

The National Student/Parent Mock Election

The nation's largest voter education project

Using the Motivation and Reward of the National Student/Parent Mock Election to Teach Reading Skills

Written for the National Student/Parent Mock Election

Elementary Lessons Tied to Language Arts Core Requirements to
Help Teachers Meet the Requirements of “No Child Left Behind”

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The National Association of Secretaries of State has officially endorsed the National Student/Parent Mock Election

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Note: The contents of this guide were developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Teacher Background and Instructions

Voting is the right and responsibility of American citizens. It is important that young people have an understanding of the election process.

Since, literacy is the foundation of learning, these lessons are structured to provide opportunities for students to gather information through reading. A reading section is found in each lesson. Students will also be asked to find and read supporting material from newspapers, magazines and other media sources.

In Preparation

Provide each student with a folder or binder in which to keep their lesson and activity sheets. This “election journal” can be used to store all materials used in an election/ mock election unit and will provide students with a place to take notes, accumulate vocabulary words, write questions etc.

Lesson Structure

Teacher instructions are provided for each lesson. The instructions contain a lesson summary, objectives, teacher instructions, product/assessment and additional lesson extensions. Each lesson will include a student reading page to support classroom instruction. Copy and distribute the reading selection. Customize the lesson to meet the needs of the class,* using the material for silent or group reading.

Literacy Objectives for the ELECTION MATTERS UNIT. Students will:

- Engage in individual and group reading experiences
- Strengthen reading comprehension
- Enlarge civic related vocabulary
- Make connections between information in text and historical events
- Analyze written ideas
- Relate new ideas to existing knowledge
- Synthesize thoughts through discussions, writings and drawings
- Compare/ Contrast text, Understand different points of view

General Objectives for the ELECTION MATTERS UNIT. Students will:

- Develop background knowledge on
- Elections in the United States
- Characteristics of Good Leaders and Candidates
- Traditional Political Parties
- Voting
- Running for Public Office

* Note that the hallmark of the National Student/Parent Mock Election is freedom and flexibility. Teachers are encouraged to adapt all materials and suggestions to the needs of their class, to substitute their own ideas and suggestions if they prefer and to share their ideas with the National Student/Parent Mock Election.
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- Campaign Propaganda Techniques
- Analyzing Candidates and Issues
- Ballot Issues

Getting Started

- Enroll at www.nationalmockelection.com. You might also wish to check and see if your state has a state Mock Election web site.
- Become familiar with the websites and additional curriculum materials available through local newspapers in your area.
- Enlist other teachers if possible to design a Mock Election program for your class/school.

Mock Election Introductory Activity

Build interest and excitement for the unit using one of the following activities or another motivating activity of your choice (see “Guide to the National Student/Parent Mock Election at <http://www.nationalmockelection.com>. For students in younger grades, refer to “Learning to Choose.”).

#1 Partner with a Middle School or High School

- Contact a middle school or high school civics or social studies class.
- Explain the Mock Election program (Lesson Two: Elections and Mock Elections).
- Arrange for the older students to visit the elementary school.
- Older students might prepare and present a current event issues debate, perhaps as “stand-ins” for candidates, then show younger students how to vote for “the winner;” they might organize a pre-election poll, discuss and draw political cartoons, or help younger students decorate their school for Mock Election Day (encouraging younger students to practice reading and math skills as they decorate).
- Younger students may wish to stage a puppet show for their older visitors dramatizing the difference between a monarchy, where the king makes the laws, and a democracy where the people make the laws. They might draft a class “Constitution” to share with their visitors or create a make-believe town holding an election (a collage with paper cut-outs glued to a long strip of wrapping paper spread across the blackboard). The make-believe town could include a polling place, campaign signs and candidates campaigning.
- Both groups of students might share a patriotic “sing-a-long” with the words displayed on an overhead projector to get better acquainted.
- Allow time for students to plan how both schools will participate in the Mock Election together (encourage students to develop their own ideas).

#2 Fantasy Election

- Read Lesson Three: Characteristics of Good Leaders and Candidates.
- This lesson asks students to compare fantasy candidates .
- Ask students to divide into groups, each group selecting one of the fantasy candidates
- One student will represent the candidate, the rest of the team will be the campaign committee.

- Students will prepare posters, costumes, commercials etc. to publicize their candidate
- Involve the school in the project by staging a candidate “get out the vote” parade complete with costumes and banners, debates between the candidates, posters in the hall etc. (Consider holding the parade on Halloween; (some Mock Election participants might wish to hand out flyers reminding their neighbors to vote when they go trick or treating – enlist the art teacher!)
- Encourage the school to participate in both a “fantasy candidate election” and then in the actual National Student/Parent Mock Election.

ELECTION TRIVIA: TRUE OR FALSE

Summary

This activity contains a list of true/false questions to be used as an informational pre-test. Students will read and answer questions to discover what they already know about elections. Some questions may lend themselves to classroom lessons or to further discussion about an individual issue.

Literacy Objectives

Strengthen reading comprehension
Enlarge civic related vocabulary

General Objectives

The teacher will evaluate student knowledge about election issues while reading and answering true/false questions. Students will read for understanding as they work through the questions. They will begin a vocabulary list using new words found in the Trivia Quiz.

Lesson Instructions

- Prepare students for the lesson by explaining that the time for elections is near.
- Explain that an informed electorate was a dream cherished by the Founding Fathers. In order to be informed, our class we will be studying election issues and participating in a mock election.
- Copy and distribute ELECTION TRIVIA, TRUE OR FALSE . Read the true/ false questions together as a class.
- Provide time between each question for students to write their responses and discuss their answers.

Product/Assessment

- Use the Answer Sheet to correct student true and false Quiz. Read the questions for a second time, soliciting student responses. The Quiz can be used to evaluate what to teach and emphasize during the rest of the unit.

Extension

- Ask students to identify correct and incorrect answers.
- Each question can be classified into a category. Use the following list or have students make up their own election categories.

Selecting candidates	Political parties
Election processes	Voting
Issues	Election strategies (debating, advertising, etc)

Calculate how many questions were missed in each category to determine which election issue needs the most clarification. Create a graph to represent the results of the class quiz.

ELECTIONS AND MOCK ELECTIONS

Summary

This lesson provides a summary of the importance of voting, discusses election schedules, and describes mock elections.

Literacy Objectives

Strengthen reading comprehension

Make connections between information in text and historical events

Analyze written ideas

Enlarge civic related vocabulary

General Objectives

Students will read about ELECTIONS AND MOCK ELECTIONS with an emphasis on reading comprehension and text analysis. Students will show what they have learned through the reading by answering the questions.

Lesson Instructions

- Copy and distribute ELECTIONS AND MOCK ELECTIONS. Use this as a reading activity, looking for vocabulary words and facts.
- Discuss the reading as a class, answering any student questions.

Product/Assessment

- Assess this lesson by asking students to complete the Questions at the end of the lesson.
- Discuss the correct answers and score the assignment if desired.

Extension

- Ask students to determine who their U.S. Representatives and Senators are. Discuss the Congressional campaigns in your area, and determine which Senate seats involved in the election.

CHARACTERISTICS OF GOOD LEADERS AND CANDIDATES

Summary

There are many reasons that people vote for candidates. This lesson encourages students to think about and identify characteristics of good leaders and candidates. This lesson also encourages students to clarify their own beliefs to help them in choosing good leaders.

Literacy Objectives

Relate new ideas to existing knowledge

Synthesize thoughts through discussions, writings and drawings

Compare/ Contrast text, Understand different points of view

General Objectives

Students will read about candidates looking for facts, humor and contrast. They will brainstorm traits they feel represent good leaders and show what they have learned by comparing the traits of fantasy candidates.

Lesson Instructions

- Copy and distribute CHARACTERISTICS OF GOOD LEADERS AND CANDIDATES to each student.
- Read and discuss the lesson together.
- Facilitate student groups as they identify excellent leadership characteristics.
- Have students take turns reading the “fantasy candidate” stories.

Product/Assessment

Activity 1

- Discuss the candidates. Ask students to identify facts about each candidate. Discuss humor and the underlying meanings found in the section. Identify the strengths of each candidate.
- Ask a student to represent each candidate as his campaign chairman. Students will give speeches representing their candidate.
- Ask for a class vote. Tally the vote and discuss the results.

Activity 2

- Instruct students in the use of a decision making grid. The product/assessment of this lesson is to identify which fantasy candidate would make the best state legislator.
- Students will divide into groups to study one of eight fantasy candidates.
- Each group will introduce their fantasy candidate to the class. They will either show a drawn picture of the candidate or dress up a group member to represent their candidate.

- After the presentations, each student will select their top five choices and use a decision making grid to compare the candidates.
- Students list the five candidates and then go down the list giving each candidate a score from 1 (lowest) to 5 (highest) using each number only one time. Continue judging the candidates with each criteria question. Add up the candidates total scores.
- Discuss the reasons why or why not each candidate would be a successful legislator representing their state in the House of Representatives in Washington D.C.

Extension

Students interview parents, teachers and other students to determine what characteristics they value in a candidate

TRADITIONAL POLITICAL PARTIES

Summary

The American election process usually involved candidates from the two traditional political parties. This lesson discusses what is meant by the phrase, “Political Party” and discusses political parties and party platforms.

Literacy Objectives

Understand different points of view

Discuss ideas related to the text before, during and after the reading

Build a personal reading vocabulary by encountering words from the environment and in varied contexts

General Objectives

Students will read a text which provides background information on Political Parties and Political Platforms. Students will read for understanding. Students will show what they have learned from the lesson by the selection of a product from a menu of choices.

Lesson Instructions

- Copy and distribute: TRADITIONAL POLITICAL PARTIES.
- Read the pages together as a class.
- Select and define new vocabulary words.
- Discuss the reading.

Product/Assessment

Students may select from a menu of product options to assess this lesson.

WHY SHOULD I VOTE?

Summary

There seems to be a continued drop in the numbers of people who register and vote in elections. Students will seek to determine why people don't vote. Students will encourage voter turn out by writing a letter to the editor encouraging voting registration and actual voting.

Literacy Objectives

Read for comprehension

Synthesize thoughts through discussions, writings drawings and projects

Make inferences and draw reasonable conclusions

Identify cause/effect or problem/solution in text

General Objectives

Students will read for comprehension as they learn the history of voting. They will use critical thinking to consider why people do and do not vote. Students will explore ways in which they might encourage people to vote. They will show what they have learned by selecting an evaluative product that will act as a persuasive aid encouraging people to vote.

Lesson Instruction

- Copy and distribute WHY SHOULD I VOTE? to each student.
- Students will read the history of voting and discuss the implications. Ask students to identify the groups whose right to vote was delayed? Discuss the reasons why these delays might have happened.
- Read through the next page. Discuss the Voting Requirements. (If the class is having a mock election, this list can be used to recreate actual voting procedures.)
- Continue reading through the pages, pausing for discussion.

Product/Assessment

- Instruct the entire class to work through Activity 1.
- Instruct students to Select either Activity 2 or 3 to complete.
- Consider ways in which the ideas generated in class can be used to aid voter turn-out.

Extension

Submit student ideas and products to community groups.

RUNNING FOR PUBLIC OFFICE

Summary

Students learn about the campaign process and create a game called, Getting Elected!

Literacy Objectives

Enlarge civic related vocabulary

Make connections between information in text and historical events

Synthesize thoughts through discussions, writing, drawings and projects

General Objectives

Students will read to identify the steps in the election process, looking for facts, and vocabulary words. Students will demonstrate their understanding of the election process by creating a game that will help younger students understand election vocabulary and campaigns.

Lesson Instructions

- Copy and distribute RUNNING FOR PUBLIC OFFICE.
- Read the selection together.
- Discuss and record new vocabulary words.
- Instruct students to pay attention to the steps needed for a candidate to become elected because they will use these steps to create a game.

Product/Assessment

- Divide the class into small groups and give each group the assignment to create a game using the steps to getting elected.
- Instruct groups to make up the name of the game, create names for several candidates, build game pieces, and design a game board and instructions on how to play.
- Students will also provide game cards and vocabulary lists as part of their game.

Extension

Students take their games into lower grade classrooms. Students will present a lesson on elections and play their game with the students.

CAMPAIGN PROPAGANDA TECHNIQUES

Summary

Voters are faced with a barrage of campaign propaganda hoping to persuade them to support one candidate while rejecting another. This lesson describes the techniques used by candidates to help them gain support.

Literacy Objectives

Make inferences and draw reasonable conclusions
Support opinions with information from text
Discriminate between fact, fiction and opinion

General Objectives

Students will read and analyze about the techniques used by campaigns wishing to win voter support. Students will select an activity that demonstrates their understanding of propaganda techniques.

Lesson Instructions

- Copy and distribute CAMPAIGN PROPAGANDA TECHNIQUES.
- Determine whether to have the list of techniques read by the whole class or divide the list into groups to read and study.
- Conduct a class discussion about the ways in which these techniques are used by regular adults and children to manipulate feelings and emotions.
- Discuss ways in which to recognize and see through propaganda.

Product/Assessment

Ask students to select from one of the Activities at the end of this lesson. Share student products with the class.

Extensions

Assign students to watch and analyze campaign commercials on the radio or television to determine which technique is being used. If possible, bring video samples of commercials to class.

ANALYZING CANDIDATES AND ISSUES**Summary**

Understanding a candidates view of the issues is an important component of voting. This lesson asks students to read and analyze short biographies submitted by candidates running for the Legislative Districts in your state.

Literacy Objectives

Support opinions with information from text
Understand different points of view
Compare and contrast within text

General Objectives

Students will read the biographies, as available, of the candidates running for the state legislature in your state, and identify each candidates view on election issues. Students will show what they have learned by creating a graph that will identify the candidate and his views.

Teacher Instructions

- Visit your state election web site or <http://www.vote-smart.org> to find information about the candidates and issues in your local election. Print copies if appropriate or prepare a handout summarizing the candidates and their stand on key issues in your state. Include brief biographical information if it is available. Sample biographies follow in lesson supplemental materials.
- Ask students to read the selection and make notations about the issues identified in the reading.
- Discuss the ways in which Democrats and Republicans view issues differently.

Product/Assessment

- Explain that many states publish voter information material. Familiarize older students with how to find that information on the Internet. Have them write a report from information found.
- As students read the information about each congressional candidate, they are to note facts about the candidates and points of view on issues.
- After studying the candidates, students will fill out the graph with information about the candidate. They will draw the candidate's party symbol, state their stand on any issue and then make their own observations about each candidate.
- Students will identify any propoganda techniques they might observe in their reading.

Extension

Students may wish to identify the district in which they live. They may research their district's candidates and help others to understand the candidates and their stand on issues.

BALLOT ISSUES**Summary**

Elections not only offer the voters the opportunity to select the candidates of their choice but they often ask for a yes or no vote on initiatives or amendments. This lesson asks students to study authentic text, extract facts about a ballot initiative and then write a short debate stating arguments for or against the initiative.

Note to Teacher

Obtain actual text of ballot initiatives or amendments that are being voted on in your area. Help students read through the text so that they understand the issue. Students love to debate issues. With some help, most students will be able to understand the arguments presented.

Literacy Objectives

Build a personal reading vocabulary by defining unfamiliar words from the selected text
Read materials at an increasingly higher level
Make inferences and draw reasonable conclusions

General Objectives

A BALLOT ISSUES reading is included in the curriculum to serve as an example for teachers. It may be used as a hypothetical exercise, or, as an example in order to prepare a similar handout using an initiative in your local and/or state election.

Students will follow the direction on their BALLOT ISSUES reading selection. Students will read through the Initiative summary, identify issues, compare and contrast arguments and rebuttals and then show what they have learned in a debate.

Lesson Instructions

- Copy and Distribute BALLOT ISSUES.
- Read through the introduction and instructions with the students, making sure that they all understand the assignment.
- Discuss the issue of nuclear waste and why there might be a problem with storing this waste in our state.
- Instruct students are to read the initiative summary found on the left side of the 1st page. This summary states what is desired from the initiative.
- Discuss the points of the initiative that the students have read. Explain concepts.
- Ask students to read the arguments for and against the initiative and the rebuttals to those arguments.

Product/Assessment

- Divide students into groups to debate either for or against the initiative.
- Review the debate instructions provided in the lesson.
- Ask students to use their reading to identify their points for their debate.
- Model a debate for the students.
- Ask all students to write their debate, and allow those interested to actually participate in an oral class debate stating their points.

Extension

After listening to several debates, ask students how they would vote on this initiative.

ELECTION SCAVENGER HUNT**Summary**

This lesson is to be used as a summary and a unit assessment. Students will be asked to find, draw, identify or describe some aspect of the election process. They will collect points as they meet the requirements for each question. Customize this game to meet the needs of your class. Decide on how many points students should receive to be considered an "Informed Voter" an "Average Voter," or a "Confused Voter." (You may come up with your own designations and point systems depending on the extent of your unit.)

Literacy Objectives

Make inferences and draw reasonable conclusions

Form opinions about the quality of text

Synthesize thoughts through discussions, writings, drawings, and projects

General Objectives

Teachers will assess what students have learned about election issues and processes through student success on completing the Scavenger Hunt.

Students will read the Scavenger Hunt Questions and proceed to answer them.

Students will show what they have learned in this unit through their responses on the Scavenger Hunt.

Lesson Instructions

- Copy and distribute ELECTION SCAVENGER HUNT.
- Build excitement for this activity by offering small treats or prizes for students responding with a certain number of correct responses.
- Read through introduction, questions and instructions.

Product/Assessment

- Students are encouraged to earn as many points as possible using any help available. Encourage students to ask for help by using the phone, interviewing family and friends, questioning teachers etc.
- Decide on a deadline for the completion of the Scavenger Hunt.
- Encourage each student to present their findings in a creative manner. They may wish to place their findings in their election journal.
- Allow each student to present their findings.
- Count up points.
- Have a Celebration at the completion of the unit.

Election Matters

Lesson One Election Trivia: True or False



Read the statements below. Write a T(true) or F (false) by each number. You will get a point for each correct answer. You will get two points if you can give a short reason as to why an answer is false.

1. Elections are held so that citizens can vote for representatives that share their views.
2. All you have to do to be able to vote in an election is to be 18 years old.
3. Candidates use many ways to help people understand their positions.
4. Voting is the right and responsibility of all qualified Americans.
5. Primary Elections always use Red, Yellow and Blue colors.
6. It is important to know how you feel about an issue in order to choose a leader who will represent your views.
7. There are always only two parties to choose from in American elections.
8. The camel and the giraffe are two animals used to represent the main political parties.
9. A political party is a great place to invite friends and have a good time.
10. America is the land of the free. All Americans have always been allowed to vote.
11. Voting is easy. Just listen to the political ads on television and they will tell you for whom to vote.
12. Where you vote depends on where you live.
13. People usually vote for several candidates and several issues during each election.
14. People often vote for the same party favored by their parents.
15. A political platform is a place where candidates stand so that they can be heard and seen by everyone.
16. This year, people will vote for president of the United States.
17. Informed voters study the issues and know how candidates feel about them.
18. When you hear the saying: "A candidate throws his hat into the race" it means that he throws his hat into the air after winning a 50 yard dash.

19. It used to be that young people could not vote until they were 21.
20. Elections are only held when someone runs for president.
21. Running for office is very expensive.
22. A Primary Election is held if there are two or more candidates from the same party who want to run for the same office
23. If there are four candidates running for school board, the choice is easy, just vote for the first one on the list.
24. Newspapers write about candidates and explain their positions. They will tell you who to vote for.
25. The radio announcer seems to always say good things about one candidate and bad things about the other. I think I had better check around to learn both sides of the issue before making a decision.
26. Elections are held every four years.
27. My family has always been Republican and so I will vote that way, no matter who is running.
28. I would vote for the guy with the great smile and exciting speeches!
29. My family got a flyer in the mail from a candidate. It sounded good. I don't really need to know anything else in order to make a decision about who would get my vote.
30. A ballot box is the place where you keep green onions.
31. People vote in a small private booth and mark a ballot showing their choice of candidates.
32. If a candidate speaks my language or has met my family I should vote for him.
33. The TV stations have scheduled several debates where we can watch and listen to each candidate. I am going to see which candidate agrees with my feelings about the issues.
34. I really don't care who wins. One vote doesn't make any difference anyway.
35. Someone wrote a letter to the editor about a candidate. It said some really mean things about her. I thought she was a good choice until I read the letter. I guess she shouldn't be elected after all.
36. Presidential debates have become an popular way for people to compare candidates.
37. It is important that all qualified Americans exercise their right to vote.

Election Matters

Lesson One ***Election Trivia: Answer Sheet***

Read the statements below. Write a T (true) or F (false) by each number. You will get a point for each correct answer. You will get two points if you can give a short reason as to why an answer is false.

1. Elections are held so that citizens can vote for representatives that share their views. *(True)*
2. All you have to do to be able to vote in an election is to turn 18 years old. *(False, you must be registered and be a resident)*
3. Candidates use a variety of ways to help people understand their positions. *(True, they use the media, give speeches, write articles, meet people etc)*
4. Voting is the right and responsibility of all qualified Americans. *(True)*
5. Primary Elections always use Red, Yellow and Blue colors. *(False, those are the primary colors, but they are not necessarily used in primary elections)*
6. It is important to know how you feel about an issue in order to choose a leader who will represent your views. *(True)*
7. There are always only two parties to choose from in American elections. *(False, occasionally there are three or more parties on a ballot)*
8. The camel and the giraffe are two animals used to represent the main political parties. *(False, the elephant and the donkey represent the major parties)*
9. A political party is a great place to invite friends and have a good time. *(False, Political Party is the term used for a group of people who have agreed on similar beliefs and issues)*
10. America is the land of the free. All Americans have always been allowed to vote. *(False, women and African Americans did not always have the vote)*
11. Voting is easy. Just listen to the political ads on television. They will tell you who to vote for. *(False, political ads are biased and exaggerate issues to make a point)*
12. Where you vote depends on where you live. *(True)*
13. People usually vote for several candidates and several issues during each election. *(True)*
14. People often vote for the same party favored by their parents. *(True)*

15. A political platform is a place where candidates stand so that they can be heard and seen by everyone. *(False, a political platform refers to the issues that a party feels are important and states the candidates position on each issue)*
16. This year, people will vote for president of the United States. *(False or true depending on the year. November of 2002 is not a presidential election year)*
17. Informed voters study the issues and know how candidates feel about them. *(True)*
18. When you hear the saying: "A candidate throws his hat into the race" it means that he throws his hat into the air after winning a 50 yard dash. *(False, this is an old term for deciding to run and declaring one's candidacy)*
19. It used to be that young people could not vote until they were 21. *(Election laws were changed during the Viet Nam War, when young people complained that they could be drafted to fight in a war when they were 18 but were not allowed to vote until they were 21.)*
20. Elections are only held when someone runs for president. *(False, many offices hold elections on off years)*
21. Running for office is very expensive. *(True)*
22. A Primary Election is held if there are two or more candidates from the same party who want to run for the same office. *(True)*
23. If there are four candidates running for school board, the choice is easy, just vote for the first one on the list. *(False. In order to select the right candidate voters should know where candidates stand on important issues)*
24. Newspapers and news magazines write about candidates and explain their positions. They will tell me who to vote for. *(False, although newspapers try to remain neutral, they might unconsciously "spin" articles to favor certain candidates. It is good to use a variety of sources when making a voting decision)*
25. The radio announcer seems to always say good things about one candidate and bad things about the other. I think I had better check around to learn both sides of the issue before making a decision. *(True, see the answer in the question above)*
26. Elections are held every four years. *(True and False, presidential elections are held every four years but other elections are held on the off years)*
27. My family has always been Republican and so I will vote that way, no matter who is running. *(Credit for either True or False, but discuss why it is important to study individual issues and candidates)*
28. I will vote for the guy with the great smile and exciting speeches! *(False, a person's looks do not reflect their ability to work well in a job)*

