

Overview

Overview | Voter Turnout



Voter Turnout

by Michael Slider and Kentucky Writing Project

Students study the challenge of low voter turnout in the U.S., research various solutions, and write a letter to one of their Federal or State Representatives proposing a bill that could increase voter turnout.

Grades: 10 11 12

Discipline: Social Studies

Teaching Task: Task Template 8 (Argumentation and Problem/Solution)

Course: Government/Political Science

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Section 1: What Task?

TEACHING TASK

Task Template 8 – [3 Levels]

Argumentation & Problem/Solution

L1: If we truly value democratic participation, how do we improve voter turnout across the U.S.? After reading various informational texts on voter turnout , write a letter to one of your U.S. representatives in the House or the Senate that identifies a problem concerning low voter turnout in the U.S. and/or the state you live in and argues for a solution via a bill that, if passed, could increase voter turnout across the country or in your individual state . Support your position with evidence from the text(s).

STUDENT BACKGROUND

As a high school student, you will soon be eligible to vote. You have a choice to make; will you be an informed and active participant in the democratic process or will you become part of what is sometimes referred to as the silent majority? Many American citizens do not exercise their right to vote. We'll explore why that is and become informed advocates for increasing voter turnout.

EXTENSION

| Rubric | | | | | | | |
|-------------------------|---|-----|---|-----|--|-----|--|
| Scoring Elements | Not Yet | | Approaches Expectations | | Meets Expectations | | Advanced |
| | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. | | Addresses prompt appropriately and establishes a position, but focus is uneven. | | Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. | | Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. |
| Controlling Idea | Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims. | | Establishes a claim. (L2) Makes note of counter claims. | | Establishes a credible claim. (L2) Develops claim and counter claims fairly. | | Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly. |
| Reading/Research | Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt. | | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. | | Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim. | | Accurately and effectively presents important details from reading materials to develop argument or claim. |
| Development | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim. | | Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim. | | Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim. | | Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning. |
| Organization | Attempts to organize ideas, but lacks control of structure. | | Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence. | | Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument. | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument. |
| | | | | | | | Demonstrates |

| | | | | |
|-------------------------------------|--|---|--|---|
| <p>Conventions</p> | <p>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.</p> | <p>Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.</p> | <p>Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.</p> | <p>and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.</p> |
| <p>Content Understanding</p> | <p>Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</p> | <p>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</p> | <p>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</p> | <p>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</p> |

STANDARDS*Kentucky — Government and Civics (Rights and Responsibilities)*

SS-HS-1.3.3: Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces).

Common Core Anchor Standards — Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards — Writing

W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Anchor Standards – Language

L.CCR.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Custom Standards

Section 2: What Skills?

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING: *Ability to identify the central point and main supporting elements of a text. *Ability to select information from research that could be used to argue for a solution to the voter turnout problem *Ability to track the source of information while reading and taking notes *Ability to analyze how various facts presented in a reading that includes graphs and figures all tie together *Ability to identify the crux of an argument from a given source, noting the evidence used for support *Ability to weigh competing viewpoints and arguments against each other *Ability to apply criteria for evaluating the validity and usefulness of a source

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: *Ability to construct an initial draft with an emerging line of thought and structure. *Ability to select and integrate researched information to strengthen the argument and reduce or eliminate objections of the reader

REVISION: *Ability to solicit and use feedback from teacher and peers to improve clarity, content, language, style, and form *Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

MiniTasks

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

LIST

After analyzing data that compares voter turnout in the U.S. to voter turnout in other nations, raise 3-5 questions you would like answered about voter turnout.

Pacing: 1/2 period

Scoring Guide: work meets expectations if:

Questions are relevant to the topic and go beyond superficial or simple facts, indicating the group thoughtfully analyzed and discussed the document. Questions are based on accurate assumptions and key information.

Teaching Strategies:

1. Form triads for group work.
2. Provide copies of "Compared with Other Nations" (see resources), which contains data charts for students to read closely and analyze.
3. Instruct students to brainstorm and list questions they would like to have answered about voter turnout.
4. Compile a class list of questions raised about voter turnout to focus inquiry.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

LIST

In your own words, describe the important features of a good response to this prompt.

