THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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Ideas with IMPACT

idea packet

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We the Voters

We the Voters

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GOALS and OBJECTIVES

GOALS

Goals include:

1. Mastery of speaking, listening and writing skills
2. Collaborate in small groups to discuss texts, and issues, building on others' ideas and expressing personal perspective clearly and persuasively
3. Analyzing primary and secondary resources identifying benefits and consequences
4. Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights
5. Use real-world application to take and defend positions on the founding ideals and principles that is embedded in the American Constitutional government.
6. Assess how art history embodies the spirit of democracy

OBJECTIVES

Students will:

1. Explain why certain responsibilities are important to themselves and their family, community, state, and nation
2. Analyze the human characteristics of communities.
3. Communicate through a variety of written forms for various purposes and to a specific audience or person
4. Garner insight into the history of voting and voting rights within the United States
5. Understand current issues related to voting at various levels of government
6. Create potential solutions for addressing issues related to voting

FLORIDA STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SOCIAL STUDIES

SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

SS.912.C.1.2: Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

SS.912.C.1.4: Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.

SS.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.

OVERVIEW

In the wake of student protests from the Marjorie Stoneman Douglas (MSD) “March for Our Lives,” now more than ever, students are proactive citizens exercising their constitutional rights. From school walk-outs and die-ins to protesting at government offices, students are fired up as constituents of their community (polity) demanding that human rights of life, liberty and safety be enforced for the common good and justice for all.

The source of our project is sparked by students participating in the community engaging in social justice movement. During the **Civil Rights Era** (Student Non-Violent Coordinating Committee), **Apartheid Divestment** (Soweto Uprising), **Vietnam War Protes**t (Students for a Democratic Society), **Tiananmen Square (**Pro-Democracy Student Campaign), **Velvet Revolution** and **Black Lives Matter Movement** thousands of students participated in sit-ins, marches, protests and voter’s registration campaigns to express that “We The People” deserve equal protection under the law and have guaranteed rights envisioned by Cyrus the Great, François-Marie d'Aroue (Voltaire), Gouverneur Morris and Eleanor Roosevelt.

MATERIALS

Physical

- Composition notebook (Journal)
- Loose paper
- Ink pen

Technology

- Computers
- Dictionary
- Edmodo to submit essays or other typed assignments
- Internet access
- Projector
- Promethean/SMART board

LESSON PLAN

Lesson Introduction

Essential Questions:

- Why is an egalitarian society (what global societies should be like) the most important to the rights of the governed? (Without hierarchy Friedrich Engels and class struggles)
- Why did the founding fathers create the United States government as a Federal Democratic Republic?
- What are natural rights? How do natural rights differ from constitutional rights?
- What are ways that citizens can participate in government that includes civil discourse?
- Why is important to introduce literature to teach about empowerment, activism and triumph?

Bell Ringers:

Use video clips (3-5 minutes) associated with the three main parts of the We The Voters curriculum guide.

I. Origins of democracy and political authority

II. U.S. Constitutional rights and legality

III. Voters Registration and participation

Main Activities:

I. Interpret art and political cartoons (10-15 minutes independent per activity)

II. Assess constitutional knowledge (30-45 minutes independent or paired groups per activity)

III. Teaching using current issues as they relate to the rights of the citizen (30-45 minutes collaborative groups per activity)

Vocabulary

Key Terms

1. 15th Amendment
2. 19th Amendment
3. 26th Amendment
4. Abolish
5. Assembly
6. Bill of Rights
7. Black Lives Matter
8. Citizen
9. Civil Rights
10. Clemency
11. Constitution
12. Die-in
13. Disenfranchisement
14. Duties
15. Egalitarianism
16. Enlightenment
17. French Revolution
18. Inalienable rights
19. Indian Citizenship Act
20. Justice
21. Liberty
22. Lobbyist
23. Marjorie Stoneman Douglas (MSD) Movement
24. Natural Rights
25. Petition
26. Political Action Committee (PAC)
27. Protest
28. Republic
29. Sit-in
30. Special Interest Group
31. Student Non-Violent Coordinating Committee (SNCC)
32. Suffrage
33. Suppression
34. Tiananmen Square
35. Voters Registration
36. Voting Rights Act of 1965
37. Voter ID laws

Political Cartoon

Egalitarianism

1. What does the word egalitarian mean?
2. Why is France considered one of the few societies that embodies the spirt of egalitarianism?
3. How did the French Revolution ideals of the egalitarian spirit mirror Thomas Jefferson's Declaration of Independence?
4. Did the Women's Rights and Civil Rights movements influence the United States to become an egalitarian society? Explain.
5. Can societies with men controlling the government and wealth of the nation achieve the spirit of egalitarianism? Explain.

