

VOTING, CAMPAIGNS AND ELECTIONS

By. Mr. Cegielski

Essential Questions:

- What voting rights are guaranteed by the Constitution?
 - How do the voting and election process reflect the Founding Father's belief in a democratic republic?
 - What is the process by which a President gets elected? Is the Electoral College fair?
- How does the mass media play A role in the election process?



Warm Up/Do Now—Challenge your voting knowledge with these questions:

- **Introduction:** When you reach the ripe old age of 18, you will be eligible to vote. Make sure you know what to do when the time comes:
 - 1) Why do many Americans choose not to vote? What are the consequences of non-voter participation? Does your vote matter in the electoral college system? (Check your textbook and the inside cover!).
 - 2) When and where do I vote?
 - 3) I am not registered to vote. Where can I register? Is there a deadline for registration?
 - 4) How do I find out more about the candidates and the issues they represent?

Why is voting important?

- A distinguishing characteristic of democracy is that citizens can influence government decisions by participating in politics.
- The United States is a constitutional democracy with more than 200 years of free and frequent elections.
- However, when the Founding Fathers first created the Constitution, they did not specify who could vote; it was left to the states to decide.



VOTE

U.S. Constitutional Provisions



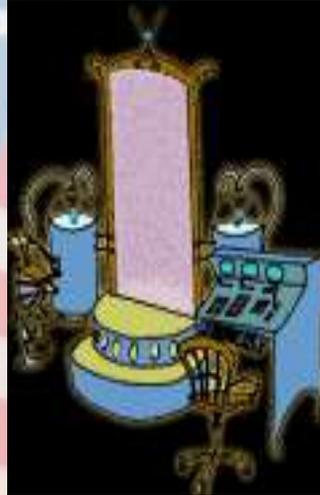
Article I, Section 2:

States Determine Qualifications to Vote

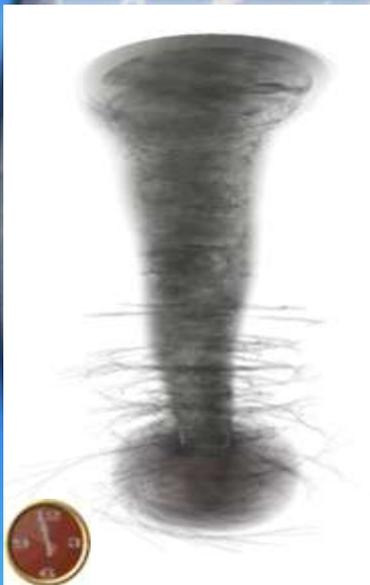
"The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature."

Activity: The Time Traveling Voting Booth

- Imagine that you have stepped into a voting booth with the ability to travel back in time. You are able to experience what it was like to be in someone else's shoes.
- For each of the upcoming slides, explain in a minimum of three sentences whether you would have had the opportunity to vote. Were there any special laws or amendments at the time that protected your rights? If you cannot vote, explain how long you will have to wait to gain the right to vote.



Do you have the right to vote?



- It is 1872 and you are an African American man living in Illinois. You have a job as a carpenter.
- **Yes. The 15th Amendment** to the Constitution says that citizens of any race are allowed to vote. That means you are allowed to vote in the presidential election this year.



Do you have the right to vote?



- It is 1888, and you are an American Indian man living in Nebraska. You try to vote in the presidential election this year.
- **No.** The election officials would not let you vote. They said that even though you were born here, because you are an American Indian, you are not a citizen of the United States. It is not until 1924, when American Indians are given United States citizenship, that you will be allowed to vote.

Do you have the right to vote?



- It is 1920 and you are a woman living in New York.
- **Yes.** New York gave women the right to vote in 1917, but this is the first year you will get to vote in the presidential election. Since the **19th Amendment** to the Constitution passed, all women over the age of twenty-one have the right to vote.

Do you have the right to vote?



- It is 1932 and you are an African American woman living in Mississippi. You want to vote in the election this year.
- **Yes and No.** The 15th and 19th amendments state that you have the right to vote. However, Mississippi has a literacy test. Your friends have tried to vote in previous elections and even though they could read the officials claimed that they failed the literacy test. You are disappointed to learn that this will probably also happen to you.

Do you have the right to vote?



- It is 1972 and you are an eighteen year old girl living in Ohio. You are excited to vote for the next president this year.
- **Yes.** Your brother is angry because he had to wait until he was twenty-one to have the right to vote. This is the first year that eighteen year olds are allowed to vote, thanks to the **26th Amendment**, which lowered the voting age from twenty-one to eighteen.

Constitutional History of Voting Rights

- **The 15th Amendment (1870)**

Eliminating Racial Barriers

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude."



- **The 19th Amendment (1920)**

Eliminating Sexual Barriers

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

Constitutional History of Voting Rights

- **The 24th Amendment (1964)**

Eliminating Poll Taxes

"The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax."

The Voting Rights Act of 1965, as amended, extends the prohibition on poll taxes to cover all elections by virtue of the 14th, 15th and 24th Amendments to the Constitution (see also *Harper v. Virginia State Board of Elections* 383 U.S. 663, 86 S.Ct. 1079, 16 L.Ed. 2d. 169 (1966)).

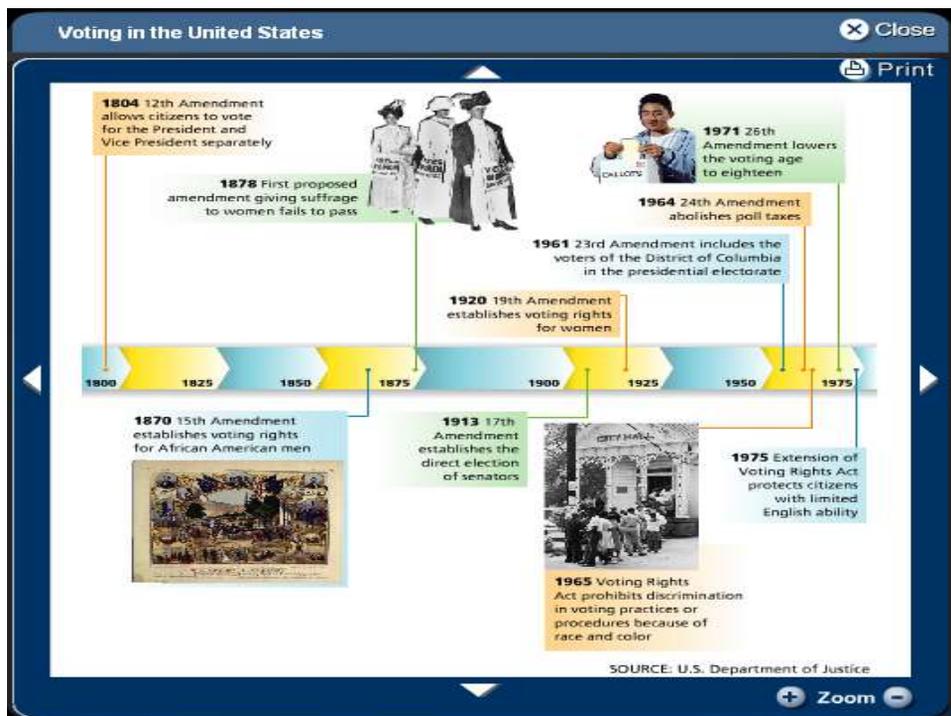


Constitutional History of Voting Rights

- *The 26th Amendment (1971)*

18 Year-old Vote

"The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age."



Ooops! There has been a malfunction!



- You have jumped to the year 1965 in Alabama, and you are a black woman of voting age. You want to vote, but the polling station is forcing you to prove your "intelligence" by passing a "literacy test." You think this is highly unfair and racist, but you have no other choice. Can you pass the test? Let's find out!

1965 Alabama Literacy Test

- Which of the following is a right guaranteed by the Bill of Rights?
 Public Education
 Employment
 Trial by Jury
 Voting
- The federal census of population is taken every five years.
 True False
- If a person is indicted for a crime, name two rights which he has.

- A U.S. senator elected at the general election in November takes office the following year on what date?

- A President elected at the general election in November takes office the following year on what date?

- Which definition applies to the word "amendment?"
 Proposed change, as in a Constitution
 Make of peace between nationals at war
 A part of the government
- A person appointed to the U.S. Supreme Court is appointed for a term of _____
- When the Constitution was approved by the original colonies, how many states had to ratify it in order for it to be in effect? _____
- Does enumeration affect the income tax levied on citizens in various states? _____
- Person opposed to swearing in an oath may say, instead:
 (solemnly) _____
- To serve as President of the United States, a person must have attained:
 25 years of age
 35 years of age
 40 years of age
 45 years of age
- What words are required by law to be on all coins and paper currency of the U.S.?

**Is this test fair?
Why not?**

13. The Supreme Court is the chief lawmaking body of the state.
 True False
14. If a law passed by a state is contrary to provisions of the U.S. Constitution, which law prevails?

15. If a vacancy occurs in the U.S. Senate, the state must hold an election, but meanwhile the place may be filled by a temporary appointment made by _____

16. A U.S. senator is elected for a term of _____ years.
17. Appropriation of money for the armed services can be only for a period limited to _____ years.
18. The chief executive and the administrative offices make up the _____ branch of government.
19. Who passes laws dealing with piracy? _____

20. The number of representatives which a state is entitled to have in the House of Representatives is based on _____
21. The Constitution protects an individual against punishments which are _____ and _____.
22. When a jury has heard and rendered a verdict in a case, and the judgment on the verdict has become final, the defendant cannot again be brought to trial for the same cause.
 True False
23. Name two levels of government which can levy taxes: _____

24. Communism was the type of government in:
 U.S.
 Russia
 England
25. Cases tried before a court of law are two types, civil and _____
26. By a majority vote of the members of Congress, the Congress can change provisions of the Constitution of the U.S.
 True False

What's the deal with the literacy test?

- The **National Voting Rights Act of 1965** outlawed discriminatory voting practices that had been responsible for the widespread **disenfranchisement**—the inability to vote—of African-Americans in the U.S.
- The Act prohibited states from imposing any "voting qualification or prerequisite to voting, or standard, practice, or procedure... to deny or abridge the right of any citizen of the United States to vote on account of race or color."
- The Act outlawed the practice of requiring otherwise qualified voters to pass literacy tests in order to register to vote, a principal means by which southern states had prevented African-Americans from exercising their voting right, as guaranteed by the 15th Amendment.

Legal Requirements for Voting

- **Voter registration**—System designed to reduce voter fraud by limiting voting to those who have established eligibility by submitting the proper form.
- The **National Voter Registration Act**—also called the “Motor Voter” bill—allows people to register to vote while applying for or renewing a driver’s license.



Question:

In a democratic republic such as the U.S., would you expect voter participation to be high or low? Explain.

Mr. Cegielski
Civics

Student's Name: _____
Period #: _____

RESPONSE QUESTIONS ON VOTER REGISTRATION AND TURNOUT IN U.S. ELECTIONS

INTRODUCTION: Millions of Americans register to vote, especially before presidential elections. However, voter turnout in the United States is lower than most democratic nations. It does not take much time to complete a registration form. So, why do many American citizens refuse to exercise their right to vote? Answer the questions that follow:

1. Why are many Americans reluctant to register and vote? List and explain at least three reasons. Minimum of four sentences please!

2. Which groups of people are most likely to vote? Explain in a minimum of four sentences.

3. How serious is nonvoting? List and explain the arguments for each side of this debate. Then, indicate which side you agree with and explain why. Minimum of six sentences please!

American voter participation is low! Why?

Voter Participation in U.S.

- About 40% of the eligible adult population votes regularly.
- About 25% are occasional voters.
- About 35% rarely or never vote.