Pacing: 1/2 period

Scoring Guide: work meets expectations if:

See task prompt and scoring rubric (Culminating Writing Module)

Teaching Strategies:

- Share examples of type of text students will produce (either from past students or from professional writers). A teacher model is provided.
- Invite students to identify key features of examples.

- Create a classroom list of the traits of a successful letter to a legislator.
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Reading Process

ACTIVE READING: *Ability to identify the central point and main supporting elements of a text. *Ability to select information from research that could be used to argue for a solution to the voter turnout problem *Ability to track the source of information while reading and taking notes *Ability to analyze how various facts presented in a reading that includes graphs and figures all tie together *Ability to identify the crux of an argument from a given source, noting the evidence used for support *Ability to weigh competing viewpoints and arguments against each other *Ability to apply criteria for evaluating the validity and usefulness of a source

NOTES

Read your assigned article: "Setting the Record Straight Concerning Low Voter Turnout" or

"The Closing of the American Mind."

As you read, annotate using "The Usual" annotation strategy.

Then fill in what you can on your "Tracking Ideas" graphic organizer.

Pacing: 1 day

Scoring Guide: work meets expectations if:

"The Usual" Annotation: Full scoring guide provided in the documents themselves (see Resources). For example: "4"--You average at least one question/comment per 1-2 paragraphs (sometimes more, sometimes less). Even though there may be parts of the reading you do not understand, your questions and comments indicate that you have put some serious thought into analyzing the reading. You include a thesis summary at the end of the reading.

"Tracking Ideas" organizer: Successful students will accurately use the sample reasons to collect relevant evidence and will develop additional reasons/evidence based on the readings.

Teaching Strategies:

1. Provide half the class with one article and half with the other: "Setting the Record Straight Concerning Low Voter Turnout" or "The Closing of the American Mind" (located in "Resources" as digital documents).
2. Direct students to annotate as they read, using "The Usual" annotation strategy (see Resources). When they finish with annotation, direct them to work on the "Tracking Ideas" graphic organizer (see Resources).
3. After students have annotated their articles and filled in what they can on their "tracking ideas" graphic organizer, have students pair with a person who had the

other article. Have them compare similarities and differences between the two articles.

4. After the pairs have finished, lead a whole group discussion on what students discovered. Tell students to write down any new ideas on their tracking document.

Notes:

The tracking document is a tool to help students gather and organize evidence that will be used in drafting their letters to legislators.

NOTES

With a partner, use the reciprocal teaching protocol to read and evaluate the New York Times article on Gerrymandering.

Pacing: 1 day

Scoring Guide: work meets expectations if:

- the material is summarized accurately and partners stayed on task during the activity.

- all instructions on how to complete the organizer were followed.

See scoring rubric on the reciprocal reading graphic organizer (in Resources).

Teaching Strategies:

1. Teach or review the reciprocal teaching protocol for reading an article in a small group. To use the protocol as partners, students will work together to read the article, paraphrase or summarize it, clarify anything that they are unsure about, raise questions, and make predictions.

The partner clock (in uploaded resources) is a tool that can be used to place students in pairs.

2. Provide students with a copy of the New York Times article on Gerrymandering (see uploaded resources), splitting it into about three “digestible” sections. Give the students a set number of time to read each section and fill in the reciprocal teaching graphic organizer.

3. Discuss each section as a whole class before moving on to the next.

4. When the class has completed the reciprocal teaching activity, have the students use what they learned from the article to add to the “tracking ideas” graphic organizer.

OUTLINE

Read and annotate the article on Instant Runoff Voting (Instant Runoff Voting – Fairvote.org) (see uploaded resources) using “the usual” annotation technique (see

uploaded resources). Using a blank sheet of paper, explain to your assigned partner how Instant Runoff Voting works by diagraming the process. Your partner will do the same for you.

Pacing: 1 day

Scoring Guide: work meets expectations if:

work meets expectations if:

It is apparent from the annotation work that the individual took the time to thoughtfully analyze the article. Both partners were on task and fully participated in the activity.

