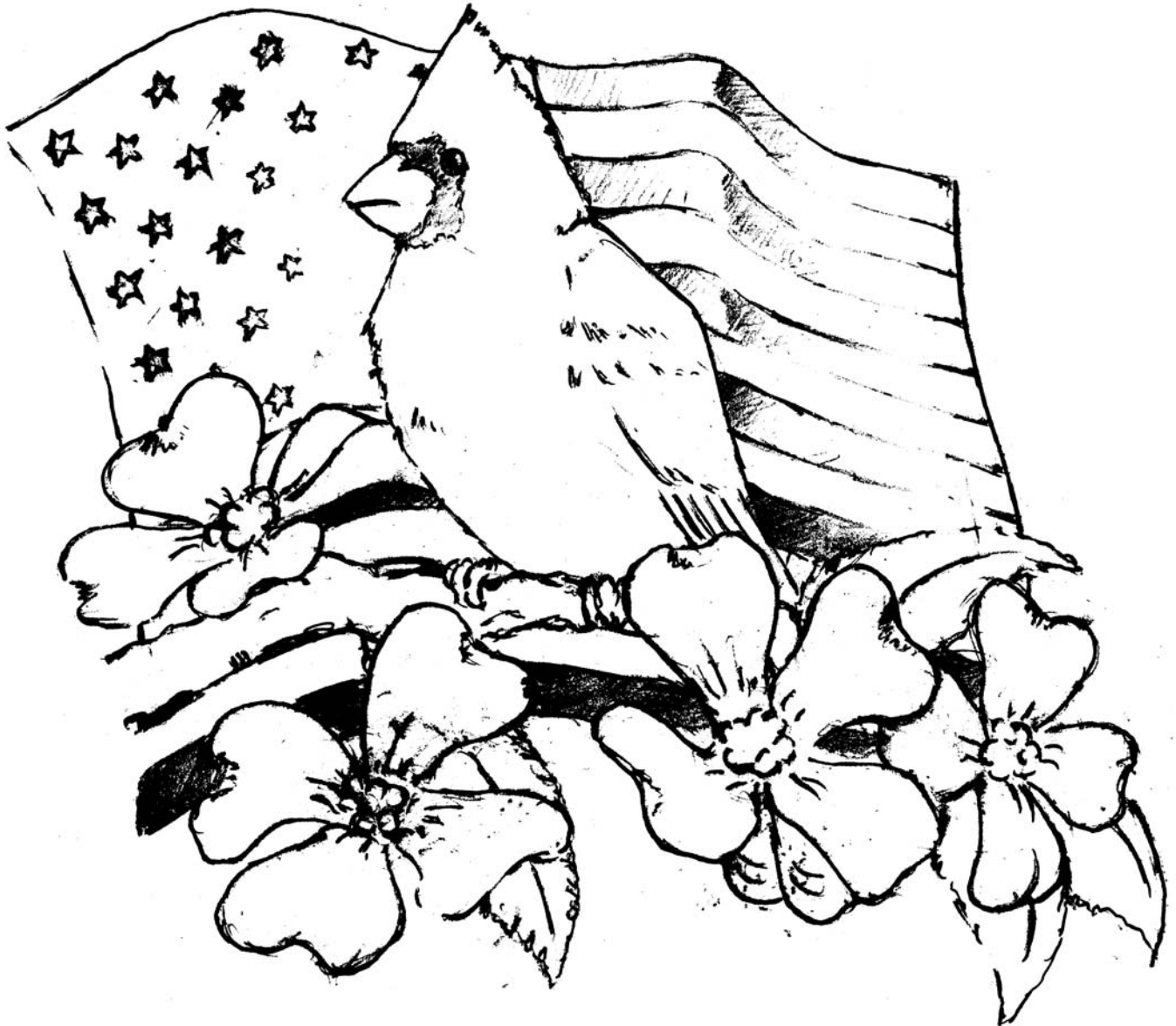


# ✓ SPME 2002

A Division of the National Student Parent Mock Election



## The Virginia Student / Parent Mock Election School Handbook

State Election Headquarters

The Maggie L. Walker Governor's School for Government and  
International Studies  
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[www.va-mockelection.org](http://www.va-mockelection.org)

Your guide to integrating VSPME into the classroom,  
participating in the election, attending Youth Policy  
Forum, entering contests, and more.

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This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

# Contact Information



If you should have any questions, please do not hesitate to contact us. We will be happy to answer any questions you may have, or tell you more about the Virginia Youth Policy Forum or the Virginia Student Parent Mock Election.

## Sponsor

Sarah Dwelle

Instructor and Sponsor

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In addition, YPF inquiries during non-school (after 4PM) hours may be directed to (804) 320-0842 (Ben Easter) or (804) 272-3220 (John Kennedy).

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

# Welcome



Dear VSPME School Coordinator:

Thank you for your participation in the 2002 Virginia Student Parent Mock Election (VSPME), coordinated by the Maggie L. Walker Governor's School for Government and International Studies and the School of Education at Virginia Commonwealth University.

Voting will begin on Monday, October 21, 2002, and continue until 4:00pm on Wednesday, October 30th, 2002. The combined results from all VSPME schools will be announced at a reception at the State Capitol on November 1. We will report **only** statewide results. Results will **not** be broken down by individual schools or divisions.

Enclosed is a packet of materials to support your school's efforts in the 2002 election:

- lesson plans
- research guides
- media information
- Youth Policy Forum information
- poster and essay contest entries
- voting instructions and the official ballot
- contact information

We urge you to bookmark our web site, <http://www.va-mockelection.org>, as it is an easy source of updates on VSPME. You have permission to duplicate all materials in this publication.

We look forward to your participation in the 2002 election and thank you for serving as school coordinator. If you have any questions or need more materials, feel free to contact the appropriate department chair (see the contact section), or me personally.

Sincerely,

A handwritten signature in black ink that reads "J. Jeffrey Federspiel".

J. Jeffrey Federspiel  
Elections Operations Coordinator  
VSPME 2002  
MLWGSGIS Class of 2003

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

# Acknowledgements



The Virginia Student Parent Mock Election owes a great deal to a group of dedicated volunteers who serve on our Steering Committee. These community leaders provide professional advice and support, and the Mock Election would not be possible without their support.

## Steering Committee Members

Amy Atkinson  
Steve Calos  
Laura Crowe  
Sarah Dwelle  
Clissa England  
Clare Guthrie Gastanaga  
Joan Jacobs  
Robley Jones  
Rob Jones  
Michael Kirby  
Bob Patterson  
Cameron Quinn  
John Rossi  
Pat Taylor

Sarah Dwelle, MLWGSGIS instructor and VSPME sponsor, has given an enormous amount of time into ensuring this year's election's success. Pat Taylor and Dr. John Rossi serve as the VSPME state coordinators, and their leadership is indispensable.

Special thanks go to Governor Mark Warner, who serves as our Honorary Chair. In addition, the Youth Policy Forum appreciates the willingness of participating Delegates and Senators to listen to the concerns of Virginia's youth.

VSPME is conducted from the Maggie L. Walker Governor's School for Government and International Studies, in Richmond, Virginia. The school's administration, faculty, and students are responsible for VSPME's success, and their efforts are appreciated. Also, special thanks go to Linda Howe and her volunteer team of parents, whose hard work makes VSPME possible.

The Dirksen Congressional Center, in Pekin, IL, is thanked for their Robert H. Michel Education Grant, which is used to publish this guide and support Mock Election Activities. Three Cent Plus Copy of Richmond, Virginia is thanked for their generous discount on copying services. Donations from Mr. and Mrs. R.W. Bailie, Mr. and Mrs. Martin Dolan, Mrs. Eva Tieg Hardy of Dominion Virginia Power, Mr. J. Ronald Nowland of the Virginia Automobile Dealers Association, Mr. Tim Rohmoser of Quantitative Management Technology, Inc., Mr. and Mrs. Gilbert Rosenthal, Mr. Mark Rubin, and Mr. Richard Savage of Media Direction Inc. all helped to make this election possible.

With thanks,  
Jeff Federspiel, Ben Easter, Elspeth England, John Kennedy, Donovan McGill, and Brian Meyers  
VSPME 2002 Student Leadership Team

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

## Lesson Plan - Grades K-2 Making Choices

### Goals:

The students will be able to:

- Understand the concept of choice.

### Objectives:

Students will be able to:

1. Make a choice.
2. Explain what one should think about before making a choice.
3. Define the term “choice.”

**Standards of Learning:** English K.2, K.3, K.13; Grade 1 Oral Language 1.1; Grade 2 OL 2.1, 2.2, 2.3

### Key Question:

What is considered before one makes a choice?

### Procedure:

1. Introduce the term “choice.” Ask the students what a choice is. What kinds of choices do they makes every day?
2. Tell the students that they are going to decide which game they like best to play at recess (kickball, soccer, jump rope, 4 square, etc.). Ask them what they are going to think about before they decide which game they like best.
3. Ask the students to explain the good things and bad things about each game.
4. Have them raise their hands with their choices. Write the results on the chalkboard.
5. What did the students consider before making this decision? Was it because its what they wanted to do? Because their friends were doing it?
6. Explain that the students just made a choice. Ask them to explain the term “choice.”

### Evaluation:

Teacher discretion

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

## Lesson Plan - Grades 2-5 Qualities to look for in a Leader

### Goals:

The students will be able to:

- Apply the qualities of a good leader to the background of a candidate.

### Objectives:

Students will be able to:

1. Identify the qualities of a good leader;
2. Rank order the qualities of a good leader;
3. Debate and reach consensus in a small group;
4. Search the web site of a candidate;
5. Design a poster illustrating the qualities of one of the candidates.

**Standards of Learning:** Civics 2.9, Research 2.11, OL 2.3, 3.1, 3.10, 4.1; Research 4.9

### Key Question:

What qualities are found in good leaders?

### Procedure:

1. With the entire class, brainstorm what they would look for in a good leader such as a president (e.g. fairness, sense of humor, intelligence, kindness). List all ideas on the board.
2. Vote as a class for the top eight qualities.
3. Divide the class into groups of four. Give each group eight index cards and ask each group to write the top qualities on the board onto separate index cards.
4. Ask each group to rank the qualities in order of importance. Encourage the students to debate and compromise on their choices. After they have ranked their qualities, they should punch the cards, tie them together, and hand them from a hanger.
5. Ask each group to report and explain their rankings to the entire class. Discuss the rankings, What were the common qualities? Which ones were most important? Which were least important? Why?
6. Ask each group to visit the web site of one of the candidates for a particular campaign. Ask them to look for examples of any of the eight qualities from the candidate's background or ideas. Place the examples on the attached chart.
7. Ask each group to prepare a poster for the candidate using the qualities they found on the web site.

