



English Access Microscholarship Program  
Access

# Citizenship Module

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## *What Makes a Good Citizen?*

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- 1. What makes a good citizen? In groups/ pairs, try to come up with a definition of what you believe a good citizen is.**

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- 2. Check how other groups/pairs defined a good citizen. Take note of new ideas that you didn't mention in your definition. Update the definition you wrote above with the new ideas you got from other groups.**

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- 3. Do you think you are good citizen? Why or why not?**

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- 4. Fill in the following "Citizenship Skills" worksheet on the next page. Then take a moment to think about your responses. What do you think are some areas or traits that you need to work on to become a better citizen? You can choose to share your answer or keep it private.**

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# Citizenship Skills

## What is a good citizen?

A good citizen is someone who is responsible. It is someone who cares for others, follows the rules and does not do things that will hurt others or his environment.

Mark each activity that a good citizen would do:

- |  |   |
|--|---|
| <input type="checkbox"/> Volunteer at a homeless shelter | <input type="checkbox"/> Take your brother's CD player              |
| <input type="checkbox"/> Tease a classmate               | <input type="checkbox"/> Throw away someone else's trash            |
| <input type="checkbox"/> Recycle at home                 | <input type="checkbox"/> Share your snack with your sister          |
| <input type="checkbox"/> Vote                            | <input type="checkbox"/> Cheat on a test                            |
| <input type="checkbox"/> Laugh at someone who is hurt    | <input type="checkbox"/> Donate your old clothes                    |
| <input type="checkbox"/> Throw away your trash           | <input type="checkbox"/> Help someone who has fallen                |
| <input type="checkbox"/> Say "please" and "thank you"    | <input type="checkbox"/> Help raise money for a good cause          |
| <input type="checkbox"/> Make a card for a sick friend   | <input type="checkbox"/> Yell at someone who accidentally bumps you |

### Word Bank

Donate    Steal    Give    Respect    Judge    Care    Take  
Help    Litter    Thoughtful    Hurt    Manners    Mean    Share

On the lines below, re-write each of the words above that would be associated with someone who has good citizenship skills.

➤ _____	➤ _____
➤ _____	➤ _____
➤ _____	➤ _____
➤ _____	➤ _____

Answer the following questions:

1. Who is a good citizen? \_\_\_\_\_
2. Where are good citizens? \_\_\_\_\_
3. Why do we need good citizens? \_\_\_\_\_

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## What Kind of Citizen are you?

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In this activity, you will explore the definition of a citizen, as well as the traits ideal and negative citizens possess. You will participate in an acting (roleplay) exercise to discuss responsibilities of citizens in depth.

Pair up to perform the following scenarios. Each pair will have 2 minutes to prepare and then perform one scenario.

Then after each performance, the class will discuss the questions that follows each scenario. Listen carefully and take notes as your classmates are performing.

### Role Play #1: Voting

A: Hey, it's Election Day! I'm going to vote. Do you want to come?

B: Man, no way. I'm going to play some basket ball. I don't have any time for that mess.

A: Are you sure? Voting is really important. If you don't vote, you don't have a say in the decisions the government makes for us.

B: So what? One vote won't make a difference. Besides, I don't know anything about any of those politicians.

**After role play #1 discuss:**

- Characterize the two citizens you saw in this scene. Were they ideal or not? Explain.
- Why did character B not care to vote? Do you feel that this is a common belief? Why?
- What could Person A have said to try and convince Person B to vote? Whose responsibility is it to educate Person B on the importance of voting, or to convince him/her to vote?

### Role Play #2: Petitions

A: Hello. Could I have a moment of your time?

B: Sure.

A: I'm trying to collect signatures on this petition for doing away with our school's dress code. I feel like it is a restriction on a student's ability to be unique, and some people aren't comfortable in the style of the uniform. Would you sign this petition supporting our cause?

B: I can do that. I agree, those wool skirts are really uncomfortable. Good luck with your petition!

**After role play #2 discuss:**

- Characterize the two citizens you saw in this scene. Were they ideal or not? Explain.
- How might Person A's participation bring about change to the school dress code? What are other ways he/she could also try and change the dress code?

### Role Play #3: Volunteering

A: So get this...Chris won't come with us to the mall, because he says he's going to that gross homeless shelter to serve food. Can you believe that? I mean, what's his deal not wanting to hang out with us?

B: I have no idea. I know I'm not spending my time feeding those people when I could be shopping. Let's just go.

#### After role play #3 discuss:

- Characterize the two citizens you saw in this scene. Were they ideal or not? Explain.
- Why is volunteering important?
- Why do you think some people choose to volunteer? Why do others choose not to volunteer?
- What is our responsibility in terms of those less fortunate living in our communities?
- What are some places in our own community that offer services to those less fortunate, or places where we could volunteer?
- In this scene, someone is going to volunteer at a homeless shelter. How do some members of our communities end up in less fortunate situations and in need of services such as the ones we just brainstormed? (\*The group leader should facilitate answers so that myths are dispelled, such as "Homeless people just don't want to work.")

