According to an article in the Journal of Social Science, “citizens with more formal education are more likely to vote,” and have an enhanced ability to understand how the civic process operates (Harder & Krosnick, 2008). Using this information, it is very likely that students, after completing this unit will be more likely to participate in elections if only because of understanding the importance of their civic duty as American citizens.

Students will be given an exercise which will have various facts (true and false) and will have to decide whether or not they believe they are true; throughout the unit students will see where how their assumptions match with the facts that we learn. This initial formative evaluation will be an accurate assessment of how much students already understand about the curriculum. Students will have the opportunity to complete a blank curriculum map, a time line, perform skits about different key figures, participate in classroom discussions and write a formal paper on the most important factors leading to the Civil Rights Voting Act of 1964.

The summative evaluation will be in the form of both a traditional paper and pencil test and a classroom discussion. Students will have the opportunity to offer their opinions about the most important factors that led to the Civil Rights Act and defend their choices in front of the class. If they can successfully defend their opinion they will be given full credit for their second half of their unit test. Although there will be no one correct answer for the classroom discussions, facilitating conversations among students will encourage learners to hone their ability to think critically and analyze all facts before making a decisions,skills that students will be able to use long after their formal education has ended.

Harder, J. & Krosnick, J. (2008). Why Do People Vote? A Psychological Analysis of the Causes of Voter Turnout. Journal of Social Issues, 64 (3), 529-549. https://pprg.stanford.edu/wp- content/uploads/2008-Turnout-Lit-Review.pdf