Voting Proposals

Directions: Copy and cut out the slips and give one to each pair of students.

A. American citizens of voting age should be required to vote.

B. We should lower the voting age to 12.

C. Only people who pay income or property taxes in a given area should have the right to vote there.

D. Our votes all should be public record—no more secret ballots.

E. Elections with less than 70% turnout should be thrown out and held again until 70% turnout is reached.

F. Before casting their ballots, voters should be required to swear under oath that they are informed about the candidates and the issues.

G. Before casting their ballots, voters should be required to prove they are informed about the candidates and the issues.

H. Citizens should be able to vote for “none of the above” if they do not support any candidate.

I. Only high school graduates should be allowed to vote.
Website or Community Education Event

**Teacher Directions:** Students plan, create, and market a website or community education event that:

- increases awareness of the story of women’s suffrage in America.
- informs their local community about how women have participated in public life in their area.
- communicates their findings on participation in public life and exhorts their fellow citizens to greater involvement for the common good.
- encourages the members of their local community to appreciate and exercise their right to vote on many local issues and in the selection of representatives.

The education project might take the form of a website, a history fair, teaching a unit to younger learners, etc. The portfolio will document student planning and progress. All materials should be completed neatly, with extra pages inserted as needed to fully document the project through photographs, videos, screenshots, etc. Students should prepare a brief presentation describing their project for a school or community audience.

**Project Name**

___________________________________________________________________________

**Students Participating**

___________________________________________________________________________

________________________________________________________________________________________

**Project Completion Date** __________ **Portfolio Due Date** __________ **Presentation Date** __________

☐ Portfolio Table of Contents.

☐ Students test their assumptions regarding civic participation (**Handout A: Testing Assumptions**).

☐ Students research participation in public life (**Handout C: Indicators of Participation in Public Life**).
☐ Students plan, create, and market a website or community event to educate users regarding the history of women in politics and the importance of civic virtue. (Handout D: Capstone Project Website Outline) Note: these guidelines may be adapted to help plan a history fair or other local education event.

☐ Students conduct interviews to capture personal stories regarding women’s participation in public life. (Handout E: Politics and the Women of the ________ Family)

☐ Students document their work by including photos, videos, screenshots, etc. of the website or local education event.

☐ Students market and promote their website or local education event. (Handout F: Sample Website/Award Press Releases)

Comments

Project strengths:

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Areas for improvement:

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