### Evaluation:

Poster chart

### Materials:

- index cards, candidate web sites (see enclosed list), yarn, hole puncher, clothes hangers

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# Education

## Qualities to look for in a Leader

Name of Candidate: \_\_\_\_\_

Web site address: \_\_\_\_\_

Quality of Candidate	Example from Web site

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## Lesson Plan - Grades 3-5 American Principles

### Goals:

The students will be able to:

- Learn about American principles and those who developed them.

### Objectives:

Students will be able to:

1. Describe some famous Americans who have applied our country's principles.

**Standards of Learning:** 3.11, 4.3, 4.7

**Key Question:** What do you feel are basic American principles?

### Procedure:

1. Assign each group of students a person to research using the web sites found below. Choose from George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr. Ask the students to present when their person lived, where they lived, what are some important events in their life, why are they famous, and what big ideas did they believe in about their assigned person.
2. Ask the students what two or more of these people have in common. Ask them to make a Venn diagram for two of these people in small groups. How do they demonstrate the big ideas of America? What are these ideas?
3. What contributions did these people make that still affect us today? What big ideas did they use that we still use today?

### Resources:

- Internet access

George Washington - <http://www.factmonster.com/ce6/people/A0861866.html>

Thomas Jefferson - <http://www.factmonster.com/ce6/people/A0859020.html>

Abraham Lincoln - <http://www.factmonster.com/ce6/people/A0859297.html>

Marshall, Thurgood - <http://www.factmonster.com/ce6/people/A0831961.html>

Martin Luther King, Jr. - <http://www.factmonster.com/ce6/people/A0827680.html>

Rosa Parks - <http://www.factmonster.com/ce6/people/A0837678.html>

### Evaluation:

Group work / Venn Diagram

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## Lesson Plan - Grades 4-8\* Political Campaigns

### Goals:

The students will be able to:

- Understand the different campaign activities of candidates for political office.

### Objectives:

Students will be able to:

1. Identify the different ways used by candidates to campaign for political office;
2. Identify examples of the different ways to campaign;
3. Evaluate the different campaign activities of various candidates;
4. Explain how advertisements affect our thoughts about candidates;

**Standards of Learning:** 7.3 a,d,e

**Key Question:** What goes in to a political campaign?

### Procedure:

1. Ask students to list and define the different ways candidates campaign for a political office (e.g. advertisements, letters to voters, press releases, speeches and public appearances, door-to-door visits, telephone calls, mailings, signs, web sites).
2. Discuss how advertisements affect our thoughts about a product. Use examples of TV ads developed to influence student desires (e.g. cereal, toys, fast food restaurants).
3. Ask students to conduct a “scavenger hunt” for one week. Each student should try to collect three examples of campaign activities drawn from the list developed in procedure step #1 for the Senatorial race.
4. During the following week, collect all the examples in a box. Divide the class into small groups giving each group some of the examples. Ask the group to categorize the items into different types of campaign activities.
5. Ask each group to evaluate each of the campaign activities, using the attached chart entitled “Evaluation of Campaign Activities.”
6. Ask groups to report to the class on which candidate has the best campaign activities with due justification.
7. Ask each group to produce a campaign ad or poster for a candidate.

### Evaluation:

Campaign ad, poster, chart

\* Adapted from Commonwealth of Virginia Voter Education Program, 1986-87.

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

**Political Campaigns  
Evaluation of Campaign Activities**

Candidate	Type of Campaign Activity	Office sought	What I liked about the campaign material	What I disliked about the campaign material

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## Lesson Plan - Grades 6-8 The Foundations of Our Government

### Goals:

The students will be able to:

- Understand the reasons and the philosophical and historical basis behind democracy and republicanism.
- Understand and demonstrate his knowledge of the Code of Hammurabi and other codified laws, and the Enlightenment writers such as Locke, Rousseau, and Voltaire.

### Objectives:

Students will be able to:

1. Identify the first written code of law (The Code of Hammurabi), the first direct democracy (Athens), and the first representative democracy, or republic (Rome);
2. Identify the reasons behind these institutions;
3. Explain the principal parts of each system;
4. Identify three major Enlightenment philosophers and explain their basic ideas and principles;
5. Explain how all of these principles were used in the founding of our government.

### Key Question:

Which individuals influenced the writing of our government.

**Standards of Learning:** USI.6b

### Procedure:

1. Ask students to give examples of laws, and ask if they know who makes laws.
2. Explain the importance of written laws, and ask them to give examples of how some laws can protect and aid them. Then ask if they know from where the idea of a written law came. Tell them some background information on Hammurabi (i.e. he was an ancient Babylonian king, and he set some exact rules that detailed harsh punishments for every crime.) Then, question them about these methods: From where did the ideas come? Was the will of the people represented in them? Is it right and/or just to have a set penalty that matches the crime?
3. Ask them if they know anything of ancient Greek government (i.e. the Athenian system), and then explain the system of demes, councils, and assemblies that made it the first form of a direct democracy.
4. Then repeat the same process with the Roman Republic (i.e. before the Empire), but explain about the Twelve Tables, the consuls, Senate, the Plebian Assembly, and the tribunes.
5. Ask about the advantages and disadvantages of each system, and which is most appealing to them and why (Did they accurately represent the wishes of the people? Which one was the best at this?).

*continues on next page*

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## The Foundations of Our Government

6. Ask students what they know about the Declaration of Independence, what main ideas it has (i.e. consent of the governed, equality, and justice), and how they are manifested and maintained.
7. Facilitate a discussion among students about how these ideas are important, and how they affect them in their lives.
8. Ask if the students have any knowledge of the origin of these ideas, and if not, give background information about Locke, Rousseau, and Voltaire (i.e. they wrote during the Enlightenment period in Europe about ideal government and the rights of man)
9. Split the students into six groups, and give them time in the library or computer lab to research for a five-minute presentation and a poster on the lives and ideas of each Hammurabi, the Athenian Democracy, the Roman Republic, John Locke, Jean-Jacques Rousseau, and Voltaire, and how the ideas of each (i.e. form of government, law, and the role of people in society) were important and included in the founding of our nation (such as voting). The poster should especially include the background of each, all major ideas of the philosophers or governmental systems, any interesting facts, and some sort of visual (chart, picture, etc.)
10. In a future class, have them present their posters, focusing on the life and ideas of each, as well as their main ideas and the opposition they encountered, and then facilitate a discussion after each, including one large one about the inclusion of all of these in the United States Declaration of Independence and the Constitution.

### **Evaluation:**

Class participation, group reports, research, posters.

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## Lesson Plan - Grades 9-12

### Political Parties and Party Identification

#### Goals:

The students will be able to:

- Understand the role of the modern political party, and
- Recognize the importance of political participation.

#### Objectives:

Students will be able to:

1. Evaluate the platforms of the major political parties in the United States, and
2. Define and research issues of personal political interest.

**Standards of Learning:** GOVT.1, GOVT.6

#### Key Question

What is the role of political parties in the modern United States?

#### Procedure:

1. As a class, create a list of political, social, and economic issues important to each student.
2. In groups, research the political platforms of the Democratic, Republican, Green, Socialist, Libertarian, and Reform parties.
3. Define the position of each major political party with regards to those issues chosen by the class.
4. Have students predict, based on party platforms, what type of voter would most likely support each party. Then have students research to examine past election results to see if their predictions were correct.
5. Hold a discussion, in which groups of students will represent the various major political parties, and discuss current policy issues from the perspective of their assigned party.
6. Discuss the following question: What is the importance of understanding party platforms?

#### Evaluation:

Class discussion

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## Lesson Plan: Grades 9-12 Campaigns and Elections

### Goals:

The student will be able to:

Understand how campaigns and elections function.

### Objectives:

The students will be able to:

- Recognize that to win an election, a candidate must gain the largest percentage of the popular vote in his or her district or state;
- Analyze the ways in which candidates solicit votes from their constituents;
- Evaluate the use of media in electoral campaigns;
- Consider the expenses involved in running a campaign for elected office; and
- Understand the advantages a strong incumbent possesses in running for office.

**Standards of Learning:** GOVT.1, GOVT.6, GOVT.18

**Key Question:** Does the American political system encourage or discourage electoral competition?

### Procedure:

- Ask students if any of them have ever campaigned for an office before, such as class president, leader of a club or organization, or school SCA.
- Discuss the strategies candidates use to convince voters to support them, including issue standpoints, character spotlights, and negative campaigning.
- Explain the costs of campaigning for public office, such as advertisements, mailings, parties, social events, travel, and registration fees.
- If possible, explain to students ways in which these costs are defrayed, such as individual and corporate contributions, political action committees, and fundraising.
- Hold a discussion on the political strength of an incumbent candidate, using US Senator John Warner (R-Virginia) as an example.
- Ask students to write an essay on the circumstances that often allow candidates to run unopposed (such as Senator Warner). Topics include: the prohibitive costs of running a campaign, the role of an incumbent's demonstrated

### Resources

- John Warner's Senate Address:  
<http://warner.senate.gov/>
- Republican Party of Virginia:  
[www.rpv.org](http://www.rpv.org)
- Democratic Party of Virginia:  
[www.vademocrats.org](http://www.vademocrats.org)
- Information on demographics for the state of Virginia:  
[www.ccps.virginia.edu/Demographics/2000\\_Census/DemoProfiles/DemoProfile.html](http://www.ccps.virginia.edu/Demographics/2000_Census/DemoProfiles/DemoProfile.html)

### Evaluation:

Discussion and Essay

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## Internet Research Guide

**Warning:** The democratic process is based on the idea that people will disagree about policies and proposals.

### General Political Sites

<<http://www.political1.com>>

- This site provides political news from all 50 states. It also includes press releases, interviews with the candidates, analysis, and more.

<<http://www.politics1.com>>

- Another comprehensive political site, featuring state politics from around the nation.

### National Party Sites

- The Republican Party <<http://www.gop.org>>

- The National Republican Party lends everything from anti-liberal buttons to stances on key issues to candidates to its viewers.

- The Democratic Party <<http://www.dnc.org>>

- This site is home to the Democrat National Committee, and is filled with information similar to that of the Republican web site taken from an opposing point of view.

- The Libertarian Party <<http://www.lp.org>>

- The site for Virginia's third largest political party host to links, articles, and key points.

- The Reform Party <<http://www.reformparty.org>>

- The party of Pat Buchanan and Jesse Ventura puts in its two cents on-line, with numerous links and issue sites.

- The Green Party <<http://www.greenparty.org>>

- The Green Party of America presents issue-based links and facts on an active grass roots campaign.

- The Democratic Socialists of America <<http://www.dsausa.org/dsa.html>>

- The Socialist Party of America's homepage

### Candidate Sites

Senator John Warner

<<http://www.johnwarner.com>>

Note: This is the only statewide office being voted upon this year.

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## Internet Research Guide

### Virginia's 2002 Congressional Candidates

These sites are the official Congressional and Campaign websites for each of the candidates for Virginia's eleven seats in the US House of Representatives. Each contains personal, platform, and contact information on its candidate, all of which can be indispensable to anyone attempting to find the right candidate for his district.

#### 1st District

JoAnn Davis (R) <http://www.joanndavis.com/>

#### 2nd District

Ed Schrock (R) <http://schrock.house.gov/>

D. C. Amarasinghe (G) <http://members.cox.net/~dr.dc2002/>

#### 3rd District

Bobby Scott (D) <http://www.house.gov/scott/>

#### 4th District

Randy Forbes (R) <http://www.randyforbes.com/>

#### 5th District

Virgil Goode (R) <http://www.house.gov/goode/>

Meredith Richards (D) <http://www.meredithrichards.org/>

#### 6th District

Bob Goodlatte (R) <http://www.house.gov/goodlatte/>

#### 7th District

Eric Cantor (R) <http://www.house.gov/cantor/>

Ben Jones (D) <http://www.benjonesforcongress.com/>

#### 8th District

Jim Moran (D) <http://www.house.gov/moran/>

Scott Tate (R) <http://www.scotttate.com/>

Ron Crickenberger (L) <http://www.roncrickenberger.com/>

#### 9th District

Rick Boucher (D) <http://www.boucherforcongress.com/>

Jay Katzen (R) <http://www.jaykatzen.com/>

#### 10th District

Frank Wolf (R) <http://www.wolfforcongress.org/>

John Stevens (D) <http://www.stevensforcongress.org/>

S. Ann Robinson (G) <http://www.voterobinson.org/>

#### 11th District

Tom Davis (R) <http://www.tomdavis.org/>

(R) - Republican Party

(D) - Democratic Party

(L) - Libertarian Party

(G) - Green Party

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

## Issues on the Ballot

### School Vouchers

Heatedly debated in recent years, school vouchers is a controversial solution advocated by many to improve public schools. The purpose of school vouchers is to improve the quality of education by providing students and parents with a choice between private, public, or religious-based schooling. Upon choosing the school they desired, the student would present the school with a voucher. The student receives the voucher from the state or local government from the amount per pupil the government would have spent. In principle, this is merely the state government returning the portion of a family's taxes that would have gone towards public schools. This policy would prevent low-income families living in areas with poor public schools to be forced to send their children to these public schools because they could not afford a better, private school. Currently, there are school voucher systems in place in the cities of Milwaukee and Cleveland, and in the states of California and Arizona. In Milwaukee and Cleveland, the school voucher program has allowed parents to choose any school in the vicinity for their children to attend. The program has been very successful with a few minor problems. In California and Arizona, the school voucher program has been extremely unsuccessful and has caused supporters to question the efficiency of school vouchers.

Supporters of school vouchers believe that school vouchers would only enhance education and that it in no way would harm children. The money for school vouchers would come from state tax dollars collected yearly that are allocated to be spent solely on education. School voucher supporters claim that since the money for school vouchers is already being used on education, there would be no impact on the budget. Voucher supporters also state that they vouchers will increase the amount of money put into public schools because they believe that they majority of students will select their local, neighborhood public schools over private schools. In inner city schools, where school vouchers are currently being used, the system has worked efficiently. School voucher supporters also believe that many private schools have experienced teachers and a successful curriculum, which could provide children in certain areas a better education than their local, public schools, would.

Opponents of school vouchers claim that the system is riddled with problems that would cause the program to fail. They believe that the majority of families will choose to enroll their children in private schools, which would in turn limit the amount of money that the already tremendously underfunded public schools will receive, and this will cause the quality of the public schools to be reduced tremendously. Tax money, according to opponents of school vouchers, does not belong to individual families and they should not have the ability to choose where this money will go. Opponents also question the quality of unregulated private schools because the state does not have an influence on the curriculum and it does not have an influence on the credentials and merits of the teachers and staff. Also, opponents believe that school vouchers are unconstitutional because they allow government tax dollars to be used to support religiously affiliated private schools.

Both sides present compelling arguments for and against school vouchers. This issue is extremely important and with systems already in use in the country, school vouchers may become a nationwide program.

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

## Issues on the Ballot

### Resources:

- <http://www.au.org/vouchers.htm>
  - This site compares facts and myths about the school voucher system.
- [http://www.wested.org/policy/hot\\_top/sch\\_vouchers/ht\\_tp\\_schlvch.htm](http://www.wested.org/policy/hot_top/sch_vouchers/ht_tp_schlvch.htm)
  - This site provides a history of school vouchers and it provides a list of links to other sites with similar information on the programs.
- <http://www.schoolchoices.org/roo/vouchers.htm>
  - This page provides a history of school vouchers, including Supreme Court cases. This site is only the beginning page of an indepth study of school vouchers.

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

## The Ten Commandments in Schools

In response to the rise in violence in schools in the past few years, the idea of posting the Ten Commandments in schools has emerged as a possible solution to this extremely important problem. The Supreme Court has ruled in the past that posting religious symbols in government building, such as public schools, is unconstitutional because the government must remain neutral on the question of religion in the presence of impressionable minors. Currently, the House of Representatives has passed a bill that will allow the posting of the ten commandments in any public building, including schools. Currently being debated by the Senate, it seems that only a veto by the president or action by the Supreme Court would prevent the bill from becoming a law.

Those in favor of the Ten Commandments believe that they will help students make moral decisions in life. Supporters of posting the ten commandments in schools believe that the morals that it will instill in the students will prevent violent outbreaks not only in schools, but also when the children are not at school and after they have finished school. They argue that the nation is beginning to lose morals as divorce rates, teen pregnancies, teen suicides, and child abuse rates skyrocket to all time highs. They believe if students view the Ten Commandments on a daily basis, the students will adopt the values, and immoral and unethical actions will reduce in number. Additionally, supporters for the Ten Commandments argue that it is constitutional because the United States of America, as a nation, was founded on the basis of religious principles, so there should be no question on the constitutionality of posting the Ten Commandments in schools.

Opposition to the movement is based on a few major issues. Those who oppose posting the Ten Commandments in schools believe that it is unconstitutional because the Bill of Rights clearly outlines the separation between church and state. To them, posting the Ten Commandments obviously crosses this line. They also believe that posting the Ten Commandments will show that the government is ignoring other religions, such as Buddhism, with very different fundamental beliefs. If the government places the morals of one religion into schools, the opposition believes that this will show that the government cares more about the people of this religion than those of other faiths. Another reason many are opposed to the posting of the Ten Commandments in public buildings is because they feel that it will cause problems between different religions that implement the Ten Commandments. Because there are many versions of the Ten Commandments, if the version posted was not the version a certain a certain religious group uses, then problems could easily arise between the contending sects.

As long as there are different religious groups in the United States, this issue will be the source for debate

### Resources:

- <http://www.rushman.org/tencommandments/>

- This web page discusses the issue of which version of the ten commandments should be implemented and the problems caused by this discussion. This page stays neutral on the topic of whether the ten commandments should be posted in public buildings.

- [http://www.youdebate.com/DEBATES/10COMMANDMENTS\\_IN\\_SCHOOL.HTM](http://www.youdebate.com/DEBATES/10COMMANDMENTS_IN_SCHOOL.HTM)

- This web page analyzes the pros and cons of having the ten commandments posted in public places.

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

## Should Companies be Required to Clean the Environment?

With the passing of the Comprehensive Environmental Response, Compensation and Liability Act in 1980, the federal Superfund was established to collect money in order to conduct the functions of cleaning up America's most polluted sites. The Superfund provides for the clean up of hazardous and dangerous wastes, and emergency releases of hazardous pollutants into the environment. It is a massive, nationwide organization that handles 1,551 toxic waste clean up sites. One out of every four people in the United States lives within four miles of a Superfund site. Almost 90% of all Superfund sites contain polluted groundwater, and 50% of all Americans rely on groundwater for their personal use. A majority of money for the Superfund comes from federal taxes on the chemical industry, but under President Bush's new environmental plan, the fund would not receive 1 billion dollars from the industrial taxes, but instead money for the Superfund would come from taxpayers. The taxpayers would pay 700 million dollars, which is close to 50 percent of Superfund's entire budget. The main topic of debate sparked by the Superfund is whether or not companies should be forced to contribute a financial sum annually, or whether the program should become an entirely government funded operation in which companies would hold no responsibility for their actions. This issue has become even more important with the presentation of President Bush's new environmental plan.

Many people are in favor of having the Superfund become a completely government funded and operated association. They believe that companies cannot be trusted to clean up the sites. It has also been argued that if companies do actually make an attempt to remove the hazardous materials, the job will be done extremely poorly and that the hazardous waste will not be properly and completely disposed. Those who support the completely government funded Superfund believe that the only way to ensure that these very dangerous sites are properly cleaned up is for the government to handle the issue without private intervention.