### Role Play #4: Citizen Responsibility

A: You won't believe this! I just saw someone get mugged outside in the parking lot!

B: You did? What happened?

A: I was looking out the window and I saw these guys jump this other guy and take his back pack.

B: What did you do?

A: Nothing! I'm not getting involved in all that drama.

#### After role play #4 discuss:

- Evaluate the citizenship characteristics of Person A. Were they ideal or not?
- What other choices could Person A have made, other than "not getting involved"? (\*The facilitator should make sure participants understand that they should never put themselves in danger in a situation like this; rather, they should call the police or go for help.)
- What about the person who robbed the citizen in the parking lot. How would you characterize this citizen? What causes some members of our community to make bad choices such as this?
- As a community of involved citizens, what are some steps we can take to protect our neighborhoods and communities?

### Role Play #5: Participation in Local Government

A: I can't believe how out of date our text books are! I really think this is ridiculous. The students hate them, and it's impossible to teach out of them. They're awful!

B: There is a school board meeting tonight. Why don't we go and get on the list to speak about text book adoption? We could explain the situation to the board, and ask them to upgrade our books.

A: No, Oprah comes on at 4:00PM. I don't ever miss Oprah.

#### After role play #5 discuss:

- Characterize the two citizens you saw in this scene. Were they ideal or not? Explain.
- Why do you think citizens choose to do things like watching TV over participating in their local governmental meetings?
- What could Person B have said to Person A to try and convince him/her of the importance of missing Oprah and going to the school board meeting?

### Role Play #6: Bullying

A: Hey, did you hear about Jackie Smith today in the cafeteria? She slipped on those cheap shoes of hers and fell down. Her lunch spilled all over her tacky polyester clothes! It was hilarious!

B: Are you serious? I can't believe I missed that! I would have loved to see her look that stupid. How embarrassing!

**After role play #6 discuss:**

- How would you describe the two people in this scene?
- Do things like this happen at your school? Do people tease, gossip about, or bully others? Why do you think some people choose to do this? How do you think it makes those being mistreated feel?
- Is the way you treat people part of being an "ideal citizen"? Explain.
- Why is it important to strive to form a safe school community, where teasing, bullying, gossiping, fighting, etc. is not tolerated? If these types of things happen at your school, what can you do to try and change the atmosphere? (The facilitator is looking for answers such as "Make sure I'm not doing it", "don't become part of the problem", "Let people know I'm not ok with teasing others", "Talk to teachers about it", etc.)

### Role #7: Attending School

A: Hey, are you coming to the bus stop with me? If you don't hurry, you'll miss the bus and get to first period late.

B: Whatever, I'm not going.

A: Why not?

B: I just don't want to. School is stupid, and my parents don't care if I go anyway.

**After role play #7 discuss:**

- Why is it important to attend school, regardless of whether you want to or whether someone makes you?
- Why is attending school part of your responsibility as a citizen? (\*You are looking for answers involving the fact that school is where we often learn civic responsibility, it's where we are educated, it's where we become literate, etc.)
- Discuss how all of these are crucial to the health of a democratic society.
- Why do you think that even though we've agreed on its importance, some students choose to drop out of school? Why is this dangerous to our society?

### Role Play #8: Priorities

A: What are you up to this Saturday?

B: I'm going to Pleasant Valley Community Center. A group of us noticed that the yard in front is looking rough, so we are going to help them landscape it. We raised money to buy new flowers and everything!

A: That sounds like hard work.

B: It kind of is, but it's going to look so much nicer, and it will improve our community. Just think of how many more people will notice how nice the center looks, and maybe be more likely to go in and use the services, or volunteer to help out.

A: Ok, I was going to the movies on Saturday, but I think I can help out.

