



## Unit 2 Lesson 2 - The Political Compass, The Political Parties, and The Electoral System

### Lesson Overview

150 minutes (two 75-min periods)

In this lesson, students will learn about the political compass (or political spectrum), the political parties, and the electoral system and process. They will also have the opportunity to consider the notion of “voter apathy” and why one might not choose to engage in the electoral process, centring the voices of marginalized peoples.

### Connections to Inquiry Process (at least one)

- ★ Formulate Questions
- ★ Gather and Organize
- ★ Interpret and Analyze
- ★ Evaluate and Draw Conclusions
- ★ Communicate

### Connections to Political Thinking Concept(s)

Political Perspective  
Objectives and Results

### Curriculum Expectations

**A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset**

A2.2 apply communication skills, showing consideration for diverse perspectives and experiences, when engaging in discussion of complex civic issues and sensitive topics, including those related to political processes

**B2. Canadian and Indigenous Governance Systems: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and positions in Canadian and Indigenous governance systems, treaty relationships, and other Crown-Indigenous relations (FOCUS ON: Stability and Change; Political Perspective)**

B2.1 identify the political parties in Canada and their position on the political compass, and explain objectively how the beliefs/values that underpin these parties may affect their perspectives on and/or approaches to issues of civic importance

B2.8 describe Canada's form of government, and demonstrate an understanding of the electoral process and the formation of governments in Canada

**B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon (FOCUS ON: Political Significance; Objectives and Results)**

B3.2 analyse key responsibilities associated with Canadian citizenship

### Learning Goals

We are learning to identify our own and others' political perspectives using the political compass so that we can participate in political dialogue and electoral processes.



<p><b>Readiness</b></p> <ul style="list-style-type: none"><li>● Student knowledge of political parties and the political spectrum/compass should be activated for this lesson. Some students may be very politically aware, while others may have very little knowledge.</li><li>● Students will have learned about some treaty-making processes in Unit 1 giving them background knowledge on some Indigenous governance structures</li><li>● They will be very familiar with <a href="#">How To Think Politically</a></li></ul> <p><b>Terminology</b></p> <ul style="list-style-type: none"><li>● Political party</li><li>● Political platform</li><li>● Political compass/political spectrum</li><li>● Election</li><li>● Ballot box</li><li>● First Past The Post (FPTP)</li><li>● Marginalized</li><li>● Voter Apathy</li></ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"><li>● Computer</li><li>● Projector and screen</li><li>● Speaker</li><li>● Computer lab, tablets or personal devices</li><li>● Markers</li></ul> <p><b>Resources:</b></p> <ol style="list-style-type: none"><li>1. CBC News Kids: <a href="#">What are political parties in Canada?</a></li><li>2. Student Vote: <a href="#">Government and Democracy</a></li><li>3. Elections Canada: <a href="#">Three levels of elections</a></li><li>4. Minority Rule: <a href="#">First Past the Post Voting</a></li><li>5. The Globe &amp; Mail: <a href="#">Canada's Voting System</a></li><li>6. CTV News article: <a href="#">Racialized people feel ignored in the federal election</a></li></ol> <p><b>Indigenous Pedagogies</b> Community circle</p>
<p><b>Minds On</b></p> <ul style="list-style-type: none"><li>● Establishing a positive learning environment</li><li>● Connecting to prior learning and/or experiences</li><li>● Setting the context for learning</li></ul>	<p><b>Connections</b></p>
<p><b>WHOLE CLASS (25 mins):</b></p> <p>*This information is time-sensitive and related to the 2021 federal election. The information will have changed and be different for the provincial political context or subsequent federal elections.</p> <ol style="list-style-type: none"><li>1. Distribute or share the CIVIX Canada graphic organizer, <a href="#">Getting To Know The Candidates and Parties</a> to each student. To find out who the candidates were in your federal electoral district in 2021, visit <a href="#">Election Results from Elections Canada</a></li><li>2. To fill in the organizer, students should view the following media sources (in pairs) and fill out the chart.<ol style="list-style-type: none"><li>a. Show the following short CBC Kids News video (2:05): <a href="#">Political Parties</a></li><li>b. <a href="#">CBC News Interactive: Compare the party platforms (2021 election)</a></li><li>c. <a href="#">Pollenize compares the platforms of the major parties in 2021 federal election</a></li></ol></li></ol>	<p><b>Assessment:</b></p> <p><b>Assessment as learning</b> Teacher and peer descriptive feedback on graphic organizer</p> <p><b>Differentiated Instruction:</b> Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>



3. What are the parties' positions on Indigenous issues? Tell students to visit the parties' website and find this vital information onto their handouts.

