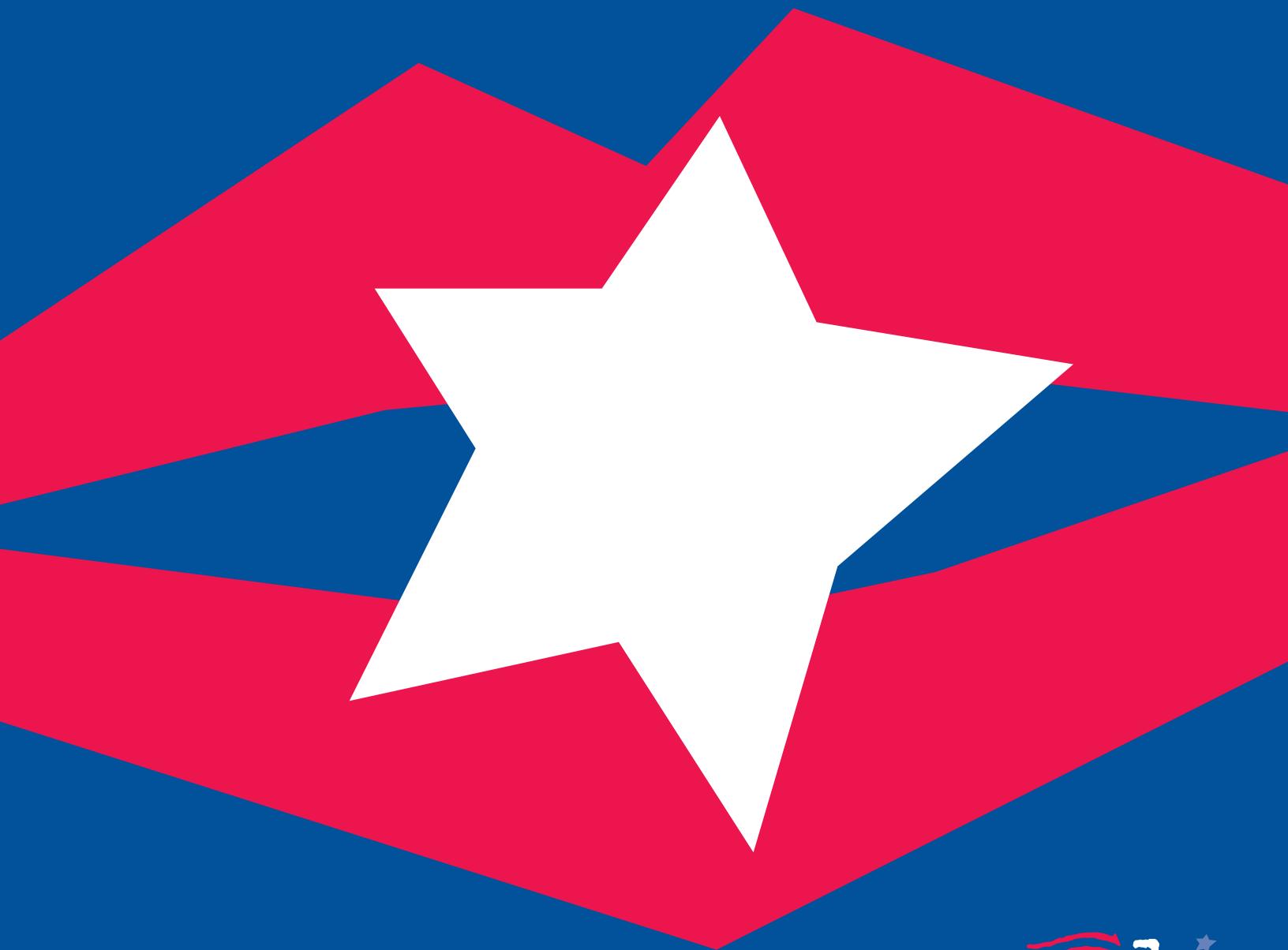


Your Vote is Your Voice

A Democracy in Action Civic Education Curriculum
for Middle School Students



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Arsalyn Mission

The Arsalyn Program of Ludwick Family Foundation was created to encourage young Americans to become informed and active participants in the electoral process. The Arsalyn Program views the civic and political engagement of young people as beneficial to country, community, and character. The Arsalyn Program is firmly committed to a non-partisan, non-issue-based and inclusive approach to ensure that voting becomes a lifetime commitment on the part of our nation's young adults.

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Democracy in Action

MIDDLE SCHOOL LESSONS

- 1. Heroes in the Struggle for the Right to Vote**
- 2. Separation of Power in the American Government and Electoral Choice**
- 3. How a Bill Becomes Law**
- 4. Local Government and Local Elections**
- 5. The Simulation Election**

LESSON ONE

Heroes in the Struggle for the Right to Vote



LESSON ONE

Background for Instructors

INTRODUCTION

At the constitutional convention in 1787, the Founding Fathers decided on a republican system of government where citizens were welcomed to take part in “self-government.” But who did the Founders mean when they used the term “citizens?” In the earliest years of the United States, this question was left up to the individual states—see Article I, Sections II and IV of the Constitution—but there were broad patterns in what the states chose to do. Though there were no Constitutional requirements for citizenship, with few exceptions, citizenship was generally limited to those of European descent. This pattern excluded Native Americans and African slaves. Women were also denied most of the benefits one thinks of as a part of citizenship. While women counted as citizens in many ways, they were not allowed to vote and in most states they could not enter into legal contracts. It took considerable time and several constitutional amendments for these groups to be guaranteed the right to vote in the Constitution.

African-Americans and other minorities secured the right to vote when the 15th Amendment was ratified in 1870. In practice, this right was not assured until 1965, when the Voting Rights Amendment was passed—thanks largely to the Civil Rights Movement. Women fought for the right to vote for over 100 years. They secured the right to vote in 1920 when the 19th Amendment was ratified. Chinese immigrants and their children, specifically barred from citizenship by the Chinese Exclusion Act of 1882, found immigration and inclusion much easier in the aftermath of the Immigration and Naturalization Act of 1966. In 1971, the 26th Amendment was ratified; it changed the voting age from 21 to 18. This came about in response to protests about the war in Vietnam. People argued, “If eighteen year-olds are old enough to fight, they are old enough to vote.”

In this unit, we will present information about many of the people who fought for the right to vote and how the Constitutional changes were made. Students will recognize and analyze the struggles and the passion of the many individuals involved in the battles for the right to vote. They will be able to identify and describe key figures who devoted their lives to the right to vote. Many people have given their lives for this precious right that many take for granted.

The first activity is based on creating a time-line of constitutional events. The second activity focuses on the lives of individuals who made these constitutional changes happen. Students may see the importance of voting as they find their place in history.

LESSON ONE

Constitutional Amendments and Voting

The method used to select the President and Vice-President of the United States has changed since the Constitution was first drafted in 1787.

The 12th Amendment (1804) states that each state's electors cast separate ballots for President and Vice-President. If there is no clear winner, the House of Representatives chooses the President from the top three Presidential candidates; the Senate chooses the Vice-President from the two candidates who received the most votes for Vice-President. If the House remains deadlocked, the Vice-President assumes the presidency until the House resolves its deadlock.

Prior to the 12th Amendment the electors of each state cast ballots only for the office of President and the individual who came in second place after the votes were counted became the Vice-President. The 12th Amendment became necessary after the election of 1800 where Thomas Jefferson and his running mate Aaron Burr received the same number of electoral votes.

It should be noted that the American public does not directly vote for their President or Vice-President. Instead, they vote for electors who actually cast the votes. The founding fathers thought that using the Electoral College would combat election problems and minimize the chance of corruption.

The 15th Amendment (1870) states that all men who are 21 or older are guaranteed the right to vote, regardless of race or ethnic background. This amendment gave Congress the power to enforce this article by appropriate legislation. This amendment was inconsistently enforced between 1877 and 1965.

The 19th Amendment (1920) states that the rights of the citizens of the United States can not be abridged or denied by the United States or any state on account of sex. It gave women the right to vote.

The 26th Amendment (1971) states that the citizens of the United States who are 18 years or older have the right to vote. This right shall not be denied or abridged by the United States or any state on account of age. This amendment was a result of young people in the 1960's becoming politically active. Many realized the best way for individual citizens to create change and to express their political views was through the power of voting.

LESSON ONE

Who were some of the Heroes in the Struggle for Voting Rights?

THERE WERE MANY REASONS FOR THE WOMEN'S SUFFRAGE MOVEMENT:

- » Women could not vote.
- » Women had no formal voice in making laws.
- » Woman had few rights.
- » Women had no control over their property or wages if they were married.
- » Women were not treated fairly by divorce laws.
- » Women found it hard to get jobs. Often the jobs they did get did not pay well.
- » Women found it difficult, almost impossible, to become lawyers, doctors and religious leaders.
- » Women were not allowed in many colleges.
- » Women had to live up to higher moral standards of living than men.



LESSON ONE

The Civil Rights Movement in the late 1950's and 1960's was focused on voting rights for African Americans. The Constitution said African-Americans and other minorities could vote, but in practice they were often excluded from the voting process. In many communities intimidation from other citizens effectively barred many from voting. There were some local laws in the South that were carefully crafted to exclude African-Americans from participating in elections. During Freedom Summer, students from the North went to the South to help register voters. Some gave their lives for this cause. Many Southerners who worked with them gave their lives as well.

Throughout American history people have fought for the rights of groups who have been excluded from the voting process. I have chosen 30 people who have interesting and unique stories the students will enjoy hearing. Short biographies are listed below, written in the first person.

For the first lesson, the teacher will need to duplicate this list and cut up the sections so that each student is given a card with the information about an individual hero. Students will each get a card and then practice reading it aloud as though they were the person. All of the heroes listed are part of American history and the facts are accurate. The biographies are meant to be read dramatically and to acquaint the class with these heroes who fought for voting rights.



LESSON ONE LESSON PLAN

Heroes in the Struggle for the Right to Vote Lesson Plan

LESSON SUMMARY

- » THE 12TH AMENDMENT (1804): States that state electors cast separate ballots for President and Vice-President. If there is no clear winner, the House of Representatives chooses the President from the top three candidates; the Senate chooses the Vice-President from the top two candidates.
- » THE 15TH AMENDMENT (1870): States that all men 21 or older are guaranteed the right to vote regardless of race or ethnic background
- » THE 19TH AMENDMENT (1920): States that the rights of the citizens of the United States can not be abridged or denied by the United States or any state on account of sex. It gave women the right to vote.
- » THE 26TH AMENDMENT (1971): States that the citizens of the United States who are 18 years or older have the right to vote and shall not be denied or abridged that right by the United States or any state on account of age.
- » Many people fought their entire lives for the right to vote.
- » Many people gave their lives for the right to vote.

LESSON OBJECTIVES

Students will gain an understanding of the Constitutional amendments that concern voting. Students will be introduced to many of the men and women who fought for the right to vote.

Standards

CALIFORNIA: 8.2.6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

NATIONAL: Era 9: Standard 4. Demonstrate the struggle for racial and gender equality and for the extension of civil liberties.