Teaching Strategies:

Teaching Strategies:

1. Provide the article on Instant Runoff Voting (Instant Runoff Voting – Fairvote.org), available in the uploaded resources.
 2. Have students annotate the article using “the usual” format (see Resources).
 3. Use the student’s partner clocks (see uploaded resources) to assign pairs.
 4. After the students have finished reading and annotating the article, tell the pairs to number themselves one and two.
 5. Give partner 1 three minutes to explain IRV to partner two using a blank sheet of paper to diagram as they talk.
 6. Give partner 2 three minutes to repeat what partner 1 did.
 7. Lead a whole group discussion on what the students learned about Instant Runoff Voting.
 8. Have students capture these ideas in their tracking documents.
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NOTES

This activity will give you an opportunity to discuss the pros and cons of various solutions to problem of low voter turnout.

Use the Document Analyzer to analyze each of the seven different proposed solutions to low voter turnout from Fairvote.org. For each document, you will need to ask at least one question (this can be an “I don’t understand” or “I wonder” question), activate one piece of background knowledge, and determine the main idea.

Pacing: Pacing: 2 class periods

Scoring Guide: work meets expectations if:

work meets expectations if:

The student analyzed all seven documents. Responses on the Document Analyzer are complete and thoughtful.

Teaching Strategies:

1. Hang the 7 documents (see Resources) around the classroom with enough space between each so they can be analyzed by a group of three or four. Clipboards would be helpful because students will be walking around the room to analyze the solutions.
 2. Provide copies of the Document Analyzer (see Resources) to analyze each of the seven different proposed solutions to low voter turnout from Fairvote.org.
 3. Model for students how to generate at least one question about a document (this can be an “I don’t understand” or “I wonder” question), activate background knowledge, and determine the main idea.
 4. Give each group five minutes with each document in order to discuss the proposed solution and fill out their graphic organizer.
 5. Convene the whole group to offer their thoughts on proposed solutions.
 6. Give students time to add ideas to their tracking document
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SHORT CONSTRUCTED RESPONSE

Consider one of the proposals you read in the document walkabout.

- Summarize or explain the gist of the proposal.
 - What competing arguments have you encountered or can you think of that might be used to challenge the proposal?
 - What historical or current examples can you note that could be used to support the proposal or to challenge it?
-

Pacing: 1 day

Scoring Guide: work meets expectations if:

work meets expectations if:

all elements are addressed accurately and with relevant evidence.

Teaching Strategies:

- Invite students to share and discuss their responses so that each text is reviewed.
 - After the discussion, allow students to add to their entries and to their tracking documents.
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ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

LIST

In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.

Scoring Guide: work meets expectations if:

- Lists appropriate phrases.
 - Provides accurate definitions.
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Teaching Strategies:

- After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.
 - After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
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ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

SHORT CONSTRUCTED RESPONSE

Define "plagiarism" and list ways to avoid it.

Pacing: 30 minutes

Scoring Guide: work meets expectations if:

- Provides accurate definition
 - Lists several appropriate strategies
-

Teaching Strategies:

- Discuss respect for others' work to assemble evidence and create texts.
 - Discuss academic penalties for stealing others thoughts and words.
 - Model the expected format for recording bibliographic information.
-

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

LIST

Analyze the Citizen's Self-Defense Act of 2009. Underline and label all the elements of a bill you can identify. Share with a partner and see what you both identified in common.

Pacing: 1 day

Scoring Guide: work meets expectations if:

Your annotation indicates close reading of the bill. You and your partner were

on-task and engaged in the activity.

Teaching Strategies:

1. Provide copies of the Citizen's Self-Defense Act of 2009. Model for students how to underline and label an element or characteristic of the bill and have students independently continue the process.
 2. Have students compare annotations with a partner.
 3. After pairs have discussed what they noticed, lead a whole class discussion to review the key characteristics of a bill.
 4. Explain that understanding what a bill looks like will aid students as they formulate their recommendations for a bill that would increase voter turnout.
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NOTES

Use the Proper Letter Format document (See uploaded resources) and Sample Letter – Introduction and Conclusion (See uploaded resources) to help identify the characteristics of a quality letter on this assignment.

Pacing: 1 day

Scoring Guide: work meets expectations if:

Annotation and notes indicate the student obviously took the time to thoughtfully analyze the documents.

