



CLASSROOM LAW PROJECT

PRESENTS

ELECTION 2022: ENVISIONING OREGON'S FUTURE

A collection of activities and materials to help students understand
the processes and issues of the 2022 General Election

Introduction





September 2022

A Note from Classroom Law Project:

We know that discussing political issues with our students is often unpredictable and challenging, particularly during an election year—and especially in our current national political climate. We at Classroom Law Project are pleased to offer you a series of activities **targeted to middle- and high-school grades** to help you and your students sort through this year's election issues.

Our theme for our 2022 set of materials is **Envisioning Oregon's Future**. This year's edition focuses on several topics:

- electing Oregon's next governor
- direct democracy in Oregon
- voting behavior
- voting rights
- a culminating classroom hearing

We have designed these materials so that individual teachers can integrate these materials into existing curriculum, use some or all of the curriculum as written, or create lessons to suit their individual needs. Please pick and choose what works best for you and your students. Essential Questions, Objectives, Vocabulary, and Oregon Standards (Social Studies and Literacy Standards in History/Social Studies) provide a basic framework for each section of this document.

Classroom Law Project believes that teaching democracy well requires students to practice democracy. As such, this series of activities culminates in a final **mock legislative hearing** in which you can involve everyone in your classes. All students testify before a simulated legislative committee made up of community members you invite into your classroom. All of the how-to's are included here for you to create this fun and memorable experience for your students and members of the community. Through this hearing, students will be able to participate in an active, informed community "discussion" and demonstrate what they have learned from the process.

Thank you for your involvement with Classroom Law Project; we hope that these materials will introduce creative and thoughtful conversations in your classroom and give students the opportunity to engage with issues that will directly affect their everyday lives.

Use. Enjoy. Vote!

Classroom Law Project Programs Team

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GOALS

Teachers will have the opportunity to:

- Choose from a variety of topics for their students to engage with during election season
- Relate the activities and materials to students' lives
- Build a sense of community and civic culture among students as they work together
- Measure growth in students' understanding of election and voting issues
- Improve students' ability to engage with people of voting age about the issues this election year

Students will be able to:

- Consider the process of selecting Oregon's next governor
- Compare and contrast perspectives on the ballot measures proposed in 2022
- Assess the history of voting rights in the United States
- Understand major issues around voting in the United States, including lowering the voting age; restoring the franchise to convicted felons; and legislative redistricting/gerrymandering
- Determine the factors that impact voter turnout
- Create a plan for encouraging eligible voters to register and to vote
- Demonstrate their learning by testifying before members of the community

ELECTIONS 2022: ENVISIONING OREGON'S FUTURE

Starter Activity: Theme & Pre-Unit Student Survey

In addition to providing information about Oregon's gubernatorial and ballot initiative process, we have focused on voter turnout and motivations, the history of voting rights, and contemporary issues around voting access.

The following is a handout that gives your students the opportunity to write their thoughts about election-related themes. You can hand this out to your students before beginning any section of this election curriculum. A post-unit survey asks students the same questions again (see Activity 5.3). We hope you will see a significant increase in students' understanding as a result of these activities.



CULTIVATING CIVIC CLASSROOM CULTURE

In *The Political Classroom: Evidence and Ethics in Democratic Education*, scholars Diana Hess and Paula McAvoy argue that civics teachers should position the question “How should we live together?” at the center of their classroom culture. In designing a space for effective civic discourse, teachers should *establish a clear purpose* for their curriculum, build lessons and units around *sound teaching strategies and content understanding*, and *incorporate awareness about their own students’ abilities, backgrounds, and learning needs* into their planning.

When teaching about politically charged issues—and partisan elections can include some of the most controversial topics—teachers should approach their lessons with intentionality and integrity. It is never possible (nor academically sound) to avoid controversy in the Humanities; in fact, creating effective civic spaces should instead focus on helping students develop the tools to engage with controversial subjects in healthy ways. Teaching these lessons about the 2022 elections happens within a classroom culture where students listen to one another, pose thoughtful questions, respect differences of opinion, build their own positions around evidence, and take responsibility for their own learning.

These activities are not exhaustive—creating a civic space in a social studies classroom requires constant nurturing and cultivation—but they can help create the foundation of a culture in which students study issues related to the 2022 elections.

In addition, we offer resources from other organizations committed to supporting teachers in the creation of civic classroom cultures.

Additional Resources

Learning for Justice

(formerly Teaching Tolerance, supporting educational outreach efforts of the Southern Poverty Law Center)

- [Speaking Up for Civility](#)
- [Civil Discourse in the Classroom Unit](#)
- [Strategies for Developing Classroom Culture](#)



Other Resources

- [Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably](#) (Education Northwest)
- [Guidelines for Discussing Difficult or Controversial Topics](#) (Center for Research on Learning and Teaching at the University of Michigan)
- [Learning from Politics: 5 Actions to Help Students Embrace Civility- Education Week](#) (Nancy Willard, Embrace Civility in the Digital Age)
- [*Making Classroom Discussions Work: Methods for Quality Dialogue in the Social Studies*](#) (book) (Jane C. Lo)
- [“Polarized Classrooms”](#) (Paula McAvoy)
- [“Talking across Divides: 10 Ways To Encourage Civil Classroom Conversations on Difficult Issues”](#) (The New York Times)
- [*The Political Classroom: Evidence and Ethics in Democratic Education*](#) (book) (Diana E. Hess and Paula McAvoy)
- [“3 Steps to Civil Discourse in the Classroom”](#) (National Council for Social Studies)

OREGON STATE STANDARDS ADDRESSED

Grade 8 Social Studies Standards (2021)

Civics and Government

8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.