**Action**

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided > independent)

**Connections**

**WHOLE CLASS (35 mins):**

1. Introduce the [+1 Thinking Routine from Project Zero](#). Explain to students that they are going to work with a partner or in a group of three to gather information from 4 different videos, which will be shown to the whole class. The +1 Thinking Routine asks students to do the following after reading a text or viewing a video:
  - Recall: In 2-3 minutes and working individually, each learner generates a list of key ideas that they recall from the presentation that they feel is important to hang onto. Learners do this from memory rather than reviewing notes or material.
  - Add (+)1 : Learners pass their papers to the right. Taking 1-2 minutes, each student reads through the list in front of him/her and adds one new thing to the list. The addition might be an elaboration (adding a detail), a new point (adding something that was missing), or a connection (adding a relationship between ideas).
  - REPEAT this process at least two times. Return the papers back to the original owner. Learners read through and review all the additions that have been made on their sheets. At the same time they may add any ideas they have picked up from reading other's sheets that they thought were worthwhile.
- a. Video #1: CIVIX: [Student Vote: Government and Democracy](#)
- b. Video #2: Elections Canada: [Three Levels of Elections](#)
- c. Video #3: [Minority Rule - First Past The Post Voting](#)
  - Here is another short video describing FPTP and its pros and cons from The Globe & Mail: [Canada's Voting System](#)

**\*Teacher note: Be sure to pause the videos as needed to ensure understanding by reiterating and asking questions.**

2. Give students time to complete the +1 Thinking Routine. Review the key ideas with the students.

**WHOLE CLASS (30 mins):**

1. In a community circle (whole class discussion), share the Student Vote Ontario 2022 resource, [History of Voting Rights in Ontario](#) and read together. As students read, have them highlight ONE thing they find interesting, ONE thing they agree with and ONE thing they still have questions about. Do a quick debrief of what they found interesting, what they agreed with and what they still had questions about.

**Assessment:**

- Peer feedback on key understandings of video content
- Self-assessment in 4-corners activity
- Co-created success criteria and peer and student feedback for social media post

**Differentiated Instruction:**

**Quick Tips:**



2. Ask students whether they think people today appreciate or are aware of how many groups in the past struggled for voting rights? Locate an image online that shows voter turnout in the last federal or provincial election.
  - a. You may wish to use the thinking strategy called [What Makes You Say That?](#) as a way to structure the conversation about voter apathy.
  - b. Distribute a copy of the [Voter Apathy](#) handout to each student.
    - a. What are some reasons you think people would choose NOT to vote?
    - b. Why might marginalized groups specifically choose not to vote?
    - c. There is a common sentiment that goes, "If you don't vote, you don't get to complain." Do you agree with this statement? Why or why not?
3. Show the first video in this CTV News article: [Racialized people feel ignored in the federal election](#). Return to question prompts in the previous step and ask students to reflect on their own responses and change them if needed.

#### Consolidation

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

#### Connections

#### INDIVIDUAL (30 mins):

1. Tell students sometimes people do not vote because they do not know who to vote for. To consolidate this lesson, students will work toward becoming more aware of the political parties and how their personal views align with party ideas. Choose at least one of the links below and follow the directions.
  - a. [Vote Compass: Select the Federal or Provincial Activity](#)
  - b. [CBC Vote Compass](#) - 2021 Federal election
  - c. [CBC Vote Compass](#) - 2022 Ontario election
2. EXIT CARD: Students will respond in their [exit card tracker](#)
  - a. Were you surprised to see which political party to whom you most align?
  - b. Does the party you align most closely with contribute to your understanding of the common good?
  - c. When thinking about political parties and who you might vote for, which [Concept of Political Thinking](#) do you think is most important to consider? Give a 2-3 sentence explanation.

