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**

<table>
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<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life &amp; Transition skill:</strong> Determine if they're eligible to vote and how to get involved if they are not eligible. <strong>Literacy:</strong> Write about how voting practices in their home countries. <strong>Listening/speaking:</strong> Listen for specific information about Voting and Voter Registration.</td>
<td><strong>Make Student Copies</strong>&lt;br&gt;• Handout: Pretest&lt;br&gt;• Handout: Voting Systems&lt;br&gt;• Handout: ECHO Video Worksheet&lt;br&gt;<strong>Make Single Copies or Reference</strong>&lt;br&gt;• Activity 2: ECHO Video Worksheet, Teacher Copy&lt;br&gt;<strong>Props, Technology, or Other Resources</strong>&lt;br&gt;• ECHO DVD&lt;br&gt;• TV and DVD player</td>
</tr>
</tbody>
</table>

**Lesson Plan**

**Warm up (20mins)**<br>Description: Ss will discuss why voting is important. Afterwards, give them the Pretest. <br>Materials/Prep: copies of the Pretest

**Activity 1:** Literacy (30mins)<br>Description: Ss will write their answers to questions on voting practices in their home countries and discuss them afterwards. <br>Materials/Prep: copies of Voting Systems handout

**Activity 2:** Listening (60mins)<br>Description: Ss will watch the first 5mins of the ECHO DVD and answer questions. <br>Materials/Prep: ECHO DVD, TV, and copies of the ECHO Video Worksheet

**Wrap-up:**<br>Time permitting, ask Ss what they learned today and write their answers on the board.
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

**Student Name:** name

**School Location:**

1. What are two requirements for voting in the U.S.? (circle two)
   1. You need to be at least 18 years old.
   2. You need to be a U.S. citizen.
   3. You need to live in a state or in a territory of the U.S.
   4. You need to register to vote.

2. How do you register to vote? (circle two)
   1. You don't need to register to vote.
   2. You can register at the election office.
   3. You register at the election office.
   4. You register at the election office.

3. How do you vote? (circle two)
   1. You vote in person at the election office.
   2. You mail in your vote.
   3. You cast your vote in an election.

4. What are two goals of the U.S. election? (circle two)
   1. To elect a new president.
   2. To elect a new legislature.

5. What are two ways to participate in the election? (circle two)
   1. To vote in person.
   2. To register to vote.

6. What are two ways to influence politics? (circle two)
   1. To vote in person.
   2. To register to vote.

**Directions:** Record your answers to each question and indicate how you would answer each question. Then write your name and school location below.
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.

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.
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=Qw2Qt3GPlV8#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.
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?
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 Americans have?
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

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<th><strong>Objectives</strong></th>
<th><strong>Materials</strong></th>
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<tbody>
<tr>
<td><strong>Learners will be able to…</strong></td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><em>Life skill:</em> Discuss where they stand on political issues.</td>
<td><em>Handout:</em> Voting Differences and Similarities</td>
</tr>
<tr>
<td><em>Literacy:</em> Read about ways they can get involved in politics without needing to be a citizen.</td>
<td><em>Textbook:</em> Citizenship Now, p. 123; 75</td>
</tr>
<tr>
<td><em>Listening/speaking:</em> Discuss “hot topics” such as same-sex marriage and abortion and how these topics align with Republican/Democratic platforms.</td>
<td><em>Handout:</em> The Issues</td>
</tr>
<tr>
<td><em>Transitions:</em> Use a ven diagram to describe the differences/similarities in voting in their countries vs. the US.</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td><em>Grammar:</em> Write sentences about voting in their home countries and the US by using CAN and CAN’T.</td>
<td><em>Q &amp; A Review</em></td>
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<tr>
<td></td>
<td><em>Textbook:</em> Citizenship Now, p. 121</td>
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<tr>
<th><strong>Lesson Plan</strong></th>
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<tr>
<td><strong>Warm up:</strong> Transitions/Grammar (15mins)</td>
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<tr>
<td><strong>Directions:</strong> 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 can/can’t.</td>
</tr>
<tr>
<td><strong>Materials/Prep:</strong> copies of the Voting Differences and Similarities handout</td>
</tr>
<tr>
<td><strong>Review</strong> (15mins)</td>
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<tr>
<td><strong>Directions:</strong> Ss will mingle around the room trying to match up voting and voter registration questions and answers used from yesterday’s class.</td>
</tr>
<tr>
<td><strong>Materials/Prep:</strong> cut Q &amp; A Review into strips for Mingle</td>
</tr>
<tr>
<td><strong>Activity 1:</strong> Literacy (30-40mins)</td>
</tr>
<tr>
<td><strong>Description:</strong> Ss will read about additional ways they can get involved in politics without needing to be a citizen.</td>
</tr>
<tr>
<td><strong>Materials/Prep:</strong> one copy of Citizenship Now, p. 121 for T, and multiple copies of Citizenship Now, p. 123 for Ss.</td>
</tr>
<tr>
<td><strong>Activity 2:</strong> Literacy/Speaking (45mins)</td>
</tr>
<tr>
<td><strong>Description:</strong> 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.</td>
</tr>
<tr>
<td><strong>Materials/Prep:</strong> copies of Citizenship Now, p. 75 and The Issues handout</td>
</tr>
<tr>
<td><strong>Wrap-Up</strong></td>
</tr>
<tr>
<td>Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.</td>
</tr>
</tbody>
</table>
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.