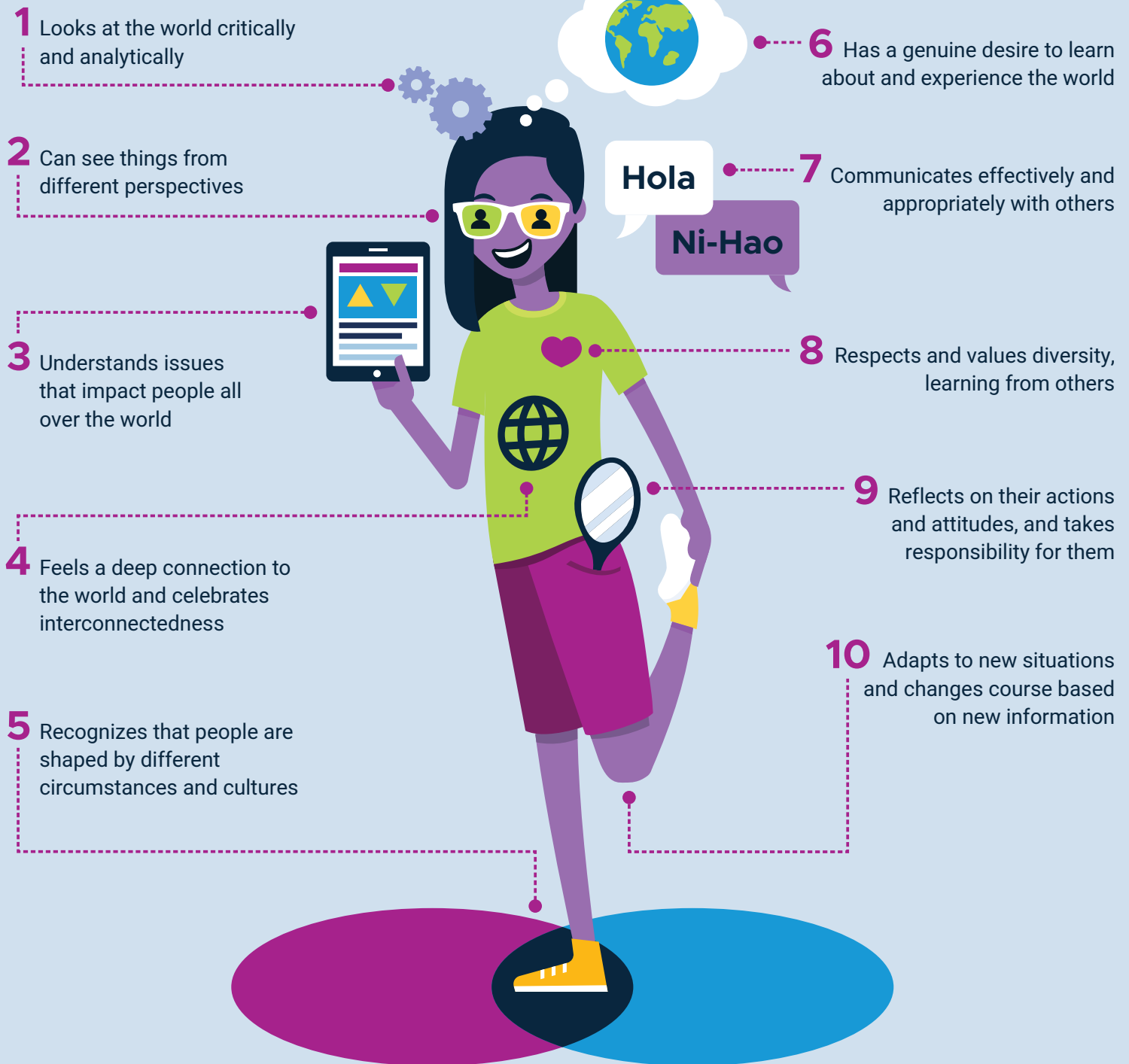
**After role play #8 discuss:**

- Characterize the two citizens you saw in this scene. Were they ideal or not? Explain.
- We discussed earlier why volunteering is important. How do you think these two people will feel about themselves and their community after volunteering?

# Profile of a global citizen

As students engage in global learning, they develop a combination of attitudes, skills and knowledge that demonstrate **10 core competencies**. These competencies empower learners to think globally, act locally and ultimately change the world.

## A global citizen:



To learn more about how to create a classroom of global citizens contact [partnerships@participate.com](mailto:partnerships@participate.com).

participate





“ The world is not dangerous because of those who do harm but because of those who look at it without doing anything. ”

~

Albert Einstein



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## The Power of Young Citizens

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### President Obama Challenges Young Citizens

We are going to explore the concept of active citizenship further by reading an excerpt from a speech President Barack Obama gave in 2005 to graduating college students. Read the speech on the next page. You can also watch the speech on YouTube on the following link, as you are reading along. <https://www.youtube.com/watch?v=4Or7-ipf4kM>

**1<sup>st</sup> Reading:** Scan the speech and underline new words or phrases that you don't understand. Write them in the box and share them with your classmates and teacher to help you understand their meaning.

**New words:**

**2<sup>nd</sup> Reading:** Read the text carefully and take notes on the margins to be able to discuss the following questions.

#### **Post-reading discussion questions:**

- 1- Obama opens by saying that “America is a land of big dreamers and big hopes. “What do you think he means? What examples can you cite as evidence of this?
- 2- According to Obama, what do all citizens need to do to “give every American a fighting chance in the 21st century”? Do you agree that this is what it will take? Explain.
- 3- What does Obama mean by “poverty of ambition?”
- 4- Are citizens responsible for taking up “the challenges that we face as a nation and make them your own...”? Explain.
- 5- The quote found on the Great Seal of the United States is, “E pluribus unum”, which means “Out of Many, One.” How does this relate to Obama’s message regarding individual salvation?
- 6- What examples of active citizenship does Obama note?
- 7- Can one person make a difference? Explain.
- 8- According to Obama, what connects us?
- 9- What is the purpose of Obama’s speech? What is he encouraging the new college graduates to do?
- 10- If Barack Obama was asked what he feels are the characteristics of an active, responsible citizen, how do you think he would respond?
- 11- As a Lebanese young citizen, what part of the speech were you able to relate to the most and inspired you the most to take action on becoming an active citizen?