LESSON ONE LESSON PLAN

REQUIRED MATERIALS NEEDED

- » Heroes of Voting Rights biography cards. Cut the cards apart for individual student use.
- » Black line Master of the 4 Amendments and how they changed the way we vote.

Time Required

1 class period

SUPPLEMENTAL MATERIALS

- » The best source for films, books, charts and posters on Women's Suffrage is:

NATIONAL WOMEN'S HISTORY PROJECTS
3343 Industrial Blvd. Suite 4
Santa Rosa, Ca 9543
<http://www.nwhp.org>
(707) 636-2888

Their film *How Women Got the Vote* is one of the best and clips can be used from it to illustrate the people discussed in the lesson. There are many free visuals of Suffragettes online.

- » The best source for the Civil Rights Section is:

THE SOUTHERN POVERTY LAW CENTER
400 Washington Avenue
Montgomery Al, 36104

They offer free sets of teaching materials to teachers. They have a series called *Teaching Tolerance* that offers videos, magazines and teaching guides (all free).

LESSON ONE LESSON PLAN

ACTIVITIES AND PROCEDURES

Introduction

Explain to the class that in today's lesson we will learn how constitutional amendments changed the way we vote. We will also learn about the lives of many people who fought for the right to vote and sometimes gave their lives for this right.

Procedure

» FIRST ACTIVITY

Ask students to copy the basic facts about each amendment. Use the Black Line Master to make an overhead projection or PowerPoint Presentation. Students will create a short timeline of the amendments and what changes they made in the constitution and how we vote today. They can illustrate the timeline.

» SECOND ACTIVITY

Explain to the students that they will be introduced to many of the heroes who fought for voting rights. Certain vocabulary words should be introduced:

Suffrage: The right to vote in public elections

Suffragette: a woman campaigning for the right of women to vote in public elections

CORE: Congress of Racial Equality

SNCC: Student Nonviolent Coordinating Committee

NAACP: National Association for the Advancement of Colored People

Explain to the students that they will be given a card to read out loud to the class. Give each student a card. Give them time to become familiar with their card and to help each other with pronouncing any words or names. Explain that each card represents a real person from history and that they will be introducing that person to the class to explain the importance each of these people had in the struggle for voting rights. Remind the students that each of these people played an important role in this important struggle. Many fought most of their lives for this right. Some even gave their lives for this right. Encourage the students to read their cards dramatically, as if they were the people they're reading about. All the cards have been written in first person.

Each student should stand to read their card, and the class can applaud after each card is read.

Thank the class for their performance. There is a choice of lesson extensions.

LESSON ONE LESSON PLAN

Lesson Extensions

1. Pretend it is the year 1915 before the 19th Amendment was passed. Write a letter to a friend describing the reaction of the men in the crowd when you gave a speech on women's suffrage.
2. Choose a person you have learned about in class today and research that person at the library or on the internet. See if you can find a picture of the person you choose and discover more details about his or her life, and contribution to expanding voting rights.
3. Plan an interview for a talk show with one of the people you learned about today. Write questions that you would ask the person you choose and write the answers he or she might give.
4. If the 15th Amendment guarantees the right to vote to all men regardless of race, why was the Civil Rights Movement necessary? Research some of the ways in which minorities were stopped from voting. Explain what poll taxes and literacy tests are and give examples of them.
5. Write an advertisement for television that tells people how important voting is. Include some of the history of voting rights in the advertisement.

LESSON ONE STUDENT MATERIALS

Heroes of Voting Rights STUDENT BIOGRAPHY CARDS

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My name is **Alice Paul**. I was born in New Jersey in 1885. I was raised as a Quaker and believe strongly in non-violence and the equality of all people. After college, I worked in London helping people. I worked with the Women's Struggle there for three years. I returned to the United States and spent the rest of my life working for Women's Suffrage, the right to vote. I was frequently sent to jail and went through forced feedings because of my hunger strikes. I helped organize marches and picket lines to help women secure the right to vote.

.....

My name is **Susan Brownwell Anthony**. I was born in Adams, Massachusetts, on February 15th, 1820. I helped pave the way for the 19th Amendment to the Constitution and the worldwide recognition of human rights. I was a schoolteacher who worked for the anti-slavery movement and the rights of women. From 1856 until the American Civil War, I served as an agent for the American Anti-Slavery Society.

.....

My name is **Elizabeth Cady Stanton**. I was born in Johnstown, New York on November 12, 1815. I wrote for a weekly journal in New York from 1868–1870, and I demanded the same civil and political rights for women that the 14th and 15th Amendments guaranteed to black males. I was arrested for my voting rights marches and refused to pay the fine, so I spent time in jail. I organized *The International Council of Women* in 1904.

.....

My name is **Jeannette Rankin**. I was born in Grant Creek, Montana, on November 11, 1880. I was elected to the House of Representatives in 1916, which made me the first female member of Congress! I was elected before the passage of the 19th Amendment, which guaranteed the women the right to vote, because Montana gave women the right to vote in 1914. I helped fight for the right of women to vote. I worked for the peace effort and consumer causes all my life.

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LESSON ONE STUDENT MATERIALS

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My name is **Leonora Barry**. I was born in Cork, Ireland in 1849. I came to New York with my husband and had three children. My husband died when they were young, and I worked in a hosier mill to support my children. My first day's wages were 11 cents. I earned 65 cents a week to support my family. I joined the Knights of Labor and worked for equal pay and rights for women. I became a well-known speaker for women's rights in the work place and the right to vote.

.....

My name is **Carrie Chapman Catt**. I was born in 1859. I graduated from Iowa State College in 1880. I was the first woman to become Superintendent of Schools, and I was one of the main women involved in the Suffrage Movement. When Susan B. Anthony retired I became president of the *National Women Suffrage Association* and established *The League of Woman Voters* in states where women could vote.

.....

My name is **Francis Perkins**. I was born on April 10, 1882, in Boston, Massachusetts. I graduated from Holyoke College and taught school. I became involved in Settlement work and attended classes at the Pennsylvania Graduate School of Arts and Science. In 1919, I became the first woman in the country to serve in the governor's cabinet, when I became a member and later a chairperson of the New York State Industrial Commission. This happened before the passage of the 19th Amendment. I became the first woman presidential cabinet member in 1933. I was Secretary of the Department of Labor under Franklin D. Roosevelt for twelve years! My salary was \$8,000, said to be the highest paid to any woman in the state government at the time. I worked hard to make better working conditions and wages paid to workers in the United States. I was a fighter for women's voting rights.

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My name is **Nellie Taylor Rose**. I was born November 26, 1876. My husband died while he was governor of Wyoming. In 1925, I was the first woman to be elected a governor in the United States in a special election. I was born in an era when women were denied their right to vote and were not active in politics. I later became the Director of the United States Mint.

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LESSON ONE STUDENT MATERIALS

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My name is **Sarah Grimke**. I grew up in the 1830's in a wealthy household in South Carolina. This was a time of slavery in the United States. My sister Angelina and I grew up playing with many of the slaves. We considered them friends and taught many how to read and write although this was against the law at the time. We could not stand to see the slaves punished or abused and spoke out against it whenever we could. When we were older, we became public speakers for Abolition and worked to end slavery. I wrote a book called *Letters on the Equality of the Sexes and Other Essays*, which argued for women's rights. This book helped influence the passage of the 19th Amendment.

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My name is **Julia Ward Howe**. I was born in New York City on May 27, 1819. A book of poetry I wrote was published under another name because my husband did not approve of my writing. I strongly believed that women should be able to vote, and I started a club on the East Coast to promote suffrage. I am best known for having written a poem called *The Battle Hymn of the Republic*, which was published in the *Atlantic Monthly* magazine. The poem was later set to music and was used in the war to free slaves. Women used it as their anthem as they tried to secure the right to vote and Civil Rights workers used it in the 1960's. This song was sung when the train from New York to Washington that carried Robert Kennedy's body passed by.

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My name is **Jane Addams**. I was born in 1860 to wealthy parents. This allowed me a good education and a chance to travel. When in England, I visited Toynbee Hall, a place where the urban poor could receive essential services. I decided to set up a similar place in the United States and created Hull House in 1889. It became a model for other settlement houses. I devoted my time and energies to the international peace movement and the fight for women's suffrage.

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My name is **Fannie Lou Hamer**. I was born in Mississippi in 1917. I was a sharecropper and the youngest of 20 children. I had little formal education. In 1962, the Student Nonviolent Coordination Committee launched a voter registration drive in the most rural area of Mississippi, and I joined. I was jailed and almost beaten to death in my fight to help others vote. I believed that voting was the most important way to create change. I later founded the Mississippi Freedom Democratic Party and worked to increase the role of African Americans at the Democratic Convention.

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LESSON ONE STUDENT MATERIALS

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My name is **Frances Willard**. I was born in New York in 1839. I grew up on the wild Wisconsin frontier. Our laws said only men could vote. When my brother cast his first ballot, I was furious. I knew that because I was a woman I would never be allowed to vote and this was very unfair. I was able to go to college, and I became a famous educator and the first American woman college president. The right to vote and alcohol abuse were my two main concerns. I believed that alcohol abuse affected men and their wives and children because it led to domestic violence and poverty. I became active in the Woman's Christian Temperance Union and became a very persuasive speaker. I spoke about the need to start kindergartens, improve prisons, pass child labor laws, and worked for prohibition and woman suffrage. One year, I spoke in every state and territory in the United States.

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My name is **Mary Shadd Cary**. I was born in 1823 and was the oldest of 13 children born of free African-Americans in the state of Delaware. I went to a Quaker school in Pennsylvania and became a teacher when I was 16 years old. In 1850, the Fugitive Slave Act was passed; it offered a reward for returning runaway slaves and punished anyone who helped them. Many free African-Americans went to Canada where slavery was illegal and they were safe from people who kidnapped free African-Americans for a reward. I moved to Canada until the Civil War was over and slaves in the rebel states were freed. I moved back to the United States and lived in Washington, D.C. I became a leader and spoke at the National Woman's Suffrage Convention in 1878. At age 60 I decided to become a lawyer and went to Howard University Law School. I practiced law for 10 years after that.

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My name is **Amelia Jenks Bloomer**. I was born in Homer, New York in 1818. I founded a periodical called *The Lily*, and for six years I used its pages to promote temperance and women's suffrage. I was best known for my views on dress reform. When I spoke out on women securing the right to vote, I wore loose trousers under my long skirts. They were perfect for women to bicycle in, which was the new fad of my time. These pants were named after me and called "bloomers."

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My name is **Margaret Brent**. I was born in the early 1600's in Maryland. I am known as the first American woman suffragist. I was named executor of the will of the governor of Maryland and was able to buy land. In 1647, I argued that I should be granted two votes in the colonial assembly, one as a landowner and the other as an attorney.

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LESSON ONE STUDENT MATERIALS

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My name is **Ada James**. I was born in the 1800's. I traveled all around the state of Wisconsin speaking about women's right to vote. Because of my efforts, Wisconsin became the first state to ratify the 19th Amendment, which in 1920 gave women the right to vote. I was very hard of hearing and wore a hearing aid. I would turn it on during my speeches and then turn it off after I spoke so my opponents could not shout me down! After women secured the right to vote, I devoted the rest of my life to world peace and helping underprivileged children.

