

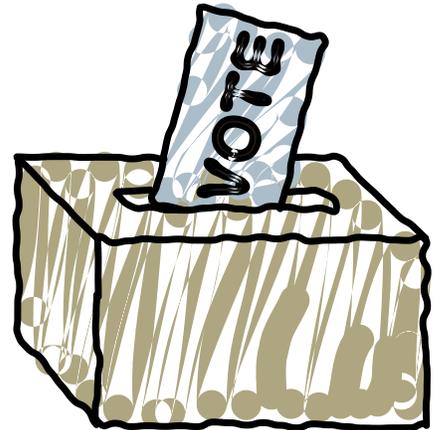


Sandy Garrett, State Superintendent of Public Instruction

Oklahoma State Department of Education

Make a Difference: Vote A Study in Change and Voting

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| AREA OF SERVICE | Education and Civic Engagement |
| COMMUNITY NEED | Voter Registration and Voter Education |
| TYPE OF SERVICE | Indirect and Direct |
| SUBJECT AREA/LEVEL | US Government/9-12 |
| CONCEPT | Change |



SERVICE-LEARNING PROJECT SUMMARY

This secondary school project uses student learning from a study of the voting process to solve a community problem or need for increased voter registration. Participating students will educate the community on the importance of voting, increase the number of registered voters in their community, and engage citizens in forums about public issues.

LEARNING STANDARDS

Oklahoma Priority Academic Student Skills

US Government

Standard 1: The student will demonstrate process skills in social studies.

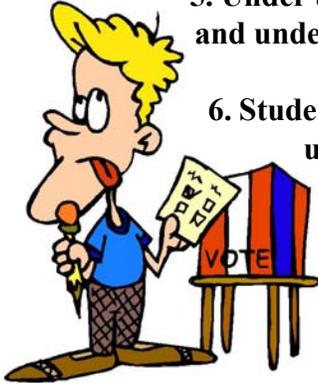
Standard 13: The student will explain the rights, responsibilities, and benefits of citizenship in the United States, such as, voting, jury duty, obedience to lawful authority, and private ownership of property.

Make a Difference: Vote Implementation Outline

- 1. Under teacher direction, students will examine the influence one person can have on a group.**
- 2. Teacher will guide students to reflect on the change that one person can have on a group's efforts.**

3. Teacher will guide students to imagine changes that have occurred as a result of one person.
4. Teacher will present information related to the concept of change through lecture, text assignments, and films. Topics will include the history of voting, the voting process, legislation regarding voting, and current trends in voting.

5. Under teacher direction, students will practice and demonstrate their new learning and understanding of topics outlined in #4.



6. Students will identify a need in their community and design service project(s) that utilize the knowledge and skills developed in #4 and #5.

7. Students will refine their service project(s), identify any local, state, or national laws, agencies, or policies that relate to the identified community need and their proposed service, and articulate the civic and public meaning of their proposed service.

8. Students will implement their service project and share their accomplishments with the community.

TEACHER'S GUIDE

Make a Difference: Vote

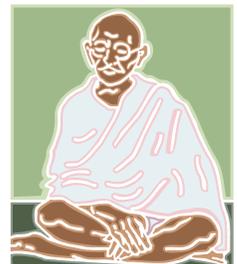
Teacher's Note

Using the concept of “change”, the teacher will engage students in an active unit of study around the US Government topic of “voting” to solve a student-identified community problem. Teachers may collaborate with others to broaden student understanding of the concept including chemical change, mathematical rate of change regarding slope, and changes in literary or artistic forms.

1. Under teacher direction, students will examine the influence one person can have on a group.

Activity: Divide students into groups of four or five. Distribute the game, Jenga®, to each group. Ask each group to read the instructions for playing the game and begin to play.

Materials: Jenga® games (Ask students to bring this game from home or can be purchased in any toy department.)



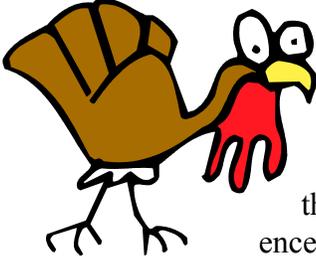
2. Teacher will guide students to imagine changes that have occurred as a result of one person.

Activity: Write the following quote by Margaret Mead on the board, “Never doubt that a small group of committed people can change the world. Indeed, it is the only thing that ever has.” Ask students to copy the quote and write a journal entry that compares their Jenga® experience with the quote.

3. Teacher will guide students to imagine changes that have occurred as the result of one person.

Activity 1: Divide the students into groups of four or five. Ask students to imagine and discuss:

- What your life would be like if this class was conducted in German rather than English?
- How would the United States be different if Texas were not a state?
- What would the world be like if Hitler had not gained control of the Nazi party?
- What if the bird on top of the flagpole was a turkey, not an eagle?



