

Week of April 6-9, 2020 E-learning for Science, and Social Studies Grade 4

Please send copies of your finished work to me at:

phelgerson@childrenofpeaceschool.org

It needs to be an upright picture, not sideways. That way I can get an idea of how you are doing and if you understand it. If you do any of the work on a computer instead of writing it out, you could send a word document copy of it to me and I would be able to write directly on it to reply to you. Originally I said to bring it to school but we are out longer than originally planned and I need to know how you are doing. At the end of the week send me an email and let me know the following things:

- **How are you?**
- **Did you understand your lessons?**
- **Did you complete all your lessons?**
- **Is there something you need more help or clarification with? If so, what is it?**
- **Is there anything you would like me to keep in my prayers?**

Social Studies Work for the week

Assignment 1.

1. Watch the following video: <https://www.census.gov/library/video/2019/the-2020-census-challenge.html>

2. Also read the information about the census that is under the video

3..Finish the census project and the election that we began last week.

I have attached the download again on our eLearning site, in case you misplaced it. Email the work to me or a picture of it at the end of the week. Please be sure to include your name, subject, title, date, and grade. I will attach the copy at the very end of this so you see your other assignments for this week. If you did not finish last week's science projects you will need to look at the link that is below this one on my website at <https://www.weebly.com/weebly/main.php#/> for last week's work.

Assignment 2. Be sure to continue your daily journal. The download is in the link below on my Weebly eLearning site, but here is a copy of it too in case you have trouble getting it: (The download is a nicer copy and easier to follow but here it is in case you were unable to download it:

(Primary Source) Living Through History: A Global Pandemic 2020 Directions: Remember learning about primary sources? An eyewitness account of an event, a first-hand, original source! YOU are currently experiencing something that will go down in the history books. So, what is a pandemic? According to Ducksters.com, it is defined as, "an epidemic that has spread across a large region, typically across multiple continents or worldwide." Everything changed in the matter of hours. Your journal will be a great way to look back on this momentous experience. This is your journal, so share what you feel! Be as

detailed as you can (feelings, dialogue, things you notice). You are the author of your own story and you want the reader to feel as though they are a part of it! Don't feel limited to just words- you can also draw, doodle, record yourself, create a WeVideo or Google Slideshow to document the day in the life of YOU! Here are a list of journal ideas: ● Where were you and how did you react when you found out school would be closed for two weeks or longer? How did you feel? What can you remember about that moment? ● What was your first day like at home, knowing you would normally have been at school? What did you do? ● How has E-learning been going? Do you like it? Why or why not? ● What have you been doing with your family and by yourself? What activities, board games, creative ideas have been keeping you busy? ● What advice have you been getting from your parents, family members, adults? ● What are your feelings about everything that's going on? ● What do you miss about school? What are you hoping? ● Compare and contrast what life was like before and after the pandemic. ● What have you learned about yourself, your family (mom, dad, etc) during the first week of being home during a global pandemic? ● Make a list of 5 things you'd like to do once everything goes back to normal. Explain why you chose the 5 things listed.

(Created by: Christine Coppage, 5th grade, SSES Ideas modified from:
<https://www.middleweb.com/42521/kids-journals-could-become-primary-sources/>)

Note: It does not need to be a video or slide show but it can be .I would love to see that. It would be wonderful if you were able to make one. I would love to have you share one maybe on a zoom meeting if you create one if you wish to share it with the class, otherwise you may just share it with me. That is your choice. I will be scheduling a zoom class meeting this week so check your email later for one. I am still learning how to do it.

[Science work: Please ask your parents to sign you up to the Peggy Norbert Nature museum's daily newsletter. The link to sign up is at:](#)

<https://naturemuseum.org/the-museum/blog/stem-activities-homeschool>

Starting tomorrow I would like you to follow the Let's Learn about newsletters that are on that link for your science lessons. **Click on all the links and view the videos. Answer all the questions they ask on a piece of paper (or even better on a word document that you can upload) and send to me at the end of the week.** Copy any charts and graphic organizers they give you links to and send that to me too. They send out the lessons to me for you to use but not until that day so I cannot prepare them ahead of time using eLearning.. Do any of the graphic organizers/charts they may have. Look at all the links and pictures. You do not need to do the coloring pages but do look at them and observe them. (Sometimes there are a lot of coloring pages.) For today though do the one I attached from March 31rst on lizards. It is copied below. Tomorrow do it for the animal that they feature tomorrow. If for some reason you do not get signed up on time you may choose animals from past weeks which are featured below the signup link.