There are also a vast number of people who believe the companies should be held responsible for the hazardous waste they produce. They believe that companies should either remove the waste properly and completely by themselves, or they should pay the Superfund project to remove the wastes for them. People who are in favor of this policy believe that companies should be held responsible for damaging the environment, and that it is unfair to allow companies to not clean up their spills because many companies in the past have spent millions of dollars

### Resources:

- <http://www.time.com/time/nation/article/0,8599,213010,00.html>
  - This is an article from Time Magazine discussing President Bush's environmental plan and how it affects the Superfund.
- <http://www.epa.gov/region09/waste/sfund/superfund.html>
  - This site discusses the needs of the Superfund, the importance and power of the Superfund, and discusses ways to improve the Superfund.
- [http://www.state.nj.us/dep/srp/superfund/sf\\_faq.htm](http://www.state.nj.us/dep/srp/superfund/sf_faq.htm)
  - This site answers frequently asked questions about the Superfund and its policies
- <http://www.pirg.org/enviro/superfund/superfund.asp?id2=6096&id3=superfund&>

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

# The 2002 Virginia Student / Parent Mock Election



Dear Teachers and Information Directors, Virginia School Systems:

Enclosed are informational materials to help publicize your school system's participation in the Virginia Youth Mock Election at the local level. This election is open to students from K-12 in any school that registers to participate.

Please note: All of the enclosed information is also being sent to the Election Coordinator at each school system that registers to participate. If your system has several schools registered, you may want to coordinate any local coverage and media requests through the Central Office to ensure that all schools participating are mentioned.

## **Here's a list of the enclosed materials and how to use them:**

\*Fact & information sheet with sources to call for additional information

\*Fall 2002 Dates to Remember concerning the Mock Election and Youth Policy Forum

\*Two press releases for local media concerning your system's / school's participation in the Mock Election on November 1 and participation in the Virginia State Youth Policy Forum on October 16. The "blanks" can be personalized with local names and information for your system/ school before sending it to the media.

\*An advice sheet on how to interest coverage by the local media and for school activities surrounding the Mock Election.

\*Hints and a timetable for attempting to have students and parents interviewed by the local media concerning the Mock Election and school activities.

\*Promotional tools and tips for the local Election Coordinators at each school.

\*Three Public Service Announcements that can be sent to local radio and television stations for 10-15 second spots.

\*An advertisement about the election to send to the local newspaper, which can also be used in any student newspaper.

The Maggie L. Walker Governor's School for Government and International Studies  
1000 N. Lombardy Street  
Richmond, VA 23220 - 2204

Telephone: (804)354-6800 X 3066 / Fax: (804)354-6939 / [www.va-mockelection.org](http://www.va-mockelection.org)

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Perkin, IL.

# Media Relations



## Fact Sheet & Information Sources: Virginia Youth Mock Election

**The Virginia Student / Parent Mock Election (VSPME)** is coordinating the fall **Virginia Youth Mock Election**. Voting in the U.S. Senate and Congressional election will begin Monday, Oct. 21, and polls remain open until Wednesday, Oct. 30.

**Virginia Coordinators:** For VSPME, The Maggie L. Walker Governor's School for Government & International Studies (MLWGSGIS); the School of Education at Virginia Commonwealth University; and Trinity Episcopal School in Richmond.

**Voting:** Schools registered with VSPME will receive paper ballots in September. Statewide results will be announced at a press conference at the State Capitol on Nov. 1.

**Virginia Youth Policy Forum:** 140 students from registered schools will be invited to participate on Oct. 16, 2002, from 8:30 a.m. to 5 p.m. at the Virginia State Capitol. Forum registration will be 8:30 - 9:30 a.m. Students will join small group discussions, then large group discussions and work to create a presentation on an issue that will then be presented to other students, teachers and invited officials, who will offer feedback to the students.

**Information Contacts:** For VSPME, Sarah Dwelle, Instructor at MLWGSGIS, (804) 354-6800, ext. 3066; John Rossi, Professor at VCU, (804) 278-1990; and Bob Patterson, Virginia Association of Independent Schools Coordinator, (804) 272-5864, or voice mail (804) 327-3131.

**E-mail:** [mock\\_election@gsgis.k12.va.us](mailto:mock_election@gsgis.k12.va.us)

**VSPME Web site:** <http://www.va-mockelection.org>

**Why the need for Virginia Youth Mock Election Coalition?** Statistics show declining turnouts for voters ages 18-24. In the 2000 national election, only 39.2% of the 18-24 age group was registered to vote and only 16.6 actually voted. Surveys show that only 25% of high school seniors have more than a rudimentary knowledge of how the American system of democratic government works.

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

## Virginia Student Parent Mock Election Key Dates

October 2: Registration deadline for Youth Policy Forum

October 16: Youth Policy Forum

October 21: Deadline for Poster and Essay Contest Submissions

October 21 - 30: Voting window for Mock Election

November 1 : Press Conference and Mock Election Night

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

# Media Relations



## Press Release for Local News Media

Students at \_\_\_\_\_(insert school's name) will be voting in the Virginia Youth Mock Election from Oct. 21 through Oct. 30, joining millions of parents and children participating across the country. The Mock Election is a non-partisan effort to involve students of all ages and parents in the democratic process of a State Election.

The Virginia Student/Parent Mock Election's (VSPME) purpose is to educate Virginia students about the political process by simulating an election in local school divisions. Students will be able to cast their votes electronically or by paper ballot with VSPME. The VSPME coordinators are the Maggie L. Walker Governor's School for Government and International Studies (GSGIS); the School of Education at Virginia Commonwealth University (VCU); and Trinity Episcopal School in Richmond.

The votes from participating schools, including those from \_\_\_\_\_ (school's name), will be reported to the VSPME Richmond headquarters. Statewide results will be announced at a press conference at the State Capitol on Nov. 1.

Started in 1980 in 30 states, the Mock Election has expanded and in the 1996 election had over 6 million young people and their parents voting in all 50 states, Washington, D.C. and in 14 countries/territories overseas.

Through class activities at \_\_\_\_\_(school name), students will study the candidates, discuss issues and vote on legislation.

Teachers at \_\_\_\_\_ (school name) will integrate Mock Election activities into the classroom. The election sparks an interest and promotes critical thinking about the Commonwealth's leadership. Older students also will receive information on how and where to register to vote.

Prior to Election Day, students at \_\_\_\_\_ (school name) will be developing programs and activities such as \_\_\_\_\_ (list plans).

One statewide activity that students at \_\_\_\_\_ (school name) will be joining is the Virginia Youth Policy Forum on Oct. 16 at the Virginia State Capitol. \_\_\_\_\_ ( student's name) will be participating in the forum from \_\_\_\_\_ (school name). The forum will introduce students to the issues in the election, and students will have discuss platforms with candidates and government officials.

VSPME headquarters is at the Maggie L. Walker Governor's School for Government and International Studies. GSGIS students will be tabulating the votes on Oct. 30, in addition to leading discussion groups at the Youth Forum on Oct. 16. For information, contact Sarah Dwelle, MLWGSGIS, 804 354-6800, ext. 3066, or E-mail: [mockelection@gsgis.k12.va.us](mailto:mockelection@gsgis.k12.va.us) The VSPME Web site is [www.va-mockelection.org](http://www.va-mockelection.org)

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

# Media Relations

## Virginia Youth Policy Forum Press release for local news media



(Insert student's name) \_\_\_\_\_, a student at \_\_\_\_\_ (insert school's name), is one of 140 students chosen to participate in the Virginia Youth Policy Forum in the Senate and House of Delegates' Chambers at the Virginia State Capitol on Oct. 16, 2002.

The forum is being held in conjunction with the Virginia Youth Mock Election, part of the National Student Parent Mock Election (NSPME), the largest voter education project in the country. In the Virginia Mock Election, voting will be held from Oct. 21 to Oct. 30.

State coordinators for the Virginia Student/Parent Mock Election (VSPME) forum are Maggie L. Walker Governor's School for Government and International Studies (MLWGSGIS); the School of Education at Virginia Commonwealth University (VCU); and Trinity Episcopal School, (Virginia Association of Independent Schools).

The votes from participating schools, including those from \_\_\_\_\_ (school's name), will be either reported electronically or by ballot to the VSPME Richmond headquarters. Statewide results will be announced at a press conference at the State Capitol on Nov. 1.

At the Youth Forum, 140 high school students will be chosen from state schools participating in the Mock Election to come to Richmond to discuss issues they feel are important to young people. The students will form discussion groups led by GSGIS students and then present top issues and possible solutions to elected or appointed officials at the forum.

The forum will supplement classroom lessons and assist students in understanding the issues in the upcoming election.

Headquarters for the Virginia Mock Election and Forum is at the Governor's School. For information, contact Sarah Dwelle, MLWGSGIS, 804 354 -6800, ext. 3066, or E-mail: [mockelection@gsgis.k12.va.us](mailto:mockelection@gsgis.k12.va.us) or on the Web at [www.va-mockelection.org](http://www.va-mockelection.org)

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# Media Relations



## Coverage at the local level Prospects for local school coordinators

The best way to get local coverage in the newspaper or on TV and radio, will be to get a **local, elected official** involved in your Mock Election efforts. Ask the mayor, local board of supervisors' chairman or local delegate or senator to be honorary chairman of this event at the local level. Remember **Governor Mark Warner** is the honorary state chairman. If you have a politician talking at a school, or acting as emcee at a student forum on issues, you can more easily interest the local media. Give the local official the information sheets so they'll understand what your school is doing and the national scope of the NSPME project. They are **very interested** in encouraging students and parents to get out and vote!!!

Individual coordinators at each school should contact **local media sources** to publicize the school's participation in this event. See the enclosed list from the Virginia Press Association of the members on its **Newspaper in Education** (NIE) Committee. If one of these newspapers is your local paper, contact it and ask for the coordinator of its Newspapers in Education program. Many local newspapers participate in this program, so call and ask even if your paper is not on this list. The NIE coordinators can help tie the election project to the newspaper's fall NIE program in local classrooms.

Enclosed in this information packet are **two press releases** concerning the Virginia Youth Mock Election on Nov. 1 and the Virginia Youth Policy Forum on Oct. 16. Each coordinator can insert your school's name, or the name of the student, and send this press release to the local newspapers, radio and television stations.

Also enclosed are three **Public Service Announcements** encouraging students to participate in the Mock Election that schools can send radio and television stations.

If your local newspaper has a section designed specifically for **children or teens**, or offers a "Neighbors" or "Zoned Community News" section, contact the editor and give them the enclosed press release. Remember that the Mock Election involves students ages 5-18 AND parents, so see if the **family section editor** at your newspaper would be interested in doing a feature story.

Coordinators can also pitch the **family participation angle** of this election to **local TV and radio stations**, which might also be willing to do a "feature" newscast about it. Talk to the parents of a student who are willing to participate and with their permission, give their name and telephone number to the local media.