Tell students that each of these was determined by just one vote. One vote made the difference in the language we use in school today. One vote made the difference to admit Texas as a state. One vote gave Hitler control of the Nazi party. One vote determined that the national bird is an eagle, not a turkey.

Activity 2: Ask students to imagine a situation where a choice that they made had an impact on their own life or the life of others around them. Students may share with the class.

4. Teacher will present information related to the concept of change through lecture, text assignments, and films. Topics will include the history of voting, the voting process, legislation regarding voting, and current trends in voting.

Activity 1: Utilize a KWL (Know, Would like to know, and Learned) chart to assess what students know and want to know about the importance of voting.

Activity 2: Define basic vocabulary related to voting and the political process.

Activity 3: Lecture on the history of voting followed by student research on the history of voting.

Activity 4: Provide information about state and federal voting requirements.

Activity 5: Provide information about the current voting trends of citizens 18-25 years old.

5. Under teacher direction, students will practice and demonstrate their new learning and understanding of topics outlined in #4.

Activity: Students will research and analyze one of the following topics to write a 5-8 page grammatically correct descriptive report with full citations:

- A. Voter registration and voter participation.
- B. The history of political parties.
- C. The influence of the “Declaration of Independence” and the “United States Constitution” on our current political system and voting privileges.
- D. Abraham Lincoln’s “Emancipation Proclamation” and “The Gettysburg Address.”
- E. Elizabeth Cady Stanton’s Declaration of Sentiments and the Women’s Rights Convention of Seneca Falls, NY of 1848.
- F. The Voting Amendments to the “United States Constitution.”

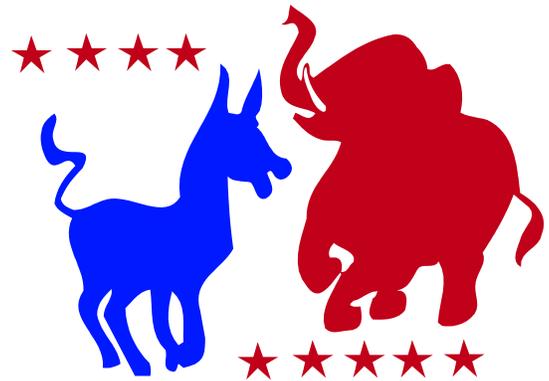
6. Students will identify a need in their community and design service project(s) that utilize the knowledge and skills developed in #4 and #5.

Activity 1: Students may identify a need in their community related to voting to design a service project that utilizes their knowledge and skills of the voting process. For assistance in designing a service or action project refer to the resources listed at the end of this unit.

Activity 2: Explain to the students that the purpose of the service-learning projects is to educate the community on the importance of voting, to increase the number of registered voters in their community, and to engage citizens in forums about public issues.

Divide the class into groups of four or five students. Each group will select two of the following activities to demonstrate their learning about the voting process.

- A. Plan and host a candidates' or issues forum.
- B. Create multimedia presentations concerning the importance of personal civic participation to present at local civic organizations.
- C. Work with the County Election Boards to set up voter registration drives in the community and the high school.
- D. Arrange for student interpreters for the non-English speaking eligible voters to assist with registration within the community.



7. Students will refine their service project(s), identify any local, state, or national laws, agencies, or policies that relate to the identified community need and their proposed service, and articulate the civic and public meaning of their proposed service.

Activity 1: Students will analyze and refine their project design and develop a rubric for assessing the personal and community impact of their service.

Activity 2: Students will explore the deeper civic and public meanings of their service and synthesize any formal or informal government structures or laws related to the causes or effects of the community need addressed in their project. Students will write a paragraph, essay, or journal entry that reflects their understanding of the concept of change related to government and personal responsibility.

Activity 3: Students will develop a cause/effect chart related to the community need then discuss any questions raised by the chart relative to their own lives and the general welfare of their community.

8. Students will implement their service project and share their accomplishments with the community.

Activity 1: Students will implement their project(s).

Activity 2: Each student will write a journal entry that describes any changes that have occurred as a result of participating in the service projects. Students should also estimate the number of individual hours of service in the journal entry.

INTERNET and OTHER RESOURCES

Youth Vote

<http://www.rockthevote.org/>

www.lwv.org/voter/index.html

www.kidsvotingusa.org

www.crf-usa.org

www.civiced.org

www.civiced.org/pc_2003inst.pdf

www.freedomanswer.net

<http://www.youthvote.org/>



Books

Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum

by National Youth Leadership Council

The Kid's Guide to Social Action by Barbara A. Lewis