Teaching Strategies:

1. Provide copies of the "Use the Proper Letter Format" document and "Sample Letter Introduction and Conclusion" (see Resources) to help identify the characteristics of a quality letter on this assignment. Review the "Proper Letter Format" document with the entire class and take any questions.
 2. Have the students work in pairs to annotate and write down any questions in the margins on the "Sample Letter – Introduction and Conclusion." Students should focus on what they notice about the model presented.
 3. Discuss questions and share responses to reinforce key characteristics of letter format and strategies for opening and closing the letter.
 4. Review the scoring rubric again with the students before having them write their first rough draft.
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NOTES

Review models and locate examples of how to properly cite a source within the body of a writing piece.

What do you notice?

Pacing: 1 day

Scoring Guide: work meets expectations if:

students correctly locate examples of internal documentation and identify the characteristics of this informal way to cite a source

Teaching Strategies:

1. Locate models that correctly demonstrate how to properly cite a source within the body of a writing piece (also called internal documentation). For a couple of examples that can be placed on an overhead screen see "Proper Internal Documentation" in uploaded resources.
 2. Ask students to share what they notice.
 3. Ask students to practice internal documentation using information from their trackers.
-

NOTES

Draft a statement of audience and purpose.

Pacing: 30 minutes

Scoring Guide: work meets expectations if:

the student identifies a specific and appropriate audience for the letter as well as specifies his/her position on improving voter turnout.

Teaching Strategies:

1. Demonstrate this framework, sometimes called a writer's statement or audience & purpose statement:

I am writing a _____(form)_____ for/to _____(audience)_____ in order to _____(purpose)_____.

I am writing a letter to _____(your selected legislator)_____ in order to propose that he sponsor a bill to _____(your specific suggestion to improve voter turnout)_____.

This purpose will be your controlling idea for your proposal.

2. Have students complete the form for teacher review.
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Notes:

Conferring with students at this stage is more effective and efficient than waiting until the letter is drafted. Minor and major "course corrections" can be made relatively easily before the draft is begun.

LIST

Read and analyze models of persuasive letters.

Create a list of key characteristics of a letter that makes an argument.

Pacing: 1 day

Scoring Guide: work meets expectations if:

elements are specific and appropriate for persuasive writing.

Teaching Strategies:

1. Provide models of well-written persuasive letters.
 2. Ask students to form groups of three, then read the samples and generate a list of characteristics they notice.
 3. Discuss responses as a class and develop an anchor chart that captures the key traits of an effective persuasive letter.
-

Notes:

Refer students to the list as they draft, as they provide peer feedback, and as they assess their efforts at the end of the project.

Writing Process

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE

Create an outline based on your notes, tracker, readings, and purpose statement (controlling idea) in which you state your claim, sequence your points, and note your supporting evidence.

Pacing: 1 day

Scoring Guide: work meets expectations if:

- Creates an outline or organizer from notes and tracker.
 - Supports controlling idea with evidence from texts read earlier.
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Teaching Strategies:

1. Provide and demonstrate one or more examples of outlines or organizers.
 2. Invite students to generate questions in pairs about how the format works, and then take and answer questions.
-

DEVELOPMENT: *Ability to construct an initial draft with an emerging line of thought and structure. *Ability to select and integrate researched information to strengthen the argument and reduce or eliminate objections of the reader

LONG CONSTRUCTED RESPONSE

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

Pacing: 2-3 days

Scoring Guide: work meets expectations if:

- Submits complete draft with all parts.
- Supports the opening in the later sections with evidence and citations.

Teaching Strategies:

1. Analyze a sample introduction, having students list characteristics of strong introductions. After students draft their opening sections, provide time for peer review (see next section, below).
2. Discuss strategies for proposing solutions. Emphasize the importance of providing a rationale for the proposed change and detailing specific, sufficient, and convincing support for the position using research-based evidence. After students draft body of their letters, provide time for peer review (see next section, below).
3. Analyze conclusions in model letters. After students draft their closing sections, provide time for peer review (see next section, below). Encourage students to re-read prompt partway through writing, to check that they are on track.
4. Encourage students to re-read the assignment prompt as they work to stay on track.
5. Provide class time for drafting.

NOTES

Give feedback to your fellow students on how they can improve their letters.

Pacing: 1 day

Scoring Guide: work meets expectations if:

The information recorded on the peer editing form indicates the student obviously listened and processed the feedback given by their peers.