Political Cartoon

Federalist Paper 51

James Madison and Alexander Hamilton (Publius)

"If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself."—James Madison and Alexander Hamilton on human nature and government.

Answer the following questions:

1. How is George Washington depicted in the painting? Connect your response to how he was unanimously elected the first president of the United States of America.
2. What did James Madison and Alexander Hamilton mean “if men were angels, no government would be necessary?”
3. What are the primary differences between the Federalists and Antifederalists?

Political Cartoon

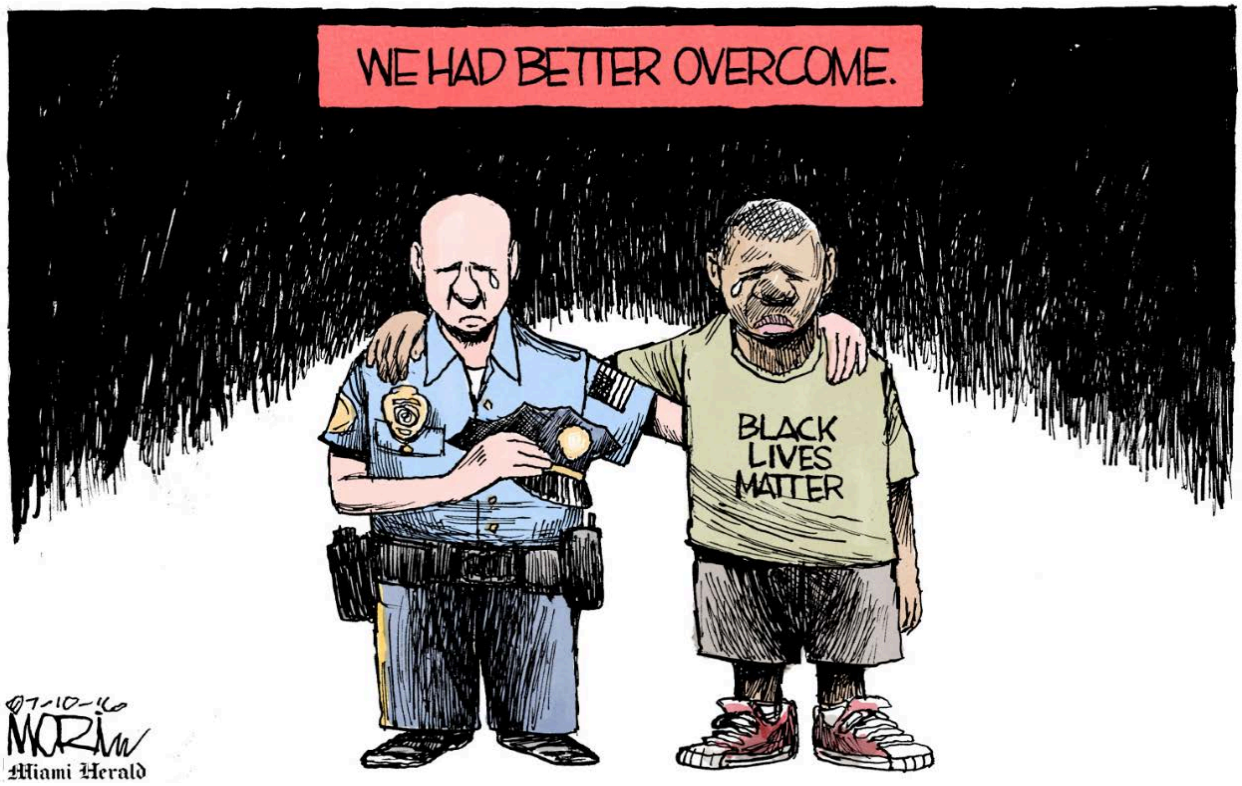
President of the United States (POTUS 45) and Civil Liberties

Answer the following questions:

1. What are Civil Liberties?
2. Who is represented in the political cartoon?
3. What event, issue or constitutional infringement do you think the political cartoon is depicting?
4. Why is important for We The Voters to check the constitutional power of the government?

