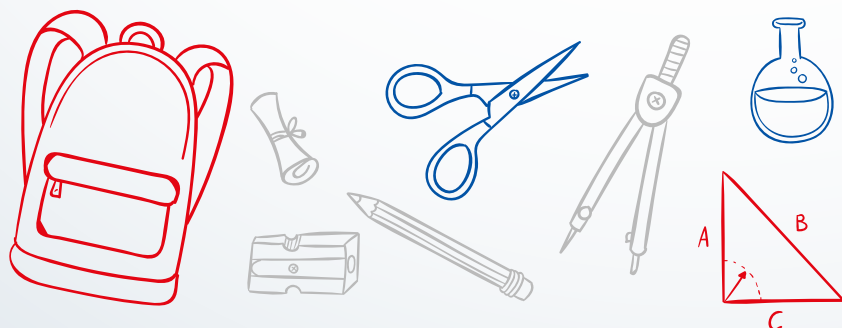


High School Democracy Project



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UnidosUS, previously known as NCLR (National Council of La Raza), is the nation's largest Hispanic civil rights and advocacy organization. Through its unique combination of expert research, advocacy, programs, and an Affiliate Network of nearly 300 community-based organizations across the United States and Puerto Rico, UnidosUS simultaneously challenges the social, economic, and political barriers at the national and local levels. For almost 50 years, UnidosUS has united communities and different groups seeking common ground through collaboration, and that share a desire to make our country stronger. For more information on UnidosUS, visit www.unidosus.org or follow us on Facebook and Twitter.

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Acknowledgments

The development of this curriculum was truly a team effort between UnidosUS staff and its Affiliates. Together, we worked to identify the best approach to develop a tool that would be easily integrated into the classroom as well as within the larger community to increase youth participation in our democracy.

The UnidosUS High School Democracy Project would not have been possible without the guidance from teachers and administrators from Academia Avance, East Austin College Prep, Houston Gateway Academy, Southwest Key, and George I. Sanchez Charter School. These individuals have been invaluable in shaping the framework for this curriculum. Their experiences in the classroom have made this curriculum an excellent tool to motivate students to become civically active.

This project would not have been possible without the vision of Clarissa Martínez de Castro, UnidosUS Deputy Vice President, Office of Research, Advocacy, and Legislation, whose idea of engaging youth through a civic engagement curriculum is now a reality.

Foreword

When you look around, it's easy to think that registering to vote was always as simple as it is today. You can register when you get your driver's license, you can register online, in some places you can even register in school.

It's hard to believe that there was a time when Americans could not vote if they did not own property, were women, or were Black, among other exclusions. It took a long time and a lot of work for each of those things to change, and it takes continued vigilance to ensure that every eligible citizen in our country can exercise their right to vote—because there are still efforts in some places to make it harder for eligible Americans to vote.

People who fought and died for the right to vote understood that it's an important tool to make one's voice heard, and to hold politicians accountable.

Voting is about community—because it is all votes combined that shape the outcome. And while voting may feel like a lonely act—an individual selecting candidates on a ballot—each vote carries with it the aspirations, needs, and contributions not only of that voter, but of his or her family and community.

There are always attempts to define younger generations, and always claims that young people don't care. But we know that youth are engaged in school and elsewhere, helping their families and friends, and facing many challenges, so voting is often thought of later. But voting is yet another tool to make a community stronger, so let's make it happen earlier. Many youth may be the first voters in their families and may not know where to register, how the process works, or what to expect. Let's make sure our youth have the information and means to become voters.

Some people in your community may not be able to vote—because they are too young, may not yet be citizens, or have other restrictions. There are many ways to be active. Those who are eligible to vote have an additional and powerful way to participate. Let's use it. In doing so, they could be part of opening opportunities to a little brother or sister, just like others helped open the door to voting for many of us today.

Introduction

Welcome to the UnidosUS High School Democracy Project curriculum.

The purpose of this curriculum is to provide students an opportunity to learn about American democracy. Thousands of young people in high schools become eligible to vote each day and we hope that this curriculum supports teachers to ensure that as students graduate, they are registered to cast their vote and become active citizens.

The curriculum includes six lessons: it starts with an overview of government, explains the different types of government including democracy, walks through the voter registration process, and provides the option for students to engage in the continuum of civic engagement.

Teachers and administrators can use this curriculum for students in the classroom as well as for after-school programs. Since the lessons can be used as standalone pieces, they can also be used in other settings such as adult education classes for ESL and GED and general workshops with the larger community.

We hope that this tool can put students and others on a path to become active civic participants in our society.

Lesson One: Government in Our Lives

Students will be able to:

- Identify ways that the government affects their lives on a daily basis.
- Evaluate the importance of different levels of government for a specific issue.

Time: 40 minutes

Preparation and set-up: The teacher should make copies of all handouts for students.

Materials: Handout: **Who Decides? Levels of Government**, chart paper, markers

Time (minutes)	Description of Activity	Notes and Materials
10	<p>Icebreaker: How does the government affect your life?</p> <p>In groups of 3-4, ask students to brainstorm for about 2 minutes about the ways that government affects their lives. If students are struggling to think of answers, remind them to think of:</p> <ul style="list-style-type: none"> • Coming to school (transportation, rules) • College plans (loans) • Finances (taxes, banking) • What people eat and drink (school lunch, energy drinks, alcohol, and other controlled substances) <p>Ask students to share answers. Discuss any topics that cause confusion.</p>	Use some kind of prize or recognition for the group that has the longest list of non-duplicated answers.
25	<p>Instructor tells students: <i>Government affects our lives every day. Citizens in a democracy have the right and responsibility to vote in elections. This project will teach you about how to exercise that power. We can make decisions through our elected officials at each level of government. Let's take a look at how a complicated issue can be affected at every level of government, using immigration as an example.</i></p> <p>Ask each student to decide which level of government they think is most important for this issue and why. Use a think-pair-share to discuss, and then pick several pairs to share with the group.</p>	<p>Hand out the Who Decides? Levels of Government worksheet.</p> <p>Use a reading strategy (popcorn, jigsaw) to read the handout together.</p>
5	<p>Closing discussion: Ask students to reflect on what issues are most important to them. Is this an issue that is best addressed at the local, state, or federal level? Why do you think so?</p>	Students should write their issue on a piece of chart paper that will remain in the room for future lessons.

Lesson Two: Decision-Making and Democracy

Students will be able to:

- Compare advantages and disadvantages of different forms of government.
- Explain how democracy in America is different from other forms of government.

Time: 50 minutes

Preparation and Set-up: Prepare copies of **Forms of Government** for each group.

