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<p>What is Gerrymandering? How does it diminish the power of some people’s votes?</p>	<p>Day 1:</p> <ul style="list-style-type: none"> ● Hook: Start by showing the students the youtube clip called “Gerrymandering 101.” After watching, ask students to write down 	<p>Gerrymandering Resources (Originally created as a</p>
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their initial impression of gerrymandering, then share with a partner.

- Spend the rest of the period watching the documentary “Gerry RIGGED” (or this can be done individually for HW through a EdPuzzle) and have a handout with specific questions connected to the video for them to fill out. If not done in class, have them finish for HW.

Day 2:

- Hook: Show the students a map of the state they live in--have one of them find their district and circle it on the board--then ask “Based on what you see on the map and know about the region, do you think that your district qualifies as being “gerrymandered?” Why or why not? The teacher can then explain the correct answer for their region.
- Next, ask the students whether or not they like the idea of their state using gerrymandering methods and why they feel this way. Have them discuss in small groups for 5-10 minutes.
- Tell the class, “In 1995, the Supreme Court of the United States ruled that racial gerrymandering is a violation of constitutional rights and upheld decisions against redistricting purposely devised based on race. Yet, redistricting and gerrymandering can still be used as a tool to suppress certain voters, including people of color.
- Ask students to think about how gerrymandering can be used to marginalize certain groups of voters--give them a list of groups that research shows have often been marginalized, have them pick one to investigate further online (can finish for HW if needed) and answer some questions about.

Day3:

- Spend the day learning and talking about solutions to biased redistricting processes. Use a current events example from your state or somewhere else in the U.S. where change to prevent gerrymandering is being proposed/discussed or has happened.
- At the end, have a whole class discussion on whether or not they think this change, and other solutions are good adjustments

distance learning lesson during pandemic-Materials can be used together, as an online research process, or broken apart and used as desired over multiple class days, as broken down to the left)

Poor People Campaign
<https://www.poorpeoplescampaign.org/about/our-demands/>

Brennan Center for Justice resource on possible solutions to Gerrymandering:
[Redistricting](#)

	or not and why.	
Voter Fraud? Not so Much	<p>Day 1:</p> <ul style="list-style-type: none"> ● Hook: “Does the Constitution guarantee the right to vote?” Show the introductory video explaining that it does not. ● Slideshow lecture about how and why voter fraud is very rare. Students could practice and engage further with the videos and political cartoons <p>Day 2:</p> <ul style="list-style-type: none"> ● Vote by mail. How does it work? How have states who have done it for years made it secure? ● This part of the lesson was presented specifically to address voting during the Covid-19 epidemic, but mail in voting is likely to continue and increase well into the future. 	<p>Voter Fraud Slide Show</p> <p>Voter Fraud Resources, Articles, Videos, and Questions (Materials can be used together, as an online research process, or broken apart and used as desired over multiple class days, as broken down to the left)</p> <p>Brennan Center “Debunking the Voter Fraud Myth”</p>
Obstacles to Voting Today	<p>Have students read the articles to the right in groups and discuss the articles to voting they see in their article.</p> <p>Have them put the obstacles to voting they encounter in their article on individual post-it notes.</p> <p>Next have the entire class group and name the obstacles using the post-its posted up around the room. This should give a visual for what issues are mentioned multiple times in the articles.</p> <p>Have students go home and ask their family members, whether or not they have experienced or seen obstacles to voting and report back the next day.</p>	<p>Voting Rights</p> <p>Voter Suppression (League of Women Voters)</p> <p>ACLU site (voting rights)</p> <p>Brennan Center for Justice on Vote Suppression</p>
Project Based Learning:		
	<p>Students will select at least one way to become involved in voter mobilization efforts locally</p> <p>1: Organized a mock election for students at the high school including:</p> <ul style="list-style-type: none"> ● Registration ● Campaigning for candidates ● Realistic voting booths - teaching students how to fill out a ballot ● How to apply for absentee ballot <p>2: Voter Registration Drives at the High School</p>	

	<p>and/or in the community. In NY State students can register to vote as young as 16, so many students could be registered in a high school.</p> <p>3: Join a local/national organization working towards expanding the vote. Possibilities include:</p> <ul style="list-style-type: none">● League of Women Voters● Poor People’s Campaign● American Civil Liberties Union <p>4: Create a social media campaign for a voting initiative that would expand access to voting. These would need to be current and local at the county or state level. Students could join existing efforts or create their own local campaign Possibilities could include:</p> <ul style="list-style-type: none">● Same day registration & early voting● Redistricting reform such as bi-partisan panels to create district lines rather than the legislature.● Election day as a national holiday● Mail-in-Voting (with effective security protocols) <p>5. Work with the student led (Ithaca’s Youth Council) effort to get voting rights for 16 year olds in the ICSD board of education elections, City of Ithaca and Tompkins County elections. May include presenting to these elected bodies.</p>	
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Case Study Teacher Reflection Questions

Suggested questions to help you think about the design strengths of this case study and ways you might want to refine it moving forward.