Does voting matter?

[photograph], George B. Hooks papers, MS 1783, Georgia Historical Society, Savannah, Georgia.

Supporting Questions

1. What is republican government?
2. How does someone get elected to a government position in Georgia?
3. What do representatives elected to the General Assembly do?
# Republican Government: Representative Democracy

**Inquiry** by Lisa Landers

## Does voting matter?

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<th>Inquiry Standard</th>
<th>SS8CG1 Describe the foundations of Georgia’s government.</th>
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<td>Staging the Compelling Question</td>
<td>Read the article, &quot;Republic vs. Democracy: What is the Difference&quot;.</td>
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### Supporting Questions

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### Formative Performance Tasks

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<tr>
<td>Identify at least one part of the Georgia constitution that illustrates a republican form of government and explain your answer with evidence.</td>
<td>Create a Venn Diagram. Label one side “Voter Qualifications” and the other side “Candidate Qualifications”. Label the middle “Successful Election”. Explain how someone can get elected successfully in Georgia.</td>
<td>Summarize the process of a bill becoming a law in the Georgia General Assembly.</td>
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### Featured Sources

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<td>Source A: State government based on republicanism</td>
<td>Source A: Getting Elected in Georgia</td>
<td>Source A: Passing a bill in the Georgia State Assembly</td>
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### ARGUMENT

**Construct an argument (e.g., detailed outline, poster, essay) in response to the compelling question using specific claims and relevant evidence from historical sources, while acknowledging competing views.**

### EXTENSION

**Read the blog post, "The United States Constitution: States, Citizenship," by Breana James of the Georgia Historical Society.**

### UNDERSTAND

**Interview an adult about their experience voting in an election.**

### ASSESS

**Identify any road blocks they may have encountered when voting. If they have not voted, identify the reason(s) why.**

### ACTION

**Create an advertisement telling citizens why it is important to vote and how they can be prepared to vote in the next election.**
Overview

Inquiry Description

This is the fifth inquiry in a series from the Georgia Historical Society that focuses upon civic education and is based on the theme, "The United States Constitution: Ensuring Liberty and Justice for All". This 8th grade inquiry focuses on the relationship between citizens and their representatives in state government. Article IV of the United States Constitution outlines the relationships between states as well as the relationship between states and the federal government. It explains the obligations states posses and the obligations the federal government has to the states.

Structure

The focus of this inquiry is to help students grasp the idea of republican government. The inquiry is based upon the Guarantee Clause of the United States Constitution that guarantees each state a republican form of government. Students are challenged to consider the purpose of voting in Georgia in order to elect representatives to the Georgia General Assembly. Students will examine the process of voting and elections in Georgia as well as the role of members of the General Assembly.
Staging the compelling question

The article, "Republic vs. Democracy: What is the Difference", explains the subtle but significant differences between a republic and a democracy. This article will help students understand the language which will be used throughout this inquiry.
Students should be able to discern the difference between a republic and a democracy. The United States Government including most states have a blend of republicanism and democracy. Students should be able to explain republicanism as a form of government.

**Formative Performance Task**

Students should assess one or more versions of the Georgia state constitution. They should locate sections that form a legislative body, protections of basic, inalienable rights, and separation of powers. Students should be able to identify reasons why Georgia is not a pure democracy.
### Supporting Question 1

**Featured Source A**

| State government based on republicanism |

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**Excerpt**

1. **1777 Georgia Constitution, GHS**
2. **United States Constitution, Article IV, Section 4**
3. **Georgia Constitution, New Georgia Encyclopedia**

**Source:**

[Record], Georgia Constitution, 1777, MS 1704, Georgia Historical Society, Savannah, Georgia.

The 4th Article Of the U.S. Constitution. The National Constitution Center, 
[https://constitutioncenter.org/interactive-constit](https://constitutioncenter.org/interactive-constit)
The GEORGIA CONSTITUTIONAL GAZETTE.

MONDAY, March 31, 1777.

No. 41.

SAVANNAH: Printed by WILLIAM LANCANTER.

THE CONSTITUTION OF THE STATE OF GEORGIA.