**Assessment:** The teacher can use the exit card to provide written feedback on students' understanding of political party ideas, the common good and political thinking.

#### Differentiated Instruction:

By using the exit card tracker, students who struggle with organization can more easily keep track of their thinking.

#### Quick Tips:

#### Additional Resources:

1. [Voting Rights through Time from Elections Canada](#) is an hour-long activity where students work in small groups to examine case studies in the history of voting rights using historical thinking.
2. [Youth Voting Trends in Canada from Elections Canada](#) is an article that summarizes the research on youth voting trends, which intersect with other groups' experiences.



- |  |  |
|--|--|
| 3. <a href="#">Does Voting Matter? From Elections Canada</a> is an hour-long activity where students engage in a series of voting simulations to experience the effects of voter turnout and view videos of Canadians explaining their own experiences of voting |  |
|--|--|

## Backgrounder: How to Think Politically

In Canadian and World Studies (history, geography, politics, law, and economics), we want to learn how professionals in those fields think about their work and the evidence they use.

Political thinking relies on **abstract concepts** defined by **criteria**.

- Criteria can be thought of like a checklist of actual conditions that have to be met before the abstract political thinking concept can apply to the situation.

### **CONCEPT 1: POLITICAL SIGNIFICANCE / POLITICAL IMPORTANCE**

- **Political significance** is about which issues have the most political **importance**.
- **People, events, or issues** can be politically significant. One person, event, or issue can be more, less, or equally politically significant when compared with another.
- Finally, your decisions about what is politically significant are affected by your political perspective.

### **Criteria/Checklist to determine whether a person, event, or issue is politically significant:**

- Is the impact long-lasting? Do the effects last a long time?
- Is the impact extreme and life-changing, either positively or negatively?
- Are many people affected, positively and/or negatively?
- Does it directly affect you, your loved ones, your community?
- Are many people for or against it?
- Are there big differences between supporters and opponents?
- Is there an ethical issue involving right and wrong?

*Never forget to prove the criteria using evidence!*

**My Notes (jot down notes to help you remember what you were thinking when this concept was discussed in the lesson):**

## **CONCEPT 2: POLITICAL PERSPECTIVE**

- Political perspective is the concept that reminds us that ***everyone's perspectives about every issue are always political.***
- In societies, we are dependent on one another:
  - we do not have a choice about whether or not to be political
  - our choices affect each other
  - choices are determined by our points of view, our beliefs, and our values.
- Our perspectives are shaped by the influences surrounding us since birth, and will continue shifting until the end of our lives.

### **Criteria/Checklist to consider when expressing political perspectives:**

- What does the person, group, or government believe in? What do they value?
- Is there a difference between a person, group, or government's stated values and how they express those through their actions?
- What values receive a higher priority than others?
- Which communities does the person, group, or government belong to or publicly align with? Which communities are neglected, forgotten, or rejected?
- What does the person, group, or government believe about the role of government? (Beliefs about government are your **political ideology**.)
- Where do these beliefs, values, and political ideologies come from? Are they traditional or radical in context?
- Where does the issue lie on the political spectrum?

*Never forget to prove the criteria using evidence!*

**My Notes (jot down notes to help you remember what you were thinking when this concept was discussed in the lesson):**

### **CONCEPT 3: OBJECTIVES AND RESULTS**

- Objectives (or goals) and Results is the concept that helps us separate the plan to *address* a civic issue from the actual *results* of the plan.
- Objectives (or goals) and Results are related to the inquiry cycle (or the scientific method) that all good projects are based on:
  - Ask a question
  - Gather and organize the facts
  - Analyse the evidence
  - Implement a plan
  - Communicate your results
  - Reflect on the entire process
  - Return to your questions
  - Start the cycle again
- The Results are sometimes intended and sometimes unintended; it's important to evaluate the consequences of a political decision on a society or societies.

