

Lesson 5A

The Oregon Ten: Nov 2006 Measures

This is a 2 day lesson in two parts, 5A and 5B

Objective: Develop a student's skills in reasoning using current events as they relate to the initiatives on the November ballot, in reading and researching information about ballot measures, in speaking as an expert about initiatives, in listening to and respecting the ideas and opinions of others, and in analyzing competing ideas.

Students will be able to:

1. Connect the ballot measure numbers with the content of the initiative proposals.
2. Articulate some of the practical, legal and fiscal impact of the initiatives.

Handouts: (1) Oregonian article on the 10 Measures, by Edward Walsh (2) November 7, 2006 General Election Measures packet (3) Ballot Measures (4) Oregon 10 Class Presentation Sheet.

* Handout #3 is a much more condensed version of handout #2.

A. Daily warm-up: Ask students if they can identify a public issue/initiative to which they would donate their own money. Would they help fund an initiative to promote animal rights? To encourage recycling?

B. Current events alert! (*daily activity*) check for updates on www.oregonlive.com/elections

C. Student Expert Activity

1. Divide students into ten groups of two or three students
2. Distribute handout 1 (Oregonian article) and information about ONE ballot measure to each group from the large packet labeled handout 2: November 7, 2006 General Election Measures. Alternatively, use handout 3, which contains similar information, in a much more concise and easy to read format.
3. Students are to become experts about their initiative and report back to the class. Give students 15 – 20 minutes to review their materials. These prompts on the board might help focus students:
 - a. goal of initiative
 - b. financial impact
 - c. who the initiative will impact
4. Encourage active listening by distributing Handout 4, The Oregon 10 Class Presentation. Have students fill in facts about each measure and then try to make a determination if they support, oppose or are undecided about each. If time permits, discuss their conclusions.

D.  Extended Activities: Sorting

1. In groups of 4 or 5, find a way to sort the measures by some common factors: e.g. money and present to class. Provide a graphic organizer.
2. To help with sorting, students might want to read the opinion piece in the Eugene Register Guard -
<http://www.registerguard.com/news/2006/08/07/printable/ed.edit.initiatives.0807.4vggt04p.phtml?section=opinion>

E. Other Good reference sites for teachers and students:

1. LXV VOTE on line www.lwvpdx.org (first week in October)
2. Position sites on measures:
 - a.) ACLU <http://www.aclu-or.org>
 - b.) Stand for Oregon <http://www.stand.org/or/ballotmeasureactioncenter.asp>
 - c.) Register-Guard Editorial, Published: Monday, August 7, 2006
<http://www.registerguard.com/news/2006/08/07/printable/ed.edit.initiatives.0807.4vggt04p.phtml?section=opinion>

F. Vocabulary

Eminent domain, consent, unemancipated, term limits

G. Homework / Journal Entry

Journal Entry: Which of these measures interests you most? Why?