

UDL/Differentiated Instruction Lesson Plan

Subject: United States Government

Lesson Title: Voting in Elections

Length of Lesson: Two class periods

Grade: 12th

TEKs:

- **113.34. United States Government, Chapter C, Subchapter 13(B), Adopted 2018.**
 - *Citizenship.* The student understands the difference between personal and civic responsibilities. The student is expected to:
 - Explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good.
- **113.34. United States Government, Chapter C, Subchapter 13(C), Adopted 2018.**
 - *Citizenship.* The student understands the difference between personal and civic responsibilities. The student is expected to:
 - Describe the voter registration process and the criteria for voting in elections.
- **113.34. United States Government, Chapter C, Subchapter 9(A), Adopted 2018.**
 - *Government.* The student understands the process of filling public offices in the U.S. system of government. The student is expected to:
 - Identify different methods of filling public offices, including elected and appointed offices at the local, state, and national level.
- **113.34. United States Government, Chapter C, Subchapter 9(C), Adopted 2018.**
 - *Government.* The student understands the process of filling public offices in the U.S. system of government. The student is expected to:
 - Explain the impact of the passage of the 17th amendment.
- **113.34. United States Government, Chapter C, Subchapter 3(A), Adopted 2018.**
 - *Geography.* The student understands how geography can influence U.S. political districts and policies. The student is expected to:
 - Explain how population shifts affect voting patterns.
- **113.34. United States Government, Chapter C, Subchapter 1(F), Adopted 2018.**
 - *History.* The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:
 - Identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew

Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.

- **113.34. United States Government, Chapter C, Subchapter 19(B), Adopted 2018.**
 - *Social studies skills.* The student applies critical thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
 - Create a product on a contemporary government issue or topic using critical methods of inquiry.

English Language Proficiency Standards (ELPS):

- **74.4. English Language Proficiency Standards, Chapter C, Subchapter 2(D, G).**
 - *Cross-curricular language acquisition/listening.* The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. The student is expected to:
 - Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.
 - Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.
- **74.4. English Language Proficiency Standards, Chapter C, Subchapter 3(E, G).**
 - *Cross-curricular language acquisition/speaking.* The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. The student is expected to:
 - Share information in cooperative learning interactions.
 - Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.
- **74.4. English Language Proficiency Standards, Chapter C, Subchapter 4(G, J).**
 - *Cross-curricular language acquisition/reading.* The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. The student is expected to:
 - Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.
 - demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic

sources, and finding supporting text evidence commensurate with content area needs.

- **74.4. English Language Proficiency Standards, Chapter C, Subchapter 5(D, F).**
 - *Cross-curricular second language acquisition/writing.* The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. The student is expected to:
 - Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
 - Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.

College and Career Readiness Standards:

- **Social Studies – I. Interrelated Disciplines and Skills**
 - Change and continuity of political ideologies, constitutions, and political behavior.
 - Explain and analyze the importance of civic engagement.
- **Social Studies – III. Interdependence of Global Communities**
 - Spatial understanding of global, regional, national, and local communities.
 - Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.
- **Social Studies – IV. Analysis, Synthesis, and Evaluation of Information**
 - Critical examination of texts, images, and other sources of information.
 - Identify and analyze the main idea(s) and point(s)-of-view in sources.
 - Evaluate sources from multiple perspectives.
 - Read narrative texts critically.
 - Critical listening
 - Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.
- **Multidisciplinary Standards – I. Key Cognitive Skills**
 - Intellectual curiosity
 - Engage in scholarly inquiry and dialogue.
 - Reasoning
 - Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.

Objective

In class today, the students will evaluate civil responsibilities they have as citizens within the United States, including voting. Then, the students will be assigned into collaborative groups of four to investigate different options on mock-up ballots through research and discuss how voting for those politicians will change policies affecting them as citizens with at least 75% accuracy. The students will then participate individually in a class-wide mock election and after the results are calculated, the students will participate in a whole-group discussion over how their vote affected the election.

Materials/Resources

- Computer with internet access
- Mock-up ballots given in the beginning of class
- Pencil, pen
- Highlighter
- Connected learning journals
- Desks/tables will be configured into groups of four students (assuming there are about 20 students in the classes)

Focus

- As students are walking into the classroom, I will greet students and give students a high five or a fist bump depending on what they would like to do in developing a positive relationship with many of them.
- When class begins, I will ask my students the following guided question to promote prior knowledge and connecting the lesson to themselves:
 - “Why does voting affect our lives so heavily?”
- During the whole group discussion, I will ask my students what they already know about voting in elections from personal experiences. I will also ask students about their perspectives on current events, like the 2020 election, and how they think their vote would change the outcome and the policies enacted. Afterwards, I would ask them about how certain policies can impact their own lives depending on their decision making in the voting process (5-10 minutes).
- After engaging in a whole-group discussion over the guided question, I will play a short video over why our vote matters in national, state and local elections from Khan Academy, connecting our decision-making to how we conduct our civil responsibilities, like voting (2-3 minutes).
 - [Why does your vote matter?](#)
- Students need to understand this since how they make decisions affects the policies and laws enacted by politicians at the local, state, and national level. These policies and legislation pieces, regardless of the office passed in, can dramatically affect how they live within American society, and initiating this whole-group discussion will show

students how significant voting in any election is in their lives, as many policies enacted by different politicians of different political ideologies, like taxes, business ownership, possession of drugs/other substances, and health care affect them directly.