29. My family got a flyer in the mail from a candidate. It sounded good. I don't really need to know anything else in order to make a decision about who would get my vote. *(False, a political mailer from a candidate will only state information that will make the candidate look good. There is not enough information to make an informed decision)*
30. A ballot box is the place where you store green onions. *(False, a ballot box is the locked and secured box where ballots are placed after voting has taken place)*
31. People vote in a small private booth and mark a ballot showing their choice of candidates. *(True)*
32. If a candidate speaks my language or has met my family and I would vote for him. *(False, discuss why these might be somewhat superficial reasons to select a candidate)*
33. The TV stations have schedules several debates where we can watch and listen to each candidate. I am going to see which candidate agrees with my feelings about the issues. *(True, debates have become popular ways to see and compare candidates, although they should not be seen as the only way to research the candidate before voting)*
34. I really don't care who wins. One vote doesn't make any difference anyway. *(False, many elections including the Bush/Gore presidential election of 2000 have very narrow margins where every vote counts!)*
35. Someone wrote a letter to the editor about a candidate. It said some really mean things about her. I thought she was a good choice until I read the letter. I guess she shouldn't be elected after all. *(False, letters to the editor are going to be biased and are not valid research tools)*
36. Presidential debates have become a popular way for people to compare candidates. *(True)*
37. It is important that all qualified Americans exercise their right to vote. *(True)*

Election Matters

Lesson Two ***Elections and Mock Elections***



Did you know, our country has not always been called the United States of America? Before the Revolutionary War, the country consisted of colonies under the rule of the King of England. The new Americans went to war because they were angry with the way the King treated the citizens of this land. The problems faced in America were very different from those faced by English citizens and the King was not interested in listening to the colonists.

The Revolutionary war brought freedom to America! The leaders did not want a king. They organized a government that involved citizens in making laws and in choosing their own leaders. The founding fathers wrote the Constitution which explained how the country would be governed. The Constitution of the United States guaranteed the rights of citizens. The document was signed in 1787 and ratified or approved in 1788.

The Constitution is still important today. One of the important rights guaranteed by the Constitution is the right to vote. Citizens of the United States have the opportunity to vote in many elections. National elections select the members of the House of Representatives, the United States Senate and the President and Vice President of the United States. The President and Vice President each serve a term of four years. Senators serve for six years, and members of the House of Representatives serve for two years. The process of electing members of Congress is designed so that every two years elections are held, but all positions, or seats are not being changed at the same time. This means that there is a national election every four years, and a “midterm” election every two years. States hold elections, after the same pattern as the national ones. The state elections select governors, and members of state legislatures. Cities also hold elections which choose mayors, city council members, or other officials who hold office in city government.

Is it important to vote during an election? Yes! Voting is an important responsibility. The people elected to office are responsible for making laws and decisions that affect the way Americans live. Voters need to know the candidates and how they feel about issues.

Since the minimum voting age in the United States is eighteen years old, how can younger students participate in the election process? The National Student Parent Mock Election provides a program allowing students to be involved in the excitement of elections. The National Student Mock Election (NSPME) began in 1980 as part of the NBC parent Participation Workshop. By 1982, one quarter million student cast their votes in Mock Elections. In the 1996 and 2000 Presidential Elections, students from all fifty states, Washington D.C. and fourteen countries around the world cast a combined total of ten million votes. Companies such as McGraw-Hill, *Time Magazine*, and *The New York Times*, have partnered with NSPME to provide millions of dollars worth of free voter education materials to schools. CNN studios in Atlanta served as “National Election Headquarters” and sponsored a Web-cast for students to discuss national issues during the presidential year mock elections. In the 2002, election, AOL partenered with the National Student/ Parent Mock Election.

The National Student Parent Mock Election allows student to participate in the election experience by voting for candidates of their choice and on key national issues. Votes are tallied and sent to the state, and then the national Mock Election headquarters. Though the Mock Election does not actually determine who is elected to office, students learn the voting process and become familiar with the issues. As a result, students spend more time talking about the election with their parents. Consequently, voter turn-out often increases in areas where mock elections are held.

Election Matters

Lesson Two Elections and Mock Elections

Activity

Read: ELECTIONS AND MOCK ELECTIONS

Answer the following questions.

1. What country ruled our country before the Revolutionary War?
2. Why were the colonists angry?
3. What document did the founding fathers create that guarantee American rights?
4. When was it approved?
5. How many years make up a term of office for the President and Vice President?
How long is a term for a Senator?
How long is a term for a member of the House of Representatives?
6. How often are elections held that include someone running for national office?
7. Why do you think it is important for people to vote?
8. List three ways in which the National Parent Student Mock Election might help support the rights guaranteed by the Constitution.

Election Matters

Lesson Three Characteristics of Good Leaders and Candidates

“Follow Me Where I Go, What I Do and Who I Know”

John Denver: singer, songwriter



Should Just Anyone Be a Leader?

Have you ever been in a group where you let another person take over a conversation, lead a project or make important decisions without your input? If you don't agree with a point of view but say nothing, then you have given someone else the right to represent you. Have there been times when you do not agree with a group leader's decisions? Do you go along with the crowd, or stand up for what you believe?

Take Control!

In an election we choose a candidate who we hope will represent our ideas. Choosing appropriate leaders is important and should be taken seriously. The first step to knowing what to look for in a leader is to first understand what you believe! You must know what you feel is important in order to make good decisions about who to follow. There will always be people who want to lead your group of friends, your school, your community and your country. The people selected as leaders will influence plans for the way you live and create laws that will govern your future. Identifying characteristics that you feel are important in a leader will help you develop a criteria that can be used to select excellent candidates when you are old enough to vote.

Characteristics of Good Leaders

Think about several leaders who you know. What group sees them as their leader? What characteristics have helped them gain the trust and admiration of the people? Do they get along well with people? Do people admire them because they are rich, popular, honest, smart or because they get things done? Are they followed because they are good looking and come from a famous family or because they have had good ideas that have helped people?

With a friend, list ten characteristics that you feel are valuable in a leader. Remember that as you put trust in a leader you are giving them the power to decide the focus, priority and direction of some areas of your life. Think carefully about what characteristics are needed to make those kinds of decisions.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

What Makes a Good Candidate?

Discuss your lists of characteristics as a class. What do good classroom leaders and good elected officials have in common? Is it important that a leader have your best interests at heart? Should they be informed about issues? Should they have had previous experience in leadership?

Activity

Divide the class into seven groups. Each group will read and study the description of one of the fantasy candidates listed below. Imagine that your candidate wants to represent your state as a congressperson in the House of Representatives in Washington D.C. Each group will introduce their candidate to the class and read the written description emphasizing their candidate's leadership characteristics. You may either draw a picture of your candidate to show during your presentation or you may dress up a teammate to represent your candidate.

Candidate #1 Spider Man

Spider man is a young man who has developed a reputation for helping others in times of need. He seems to understand community issues well and is usually found in the middle of problems looking for solutions. Spider Man likes action better than words. Sometimes his staff worries that he is not as strong a debater as other candidates. Not much is known about spider Man's early years, but his advertising commercials claim that he is tough on crime and will fight for the common man. This is his first political race and he needs to learn how to delegate. His staff encourages him to form committees to work on community issues instead of trying to do everything himself. Spider Man can be bit impulsive and some people worry that his youth and inexperience might be a disadvantage. Because he is somewhat shy and does not give many public speeches, he will have to rely on his growing popularity with young people to provide the funds and support he will need to win this election.

Candidate #2 Cinderella

Cinderella has helped her husband, the prince, for sometime now. She feels that she is qualified to run for political office because she has experience governing a kingdom and because she been on both sides of the economic fence. Cinderella had a very poor childhood and knows what it is like to have few advantages in life. She feels that she understands the “working poor” and would fight for their rights. After Cinderella married a local prince, she started many social programs to provide for the needs of those who needed extra help. She admits that some of these programs will cause taxes to rise, but she feels that programs for the poor benefit the community at large. Some people worry that her sheltered, rich life has kept her from being exposed to big issues. They worry that she may be soft on crime and uninterested in international concerns. Cinderella’s television ads claim that her love of people and understanding of the issues of both the rich and poor will make her the perfect candidate able to handle any situation. Since Cinderella and her husband know the movers and shakers of the community, their fund raising efforts have been very successful.

Candidate #3 Mickey Mouse

Mickey Mouse has been around a long time. He has a large following and is beloved for his work in the field of media and entertainment. Mickey Mouse seems to be quite simple minded and likes to joke around, but he has a head for business and has built a multibillion dollar movie and theme park industry. Although he is new to politics, he likes to say that you only need to visit his parks to see that he would run a “clean campaign.” Mickey’s political ads promote him as a shrewd businessman, an old-time with name recognition around the world, and someone who is well liked by almost everyone. People are not sure where he stands on the some issues but his commercials, posters and political speeches are awesome. They promote his exposure as a world figure and as a supporter of family values. Mickey is a popular public speaker and has many rich friends in Hollywood who donate heavily to his campaign.

Candidate #4 Santa Claus

Santa Claus is a popular but mysterious candidate. Although he has thrown his “red cap” into the race, there are still questions about his ability to run for national office. No one is really sure if he meets the residency requirements necessary to participate in the elections. Until that issue is resolved, his campaign staff has geared up with some excellent political commercials which describe his concern for the children of the world.

Santa is also interested in exploring alternative forms of fuel efficient transportation. He promises to share his ideas of international travel if he is elected. Although Santa is a beloved “father figure” to most citizens, some just don’t believe in him! They are not sure that he will be able to transfer his concern for children into an understanding of the needs of all people. They also worry that since he has known everyone since they were little children, he might not be able to punish those who grow up and do wrong things. He admits that criminals need more than a piece of coal to help them reform. His staff assures the public that he can be tough on crime and international terrorists when he needs to be. Santa’s fund raising efforts encourage people to “donate to the man who has given so much to so many.”

Candidate #5 Smokey the Bear

Smokey the Bear has been a well known political figure for decades. His campaign slogan "Only You Can Prevent Forest Fires" is known to young and old alike. Smokey has strong feelings about the importance of protecting the environment and has been a tireless worker in this field for many years. Smokey is an experienced campaigner and knows the value of getting his message out to the public. As a result of years of publicity, he is a well-known and respected public figure. Although the citizens know where Smokey stands on environmental issues and animal rights, they are not sure how he stands on other social, economic or national issues. They are also a bit concerned that he has not changed much with the times. Although his slogan is well known, it does not reflect the changing issues that the country has had to deal with. Smokey's staff promises to update his message and express his stand on other issues as the campaign progresses. Smokey's fund raising and popularity is growing as he is being shown as a strong, wise candidate.

Candidate #6 Robin Hood

Robin Hood is a candidate with an interesting past. Years ago, he robbed from the rich and then gave the money he collected to the poor. Although he is now reformed, the scandals of his past seem to haunt his candidacy. Some citizens wonder if someone who has been convicted of robbery could run for public office no matter how much he has changed. Robin Hood claims that his experience has helped him understand the problems with the criminal justice system and that he knows how to deal with those who break the law. He also has shown his concern for the needs of the poor, although now he desires to help them by providing educational and job opportunities. Robin Hood has a growing support group although the rich are somewhat skeptical of his message. Robin Hood seems to relate well with world leaders and although he received little schooling when he was young, he is a dedicated student of world affairs. He is an excellent debater and is popular as a public speaker and fund raiser. Robin Hood seems to be an up and coming candidate.