Materials: Handout: **Forms of Government**

Time (minutes)	Description of Activity	Notes and Materials
10	<p>Students begin by quietly writing in response to the opening question: <i>Have you ever had to make a decision together with a group of people who had different opinions? What happened?</i></p> <p>Give students time to write on their own and then ask for a few volunteers to share with the class.</p> <p>Explain that every group of people (a family, a group of friends, a state, a country) faces this dilemma. How should decisions be made? Who decides? Across history, people have answered this question differently.</p>	<p>The opening question can be written on the wall or shared with students when they enter.</p> <p>If students are struggling with examples, remind them it could be something as simple as what movie to watch or where to go after school.</p>
30	<p>Divide students into 6 small groups and explain that their job will be to create a poster that shows how their assigned form of government works. They should also answer the questions on the page in their poster.</p> <p>After about 20 minutes, give each group about 2 minutes to explain their poster and answer questions.</p>	<p>Hand out the Forms of Government pages to the appropriate groups.</p> <p>Students can use the Internet or class resources to research countries that exemplify their type of governance.</p>
10	<p>The word “democracy” comes from two Greek words meaning “people” and “power.” How do people exercise power in American democracy?</p>	<p>Share resource on “democracy” origin.</p>

Note for instructor: If time is an issue, it may be faster to walk students through a discussion of the forms of government together, rather than breaking them into groups.

Lesson Three: Changing Our World

Students will be able to:

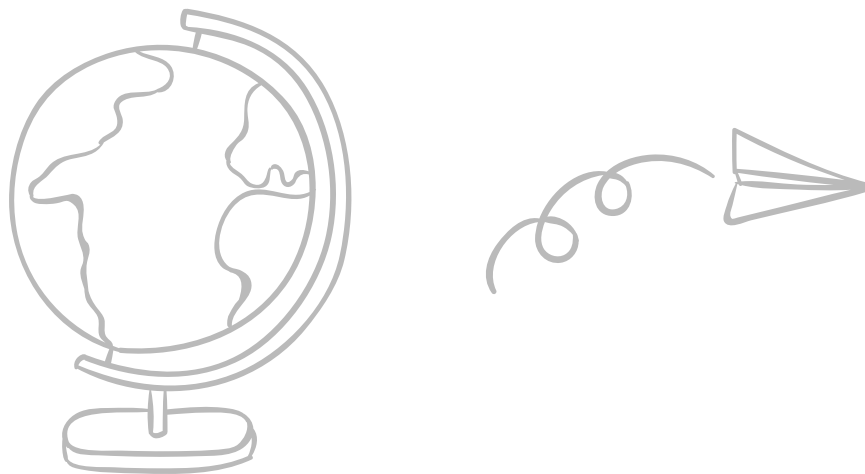
- Compare strategies for changing a policy based on studying the work of the students advocating for the DREAM Act.
- Explain how laws are made and changed in the United States.

Time: 45 minutes

Preparation and Set-up: The teacher should make sure to have an Internet connection available since two videos will be played during this session.

Materials:

- Video: [How a Bill Becomes a Law](#)
- Video: [Immigration Reform: The Fight for the DREAM Act](#)
- Chart paper from Lesson One
- Sticky notes



Time (minutes)	Description of Activity	Notes and Materials
10	<p>Explain that in our representative democracy, our representatives use the legislative process (lawmaking) to make change. Today students will explore how that change happens.</p> <p>Refer back to the chart paper from Lesson One. Students should take a few minutes working with a partner to come up with a law they think would help create the change they want to see. Each student should write their proposed law on a sticky note and add it to the chart paper.</p>	<p>Chart paper from Lesson One, sticky notes</p> <p>Remind them that laws can be passed at the local, state, and federal levels.</p>
15	<p>Ask students how they think a law gets created. Take a few answers, and then tell them that a short video will go into a bit more detail. Students should take notes on the steps that it takes.</p> <p>After the video, work together as a group (with one scribe) to come up with a list of the steps. Ask students what they think is good and bad about the process.</p>	<p>Show How a Bill Becomes a Law</p>
10	<p>Explain that there are other ways that change happens, and that sometimes when one strategy doesn't work, people who want change have to try another one. The case of students trying to get the DREAM Act passed shows how change can happen in different ways.</p>	<p>Show Pushing the Dream</p> <p><i>Students can take notes on strategies, challenges, and successes that the DREAMers encountered.</i></p>
10	<p>In small groups or together, discuss the closing question:</p> <p><i>What lessons can we learn about making change from the DREAM movement? How did people get the changes they wanted?</i></p> <p>Remind students that the elected president was able to make significant changes, even though Congress did not follow through on the DREAM Act. Voting matters!</p>	<p>If students don't mention it, be sure to explain how the executive order differs from the DREAM Act.</p>

Lesson Four: The Right to Vote

Students will be able to:

- Compare the requirements for voting across time in American history.
- Explain the importance of young voters to the modern electorate.

Time: 45 minutes

Preparation and Set-up: Set up a computer with Internet connectivity and a projector; test the link to the video. Make copies of handouts.

Materials:

- United States Voting Rights Timeline handout
- “Dissecting the Youth Vote” article
- Projector
- Computer with Internet connection, access to video [Found in Translation](#)

Time (minutes)	Description of Activity	Notes and Materials
10	<p>Give each student a copy of the voting rights timeline and explain that today they will be looking at who has actually gotten to participate in voting at different times in history. Point out that in 1789, when the first presidential election was held, only 6% of the population could vote.</p> <p>In small groups, ask students to review the timeline and mark each year with either a circle or an X. Circle the dates that represent changes allowing more people to vote. Put an X through the dates that excluded people from voting or made it more difficult.</p>	<p>U.S. Voting Rights Timeline</p> <p>Students can also use two colors of highlighter or marker to indicate their answers.</p> <p>The Short Voting Timeline handout can be used if time is an issue.</p>
10	<p>Lead a group discussion about the timeline. What do students notice about it? Why do you think people have tried to restrict voting over history?</p>	

Time (minutes)	Description of Activity	Notes and Materials
20	<p>Share copies of the article “Dissecting the Latino Youth Vote.” Read either in small groups or out loud together. Discuss the following questions:</p> <ul style="list-style-type: none"> • Why do you think young people are not voting in greater numbers? • How might politics look different if more young people voted? 	Dissecting the Youth Vote
5	<p>Tell students that the next lesson will prepare them to vote on Election Day, and they will also be working on messages to encourage their community to vote. Show the video Found in Translation and ask students what they think.</p> <p>What does the Spanish message say? Why do you think he made the video this way?</p>	<p>Found in Translation</p> <p>Show this video at least two times and ask students who can translate to help translate the Spanish at the bottom the second time through.</p>

Note for instructor: This lesson includes activities that are meant to develop critical thinking skills. Make sure all students have the opportunity to give their opinions on the handouts or video.



Lesson Five: Getting Registered to Vote

Students will be able to:

- Compare the laws for voter registration in different states.
- Register to vote through the paper voter registration form or the Latinos Vote app

Time: 50 minutes

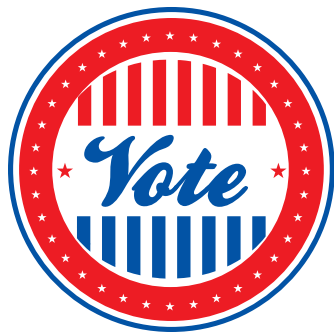
Preparation and Set-up: For comparing state requirements, students will need Internet access to pull up reference information on vote411.org or the U.S. Election Assistance Commission.

