

Title: Creation and Interpretation of Voter Participation Graph
Subject: Civics
Grade: 9th

Standards:

1. All students will acquire information from books, maps, newspapers, data sets, and other sources including the internet, organize and present the information in maps, graphs, or charts, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Michigan Content Standard V: Inquiry)
 - a. Locate information pertaining to a specific social science topic using a variety of sources and electronic technologies. (Michigan Content Standard V: High School Benchmark #1)
 - b. Use traditional and electronic means to organize and interpret information pertaining to a specific social science topic and prepare it for in-depth presentation. (Michigan Content Standard V: High School benchmark #2)
 - c. Develop generalizations pertaining to a specific social science topic by interpreting information from a variety of sources. (Michigan Content Standard V: High School #3)
2. All students will consider the effect of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Michigan Content Standard VII: Citizen Involvement)
 - a. Act out of respect for the rule of law and hold others accountable to the same standard. (Michigan Content Standard VII: High School Benchmark #1)
 - b. Plan and conduct activities intended to advance their views on matters of public policy, report the results of their efforts and evaluate their effectiveness. (Michigan Content Standard VII: High School Benchmark #2)

Objectives:

1. To locate and organize information about voter participation in the United States based on age categories by using technology.
2. To apply a technological tool, Microsoft Excel, for the purpose of information analysis in content learning.
3. To develop generalizations about voting patterns in the United States.
4. To choose to act in a virtuous and ethical way as a member of society by voting or preparing to vote in the future.

Materials:

1. Computer lab appointment
2. Computers with internet access
3. Software requirements- Microsoft Excel

4. *Sample Voter Registration Form Handout* for each student. (See attachment #1)
5. *Assignment Directions Handout* for each student. (See attachment #2)
6. *Reading and Interpreting the Graph Worksheet* for each student. (See attachment #3)

Opener:

Pass out the *Sample Voter Registration Form Handout* to each student. Have the students fill in the form to the best of their ability. Conduct a classroom discussion about the importance of voting and the qualifications for doing so.

Procedure:

1. Each student should be given an *Assignment Directions Handout* and a *Reading and Interpreting the Graph Worksheet*.
2. Students should begin Internet research upon arriving at the computer lab. The teacher should suggest that the students begin their search by going to the Census Bureau Website and the Gallup Organization Website.
3. After conducting the research, students create their graphs by using Microsoft Excel. For complete step-by-step directions for this procedure see *Assignment Directions Handout*.
4. The students complete and turn in their Excel graph and the completed *Reading and Interpreting the Graph Worksheet* by the end of the hour.

Closure:

Debrief by discussing the generalizations that students were able to develop while doing this activity. Conduct an open discussion about the following:

- a. Qualifications for Voting
- b. Low voter turn out
- c. Possible reasons for low voter turn out, especially in young Americans

Assessment:

Assessment will be based on the accuracy of students' graphs and answers on the *Reading and Interpreting the Graph Worksheet*. Criteria for assessment will include:

- a. Sufficiency of detail
- b. Conceptual understanding
- c. Quality and accuracy of explanations

Evaluation/Reflection:

Cooperating Teacher Approval and Comments: