



# Exploring Different Methods of Voting

BY KELLY YOUNG-RAYMORE

GRADE LEVEL: 9TH-12TH GRADES

## Objectives

- Understand the different methods of voting, including ranked-choice voting, split primaries, closed primaries, runoff elections, and caucusing
- Analyze the advantages and disadvantages of each voting method
- Evaluate the impact of different voting methods on the democratic process



## Materials

- Whiteboard or blackboard
- Markers or chalk
- Handouts with definitions and examples of each voting method
- Chart paper and markers
- Internet access (optional)

## Procedure

Before diving into discussions about presidential elections, it is crucial to establish ground rules to ensure a respectful and constructive environment. You might consider the following:

- Encourage students to listen to and respect each other's opinions, even if they disagree.
- Emphasize the importance of actively listening to understand different perspectives.
- Encourage students to provide feedback and engage in constructive criticism without attacking individuals.
- Emphasize the importance of using reliable sources and fact-checking information before sharing it.
- Approach the conversation dispassionately with genuine intellectual curiosity and compassion.

## Encourage Critical Thinking

### **INTRODUCTION (5 MINUTES)**

- Greet students and introduce the topic of different methods of voting.
- Ask students if they are familiar with any of the voting methods mentioned in the lesson plan.
- Explain that today's lesson will focus on exploring and experiencing different methods of voting, including ranked-choice voting, split primaries, closed primaries, runoff elections, and caucusing.

### **DEFINITION AND EXPLANATION (10 MINUTES)**

- Distribute handouts with definitions and examples of each voting method to students.
- Go through each voting method one by one, explaining its definition and how it works.
- Encourage students to take notes and ask questions for clarification.

## **STATIONS**

Set up 4 stations:

- Ranked choice
- Caucus
- Primary
- Runoff

Make copies of sample ballots (1 for each student), or opt to run digital stations and use Google Forms for voting.

## **ADVANTAGES AND DISADVANTAGES (20–25 MINUTES)**

- Divide students into small groups of 3–4.
- Assign each group 1 voting method to start.
- At each station, students should read an article or watch a short video to learn the basics of the specific voting method at that station.
- Students then have an opportunity to cast their ballots using the method they just learned about. In this case, use an innocuous subject to avoid any partisan distractions. The goal is for students to focus and make observations about the voting method they are using.
- Allow a few minutes for groups to discuss their experience at the station.
- After 7–10 minutes, have students rotate to the next station.
- Students will complete a graphic organizer and answer the following questions about each station:
  - How does this voting method affect representation?
  - Does it promote or hinder voter participation?
  - Does it encourage or discourage third-party candidates?
  - What did you like about this voting method? What did you dislike about the process?
- Remix groups and facilitate small group discussion on the advantages and disadvantages of each voting method, encouraging students to compare the different methods and their experiences in their voting groups.
- While students are conversing, tally the votes from each station and share the findings.
- Facilitate class discussion. Are there any surprises?

## **CONCLUSION/REFLECTION (5 MINUTES)**

- Summarize the main points discussed during the lesson.
- Emphasize the importance of understanding different voting methods to make informed decisions as citizens.
- Encourage students to continue exploring the topic on their own and to participate actively in the democratic process.

## Assessment

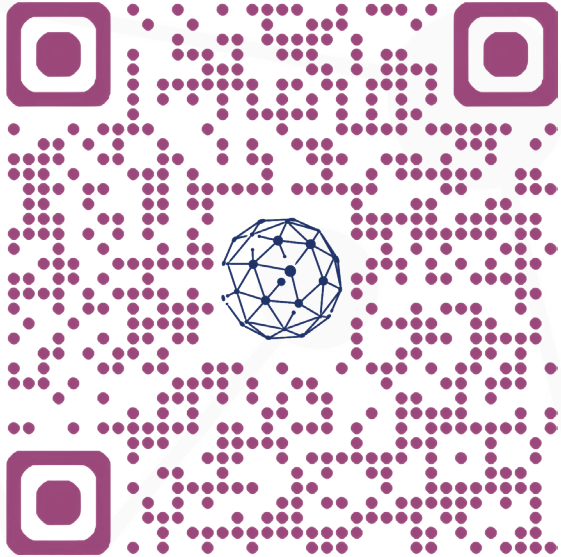
- In the Exit Ticket, students should write a short reflection on which method they preferred and why.
- Informal assessment can be conducted throughout the lesson by observing students' participation in group discussions and class discussions.
- For a formal assessment, assign a short written reflection in which students analyze and compare 2 different voting methods of their choice, highlighting their advantages and disadvantages.

## Common Core Standards

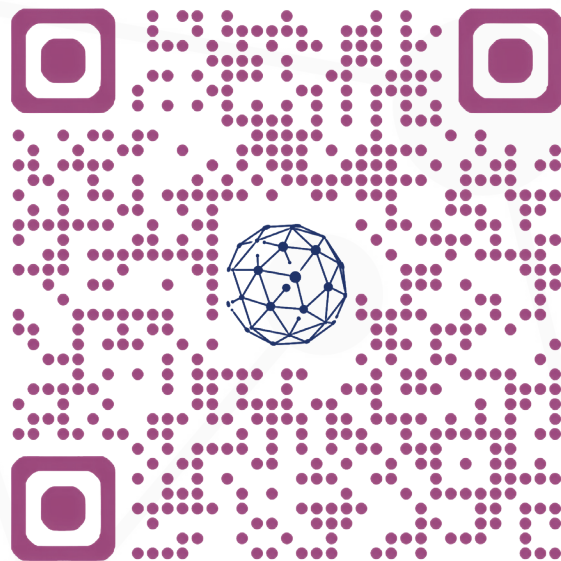
**RH.11-12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and in words) to address a question or solve a problem.

**RH.11-12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Station 1: Ranked-Choice Voting**

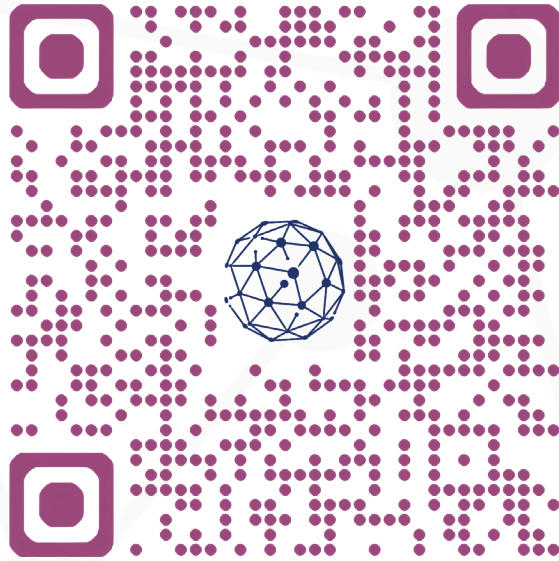


## Station 2: Runoff Election

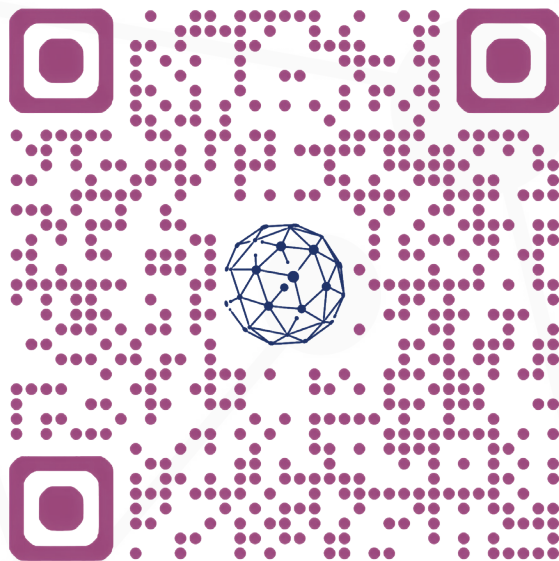




### Station 3: Caucuses



## Station 4: Primaries





## Ranked-Choice Ballot

Your class won a celebratory lunch of your choice for having the most improved SAT scores in the district. Review and vote from the proposed menu options below.

Meal/restaurant option	1st choice	2nd choice	3rd choice	4th choice	5th choice
McDonald's					
Chick-fil-A					
Raising Canes					
Chicago-style pizza					
Chinese food					

## Runoff Election Ballot

Your school held an election to choose a new mascot, but there was no clear winner, so there will be a runoff election. Darken in the oval for your choice. You may only select 1.

Peacock

Seahorse

## Caucuses

Your graduation class is holding a caucus to determine your class song. You will be deciding using the group caucus method. Divide yourselves into 2 groups.

Group 1 selects "Graduation (Friends Forever)" by Vitamin C.

Group 2 selects "Spinning" by Connor Price and Bens.

Each group gets 2 minutes to share why their song should be the class song. You will then vote by secret ballot to determine the winning song.

Darken in the oval for your choice. You may only select 1.

"Graduation (Friends Forever)" by Vitamin C

"Spinning" by Connor Price and Bens

## Closed Primary

You are now participating in a primary to determine the best basketball player. Vote for no more than 1.

- Michael Jordan
- Magic Johnson
- Larry Byrd
- Kobe Bryant
- LeBron James
- Tim Duncan
- Wilt Chamberlin
- Kareem Abdul Jabbar
- Shaquille O'Neal
- Tim Duncan

## Ranked-Choice Voting

How might this ballot style impact voter participation?

How might this voting method encourage or discourage third-party candidates or supporters (i.e., Green Party, Libertarian Party, Constitution Party)?

How might this voting method impact representation at the polls?

What did you like about this ballot? What, if anything, did you dislike about this system of voting?

What improvements or enhancements would you like to make?

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