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My name is **Esther Hobark Morris**. I was born in 1814 and lived in South Pass, Wyoming. I was the first woman justice of peace in the United States. I gave a tea party for legislative candidates in my home in 1869, which became known as the *Wyoming Tea Party*. At this party, I brought up the idea that women should have the right to vote. Wyoming became one of the first states to give women the right to vote and other rights.

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My name is **Lucretia Coffin Mott**. I was born in 1793. I helped establish the American Antislavery Society in 1833. My husband and I were Quakers and made our house a stop on the Underground Railroad. I was barred from speaking at the International Antislavery Convention in London because I was a woman. I spent the rest of my life working for equal rights for women and their right to vote. In 1848, along with Elizabeth Cady Stanton, I helped organize the Woman's Rights Convention at Seneca Falls, NY.

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My name is **Charlotte Parkhurst**. I was born in 1812. Most people know me as Mountain Charley or One-Eyed Charley. I dressed as a man and was one of the best stagecoach drivers in California. In 1868, I became the first woman to cast a ballot in a presidential election. My vote was not legal, even though I lived and was known as a man, but no one knew until after I died. Of course, then it was too late!

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My name is **Anna Howard Shaw**. I was born in 1847. All I ever wanted was to be a minister. As a woman, I had no access to financial aid for college. I went to Boston University's School of Theology and took preaching assignments outside of school to pay for my studies. I also earned my medical degree there. I worked with Susan B. Anthony and was president of the American Woman Suffrage Association from 1904–1915.

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LESSON ONE STUDENT MATERIALS

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My name is **Lucy Stone**. I was born in 1818. I was the editor of the influential Suffragist newspaper, the *Woman's Journal*. I wrote my own marriage contract, which declared my husband Henry Blackwell and I equals. No one had ever done this before. I also referred to myself as Mrs. Stone after my marriage. I was a graduate of Oberlin College and I helped co-found the American Woman's Suffrage Association.

.....

My name is **Louisa Ann Swain**. I grew up in the 1800's in the frontier territory of Wyoming. Wyoming's women were the first to get the legal right to vote. In 1870, before the 19th Amendment was passed, women in the frontier were given suffrage. Early on the morning of September 6, 1870, I went to the polls and became the first woman to vote legally in American history.

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My name is **Sarah Delany**. I was born in Raleigh, North Carolina in 1889. My sister Annie and I worked all our lives for equality under the law. I was the first black school teacher in the New York City School System to teach domestic science, and my sister was the second black woman to get her license to be a dentist in New York. We always fought two battles, one for racial equality and the other for women's rights. Neither one of us ever missed our chance to vote. Bessie says, "It's true that you can't change the world with one vote, but if you do not vote, you do not have the right to complain."

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My name is **Lamar Smith**. I was born in Mississippi in 1892. Mississippi law and white threats kept most African-Americans from voting, but I was determined that my people would have a say in local government. I organized African-American voters in Lincoln County; I campaigned for candidates I thought were fair, and I even helped organize absentee ballot drives among African-Americans. Although African-Americans made up a small percentage of the votes, it was enough for white politicians to pay attention to us. I received many threats on my life because I was helping blacks register to vote. I was shot by a white man in front of a crowd on the town hall lawn on August 13, 1955. There were many witnesses but none would come forward and say they saw the white man shoot a black man.

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LESSON ONE STUDENT MATERIALS

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My name is **Herbert Lee**. I was born in Liberty, Mississippi in 1912. I worked hard all my life and built a cotton farm and dairy into a good business to support my wife and our nine children. I attended NAACP meetings at a neighboring farm facility. Many of my neighbors stayed away because of threats and harassment. I knew the importance of voting, even though in all of Amite County only one African-American was registered to vote. Bob Moses from the Student Nonviolent Coordinating Committee came to Amite County to help register voters. I was one of the few black men to own a car at the time, and I escorted him as we talked to people about registering to vote. We were arrested for trying to register, and the sheriff beat Bob Moses. Still, we continued to try to register voters. On September 25, 1961, I drove to town with a truckload of cotton, and several people watched as Mississippi Rep. E.H. Hurst took out his gun and shot me. No one has ever been arrested for my murder.

.....

My name is **Reverend George Lee**. I was born in 1903 in Belzoni Mississippi. I was an African-American minister who also ran a local grocery store and printing press. I knew that change could only occur at the ballot box and that there would be no equality for African-Americans until they could vote. It took great courage for blacks to register to vote in the 1950's. Many were willing to risk their jobs, their homes and even their lives to exercise their constitutional rights. I was able to register 95 black people in a year. White resistance began to turn violent. My car's windshield was smashed and many threats were made on my life. One Saturday in May, 1955, right before Mother's Day, I was driving home and was hit by gunfire from a passing car. I was killed. There was no investigation. The Sheriff called my death a traffic accident, even though the doctors pulled bullets from my body.

.....

My name is **Andrew Goodwin**. I was born in New York in 1943. I was one of the five anthropology students who volunteered to go to Mississippi in the summer of 1964. That summer became known as Freedom Summer, and volunteers worked to register African-American voters as part of the Mississippi Summer Project. On my first day in Mississippi, two of my friends and I were driving to Philadelphia, Mississippi, and we were stopped for speeding. We were arrested for the arson of a black church. These were false charges. I had only been in Mississippi one day. We were put in a jail cell and not allowed to use the phone. We were freed from jail around ten o'clock that evening. We had not driven far when the sheriff pulled us over again; this time there were two cars of Klansmen with him. One by one, we were taken out of the car and shot. It took many years and many FBI investigations to finally get a conviction. Many of the men responsible for our murders went free.

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LESSON ONE STUDENT MATERIALS

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My name is **Michael Schwerner**. I was born in New York City in 1939. I worked in Meridian, Mississippi, for the Congress of Racial Equality on Voter Registration and at the Freedom School. I had many threats made on my life by the Klan and its friends. The Klan and their sympathizers did not like me. They did not like that I worked for the Civil Rights Movement, that I had friendships with local African-Americans, nor that I was encouraging blacks to register to vote and to gain equality under the law. In the summer of 1964, I was in the car with Andrew Goodman and James Chaney when we were pulled over, shot, and killed.

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My name is **James Earl Chaney**, and I was born in 1943 in Meridian, Mississippi. When I was 16 years old, I became a member of NAACP and wore a NAACP button to school. I was suspended for wearing it. I worked for the Congress of Racial Equality and helped register people to vote and fight for their civil rights. I worked at the Freedom School at Mount Zion Church. I knew better than to talk loudly about working for voter registration. It was very dangerous for an African-American man in Mississippi at this time. I was very important to the civil rights workers because I knew every back road and farmhouse in the county. I was driving the car with Michael Schwerner and Andrew Goodman. When the Sheriff and the Klansmen pulled us over, I was the first man they killed.

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LESSON ONE STUDENT MATERIALS

Black Line Master of Voting Amendments

THE 12TH AMENDMENT (1804)

States that state electors cast separate ballots for President and Vice-President. If there is no clear winner, the House of Representatives chooses the President from the top three candidates. The Senate chooses the Vice-President from the top two candidates.

THE 15TH AMENDMENT (1870)

States that all men who are 21 or older are guaranteed the right to vote regardless of race or ethnic background.

THE 19TH AMENDMENT (1920)

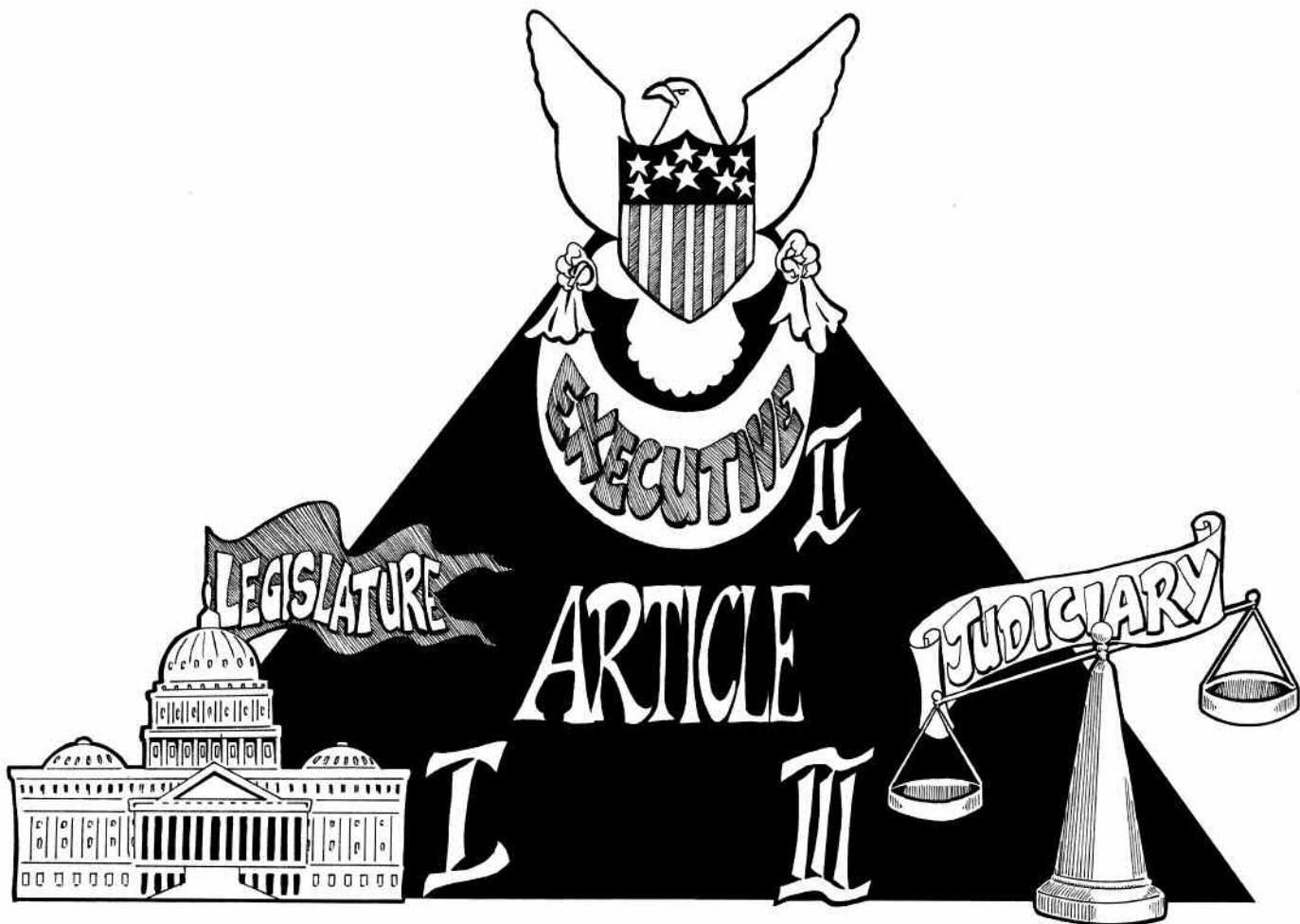
States that the rights of the citizens of the United States can not be abridged or denied by the United States or any state on account of sex. It gave women the right to vote.