<https://naturemuseum.org/the-museum/blog/stem-activities-homeschool>

****At the end of the week, besides the papers underlined above, write about which lesson you found most interesting from the museum. Explain why and summarize some of the things you learned**

Below is the link for today's Science lesson. (It is also on my Weebly eLearning page for April 6th)

<https://mailchi.mp/naturemuseum/the-nature-museum-comes-to-you-12>

Just for your information if you want to explore more this has some interesting information, also from that same museum: <https://www.naturemuseum.org/nature-and-science-in-action/citizen-science>

APRIL 6th 2020 LESSON: (Copied from the Peggy Norbert Nature Museum Site)



Let's learn about lizards!

What is a lizard? Although there are a variety of lizards out there, they all have a few things in common. These cool reptiles all have external ear openings, most of them have four limbs, and most of them have eyelids. Today, we're going to explore these amazing animals. Although you can't see the lizards in our *Dragons Alive!* exhibit right now, we can take a closer look at some of them and also discover some of the lizards that call Illinois home!

P.S. Feeling a little overwhelmed by trying to help your little ones navigate learning at home? [Check out our top tips for teaching at home](#), all sourced from our educators.



Snakes vs. lizards

What do you think this is a picture of? If you said a snake, look again! This is actually a lizard called a European legless lizard. Although it looks and can move like a snake, it's actually very different. Unlike a snake, this lizard has eyelids, ears, and cannot unhinge its jaw! Believe it or not, the lizard has a cousin that lives in Illinois, called the [slender glass lizard](#).

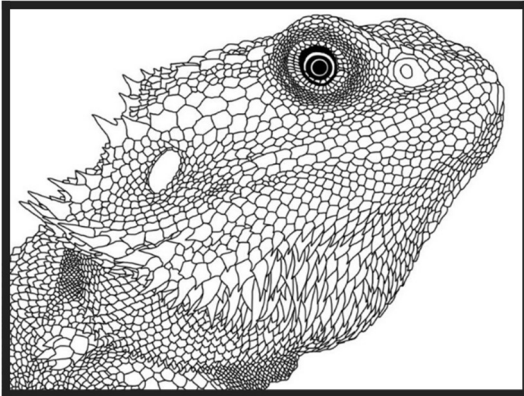
Guiding Question: Let's compare and contrast this animal with [the snakes we discovered last week](#). What similarities do you notice? What differences?



Meet a native Illinois lizard!

You may not have seen one in the wild, but there are actually lizards that are found in Illinois. There are [seven species in all](#), including this beauty called the six-lined race runner. Although we won't see these in the city, Dr. Allison has encountered them during her fieldwork in nearby counties.

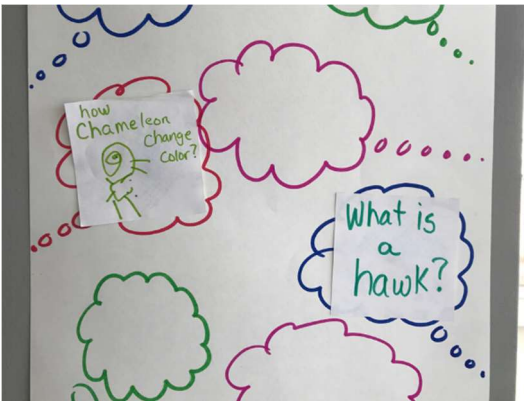
Guiding Question: [Click here to see a photo of a six-lined race runner](#) Dr. Allison found and [click here to use this graphic organizer](#) to collect your noticings, using words or pictures, and your wonderings! How many questions can you come up with?



Color your favorite lizard!

Love lizards as much as we do? Check out these amazing coloring sheets to explore different lizards and then print and color your favorite. [Click here for intricate coloring sheets](#), and [click here for more general options](#).

Guiding Question: What is your favorite lizard? What do you like about it? Where would you have to go to find one?