Political Cartoon

Policing the Community

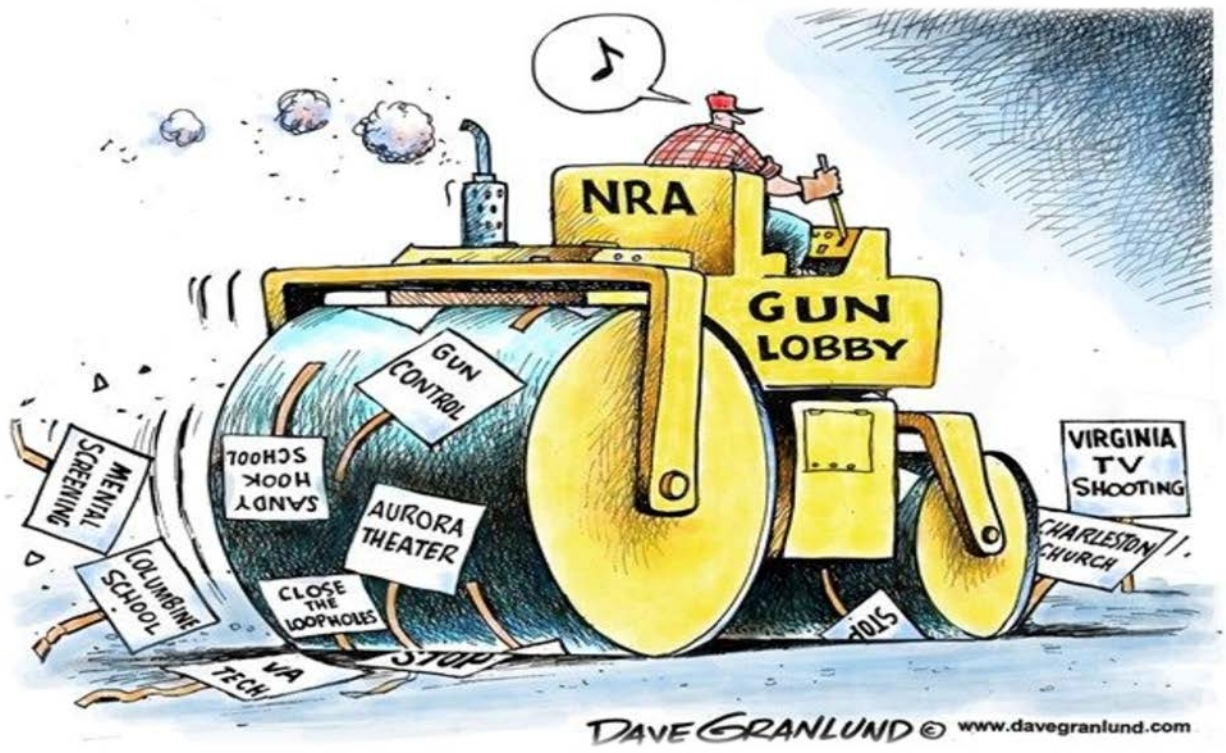


1. Explain the phrase policing the community. How does it relate to the mission "to serve and protect"?
2. What is the purpose of the Black Lives Matter Movement?
3. How does Dr. Martin Luther King Jr.'s message "I Have A Dream" resonate in this political cartoon?
4. What is civil disobedience? Does it include tactics that promotes violence if necessary?

Political Cartoon

The Second Amendment of the U.S. Constitution,

NRA, Gun Lobbyist and Community Safety



Answer the following questions:

1. Explain the Second Amendment of the United States Constitution.
2. What is the NRA?
3. Why are gun lobbyists influential regarding public policy and protecting the Second Amendment of the United States Constitution?
4. According to the political cartoon, which is valued more Human Rights or the right of a Special Interest Group?

Constitutional versus Human Rights

Directions: Each of these documents grants the people natural and/or political rights. Briefly explain rights guaranteed by each document and what action can a proactive citizen take if the rights are violated.

	Natural Rights	**Political Rights**	**Proactive Citizen**
Magna Carta (1215)	*Grant liberty to freemen *Equal justice (original only for the nobles)	*No taxation except by the general council (scutage) *Land disputes shall be tried in their proper counties	*If King John refused to honor the ***Magna Carta***, proactive citizens could petition the King
The Constitution of the United States (1787)			
Declaration of the Rights of Man and Citizen (1789)			
U.S. Bill of Rights (1791)			
Universal Declaration of Human Rights (1948)			

Documents:

A. Magna Carta (1215)
http://oll.libertyfund.org/pages/1215-magna-carta

B. Declaration of the Rights of Man (1789)
http://avalon.law.yale.edu/18th_century/rightsof.asp

C. The Constitution of the United States: A Transcription (1787)
https://www.archives.gov/founding-docs/constitution-transcript

D. Bill of Rights (1791)
https://www.law.cornell.edu/constitution/billofrights

E. Universal Declaration of Human Rights (1948)
http://www.un.org/en/universal-declaration-human-rights/

Constitution Scavenger Hunt

Directions: Allow students to access U.S. Constitutional facts online or in their Social Studies textbook. Have them answer each question or statement.

Origins of the U.S. Constitution

1. Who is known as "father of the Constitution"?
2. Who were the Federalists?
3. How did the Anti-Federalists differ from the Federalists?
4. Name the comprises and how each developed the Constitution.
5. How many states were required to ratify the Constitution before it could go into effect?

