



The Minnesota Literacy Council created this curriculum with funding from ECHO (Emergency, Community, Health, and Outreach). The goal of the curriculum is to empower students to participate in the democratic system and encourage students to have a voice through civic engagement. We invite you to adapt it for your own classrooms.



ECHO is a nonprofit organization located in St. Paul and serving the needs of Minnesota's immigrant and refugee populations. ECHO's mission is to collaborate with diverse communities to deliver programs and services that help people be healthy, contribute, and succeed. Learn more about ECHO video programs and ELL curriculums by visiting echominnesota.org.

Intermediate Level (CASAS reading scores of 201-220)

Voting: Week 1

Unit Overview

This is a 1-week unit where students will become familiar with the voting system and process in the United States. They will learn what the requirements are for voting, as well as how to get involved if they are not a citizen. Key political issues will also be discussed and voted on.

Focus of Week 1

- Voting differences and similarities between countries
- How to get involved
- The differences between the Democratic and Republican parties
- State and Local government

Voting Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life & Transition skill: Determine if they're eligible to vote and how to get involved if they are not eligible.</p> <p>Literacy: Write about how voting practices in their home countries.</p> <p>Listening/speaking: Listen for specific information about Voting and Voter Registration.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Pretest • Handout: Voting Systems • Handout: ECHO Video Worksheet <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Activity 2: ECHO Video Worksheet, Teacher Copy <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ECHO DVD • TV and DVD player
Lesson Plan	
<p>Warm up (20mins) <u>Description:</u> Ss will discuss why voting is important. Afterwards, give them the Pretest. <u>Materials/Prep:</u> copies of the Pretest</p> <p>Activity 1: Literacy (30mins) <u>Description:</u> Ss will write their answers to questions on voting practices in their home countries and discuss them afterwards. <u>Materials/Prep:</u> copies of Voting Systems handout</p> <p>Activity 2: Listening (60mins) <u>Description:</u> Ss will watch the first 5mins of the ECHO DVD and answer questions. <u>Materials/Prep:</u> ECHO DVD, TV, and copies of the ECHO Video Worksheet</p> <p>Wrap-up: Time permitting, ask Ss what they learned today and write their answers on the board.</p>	

Teacher Directions: Warm Up

- **Materials: Pretest**

Step 1: Setting the context

Write the word “public school” and “private school” on the board and ask Ss if they know the difference between the two. Keep it simple (i.e., public = free, private = not free).

Then ask Ss: *What if MN decided to charge money for every school? How would you feel about this?* Discuss.

Next ask Ss: *What if you had the power to change this decision? What if you could VOTE to keep public schools free... Would you vote?* Discuss.

Step 2: Voting

Briefly discuss why voting is important. Stress the importance that we have a **VOICE** in the United States because we are a democracy. (**NOTE:** You do not need to explain what a democracy is just yet. Wait until after the pretest to do this.) Explain that this week they will be learning about voting in the US. **But first, they will have to take a pretest.**

Step 3: Pretest

Explain that they will take this test today and then again on Thursday after the Voting Unit has ended.

Collect the tests immediately afterward and give them to your Coordinator.

Pretest	
Name: _____	Date: _____
School Location: _____	
<u>Read the question and then circle the correct letter.</u>	
1. What are two requirements for voting in the US? a) You need to be 18 years old and a citizen. b) You need to be 16 years old and a citizen. c) You need to be 18 years old and a legal resident. d) There are no requirements for voting.	
2. How do you register to vote? a) You don't need to register to vote. b) You register 30 days before the election or on Election Day. c) You fill out an application and pay \$20. d) You register at your nearest library.	
3. How do you find out where to vote? a) You can vote anywhere on Election Day. b) There will be signs in my neighborhood telling me where to vote. c) After you register, you will receive a postcard in the mail telling you where to vote. d) You can vote only at libraries.	
4. If you are not eligible to vote, what are <u>two ways</u> you can help someone who can vote? a) You can drive someone to the polls. b) You can interpret the ballot for someone. c) You can vote for them. d) A, B, & C are both correct.	
5. What are two things you need to bring with you on Election Day? a) A pen. b) A family member. c) A photo ID and proof of address. d) You don't need to bring anything with you on Election Day.	
6. If you are not eligible to vote, what are two ways you can still voice your opinion? a) You can volunteer on a campaign. b) You can protest. c) You can write to your local leaders. d) All of the above are correct.	
7. What year were women allowed to vote in the US? a) 2000 b) 1900 c) 1880 d) 1920	
8. What are the two main political parties in the US? a) Republican and Green Party b) Republican and Independent c) Republican and Democrat d) There is only one main political party.	
<u>Now read the question and use your own words to answer the questions below.</u>	
9. What does democracy mean? _____	
10. Who is the current President of the United States? _____	
11. Who votes for a Governor? _____	
12. Who votes for a Mayor? _____	

Teacher Directions: Activity 1: Literacy

- **Materials:** *Voting Systems*

Step 1: Discuss the term *democracy*

Ask Ss: “What does **democracy** mean?” See if Ss know before supplying the answer. Then ask if they know of any other kinds of governments (i.e., communist, etc.) and how those are different from a democracy.

Step 2: Writing

Pass out the **Voting Systems** handout and read each question together as a class. Then have Ss work on the handout independently.

Step 3: Pair-share

As Ss finish the handout, pair them together and have them ask/answer the questions.

After everyone is finished with their answers, share some answers as a group.

Voting Systems

Describe the voting system in your home country:

1. How old do you have to be to vote in your country?
2. Can men vote in your home country?
3. Can women vote?
4. Do you have to pay to vote?
5. Is voting common in your country? If yes, do many people actually go out and vote? If not, do people want to vote?

Voting in the United States

1. Are you eligible to vote in the United States?
- If not, do you know of other ways you can get involved?

- If yes, do you plan to vote, or have you voted in the past?

Teacher Directions: Activity 2: Listening

- **Materials:** *ECHO Video Worksheet*

Step 1: Introduce the Activity

Tell Ss that they are going to watch a short video on voting in MN. Explain that they will have to listen and then answer questions about what they heard. Explain that they will get to watch the video at least twice.

Pass out the **ECHO Video Worksheet** and have Ss fold the paper in half so only the first 5 questions are visible. Go over the first 5 questions together and explain that these are the questions they will have to answer right now.

ECHO Video Worksheet

Student copy

1. What is unique about America's government?
2. What does democracy mean?
3. What is one of the ways people can help make decisions in America?
4. What makes you eligible to vote?
5. If you aren't eligible, how can you still get involved?
6. If you are eligible, you have to register first. How do you do this?
7. Where can you find a voter registration form?
8. How do you know where to vote?
9. What do you need to bring with you on the day of election day?

CHALLENGE QUESTION: Why do you think voting is one of the most important rights American's have?

Step 2: Listening / Writing

Play the DVD. Afterwards, ask Ss if they have any questions. If Ss need to watch it again, play the clip one more time. Then have Ss start answer the first 5 questions.

If you do not have the ECHO DVD, you can watch the video on YouTube at the following link: <http://www.youtube.com/watch?v=Qw2Qt3GPiV8#t=93>. The segment runs from about 1:33 to about 4:36 of the linked video.

Step 3: Listening / Writing again

After Ss have finished answering the first 5 questions, have them unfold their paper to reveal questions 6-10. Go over the questions as a class.

Watch the video again.

Afterwards, have Ss write their answers to questions 6-10.

Step 4: Group Discussion

Once everyone is finished, go over questions 1-10 as a class.

Pretest

Name:

Date:

School Location:

Read the question and then **circle** the correct **letter**.

1. What are two requirements for voting in the US?

- a) You need to be 18 years old and a citizen.
- b) You need to be 16 years old and a citizen.
- c) You need to be 18 years old and a legal resident.
- d) There are no requirements for voting.

2. How do you register to vote?

- a) You don't need to register to vote.
- b) You register 20 days before the election or on Election Day.
- c) You fill out an application and pay \$20.
- d) You register at your nearest library.

3. How do you find out where to vote?

- a) You can vote anywhere on Election Day.
- b) There will be signs in my neighborhood telling me where to vote.
- c) After you register, you will receive a postcard in the mail telling you where to vote.
- d) You can vote only at libraries.

4. If you are not eligible to vote, what are two ways you can help someone who *can* vote?

- a) You can drive someone to the polls.
- b) You can interpret the ballot for someone.
- c) You can vote for them
- d) A and B are both correct.

5. What are two things you need to bring with you if you want to register to vote at the polls on Election Day?
- a) A pen
 - b) A family member
 - c) A photo ID and proof of address
 - d) You don't need to bring anything with you on Election Day.
6. If you are not eligible to vote, what are two ways you can still voice your opinion?
- a) You can volunteer on a campaign.
 - b) You can protest.
 - c) You can write to your local leaders.
 - d) All of the above are correct.
7. What year were women allowed to vote in the US?
- a) 2000
 - b) 1950
 - c) 1980
 - d) 1920
8. What are the two main political parties in the US?
- a) Republican and Green Party
 - b) Republican and Independent
 - c) Republican and Democrat
 - d) There is only one main political party.