Make an "I Wonder" board

["I Wonder" boards](#) are an awesome tool for collecting your little scientist's questions. See how many you can post and come back to investigate them! Did more questions come up? Add them to your "I Wonder" board!



Behind the scenes!

Animal caretakers Lalainya and Ashley gave the uromastyx in *Dragons Alive!* some soaked and sprouted lentils for a delicious snack! [Click here to see the video.](#)

<https://www.instagram.com/p/B8NEQoxoy9v/>

Have a question for them or one of our other scientists? Just reply to this email!

We need your help to continue bringing fun and educational content to your inbox every day. Consider making a donation to the Nature Museum while we're closed.

Donate Now

Don't forget to [forward this to your friends!](#) Let's support at-home learning together!

Missed yesterday's activities? [Click here to get caught up.](#)



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Want to change how you receive these emails?
You can [update your preferences](#) or [unsubscribe from this list](#)

Scroll down if you need last week's election project (It is easier to see if you goto the download link though, but it is here if you need it.)

Census and election projects copied from last week's work

Please note: You do not need to make a google form when it asks you to. You should make a word document if you want to or just write it down on paper and get it to me that way.

4-5 FULL/DIGITAL Elections Civic Action Project. How do we get people to vote in Chicago? This project follows the CPS Informed Action Framework with three phases of reflection, research, and action. Use this tool to guide you through the phases and your journey. The project phases are: Phase 1: Understand and connect to the Call to Action question Phase 2: Investigate the topic and any barriers to voting Phase 3: Plan and take action DON'T FORGET TO TAG US IN YOUR RESEARCH AND ACTIONS @CPS CivicLife t, reflect upon and document what you already know about elections, voting, and its role in our democracy. Document in the journal. • Why should someone vote? • Have people you know, or people in your family ever voted? Why or why not? • Have you heard or seen any commercials or ads on social media, TV, etc...? What are they saying? • What other information would be important to know/understand in order to answer the question, "How do we get people to vote?" Now, watch the following videos and then answer the following questions: https://www.youtube.com/watch?v=aD_J-CbNpUY https://www.youtube.com/watch?time_continue=3&v=wMAlE1iFM&feature=emb_logo • What do you know about elections and voting that you didn't know before? • Why should everyone vote? Phase 1, Step 2: Collect information from others Now, interview five or more family members in your household or call/email other community members that are of voting age. If possible, interview people of different age ranges. Make sure to include people over the age of 18. Ask each person you are interviewing the questions below (and any other questions you want to ask). Write the responses the people you interview give to each question however you like. (Consider making a google form to document interviewees responses and expanding your research to send out a survey via email or social media to as many people as you can) Sample questions for interviews: • Did you vote in the last election? • Do you plan to vote in the upcoming election? • Why do you / do you not vote? • What do you know about the upcoming elections? • What do you know about the voting process? • What issues are most important to you in this election? After you finish your interviews - complete the individual reflection below, based on your interviewees' responses Reflection • What do you know now that you didn't know before? • Did any of the responses from the people you interviewed surprise you? Why or why not? • Why do you think these individuals have had these experiences with voting and elections? • Do you think other people in your community have had similar or different experiences from those you interviewed? Why or why not? Phase 1, Step 1: Explore what elections are and why they are important. First, reflect upon and document what you already know about elections, voting, and its role in our democracy. Document in the journal. • Why should someone vote? • Have people you know, or people in your family ever voted? Why or why not? • Have you heard or seen any commercials or ads on social media, TV, etc...? What are they saying? • What other information would be important to know/understand in order to answer the question, "How do we get people to vote?" Now, watch the following videos and then answer the following questions: https://www.youtube.com/watch?v=aD_J-CbNpUY https://www.youtube.com/watch?time_continue=3&v=wMAlE1iFM&feature=emb_logo • What do you know about elections and voting that you didn't know before? • Why should everyone vote? Phase 1, Step 2: Collect information from others
Now, interview five or more family members in your household or call/email other community members that are of voting age. If possible, interview people of different age ranges. Make sure to include people over the age of 18. Ask each person you are interviewing the questions below (and any other questions you want to ask). Write the responses the people you interview give to each question

however you like. (Consider making a google form to document interviews responses and expanding your research to send out a survey via email or social media to as many people as you can) Sample questions for interviews:

- Did you vote in the last election?
- Do you plan to vote in the upcoming election?
- Why do you / do you not vote?
- What do you know about the upcoming elections?
- What do you know about the voting process?
- What issues are most important to you in this election?