Candidate # 7 Shrek

Shrek is an ogre. This makes him the only minority candidate running for this election. He is known to be a common decent person who had little desire for political life. Citizens admired his strength of character and willingness to fight for what is right. They convinced him to run for the House of Representatives. Shrek does not have the good looks and the public speaking skills of most modern day candidates, but his quiet leadership has impressed all who get to know him. Although he has joined the political race, his staff knows that he must be brought up to speed on most political issues. They want Shrek to run because they admire his character and courage. Citizens also recognize a general kindness and common sense in his attitude towards life. Shrek's supporters believe that these are the most important traits in today's troubled world. Although Shrek seems to be a long shot, his staff are sure that he will become a trusted and respected candidate as people get to know his quiet strength.

Candidate # 8 The Tooth Fairy

The Tooth Fairy is a candidate who understand the importance of money! She has managed funds for many years. Inflation has created an increase in the payment for the teeth that she collects and she has adjusted her books accordingly. The tooth fairy is very organized and knows all the citizens within her district. She keeps excellent records and rarely makes mistakes or misses appointments. The tooth fairy has a bit of an image problem because people are not sure what she looks like. Although they imagine that she is small and pretty, her staff understands that they must create a campaign to help people recognize her as an important candidate. Although the Tooth Fairy is quiet and not very outspoken when it comes to expressing her views, she is extremely knowledgeable and understands most issues very well. She listens and understands people. This trait will help her hear all sides of an issue and deal with problems fairly. The Tooth Fairy is looking forward to jumping into politics and hopes that people will look at her record and not judge her by a flighty outward appearance. The Tooth Fairy is being supported by banking institutions. People are beginning to see her as an organized, knowledgeable and dependable candidate.

Activities

1. You have now heard each candidate described. List both the positive and negative characteristics about each candidate. Discuss which one would best represent you as a congressperson.
2. Within your group hold a "Primary Election" voting on five candidates to continue on in the election.

Write the names of the final five candidates on the decision making grid and use the grid to judge the candidates against each other using criteria questions. You may select other criteria questions. Some may include:
Which Candidate is the Most Trustworthy," Which Candidate is the Most Responsible," "Shares Ideas and Standards Closest to Mine," "Most Likely Person to Lead Me Towards My Goals," "Most Ethical" etc.

Add up each candidates total score. Decide as a group if you agree with the candidate which won the most points on your grid. Write a statement defending your group's favorite candidate and share your decision with the class. Use the candidates positive characteristics to strengthen your case.

- A) Most knowledgeable about important issues
- B) Shares ideas and standards most like mine
- C) Most elect-able (has support, funds, etc.)
- D) Will make the best leader
- E) Most responsible
- F) Most Trustworthy & Ethical
- G) Most caring about others

	A	B	C	D	E	F	G	Total



“Yankee doodle went to town a riding on a pony, stuck a feather in his hat and called it macaroni”
Early American folk song

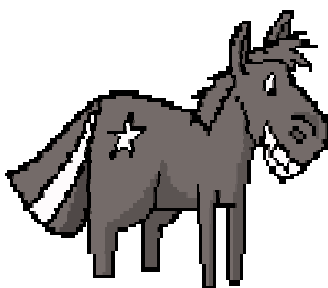
Yankee was a nickname given to Americans way back in Revolutionary War days! The British considered the name an insult, but the new Americans were proud of their independent ideas and soon adopted the term. From the beginning, American Yankees have had very different thoughts on how to organize and run a country. As they talked, it became evident that the “Yankees” talked, shared ideas and began to form different groups based on shared common beliefs.

Let’s Party!

Is a *Political Party* a place you go to have fun with your friends on a Saturday night? No, a *Political Party* is a group of people who have a similar philosophy and belief about how America should be governed. Members of each *Political Party* share similar views on issues and help to get their candidate elected.

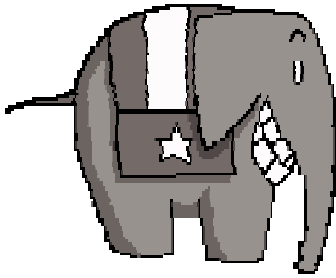
Political Parties

The views of Americans have traditionally been divided between two major political parties the Republican Party and the Democratic Party. The country didn’t have a two-party system at first. Only one party existed when George Washington was elected. Soon people realized that there were enough differences in political ideas to split the country into groups. The Federalists and Democratic-Republicans were the first two parties organized. The Federalists were led by Alexander Hamilton and John Adams, the Democratic-Republicans were led by Thomas Jefferson.



The Democratic Party

The first successful Democratic to win the Presidential election was Andrew Jackson who was elected in 1828. During his campaign some people called him a jackass, which is another name for a donkey. Jackson decided to turn the tables on his opposition and adopted the symbol of the donkey because it represented someone who stubbornly holds to their beliefs and never gives up! In 1870 a political cartoonist named Thomas Nast used the donkey to represent a segment of the Democratic Party. The symbol stuck and is still proudly used today. Sometimes the Democratic Party issues are called “Liberal.”



The Republican Party

The Republican Party sometimes goes by the initials GOP. Those letters stand for “Grand Old Party.” The first successful Republican to win the Presidency was Abraham Lincoln who won in 1860. The symbol of the Republican party is the Elephant! This symbol was selected when cartoonist named Thomas Nast drew an elephant to represent the Republicans in one of his cartoons. The symbol is still used today. Sometimes Republican Party

issues are called “Conservative.” Former U.S. Representative Wright Patman has said that the Democrats of today consider the donkey to be a symbol of homey-down to earth views while the Republicans see the elephant as an image of intelligence and strength.

Third Parties

Third parties express views on special issues. Because third parties attract fewer voters, they often find it hard to compete with the two main parties. Citizens supporting third parties have a difficult time obtaining the necessary funds, publicity and support necessary to run a campaign that can challenge regular candidates. Over the last 50 years, people who call themselves “independent” when they register to vote has doubled from 16 to 31 percent of the voters. People who vote for third party candidates do so for many different reasons. Sometimes they like the independent candidate’s views and sometimes they cast a vote in protest against Republicans and Democrats. Occasionally, a third party candidate does make a difference in the outcome of an election. Some people feel that Ross Perot’s third party candidacy in 1992 played a part in the election of Bill Clinton over George Bush. People who might have voted Republican voted for Perot diluting the Republican vote and creating a larger pool of votes for Clinton.

Party Platforms

The Republican Party and the Democratic Party share some ideas and disagree on others. Most Republicans and Democrats do agree that the federal government must maintain a military for national protection, create an interstate road system and manage some major programs needing central government administration. Before an election, representatives from each party meet to decide what their Party Platform will be for that election. A Party Platform is a statement describing the party’s position on issues for that particular election. A party’s candidates will usually represent the ideas stated in their Party Platform.

Is It Important to Understanding Political Party Issues?

It is important to understand how each candidate feels about issues that are important to you. Sometimes an opinion about an issue becomes part of the Party Platform and usually the candidate will agree with his/her Party. Occasionally a candidate will run on issues that are not discussed in the Platform. The best idea is to read and stay informed. This way voters can select the person who best represents their ideas.

Check your local Party offices to learn more about the activities of the political parties in your area.

If you want to know more about the issues, candidates and Party Platforms for the 2002 elections in Utah, call:

Republican Party of Utah	117 East South Temple, SLC Ut. 84111	801-533-9777
Democratic State Committee	455 South 3rd East, SLC Ut. 84111	801-328-1212
League of Women Voters	3804 So. Highland Dr. Holladay Ut. 84106	801-272-8683

If you want to know more about the issues, candidates and Party Platforms for the 2002 elections in all the states, see these websites:

Smart Voter	http://www.smartvoter.org/
League of Women Voters	http://www.lwv.org/
Government Guide	http://www.governmentguide.com/main.adp
DemocracyNet	http://www.dnet.org/
Project Vote Smart	http://www.vote-smart.org/
AOL@SCHOOL	http://school.aol.com/
Democratic National Committee	http://www.democrats.org/
Republican National Committee	http://www.rnc.org/

Every state has interesting stories about the beginnings of the political parties in that state. Below is a story about early political parties in Utah, or you may wish to research an interesting story about the origins of the political parties in your state.

Story About Political Parties in Early Utah

People join political parties for many different reasons. A humorous story is told about the early politics of Utah. The settlers of the Utah Territory petitioned the United States Government to allow Utah to join the Union as a state. Even though people from many lands and many faiths were moving to the territory, the national government was still afraid that the large number of Mormons would vote as a block and sway all local and national elections. At the time, most Mormons were Democrats. In order to ease concern over a "voting block" Brigham Young called the people together and explained Washington's concerns. He then assigned half of the people to register as Democrats and half of them to register as Republicans. Today, many Utahans can trace their political party affiliation back to where their ancestors were when Brigham Young made his proclamation!

Activities

Review the project list and select at least one activity to show what you have learned about Political Parties.

1. Bring the newspaper to class and identify the candidates representing each political party. List at least three things that they stand for or want to accomplish.
2. Discuss political parties with your parents or other respected adults. Have them explain why they belong to a particular political party. Write a paragraph detailing their explanation.
3. Invite a candidate from each party to class. Ask them to explain their positions to the class.
4. Research and compare the ways in which political parties have changed over time. Some people join third parties because they feel that the Republicans and Democrats have grown too much alike!

Select two members of the class to call the Campaign offices of the Republican and Democratic Parties and ask for a simple explanation of the general ways in which the

two parties have differed over time. Each caller will share what they have learned with the class. Prepare a “reference booklet” for your class library that outlines the differences.

5. Identify several issues that affect you or your family. Think of ways in which you may support the issue.
6. Consider ways in which students may help the general public become more informed on the issues and candidates of the upcoming election.



What would happen if only a small group of people decided the results of American elections? Do you think the citizens would be mad? Sadly, this is the case in many elections throughout the country. Many people don't bother to vote! Sometimes they forget to register, don't know where to vote, or just do not study the issues and candidates.

Importance of Voting

Have you ever been in a group where one person makes all the decisions and no one listens to how you feel? Some people live in countries where they are not free to choose their leaders. We are lucky to live in the United States of America where we can study issues, nominate candidates and vote for people who represent our ideas.

History of Voting

1. In 1776 the Declaration of Independence was signed but not everyone had the privilege of voting. During Colonial and Revolutionary times only land owners could vote. This meant that most voters were white males over the age of 21.
2. 1789: George Washington was elected president by an unanimous vote of all 69 electors in the electoral college.
3. 1866: Congress passed a Civil Rights Act prohibiting discrimination based on race.
4. 1869: The National American Women Suffrage Association is formed with Susan B. Anthony as president.
5. 1870: Women were granted the right to vote in the territory of Utah
6. 1876: Southern states begin to enact measures that restrict the ability of blacks to register and vote
7. 1920: The 19th Amendment was ratified, giving women the right to vote in both state and federal elections.
8. 1965: Martin Luther King Jr. demands protection for black voters. The Voting Rights Act makes discriminatory state voting practices illegal.
9. 1968: Protests demanded a lowering of the voting age to 18 with the reasoning that if someone is old enough to be drafted, they are old enough to vote.
10. 1971: The 26th Amendment is ratified, granting voting rights to 18-year-olds.
11. 1975: Amendments to the Voting Rights Act require some voting materials be printed in the language of specific minority groups.

So Everyone Votes, Right?