Now read the question and **use your own words** to answer the questions below.

9. What does *democracy* mean? _____

10. Who is the current President of the United States? _____

11. Who votes for a Governor? _____

12. Who votes for a Mayor? _____

13. What are two things a Mayor helps provide for a city? _____

14. Do you know if you are eligible to vote? _____

15. If you ARE eligible to vote, do you plan to vote in this year, or an upcoming year's, election? Why or why not?

If you are *NOT* eligible to vote, do you plan to get involved, or voice your opinion, in other ways? Explain your answer.

Voting Systems

Describe the voting system in your home country:

1. How old do you have to be to vote in your country?
2. Can men vote in your home country?
3. Can women vote?
4. Do you have to pay to vote?
5. Is voting common in your country? If yes, do many people actually go out and vote? If not, do people *want* to vote?

Voting in the United States

1. Are you eligible to vote in the United States?
 - If not, do you know of other ways you can get involved?
 - If yes, do you plan to vote, or have you voted in the past?

ECHO Video Worksheet

Teacher copy

1. What is unique about America's government? **It's a democracy.**
2. What does democracy mean? **The people make decisions for the country.**
3. What is one of the ways people can help make decisions in America? **Voting**
4. What makes you eligible to vote? **18 years old, citizen, have lived in MN for at least 20 days, and don't have any felonies**
5. If you aren't eligible, how can you still get involved? **Volunteer on a campaign, be an interpreter for someone else who can vote, drive someone to the polls, etc.**
6. If you are eligible, you have to register first. How do you do this? **20 days before the election or at the precinct on election day.**
7. Where can you find a voter registration form? **Courts, city halls, telephone books, www.mnvotes.org; if you renew your driver's license or state ID you can register then.**
8. How do you know where to vote? **After you register you will receive a postcard telling you where to vote.**
9. What do you need to bring with you on the day of election day if you are not registered and want to register at the polls? **Photo ID and proof of your current address, such as a utility bill. OR you can bring a registered voter from your precinct to vouch for your name and address.**

CHALLENGE QUESTION: Why do you think voting is one of the most important rights American's have?

ECHO Video Worksheet

Student copy

1. What is unique about America's government?
2. What does democracy mean?
3. What is one of the ways people can help make decisions in America?
4. What makes you eligible to vote?
5. If you aren't eligible, how can you still get involved?
6. If you are eligible, you have to **register** first. How do you do this?
7. Where can you find a voter registration form?
8. How do you know where to vote?
9. If you want to register at the polls, what do you need to bring with you on election day?

CHALLENGE QUESTION: Why do you think voting is one of the most important rights American's have?

Voting Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Discuss where they stand on political issues.</p> <p>Literacy: Read about ways they can get involved in politics without needing to be a citizen.</p> <p>Listening/speaking: Discuss “hot topics” such as same-sex marriage and abortion and how these topics align with Republican/Democratic platforms.</p> <p>Transitions: Use a ven diagram to describe the differences/similarities in voting in their countries vs. the US.</p> <p>Grammar: Write sentences about voting in their home countries and the US by using CAN and CAN’T.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Voting Differences and Similarities • <u>Textbook</u>: <i>Citizenship Now</i>, p. 123; 75 • Handout: The Issues <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Q & A Review • <u>Textbook</u>: <i>Citizenship Now</i>, p. 121 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector
Lesson Plan	
<p>Warm up: Transitions/Grammar (15mins) Directions: Ss will use a ven diagram to describe the differences/similarities between voting in their home countries vs. the US. Afterwards, they will write sentences about these differences/similarities using <i>can/can’t</i>. Materials/Prep: copies of the Voting Differences and Similarities handout</p> <p>Review (15mins) Directions: Ss will mingle around the room trying to match up <i>voting</i> and <i>voter registration</i> questions and answers used from yesterday’s class. Materials/Prep: cut Q & A Review into strips for <u>Mingle</u></p> <p>Activity 1: Literacy (30-40mins) Description: Ss will read about additional ways they can get involved in politics <i>without</i> needing to be a citizen. Materials/Prep: one copy of Citizenship Now, p. 121 for T, and multiple copies of Citizenship Now, p. 123 for Ss.</p> <p>Activity 2: Literacy/Speaking (45mins) Description: Ss will read about the Democratic and Republican platforms, as well as current issues (i.e., same-sex marriage, abortion). They will then discuss where Democrats/Republicans stand on these issues. Materials/Prep: copies of Citizenship Now, p. 75 and The Issues handout</p> <p>Wrap-Up Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.</p>	

Teacher Directions: Warm up and Grammar Extension

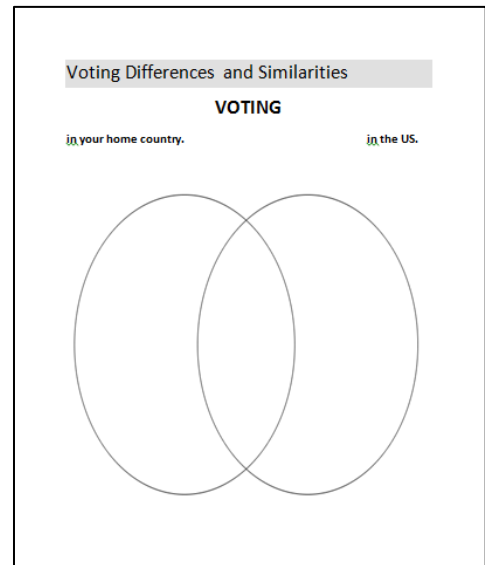
- **Materials: Voting Differences and Similarities**

Step 1: Ven Diagram

Explain that Ss will need to write on the left side *how voting practices are in their home countries*; on the right side they need to explain *how the voting practices are in the US*. (NOTE: These practices need to be different from each other). Next explain that in the middle is where they write anything that is the SAME between their home countries and the US.

As Ss finish, pair them up with another student to discuss.

Afterward, have a few Ss from different countries share their diagrams with the class.



Step 2: Grammar Extension – can/can't

Write on the board: *I am **able to** vote in the US when I am 18.* Ask Ss if they know of a verb that means the same as “able to” → **CAN**. If they don’t know, then erase “am able to” and write in **CAN**. Then ask them what the *opposite* of can is → **CAN’T**. Ask a student to supply you with a sentence using can’t (i.e., *I can’t vote in the US unless I’m a citizen.*)

Then put Ss in pairs. Using their ven diagrams, have them write **CAN** and **CAN’T** sentences about voting practices in their home countries in the US. (Example: I can’t vote in my home country [because I’m a woman], OR I can vote in the US when I’m a citizen; etc) Encourage them to write at least 3-4 sentences for **CAN** and 3-4 sentences for **CAN’T**.

Walk around the room and help where necessary.

Have Ss share their sentences afterward by doing a **ball toss** (i.e., give a student a ball and have him say a sentence; afterward, tell him to throw the ball to another student. Then that student will read a sentence and so on.)

Teacher Directions: Review

- **Materials: Q & A Review**

Step 1: Prep

Cut out the **Q & A Review** worksheet into strips. Make sure that when you hand them out to Ss that there is an answer for every question. If there is an odd number of Ss, or if you have more than 14 Ss, pair people up together.

Step 2: Introduce the Activity

Ask Ss to name two things they learned yesterday. Write what they say on the board and explain that they are going to do a review Mingle where one student will have a question and another student will have the answer. Tell them they will need to walk around the room until they find their correct match.

Model this first before passing out the strips: choose two students and hand them an answer strip. (Only one should match your question.) Then show them how they should go up to each other and say something like, "My question is _____. Do you have an answer to match this?" Write these phrases on the board for Ss to practice and reference while mingling.

Pass out the strips.

Step 3: Check Answers

Once everyone is matched up, have the Ss read their questions and answers. Have the other Ss determine if these answers are correct.

Spend time afterward going over any additional questions Ss might have.