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**Tea**
**her 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.
Voting Differences and Similarities

VOTING

in your home country. in the US.
## Q & A Review

**Teacher copy**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does democracy mean?</td>
<td>People get to make decisions for the country.</td>
</tr>
<tr>
<td>What makes you eligible to vote?</td>
<td>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.</td>
</tr>
<tr>
<td>If you aren’t eligible to vote, how can you get involved?</td>
<td>You can volunteer on a campaign, be an interpreter for someone who can vote, or drive someone without a car to the polls.</td>
</tr>
<tr>
<td>How do you register to vote?</td>
<td>You can register to vote 20 days before the election or on election day.</td>
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<td>Where can you find a voter registration form?</td>
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<td>After you register to vote, you will receive a postcard telling you where to vote.</td>
</tr>
<tr>
<td>What do you need to bring with you on the day of election day?</td>
<td>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 and proof of your address, such as a utility bill.</td>
</tr>
</tbody>
</table>
The Issues

Adapted from: [http://m.voanews.com](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](http://m.voanews.com) this Act and typically do not like that all citizens will be required to have health insurance.
# Voting Unit: Week 1, Wednesday

<table>
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<th>Objectives</th>
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<tr>
<td><strong>Objectives</strong> <em>Learners will be able to...**&lt;br&gt;Life &amp; Transitions skill</em>: Determine who our Governor/Mayor are and what they do for MN.&lt;br&gt;<strong>Literacy</strong>: Read and answer questions about the role of a Governor and Mayor.&lt;br&gt;<strong>Listening/speaking</strong>: Listen for specific information concerning Susan B Anthony and her involvement in gaining voting rights for women.&lt;br&gt;<strong>Grammar</strong>: Identify verbs in a paragraph as present tense and write sentences using the BE verb.</td>
<td><strong>Make Student Copies</strong>&lt;br&gt;• Handout: <em>Women Voters</em>&lt;br&gt;• Handout: <em>State and Local Government, Student Copy</em>&lt;br&gt;<strong>Make Single Copies or Reference</strong>&lt;br&gt;• Textbook: <em>Citizenship Now, p. 75</em> (reference)&lt;br&gt;• Handout: <em>The Issues</em> (reference)&lt;br&gt;• Handout: <em>Women Voters, Teacher Copy</em>&lt;br&gt;• Textbook: <em>Citizenship Now, p. 111</em>&lt;br&gt;• Handout: <em>State and Local Government, Teacher Copy</em>&lt;br&gt;<strong>Props, Technology, or Other Resources</strong>&lt;br&gt;• ELMO or overhead projector</td>
</tr>
</tbody>
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## Lesson Plan

**Review**: Writing (15-20mins)<br>**Description**: 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.<br>**Materials**: reference *Citizenship Now, p. 75 and The Issues*

**Activity 1**: Listening (30mins)<br>**Description**: Ss will listen for specific information regarding Susan B Anthony’s involvement in helping women and minorities vote.<br>**Materials/Prep**: copies of *Women Voters* handout for Ss and one copy of the corresponding *Teacher Copy* for T.

