

AP SPANISH LANGUAGE AND CULTURE

Civic Knowledge & Action: Voter Registration

TEACHER RESOURCE

Overview

Voting plays an important role in a healthy democracy, however, many Americans do not take advantage of this civic right. What can be done to inform the public about the importance of voting and to encourage more eligible voters to register and then vote in elections? What can students do to help increase the number of voters?

This lesson will build students' understanding of the need for eligible citizens to register to vote and then exercise this fundamental civic right in local and national elections, while providing them with the skills to do this in Spanish. The ultimate goal of this lesson is to prepare students to engage in real-world discussions on voting and the voting registration process, and to be able to persuade eligible voters to register to vote using both written and spoken Spanish.

SUGGESTED TIMING

This lesson can be completed in one 90 minute class or two 45 minute classes.

Connections to the AP Spanish Language and Culture Course Framework

- Unit 1: Families in Different Societies
- Skills **1.A**, **1.B**, **2.A**, **2.B**, **3.A**, **3.B**, **4.A**, **4.B**, **5.A**, **5.B**, **6.A**, **6.B**

Part 1: Students read a source in Spanish about reasons for voting.

Skills: **1.A**, **2.A**, **2.B**, **4.A**

Part 2: Students engage with a variety of charts, graphs, and tables to analyze and discuss trends in voting.

Skills: **1.B**, **2.A**, **2.B**, **4.A**, **4.B**

Part 3: Students read and view sources in Spanish to learn about voter registration requirements and how to register to vote.

Skills: **1.B**, **2.B**, **3.A**, **4.A**, **4.B**

Part 4: Students engage with an exam task model: Promotional Material, by reading an announcement promoting a voter registration event.

Skills: **2.A**, **2.B**, **3.A**, **3.B**

Part 5: Students participate in a spontaneous role-play conversation on the topic of voting and voter registration.

Skills: **5.A**, **5.B**

Part 6: Students learn the parts of a formal letter and acquire appropriate vocabulary for writing formal correspondence by engaging with a letter in Spanish about voting and voter registration from the state of Texas. Later, they read and reply to an e-mail about volunteer work for an organization involved in recruiting and registering voters.

Skills: **1.A**, **2.A**, **2.B**, **4.A**, **4.B**, **6.A**, **6.B**

Before You Start

Assess students' basic understanding of the voter registration process and the requirements for voting and their vocabulary needs by asking these or other questions:

¿Cuáles son los requisitos para poder votar en los Estados Unidos?

¿Qué se debe hacer para poder votar?

If students don't seem to know much about the topic of voting and voter registration, tell them that they will learn about these topics as they go through this lesson.

If students seem to need some basic vocabulary to answer these questions, provide them with a few needed words such as inscribirse, votante(s), ciudadano/a/s, etc., but avoid giving a long vocabulary list. Students will acquire needed vocabulary throughout this lesson through source materials.

In AP Spanish Language and Culture, the topic of voting connects to recommended contexts under the course themes of Families and Communities (Citizenship, Customs and Values), Personal and Public Identities (National and Ethnic Identities, Personal Beliefs, Personal Interests), Contemporary Life (Social Customs and Values), and Global Challenges (Population and Demographics, Social Welfare, and Social Conscience). These themes begin to be explored and developed in Unit 1: Families in Different Societies. In this lesson within the context of Unit 1, students will build skills in Interpretive Communication by acquiring information about voting and the voter registration process through authentic written, visual, and audiovisual sources in Spanish. They will enhance their skills in Interpersonal Spoken Communication by engaging in discussions and a role-play conversation. They will develop skills in Interpersonal Written Communication by replying to an e-mail. This lesson will likely take two 45-minute periods to do in its entirety.

Part 1 In this part students review some of the reasons for voting and acquire vocabulary and structures to be able to discuss voting and voter registration in Spanish by reading an online source.

TIME NEEDED:

approximately 20 minutes

Introduce the importance of voting using this source from AACTnow.org a not-for-profit organization in Texas that encourages voter registration. It states 10 reasons to vote. It provides foundational information and vocabulary that students will use throughout this lesson.

<https://aactnow.org/es/why-vote/>

- Preview the source and anticipate questions students may have. The embedded video is in English and should be considered optional. The rest of the source is in Spanish.
- Introduce the resource and provide time for students to read it and respond to questions that check their comprehension. You can use some or all of the questions for a full class discussion, or have students answer them individually in writing, or discuss them in small groups.

Comprehension questions:

- *¿Qué puede hacer una comunidad o región del país para recibir más financiamiento del gobierno federal?*
 - *Según el artículo, ¿cuáles son las dos cosas más importantes para los políticos?*
 - *¿Qué se puede hacer para que sus legisladores ayuden con las necesidades de sus comunidades?*
 - *Según el artículo, ¿qué aspectos de la sociedad son impactados por el voto de los ciudadanos?*
 - *A base de los datos del valle de Río Grande, ¿qué se puede inferir sobre el nivel de interés en las elecciones presidenciales en comparación con las elecciones gubernamentales?*
 - *Según el artículo, ¿cuánto tiempo tarda una persona en votar?*
 - *¿Quiénes deciden cómo usar el dinero recaudado de los impuestos?*
 - *¿Qué aspectos del empleo son afectados por los legisladores?*
 - *¿Qué importancia tienen los legisladores, el gobernador, los miembros del Congreso y el presidente en la vida de los estudiantes?*
 - *¿Cómo influyen el presidente y los miembros del Congreso en la vida de las personas mayores?*
 - *Para mejorar las calles y el tránsito público, ¿qué se puede hacer un votante?*
 - *Además de inscribirse para votar, ¿qué deben hacer los votantes para prepararse para las elecciones?*
- Ask students to identify which of the given reasons for voting are the most compelling; i.e., which ones would convince them to register to vote? Have them share and discuss their chosen reason(s) with a partner.
 - Ask students to brainstorm other possible reasons for voting that could be added to the list.

Before Moving On

Check student comprehension of basic vocabulary related to voter registration and voting to ensure they have the vocabulary needed to support further work in this lesson.

Part 2 Students work on understanding and analyzing data related to trends in voting that is presented visually through charts, graphs, tables, and infographics.

TIME NEEDED:

approximately 15 minutes

As students will engage with a variety of charts and graphs in this lesson, before beginning this part, make sure students have some basic vocabulary to both understand and discuss visual data, such as *los datos, el gráfico de barras, el gráfico de curva de evolución, ascendente, descendente, la estadística, el porcentaje, el porciento,*

Connections to AP:

For success on the AP Spanish Language and Culture Exam, students need to demonstrate an ability to understand and analyze visual data presented in charts, graphs, tables and infographics. Such visual data appears in 3 of the 13 exam tasks.

la tasa, el incremento (incrementar), el aumento (aumentar), la disminución (disminuir/bajar), más, menos, mayor, menor, las variables, tendencia (alcista, al alza, bajiza, a la baja), el eje, vertical, horizontal, etc.

Also offer these useful expressions to describe data presented in graphs:

- Según el gráfico...
- Como muestra el gráfico...
- El gráfico representa...

ANALYZING VOTER DATA FROM CHARTS AND GRAPHS

Before having students engage with the charts and tables, below, introduce the following numbers for them to bear in mind as they study the data in the charts and tables.

- In 2019, the total population in the USA was 328.2 million people
- In 2019, there were 235 million eligible voters
- In 2019, 153.07 million people were registered to vote

Introduce data through charts and graphs about who votes in the USA so students can draw conclusions about where work is needed to encourage more voter participation. As they look through the graphs, students should be asking themselves this guiding question: "What does this data reveal about voters in the USA?" ("Qué revelan los datos sobre los votantes estadounidenses?"). Some optional sample questions are provided for each chart to use, if desired, to prompt students' thinking.

Chart showing percentages of voters in many countries and where the USA falls among them

<https://cdn.statcdn.com/Infographic/images/normal/17553.jpeg>

1. Según el gráfico, ¿el porcentaje de personas que participó en las elecciones generales fue mayor en España o en los Estados Unidos?
2. ¿Cómo se compara la participación electoral en los Estados Unidos con la de la mayoría de los países europeos del gráfico?
3. ¿Qué porcentaje de personas en edad de votar en los EEUU votó en las últimas elecciones generales?

Chart showing number of registered voters in the US from 1996-2018

<https://www.statista.com/statistics/273743/number-of-registered-voters-in-the-united-states/>

1. Según el gráfico de barras, ¿cómo ha cambiado el número de personas inscritas para votar entre 1996 y 2018?

Chart showing number of registered voters by state

<https://worldpopulationreview.com/state-rankings/number-of-registered-voters-by-state>

1. ¿Cómo se compara el porcentaje de personas inscritas para votar en su estado con el de otros estados?
2. ¿En qué estado hay menos porcentaje de personas inscritas para votar?

Review and Reinforce: Period or Comma?

Remind students about the difference between Spanish and English in the use of periods and commas with numbers.

Activity Variation: Which charts to use?

Several charts and graphs related to voting and voters have been provided. You can decide which ones you would like your students to review—all or some of them.

Activity variations: Possible jigsaw activity:

You can direct students to study the graphs individually or have them do this activity as a jigsaw. For a jigsaw, divide the class into groups of 4-5 students. Each group will take some of the graphs and become "expert" in those and will then teach other groups about the data found in their graphs.

Chart showing registered US voters by age from 1980 – 2016

<https://www.census.gov/content/dam/Census/newsroom/press-kits/2017/voting-and-registration/figure04.png>

1. Al examinar la curva de evolución del gráfico de las personas de 45 a 64 años, ¿cómo ha evolucionado su nivel de participación en las elecciones entre 1980 y 2016?
2. Según el gráfico, ¿cuál es el grupo de personas que menos participa en las elecciones?
3. Según las curvas de evolución, ¿en qué año fue más alto el porcentaje de votantes de todas las edades?
4. ¿Cuál fue el porcentaje más alto de los votantes de entre 18 a 29 años que participó en elecciones?

Chart showing share of reported voters by race and Hispanic origin, 1980-2016

<https://www.census.gov/content/dam/Census/newsroom/press-kits/2017/voting-and-registration/figure03.png>

1. A base de las estadísticas del gráfico, ¿cómo se compara la participación de los votantes hispanos con los otros votantes?
2. Según el gráfico, ¿cómo ha evolucionado la participación de los votantes hispanos entre 1980 y 2016?

Chart showing the percentage of Latinx out of the US population who are eligible to vote

<https://cdn.statcdn.com/Infographic/images/normal/20974.jpeg>

1. Según las estadísticas, ¿qué porcentaje de las personas con derecho a votar en los Estados Unidos es latino?
2. Según la curva de evolución del gráfico, a lo largo de los últimos 20 años, ¿cómo se ha cambiado el porcentaje de latinos con derecho al voto en relación con el número de votantes en total en los Estados Unidos?

Chart showing number of Hispanic US citizens who are eligible to vote vs those who vote

<https://cdn.statcdn.com/Infographic/images/normal/15976.jpeg>

1. Según las estadísticas del centro de investigaciones de Pew, ¿cómo ha cambiado el número de personas hispanas que pueden votar en las elecciones estadounidenses entre 1986 y 2018?
2. A base de la curva de evolución del gráfico, ¿cómo ha cambiado el número de personas hispanas que votó en las elecciones entre 1986 y 2018?
3. ¿Cómo se puede comparar las dos curvas de evolución del gráfico?

This chart shows where Hispanic voters are concentrated in the USA

<https://cnnespanol.cnn.com/2018/10/18/el-mapa-de-votantes-hispanos-en-estados-unidos/>

1. Según el mapa, ¿qué porcentaje de los votantes en California es hispano?
2. ¿En qué zonas del país representan los hispanos un porcentaje alto de los votantes en total?

- Following their work with the charts and graphs, students engage in a brief discussion of the guiding question for their analysis of the charts: "What does this data reveal about voters in the USA?" ("*¿Qué revelan los datos sobre los votantes estadounidenses?*").
- Students then engage in a class discussion on these two questions: "Why do you think people don't register to vote?" "Why do people choose not to vote if they are registered?" ("*¿Por qué se supone que la gente no se registra para votar? ¿Por qué muchos votantes registrados optan por no votar?*").
- Have students brainstorm the consequences of not voting and compile a class list.

Before Moving On

Ensure students have a solid understanding of the data presented in the charts you selected and are able to discuss their findings successfully in Spanish by spot checking. Open one of the charts and ask students to explain and interpret what they see in Spanish.

Part 3 Students work on understanding written and audiovisual sources on the topic of voter registration requirements.

TIME NEEDED:

approximately 10 minutes

Students will learn how to register to vote by reading this online resource and watching a short video embedded in it.

<https://www.usa.gov/espanol/requisitos-inscripcion-votar>

After engaging with this source, have students work in pairs to summarize the voter registration process. Call on one or more group(s) and have them share their summaries. Ask the rest of the class to listen for any elements of the voter registration process that may have been left out.