The U.S. Constitution

1. In Article I Section 8, the Constitution list or enumerates the powers of Congress. List 5 enumerated powers of Congress.
2. What is the necessary and proper clause?
3. What is the current salary of members of Congress today?
4. In what federal body do all bills concerning taxes/revenue originate?
5. What fraction of both houses must vote to override a veto?
6. Name three powers of the President.
7. What does the Constitution say about how one state must regard the laws of another state?
8. Explain Privileges and Immunities.
9. Name the five basic Civil Liberties guaranteed in the First Amendment.
10. Which amendment outlaws “cruel and unusual punishments?”
11. What is the purpose of the Ninth Amendment?
12. Explain the Tenth Amendment.
13. What are the Civil War Amendments?
14. What phrase is repeated both in the Fifth and Fourteenth Amendments?
15. Which amendment express that states could not prevent people from voting based on their race?
16. Which amendment gave women the right to vote and in what year was it passed?
17. Which amendment extended the right to vote to citizens age 18?

Steps to Making a Bill into Law

Directions: Allow students to participate actively in the civic process. Teach them how a bill becomes law.

Depending on the age group and interest of your students, choose one video to view:

1.) Schoolhouse Rock: America - I'm Just a Bill Music Video (3:20)
https://www.youtube.com/watch?v=FFroMQlKiag

2.) How a Bill Becomes a Law: Crash Course Government and Politics #9 (7:00)
https://www.youtube.com/watch?v=66f4-NKEYz4

Essential Questions

1. How can "We The Voters" affect public policy?

2. Which branch of government is closest to the people?

3. According to the framers, which branch of government was meant to be the most powerful?

To help introduce students to the upcoming activity, lead a brief whole group discussion to assess the students' understanding of the legislative process:

a. Why do we have laws?
b. What makes a good law?
c. How does a bill become a law? Who is involved?

SMALL GROUP QUESTIONS

Create an infographic to explains the steps necessary for a bill to become a law.

1. Where do ideas for laws come from?
2. What must happen before a bill can be introduced to the U.S. House of Representatives?
3. How is a bill introduced in the U.S. House of Representatives?
4. What happens to a bill while it is in committee?
5. What can happen to a bill if changes are made to its content while it is in committee?
6. How do members of the U.S. House of Representatives vote on bills?
7. Which branch of government must agree to a bill before it can become a law?
8. What can Congress do if a bill is vetoed by the President?

Repealing or Amending the Constitution

With the growing concerns of safety in our communities, the Second Amendment according to opponents must be repealed. What steps are necessary to amend or repeal the Constitution? Are you a proponent or opponent for amending or repealing outdate parts of the Constitution, a document that has been in existence for more than 200 years?

View

So, You Want To Repeal The 2nd Amendment | Ron's Office Hours | NPR (2:24)
https://www.youtube.com/watch?time_continue=4&v=1xt_pa9hfnM

Debating the Second Amendment
Season 3 Episode 17 | 25m 16s
https://www.pbs.org/video/need-know-debating-second-amendment/

Play the Four Corner Game
Label each corner strong proponent, proponent, strong opponent, opponent

A Four Corners debate requires students to state their claim(s) on a specific issue (strong proponent, proponent, strong opponent, opponent) by standing in the labeled corner of the classroom. This activity necessitates that all students participate by requiring them to take a stance.

QUESTION (these questions can be modified to the appropriate grade level that you teach)

1. Strict constructionist argues that the U.S. Constitution requires no judicial interpretation.
2. The 2nd Amendment is relevant today and does not require amending or to be repealed.
3. The NRA has a strong-hold on gun-rights policies.
4. Keeping citizens armed protects them if there is a threat in their community.
5. I feel safe if teachers or designated staff are armed with a gun to protect the school.
6. In communities like Newtown, Columbine and Parkland, tough gun control laws prevent another massacre from occurring.
7. The police, militias and armed forces serve the same purpose.

Voting Rights

Directions: Choose one top for daily journal entry. Have students to answer the 6Ws (Who, What, Where, Why, When and Which)

1. The Fifteenth Amendment of the United States Constitution granting African American men the right to vote.

2. The Nineteenth Amendment grants Women the right to vote

3. The Indian Citizen Act of 1924 declares Indians born in the United States, citizens and have the right to vote

4. The Civil Rights Act of 1957 granting African American the right to vote

5. Congress passed the Civil Rights Act of 1960

6. The "March on Washington" of 1963 led by Dr. Martin Luther King, Jr. was in response to civic and human rights violations

7. Congress passes the Civil Rights Act of 1964

8. In 1971, the 26th Amendment grants U.S. citizens age 18 the right to vote

9. The U.S. Supreme Court rules in Richardson v. Ramirez that states man deny convicted felons the right to vote

10. The American Disabilities Act of 1990 provide accommodations at polling sites for voters with disabilities

11. The National Voter Registration Act of 1993 (Motor Voter Bill) makes registration more uniform and accessible, especially for minority and low-income voters

A History of Voting in the United States

Present and discuss the following Power Point. The slides will cover the history of voting within the United States. It is important to outline the struggles that have occurred throughout the years and the uphill battle millions of Americans had to endure to get to where we are today. By drawing attention to these issues, students learn to empathize with disenfranchised citizens, grasp the magnitude of our right to vote and in essence not take it for granted.