THE 26TH AMENDMENT (1971)

States that the citizens of the United States, who are 18 years or older, have the right to vote, which shall not be denied or abridged by the United States or any other state on account of age.

LESSON TWO

Separation of Powers in the American Government and Electoral Choice



LESSON TWO

BACKGROUND FOR INSTRUCTORS

INTRODUCTION

The United States Constitution is the highest form of law in the country. The writers of the Constitution drafted the document based on the concept of popular sovereignty. This means that the government's authority is based on the will of the people. Voting is one means by which people express their will. But popular sovereignty has not always included all Americans. Women, slaves, and men without property were not guaranteed the full rights of citizenship, so their will could not be expressed at the voting booth. As our country has developed, more people have secured the right to vote. Thus the "popular" in popular sovereignty now extends to a broader range of Americans.

In this lesson students will:

- » Gain an understanding of the Separation of Powers.
- » Describe the responsibilities of the government.

A constitution is a framework for governing the nation. The Constitution established three branches of government. In Article One, the Constitution enumerated the powers of the Legislative Branch. Those of the Executive Branch are listed in Article Two, and the Judicial Branch is described in Article Three. Each branch has its own powers and can check the powers of the other two branches. The Constitution ensures that no one branch of the government or person can have too much power and abrogate the will of the people. The writers of the Constitution set up a complex system of checks and balances. This plan protects the rights and freedoms of individuals.

In this lesson the students will learn about these branches and will complete handouts that help them organize this information.

- » Student will work in groups to become mini experts in one branch of government and then create a graphic to help explain this to other students.
- » These groups will go to other classrooms in the school and make their presentations.

Teaching others about information you have learned is one of the highest levels of learning. Students remember more and understand more when they have a chance to share this information with others.

LESSON TWO

SEPARATION OF POWERS

The delegates of the Constitutional Convention faced many challenges. They wanted to ensure a strong central government and at the same time protect individual rights. This was a complex task. They succeeded by creating three separate branches of government. Article One defines the Legislative Branch and vests power in Congress to legislate, which is the ability to write laws. Article Two defines the Executive powers. Article Three defines the Judicial powers and places the Supreme Court at the top of the judicial system. In this system, each branch operates independently of the others. There are built-in checks and balances so no one branch can usurp the power of the other two branches.

LEGISLATIVE BRANCH

The Legislative Branch has the authority to make laws for the nation. It is called Congress. This branch is made up of two houses: the upper house is called the Senate, and the lower house is called the House of Representatives. Both houses pass laws. Members are elected by the direct vote of the people they represent. It was not always this way. While



Representatives from the House have always been popularly elected, prior to the passage of the 17th Amendment Senators were selected by state legislatures instead of by popular vote.

EXECUTIVE BRANCH

This branch is made up of the President, his cabinet, and governmental agencies (such as the Department of Justice). Their job is to enforce the laws of the land. The people, through the Electoral College and its electors, elect the President and Vice President. The cabinet is appointed by the President. But unlike the powers of the President, the cabinet's responsibilities are not defined in the Constitution.

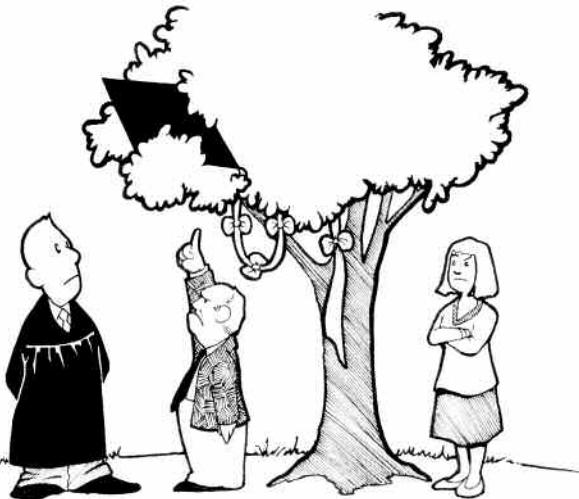
Each cabinet member has special powers and responsibilities and is assisted by the Vice President.



LESSON TWO

JUDICIAL BRANCH

The Constitution established the Supreme Court, which is the highest court in the country. It interprets the laws that the Congress passes and the President enforces. There are lower Federal courts that were subsequently created by Congress in accordance with Article 3, Section 1. Congress deemed these lower courts necessary to interpret its laws. Courts make decisions about the meaning of laws, how the laws are applied, and whether the laws break the rules of the Constitution. The court's authority to decide constitutionality is called judicial review. The Supreme Court Justices are not elected. They are nominated by the President then approved by Congress.



LESSON TWO LESSON PLAN

LESSON SUMMARY

- » The Legislative Branch has the authority to make laws for the nation. It is called Congress. It is made up of two houses: the upper house is called the Senate, and the lower house is called the House of Representatives. Laws must be passed by both houses.
- » The Executive Branch carries out the laws. The President of the United States is in charge of the Executive Branch. There are many agencies that work under the President to help carry out the laws
- » The Judicial Branch reviews laws contested in legal dispute to make sure that the laws are constitutional. The Supreme Court also decides cases when there are legal disputes between separate states.
- » Each branch has certain powers given to it by the Constitution and must fulfill its responsibilities.
- » Each branch is part of a system of checks and balances that help preserve individual rights and freedoms of Americans.

LESSON OBJECTIVES

- » Students will be able to identify the duties and powers of the three branches of American government.
- » Students will be able to detail what the responsibilities are of the people we vote for.
- » Students will become teachers, and, in groups, make presentations to other classes on this information.

STANDARDS

CALIFORNIA STANDARDS

8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

8.3.6 Describe the basic lawmaking process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor the influence of government (e.g. function of elections, political parties, interest groups).

NATIONAL STANDARDS

ERA 3 STANDARD 3C Demonstrate understanding of the guarantees of the Bill of Rights and its continuing significance.

LESSON TWO LESSON PLAN

MATERIALS REQUIRED

- » Student handouts: the Legislative Branch, the powers of the Legislative Branch, the Power of the Executive Branch, and the Powers of the Judicial Branch.
- » Chart paper for each group and markers
- » Teacher models for making a graphic.
- » Class textbook information on the three branches of government.
- » Whiteboard, chalkboard, or student copies of the graphic models.

Time Required

2 class periods

SUPPLIMENTAL MATERIALS

There are two excellent resources for teachers:

- » The Constitutional Rights Foundation
www.crf-usa.org
- » The Center for Civic Education
www.civiced.org

ACTIVITIES AND PROCEDURES

Vocabulary you might want to introduce:

ELECTORS: *This term can either describe individuals as voters or those members of the Electoral College who cast ballots for the President.*

ENUMERATION: *An official count, like a census.*

IMPEACH: *To charge a serving government official with serious misconduct while in office.*

REPRESENTATIVE: *Someone who votes or speaks on behalf of others.*

SOVEREIGNTY: *Supreme authority over a state.*

LESSON TWO LESSON PLAN

Introduction

Explain to the students that in today's lesson they will learn about the three branches of government. They will take notes and then break into groups of three or four students. These groups will become experts on one of the branches of government, create a graphic that helps explain the powers of that branch, and then go to other classrooms to teach other students. Ask the students to follow along as you give them the information they need to fill out their handouts.

» FIRST ACTIVITY

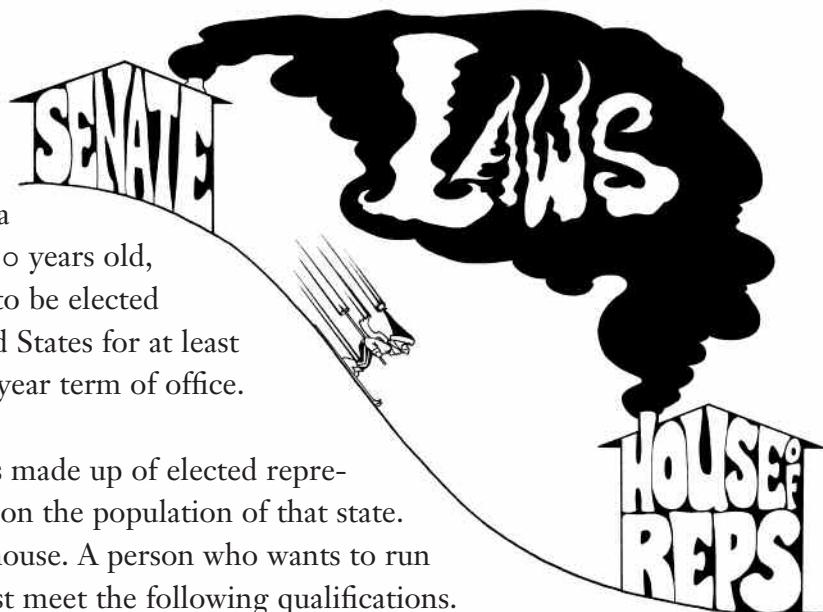
Ask students to look over the handout on the Legislative Branch. Tell them to fill in the answers as you give them the information they will need. Have them raise their hands as they hear you give an answer and then fill it in. Keep checking that everyone has the correct answers.

THE LEGISLATIVE BRANCH (handout information)

Our national legislative body is broken up into two parts or houses. These two houses make up what is called Congress. The upper house is called the Senate and the lower house is called the House of Representatives. The main role of Congress is to make laws. Citizens vote for the individuals who will make these laws.

The Senate is made up of two Senators from each state.

There are 100 members. To be a Senator you have to be at least 30 years old, a resident in the state you want to be elected from, and a citizen of the United States for at least nine years. A senator serves a 6-year term of office.



The House of Representatives is made up of elected representatives from each state based on the population of that state.

There are 435 members of the house. A person who wants to run for Representative in a state must meet the following qualifications.

They must be at least 25 years old, have residency in the state they want to represent and be a citizen of the United States for at least 7 years. Representatives hold their office for two years.

LESSON TWO LESSON PLAN

POWERS OF THE LEGISLATIVE BRANCH (Congress)

Distribute the student handout, POWERS OF THE LEGISLATIVE BRANCH. Explain that a graphic is a picture that represents the words or meaning on the page. Use a white board or chalkboard to model the graphics or pass out duplicates of the model graphics. Explain each one as the students make their own graphics.

The Legislature (Congress) has the following powers:

- » The power to make laws.
- » The power to declare war.
- » The power to raise an army or navy.
- » The power to tax.

Tell the students to save these handouts and graphics, as they will use them in their group to make a group graphic.

Distribute the student handouts on the EXECUTIVE BRANCH and POWERS OF THE EXECUTIVE BRANCH. Tell them to fill in the answers as you give them the information they will need. Have them raise their hands as they hear you give an answer and then fill it in. Keep checking that everyone has the correct answers.