**PHOTO OPS:** When your school has special activities relating to this election project, i.e. poster contests, debate forums or a get-out-the-vote drive among students, consider contacting the local paper, TV or radio station to see if they might be willing to take a photo or do a feature on this event. Call at least three to four days or a week in advance.

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

# Media Relations

## Interview Hints/ Timetable



Class projects surrounding the Virginia Youth Mock Election and a local student's participation in the Virginia Youth Policy Forum provide excellent opportunities for each school coordinator to contact the local media about **interviewing participating students**.

Use any classroom activity or discussion forum to interest the local media in the Mock Election and its purpose; this can be done anytime during **late September or early October**.

If you have a student chosen to attend the Virginia Youth Policy Forum on Oct. 16th in Richmond at the State Capitol, **send out the press release** in this packet about that event, inserting the name of the student and your school's name.

**Once a student has attended the forum**, this is the best time to contact the local newspaper or television about **interviewing the student** about his or her experiences at the policy forum. Use the information on the fact sheet in this packet about low voter turnout among teenagers to explain why the Mock Election is such a wonderful opportunity to encourage students to participate in the democratic process of a national or state election. Students or the school coordinator can contact the **local PBS station** or radio and TV stations to describe their experience and explain how important it is to promote young people's ideas and concerns since they will be the leaders of tomorrow.

Local coordinators might also suggest to the media that they contact someone at the **State Election Board for information** about the importance of getting young people to vote. **Cameron Quinn** is the secretary of the State Election Board and can be reached at **804 786-6551**.

Also, if you have parents involved in class projects and they intend to vote, having a **family featured** about the importance of the Mock Election and voting would also make a good feature for local news media. The best time to contact media about this would be the last 10 days of October leading up to the election.

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

# Media Relations

## Promotional tools for local coordinators Virginia Student/Parent Mock Election



Any event or contest that local coordinators can plan and stage with students in the classroom than can be carried into the local community will raise awareness of the Mock Election project.

Consider a **poster contest** (with age appropriate levels), which can involve issues such as school violence, trash disposal, or slogans to encourage students and parents to vote. These can be placed in visible spots around the community in public or private buildings.

Middle or high school students can organize an **issue forum** where topic subjects are debated with pros and cons, and possible solutions being presented. Invite a local, elected official to conduct the debate, which will heighten the interest of the local news media. Students and the local coordinator can try to **interest the local public access cable channel or local radio station** in broadcasting these forums. These events can be used to publicize the Mock Election and the Youth Policy Forum in Richmond on Oct. 16.

In this **computer age**, students can build Web sites about this Mock Election, or they can plan and execute a Power Point presentation, or a video production to discuss issues, the importance of getting involved in local issues, or the importance of voting.

Add **drama to any issue forum** for added interest: Issues could be staged as a re-enactment from past historic times; or staged with costumes from the future of life on Planet Earth and how failure to solve these current issues will affect future generations. Or how failure to vote leads to the demise of the democratic system? Teachers are limited only to what the creative minds of students can suggest!

In addition to debating issues, students can also **assume the identity** of the congressional candidates, or of more local candidates in state elections and present their views on local and national topics. Each candidate would need a committee to help him or her research the views of candidates on major election topics. They'll need campaign managers and people to plan the stage for your local "congressional" debate. They'll need campaign posters, buttons and handouts etc.

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

# The 2002 Virginia Student / Parent Mock Election



Dear School Sponsor,

Thank you for supporting the Virginia Student/Parent Mock Election (VSPME) poster contest. This contest is part of the VSPME effort to inform students about the importance of civics and active participation in government. The VSPME's purpose is to alert students to the importance of voting and how government directly impacts on everyday life. This year's theme is "Every Vote Counts."

Enclosed is a mini-poster, which you may duplicate to advertise the poster contest. You will also find a rules sheet listing the official rules. Please make this sheet available to interested participants. Please send all entries by October 21, 2002. The contest judging will take place on Friday, October 23, 2002. Please send your school's entries to

Ms. Judith Kowler  
VA Mock Election 2002 Headquarters  
Maggie L. Walker Governor's School for Government and International Studies  
1000 North Lombardy Street  
Richmond, VA 23220-2204

All entries must have the name(s) of the participant(s), the school name, and your name filled out on one of the entry sheets provided. This sheet must be attached to the poster with a paperclip and sent flat, since folded entries are likely to be disqualified. We encourage you to display other entries around your school to promote the importance of each vote.

Judges will award a top prize of a one hundred-dollar savings bond to the best elementary, middle, and high school poster. Other prizes will also be awarded.

If you have any questions, please contact Mrs. Sarah Dwelle, VSPME Sponsor, or Matthew Oreska at [mockelection@gsgis.k12.va.us](mailto:mockelection@gsgis.k12.va.us).

Thank you for your support,

Matthew Oreska  
Chair of the VSPME Poster Contest Committee  
MLW Governor's School for Government and International Studies

The Maggie L. Walker Governor's School for Government and International Studies  
1000 N. Lombardy Street  
Richmond, VA 23220 - 2204

Telephone: (804)354-6800 X 3066 / Fax: (804)354-6939 / [www.va-mockelection.org](http://www.va-mockelection.org)

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Perkin, IL.

# Poster Contest



## Virginia Student Parent Mock Election Poster Contest

### Every Vote Counts

Every Student in Virginia is invited to participate in our election process by entering the Virginia Student Parent Mock Election (VSPME) Poster Contest. Poster entries will be displayed in public places to encourage people to vote, and prizes will be awarded to the top three posters in each category: elementary, middle, and high.

#### Participant Guidelines

1. The theme this year is “Every Vote Counts!”
2. Poster entries should be on 8.5 by 11-inch paper.
3. Posters must be flat.
4. You may only use colored pencils, crayons, markers, watercolors, tempera paints and colored paper on your poster.
5. Make sure that the names of the participants, the sponsor’s name, and the school name and address are all on the attached form. Paperclip this form to the entry.
6. Posters should be appropriate for a general audience.
7. You may submit multiple entries.
8. Check with your sponsor for the deadline.

A first place prize of a **one hundred dollar savings bond** will be awarded to the best entry from the elementary, middle, and high school divisions. Other prizes will be awarded to the second and third place entries from each division. Recipients of these awards will be invited to attend the Governor’s Mock Election Night on November 1 at the Virginia State General Assembly. If they cannot attend, we will mail the awards to the winners. Posters will not be returned, but will be displayed at the celebration. If you have any questions, please E-mail us at [mockelection@gsgis.k12.va.us](mailto:mockelection@gsgis.k12.va.us) or leave a voicemail message for Mrs. Sarah Dwelle at (804) 354-6800, ext. 3066.

#### Notes for the sponsors:

1. Organize a contest within your school and send your top three entries to the VA Mock Election Headquarters at the Governor’s School.
2. All entries must be postmarked by October 21, 2002.
3. Make sure your name, the school name and address, and the names of the participant(s) are on the back of each entry.
4. Post other entries around your school or at a public library to support the Mock Election.
5. Get details and advertising materials by sending an E-mail to [mockelection@gsgis.k12.va.us](mailto:mockelection@gsgis.k12.va.us)

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

# ONE VOTE

**Made Texas part of the US in  
1845**

**Elected Thomas Jefferson  
president in 1800**

**Made Oliver Cromwell Lord  
Protector of England in 1645**

**Saved Andrew Johnson from  
impeachment in 1868**

**Made Adolf Hitler head of the  
Nazi party in 1923**

**Changed France from a  
monarchy to a republic in 1875**

**CAN MAKE A**

**DIFFERENCE!**

**Every Vote Counts! Enter the Virginia  
Student / Parent Mock Election Poster Contest  
See for Details!**

# Poster Contest



## Poster Contest Entry Forms

VSPME Poster Contest  
2002 Entry Form

Please fill out this form and attach it to the poster with a paperclip. Mail the completed package to:

Ms. Judith Kowler  
VA Mock Election 2002 Headquarters  
Maggie L. Walker Governor's School for Government and International Studies  
1000 North Lombardy Street  
Richmond, VA 23220-2204

Name(s): \_\_\_\_\_  
Grade Level: \_\_\_\_\_  
Sponsor Name: \_\_\_\_\_  
School: \_\_\_\_\_  
School Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Telephone: \_\_\_\_\_  
E-mail Address: \_\_\_\_\_

VSPME Poster Contest  
2002 Entry Form

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School Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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School: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
Telephone: \_\_\_\_\_  
E-mail Address: \_\_\_\_\_

VSPME Poster Contest  
2002 Entry Form

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Ms. Judith Kowler  
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1000 North Lombardy Street  
Richmond, VA 23220-2204

Name(s): \_\_\_\_\_  
Grade Level: \_\_\_\_\_  
Sponsor Name: \_\_\_\_\_  
School: \_\_\_\_\_  
School Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Telephone: \_\_\_\_\_  
E-mail Address: \_\_\_\_\_

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

**The Virginia Student/Parent Mock Election  
(Affiliate of the National Student/Parent Mock Election)**

# **1st Annual VSPME Essay Contest**

**“Why is history/social science  
education vital to maintaining a  
successful democracy?”**

**Winners will receive a \$100 Savings Bond  
Runners up will receive a \$50 Savings Bond**

**The Contest is open to all students K-12  
Winners will be chosen from elementary,  
middle, and high school students.**

**Entries Due October 21, 2002  
See your history teacher for details.**



This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

## Teachers:

### The Virginia Student/Parent Mock Election (Affiliate of the National Student/Parent Mock Election)

Is Pleased to Announce the

## 1st Annual VSPME Essay Contest

This year's theme:

“Why is history/social science education vital to maintaining a successful democracy?”

Winners will receive a \$100 Savings Bond

Runners up will receive a \$50 Savings Bond

In addition, all winners and runners-up will receive an invitation to the Mock Election Night, held November 1 at the State Capitol, where they will be given a chance to read their essays in front of state and local officials.

### Rules:

- The contest is open to all students enrolled in grades K-12 in a public, private, or home-schooling program
  - Winners will be chosen at the elementary, middle, and high school levels
  - Entries should be no more than 500 words in length

Entries should be mailed to the following address no later than October 21, 2002

Sarah Dwelle

Maggie L. Walker Governor's School for Government and International Studies

1000 North Lombardy Street

Richmond VA 23220 - 2204

All entries should be accompanied by a title page, which will include essay title, grade level, school address, current history teacher's name (if applicable), and the name of the entrant.