Have students quickly review the National Voter Registration Application form for US Citizens in Spanish found here to further solidify their understanding of the voter registration process and the requirements for voters:

https://www.eac.gov/sites/default/files/eac_assets/1/6/Federal_Voter_Registration_SPA.pdf

Before Moving On

Check for student understanding of the voter registration process by polling students on their level of comprehension on a scale of 1-5 (with 1 indicating "limited understanding" and 5 indicating "I am ready to go out and recruit new voters".) Students reveal their level by holding up the number of fingers indicating their choice; 1-5. Pair students who indicate a limited understanding with students who express a solid understanding and give them time to review for a few moments. Then, take another poll.

Part 4 Students will work on an exam task model, Promotional Material, related to a voter registration event.

TIME NEEDED:

approximately 10 minutes

Tell students they will now do an activity similar to one they will encounter on the AP Spanish Language and Culture Exam. This task model, Promotional Material, is the first task students do on the exam. The task typically presents a short advertisement or announcement promoting a cultural or community event. On the exam, this is a multiple-choice task with five questions, but here, we offer open-ended questions.

Ask students to read the following promotional material and answer the questions. Students could complete this work individually or work with a partner.

<http://www.carlosrosario.org/wp-content/uploads/2013/12/Migrante-21-Feria-de-Votantes.pdf>

1. *¿En qué evento nacional participa la escuela Carlos Rosario?*
2. *¿Cuál es el propósito principal de este anuncio?*
3. *¿A quién se dirige la Directora Ejecutiva de la escuela?*
4. *¿Cómo puede este evento ayudar a las comunidades hispanas?*
5. *Después de leer este anuncio, "¿Qué se puede inferir sobre los desafíos enfrentados en las comunidades hispanohablantes alrededor de la escuela?"*

Before Moving On

Ask students to state where other similar events might take place and why they are beneficial.

Part 5 Students will engage in a spontaneous role play conversation on the topic of voting and voter registration with a classmate to work on Interpersonal Speaking skills.

TIME NEEDED:

approximately 10 minutes

Students will engage in a spontaneous (**no written script!**) role-play conversation in which they will discuss the importance of voting, provide information about how to register to vote, and try to convince their conversation partner to register to vote.

- Begin this activity by dividing the class into pairs. In each pair, students will decide who is Student A and who is Student B
- Student A has questions about voting and seems reluctant to register to vote

Connection to AP:

This Promotional Material task is similar to the first task on the AP Exam.

AP Exam Connections:

This activity helps to prepare students for the Conversation Task on the AP Spanish Language and Culture Exam.

- Student B will answer Student A's questions and provide information to try to convince A to register and then vote
- Each student will have five turns in the conversation
- Once students have completed their conversations, if time permits, have them switch conversation partners and switch the role they portray

Before Moving On

Select one or more pairs to present their conversation to the class and ask the class to provide constructive feedback about the strength of the arguments and the information.

Part 6 Students will review the elements of formal letter writing and will then examine a sample formal letter about voting and voter registration from the State of Texas to identify the parts of a letter. Later, they will respond to an incoming e-mail from a “voter registration organization”, CadaVotoSíCuenta.org.

TIME NEEDED:

approximately 20 minutes

First, introduce the elements of a formal letter and give examples:

El membrete (letter head)

El remitente (sender), **el destinatario** (recipient)

La fecha (date)

El saludo (greeting) formally opens a letter. Possible greetings for a formal letter in Spanish include:

Distinguido señor: (Distinguida señora:)

Estimado Sr. González: (Estimada Sra. Domínguez:)

Muy señor(es) mío(os): (Muy señora[s] mía[s]:)

El cuerpo de la carta (body of the letter). The body of the letter should be organized and clear. It typically begins with a brief, formulaic description of the purpose of the letter. Possible expressions to open a formal letter include:

La presente tiene por objeto ...

The purpose of this letter is ...

Por la presente me es grato comunicarle...

By means of this letter, I am pleased to announce...

En contestación a su atenta carta del 3 de ... In response to your kind letter of 3rd...

Un tono formal y lenguaje formal (formal tone and formal language): In a formal letter the tone is serious, purposeful, and respectful. Elements of formal language include the use of usted/ustedes (Ud./Uds. or Vd./Vds.) and their corresponding verb forms and possessive adjectives (*su/sus, suyo(s), suya(s)*)

Review and Reinforce: Dates in Spanish

In Spanish, dates are written from the smallest to the biggest increment of time: day/month/year. For example: el 12 de febrero de 1984 (12/2/84) or el 15 de mayo de 1999 (15/5/99). Use cardinal numbers, not ordinal numbers, except for the first of the month: el primero de junio.