THE EXECUTIVE BRANCH (information for student handout)

Americans do not choose the President directly. The Electoral College actually casts the votes for the president. Each state gets a number of votes determined by the total number of senators and representatives. With the exceptions of Nebraska and Maine, all of the electoral votes from any one state go to the candidates with the majority of popular votes within that state. A president's term of office is four years. A president may only serve two terms of office. A president must be at least 35 years old and have lived in the United States for 14 years. The president must be a natural born citizen of the United States.

The president has the following powers:

- » To execute the laws passed by Congress.
- » To approve or veto bills.
- » To command the military forces.
- » To grant pardons.

LESSON TWO LESSON PLAN

Distribute the student handouts of the JUDICIAL BRANCH and POWERS OF THE EXECUTIVE BRANCH. Tell them to fill in the answers as you give them the information they will need. Have them raise their hands as they hear you give an answer and then fill it in. Keep checking that everyone has the correct answers.

THE JUDICIAL BRANCH (information for student handouts)

The President nominates Supreme Court Justices and Federal court judges. These nominees must be approved by the Legislative Branch. A Justice may serve an unlimited number of years in office.

There is no minimum age for a Justice and no residency or citizenship requirements.

Judicial review allows the Supreme Court and other federal courts to keep a check on the laws that are passed. They must decide if a law is constitutional. The Supreme Court established this power in the case of *Marbury v. Madison* in 1803.

The Supreme Court has the following powers:

- » To interpret laws.
- » To resolve disputes between states.
- » To decide whether laws are constitutional.
- » To decide whether the actions of the executive branch are constitutional.

» SECOND ACTIVITY

Students will take their completed handouts and their textbook, to their group. Class should be broken up into groups of three or four students. Each group will decide for itself, which branch it is going to be expert on, what graphics to use, what to say and who will say it. Students may do additional research on the branch of their choice using their textbooks, libraries, and the internet. Each group will prepare a ten minute presentation. Each group member must participate in some way. Students should practice giving their presentations to another group and then to the class before they are sent out to other classrooms. Remind students to speak slowly and clearly and that their graphic should be a visual aid to explain their main points. Take time to organize a time schedule with other teachers at your school. If you are teaching an eighth grade class, send them to sixth grade classrooms for their presentation. Get feedback from the teacher or the classes on how the presentations went.

LESSON TWO LESSON PLAN

Lesson Extensions

- 1.** Ask students to create a map of the electoral votes each state has. Ask students to add to the map the number of electoral votes as well as the popular vote in a past presidential election. Students should summarize their results.

- 2.** Students will create a chart that shows the flow of the checks and balances in the three branches of government.

- 3.** If your school has a student government, compare it to the structure of the legislature. Some topics to discuss might be: what powers does the student government have; how are officers elected or put in office; what procedures do they use to make decisions.

- 4.** Research the law case *Marbury v. Madison*. Chief Justice Marshall shaped the powers of the Supreme Court, expanding them to include the new power of judicial review. Create an argument he might have used for this important event in American History.

- 5.** Make a modern day chart of the presidential cabinet. Who are the people that the current president has chosen? Give a detailed list of their responsibilities.

LESSON TWO STUDENT MATERIALS

Black Line Master

THE LEGISLATIVE SYSTEM ARTICLE 1

The Constitution creates a national legislature with two parts or houses. The legislature is called the _____, the upper house is called the _____, and the lower house is called _____.

The Senate has how many members? _____

How old do you have to be to be a Senator? _____

How many years must you be a resident of the state you represent as a Senator? _____. You must be a citizen of the United States for _____ years.

How many Senators come from each state? _____

How many years is a Senator's term? _____

The House has how many members? _____

How old do you have to be to be a Representative? _____

How many years must you be a resident of the area you represent? _____. You must be a citizen of the United States for _____ years.

How many years is a Representative's term? _____

How is the number of representatives from each state determined?

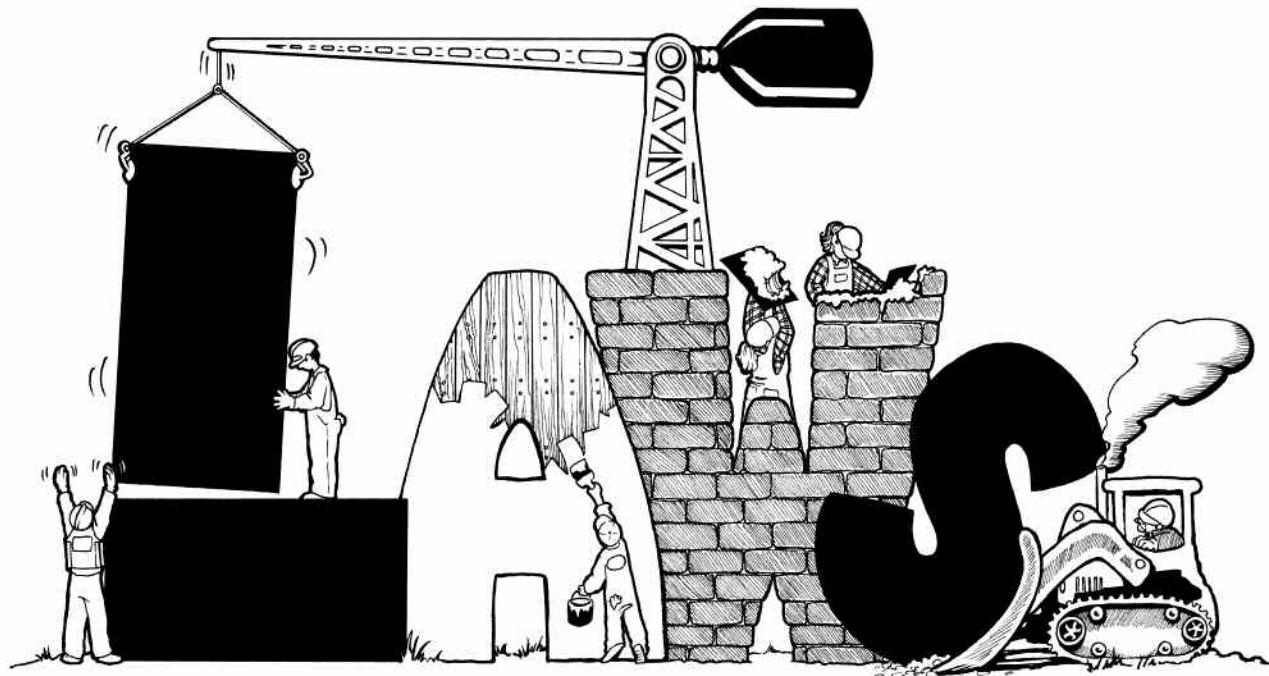
LESSON TWO STUDENT MATERIALS

THE POWERS OF THE LEGISLATIVE BRANCH (CONGRESS)

The power to	The power to
The power to	The power to

LESSON TWO STUDENT MATERIALS

THE POWER TO MAKE LAWS



THE POWER TO DECLARE WAR



LESSON TWO STUDENT MATERIALS

THE POWER TO RAISE AN ARMY AND NAVY



THE POWER TO TAX



LESSON TWO STUDENT MATERIALS

The Black Line Master **THE EXECUTIVE BRANCH ARTICLE 2**

How is the President elected?

How long is the term for President? _____

How many terms of office may a president serve? _____

What is the minimum age for President? _____

The president must be a resident for _____ years in the United States. He must be a
_____ citizen.

What are the powers of the President?

Who can remove the President from office?

LESSON TWO STUDENT MATERIALS

THE POWERS OF THE EXECUTIVE BRANCH

The power to	The power to
The power to	The power to

LESSON TWO STUDENT MATERIALS

Black Line Master

THE JUDICIAL BRANCH ARTICLE 3

How are Supreme Court Justices selected?

A Justice serves an _____ term of office.

There is _____ minimum age, there are _____ residency requirements,
there are _____ Citizenship requirements to be a Supreme Court Justice.

Explain Judicial Review.

LESSON TWO STUDENT MATERIALS

POWERS OF THE JUDICIAL BRANCH

The power to INTERPRET THE LAW.	The power to
The power to	The power to

LESSON THREE

How a Bill Becomes A Law



LESSON THREE

BACKGROUND FOR INSTRUCTORS

INTRODUCTION

The Legislative branch of our government, Congress, makes the laws for our nation. We vote directly for the members of Congress by voting for our states' Senators and Representative's. Therefore, the members of Congress are the most direct voice of the "people."

It is imperative to view our representatives voting records on bills and laws when we vote for them. What bills and laws have they passed? What bills and laws have they rejected?

The process for how a bill becomes a law is set up in Article One of our Constitution. It is a complex system that reflects the system of checks and balances built into the Constitution. Bills must be approved by both houses of Congress. Once approved, they end up on the desk of the President, the head of the Executive Branch. He can then approve or veto the bills. Finally, if the laws are challenged by the Judicial Branch the Supreme Court can declare the law unconstitutional.

In this lesson there are two student activities. In the first activity, students will draw a model of the process of how a bill becomes a law. In the second activity students will dramatize the process. Creating a visual model will show students the process by which bills pass through both houses of Congress. Acting this process out will reinforce their understanding. Each student in the class will be given a card that assigns a political role. Half the class will be members of the Senate. The other half will be members of the House of Representatives. One student will act as President. The student role cards explain who they are.

How Laws are Made: The Process

When a person has an idea for a new law, that person becomes the sponsor of the bill. The sponsor introduces the bill into the House or Senate by giving it to the clerk of that governing body. The bill then goes into a special box called a hopper; it is assigned a legislative number and is given to the Senate or the House of Representatives for consideration. The Government Printing Office (www.gpo.gov) makes copies of the bill for all representatives.

In the House, the Speaker of the House then assigns the bill to a committee. The House of Representatives has 22 standing committees. The content of the bill will determine which committee will review the bill. This committee then listens to expert testimonials about the bill. People that have interest in the bill may go before the committee to argue their particular positions.

LESSON THREE

This committee may revise the bill or release the bill to the floor of the House. This action is called “reporting it out.” They can also choose to table the bill (or set the bill aside).

If the bill is released, it goes on a calendar. The calendar contains a list of bills waiting for action. The House Rules Committee may call for the bill to be voted on quickly, may limit debate, or may limit or prohibit amendments. Undisputed bills may pass by unanimous consent if the committee agrees to suspend the rules or by a two-thirds vote.

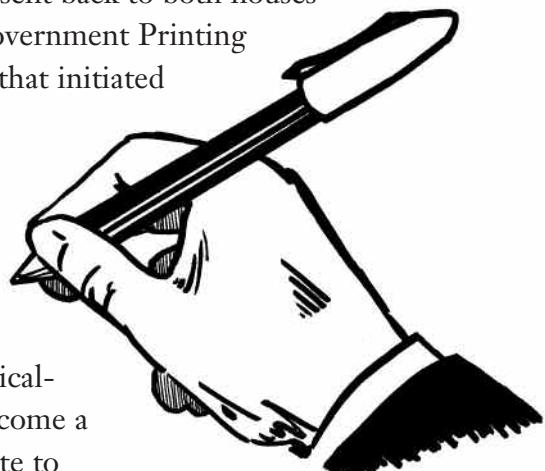
The bill then goes to the floor of the House for consideration. It begins with a complete reading of the bill. Amendments to the bill may be added. If the bill passes by a simple majority (218 of 435 votes), the bill moves to the Senate.