Overview of the Slides/Information:

Slides 1-3 Opening (discuss imagery in slide 2)

Slides 4-6 Origin of Voting (discuss quote by John Adams and it relevance to the period of time)

Slides 7-9 15th Amendment and pause for Reflection

Slides 10-12 Woman's Right to Vote

Slide 13-14 Native American Right to Vote

Slides 15-18 Civil Rights and Voting Restrictions

Slide 19 26th Amendment (Discuss)

Slide 20-21 Closing

*There are questions for reflection within the slides, but it is also key to pause and discuss the relevance of the events with students.

Collaborative Group Activities

This activity requires groups of four to six students. Five distinct stations with each task needs to be set up in advance. Diversifying the groups with students of differing interest is recommended for purposes of discussion and compromise. Students will rotate through the various stations. It is important at this juncture that they have access to the internet.

*Inform students that at some of the stations they must come up with a consensus for their answer.

1. Groups will be assigned an initial station. Each station will have a specific topic and series of questions that need to be answered. Individuals will need to title their stations and record their answers for each station.

2. Provide each station with copies of the task.

3. Students will be given approximately 7-12 minutes at each station before they rotate to the next. Teacher discretion is advised.

4. After groups have completed their stations discuss their findings in a whole group setting. Bring to light any compromises and or disagreements that arose during this activity and open it to all. Highlight the importance of compromising toward development of a resolution.

Station 1

Felony Disenfranchisement

1. What is considered felony disenfranchisement?

2. Why is Florida one of four states whose constitution permanently disenfranchises citizens with past felony convictions?

3. Is there a pathway for former felons residing in Florida to have their voting rights reinstated?

4. Imagine an individual has committed the most heinous of crimes. Now they have just finished serving their time after x amount of years. Should the right to vote be given back to this individual, explain? (Sometimes its key to test laws to their extreme to determine if they hold) . As a group come up with a consensus answer. Should the right to vote be restored for former felons (why or why not)? Remember there can be an area of compromise. Write out your concluding agreement along with all its components.

Current event

Article 1: ***Voting Rights Restoration Efforts in Florida*** (2018)

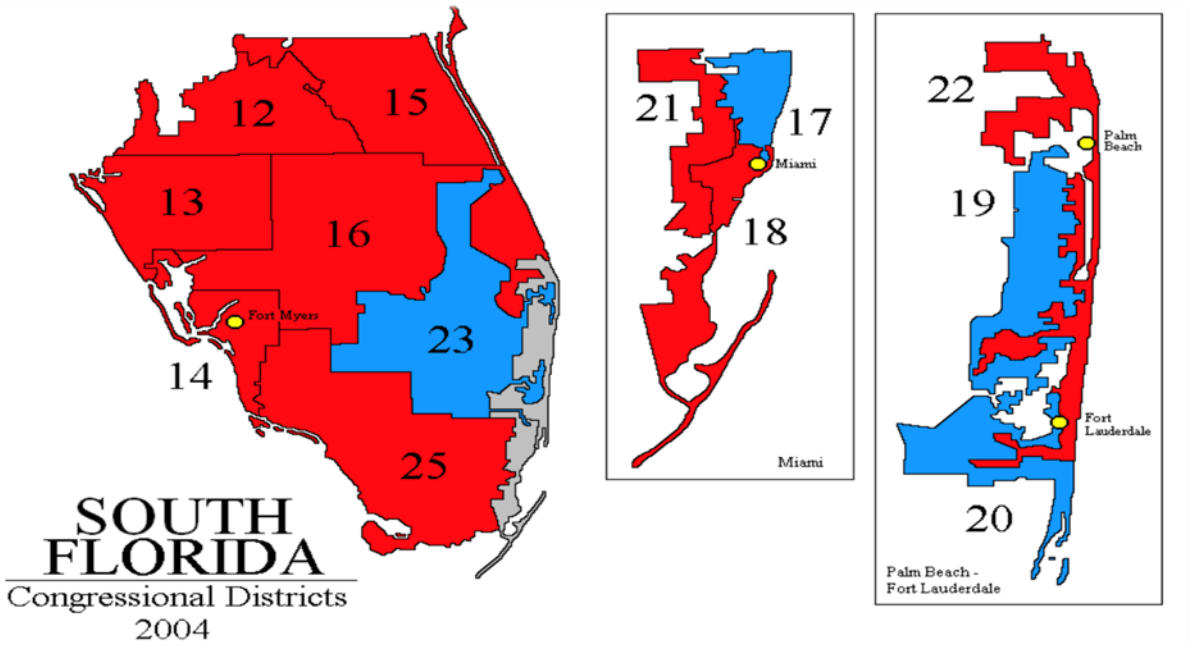
Web access: https://www.brennancenter.org/analysis/voting-rights-restoration-efforts-florida