8.5 Examine and analyze significant documents establishing civil rights in the United States and Oregon, including (but not limited to) the Constitution, Bill of Rights, 13th - 15th Amendments and Oregon Constitution.

8.7 Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.

8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

8.9 Compare historical and contemporary means of changing societies and identify individuals and/or groups* promoting the common good including the importance of advocacy and activism related to socio-economic resistance (i.e., civil rights, LGBTQ+ rights, workers' rights) for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.

(* American Indian/Alaska Native/Native Hawaiian or Americans of African, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).)

8.10 Explain specific roles and responsibilities of citizens in a participatory democracy

Historical Thinking

8.30 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.

8.31 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.

Social Science and Analysis

8.33 Critique and analyze information for point of view, historical context, distortion, bias propaganda and relevance including sources with conflicting information in order to question the dominant narratives in history.

8.34 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

8.35 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.

8.36 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Grade 8 Literacy Standards in History/Social Studies (2018)

Reading

- 6-8.RH.1 Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support primary and secondary source analysis.
- 6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.RH.3 Identify key steps in a text's description of a process related to history/social studies.
- 6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6-8.RH.5 Describe how a text presents information.
- 6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose.
- 6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Writing

- 6-8.WHST.1 Write arguments focused on *discipline-specific content*.
- 6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8.WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- 6-8.WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 6-8.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

High School Social Studies Standards (2021)

Civics and Government

HS.1 Analyze the positive and negative implications of the US Constitution, Bill of Rights and Amendments, Supreme Court decisions, Federal Laws, and executive orders, for political, legal, economic, and social equality for all, including traditionally marginalized groups.

HS.2 Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.

HS.3 Identify, discuss, and explain the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for the expansion and protection of civil rights.

HS.4 Describe core elements of early governments that are evident in United States government structure.

HS.6 Examine institutions, functions and processes of the United States government.

HS.7 Evaluate the relationships among governments at the local, state, tribal, national, and global levels.

HS.8 Examine the institutions, functions, and processes of Oregon's state, county, local, and regional governments.

HS.9 Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies.

HS.11 Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events.

Historical Knowledge

HS.52 Evaluate continuity and change over the course of world and United States history.

HS.53 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.

HS.57 Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.

HS.60 Analyze and explain the historic and contemporary examples of social and political conflicts and compromises including the actions of traditionally marginalized individuals and groups addressing inequities, inequality, power, and justice in the U.S. and the world.

Historical Thinking

HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.

HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.

Social Science Analysis

HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.

HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.

HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.

HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.

HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.

HS.78 Identify and critique how implicit bias, institutional racism, racial supremacy, privilege, intersectionality, and identity influence perspectives in the understanding of history and contemporary events.

Grades 9–10 Literacy Standards in History/Social Studies (2019) Reading Informational Text

- 9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- 9-10.RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 9-10.RH.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- 9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing

- 9-10.WHST.1 Write arguments focused on *discipline-specific content*.
- 9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11–12 Literacy Standards in History/Social Studies (2019)

Reading Informational Text

- 11-12.RH.1 Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support primary and secondary source analysis, connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate and evidence-based summary that makes clear the relationships among the key details and ideas.
- 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- 11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- 11-12.RH.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- 11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing

- 11-12.WHST.1 Write arguments focused on *discipline-specific content*.
- 11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.



QUOTES ABOUT VOTING

Nobody will ever deprive the American people of the right to vote except the American people themselves and the only way they could do this is by not voting.

~ **Franklin D. Roosevelt (32nd US President)**

All that is needed for the triumph of evil is for good people to do nothing.

~ **Edmund Burke (British statesman and philosopher 1729-1797)**

The vote is the emblem of your equality, women of America, the guarantee of your liberty. ...Prize it! Understand what it means and what it can do for your country. Use it intelligently, conscientiously, prayerfully.

~ **Carrie Chapman Catt (suffragist & founder of the League of Women Voters)**

Bad officials are elected by good citizens who do not vote.

~ **George Jean Nathan, American Journalist (1882-1958)**

The most important office...that of the private citizen.

~ **Louis D. Brandeis, US Supreme Court Justice**

The future of this republic is in the hands of the American voter.

~ **Dwight D. Eisenhower (34th US President)**

The Voting Rights Act was, and still is, vitally important to the future of democracy in the United States.

~ **Coretta Scott King (civil rights leader)**

Elections belong to the people. It's their decision. If they decide to turn their back on the fire and burn their behinds, then they will just have to sit on their blisters.

~ **Abraham Lincoln (16th US President)**

The stakes are too high for government to be a spectator sport.

~ **Barbara Jordan (Civil Rights leader and member of the US House of Representatives)**