For voter registration: Get voter registration cards from your board of elections so students can register onsite (please check your state requirements for handling completed voter registration forms if you plan to collect them from your students and turn them in for them).

If a tablet or smartphone is available, got to BecomeaVoter.org to register the students online. This tool is available to all eligible voters. Users will need to enter their email to receive a PDF of their complete form, which they will then print, sign, and mail to the address provided.

Materials:

- Voter registration cards, BecomeaVoter.org, website, and postcards
- Paper and markers for creating signs, UnidosUS materials
- Handout: Voter Registration Guidelines



Time (minutes)	Description of Activity	Notes and Materials
5	<p>Tell students: <i>Mid-term elections are taking place on November 6, 2018 in which you will have the opportunity to elect individuals to represent you in the United States Congress, as well as other state and local representatives—all of whom make decisions that impact your life every day. Voter registration is the process by which individuals who are eligible to vote register with their state to cast a ballot in the elections. Not everyone can vote in the United States; there are certain criteria that individuals should meet before they can register to vote.</i></p> <p>Ask the students the following question to reflect on voter registration eligibility. “Should everyone in the United States be eligible to vote? If so, why? Why not?”</p>	<p>Ensure all students get the opportunity to express their views.</p>
15	<p>Students will research the eligibility criteria for registering to vote in several states. Divide the groups in teams of three and give the Voter Registration Guidelines Handout. Assign students the following states: North Dakota, Florida, California, and their own state.</p> <p>To vote in a federal election in the United States, potential voters must meet certain requirements. You are eligible to vote if:</p> <ul style="list-style-type: none"> • You are a U.S. citizen. • You meet your state’s residency and other requirements. • You are 18 years old. Some states allow 17-year-olds to vote in primaries or register to vote if they will be 18 before the general election. <p>Ask the students to check their state’s Voter Registration Age Requirements and any other requirements according to their state’s laws at vote411.org or the U.S. Election Assistance Commission.</p>	<p>Voter Registration Guidelines Handout</p> <p>Other states can be used if there are more groups.</p>

Time (minutes)	Description of Activity	Notes and Materials
25	<p>Remind students of the eligibility rules in their state, and begin registering eligible students through:</p> <ul style="list-style-type: none"> • Voter registration forms (acquired through the state) • Website BecomeaVoter.org <p>Students should receive the postcards and other materials (fans, etc.) provided with your UnidosUS voter registration package.</p> <p>Students should turn in completed registration applications to the teacher, who will need to submit to the board of elections according to state laws.</p> <p>Some students may not yet be eligible to register. Remind them that they can help others become voters, and that there are other ways to participate. While some students register, ask students to make signs/posters with messages that reflect why voting and participation are important for their communities. Examples of messages include:</p> <ul style="list-style-type: none"> • Voting is my right! • I vote for my family! • The youth vote matters! <p>Once students have finished their signs, they can take a picture with them and post and tag on Twitter (they can mention @UnidosUSEmpowers and use multiple hashtags such as #LatinosVote, #YouthVote, #Vote, or #Election2018).</p>	<p>Voter registration cards, smartphone, computer lab if necessary.</p> <p>Web-based voter registration platform: BecomeaVoter.org</p> <p>Please contact UnidosUS's Civic Engagement team at HSDemocracyProject@unidosus.org if you have any questions about:</p> <ul style="list-style-type: none"> • Postcards or other materials • Submitting completed registration forms • Helping students register
5	<p>Gather students in a circle and ask them to share some of the messages they wrote and why they are meaningful to them.</p>	<p>Messages written by students</p>

Note for instructor: If you are collecting and turning in forms to the registrar of voters, take a moment to capture information in the voter registration tracking document included in the appendices and send to UnidosUS staff within two weeks of the voter registration lesson taking place—that way staff can follow up to make sure those registered appear in the voter rolls.

Remember, all voter registration cards should be sent to the voter board of elections according to the voter registration laws in your state.

Lesson Six: Getting Ready for Election Day

Students will be able to:

- Understand what to expect at the polls on Election Day.
- Find information necessary for voting including, where to vote, and what type of identification the student needs to bring to the polls.
- Learn how to continue to be civically engaged after voting in an election.

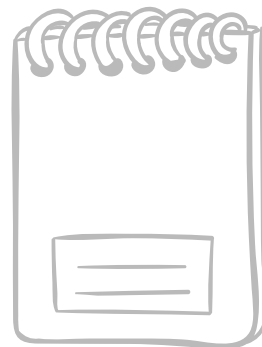
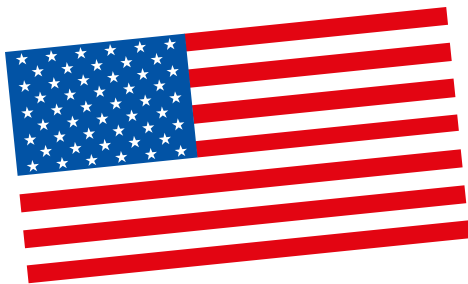
Time: 40 minutes

Preparation and Set-up: the teacher should ensure the students have access to the Internet for this lesson. Since students will research their polling location, they should have a computer, tablet, or smartphone available.

Materials:

Note that some of the materials below may pertain to a specific state or locality, for purposes of discussion. You may be able to find similar materials specific to your state by going to the website of your Secretary of State.

- Handout: What Do I Need to Know to Vote?
- Handout: Getting Ready for Election Day
- Handout: 5 Things You Need to Know on Election Day (English | Spanish)
- [Voting at the Polls, Los Angeles County Commission Video](#)
- Handout: Sample Ballot



Time (minutes)	Description of Activity	Notes and Materials
5	<p>Introduce the topic by handing out “What Do I Need to Know to Vote?”</p> <p><i>“Now that you are registered to vote, let’s think about what you might or might not need when you vote, let’s brainstorm.”</i></p>	<p>Give students the handout, What Do I Need to Know to Vote?</p>
15	<p>Divide the students in groups of three so they can gather information on what they need to vote on Election Day in their specific state.</p> <p><i>“Today we are going to get you ready to go to the polls. You will get online to research the different ways in which we can vote in our state as well what documentation you are required to bring with you when voting.</i></p> <p><i>Let’s get in groups of three and answer the questions on this worksheet, please go to the Fair Elections Legal Network link on your worksheet and fill out all the questions in the handout.”</i></p> <p>Once the students are divided in groups, give them the handout for this lesson and have them fill out all the questions. They will need access to the Internet to get the information from the Fair Elections Legal Network website.</p> <p>Give the students 10 minutes to fill out the form. Once completed, bring the students back to the main group to share their results; use the following questions to debrief:</p> <ul style="list-style-type: none"> • What form of identification do you need to bring with you to the polls? • What different options do you have to vote? Is early voting offered in our state? Can you vote by mail? • Does our state make it easy to vote? Why? Why not? <p>When you are done, play the Voting at the Polls video to provide them with an idea of what voting on Election Day would look like.</p> <p>You can debrief this activity by asking the following questions:</p> <ul style="list-style-type: none"> • Does the video provide you with an idea of what to expect on Election Day? • What are other questions you have about what to expect the day you will vote? <p>Next, please share a copy of the actual ballot used for the last presidential election in the state of Texas so students can get acquainted with the actual form. (You can also check your Secretary of State’s office or website to see if they have a previous ballot from your state).</p>	<p>Give students the handout, Getting Ready for Election Day and the 2012 Sample Ballot</p> <p>Fair Elections Legal Network’s State-Specific Guides</p> <p>Voting at the Polls video</p>