Article 2: ***This man was granted a pardon. Most others remain in civil-rights limbo*** (2018)

Web access: https://www.miamiherald.com/news/politics-government/state-politics/article204201564.html

Station 2

Gerrymandering



1. Inspect the image above. What is the purpose for drawing district lines in such a way?

2. When are district lines redrawn within states?

3. Do you believe that this system disenfranchised voters? For either answer explain your reasoning with evidence.

4. As a group decide whether there needs to be a new system/regulation in place for redrawing district lines and explain your answer.

Resource 1

Ballotpedia.org – Redistricting in Florida
https://ballotpedia.org/Redistricting_in_Florida

Resource 2

The Atlas Of Redistricting
https://projects.fivethirtyeight.com/redistricting-maps/florida/

Station 3

Voter ID Laws

1. Explain the purpose of the voter ID laws.

2. Find statistics information about claims and counterclaims regarding the voter ID laws arguments.

3. Read the following quotes and answer the questions that follow:

> "We are witnessing a concerted effort to place new obstacles in front of minorities, low-income families and young people who seek to exercise their right to vote. A poll tax by another name would smell as vile." - Maryland Rep. Steny Hoyer, Nov. 14, 2011

   a) Do you consider voter ID laws to be similar to poll taxes of the 1950's and explain your answer?

> "As a former U.S. attorney general under President Reagan, and a former Ohio secretary of state, we would like to say something that might strike some as obvious: Those who oppose photo voter-ID laws and other election-integrity reforms are intent on making it easier to commit vote fraud."
> - Edwin Meese

   b) Are voter ID laws necessary to keep the integrity of the voting process, explain?

4. As a group come to a consensus on what should be done about voter ID laws.

Resource 1
Voter Identification Requirements | Voter Id Laws
http://www.ncsl.org/research/elections-and-campaigns/voter-id.aspx

Resource 2
Oppose Voter Id Legislation - Fact Sheet
https://www.aclu.org/other/oppose-voter-id-legislation-fact-sheet

Station 4

Electoral College

Read the following Pros and Cons of the Electoral College system. Discuss as a group and come to a compromise as to whether we should eliminate the Electoral College or keep it in place. Explain your reasoning.

U.S. Constitution - Article 2 Section 1 **The Electoral College (1788)**: Each State shall appoint, in such manner as the Legislature thereof may direct, a number of Electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an Elector.

The Electoral College	
Pros	Cons
1. The Founding Fathers enshrined the Electoral College in the US Constitution because they thought it was the best method to choose the president. Using electors instead of the popular vote was intended to safeguard against uninformed or uneducated voters by putting the final decision in the hands of electors most likely to possess the information necessary to make the best decision. 2. The Electoral College ensures that all parts of the country are involved in selecting the President of the United States. 3. The Electoral College guarantees certainty to the outcome of the presidential election.	1. The reasons for which the Founding Fathers created the Electoral College are no longer relevant. Modern technology allows voters to get necessary information to make informed decisions in a way that could not have been foreseen by the Founding Fathers. Also, while Alexander Hamilton in 1788 saw the electors as being "free from any sinister bias," members of the Electoral College are now selected by the political parties and they are expected to vote along party lines regardless of their own opinions about the candidates. 2. The Electoral College gives too much power to "swing states" and allows the presidential election to be decided by a handful of states. 3. The Electoral College ignores the will of the people.

Station 4

The Decision

We The Voters deem it necessary to _____ the Electoral
(keep/abolish)

College on the claims that _____.

Historically speaking, the Electoral College served as
_____.

Continue expressing your decision….

Source 1: Kathleen McCleary, "Does Your Vote Count? A Look into the Electoral College," parade.com, Apr. 21, 2016

Source 2: The Electoral College: Top 3 Pros and Cons. (2017). Retrieved from https://www.procon.org/headline.php?headlineID=005330

Station 5

21st Century Voting

1. Each member of the group chooses one of the following topics about 21st Century voting and explain the issue along with the benefits and consequences. Provide an opinion that reflects your viewpoint (personal perspective). If there are more than 5 groups simply double up on one of the topics.