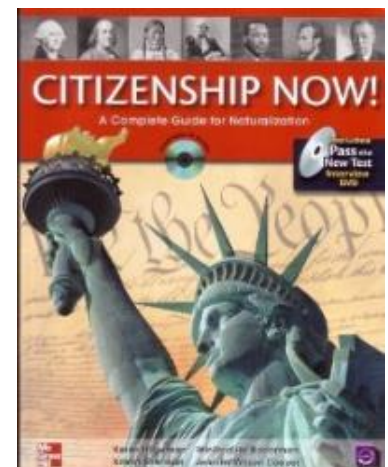
Q & A Review	
Teacher copy	
Question	Answer
What does democracy mean?	People get to make decisions for the country.
What makes you eligible to vote?	You need to be 18 years old, be a citizen, have lived in MN for at least 20 days, and do not have any felonies.
If you aren't eligible to vote, how can you get involved?	You can volunteer on a campaign, be an interpreter for someone who can vote, or drive someone without a car to the polls.
How do you register to vote?	You can register to vote 20 days before the election or on election day.
Where can you find a voter registration form?	At courts, city halls, or telephone books.
How do you know where to vote?	After you register to vote, you will receive a postcard telling you where to vote.
What do you need to bring with you on the day of election day?	You need to bring a photo ID and proof of your address, such as a utility bill.

Teacher Directions: Activity 1: Literacy

- **Materials: Citizenship Now, p. 121, 123**

Step 1: Read

Project the vignette about Rashil and Tabesa on **p. 121 of Citizenship Now** on the board, either via ELMO or overhead projector. Read the vignette first for the class. Then have everyone read it aloud with you.



Step 2: Answer Questions

Write these questions on the board and discuss:

- 1) Why did Rashil and Tabesa come to the United States?
- 2) Why did the women travel to Washington DC?
- 3) **Did they need to be a US citizen in order to do this?** << *This is the key question for discussion, as you want them to realize that they don't NEED to be a citizen in order to speak their mind.*

Step 3: Getting Involved

Ask Ss to tell you what other ways they can get involved without needing to be a citizen: *interpret for someone, bring someone to the polls, volunteer on a campaign, protest, attend neighborhood meetings, etc.*

BEFORE you pass out **p. 123 of *Citizenship Now***, go over these vocabulary words with the Ss. Ask Ss if they know what any of these words mean *first* before supplying the definitions:

- *Organize, Special-interest group, Neighborhood organizations, Improve, Naturalization process*

Then pass out **p. 123** and put Ss in pairs and instruct them to read the first 3 paragraphs together. When everyone is finished, read the paragraphs as a class and discuss.

Afterward, go over the different ways to make your voice heard section together and discuss each statement one-by-one. Ask Ss which ones they need to be a citizen for and which ones they don't.

Teacher Directions: Activity 2: Literacy

- **Materials:** *Citizenship Now*, p. 75, *The Issues*

NOTE: *This activity discusses "hot topics" which can stimulate constructive discussion when handled appropriately. Consider **explaining** ahead of time that it's okay to have differing opinions and that the most important thing is to listen to each other respectfully. It is also important to **explain** that these "issues" are not necessarily "black and white" across party lines (i.e., there are Republicans who are pro-choice, etc.) **Explain** that these are TRENDS and that it's still very important to research where specific candidates stand on these issues.*

Step 1: Introduce the activity

Ask Ss: *Do you know what the two main political parties are in the US?* Write Republican and Democrat on the board. If it is an election year, ask Ss who the candidates are for each party (e.g., *In 2012, Obama = Democrat, Romney = Republican.*)

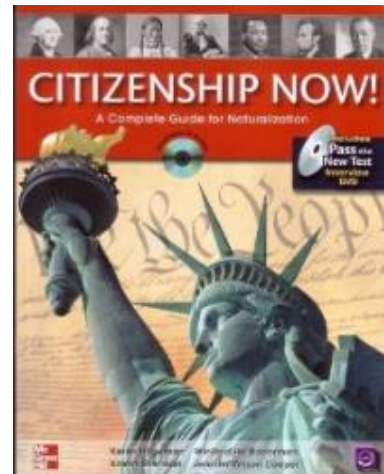
Ask Ss: *Do you know what the differences are between the two parties?* Write down any appropriate answers under each party.

Step 2: Jigsaw Reading

Pass out **p. 75 of *Citizenship Now***. Instruct Ss to fold their papers in half. Tell half of the Ss to read about the Democrats and the other half to read about the Republicans.

As Ss finish, pair up a “Democrat and Republican” and have them share, in their own words, what that party is about.

Regroup afterwards and have someone read the Democrat paragraph. Discuss. Write any new key words from the reading on the board under Democrat. Then do the same for the Republican paragraph.



Step 3: Discuss The Issues

Ask Ss what the main difference(s) seem to be between the parties. **Remain impartial.** Use p. 75 to help you.

Then write these words on the board: *Same-sex marriage, abortion, immigration, and healthcare*. Ask Ss if they know what they mean and discuss briefly.

JIGSAW: Put Ss into groups of 2-3 and give half of the class **The Issues** reading on *same-sex marriage* and *abortion*. Give the other half of the reading on *immigration* and *healthcare* to the other half of the class.

Instruct Ss to read their paragraphs and then discuss which party they agree with more and why.

Afterward, regroup as a class and instruct someone to read each topic. Discuss after each one.

The Issues

Adapted from: <http://www.uscis.gov>

SAME-SEX MARRIAGE

Democrats typically support same-sex marriage. They support "marriage equality" and the effort to have legal treatment for same-sex couples.

Republicans typically do not support same-sex marriage. They support the Defense of Marriage Act. This means they support the rights of states and federal governments not to recognize same-sex relationships that are licensed in other places.

ABORTION

Democrats typically are "pro-choice". This means they support a woman's right to choose to have an abortion. They support *Roe versus Wade*, the 1973 Supreme Court decision to legalize abortion.

Republicans typically are "pro-life". This means they do not support a woman's right to choose to have an abortion. They support a "human life amendment" to the Constitution. They also oppose the use of public funds to promote or perform abortions.

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IMMIGRATION

Democrats typically support immigration reform. They want immigration reform to bring undocumented immigrants "out of the shadows" and require them to "get right with the law, learn English and pay taxes" in order to be considered for citizenship.

Republicans typically do not support immigration reform. They oppose any form of "forgiveness" for those who entered the US illegally.

HEALTHCARE

Democrats typically support the Patient Protection and Affordable Care Act, also known as "**Obamacare**". They believe that healthcare should be available to everyone. This Act will require ALL citizens to have health insurance by 2014.

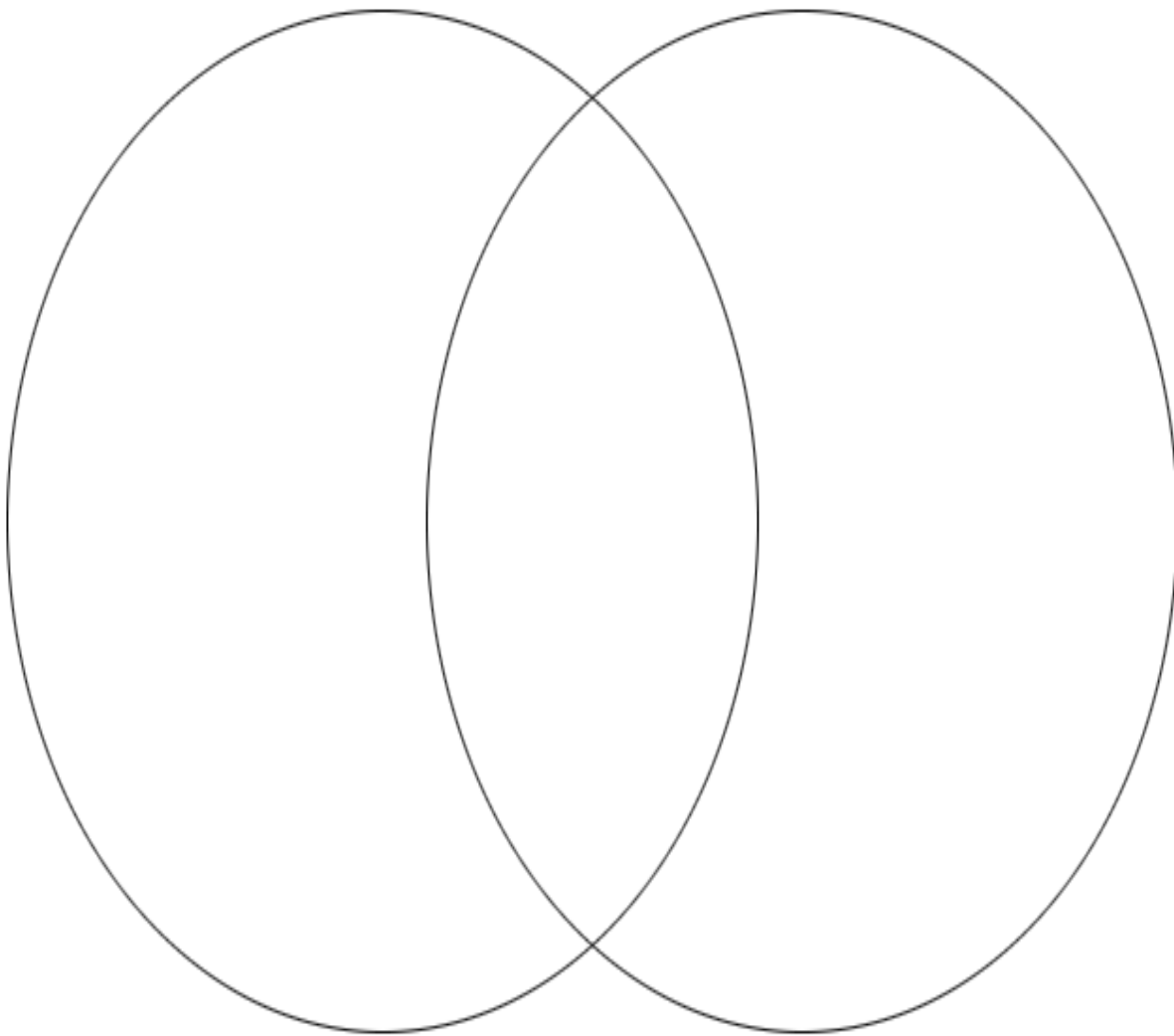
Republicans typically do not support the Patient Protection and Affordable Care Act, also known as "**Obamacare**". They want to repeal this Act and typically do not like that all citizens will be required to have health insurance.