Any references must be accompanied by a bibliography.

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

# The 2002 Virginia Student / Parent Mock Election



Dear **VSPME School Division Coordinator:**

Enclosed are materials for you and your school coordinators for conducting the Student/Parent Mock Election. In this packet you will find:

- “Directions for Reporting Elections” for Division Coordinators. Please read these directions carefully. They contain important procedures, dates, and fax numbers;
- The tally sheet for Division-wide Results to be completed by the School Division Coordinator once he or she has received the results of individual schools;
- A fax transmission form for sending in your results to Election Headquarters;
- Cover Letter to School Coordinators to enclose when you send the ballot, directions, and tally sheet to your local schools;
- The tally sheet for school coordinators that records the results from an individual school to be returned to the school division coordinator;
- The official ballot for duplication and dissemination to all school coordinators.

Statewide results will be announced on Friday, November 1, 2002, at a reception at the State Capitol. Individual school or school division results will not be announced.

School division and school coordinators are invited to attend the reception. The reception will begin at 6:00 p.m. on November 1st and will end at approximately 8:30 p.m. Following the announcement of the results, a panel will analyze the mock election.

Without your support and hard work, the Virginia Student/Parent Mock Election would not be possible. We deeply appreciate and thank you for your assistance in this civic education project. If you have questions, please contact Sarah Dwelle (804 354-6800 x 3066)

Sincerely,

Sarah Dwelle  
Sponsor and School Coordinator  
MLWGSGIS

J. Jeffrey Federspiel  
Elections Operations Coordinator  
MLWGSGIS Class of 2003

The Maggie L. Walker Governor's School for Government and International Studies  
1000 N. Lombardy Street  
Richmond, VA 23220 - 2204

Telephone: (804)354-6800 X 3066 / Fax: (804)354-6939 / [www.va-mockelection.org](http://www.va-mockelection.org)

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Perkin, IL.

**Election Results Reporting (Division Coordinator)**

- Compile the Election Results from your school district.
- Fill out the attached tally sheet with your district wide results.
- Districts may report data starting October 21, 2002. It must be reported and received by the State Mock Election Headquarters by 4:00 p.m. on October 30, 2002. We ask that you report results as early as possible.

This year, we ask that you use our Internet result reporting system. It can be accessed through <http://www.va-mockelection.org>. This automated system saves VSPME staffers time, reduces data errors, and saves the cost of a long-distance fax. Simply follow the on-screen instructions.

Note: This is not an e-voting system. This is for reporting entire school results, not to allow individual students to vote online.

If you are unable to access the Internet, we will accept faxes. Fax the tally sheet, along with the enclosed transmission sheet, to (804) 354-6939.

If both of the previous options fail, you may also: Mail the tally form to VSPME Headquarters (see below for address), e-mail the results to [results@va-mockelection.org](mailto:results@va-mockelection.org), or call Mock Election headquarters at (804) 354-6800 x3066. Please have the tally sheet on hand and completed. If a staffer is unavailable, you will be able to leave a message. Please indicate your division name

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**The 2002 Virginia Student / Parent Mock Election**  
**Ballot Tally Sheet - For reporting results to VSPME**  
**Headquarters**



**Candidate Ballot**

(Please mark the division totals clearly in the boxes next to the candidates' names and next to "Agree" or "Disagree" for the issues. Also, please mark votes only for those candidates who are running in your congressional district.)

**United States Senate:**

John W. Warner (Republican) \_\_\_\_\_

Jacob G. Hornberger, Jr. \_\_\_\_\_

Nancy B. Spannaus \_\_\_\_\_

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1st District

Jo Ann S. Davis (Republican) \_\_\_\_\_

2nd District

Ed L. Schrock (Republican) \_\_\_\_\_

D.C. Amarasinghe (Green) \_\_\_\_\_

3rd District

Robert C. "Bobby" Scott (Democrat) \_\_\_\_\_

4th District

J. Randy Forbes (Republican) \_\_\_\_\_

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John B. Stevens (Democrat) \_\_\_\_\_

11th District

Tom Davis (Republican) \_\_\_\_\_

Frank W. Creel (Constitution) \_\_\_\_\_

**Issue Tally:**

School Vouchers

Agree \_\_\_\_\_

Disagree \_\_\_\_\_

Pollution Responsibility to Companies

Agree \_\_\_\_\_

Disagree \_\_\_\_\_

Ten Commandments in Classrooms

Agree \_\_\_\_\_

Disagree \_\_\_\_\_

Constitutional Change to Supreme Court

Yes \_\_\_\_\_

No \_\_\_\_\_

Property Tax Exemptions

Yes \_\_\_\_\_

No \_\_\_\_\_

Bond 1

Yes \_\_\_\_\_

No \_\_\_\_\_

Bond 2

Yes \_\_\_\_\_

No \_\_\_\_\_

Regional 1

Yes \_\_\_\_\_

No \_\_\_\_\_

Regional 2

Yes \_\_\_\_\_

No \_\_\_\_\_

Thank you for your help!

Reporting Results:

Internet (Recommended)

<http://www.va-mockelection.org>

Fax: (804) 354-6939

E-mail (please try the WWW system above first)

[results@va-mockelection.org](mailto:results@va-mockelection.org)

Telephone:

(804) 354-6800 x3066

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Perkin, IL.

VIRGINIA STUDENT PARENT MOCK ELECTION

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FACSIMILE TRANSMITTAL SHEET

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TO:	VSPME Headquarters / Mrs. Dwelle	FROM:	
SCHOOL / DIVISION:		DATE:	
FAX NUMBER:		TOTAL NO. OF PAGES INCLUDING COVER:	2 (Tally Sheet)
PHONE NUMBER:		SENDING TO:	(804) 354-6939

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URGENT     FOR REVIEW     PLEASE COMMENT     PLEASE REPLY     PLEASE RECYCLE

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NOTES/COMMENTS:

Please forward to Mrs. Dwelle

# The 2002 Virginia Student / Parent Mock Election



Dear **VSPME School Coordinator (Registered as a Division)**:

Enclosed are materials for you for conducting the Student/Parent Mock Election. In this packet, you will find:

- “Directions for Reporting Elections” for Schools. Please read the directions carefully. They contain important procedures, dates, and fax numbers;
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- The tally sheet for school coordinators that records the results from an individual school to be returned to the school division coordinator;
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Sincerely,

Sarah Dwelle  
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J. Jeffrey Federspiel, Class of 2003  
VSPME Election Logistics Director

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**Election Results Reporting (Schools Registered within a District)**

- Compile the Election Results from your school.
- Fill out the attached tally sheet with your school wide results.
- Report school-wide results as early as possible to the district coordinator. Districts may report data starting October 21, 2002. Data must be reported and received from the district by the State Mock Election Headquarters by 2:00 p.m. on October 30, 2002.

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# The 2002 Virginia Student / Parent Mock Election - Student Ballot

## Candidate Ballot

(Please mark your votes clearly in the boxes next to your candidates' names. Also, please vote only for those candidates who are running in your congressional district.)

### United States Senate:

- John W. Warner (Republican)
- Jacob G. Hornberger, Jr. (Independent)
- Nancy B. Spannaus (Independent)

### United States House of Representatives:

1st District

- Jo Ann S. Davis (Republican)

2nd District

- Ed L. Schrock (Republican)
- D.C. Amarasinghe (Green)

3rd District

- Robert C. "Bobby" Scott (Democrat)

4th District

- J. Randy Forbes (Republican)

5th District

- Virgil H. Goode, Jr. (Republican)
- Meredith M. Richards (Democrat)

6th District

- R.W. "Bob" Goodlatte (Republican)

7th District

- Eric I. Cantor (Republican)
- Ben L. "Cooter" Jones (Democrat)

8th District

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- Scott C. Tate (Republican)
- Ronald V. Crickenberger (Libertarian)

9th District

- Fredrick C. Boucher (Democrat)
- Jay K. Katzen (Republican)

10th District

- Frank R. Wolf (Republican)
- John B. Stevens (Democrat)
- S. Ann Robinson (Green)

11th District

- Tom M. Davis (Republican)
- Frank W. Creel (Constitution)

## Issue Ballot:

It has been proposed that the government offer parents of school children in grades K-12 school vouchers to be used for tuition to private schools of their choice, including parochial schools. Do you agree or disagree with this proposal?

- Agree
- Disagree

It has been proposed that private corporations be required to provide the funds to clean up land, air, or water pollution they cause in the manufacture or delivery of goods they produce. Do you agree or disagree with this proposal?

- Agree
- Disagree

It has been proposed that the Ten Commandments be posted in public school classrooms. Do you agree or disagree with this proposal?

- Agree
- Disagree

Shall the Constitution of Virginia be amended to permit the Supreme Court to consider, as part of its original jurisdiction, claims of actual innocence presented by convicted felons in the cases and manner provided by the General Assembly?

- Yes
- No

Shall the Constitution of Virginia be amended to allow localities by ordinance, rather than the General Assembly by law, to exempt property from taxation that is used for charitable and certain other purposes, subject to the restrictions and conditions provided by general law?

- Yes
- No

Shall Chapters 827 and 859, Acts of the General Assembly of 2002, authorizing the issuance of general obligation bonds of the Commonwealth of Virginia in the maximum amount of \$900,488,645 pursuant to Article X, Section 9(b) of the Constitution of Virginia for capital projects for educational facilities, take effect?

- Yes
- No

Shall Chapters 854 and 884, Acts of the General Assembly of 2002, authorizing the issuance of general obligation bonds of the Commonwealth of Virginia in the maximum amount of \$119,040,000 pursuant to Article X, Section 9(b) of the Constitution of Virginia for capital projects for parks and recreational facilities, take effect?

- Yes
- No

## Regional Questions:

Only answer any of the following questions if you live in a county, city, or town referenced in the question.

Shall an additional sales and use tax of one-half of one percent be imposed in Arlington County, Fairfax County, Loudoun County, Prince William County, the City of Alexandria, the City of Fairfax, the City of Falls Church, the City of Manassas, and the City of Manassas Park, with the revenues to be used solely for regional transportation projects and programs as specified in Chapter 853 of the Acts of Assembly of 2002?