#### **Criteria/Checklist to study objectives and results:**

- What were the **conditions** or **circumstances** that were affecting people before the civic issue was addressed, or before the issue got a response?
- Objectives** (or goals) are defined by a citizen, group, organization, or government in response to ever-changing conditions.
- Actions** or **action plans** are developed by citizens, groups, organizations, governments, or a combination of the above in order to meet the objectives and improve the conditions surrounding the civic issue.
- Action is not the final step! **Results** have to be monitored! Results measure whether there was actual change.
  - There can be **intended results** which match the objectives of the action plan.
  - There can be **unintended results** which change people's circumstances for the better or worse but which were not planned

*Never forget to prove the criteria using evidence!*

**My Notes (jot down notes to help you remember what you were thinking when this concept was discussed in the lesson):**



## **CONCEPT 4: STABILITY AND CHANGE**

- Some decisions, policies, and action plans can help the conditions of our society stay the same, and other decisions can help change to happen.
- Stability and Change can both be *positive or negative*, because a stable society can help some citizens rise while others are oppressed.
  - Therefore, it helps us to separate stability and change into positive and negative categories.

### **Criteria/Checklist to define stability and change:**

**Stability is the concept for when things stay the same, or the way they currently are.**

#### Positive stability:

- The institutions of a society (governments, banks, law enforcement, community organizations, schools, healthcare, etc.) are working well for the greatest number of people – for the common good
- Members of society have enough support to withstand and survive any negative events
- People can use the systems to accomplish their goals for the betterment of everyone; therefore, systems do not need to change

#### Negative stability:

- The institutions of a society are not working well for many people
- Members of the society do not have enough support to withstand and survive any negative events
- People cannot use the systems to accomplish their goals for the betterment of everyone
- The people running the systems are resisting necessary change

**Change is the concept for when things become different from what they currently are.**

#### Positive change:

- The institutions of a society change in order to better meet the needs and goals of the people
- Problems are solved, injustice is addressed, conditions are improved, new opportunities are pursued
- The change aims to achieve a new form of positive stability after a period of change that can be measured against the previous conditions or circumstances

#### Negative change:

- Change causes the institutions of a society to work less well than they did before
- People lose the capacity to withstand events and disasters they could have survived beforehand
- Fewer problems are solved, injustice goes unaddressed, conditions worsen, fewer opportunities are pursued

*Never forget to prove the criteria using evidence!*

**My Notes (jot down notes to help you remember what you were thinking when this concept was discussed in the lesson):**

## ACTIVITY 10.2: GRAPHIC ORGANIZER – GETTING TO KNOW THE CANDIDATES & PARTIES

Fill out the graphic organizer below with information about the candidates and parties running in your electoral district.

Candidate/Political party details	Priorities, promises and key messages
<p>Candidate Name:</p> <p>Party Name:</p> <p>Party Leader:</p>	
<p>Candidate Name:</p> <p>Party Name:</p> <p>Party Leader:</p>	
<p>Candidate Name:</p> <p>Party Name:</p> <p>Party Leader:</p>	
<p>Candidate Name:</p> <p>Party Name:</p> <p>Party Leader:</p>	
<p>Candidate Name:</p> <p>Party Name:</p> <p>Party Leader:</p>	

# +1 Routine

*A routine for the identifying important ideas worth remembering.*

After reading a text, watching a movie, listening to a lecture, or being presented with new information or ideas in some manner, a group of learners does the following:

- |                  |  |
|------------------|--|
| <b>Recall</b>    | In 2-3 minutes and working individually, each learner generates a list of key ideas that he or she recalls from the presentation that he/she feels is important to hang onto. Learners do this from memory rather than reviewing notes or material.  |
| <b>Add (+) 1</b> | Learners pass their papers to the right. Taking 1-2 minutes, each student reads through the list in front of him/her and adds one new thing to the list. The addition might be an elaboration (adding a detail), a new point (adding something that was missing), or a connection (adding a relationship between ideas). REPEAT this process at least two times. |
| <b>Act</b>       | Return the papers back to the original owner. Learners read through and review all the additions that have been made on their sheets. At the same time they may add any ideas they have picked up from reading other's sheets that they thought were worthwhile.   |

## **Purpose: What kind of thinking does this routine encourage?**

The routine provides learners with a structure for identifying key ideas and committing them to memory. Research has shown that engaging students in memory work immediately after the presentation of information helps learners to retain that information more effectively.