**Activity 2**: Literacy (30mins)<br>**Description**: Ss will read about some of the things a Governor, Mayor, and city council do.<br>**Materials/Prep**: find a picture of MN’s current Governor and the Mayor of your school’s city; read *Citizenship Now, p. 111* before class; make copies of *State and Local Government, Student Copy* handout for Ss and one copy of the corresponding *Teacher Copy* for T.

**Activity 3**: Grammar (30-40mins)<br>**Description**: Ss will identify the verbs in the State and Local Government reading and then write sentences using the BE verb.<br>**Materials/Prep**: *State and Local Government* (same handout as above so no need to make additional copies)

**Wrap-up**<br>Ask Ss to tell you what they learned today.
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.

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.

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**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 if 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.

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**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
You
He/she/it
We
You (all)
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

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.

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

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

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

**Learners will be able to...**

- **Life & Transitions skill**: Practice voting using a sample ballot.
- **Literacy**: Read small vignettes pertaining to political issues.
- **Listening/speaking**: Discuss political issues and their opinions on them in groups and review this week’s content by playing Jeopardy.
- **Grammar**: Use CAN/CAN’T and the present/past tense of the TO BE verb to complete sentences.

#### Materials

- **Make Student Copies**
  - Handout: Grammar Review
  - Handout: Voter Ballot
  - Handout: Post Test

- **Make Single Copies or Reference**
  - Debate Topics
  - 2012 Sample Ballot (optional)—or see instructions for generating a personal Sample Ballot for each student.

- **Props, Technology, or Other Resources**
  - Jeopardy Review PowerPoint
  - ELMO or overhead projector
  - Laptop and LCD projector

#### Lesson Plan

**Warm up: Grammar (20mins)**

**Description**: 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.

**Materials/Prep**: copies of *Grammar Review*

**Activity 1: Speaking (45mins)**

**Description**: 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.

**Materials/Prep**: 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).

**Activity 2: Jeopardy Review (30mins)**

**Description**: Ss will play Jeopardy to review the material covered this week.

**Materials/Prep**: Jeopardy Review PowerPoint; computer and LCD projector

**POST-TEST**

**Description**: Pass out the Post Test. Collect them as Ss finish and give them to your Coordinator.

**Materials/Prep**: copies of *Post Test*
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.
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](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?
Fill in the missing verbs with either can, can’t, or the present or past tense of the to be verb.

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

### Instructions to Voters:

To vote, completely fill in the squares next to your choice, like this:

### Federal Offices

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>President and Vice-President</strong></td>
<td>VOTE FOR ONE TEAM</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillary Clinton and Tim Kaine</td>
<td>Democratic</td>
</tr>
<tr>
<td>Donald Trump and Mike Pence</td>
<td>Republican</td>
</tr>
<tr>
<td>Jill Stein and Ajamu Baraka</td>
<td>Green</td>
</tr>
<tr>
<td>Gary Johnson and William Weld</td>
<td>Libertarian</td>
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</tbody>
</table>

### The Issues

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Same-Sex Marriage</strong></td>
<td></td>
</tr>
<tr>
<td>Do you think that MN should allow same-sex marriages?</td>
<td></td>
</tr>
<tr>
<td>□ YES</td>
<td>□ NO</td>
</tr>
<tr>
<td><strong>Abortion</strong></td>
<td></td>
</tr>
<tr>
<td>Do you think that abortions should be illegal in MN?</td>
<td></td>
</tr>
<tr>
<td>□ YES</td>
<td>□ NO</td>
</tr>
<tr>
<td><strong>Immigration</strong></td>
<td></td>
</tr>
<tr>
<td>Do you oppose any form of &quot;forgiveness&quot; for those who entered the US illegally?</td>
<td></td>
</tr>
<tr>
<td>□ YES</td>
<td>□ NO</td>
</tr>
<tr>
<td><strong>Healthcare</strong></td>
<td></td>
</tr>
<tr>
<td>Are you in favor of the Patient Protection and Affordable Care Act, also known as &quot;Obamacare&quot;?</td>
<td></td>
</tr>
<tr>
<td>□ YES</td>
<td>□ NO</td>
</tr>
</tbody>
</table>
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.