You would think that when people have had to fight so hard for the right to have a voice in their government, that everyone would get out and vote. Unfortunately, Americans have the worst voting record of any major democracy. Young people, who demanded the vote during the Viet Nam protests, are the least likely to vote. Since 1972, the number of young people who vote has declined until by 1988 only one in three people in this age group voted. A poll by Scholastic magazine showed that most high school students think that voting is not very important.*

What are your state's voting requirements? What is necessary to register to vote? How long before an election must a person register in order to be able to vote?

Note to teachers: Find out the voting and registration requirements for your state. You might wish to use those for Utah (below) as a comparison with your own state.

What are Utah's Voting Requirements

To vote in Utah, you must be a U.S. citizen, have lived in Utah for at least 30 days immediately before the election, be at least 18 years old, live in a specific Utah voting district and be registered.

Voting Procedures

1. Citizens register to vote so they will be prepared to vote in November elections.
2. Each voting district has a designated place where people can vote.
3. Electors are assigned to each polling (voting) site. They represent both parties and act as judges.
4. A supply judge is assigned to pick up election supplies and to make sure that voters are registered. Voters names are recorded as they pick up a ballot to vote.
5. After voting, ballots are protected and delivered to the county election department for counting by a machine.
6. Ballots are kept secure for a year following an election.
7. Absentee ballots are available for voters who cannot come to their voting district to vote on election day

How important is it to vote? Go over the following information with students.

Does One Vote Count?

In 1839, one vote elected Marcus Norton Governor of Massachusetts.

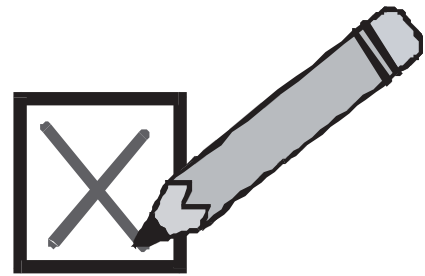
In 1845, one vote brought Texas into the Union.

In 1876, one vote made Rutherford B. Hayes President of the United States.

In the 2000 Presidential election, the count was so close that ballots were counted and examined by hand. The confusion was finally settled by the Supreme Court which declared George W. Bush president.

Activity for Everyone: Getting Out the Vote!

List six reasons why you think that some people do not vote. Discuss your list with a friend. Decide what you feel are the main reasons for low voter turn-out.



- 1. 4.
- 2. 5.
- 3. 6.

Now list six reasons why people should vote.

- 1. 4.
- 2. 5.
- 3. 6.

Select one more activity from the list below:

Activity 1

Use these previous lists to brainstorm ways to encourage people to register and vote in the upcoming election. Select your favorite strategy and write a plan to help people get out and vote.

Write the steps of your plan. What do you plan to do? What supplies do you need? Who will help you? How will you know if you have accomplished your goal?

Activity 2

Use what you have learned about voting to create a letter to the editor, a video or radio commercial, a billboard or rap that encourages citizens to vote. Select one to submit to the school newspaper and to a local newspaper.

Lesson Credits:

Deseret New (October 8, 1996) A Look at Elections

* *Deseret Newspaper in Education* compiled and written by Carolyn Dixon:
Managing Editor of the *Deseret Newspaper in Education* program

Election Matters

Lesson Six *Running for Public Office*

Public Servants

People who run for political office are sometimes called, “Public Servants.” Why do you think they are called by that name?

Running for an elected office takes work and preparation. Not only will the candidate be very busy but the job of an elected official usually means a change in lifestyle. People are interested in how politicians and their families live and the media likes to write about things that interest their readers. Public officials have very little privacy.



Candidates are also busy learning about current events and relevant issues. They must always be prepared to answer questions.

There are many steps in the actual election process. Lets pretend that you are planning to run for office.

Steps in the Election Process

Step 1 Take a Stand!

If you want to run for office, you must feel strongly about ways that you can help people. You must take a stand on issues that are of interest to the voters. Sometimes these issues are controversial. Good candidates know where they stand and aren't wishy-washy.

Step 2 Get Help!

You cannot get elected just because you think you will be great in the job. You must recruit many people who believe in you and want to help you win. A campaign must have many volunteers to help with campaign publicity, office work, campaign planning, printing flyers, organizing special meetings, scheduling fund-raises etc. If you are running for a major office then you will hire a staff. These paid workers will help you plan and organize your campaign.

Step 3 Get Money!

All election campaigns cost money, even if you are running for a simple office. Consider ways in which funds can be raised to finance your campaign.

Step 4 Get Support!

Even if you have volunteers and funds, it will still be difficult to get elected without the support of either the Republican or Democratic party or a third party. The leaders of these parties are usually powerful people who know how to get things done. You must win their support in order to succeed.

Step 5

Announce your Candidacy!

Now it is time to announce your candidacy for office. Candidates sometimes call the T.V , radio and newspaper reporters together and have a press conference. At a press conference you will announce your candidacy, tell some of the things that you believe in and hope that lots of people hear about you!



Step 6

Get Publicity!

Candidates try to get good stories in the news as often as possible. You must think of ways to get your name, and ideas out to the public. List several ways that candidates advertise their campaigns.

-
-
-
-

Step 7

Win the Primary Election!

Usually there is more than one person running for office from your Political Party. In order to be elected, you must win a Primary Election. A Primary Election allows voters to chose one candidate from each party to run for an office.

During a Primary all candidates will give speeches, and meet with as many voters as possible. After hearing the issues, votes are cast, and one person from each party is chosen to run for the office they are seeking.

Step 8

Go to the Political Convention

Political Conventions are held during presidential election years. During this convention the candidate who will represent the party and run for president is formally nominated. Delegates come to the convection from all over the country to voice support for their candidate. The convention is also the time when a party platform, which expresses the party's views, is accepted.

Step 9

Win the Election!

It is time for the people to vote. General elections are won by the person who receives the most votes. Presidential elections are won by a combination of citizen votes and Electoral College votes.

Step 10

Congratulations You Won!

Student Activities

Choose two of the three activities below to show what you have learned about running for office.

Activity 1

Hold a Classroom Mock Election

- Divide the class into two parties.
- Encourage several students to be “stand-in” candidates for representatives, senators, governor or you may choose class mayor, council, class secretary etc. (make up your own offices).
- Each “candidate” will recruit volunteers and advertise their candidacy through posters, skits, etc.
- Each “candidate” will select issues that are important to students in the class and discuss ways that they will improve the situation or solve problems.
- Each “candidate” will participate in a debate over an issue.
- If there are more than two candidates running for the same office then before your class Mock Election hold a primary election.
- Each “candidate” will give several speeches. Campaign staffs will develop a political commercial for their “candidate.”
- Hold a classroom mock election.
- Prepare to participate in the National Student/Parent Mock Election Visit <http://nationalmockelection.com> for more information.

Activity 2

Organize a Constitution “Treasure Hunt”

- Read portions of the U.S. Constitution with your teacher (<http://www.house.gov/Constitution/Constitution.html>). Organize a “Constitution Treasure Hunt.”
- What can you discover about what a Congressman or woman (also called a Representative) does? What a Senator does? What each does that is different? The same?
- Find out who your current Congressman or woman is. Bring to class any newspaper articles you can find about him or her.
- Organize a class quiz contest. Divide into committees to research the answers to the questions below in your school or neighborhood library, on the Internet, or in the U.S. Constitution.

Why is every member of the U.S. “House of Representatives” running for election in November?

Why are there two Senators from every state, large or small?

Note to teachers: Teachers of younger children may find “Learning to Choose” for grades K-4, developed around the National Standards for Civics and Government, helpful for this activity. See <http://www.nationalmockelection.com>. Click on Curriculum.

How many seats in the U.S. House of Representatives does your state have?
Why don't all the states have the same number?

What is the difference between being elected to the U.S. Congress and being elected to your state legislature?

- Prepare to participate in the National Student/Parent Mock Election.
- Print student ballots that are like those that will be used for the election in your area. Be sure to report your results as is determined by your school election coordinator.
- Vote in the National Student/Parent Mock Election October 28, 2004.
- Note: Due to Utah Education Association Convention, Utah will vote on October 26.

Activity 3

Create a Board Game called: Getting Elected

Use what you have learned about getting elected to create a Board Game.

- Name the two parties and decide on a platform for each (a platform is a set of beliefs about several issues)
- Create game pieces
- Write cards with instructions that help move you across the board. Some cards will cause you to move backwards, some will let you progress. (Examples are listed below)
- Share your game with lower grade classes

Sample Game Cards Instructions

- Oh no, the printer put your opponents name on your lawn signs. (back a space)
- A recent poll found that you are ahead by 3 percentage points. (ahead a space)
- A major contributor to the campaign just went bankrupt. (back a space)
- Tiger Woods just endorsed your candidacy. (ahead one space)
- You were misquoted in a newspaper article. (back a space)
- You won the candidate debate. (ahead a space)
- You are honest enough to stand up for your beliefs on controversial issues. (ahead a space)
- Your campaign chairman quit. (back a space)
- You shake hands with people at a "meet the candidates night" and no one knows who you are! (back a space)
- Your television ads are great and deal with the issues. (ahead a space)

These are sample Game Cards. Make up several of your own. Good Luck!

Before each election voters are bombarded with word and images hoping to persuade them to support one candidate while rejecting another. Citizens should understand the tricks used by candidates, campaign staff members and the media to manipulate voter emotions. Recognizing propaganda tricks will help the voter remember to look to the issues. Positive or negative images can distract voters from the issues or distort a candidates point of view. Learn to recognize tactics that are used to gain support based on emotion. Some propaganda techniques include:



- **Name Calling:** referring to someone using a negative name or symbol. For example, calling someone a “crook” produces a negative response that is sometimes hard to forget.
- **Using Generalities:** Generalities are phrases that promise a lot but don’t explain how the promise will be kept. For example, saying that a candidate’s position “will benefit all Americans” does not describe how this will be done.
- **Transfer:** Using well known symbols in a campaign in hopes that the feeling surrounding that symbol will “rub off” and be associated with the campaign even if the symbol does not particularly relate to the issues. For example: many political commercials show a waving flag. That image transfers the idea that the candidate is patriotic. Transfer attempts to gain support for a candidate. Pictures of the beautiful American countryside, laughing children etc. alongside pictures of the candidate help form a connection between the images.
- **Testimonials:** Having some important person endorse a candidate is a trick often used by campaigns. Movie stars, athletes, respected business people and popular politicians are often asked to give testimonials.
- **Plain Folks:** Pretending to be “one of the regular folks” is an attempt to get people to relate to a candidate. This technique is often used in speeches when candidates relate personal stories, repeat proverbs, shake hands, and pose for pictures. This common technique works very well, but doesn’t prove anything.
- **Bandwagon:** Claiming that “everyone else is doing it” is an effective technique used to help people make up their minds on issues. If a candidate can convince voters that everyone feels a certain way then they will want to be part of the crowd and “jump onto the bandwagon.”
- **Cardstacking:** Presenting only one side of an issue. “Cardstacking” gives only the facts that support the candidates claims. This is done by using a quotation out of context, omitting key words, using only positive statistics, or using favorable or unfavorable photos of the candidate without balancing the effect with images showing both sides.
- **Rumormongering:** sharing negative statements about an opponents character or views without backing up the statements with facts.

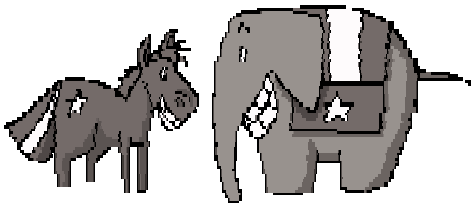
- **Loaded Statements:** using half truths and distorted facts to make an opponent look bad.
- **Guilt by Association:** criticizing an opponent for the views or actions of their supporters or friends.
- **Baiting:** badgering or intimidating an opponent to make him/her look weak or out of control.
- **Passing the Blame:** unfairly accusing another candidate or party of being the cause of a problem beyond their control.
- **Promising the Sky:** making election promises that are unrealistic.
- **Evading Real Issues:** Talking around a subject or changing the subject so as to avoiding having to give direct answers or details.