Time (minutes)	Description of Activity	Notes and Materials
15	<p>Now that the students learned where to get information to prepare for the polls, they need to start thinking about their next step in the civic engagement continuum.</p> <p>Please share with them The Continuum of Civic Engagement. Explain the boxes by reading from the notes. The student should identify where he or she is in the continuum and come up with ideas for how to move to the next step.</p> <p>Ask the students to identify where they are in the box and what they can do to move to the next step.</p> <p>To take action on issues and get more involved, students can join various community and online networks, such as the UnidosUS Action Network. Students can sign up to receive information via email.</p> <p>Students can also follow and join civic engagement activities on Twitter (example: @UnidosUSEmpowers).</p> <p><i>“Your civic duty doesn’t end at the polls, active citizens need to be involved beyond elections by engaging on local issues that affect you and your family such as education, jobs, health care, immigration reform, and others.</i></p> <p><i>The continuum strengthens society by connecting eligible immigrants to citizenship, citizens to registration and voting, and the whole community to ongoing education and advocacy to achieve change that benefits all of us.</i></p> <p><i>Look at the form and identify which of these activities you are engaged in. Note that you could be involved in more than one of these activities at the same time (you can be a voter, and an advocate, etc.). Where are you? What would you need to do to be part of an activity you have not yet done?”</i></p>	<p>Give students the handout, The Continuum of Civic Engagement.</p>
5	<p>As you close the session, remind the students that it is important to be ready ahead of the election by knowing how they can vote, where they can vote, and what form of identification, if required, they need to bring with them to the polls.</p> <p>Provide them with the document 5 Things You Need to Know on Election Day so they can have more steps to walk them through Election Day.</p> <p><i>“Remember that now that you are registered to vote, you need to get to the polls, your vote is so important in this election. This handout will give you other steps you can keep with you to prepare you for November 6, 2018.”</i></p>	<p>Give students the handout, 5 Things You Need to Know on Election Day.</p>

Note for instructor: Please note that in order to get the information to fill out the worksheet, you will need to have access to the Internet for the students. If students don’t have mobile access, you could take them to a computer lab, if available.



Lesson One Handout:

Who Decides? Levels of Government

Name: _____

Date: _____

The Constitution of the United States establishes powers for the federal government and makes state and local governments responsible for everything that is not the job of the federal government. For a complex issue like immigration, each level of government has different responsibilities and power.

Local government (county, city, town, village)

Elected positions include: Mayor, council member or alderman, judges

Responsibilities related to immigration: Cities and local governments have a lot of power over how things happen in their limits, and they can use that power to make living in the city easier or harder for immigrants, for example:

- Sanctuary city designation: cities like Chicago have passed laws making it illegal to check immigration status when people interact with the police for other reasons. The purpose of this law is to make sure that everyone in the city feels safe calling for help or reporting crimes.
- Cities can expand services such as health care, English language classes, or other local benefits without checking immigration status.
- Schools are mostly under local control and local government has a lot of responsibility for making sure that all students, regardless of language or citizenship, are served.
- Local regulators can protect immigrants from fraudulent services by prosecuting people who take advantage of them.
- Some towns, such as Takoma Park, Maryland, have passed laws that allow noncitizens to vote in local elections. Please note that it is illegal for a noncitizen to vote in a federal election.

State government

Elected positions include: Governor, attorney general, state senator, state representative

Responsibilities related to immigration: States do not have the power to change immigration status, but they can provide resources for immigrants in their state. On the other hand, states can pass laws that make it very difficult for undocumented people and their families.

- States determine the criteria for receiving a driver's license in their state. Some states, including California, Colorado, New Mexico, and Illinois, allows some undocumented immigrants to get a driver's permit or license under certain circumstances. The purpose is to ensure that everyone driving in the state participates in the licensing and insurance systems.
- States can create programs to provide services for undocumented people who are excluded from federal services. In California, for example, undocumented immigrants can participate in the Medi-Cal program and receive some health coverage.

- States can pass laws extending in-state tuition to undocumented students who can prove they live in the state. Some states also have state financial aid available for undocumented students, who are not eligible for federal financial aid. On the other hand, some states have gone in the other direction and passed laws that block any kind of in-state tuition for undocumented students.
- States can pass laws designed to make life in the state more difficult for undocumented immigrants. These laws may require that the local police check immigration status on any traffic stop, or attach penalties to helping someone who is undocumented. In places that these kind of laws have been passed, there have been serious challenges for Latinos and other minority populations. Some states have seen serious drops in the number of Latinos in the state, which has created problems for the economy.

Federal government

Elected positions: President, senator, congressional representative

Responsibilities related to immigration: The federal government is responsible for immigration policy and enforcement.

- The federal government determines who is eligible for citizenship, how many and what type of visas will be issued each year, and controls all legal proceedings related to immigration.
- The federal government is responsible for enforcement, deportation, and border safety.
- The federal government can hear appeals based on a specific situation.
- The federal government can create change for the entire country's immigration system. For example, in 1986 under President Ronald Reagan, 2.9 million undocumented immigrants became eligible for citizenship through an amnesty program.



Lesson Two Handout:

Forms of Government

Name: _____

Date: _____

Monarchy: A form of government with a chief of state (usually a king or queen) who inherits the position and rules for life. A monarchy can be absolute, where the ruler makes all decisions, or constitutional, where some power is held by another branch of government and follow a constitution.

What's good about this system?

What's bad?

What countries are examples?

Dictatorship: A form of government where a dictator or small group controls all decisions. In countries with dictatorships it is often against the law to disagree with the dictator's policies, and enemies may be sent to jail. There is often very little personal freedom.

What's good about this system?

What's bad?

What countries are examples?

Oligarchy: A form of government where a small group, often made up of powerful families or businesses, control most or all decisions.

What's good about this system?

What's bad?

What countries are examples?

Anarchy: Anarchy is the anti-government form of government. It describes a system where there is no formal hierarchy and no mechanism for enforcing laws. Anarchy sometimes happens when a nation-state is not able to govern itself.

