GROW A VOTER CURRICULUM

OVERVIEW

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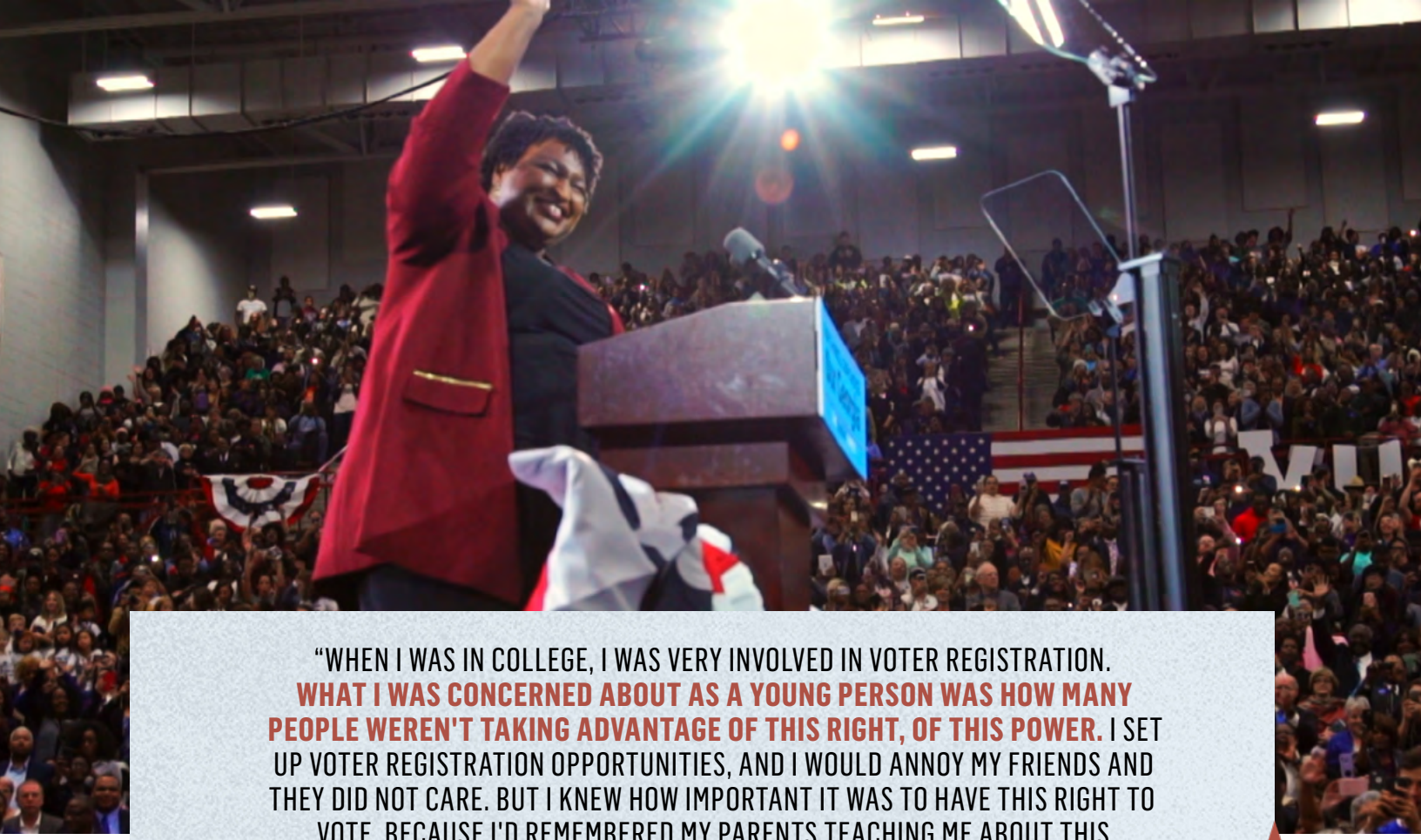

"WHEN I WAS IN COLLEGE, I WAS VERY INVOLVED IN VOTER REGISTRATION. **WHAT I WAS CONCERNED ABOUT AS A YOUNG PERSON WAS HOW MANY PEOPLE WEREN'T TAKING ADVANTAGE OF THIS RIGHT, OF THIS POWER.** I SET UP VOTER REGISTRATION OPPORTUNITIES, AND I WOULD ANNOY MY FRIENDS AND THEY DID NOT CARE. BUT I KNEW HOW IMPORTANT IT WAS TO HAVE THIS RIGHT TO VOTE, BECAUSE I'D REMEMBERED MY PARENTS TEACHING ME ABOUT THIS AND SEEING WHAT IT MEANT."