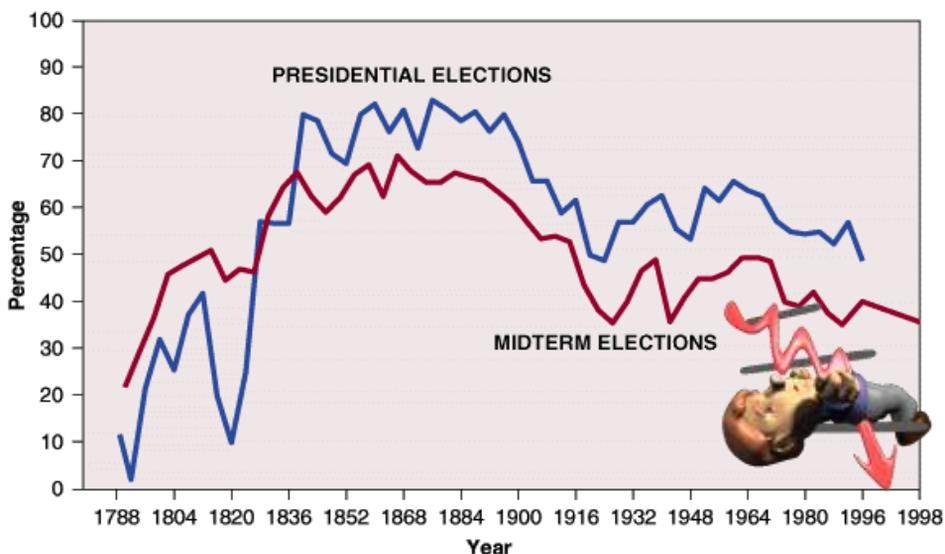


Voter Turnout Compared to Other Nations

- **Voter turnout**—The proportion of the voting-age population that votes.
- Likely to be higher in presidential general elections.

Critical Thinking Questions: Why do you think voter turnout is lower in the U.S. than in other democratic nations? How serious is nonvoting? What effect might increased voter turnout have in national elections?

- | | |
|---------------------------|---------------------|
| • Australia 96% | • Canada 69% |
| • South Africa 86% | • Japan 67% |
| • Denmark 83% | • Russia 54% |
| • Germany 78% | • Mexico 52% |
| • Britain 78% | • India 50% |
| • Israel 77% | • U.S. 48% |



The twentieth century has seen a gradual and erratic but generally consistent decline in voter turnout. Note the slight increase in voter turnout during World War II, and also the sharp drop in the 1996 presidential election from 1992.

Q. Why is voter turnout lower during midterm elections? What factors might account for the small peaks and large drops throughout the 20th Century?

How does Colorado voter turnout compare with the national average?

| Year | Total VAP | Total REG | Turnout | % REG | % T/O |
|------|-----------|-----------|-----------|-------|-------|
| 1960 | 1,056,000 | 882,422 | 736,236 | 83.56 | 69.72 |
| 1964 | 1,142,000 | 933,312 | 776,986 | 81.73 | 68.04 |
| 1968 | 1,251,000 | 966,700 | 811,199 | 77.27 | 64.84 |
| 1972 | 1,604,000 | 1,219,591 | 953,884 | 76.03 | 59.47 |
| 1976 | 1,838,000 | 1,361,570 | 1,081,554 | 74.08 | 58.84 |
| 1980 | 2,123,000 | 1,434,257 | 1,184,415 | 67.56 | 55.79 |
| 1984 | 2,350,000 | 1,621,306 | 1,343,437 | 68.99 | 55.12 |
| 1988 | 2,440,000 | 2,029,000 | 1,372,394 | 83.18 | 67.62 |
| 1992 | 2,579,000 | 2,003,375 | 1,569,180 | 77.68 | 60.84 |

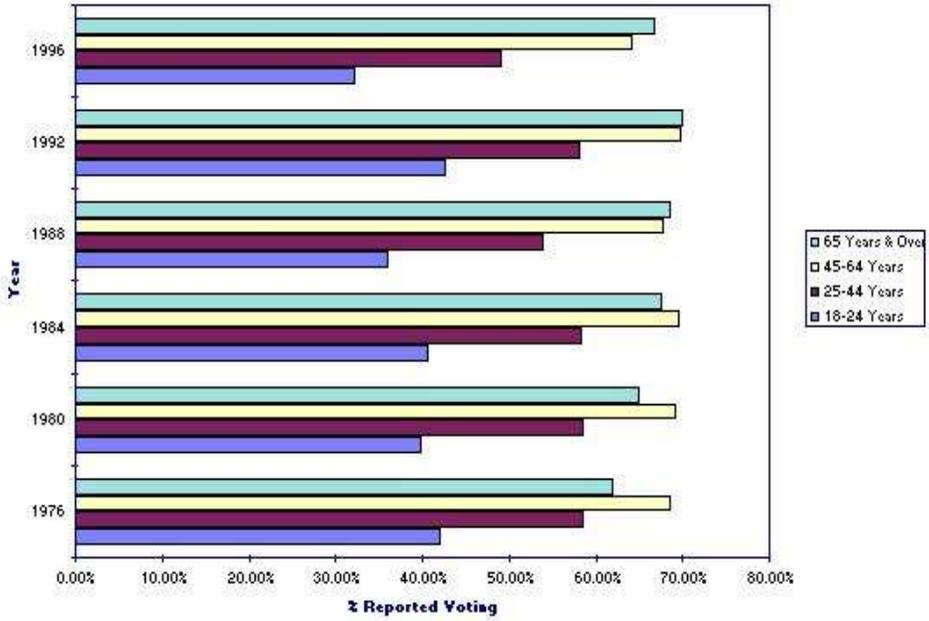
Who Votes?

(social and demographic factors)

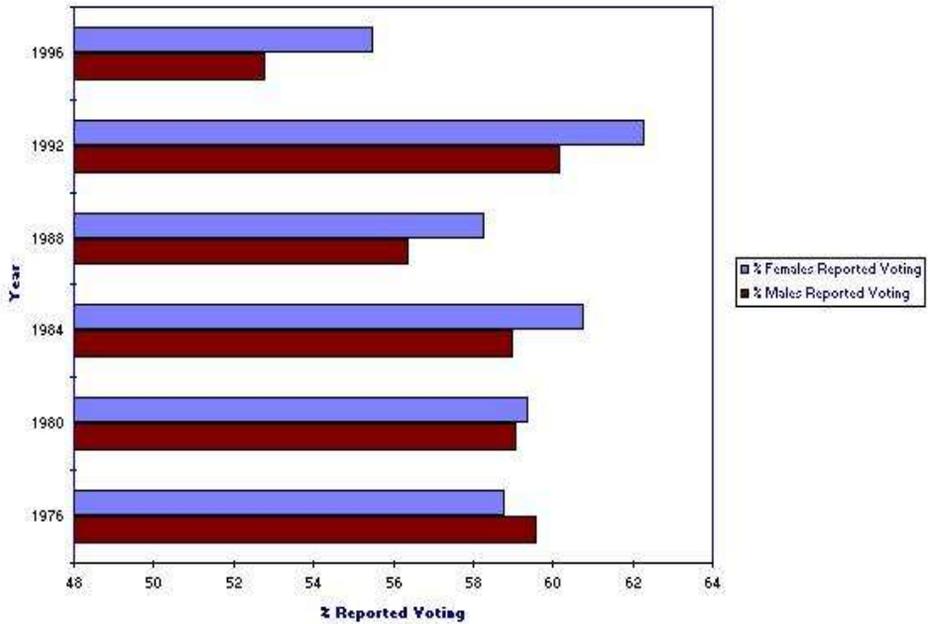
Answers:

- **Income** – people with higher incomes have a higher tendency to vote.
- **Age** – older people tend to vote more often than younger people (less than half of eligible 18-24 year olds are registered to vote).
- **Gender** – Since 1980, women have a higher tendency to vote for Democrats than Republicans.
- **Race** – in general, whites tend to vote more regularly than African-Americans (this may be due to income and education not race).

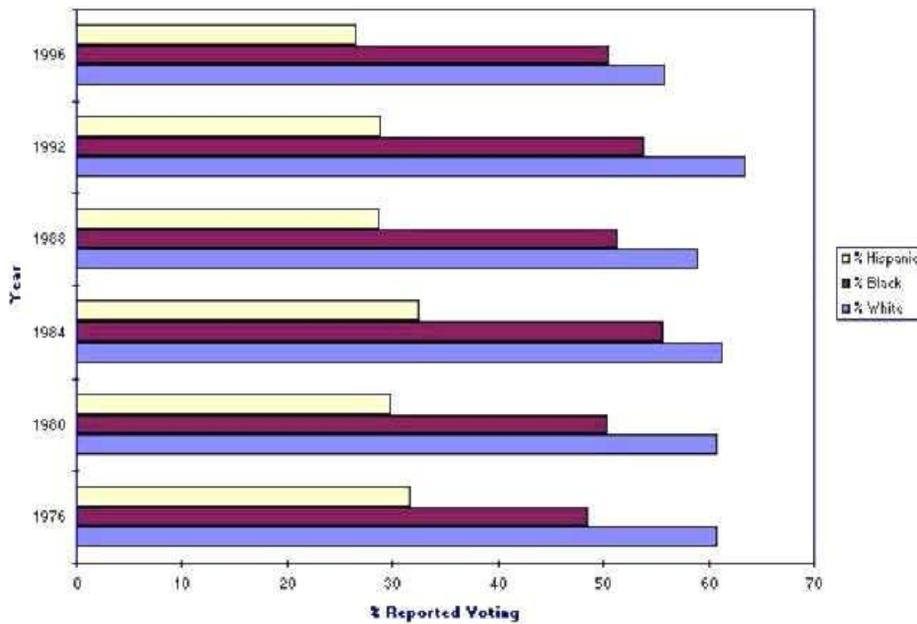
Reported Voting by Age Group - Presidential Elections 1976-1996



Reported Voting by Gender - Presidential Elections 1976-1996



Reported Voting by Race and Ethnicity - Presidential Elections 1976-1996



Voting participation also depends on...

- Education (high)
- Parental participation
- Occupation (high status)
- Religion
- Exposure to media
- Geographic region
- Party Identification—Affiliation with a political party that most people acquire in childhood.
- Perception of the candidates
- Issue preferences

Law And The Real World

18-Year-Olds and the Vote

Of the 215 million Americans who voted in the 2004 election, only 42 percent of the 18-to-24-year-olds voted. This is the lowest turnout of all age groups. Some young people do not register in time to be able to vote. Others are moving to a new town after high school; they have a job or attend college in a different community. They could request absentee ballots from their home, but do not make those arrangements. There are young people who feel that their vote won't make a difference. Some are not interested in local politics. Others are not informed about the candidates and issues. Many young people do not know how to go about voting.

Applying the Law

- (1) Do you know how to register to vote in your community? What does the ballot look like? How do you vote using that ballot?
- (2) When could you apply to become a registered voter? When are elections held? How do you get information on an election?



NOVASTOCK, PhotoEdit

“Motor Voter” Registration States with “motor voter” laws allow people to register to vote when applying for or renewing their drivers’ licenses. **Predict** Why would such laws be successful in getting more of a state’s population registered to vote?

Amazing Stories: Does my vote really make a difference?

- In 1994, Republican Randall Luthi and Independent Larry Call tied for a seat in the Wyoming House of Representatives from the Jackson Hole area with 1,941 votes each. A recount produced the same result. Mr. Luthi was finally declared the winner when, in a drawing before the State Canvassing Board, a pingpong ball bearing his name was pulled from the cowboy hat of Democratic Governor Mike Sullivan.

Amazing Stories: Does my vote really make a difference?

- In 1997, Vermont State representative Sydney Nixon was seated as an apparent one vote winner, 570 to 569. Mr Nixon resigned when the State House determined, after a recount, that he had actually lost to his opponent Robert Emond 572 to 571.

Amazing Stories: Does my vote really make a difference?

- In 1997, South Dakota Democrat John McIntyre led Republican Hal Wick 4,195 to 4,191 for the second seat in Legislative District 12 on election night. A subsequent recount showed Wick the winner at 4,192 to 4,191. The State Supreme Court however, ruled that one ballot counted for Wick was invalid due to an overvote. This left the race a tie. After hearing arguments from both sides, the State Legislature voted to seat Wick 46 to 20.