Voting Differences and Similarities

VOTING

in your home country.

in the US.



Q & A Review

Teacher copy

Question	Answer
What does democracy mean?	People get to make decisions for the country.
What makes you eligible to vote?	You need to be 18 years old, be a citizen, have lived in MN for at least 20 days, and do not have any felonies.
If you aren't eligible to vote, how can you get involved?	You can volunteer on a campaign, be an interpreter for someone who can vote, or drive someone without a car to the polls.
How do you register to vote?	You can register to vote 20 days before the election or on election day.
Where can you find a voter registration form?	At courts, city halls, or telephone books
How do you know where to vote?	After you register to vote, you will receive a postcard telling you where to vote.
What do you need to bring with you on the day of election day?	If you are registered to vote, you don't need to bring anything. If you are registering at the polls, you need to bring a valid photo ID with proof of your current address, OR another photo ID <u>and</u> proof of your address, such as a utility bill.

The Issues

Adapted from: <http://m.voanews.com>

SAME-SEX MARRIAGE

Democrats typically support same-sex marriage. They support "marriage equality" and the effort to have legal treatment for same-sex couples.

Republicans typically *do not* support same-sex marriage. They support the Defense of Marriage Act. This means they support the rights of states and federal governments not to recognize same-sex relationships that are licensed in other places.

ABORTION

Democrats typically are "pro choice". This means they support a woman's right to choose to have an abortion. They support Roe versus Wade, the 1973 Supreme Court decision to legalize abortion.

Republicans typically are "pro life". This means they *do not* support a woman's right to choose to have an abortion. They support a "human life amendment" to the Constitution. They also oppose the use of public funds to promote or perform abortions.

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IMMIGRATION

Democrats typically support immigration reform. They want immigration reform to bring undocumented immigrants "out of the shadows" and require them to "get right with the law, learn English and pay taxes" in order to be considered for citizenship.

Republicans typically *do not* support immigration reform. They oppose any form of "forgiveness" for those who entered the US illegally.

HEALTHCARE

Democrats typically support the Patient Protection and Affordable Care Act, also known as "Obamacare". They believe that healthcare should be available to everyone. This Act will require ALL citizens to have health insurance by 2014.

Republicans typically *do not* support the Patient Protection and Affordable Care Act, also known as "Obamacare". They want to **repeal** this Act and typically do not like that all citizens will be required to have health insurance.

Voting Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life & Transitions skill: Determine who our Governor/Mayor are and what they do for MN.</p> <p>Literacy: Read and answer questions about the role of a Governor and Mayor.</p> <p>Listening/speaking: Listen for specific information concerning Susan B Anthony and her involvement in gaining voting rights for women.</p> <p>Grammar: Identify verbs in a paragraph as present tense and write sentences using the BE verb.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> Handout: Women Voters Handout: State and Local Government, Student Copy <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> <u>Textbook</u>: <i>Citizenship Now</i>, p. 75 (reference) Handout: The Issues (reference) Handout: Women Voters, Teacher Copy <u>Textbook</u>: <i>Citizenship Now</i>, p. 111 Handout: State and Local Government, Teacher Copy <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> ELMO or overhead projector
Lesson Plan	
<p>Review : Writing (15-20mins)</p> <p><u>Description:</u> Ss will review Democratic and Republican platforms, and then write about which issue (same-sex marriage, abortion, immigration, healthcare) is the most important to them and why.</p> <p><u>Materials:</u> reference <i>Citizenship Now</i>, p. 75 and <i>The Issues</i></p> <p>Activity 1: Listening (30mins)</p> <p><u>Description:</u> Ss will listen for specific information regarding Susan B Anthony’s involvement in helping women and minorities vote.</p> <p><u>Materials/Prep:</u> copies of <i>Women Voters</i> handout for Ss and one copy of the corresponding <i>Teacher Copy</i> for T.</p> <p>Activity 2: Literacy (30mins)</p> <p><u>Description:</u> Ss will read about some of the things a Governor, Mayor, and city council do.</p> <p><u>Materials/Prep:</u> find a picture of MN’s current Governor and the Mayor of your school’s city; read <i>Citizenship Now</i>, p. 111 before class; make copies of <i>State and Local Government, Student Copy</i> handout for Ss and one copy of the corresponding <i>Teacher Copy</i> for T.</p> <p>Activity 3: Grammar (30-40mins)</p> <p><u>Description:</u> Ss will identify the verbs in the State and Local Government reading and then write sentences using the BE verb.</p> <p><u>Materials/Prep:</u> <i>State and Local Government</i> (same handout as above so no need to make additional copies)</p> <p>Wrap-up</p> <p>Ask Ss to tell you what they learned today.</p>	

Teacher Directions: Review

- **Materials:** Citizenship Now, p. 75, The Issues

Step 1: Introduce the activity

Write *Republican* and *Democrat* on the board and ask Ss if they remember what they learned about yesterday concerning these two parties. Write what they say on the board. (Reference **Citizenship Now**, p. 75 for guidance.)

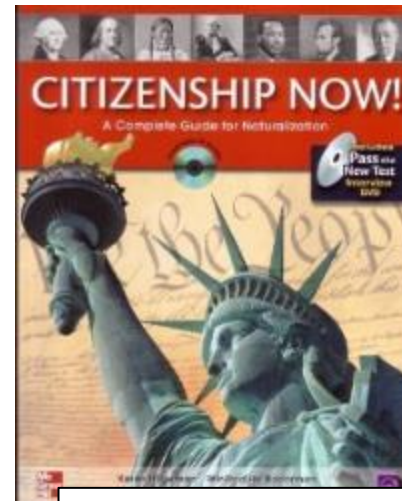
Next, write *same-sex marriage*, *abortion*, *immigration*, and *healthcare* on the board. Ask Ss if they remember where Democrats and Republicans stand on these issues. (Reference **The Issues** handout for guidance.)

Step 2: Writing

Then ask Ss to rank these issues by level of importance to them: 1 = very important, 2 = important, 3 = sort of important, 4 = not that important.

Next, ask them to write at least 5 sentences about the most important issue to them and why they feel that way.

NOTE: Feel free to read their writings as they finish, but it is not necessary to have Ss read them aloud for the class. This activity is more designed to get Ss thinking about their own beliefs/values.



The Issues

Adapted from: <http://m.civics.com>

SAME-SEX MARRIAGE

Democrats typically support same-sex marriage. They support "marriage equality" and the effort to have legal treatment for same-sex couples.

Republicans typically do not support same-sex marriage. They support the Defense of Marriage Act. This means they support the rights of states and federal governments not to recognize same-sex relationships that are licensed in other places.

ABORTION

Democrats typically are "pro-choice". This means they support a woman's right to choose to have an abortion. They support *Roe versus Wade*, the 1973 Supreme Court decision to legalize abortion.

Republicans typically are "pro-life". This means they do not support a woman's right to choose to have an abortion. They support a "human life amendment" to the Constitution. They also oppose the use of public funds to promote or perform abortions.

IMMIGRATION

Democrats typically support immigration reform. They want immigration reform to bring undocumented immigrants "out of the shadows" and require them to "get right with the law, learn English and pay taxes" in order to be considered for citizenship.

Republicans typically do not support immigration reform. They oppose any form of "forgiveness" for those who entered the US illegally.

HEALTHCARE

Democrats typically support the Patient Protection and Affordable Care Act, also known as "**Obamacare**". They believe that healthcare should be available to everyone. This Act will require ALL citizens to have health insurance by 2014.

Republicans typically do not support the Patient Protection and Affordable Care Act, also known as "**Obamacare**". They want to **repeal** this Act and typically do not like that all citizens will be required to have health insurance.

