

# VOTING TECHNOLOGY

**Course Name:** Social Studies

**Time Frame (in minutes):** 45

**Unit/Theme:** Government/ Election Day

**Grade Level:** 4

CONTENT AND SKILLS
<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>• Students will understand the ways voting has changed throughout the years.</li><li>• Students will understand the influence of social media on the election.</li></ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• With the development of technology, how has voting changed over time?</li></ul>
<b>Students I can statements . . .</b> <ul style="list-style-type: none"><li>• I can determine how technology has changed the way Americans vote.</li><li>• I can explain how voting works in the Presidential election.</li></ul>
<b>How will you meet the needs of SWD and ELL/MLL students?</b> <ul style="list-style-type: none"><li>• multimodal activity with student choice</li><li>• can be done whole group, small group, or partners</li></ul>
<b>Content Standards</b> List all standard indicators (do not need standard statement)
<ul style="list-style-type: none"><li>• 4.4e Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.<ul style="list-style-type: none"><li>○ Students will learn their responsibilities as citizens, such as obeying rules and laws (e.g., traffic safety, see something–say something, anti-bullying).</li><li>○ Students will discuss active citizenship and adults’ responsibility to vote, to understand important issues, and to serve on a jury.</li></ul></li></ul>
<b>NYS Computer Science and Digital Fluency Standards</b> List all standards that authentically align
<ul style="list-style-type: none"><li>• 4-6.CY.1 Explain why different types of information might need to be protected</li><li>• 4-6.CY.3 Describe trade-offs between allowing information to be public and keeping information private and secure</li><li>• 4-6.IC.1 Describe computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural</li></ul>

practices.

- 4-6.IC.3 Explain current events that involve computing technologies.
- 4-6.IC.5 Explain how computer systems play a role in human decision making.
- 4-6.DL.6 Describe persistence of digital information and explain how actions in online spaces can have consequences
- 4-6.DL.7 Identify and describe actions in online spaces that could potentially be unsafe or harmful

### **NYS SEL BENCHMARKS**

<https://www.p12.nysed.gov/sss/documents/SEL Benchmarks2022.pdf>

- 2C.2b. Engage in strategies to work effectively and cooperatively across lines of difference.
- 2A. 2b. Communicate perceived understanding of the expressed feelings and perspectives and others.
- 3A. 2b. Demonstrate knowledge of how social expectations affect decision making and actions across multiple contexts.

### **INSTRUCTIONAL PLAN**

List the steps of the lesson, including instructions for the students including how they will construct and practice content knowledge.

Add Standard Indicators next to activity that aligns and highlight them.

- To open the lesson click the link in the resource section (Guide Video on the history of voting) and scroll down to the video pause after each innovation and discuss with students the pros and cons of each era of voting technology.
- -Guiding questions: How did making voting private change the way people voted? How did the wants and needs of the American people influence changes in voting technology? 4-6.CY.1, 4-6.CY.3, 4-6.IC.1, 4-6. IC. 3
- Introduce the choice board to students, explain that they will be spending some time today to understand the basics of the election and voting. 4-6.DL.6, 4-6.DL.7
- Pass out the note catcher and review the directions with students.
- Circulate during students' work time.
- Have a few students share out from their note catcher.
- Closure: What are the trade-offs between allowing information to be public and keeping information private when it comes to voting? How does social media play a role in voting and the election? 4-6. IC. 5

### **FUTURE READY COMPETENCIES**

Check off each competency that students will interact with during this lesson.

Collaboration

### Communication

Critical Thinking/Problem Solving  
Creativity & Innovation

### MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. ***Including Instructional Technology Tools***

- [Choice board](#)
  - [Guide Video](#) on the history of voting
  - student devices