2. After individual tasks are complete, share your information with the other group members.

Topics:

A. Blockchain Voting

Can Blockchain Bring Voting Online?
http://www.govtech.com/data/GT-OctoberNovember-Securing-the-Vote.html

Is Blockchain Technology the Future of Voting?
https://www.bloomberg.com/news/articles/2018-08-10/is-blockchain-technology-the-future-of-voting

B. 21st Century Voting Rights Act

Voting rights are under assault nationwide. Here's how to protect them.
https://www.vox.com/the-big-idea/2017/5/30/15710628/voting-rights-act-new-north-carolina-shelby-voter-identification-id

Congress.gov - https://www.congress.gov/bill/115th-congress/house-bill/893

C. Weekend Voting

Weekend Voting Act would move elections from Tuesday to Saturday and Sunday
https://govtrackinsider.com/weekend-voting-act-would-move-elections-from-tuesday-to-saturday-and-sunday-401ca76f7af1

Congress.gov - https://www.congress.gov/bill/115th-congress/senate-bill/1828

Station 5

21st Century Voting

D. Same Day Registration

Same Day Voter Registration
http://www.ncsl.org/research/elections-and-campaigns/same-day-registration.aspx

Brennan Center for Justice
https://www.brennancenter.org/analysis/voter-registration-modernization-states

E. Other (Research an additional topic not listed above concerning 21st century voting)

Activity 4 Conclusion/Extension

The concluding activity will have students remain in their groups and become more involved in attempting to resolve 21st Century voting rights issues. Each group will be assigned a topic of their choosing (ex. felony disenfranchisement, voter ID laws, gerrymandering). Only one topic per group. Once the topic has been taken by a group it may not be picked again. This is to create variety. The groups of students will then draft a bill. The students will act as legislators to persuade the other members of the class to pass their bill. Finally, each bill will be voted on by the entire class via secret ballot.

Steps to Delivery:

1. Have the groups of students choose a problem they want to address related to voting today.
2. Research and write out a more in-depth explanation of your issue. Make sure to include both the pros and cons of your topic.
3. Describe the outcome you hope to achieve and begin preparation for the drafting of a bill to address the problem. What impact do you foresee it having? What obstacles do you anticipate?
4. After groups have done their research and written down the necessary information have them begin to draft a bill. It should include:
   a. Opening statement of main purpose
   b. List any additional purposes or objectives to be met
   c. Any provisions within the bill
   d. Who is it targeting and who is responsible
   e. Include penalties
   f. Short title
5. Once all groups are done they will take turns to present their bills to the class.
6. Allow for a short period of debate after each bill has been presented.
7. Students will then cast a secret ballot vote after each bill has been debated. It is recommended that results be revealed together at the end of all presentations and voting .

Power of the Pen Activity

English Language Arts (ELA) Connection

Directions: The First Amendment of the U.S. Constitution allow citizens the right to “to petition the Government for a redress of grievances.” Teach students the power of the pen by writing to elected local, state and national leaders about an important issue in the community.

Step 1: Student conducts research using an academic database accessing news articles about an important issue impacting the community

Step 2: After reading the news articles, the student will highlight the specific concern and action required to address the issue

Step 3: The writing process – the student identifies who (elected official) would be in receipt of the letter

Step 4: The student writes the letter to include the six main parts (Date, Heading, Salutation, Body, Closing, Signature)

Step 5: Peer review – the student exchanges the drafted letter for peer editing

Step 6: The student submits the revised letter to the teacher for final review

Step 7: The student addresses the envelop - sender (upper left corner) and recipient (bottom center)

Step 8: The students mails the letter with a postage stamp in the upper right corner

We The Voters, Civic Engagement and Advocacy

Directions: What are effective ways that students can apply civic engagement and advocacy at home, school and in the community?

	Home	**School**	**Community**	**Government**
Registering to vote	Complete an application online from a home computer	Participate in the school-site Voter's Registration Drive	Attend Voter's Registration Rally	Visit the county Department of Elections to register onsite
Oppose new school rule				
Oppose year-round school				
Create a GoFundMe				
Work on a political campaign				
Participate in a "die-in"				
Speak at a rally				

Resources

ACADEMIC/CONTENT RELATED

Bill of Rights Institute
Founding Documents and Resources
Declaration of Independence, Constitution and The Bill of Rights
https://billofrightsinstitute.org/founding-documents/

PBS Learning Media, ***We The Voters***
20 Films for the People and Lesson Plan

- To Vote or Not to Vote Lesson Plan
  Students investigation of the history of voting rights in the United States.
- Why We March and Political Participation Lesson Plan
  Review political protest movements and help students envision running for office

http://pbseduelectioncentral.com/we-the-voters

PBS and Reading
Adding a 21st Century Spin to Reading I A Step by Step Guide to Creating a Classroom READbox
http://www.pbs.org/education/blog/adding-a-21st-century-spin-to-reading-i-a-step-by-step-guide-to-creating-a-classroom-readbox