- Yes
- No

Shall an additional sales and use tax of one percent be imposed in Isle of Wight County, James City County, York County, the City of Chesapeake, the City of Hampton, the City of Newport News, the City of Norfolk, the City of Poquoson, the City of Portsmouth, the City of Suffolk, the City of Virginia Beach, and the City of Williamsburg, with the revenues to be used solely for regional transportation projects and programs as specified in Chapter 853 of the Acts of Assembly of 2002?"

- Yes
- No

**The 2002 Virginia Student / Parent Mock Election**  
**Ballot Tally Sheet - For reporting results to VSPME**  
**Headquarters**



**Candidate Ballot**

(Please mark the division totals clearly in the boxes next to the candidates' names and next to "Agree" or "Disagree" for the issues. Also, please mark votes only for those candidates who are running in your congressional district.)

**United States Senate:**

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 John B. Stevens (Democrat) \_\_\_\_\_

11th District  
 Tom Davis (Republican) \_\_\_\_\_  
 Frank W. Creel (Constitution) \_\_\_\_\_

**Issue Tally:**

School Vouchers  
 Agree \_\_\_\_\_  
 Disagree \_\_\_\_\_

Pollution Responsibility to Companies  
 Agree \_\_\_\_\_  
 Disagree \_\_\_\_\_

Ten Commandments in Classrooms  
 Agree \_\_\_\_\_  
 Disagree \_\_\_\_\_

Constitutional Change to Supreme Court  
 Yes \_\_\_\_\_  
 No \_\_\_\_\_

Property Tax Exemptions  
 Yes \_\_\_\_\_  
 No \_\_\_\_\_

Bond 1  
 Yes \_\_\_\_\_  
 No \_\_\_\_\_

Bond 2  
 Yes \_\_\_\_\_  
 No \_\_\_\_\_

Regional 1  
 Yes \_\_\_\_\_  
 No \_\_\_\_\_

Regional 2  
 Yes \_\_\_\_\_  
 No \_\_\_\_\_

Thank you for your help! If your entire school division registered with VSPME, please send this form to your division coordinator for tallying.

If you registered separately, then please transmit this form to VSPME headquarters. Detailed Instructions are enclosed in this book.

Internet (Recommended)  
<http://www.va-mockelection.org>  
 Fax: (804) 354-6939  
 E-mail (please try the WWW system above first)  
[results@va-mockelection.org](mailto:results@va-mockelection.org)  
 Telephone:  
 (804) 354-6800 x3066

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# The 2002 Virginia Student / Parent Mock Election



Dear **VSPME School Coordinator (Registered independently of a district):**

Enclosed are materials for you for conducting the Student/Parent Mock Election. In this packet, you will find:

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Without your support and hard work, the Virginia Student/Parent Mock Election would not be possible. We deeply appreciate and thank you for your assistance in this civic education project. If you have questions, please contact Sarah Dwelle (804-354-6800 x 3066)

Sincerely,

Sarah Dwelle  
Sponsor and School Coordinator  
VSPME State Coordinator

J. Jeffrey Federspiel  
VSPME Election Operations Coordinator  
MLWGSGIS Class of 2003

The Maggie L. Walker Governor's School for Government and International Studies  
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## The 2002 Virginia Student / Parent Mock Election



### Election Results Reporting (Schools Registered Separately)

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# The 2002 Virginia Student / Parent Mock Election - Student Ballot

## Candidate Ballot

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- Jo Ann S. Davis (Republican)

2nd District

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3rd District

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4th District

- J. Randy Forbes (Republican)

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- S. Ann Robinson (Green)

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- Frank W. Creel (Constitution)

## Issue Ballot:

It has been proposed that the government offer parents of school children in grades K-12 school vouchers to be used for tuition to private schools of their choice, including parochial schools. Do you agree or disagree with this proposal?

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- Disagree

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- Yes
- No

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**The 2002 Virginia Student / Parent Mock Election**  
**Ballot Tally Sheet - For reporting results to VSPME**  
**Headquarters**



**Candidate Ballot**

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**Issue Tally:**

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 Bond 2  
 Yes \_\_\_\_\_  
 No \_\_\_\_\_  
 Regional 1  
 Yes \_\_\_\_\_  
 No \_\_\_\_\_  
 Regional 2  
 Yes \_\_\_\_\_  
 No \_\_\_\_\_

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VIRGINIA STUDENT PARENT MOCK ELECTION

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FACSIMILE TRANSMITTAL SHEET

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TO: VSPME Headquarters / Mrs. Dwelle FROM:

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SCHOOL / DIVISION: DATE:

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FAX NUMBER: TOTAL NO. OF PAGES INCLUDING COVER:  
2 (Tally Sheet)

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PHONE NUMBER: SENDING TO:  
(804) 354-6939

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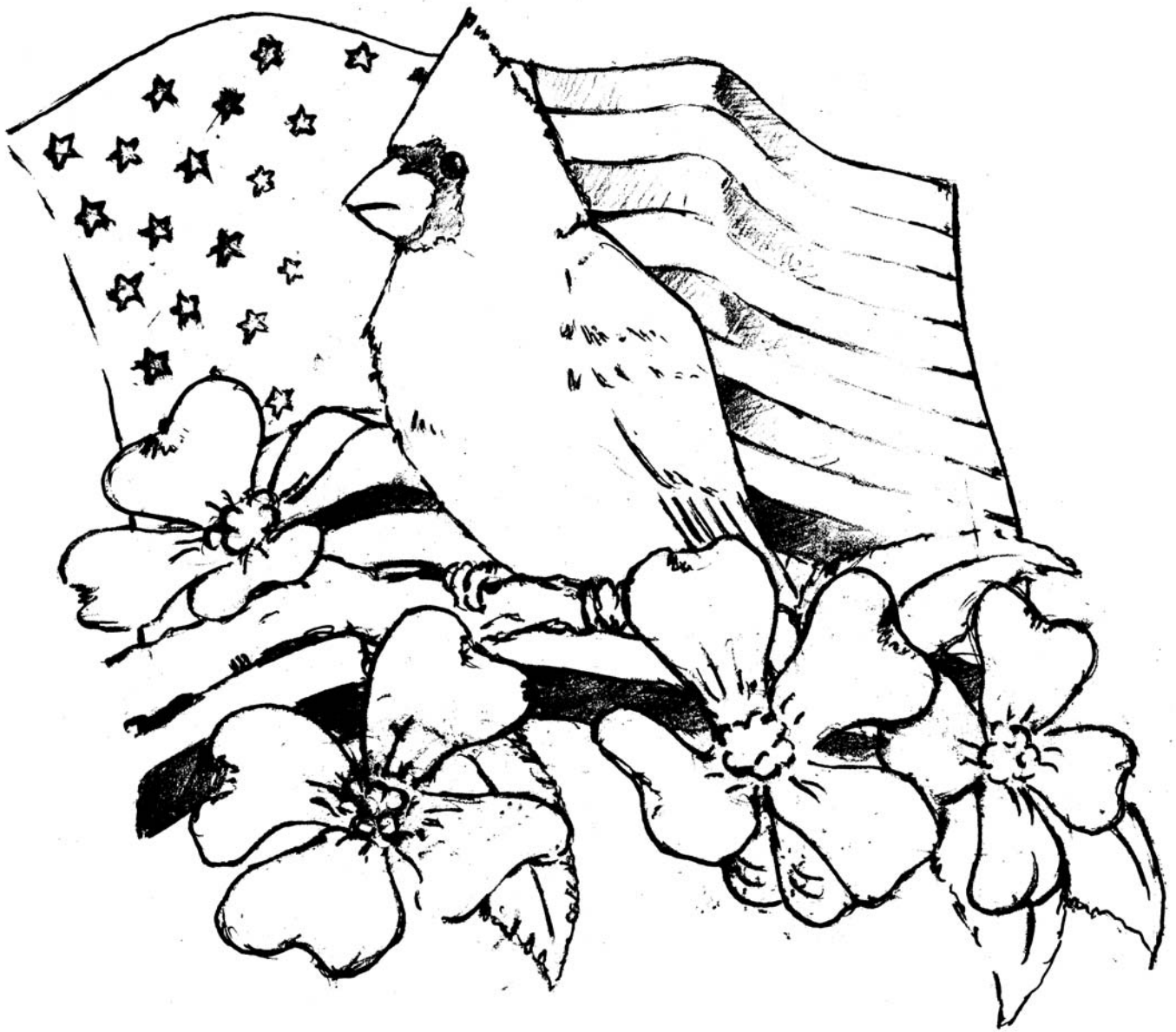
URGENT     FOR REVIEW     PLEASE COMMENT     PLEASE REPLY     PLEASE RECYCLE

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NOTES/COMMENTS:

Please forward to Mrs. Dwelle



# Youth Policy Forum

**✓ SPME 2002**

A Division of the National Student Parent Mock Election

# The 2002 Virginia Student / Parent Mock Election



Dear High School Coordinator,

Thank you for your commitment to participate in the Virginia Student Parent Mock Election (VSPME). Part of the National Student Parent Mock Election (NSPME), the largest voter education project in the country, the VSPME educates youth about the political process and also the issues relating to our government.

We are hosting the third annual Virginia Youth Policy Forum (YPF) on October 16, 2002, at the State Capitol. Attached is a description of the day and a schedule of events.

The Forum will be composed of 140 students from across the Commonwealth, selected based on time of school registration and geographic diversity. We encourage you to apply for spots in this activity, an excellent time for youth to interact with government officials and to present them with prominent issues.

In addition, we encourage you to hold a school-wide Youth Policy Forum. Enclosed is the state YPF format, as well as the format piloted at the Governor's School, both of which you may find useful in planning your own. If you should host a Forum, please share the issues and results with the VSPME.

We are glad to once again hold the Virginia Youth Policy Forum. We hope it is as useful, thought provoking, and fun as last year. If you have any suggestions or questions, please do not hesitate to contact us.

Sincerely,

Ben Easter  
Youth Policy Forum Director  
Class of 2003

John Kennedy  
Youth Policy Forum Director  
Class of 2003

The Maggie L. Walker Governor's School for Government and International Studies  
1000 N. Lombardy Street  
Richmond, VA 23220 - 2204

Telephone: (804)354-6800 X 3066 / Fax: (804)354-6939 / [www.va-mockelection.org](http://www.va-mockelection.org)

This project is supported by a Robert H. Michel Civic Education Grant sponsored by the Dirksen Congressional Center, Perkin, IL.