Instructional Delivery

How the lesson will be taught:

There will be different stations across the classroom centered around the topic of voting. The stations will include how to register to vote, how different public offices are filled, either through elections or appointment, how different amendments (15th, 17th, 19th, and 26th) affected voting and the election process, how different geographic factors, like population shifts, affect voting, and how politicians like Andrew Jackson began the expansion of voting rights. Each student will be in groups of four and will go around to each station to write pertinent information from the stations and utilize the pictures provided as manipulatives to either sequence the events or classifying the events into different categories depending on the station. I will be going to each station to monitor each group for their understanding (20 minutes).

Content taught throughout the lesson:

- Voter registration and criteria to vote
- Public offices and how they are filled (representative or direct elections, appointment)
- Constitutional amendments responsible for expanding voting rights (Fifteenth, Seventeenth, Nineteenth, and Twenty-Sixth)
- How geography of the United States affects the decisions behind voting
- Different contributions towards the expansion of voting rights from politicians (Jacksonian Democracy)

Check for Understanding

Questions that will be asked during the station activity:

- “Analyze the process of voter registration. Why does voter registration differ across every state and how does the process of voter registration in Texas affect you?”
- “Discuss how public offices are filled and why your vote affects how these offices are filled.”
- “Evaluate the different amendments that expanded voting rights. How have these amendments personally impacted your right to vote.”
- “Distinguish the geographic factors within the state of Texas and where you live. How do aspects like distance and climate affect your decision to vote in an election?”
- “Consider the different contributions provided by the politicians discussed in the stations. How did their contributions affect your right to vote?”

Guided Practice

- The guided and independent practice are connected with one another, as we will be holding a mock class-wide election. In modelling expectations for the students, I will actively show students how to briefly research candidates and the positions they are utilizing their computers. We will, for instance, search for Agricultural Commissioner Sid Miller. We will look through their background in government, the position they hold, and their stance on policies affecting their area of expertise or other significant issues depending on the office being fulfilled (7-10 minutes).
- I will also model alongside students on how to fill out a mock ballot and place it within the ballot box in front of the classroom. I will model with them to go in a balloting place indicated by the manilla folders on the tables in front of class to cast their ballot in secret, darkly shade the bubble/circle near a candidate's name, walk quietly to the ballot box, and place it inside (5 minutes).

Independent Practice

- Students will be placed in collaborative groups of four to research candidates on their mockup ballots based on what we had completed together in guided practice. After the groups research candidates together, individuals will go inside the "balloting places" to cast their vote and place it inside the ballot box (10-20 minutes).
- The criteria are as follows:
 - 100%: The student researched their candidates comprehensively in collaboration with all of their peers, utilized their ballots proficiently as done in guided practice, and worked cooperatively with each group member.
 - 75%-95%: The student researched their candidates in a satisfactory manner and collaborated adequately, utilized their ballots with some mistakes, and worked well with at most two peers.
 - 74% or below: The student researched their candidates very little or did not research their candidates at all, did not collaborate well with peers, and either had many mistakes on their ballot or did not complete their ballot.
- After everyone casts their vote individually, I will calculate the votes and will announce the results to the students (2-3 minutes).
- Each student will also receive a peer assessment to review how they and their group member worked together.

Closure

- After I inform the class about the results, we will have a whole-group discussion over how everyone's vote affected the election outcome and summarize our findings by utilizing a S-T-O-P Summary (We **S**tarted the Lesson... The **T**opic was... Our **O**pportunities for Practice were... The **P**urpose of the Lesson was...) written by the students using clicker technology.

- We will then have a brief activity where we throw a small die to every student to open up the discussion about how their vote could affect a real election and a politician's term in office. The die will go around the classroom. The die will have six questions, which include:
 - Why should I vote?
 - How have my voting rights been affected through constitutional amendments?
 - How have the decisions of politicians affected my right to vote?
 - How can I register to vote?
 - Why should I research my candidates before voting?
 - How does research affect my decision-making skills in voting?
- After this brief activity, I will mention the next lesson discussing other civil responsibilities we have as citizens of the United States. In closing the lesson, the students will discuss their predictions in groups about how civil responsibilities like serving in the military, observing laws, and paying taxes affect their lives like voting does.

Accommodations

- Providing outlines of PowerPoints or other lecture materials for those who need to look back at notes for English language learners, students with disabilities, and those who struggle with auditory learning
- Speaking and modelling slowly for students who are unable to perform tasks quickly, especially for English language learners and students with disabilities
- Recording audio tapes and providing dictionaries for English language learners or students with specific learning disabilities like dyslexia
- Providing seating arrangements for students with orthopedic impairments like muscular dystrophy and cerebral palsy that make them feel as comfortable as possible, especially in developing good posture
- Providing assistive technologies like stress balls, fidget cubes/spinners, headphones, and places to meditate for students with disabilities such as emotional/behavioral disorders