## Senator Obama's Speech Excerpted from the June 4, 2005 Knox College Commencement Address

America is a land of big dreamers and big hopes. It is this hope that has sustained us through revolution and civil war, depression and world war, a struggle for civil and social rights and the brink of nuclear crisis. And it is because our dreamers dreamed that we have emerged from each challenge more united, more prosperous, and more admired than before.

So let's dream. Instead of doing nothing or simply defending 20th century solutions, let's imagine together what we could do to give every American a fighting chance in the 21<sup>st</sup> century...

All of that is possible but none of it will come easy. Every one of us is going to have to work more, read more, train more, think more. We will have to slough off some bad habits—like driving gas guzzlers that weaken our economy and feed our enemies abroad. Our children will have to turn off the TV set once in a while and put away the video games and start hitting the books. We'll have to reform institutions, like our public schools, that were designed for an earlier time. Republicans will have to recognize our collective responsibilities, even as Democrats recognize that we have to do more than just defend old programs.

It won't be easy, but it can be done. It can be our future. We have the talent and the resources and brainpower. But now we need the political will. We need a national commitment.

And we need each of you.

Now, no one can force you to meet these challenges. If you want, it will be pretty easy for you to leave here today and not give another thought to towns like Galesburg and the challenges they face. There is no community service requirement in the real world; no one is forcing you to care. You can take your diploma, walk off this stage, and go chasing after the big house, and the nice suits, and all the other things that our money culture says that you should want, that you should aspire to, that you can buy.

But I hope you don't walk away from the challenge. Focusing your life solely on making a buck shows a certain poverty of ambition. It asks too little of yourself. You need to take up the challenges that we face as a nation and make them your own. Not because you have a debt to those who helped you get here, although you do have that debt. Not because you have an obligation to those who are less fortunate than you, although I do think you do have that obligation. It's primarily because you have an obligation to yourself. Because individual salvation has always depended on collective salvation. Because it's only when you hitch your wagon to something larger than yourself that you realize your true potential.

And I know that all of you are wondering how you'll do this, the challenges seem so big. They seem so difficult for one person to make a difference. But we know it can be done. Because where you're sitting, in this very place, in this town, it's happened before.

Nearly two centuries ago, before civil rights, before voting rights, before Abraham Lincoln, before the Civil War, before all of that, America was stained by the sin of slavery. In the sweltering heat of southern plantations, men and women who looked like me could not escape the life of pain and servitude in which they were sold. And yet, year after year, as this moral cancer ate away at the American ideals of liberty and equality, the nation was silent.

But its people didn't stay silent for long.

One by one, abolitionists emerged to tell their fellow Americans that this would not be our place in history—that this was not the America that had captured the imagination of the world.

This resistance that they met was fierce, and some paid with their lives. But they would not be deterred, and they soon spread out across the country to fight for their cause. One man from New York went west, all the way to the prairies of Illinois to start a colony.

And here in Galesburg, freedom found a home. Here in Galesburg, the main depot for the Underground Railroad in Illinois, escaped slaves could roam freely on the streets and take shelter in people's homes. And when their masters or the police would come for them, the people of this town would help them escape north, some literally carrying them in their arms to freedom.

Think about the risks that involved. If they were caught abetting a fugitive, you could've been jailed or lynched. It would have been simple for these townspeople to turn the other way; to go live their lives in a private peace.

And yet, they didn't do that. Why?

Because they knew that we were all Americans; that we were all brothers and sisters; the same reason that a century later, young men and women your age would take Freedom Rides down south, to work for the Civil Rights movement. The same reason that black women would walk instead of ride a bus after a long day of doing somebody else's laundry and cleaning somebody else's kitchen. Because they were marching for freedom.

Today, on this day of possibility, we stand in the shadow of a lanky, raw-boned man with little formal education who once took the stage at Old Main and told the nation that if anyone did not believe the American principles of freedom and equality, that those principles were timeless and all-inclusive, they should go rip that page out of the Declaration of Independence.

My hope for all of you is that as you leave here today, you decide to keep these principles alive in your own life and in the life of this country. You will be tested. You won't always succeed. But know that you have it within your power to try. That generations who have come before you faced these same fears and uncertainties in their own time. And that through our collective labor, and through God's providence, and our willingness to shoulder each other's burdens, America will continue on its precious journey towards that distant horizon, and a better day.