After you finish your interviews - complete the individual reflection below, based on your interviewees' responses Reflection

- What do you know now that you didn't know before?
- Did any of the responses from the people you interviewed surprise you? Why or why not?
- Why do you think these individuals have had these experiences with voting and elections?
 - Do you think other people in your community have had similar or different experiences from those you interviewed? Why or why not?

Phase 1, Step 3: Develop questions for your next steps Identify what you need to know in order to answer the question, "How do we get people to vote?"

What questions come up for you as you think about voting and elections, and why certain people vote / do not vote in your community?

1. Write at least 10 questions you have about elections / voting in your journal.
2. Circle the 5 questions you feel are the most important to answer

PHASE 2: Investigate the topic and any barriers to voting

There are FOUR STEPS to complete for Phase 2.

Write your answers/information collected for each step in your journal below:

Phase 2, Step 1: Research Community Impact Understand how your neighborhood voted in the 2018 election.

1. Go to "WBEZ's Voter Turnout Map" <https://www.wbez.org/shows/wbez-news/chicago-elections-mapped-voter-turnout-high-butlow-in-minority-neighborhoods/38728dc7-85a8-41b6-849a-bf8888a715b2> and the Chicago Board of Elections 2018 Election Results <https://chicagoelections.gov/en/election-results-specifics.asp> to find your neighborhood and/or your ward and identify the voting turnout in your community in the 2018 general election, or look at the map to the left. If you don't already know, you can find what ward you live in by searching your address here. For example:

- _____ Neighborhood / Ward: 60.9% of eligible voters cast ballots in the 2018 general election.
2. Using the links above, find a neighborhood or ward different than the one you live in, and identify the voting turnout in the 2018 general election.

Phase 2, Step 1 - Reflection • What do the colors on the WBEZ Voter Turnout Map mean? What patterns do you notice?

- Was the percentage for your neighborhood/ward higher or lower than what you would have expected? Explain.
- Looking at the overall map, why do you think some areas of Chicago vote more than others? Explain.
- Does this data match what you learned from your family/community survey data? Explain.

Phase 2, Step 2: Investigate the issue by focusing your research Here you will work to better understand elections and voting, and any root causes to issues you've learned about in your investigation so far. Document your answers here, and make a note of any NEW questions that arise as you investigate.

First - start with your top 5 questions that you created above, and work on those that can be answered with facts. Then, choose 3 or more of the following questions in addition to your top 5 questions, and answer in your journal:

A. How does someone vote?

B. What is the significance of elections and voting?

C. What offices are up for election and who is running in this year's election?

D. What are the issues that are being debated in this election?

E. Why do some people vote while others don't?

F. Are there some barriers to participation in some communities that don't exist in others? Why do these barriers exist?

G. If someone can't vote, how can they get involved?

H. From your research, what did you learn about who has power in our democracy and how they can use it? Some of the questions above might be best answered by talking to others -- ask family in your household, post on social media or make calls to other community members. Consider doing more action research to better answer questions like E and F

. Also, many of these questions can be answered using the following:

• Websites:

• Chicago Board of Elections site has many resources to support any electoral engagement.

<https://chicagoelections.gov/en/home.html>

• BallotReady is a great resource to see who is running for office in your area and BallotPedia is helpful to see local ballot initiatives.

https://ballotpedia.org/Illinois_2020_ballot_measures <https://www.ballotready.org/>

• See how the candidates for President feel about key issues at ProCon.org

<https://2020election.procon.org/>

• Vote411, a site created by the League of Women Voters to help understand local voting regulations

• Check out info on the races that just took place in the Primary via WBEZ's primary "crib sheet".

https://www.wbez.org/shows/wbez-news/wbez-2020-primary-cribsheet/e8d60bd0-ecd4-498d-86b1-fffbeb362a1a?utm_source=SFMC&utm_medium=email&utm_campaign=News_Newsletter_Weekly-Rundown_News_2020031

