

Voting in the United States

Unit: Civics-Rights & Responsibilities **Theme:** Voting **Topic:** The role of propositions in the election **Level:** ASE/ABE

Objectives: Students will be able to list five local or state propositions of November, 2001’s election and will be able to summarize the intention of each proposed law **Length of Session:** 2 hours **EFF Standards:** Read with Understanding; Speak so others can understand; Advocate with influence; Reflect and evaluate; Listen actively; cooperate with others **Language Arts Standards:** S6-Participates in collaborative processes

SCANS/ EFF Common Activities	INTO	MATERIALS
	<p>Warm-up: (10-15 minutes)</p> <p>Have the students analyze and reflect on the political cartoon on voting.</p>	<ul style="list-style-type: none"> • Political Cartoon and Analysis • Glossary of Terms • Reading on “Initiatives, Referendum and Recall” for teacher’s preparation for mini-lecture • Ballot Measure • PDF File (to make copies from online) • Model from “League of Women Voters of California” • Links to explore the propositions • Jigsaw instruction found in TRM
	THROUGH	EVALUATION
<p>SCANS-Interprets and communicates information; Acquires and evaluates information</p> <p>Personal Skills-Responsibility</p>	<p>PRESENTATION (15 minutes)</p> <p>Ask: What is a proposition?</p> <p>Review “Glossary of Terms” found in the Voter Information pamphlet.</p> <p>History: First Appearance on the Ballot</p> <p>Explain the difference between propositions and referendums.</p> <p>Review how bills are passed through Congress, contrast how propositions and referendums work.</p>	<p>30 minutes</p> <p>Class Poll: Make a bar graph.</p> <ol style="list-style-type: none"> 1. Put a large piece of butcher paper on the wall. 2. Ask for a volunteer to write the following information on

<p>Thinking Skills-Creative thinking & Decision Making</p> <p>EFF-Work together; Gather and Use Information; Work within the Big Picture</p>	<p>GUIDED PRACTICE (60 minutes)</p> <p>Jigsaw-</p> <ol style="list-style-type: none"> 1. Make five groups. 2. Distribute packets, one for each group. The packet contains five propositions from the Voter Pamphlet. Include the proposition, the summary, the “For” and “Against” arguments, and endorsements. 3. Allow Ss to go to the Internet to explore articles from a variety of press covering the issues. 4. Have group choose a facilitator. 5. Follow the rules for a jigsaw. 6. Allow 30 minutes fore expert, 30 minutes for “home groups” 	<p>the bottom grid: male, female, age, the proposition-with a yes or no, and undecided marking. (Example: Prop X Yes, Prop X No, Prop X Undecided), and any other information the class suggests.</p> <ol style="list-style-type: none"> 3. Count the number of total students, and write that number on the chalkboard. 4. Write numbers on the left vertical side of the grid. Count by two's. 5. Vote on each proposition. Have the volunteer mark a dot for the total counts of each question. 6. Hand makers to students. Have one or two students from each group fill out bar to complete the graph.
	<p>BEYOND</p> <p>Process Results. Ask which proposition got a simple majority? A two-thirds?</p>	

Author: Sharyn Zoll, John Adams