Teaching Strategies:

1. Review the process for providing peer feedback.

2. Make sure each student is armed with three copies of their rough draft and the Peer Editing Form (see uploaded documents)
3. Split the students into groups of three.
4. Each student should read his/her rough draft to group members while they follow along. When the author finishes reading, the group members will move through the questions on the peer editing form one at a time.
5. As the author listens to the feedback from their group members, he/she should write their suggestions on the peer feedback form.
6. Have students turn in their rough drafts with the peer editing form stapled on.

Notes:

It is ideal to schedule peer feedback several times--first after students have drafted their opening section (establishing the controlling idea), second when they have developed the body (providing evidence in support of the proposal), and third when they have written a concluding section. At the least, it should be scheduled when students have completed a first draft.

REVISION: *Ability to solicit and use feedback from teacher and peers to improve clarity, content, language, style, and form *Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

LONG CONSTRUCTED RESPONSE

Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

Pacing: 1-2 days

Scoring Guide: work meets expectations if:

- Student completes draft with all parts.
 - Student supports the controlling idea introduced in the opening in the later sections with evidence and citations.
 - Student improves on his/her earlier version.
-

Teaching Strategies:

1. Share examples of useful feedback that balances support for strengths and clarity about weaknesses.
 2. Direct students to provide each other with feedback on those issues using feedback process described above.
 3. Provide students feedback on their revised drafts in preparation for final editing and publishing.
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EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

Scoring Guide: work meets expectations if:

- Provides draft free from distracting surface errors.
- Uses format that supports purpose.

Teaching Strategies:

- Briefly review selected skills that many students need to improve.
 - Teach a short list of proofreading marks.
 - Assign students to proofread each other's texts a second time.
-

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Submit your complete set of drafts, plus the final version of your piece.
Mail the polished letter to your selected legislator.

Pacing: 1 day

Scoring Guide: work meets expectations if:

- Fits the "Meets Expectations" category in the rubric for the teaching task.

Teaching Strategies:

Demonstrate proper format for addressing an envelope.

Notes:

The motivation for a writing task increases dramatically when there is a real audience and purpose for the work.

Resources

Selected Articles  [Case of the Vanishing Male Voter.](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=23750&scrollTo=articles>)
Newsweek (10/27/2008)—Dokoupil, Tony

The article explores why male voters have been turning out in fewer numbers in elections recent to 2008. Since 1964, the percentage of men voting has dropped from 72% to 56%. The article claims that high female voter turnout and low male turnout helped to elect former U.S. President Bill Clinton. Reasons cited include the fact that men tend to be more isolated, a shift in which educated women outnumber educated men, and a higher rate of male criminals who are barred from voting.

1110L

  [The Internet can't fix democracy--only citizens can.](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=23750&scrollTo=articles>)
Maclean's (10/31/2011)—

The article looks at voting in Canada. The idea of online voting is discussed as a solution to low voter turnout, but the author dismisses it, saying the mental effort of learning about an election, not the physical effort of going to a voting station, that prevents voters from going to the polls. The Internet is discussed as a resource for discovering information about elections. The author thinks there should be more done through the Internet to improve public engagement with politics.

1290L

  [SETTING THE RECORD STRAIGHT CONCERNING LOW VOTER TURNOUT.](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=23750&scrollTo=articles>)
USA Today Magazine (Nov2004)—Samples, John

Looks at the decline in voter participation during election in the U.S. Forecast of political scientist, Michael McDonald on the number of people of voting age who are not eligible to vote; Highlights of the trend with regards to citizens' trust in the Federal government since 1958; Information on negative advertising during campaigns.

1230L

  [The Closing of the American Mind.](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=23750&scrollTo=articles>)
Newsweek (12/31/2007)—Thomas, Evan

The article discusses the lack of interest in politics amongst the majority of U.S. citizens. Statistical evidence for low voter turnout is provided. One reason is partisanship and the two party system, which many believe has created extremists on both sides and left out voters with moderate views. Mentioned is the role of the Internet within the context of voter interest and the lack of unity amongst U.S. politicians.

Uploaded Files

[Compared with other nations.pdf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/425132761_Jun_30_2013_135005772.pdf)

Graph comparing U.S. to other representative democracies in voter turnout

[Culminating Writing Module.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1141436323_Jun_30_2013_200844594.doc)

Culminating Writing Module - This is the prompt and scoring rubric for the student's final product.