• Understanding voting rights with Rock the Vote

• <https://www.rockthevote.org/how-to-vote/> • Videos: o Voter Apathy

https://www.youtube.com/watch?v=0y6ssYw_emc&feature=youtu.be o The New Deciders

<http://www.pbs.org/wgbh/america-by-the-numbers/new-deciders/> Reflection:

I. What surprised you about some of the research you did?

J. Are there barriers that you identified that are more important than others? Explain.

K. How will knowing who doesn't vote help you develop a way to get everyone to vote?

Phase 2, Step 3: Investigate the issue by learning about what others are doing to address the issue

Are there organizations in your community already working on increasing voter awareness and turnout that you can connect with and share your expertise?

How are they working to increase the voter turnout in Chicago neighborhoods?

Identify a community organization in your neighborhood that you know and trust. If none come to mind, a few citywide places to start could include:

• Chicago Votes <https://chicagovotes.com/>

• Illinois Coalition for Immigrant and Refugee Rights <https://www.icirr.org/>

• League of Women Voters <https://my.lwv.org/illinois/chicago>

Check out what the organization you select is doing by going to their website.

Consider contacting them by phone or email to ask them about what they are doing to increase the voter turnout in your community.

Document notes from your conversation with them in your journal.

Reflection L. Based on the research you have done, how well is the organization addressing the barriers and issues you discovered?

M. Is there any research or experience you can provide to the organization?

N. Does the organization have any campaigns you are interested in helping with? Explain.

Phase 2, Step 4: Analyze the issue(s) and assess possible solutions.

List all of the issues and barriers you found to voting and elections based on your conversations with family and friends, residents, community organization(s) and research.

Rank your list of issues and barriers above by any of the following:

- o Easiest to solve
- o Most important
- o Most impactful (targets the most people)
- o Most well known
- o Other Reflection:

O. Are any of the barriers to folks voting / not voting that are already being addressed by community organizations or the government? Explain. P. Which barrier seems the most important to address and why?

Q. Is there a barrier you have identified that doesn't seem to have a solution? Explain.

PHASE 3: Plan and take action There are TWO STEPS to complete for Phase 3.

Document your answers/information collected for each step in your journal below.

In this third phase, show us how YOU will get people to vote?

Phase 3, Step 1: Determine your action & plan. Here you will determine your #GetOuttheVote strategy using the knowledge you've uncovered from your investigation. By taking action, you will have the opportunity to apply what you have learned and engage in meaningful ways to increase the voter turnout in your neighborhood/ward now and in the future. Use Pathway 1 of the Informed Action Framework to create awareness for elections and why they are important, First - read the summary of pathway 1 here.

https://docs.google.com/document/d/1UcXc4gSX5V_H5xgV4aZ57nbEXcWJWIKYuFFTlztZ82A/edit

Then follow these steps to organize your awareness campaign.

Step 1: Reflect upon and summarize what you have learned about the election and why it's important. Decide on the information that has the most significance or impact.

Step 2: Identify WHAT you want to say and HOW you want to say it. What could you say to this audience that will make them get out and vote?

Step 3: Next, choose the best way to reach people to make sure they turnout and vote. A letter or email? A tweet? A tik tok? A social media campaign? Phone calls? Why is this the best way to reach them?

- Check out tools like Teaching Tolerance's Pledge to Participate

<https://www.tolerance.org/sites/default/files/2018-10/Voting-and-Voices-APledge-English.pdf>

Or The Love Vote [https://www.thelovevote.org/about/when you consider strategies for reaching your target audience.](https://www.thelovevote.org/about/when-you-consider-strategies-for-reaching-your-target-audience)

Step 4: Finally, construct your MESSAGE. Consider what you have already decided, and how to bring that all together.

Step 5: Implement your plan and make sure to document your action along the way! Track your outcomes if you can.

Phase 3, Step 2 - REFLECT and SHARE! After completing your action, share with others what you learned about the elections, voting and why they are important to engage in civic life!

- What did you learn throughout the process?
- What did you learn about yourself and your community?

- Why should young people be civically engaged?
- Why should people vote?