Presidential Election 2000

Al Gore (D)

- 50,996,116 votes
- 48%
- 21 States Won
- 266 Electoral Votes

George Bush

- (R)
- 50,456,169 votes
- 48%
- 30 States Won
- 271 Electoral Votes

Does your
vote matter?

The Voting Booth of the Future?

Which candidates
might appear on the
ballot for the
Presidential
Election of 2008?
Which political
party will you vote
for?



Objectives

In this section you will

- [Discuss nominating candidates.](#)
- [Learn about choosing presidential candidates.](#)

Key Terms

self-nomination

write-in candidate

caucus

direct primary

closed primary

open primary

Main Idea

Many political candidates nominate themselves or are chosen at party conventions. Presidential candidates are nominated at national conventions after a series of primaries or caucuses in individual states.

Presidential Elections

- Choosing the nation's chief executive is a long, exhilarating, exhausting process that often begins even before the previous election ends!
- The presidential election is held every four years on the Tuesday after the first Monday in November.



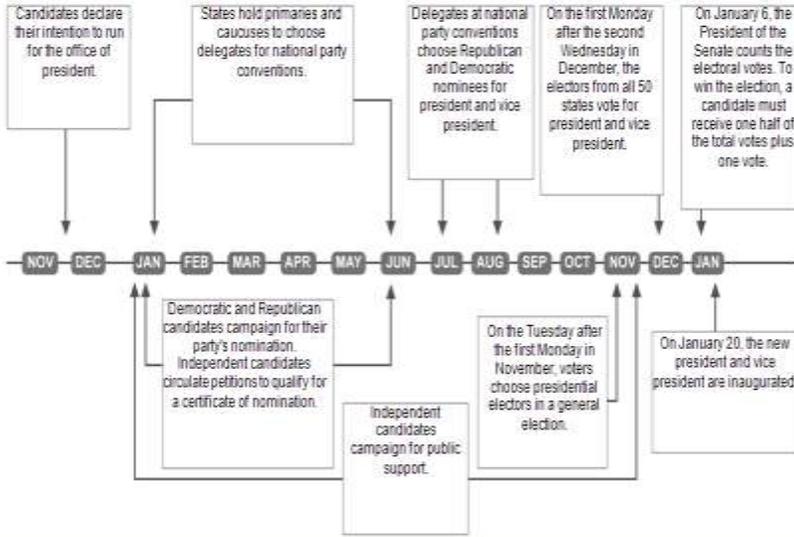
Step-by-Step on the Campaign Trail: How the President Gets Elected

- Don't know the difference between a **caucus** and a **convention**? Unsure what the **electoral college** is?
- Let's go over the seven steps of the presidential election in more detail, so that you will be prepared to launch your own **mock campaign** for the Presidency!





CAMPAIGN TIMELINE



The 7 Steps In Selecting A President

Candidate Declares Intention to Run for Office

Candidates Campaign for Delegates in State Primaries

Primary Elections, Caucuses, and Conventions are Held in the States

National Party Conventions Choose Nominees for President and Vice-president

Voters Choose Presidential Electors in each State in the November General Election

Electoral College Casts Its Votes for President in January

The President and Vice-president are Inaugurated on January 20



Step #1: Candidate announces plan to run for office

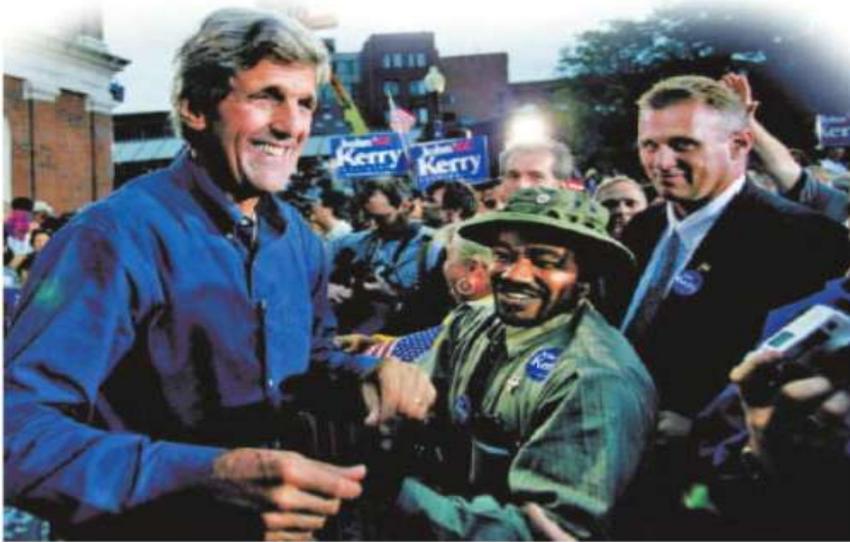
- This announcement launches the candidate's official campaign. Speeches, debates, and baby-kissing begin in full force.



Step #2: Candidate campaigns to win delegate support

- The **nomination campaign**—the candidate is competing with other candidates in the same party, hoping to get the party's nomination.
- The candidate works to win **delegates**—representatives who pledge to support the candidate's nomination at the national party convention—and to persuade potential voters in general.





Chris Honoras, Getty Images

Presidential Candidate Senator John Kerry of Massachusetts (pictured) was the Democratic candidate for President in 2004. He lost the election to incumbent President George W. Bush, who was elected for a second term. **Demonstrate Reasoned Judgment** Why do you think so many candidates for President have been senators or governors?

Step #3: Caucuses and primary elections take place in the states

- Before the 20th century, only the party leaders in each state could nominate presidential candidates.
- Caucuses and primaries are ways for the general public to take part in nominating presidential candidates.
 - **Caucus**—local party members gather to nominate a candidate.
 - A caucus is a lively event at which party leaders and activists debate issues, consider candidates, choose delegates, and discuss the party platform, or statement of principles.
 - The rules governing caucus procedures vary by party and by state.
 - **Primary** is more like a general election. Voters go to the polls to cast their votes for a presidential candidate (or delegates who will represent that candidate at the party convention).
 - Today, more than three-fourths of the states use presidential primaries to choose delegates from each political party to go to the national convention.

Step #4: Nominee for president is announced at national party conventions.

- **National Party Convention**—National meeting of delegates elected in primaries, caucuses, or state conventions.
 - Assemble every four years to nominate candidates for president and vice-president, ratify the party platform, elect officers, and adopt rules.
 - The presidential and vice-presidential candidates deliver their acceptance speeches to the delegates and the national television audience.
- Presidential debates and more campaigning continue until the general election.



AP/Wide World Photos, Corbis/Bettmann

Conventions Delegates gather every four years to select a party's presidential nominee.

Summarize What other purposes do conventions serve?



Wally McNamee, Corbis/Bettmann

Balloons and Confetti Conventions are often a celebration of a party's core values—a way to unify party members after the primary season ends. **Make Inferences** *What do you think is the purpose of televising the national conventions?*

 A cartoon by Kevin showing a candidate speaking at a podium with a drum, promising to "go with the flow" to a crowd of delegates. The candidate is a man in a suit, gesturing with his right hand while speaking into a microphone. He is standing behind a podium that has a drum on it. In the background, there are several delegates seated at tables, some looking towards the speaker. The cartoon is pinned to a light-colored surface with two blue pushpins.

"And if I'm elected I promise to go with the flow."

© Cartoon Bank

Candidates use their convention speeches to win the support of convention delegates. However, they must avoid making promises that will win the support of some delegates while losing the support of other delegates whose opinions differ.

- (1) What is the candidate in this cartoon promising?
- (2) What do you think the cartoonist is saying about politicians and their campaign promises?

Warm Up: Answer below. Make sure that your response makes references to the current televised debates and commercials as well...



**Five Minutes!
75 words**

Bettmann, Corbis/Bettmann

Camera-Ready Candidates The debates between John F. Kennedy and Richard Nixon in 1960 were the first presidential debates to be televised. Modern campaigns rely more and more on television to sway voters. **Make Generalizations** *What have voters lost as campaigns have become more reliant on television?*

Incumbency

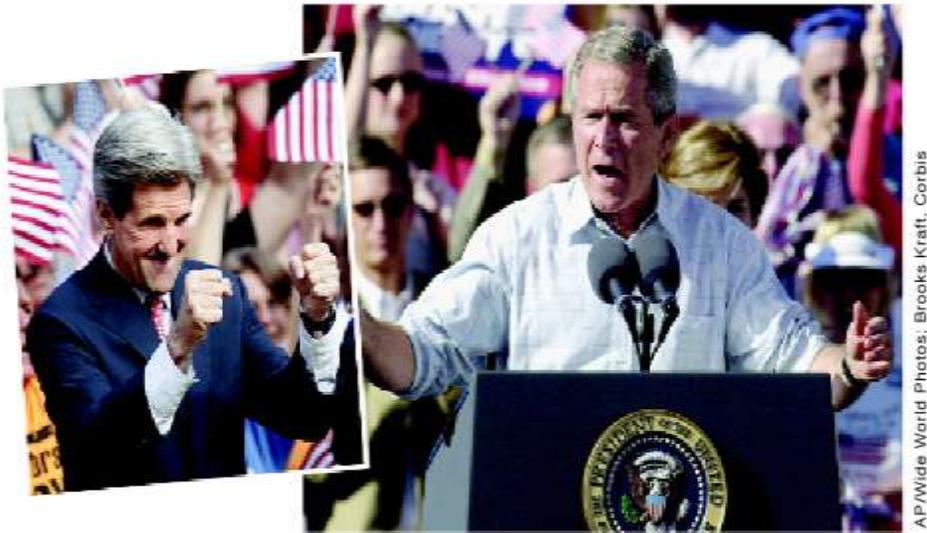
Incumbency advantage – the electoral edge afforded to those already in office...gained via...

- Edge in visibility
- Experience
- Organization
- Fund raising ability



Reading Check

What advantages does an incumbent have over a challenger?



AP/Wide World Photos; Brooks Kraft, Corbis

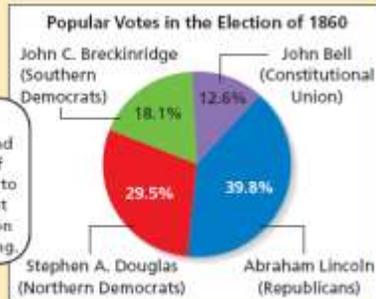
Incumbent and Challengers Incumbent President George W. Bush was reelected in 2004, defeating his challenger, John Kerry.

Step #5: Citizens cast their votes.

- **Presidential elections** are held every four years on the Tuesday after the first Monday of November.
 - This was decided long ago, when many voters had to make a long, slow journey to the polling place. By early November, crops had been harvested and the weather was usually not too cold for travel. And because Sunday was a day of rest, voters would begin the trip on Monday.
- Many Americans think that when they cast their ballot, they are voting for their chosen candidate. In actuality they are selecting groups of electors in the electoral college (described in step #6).
- So, the popular vote does not necessarily decide the election!

Standardized Test Prep

Some questions on standardized tests will ask you to read and analyze charts and graphs. The pie chart below shows the result of the election of 1860, in which Abraham Lincoln won the presidency in a four-way struggle. In that election the Democratic Party split along regional lines. The Northern Democrats nominated Senator Stephen Douglas. The Southern Democrats nominated John Breckinridge. Use the chart below to answer the questions.



TIP Be sure to read the title of the graph to know what information it is showing.

Choose the letter of the best answer.

- The candidate who received the fewest popular votes was
 - Lincoln
 - Douglas
 - Breckinridge
 - Bell

The correct answer is D.

- Which of the following is a true statement?
 - Douglas received the fewest popular votes.
 - Breckinridge was second in popular votes.
 - The combined Democrats received more than 40 percent of the popular votes.
 - Lincoln received more than 50 percent of the popular votes.

Step #6: The electoral college casts its votes.