## **Application: When and where can I use it?**

As learners we often encounter new ideas, information, and content. At upper levels, students often take notes on this material but too often may do so in a superficial, unthinking manner by merely writing down everything for possible review later. This routine could be used as an alternative to traditional note taking. The benefit of post-lecture note taking is that students are required to identify key ideas, an important processing move, which is often easier to do after material is presented than during its presentation. At the same time this routine harnesses the power of the group to enhance everyone's notes while providing individuals with a written record to hang onto for future reference.

## **Launch: What are some tips for starting and using this routine?**

When presenting students with new information, in whatever form, tell them that you will be trying out a new note taking routine that will help them identify key ideas from the lesson/material. Instead of taking notes, ask learners to listen, engage, and participate fully in the lesson/lecture. You may want to assure them that they will have access to your slides or lecture notes so that students are worried about missing important information. Explaining the psychology behind this routine can help students learn how to learn. The routine is not simply an activity you are asking to students to do, but a tool designed to help us use our brains more effectively for learning. You may wish to tell students that research has shown it is important to engage memory right away when something is learned rather than waiting to try and memorize things for a test later. At the end of the lesson allow 10-15 minutes for the routine. Timing may be influenced by the complexity, richness and depth of the material that was presented as well as the age of students. Debrief this note taking method and discuss how to make it better next time.

Share your experience with this thinking routine on social media using the hashtags #PZThinkingRoutines and #+1Routine.

## HANDOUT 4.1: History of Voting Rights in Ontario (Condensed Version)

The following outlines important events in the history of voting rights in Ontario.



### ELECTIONS AS A BRITISH COLONY (1792-1866)

Before Ontario became a province within Canada, voting rights were very restricted. Only land-owning British citizens over the age of 21 who had not committed a serious crime could vote. Few women qualified because married women could not own property.

The first recorded instance of women voting took place in 1844. At least seven women voted in the election. In response to this, parliament moved to ban all women from voting.



### EXTENDING THE RIGHT TO VOTE TO WOMEN (1867- 1919)

In Ontario's first election as a province following Confederation, only land-owning men over the age of 21 were able to vote. Voting was done through a show of hands.

Starting in the 1870s, women campaigned for the right to vote. Even though many disagreed, these women managed to have bills introduced in the provincial legislature. When the bills were defeated, they did not give up and had them reintroduced. In 1917, women in Ontario won the right to vote. However, the right to vote did not include all women. Many women were still excluded because of their race, ethnic origin and religion.



### MAKING THE VOTE UNIVERSAL (1920-1960)

Although women had gained the right to vote and run for office in Ontario, inequality remained. Indigenous peoples and Canadian citizens of Chinese and Japanese origin were not allowed to vote. Religious groups were also treated unfairly. Indigenous peoples could only vote if they gave up other rights. After much debate, the last restrictions for these groups were removed by 1960.



### ACCESSIBILITY FOR ALL (1961-TODAY)

A variety of steps were taken to make voting easier and more accessible to all voters:

- Voting age was lowered from 21 to 18 years of age.
- People without permanent housing were allowed to vote.
- Employers were required to give their staff time to vote during the workday.
- Voting hours were extended, advance voting, voting by mail, traveling voting stations were introduced.
- Voting was made more accessible for voters with disabilities.
- Voter information was made available in multiple languages.
- The Ontario Register of Future Voters was introduced to make it easier for young people to vote.



### CHARTER CHALLENGES (1982 TO 2004)

The *Canadian Charter of Rights and Freedoms* guarantees the right to vote for Canadian citizens. Since it became law in 1982, several groups have challenged election laws to receive the right to vote. This has meant that more diverse Ontarians (such as people with mental illness and inmates at correctional facilities) are able to cast a ballot.

# What Makes You Say That?

*Interpretation with Justification Routine.*

1. What's going on?
2. What do you see that makes you say that?

**Purpose: What kind of thinking does this routine encourage?**

This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.