Choose one of the following prompts and write a reflective essay. Prompt #1: Why should everyone vote in elections?

Prompt #2: What did you learn about yourself, civic engagement, and civic power by completing this project?

- Focus your reflection on what you have learned throughout the process, and what you learned about yourself and your community.
- Cite the work you did during the project as evidence
- **Organize your writing so that it is clear and allows the reader to understand the process you took to complete the project Email your essay to your teacher at phelgerson@childrenofpeaceschool.org**

On November 3, 2020, Americans will go to the polls and vote. Here's a quick guide to the election process. What's the 2020 election all about? Voters are choosing who will be the president for the next four years. Can President Donald Trump win reelection? All eyes are on the Democrats. They are in the process of picking a candidate to take on Trump. In 2016, Trump won a surprise victory over Democrat Hillary Clinton. The Republican Party won states that people thought would vote for Democrats. In 2020, however, the Democratic candidate will be different. The issues are different. And the electorate – the people allowed to vote – has changed, too. There are other positions at stake. All 435 seats in the House of Representatives are up for election. Voters will also decide on 34 of the 100 seats in the U.S. Senate. Who can vote? In 2020, more than 250 million Americans will be able to vote. This group of voters will be different than in 2016. They are younger. About 33 percent of them will be voters of color. Ten percent will be Generation Z. These are people between the ages of 18 and 23. People who can vote do not always go to the polls, though. In the 2016 race, about 42 percent of voters did not cast a ballot. But the 2018 midterm race was different. More people turned out than to vote for open seats in Congress. What's about to happen? Currently, the Democrats need to choose a presidential nominee. More than 20 people announced they wanted to run. More women decided to run than in previous years. Several candidates have dropped out. Now it is down to about a dozen candidates. Candidates discuss issues in public debates. They answer questions about their platforms and ideas. Often, candidates need to have high polling or fundraising numbers to attend. Candidates without enough support have to drop out. What are the primaries? Primaries are elections within the party. They take place in all 50 states. Washington, D.C., and territories such as Puerto Rico also have primaries. Most states have primary elections. People cast votes at a polling place. Some can mail ballots or vote online. Candidates want to get the most delegates. Delegates represent voters from their state. Some states give all of their delegates to one candidate. Other states split up their delegates between candidates. What's a caucus? A handful of states hold caucuses. They hold these instead of primaries. These community meetings can last for hours. People speak in support of candidates. The meetings hold many votes. Finally, one candidate is named the winner. Primaries and caucuses begin early in the year. The Iowa caucuses are held first. Primaries in New Hampshire and South Carolina follow. Then comes the caucuses in Nevada. Iowa held its caucuses on February 3, 2020. Then, on March 3, 13 states will vote in primaries. This day is called "Super Tuesday." Super Tuesday often decides who will get the nomination. OK, then what? The next major events are the national conventions. The convention is partly a big business meeting. It is also a celebration. Delegates attend from all over the country. After days of debate, a candidate is chosen. The president and vice president are officially nominated. The 2020 Democratic National Convention will take place in Milwaukee, Wisconsin. It will be held July 13–16. The Republicans will hold their convention August 24–27. It will take place in Charlotte, North Carolina. Then it'll finally be Election Day, right? Not even close! The campaign gets even more intense. Trump will go up against the Democratic Party's choice. The candidates decide where to campaign next. They decide what voters to target. They focus on getting their supporters excited. There will also be several