- **Electoral College**, an indirect device for electing the president and vice president in which the voters vote for electors pledged to cast their ballots for a particular party's candidate.
 - It was a compromise created by the Framers to ensure that the president was chosen intelligently and with the input of each of the states.
 - The number of electors is determined by the federal representation for each state.
 - **Example:** California has 52 members of the House of Representatives and 2 Senators = 54 electoral votes.
 - In addition, there are three electors for the District of Columbia (Washington D.C.).
 - Usually chosen by popular vote, an elector may not be a senator, representative, or other person holding a U.S. office.
 - At the last presidential election there were **538 electors**.

What made the 2000 presidential election unusual?



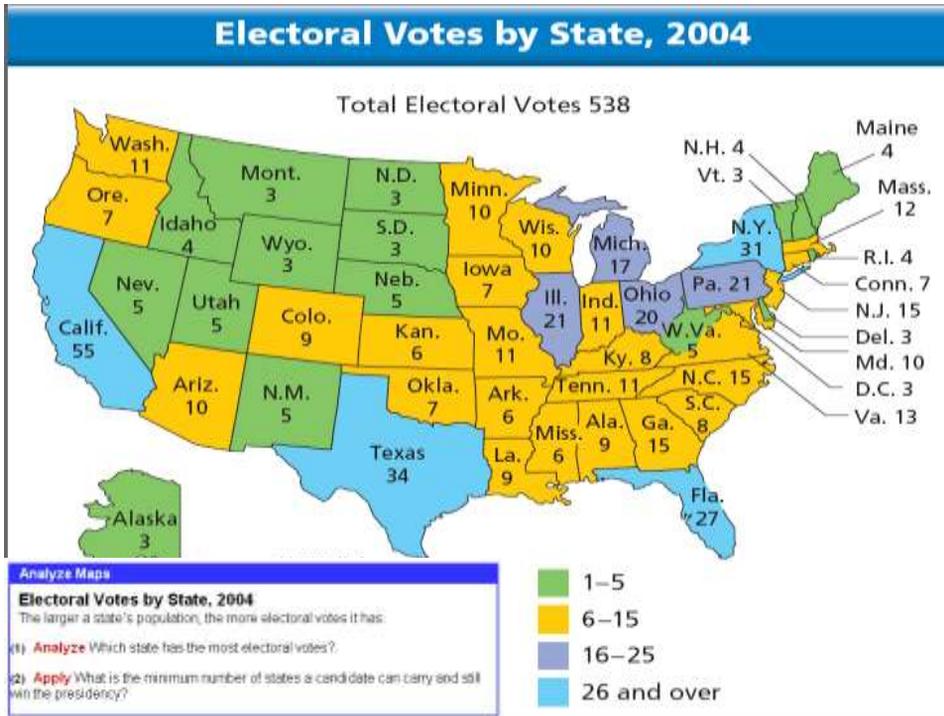
AP/Wide World Photos

The Electoral College Al Gore speaks to reporters. Usually, the Electoral College vote echoes the results of the popular vote. When it did not do so in 2000, many Americans wondered why it was still used.



ELECTORAL COLLEGE MAP





The Electoral College continued...

- **“Winner takes all” system**--All the electoral votes from a particular state go to the candidate who leads the popular vote in that state.
 - A candidate can therefore win millions of popular votes but no electoral votes. This “winner takes all” system can produce seemingly uneven results, such as in the elections of 1876, 1888, and 2000.
 - In the 2000 election, Democrat Al Gore won more popular votes than George Bush, but Bush won more electoral votes.
 - On the first Monday after the second Wednesday in December, the electors cast their ballots.
 - Nothing in the Constitution or federal law requires that the electors vote along with their state's popular vote, though an elector who did not would likely not be reelected.
 - At least **270 electoral votes** are required to elect a president. If this majority is not reached, the House of Representatives will elect the president.

What happens when a state's population changes?

- While the total number of electoral votes (538) never changes, often a state will go through **redistricting** - redrawing districts to reflect population changes.
- **Gerrymandering** - drawing a district to the advantage or disadvantage of a party or population.

Step #7: The president is inaugurated.

- On January 20th, the president enters office in a formal ceremony know as the **inauguration**.
 - He takes the presidential oath: "I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States."
- In accordance with the Constitution, the inauguration used to take place on March 4, because transportation and communication were so slow that it took time to collect election results and allow winning candidates to travel to Washington, D.C.
- With the **20th Amendment** in 1933, however, the inauguration date was changed to January 20.



Myths and Truths about the Electoral College

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Electoral College Debate And Amendment Activity

Myths and Truths about the Electoral College

Myth 4: The United States abides by the United Nations Universal Declaration of Human Rights in its method of electing the President.

Truth 4: Article 21 calls for universal and equal suffrage. The Electoral College does not provide equal suffrage.

AREN'T YOU GLAD YOU LIVE IN A CONSTITUTIONAL REPUBLIC INSTEAD OF A DEMOCRACY?

Warm Up: Is the Electoral College Fair?

- In the 1876 presidential election, Samuel Tilden received a half million more popular votes than Rutherford B. Hayes.
- However, the electoral college was not in agreement about who should be America's next leader. A special commission was formed to make the final decision.
- The commission decided, although Hayes had lost the actual vote by the citizens of the United States, he had won the electoral vote by just one ballot: 185 to 184.

Critical Thinking Question: Is the electoral college fair?

DEBATE—SHOULD THE ELECTORAL PROCESS BE AMENDED?

Preparing for the upcoming debate: As you read the article “Does my vote count?” ask yourself what is really “fair.” Then, answer the following:

- Should the candidate with the most votes nationwide always become president?
- Or should we be concerned about the power of a few states to swing a popular vote to a candidate that doesn't really have national support?

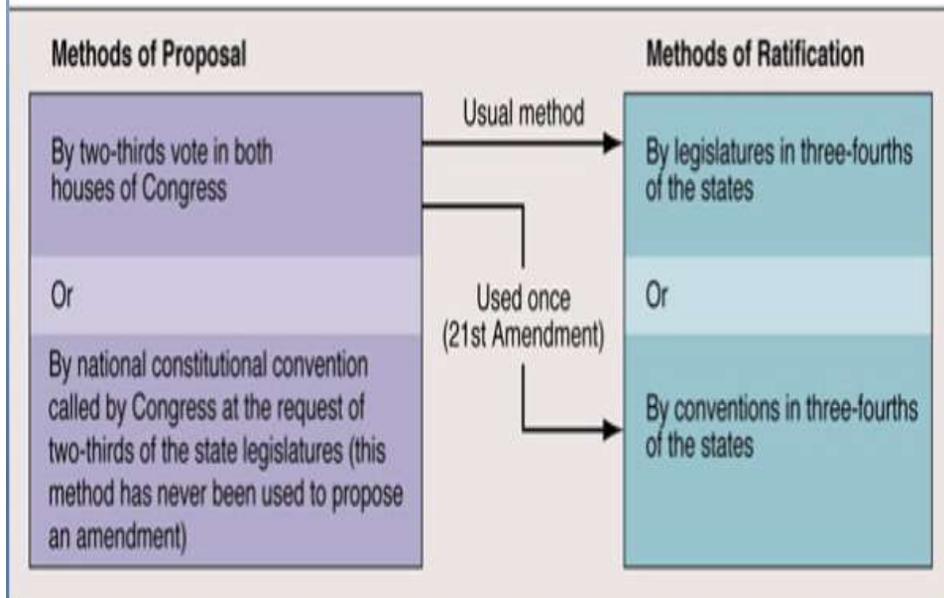
Recreate the chart below on a separate sheet of paper (Make it larger if you need to). Practice preparing both sides of the argument and have the chart ready for the class debate!

| | |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Arguments for amending the current electoral process:</p> <p><i>Bulleted list of arguments:</i></p> | <p>Arguments for preserving the “status quo,” thus keeping the current electoral process:</p> <p><i>Bulleted list of arguments:</i></p> |
| <p><i>Questions to ask opposing side:</i></p> | <p><i>Questions to ask opposing side:</i></p> |

What's next?

Now that we debated the Electoral College, let's see if we could amend it in order to reach a compromise between all sides of the debate.

Figure 2.3 Methods of Amending the Constitution



Activity: Debating a Constitutional Amendment of the Electoral College

- **Introduction:** As your state's delegates to a national constitutional convention, you are being asked to consider whether the current process of electing a president should be changed and, if so, what the new process should be.
 - **Proposals to consider.** Possible proposals include the following:
 - **1) The current process** (no change).
 - **2) Direct popular election.** The candidate with the most votes nationwide becomes president, and there is no voting by state.
 - **3) Proportional voting.** Each state retains its current number of electors, but within each state, electoral votes are assigned proportionally to the popular vote. If a candidate wins 60% of the popular vote in a given state, he or she receives 60% of the electoral vote.
 - **4) Voting by congressional district.** Each congressional district gets one electoral vote, which goes to the winner of the popular vote in each district.
 - **5) Compromise between state and district voting.** Each congressional district gets one electoral vote, which goes to the winner of the popular vote in each district. In addition, each state gets two electoral votes that go to the winner of the statewide popular vote. (This is the system currently used in Maine and Nebraska. This is sometimes called the "Humphrey Compromise.")
 - For information about proposals 3, 4, and 5, see ElectionReform.org, which provides an analysis of how the 2000 and 1996 elections would have turned out had we used each of these systems.
 - You are also free to develop your own proposal!

More Issues to Consider...

- You should evaluate each proposal based on your state's interest and on the inherent fairness or unfairness of the proposal. Based on these issues and your discussion, your group will decide to endorse one of the proposals listed above, or to write a new proposal.
 - **Your state's interests**
 - Given your state's size, would each of these proposals help or hurt it?
 - Does your state have interests that need to be protected by an electoral system that preserves voting by state?
 - Does your state have a lot of political variation by congressional district? Are there districts whose "voices" are drowned out in a statewide election?
 - **Fairness and the "will of the people"**
 - What would a "fair" electoral system do? (Warning: there is no easy answer to this question!)
 - How "fair" is each of these proposals? How well do they enact the will of the people?



Extension Activity for the 2008 Presidential Election

ELECTORAL VOTE TALLY

| State | Electoral Votes | Candidate | Candidate | Candidate | Candidate |
|----------------------|-----------------|-----------|-----------|-----------|-----------|
| Alabama | 9 | | | | |
| Alaska | 3 | | | | |
| Arizona | 10 | | | | |
| Arkansas | 6 | | | | |
| California | 55 | | | | |
| Colorado | 9 | | | | |
| Connecticut | 7 | | | | |
| Delaware | 3 | | | | |
| District of Columbia | 3 | | | | |
| Florida | 27 | | | | |
| Georgia | 15 | | | | |
| Hawaii | 4 | | | | |
| Idaho | 4 | | | | |
| Illinois | 21 | | | | |
| Indiana | 11 | | | | |
| Iowa | 7 | | | | |
| Kansas | 6 | | | | |
| Kentucky | 8 | | | | |
| Louisiana | 9 | | | | |
| Maine | 4 | | | | |
| Maryland | 10 | | | | |
| Massachusetts | 12 | | | | |
| Michigan | 17 | | | | |
| Minnesota | 10 | | | | |
| Mississippi | 6 | | | | |

Mr. Cegielski
Civics

You Become the Candidate!

Team Project: Run Your Own Successful Campaign!