- STACEY ABRAMS, *ALL IN: THE FIGHT FOR DEMOCRACY*

The right to vote is the lever through which Americans choose their representatives and exercise their rights as citizens. It is the cornerstone of our democracy. Though the "right to vote" is at the core of our democracy, the ability to vote is not. As Congressman and civil rights leader John Lewis said, "Voting is almost a sacred act." Yet dating back to the founding of our country, access to the right to vote has also been about holding onto power. Every time our nation takes a step towards a more just and equal society—granting the franchise, women's suffrage, desegregation—new forces arise requiring us to fight anew.

The Grow A Voter curriculum developed for ***ALL IN: The Fight for Democracy*** deepens historical understanding, inspires civic engagement, and strengthens media literacy skills. Each standards aligned unit includes free curated film clips from the documentary, accessible here, along with suggested additional segments (referenced with time codes) available with an Amazon Prime membership. All film clips include transcripts for students to follow along. Used together, these resources provide an opportunity to "grow voters", lift civic pride and engagement, and increase democratic participation well before the age of 18.

OVERVIEW OF GROW A VOTER UNITS

US HISTORY UNIT: RACE AND VOTING RIGHTS IN THE UNITED STATES

Lesson One: We the People: The Constitution, The State, and the Right to Vote

Lesson Two: The Expansion and Retreat of Voting Rights

Lesson Three: Framing Voting Rights Today: The 1965 Voting Rights Act to *Shelby v. Holder* (2013)

UNIT OBJECTIVES:

- ★ Analyze why the framers of the The United States Constitution did not originally enshrine the right to vote for all citizens and discuss the ongoing consequences of that decision
- ★ Trace the ebb and flow of voting progress and voter suppression from Reconstruction through Racial Terrorism and Jim Crow laws
- ★ Examine why the 1965 Voting Rights Act was a watershed movement in securing access to the right to vote and why the *Shelby County v. Holder* (2013) Supreme Court decision continues to be consequential in reversing this progress

CIVICS/GOVERNMENT UNIT: FAIR AND FREE ELECTIONS - ENDING VOTING SUPPRESSION

Lesson One: Modern Tactics of Voter Suppression

Lesson Two: Reforms to Address Voter Suppression

Lesson Three: Every Vote Matters

UNIT OBJECTIVES:

- ★ Understand current tactics of voter suppression and how they change election outcomes
- ★ Analyze current legal changes and protections from voter suppression tactics
- ★ Develop strategies to empower voters and increase voter turnout

MEDIA LITERACY LESSONS AND EXERCISES: ALL IN FOR CIVIC AND MEDIA LITERACY

Through a critical media and civic literacy lens, students will analyze the point of view, bias, and means of persuasion employed in ***ALL IN: The Fight for Democracy***.

LESSON OBJECTIVES:

- ★ Watch the full documentary, ***ALL IN: The Fight for Democracy***
- ★ Analyze the documentary using critical media literacy questions
- ★ Demonstrate skills to 'read' film with a critical media literacy lens

Incorporated throughout the History and Civics lessons will be questions and exercises to strengthen media literacy awareness, skills, and habits of giving evidence-based answers. In parenthesis look for the icon that denotes a media literacy focus.

A Community Discussion Guide for *ALL N: The Fight for Democracy* is available at AllinForVoting.com

STANDARDS

Grow A Voter curriculum is aligned with Common Core Standards, can be easily aligned with C3 Standards for Social Studies: Dimension 2-Applying Disciplinary Concepts for Civics.

Key Ideas and Details

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite speci!c textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and speci!c claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Research to Build and Present Knowledge

CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Comprehension and Collaboration

CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.CCRA.SL.4 Present information, !ndings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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THE EDUCATIONAL CONTENT FOR *ALL IN: THE FIGHT FOR DEMOCRACY* DEVELOPED BY Blueshift Education