

Program Information	My Ballot Research Project		TEACHER NAME Nathan Floom	PROGRAM NAME MVCTC Aspire- College and Career Readiness ESOL		
			NRS EFL(s) 5	TIME FRAME 1 class/2 hours		
Instruction	<u>ESOL Standards</u>					
	Receptive		Productive		Interactive	
	1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	5.1.3	3. Speak and write about level-appropriate complex literary and informational texts and topics.		2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	
	6. Analyze and critique the arguments of others orally and in writing.		4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.	5.4.3	5. Conduct research and evaluate and communicate findings to answer questions or solve problems.	5.5.2
	7. Adapt language choices to purpose, task, and audience when speaking and writing.		7. Adapt language choices to purpose, task, and audience when speaking and writing.			
	8. Determine the meaning of words and phrases in oral presentations and literary and informational text.	5.8.1	9. Create clear and coherent level-appropriate speech and text.			
			10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.			
	<u>CAREER COMPONENTS</u>			<u>DIGITAL LITERACY</u>		
<ul style="list-style-type: none"> • Individual Education, Career, and Life Plans • Ongoing Assessment and Learning • Career Advising • Instruction and Job Training Services 			<ul style="list-style-type: none"> • Basic Computer Skills • Internet and Communications • Productivity Software • Information Literacy 			

<p>LEARNER OUTCOME(S)</p> <ul style="list-style-type: none"> • Recognize the importance of voting and how to become an informed voter. • Students will learn more about how to look up and research issues, levies, and candidates in their local and national elections. • Assignment can be repeated during every election cycle in the year. 	<p>ASSESSMENT TOOLS/METHODS</p> <ul style="list-style-type: none"> • Evaluation of ballot research worksheet and student discussion.
<p>LEARNER PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • Students should be comfortable with using a computer or take some time in class to walk them through the basic processes of looking up a website, navigating a search bar, etc, etc. • This assignment will require the students to read and compare multiple candidates and issues. It may be worthwhile to give an overview of the U.S. political party system in advance. 	
<p>INSTRUCTIONAL ACTIVITIES</p> <ul style="list-style-type: none"> • Begin class by explaining to the students the tasks of the day: researching their ballot. • You may want to begin by hosting a small discussion: <ul style="list-style-type: none"> ○ What S's in class can vote? ○ What S's in the class hope to vote someday? ○ Has anyone in the class voted before? • Ask a student or two to read the directions of the assignment sheet out loud for the class. • Carry on a discussion revolving around the 3 discussion questions on the assignment sheet. • Before the students start to research their ballot, review some of the common terms they might encounter: charter amendment, 	<p>RESOURCES</p> <p>Assignment Sheet: https://docs.google.com/document/d/1c-azLJdEr-gU2Ygg-horFaZOBUaaCS2y1weW9t3DJEE/edit?usp=sharing</p> <p>Ballot Lookup Website (feel free to use your own local newspaper website):https://ballotpedia.org/Sample_Ballot_Lookup</p>

	<p>levy, federal candidates, state candidates, etc. It might be helpful to put these in a vocab list in advance.</p> <ul style="list-style-type: none"> • Demonstrate to the students how to find the ballot lookup tool “Ballotpedia”. Instead of using that website you could also try to find your local newspaper website or local news source that might have something similar/better. • Type in your own address as an example and show the students the different issues, candidates, and taxes/levies you will get to vote on. • Give the students a good hour to spend looking up their ballot and filling out the worksheet.Help as needed with website navigation. • Allow time before class ends for the students to share their thoughts. What did they learn from their ballots today? Has the research better prepared them to vote on election day? Will any students now decide to vote after looking up their ballot? • Close class by showing them how to register to vote online and generally inform them on what it will be like to walk into a voting center. Remind of voting rules, etc. • Let them know that if they don’t want to go to a polling place you can always request a mail in ballot (this might be a great additional activity to add to this). 	
	<p>DIFFERENTIATION</p> <ul style="list-style-type: none"> • Teacher-created assignment • Computers/technology 	
<p>Reflec tion</p>	<p>TEACHER REFLECTION/LESSON EVALUATION</p> <ul style="list-style-type: none"> • Remember that this assignment is used to help create better informed voters who can make their own decisions. I make it a personal policy in my practice to not politicize students and remain “neutral” while in the classroom. Sometimes students try to ask what party I favor and I invite them to “guess”. Never revealing the answer. This could be a good teaching moment on how and when the appropriate time is to have political conversation (not at work). 	