Activities

Choose one or more of the following activities to show what you have learned about Propaganda Techniques.

- Bring articles to school that describe or quote candidates. Find statements in magazines or newspapers. Try to identify at least two propaganda techniques used in the articles.
- Listen to campaign commercials on television and on the radio. Consider the ways in which the candidates use one or more of these techniques.
- Pretend you are running for Congress. Write a speech that uses at least three propaganda techniques within your speech.
- These techniques are often used by adults or children. Sometimes they are used to get admiration or sympathy. Think of times when you have seen one or more of these techniques used. Write a paper describing how these techniques were used. What happened? Did the techniques work? Was anyone hurt by the actions or words of the person using the techniques? Now that you understand propaganda techniques, is there something that you could have said to help others understand the facts of the situation?
- How does understanding propaganda techniques help people become better voters? Write a short paper describing how this information will help you and others make better decisions in the future.

(Credits: Issues overview adapted from R. Sam Garrett and James A. Thurber, Center for Congressional and Presidential Studies, American University)



“There are two sides to every question” Protagoras

Have you or your parents ever been upset about something that happened in your community? Problems that affect a community, or a country, often become issues in a political campaign. Government officials are supposed to listen to the voice of the people and help solve problems. In order to do that, candidates study the issues and tell what they plan to do if elected.

Look at the newspaper headlines. What issues appear on the front page day after day? The headlines of the daily newspaper will often discuss issues of international, national and local importance to Americans. Some issues are constantly in the news while others rise in importance as a result of events. Education, the economy and employment are often discussed during elections. Homeland security, nuclear waste storage and the cost of prescription drugs have become more important the last few years. Candidates research, consider their party’s platform and take a position on the issues. By studying the positions of the candidate, voters cast informed.

Party Differences

Republicans and Democrats feel the same about some issues but strongly differ on others. The general positions of each party are stated in their Political Platform. Here are a few examples of how the Republicans and Democrats differ on issues.

Education

Republicans believe that parents should be allowed to make decisions about their children’s education without government interference. They favor school vouchers, allowing parents more choice in selecting schools for their children. Democrats strongly oppose school vouchers which they argue will leave poorer and urban schools abandoned while the best and wealthiest students use vouchers to attend better schools. Republicans also support standardized testing for all students, while Democrats contend that such testing isn’t fair for minority and poor students and schools.

Homeland Security

The balance between freedom and government power is a ongoing American debate. Democrats worry that too much power might be given to the Department of Homeland Security. If the department can investigate and detain suspected terrorists, law abiding citizens might become subject to violations of their civil rights. Most Republicans, believe that sacrificing some individual liberties is acceptable in order to avoid future terrorism.

Environment and Energy

Republicans and Democrats disagree on these issues. Most Republican object to anything that inhibits free-market competition. They believe that costly environmental regulations make it difficult for businesses to make a profit. They also argue that the need to discover energy sources on American soil outweighs the concern of environmentalists. Republicans favor reducing environmental standards for power-plant and vehicle emissions. Democrats favor environmental protection and believe that businesses and consumers should be willing to pay higher prices for a healthier and safer world.

Activity 1

Describe three issues in which the Republicans and Democrats disagree.

Activity 2

Most states publish material to help voters make informed decisions. This lesson contains several pages adapted from a Utah Voter Information Pamphlet prepared under the direction of Olene S. Walker, Governor of Utah, who served as Lt Governor of Utah during the 2002 mid-term election.

The material included is used as an example to teachers so that they build a similar lesson using information pertinent to the election in their state. On the next page you will find information to direct you to voter a list of Internet addressed to direct you to election information in your state..

1. Look at the page titled Political Parties
This lists the parties with candidates running in the 2004 General Election along with their party logo and contact information.
2. Look at the three pages referring to the various Congressional Districts.
See if you can find the candidates that represent your own district.
 - Select to research.
 - Identify the candidate's party.
 - Read the statement about each candidate.
 - Identify the issues mentioned in the statement and determine what stand the candidate has taken on those issues.
3. Look at the graph
 - Write the district number at the top of the page
 - Write each candidate's name in the boxes marked "candidates"
 - Draw their party symbol in the appropriate box
 - Describe the issues mentioned by each candidate

- Write a comment about each candidate. Did they state what they believe in, did they use any of the propaganda techniques discussed in lesson # 7. Which one would you vote for and why?

4. Share the results of your Activity with the class.

Extension

Each candidate has listed phone numbers or email addresses where they can be contacted. You may wish to submit questions to the candidates to clarify their positions on the issues.

Election Information by State

Alabama <http://www.sos.state.al.us/election/index.cfm>

Alaska <http://www.gov.state.ak.us/ltgov/elections/homepage.html>

Arizona <http://www.sosaz.com/election/>

Arkansas <http://www.sosweb.state.ar.us/elect.html>

California <http://www.ss.ca.gov/elections/elections.htm>

Colorado <http://www.sos.state.co.us/pubs/elections/main.htm>

Connecticut <http://www.sots.state.ct.us/ElectionsDivision/ElectionIndex.html>

Delaware <http://www.state.de.us/election/>

Florida <http://election.dos.state.fl.us/>

Georgia <http://www.sos.state.ga.us/elections/>

Hawaii <http://www.hawaii.gov/elections/>

Idaho <http://www.idsos.state.id.us/elect/eleindex.htm>

Illinois <http://www.elections.state.il.us/>

Indiana <http://www.in.gov/sos/elections/index.html>

Iowa <http://www.sos.state.ia.us/>

Kansas <http://www.sos.state.ia.us/elewelc.html>

Kentucky <http://www.sos.state.ky.us/elecdiv.htm>

Louisiana <http://www.sec.state.la.us/elections/elections-index.htm>

Maine <http://www.state.me.us/sos/cec/elec/elec.htm>

Maryland <http://www.elections.state.md.us/>

Massachusetts <http://www.state.ma.us/sec/ele/eleidx.htm>

Michigan <http://www.michigan.gov/sos>

Minnesota <http://www.sos.state.mn.us/election/register.html>

Mississippi <http://www.sos.state.ms.us/elections/elections.html>

Missouri <http://www.sos.state.mo.us/section4.asp>
Montana <http://sos.state.mt.us/css/ELB/Contents.asp>
Nebraska <http://www.sos.state.ne.us/Elections/election.htm>
Nevada <http://sos.state.nv.us/nvelection/>
New Hampshire <http://www.state.nh.us/sos/elections.htm>
New Jersey <http://www.state.nj.us/lps/elections/electionshome.html>
New Mexico <http://www.sos.state.nm.us/>
New York <http://www.elections.state.ny.us/>
North Carolina <http://www.secretary.state.nc.us/electoral/>
Ohio http://www.state.oh.us/sos/election_services.htm
Oklahoma <http://www.state.ok.us/~elections/>
Oregon <http://www.sos.state.or.us/elections/elechp.htm>
Pennsylvania <http://www.dos.state.pa.us/bcel/site/default.asp>
Rhode Island http://www.corps.state.ri.us/ELECTIONS/elections_division.htm
South Carolina <http://www.state.sc.us/scsec/>
South Dakota <http://www.state.sd.us/sos/Elections%20home%20page.htm>
Tennessee <http://www.state.tn.us/sos/election.htm>
Texas <http://www.sos.state.tx.us/elections/index.shtml>
Utah <http://elections.utah.gov/>
Vermont <http://vermont-elections.org/soshome.htm>
Virginia <http://www.sbe.state.va.us/>
Washington <http://www.secstate.wa.gov/>
West Virginia <http://www.wvsos.com/common/participate.htm>
Wisconsin <http://elections.state.wi.us/>
Wyoming <http://soswy.state.wy.us/election/election.htm>

POLITICAL PARTIES

FOR MORE INFORMATION

The following list of websites and phone numbers, although not comprehensive, is provided to give voters the opportunity to become better informed.

NEWS MEDIA:

National

www.cnn.com/ALLPOLITICS

www.c-span.org/

www.usatoday.com/news/washdc/nc1.htm

www.pbs.org/democracy

YOUTH VOTING SITES:

www.generationvote.com

www.kidsvotingusa.org

www.nationalmockelection.com

www.rockthevote.org

www.youthvote.org

SAMPLE BIOGRAPHIES

Teachers may find these examples helpful in preparing their own local candidate biographies

U.S. CONGRESSIONAL DISTRICT 1

BOX ELDER, CACHE, DAVIS, JUAB (PART), MORGAN, RICH, SALT LAKE (PART), SUMMIT, TOOELE, WEBER

Craig Axford GREEN

I have lived in Utah for 27 years, starting and raising a family in Salt Lake City over the past 12 years. I am committed to sustainable development, including light rail and commuter rail to meet our transportation needs. I will work to strengthen America's public education system and to preserve Utah's beautiful environment. I will continue to work to keep nuclear waste out of the Great Basin in spite of Congress' recent vote to store nuclear waste at Yucca Mountain, and I am committed to an energy strategy that includes conservation and development of clean alternative sources of energy.

21 EAST HOLLYWOOD AVE
SLC, UT 84105
(801) 485-4076
Axford2002@aol.com
www.Axford2002.com

Rob Bishop REPUBLICAN

Rob Bishop is best prepared to defend Utah's interests in Washington. As Speaker of the House, Rob demonstrated leadership credentials and built coalitions to accomplish a conservative agenda. As Republican State Chairman, he worked statewide demonstrating that grassroots individuals can accomplish much good. As a fulltime high school teacher for 28 years, Rob knows how to improve education and make a difference in people's lives. Rob Bishop was born in Kaysville, graduated with honors from Davis High and the University of Utah, and served a mission for his church. Rob is married to Jeralynn Hansen and they have five children

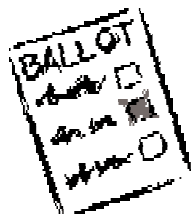
P.O. BOX 2002
BRIGHAM CITY, UT 84302
(801) 292-5577
info@votebishop.com
www.votebishop.com

Dave Thomas DEMOCRAT

My background is representative of our district: Within its borders, I've been a poor student, musician, teacher, city councilman and now successful businessman. I've been married for 33 years and have three sons raising families in the district. I will work to address issues that are vitally important – education, the economy, a balanced budget, more jobs and healthy Social Security. Most people in the First District are independent and support what's best for their families rather than following a party line. I will listen to all my constituents, not just a few. I want to be your voice in Congress.

2073 N. KINGSTON RD.
FARMINGTON, UT 84025
(801) 451-5669
dave@electdavethomas.com
www.electdavethomas.com

Category	Democratic	Republican	Independent
Candidates			
Party: Symbol			
Platform (Issues or Ideas) 1. 2. 3. 4.			
Your comments about the candidate			



As people vote for candidates to represent their views, they are sometimes asked to vote for State Constitutional Amendments and Initiatives on the same ballot. Many people skip this section of the ballot or cast random votes because they have not studied the issues prior to an election. Since most ballot issues affect communities or personal economics in some way, it is wise to understand what will happen when people vote YES or NO.

Community leaders look to voters to help them decide what they consider important. Voters might be asked to make decisions about a variety of questions. How would you vote on these community issues?

- Should a law be enacted to fluoridate the water supply?

Yes _____ No _____ Why _____

- Should residents pay a surcharge to have curbside recycling?

Yes _____ No _____ Why _____

- Should horses or other farm animals be allowed in your community?