## Third Annual Virginia Youth Policy Forum October 16, 2002

As Election Day approaches every year, candidates begin addressing a major component of the political process- the issues. They speak to issues that affect the elderly, the wealthy, the working class, minorities; essentially, they discuss the issues with those who can cast their vote. Those without the power to vote are often left out, withdrawn from the political process. Among these unfortunate constituencies are youth, the future of the nation. Because candidates rarely speak to issues relating to them, many youth become apathetic and condescending when it comes to politics. The Virginia Student Parent Mock Election (VSPME), as a portion of the National Student Parent Mock Election (NSPME), seeks to combat this political apathy and provide civics education for students. An integral part of this process is a means by which students can bring issues of importance to them to the forefront of the political scene. Bearing this in mind, the VSPME will host the Third Annual Virginia Youth Policy Forum (YPF) on October 16, 2002 at the State Capitol in Richmond. Students in attendance will discuss issues important to them, discuss their significance, and select those they feel most need to be presented to state officials. Officials will provide the students with feedback, either of a personal nature or concerning any legislation or action currently relating to the issue. The YPF serves as the ideal opportunity for students to voice their thoughts on issues and to be heard by major participants in the political process.

### Schedule of Events

#### **8:30 - 9:15 AM, Registration, Capitol Building**

Students, teachers, and parents will meet at a central location to confirm their attendance and receive any information they will need throughout the day.

#### **9:15 - 9:35 AM, Opening Ceremonies, House of Delegates Chamber**

Various state elected officials will be invited to address the students assembled from across the Commonwealth. They may discuss the importance of the VSPME, the YPF, civics education, or an issue they view as particularly significant. Recognition will also be given to those who have put forth time, effort, and contributions for the YPF.

#### **9:45 - 10:30 AM, Small Group Discussions, GAB Conference Rooms**

The 140 students will be pre-divided into groups, and assigned to one of six General Assembly Building Conference Rooms. Each group will then divide into a group of five students. These five students will work together to brainstorm issues of importance to themselves and youth in general. They will determine the principles behind each issue and its importance and relevance to youth. At this time, students should refrain from extensively discussing solutions to the problem, but rather simply recognizing them. A Governor's School student will moderate and serve as a "secretary" for each group, facilitating the discussion. Each group will then select a spokesperson to explain the group's top two issues to the reconvened group.

#### **10:30 AM - 11:45 PM, Large Group Discussions, GAB Conference Rooms**

Each group spokesperson will have 10 minutes to present their group's two issues. If the spokesperson finishes before 10 minutes, he/she can field questions from the large group for the remainder of the 10 minutes.

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# Youth Policy Forum



## **11:45 - 12:45 PM, Lunch, Front Steps of the Capitol**

Lunch will be provided for the students in front of the Capitol (inside if rain). Moderators will encourage students to socialize and meet new people from across the Commonwealth. Large group moderators will meet to discuss the issues presented in their groups. A group picture will also be taken on the front steps of the Capitol.

## **12:45 - 1:15 PM, Large Group Discussions, GAB Conference Rooms**

Each group will reconvene in order to select the one issue of most importance to them. Moderators will facilitate discussion and will assist the group in reaching some type of consensus. One spokesperson will also be selected to present the issue to all 140 students and any officials present.

## **1:15 - 2:30 PM, Speech Preparation, GAB Conference Rooms**

Each spokesperson for the group will work with the group moderator and approximately 3 students from the group to develop a speech that defines the issue, presents the background of the issue, the issue, its relevance and importance to youth, and any possible solutions the group may have suggested.

## **2:30 - 4:30 PM, Issue Presentation, House of Delegates Chamber**

All 140 students will reconvene to hear the presentation of each group's issue. Several state officials will be invited to attend this session. Each presenter will be given five minutes to comment on the issue and any proposed solutions. Officials will then be invited to respond with any personal thought or experience and/or pending legislation relating to the issue.

## **4:30 - 5:00 PM, Closing Ceremonies, House of Delegates Chamber**

State elected officials will be invited to give their thoughts on the third annual Virginia Youth Policy Forum.

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## How to Prepare for a YPF

**Research-** Research issues that are important to you, may come up in discussion, or are prominent in the election. Do not leave out an issue because you feel it is too controversial. Try any of the mainstay political issues. Look for something that you find intriguing and relevant to youth. Then research it. Find background on the issue, history of the problem, past, present, and pending initiatives, key players and organizations, and its relevance to youth.

**Read, Read, Read-** Chances are there is a wealth of information out there about your issue. The key is finding it. Read newspapers and magazines. Find web pages. Talk to others and record their thoughts. You might even consider a trip to that antiquated old library- it has vast sources of periodicals and indiscriminate, non-fiction resources on issues. All this reading will allow you to identify all the elements of the issue, the intricacies and details associated with it, and its relation and dependence on other issues.

**Organize-** Now that you know your issue inside out, have incredible sources, and great details and statistics, organize them. These preparation guidelines would mean nothing if the sentences were randomly scrambled. Your position takes on much greater significance when it flows logically and you show how all its elements are related. Use a computer, use pen and paper, but take all the information you have and organize it. You may some areas need some additional supplements, but that in others you really do know a lot. You do not need to write a speech, but just have your information organized and be familiar with it. When you get to the Capitol, you want to be such a good advocate of your issue that it is the one that gets presented to officials, and you hear their reaction to it.

**Write-** This year, students are asked to submit papers concerning topics they have researched. These issues should be related to events in Virginia and will help the students to be more prepared when they come to the forum. The papers should be no longer than two pages in length and should cover two topics that the students feel are pertinent to youth. These papers will be reviewed by the YPF coordinators, allowing the students to receive feedback on their work. At the Forum, students will be able to share their papers with other students, which will help in creating debate among the groups.

**Logistics-** Due to financial constraints, Virginia Student Parent Mock Election cannot, at present, provide transportation to and from Richmond. We will be glad to help you resolve any transportation conflicts you may have and/or setup car pools. If transportation conflicts prevent you from nominating students for the YPF, please contact us and we can assist you in finding transportation. We want this event to be open to everyone. We will gladly provide lunch.

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## How to Run a Class YPF

The following guidelines are suggested when conducting a class-wide Youth Policy Forum (YPF). Although the following procedure will vary depending on class size and the amount of time allotted, it is suggested that a smaller class size as well as more time will result in a better YPF.

1. Students should make a list of issues they feel are significant to youth.
2. The students then research the issues and submit a written response to the teacher.
3. The teacher will then group the students based on their selected topics, and students with similar issues will meet to discuss their topic.
4. Students in each group will select a presenter to highlight their issue to the class.
5. The chosen students from each group should practice their speeches in front of other students and teachers.
6. Finally, the selected students present to the class and receive responses from teachers and school administrators.

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# Youth Policy Forum

## Analyzing a Public Policy Issue\*



### Step 1:

Identify a community issue or problem of concern to you. Describe the nature of the problem and why it is a problem. Predict what may/will happen if the situation is not corrected.

### Step 2:

Identify who are the stakeholders. Describe the values of the various stakeholders and which values may be in conflict. Consider how the problem affects the public interest and what may be in the best interests of the community.

### Step 3:

Determine what are the policy alternatives. Evaluate at least two alternatives for addressing the problem. For each alternative, list the goals and the methods involved. Predict the positive and negative consequences that may occur for each policy alternative addressed.

### Step 4:

Select one of the policy alternatives listed in Step 3. Identify the reasons that this one is chosen over the others. Consider costs, anticipated benefits, interests served (special or public), and which values are protected or enhanced by the choice.

\* Adapted from the California Community Involvement and Voting Information Classroom Studies (C.I.V.I.C.S.) Program (section on community involvement), developed by Secretary of State Bill Jones for California's youth.

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# Contact Information



## How to Send Representatives to the Youth Policy Forum

In order to send representatives to the third annual Virginia Youth Policy Forum, your school must be registered for the Virginia Student Parent Mock Election. VSPME will select the schools and their respective representatives.

VSPME's selection of schools will be based on three factors:

1. Time of registration with VSPME- Priority will be given to those who register early.
2. Location- In order to ensure a variety of opinions and viewpoints, schools will be selected to create geographic diversity, depending on their location within the Commonwealth.
3. Setting- Also to ensure a variety of opinions and viewpoints, schools will be selected to create diversity, depending on their setting- urban, suburban, and rural.

Please use this form for nominating your students for the Youth Policy Forum. The sooner we have your students registered, the sooner we can send them informational materials so they can begin to prepare. We would like all nominations in Richmond by Wednesday, October 2. Please fax them to the Maggie Walker Governor's School at (804) 354-6939 or E-mail Ben Easter or John Kennedy ([ypf@va-mockelection.org](mailto:ypf@va-mockelection.org)). This will allow us time to get materials back to you. Thank you very much and we look forward to hearing from you.

### School Information

School Name: \_\_\_\_\_  
Locality: \_\_\_\_\_  
Setting (Urban, Rural, Suburban) : \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephone Number: \_\_\_\_\_

### Sponsor Information

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephone Number: \_\_\_\_\_  
E-mail: \_\_\_\_\_

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# Teacher Survey



In order to make the Virginia Student Parent Mock Election a more useful resource to participating teachers and students, we ask you complete this brief survey and return to VSPME headquarters by December 1, 2002. Thank you for your assistance.

Send surveys to:

Sarah Dwelle  
The Maggie L. Walker Governor's School for Government and International Studies  
1000 N. Lombardy Street  
Richmond, VA 23220 - 2204  
Fax: 804 354-6939

Or, you may complete this online at [www.va-mockelection.org](http://www.va-mockelection.org)

1. Do you use VSPME lessons in your classroom?

- Yes  
 No

1a. If yes, which lessons have you used? \_\_\_\_\_

1b. If no, how can we make our lessons more valuable to you? \_\_\_\_\_

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2. Do you use the Media Guide to coordinate press coverage of your participation in VSPME?

- Yes  
 No

3. Do you offer your students the opportunity to participate in VSPME's poster and essay contests?

- Yes  
 No

3a. If yes, was it a valuable experience for your students? If not, how can we improve the program in the future? \_\_\_\_\_

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4. Are the election materials and instructions for reporting results clear and easy to understand?

- Yes  
 No

4a. Do you have any suggestions on how we can make it easier to participate in the election? \_\_\_\_\_

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Please feel free to offer any additional comments about the Mock Election programs:

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