The Constitution of the State of Georgia is the fundamental law of the state, and as such it governs its political and governmental affairs. It was adopted in 1777 and is known as the Georgia Constitution of 1777.

The Constitution was drafted by a convention called by the Georgia General Assembly on January 17, 1777. The convention, known as the Georgia Constitutional Convention, met in Savannah and drafted the constitution, which was ratified by the Georgia legislature on March 31, 1777.

The constitution includes a bill of rights, a provision for a legislature, a judiciary, and a executive branch. It also includes provisions for the election of members of the legislature and the judiciary, and for the appointment of the executive branch.

The constitution was revised and amended several times over the years, and the most recent revision was in 1983. The current constitution is known as the Georgia Constitution of 1983.

[Record], Georgia Constitution, 1777, MS 1704, Georgia Historical Society, Savannah, Georgia.
Supporting Question 2

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This question prompts students to find out what the election process is like in Georgia by examining an election from the voter point of view as well as the candidate point of view.

**Formative Performance Task**

Analyze the "Voting Age in Georgia" document from GHS and "Voter Qualification and Registration in Georgia" document from the League of Women Voters to identify voter qualifications, steps in registration, and process of voting in Georgia.

Analyze the "Hooks, Mackenzie Seeking Re-Election" article from GHS and article III, sections I and II of the Georgia State Constitution to identify candidate qualifications and steps in the process of getting elected in Georgia.

Compare the evidence gathered in a venn diagram in order to determine characteristics of a successful election.
Excerpt

Voting Age in Georgia, Ethel Hyer family papers, G.

Hooks, Mackenzie Seeking Re-Election, George B. Ho.

Georgia State Constitution, Article III, Sections I & II (pages 11 and 12)

Voter Qualification and Registration in Georgia (page 4-5), Citizen Handbook, League of Women Voters

Source:
[Letter], Ethel Hyer family papers, MS 2117, Georgia Historical Society, Savannah, Georgia.

[clippings], George B. Hooks papers, MS 1783, Georgia Historical Society, Savannah, Georgia.


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After assessing the election process, this question asks students to gain an understanding of what representatives in legislatures are responsible for doing for those who elected them.

**Formative Performance Task**

Read the document, "Tracking a bill through the General Assembly, created by the Georgia General Assembly. Students should read the steps in the process of a bill becoming a law.

Next have students analyze the two documents from the George B. Hooks papers from GHS to see if they can identify the steps of passing a bill in either of the two primary sources.

Have students summarize the process of passing a bill in the Georgia General Assembly.
Supporting Question 3

Featured Source A | Passing a bill in the Georgia State Assembly

Excerpt

State Senate Approves Budget, George B. Hooks papers.
Hooks at the Georgia State Senate, George B. Hooks.
Tracking a bill through the General Assembly, George B. Hooks.

Source:
Tracking a Bill Through The General Assembly. Georgia General Assembly.
http://www.legis.ga.gov/Legislation/en-US/default...

[clippings], George B. Hooks papers, MS 1783, Georgia Historical Society, Savannah, Georgia.
[photograph], George B. Hooks papers, MS 1783, Georgia Historical Society, Savannah, Georgia.
### Summative Performance Task

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### Argument

Student should be able to present evidence for their response to the compelling question whether their answer is yes, every vote counts or no, every vote does not count.

### Extension

The blog post "The United States Constitution: States, Citizenship, and New States", dives deeper into the concept of a republic. It provides examples of elected representatives from Georgia and more primary sources to explore related to this topic.
Taking Informed Action

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<td>Assess</td>
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In order to gain real-world perspective, have students talk with a member of their family who is of voting age. Present students with a set of questions to ask them or have students design their own questions. Have students identify why some people do not vote or why it may be hard for them to vote. Students should create a persuasive argument to encourage people to vote and help them know what to do in order to be able to vote in Georgia.
Appendices

- December Inquiry Bibliography.docx (https://s3.amazonaws.com/idm-dev/u/e/7/6/5/5602/e765554560899980847151cf5c1ea696098136d2.docx)