*Text of Senator Obama's speech excerpted from the June 4, 2005, Knox College Commencement Address, reprinted on the college website. <http://www.knox.edu/x9803.xml>*

*YouTube video excerpt: <https://www.youtube.com/watch?v=4Or7-ipf4kM>*

## **Assignment: How to be an Active Citizen Pamphlet**

*“Ask not what your country can do for you; ask what you can do for your country.” ~ John F. Kennedy*

### **Group project**

Design a pamphlet that explains various ways to be an active, responsible citizen as well as encouragement for readers to be active, responsible citizens. By reading your pamphlet, a person should be educated on what is expected of them as a citizen.

You may use outside resources for information and ideas, such as your textbook, the internet, etc. Organize your thoughts on a separate sheet of paper before you begin your pamphlet. Your final pamphlet must include:

**1. Citizen Legal Duties** - As a citizen, there are certain things you are required to do. These things are known as legal duties. Legal duties include:

- Obeying the law
- Attending school
- Paying Taxes

You should describe and explain these 3 legal duties. Your description should be at least 3 sentences for each duty and include why each is important.

**2. Civic Responsibilities** - Responsibilities are things you should do, but do not have to do. U.S. citizens have 4 civic responsibilities.

- Voting
- Being Informed
- Respecting and protecting other’s rights
- Helping the community

You should describe and explain each of these responsibilities in at least 5 sentences and include your opinion regarding the responsibility’s importance, ways in which a citizen may meet this responsibility, examples, convincing arguments that will make pamphlet readers want to exercise this responsibility, quotes, etc.

**3. Volunteering** - Explain what volunteering is and why we should volunteer. What are the benefits to both the volunteer and the community? Give at least 3 reasons why individuals should volunteer. Name at least 5 places/ways that individuals can volunteer.

**4. Quotation** – Your pamphlet should include at least one quote from a politician on the topic of active citizenship, citizen responsibility, or related topics. The quote should be one that you agree with.

**5. Artistic Creativity** - Your pamphlet should be artistically created on unlined paper. It should have an attractive cover with a title and use at least 3 drawings/graphics throughout the pamphlet. Text in the pamphlet can be typed or neatly printed. Pamphlets can be a bi-fold or tri-fold. Be creative but accurate in the information you present (creative techniques such as poetry, art, etc. are great ways to make your pamphlet unique and inspiring). Final pamphlets should be neat, organized, appealing and interesting to the reader, and should contain no grammatical mistakes.

## Module 9A: The Duties of Citizens

**A** Do you know the responsibilities of a U.S. citizen? In pairs or small groups, discuss these sentences. Write a, b, or c on each line. Then check your answers on page 119.

a = things you must do

b = things you should or may do

c = things you mustn't or shouldn't do

1. \_\_\_ Oppose the Constitution of the United States.
2. \_\_\_ Protect your own rights and respect the rights of others.
3. \_\_\_ Obey the laws of the nation, state, county, and city.
4. \_\_\_ If you disagree with a policy or law, write your representative or senator to try to change it.
5. \_\_\_ Serve in the U.S. Army, Navy, Marines, or Air Force if there is a draft.
6. \_\_\_ Join the armed forces in peacetime.
7. \_\_\_ Serve on a jury if the court calls you and you are not excused.
8. \_\_\_ Stop work temporarily to do jury duty.
9. \_\_\_ Pay income taxes on time or pay the penalties.
10. \_\_\_ Refuse to report all your income so that your tax bill will be lower.
11. \_\_\_ Register to vote.
12. \_\_\_ Learn about the candidates (people running for office) and issues (topics of discussion) before every election.
13. \_\_\_ Discriminate against women, blacks, or members of national groups.
14. \_\_\_ Attend community or public meetings.
15. \_\_\_ Stay away from your children's school and refuse to help them with their homework.
16. \_\_\_ Volunteer (work without pay) in the community.
17. \_\_\_ Speak only your native language.
18. \_\_\_ Take English classes at a local school or adult school.

**B** In groups, tell the duties and responsibilities of U.S. citizens. You can use this sentence pattern.

As a citizen, you	have to mustn't ought to shouldn't	_____.
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**C** Which sentences do you agree with? Check them. Then in groups, choose one sentence and talk about it for one minute. Your classmates will agree or disagree and tell the reasons for their opinions.

1. \_\_\_ If you don't agree with a law, it is your responsibility to try to change it.
2. \_\_\_ There should be no military draft, and only volunteers should serve in the armed forces.
3. \_\_\_ Everyone should serve on a jury even if it is difficult to leave work and take the time for jury duty.
4. \_\_\_ Everyone cheats on income tax because it is unfair.
5. \_\_\_ You should not try to lower your tax obligation because tax money is necessary to improve your community and the country.
6. \_\_\_ If citizens don't vote, the system of the U.S. can't be truly democratic.
7. \_\_\_ You can make an important difference in your community if you attend public meetings.
8. \_\_\_ Discrimination is against the law because members of all races, religions, and nationalities are equal.
9. \_\_\_ You should join the PTA (Parent-Teachers Association) at your children's school.
10. \_\_\_ You can volunteer to help at a hospital, church, school, or community organization even if your English is not very good.
11. \_\_\_ It is important for all citizens and residents of the U.S. to know English well.
12. \_\_\_ You can learn English better if you get involved in community activities.