TV debates. Finally, November 3, 2020, will come around. Americans will cast their votes. The votes are added up. Then, the Electoral College makes the official decision. How does the Electoral College work? The Electoral College is a voting system. It is the final step in choosing the president. All 50 states and Washington, D.C., participate. There are a total of 538 electoral votes. This number includes two Senate seats per state, or 100 in total. It also factors in the number of congressional districts in states (435 in total). Also, Washington, D.C., gets three votes. Districts are based on population counts. A candidate needs 270 votes to win. One candidate might get more popular votes. But they still might lose the election. How? Most states do not split their electoral votes. All of their electoral votes go to one person. It is the candidate with more than half of the popular vote. Trump won the Electoral College in 2016. Clinton won the popular vote. Trump won several key states. He received 304 electoral votes. Clinton received 227 electoral votes. Key Dates For The 2020 Elections: February 3, 2020: Iowa Caucus - March 3, 2020: Super Tuesday. Alabama, Arkansas, California, Colorado, Georgia, Massachusetts, Minnesota, North Carolina, Oklahoma, Tennessee, Texas, Vermont and Virginia hold their primaries. November 3, 2020: Election Day SOURCE B: Rock the Vote - Voter Rights in Illinois <https://www.rockthevote.org/votinginformation/illinois/#> <https://www.rockthevote.org/how-to-vote/election-dates-deadlines/illinois/#> Pre-Registration 17-year-olds who will be 18 by the next general election can pre-register to vote. On your 18th birthday, your voter registration application will be fully processed. Same Day Registration Illinois offers the opportunity to register to vote on Election Day at your home precinct. To register, voters must bring two pieces of identification: one must have their current address, and the other should be another form of ID. Automatic Voter Registration Automatic Voter Registration was passed in 2017, but the program has yet to be implemented. If You've Moved Illinois requires registrants to live in the state for at least 30 days before registering to vote. Documentation Requirements When submitting a voter registration application, no additional documents are required for your registration to be processed. The state confirms your citizenship and eligibility through the information provided on your registration form, such as your state-issued license/ID number or the last 4 digits of your SSN. However, grace period registration applications (submitted after Illinois' voter registration deadline) require two forms of identification, one of which must have the applicant's current address. Voting Rights Restoration Voting rights of convicted persons are restored upon one's release from incarceration. Returning citizens must re-register to vote after their rights are restored. Interstate Voter Rolls Accuracy & Maintenance Illinois is a member-state of the Electronic Registration Information Center (ERIC) and participates in the Interstate Crosscheck program to compare voter rolls with other states for maintenance purposes. SOURCE C -WBEZ Voter Turnout Map - 2018 election - The following images show the rate of people in CHICAGO that voted in the 2018 election. The rates represent the number of people who voted. So darker red indicates more people in that neighborhood who voted in 2018. CHICAGO NORTH and NORTHWEST CHICAGO SOUTH-EAST CHICAGO SOUTH -SIDE Chicago LOOP and WEST -SIDE CHICAGO SOURCE D - Chicago Elections Mapped: Voter Turnout High, But Low In Minority Neighborhoods • WBEZ , Elliott Ramos, November 8, 2018 Chicago voter turnout for the midterm election Tuesday was the highest in decades — 56 percent citywide — but that was not the case in many minority communities. That's according to an analysis of data from the Chicago Board of Elections. While the turnout was the highest in 32 years for a midterm election, it was significantly lower than the city turnout in the 2016 general election, which was 71 percent. On Tuesday, neighborhoods such as Lake View, Lincoln Park, Edgewater, and North Center saw high turnouts averaging or exceeding 70-75 percent. Precincts in West Side neighborhoods such as East and West Garfield Park, Humboldt Park, Hermosa, and Belmont Cragin averaged turnouts at or below 40 percent. Those percentages were similar to South Side neighborhoods such as South Deering, Riverdale, and West Englewood. But some South Side neighborhoods bucked that trend, with Englewood, Chatham, Greater Grand Crossing, and parts of Pullman above 65 percent. There was one notable oddity, and that was the 37th Precinct in the 5th Ward, which is in the Hyde Park neighborhood

showing a 119 percent percent voter turnout. Jim Allen, the communications director for the Chicago Board of Elections, said it was a known error. "Part of that precinct was incorrectly coded to a different precinct." Because of that, he said the number of registered voters was lower than the amount cast there, which is why they reportedly ran out of ballots yesterday. He said the turnout for that precinct is likely closer to 60 percent. There appeared to be stark differences in turnout between yesterday's election and the midterm election of 2014. Much of the turnout Chicago's South and West sides were down dramatically compared to four years ago. A lot of that appears to be because the same areas also experienced dramatic drops in numbers of registered voters. Some of these areas have seen the greatest loss of population, according to latest census figures. ** (Copied from CPS SCHOOL RESOURCES)

Happy eLearning! Remember to
contact me if you have any
questions! Have a wonderful Spring
Break! Happy Easter! God Bless you
and your families! 😊