Classroom Library and READbox

A is for Activist
Innosanto Nagara

Freedom's Children: Young Civil Rights Activists Tell Their Own Stories
Ellen S. Levine

I am Gandhi (Ordinary People Change the World)
Brad Meltzer and Christopher Eliopoulos

I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)
Malala Yousafzai and Patricia McCormick

I am Rosa Parks (Ordinary People Change the World)
Brad Meltzer and Christopher Eliopoulos

Little Heroes: Courageous People Who Changed the World
Heidi Poelman and Kyle Kershner

Malala: Activist for Girls' Education
Raphaële Frier and Aurélia Fronty

Malala's Magic Pencil
Malala Yousafzai and Kerascoët

Martin's Big Words: The Life of Dr. Martin Luther King, Jr.
Doreen Rappaport and Bryan Collier

Maya Angelou (Little People, Big Dreams)
Lisbeth Kaiser and Leire Salaberria

Mother Teresa (Little People, Big Dreams)
Isabel Sanchez Vegara and Natascha Rosenberg

National Geographic Readers: Rosa Parks (Readers Bios)
Kitson Jazynka

Nina: Jazz Legend and Civil-Rights Activist Nina Simone
Alice Brière-Haquet and Bruno Liance

She Persisted: 13 American Women Who Changed the World
Chelsea Clinton and Alexandra Boiger

The Little Book of Little Activists
Penguin Young Readers

The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist
Cynthia Levinson and Vanessa Brantley-Newton

Walden and Civil Disobedience
Henry David Thoreau and W. S. Merwin

Proactive Citizens are Informed

Ballot Initiatives and Political Candidates
https://ballotpedia.org/Main_Page

Florida Governor
http://www.flgov.com/

Florida House of Reps
http://www.myfloridahouse.gov/

Florida Senate
https://www.flsenate.gov/

Follow The Money: Know where candidates get their money
http://www.followthemoney.org/

Follow bills in Congress
https://www.govtrack.us/

House of Representatives
http://www.house.gov/

Money In Politics
https://www.opensecrets.org/

Policy and Political Candidates
http://ontheissues.org/

Senate
https://www.senate.gov/index.htm

Supreme Court Decisions and Current Interest
http://www.scotusblog.com/

The President
https://www.whitehouse.gov/

Grants Opportunities

To fund Project Based Learning (PBL) and build a classroom library requires financial support. Below are recommend sources for funding aspects of this curriculum guide.

American Library Association
Beyond Words: the Dollar General School Library Relief Fund
http://www.ala.org/aasl/awards/beyond-words

Donors Choose
Provide classrooms with funding linked to corporate partners
https://www.donorschoose.org/

Farmers Insurance Thank America's Teacher
Grants to support Project Based Learning (PBL)
https://www.farmers.com/thank-americas-teachers/

First Books
Equitable access to materials at a low cost
https://firstbook.org/

Florida Humanities Council
Book and Community Grants
https://floridahumanities.org/what-we-do/grants/

The Education Fund
Grants to fund innovative projects
https://www.educationfund.org/what-we-do/programs/

Toshiba K-5 Grants
For non-political classroom activities
http://www.toshiba.com/taf/k5.jsp

Reflection

Directions: After participating in the We The Voters curriculum guide, reflect on what knowledge you gained and was the guide realistic in terms of real-world application.

We The Voter Civic Values (growth mindset and civic learning)

1. After participating in We The Voters, how did you build upon your strengths and weaknesses in comprehending principles of democracy and civic engagement? Did you experience a growth mindset understanding that in failing to persuade others to understand your personal perspective you grew stronger in your own beliefs?
2. What assumptions did you have prior to completing the We The Voters curriculum guide? Were your assumptions correct?
3. Did your assumptions about who influence public policy make your experience more or less successful when accomplishing the curriculum guide objectives?
4. Did your personal values regarding democracy and civic engagement influence your motivation to participate in We The Voters?
5. What effect did you and this experience have on others? Did you share lessons learned with your parents, school administration or peers?
6. What personal knowledge and skills did you acquire during this experience that will assist you as a constituent and proactive citizen in your adulthood?
7. Why is We The Voters curriculum guide necessary?

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All Miami-Dade County public school teachers, media specialists, counselors, or assistant principals may request funds to implement any project idea, teaching strategy, or project from the 2018 Idea EXPO workshops and/or curriculum ideas profiled annually in the ***Ideas with IMPACT*** catalogs from 1990 to the current year, 2018-19. Most catalogs can be viewed on The Education Fund's website at educationfund.org under "Ideas with IMPACT Catalog Publications."

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