Answers to Exercise A

1. c 2. a 3. a 4. b 5. a 6. b 7. a 8. a 9. a 10. c 11. b 12. b 13. c 14. b 15. c 16. b 17. c 18. b

**D** Citizens and residents of the U.S. sometimes write their opinions in “Letters to the Editor.” These appear in local newspapers, and other readers may write answers. In small groups, discuss these “Letters to the Editor” and write answers to them.

1.

Dear Editor:

Many states are changing their laws, even their constitutions, to make English the official state language. Why do they want these “English only” laws? People use English all over America! Of course, everybody should learn English, but I’m afraid that these new laws will discriminate against me and my people. My native language is important to me. I want to use it when I pray and when I have meetings with friends from “the old country.” I also put bilingual signs in my store, and I want my children to continue to get bilingual help in school. I know my English will never be good enough to understand voting or tax documents, so I want the government to continue to prepare these papers in two languages. I believe that a great nation should have plenty of room for different cultures and languages.

2.

Dear Editor:

Why should I pay my taxes honestly? My neighbor makes dresses, and she doesn’t pay tax on her earnings from them. I am a waitress and I don’t want to report my tips. What does the government do with all that tax money? The city hasn’t repaired our street. Gangs, not the police, are controlling our neighborhood. There are not enough teachers in my daughter’s school. After I pay my tax bill each year, I have no money left to buy health insurance. When my daughter broke her arm last year, my husband and I had to spend \$3000 of our own money because the government didn’t give us any help.

**E** In your local newspaper, find a letter of interest about a national, state, or local issue. Read and discuss it as a class. You might want to write an answer together and send it to the newspaper.



## Module 9C: Election Issues

### A The Power of the People

If enough citizens strongly oppose an elected government official, they can start a movement for a recall (removal from office). First, they have to gather the required number of signatures on a petition. Then they “campaign” to present their views to the people. Finally, the voters decide on the recall issue at an election.

In a similar way, by collecting enough signatures on a petition, citizens can put an initiative (proposed law) on the ballot. The state legislature can also present a ballot measure directly to the voters in the form of a referendum. Occasionally a referendum, such as a protest against an unfair law, comes directly from the people. An initiative or referendum appears on the ballot in the form of a “proposition” or “state measure” and can cover only one issue. It needs a majority of votes to pass.

### B Match the words with their meanings. Write the letters on the lines.

- |                      |  |
|----------------------|--|
| 1. ___ an initiative | a. the voting booklet or card                                    |
| 2. ___ a petition    | b. usually, a measure presented to the voters by the legislature |
| 3. ___ a recall      | c. a state or local measure on the ballot                        |
| 4. ___ a referendum  | d. removal of an official from office                            |
| 5. ___ the ballot    | e. a signed request or demand                                    |
| 6. ___ a proposition | f. a measure begun by action of the people                       |

### C Write T for true and F for false. Correct the false sentences.

- \_\_\_ If a politician wins an election, there is no way for the voters to remove him or her from office.
- \_\_\_ To put a recall or an initiative measure on the ballot, the voters must get the support of all major political parties.
- \_\_\_ Citizens can protest an unfair law through a referendum.
- \_\_\_ A proposition on the ballot needs the approval of all registered voters to pass.

## **D** An Example of a Ballot Initiative

The goal of Proposition 99 (state of California, 1988) was to raise the cigarette tax from \$ .10 to \$ .35 per pack and to add taxes to other tobacco products. Revenue from this tax would go to the following: 45% for medical care to the poor, 20% to help people to stop smoking, 5% to study diseases caused by smoking, 5% to protect wildlife and parkland, and 20% for any of the above programs.

Opponents of Proposition 99 believed that doctors and hospitals would receive most of the tax money, not poor people. They said that the measure would unfairly tax one group of citizens, smokers. They also warned that the tax would cause people to smuggle cigarettes (bring them illegally) from other states.

Supporters said that the 25-cent tax was not high and that smokers should pay the high costs of disease and fire damage caused by cigarettes. They did not believe that an additional cigarette tax would lead to smuggling because the taxes in nearby states were already higher than those in California.

## **E** List arguments for and against Proposition 99. (You can add opinions of your own.) Then mark your “vote” on the ballot.