- **Introduction:** The class will be divided into groups of four people each. Each group will be responsible for developing a political campaign (for an elective office or a public policy issue).
- **Oppositional campaigns and mock elections are possible, if the class agrees.**
- **Roles:** Each person in the group will have a specific role to play in the project. The project will consist of four individuals who are essential to any campaign. The group will be responsible for choosing which person will play each role. The roles are as follows:
 - The Candidate (or Issue)
 - The Public Relations/Media Person
 - The Campaign Manager
 - The Fundraiser
- **The Candidate:** The candidate is responsible for describing themselves or the issue involved, experiences, why they want the job or are in favor/against the issue, what they will do if elected, and the issues that are important. The candidate must summarize this information in a typed 1-2 page speech to be read in front of class!
- **The PR Person:** This person will be responsible for handling all the media, promoting the campaign and the candidate, getting the "message" out etc. This person must also create a 1-2 minute video-taped commercial trying to appeal to the public for votes.
- **The Campaign Manager:** This person is responsible for winning the election by getting the votes and handling all the volunteer efforts as well as managing the candidate. A written 1-2 page summary of how the candidate or issue will win and why is required. In addition, the campaign manager must create a poster, hats, buttons, or some other type of promotional material to distribute.
- **The Fundraiser:** This person will explain the importance of raising money, how much is needed, where it will come from, and how it will be raised and spent. A pie chart budget will be required and an outline of fundraising efforts of 1-2 pages.
- **Each team should address most if not all of these topics: your political party platform and views on major issues, money, targeting voters, shaping the message, use of mass media, advertising, working with volunteers, campaign literature etc. Refer to textbook chapters 7-10 for further help.**
- **The overall team project is worth 50 points.**
Your grade will be based on evidence of teamwork (10 pts), mastery of the campaign and ideas (10 pts), presentation in front of the class (10 pts), creativity (10 pts), and completion of all requirements listed above (10 pts). All written work, pie chart budgets, and promotional material must be submitted to me for further evaluation in an organized packet with a cover sheet.

Warm Up/Do Now: Did this campaign strategy depicted below help Bush to win his second term?



- **Secondary related question:** Do we vote for the candidate or the campaign?

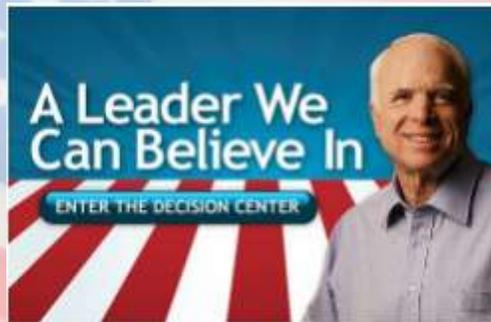
Campaigning in the 2004 Presidential Election



Can you recall what factors influenced the outcome of the 2004 Presidential Election?



On the Campaign Trail!

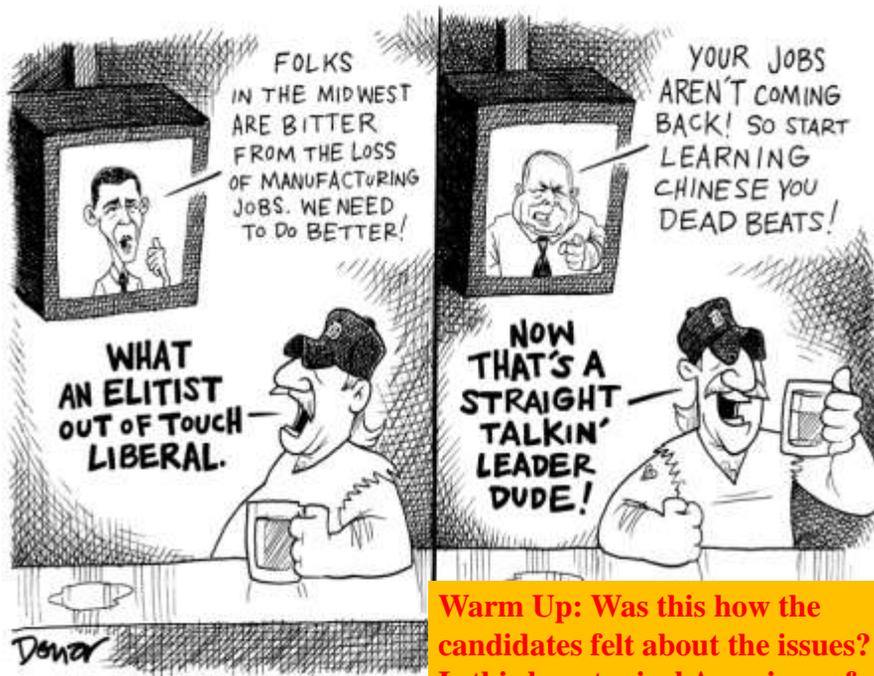


Campaigning in the 2008 Presidential Election



What happened To Hilary Clinton?

In your opinion, what factors influenced the outcome of the 2008 Presidential Election?



Warm Up: Was this how the candidates felt about the issues? Is this how typical Americans feel?



Do we vote for the Candidate or the Campaign?

- The most important factor in any campaign is the candidate (he/she is even more important than money).
- Campaigns are able (most of the time) to downplay a candidate's weaknesses and emphasize her strengths.
- However, even the best campaigns cannot put an ineffective candidate in the win column – most of the time.
- Most people vote for a candidate, not the campaign.



- **Handouts:** Candidates produce a variety of materials to influence voters during campaigns. Contrast what advantages do buttons offer to candidates over leaflets? What advantages do leaflets have over buttons?

The Ganger Collection, Eric Fowle, PhotoEdit

Primary Sources

The following is an excerpt from a 1980 campaign brochure for Ronald Reagan, entitled "Let's Make America Great Again."

"We can solve our problems... But we must have wise and experienced leadership from the President of the United States. Of all the candidates, only Ronald Reagan has the proven leadership we need. He will not try to solve our problems with empty promises. He will not rely on bigger government with more spending. That hasn't worked. The answer is better government, and Ronald Reagan can provide it."

(a) **Analyzing Primary Sources** Based on the title and content of the brochure, what do you think was Reagan's campaign strategy?

Activity: Practical Politics– Campaign Strategy

- **Scenario:** Planning a political campaign involves many decisions. In this exercise you have to make some typical campaign decisions.
 - In a campaign you can take one of several approaches to what you are going to say in your talks and press releases. You can:
 - Play up your own personality and virtues.
 - You can criticize your opponents' lack of ability.
 - You can criticize your opponents' stands on the issues and play up your own stands.
 - You can use a mixture of these approaches.
- **The Decision:** You are running for office for the first time. You are young and inexperienced, but you have definite ideas about what should be done. Your opponent has been taking contributions from some business interests that probably want something in return. **Which approach do you take? Explain your decision in about 6 sentences.**

Practical Politics–Campaign Strategy. Decision #2:

- **Scenario:** You need money to run your campaign. You can obtain the money in several ways. You can:
 - Seek only small contributions.
 - Seek large contributions from interest groups in return for favors.
 - Seek large contributions from interest groups whose views you could support.
 - Seek large contributions but give a signed statement that you will vote the way you see fit.
- **The Decision:** You are running for the local school board. A grocery wholesaler has offered a large contribution. He has asked for no favors; however, he does do business with the schools. **What approach do you take and do you accept the contribution? Explain your decision in about 6 sentences.**

Practical Politics–Campaign Strategy. Decision #3:

- **Scenario:** You must decide how to carry out your campaign. You are running in a town that has 30,000 voters. You can:
 - Rely primarily on TV and radio.
 - Take your campaign to the streets and walk from door to door.
 - Use direct mailings to the home of each voter.
- **The Decision:** The first approach requires a lot of money but is very effective in reaching a large number of voters quickly. The second approach is time consuming and usually requires the help of volunteers. The last approach also costs money but is not as expensive as the first. **Which approach do you use? Explain your decision in about 6 sentences.**

Warm Up/Do Now: Defend or Attack the Following Quote:

- "Advertising is essentially truthful, except political advertising, which ... gets worse every year ... (It's) just the artful assembling of nominal facts into hideous, outrageous lies."

(Bc



PBS' THE PERSUADERS)

Does this cartoon seem to support or refute the argument presented in the above quote?



The Mass Media and Politics

- The American public gets information on public issues through several forms of **mass media**, including television, newspapers, radio, and magazines.
- The media influence American politics primarily by helping to set the public agenda and by playing a central role in the field of electoral politics.
- Television has influenced the electoral process by changing the role of political parties and shifting the emphasis to style over substance for candidates.
- Many people use the mass media for entertainment rather than information and retain little of what the media communicates.



What is the meaning of this political cartoon?



Propaganda Techniques

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Glittering Generalities Use words and phrases that sound appealing and that everyone agrees with. Example: "I stand for freedom and the American way."</p> |  <p>Card Stacking Use only those facts that support your argument. Example: "My opponent voted against raising social security." (You do not mention that she voted no because the proposed increase was too small.)</p> |  <p>Plain Folks Tell voters that you are just like them—an ordinary person with similar needs and ideas. Example: "I've lived in this city all my life. My children go to the same schools as your children do."</p> |
|  <p>Name Calling Attach negative labels to your opponent. Example: "He's soft on crime."</p> |  <p>Bandwagon Appeal to desire to follow the crowd. Example: "Polls show that more than 80 percent of voters support me."</p> |  <p>Transfer Connect yourself to a respected person, group, or symbol. Example: "Remember what Abraham Lincoln said..."</p> |

Analyze Diagrams

Propaganda Techniques
Candidates use a variety of techniques to try to influence voters.

11. **Analyze** Which technique would be most effective in a presidential primary? Why?

12. **Apply** What would be another example of the bandwagon technique?

Analyzing TV Campaign Commercials

Lesson Objectives

I. Describe the major types of political ads

- Negative - One candidate portrays the other in an unfavorable light.
- Warm and Fuzzy - Candidates make the viewer feel good about the country or his/her campaign. Similar to emotional appeal.
- Humorous - Candidates elicit a laugh or smile from the viewer.
- Scary - Candidates evoke images of fear (usually combined with a Negative ad).
- Advocacy- advocates for/against an issue/person

Additional Techniques:

- Name Calling
- Testimonial
- Glittering Generalities
- Loaded Words
- Card Stacking
- Bandwagon
- Plain Folks
- Transfer
- Fear



| Political Ad Analysis Chart ©2004 by Frank Baker http://medialit.med.sc.edu/mediapolitics.htm | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------|--------------------------|--------------------------------|----------------------------------|----------------------------------------------------------------------------|
| | <u>Candidate /Issue Position Party/Affiliation</u> | <u>Ad Type (There are several!)</u> | <u>Audience Targeted</u> | <u>Key Images/ Sounds Used</u> | <u>Theme Key Words (slogans)</u> | <u>Miscellaneous (for example: during what TV program did the ad air?)</u> |
| Spot #1 | | | | | | |
| Spot #2 | | | | | | |
| Spot #3 | | | | | | |

Additional Questions:

Additional questions for each viewed commercial.

- 1) Who produced the message?
- 2) Who is speaking?
- 3) Whose viewpoint is not heard?
- 4) From whose perspective does the camera frame the events?
- 5) Who owns the medium being used?
- 6) What is our role as spectators in identifying with, or questioning what we see and hear?

Wrap Up Questions after viewing the campaign ads (Answer FIVE!):

- 1. Which type of ad was more memorable? Why?
- 2. Which do you think would be most effective in convincing viewers to vote for (or against) a candidate?
- 3. Did you learn from the ads? Did they help you to decide which candidate to support?
- 4. What do all types have in common? Do they provide factual information or do they evoke an emotional response?
- 5. During which programs do the ads play? What time of the day do you see the most ads?
- 6. What are the limitations of a 30 second commercial?
- 7. How important is a candidate's look in these ads? What type of image are they trying to create?
- 8. If you were the campaign manager for a candidate for congress in your district, what type of ad would you try to create?

Practice before analyzing the real thing...