**Application: When and where can I use it?**

This is a thinking routine that asks students to describe something, such as an object or concept, and then support their interpretation with evidence. Because the basic questions in this routine are flexible, it is useful when looking at objects such as works of art or historical artifacts, but it can also be used to explore a poem, make scientific observations and hypotheses, or investigate more conceptual ideas (i.e., democracy). The routine can be adapted for use with almost any subject and may also be useful for gathering information on students' general concepts when introducing a new topic.

**Launch: What are some tips for starting and using this routine?**

In most cases, the routine takes the shape of a whole class or group conversation around an object or topic, but it can also be used in small groups or by individuals. When first introducing the routine, the teacher may scaffold students by continually asking follow-up questions after a student gives an interpretation. Over time students may begin to automatically support their interpretations with evidence without even being asked, and eventually students will begin to internalize the routine.

The two core questions for this routine can be varied in a number of ways depending on the context: What do you know? What do you see or know that makes you say that? Sometimes you may want to precede students' interpretation by using a question of description: What do you see? or What do you know?

When using this routine in a group conversation, it may be necessary to think of alternative forms of documentation that do not interfere with the flow of the discussion. One option is to record class discussions using video or audio. Listening and noting students' use of language of thinking can help you see their development. Students' words and language can serve as a form of documentation that helps create a rubric for what makes a good interpretation or for what constitutes good reasoning.

Another option is to make a chart or keep an ongoing list of explanations posted in the classroom. As interpretations develop, note changes and have further discussion about these new explanations. These lists can also invite further inquiry and searches for evidence. Other options for both group and individual work include students documenting their own interpretations through sketches, drawings, models and writing, all of which can be displayed and revisited in the classroom.

This routine is adapted from Visual Thinking Strategies (VTS), developed by Philip Yenawine and Abigail Housen. See: Yenawine, P. (2013). Visual thinking strategies. Cambridge, MA: Harvard University Press.

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#WhatMakesYouSayThat](#).

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# Voter Apathy: What makes you say that?

Consider the following questions and jot down your reasoning in point-form and be prepared to discuss in small groups or as a class:

<b>Question: What are some reasons you think people would choose NOT to vote?</b>	
What you think:	Why you think it:
<b>Question: Why might marginalized groups specifically choose not to vote?</b>	
What you think:	Why you think it:
<b>Question: There is a common sentiment that goes, "If you don't vote, you don't get to complain." Do you agree with this statement? Why or why not?</b>	
What you think:	Why you think it:

## EXIT CARD: ONGOING JOURNAL

This is your exit card ongoing journal for the duration of the course. Throughout the course, you will be asked to write an exit card - this journal is where you will keep track of all your entries.

Fill in the chart below each time your teacher asks you to write an exit card:

EXIT CARD #:	DATE and NAME/TOPIC OF LESSON	QUESTION TO BE ANSWERED	YOUR ANSWER (make course and life connections, too)

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Using the **RUBRIC BELOW THIS CHART**, give yourself a mark out of 10 for **EACH** of the categories: Knowledge, Thinking, Communication, and Application and a one-sentence explanation (for each category) as to why you gave yourself that mark. Write your answer below:

CATEGORY	MARK OUT OF 10	ONE SENTENCE EXPLANATION
Knowledge		
Thinking		

Communication		
Application		

## EXIT CARD RUBRIC: Ongoing Journal

Name: \_\_\_\_\_

Categories	Below Level 1: 0-49%	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
<b>Knowledge:</b> (e.g., facts, terms, definitions) <i>Did you fill in ALL the exit cards from the course?</i>	Did not meet requirement OR No evidence	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>Thinking:</b> Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research) <i>Did I answer the questions in a robust way? Did you give yourself a mark?</i>	Did not meet requirement OR No evidence	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
<b>Communication:</b> Clear expression and logical organization in oral, visual, and written forms <i>Are my responses clear and easy to understand?</i>	Did not meet requirement OR No evidence	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
<b>Application:</b> Making connections within and between	Did not meet requirement OR	makes connections within and between	makes connections within and between	makes connections within and between various contexts with	makes connections within and

various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts) <b><i>Am I making connections to my life and/or the course?</i></b>	No evidence	various contexts with limited effectiveness	various contexts with some effectiveness	considerable effectiveness	between various contexts with a high degree of effectiveness
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