What's good about this system?

What's bad?

What countries are examples?

Direct Democracy: Direct democracy is a form of government that allows citizens to have direct input on laws, constitutional amendments, and decision-making. A nation can have elements (parts) of direct democracy, such as allowing for ballot initiatives in some states.

What's good about this system?

What's bad?

What countries are examples?

Representative Democracy: Representative democracy is a form of government that allows citizens to vote for elected representatives who will represent their beliefs and interests.

What's good about this system?

What's bad?

What countries are examples?



U.S. Voting Rights Timeline

1776	<p>Only people who own land can vote Declaration of Independence signed. Right to vote during the Colonial and Revolutionary periods is restricted to property owners—most of whom are white male Protestants over the age of 21.</p>
1787	<p>No federal voting standard—states decide who can vote U.S. Constitution adopted. Because there is no agreement on a national standard for voting rights, states are given the power to regulate their own voting laws. In most cases, voting remains in the hands of white male landowners.</p>
1789	<p>George Washington elected president. Only 6% of the population can vote.</p>
1790	<p>Citizen=White 1790 Naturalization Law passed. It explicitly states that only “free white” immigrants can become naturalized citizens.</p>
1848	<p>Activists for ending slavery and women’s rights join together Women’s rights convention held in Seneca Falls, NY. Frederick Douglass, a newspaper editor and former slave, attends the event and gives a speech supporting universal voting rights. His speech helps convince the convention to adopt a resolution calling for voting rights for women.</p>
1848	<p>Citizenship granted, but voting denied The Treaty of Guadalupe-Hidalgo ends the Mexican-American War and guarantees U.S. citizenship to Mexicans living in the territories conquered by the U.S. However, English language requirements and violent intimidation limit access to voting rights.</p>
1856	<p>Vote expanded to all white men North Carolina is the last state to remove property ownership as a requirement to vote.</p>
1866	<p>Movements unite and divide Two women’s rights activists, Elizabeth Cady Stanton and Susan B. Anthony, form an organization for white and black women and men dedicated to the goal of universal voting rights. The organization later divides and regroupes over disagreements in strategies to gain the vote for women and African Americans.</p>
1868	<p>Former slaves granted citizenship 14th Amendment to the U.S. Constitution passed. Citizenship is defined and granted to former slaves. Voters, however, are explicitly defined as male. Although the</p>



U.S. Voting Rights Timeline

	amendment forbids states from denying any rights of citizenship, voting regulation is still left in the hands of the states.
1870	<p>Vote cannot be denied because of race, explicitly – so other discriminatory tactics used</p> <p>15th Amendment passed. It states that the right to vote cannot be denied by the federal or state governments based on race. However, soon after, some states begin to enact measures such as voting taxes and literacy tests that restrict the actual ability of African Americans to register to vote. Violence and other intimidation tactics are also used.</p>
1872	<p>Women try to vote</p> <p>Susan B. Anthony is arrested and brought to trial in Rochester, New York, for attempting to vote in the presidential election. At the same time, Sojourner Truth, a former slave and advocate for justice and equality, appears at a polling booth in Grand Rapids, Michigan, demanding a ballot but she is turned away.</p>
1876	<p>Indigenous people cannot vote</p> <p>The Supreme Court rules that Native Americans are not citizens as defined by the 14th Amendment and, thus, cannot vote.</p>
1882	<p>The Chinese Exclusion Act bars people of Chinese ancestry from naturalizing to become U.S. citizens.</p>
1887	<p>Assimilation=Right to Vote</p> <p>Dawes Act passed. It grants citizenship to Native Americans who give up their tribal affiliations</p>
1890	<p>Wyoming admitted to statehood and becomes first state to legislate voting for women in its constitution.</p>
1890	<p>Indigenous people must apply for citizenship</p> <p>The Indian Naturalization Act grants citizenship to Native Americans whose applications are approved—similar to the process of immigrant naturalization.</p>
1912-13	<p>Women lead voting rights marches through New York and Washington, D.C.</p>
1919	<p>Military Service=Citizenship for Native Americans</p> <p>Native Americans who served in the military during World War I are granted U.S. citizenship.</p>



U.S. Voting Rights Timeline

1920	<p>Right to vote extended to women 19th Amendment passed, giving women right to vote in both state and federal elections.</p>
1922	<p>Asian≠White≠Citizen Supreme Court rules that people of Japanese heritage are ineligible to become naturalized citizens. In the next year, the Court finds that Asian Indians are also not eligible to naturalize.</p>
1924	<p>Again, citizenship granted but voting denied The Indian Citizenship Act grants citizenship to Native Americans, but many states nonetheless make laws and policies which prohibit Native Americans from voting.</p>
1925	<p>Military Service=Citizenship for Filipinos Congress bars Filipinos from U.S. citizenship unless they have served three years in the Navy.</p>
1926	<p>State violence used to prevent people from exercising their right to vote While attempting to register to vote in Birmingham, Alabama, a group of African American women are beaten by election officials.</p>
1947	<p>Legal barriers to Native American voting removed Miguel Trujillo, a Native American and former Marine, sues New Mexico for not allowing him to vote. He wins and New Mexico and Arizona are required to give the vote to all Native Americans.</p>
1952	<p>McCarran-Walter Act grants all people of Asian ancestry the right to become citizens.</p>
1961	<p>23rd amendment passed. It gives citizens of Washington, D.C. the right to vote for U.S. president. But to this day, the district's residents—most of whom are African American—still do not have voting representation in Congress.</p>
1963-64	<p>Voting rights as civil rights Large-scale efforts in the South to register African Americans to vote are intensified. However, state officials refuse to allow African Americans to register by using voting taxes, literacy tests and violent intimidation. Among the efforts launched is Freedom Summer, where close to a thousand civil rights workers of all races and backgrounds converge on the South to support voting rights.</p>



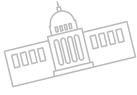
U.S. Voting Rights Timeline

1964	<p>No special tax to vote 24th Amendment passed. It guarantees that the right to vote in federal elections will not be denied for failure to pay any tax.</p>
1965	<p>Grassroots movement forces change in law Voting Rights Act passed. It forbids states from imposing discriminatory restrictions on who can vote, and provides mechanisms for the federal government to enforce its provisions. The legislation is passed largely under pressure from protests and marches earlier that year challenging Alabama officials who injured and killed people during African American voter registration efforts.</p>
1966	<p>After the legal change, struggle continues for social change Civil rights activist James Meredith is wounded by a sniper during a solo “Walk Against Fear” voter registration march between Tennessee and Mississippi. The next day, nearly 4,000 African Americans register to vote. And other civil rights leaders such as Martin Luther King, Jr. and Stokely Carmichael continue the march while Meredith heals. Meredith rejoins March at its conclusion in Mississippi.</p>
1971	<p>Voting age lowered to 18 26th Amendment passed, granting voting rights to 18-year-olds. The amendment is largely a result of Vietnam War-protests demanding a lowering of the voting age on the premise that people who are old enough to fight are old enough to vote.</p>
1975	<p>Voting materials in various languages Amendments to Voting Rights Act require that certain voting materials be printed in languages besides English so that people who do not read English can participate in the voting process.</p>
1993	<p>Making voter registration easier National Voter Registration Act passed. Intends to increase the number of eligible citizens who register to vote by making registration available at the Department of Motor Vehicles, and public assistance and disabilities agencies.</p>
2000	<p>Residents of U.S. colonies are citizens, but cannot vote A month prior to the presidential election, a federal court decides that Puerto Ricans living in Puerto Rico, though U.S. citizens, cannot vote for U.S. president. Residents of U.S. territories including Puerto Rico, Guam, American Samoa and the U.S. Virgin</p>