Yes _____ No _____ Why _____

- Should a law be passed that would disallow changes to the exterior of structures within a historic district?

Yes _____ No _____ Why _____

Discuss your answers with the class.

Each of these laws would affect the quality of life within your community in some way.

Activity

Voters in many states will be asked to vote on initiatives and amendments in the November 2004, election. The Initiative is called the Radioactive Waste Restrictions Act. Some people are concerned that the United States government sees our state as a site for the disposal of extensive radioactive waste. Although the disposal of radioactive waste brings money to the state, many people think that the safety and health risks involved with the storage of waste outweighs the economic benefits.

- Read the summary of the law in the column on the left side of the first page of the Initiative. This reviews the basic tenants of the law.
- Read the Arguments For: and the Arguments Against: Initiative 1.
- Read the Rebuttal to Argument Against: and the Rebuttal to Argument For: Initiative 1
- Optional: scan the rest of the initiatives to gather specific facts.

Divide the class into two groups. One group will speak and write for the initiative the other group will represent the opposing view.

Each class member will write a speech either for or against the initiative. The speech will be written in the form of a debate.

SPEECH IN FAVOR OF THE INITIATIVE

Introduction:

I am for the Radioactive Waste Restrictions Act

Here are my reasons:

Point #1_____ (state one fact or issue and why you are for it.)

For example: (Give an example to support your view)

Point #2_____ (state another fact or issue)

For example: (Give an example to support your view)

Point #3_____ (state another fact or issue)

For example: (Give an example to support your view)

Conclusion:

So as you can see, we should vote YES on Initiative 1.

SPEECH AGAINST THE INITIATIVE

Introduction:

I am against the Radioactive Waste Restrictions Act

Here are my reasons:

Point #1 _____ (state one fact or issue and why you are against it.)

For example: (Give an example to support your view)

Point #2 _____ (state another fact or issue)

For example: (Give an example to support your view)

Point #3 _____ (state another fact or issue)

For example: (Give an example to support your view)

Conclusion:

So as you can see, we should vote No on Initiative 1.

REBUTTAL SPEECH FOR THE INITIATIVE

Introduction: As you know, I am for Initiative #1

My opponent says _____,

but _____,

(address each of the opponents points.

State your own Rebuttal Points.

In Conclusion citizens should vote YES on Initiative Number !.

REBUTTAL SPEECH FOR THE INITIATIVE

Introduction: As you know, I am for Initiative #1

My opponent says _____,

but _____,

(address each of the opponents points.

State your own Rebuttal Points.

In Conclusion citizens should vote NO on Initiative Number!.

CITIZEN'S STATE INITIATIVE NUMBER 1

Radioactive Waste Restrictions Act

Shall a law be enacted to:

(1) prohibit certain state regulatory agency employees and board members from employment or lobbying in the field of radioactive waste disposal or storage for three years after employment or service; (2) expand the circumstances requiring the governor's and legislature's approval of certain commercial radioactive waste licenses and facilities; (3) prohibit the approval of certain radioactive waste facilities and license applications; (4) increase existing and impose new taxes and fees on radioactive waste; (5) divert taxes presently imposed on radioactive waste, and use new radioactive waste taxes, for an education fund and a human needs endowment; and (6) make other changes?

YES

NO

IMPARTIAL ANALYSIS

Citizen's State Initiative Number 1 changes the regulatory and tax framework affecting the disposal and storage of radioactive waste. It provides stricter regulations, certain prohibitions, and new and increased fees and taxes. The Initiative distributes 80 percent of all taxes on radioactive waste to education and 20 percent to an endowment to help alleviate homelessness and poverty.

CITIZEN'S STATE INITIATIVE NUMBER 1 MAKES THE FOLLOWING CHANGES TO UTAH LAW:

Restricts certain employment and lobbying

It prohibits the executive director of the Department of Environmental Quality (Department), employees of the Division of Radiation (Division), and members of the Radiation Control Board (Board) from accepting employment with or lobbying for someone who is subject to the Division's regulatory authority for three years after Department or Division employment or Board membership, if that employment or lobbying is in the field of radioactive waste disposal or storage.

Expands circumstances requiring Governor's and Legislature's approval

It expands the circumstances under which the Governor's and Legislature's approval are required to grant or amend a radioactive waste disposal license or restructure a commercial radioactive waste facility.

Prohibits the approval of certain radioactive waste facilities and licenses

It prohibits the Governor, Legislature, and Board from approving new radioactive waste facilities or licenses for higher level radioactive waste, and authorizes a private citizen to sue to enforce this prohibition.

Increases existing and imposes new taxes and fees on radioactive waste

It imposes a new fee on radioactive waste to pay for impact reduction and community and economic development in the county in which the radioactive waste disposal facility is located. It increases from \$400,000 to a minimum of \$5,000,000 the annual fee that an owner of a radioactive waste facility must pay for perpetual care and maintenance of the facility and eliminates this annual fee total reaches \$100,000,000. It increases existing taxes on the disposal of radioactive waste and imposes new taxes on some types of radioactive waste not presently taxed.

Uses radioactive waste taxes for education and the homeless and impoverished

It creates a Fund to receive taxes imposed on radioactive waste and establishes a board to administer the Fund. It creates an Endowment to receive money from the Fund and creates a state authority to administer the Endowment. It requires 80 percent of the tax revenues in the Fund to be spent on education, specifically for class-size reduction, computer technology, textbooks, classroom supplies, and scholarships, and requires 20 percent, up to a maximum of \$200,000,000, to be given to the Endowment to be distributed to organizations that provide assistance to the homeless and impoverished.

Makes other changes:

It requires the Department to contract with independent scientific organizations to review certain environmental monitoring practices. It modifies and limits membership on the Board, and removes the Department's executive director from the Board. It removes the Board's discretion with regard to certain regulatory decisions. It removes the Board's authority to suspend applications for commercial radioactive waste licenses under certain circumstances. It accelerates the time at which the Board is required to begin evaluating the adequacy of the fund established for the perpetual care and maintenance of radioactive waste facilities from 2006 to 2004. It removes a tax presently imposed on radioactive waste received for reprocessing. It prohibits the Legislature from making appropriations from the Fund or the Endowment.

It prohibits the Legislature from reducing funding levels of programs also receiving money from the Fund or the Endowment.

It requires the tax for radioactive waste disposal or reprocessing to be paid monthly rather than quarterly.

Potential Conflicts with the United States Constitution or Utah Constitution

A limited review of this Initiative raises the following potential conflicts with the United States Constitution or State Constitution:

(1) the three-year lobbying prohibition may conflict with the freedom of speech provision of the First Amendment to the United States Constitution;

(2) empowering the Endowment Authority to appropriate Endowment money may improperly delegate legislative authority in violation of Article V, Section 1 of the State Constitution; and

(3) to the extent that this Initiative restricts the Legislature from making appropriations or reducing funding levels of state-funded programs, it may conflict with the Legislature's constitutional power to appropriate state funds.

Fiscal Impact

The revenue estimates described in this fiscal analysis depend on the continued viability of the radioactive waste disposal and storage industry in the State. The ability of the industry to continue operations at present levels may be affected by the fee, tax, and regulatory changes made by this Initiative.

The Legislative Fiscal Analyst estimates that if waste volumes continue at current levels, tax revenues from radioactive waste that would be used for education and for the homeless and impoverished could be approximately \$208,000,000 annually. The estimated annual volume of radioactive waste is based on records submitted to the Department of Environmental Quality.

Estimated revenue for impact reduction and community and economic development in Tooele County is \$13,850,000.

The fee generated for perpetual care and closure of the disposal site is estimated to be \$13,850,000 annually. That annual perpetual care fee would continue until \$100,000,000 is accumulated, when the requirement to pay the fee ends.

The state General Fund will lose approximately \$918,000 annually from radioactive waste taxes that under this Initiative will now go to education and to the homeless and impoverished. The required independent testing and oversight is estimated to cost \$292,500 annually from the state General Fund.

A one-time appropriation of \$100,000 from the radioactive waste tax revenues will be made to the State Tax Commission with no provision for reimbursement of ongoing costs of collections. Estimated annual costs for required meetings of the Fund Board and Endowment Authority are \$15,300. A one-time expenditure of \$80,400 from radioactive waste tax revenues will be needed to develop six required administrative rules. It is assumed that local entities will accept the same administrative rules that are created by the Fund Board and Endowment Authority and will not require additional funds for their required rulemaking.

Effective Date

Citizen's State Initiative Number 1 takes effect January 1, 2003.

Argument For:

Initiative 1 Stops the State From Receiving Hotter Radioactive Waste and Makes Out-of-State Polluters Pay!!

Weekly, hundreds of railroad cars arrive in the State to dump out-of-state-produced low-level radioactive waste. Utah has become the country's dumping ground for this contaminated waste. Annually, Utah receives 97% of Class A radioactive waste shipped to commercial sites for disposal. Each year, Utah receives increasingly more waste, 14.5 million cubic feet in 2001 alone. This state has the only unrestricted commercial radioactive waste dump in the country.

For many reasons—safety concerns, impact on property values, and negative public image—other states refuse this waste and willingly send it somewhere else. Our state is the only state allowing the disposal of radioactive materials mixed with hazardous waste.

In 2001 a radioactive waste tax was adopted, but the law exempted all existing waste contracts from taxation. As a result, our state receives very little benefit from taking material others states refuse. Other states that allow containerized waste impose taxes from \$20 to \$235 per cubic foot of waste. In 2001 the state collected only 2¢ per cubic foot in radioactive waste taxes. Incredibly the radioactive waste industry wants Utah to allow even higher, more dangerous levels of radioactive waste!

In response to many citizen's concerns, Initiative 1, The Radioactive Waste Restrictions Act, will:

- Prohibit the disposal of dangerous high-level radioactive waste
- Impose a realistic tax on radioactive waste produced out-of-state
- Adequately fund the monitoring of state disposal sites

In addition, this revenue will be used to benefit the state's children by:

- Reducing class sizes
- Purchasing new textbooks, supplies, and computers
- Funding scholarships for students and teachers

Tax revenues will also be used to build adequate cleanup and closure funds, support self-sufficiency programs for the homeless, and assist counties with waste sites with impact mitigation and economic development.

Initiative 1 will not put any company out of business. The radioactive waste industry has a monopoly on the disposal of certain waste products prohibited elsewhere in the country. Also, many nuclear power plants will soon be decommissioned. Our state will be the only state to receive much of this waste. Unbelievably, the current radioactive waste taxes actually encourage the dumping of higher volumes of hotter waste.

Initiative 1 is consistent with other taxes on industries that impose unique burdens or impacts. Liquor taxes fund school lunch programs. Oil, gas, and mining industries pay severance taxes. Cigarette taxes fund health-related programs.

Nuclear and radioactive waste companies are aggressively trying to dispose of higher levels of radioactive waste on state lands. Initiative 1 will stop this action!

Most radioactive waste generated by businesses is, by law, sent to a facility in Washington. Initiative 1 is a bipartisan effort supported by thousands of people who believe if the state must accept this waste from other states, we should be compensated for assuming this burden.

Stop higher levels of waste and make polluters pay!! Vote "Yes" on Initiative 1.

CITIZENS FOR RADIOACTIVE WASTE CONTROL
SENATOR JAKE GARN
GOVERNOR CALVIN RAMPTON
JACK GALLIVAN

Argument Against:

Initiative 1 sounds good on the surface but underneath is a deception and an abuse of the state's initiative process targeted at destroying one company.

Claim:

The sponsors of Initiative 1 claim passage will result in more money for education and that it will help the homeless.