For	Against
1. <u>tax - not high</u>	1. _____
2. _____	2. _____
3. _____	3. _____
_____	_____
_____	_____

<p><b>99 CIGARETTE AND TOBACCO TAX. BENEFIT FUND. INITIATIVE.</b>                  Imposes additional cigarette and tobacco tax for medical care, health education, other purposes. Fiscal Impact: Raises state revenues of approximately \$300 million in 1988-89 (part-year) and \$600 million in 1989-90 (first full-year). State administrative costs are estimated at \$500,000 in 1988-89 and \$300,000 in subsequent years.</p>	<table border="0" style="width: 100%;"> <tr> <td style="font-weight: bold; font-size: 1.2em;">159</td> <td style="font-weight: bold;">YES → <input type="radio"/></td> </tr> <tr> <td style="font-weight: bold; font-size: 1.2em;">160</td> <td style="font-weight: bold;">NO → <input type="radio"/></td> </tr> </table>	159	YES → <input type="radio"/>	160	NO → <input type="radio"/>
159	YES → <input type="radio"/>				
160	NO → <input type="radio"/>				

## **F** An Example of a Referendum

In 1988, the California legislature presented Proposition 84, a bond referendum, to the people. (A bond is a way for the government to keep borrowed money for a long time. Private buyers purchase the bonds, and the government pays back the money with interest from tax revenues.)

Proposition 84 asked for \$300 million in bonds to help solve the problem of the homeless (people without places to live). Here is the measure that appeared on the ballot:

<b>84 HOUSING AND HOMELESS BOND ACT OF 1988.</b> This act provides for a bond issue of three hundred million dollars (\$300,000,000) to provide funds for a housing program that includes: (1) emergency shelters and transitional housing for homeless families and individuals, (2) new rental housing for families and individuals including rental housing which meets the special needs of the elderly, disabled, and farmworkers, (3) rehabilitation and preservation of older homes and rental housing, and (4) home purchase assistance for first-time homebuyers.	107	YES → <input type="radio"/>
	109	NO → <input type="radio"/>

Supporters of the measure said that it would get homeless people off the streets. It would help many people rent apartments and buy homes. The money would also create jobs and improve the economy.

Opponents of Proposition 84 said that the government should not try to solve the homeless problem with tax money. Instead, it should make it easier to build new housing with more lenient building laws. It should also change city zoning laws to open more space for low-income housing.

## **G** Write the words from the ballot measure in F.

The goals of Proposition 84 were:

to build emergency (1) shelters for (2) \_\_\_\_\_ people; to provide new (3) \_\_\_\_\_ housing for people with special needs, such as (4) \_\_\_\_\_, (5) \_\_\_\_\_, and farmworkers; to make possible the (6) \_\_\_\_\_ and (7) \_\_\_\_\_ of older homes and rental housing; and to help (8) \_\_\_\_\_ purchase homes.



**List arguments for and against Proposition 84. (You can add opinions of your own.) Then mark your “vote” on the ballot in F.**

For	Against
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
_____	_____
_____	_____



## **Election Issues**

Candidates for election should present their opinions on the issues so that citizens can base their voting decisions on those views. Here are some issues from a recent election:

- Should abortion (ending a pregnancy) be legal?
- Should there be public health insurance for all U.S. residents?
- Should tax money go to the development of fuel sources of energy other than coal and oil?
- Should it be illegal to smoke in all public places?
- Should the government test everyone in the U.S. for AIDS?
- Should the government cut down on defense spending to have more money for education, health care, and protection of the environment?



**Work in groups of six to ten. Choose one of the national issues in I. Then divide your group into two smaller equal groups. One of these small groups will list reasons to answer the question *yes*, and the other will list reasons to answer the question *no*.**

Have a “political debate” on the issue for the class. One “speaker” from the “yes” group will tell the class an argument, a student from the “no” group will tell an opposing argument, and so on. Then the class will discuss and vote on the issue.

Repeat the activity with another issue and another group of “debaters.”

## Module 9B: Voting

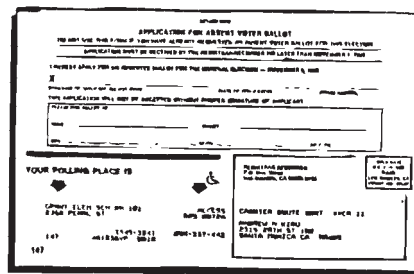
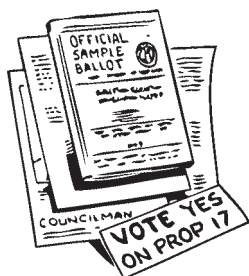
### A

**Work in groups. Discuss these questions about elections in the U.S. Decide on the answers and then check them on page 123.**