U.S. Voting Rights Timeline

	<p>Islands—nearly 4.1 million people total—cannot vote in presidential elections and do not have voting representation in the U.S Congress.</p>
<p>2001</p>	<p>Debate—Should voting rights be taken away from felons? For how long? The National Commission on Federal Election Reform recommends that all states allow felons to regain their right to vote after completing their criminal sentences. Nearly 4 million US citizens cannot vote because of past felony convictions. In California, felons are prohibited from voting while they are in prison or on parole. But, in other states, especially in the South, a person with a felony conviction is forever prohibited from voting in that state. These laws are a legacy of post-Civil War attempts to prevent African Americans from voting. Ex-felons are largely poor and of color.</p>
<p>2002</p>	<p>Trying to solve election inconsistency with more federal voting standards Help America Vote Act (HAVA) passed in response to disputed 2000 presidential election. Massive voting reform effort requires states comply with federal mandate for provisional ballots, disability access, centralized, computerized voting lists, electronic voting and requirement that first-time voters present identification before voting.</p>



Name: _____



1870

The 15th Amendment gives African-American men the right to vote and prohibits state and local governments from denying that right. This amendment was still necessary even after the 14th Amendment gave African-American men the right to vote as citizens.

1876

Poll taxes and literacy tests are used in many southern states to restrict the ability of African-Americans to register and vote. The Supreme Court rules that Native Americans are not citizens and because of this they do not have the right to vote.

1964

President Lyndon B. Johnson signs a major civil rights law that guarantees the right to register to vote without reprisal. This law is called the Civil Rights Act. The 24th Amendment makes the poll tax unconstitutional.

1971

The 26th Amendment lowers the voting age to 18.

1798

The Electoral College elects George Washington president. Only 6 percent of the entire population can vote in the election.

1868

Lawmakers enact the 14th Amendment granting citizenship to African-Americans, and African-American men are now allowed to vote. However, state officials still try to deny them this right and prevent them from voting.

1920

The 19th Amendment gives women the right to vote.

1940

Congress grants citizenship to Native Americans.

1965

Martin Luther King, Jr., leads 25,000 people on a 54-mile march from Selma, Alabama, to Montgomery, Alabama, to dramatize the need for more voting rights.

The Voting Rights Act is passed. This is a landmark piece of legislation, which echoes and underscores the 15th Amendment. This law protects all voting rights, including the rights of Native Americans to vote. It states: "No voting qualification or prerequisite to voting, or standard, practice, or procedure, shall be imposed or applied by any state or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color."



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Dissecting the Youth Vote

Americans under 30 years old leaned left in this election, but not to the extent that they have in the past.



Grinnell College students sport shirts supporting Hillary Clinton.

Brian Snyder / Reuters

EMILY RICHMOND, MIKHAIL ZINSHTEYN, AND NATALIE GROSS

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In her first election, 19-year-old Melissa Kelley voted for Hillary Clinton. “There’s a million reasons” why, she said. “Donald Trump is just so anti-everything I believe in.” Kelley’s causes? A woman’s right to choose an abortion, Black Lives Matter, refugees, and the environment.

But don’t take the American University sophomore’s comments as a sign the entire youth vote backed the former secretary of state and senator. A national exit poll [suggests](#) more young adults in 2016 than in 2012 “supported a third-party candidate, did not vote for a presidential candidate, or specifically chose



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not to answer this poll question,” according to the Center for Information and Research on Civic Learning and Engagement (CIRCLE).

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Though voters ages 18-to-29 skewed liberal, more than a third did not: **Fifty-five percent of young voters chose Clinton**, down from the 60 percent that backed Obama in 2012, while 37 percent chose President-Elect Donald Trump.

CIRCLE researchers held a press call Wednesday to unpack some early data on the youth vote, which accounted for 19 percent of the ballots cast nationwide—the same percentage as in 2012. “Young voters were a substantial voting bloc and they influenced the outcome, although a majority of them ended up on the losing side of the presidential race,” said Kei Kawashima-Ginsberg, the CIRCLE director, from her office at Tufts University in Medford, Massachusetts.

Among CIRCLE’s key findings:

- In Michigan, a state considered essential to Clinton’s “blue wall” of electoral support, the youth vote was the only age group to favor Clinton over Trump—who ultimately won the state.
- Trump and Clinton split the youth vote in Iowa, with each receiving 45 percent. Clinton was favored by the youngest voters (ages 18-24) while voters aged 25-29 strongly supported Trump.
- In Nevada, where Clinton won by 26,000 votes, 18 to 29-year-olds favored her 52 to Trump’s 35 percent, **adding 35,000 votes** to Clinton’s column.



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When reporting on these data, it's important to remember that the "youth vote" encompasses a diverse group of voters, and generalizations about them should be avoided. An 18-year-old and a 29-year-old might have supported the same candidate but their reasons for doing so can be—and often are—very different.

"Young voters supported Hillary Clinton and other Democratic candidates more than any other age group did," Kawashima-Ginsberg said. "However, they are a heterogeneous generation, and their choices differed greatly depending on their own race, their state, and other factors."

That's no solace to Clinton's young supporters. "I'm just really still in shock," Kelley said, "and nervous for the future." While she admittedly reads left-leaning news sites and surrounds herself with friends who are also Democrats, she said she didn't realize that people in other parts of the country felt so differently.

One common trait of younger voters, according to CIRCLE researchers, is they tend to put greater stock in the causes they care about rather than the appeal of a particular candidate's personality.

That was certainly the case for Cassandra Behler in Ann Arbor, Michigan. Behler, 19, works between 50 and 60 hours per week at two jobs and takes classes in literature and anthropology at Washtenaw Community College—when she can afford it. While crafting lattes and washing dishes Tuesday afternoon at a local coffeehouse where she's a barista, Behler said she would be voting for Clinton, after having first supported Bernie Sanders. Trump's policy stances made him an impossible choice, she said.

"This is about who do we want to be the face of our country."

"I don't think the personalities of either candidate is appealing," Behler said. "But (Clinton) is the most progressive candidate. Even when Trump says 'I want to make to make America great again' he really means he wants to rewind time."