In order to be introduced in the Senate, a senator must be recognized by the presiding officer and announce the introduction of the bill. Then the bill is assigned to one of the 16 standing Senate committees by the presiding officer. Next the Senate committee holds hearings and listens to expert testimonials and groups that have a vested interest in passing or rejecting the bill. Then, like the House standing committee, it either releases the bill or tables it.

If the bill is released, it goes to the Senate floor for consideration. Bills are voted on in the Senate in the order they come from the committee. An urgent bill may be pushed ahead by the leaders of the majority party. When the Senate considers a bill, they may debate the value of it indefinitely. When debate ends, the bill is voted on. A simple majority (51 of 100 votes) is needed to pass the bill.

The bill then moves on to the conference committee, which is made up of members from each House. This committee works out any differences between the House’s version of the bill and the Senate’s version of the bill. The revised bill is then sent back to both houses for their approval. Once approved, the bill is printed at the Government Printing Office in a process called enrolling. The clerk from the house that initiated the bill certifies the final version.

The enrolled bill is now signed by the Speaker of the House. Then it is sent to the Vice President who serves as the President of the Senate. Finally, it is sent to the President. The President has ten days to sign or veto the enrolled bill. If the President does not sign the bill within ten days, it automatically becomes a law. If the President vetoes the bill, it can still become a law if two-thirds of the Senate and two-thirds of the House vote to approve the bill and override the Presidential veto.



LESSON THREE LESSON PLAN

LESSON SUMMARY

- » All societies and institutions govern themselves with certain laws and rules. These rules not only guide our behavior, they protect each individual's rights.
- » The process by which a bill becomes a law is presented in Article One of the Constitution.

LESSON OBJECTIVES

- » Students will be able to understand the process by which a bill becomes a law.
- » Students will be able to summarize the process by which a bill becomes a law by completing a chart.

STANDARDS

CALIFORNIA STANDARDS

8.2.7 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3.6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).

NATIONAL STANDARDS

ERA 3 STANDARD 3C The institutions and practices of government created during the revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

MATERIALS REQUIRED

- » Student handout STUDENT FRIENDLY EXAMPLE: HOW A LAW IS MADE
- » Student handout CHART OF THE LAW MAKING PROCESS
- » Student role cards
- » *If you choose the Dolphin Conservation Act, you will need the Tracking Legislation papers and access to computers

TIME REQUIRED

2 class periods

LESSON THREE LESSON PLAN

SUPPLEMENTAL MATERIALS

The official United States government website is <http://www.firstgov.gov>. These sites are public domain and materials from them may be freely used in the classroom.

Teacher friendly sites at the United States government site include:

- » www.bensguide.gpo.gov
- » www.kids.gov
- » <http://thomas.loc.gov/teachers>

ACTIVITIES AND PROCEDURES

Vocabulary to Introduce:

TABLING MOTION: A motion to stop action on a pending proposal and to lay it aside indefinitely. When the Senate or House agrees to a tabling motion, the measure, which has been tabled, is effectively defeated.

HOPPER: A box into which a proposed legislative bill is dropped and thereby officially introduced.

ACT: Legislation that has passed both the Houses of Congress and has either been approved by the President, or passed over his veto, thus becoming law. Also used technically for a bill that has been passed by one house of Congress.

CALENDAR: A list of bills, resolutions, or other matters to be considered before committees or on the floor of either house of Congress.

HEARING: A meeting or session of a committee of Congress, usually open to the public, to obtain information and opinions on proposed legislation, conduct an investigation, or oversee a program.

VETO: The constitutional procedure by which the President refuses to approve a bill or joint resolution and thus prevents its enactment into law. A regular veto occurs when the President returns the legislation to the originating house without approval. It can be overridden only by a two-thirds vote in each house. A pocket veto occurs after Congress has adjourned and is unable to override the President's action.

REPORT: The printed record of a committee's actions, including its votes, recommendations, and views on a bill or question of public policy or its findings and conclusions based on oversight inquiry, investigation, or other study.

ENROLLED BILL: Legislation that has been passed by both houses of Congress, signed by their presiding officers, and sent to the President for signature.

LESSON THREE LESSON PLAN

Introduction

Explain to the students they will learn in this lesson how a bill becomes a law. This process is set forth in Article One of the United States Constitution. Students will discuss the need for laws. They will make a chart that shows the complicated process by which a bill becomes a law. Finally, they will act out this process. Each student will be given a role when this process is acted out. One student will be assigned the role as President of the United States. One student will be given the role as Vice President of the United States. The remainder of the class will be assigned the roles as members of the Congress. Some will be Senators, and others will be members of the House of Representatives.

- » Discuss with students the need for laws. Guide the discussion so students recognize that laws are necessary to maintain order and protect individual rights in a democratic society.
- » Ask students to list 3 rules they have in their home.
Example: Everyone gives each other privacy during phone calls.
- » Ask Students to share their rules.
- » Ask students to list three school rules:
Example: No running in the halls.
- » Ask students to share their rules.
- » Explain to the class that the United States government has spelled out in Article One of the Constitution the way in which it makes laws.

» FIRST ACTIVITY

Provide student handout: Go over nine steps and ask for questions.

Give out student handout: CHART OF THE LAW MAKING PROCESS

Information needed to fill out the chart.

INTRODUCTION:

In the House and the Senate: a bill is introduced and assigned to committee.

COMMITTEE ACTION:

Experts testify: the committee can table, approve or change (amend) the bill.

CONGRESSIONAL ACTION:

The House vote: does the bill pass or fail?

The Senate vote: does the bill pass or fail?

Both houses pass the bill: Joint committee, made up of members from both houses, work out the differences.

LESSON THREE LESSON PLAN

ENACTMENT:

The President signs or vetoes the bill.

If vetoed, Congress votes by $2/3$ majority to override the President's veto.

The BILL becomes a LAW

Go over flow chart with students to make sure it is correct.

Explain to students that they will use it to act out the process.

» SECOND ACTIVITY

Students will act out the process by which a bill becomes a law.

The class can decide to use a fictitious law.

Examples:

Anyone wanting a gun license must pass a safety test.

All public school students should wear uniforms.

All youth under 16, Monday through Friday, must obey an 11pm curfew.

Or use the Dolphin Conservation Act, which is documented on the US government site: (www.bensguide.gpo.gov/8-8/lawmaking/hr408.html).

This is tracking legislation and allows the students to read the actual bill and legislative action it took to make it a law.

Once the students are given their role cards, they proceed to their assigned places. Half the class will be members of the Senate. The other half will be members of the House of Representatives. The student acting as the Vice-President sits with the Senate. The student assigned to the role as President of the United States will sit alone. (The teacher may play the role of the President.) The Majority Leader heads the House of Representatives. Students who are given introduction cards will read the Bill to the House or Senate.

The bill is then given to the committees and those assigned to committees by their cards. They argue the bill and listen to expert witnesses that are for and against it. This happens in both houses. The bill is then given to the Joint House committee to make sure there are no differences in the bill. The bill then comes back to the House and Senate to be voted on. The Vice-President asks for the vote in the Senate. The Majority leader asks for the vote in the House. Students have their roles on their cards. The bill must pass both houses of Congress.

LESSON THREE LESSON PLAN

The bill is then given to the President to sign or veto. If the President decides to veto the bill, it goes back to both houses. Both houses must get a $2/3$ -majority vote to override the president's veto. If they do, the bill then becomes a law.

Debrief the activity and ask students to write a reflection on this activity.

» Extension Activities

- 1.** Look up the voting record of your Senators or member of the House of Representatives. Research the various bills they voted for and against. (www.votesmart.org for more info)
- 2.** Follow a bill through congress. Make a map of who voted for it or against it. Why might certain states have voted for it?
- 3.** Research your state's Senators. What committees do they sit on?
- 4.** Research the Presidential veto power. Give examples of when it was used.
- 5.** Write a letter to your member of the House of Representatives and your Senators for or against a bill that is in Congress now.

LESSON THREE STUDENT MATERIALS

Black Line Master

HOW A BILL BECOMES A LAW

Introduction

Committee Action

Congressional Approval

Presidential Action

LESSON THREE STUDENT MATERIALS

STUDENT ROLE CARDS

PRESIDENT

You will vote against the bill or veto it.

VICE PRESIDENT

You will lead the Senate in voting and discussion of the bill.

You will vote for the bill in the event of a tie.

HOUSE MAJORITY LEADER

You will lead the House in voting and discussion of the bill.

You will vote for the bill.

SENATOR

Serve on Senate committee and listen to expert witnesses.

You will vote for the bill.

SENATOR

Serve on Senate committee and listen to expert witnesses.

You will vote for the bill.

SENATOR

Serve on Senate committee and listen to expert witnesses.

You will vote against the bill.

SENATOR

Serve on Joint Committee of Congress.

You will vote for the bill.

LESSON THREE STUDENT MATERIALS

SENATOR

Serve on Joint Committee of Congress.

You will vote for the bill.

CONGRESSMAN

Serve on Joint Committee of Congress.

You will vote for the bill.

CONGRESSMAN

Serve on Joint Committee of Congress.

You will vote for the bill.

EXPERT WITNESS

You will testify for the bill in the Senate.

EXPERT WITNESS

You will testify for the bill in the Senate.

EXPERT WITNESS

You will testify against the bill in the Senate.

EXPERT WITNESS

You will testify against the bill in the House.

SENATOR

You will vote for the bill.

LESSON THREE STUDENT MATERIALS

SENATOR

You will vote for the bill.

SENATOR

You will vote against the bill.

SENATOR

You will vote against the bill.

LESSON THREE STUDENT MATERIALS

CONGRESSMAN

You will vote for the bill.

LESSON THREE STUDENT MATERIALS

.....
CONGRESSMAN

You will vote against the bill.

.....

CONGRESSMAN

You will vote against the bill.

.....

CONGRESSMAN

You will against for the bill.

.....