1. What are the primaries?
  - a. the first general elections of new states
  - b. party elections in individual states
2. Who do voters choose in a closed primary election?
  - a. Presidential and Vice Presidential candidates of their own political party
  - b. the mayor, city council members, sheriff, and district attorney
3. What happens at the national convention of a political party?
  - a. Local officials reform the politics of all opposing parties.
  - b. Elected delegates nominate candidates for President and Vice President and decide on a party “platform” (political position).
4. How often and when is there a national election?
  - a. Congress decides the date of a national election.
  - b. every four years on the Tuesday after the first Monday in November
5. How often and when do state and local elections take place?
  - a. The dates vary from state to state, but they are often at the same time as national elections.
  - b. every two years on February 28 or 29
6. What is the “electoral college” process?
  - a. a system of indirect voting for President and Vice President
  - b. a group of professors and teachers in political schools
7. How many “electors” does each state get in the electoral college?
  - a. The number of electors depends on the size (area) of the state and the date of admission to the Union.
  - b. The number of electors for each party is equal to the number of that state’s representatives and senators.
8. After citizens vote in a national election, how does the electoral college process work?
  - a. The Presidential and Vice Presidential candidates of the party with the highest number of votes in each state win all the electoral votes of that state.
  - b. The candidates of each party win electoral votes in proportion to the popular vote (the percentage of votes they have received in the whole country).
9. Can the electoral process be changed?
  - a. No, because all the states are satisfied with it.
  - b. Yes, but only with a Constitutional amendment.

**B** **Work in pairs. Look only at this page. To answer your partner's questions about voting, find the information and tell it to your partner. He or she will take notes.**

- All U.S. citizens (both sexes and all races) over the age of eighteen can vote, except criminals and the mentally ill.
- The right to vote is the most important right of U.S. citizens, as well as the most important responsibility. All votes have equal value. If citizens don't vote, the system of democracy can't be truly representative.
- It depends on state law. For example, California requires ninety days' residence in a county and thirty days' residence in a precinct (voting district) before you can vote there.
- No, you don't. No state may give you a literacy (reading and writing) test or charge you a poll (voting) tax before you vote.
- You can get a voter registration form at many public locations, such as post offices and libraries. You can also call the county clerk or Registrar of Voters to get a form. Fill it out and send it in.
- You can inform yourself about the candidates from T.V., radio, newspapers, and advertising mail. You can also get brochures, pamphlets, and newsletters from the headquarters of political parties.
- If you can't get to the polling place, you can get an absentee ballot from the Registrar of Voters.
- The back of your sample ballot (voting booklet) will tell you your polling (voting) place.
- No, you don't. You can register as a party member if you want to, but you can also write "no party" on the voter registration form.
- To vote, go to your polling place, give the volunteers there your name and address, and get a ballot. All voting is secret. Read the instructions carefully to vote.





**Answer the questions with information from these ballot parts.**

**DEMOCRATIC  
PRESIDENT OF THE UNITED STATES**

<b>PRESIDENTIAL PREFERENCE Vote for One</b>	<b>AL GORE</b>	Democratic	<b>2</b> → ○
	<b>PAUL SIMON</b>	Democratic	<b>3</b> → ○
	<b>JESSE JACKSON</b>	Democratic	<b>4</b> → ○
	<b>LYNDON LAROUCHE</b>	Democratic	<b>5</b> → ○
	<b>MICHAEL S. DUKAKIS</b>	Democratic	<b>6</b> → ●

- What kind of election (primary or general) was this ballot for? \_\_\_\_\_  
For which party? \_\_\_\_\_
- Who did the voter vote for? \_\_\_\_\_

<b>Vote for One Party</b>	<b>MICHAEL S. DUKAKIS, for President LLOYD BENTSEN, for Vice President</b>	Democratic	<b>2</b> → ○
	<b>RON PAUL, for President ANDRE V. MARROU, for Vice President</b>	Libertarian	<b>4</b> → ○
	<b>LENORA B. FULANI, for President B. KWAKU DUREN, for Vice President</b>	Independent	<b>6</b> → ○
	<b>JAMES C. GRIFFIN, for President CHARLES J. MORSA, for Vice President</b>	American Independent	<b>8</b> → ○
	<b>GEORGE BUSH, for President DAN QUAYLE, for Vice President</b>	Republican	<b>10</b> → ○

- What offices were these candidates running for? \_\_\_\_\_  
\_\_\_\_\_
- How many political parties had candidates on the ballot? \_\_\_\_\_
- Who was the Democratic candidate for President? \_\_\_\_\_  
For Vice President? \_\_\_\_\_
- What party did Ron Paul and Andre V. Marrou belong to? \_\_\_\_\_
- What year was this election? \_\_\_\_\_ Who won? \_\_\_\_\_

Answers to Exercise A:

1. b 2. a 3. b 4. b 5. a 6. a 7. b 8. a 9. b

# References

**This module contains a collection of various activities from the following sources:**

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- “Infographic: Global Citizen.” *Participate Learning- Global Education Resources, Teacher Resources*,  
<https://www.participatelearning.com/global-education-resources/>
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- “Citizenship, Unit 9 Modules 9A, 9B & 9C.” *About the U.S.A.*, by Ealine Kirn, Office of English Language Programs, Bureau of Educational and Cultural Affairs, the United States Department of State, Washington, DC 20547, 1989, pp. 118–127.