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Behler added that she had tried to convince some of her friends not to follow through on plans to support a third-party candidate: “That’s just a waste of a vote.” Some of them didn’t intend to vote at all, which disappointed her. National exit-polling data showed that 8 percent of 18-to-29-year-olds backed neither candidate on Tuesday.

“This is about who do we want to be the face of our country,” Behler said. “I don’t want that face to be Donald Trump’s.”

Her frustration was echoed by 18-year-old Ethan Aliste, a freshman at Santa Monica College, a community college near Los Angeles. Aliste researched the statewide ballot measures in addition to the candidates and considered himself fairly well prepared for his first trip to the polls. But he says some of his friends were more apathetic about the political stakes or claimed registering to vote was too difficult.

He tried cajoling them to register and vote by discussing the debates with them, he said. “And frankly, they don’t like either of the candidates either, so for them it’s a matter of ‘Oh, I’m not gonna vote, doesn’t matter if I voted anyway, it’s not gonna count,’” Aliste said Tuesday in an interview at a polling place in the Palms neighborhood of L.A.

Other 18-year-olds spoke of a large concentration of friends who voted. Rami Mamita, an Eagle Scout who turned 18 yesterday, said in an interview that of the roughly 20 friends of his who were old enough to vote, 13 took part in the elections. Mamita, a senior at Santa Monica High School in California who wants to become a doctor, said taking AP Government helped him stay abreast of the news. “Definitely a majority” of what he knows about the election is because of this class; the teacher assigned weekly viewings of *Meet the Press* followed by a quiz and class discussion.

In his studies, he found some stark differences between this year’s presidential campaign and past ones. “There was a video of a debate between Romney and Obama; I looked at it—it was much more civilized,” Mamita said. “They spoke in a much more formal manner. And I compared it to now, it’s just amazing.” Green issues like the environment and public transit matter to Rami, but his



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interests are global, too: He has two dozen family members in Syria. “Some of them died from grenades, gunshots; so we just look at that issue really seriously and see which president would be able to contribute to these conflicts, resolve them, rather than create even more tension,” he said.

Having arrived from Cuba at age 12, Jessica Valdes became a U.S. citizen a few years ago. Now a junior at the University of Florida, Valdes voted early last Friday in Gainesville, Florida, for Clinton—the presidential candidate with the best proposals for immigration and education policies that would affect her personally, Valdes said. (A poll about a week before the election [showed](#) Trump’s support among Cuban-Americans in Florida at 52 percent.)

The issue of most importance to Valdes was immigration reform and a plan that would provide a path toward citizenship for undocumented immigrants. She has many friends who also entered the country as children and are now recipients of Deferred Action for Childhood Arrivals (DACA)—a program that allows some undocumented individuals who entered the U.S. as children to stay in the country without the risk of deportation.

“There are certain groups of people whose lives are really at risk,” Valdes said. Clinton “wants to give (immigrants) the opportunity to achieve the American dream.”

Of the two candidates, Clinton was the most informed and “willing to work with minority people in the United States,” she said. She also valued the former secretary of state’s plans for making college more affordable.

Valdes, who’s majoring in political science, stayed up-to-date on major races through social media, CNN and *The New York Times*. She was doing research on local races with her phone up until the time she voted.

This article appears courtesy of the [Education Writers Association](#).

ABOUT THE AUTHORS



EMILY RICHMOND is the public editor for the [National Education Writers Association](#). She was previously the education reporter for the *Las Vegas Sun*.

[Twitter](#)



Lesson Five Handout:

Voter Registration Eligibility Requirements

Name: _____

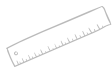
Date: _____

To vote in a federal election in the United States, potential voters must meet certain requirements. You are eligible to vote if:

Federal Requirements	Check Eligibility (Yes/No)
You are a U.S. citizen.	
You meet your state's residency and other requirements.*	
You are 18 years old. Some states allow 17-year-olds to vote in primaries or register to vote if they will be 18 before the general election. <ul style="list-style-type: none"> Check your state's Voter Registration Age Requirements. 	

- *Since voter registration requirements vary by state, visit 411.org or the **U.S. Election Assistance Commission** website for state-specific eligibility requirements.

State Requirements	Check Eligibility (Yes/No)
Can 17-year-olds vote in primary elections?	
Do voters need to bring identification?	
Does this state have early voting?	
What other requirements does this state have? Can convicted felons vote?	



Lesson Six Handout:

What Do I Need to Know to Vote?

Name: _____

Date: _____

As you prepare to vote in the upcoming election, let's think about what you might or might not need in order to cast your ballot!

Question	Yes	No	Maybe
Do you need to bring photo I.D. with you at the polls in order to vote?			
Are you allowed to vote early in your state?			
Are you allowed to cast your ballot by mail?			
Are you allowed to bring a family member or someone else to help you navigate the machine?			
Are you allowed to use your phone while you are voting?			



Lesson Six Handout:

Getting Ready for Election Day

Name: _____

Date: _____

Voting on Election Day is an easy process, you need to be prepared. See the [Fair Elections Legal Network's](#) state-by-state voting guides to find the information you need to get ready.

Please answer the following questions:

Where do I need to vote on Election Day?

What kind of identification do I need to bring with me?

In what different ways can I vote?

During what times can I vote on Election Day?

Can I vote in Spanish or other languages?



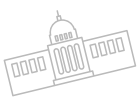
5 THINGS YOU NEED TO KNOW ON ELECTION DAY

- 1 GO TO THE RIGHT PLACE** Poll locations can change. Be sure to locate your polling place before you go to vote. Check www.VOTE411.org or contact the elections office or board of elections for your county, city or state.
- 2 BRING I.D.** You may need to show I.D. at the polling place. To be safe, bring your driver's license or another photo I.D. In some places, a current utility bill, paycheck or other document that includes your name and street address may also work.
- 3 GET A BALLOT** Don't panic if you registered to vote but your name is not on the list. Get help from a poll worker to make sure your vote is counted. You should be given a provisional ballot or given directions to another polling place.
- 4 GET HELP** Poll workers are there to help you. They'll show you how to use the voting machine or give you a provisional ballot if you need one. Ask, or read the signs at your polling place, which have instructions, list your voting rights and say how to file a complaint.
- 5 STAY AND VOTE** You probably won't have to wait too long. But even if the line is long, don't leave without voting. The outcome of this election will be important!



