



STOP THAT TEENAGER BEFORE HE VOTES

(60 minutes over one to two days)

OBJECTIVE

Students evaluate and respond to commentary on teen-voters.

MATERIALS

What is Your Ideology? handout; *Stop That Teenager Before He Votes* handout

GET READY

- ✓ Print one copy of the *What is Your Ideology?* handout for yourself.
- ✓ Duplicate a copy of the *Stop That Teenager Before He Votes* handout for each student in your class.

INSTRUCTIONS

- ✓ Say to your class, *A couple of reasons that people use to explain why 18- to 20-year-olds don't vote in large numbers is that they don't have any opinions on the issues. You're not quite 18 (in most cases), so let's see about that.* Take the *What is Your Ideology?* handout and choose statements from the document to present to the class. Ask students for their opinions on the various issues.
- ✓ Encourage your students to respectfully engage one another in a discussion of the issues you bring up.
- ✓ Say, *It turns out that you do have some very definite opinions, and a very good reason to vote your mind — on a Kids Voting ballot now or an official one, as soon as you turn 18.*
- ✓ Say, *Now I am going to give you an article from a man who does not think that teenagers should be encouraged to vote.* Have the students read the article.

- ✓ Ask, *How did that article make you feel? Is there anything you would say to Mr. Rosenberg in response to his article?* Listen to a couple of responses and then give your students an opportunity to list why they think teenagers 18 years and older deserve to vote (pay taxes, participation in armed forces, etc.)
- ✓ Provide your students the opportunity to draft letters to local/national newspaper editors explaining why young adults should be encouraged, not discouraged, to vote. (Refer to the *Letter to the Editor* activity in the Active Citizenship theme.)
- ✓ Have students share their written responses with the rest of the class and then mail them (optional).

DISCUSSION QUESTIONS

- ★ *Did you find that you had stronger opinions on the issues than you thought? If yes, what does that tell you about yourself?*
- ★ *Why do you think Mr. Rosenberg felt the need to write that article? What do you think about his reasoning?*
- ★ *Was this activity powerful in making you want to vote? How so?*
- ★ *Do you have the right to vote? What are the current requirements for suffrage?*
- ★ *Some people think the voting age should be lowered to 17 or maybe even 16. How do you feel about that? (Ask students to defend their point of view.)*
- ★ *What are your responsibilities in regards to voting?*



WHAT IS YOUR IDEOLOGY?

An ideology is a systematic set of values that enables a person to view policy issues in a consistent way. Your answers to these questions will indicate if your political values lean toward the liberal or conservative ideologies. Circle T for true or F for false in response to the following statements.

1. The federal government places too many restrictions on the way corporations conduct their business. T F
2. Unions reduce productivity by discouraging workers from performing tasks not agreed to in a labor management contract. T F
3. High government taxes discourage citizens from working hard. T F
4. Most people on welfare would prefer a real job. T F
5. Government should create programs that will reduce America's large number of poor people. T F
6. The best way to help the poor is to set policies that help businesses earn a profit so they can hire the underprivileged. T F
7. Taxes should be used to redistribute income by taking from the wealthy and giving to the poor. T F
8. The government has a special responsibility to protect and assist disadvantaged minorities. T F
9. Government programs on behalf of the disadvantaged discourage people from helping themselves. T F
10. America's high crime rate is directly traceable to the persistence of poverty and discrimination. T F
11. America's high crime rate is due to courts being too lenient with criminals. T F
12. Crime, unemployment and poverty will be reduced if Americans return to the traditional values of hard work, self discipline and belief in God. T F
13. Government should censor or restrict films and publications that undermine the nation's moral fiber. T F
14. The First Amendment should protect pornography from government censorship. Adults must be free to think and speak as they wish. T F
15. Most Third World unrest can be traced to Communist attempts to inspire anti-Western revolutions in these areas. T F
16. Most Third World unrest is caused by weak governments and economics, poverty, famine and internal conflict—legacy of Western political and economic imperialism. T F

Note: This survey is designed to measure students' value orientations on key ideological issues. It does not scientifically determine ideology. The answers are below: L is for liberal and C for conservative.