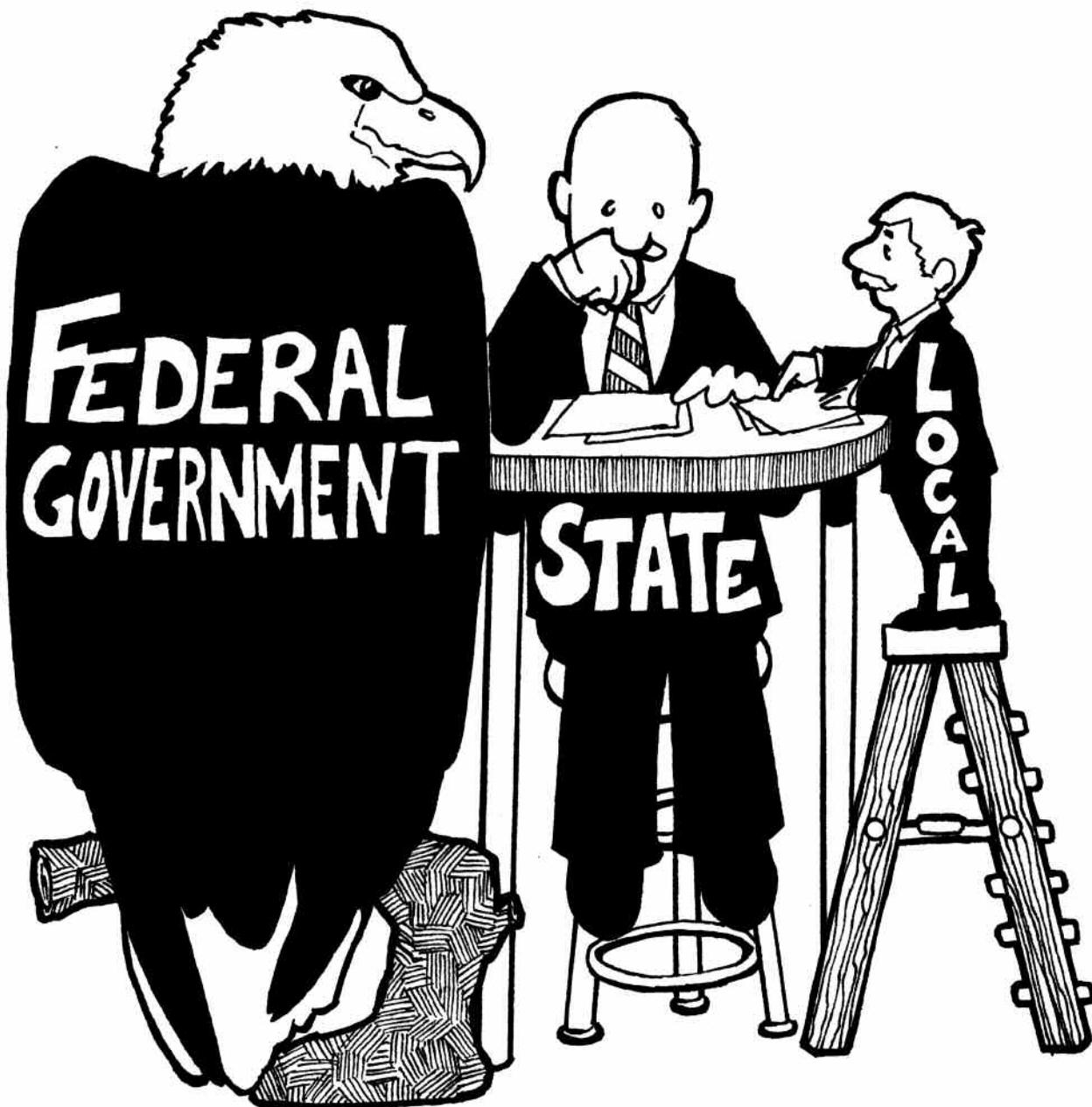
CONGRESSMAN

You will vote against the bill.

.....

LESSON FOUR

Local Government, Local Elections



LESSON FOUR

BACKGROUND FOR TEACHERS

INTRODUCTION

Voting is one of the most important responsibilities of citizenship. It is one of the most precious rights secured by the Constitution. When individuals exercise their right by voting, they have a say in who represents them. Citizens can vote for representatives that share their opinions and values. Citizens vote for people to represent them at the federal, state and local levels.

In this lesson, students will:

- » Be looking at elections at the local level. Lesson Four focuses on a variety of critical thinking skills that students will need in order to analyze the positions taken by candidates running for office. They will also need these same skills to make informed decisions about propositions that will be on the ballot. Students will recognize the difference between fact and opinion. Also, they will see the role that bias and propaganda play in the electoral process. They will be gaining skills in how to analyze the role that the media plays in elections. To analyze something is to break it down into its workable parts and look at the ways the parts are related. Hopefully, students will view articles and editorials with a new critical and thoughtful perspective. Students will complete a variety of activities that will help them clarify issues and candidates' positions. Then they will be asked to synthesize ideas and create their own position paper. Finally, they will present their position paper to the class. Students will write their own editorial or position paper for a candidate or issue that occurs in their local election.
- » This lesson requires the teacher to do some simple research on his or her local election. Teachers will need to be familiar with the names and positions of the candidates running for office in their local elections. Teachers will need a sample ballot as well. You can obtain a local election guide and sample ballot from your state office or city clerk.

GOVERNMENTS WORK TOGETHER

Local, state and federal governments work together. They each have their own separate power.

Only the federal government can declare war and print money and stamps. Only the federal government can make treaties with other nations.

States have different powers. Each state makes its own laws about the age a person must be to get a drivers license. States pass their own traffic laws. They make the laws affecting public schools. States also make their own marriage and divorce laws.

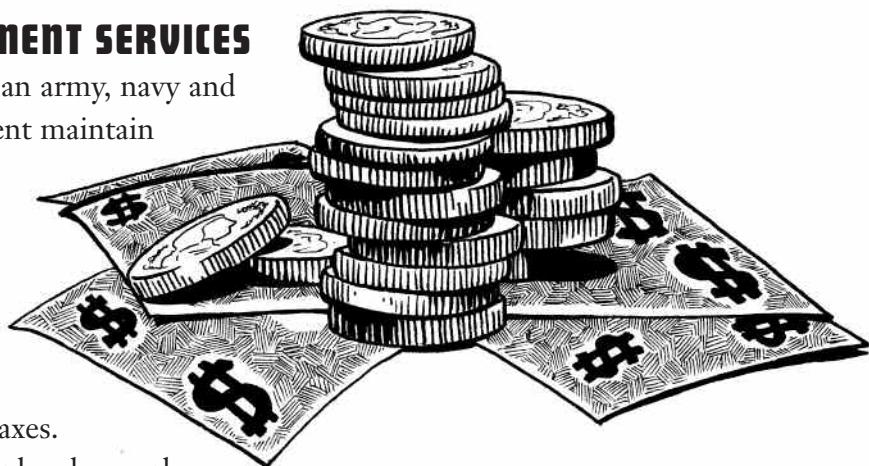
LESSON FOUR

Local governments make local laws that govern their community. An example of a local law would be a law that prohibits smoking in public places.

These governments all have separate powers, but they work together to provide services for your community. State and local governments provide police and fire services. They provide health services and hospitals. They make laws about public schools and libraries. They provide public buses and trains as well as take care of public beaches and parks.

PAYING FOR THE GOVERNMENT SERVICES

The federal government provides an army, navy and air force; state and local government maintain schools and libraries. There are thousands of people who work in government offices all over the country. It takes a lot of money to run these governments.



The federal government collects taxes.

It collects an income tax from people who work.

It collects more taxes from people who earn more money than people with low incomes.

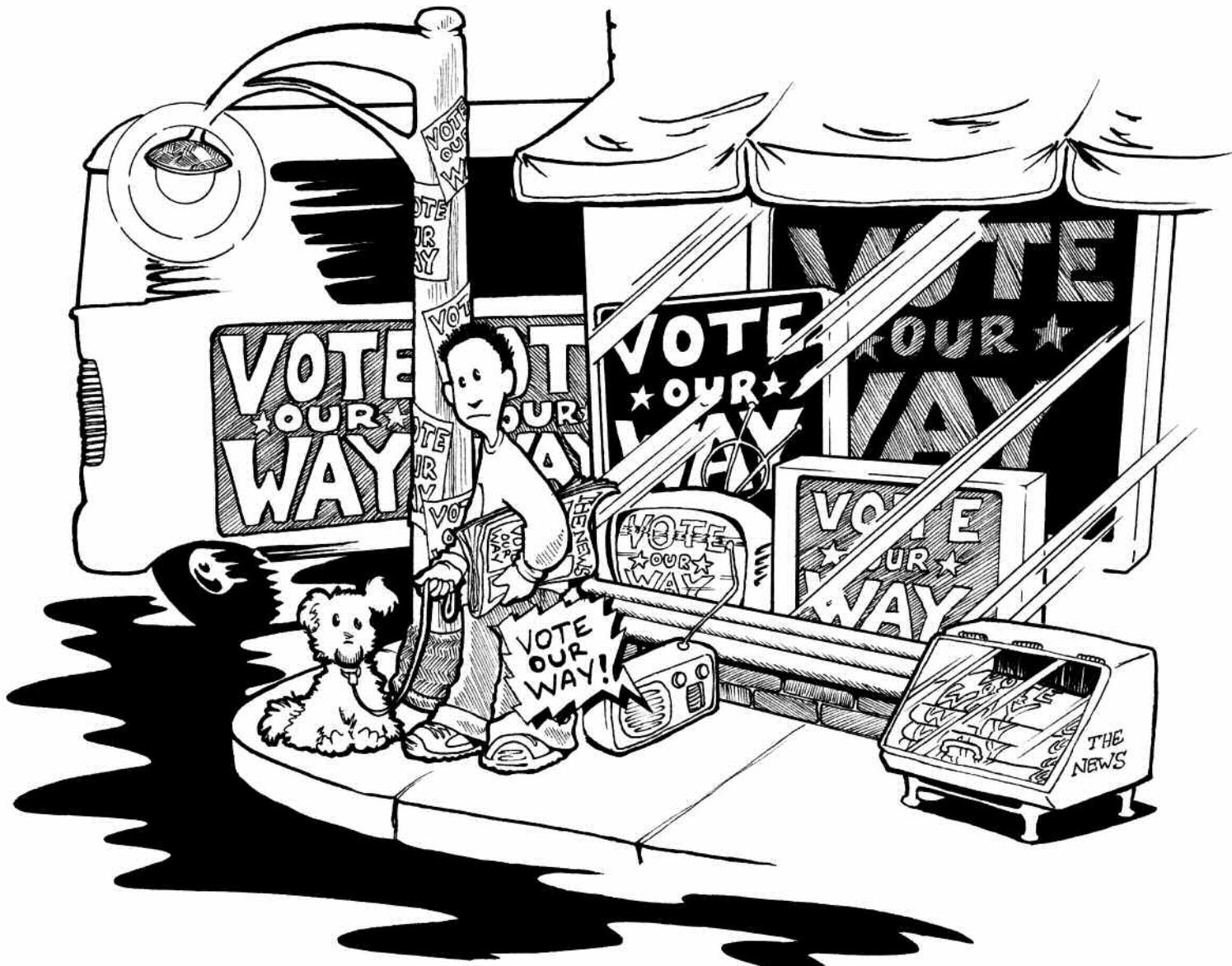
State and local governments also collect taxes. Many states have their own income and tax laws, as do some local governments. State and local governments also get money from sales tax. Sales taxes are taxes on any items or services purchased in that state. Each state can decide on its own laws and on its own sales taxes. The federal, state, and local governments pass laws to protect your individual freedoms. They also provide services each day for millions of people across the nation.



LESSON FOUR

MEDIA PRESENTATION ON ELECTIONS

During an election campaign, voters are bombarded with information about the candidates and issues facing their communities. Information about candidates and issues appear in ads on television and on the radio. They also appear in newspaper and magazine ads. The publication of opinion polls will influence voter choices in elections. Also, advertising affects which candidates voters will choose to represent them. The activities in this lesson will give students the tools to analyze the media. By the conclusion of this lesson, students will be able to draw their own conclusions and make their own decisions about the accuracy and completeness of media coverage.