- **Question: What type of advertising technique is being used below?**

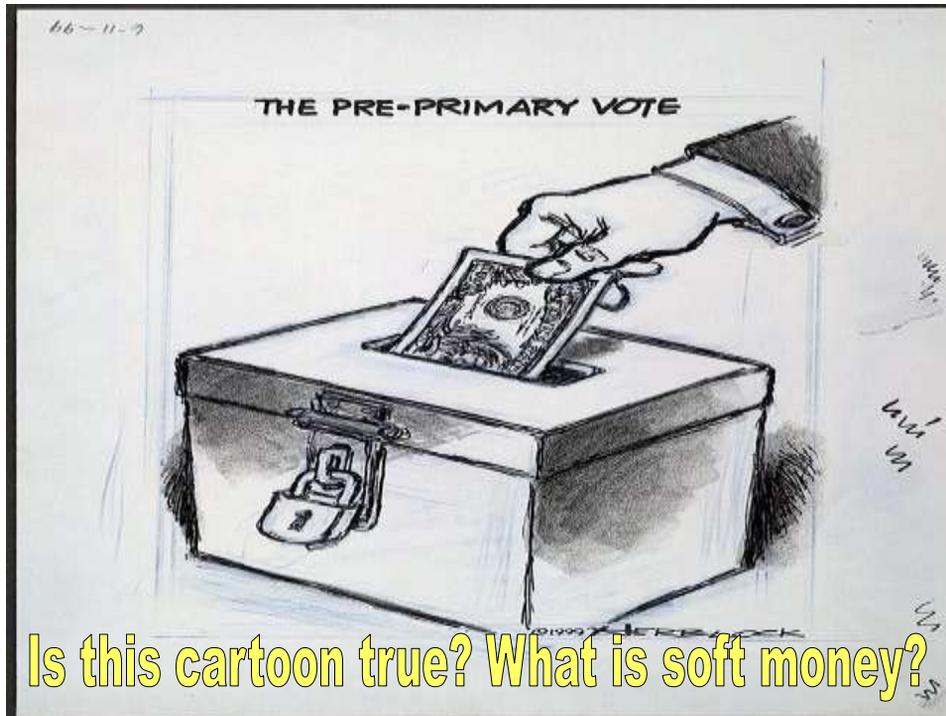


“My fellow Americans, reelect me because I am the best weapon against terrorism, and I am the only one capable of getting the job done in Iraq! Keep America safe and protect our borders!”



Contributions and Expenses

- Campaigns are VERY expensive.
- House races can cost over \$1 million but usually cost \$400-700,000 for incumbents, less for challengers.
- Senate races cost much more.
- All political money is regulated by the federal government under the Federal Elections Campaign Act of 1971, 1974, and 1976.



Is this cartoon true? What is soft money?

What is the maximum amount that a voter can contribute to a candidate?

Civics And Economics

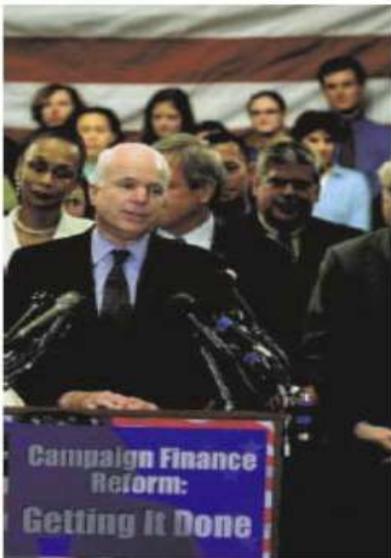
Campaigns and Money In a democracy, each vote is supposed to be equal. But many people are concerned that the huge amounts of money required to fund campaigns for high office have changed the nature of our democracy. Critics point to the number of millionaires serving in the U.S. Senate and House. They point to the great influence wielded by PACs, which often support candidates who will act in ways that support their business or interest. Many politicians claim that they are not influenced by the people who raise money for them. But since almost every politician runs for reelection, it is hard to think they could ignore those who raised funds for their initial election.

Analyzing Economics

(a) What do you think would happen if each candidate had to spend the same amount of money?

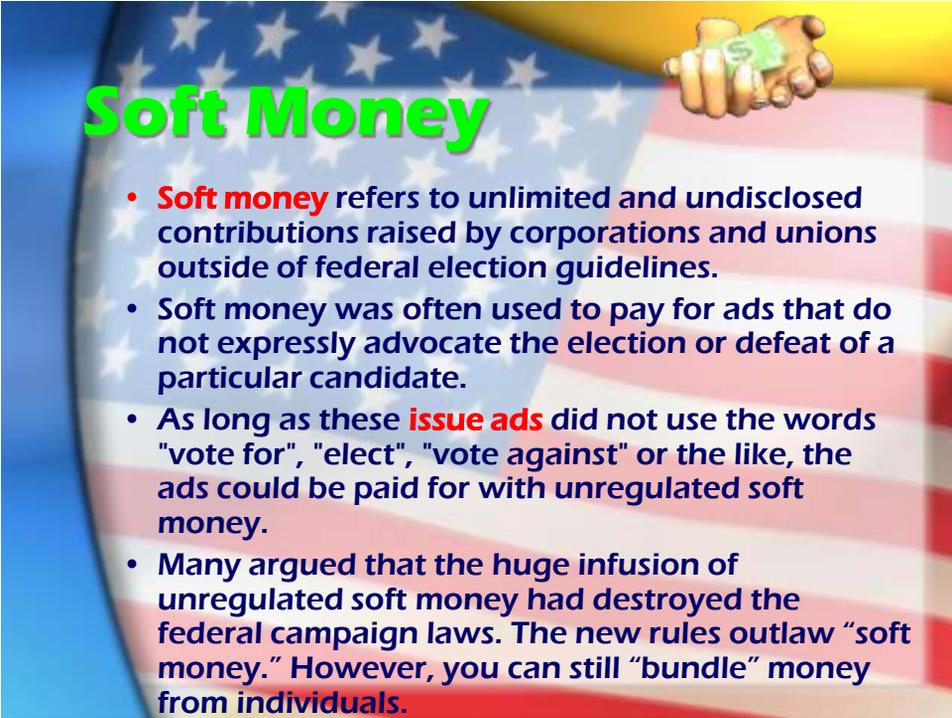
Contributions by Individuals

- **Bi-Partisan Campaign Reform Act of 2002** (championed by John McCain, also called the **McCain Feingold Bill**)—An individual can give \$2000. For the 2006 election cycle, it goes up to \$2100. This is called “**hard money.**”
- Individuals may give a maximum of \$25,000 in gifts to all candidates combined in any calendar year. Individuals may also give up to \$20,000 to a party each year.



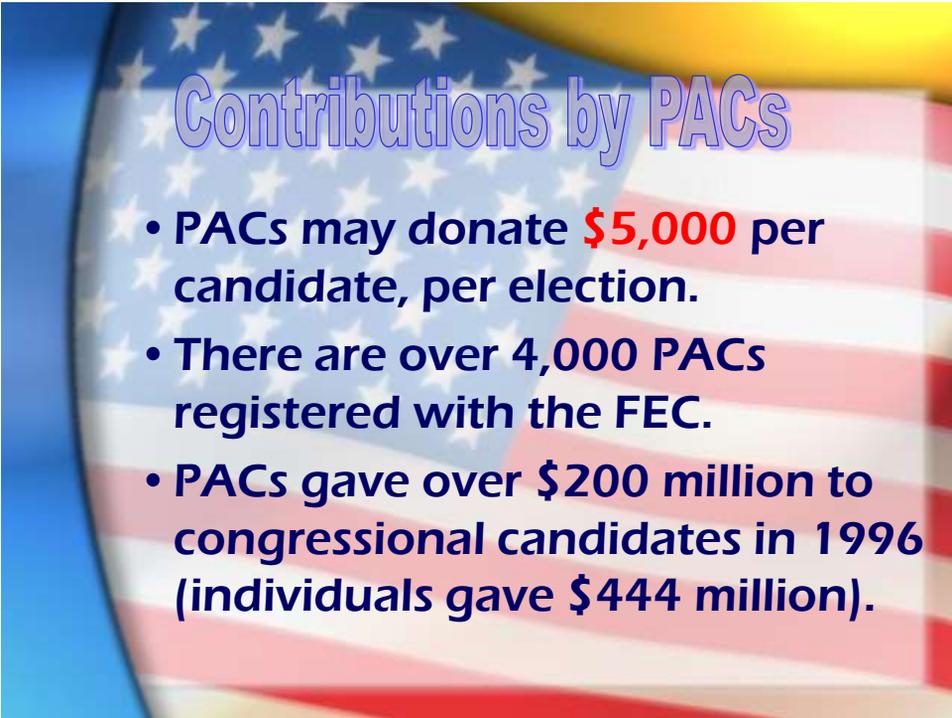
AP/Wide World Photos

Changing the Rules Senator John McCain of Arizona became known as a crusader for reform of campaign finance laws. **Synthesize Information** Why would people feel that the way candidates raise money for their campaigns would need changing?



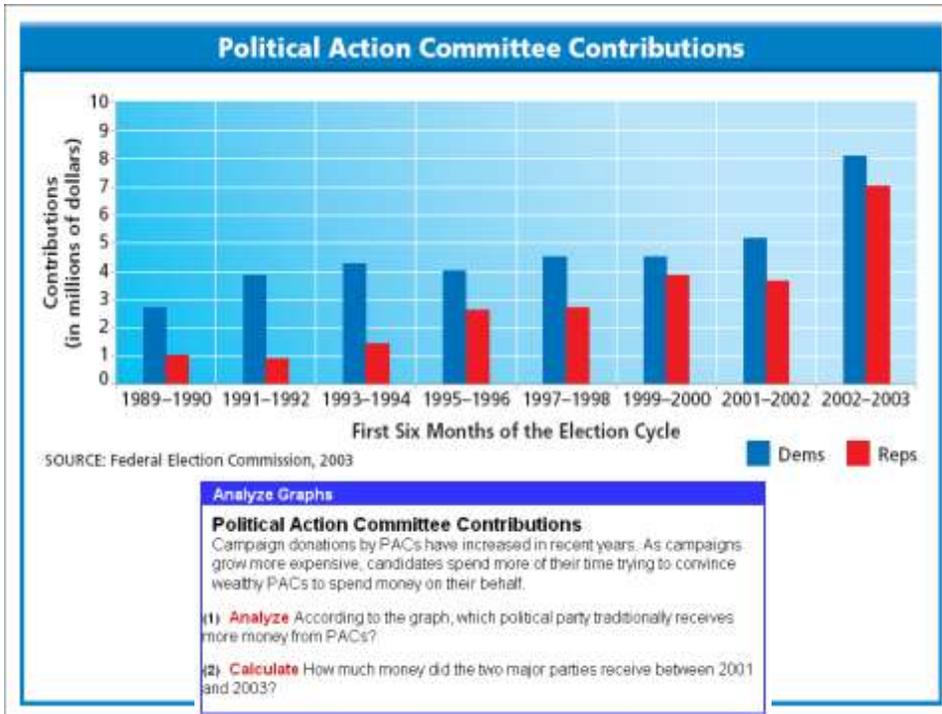
Soft Money

- **Soft money** refers to unlimited and undisclosed contributions raised by corporations and unions outside of federal election guidelines.
- Soft money was often used to pay for ads that do not expressly advocate the election or defeat of a particular candidate.
- As long as these **issue ads** did not use the words "vote for", "elect", "vote against" or the like, the ads could be paid for with unregulated soft money.
- Many argued that the huge infusion of unregulated soft money had destroyed the federal campaign laws. The new rules outlaw "soft money." However, you can still "bundle" money from individuals.



Contributions by PACs

- PACs may donate **\$5,000** per candidate, per election.
- There are over 4,000 PACs registered with the FEC.
- PACs gave over **\$200 million** to congressional candidates in 1996 (individuals gave **\$444 million**).



Contributions by Parties

- Parties also donate money to candidates. The Republican and Democratic parties give 10s of millions to congressional candidates.
- Wealthy members of Congress and state legislatures often also donate monies to candidates of their party.
- Some members of Congress establish their own PACs to give money.

Personal Contributions

- In *Buckley v. Valeo* (1976) the Supreme Court struck down limits on personal campaign spending.
- Spending your own money on your campaign is a free speech right.
- Steve Forbes, Ross Perot, and other wealthy Americans have taken advantage of their personal wealth in their quest for office.