Teacher Directions: Activity 1: Listening

- **Materials:** *Women Voters*

Step 1: Introduce the activity

Ask Ss: *Are women able to vote in your home countries? Why or why not?* Discuss. Then ask Ss: *Can women vote in the US today? Have they always been able to?* Discuss.

Step 2: Listening

Tell Ss they are going to listen to you read about Susan B Anthony – a prominent figure in the United States' history who helped get women's voting rights. Explain that they will need to write the missing words they hear.

Go over these key words first: **campaigned**, **anti-slavery**, **rights**, **arrested**, and **Amendment**.

Pass out the **Women Voters** worksheet. Explain that you will read it multiple times and that spelling is not important but that listening for the missing words is.

Step 3: Checking for Comprehension

Pair up Ss and have them check their answers. When they're finished, have them read the paragraph out loud together. Once everyone has read the paragraph at least once, go over the answers together as a class. Then read the paragraph together as a class.

Next, have Ss answer the comprehension questions in pairs. Go over the answers together as a class afterward.

Women Voters

Student Copy

Susan B. Anthony was born in _____. She was involved in the _____ movement, but is _____ for her involvement in getting _____ the right to _____. She campaigned for the _____ of both _____ and _____ to vote. She was _____ when only _____ were given that right in the _____ and _____. ~~Autodidacts~~, in _____, she demanded that women be allowed to vote, and she _____ a group of _____ to the polls to _____. She was _____. She died before the _____ Amendment was passed in _____, allowing _____ to _____.

Write your answers in complete sentences.

1. What is Susan B. Anthony best known for? Susan B. Anthony is best known for _____.
2. Did she only campaign for the rights of women? _____
3. Who were given the right to vote with the 14th and 15th Amendments? _____
4. How old was Susan B. Anthony when she led a group of women to the polls to vote? _____
5. When ~~was~~ ~~supposed~~ finally granted the right to vote? Was Susan B. Anthony alive when this happened? _____

Teacher Directions: Activity 2: Reading

- **Materials:** *Citizenship Now*, p. 111, *State and Local Government*

Step 1: Prep

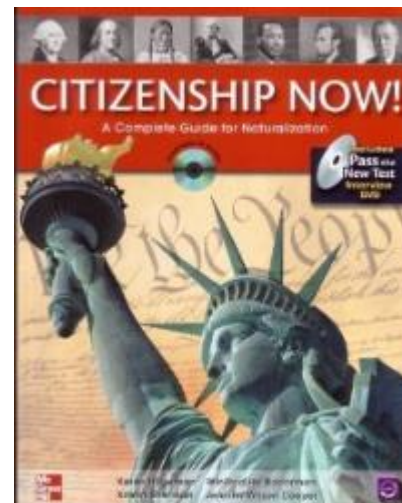
Find a picture of MN's current Governor and the Mayor of your school's city and print it off for class. Also read **p. 111** for your reference before teaching this class.

Step 2: Introduce the activity

Show Ss a picture of the Governor of MN and ask Ss if they know who s/he is. If they don't know, supply the information and write it on the board. Then show them a picture of your city's Mayor and ask if they know who s/he is. Write the name on the board. Explain that these are people they can vote for, *in addition to* the President/Vice President, and that they are deeply connected to how MN is run.

Then either project the diagram on **p. 111** of *Citizenship Now* on the board or draw it. Briefly discuss the layers of government, specifically highlighting that we elect people in each level of government to represent us. Explain that the *city council* works directly with the Mayor to provide services for each city. Also feel free to explain how a *school board* works.

Then explain that they are going to read about their state and local government.



Step 3: Read

Put the paragraph on **State and Local Government** on the ELMO or overhead projector. Read it once for the Ss. Then read it together as a class. Then have each student read a sentence aloud for the class. Check comprehension along the way.

Step 4: Checking comprehension

Put Ss in pairs and pass out the **student copy** of the **State and Local Government** worksheet. Explain that they will need to reorder the sentences by putting a “1” by the first sentence, a “2” by the second and so on. Feel free to read the paragraph again for them before doing this activity.

Once Ss are finished, have them read the sentences together sequentially. Afterwards, they can continue on to the comprehension questions. You will probably have to project the reading once again for this portion.

When Ss are finished, check answers.

State and Local Government

Student Copy

Now reorder the sentences. Put a 1 by the first sentence, a 2 by the second, and so on.

_____ He or she can propose new laws or veto bills.

_____ He or she helps run the day-to-day operations of that city.

_____ Some of these powers include providing education, safety, and giving drivers licenses.

_____ This can involve providing services such as parks and libraries; garbage collection; clean drinking water; and public transportation.

_____ Some powers of the United States government are given to the states.

_____ The Governor is the leader of the state government and is elected by the people of the state.

_____ The Mayor is the leader of the city government and is elected by the people in that city.

Answer the questions below in complete sentences.

1. What powers are given to the state government?
2. Who elects the Governor of MN?
3. What are some of the things a Governor does?
4. Who elects the Mayor of Minneapolis?
5. What are some of the things a Mayor does?

Teacher Directions: Activity 3: Grammar

- **Materials: State and Local Government**

Step 1: Introduce the Grammar

Project the **State and Local Government** worksheet again on the whiteboard and have Ss come up, one-by-one, and circle all of the verbs they see in the paragraph. Afterwards, ask them what TENSE the paragraph is written in (*present*).

Then ask them what a majority of the verbs are (*is/are*). Explain that “*is/are*” is the TO BE verb. Then write this diagram on the board:

TO BE

I	We
You	You (all)
He/she/it	They

Ask Ss if they know what “be” verbs work with each subject. Write the answers on the board as they supply them (i.e., I = am; you = are; etc.)

Step 2: Using the grammar

Next ask Ss to write 12 sentences in their notebooks using each TO BE verb with each subject twice. (**NOTE:** Depending on the level of your Ss, feel free to explain that the TO BE verb can be used alone (i.e., *I am tall; She is twenty years old*) or as a “helping verb” (i.e., *I am playing basketball; The President is elected every 4 years.*) Either type of sentence is okay for this activity.

Float around the room to help Ss as needed. As Ss finish, pair them up and have them peer edit.

Step 3: Extending the grammar – ***Time permitting***

If you feel your Ss are up for it, then ask them to tell you what the TO BE verbs are in the past. Write these on the board (i.e., I = was; you = were; etc.)

Collect the student papers and redistribute them to other Ss in the class (OR just have Ss trade with the person sitting next to them.) Tell the Ss to rewrite their peer’s sentences using the PAST TENSE. Read a few at the end, time permitting.

The Issues

Adapted from: <http://m.voanews.com>

SAME-SEX MARRIAGE

Democrats typically support same-sex marriage. They support "marriage equality" and the effort to have legal treatment for same-sex couples.

Republicans typically *do not* support same-sex marriage. They support the Defense of Marriage Act. This means they support the rights of states and federal governments not to recognize same-sex relationships that are licensed in other places.

ABORTION

Democrats typically are "pro choice". This means they support a woman's right to choose to have an abortion. They support Roe versus Wade, the 1973 Supreme Court decision to legalize abortion.

Republicans typically are "pro life". This means they *do not* support a woman's right to choose to have an abortion. They support a "human life amendment" to the Constitution. They also oppose the use of public funds to promote or perform abortions.

IMMIGRATION

Democrats typically support immigration reform. They want immigration reform to bring undocumented immigrants "out of the shadows" and require them to "get right with the law, learn English and pay taxes" in order to be considered for citizenship.

Republicans typically *do not* support immigration reform. They oppose any form of "forgiveness" for those who entered the US illegally.

HEALTHCARE

Democrats typically support the Patient Protection and Affordable Care Act, also known as "Obamacare". They believe that healthcare should be available to everyone. This Act will require ALL citizens to have health insurance by 2014.

Republicans typically *do not* support the Patient Protection and Affordable Care Act, also known as "Obamacare". They want to **repeal** this Act and typically do not like that all citizens will be required to have health insurance.

Women Voters

TEACHER COPY

Excerpt taken from *Citizenship Now*, p. 127

Susan B. Anthony was born in **1820**. She was involved in the **anti-slavery** movement but is **best known** for her involvement in getting **women** the right to **vote**. She campaigned for the **rights** of both **blacks** and **women** to vote. She was **disappointed** when only **black men** were given that right in the **14th** and **15th** Amendments. In **1872**, she demanded that women be allowed to vote, and she **led** a group of **women** to the polls to **vote**. She was **arrested**. She died before the **19th** Amendment was passed in **1920**, allowing **women** to **vote**.

Comprehension Questions

Write your answers in complete sentences.