- Sometimes students are worried that they are registering to vote while entering their information on the website. This is not the case. Assure them that they are NOT registering for anything in class and that they do not have to give their email address to the ballotpedia website.
- I think you'll find that the students really will enjoy this activity. It's hard for anyone to fully understand all the candidates and issues on a ballot sometimes. This assignment is something that I implemented in my personal life. Maybe you do something similar? Share with the students how you approach the voting process and better understand your own ballot.
- As you can see from the stats I include in this assignment it's likely that very few of the students in your class who are citizens vote. Perhaps you can investigate through discussion why that is and work on solving that with this assignment. I've had many students vote for the first time after working through this activity.
- I also enjoy reminding the students that even though they might feel like they are not "political" and don't participate in the political voting process there are still boardrooms full of people: politicians, candidates, thinktanks, etc. talking about them every single day.

ADDITIONAL INFORMATION

- Feel free to add more to this! I can see this working really well in a **citizenship class**.

Assignment Sheet

It is important to vote as often as you can. Decisions are made by those who show up. Our democracy is founded upon the idea that all eligible citizens participate in the election process. You must be a **citizen** of 18 years of age to vote. You must also **register in advance** in Ohio.

In this assignment you will research the issues and candidates that are featured on your ballot in your voting area. Your ballot may be different from other classmates depending on where you live. If you ever feel unsure of how to vote or what you are going to be voting on this is a great way to prepare yourself.

What is a **ballot**? “**Ballot**” is the process of voting-which is done in writing, privately (nobody will see who you vote for). In this activity you will look up your ballot to see what you will have the opportunity to vote on.

Questions for discussion (*Source: Pew Research Center, 2017*):

-In 2016 there were **26.7 million Latinos** eligible to vote. Only **12.7 million Latinos** voted. Discuss.

-Naturalized citizens have higher voter turnout than native-born minorities. For example, in 2016, voter turnout among **Asian naturalized citizens was 51.9%**, compared with **44.9% for U.S.-born Asians**. Why is this?

-In 2016 only **61.4% of U.S. Citizens voted**. This is a decrease from the **63.6%** who voted in 2012. The largest political party in the U.S. is those who do NOT vote (roughly 1/3 of the U.S. population). Why is that?

Your Project:

First Step: On the computer go to: https://ballotpedia.org/Sample_Ballot_Lookup

Second Step: Enter your address to make sure you receive your correct ballot. (You are **not** registering for anything).

Third Step: Read the questions below and research the candidates and issues. Write down your responses on paper for a discussion later.

Federal Elections: Every four years in November we vote on who should be president of the United States.

1. Compare and contrast each candidate running for president. How are they alike? How are they different? What issues separate them? Focus on these two candidates:

Pick **one** issue that you have a stance on and compare it. For example, immigration. How are Biden's and Trump's views on immigration similar and different? Compare their views. How are they similar and different?

2. In your district there may be two people running for a city, school board, or county position. Read the "Campaign Profile" for each Candidate. How are they alike? How are they different? What are their positives and negatives as candidates? Which group of people would vote for each candidate? If you could vote, who would you vote for?

3. State positions: Review the other state positions that are up for election. Pick one and research both what the position does and review the candidates running for that position. Which one is more qualified? Why?

4. Charter Amendments: Amendments are bills that add new rules or rights to an existing document. Pick one and research both what the amendment does and review the different positions. Will you vote to approve the amendment? Why?

5. Levy: A levy is an increase or continuation in taxes for a specific purpose. For example, you may see a proposed levy for Kettering City schools. You may also see a levy for Five Rivers Metroparks. Why are these public institutions asking for an increase in taxes? What will they do with the money? How do you feel about this increase. Are you for or against it? Why?