Fact:

- If this initiative succeeds, at least 400 jobs in rural parts of the state will be lost at a time of already-high unemployment. The effect on the economy of Tooele County would be substantial.
- Tens of millions in annual state tax revenues will also be lost, including millions each year that go directly to education.
- The initiative would impose a \$20 tax on a \$5 dollar product. Because no customer will pay such rates, the targeted company will be forced to close its doors.
- Closing down a company that provides income for 400 families and pays millions each year toward education is no way to improve education nor help the homeless. Furthermore, this initiative actually creates two new government entities that will administer the tax revenue.

Claim:

The sponsors of the initiative claim they are only interested in increasing taxes on one industry.

Fact:

- If someone with enough money to gather signatures can abuse the initiative process and drive one company out of business, it can happen to any other company. No business is safe against abuse of the initiative process.

Claim:

The sponsors of Initiative 1 imply that their initiative would keep high-level nuclear waste from coming into the state.

Fact:

- There are two separate issues before the public regarding nuclear waste. Initiative 1 applies only to low-level nuclear waste, but many who circulated petitions stated that the initiative would keep high-level nuclear waste out.

The sponsors are conveniently letting people believe Initiative 1 is related to high-level nuclear waste storage at Skull Valley by the Goshute Indians. Initiative 1 has absolutely no impact on the Skull Valley issue because high-level waste is a federal issue and low-level waste is a state issue.

The two issues are completely separate.

Utah's elected officials, business leaders, farmers and associations are uniting against Initiative 1 because, if Initiative 1 passes, other industries may be the next target.

This initiative would set a precedent that would allow hidden, out-of-state interests to push an initiative promising to fund healthcare but actually placing a 10-fold tax increase on state coal mines... or livestock operations... or ski resorts... in order to make them less competitive than those in neighboring states.

Don't be deceived by emotional claims.

Please vote NO on Initiative 1, the Radioactive Waste Restrictions Act, and protect jobs from abusive, special-interest initiatives.

SEN. RON ALLEN

STATE SENATOR (D-TOOELE)

ALAN GARDNER

WASHINGTON COUNTY COMMISSIONER

BOB GOWANSTOOELE EDUCATION ASSOCIATION

SEN. HOWARD STEPHENSON

STATE SENATOR (R-DRAPER)

PRESIDENT, UTAH TAXPAYERS ASSOCIATION

REP. DAVID URE (R-KAMAS)

HOUSE MAJORITY WHIP

Rebuttal To Argument Against:

Radioactive waste is bad and other states do not want it. Instead they send it to the state. It's time to make out-of-state dumpers pay.

Don't be deceived by the big business radioactive waste disposal industry. They have already been granted permits to accept Class B and C wastes. A YES vote on Initiative 1 will keep citizens safe from being exposed to this hotter radioactive waste.

The two other states with commercial waste sites charge much higher fees than those recommended in Initiative 1 and the radioactive dumping industry in those areas thrive. The opposition to Initiative 1 is blatant corporate greed and these fees will not threaten any jobs or put any company out of business.

This initiative has nothing to do with any other type of activity – business or otherwise. The State Constitution guarantees the right to have initiatives. Citizens are perfectly capable of making decisions without the scare tactics the opposition is using. The only precedent here is reminding our political leaders that the people are capable of presenting their own ideas.

The radioactive waste fees in this initiative will be directed to help children to fund smaller class sizes, textbooks, computers and scholarships. In addition, the fees will provide support for self-sufficiency programs, environmental cleanup and economic development.

Vote YES on initiative 1 to make out-of-state dumpers pay a reasonable fee for polluting our state.

Stop unwanted radioactive waste dumping in this state! Vote "YES" on Initiative 1.

Rebuttal To Argument for:

Initiative 1 was drafted in secret by special interests without public hearings. It's more than 13,000 words.

That's no way to pass laws.

The lobbyists behind Initiative 1 continue to intentionally scare and deceive the public.

Here are the facts:

- This has nothing to do with Goshute Indians or Skull Valley.
- The state receives only 4% of Class A low-level waste, not 97%.
- State taxes on containerized waste are around \$70 per cubic foot, not 2¢.
- The legislature adopted a huge tax increase in 2001, making it the highest in the country per unit of radioactivity.
- Three days' exposure to a trainload of low-level waste is less radiation than a chest x-ray.
- The state facility is highly regulated by ten government agencies and is highly restricted in the waste it can accept.
- The state's impartial analysis shows that Initiative 1's taxes are higher than Envirocare's annual revenues. It will go out of business. Instead of more money for the state, the millions in taxes already paid by Envirocare will be lost.

So why is this even on the ballot? The real promoter of Initiative 1 is a waste-industry lobbyist who has tried to compete against Envirocare in the past.

Now he wants you to rubber stamp what he and out-of-state interests are pushing—without hearings, amendments, or inputs from voters.

This is too important an issue to leave to a complex initiative written in secret that demands one single vote.

VOTE "NO" ON INITIATIVE 1.



You have now learned a lot about election issues and procedures! Let's see how much information you can discover about the upcoming November elections. You can earn points for each piece of information collected during the Scavenger Hunt. Place the objects and data that you collect in your Elections Notebook or Journal. Try to win as many points as you can to earn the title of "Informed Voter!"

1. Collect a "Letter to the Editor" from a newspaper or news magazine about a candidate or an election issue. (1 point)
2. Write a short paragraph explaining the author's point in the "Letter to the Editor" (2 points)
3. Clip an article from a newspaper or new magazine dealing with an election issue. (1 point) Write several sentences describing the issues in the article (2 points)
4. Draw and color a picture of a campaign lawn sign, any candidate's sign will do! (Use an additional sheet of paper. 3 points)
5. Give the address of your family's polling (voting) place. (2 points)
6. List the voting requirements in Utah. (1 point)
7. My state has (how many) _____ U.S. Representatives and (how many) _____ Senators. (2 point)
8. My state's Representatives are: (give names) (1 point)
9. My state's Senators are (give names) (1 point)
10. The Governor of my state is _____ (1 point)
11. Draw the symbols of the two main Political Parties. (Use an additional sheet of paper. 3 points)
12. What is the definition of a Party Platform? (2 points)
13. List the names of ten people who said that they plan to vote. (3 points)

14. Describe one issue that will be important in this election. (3 points)
15. Create a poster for the hall that reminds people of the importance of voting. (5 points)
16. Write an article for the school newsletter reminding parents and teachers to vote in the upcoming election. (5 points)
17. Find and clip an editorial cartoon. (1 point)
18. Describe what the cartoon is “saying.” (3 points)
19. Help organize a class wide or school wide mock election. (5 points)
20. Design a “Get Out and Vote” Button or flyer. (5 points)

Keep track of your points and share your Election Journal and Scavenger Hunt with members of your class.

Congratulations! You are an informed voter!

What is the Mock Election?

Olene S. Walker, the Lieutenant Governor of Utah in 2002 said, “The Mock Election is an ideal way for the youth of our state to begin to grasp the concepts of democracy and empowerment. At a time when responsible citizenship has become so critical, students and teachers should be jumping at the chance to involve themselves in such a worthwhile cause.”

A Mock Election is an effort to allow elementary, junior high and high school students an opportunity to actively participate in the political process by simulating actual elections in their home schools.

The Mock Election is designed to increase awareness and understanding of the election process, to encourage students and their parents to get involved in the process and, ultimately, to create a generation of responsible citizens.

The National Organization of the Mock Election is coordinated by the National Student/Parent Mock Election, headquartered in Tuscon, Arizona. The program is endorsed by both Republican and Democratic Parties as well as the U.S. Department of Education.

Senator Orrin Hatch calls the Mock Election the “largest violence prevention project ever,” in that “democracy is a means of nonviolent resolution of conflict.”

When is the Mock Election?

On October 28, 2004, one week prior to the National Election, students across the nation will cast votes for the U.S. House of Representatives and issues of interest to predict how their states might vote in the 2004 election.

Participating schools will call District Election Representatives with their tabulated prediction votes on the evening of October 28. To see your district’s results posted by your County Clerk, visit your state’s official elections website.

Once the states votes are tallied, they will be reported to the National Student/Parent Mock Election Headquarters by your state Student/Parent Mock Election Chair.

Who can participate?

All elementary, junior high, and high schools in are encouraged to participate in the Mock Election. Registration is available online. You can also view a list of currently registered schools and teachers online.

Why participate?

The National Student/Parent Mock Election can be used to help schools avert violence. Psychologists describe power as the ability to affect, to influence and to change other persons. "Power," Rollo May points out, "is the birthright of every human being. It is the source of his self-esteem and the root of his conviction that he is personally significant."

The University of Colorado's evaluation found that participating in the National Student/Parent Mock Election REDUCED THE SENSE OF POWERLESSNESS. It also increased:

- The belief that voting is important
- Political decision-making ability
- Informed involvement on current issues
- The belief that social studies classes are relevant
- Discussion of political and election topics with parents

It is the sense of powerlessness that keeps young people and their parents from going to the polls. Few of our young students have been taught how to use their power as Americans. It is our responsibility as educators and public officials to help them understand that power, to show them how to use it, and to actively help them use it.

Participating in the nation's largest voter education project teaches young Americans that they count. They can affect, influence and change other people. The Mock Election teaches young citizens how to exercise the power and the moral authority of their citizenship.

Schools must enable each student to feel that he or she will be counted, that he or she has valuable function, that 'attention will be paid,' not only in the school, but in the nation. "Democracy," Senator Orrin Hatch has said, "is a means of nonviolent resolution of conflict. While it vests power in the people, we exercise power with votes instead of with violence; ballots instead of bullets. We do not need a gun to be heard."

The National Student/Parent Mock Election is a vehicle that enables schools all across the country to make their students' voices heard.

The National Association of Secretaries of State released a New Millenium Report with some statistics that vividly document the need for the National Student/Parent Mock Election.

- The turnout of just 36% for the 1998 midterm election was the lowest since World War II.
- Turnout among 18-24 year old citizens was below 20 percent, perhaps the lowest in our nation's history.
- The 70.2 million American youth who are now younger than 18 compromise the largest generation of young people in our country's history

- Only 21 percent of young people say that they “often” spoke with their parents about politics, government or current events when they were growing up. (Many youth are learning NOT to vote from their parents.)
- A majority of youth, 55 percent, agrees that “the schools do not do a very good job giving young people the information needed to vote.” (“We had mock trials, but it still didn’t teach us anything about going out and voting...It was just basically teaching you what the law was, but not really saying when you go out to vote, (or) this is what you should look for in an individual.” Des Moines-non college, non voter
- Thirty-six percent of respondents to the New Millennium survey said that making American government classes more participatory would make young people a lot more likely to get involved in the community and in political activities
- Only 47 percent of 18 and 19 year olds are registered to vote, but more than 80% have a drivers license
- At best, 20 percent will vote by age of 21, but 89 percent will drive a car
- Only 21 percent of American teenagers know how many members are in the U.S. Senate

Senator Edward Kennedy states that “participation in the National Student/Parent Mock Election will help us build a stronger nation for the future, and it will be an experience that none of the participants will ever forget.”

The above information, in part, was taken from a publication by the National Student/Parent Mock Election Organizing Committee.

How do my students participate?

1. Register your school with the National Student ParentMock Election. Registration is available online by visiting <http://nationalmockelection.com>.
2. Inform students about the election process and citizenship responsibilities. Suggestions, curriculum materials, lesson plans, and mock election organizational hints are available online for elementary grades and grades 7-12.
3. Print student ballots. Please feel free to add your own ballot questions. This may include other candidate races, issues of local concern or items of interest to your school. You will only be asked to report congressional results to you District Mock Election Coordinator. Students will cast their votes on October 28.
4. Report school totals. On October 28, all registered schools will report their election results to their respective District Mock Election Coordinators.

District Mock Election Coordinators will then report district totals to county clerks.

5. Visit the National Student/Parent Mock Election site on November 1st for state and national results.