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|------------|------------|-------------|-------------|
| 1. T-C F-L | 5. T-L F-C | 9. T-C F-L | 13. T-C F-L |
| 2. T-C F-L | 6. T-C F-L | 10. T-L F-C | 14. T-L F-C |
| 3. T-C F-L | 7. T-L F-C | 11. T-C F-L | 15. T-C F-L |
| 4. T-L F-C | 8. T-L F-C | 12. T-C F-L | 16. T-L F-C |

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STOP THAT TEENAGER BEFORE HE VOTES

By ELLIOT ROSENBERG

Each fall I commit an act of willful sabotage. It is premeditated, unabashed and performed in an American classroom beneath the Stars and Stripes. And when the deed is done, I harbor no feelings of guilt. For in weakening, ever so slightly, one pillar of democratic mythology, I have helped preserve the Republic.

New York City's Board of Education would disagree. My high school's administration would, too. Also, my union, the United Federation of Teachers, and every Republican and Democrat who has ever run for public office, anywhere. And, most vehemently of all, the League of Women Voters.

What is this act of possible sedition? Through tactically indirect means, I discourage some teenagers from voting, checkmating the vigorous campaigns to register them and get them into those curtained booths. I do it for a good reason: Many teenagers do not deserve to vote. Their teacher should know. Let me explain: Each campaign season my immediate superior, the Social Studies Department chairman, asks whether any of my classes hold sizable numbers of 18-year-olds. Instead of taking the cowardly way out and simply saying "No," I welcome two genteel, well-dressed women from the League of Women Voters into my classroom. As the well-meaning pair talk about citizen responsibility, the duty of all eligible teenagers to make their collective voice heard across the land, their opportunity to make democracy truly work, they never take note of the fidgeting body-language signs before them. Nor the subtle eye-to-eye contact by which students query me: "When they gonna finish?"

When the lecture ends, the women distribute several pamphlets and a manila voter-registration form to all the

18-year-olds. Self-addressed by the Board of Elections, it spares teenagers any inconvenience on the road to becoming good citizens. And it's marked, "No Postage Necessary If Mailed In The United States," fulfilling one's civic duty also becomes financially painless. And if a journey to the nearest mail box might prove arduous, arrangements are in place for a table-top "drop" site in the school lobby.

Then the women make their first major mistake. Instead of leading their quarry line by line through the rows of questions on the registration form, they depart.

"Hey, what's the color of my eyes for item 7?"

"Can I get in trouble if I sign the aff-i-dav-it?"

"What do I write in the box marked 'For Official Use Only'?"

Possibly the league representatives figure any 18-year-old can fill out a simple form. That seems a logical conclusion by any group also capable of presuming all 18-year-olds belong in a voting booth. Or perhaps they assume I'll enthusiastically pick up where they enthusiastically leave off.

Another grievous mistake.

I'll go this far: "Your eyes are hazel... you won't get in trouble if your answers are honest... don't write anything in the box marked 'Official Use'." But not a step further.

"Mr. Rosenberg, I don't want to register and I don't care about voting. Do I have to?"

"Say, If I fill this thing out, will you give me extra credit?"

Effective sabotage need not be violent. It can be as subtle as an ambiguous shrug or its verbal equivalent.

"I'm not telling you to vote; I'm not telling you not to vote. That's your decision to make."

Then I add the fatal caveat: "If you decide to vote, take the trouble to be

informed, *learn* the candidates' backgrounds, *learn* the issues, *learn* where the candidates stand on those issues."

That strikes some in the room as too much spinach, not enough candy. So the number of uncompleted manila registration forms I find in the waste basket at the end of the school day never alarms me.

If we hesitate to let teenagers drink until they're 21, why entrust them with shaping the fate of the Republic at 18? Since the 26th Amendment's ratification in 1971, about 400 youngsters have passed through my economics and history classes each school year. Many I'd happily escort, umbrella in hand, to the polls on a stormy day. But many others constitute a sleeping giant best left unawakened.

After marking a few tests, a teacher is a better judge of a youngster's readiness to share in his country's governance than any voter-action group, however well-intentioned. In social studies class, a platter is placed before the student containing the roots and structure of American government, the essence of our Constitution, its evolution, its enduring issues. And if he leaves his plate untouched, the nation will be better served if he also leaves no fingerprints on a voting booth lever.

Consider an essay on government that informs the reader that the president "passes" laws but Congress can veto them and the Supreme Court can make the law work anyway by overriding Congress's veto. Or a history essay that affirms Franklin Roosevelt was to blame for the Depression that took place in the 1950s, but he made up for it by winning World War II after the Chinese bombed Pearl Harbor.

"Getting Out the Vote" is an important endeavor. To my mind, "Keeping 'Em Away" is often just as necessary.

Mr. Rosenberg is a high-school teacher in New York.

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