Debating the Issues

A candidate for political office in the United States has no limits on what he or she may spend on an election campaign. Those who spend more will reach more potential voters because they can travel to more places, broadcast more ads, and pay more staffers. Corporations, labor unions, and individuals can donate money, within certain limits, to political parties and candidates. In practice, the rules allow those who donate the most to have the greatest political influence.



Should Further Limits Be Placed on Campaign Contributions?

YES

- Current laws give far more political influence to the wealthy than to the middle class or the poor. This corrupts our democratic system of government, in which all votes should count equally.
- In a system where the candidate with more money usually wins the election, candidates for reelection have to spend a lot of time raising funds. This distracts them from the work the voters elected them to do.
- When huge donations help elect candidates, the candidates are under pressure to represent the donors' interests. They may not feel able to vote according to their own beliefs once they have accepted money.

NO

- Donating money to a candidate who will represent your views is a form of free speech. Limiting campaign contributions therefore violates free speech.
- Many people believe that the news media are too conservative, others believe that they are too liberal. Campaign finance laws should not limit contributions from those who feel that the media suppress their views.
- The best way to reform campaign finance laws is to force donors to promptly publish their names and the amounts of money they donate to candidates. This will ensure that everyone knows whose interests each candidate represents.

What Is Your Opinion?

1. **Summarize** What are the strongest arguments for and against limiting donations? (You may outline arguments not listed above.)
2. **Predict** Suppose that Congress were to ban all donations. Instead, the federal government would give candidates equal amounts of money to spend on campaigns. Predict the consequences. Explain your answer.
3. **Write to Persuade** Suppose that you are a Supreme Court justice. In a case before you, one side argues that political donations are a form of free speech. The other side insists that money is not speech. Write an opinion giving your view. Include specific reasons that will persuade readers to agree.

In-Class or Homework Assignment:

- **Directions:** For this assignment you will need access to the internet or have printed copies of the latest campaign contribution data. The following websites are extremely useful:
 - www.fec.gov and www.crp.org.
- **Examine a list of individual contributors or PACs who have contributed money to a candidate. Following questions:**
 - 1) Can you locate any patterns? Which groups are giving to which candidates or political party? Why? **Use the data.**
 - 2) In your opinion, does the amount of contributions predict the winner of an election? **Defend your viewpoint using the data.**
 - 3) Again, in your opinion, do contributions influence officeholder’s policies and proposals for legislation? Defend your viewpoint using the data.

Test Review: Let's Play the quick version!

| |
|-----------------|
| FREE PRESS |
| NEW YORK AVENUE |
| TRUSTEE AVENUE |
| COMMUNITY CHEST |
| ST. JAMES PLACE |
| INDIANA AVENUE |
| VERMONT AVENUE |
| BLISS AVENUE |
| STINK COMPANY |
| RECHARGE PLACE |
| VISITING |

| |
|---------------------|
| CHANCE |
| ORIENTAL AVENUE |
| READING RAILROAD |
| INCOME TAX |
| SALTE AVENUE |
| COMMUNITY CHEST |
| HESTER BANKS AVENUE |
| GO |

| |
|----------|
| PAID OFF |

- **Rules:** You will be split into several teams. Each team will be given a set of dice and a game piece. Each team will take turns rolling the die. When your team lands on a vacant property, you will be given a history trivia question. If your team answers correctly, you can buy the property. If you answer incorrectly, the property remains vacant. If another team lands on a property you own, they must correctly answer a trivia question. If they answer incorrectly, they must give up one of their properties to your team! (In effect, they went bankrupt for failing to pay you and one of their properties went into foreclosure, meaning its value and title gets transferred to you!)
- **Goal:** The first team to secure a monopoly—ownership of two or three like properties—wins! Isn't this the American (capitalistic) dream?

Review: ELECTION BINGO!

- **Introduction:** You will test your grasp of election vocabulary with a quick BINGO game!
- **Objectives–Students will:**
 - create a glossary of election terms or an *ABCs of Elections* book and add new election-related terms as they encounter them.
 - choose election terms to write on a BINGO card.
 - check off words on their BINGO cards as the definitions of those words are called out.
- **Directions:**
 - 1) You will receive an Election BINGO Card. You will write in each blank square on the BINGO card one of the election terms you have learned. Refer to your textbook and notes for key terms!
 - When you complete your BINGO cards, I will start the game by calling out the *definition* of one of the election vocabulary words. If you have on your card the word that matches the definition, you will cover that spot with a marker or put an X through on the box in which that word appears. The first student to have a complete row of covered or X'd words calls out "BINGO!" The winning student will tell the words he or she has covered and the meaning of those words.
- Time permitting, we will play again.

Election BINGO Card

**Warm Up: Cut out
your bingo card and chips!**



| ★ ★ ★ ELECTION ★ ★ ★ | | | | |
|----------------------|--|-------------------------|--|--|
| BINGO | | | | |
| | | | | |
| | | | | |
| | | ★ FREE SPACE ★ | | |
| | | | | |
| | | | | |

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Election Word List

**For Bingo or
Test Review**

Education World has compiled a list of election-related words and terms from a variety of sources. Feel free to add to or subtract from this list as your students create their own election glossary or an *ABCs of Elections* book.

| A | B | C | D | E |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| absentee ballot activist amendment appointment appropriations at large authorization | baiting balanced budget ballot ballot box ballot box stuffing ballot proposition bandwagon Beltway, the bias bicameral legislature bill Bill of Rights bipartisan boondoggle budget | cabinet campaign campaign spending limits canvass caucus challenger checks and balances City Council City Manager coalition closed primary coattails Congress Congressional District conservative constituent Constitution (U.S.) convention cosponsor county County Clerk County Commissioner | dark horse debate declare deficit delegate democracy Democratic Party direct primary | Election Day electoral college electoral vote electronic voting enact entitlement ethics Executive Branch exit poll |
| F | G | H | I | J |
| Federal Election Campaign Act (FECA) Federal Election Commission (FEC) | gerrymander GOP governor grass roots Green Party | hard money House of Representatives | insauguration incumbent independent initiative | Judicial Branch |

| fiscal year (FY) front-runner | Gross Domestic Product (GDP) Gross National Product (GNP) | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L | M | N | O | P |
| lame duck landslide left left wing Legislative Branch liberal Libertarian Party Lieutenant Governor line-item veto lobby lobbyist | machine Majority Leader majority party matching funds Mayor Member of Congress midterm election Minority Leader minority party Motor-Voter Law mudslinging | national debt negative ads nominate nominee nonpartisan | open primary | partisan petition platform plurality pocket veto Political Action Committee (PAC) politician "Politics makes strange bedfellows" poll pork barrel precinct President of the Senate President of the United States President Pro Tempore primary election progressive propaganda proportional representation public funding public office |
| Q | R | S | T | U |
| quorum | Reagan Democrat resapportionment recount redistricting referendum | Secretary of State Senate seniority separation of powers Social Security | tally term term limits territory third party | uncommitted delegate unicameral legislature U.S. Representative |

| | | | | |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------|
| | Reform Party registration Republican Party revenues right right wing roll call running mate runoff election | soft money sound bite Speaker of the House special interests spin split ticket State Legislature State Representative State Senator states' rights statute straight ticket strategy straw vote, straw poll stump speech subcommittee suffrage super delegate Super Tuesday Supreme Court surplus swing voter | "throw your hat in the ring" ticket | U.S. Senator |
| V veto Vice President of the United States "vote with your feet" voter turnout Voting Rights Act of 1965 | W war chest ward wedge issue Whip whistle stop | | | |

Unit Test

- 1. Declaring that you are running for office is called _____. A. salutation
B. self-nomination C. write-in candidacy D. direct primary
- 2. Asking voters to elect you when your name is not on the ballot makes you
a _____. A. self-nomination B. caucus C. open primary D. write-in
candidate
- 3. A meeting of party leaders to discuss or choose candidates is called
a(n) _____. A. open primary B. direct primary C. caucus D. self-nomination
- 4. An election in which members of a political party choose candidates to run
for office in the name of the party is a(n) _____. A. direct primary B.
caucus C. closed primary D. open primary
- 5. A primary in which a voter must be registered as a party member and may
vote only in that party's primary is a(n) _____. A. open primary B. direct
primary C. closed primary D. caucus
- 6. A primary in which voters do not need to declare a party before voting, but
may vote only in one party's primary is called a(n) _____. A. closed
primary B. open primary C. caucus D. direct primary
- 7. Describe: What does a candidate need to do with a nominating petition? A.
get voters to sign it B. file it C. pay a fee D. All of the above.
- 8. Contrast: How is a caucus different from a primary?

Continued...

- 9. Determine Relevance: Why are the Iowa caucuses and the New Hampshire primary important?
- 10. Explain: Who can run for President? A. anyone born in the U.S. B. anyone born in the U.S. and over 35. C. any U.S. citizen D. any U.S. citizen over 35
- 11. Analyze Information: Why do you think candidates who fare poorly in early primaries rarely get the nomination for President?
- 12. Predict: Why might a candidate who barely succeeded in the primary elections face difficulties in the general election?
- 14. **Activity** .You are a journalist for your local paper. Write an editorial providing voters some guidance about the qualities to seek in a candidate for office. Be sure to include the qualities that are objectionable in a candidate. TIP: Be sure to provide your reasons for each of the qualities you list.
- 15. _____ is the process of signing up to be a voter. A. Polling B. General election C. Running D. Registration
- 16. An election in which voters make final decisions about the candidates and issues is called a _____. A. polling B. general election C. campaign D. registration
- 17. Recall: Which of the following is a type of ballot measure that gives citizens a direct role in deciding which laws get passed? A. referendums B. recalls C. initiatives D. All of the above.
- 18. Contrast: How are general elections different from primary elections?

Continued...

- 19. Explain: Who makes the election laws about voter registration? A. the federal government B. states C. Both A and B. D. None of the above.
- 20. Draw Inferences: How does voter registration stop voter fraud?
- 21. Describe: Which of these is a public service organization, with no ties to political parties, that puts out trustworthy information about candidates? A. the League of Women Voters B. PACs C. Weblogs D. None of the above.
- 22. Solve Problems: If only half the eligible voters vote in an election and the winning candidate wins with a bare majority of the votes, about what percentage of eligible voters elected the candidate to office?
- 23. **Writing Activity** Why is it significant that only half of eligible voters vote in the elections? Write a letter to the editor in which you express your views about this issue. TIP: Make an outline of your views. Devote a paragraph to each point you make in your letter.
- 24. Television, radio, newspapers, magazines and the Internet are called _____. A. propaganda B. bias C. media D. running mates
- 25. Favoring one point of view is called _____. A. "packaging and selling" B. "making news" C. media D. bias
- 26. _____ is one way of sending messages to large groups of people. A. Bias B. Direct mail C. Both A and B. D. None of the above.
- 27. _____ is a message that is meant to influence people's ideas, opinions, or actions in a certain way. A. Propaganda B. The hole-punch method C. Media D. The ballot box

Continued...

- 28. Describe: Which of the following is a method that candidates use to reach voters? A. direct mail B. bumper stickers C. personal appearances D. All of the above.
- 29. Identify Cause And Effect: How do advertisements in the media create a need to raise money?
- 30. Explain: Why do interest groups participate in elections? A. to help elect candidates who agree with their views B. to pass or defeat ballot measures C. Both A and B. D. None of the above.
- 31. Analyze Information: Why do some people think that PACs have too much influence in government?
- 32. Recall: Propaganda is information that does what? A. attempts to shape opinion by telling only one side of a story B. distorts the truth C. appeals mostly to people's feelings D. All of the above.
- 34. Draw Conclusions: Why do you think candidates and interest groups use propaganda in election campaigns?
- 35. Describe: What is the difference between news reporting and editorials? A. News reporting tell the facts of an event. Editorials present an opinion or take a side on an event. B. Editorials tell the facts of an event. News reporting presents an opinion or takes a side on an event. C. Editorials and news reporting both tell the facts of an event. D. None of the above.
- 36. Identify Cause And Effect: How has television influenced politics and a candidate's chances of success?
- **37. Writing Activity** Choose a local or national issue that is in the news. Write a statement about the issue that uses propaganda techniques. TIP: Make an outline before you begin writing. Organize your information under major headings. This will help you eliminate unnecessary information and keep your report concise.

