



CLASSROOM
LAW PROJECT®

THE ELECTION 2020 SEASON: WHY VOTING MATTERS

FULL RESOURCE CONTENTS

This fully self-contained compilation of units and lessons includes the following:

Intro Module for Teachers:

- Goals for teachers and students
- Theme and Pre-Unit Survey Question for Students
- Tips for Teaching Elections in Polarized Times
- Oregon Social Studies Standards – Grade 8
- CCSS Literacy Standards for Social Studies – Grade 8
- Oregon Social Studies Standards – High School
- CCSS Literacy Standards for Social Studies – High School
- Quotes about Voting

Unit 1 – Electing a President

Lesson 1.1 - How do Americans hire a president?

- Pre-Unit Survey
- Constitution, Article 2
- Analyzing a Primary Document – Graphic Organizer
- Analyzing a Primary Document - Questionnaire

Lesson 1.2 - What are the qualities of a good president?

- Mind Map: What is the Job of a President?
- The Qualities of a Good President
- Voter Interview Form
- Help Wanted: a President for the United States in 2020

Lesson 1.3 - How do we compare candidates?

- SWOT Analysis of the Candidates
- Issue Analysis for the Candidates

Unit 2 – Other Issues for the 2020 Election

Lesson 2.1 – How democratic is the United States Senate?

- Survey of states with Senate contests in 2020
- Article: How Democratic is the U.S. Senate?
- Introduction to the Preamble of the U.S. Constitution
- Graphic Organizer: using the Preamble to analyze the Senate's representation
- Reflection: the U.S. Senate in 2020

Lesson 2.2 – How does direct democracy work in Oregon?

- How an idea becomes law through the legislative process
- How an idea becomes law through the initiative process
- What types of Ballot Measures are there?
- Articles about Direct Democracy (pros & cons)
- Propose a ballot measure for the state

Lesson 2.3 – What Measures are on Oregon's 2020 ballot?

- Survey of Proposed Initiatives
- Analysis: Why does this question matter for Oregon?

Unit 3 – Voter Rights & Access

Lesson 3.1 – What is the history of Voting Rights in the U.S.?

- Excerpts from the US Constitution & Legislation regarding voting rights
- Who REALLY Gets to Vote: a Timeline
- Activity - KWL Outline to Analyze who gets to vote
- Article – Ex-felons in Florida must pay Fines before Voting, Appeals Court Rules
- Background Information: Felon Voting Rights across the United States
- Activity Analysis: Pro & Con of Felon Voting Rights
- Guide to a Structured Academic Controversy around Voting Rights for 16-yr olds
- SAC background articles for students
 - Article: A major American city may soon allow 16-year-olds to vote
 - Article: How Old do you have to be to Vote? These teen activists are changing the game.
 - Article: Oregon may lower the voting age to 16
 - Editorial: National Youth Rights Association: Top 10 Reasons to Lower the Voting Age
 - Editorial: Don't lower the voting age, raise it.
- Activity – Structured Academic Controversy Analysis form
- Activity – Final Reflection: Voting Rights Priorities

Lesson 3.2 – What is Gerrymandering and how does it affect voter rights?

- What is gerrymandering
- Article: What Pennsylvania's new congressional map means
- Article: Drive Against Gerrymandering Finds New Life in Ballot Measures
- A Solution Tree analysis of gerrymandering

Lesson 3.3 – How has voter access been limited in recent years?

- Background Article: "Voter suppression in the US from the Civil War to Today"
- Case File: *Shelby County v. Holder* (from Oyez.org)
- Background: Results of *Shelby County v. Holder*
- Article: "Jim Crow 2.0? How Kentucky's Poll Closures Could Suppress Black Votes"
- Maps: The Section 5 States from Jim Crow Era & Voter Suppression Laws enacted after *Shelby*
- Guide to Holding a simulated Congressional Hearing
- Outline to prepare for hearing testimony
- Hearing Evaluation Form (for observing hearings)

Unit 4 – How are Voters Influenced?

Lesson 4.1 – Political Socialization: What makes voters WANT to vote?

- Political Socialization – What influences people's vote?
- Article: What motivates people to vote?
- Analysis: What would motivate me to vote

Lesson 4.2 – Voter Turnout: Why don't more people vote?

- Voter Turnout graphs
- Backgrounder: Every Vote Counts
- Article: US trails most developed countries in voter turnout
- Article: Letting people vote at home increases voter turnout
- Article: How Oregon Increased Voter Turnout More than any other State
- FAQs about Voting in Oregon
- Article: Voting by Mail during a Pandemic
- Low Voter Turnout Role Play Activity
- Persuasion: How can you convince people to turnout to vote?

Lesson 4.3 – Election Media Literacy: How do we access quality information?

- Background: Media Literacy and why it matters
- Analyzing Media: Should I believe everything I read or view?
- Handout/Activity: Ad Analysis
- Background: Techniques of Persuasion
- Article: Social Media Use is at an All-Time High
- Article: Social Media Misinformation a Major Challenge
- Article: Bots and Your Ballot: What you need to know in 2020
- Activity: Fact Checking the 2020 Election
- Final Reflection on campaign media and democracy

Unit 5 – The 2020 Election Class Townhall

- How to do a townhall meeting in the classroom and digitally
- Activity: An exercise in Persuasive Writing to practice how to write a persuasive testimony
- Activity: An outline for drafting testimony
- Activity: A participation form students can use to form questions and take notes
- Activity: Reflection on the Townhall
- Activity: Post-Election Reflection