1. What is Susan B Anthony best known for? **Susan B Anthony is best known for her involvement in getting women the right to vote.**
2. Did she only campaign for the rights of women? **No, she also campaigned for the rights of black people.**
3. Who were given the right to vote with the 14th and 15th Amendments? **Black men were given the right to vote with the 14th and 15th Amendments.**
4. How old was Susan B Anthony when she led a group of women to the polls to vote? **She was 52.**
5. When were women finally granted the right to vote? Was Susan B Anthony alive when this happened? **Women were finally granted the right to vote in 1920. No, she wasn't.**

Women Voters

Student Copy

Susan B. Anthony was born in _____. She was involved in the _____ movement but is _____ for her involvement in getting _____ the right to _____. She campaigned for the _____ of both _____ and _____ to vote. She was _____ when only _____ were given that right in the _____ and _____ Amendments. In _____, she demanded that women be allowed to vote, and she _____ a group of _____ to the polls to _____. She was _____. She died before the _____ Amendment was passed in _____, allowing _____ to _____.

Write your answers in complete sentences.

1. What is Susan B Anthony best known for? **Susan B Anthony is best known for**
2. Did she only campaign for the rights of women?
3. Who were given the right to vote with the 14th and 15th Amendments?
4. How old was Susan B Anthony when she led a group of women to the polls to vote?
5. When were women finally granted the right to vote? Was Susan B Anthony alive when this happened?

State and Local Government

TEACHER COPY (Excerpt taken from *Citizenship Now*, p. 110-111)

State and Local Government

Some powers of the United States government are given to the states. Some of these powers include providing education, safety, and driver's licenses. The Governor is the leader of the state government and is elected by the people of the state. He or she can propose new laws or veto bills. The Mayor is the leader of the city government and is elected by the people in that city. The Mayor, and the city council, help run the day-to-day operations of that city. This can involve providing services such as parks and libraries; garbage collection; clean drinking water; and public transportation.

- - - - -

Now reorder the sentences. Put a 1 by the first sentence, a 2 by the second, and so on.

- | | |
|------------------|---|
| ___ 4 ___ | He or she can propose new laws or veto bills. |
| ___ 6 ___ | The Mayor, and the city council, help run the day-to-day operations of that city. |
| ___ 2 ___ | Some of these powers include providing education, safety, and driver's licenses. |
| ___ 7 ___ | This can involve providing services such as parks and libraries; garbage collection; clean drinking water; and public transportation. |
| ___ 1 ___ | Some powers of the United States government are given to the states. |
| ___ 3 ___ | The Governor is the leader of the state government and is elected by the people of the state. |
| ___ 5 ___ | The Mayor is the leader of the city government and is elected by the people in that city. |

Answer the questions below in complete sentences.

1. What powers are given to the state government? **Education, safety, giving driver's licenses**
2. Who elects the Governor of MN? **The people who live in MN.**
3. What are some of the things a Governor does? **Propose new laws or veto bills.**
4. Who elects the Mayor of Minneapolis? **The people living in Minneapolis.**
5. What are some of the things a Mayor and the city council do? **Help run the day-to-day operations of a city; AND/ OR provides services such as parks and libraries; garbage collection; clean drinking water; and public transportation.**

CHALLENGE: What city do you live in? Do you like that your city has parks and libraries? How would you feel if the Mayor of your city decided to take away all of the public libraries in your city? Would you voice your opinion? Why or why not?

State and Local Government

Student Copy

Now reorder the sentences. Put a 1 by the first sentence, a 2 by the second, and so on.

- _____ He or she can propose new laws or veto bills.
- _____ The Mayor, and the city council, help run the day-to-day operations of that city.
- _____ Some of these powers include providing education, safety, and driver's licenses.
- _____ This can involve providing services such as parks and libraries; garbage collection; clean drinking water; and public transportation.
- _____ Some powers of the United States government are given to the states.
- _____ The Governor is the leader of the state government and is elected by the people of the state.
- _____ The Mayor is the leader of the city government and is elected by the people in that city.

Answer the questions below in complete sentences.

1. What powers are given to the state government?
2. Who elects the Governor of MN?
3. What are some of the things a Governor does?
4. Who elects the Mayor of Minneapolis?
5. What are some of the things a Mayor and the city council do?

CHALLENGE: What city do you live in? Do you like that your city has parks and libraries? How would you feel if the Mayor of your city decided to take away all of the public libraries in your city? Would you voice your opinion? Why or why not?

Voting Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life & Transitions skill: Practice voting using a sample ballot.</p> <p>Literacy: Read small vignettes pertaining to political issues.</p> <p>Listening/speaking: Discuss political issues and their opinions on them in groups and review this week's content by playing Jeopardy.</p> <p>Grammar: Use CAN/CAN'T and the present/past tense of the TO BE verb to complete sentences.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Grammar Review • Handout: Voter Ballot • Handout: Post Test <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Debate Topics • 2012 Sample Ballot (optional)—or see instructions for generating a personal Sample Ballot for each student. <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Jeopardy Review PowerPoint • ELMO or overhead projector • Laptop and LCD projector
Lesson Plan	
<p>Warm up: Grammar (20mins) <u>Description:</u> Pass out the grammar worksheet as Ss arrive and have them work on it independently. When they finish, have Ss peer-edit. Regroup afterwards and go over the answers. <u>Materials/Prep:</u> copies of Grammar Review</p> <p>Activity 1: Speaking (45mins) <u>Description:</u> Ss will read vignettes regarding issues such as same-sex marriage and abortion and will discuss their opinions in small groups. Afterwards, they will vote on these issues. <u>Materials/Prep:</u> one copy of Debate Topics and multiple copies of Voter Ballot for Ss; copy of included 2012 Sample Ballot (optional) or Ss' customized Sample Ballots from MN Secretary of State website (optional).</p> <p>Activity 2: Jeopardy Review (30mins) <u>Description:</u> Ss will play Jeopardy to review the material covered this week. <u>Materials/Prep:</u> Jeopardy Review PowerPoint; computer and LCD projector</p> <p>POST-TEST <u>Description:</u> Pass out the Post Test. Collect them as Ss finish and give them to your Coordinator. <u>Materials/Prep:</u> copies of Post Test</p>	

Teacher Directions: Activity 1: Speaking

- **Materials:** *Debate Topics, 2012 Sample Ballot, Voter Ballot*

NOTE: These topics are not easy to discuss but are important. It is natural that you will have opinions/beliefs that differ from your Ss, and likewise, that they will differ between themselves. Stress the importance of everyone's right to voice their opinion, regardless of whether you agree with them or not.

Step 1: Introduce the activity

Ask Ss if they remember where Democrats and Republicans stand regarding these issues: *same-sex marriage, abortion, immigration, healthcare*. Discuss.

Step 2: Discussion

Have Ss get into groups of 3 or 4. Project the first vignette on the board (by covering up the other ones) and read it aloud together. Have the Ss discuss how they feel about this issue in groups for about 5 mins. Then regroup as a class and discuss. Continue on in the same way for the rest of the vignettes.

Step 3: Voting

Next, have Ss cast their votes on these issues. (**NOTE:** at the time this lesson was created it was a presidential election year. If it is NOT an election year when you teach this lesson, simply have your Ss ignore that part on the ballot, *or* have them practice voting for the party they identify with most.)

Tally up the votes and share with the class.

Step 4: Sample Ballot (optional)

Now have students look at an 'official' sample ballot. You may use the **2012 Sample Ballot** (included), or, as an optional digital literacy activity, have students generate a sample ballot for their neighborhood at <http://myballotmn.sos.state.mn.us/>. You may want to project a copy and go through it as a class, or break the class into small groups and discuss before discussing it as a class.

Debate Topics

Bob and John have been living together for 15 years. They own a house together, have a dog, and enjoy volunteering in their community. They love each other very much and want to get married. However, it is not legal for same-sex couples to get married in MN. Should the law in MN change to accept same-sex marriages? Why or why not?

Jane is 18 years old and loves her boyfriend. She has been dating him for 2 years and hopes that they will get married after college. She will be starting her first year of college this fall. Jane wants to become a lawyer. Two months before school starts, however, she becomes pregnant. This is not what Jane and her boyfriend had been planning. They feel that they are too young to start a family. Jane decides to get an abortion. Should the law change in MN to make abortion illegal? Why or why not?

Martha has been living in the United States for 17 years. She is originally from Guatemala. She has two children who were born in America. They are 12 and 10 years old. She works two jobs and works really hard to support her family. She hopes that one day her children will graduate from high school and maybe even go to college. This summer, the government discovered that Martha is not a legal immigrant. They want to send her back to Guatemala. Should the law allow Martha to stay in the US, or should the law require her to go back to Guatemala? Why or why not?