Continued...

- 38. The _____ makes certain that the media show the candidate in the best light. A. campaign press secretary B. campaign manager C. incumbent D. elector
- 39. Someone who already holds the office for which he or she is running is called a(n) _____. A. running mate B. poll C. incumbent D. elector
- 40. People who promise to cast votes for the candidate selected by the voters are called _____. A. running mates B. polls C. incumbents D. electors
- 41. The _____ helps plan the broad outlines of the campaign, such as what issues to discuss. A. campaign press secretary B. campaign manager C. incumbent D. elector
- 42. Explain: What is the role of a campaign's poll taker? A. The poll taker finds out which issues are important to the public. B. The poll taker tells reporters about public appearances and gives them copies of speeches. C. The poll taker helps plan the broad outlines of the campaign, such as where to go. D. All of the above.
- 43. Summarize: How do campaigns use the media? 3 (a). Recall: Candidates are required to report the name of contributors who give more than how much money? A. \$100 B. \$200 C. \$1,000 D. \$2,000
- 44. Analyze Information: How can PACs support candidates without directly giving them money?
- 45. Describe: In addition to being a good leader, what else does a candidate need to win elections? A. the ability to raise money B. the backing of party C. a good media presence D. All of the above.
- 46. Make Predictions: How does the great number of incumbents who get reelected to the House of Representatives influence government?
- 47. Explain: How are a state's electoral votes determined? A. A state has the same number of electoral votes as it has senators. B. A state has the same number of electoral votes as it has members of Congress. C. A state has the same number of electoral votes as it has representatives. D. All 50 states have the same number of electoral votes.

Continued...

- 48. Analyze Information: Does the Electoral College emphasize the individual vote or lessen its importance?
- 49. **Writing Activity** Find out the election results in your state and county in the most recent presidential election. Write a brief essay that summarizes those results.
- 50. Explain: Which of the following is a kind of election in which voters take part? A. primary election B. general election C. Both A and B. D. None of the above.
- 51. Check Consistency: Why do you think there is no law that requires all eligible citizens to vote?
- 52. Make Predictions: What do you think it would take to get more people to vote in presidential elections?
- 53. Describe: Which of the following is a source from which PACs receive funds? A. employees of businesses B. corporation stockholders C. union members D. All of the above.
- 54. Draw Conclusions: Why has raising money become so important in political campaigns?
- 55. Make Predictions: What could be done to improve how candidates communicate with voters?
- 56. Explain: Why is the campaign press secretary an important person in a campaign? A. He or she makes sure that the media is on hand when a candidate is "making news." B. He or she guides the work of fundraisers, speechwriters, and media advisers. C. He or she stuffs envelopes and rings doorbells. D. None of the above.
- 57. Demonstrate Reasoned Judgment: What should you keep in mind when you see campaign statements and advertisements?
- 58. Analyze Information: How do the actions of political campaigns help and hurt the people's desire for good government?

Continued...

- 59. Skills: Read the following passage: "You are voting in your first election. Candidate A is the incumbent. You agree with everything Candidate A says, but his behavior while in office has made you concerned about his honesty and ability to think independently. He seems to support the position of the party every time. Candidate B is very different. You agree with some of her positions, but strongly disagree with some others. She strikes you as honest, intelligent, and eager to do the job." Who would you vote for and why? Explain your decision.
- 60. Writing: What qualities would you look for in a candidate? Write a brief essay in which you identify the important qualities that would cause you not to vote for a candidate.
- 61. Math Practice: There are 74,600 people who are eligible to vote for mayor, but only 36,883 votes are cast. What percentage of the eligible voters voted?
- 62. Civics And Economics: A commission is trying to get more young people registered to vote. After voting, young people will be invited to a big party with well-known bands. Write an essay that analyzes how successful you think that idea would be and any possible ethical conflicts it might raise.
- 63. Analyzing Visuals: What generalizations can you make about the states that George W. Bush won in the 2004 election?





Warm Up: Today's topic is politics & the environment. But, what's the real meaning of this cartoon and do you agree? **75-word response! 7 minutes!**



Research the Issues: The Environment and Alternative Energy

Pollution

- **Good place to start:** <http://www.pollutionissues.com/>
- www.pollutionprobe.org

ENERGY

Colorado

- Sustainable Development in Colorado
- http://www.sustainablecolorado.org/Best_Practices/best_practices.html

General

- **Good place to Start:** <http://www.cbsnews.com/htdocs/energy/renewable/framesource.html>
- Responsible Energy Development
- <http://www.westernresourceadvocates.org/energy/enerdev.html>
- Energy
- <http://www.westernresourceadvocates.org/energy/>
- Xcel Energy
- <http://www.xcelenergy.com/XLWEB/CDA/>
- Power ScoreCard
- <http://www.powerscorecard.org/index.cfm>
- Electricity and the Environment
- http://www.powerscorecard.org/elec_env.cfm
- Alternative Fuels Links
- http://www.eere.energy.gov/afdc/resources/kids_links.html
- Transportation Energy
- <http://www.energyquest.ca.gov/transportation/index.html>
- International Institute for Sustainable Development
- <http://www.iisd.org/energy/>
- Energy Efficiency and Renewable Energy
- <http://www.sustainable.doc.gov/>
- Institute of Energy and Sustainable Development
- <http://www.iesd.dmu.ac.uk/>
- United Nations
- <http://www.undp.org/energy/>
- Energy and Sustainable Development Magazine
- <http://www.2e2d.info/en/index.html>

Directions:

Write a **200 word essay** about which alternative forms of energy and pollution control that you support. Also, comment on which candidate seems to support your views more and why. If needed, research your candidate's position on the environment at <http://www.ontheissues.org/default.htm> or on the candidate's website.

Research the Issues: The Economy

- **Go to the following websites:**
- **Democratic National Committee:** www.democrats.org
- **Republican National Committee:** www.rnc.org
- **Third Party Central:** www.3pc.net/index.html
- **Libertarian Party:** www.lp.org
- **Green Party:** <http://www.gp.org/index.php>
- **Coverage of all candidates & issues:** www.ontheissues.org
- **200-Word Response:** In your opinion, why does your campaign have the best plan to solve the economic crisis we are currently facing? Explain, using facts from each party's website.

Research the Issues: The Iraq War

- Go to the following websites:
- Democratic National Committee: www.democrats.org
- Republican National Committee: www.rnc.org
- Third Party Central: www.3pc.net/index.html
- Libertarian Party: www.lp.org
- Green Party: <http://www.gp.org/index.php>
- Coverage of all candidates & issues: www.ontheissues.org
- 200-Word Response: In your opinion, why does your Campaign have the best plan to deal with the Iraq War? Explain, using facts from each party's website.

Preparation for Townhall Debate: Create a List of Questions

- Directions: Create a list of your five best questions to ask each candidate during our debate on November 4th. Try to expose weaknesses in the candidates' positions on the issues! So, what this means:
- 6 Questions for Obama and Biden
 - 2 on enviro., 2 on Iraq, 2 on economy
- 6 Questions for McCain and Palin
 - 2 on enviro., 2 on Iraq, 2 on economy
- 6 Questions for McKinney and Clemente
 - 2 on enviro., 2 on Iraq, 2 on economy

Lesson Plan: The Presidential Debate Primer

Handout #3: Debate Tactics to Look Out For

Strong debate tactics

Candor and clarity in response to challenging questions
 Direct clear description of policies with enough details that they can be understood by voters
 An understanding of problems with depth and degree to address crucial challenges
 Ability to 'think on their feet' instead of reciting 'talking points'
 Empathy for viewpoints within the diverse groups in the electorate
 Stirring metaphors appropriately linked to problems and solutions
 Personal stories that demonstrate strong and appealing characteristics
 Civility and respect for constituents and opponents
 Authoritative leadership
 Appropriate and warm humor
 Developing a connection to the audience and moderator
 Resilience and to withstand criticism
 Grace under pressure

Weak or misleading debate tactics

Reciting talking points and rhetoric without direct links to the debate question
 Inflammatory examples
 Red Herring tactic: presenting an irrelevant issue to draw attention from the pertinent topic
 Straw Man tactic: presenting a deliberate distortion the opponent's view so that it can be easily refuted, but the actual position of the candidate is not discussed or refuted
 Innuendo and suggestion about character faults of the opponent without facts or examples
 Personal attacks without substance or merit
 Clichés and platitudes
 Misstatements and misrepresentations
 Generalities when specifics are important in decision-making
 Derisive or mocking humor

Town Hall Debate Format and Expectations

- **Expectations:**
 - 1) Everyone is expected to have conducted research on the issues and the candidates and to come prepared with several intelligent, fact-based questions for each candidate.
 - 2) Everyone is expected to act in a mature manner. Name calling, threats and ridiculous accusations ARE NOT ALLOWED! All positions and opinions must be supported by evidence and facts from the real-life campaigns. Any student acting inappropriately will be asked to leave and to face the appropriate consequences/punishment.
 - 3) Everyone must remain silent when someone is holding the floor. Listen to each other's opinions in a respectful manner!
- **Town Hall Debate Format:**
 - 1) Introduction to candidate and town hall debate format. Commercials will be shown. Each candidate gives his or her speech. The supporters will hold up their posters. **Approximately 25-30 minutes.**
 - 2) Debate Structure: I, Mr. C., am the moderator who will facilitate the debate.
 - A) Environmental Question for Republicans—2 minute. Response from other two parties—1 minute each.
 - B) Environmental Question for Democrats—2 minute. Response from other two parties—1 minute each.
 - C) Environmental Question for Green Party—2 minute. Response from other two parties—1 minute each.
 - D) Economy Question for Republicans—2 minute. Response from other two parties—1 minute each.
 - E) Economy Question for Democrats—2 minute. Response from other two parties—1 minute each.
 - F) Economy Question for Green Party—2 minute. Response from other two parties—1 minute each.
 - G) Iraq War Question for Republicans—2 minute. Response from other two parties—1 minute each.
 - H) Iraq War Question for Democrats—2 minute. Response from other two parties—1 minute each.
 - I) Iraq War Question for Green Party—2 minute. Response from other two parties—1 minute each.
 - J) Opened up for general questions from audience to all the candidates. This is a chance for the candidates to clarify anything unclear in regard to their positions—5-10 minutes
 - K) Closing statements from all of the candidates—1 minute for each candidate.
 - **Total Debate Time : About 45 Minutes**
 - 3) Voting--**10 minutes**
 - **Total Time--About 1 ½ hours:**


DEBATE RUBRIC

| | Superior - 4 | Proficient - 3 | Poor - 2 | Unsatisfactory - 1 | Score |
|-------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------|
| Factual Information | Used many facts to support all arguments. | Used some facts to support all arguments. | Used few facts to support arguments. | Did not present facts to support arguments. | |
| Comprehension | Demonstrated thorough understanding of information. | Demonstrated accurate understanding of important information. | Demonstrated minimal understanding of information. | Demonstrated misunderstanding of the information. | |
| Persuasiveness | All arguments were logical and convincing. | Most arguments were logical and convincing. | Some arguments were logical and convincing. | Few arguments were logical and convincing. | |
| Delivery | Communicated clearly and confidently; maintained eye contact; excellent voice inflection and delivery rate. | Communicated clearly; frequent eye contact; good voice and delivery rate. | Seldom communicated clearly; poor eye contact; poor voice and delivery rate. | Failed to communicate clearly; no eye contact; monotone delivery. | |
| Rebuttal | Addressed all opponent arguments with counter-evidence. | Addressed most of opponent's arguments with counter-evidence. | Addressed some of opponent's arguments with counter-evidence. | Did not address opponent's arguments. | |
| Extra Credit (specify) | | | | | |
| Total Score | | | | | |