5 COSAS QUE DEBE SABER EL DÍA DE LAS ELECCIONES

- 1 VAYA AL LUGAR QUE LE CORRESPONDE** Los lugares de votación pueden cambiar. Ubique su recinto electoral antes de ir a votar. Consulte www.VOTE411.org o póngase en contacto con la oficina electoral o con la junta electoral de su condado, ciudad o estado.
- 2 LLEVE SU IDENTIFICACIÓN** Quizá tenga que presentar un documento de identificación en el recinto electoral. Para evitar contratiempos, lleve su licencia de conductor u otro documento de identificación con foto. Algunos lugares aceptan una cuenta de servicios públicos actual, cheque de sueldo o documento donde figure su nombre y dirección.
- 3 CONSIGA UNA BOLETA** No se desespere si se ha inscrito para votar pero su nombre no figura en el padrón electoral. Pídale ayuda al encargado de mesa para cerciorarse de que su voto se compute. Le deberán entregar una boleta provisoria o indicaciones para ir a otro recinto electoral.
- 4 PIDA AYUDA** La gente a cargo de las mesas electorales está ahí para prestarle su ayuda. Le mostrarán cómo usar la máquina para votar o, si necesita, le entregarán una boleta provisional. Pregunte o lea los carteles que se encuentran en su recinto electoral, donde encontrará instrucciones, la lista con sus derechos como votante e indicaciones para presentar una queja.
- 5 ESPERE Y VOTE** Probablemente no tenga que esperar mucho. Pero, aunque la cola sea larga, no se retire antes de votar. ¡Los resultados de estas elecciones son muy importantes!

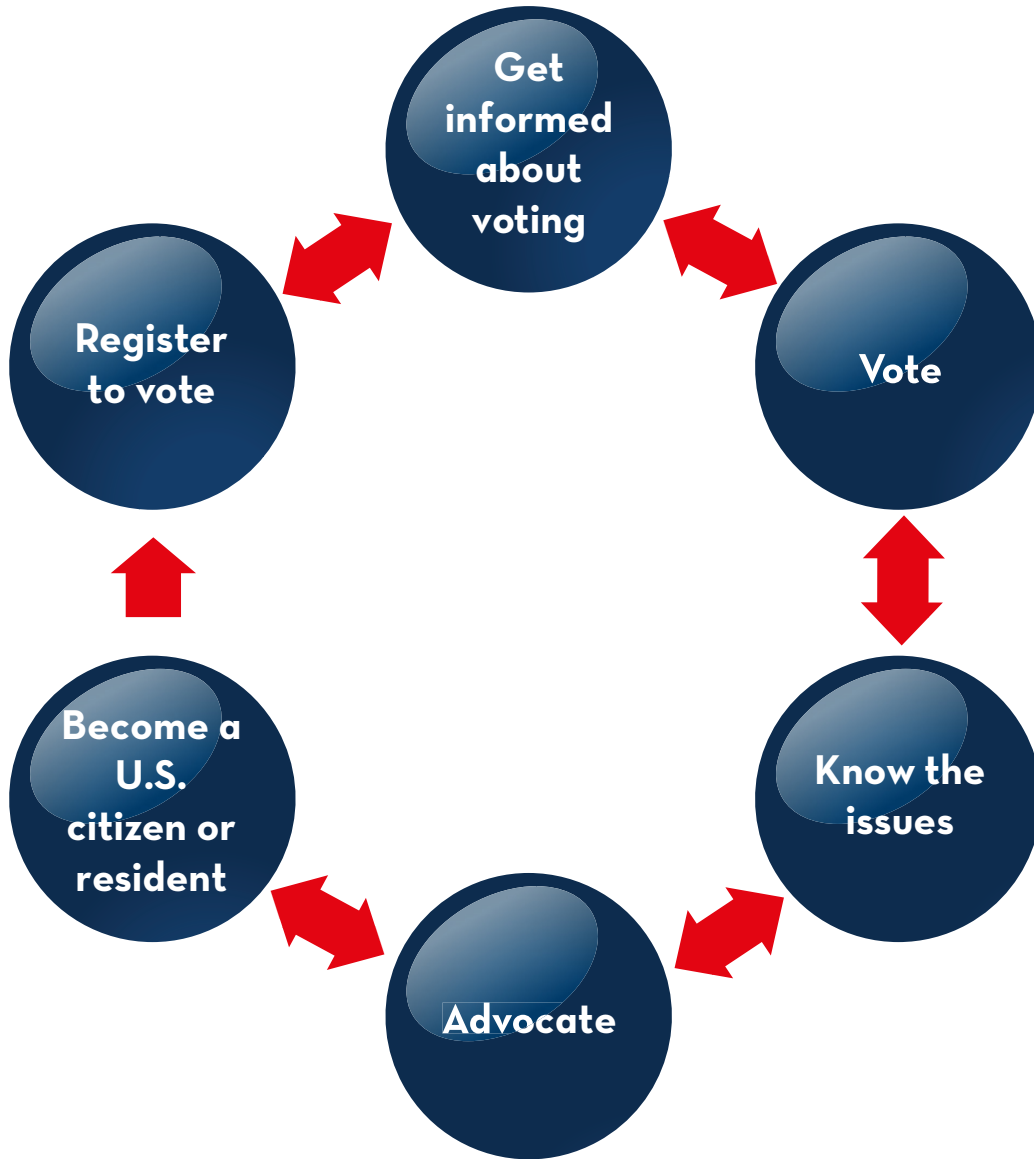


Lesson Six Handout:

The Continuum of Civic Engagement

Name: _____

Date: _____



The continuum of civic engagement tells us that we can strengthen civil society by connecting eligible immigrants to citizenship, citizens to registration and voting, and the whole community to ongoing education and advocacy to achieve change.

Please answer the following questions:

- In which circle are you positioned right now?
- What do you need to do to move forward in the continuum of civic engagement?

About the Authors

Maria Moser, M.Ed., Senior Director of Teaching and Learning, UnidosUS

Maria Moser began her career in education as an ESL teacher in Washington, DC, as a Teach for America corps member, and has taught ESL and bilingual classrooms in DC and Chicago public schools. Since beginning at UnidosUS in 2007, she has led teacher and school support efforts at schools across the country.

Moser is passionate about curriculum and has developed the Escalera, Thinkfinity, and *Líderes Avanzando* curricular materials. She holds an MA in teaching English as a second language from The American University and a BA in American studies from Georgetown University.

Janet Hernandez, Senior Civic Engagement Project Manager, UnidosUS

Janet Hernandez has worked for the UnidosUS 2008. Her main focus is the development and implementation of civic engagement strategies that positively impact the Latino community. She works closely with Affiliates and partners across the country to increase their organizational, leadership, advocacy, and electoral capacity.

Hernandez leads the Community Leaders Action Summit and the Latino Empowerment and Advocacy Project, which focuses on the integration of voter registration and get-out-the-vote efforts into service provider's models. She is an energetic trainer with the Latino Leadership Institute and managed the Emerging Latino Communities Initiative to develop effective and sustainable advocacy and organizing Affiliates and partners at the local and state levels. Janet co-authored *Advocacy Tool Kit: Giving a Voice to Community Health Workers*.

Hernandez holds a bachelor's degree in international business management from The American University in Washington, DC, a certificate in nonprofit management from Georgetown University, and a certificate in leadership, organizing, and action from the Harvard Kennedy School of Government.