Aubrey is a mother of two and is pregnant with her third child. She does not work because she wants to stay home and raise her children. Her husband works at a bank. His health insurance coverage is really bad and very expensive. He has to pay \$800 every

Voter Ballot

Non Official Ballot State General Election Ballot
Judge _____ Hennepin/Ramsey County, MN
Judge _____ November 6, 2012
Instructions to Voters:

To vote, completely fill in the squares next to your choice. Be this: ■

Federal Offices	The Issues
President and Vice-President VOTE FOR ONE TEAM	Same-Sex Marriage Do you think that MN should allow same-sex marriages? <input type="checkbox"/> YES <input type="checkbox"/> NO
<input type="checkbox"/> Barack Obama and Joe Biden Democrat	Abortion Do you think that abortions should be legal in MN? <input type="checkbox"/> YES <input type="checkbox"/> NO
<input type="checkbox"/> Mitt Romney and Paul Ryan Republican	Immigration Do you oppose any form of "forgiveness" for those who entered the US illegally? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Healthcare Are you in favor of the Patient Protection and Affordable Care Act, also known as "Obamacare"? <input type="checkbox"/> YES <input type="checkbox"/> NO

Teacher Directions: Activity 2: Jeopardy Review

- **Materials:** [Jeopardy Review PowerPoint](#), *computer and LCD projector*

NOTE: The Jeopardy game is designed so that the questions will appear by clicking on the dollar amounts. Therefore, you do not need to play the PowerPoint in slideshow format. Also, the answers are not provided in the slides themselves, but some of the more difficult questions include answers in the notes section at the bottom of each slide.

Prep:

Download the Jeopardy Review PowerPoint at

http://mnliteracy.org/sites/default/files/curriculum/jeopardy_review_voting_curriculum_0.pptx

and pull up on your computer to project on the board.

Step 1: Introduce the activity

Ask your Ss if they have heard of the game Jeopardy and if they know how to play it. Then explain how it is played. (In this version, however, the Ss just need to supply the answers, not the questions.)

RULES:

1. They will have to select a dollar amount from each category.
2. A question will be read by the teacher. That team will have 2 minutes to answer it. If they can't answer it, or if they answer it incorrectly, the opposing team will have a chance to answer it.
3. Whoever answers the question correctly gets the points and gets to go again. If no one answers it correctly, then the team who chose the question initially gets to go again.
4. Whoever has the most \$\$ at the end wins. 😊

Step 2: Play Jeopardy!

Put Ss into two teams and have them choose a Team Name.

Project the Jeopardy game on the board and play!

Grammar Review

Teacher Copy

NOTE: You might want to draw a TO BE verb diagram on the board for Ss to reference → *present: I = am, you = are, etc; past: I = was, you were, etc.*

Fill in the missing verbs with either **can**, **can't**, or the **present** or **PAST** tense of the **TO BE** verb.

1. Jose is 19. He can vote.
2. John can't vote because he is not a citizen.
3. Democrats are typically interested in helping people through social and economic programs.
4. Bill Clinton was a Democratic President.
5. George W. Bush and Ronald Reagan were Republican Presidents.
6. Republicans are typically interested in only having the government do what people can't do for themselves.
7. This year is a presidential election year. The Democratic candidate is **Barack Obama** and the Republican candidate is **Mitt Romney**.
8. Can you vote in this year's election? Yes I can or No I can't.
9. People can get involved and voice their opinion even if they are not citizens.
10. You can drive someone to the polls to vote.
11. You can interpret for someone who is eligible to vote.
12. You can't vote for someone else, however. Only the person who is eligible can vote.
13. In the past, women were not able to vote.
14. Susan B Anthony was an advocate for women's voting rights.
15. In 1920, women were finally granted the right to vote.
16. Some powers of the United States government are given to the States.
17. The Governor is the leader of the state. Minnesota's current Governor is _____.
18. The Mayor of a city is elected by the people who live in that city.
19. We can vote for the Governor, Mayor *and* the President of the United States.

How will you get involved in this year's election?

Grammar Review

Student copy

Fill in the missing verbs with either **can**, **can't**, or the **present** or **PAST** tense of the **TO BE** verb.

1. Jose _____ 19. He _____ vote.
2. John _____ vote because he _____ not a citizen.
3. Democrats _____ typically interested in helping people through social and economic programs.
4. Bill Clinton _____ a Democratic President.
5. George W. Bush and Ronald Reagan _____ Republican Presidents.
6. Republicans _____ typically interested in only having the government do what people can't do for themselves.
7. This year _____ a presidential election year. The Democratic candidate _____ and the Republican candidate _____.
8. Can you vote in this year's election? Yes _____ **OR** No _____.
9. People _____ get involved and voice their opinion even if they _____ not citizens.
10. You _____ drive someone to the polls to vote.
11. You _____ interpret for someone who _____ eligible to vote.
12. You _____ vote for someone else, however. Only the person who is eligible _____ vote.
13. In the past, women _____ not able to vote.
14. Susan B Anthony _____ an advocate for women's voting rights.

15. In 1920, women _____ finally granted the right to vote.
16. Some powers of the United States government _____ given to the States.
17. The Governor _____ the leader of the state. Minnesota's current Governor _____.
18. The Mayor of a city _____ elected by the people who live in that city.
19. We _____ vote for the Governor, Mayor *and* the President of the United States.

CHALLENGE QUESTION: ***How will you get involved in this year's election?***

Debate Topics

Bob and John have been living together for 15 years. They own a house together, have a dog, and enjoy volunteering in their community. They love each other very much and want to get married. However, it is not legal for same-sex couples to get married in MN. **Should the law in MN change to accept same-sex marriages? Why or why not.**

Jane is 18 years old and loves her boyfriend. She has been dating him for 2 years and hopes that they will get married after college. She will be starting her first year of college this fall. Two months before school starts, however, she becomes pregnant. This is not what Jane and her boyfriend had been planning. They feel that they are too young to start a family. Jane decides to get an abortion. **Should the law change in MN to make abortion illegal? Why or why not?**

Martha has been living in the United States for 17 years. She is originally from Guatemala. She has two children who were born in America. They are 12 and 10 years old. She works two jobs and works really hard to support her family. She hopes that one day her children will graduate from high school and maybe even go to college. This summer, the government discovered that Martha is not a legal immigrant. They want to send her back to Guatemala. **Should the law allow Martha to stay in the US, or should the law require her to go back to Guatemala? Why or why not?**

Aubrey is a mother of two and is pregnant with her third child. She does not work because she wants to stay home with her children. Her husband works at a bank. His health insurance coverage is really bad and very expensive. He has to pay \$900 every month for family health insurance. They want to get cheaper insurance but no one will cover them because Aubrey is pregnant. This is considered a “pre-existing condition”. **Do you think everyone in the US should receive healthcare, regardless of pre-existing conditions (such as pregnancy), or do you think it is not the government’s job to provide this service? Why or why not?**

Voter Ballot

Non Official Ballot Judge _____ Judge _____	State General Election Ballot Hennepin/Ramsey County, MN November 8, 2016
Instructions to Voters: <div style="text-align: right; margin-right: 50px;">■</div> To vote, completely fill in the squares next to your choice, like this:	

Federal Offices	The Issues
President and Vice-President VOTE FOR ONE TEAM <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input style="margin-right: 10px;" type="checkbox"/> <div> Hillary Clinton and Tim Kaine Democratic </div> </div> <hr style="border: 0.5px solid black;"/> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input style="margin-right: 10px;" type="checkbox"/> <div> Donald Trump and Mike Pence Republican </div> </div> <hr style="border: 0.5px solid black;"/> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <input style="margin-right: 10px;" type="checkbox"/> <div> Jill Stein and Ajamu Baraka Green </div> </div> <hr style="border: 0.5px solid black;"/> <div style="display: flex; align-items: center;"> <input style="margin-right: 10px;" type="checkbox"/> <div> Gary Johnson and William Weld Libertarian </div> </div> <hr style="border: 0.5px solid black;"/>	<div style="margin-bottom: 10px;"> <u>Same-Sex Marriage</u> Do you think that MN should allow same-sex marriages? <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> YES <input type="checkbox"/> NO </div> </div> <hr style="border: 0.5px solid black;"/> <div style="margin-bottom: 10px;"> <u>Abortion</u> Do you think that abortions should be illegal in MN? <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> YES <input type="checkbox"/> NO </div> </div> <hr style="border: 0.5px solid black;"/> <div style="margin-bottom: 10px;"> <u>Immigration</u> Do oppose any form of "forgiveness" for those who entered the US illegally? <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> YES <input type="checkbox"/> NO </div> </div> <hr style="border: 0.5px solid black;"/> <div> <u>Healthcare</u> Are you in favor of the Patient Protection and Affordable Care Act, also known as "Obamacare"? <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> YES <input type="checkbox"/> NO </div> </div>


Voting Unit

STATE GENERAL ELECTION BALLOT

COUNTY NAME, MINNESOTA

NOVEMBER 6, 2012

INSTRUCTIONS TO VOTERS:

To vote, completely fill in the oval(s) next to your choice(s) like this: 

30	CITY QUESTIONS	TOWN QUESTIONS	SCHOOL DISTRICT QUESTIONS
34	To vote for a question, fill in the oval next to the word "YES" on that question. To vote against a question, fill in the oval next to the word "NO" on that question.	To vote for a question, fill in the oval next to the word "YES" on that question. To vote against a question, fill in the oval next to the word "NO" on that question.	SCHOOL DISTRICT QUESTION 3 THE QUESTION TITLE MUST CONSIST OF TEN OR FEWER WORDS 44 45
35	CITY QUESTION 1 THE QUESTION TITLE MUST CONSIST OF TEN OR FEWER WORDS	TOWN QUESTION THE QUESTION TITLE MUST CONSIST OF TEN OR FEWER WORDS	When two or more ballot questions occur in a single jurisdiction, be sure to number the questions as above. When the question is related to the renewal of an existing levy referendum, use the notice below.
	The body of the question is printed here in upper and lower case letters, as large as possible, but in no case smaller than 8 point type. The title goes above in the shaded box, and must also be in no smaller than 10 point type. "YES" and "NO" must be placed directly below and no smaller than 10 point and bold.	The body of a town question must be formatted exactly like the county question, in ten point upper and lower case letters. The title should go above in the shaded box and printed in ten point bold uppercase.	<input type="radio"/> YES <input type="radio"/> NO
	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO	BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING TO EXTEND AN EXISTING PROPERTY TAX REFERENDUM THAT IS SCHEDULED TO EXPIRE 46
	The maximum amount of increased levy as a percentage of market value is _____%	SCHOOL DISTRICT OFFICES OPTIONAL: SCHOOL DISTRICT NAME	SPECIAL DISTRICT OFFICES HOSPITAL DISTRICT BOARD MEMBER IF REQUIRED: SEAT NAME VOTE FOR ONE
	The amount that will be raised by the new referendum tax rate in the first year it is to be levied is \$_____	SCHOOL BOARD MEMBER OPTIONAL: SCHOOL DISTRICT NAME VOTE FOR UP TO THREE	<input type="radio"/> CANDIDATE <input type="radio"/> CANDIDATE <input type="radio"/> _____ written, if any
	CITY QUESTION 2 37 THE QUESTION TITLE MUST CONSIST OF TEN OR FEWER WORDS	<input type="radio"/> CANDIDATE <input type="radio"/> CANDIDATE <input type="radio"/> CANDIDATE <input type="radio"/> _____ written, if any <input type="radio"/> _____ written, if any <input type="radio"/> _____ written, if any	JUDICIAL OFFICES SUPREME COURT ASSOCIATE JUSTICE n VOTE FOR ONE
	The body of the question is printed here in upper and lower case letters, as large as possible, but in no case smaller than 8 point type. The title goes above in the shaded box, and must also be in no smaller than 10 point type. "YES" and "NO" must be placed directly below and no smaller than 10 point and bold.	SCHOOL BOARD MEMBER DISTRICT n or AT LARGE VOTE FOR ONE 42	<input type="radio"/> CANDIDATE <input type="radio"/> CANDIDATE <input type="radio"/> _____ written, if any
	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> CANDIDATE <input type="radio"/> CANDIDATE <input type="radio"/> _____ written, if any	COURT OF APPEALS JUDGE n VOTE FOR ONE
	CITY QUESTION 3 THE QUESTION TITLE MUST CONSIST OF TEN OR FEWER WORDS 38	SPECIAL ELECTION FOR SCHOOL BOARD MEMBER DISTRICT n To fill vacancy in term expiring January 5, 2015 VOTE FOR ONE	<input type="radio"/> CANDIDATE <input type="radio"/> _____ written, if any
	When two or more questions from the same jurisdiction appear on a ballot, the questions must be numbered. All other formatting rules apply, however, you do not need to repeat the instructions.	<input type="radio"/> CANDIDATE <input type="radio"/> CANDIDATE <input type="radio"/> _____ written, if any	nTH DISTRICT COURT JUDGE y VOTE FOR ONE
	<input type="radio"/> YES <input type="radio"/> NO 39	SCHOOL DISTRICT QUESTIONS	<input type="radio"/> CANDIDATE <input type="radio"/> CANDIDATE <input type="radio"/> _____ written, if any
	TOWN OFFICES OPTIONAL: TOWNSHIP NAME	To vote for a question, fill in the oval next to the word "YES" on that question. To vote against a question, fill in the oval next to the word "NO" on that question.	JUDGE x VOTE FOR ONE 47
40	TOWN SUPERVISOR SEAT n VOTE FOR ONE	SCHOOL DISTRICT QUESTION 1 THE QUESTION TITLE MUST CONSIST OF TEN OR FEWER WORDS	<input type="radio"/> CANDIDATE <input type="radio"/> _____ written, if any
41	<input type="radio"/> CANDIDATE <input type="radio"/> CANDIDATE <input type="radio"/> _____ written, if any	The body of the question is printed here in upper and lower case letters, as large as possible, but in no case smaller than 8 point type. This a school district bond election where the debt service payments are to be made entirely from transfers of revenue from the capital fund to the debt service fund.	JUDGE z VOTE FOR ONE
	SPECIAL ELECTION FOR TOWN SUPERVISOR SEAT n To fill vacancy in term expiring January 5, 2015 VOTE FOR ONE	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> CANDIDATE <input type="radio"/> _____ written, if any
	<input type="radio"/> CANDIDATE <input type="radio"/> CANDIDATE <input type="radio"/> _____ written, if any	SCHOOL DISTRICT QUESTION 2 THE QUESTION TITLE MUST CONSIST OF TEN OR FEWER WORDS	48
	TOWN TREASURER or TOWN CLERK VOTE FOR ONE	When two or more ballot questions occur in a single jurisdiction, be sure to number the questions as above. If the question is an operating levy referendum question authorizing a property tax levy or tax rate increase including the issuance of debt obligations payable in whole or in part from property taxes, use the notice below.	49
	<input type="radio"/> CANDIDATE <input type="radio"/> CANDIDATE <input type="radio"/> _____ written, if any	<input type="radio"/> YES <input type="radio"/> NO	PRECINCT NAME OR NUMBER
	SPECIAL ELECTION FOR TOWN TREASURER To fill vacancy in term expiring January 5, 2015 VOTE FOR ONE	BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE 43	
	<input type="radio"/> CANDIDATE <input type="radio"/> CANDIDATE <input type="radio"/> _____ written, if any		

VOTE FRONT AND BACK OF BALLOT

2012 Sample Ballot

Post Test

Name:

Date:

School Location:

Read the question and then **circle** the correct **letter**.

1. What are two requirements for voting in the US?

- a) You need to be 18 years old and a citizen.
- b) You need to be 16 years old and a citizen.
- c) You need to be 18 years old and a legal resident.
- d) There are no requirements for voting.

2. How do you register to vote?

- a) You don't need to register to vote.
- b) You register 20 days before the election or on Election Day.
- c) You fill out an application and pay \$20.
- d) You register at your nearest library.

3. How do you find out where to vote?

- a) You can vote anywhere on Election Day.
- b) There will be signs in my neighborhood telling me where to vote.
- c) After you register, you will receive a postcard in the mail telling you where to vote.
- d) You can vote only at libraries.

4. If you are not eligible to vote, what are two ways you can help someone who *can* vote?

- a) You can drive someone to the polls.
- b) You can interpret the ballot for someone.
- c) You can vote for them
- d) A and B are both correct.

5. What are two things you need to bring with you if you want to register on Election Day?

- a) A pen
- b) A family member
- c) A photo ID and proof of address
- d) You don't need to bring anything with you on Election Day.

6. If you are not eligible to vote, what are two ways you can still voice your opinion?

- a) You can volunteer on a campaign.
- b) You can protest.
- c) You can write to your local leaders.
- d) All of the above are correct.

7. What year were women allowed to vote in the US?

- a) 2000
- b) 1950
- c) 1980
- d) 1920

8. What are the two main political parties in the US?

- a) Republican and Green Party
- b) Republican and Independent
- c) Republican and Democrat
- d) There is only one main political party.

Now read the question and use your own words to answer the questions below.

9. What does *democracy* mean? _____

10. Who is the current President of the United States? _____

11. Who votes for a Governor? _____

12. Who votes for a Mayor? _____

13. What are two things a Mayor helps provide for a city? _____

14. Do you know if you are eligible to vote? _____

15. If you ARE eligible to vote, do you plan to vote in this year, or an upcoming year's, election? Why or why not?

If you are *NOT* eligible to vote, do you plan to get involved, or voice your opinion, in other ways? Explain your answer.