[Tracking Ideas graphic organizer.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1209932316_Jun_30_2013_202208440.doc)

Voter Turnout (Tracking Ideas) - Students will use this form as they analyze various documents to track reasons for low voter turnout, evidence for low voter turnout, and proposed solutions for low voter turnout

[The Usual.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1748598813_Jun_30_2013_204402826.doc)

The Usual (See uploaded resources) is a text annotation tool using the Thinking Strategies (see uploaded resources) to analyze an article

[Thinking Strategies.pdf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1948659013_Jun_30_2013_204511728.pdf)

Thinking Strategies (see uploaded resources)

[NY Times Editorial on Gerrymandering 2009.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1131816112_Jul_01_2013_125402458.docx)

Gerrymandering, Pure and Corrupt - This article discusses the issue of states gerrymandering their electoral districts and the impact on elections and the democratic process.



 [Partner Clock.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/236297912_Jul_01_2013_130157115.docx)

Students can make appointments with each other for paired work.

 [Reciprocal Reading combined.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/2121852527_Jul_01_2013_130457596.docx)

This is a strategy used for breaking up more complex readings into sections. Can be done with partners or with a small group.

 [Document Analyzer.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1347714773_Jul_01_2013_212658496.doc)

This is a tool for students to analyze multiple documents using the Thinking Strategies

 [17 Year Old Primary Voting.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1752685553_Jul_01_2013_213224556.doc)

Fairvote.org proposed solution

 [Absentee Voting.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1197575384_Jul_01_2013_213302136.doc)

Fairvote.org proposed solution

 [Advance Voter Registration.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/698975591_Jul_01_2013_213330295.doc)

Fairvote.org proposed solution

 [Automatic Voter Registration.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1767073072_Jul_01_2013_213348750.doc)

Fairvote.org proposed solution

 [Campaign Finance Reform Legislation.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1664269064_Jul_01_2013_213433522.doc)

Fairvote.org proposed solution

 [Felon Enfranchisement.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1394395768_Jul_01_2013_213505425.doc)

Fairvote.org proposed solution

 [Same Day Registration.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/615195103_Jul_01_2013_213517250.doc)

Fairvote.org proposed solution

 [Instant Runoff Voting - Fairvote.org.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1787315971_Jul_02_2013_114128723.doc)

This document explains how Instant Runoff Voting would work, and could possibly increase voter turnout.

 [Example of a Bill.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/625424739_Jul_02_2013_120901377.doc)

This bill was The Citizens Self-Defense Act of 2009.

 [Proper letter format.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/2033216075_Jul_02_2013_121025977.doc)

Shows the students the elements that should be included in their letter to their representative and how it should be set up.

 [Proper internal documentation.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1121010671_Jul_02_2013_170711955.doc)

This document offers students a couple of examples of what it looks like to properly document a source within the body of a piece of writing.

 [Peer Editing - letter.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/2122051895_Jul_02_2013_172315563.doc)

This peer editing tool is meant to be used with a small group of three.

 [Sample Letter - Introduction and Conclusion.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23750/1329388641_Jul_12_2013_012251224.doc)

This was written by the teacher as a model for class discussion.

Keywords

*Links**

* These Lexile measures were computed automatically and did not undergo human review.
They are not certified measures and should not be published or recorded in any way.

Other Resources

Section 4: What Results?

| Classroom Assessment Rubric | |
|-----------------------------|--|
| Not Yet | |
| Focus | Attempts to address prompt but lacks focus or is off-task. |
| Reading/Research | Demonstrates weak use of reading material to develop argument. |
| Controlling Idea | Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments. |
| Development | Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant. |
| Organization | Provides an ineffective structure; composition does not address requirements of the prompt. |
| Conventions | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose. |
| Meets Expectations | |
| Focus | Addresses the prompt and stays on task; provides a generally convincing response. |
| Reading/Research | Demonstrates generally effective use of reading material to develop an argument. |
| Controlling Idea | Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim. |
| Development | Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument. |
| Organization | Applies an appropriate text structure to address specific requirements of the prompt. |
| Conventions | Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. |

Classroom Assessment Task

No Classroom Assessment Task for this module

Exemplar Work

Uploaded Files

Comments

Author Notes

Other Comments