LESSON FOUR LESSON PLAN

LESSON SUMMARY

- » Federal, state, and local governments pass certain types of laws.
- » Federal, state and local governments collect certain types of taxes to pay for the services they provide.
- » Voters are faced with many media presentations of their candidates. Many are biased and many use propaganda. Journalists and news reporters might strive to be impartial, but it is almost impossible.
- » Students will use these steps to plan and execute their position papers.

LESSON OBJECTIVES

- » Students will analyze news articles by looking at headlines and summarizing articles.
- » Students will examine how supposedly objective articles and fair reporting have hidden biases.
- » Students will become familiar with some of the most common forms of propaganda. These include name-calling, card-stacking, bandwagon, testimonials, and empty phrases. Students will be able to identify these forms of propaganda in election media advertisements.
- » Students will synthesize their ideas and write an editorial or position paper on a candidate or issue in their local election.

Standards

CALIFORNIA STANDARDS:

8.3.6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).

LESSON FOUR LESSON PLAN

NATIONAL STANDARDS:

National Standards for Civics and Government

How does the government established by the Constitution embody the purposes, values, and principles of American democracy?

1. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
2. What does the national government do?
3. How are state and local governments organized? What do they do?
4. Who represents you in local, state, and national governments?
5. What is the place of law in the American constitutional system?
6. How does the American political system provide for choice and opportunities for participation?

MATERIALS REQUIRED

- » Local sample ballots and election guide, student set of sample ballots
- » Pre-cut newspaper editorials, headlines and campaign ads

LESSON FOUR LESSON PLAN

SUPPLEMENTAL MATERIALS

ISSUES AND CANDIDATES: <http://www.vote-smart.org>

DEMOCRATIC PARTY: <http://www.democrats.org>

REPUBLICAN PARTY: <http://www.rnc.org>

LIBERTARIAN PARTY: <http://www.lp.org>

GREEN PARTY: <http://www.gp.org>

LEAGUE OF WOMEN VOTERS: <http://www.lww.org>

ARSALYN PROGRAM: <http://www.arsalyn.org>

THE NATION MAGAZINE: <http://www.thenation.org>

THE NEW REPUBLIC: <http://www.tnr.com>

NATIONAL REVIEW: <http://www.nationalreview.com>

NATIONAL VOTER REGISTRATION FORM: <http://www.fec.gov/votregis/vr.shtml>

TYPES OF BALLOTS: <http://lycoskids.infoplease.com/spot/campaign2000ballot.html>

YOUTH POLITICS RESOURCES

<http://www.arsalyn.org>

<http://www.millennialpolitics.org>

<http://www.mobilize.org>

<http://www.rockthevote.com>

ACTIVITIES AND PROCEDURES

Vocabulary:

BIAS: A preference for or dislike of something when the context is allegedly objective.

EDITORIAL: An article in a newspaper or magazine that expresses the opinion of its editor or publisher

PROPAGANDA: Information or publicity put out by an organization or government to spread and promote a policy, idea, doctrine, or cause in order to achieve a political end.

TAX: An amount of money asked of citizens by federal, state, or local governments used to run their services and offices.

SERVICE: The operation by which people are provided with something they need (for example public education).

LESSON FOUR LESSON PLAN

Introduction:

In this lesson, students will use their sample ballots to investigate some of the issues and candidates that are on their local ballot. They will look for bias and propaganda in the media coverage of the election and create a position paper for or against an issue or candidate that is in this election.

» FIRST ACTIVITY

Explain to students in this lesson they will be looking at their local elections. Provide copies of the sample ballots. Ask the students to look through them and write down anything they have knowledge about. Have students share their thoughts. Once students have shared their previous knowledge, choose a few candidates or issues to focus on.

Pass out a previously chosen news article on a candidate or issues and explain that they will look at this article for bias. News stories, unlike editorials, are supposed to be free of bias. They supposedly report the facts: the who, what, where, when and how of a story. They are supposed to explain what has happened.

Have students list the facts in the article. Then rewrite the story only using the facts. Does it give a different impression of the event than the original story? What are the author's biases? Are they stated or hidden?

Have students write down any emotionally charged words in the story. They can list the positive and negative words in two columns.

Look at the beginning of the article. Write down a sentence describing how the article is supposed to make you feel.

Write down the names of any experts or witnesses that are used in the story. Why are they mentioned? What position are they supporting?

Are there any pictures with the story? How do the pictures make you feel? Which point of view do the various pictures support?

Ask students to summarize the biases they uncovered in the story.

LESSON FOUR LESSON PLAN

» SECOND ACTIVITY

Give students a homework assignment to view media ads for candidates in newspapers, magazines, the radio and television. Ask students to describe the type of ad and explain what types of propaganda are used. They will be given a student handout on the various forms of propaganda.

FORMS OF PROPAGANDA:

NAME-CALLING: Giving an idea or opponent an undeserved name.

CARD-STACKING: Using facts and figures in a one-sided manner in favor of your position, leaving out the facts and figures on the other side.

BANDWAGON: Justifying support for a person or position because it is popular.

TESTIMONIAL: Having a well-known person or a person who represents a recognizable group (like a fireman or teacher) voice support for your position or candidate.

Students will share their examples of propaganda in class.

» THIRD ACTIVITY

Students will choose a candidate or issue in the current election and take a stand for or against the candidate or issue.

They will write an editorial stating their position.

The editorial should show evidence that the students synthesized the information from various resources with their own opinions.

Plan an introduction that presents your point of view. Then present the facts. Show how you summarized the facts to arrive at your opinion. Be careful not to assume your viewpoint is the only valid one. Present evidence on which you based your final conclusions. Close your editorial by summarizing your opinions.

Use the student handout Editorial Checklist to check your work.

Students can work in peer groups to check each other's work. They can use the checklist as a guide to edit each other's editorials.

LESSON FOUR LESSON PLAN

Lesson Extensions

1. Make a political banner in support of a candidate or issue. Make sure you have included all of the facts you think are crucial. Include a visual and caption in your banner.
2. Design a political button with a slogan for your candidate or issue.
3. Write a letter to your Congressmember stating your opinion on one of the issues he or she will be voting on.
4. Take a class poll on the local ballot and make a chart of the results. Compare the results of your poll to the real election results. Have a class discussion on your findings. Why do you think your findings are similar or different than the final election results?
5. Draw a political cartoon that reflects your opinion on one of the local issues or candidates. Include a caption (a few words or sentences) in your cartoon.
6. Research political cartoons that both support and do not support your point of view on the issue or candidate you chose. Cut them out and paste them on a paper with two columns. Make one column for the cartoons that support your position, and the other for the cartoons that refute your opinion. At the bottom of the paper, create your own political cartoon.
7. Research one of the issues on the current election and find editorials that address the issue in various newspapers in your local community. How many support your opinion? How many refute it? What factors do you think influenced the newspaper's opinion?

LESSON FOUR STUDENT MATERIALS

Forms of Propaganda

NAME-CALLING

Giving an idea or opponent an undeserved name.

CARD-STACKING

Using facts and figures in a one-sided manner in favor of your position, leaving out the facts and figures on the other side.

BANDWAGON

Justifying support for a person or position because it is popular.

TESTIMONIAL

Having a well-known person or a person who represents a recognizable group (like a fireman or teacher) voice support for your position or candidate.

LESSON FOUR STUDENT MATERIALS

Editorial Checklist

Have I made my opinion clear?

Have I stated my opinion at the beginning or ending of my editorial?

Have I included enough facts or details to support my statements?

Where might I add more facts?

Have I explained my thinking clearly?

Have I made all the points I want to make?

Is my position clear to the reader?

LESSON FIVE

The Simulation Election



LESSON FIVE

REQUIRED MATERIALS

- » Several voting machines (borrowed from county registrar)
- » Voting booths (borrowed from county registrar)
- » Sufficient SIMballots for all participating students (must be printed in appropriate size and stock)
- » A list of participating students used for SIMvoter sign-in
- » A ballot box (any box that can be marked “ballot box,” closed and a slot made for depositing ballots)
- » Masking tape for floor markings indicating SIMvoter waiting areas and lines for sign-in
- » “I Voted” stickers (can usually be obtained from local registrar)
- » At least 2–3 volunteers to staff SIMpoll as SIMpoll workers (sign-in, ballot box supervision and assistance with operating voting machines, if needed)
- » Tally sheets for SIMpoll workers, who will tabulate results of voting

THE ELECTION SIMULATION

The *Democracy in Action* election simulation requires setting up a simulated polling place in your school to accommodate simulation participants (we call them SIMvoters and the process itself SIMvoting or SIMElection; if you prefer, Election Simulation is also appropriate; we recommend avoiding the term “mock election” due to the negative connotations of the word “mock”). That means obtaining from your local county registrar or other official voting machines and booths that students can use and printing SIMballots that will fit the machines. We recommend having a few extra machines available in case some are not functioning properly.

The election simulation is best timed to coincide with actual local or federal elections. SIMballots should look the same as those used by adults (to ensure realism), excepting some feature or mark distinguishing them from real ballots (printing them on a different color of paper is the easiest way to distinguish them). SIMballots should be printed and some available for Lesson Four, so students will already be familiar with the look of the SIMballot.

LESSON FIVE

The SIMpolling place should approximate the set-up of a real polling place as closely as possible. Students should form a line at a sign-in table where poll volunteers check for their names on registration sheets. Masking tape can be used to indicate where students should line up and wait for their turn to vote.

Students should sign by their names on the registration sheet, be handed a ballot and proceed to an available voting booth. Remember that students, like real voters, are allowed to bring notes with them into the voting booth if they so choose.

A supervisor should be in the vicinity of the booths to help students who have trouble or questions about using the machines. However, the supervisor must take care not to influence the voting choices of the student.

Once a ballot has been completed, it should be deposited into a sealed box. Results should later be tallied on tally sheets provided to SIMpoll workers. Results can then be announced to students.



LESSON FIVE

RESOURCES FOR TEACHER AND STUDENTS

» www.vote-smart.org

The Project Vote Smart website contains information on candidates and issues in your state. Do your students need to know who their representatives are or whether or not their state will be gaining or losing congressional seat in the next election? All this and more can be found at the Project Vote Smart site.

» www.dnet.org

DemocracyNet (or Dnet) contains information on candidates, different sides of various issues and upcoming political events in your area.

» www.founding.com

Founding.com is an interactive site that explains the US Declaration of Independence. It contains copies of various drafts of the Declaration, including Thomas Jefferson's rough draft with notes explaining the meaning of the key concepts and his thinking behind each.

» www.crf-usa.org

The Constitutional Rights Foundation website contains information about the Constitution and the Bill of Rights and how they apply to modern America.

» www.publicagenda.org

Public Agenda online contains information about public issues and provides tools to critically assess public polling data.

» www.arsalyn.org

Arsalyn's own website contains information about implementing Democracy in Action as well as other Arsalyn projects. It also contains arsalINFO- an online database of groups promoting youth civic and political engagement.

Your Vote is Your Voice





citizens. not spectators

LUDWICK FAMILY FOUNDATION

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