Review and Reinforce:

Students may find the content of the letter to be challenging, so you may wish to limit the use of the letter to reviewing and reinforcing the elements of formal letter writing and formal language, instead of using it for reading comprehension. Reviewing the characteristics of formal letters will benefit them as they go on to write their formal email reply later in this lesson.

La despedida: the closing. The following are appropriate closings for formal letters:

Atentamente,

Cordialmente,

Saludos cordiales,

Sin otro particular,

Le(s) saluda muy atentamente,

Letter to voters in Texas

Examine this letter and have students identify within it the elements of a formal letter.

If they have access to a print copy, they could label *el membrete*, *el saludo*, and *la despedida*. They should also highlight examples of formal language in the body. If they don't have a print copy, have students verbally share their findings.

Carta a votantes en Texas

<https://www.sos.state.tx.us/elections/forms/dearvoter/dear-voter-letter-july-primary-runoff-2020-span.pdf>

AP Exam Connections:

This activity models Free-response question 1: E-mail Reply. Review the instructions carefully with the class to make sure students understand everything they must do in this task: provide a greeting and a closing, use the formal register, respond with details and elaboration, answer both questions, and ask for information about something mentioned in the incoming e-mail.

E-mail Reply to CadaVotoSíCuenta.org

Students will now read an incoming e-mail from CadaVotoSíCuenta.org and write a reply.

Task 1: E-mail Reply

You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

Vas a escribir una respuesta a un mensaje electrónico. Vas a tener 15 minutos para leer el mensaje y escribir tu respuesta.

Tu respuesta debe incluir un saludo y una despedida, y debe responder a todas las preguntas y peticiones del mensaje. En tu respuesta, debes pedir más información sobre algo mencionado en el mensaje. También debes responder de una manera formal.

Time—15 minutes

De: CadaVotoSíCuenta.org

Asunto: Trabajo de voluntario para promover el voto

Estimado/a estudiante:

Gracias por ponerse en contacto con nosotros y por expresar su interés en trabajar como voluntario/a para promover el voto en las elecciones locales, estatales, y nacionales. Es importantísimo que nuestros ciudadanos no pierdan la oportunidad de inscribirse para votar y ejercer este derecho civil fundamental.

¿Sabe usted que 33 escaños del Senado y todos los 435 escaños de la Cámara de Representantes se deciden en 2020? En 11 estados se elegirán al gobernador. Además, hay miles de elecciones al nivel local. En nuestro país, hay 69 millones de jóvenes estadounidenses con derecho al voto que podrían unirse a los otros votantes. La voz y el voto de todos son de suma importancia en determinar quiénes serán nuestros futuros líderes. ¡Ayúdenos a animarles a todos a desatar su poder en las urnas! ¡Cada voto, sí cuenta!

La fecha límite para inscribirse para votar en las elecciones se acerca, y nos agradecería su participación en reclutar e informar a futuros votantes. Necesitamos a voluntarios bilingües para hacer entrevistas en inglés y en español, otros que puedan escribir anuncios para las redes sociales, y aún otros para hacer llamadas telefónicas y mandar textos.

Para determinar su papel como voluntario/a en nuestra organización, le pedimos que conteste las preguntas siguientes:

- En su opinión, ¿cuáles son las razones más importantes para votar?
- ¿Qué características personales y experiencias previas le servirán en su trabajo de animar y apoyar a la gente a inscribirse para votar?

Si tiene alguna pregunta, no dude en expresarla.

En cuanto recibamos su respuesta, compartiremos los detalles de su trabajo como voluntario/a con nuestra organización.

En espera de más noticias tuyas,
Le saluda atentamente,
Liliana Gutiérrez Ramos
Directora del programa de voluntarios
CadaVotoSíCuenta

Debrief and Check for Understanding

TIME NEEDED:

approximately 5 minutes

As you finish this lesson with your students, do a final check for understanding of the key points presented in the various parts of this lesson by asking the following:

- *¿Cuáles son algunas de las razones más importantes para votar?*
- *Da tres palabras importantes para describir los datos en un gráfico*
- *¿Cómo se ha evolucionado el papel de la población hispana en las elecciones estadounidenses?*
- *¿Cuáles son algunos de los obstáculos que impiden la participación en las elecciones de algunos de los ciudadanos con derecho a votar?*
- *¿Dónde se puede informarse sobre el proceso de inscribirse para votar?*
- *¿Cuáles son los elementos de una carta formal?*
- *Da dos ejemplos de saludos que se pueden usar en una carta formal y dos ejemplos de despedidas*



Teacher Notes
